

**SUSTAINING A SAFE AND SECURE LEARNING ENVIRONMENT:
A CASE STUDY OF A SELECTED SCHOOL IN NEWCASTLE**

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DECLARATION

I, Eric Buhle Gumbi, declare that the full dissertation, **Sustaining a safe and secure learning environment: a case study of a selected school in Newcastle**, hereby handed in for the qualification of Master's degree of Education at the University of the Free State, is my own independent work and that all the sources I have quoted have been indicated and acknowledged by means of references. I have not previously submitted the same work for a qualification at/in another university.

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EB GUMBI

DECEMBER 2017

Supervisor

Co-supervisor

DEDICATION

This study is dedicated to my wife, Sizakele kaMphazima kaLanga, for her enduring loving, perseverance and patience, for being there at my academic ring corner no matter how piercing the blows are. To my children who have been so inspirational during this study and my research group for always being a pillar and source of strength in my journey. Utterly to my family, for faith, love and unconditional patience for being left behind while I was pursuing the study. It relentlessly inspired me to push myself to the limit. The study has been undertaken in honour of all the children, especially those in the face of not offered a platform to speak and heard, but draw, paint, and photograph and dramatise their voice and meaning. To the intact research team who have seen a need for persuasion for a safe and secure school learning environment. The study belongs to them more than it does belong to me and is dedicated to them.

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ABSTRACT

The aim of the study was to develop a sustainable learning environment in school through the infusion of emancipation. The focus was mainly on the behaviour of school learners, which tends to be disruptive. The theoretical strategy underpinning the study was critical emancipatory research theory, used as a systematic lens, as it mirrors the history of social research and is committed to working towards human emancipation and facilitating development of full human potential through equal participation. A critical emancipatory research approach objectively analysed power relations and issues of social justice within a democratic citizenship through critical discourse analysis. The study used participatory action research to generate data about the deviant conduct of learners that affects the education system and school management.

The generated data, textual, written and spoken emerged from the co-researchers' participative engagements, and was then analysed using socio-cognitive critical discourse analysis. The discursive practices were consolidated into the findings of the study. The findings refer to accelerated aggression and deviant behaviours, including smoking and truancy, minor alcohol consumption, a major addiction to illegal substances and violence. Through emancipative engagements and participatory principles as communal interactions, victims were regenerated to re-birth and self re-identification. Emancipation and the participatory approach were more pluralistic, initiated as a way of life as it should be and humankind as created to be. Critical emancipatory research and participatory action research, although socio-historically and politically diluted, became a communitarian philosophical lifestyle emphasising the virtue of being human through compassion, tolerance, trust and harmony which are supposed to be foundations of achieving a sustainable learning environment for human beings.

Through these concepts, the learning environment enabled the learners, parents and community members to own and democratically take control of the central stage in the construction of knowledge that transformed, constructed and shaped the identity of society which helping people to reflect on their original identity. Such enhanced knowledge about themselves within a broader community tends to be compassionate, with a collective respect for human dignity.

The enthralling and distinctive aspect of the research project was as proven to be the infusion of humanitarian elements in the educational management. It was a predominantly positivistic, profitable transformational characteristic within a research paradigm. All in all, it involved an understanding of the context in which such a strategy could successfully be implemented thanks to a strong working team in a socially inclusive learning environment, with an attempt to create a conducive sustainable safe and secure learning environment.

A remarkable aspect in the study was the voice of the learners, which had been neglected in other studies, but was here revealed through participatory visual communication. The study advocates the consideration of the learners' voice as the guarantee for their safety and, recommends that such a voice, which has often been viewed as insignificant, was heard.

In conclusion, the study argues that a socially inclusive safety and security strategy does not reside in an individual endeavour, but in a collective and collaborative relationship as it is affected by any decision or action taken in an educational setting deserving participatory engagement and involvement. The study hopes to offer the school in Newcastle a strategy that can respond to safety and security incidents in a socially inclusive manner. In this way, the study can contribute to the social inclusivity in the education management system, with the ultimate aim of improving safety and security strategies and enhancing learners' learning environment.

LIST OF ABBREVIATIONS AND ACRONYMS	
AU	African Union
CDA	critical discourse analysis
CER	critical emancipatory research
CMCDP	Consistency Management and Cooperative Development Policy
CPF	community policing forum
CHW	Community Health Workers
CWP	Community Work project
DBE	Department of Basic Education
DoE	Department of Education
DSSC	Discipline Safety and Security
DSST	Discipline Safety and Security Team
EDO	education district office
ELRC	Education Labour Relations Council
LMS	learner management structures
LRC	learner representative council
MDG	Millennium Development Goal
NDP	National Development Plan
NSSF	National Safety and Security Framework
OSA	Open Source Assessment
PAR	participatory action research
PVC	participatory visual communication
SADC	Southern African Development Community
SAPS	South African Police Services
SASA	South African Schools Act
SAYDR	South African Youth Development Report

SDP	school development plan
SGB	school governing body
SMT	school management team
SWOT	strength, weaknesses, opportunity and threats
UNICEF	United Nations Children's Fund
USA	United States of America
WHO	World Health Organisation
WSDA	Whole School Development Approach
YD	Youth Desk
ZPD	zone of proximal development

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CHAPTER 1: OVERVIEW OF THE STUDY: ORIENTATION AND BACKGROUND

1.1 Introduction

The study was done with an aim of developing strategy for safe and secure school learning environment. This chapter outlines some deliberations on the problems, reviews the literature, and identifies the intended design and methodology, and theoretical strategy suitable for data generation. The chapter further introduces a brief background to contextualise the problem statement together with a summary of a number of contexts that will form a theoretical strategy informing the study on strategies for a safe and secure learning environment. The chapter furthermore provides brief outline of the research design, methodology, and data generation techniques and data analysis.

1.2 Background

The study sketches on research of incidents of violence and antisocial behaviours in a selected school in Newcastle in the province of the KwaZulu-Natal, South Africa. It briefly examines the emergence of sustaining a safe and secure learning environment as a fundamental value in educational policy-making. The study reviews some of the policy responses with an aim of working for a safe and secure learning environment. It further examines school security measures, a safety and security team, learner mobilisation through interactive participations in awareness campaigns' and combating violence in solidarity, and assisting those directly and indirectly affected by alcohol and drug abuse, which have become the root of misbehaviour in school.

The study was done to help the school principal and the entire community members to establish a safe and secure learning environment at school. It focused on enhancing preventative strategies to handle disruptive learner behaviour, instil discipline, combat violent acts, mobilise constructive activism against abusive acts and bring about restoration to those directly or indirectly affected by alcohol and drug abuse.

Other dynamics including the socio-economic and socio-political imbalances lead to ineffective school management and failure on school management to produce at its maximum best.

1.3 Literature review

Addressing various challenges faced by schools while working for a safe and secure learning environment in Oslo in Norway, Pais; (2011:27-29), focused on social responsibility, which extends beyond just teaching and learning. The focus was on the fact that children were spending more time at school, challenging the school to provide children with a healthy psychological and physical environment that would promote their well-being and a sense of belonging. In the absence of such an environment, safety and security will suffer a detrimental blow.

Schwartz and Gorman in the report on school-based violence (2011:57-69), stated that the problem lies in an increased exposure and reinforcement of aggressive acts that are becoming the normal way of relating. People tend to overlook some risky behaviour under the lens of normalisation. Demitchell (2012:276) confirmed that the state of violence in schools goes beyond any social status and harms any individual regardless of place, standard; and age, and is not geographically bound.

In the Delta State, Nigeria, Chinelo and Ogbah (2013:53-63), investigated the impact of the school climate change, which is a feeling and attitude revealed in the school environment. It is caused by the ever growing exposure to aggressive attitude and lack of discipline among learners, teachers and administrators. Community members have to consider the approach tried in countries like Kenya and Uganda (Bond 2010:143), which regards education as having the unique potential to generate a positive environment. The approach aims to change the attitudes that traditionalise; culture and condone violent acts against children (especially girls), and to advocate and instill non-violent behaviours. Bhana (2012:352-358); and Bond (2010:352-358); are of the opinion that acts like bullying; are the precursors to an unhealthy learning environment, disrupting school management and leading to dropouts as a result of fear and intimidation.

According to the report in Kenya (Ayenibiowo, 2010), schools, colleges, universities and other educational institutions have been attacked by terrorist organisations, increasing their depersonalising psychological impact by targeting children and young adults. Such attacks seek to expand their destabilising activities in the Southern African Development Community (SADEC) region and beyond, where systematically selected attacks and killings are directed towards educational institutions (African Union Report 2015:1-5).

In South Africa, Maphosa and Shumba (2010:387) confirm incidents of risky and disruptive behaviours among learners and teachers through bullying, harassment, and other antisocial learner behaviours in school, which make a learning environment unmanageable and ungovernable. According to Burton and Leoschut (2013:2), school violence poses challenges to principals, staff, parents and the school community. They state that children are scarcely taught to be responsible citizens so that they can preach the gospel of safety and security to the outside broader society. Seeberg (2011:39) posited that there are challenges in creating healthier school learning environment which affect learner belonging and well-being.

Because of the lack of standardised risk assessing techniques, school staff and management have not been successful in the campaign to address the challenges of learner misbehaviour. Burton and Leoschut (2012:2) concur, indicating reluctance among individual community members to come forward with any resourceful information that might help to reinforce preventative measures to understand the challenges of risky behaviours and to investigate the most conducive conditions for successful implementing emerging strategies to support schools with safety challenges.

Van Jaarsveld, Minnaar and Morrison (2012:132) stated that school principals, school governing bodies (SGBs) and other partners need assistance against escalating disruptive behaviours in schools, circumventing them by ensuring a universal education and eliminating gender disparity. Van Jaarsveld, Minnaar and Morrison (2012:123-135), further affirmed that conditions at schools require well-assessed safety and security programmes. They critically analysed the ways in which violence uniquely touches each country and each school as influenced by its broader society, since it is a microcosm in which each school exists.

This calls for a security strategy designed for each school, which will vary according to the circumstances and their environment. Masitsa (2011:163-174) agrees that a better school environment brings more comfortable learning situation. Apart from the need for a safety and security strategy, people have the challenge of looking at programmes to prevent violence, resolve conflict; and accept diversity. The government has the mandate of providing relevant learning materials and enforce school climate to centralise characteristics of school accountability.

1.4 Theoretical framework

This case study was viewed using critical emancipatory research (CER) theory as a system of thinking for identifying and solving social problems. According to Watson and Watson (2011:63), a critical emancipatory theory, through its originality, brings about a systematic lens, as it mirrors the history of social research and is committed to social transformation and development of human dignity which is determined by equal participation. CER objectively analyses power relations and; issues of social justice within a democratic citizenship through critical discourse analysis (CDA) (Van Dijk 2006:98).

According to Morley (2012:1514), CER demonstrates that social justice in research depends on a positive interaction between the co-researchers and the researcher as it conceptualises communication as a medium of expression among co-researchers. CER's main objective is bringing about social change and to empower and transform humanistic capabilities. It values the existence and presence of the participatory relationship, as Mannikathan (2012:48), emphasises that every human being matters and must be able to live in human dignity.

Emancipation is a process of change in changing the attitudes of all the stakeholders (Heusinger 2013:1). CER theory, according to Morley (2012:1513), holds both the intersubjective understanding of group involvement and knowledge of social conditions, where a critical researcher helps people to imagine alternatives social contexts that will develop their human potential free from ideological confinements and social impositions (Raelin 2006:64).

CER acts as advocate of social change. It is contextualised in interpretation, as it embarks on action, and; analytical perspective, as it reflectively breaks down the generated information into simpler sections and clarifies the importance of historical text as an area of focus. It concurs with what Raelin (2006:64) refers to as a dependency on interaction between the researcher and the co-researchers, conceptualising communication as a medium of expression, providing a voice for the community, empowering people dialogically and gradually leading them to the acquisition of a collective consciousness.

1.5 Research problem

The prevalence of violent acts, including bullying, fighting among learners, sexual abuse and harassment, stabbings and murder, graffiti, abusive language and other disruptive learner behaviours that put teachers, learners and school property at risk, compelled research team to re-examine the problem. The plethora of policy directives, legal imperatives, governmental and non-governmental safety and security initiatives in schools has done little to alleviate the problem.

In addition, gangsters now target schools and learners to accomplish their criminal activities; through intimidation and territorial expansion. The safety of both teachers and learners is not guaranteed and the learning process compromised.

1.6 Research questions

Stemming from the above stated problem statement, a researcher would come up with a question of:

- How safety and security strategy at school can be improved for the well-being of all school occupants? The question further looks at how safety strategies can be fostered within the learning environment in order to respond to the aim and objectives underpinning the study.

1.7 Aim and objectives of the study

1.7.1 Aim of the study

The study intends to develop a strategy to foster safe and secure school learning based on the five objectives underpinning the study.

1.7.2 The main objectives of the study

To achieve the intention, the the research project was underpinned by the following objectives:

- Identify the challenges that hinder safe and secure learning environments,
- Evaluate suggested solutions to ensure safe and secure learning environments,
- Discuss conditions necessary for safe and secure learning environments,
- Anticipate threats that may hinder the successful implementation of a strategy that seeks to ensure safe and secure learning environments, and
- Formulate the indicators of success associated with the implementation of a strategy that ensures safe and secure learning environments.

1.8 Research design and research methodology.

The design was based on CER (Barnes & Mercer 1996:15) and involvement of the school-based community (Mnyaka 2006), to devise a strategy for a safe and secure learning environment at the school. Participatory action research (PAR) was used as an approach to empower the co-researchers on the conceptual and applied levels. According to Crane (2011:35), PAR is a combination of action research and participatory research, where participating members recognize a challenge and work on it. This makes PAR relevant when using critical emancipatory research as a lens for identifying and solving social problems since it is embedded in community participation.

The study depended on co-researchers' positive interaction through voluntary participation. Co-researchers comprised of learners, parents, and members of community, SAPS, CPF, CHW and DoE. Data generation was based on focus groups discussions, conversations, story-telling, photography, drawings and dramatising. Cameras, recorders and drawing materials were used for data generation which was later transcribed for analysis. Critical discourse analysis (CDA) (Van Dijk 2003:256), was used for data analysis

The aim was to give a voice (Nkoane 2010) even to younger children through participatory visual communication (PVC) (Literat 2013:86) to enable them to share the platform in the research process and contribute to the generation of empirical data forming part of empirical data. A structured working plan (action plan) was designed, consisting of a team working together in prioritising activities that would become strategies in securing safe school environment. The team of co-researchers interacted in data generation, working with the researcher at a grass roots level. They were involved in discussions; dialogical interactions, narrative responses and negotiating meaning and debates.

People with a common vision, were therefore sought; who could listen to the ideals and the design; participating and contributing actively. People were profiled and recommended for their skills, expertise and; experience. The project required co-researchers who would sense the value of the project as owners of the sought after information. A PAR approach would be used; focusing on capturing the stories and counter-stories through experiential participation.

Naming of one's own reality (story-telling) was used to capture first hand experiences. Counter-stories were epistemologically valuable in understanding the environmental transformation. Voices from the school community at a social level were required to deepen understanding of the environmental system. CER help in learning through reflection where people manage to relate experiences with the education system. The use of story-telling and the voice of others, including the (PVC) echoed the diverse structure of generated information which later would be critically analysed. Extensive research literature would be drawn and conducted within critical educational study strategy exposing how schools would produce social safety and security. This then viewed through an empirical CDA (Van Dijk 2003:256)

to locate textual problems, literature at the people's social level in working for a safe and secure school learning environment.

1.9 The value of the research

This study brings about necessary urgency to the matter because of its importance that goes beyond the immediate physical and mental harm attached to direct and indirect suffering, but specifically to the long-term results due to lack of safety and security towards teachers and learners. Working for a safe and secure learning environment does not only pertain to small scale parameters, but on a broader-based society, because learners are legitimate members of a broader society. The study also opened new dimensions towards dynamics of life, forcing researcher to align with everchanging standards of life. The proposed improved safety and security measures would act as catalyst in transforming learning environment to be a place where learners would feel safe and nurtured.

1.10 Ethical considerations

Permission was obtained from the school management team, the governing body and provincial education department. Parents had to sign consent forms for children participating in the research study. Teachers were informed and involved as part of the school team. Participation be voluntary, co-researchers not be threatened or intimidated to come forward with the information neither they be treated as subjects or promised any incentives or stipends.

Co-researchers assured of guaranteed confidentiality of the information conveyed and; feedback done through the correct and relevant channels to avoid distortion and leak of the information. Respect, honour, integrity and tolerance of one's rights, avoiding violation of other people's rights or looking down on other people's culture, religious beliefs and traditions. Conditions, type of project and the language usage be taken into consideration.

1.11 Chapter summary

This study aims at fostering secure school learning environment by developing preventative programmes that might eliminate violent acts and disruptive behaviours for life of all school occupants not be compromised. The focus is mainly on learner behaviour which tends to be disruptive and making teaching and learning less productive, antisocial acts that risk the process of teaching and learning, putting people's lives in danger.

The study uses critical emancipatory research theory to conceptualise human emancipation as well as facilitating total human development. The human emancipation is operationalized through PAR to provoke participative involvement for data generation. More attention has to be paid to the interactive relationship in the midst of the researcher and the co-researchers. The research study examines design, methodology and tools used as a systematic lens objectively to analyse power relations and issues of social justice within a democratic citizenship through critical discourse analysis.

1.12 Layout of chapters

Chapter 1: This chapter focuses on the introduction, background, problem statement, research question, aim and objectives of the study.

Chapter 2: The literature review is presented in Chapter 2 and outlines the theoretical strategy in line with the study.

Chapter 3: This chapter deals with the research design and methodologies used in the study.

Chapter 4: This chapter focuses on the data analysis, as well as the presentation and interpretation of the results, towards designing a strategy for a safe and secure learning environment at school.

Chapter 5: In this chapter the conclusions, summary, findings and recommendations for future research are presented.

CHAPTER 2: REVIEWING OF RELATED LITERATURE IN FORMULATING A STRATEGY FOR A SAFE AND SECURE LEARNING ENVIRONMENT.

2.1 Introduction

The intention of the study is to develop a strategy for a school management team for a safe and secure learning environment. Chapter 2 reviews the literature in the formulation of a strategy for a safe and secure learning environment in school. The literature review employed the critical emancipatory theory (Biesta 2010:41) as a theoretical strategy, pursuing the objectives of the study based on the challenges, solutions, threats, conditions and indicators of success.

The chapter further identifies and discusses operational concepts that will relate to the constructs assisting in the interpretation of empirically generated data in chapter 3 as well as its presentation and analysis in chapter 4. CER provides a systematic lens to help a researcher to understand the complex nature of educational problems (Watson & Watson 2011:63).

The chapter incorporates critical aspects towards design and methodology capitalising on the objectives of the research and transformation, reviewing what the literature says about empirically generated data and critically analyses in support of the objectives of the study. The review searches the related literature on issues pertaining safety measures in schools and draws constructs along empirical practices to foster a healthy school environment.

2.2 Theoretical Framework: Critical Emancipatory Research (CER)

2.2.1 Historical background

Barnes, Harvey and Aragon (2012), give a historical background of critical emancipatory research as a theory developed during the plodding denial of the positivist views of Auguste Comte during the 1850s on social research as a quest of supreme knowledge. At the same time, researchers became disillusioned by the interpretative inspection of such research as a means to generate socially helpful information amid a meticulous and communal context (Jakobsen 2011).

According to Oliner (2010), research on emancipation is based on the facilitation of the political beliefs of possibilities by rejecting social oppression on various levels of occurrence. From the positivist frame of reference, it was seen as a new, emerging paradigm for understanding research, not only to empowering people, but encouraging them to empower themselves as it precisely determines what can be done to facilitate people (Biesta 2010:41).

The literature shows that CER as a theory fundamentally requires researchers to develop co-researchers which will be beneficial and of value to the community (in this context a school community). In other words, CER is about human transformation and social associations of research production. Murray and Ozanne (2009:243), identify CER on lines of interdisciplinary approach looking for knowledge in relation to people and the actions around them. They argue that social problems resulted in groups being formed within society, inhibited by collective structures and processes construct and maintain by the people.

Murray and Ozanne (2009:130), marked the beginning from the 1920s by middle-class intellectuals after the isms of Stalin (Russia), Fascist (Italy) and Nazi (Germany) in Europe. Those who were forced into exile and isolation in America acquired a regular sagacity of reason leading to constructing a move towards political progressive and social transformation. It generated from two general periods: the beginning of the Institute of Social Research and later, after the death of Horkheimer in 1937, which was later remoulded by Habermas in the 1980s. Its roots lie in the reinterpretation of Marx in the 1920s by scholars such as Lukacs, Korsch, Antonio Gramsci and Mannheim, who were having an interest in reviving the ideas of Marx in 1948 prior to the corruption of those ideas by means of political circumstances. The work of these scholars influenced the development of what later became critical theory (Habermas 1987).

Biesta (2010:41) is of opinion that emancipation stems from the Roman decree, pertaining the release of sons and wives from the paternal authority of the father.

Biesta (2010:41) used concepts like *pater familias* and *ex mancipum*, where the man has to relinquish his authority over someone. According to Biesta (2010:42), emancipation can be classified in periods: the 17th century saw the emancipation of

religious tolerance; the 18th century saw the liberation of slaves; and finally, 19th century epitomised by the emergence emancipation of women and workers.

Emancipation is related to the emancipation of the dependent child to become an independent acquirer of knowledge. The concept of emancipation was affirmed in the 18th century where Kant (in Biesta 2010:42); distinct enlightenment as man's freedom from his "self-incurred tutelage", which is perceived as an inability to utilize his understanding devoid of the direction from others.

2.2.2 The objectives and importance of CER

CER plays a major role as a strategy releasing the oppressed. The workings of power have to be exposed to understand extent and influence. The task of critical emancipatory theory goes beyond modifying and conditioning the behaviour of the learner. It seeks to mould and guarantee independent and autonomous beings, who will be independent thinkers and be able to make informed judgments and take resolutions. According to Murray and Ozanne (2009:130), the development of CER strengthens an emphasis on reflection, dialogue and emancipation.

Emancipation is a useful concept that informs the process of change in people's participation. Scholars such as Korsch, Antonio Gramsci and Mannheim, claimed that critical emancipatory theory had a concern towards knowledge construction which would accelerate people to attain substance and autonomy. People would therefore attain emancipation in facts enhancing the prospect of freedom (Murray & Ozanne 2009:132).

Sonn and Cruz (2009:205), examine the epistemology (assumptions that include the nature of generation of knowledge, views of the causes and the connection the researcher has with the co-researchers); and ontology (assumptions that encompass the nature of actuality and of common beings, and the breadth, height and depth of the language structure) of the critical emancipatory theory. We concluded that the main objective of CER is to focus on the constant interplay between the meaning and the social structures with the reality produced through social interaction. In this context, it pertains to working towards (sustaining) healthy (meaning) learning atmosphere and the community (social structure).

At the epistemological perspective, the real meadow of knowledge is not about facts finding, but about decisive appraisal as a prologue to the passing of their attained form. Jay (in Murray & Ozanne 2009:134), confirmed that a critical theory revolves around two worth impositions, namely; the life of a person that value living and the life of a person which successable to improvement. They form the main objective as to the challenges, solutions, conditions, threats and evidences of CER as a theory. It is one more attempt to bring together democratic free speech and reasoning, to form a social organisation that makes possible freedom, social justice, peace, hope, equality and reasoning.

Epistemologically, such theory moves us away from the positivist approach (Jakobsen 2014) that does not question social realities, but focuses on underlying irregularities and, social structures, in which participants are treated as subjects and alienated from what they have created, unable to change social structures (Sonn & Cruz 2009:205). The critical emancipatory theory is based on the understanding of historical formation, moving beyond such an understanding to open up other corridors of social change that are eminent to the present order.

The ideals of emancipation oppose the so-called “banking concept”, (Freire 1974), where people simply and meekly accept knowledge deposited in them without inquiry, resulting in what is perceived as a passive population. Such metaphorical implications impose challenges to attempts to sustain and maintain stable safe and secure learning environments in schools, because people are not actively involved and given a mandate to be custodians of the problem that needs to be solved. School communities are oppressed and alienated from the problem-solving interactions that can make people consciously human, able to act and change the world.

The literature reviewed through CER as a system of thinking, is embedded in identifying and solving social problems. CER gives researcher a systematic lens to understand the complex nature of educational problems, which at the same time incorporate vital “perspectives” in both the tactic and wider research objectives towards social justice (Watson & Watson 2011:63).

The critical perspective developed further based on epistemological views as shaped for the field of education, where a researcher focuses on CER which develops into a

system of thinking to embrace a critical approach to problems. The theory revolves around the parameters of “universal human participation in work and interaction”, (Watson & Watson 2011:68). It further identifies the value and importance of considering social issues of unequal power that prevails in relative to prospect, power and being in charge. This encompasses the researcher to recognise the hinderences to people’s emancipation, lopsided power relation existing in authentic community systems often not taken heed of. Watson and Watson (2011:68), CER is steadfast to the emancipation of human beings and development of abundant personal prospectives through equality.

The case study is located within the respectful relationship between a researcher and the co-researchers within the confines of positive holdings, interactions and an invitational environment which will act on privileging social justice. The co-researchers, on a footing with the researcher, have to formulate and design the work plan, employing methodological tools such as conversations, discussions and PVC in data generation.

CER objectively analyses authoritative dealings within an autonomous residency. It shows that righteousness in research is aligned on positive interaction between the co-researchers and the researcher, as it conceptualises communication as a medium of expression. CER therefore states that the researcher must not be regarded as aloof from the general level of the co-researchers, but sensitive to taking care of all their endeavours, recognising their input, voice and experience. CER is committed to social change with empowerment and transformation. It is embedded in the characteristics of problem-solving, planning and evaluating community development programmes, of which in this case study pertains to, a safe and secure learning environment in school.

CER values the existence and presence of the participatory relationship (Mannikathan 2012:48), as it emphasises that every human being matters and must be able to live in human dignity. Such recognition is an eye-opener. It brings out potential, enhances capacity and reveals hidden talents. This demonstrates emancipation as a process of change in changing the attitudes of all the stakeholders. Its emphasis is on bringing about a paradigm shift from charity to rights, from compassion to inclusion and from rehabilitation to opportunity, as it facilitates

inclusive development. It is inclusive in a way that makes it a movement for life with equal respect and dignity (Murungi 2015), and an equal right to independent living (Manikkathan 2012:49). The co-researchers' and researcher's interaction is characterised by teamwork (where everybody contributes), cooperative skills (sharing and helping) and a face-to-face interaction, based on the idea of nothing about us without us which refers to the principle of all for one and one for all (Manikkathan 2012:51). CER encompasses intersubjective understanding of group involvement and the pragmatic perceptive of the potentially confining objectives of social circumstances, where a critical researcher helps people to imagine alternative social contexts that will develop their human potential free from ideological confinements and social impositions.

According to Watson and Watson (2011: 68), CER deals with power and the ethics of knowing which is referred to as an intellectual trend (epistemology), shared respectfully and equally among the participants, who engage equally in communication. This clearly shows how CER acts as an advocate of social change, which is contextualised interpretation, as it embarks on action and, analysis, as it reflectively breaks the generated information into simpler compartments and clarifies the importance of historical text as an area of focus. Interpretation shows how unique it is and how important text, negotiations, conversations; and intersubjectivity are. It also encompasses other additional steps as it examines equality, social justice, peace, freedom and hope.

CER examines equality as it emancipates marginalisation, gender, race, social class or age. In social justice it examines the distribution of resources, deals with unequal relations of power and prejudice, established barriers on civil strife, violence, crime, operation and distress. It focuses on freedom from poverty, hunger, diseases and distorted consciousness and brings hope to bleak future, desperation and and act against vandalism. This is confirmed in Raelin (2006:64), while examining characteristics of emancipation as a theory that depends on interaction (discussion) between the co-researchers and the researcher. It conceptualise communication as a medium of expression, providing a voice for the community, and empowering people dialogically and gradually leading them to the acquisition of a collective consciousness (Watson & Watson 2011:68).

CER was used in this case study to examine various distinct angles pertaining breadth, height, length and depth of the study through discussions. The whole chapter examines the nature of being (existence) and how that being should be treated. This can be done by looking at some challenges determined by existing gaps that continue to hamper the sustainability of safety and security in schools. The study examines the solutions that have been tried to; and the conditions under which the problem has been tackled, given the evidence that such a problem really exists.

Heusinger (2013:54) also identifies the role of emancipation in research to resolve the colonising nature of research, especially from more social societies. It is concerned with an incremental removal of manifested inequality achieve a better world by changing existing structures and processes seem to be a prime candidate for social determinants. It is evident that emancipation is about sharing responsibility, with an objective of freeing the people from the notions of being used as subjects. Its main aim is to free people from the oppression of inequality, bring about social justice, and bring peace, hope and freedom from the oppressive structures in which they are located. Collective evidence foreshows that emancipatory theory focuses on a social change through emancipation of the oppressed people or a group of people by looking beyond what the people deserve, but what the people need as a centre to problem solving.

As it acts within the confine of equality, social justice, peace, freedom and hope to the people, emancipatory theory critically challenges inequality and brings about social justice to marginalise by disrupting the status quo whenever necessary. CER focuses on oppression with social change as its main objective. It is ideologically based on knowledge acquisition through communication that works for change and emancipation. The other significant attribute of CER is the fact that it diverts human rights thinking from focusing on political rights towards human needs to recognise the importance of human rights.

According to Flood and Jackson (Watson & Watson, 2011: 63), Critical research (which engulfs CER), "is derived from both systems theory and critical social theory". They further claim that the study of science had become increasingly reductionist as it isolated other disciplines, came up with a theoretical research methodology which is idealistically defined through critique and emancipation.

The critical nature of the CER further improves bases of epistemological views as it was shaped for the field of education, where a researcher focuses on CER which developed into a system of thinking to embrace a critical approach to problems. The theory revolves around the parameters of universal human participation in work and interaction (Watson & Watson 2011:68). It further identifies the value and importance of considering social systems in which an inequality of power exists in relation to opportunity, authority and control.

This case study was located within the respectful relationship between a researcher and the co-researchers within the confines of positive holdings, interactions and invitational environment acting on privileging social justice. CER objectively analyses people interaction within an independent citizenship. According to Ledwith (2007), CER typifies that social justice in research is characterised by positive interaction between the co-researchers and the researcher, as it conceptualises communication as a medium of expression between them which therefore erases the notion of being regarded as standoffish from the general level of the co-researchers, but sensitive to taking care of all the participants, recognizing their input, voice and experience.

CER is chiefly committed to social change and its aim is to empower and transform. It is embedded in problem-solving, planning and evaluating community development programmes. In this case study, it is used for a safe and secure learning environment in an emancipatory way by bringing people together, forming an umbrella organisation for the community, providing a platform for debates and arguments, and education for democratic social practice, as it provides a voice for the community (Ledwith 2007).

Raelin (2006:4), confirmed “emancipatory discourse as representing a frame to free people from institutional forces that limit personal control” and autonomy. He further envisaged that communication has the impending power to empower people through dialogue collective consciousness.

CER holds both the intersubjective understanding of group involvement and the social understanding of the potentially defining objectives of social state of affairs, where as a critical researcher helps people to imagine alternative social contexts that will develop their human potential, free from ideological confinements and social impositions. Murray and Ozanne (2009:243), affirm this interdisciplinary perspective

as aiming to “help people envision a better society” when people declare liberation from confines of freedom and possibilities. That is why such an approach is difficult to be described by a single definition, because it does not represent any single or confined approach.

According to Watson and Watson (2011: 68), CER deals with power and the ethics of knowing, referred to as an intellectual trend (epistemology), which is shared respectfully and equally among the participants, who engage equally in communication. This clearly shows how emancipatory research acts as advocate of social change, which has a threefold context: interpretative, as it embarks in action; analytical, as it reflectively breaks down the generated information into simpler compartments and clarifies the importance of historical text as an area of focus; and educative, as it encourages participants to take a distinct position and engage as advocated in exposing effects of marginalisation and unjust practices. It emphasises empowerment and emancipation of both the researcher and co-researchers through acquire knowledge and skills.

In an interpretative level, it examines how unique it is and how important text, negotiations, conversations and inter subjectivity are. CER encompasses other more steps apart from the phases mentioned above as it examines equality, social justice, peace, freedom and hope. Through equality, it examines marginalisation, gender, race, social class or age. In social justice it examines the distribution of resources, deals with unequal relations of power and prejudice and hopes, establishes barriers on civil strife, violence, crime, operation and distress. CER also examines freedom from poverty, hunger, diseases and distorted consciousness and lastly brings hope to a bleak future and desperation. This concurred with Raelin (2006:47), who states that the characteristics of emancipation as a theory depend on interaction between the co-researchers and the researcher, conceptualising communication as a medium of expression, providing a voice for the community, empowering people dialogically and gradually leading them to acquisition of a collective consciousness.

CER was used in this case study from various distinct angles pertaining to the breadth, height, length and depth of the study. Through these distinct angles, it enables sustainability for a safe and secure learning environment helping the school principals and other stakeholders minimise acceleration of crime and violence in

schools that harm learning condition. Oliver (1992:12) emphasises that CER is about:

“how to build an enterprise that exposes the real oppression and discrimination that people experience in their everyday lives without merely contributing to the classification and control of the marginalised groups who seek nothing more than their full participation and inclusion into the societies where they live”.

That is what emancipation is all about, making people part of the team in problem-solving.

Emancipation is one of the social models that call upon the researcher to be committed to people's self-empowerment, removing the barriers of societal stratifications and becoming more accountable to participants and their organisations, giving voice to individuals, sharing their experiences as determined by their needs. What makes CER different from other research theories is that it foregrounds consciousness of the opposites that are buried or deformed by regular understandings of the nature of the social sciences and position concentration to the potential for current change.

CER has a way of emancipating people who are structurally and socially excluded from the democratic engagements because of class, gender, race, social stratifications, abilities or any stigmatisation. Watson and Watson (2011:68), view it as being “disenfranchised” from domineering creations and distribution of self-knowing and about the environment where they live and work. People have an inborn right to participate and make decisions which will protect them from being subjects to knowledge generation and manipulation. People have a right to know; especially research on persons is carried out (Raelin 2006).

The circumstantial nature of knowing in this study pertains a parental knowing based on basic research findings regarding the safety and security of their children. That ought to help parents to have power over school management and school administration. Interactive involvement will protect their interest as well as the interest of their children “without fear and feelings of insecurity,” (Demtchell 2014: 64).

There is proof that when richly informed, people can participate effectively in public engagements from which social marginalisation would normally alienate them, in other words where they would be physically present but participatoirly absent.

Through CER, people are moving away from the notion that there are research issues that are selectively do not belong to them only and selectively used by those who conduct researches, those who make policies or those who provide service to manipulate them to a level of development that enables to understand and change their situations. It is clear that emancipatory research entails reciprocal engagement of the participants in planning and design, and controlling knowledge to arrive at an understanding of their everyday occurrences.

2.2.3 Formats of Critical Emancipatory Research

The formats of CER are in line with the manifestation of power. It includes various theories, notably critical action research and critical race theory (Kemmis & McTaggart 2007). Critical action research (Kemmis & McTaggart 2007), is emphasisedby bringing together broad social analysis as represented in the literature of education.

It specifically assisted in this study to educate people through awareness, as they empowered themselves for bringing about safety and security in the school learning environment. It also pertains to the critical race theory (Kemmis 2009:464), which is drawn from the critical theories of law, sociology, history, ethnography and feminist theory (Hooks 1994).

In CER, we may not look down upon discursive processes, because they incorporate the emotions, desires and intentions about things which are out of reach of people who may not be involved. Aligning to these discursive practices will always be complicated, as community members are bound together by traditional patterns and style of communication.

2.2.4 Steps in Critical Emancipatory Research

CER comprises three major steps, namely the interpretative step, critical analytical step and educative step (Tracy & Morrow 2012). Interpretatively, the co-researchers are encouraged to critically evaluate the information provided against their daily experiences, feelings and emotions, leading to reflection and fostering self-awareness to generate potential for change and societal engagements.

The critical analytical step encourages a critical examination of socially generated issues, where a personal voice carries a real meaning and experience. The last, the educative step, encourages the participants to take a distinct position and engage as advocated in exposing effects of marginalisation and unjust practices. It emphasises empowerment and emancipation of both the researcher and co-researchers through acquire knowledge and skills.

2.2.5 Rhetoric of Critical Emancipatory Research

CER is embedded in language to prompt interaction through meaningful dialogue, encouraging the participation of various stakeholders through mutual respect, where an individual learning becomes a delivery system of knowledge (Van der Westhuizen & Mankoele 2013). The rhetoric nature of CER considers mutual respect, which should be part of any research that involves human beings. CER discourages discriminatory language, strongly emphasising equality in language for meaningful conversations (Wilson 2012:11). It would be futile to ignore the fact of discursive reflection in social involvement, experiences and living conditions, especially among learners (Ahmed, Rop & Sisimwo 2014:22), that can be accommodated through CER irrespective of people's backgrounds. Personal actions, language and behaviour determine transformation, which emphasises the importance of considering language as a basic in building the relationship of mutual trust and humility. It avoids reducing people to subhumans, objects or variables. If there is any language barrier, an interpreter can be employed for smooth running of the meaningful conversation.

2.2.6 The role of the researcher

The researcher gives the participants a voice that can be heard, by validating and privileging their experiences, offering them the perception of finding themselves, and making them experts. It is the role of the researcher to analyse, categorise and interpret the generated information which can be acquired through participative engagements in dialogue, reaching conclusions and offering feedback to the team. The co-researchers know more than the researcher, and the researcher has to give them the opportunity to use their own experience and knowledge to understand as they learn, and discuss the research. The researcher has to involve the participants equally in the process of generating, writing, interpreting and editing the information they have generated and written. Furthermore, the researcher has a role in identifying the problem, explaining the purposes of the research project and steering its objectives.

Collaboratively the team has to specify type of data to be generated through discussions, dialogues and prioritisation in order to accomplish the aim and objectives of the study. As a researcher, one has to interact the recruitment proposes to form the co-ordinating team; and detailed requirements, monitor the risk mitigation and guard against ethical considerations.

The researcher is also responsible to project the outcomes in the case of population, organisation or entity that will benefit from the research project. Identify some intended avenues for dissemination of the research project results and critically come up with something new as solution to the issue.

2.2.7 Relationship between the researcher and the co-researchers

(CER) displays a potential to address an existing breach between the researcher and the participants. The researcher and other participating members collaborate in the designing and implementation of the research tools. As it is problem-centred, the problem-solvers equally participate for the solution. The researcher does not stand aloof above the participants and participants are not in a subject position. Research technique involves the researcher and the participants work together with each other

which Oliver (1992:8), perceives as being “shaped by the research paradigm within which the researcher is operating”.

It is of much importance to bear in mind that the research study did not deal with research subjects, but with participants, as they all interacted at the same level in respect and dignity. The researcher supported the recruited co-researchers through training and workshops to understand what it means to be part of a research project. It is a researcher’s responsibility to be influential in the creation of a meticulous locates of social relationships, as they are authors of research projects; they must not distance leaving co-researchers without support.

The expected relationship is not of making researchers more liable, but of giving deploying support to the research participants, changing the social relations of research production to enable them to value their responsibility in the process. Oliver (1992:11) describes it as putting knowledge and skill into the hands of the participants themselves.

Watson and Watson (2011:71) describe three types of relationship between the researcher and co-researchers namely:

- Unitary relationship, where the researchers and co-researchers have to share assets including values, comfort, common consents and consensus where there is a participative decision-making.
- Pluralistic relationship, where the co-researchers share companionable interest, despite a discrepancy of values and means, but find the middle ground.
- Coercive relationship; where the co-researchers lack a common interest, have conflicting values, disagree about split ends and way without concession, and came to agreement to accept decisions (Watson & Watson 2011:7).

These three steps indicate evidents to a dynamic interaction among the researchers. It avoids the top-down form of knowledge relations. It is characterised by mutuality as knowledge is conveyed between researcher and the community so that the community members can preserve ownership because a researcher is committed to participants’ self-empowerment.

Mutuality displays trustworthy and loyalty between the researcher and the participants characterised by social justice and democratic citizenship. That what is defined by Nkoane (2012) explaining that researcher has to engage with the methodological expectation of critical emancipation; using the power of language and communication to interact the borders of text in spoken or written words. This clarifies the relationship that rest upon the pillars of communication which is a medium of expressing knowledge among all co-researchers.

The researcher has to recognise the voice of the co-researchers, acknowledge their experiences and stomach the fact that the language of the people is a vehicle of the productive means of communication which is important for the production of knowledge.

CER is characterised by the recognition of the moral rights of co-researchers to implement ownership over knowledge produced about them, which is a human rights issue, involving equality and social justice. Participatory interaction and decision-making that generate knowledge about has, in return, to empower them. The interactive relationship should be built on trust, respect and humility; and is critical to balancing issues of power that is inherent in the participatory engagement (Mahlomaholo & Netshandama 2012); (Steinberg & Kinchelleo 2010:143). The relationship is characterised by the complementary nature of people's diverse experiences; their knowledge, culture, beliefs and socio-political variations are considered significant as powerful tools to filter basic realities related to people's challenges. These are realities that will enhance the interpretative, analytical and educative mechanism (Tracy & Morrow 2012), as explained in the steps towards CER described in section 2.2.4.

2.3 Epistemology and ontology of Critical Emancipatory Research

2.3.1 Epistemology

According to McNulty (2013: 525), epistemology is related to the science of the nature and foundations of knowledge based on the methods, range, strength and the dissimilarity between defensible beliefs and judgment. In this context, knowledge empowers teachers, learners and all other stakeholders for social change, to

advance democracy and equality as they advance their safety management skills. CER focuses on the means for acquiring knowledge collaboratively and encourages the marginalised to differentiate between the truth and what is not true (Scharp, 2013: 428).

According to Espino (2012:33), “epistemology is the understanding of the relationship between power and thought and power and truth”, which McNulty (2013: 525) advocates, emphasising that to achieve an understanding between power and thought, and power and truth, the researcher has to discover the value of orientation. Denying ways of acquiring knowledge, relying on our senses and development of own concepts in our minds, we miss prescribed logic and a coherent path for our thinking (McNulty, 2013: 526).

Learner engagement is a good strategy to alleviate the banking educational system of consciousness, creating space for learners to control their learning. As Freire (1974: 62) stated, “the emancipatory learning theory encourages individuals to be empowered and emancipated”. This means that it will be easy to tackle changes if contradictions are exposed through dialogue (Boog, 2003:427), since “dialogue is a horizontal relationship of which mutual trust between the participants is the logical consequence”, (Freire 1974). Epistemology enables the researcher to analyse the nature of knowledge and its relationship to similar aspects like truth, belief, justification and an interpretive understanding of the subject.

Knowledge, according to Mertens and Wilson (2012: 169), is “constructed within the context of power and privilege”. Mertens and Yamashita (2010:48) further posit that “knowledge is socially and historically located within a complex of cultural context”. Knowledge is about emancipation which does not only liberate from dominance, but also transforms society and achieves a fair circulation of authority within the society (Boog 2003:427). Empowerment relates to nurturing one’s self-consciousness, self-advocacy and self-actualisation. In this study, empowerment was utilised in the sense of empowering groups collectively.

2.3.2 Ontology

According to Denzin and Lincoln (2011: 711), ontology is “the study of what is in the world”. Its concerns about assumptions with what constitute social reality, to express, nurture and expand learners’ learning capabilities in a shared praxis. According to (Mertens & Wilson 2012:172), it is diverse values and life experiences that determine differences in perspectives on what is real.

Among these socially constructed experiences, it is necessary to specify the social, political, cultural, economic and ethnic, gender and disability values that define realities. Relying entirely on words as means of communication within the learning environment does not challenge thought in important areas of experience, therefore, ontology describes what is in the world (Denzin & Lincoln, 2011: 711). Ontological assumptions concern with what we believe constitutes social reality, to express, nurture and expand learners’ learning capabilities. The nature of reality is produced socially through societal interaction (Barry, 2012: 18) and the cultural conditions in which we as individuals live and learn shape our knowledge and the way we the world around us. This concurs with the objectives of the study of formulating strategy for a safe and secure learning environment in school.

2.4 Reflection on the issues of critical emancipatory theory

Morley (2012:1514) posits that critical reflection is a process based on the integration of destructive views that can reconstruct changing means through which an individual perceives and relates to the communal world. It emanates from the attitude of self-introspection in a form of solitary confinement that can facilitate agency and change. Such a statement classifies positivism to the possibility of critical reflection to create emancipatory change, which Fook (in Morley 2012:1514); further specifies as being the possibility of a decisive manifestation to construct both liberating and empowering change.

According to what Fook (Morley 2012) has stated above, a critical reflection emanates from a critical narrated incident where a participant has undergone approximately two phases namely, destruction and reconstruction. It characterises the situation where the incident has destructed the narrator (as a victim in the course

of social structure and power inequality), and thereafter, through reflection, the situation changes through reconstruction. Critical reflection can change co-researchers from being powerless in the face of structural social barriers, where a victim can be exploited due to constructed social barriers, and being empowered (reconstructed), which Manikkathan (2012:2), referred to as “rehabilitation”. This brings about change and through an emancipatory approach, the survivors own their lives again (become free) through social justice. A critical reflection is characterised by areas such as empowerment, identity, dichotomous construction, and change in participants due to the engagement in support of a victim who has survived a certain ordeal as a result of injustice in practice.

Morley (2012:1515) continues to explore vital evidence that reflection stand as an influential instructive device assisting co-researchers to interact with a very real sagacity of society to acquire emancipatory objectives by examining manner through which their participative discourses function dissimilar to their interest and expectations. According to Raelin (2008:8), reflection is constructed as introverted, meaningful occurrences that dissect sense by matching existences against cognitive realms. The reflection revolves around an internal conversation once a co-researcher gets absorbed in practice. The reflection helps co-researchers to be informed, pulled and transformed through experience. Through CER, people collectively frame meaning from events, negotiations and sharing understanding with others.

CER regulates exchange between the interior belief and feelings and exterior social processes. It is characterised by actions, which are a possible connection among the negotiating members. Raelin (2008:8) further explains that reflection is a formal discourse at the bases of converging knowing (epistemology) and the nature of reality of social beings (ontology). It accelerates the practical itinerary of commitment with others. Reflection activates and helps researchers to comprehend the reality of knowledge construction and management. Through emancipatory research, co-researchers are reflectively encouraged to voice their conscious development by indulging in dissocialising detection while connecting prior encounters with transcripts; ensuring manifold levels of scrutinies propelling them to innovative ways thinking and reaction. Reflection is about entering a “conversation knowing that it will produce new level of acquisition”, (Raelin 2008:9).

A theoretical approach to CER according to Raelin (2008:9), there is integration between the public reflection and the individual reflection because both identify the inclusion of the participative goals dismantling hinderances barricading them to acquire their tone and unleashing their potential in a free and justified world. The interaction brings about connection between the individual problem, social and historical context. People can engage themselves in a research projects that may change their dimension of involvement, which might create a real-time experience cheering them to take on prospective discourses.

A critical theory is an emancipatory tool for change and transformation, freeing an individual from some oppressive social structures. Social development and growth should be characterised by freedom and social justice, but instead, it struggles with the issues of dominance and oppression existing in many social systems hindering the legitimate development of knowledge. According to Boulos, Pierre, Rajacich and Dale (2003:37-44), introspective premise gives a kind of knowledge inherently industrious of clarification and liberation, demanding people to be critical of their social structures and ideologies.

CER emerged as a part of effective views of positive approach to gain and develop knowledge as idealised by the influential work of Habermas in the 1980s. Boulos et al (2003:37-44), categorically tabled levels of knowledge acquisition, which empirical or analytical, historical or hermeneutical help people to understand social reality.

Empirical/analytical knowledge is based on empirical evidence and is governed by the rules that control the environment which should be owned by people in that particular environment (praxis). Historical/ hermeneutical knowledge is a practical knowledge aimed at comprehending personal experiences and focuses on liberating people from the constraints and domination with great emphasis on critical self-reflection (Boulos et al 2003:37-44).

Reflection on empirical and historical knowledge exposes an understanding of social existences. The two are not complete without emancipation which is embedded in setting individuals free from the constraints and domination, and twisted interactions, allowing people to engage in their own freedom (Kim & Holter 1995:209). The work of Habermas continues to review communication as a source of oppression in a sense that it is through language where power structures are maintained and

ideologies internalised, which Habermas referred to as a model dialogue state of affairs, looking at the fact that communicative interaction should be free, legitimate, and honest, based on uncensored flow of information, undistorted by coercion and intrusion of power (Habermas 1987).

Habermas' ideal explanations pay scanty reflection between the diverse culture and language discrepancy, but although, attention should be paid on the fact that people are socio-economically the same, neither open to the elements of similar encounters; oppression and domination transcended beyond cultural diversity and experiential differences because oppression and domination know no boundary. A critical theory maintains the rationality encompasses that the standard of truth is always social, and social life is structured by meaning (epistemology, which is contextualised by relationship, power and social structures. Critical theory (epistemologically) challenges such long-held views that knowledge is based on acknowledgement in a sense that an individual acquires knowledge only if he or she is acknowledged, which, according to Boulos et al (2003:37-44), becomes an emancipatory vehicle to the oppressed. The power of emancipatory change is also reflected through Morley's (2012:1513-1532) attempts to answer the question of development and potential of change.

Interactive participation brings about deconstruction and reconstruction by means of enforced social justice and equality, which will transform and change people through knowledge acquisition and self-identification. As a reflective theory it will give people a kind of knowledge that will be productive while challenging them to be critical in understanding individuals' subjective experiences, knowing the rules that control their environment and focusing on liberating themselves from the constraints and domination from distorted social systems and allowing an individual to be involved in processes of their own emancipation.

2.5 Definition of operational concepts

2.5.1 Sustainability

It is wise to start by looking at the context of sustainability as a concept to put this study into perspective. Sustainability is a key concept which can be defined as

endurance to hold on, maintaining or to carry weight of holding up and to be able to endure without giving up or collapsing. This concurred to what Runge and Gonzalez-Valeri (2011:7), describe as a mutable concept which is a “method of production capable of replication and success over the foreseeable future, imposing tolerable stress, allowing reasonable and assured returns for both”, of which in this case is learners and teachers.

Sustainability is a concept of nature that enlightens an optimistic attitude about possibilities of reformation maintained at the developmental standard. It includes a delivery that relies upon the culture and belief of growing or increasing in quality that is necessary for the improvement of human condition. A sustainable safe and secure learning environment is a central concern because the growing human population needs a safe and secure learning environment that guarantees future free from threats.

2.5.2 Safety and security

The concept of being *safe*, according to Ncontsha and Shumba (2013:12), refers to precaution people take to prevent accident, and Demitchell (2012:276), identifies a safe and secure school environment as a place where learners and teachers experience a freedom of both psychological and physical safety. Ogonyo (2012:26) defines safety and security as “measures undertaken’ (by children, staff, parents and other stakeholders) ‘to either minimise or eliminate risky conditions or threats that may cause accidents, bodily injury as well as emotional and psychological distress”.

2.5.3 Learning environment

According to Dlamini (2009:20), learning environment can be defined as a social space that “supports teachers and learners in developing their potential for the benefit of society”, that plays major role in the construction of knowledge and shaping the identity of the society. Mahlomaholo (2012:5) also defines it as a “social space made up of many communicating with one another as they work, act towards a defined goal”. Dlamini (2009:20) is of an opinion that a sustainable learning

environment enables the learners, community members and parents, to take a central stage in the construction of knowledge.

2.5.4 Violence

Burton and Leoschut (2013:8) are of the opinion that violence is related to intentional use of force or power, and characterised by threats towards other people or a group with an aim of injury, death or harm, while safety and security are identified as states of being free from danger and not liable or exposed to risk. Schools are challenged by a variety of disruptive learner behaviours involving actions or attitude that signals an abusive conduct intended to harm or intimidate others to the extent that their quality of care and safety is compromised. This stage would form fundamental interactive bases pertaining to population involvement within the confinements of the five objectives of the study.

2.5.5 Case study

A case study is an account of the activity, event or problem that contains a real situation and includes the complexities encountered in the workplace (Kardos & Smith 1979:1)

2.6 Related literature and development of constructs

This section of the study reviews the literature from its practices of a sustainable safe and secure learning environment, in respect of each of the five objectives of the research process. These same objectives will formulate constructs in section 4.2 while analysing, interpreting and presenting the generated data.

The study explores how the project operationally responds to problem-based, resource-based and outcome-based solution towards formulated strategies to secure a healthy school learning environment. The exploratory nature about this study is related to the principles of CER as espoused in literature review in Section 2.2, which covers the wider context including South Africa, the SADC region, the Africa continent and internationally. The purpose of this Section is to develop constructs for each of the objectives including challenges, solutions, conditions, threats and indicators of success while working out possible principles guiding the formulation of appropriate strategies for a safe and secure learning environment in school.

2.6.1 A need for teamwork to foster a safe and secure learning environment

People long for an assurance of safety and security in every space they share. Such an assurance needs the presence of a dedicated team with a common vision to work on strategic planning for a sustainable learning environment. Systematic planning, prioritisation and action need collaborative teamwork to engage in the transformative strategic planning to circumvent any contextual factors compromising the safety and security of the school. The Child Care and Protection Act of 2004 in Jamaica entitles schools to search, which includes physical examination and private items, opening and inspecting personal possessions. Policy directives entitling schools to apply effective control over physical domain of the school in monitoring the access policy to entry and exit points to learners, teachers, and visitors questions the competency of the security guards and their expertise. To achieve the mandate of this policy, the school's educational structure needs to be formulated for safety and security. Schools are dealing with intra-personal conflict among learners which is a result of conditions at home and in the broader society. Learners come to school without proper counselling, which creates a vengeful and retaliatory attitude towards discipline.

2.6.2 A need for the formulation of a common vision

A successful safe and secure learning environment is built within the guiding parameters of a common vision that encompasses the daily activities of a team and fosters a shared purpose among members of the team. A common vision that will motivate, models behaviour, and promotes a high level of commitment will lead to enhancing team performance (Darbi 2012: 95). A need for a shared vision among the team members, will add an orientation and meaning and acts as a powerful determiner for a continuous organisational development. Wong & Liu (2009) believe that an effective vision enforces commitment among the team turning vision into a reality. It is necessary for a team to have a common vision that will be a binding force towards a common goal.

This concurs with the best practices on a vision (Martin, McComark, Fitzsimon & Sprig 2014:1), emphasising that a vision creates orientation and specific meaning for the team members, as it enables the team to obtain meaning an orientation through the knowledge of what they are doing. It meets the expectations of the literature which argues that an effective vision for the team should be clear and specific for each member of the team to comprehend and aligned to (Jorge 2013).

2.6.3 A need for a SWOT analysis

It is necessary for every organisation to delegates its members according to their strengths, weaknesses, opportunities and threats (SWOT). The organisation can generate data that could be relevant and reliable, used in developing alternative strategy for the management venture. Its main objective is to identify similarities and differences among the organisation's internal and external resources. It determines the purpose of gathering data and conducting both internal and external analysis.

The information becomes the basis for strategic plans that will develop. Well-conceived organisational plans based on a SWOT analysis ensure that internal processes and capabilities of the management venture match or are in line with the opportunities and threats in the external school environment. This empowers the organisational structure to be more successful because of a favourable match between the internal strengths and weaknesses of the organisation and its external opportunities and threats.

According to Van Aardt and Bezuidenhout (2014:116), the review of external and internal factors is done to establish whether the strategies developed will address the strengths, weaknesses, opportunities and threats that had been identified. It will reveal whether the initial analysis of both internal and external factors was sufficiently intensive. The human error factor causes social challenges that can result in aflawed SWOT analysis. Human error is compounded by corruption, favouritism and nepotism, which can abort the mission of the analysis, as these concepts never conceptualise human capabilities. Van Aardt and Bezuidenhout (2014:116) further opinionated that schools' strategic management process never cease if the team decides upon a specific programme to tail, but continues when translated into action.

2.6.4 A need for a proper prioritisation at school level

The school has to prioritise to encompass the school's vision, which will be briefly dealt with in section 4.2.2, while deals with challenges. It will further guide the action plan (3.10) as processed through the operational phase in section 3.11. Insufficient prioritisation at a school level contradicts vision for 2030 as described in the 1997 National Development Plan (NDP). According to the NDP, all public schools must have improved safety measures at school by 2030 to enhance outcomes where standards for safety are established, implemented and monitored (SASA 84 of 1996). The Higher Education Act (RSA 1997) recommends the prioritisation of an activities according to the order of occurrence likelihood as it focuses on establishment, implementation and monitoring of the standard of safety and security at school (NSSF 2016).

Insufficient prioritisation can be encountered through the theory of action (City, Elmore, Fiarman & Teitel 2009), which through its mandate, defines the school infrastructure as foundations for long-term priorities. Like in any good planning, prioritisation is embedded in the evaluation of change; it requires co-researchers to surface and articulate underlying assumptions. The articulated assumptions need to be tested and measured task specification and accomplishments (City et al. 2009). Prioritisation divides activities into high priority risks. It helps align activities according the likelihood of high occurrence and risk impact; the likelihood of low occurrence and high risk impact, those with a likelihood high occurrence and low risk impact; and risks with low likelihood of occurrence and a low risk impact (Covey 2002).

2.6.5 The needs for a sustainable safe and secure learning environment in school

This section reviews literature for justifying the needs for the study. It is important to attain understanding, anticipate some threats and design strategies to circumvent them. The study subscribes a transformative genre that is both critical and emancipatory. Theories, policies and previous research were viewed to shape the indicators of success for the designed strategies. This cannot be done without a

dedicated team that will work for a sustainable safe and secure learning environment. It intensively examines challenges that emerged because of a lack of a dedicated team, a lack of a common vision, improper prioritisation and insufficient SWOT analysis.

The challenges that will be reviewed include disruptive learner behaviour, bullying behaviour accelerating school dropout rates, lack of parental and community involvement for disciplinary programmes, alcohol and drug abuse, increased violence and destruction of school property, (vandalism), a lack of school hygiene, sanitation and learner orientation, the prevalence of gangsterism and cultism, a lack of restorative programmes for learners that have been suspended and expelled, and a lack of clear, precise punitive measures towards misbehaving learners. These identified challenges will be practically operationalised in chapter 3 and analysed in chapter 4 respectively.

The focus on challenges emanated from the fact that the learning environment is a central concern because of the growing human population consisting of those who need to sustain their livelihood and others who think they are entitled to sustenance. The need for a safe and secure learning environment is fundamentally democratic with its ultimate focus on transformation of the society as mandated by SASA (1996). Basic social transformation starts with the emancipation of individuals through acquisition of knowledge (epistemology) which in this context will be accomplished through interactive engagement of parents, teachers, community, learners and other relevant stakeholders' participation in action. For the accomplishment of the needs, participants have to identify solutions, suitable conditions, possible threats and indicators of success for a safe and secure learning environment.

2.6.6 A need to curb disruptive learner behaviour

Schools need to create a positive climate (Chinelo & Ogbah 2013:53-63), to curb, among the staff members and learners "increasing aggression, conflict, and indiscipline observed in schools". That is confirmed by De Wet (2011:175-189), identifying two educational challenges that threatens, it is a "well-managed school and ensuring that educators are attentive to legal parameters when making decisions and dealing with discipline". Another challenge faced by South African

schools is what Jacobs (2014:4) describes as print (mis-) information, entailing the manner through which media utter reportson school violent acts in South Africa which influence the public perceptions.It is seconded by statements like that of Lewis, Bonner and Joubert (2010:87-97), portraying the condition violence in South Africa as “disturbingly high, constituting one of the most significant public mental health challenges in South Africa”. Giving rise to a particular attitude influences the decisions of policy-makers. The way in which violence is being explored imposes a challenge in sustaining safety because readers perceive media’ reports as the truth. Lewis et al. (2010:87-97), view the school violence as a “multifaceted phenomenon with unique contextual characteristics”. A holistic and integrated approach to deal with it is a challenge because the fact is that the antisocial behaviours inside the school are the results of the problems facing the school’s broader society.

2.6.7 A need for strategy to combat violent behaviour in school

Demitchell (2012:276) is of the opinion that the state of violence challenges the state of safety and security and goes beyond any social status and that it can harm any individual regardless of place, standard and age; and is not geographically bound. Maphosa and Shumba (2010:387) indicate that schools still experience violent and some risky and disruptive behaviour through bullying, harassment, rape, beatings and murder, which make a learning environment unmanageable and ungovernable.

Closer school community, including school staff and parents, have a mandate of being custodians and address challenges on school violence, (Burton & Leoschut (2012:2). The holistic mandate of the above stakeholders is to strengthen the safety measures by reviewing the existing security programmes, access to school premises and visitors; and fortify the security personnel (SASA1996), equipping them with relevant devices to check and monitor entrance to the school grounds. Children have to be taught to be responsible citisens and empowered transformatively so that they too can preach the gospel of safety and security to the outside broader society (Burton &Leoschut 2012:2).

CER is based on the fundamentals of inequality and unjust practices imposed underprivileged and marginalised groups, where equality becomes the outcome of

the process of emancipation (Biesta 2010). It always instills dependency at the foundations of its own principles of hope, peace, freedom, equality and social justice.

2.6.8 The need for effective involvement of learners, parents and community

The lack of safe and supportive families brings about vulnerability, trauma, and poverty and erases that purpose-driven attitude among learners. Other homes are child-headed families who lack parental care and role modelling, putting children at risk of being involved in risky violence-related behaviours. Sewpersad and Van Jaarsveld (2012:46-55), note the challenge of buildings that are spread all over campuses which forces institutional management to be on alert in taking into account new innovative preventative measures counteract current dynamic threats.

2.6.9 A need to fight against alcohol and drug abuse in school

Van Jaarsveld, Minnaar and Morrison (2012:132), state that SGBs and other partners need to be assisted. They point out areas of concern because of alcohol and drug abuse in schools, which causes escalating violence in schools countrywide. The culture of drug usage among young people contributes negatively to the culture of teaching and learning. It creates a climate of insecurity and fear (Ncontsha & Shumba 2013:12), which affects and impairs the core educational purpose of any school. Drug users' behaviour is unpredictable, putting other learners' lives in danger. From a global perspective, protection and defence is the most basic problem overwhelming not only South Africa, but the continent at large (Gina & White 2014:56).

The need for a hazard-free school learning environment should be made a priority on the agenda of every international, continental and provincial educational body. School boards have to wage war against this moral decadence affecting schools; otherwise schools will nurture disrupted and corrupt citizens (Oluwotobi & Babatunde 2010). A mindset shift is needed, where actions should be focused not only on sheltering school infrastructure against theft and vandalism, and protecting scholars and teachers, but also on providing support rather than exclusion of the perpetrators

and addicts. Van Jaarsveld et al. (2012:123-135), concur; with the statement stating that conditions in our learning facilities require a timely security equipments.

Apart from stating that schools are “rapidly and increasingly becoming arenas for violence”, Van Jaarsveld et al. (2012:135), identify schools as cradles for substance abuse, making them harmful and unsafe places of learning where health and moral degeneration is manifest. Drug abuse in the broader society, in which a particular school exists, calls for a security strategy that fortifies schools for the sake of learners.

2.6.10 A need for a balanced socio-economic standard to avoid increased destruction of school property

The South Africa government, through the Bill of Rights (SASA 1996) has committed itself to alleviate poverty and ensuring equality for all people by providing basic human services. However, people do not think along the lines of needs, but of entitlement, which is manifested in violent protests, burning and destroying infrastructure, namely buildings, furniture, books; and refusing to let children go to school. This is part of the violation of basic human rights. The escalation of fraud, crime and corruption in various sectors, including education, deprives learners and teachers of the opportunity to fulfil their task of delivering according to their optimal potential.

2.6.11 A need for eliminating gang-related acts and cultism in schools and ensuring moral regeneration

Seeberg (2011:39) tabled a report on the United States of America and Europe recommending the creation of a safe environment stresses the importance of belonging and well-being, and the strategies that will be put in place to counter violent acts like those in Norway mainland and the Island of Utoya in 2011. Writing about safetiness in schools in the sub-SaharanRegion, Odhiambo et al. (2014:22), refer to school violence as a historical pattern of terror targeting educational institutions.

This supplements Bond's(2010) statement, that school communities need to be taught that education in its true sense should generate a positive conditions where antisocial attitudes, tradition, culture and violent acts against children (especially girls), be changed and non-violent behaviours advocated and learnt. Bhana (2012:352-358), points out that violence is a precursors of health problems. Bond (2010:352-358), concurs, reinforcing our main idea in the study as a dire need for a safe and secure learning environment through heavy security and strong governmental intervention. Apart from gang-related acts terrorising schools, a new wave of cultism in schools is making parents fear for their children (Odhiambo et al. 2014:22), because the Constitution (RSA 1996) has not yet developed policy in relation to religious sects, affiliation and practices. This statement is affirmed by Ncontsha and Shumba's (2013) confirmation that schools in urban areas, particularly township schools beset by destitute and a lack of reliable and standardised data generation on the extent, nature and characteristics of cult-related acts in schools, obviate the efforts of parents, school staff and management, to combat school cultism. That is confirmed by Zenn and Pearson (2014:2) who comment on the prevalence of cults among individual community members and their dispersal to schools. Moreover understanding cults in terms of their spirituality is difficult when considering their practices of human sacrifice (blood and body parts) and other horrendous acts (Odhiambo et al. 2014:22).

Lewis et al. (2012:87-97) focus at the tempo of violence in schools, which is compromising as compared with other countries. Gina and White (2014:56), refer to the vulnerability of rural schools, supported by Ncontsha and Shumba (2014:15).

The research has shown that given widespread overcrowding and despite the abundance of legislative imperatives, legal strategys and policy directives, attempts and initiatives by communities and schools to combat and counter the escalation of school violence, have achieved little so far. Some schools are particularly unsafe as they are located in areas where violence and crime are rife. Gina and White (2014:56-59) state that safety and security in our institutions impose challenges, not only in Africa States, but a globally. This is affirmed by Ncontsha and Shumba (2013:1), who point out that the fear and feeling of insecurity among teachers and learners is justified owing to serious episodes of aggression and violence.

Though much has been done through public policy-making, school district administration, law enforcement agencies and initiatives by concerned parents and communities to dismantle the core of school-based violent acts and crime-oriented antisocial behaviours, some schools still suffer in an environment and climate that is not healthy for effective learning. Van Jaarsveld et al. (2012:123) show that violence is rife in South African places because of escalating disruptive school behaviour and poor discipline among learners and educators. According to Gina and White (2014:56), safety and security in schools is compromised by negligent (sometimes on the part of school principals) implementation of policies that restrict the entry of weapons and illegal substances into school premises.

2.7 Components constituting solutions to the needs for a safe and secure learning environment in school

Literature review is done in the pursuit of identifying suitable responses to the challenges identified in 2.5. This is done with an aim of designing strategy that could respond to the identified challenges. The components constituting solutions include the establishment of a dedicated team, formulation of a common vision, conducting proper SWOT analysis, combating bullish behaviours accelerating school dropout, proper application of policy directives and legal imperatives, designing productive programmes during suspension and expulsion, enhancing safer and healthier school environment, enhancing network on strategy to condemn gang and cult related behaviours as well as initiating effective parent and community involvement in disciplinary programmes.

Van Jaarsveld et al (2012) advice that safety and security strategies should be reviewed on continuous bases which will take the involvement of relevant stakeholders. According to the Constitution in the Republic of South Africa (1996), education policy directives state that the responsible adults are given effective control over the physical domain of the school, in monitoring school access policy, entry and exit points, operating time, visitors, movements and security personnel according to the powers invested to the SGBs.

According to the Kenyan Children's Act 2001 and Vision 2030, declared in 2008, it is stated as a criminal offence to be held responsible for any form of child abuse. The

Kenyan authority developed and propagated a culture of committing Kenya to a “prosperous and cohesive nation”. Sustainability is being observed in their basic education, where the government focuses on enhancing good education paying special attention to the rights of the children, ensuring that the right of a child towards basic learning is maintained. If this is not taken heed of, the teaching and learning will be interrupted and learners’ education be in danger because learners performance in national examination will inevitably be compromise.

Sustaining a safety environment is determined by proper and sustainable management of the physical school environment. This concurs with the mandate for every parent to ensure that proper school facilities are in place which advocates a proper physical management of the school appropriating mechanisms for uplifting a sustainable security at schools (SASA 1996). That provides and maintains a safe and secure school learning environment promoting authentic culture of teaching and learning.

Ogonye (2012:29) ascertains that a safe school accommodates greater number of learners, focuses on learning and teaching, and is able to perform better academically and develops a better character in its learners. It is also characterised by visible strategies promoting the right of children through the active participation of the community in school programmes. There are developmental improvements to sustain change and welfare of human including children and education in schools. Subsection 9 and 7(1) stipulate the right to equality and healing of the injustices of the past, ensuring social justice and improved quality of life for all (SASA 1996). The directives of Section 7 commit the state to developing universal rights, including assistance to those unable to support themselves.

This shows much interest through various studies working for secure schooling environment. Maru and Woodford (2009), investigate the effect of ongoing research on sustainable livelihood on the Ethiopian highlands aiming to trigger community-based monitoring which shows an increasing commitment to the development of emancipation. The project was characterised by the redressing of inequality as a major principle of sustaining development that moves ahead of class commitment, but enforcing healthy relationship among the schools.

When parents have a say in what they need in the schooling of their children and work in solidarity in decision-making and solution-finding, they can raise responsible citizens that may help them to sustain a safer society. Murray and Ozanne (1991:129), envisaged a successful process where people through critical emancipation, envision a better society, and they envision a better society; the major priority being the safety and security of their children. That's what is further elaborated as a significance aspect in facts enabling children to attain substantiated, freedom and independence to enhance the possibility of freedom which operationally conditioned (Nevid 2013:3).

Such responsibilities (through emancipatory participation) bring about social change that is characterised by the domains of being, becoming and belonging as a quality of life. Manikkathan (2012:2) examines such responsibilities as strategies inside broad societal development for the healing and communal enclosure. To achieve this as a solution (for children), the learning environment must be safe and secure.

The above scholar considers the impact of sustainability through emancipation to be eye-opening, bringing out potential, and enhancing capacity. The sustainability of safe and secure learning environments can be obtained where safety and security is a priority at board meetings. This will not only benefit learners and teachers, but will also be an ongoing process of change that will alter the attitudes of the participants.

The use of critical emancipatory methodology in problem-solving prodded Oliver (1992:14-31), to examine teamwork, where everybody contribute, cooperative skills, characterised by share and help and a face-to-face interaction where participants are beneficiaries and custodians of solutions to the problem. It is evident that if people have been emancipated, they will be able to see every platform as conducive to talking about issues of abuse and violence that eliminate freedom in their societies and come out with progressive strategies that will eliminate threats and conditions that are oppressive (psychologically and physically) and crushing hopes of peace, social justice, freedom and equality among the communities. Manakkathan (2012:2), suggest that sustainability of teamwork can be attained through regular training and motivation of the leaders, and the identification of appropriate key persons. He believes that doing what the people love and believe will bring success characterised by transparency, accountability and trust that will improve the teacher-learner

relationship making it more comfortable to confide. If people have been empowered, as Oliver (1992:15-31) stated, the “empowerment is not the gift of the powerful, whether they politicians, policy-makers or researchers”, but should be a collective efforts of those emancipated.

2.8 Conditions conducive to a safe and secure learning environment

This Section presents contextual factors as related to each of the identified components and further discusses the conditions suitable for a safe and secure learning environment. Conducive conditions will include collaboration among the stakeholders, strong policy networking ensuring school discipline, teacher-training, parental and community development in issues of discipline, sustainable counselling and a restorative approach towards learner discipline and designing of productive programmes for discipline implementation.

The uniqueness of challenges (2.4.1) requires a special and attentive intervention to be uniquely designed to face new challenges including technology like texting of risky messages, cyber bullying and capturing and sending of extremely grotesque images within the learning environment. Such videos may be about other learners and teachers and can kill the moral, self-esteem and confidence of the victims. Effective teaching and learning are encouraged by a safe and secure school environment (Masitsa 2011:163-174). Evidence indicates that despite the legislative and policy directives in the South African Schools Act (1996), teachers and learners are still risking their lives due to lack of the collective coming together of the school community, lack of solidarity and participative involvement, not taking full responsibility for freeing their children’s environment (emancipation) which should be characterised by a social interactionist approach (Malibese 2013:93).

South African schools, as other schools in the emerging economic sector, are being criticised for not doing enough for quality education and provision of security within the teaching and learning domain (Themane & Osher 2013:1-2).

There is still no consensus (Allie 2001:19) among various studies as to what can be an eraser that can totally wipe out violence and other harmful behaviours threatening learners and teachers. Conditions that are good for education, particularly, quality

education where children will be able to trail their privilege free from intimidation and risks, is a basic requirement (Van Jaarsveld et al (2012:123). If a child subjected to a culture of physical violence, bullying, and intimidation, illegal drugs and other forms of danger, learning cannot take place (Thro (2006:65-72).

2.9 Threats in the formulation of sustainable strategies for a safe and secure learning environment

The previous section discussed the detailed conditions necessary for the successful implementation of the strategies for a sustainable secure schooling setting. However, it is important to bear in mind some risk factors that might threaten designed preventative strategies for a sustainable learning environment. This section discusses possible threats and provides accounts of how these risk factors can be circumvented with the aim of producing desirable results for a safe and secure learning environment. They include power relation and power asymmetry, a moralistic and exclusion discourse, less learner involvement, inadequate levels of parental and community involvement in learner disciplinary programmes, gang territory wars, needy and child-headed households, the influence of the media and other social networks.

Incidents violently directed at human, especially children (learners and students), like the abduction and killing of school girls in Chibok, Nigeria, and students from the Garissa University College in Kenya (Odhiambo et al. 2014:22), can make parents lose hope for their children and their schools. Such dangerous incidents take place not only in Africa, but tend to be a global problem (Gina & White, 2014:56-68). When such attacks happen in America (Sandy Hook Elementary School) and in Mexico (the students discovered in a mass grave), the perpetrators tend to use force or power (Burton & Leoschut, 2013:8), with the intention of injuring or harming their victims. But they also inflict psychological harm.

Such conditions of murder, rape, intimidation, violation of human rights and oppression are the greatest threats to the power of emancipation (Simons 2015:179). The culture of normalisation identified by Swartz and Gorman in the 2011 school-based violence report, examine communities' problems and difficulties, aggression and violence, and deal with such exposure through normalisation wher at

a social level people view incidents in a normal way. This leads to teachers and learners leaving some cases unreported fearing for their own safety and feeling insecure (Ncontsha& Shumba, 2013:12).

This confirms that violence is a threat to the sustaining of a safe and secure learning environment and it really goes beyond any social status, harming any individual regardless of place, standard or age. It is not geographically bound (Swartz&Gorman 2011), and does not take place in a vacuum (Demitchell 2012:276). It violates the importance of belonging and well-being (Seeberg 2011:39), where children supposed to be taught to be responsible citizens so they, too, can install the culture of safety and security to the broader society (Burton & Leoschut, 2012:2).

Acts like school bullying, teasing and typical dominance (Bhana 2012:352-358); (Bond 2010:354), be prioritised by government interventions and school initiatives because though they seem minor, but they have a huge influence on the psychological and emotional well-being of all learners. These are contextual factors that contribute to the problems in school and make it difficult to prevent violence. The lack of reliability and standardised data generation towards various elements of antisocial behaviours make it hard for parents, school staff, and management to successfully deal with it. This problem is exacerbated by cases not reported as result of fear, intimidation or normalisation.

The normalisation syndrome, and the reluctance of individual community members to come forward with information that will help to reinforce preventative measures, are still major factors in non emancipated communities and threaten children's safety. This prevails despite governmental intervention in the form of National Development Plan (Vision 2030) and aligning itself to the principles of the Millennium Development Goals (MDG) and the initiative of School Development Plans (SDP). These two major social habits (normalisation and reluctance) are nurtured by a classical conditioning approach (Nevid 2013:2) where naturally occurring stimuli are paired with a response that is an interaction with an environment that stimulates action. In this response the family and the school are encircled within the community with an overlapping interaction influencing each other.

2.10 Evidence of implementable strategies to transform school into a safe and secure learning environment

This section discusses in detail related response to the indicators of success with special reference to strategies to sustain a safe and secure learning environment in school. The indicators of success are clear and include a team-driven approach to a safe schooling environment, success in counselling programmes designed for learners, collaboration among learners, parents and teachers on school disciplinary issues, pushing back the frontiers of gangsterism and cultism from school and restorative programmes of reducing disruptive behaviours among learners. This is confirmed through consensus ascertaining healthier atmosphere within a minimal level of intimidating experiences.

Inadequate safety and security in schools accelerate high levels of insecurity, but persistent visits from various stakeholders, including police and motivational speakers improves the situation. The restructuring of the safety and security committee and internal school structures, including class monitors, changed the atmosphere among the learners. Teachers and class monitors disciplining learners that arrive late for school abate the habit of late coming. In every school assembly, monitors are deployed in various angles. During school breaks they help teachers to supervise and monitor school premises. Members from the SAPS and Department of Social Work are tabled to visit the school regularly for feedback on addressed behaviours.

Some classes adopt a programme of appointing those learners who frequently absent themselves or disrupt classes in various school and class positions where they will be responsible. When a learner is absent without a valid report from a parent or guardian, teachers are forced to call the parent. This strategy has curbed absenteeism and truancy. At one of the school meetings; it was agreed that if a learner misbehaves and causes problems, a parent will be called for the hearing. Parents and learners had to be issued copies of school policies and code of conducts. New extra-curricular activities and participative engagement curbed idleness as most learners became active participants even during breaks which lessen the challenges identified in 2.4.1. Through the critical emancipatory approach, the school, starting from the broader society, is mandated to a safe and secure

learning environment where physical features, layouts, policies and procedures minimise the impact of disruption and intrusions that might prevent a school from fulfilling its educational mission (De Plessis 2010:108-124). Successful addressing of issues contributes to the lessening of interpersonal violence while counselling assists in limiting intrapersonal violence. Peer mediation takes heed of the child development determined by the main objective which is to explore the child's immediate milieu (Bender & Emslie 2010:55-69).

2.11 Chapter summary

According to the information concerning working for a safe and secure learning environment, inadequacy and gaps need to be addressed to respond towards a safe learning environment in school. This study has dealt with a strategy to eliminate risky behaviour that is harmful to learners and teachers, to bring about learner-friendly disciplinary measures that will stop disruptive behaviours among learners and provide professional guidance to teachers.

The literature study looked at which contextual factors bring about instability in the learning environment, put people's lives in danger, and make school communities feel unsafe and insecure, causing parents to stop trusting schools as places where they send their children to learn. Sexual abuse and harassment, rape, bullying, beating, fights, murder, intimidations, abductions and any other abuse of power and gender stereotyping can be perpetrated by violence, cultural, racial and religious beliefs. It is evident that schools and their occupants will not be safe if no steps are taken to rescue them and if school communities do not come together, and through emancipative approaches, own such projects with the aim of liberating their children and their teachers from the captivity of thugs and dangerous elements (Bender and Emslie 2010:55-69).

Various contextual factors challenge the sustainability of the safety and security of the learning environment. Strategies and programmes are deliberated globally in countries such as America, Jamaica, Kenya, Botswana and South Africa where intervention strategies are in place to anticipate, curb and circumvent atrocities and detrimental acts towards schools, learners and teachers. The implementation of laws and policy directives are strategic interventions on the part of the governments to sustain a safe and secure learning environment. Disruptive learner behaviour in

schools can only be minimised if the stakeholders work together through decision-making and interactive planning, because school management is successful only when it is effective and professional (Mncube&Harper 2012).The the horrific incidents that took place in Chibok, Nigeria, Garissa University College in Kenya, Sandy Hook Elementary School in America and in Pashawar in Afghanistan where school children were brutally shot, are part of our history which should never happen (Onuoha & George 2015:2-5).

A school where discipline is instilled into the learners, they are taught to be responsible citizens and custodians of the learning environment in the indication of a well-managed school. The critical emancipatory approach uses problem-solving, planning and the evaluation of community development programmes to empower and transform communities and to give the community a voice (of knowledge). It further explains how the approach empowers people through dialogical processes of gradual enlightenment as it leads to acquisition of collective consciousness.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The study intends to promote safety and security within school learning environment and provide solutions to challenges that make school, as learning environment, unmanageable. A disruptive school environment that can be caused by some antisocial events such as substance abuse, violence, risky sexual behaviours, bullying among the learners and other disruptive learner behaviours that harm the culture of teaching and learning at school (Van Jaarveld, Minnaar and Morrison 2012:123-135). These conditions require sound risk assessment exercises. The study concerns with ways to promote learning condition ensuring danger-free working conditions.

This chapter, in particular, is to design a method for formulating a strategy for a safe and secure learning environment at school. The chapter presents school principals and other stakeholders with a strategic method to create safe and secure learning environment (Van Jaarsveld et al 2012:132). According to Masitsa (2011:163-174), effectual learning occurs in a place that provides conducive atmosphere. The current school environment is determined by the increasing aggression and bad discipline observable among learners (Chinelo & Ogbah 2010:53-63).

Supportive strategies, through community involvement, can bring about stability in the school environment. The main objective of the chapter is to put into action the improved safety and security strategies to minimise and eradicate various forms of disruptive learner behaviour such as violence, ill-discipline, and physical, emotional and psychological abusive acts. These acts are the result of various antisocial interactions shaped by alcohol and drug abuse, a violent attitude, sexual-related behaviours and bullying, all of which can harm the culture of teaching and learning at school.

Schwartz and Gorman (2011:57-69) identify evidence that learner problems and difficulties are exacerbated by prolonged contact to which people tend to ignore and deal with such high exposure through normalisation. Seeberg (2011:39) tables a report on the United State of America and Europe, recommending the creation of a safe environment with an equal emphasis on the importance of belonging and well-

being the strategies that will be put in place to encounter violent acts like those discussed in Norway at the conference of 2011.

The chapter reports on the results obtained from a participative and interactive involvement of various stakeholders, with the aim of coming up with solutions for problems that are disruptive for the sustainable management of a school learning environment. These solutions can be achieved by formulating a strategy for the school management team to create conducive learning atmosphere. The methodology is attributed by participative involvement of learners, parents, community, SAPS, CPF, CHW and DoE representative creating a co-ordinating team of co-researchers that will assist in data generation through CDA (Van Dijk 2006), working on a common vision and prioritising activities that are relevant for strategic planning.

Chapter 2 uses CER as a theoretical strategy to review the literature on the formulation of a strategy on secure school environment. This theory studies the transformative nature of people who being emancipated (Biesta, 2010:42), from unjust societal practices had been imposed on them powerful. They are being emancipated from exploitation and marginalisation by unjust social structures and disempowerment by social inequality. The literature revealed that social issues arise in times of dynamic social change and they are unique (Van Jaarsveld, Minnaar and Morrison (2012:123-135) and unpredictable. This insight inspires a move from emancipative transformation to a more active participation operationalise CER, as one moves from theory to action. This can be done through PAR (community empowerment) as characterised by interaction with the previously marginalised people regarding which strategies can be utilised to change social structures and make their lives better. Community life betterment occurs through participative engagement and active involvement, using PAR approach. Crane and O'Regan (2010:3), support PAR as an approach that puts more emphasis in empowering people and giving them a voice in problem-solving.

As such, this chapter utilises PAR as an approach to operationalise CER with an aim of attesting how an emancipated school community can be collaboratively involved and interact in the process of designing sustainable strategies that can be consistently implemented to circumvent the aforementioned dynamic (Van Jaarsveld et al 2012: 135), of antisocial behaviours that create threats within the school

learning environment. The school community should be involved in changing the schooling conditions sustaining a safe and secure learning environment that serves as a compass for proper management and authentic educational environment.

This chapter justifies PAR as a suitable approach for the study because of its nature of commitment to supporting community endeavours to interact and become involved in changing unfavourable social structures to a more suitable platform for their sustainable self-empowerment as highlighted by Wattar, Fanoise and Berlina, (2012:185). Communities can collaboratively identify challenges, and to come up with solutions for conditions that threaten their endeavours by reflecting on evidences working for a safe and secure learning environment.

3.2 Participatory action research (PAR) as an approach operationalising critical emancipatory research (CER)

3.2.1 Justification for the use of PAR

PAR, according to Frazer, Geham, Mills and Smith (in Crane 2011:35), intends to work for common good. That the reason the research team involved in this study used it to attain set objectives. The team examines the challenges that engulf the learning environment at schools and work on solutions to counter threats in various conditions. Threats are evident from the persisting issues at school with regards to safety and security within learning environment.

Crane (2011:35) is of the opinion that PAR is a combination of action research and participatory research, where participating members recognize a challenge and work on it, which makes it relevant when using the critical emancipatory theory.

According to McTaggart (2015:317), PAR revolves around “self-reflective inquiry” taken by the co-researchers in a shared situation to develop the consistency, fairness, unity and satisfaction of communal practice.

Crane and O'Regan (2010:3) look at PAR as a approach that enabling people to solve problems encountered on regular bases, while Kindon, Pain and Kesby (2007:26), define PAR as a systematic approach that involves co-researchers working together to examine problematic situations with an aim of changing it for the

better. This simply affirms that PAR, as an approach, empowers people and draws them together in a collective manner to work on solutions for community challenges, dealing with threats to make people's lives and conditions better. PAR became relevant for the case study since it is taken from a real life and consisting of various parts ending with problems yielding for points of discussions including sufficient information for problem-solving. The justification of PAR also emanated from the fact that case study analysis requires to practice applying knowledge, thinking skills and reasoning to a real situation, which empowers people, binding them together to work on solutions for community challenges to better people's lives.

3.2.2 The precise nature of participatory action research (PAR)

The challenges brought about by social disintegration in oppressed communities, causing social ills and moral degeneration, can only be solved through the emancipation of the people. This include empowering them to work together to come with solutions for threatening that make schools unsafe and insecure for learners and teachers, making teaching and learning problematic. PAR revolves around providing solutions through its obligation to bringing together emancipated people for participative interaction.

Kemmis and McTaggart (2007:274), points out that PAR is committed to taking a broader outlook towards the role of interaction between educational change and societal change. This means that PAR has to do with committed participation and social analysis with the aim of exposing the disempowerment and injustices created by social structures in industrialised societies. It aims to bring solutions for the marginalised communities so that they, after being emancipated, become more involved in solidarity in approaching threatening situations.

According to Kemmis and McTaggart (2007:274), PAR provides a frame of reference, and offeres directives together to "...address rampant individualism, disenchantment and dominance of instrumental reason", which are threats to positive social change. PAR has to do with a way of creating and re-interpreting people's views of action as people develop practically and theoretically within a general time frame. PAR focuses on changing co-researchers' practices (reflectively). Its principal concern is changing practices to bring about solutions, in this context, for a safe and secure learning environment at school.

PAR operationalises and puts into action the people who have been transformed through emancipation and who have been empowered in unjust social practices imposed on them by exploitative social structures. The reason for using PAR is that it utilised to expose complex community situations and intersections through understanding. This conditionally determines a number of vulnerabilities, and assists in assuring community participation.

PAR, as an approach, is not about observation between the researched, but it is about a commune of co-researchers re-organising themselves and around their every day incidents (Crane & O'Regan 2010:3). It is embedded in the relationships, enforcing authority and equally among researchers and researched. It is more suitable if it is used in a community of people who are emancipated because of its aim, which is to improve community relationships and to reduce iniquities by involving people of common vision who take action to improve their social conditions.

Denzin and Lincoln (2000:573) have the opinion that PAR emphasises involvement and activities looking for comprehensive acquisition of people's lives. Because it is embedded in social change and self-empowerment, it creates a communicative space among the people so that their voice can be heard. According to Mahlomaholo (2012:5), this enables "co-researchers to create a working space", whereas Dlamini (2009:20), emphasises the involvement as more than being committed. He refers to sitting besides the co-researcher as a precise participative involvement.

PAR and CER share a common objective, which is to promote change designed by people and to impart that social change which is a condition, with a specific action as an ultimate goal. According to O'Brien (1998:5), PAR contributes albeit to the people's concerns as they are challenged by immediate uncertainties in furthering the objectives of human endeavour at the same time. It comes up with solutions in a more participative manner which enables the researcher to attain the goals of the study, which involves the challenges, solutions, conditions, threats and evidences in the operationalisation of the CER.

In the learning environment, according to Esau (2013:5), PAR empowers learners and teachers, and the school community, as it provides teachers with a voice and allows their students (learners) as co-researchers to be heard. Teachers and learners both achieve in knowledge acquisition through shaping practices within a learning

situation. This helps all stakeholders to work together to own the problem and come up with solutions for a safe and secure learning environment.

The research design created a set of interconnected platforms where the conversations about a safe and secure learning environment took place and where critical input about a healthy learning environment could be exchanged, critiqued and built upon through CDA (Van Dijk 2003:256) and participative involvement of the closer school community members (Ely in Esau 2013:35).

The project was co-labour-related and determined by CDA in praxis (Van Dijk 2003:256). Focus groups and individualisation were used with the aim of generating experientially relevant data that will enhance the sustenance of safety and security at school. PAR is a relevant approach for discussions, fieldwork, observations and investigations because it determines a communicative approach that could be used for data generation where solutions were sought through the voice of the child by following a participative approach.

3.2.3 The inclusive elements in participatory action research

PAR pushed various frontiers of prohibitions based on different formats as it goes beyond age, race, culture and other socio-economic determinants because even the so-called voiceless can be involved. At the same time, PAR is based on story-telling accelerated by the use of the PVC (Literat 2013:86). PVC is also embedded in PAR, especially among the children and young people, and this opens up educational spaces (Mahlomaholo 2015:3). Learners can voice problems and tell how they intend to engage in solution to minimise risky conditions that can put the school in jeopardy.

PVC (Literat 2013:86) fulfills the principal objective of the study through participatory drawings, images and photography. The principal objective was to facilitate the expression of perspectives and narratives that, in one way or another, because of our social deformities, were previously overlooked, rejected and silenced. According to Literat (2013:85); this forms an important aspect of this practice in the context of qualitative research. Berger (in Athelstein & Deller 2013:9), is of the opinion that "seeing comes before words and establishes our place in the surrounding world."

This is confirmed by Knowles and Sweetman (in Athelstein & Deller 2013:9), as they highlight “how as sighted human beings we navigate the social world visually which underlined a fundamental connection between visualisation and organisation of human experience of being in the world.” According to Dover (2010), PAR might be applied within organisations and other traditional domains of development, such as education and health. Comwell and Jewkes (in Dover 2010), while exploring the theme within a health context; confirm that participation is a feature of research. Ely (in Esau 2013:35) states that a researcher cannot claim to be empowering co-researchers if no co-researchers are involved.

3.2.4 The critical nature of participatory action research

Freire (in Literate 2013:86) sees the positivist form of research as a “bank” because of its passive nature and lack of questioning. Freire promotes a dialogic pedagogical approach as a dynamic and transformative approach to learning. MacDonald (2012:37) identifies critical reflection as crucial for personal and social change by referring to Freire (1974), whose aim was to empower the poor and marginalised societies and to work towards a movement with a common vision of a society free from domination and exploitation.

Wadsworth (in Dover 2010), argues that PAR is not a specialised technique, but identifies it as social research that is conscious of its underlying assumptions. It is collectivist in nature because of its consequences and driving values. In contrast, Stoudt and Torres (in Cahill 2012), state that, PAR does not only open new spaces for participatory knowledge production, as confirmed by Mahlomaholo (2015:3), but also reframes problems and drives scholarship into new directions. Cahill (2012) looks at PAR as grounded in the commitment to building capacity, making private troubles public and moving from personal theorising to action. She further emphasises that PAR is all about changing the world, not only studying it. It offers a vision for what could be as a democratic practice of freedom. The preciseness of PAR in this context is earmarked by the involvement of people as an explicit practice and a politic of engagement and solidarity.

A critical argument by Frederes in Dover (2010:6), states that PAR does not constitute research at all, as it cannot only mislead participants. He sees it as non-

beneficial to their community. Frederes is critically supported by Comwell and Jewkes (in Dover 2010:6), who believe that it is rare to observe a high level of participation in a research project because PAR is an emerging process characterised by opinion. They feel that even if a project had started with commitment to involve people, it can only become possible over time. The missing link in the above statements is the participatory involvement of people from a critical emancipated level to an operationalised action of transformed community. This distinguishes PAR from conventional research approaches, which is re-emphasised by Comwell and Jewkes (in Dover 2010:6), as they identify PAR as not primarily about methods or theory, but the location of power, which remains an answer to problems and people empowered to be owners of participatory processes.

3.2.5 The distinctive nature of participatory action research

PAR's main purpose is to enable actions that are achieved through reflective cycles (Crane & O'Reagan 2010:11). PAR is embedded in the crux of empowerment as "it advocates power be deliberately shared between the researcher and the researched", eradicating aloofness and transforming those researched so that they are researchers.

According to Baum, McDougall and Smith (2006), the positivist approach examine situation as confined within a solerealism, which can be observed separately and calculated by scientific purposes through laboratorial methods and conditions. Everything in it are mere variables, whether dependent or independent, which can be controlled and manipulated with the aim of determining causal connections. PAR does not talk about subjects or respondents, but co-researchers, since those participating are actively involved with the aim of being empowered.

Baum et al. (2006) in a comprehensive study on PAR drew on the systematic and organised world in the works of expanding the width and worth of experiences. The argument is that Husserl (Baum et al. 2006), was of the opinion that the conditions of pensiveness forms the live humanity. Baum et al. (2006) state that human cannot describe an object in isolation from the conscious being experiencing that object; just as experience cannot be described in isolation from its objects. Cotty (Baum et al. 2006) further expressed that PAR is central in its critical edge, as it moves

confidence of interpositivist on critical theories that utilises precise indication on realism to be practical towards transformation.

Watters and Cameau (2010:35) state that the uniqueness of PAR is identified when participating people are regarded as experts because of their lived experience related to the researched topic. Duguay (in Watters & Cameau 2010:35), is of the opinion that there are individuals in the field that can see the bigger picture whom as researchers we have to find.

3.3 Historical background

3.3.1 The foundations of Participatory Action Research

The foundations of PAR, as historically defined by Goodyear (2013:57), Cahill (2012:37), McDonald (2012:37), McTaggart (2015:314) and Esau (2013:3), are associated with various names like Kurt Lewin, John Collier, Lawrence Stemhouse, John Elliot, Paulo Freire and Antonio Gramsci.

Their study was based on exploring learning as a social and practical process based upon community action and research. Goodyear (2013:58) is of the opinion that PAR is educative, of which, the very statement is supported by Mahlomaholo (2015:5), as it is observed as means of accelerating practical people involvement towards changing practices.

3.3.2 The roots of the PAR

The historical roots of PAR, according to Cahill (2012:37), traced different lineages within the confinement of liberation theology, critical psychology and popular education like that of Freire in the 1970s. His long standing tradition was a social movement of pedagogy and activism characterised by critical reflection for personal and social change (Cahill 2012).

McDonald (2012:37) originality traced PAR from the work of Lewin in 1944, who was a Prussian psychologist and a Jewish refugee from Nazi Germany, who according to Gills and Jackson (in McDonald 2012 37), is considered to be the founder of PAR. McTaggart (2015:314), conceive PAR as an option viewpoint of “social research” in

connection with communal revolution especially developing countries as a community development movement. It is characterised by participative involvement in constructing conceptual, moral and practical guide towards human solidarity and interactive involvement in solving persistent challenges.

Kemmis and McTaggart (2007:274), view PAR as rooted in the “liberation theology and neo-Marxist approach” for communal upliftment that is also originally in personal. There it developed especially during Lewinian period in the 1940s, as it responded to the needs and opinions of ordinary people.

According to Boog (in Esau 2013:2), action research was intended to work for participation, and proves beyond doubt that it still is. Esau (2013: 3) is of the opinion that PAR originated from the pioneering work of Lewin around the 1940s, who came up with the idea that research and action has to involve people and “...not on or for people”. In South Africa, as Esau (2013:3) posits, an emancipatory form of action research was first discussed in 1984 with the idea of addressing social issues in education. This discourse found its place within the realms of the anti-apartheid fraternity encouraging “... [p]eople’s education for people’s power....” Esau further states that such a strategy is founded in the “critical hermeneutics and neo-Marxist theory of sociology”. This clearly defines that PAR was founded upon the commitments people had with regard to their knowledge about life (epistemology), experiences and the beliefs that knowledge that is collaboratively imparted by research will ensure the reality (ontology) of the future through interpretation and meaningful actions, as confirmed by Pain (in Cahill 2012) and by (McDonald (2012).

3.3.3 Other views on participatory action research

As embedded in social transformation and human development, PAR gives people a voice by means of which they can gain support from others in the same situation. McDonald (2012:35) states that PAR is associated with a qualitative inquiry that is democratic, equitable, liberating and life changing. This distinguishes PAR from other qualitative research methodologies because it concerns mutuality as people collectively fight for emancipation from exploitation, social injustices and oppressive approaches to humanity.

McDonald (2012:35) considers PAR as a separation of action research and continues marking it as a "...systematic collection and analysis of data for the purpose of taking action and making change". According to McDonald (2010:38), action research can originally be traced towards the Lewinian era in 1944, because of his work as an originator of "action research". He furthermore states that Lewin's philosophy introduced the concept of action research as a tactic to study social systems with an attempt to impose change at the same time.

Its originality focused on addressing the challenges of separation and inequity helping the people to decide incidents and start modification while studying the force of that particular change. These original ideas continued to influence researchers in their work through observation, reflection, action, evolution and modification especially during the period of transformation.

According to Freire (in McDonald 2010:38), the eve of the 21st century gave birth to a movement that shared a vision of a society free of domination and exploitation. During this time, critical reflection was crucial for personal and social change. The aim was to empower poor and marginalised members of the society on issues related to their socio-political experiences. This change entailed a radical and reformist approach to education and to the debates imposed by the dominant social science paradigm.

3.3.4 The historical distinctiveness of participatory action research

PAR is a section of a dynamic education processes that serving an approach of social investigation, taking action to address problems and engage in socio-political actions. It is evident that PAR, like CER, liberates the research from conventional prescriptive methods (positivist) and decentralised traditional research. PAR is an alternative approach to CER. According to van Niekerk and van Niekerk (2009:132), PAR as a bridging theory and practice originated from "action research and participatory research". These two approaches bring about a mixture of societal examination, instructive work and act as PAR is characterised by transformative and directives of knowledge drawing to systematic courses. This modifies it as a strategy towards addressing vulnerability, which in this context can bring solutions for the challenges of harmful issues that tend to be threats in the school.

Literature emphasises that PAR is a data generating approach celebrating and mirrors people's experiences as they are frankly touched by them in their respective environments (Esau 2013:3). Critical emancipatory research is used by the school community to learn more about materialistic conditions and other social issues. The focus is on coming together to eradicate the injustices that put people's lives into danger. Esau (2013:3) is of the opinion that PAR, as an educational initiative, can be "emancipator" as it was discussed in 1984 through the work of Flanagan, Braen and Walker (Esau 2013).

It can be an answer in response to socialisation because of its main objective of being liberatory in nature. The pre-1994 political embargo applicable to the "South African anti-apartheid teaching fraternity" (Esau 2013), created a space for both emancipatory and participatory action among academic revolutionists who were against the unjust system of education in schools.

According to Denzin and Lincoln (2007:272), Lewin's earliest action research related to community action programmes in the 1940s whereas Altrichter and Gestettner (in Denzin & Lincoln 2007:272) argue that there were already more actionist approaches to research in community developments. They mention the example of researchers who were involved with commercial sex workers in Vienna during the turn of the 20th century, but the evidence is that (historically) Lewin's work provided the force behind the movement of action research in a number of disciplines.

According to Goodyear (2013:63), PAR originated from the beliefs of Lewin and Collier who believed in an autonomous approach towards reformation, using scientific strategy from social science to overcome social problems. Alderman (in Goodyear 2013:63), considers Lewin's impetus in formulating and understanding that productivity is enhanced by group discussions on problems and a common sense approach.

Lewin's work focused on minority groups and those who were marginalised in the 1930s and the 1940s. He used his experience as a Jew who escaped the Nazi-occupied Europe in the 1930s. He argues that change happens largely in groups within a democratic movement. According to Gonzalez (in Crane & O'Regan 2010:3), there is a co-relation between PAR and CER, as both have the goal of liberating through knowledge gathering which is research in action.

PAR, according to the work of Paulo Freire (1970), is rooted within the theory of communal discipline embedded in social sciences. Freire's aim was to alter the way education worked by building a community of grounded experts. The main objective was to use PAR as a sustainable and effective tool for an ongoing development among community members.

3.3.5 The advent of PVC in PAR

Participatory drawings and photography were used extensively in psychology and psychotherapy as early as the 20th century (Literat 2013:86), thus photo-elicitation emerged as a PVC strategy. Gauntlett (in Literat 2013:86) states that historical objective of the participatory visual method in research was not about documentation, but analysis of the intimate world of an individual.

The advent of PVC as an approach in the 1970s was, according to Deleuze (in Literat 2013:87), fuelled by the poststructuralist criticism based on the dignity of speaking for others. Faucault (in Literat 2013:87) confirmed it as a means of visual production where a pencil and a camera were passed into the hands of the co-researchers for data capturing and generation.

The use of PVC in working with little children and youth illustrated symbolic importance in the 1970s (Wang in Literat 2013:86). It was confirmed in Peru, in the work of Freire (1974) who pioneered the dialogic pedagogical approach as a dynamic and transformative process of learning. Instead of documenting oral responses from the co-researchers, he handed them cameras to provide answers by means of photography.

Participatory drawing, as stated by Young and Barrett (in Literat 2013:86) and confirmed by Hill (2013:133), was employed in a qualitative study in the early 2000s with children aged 7-8 to explore their world. The study analysed how children perceived the inside of their bodies and how they interpret their world. In a survey done in Uganda participatory drawings were done with homeless children aged 9 to 17 to learn more about their participatory experiences on the streets of Kampala.

Gauntlett (in Literat 2013:87), states that it was in the United Kingdom where an intensive study was conducted in 2005 on various study methods, and teenagers

were asked to draw pictures of how they understand their aspirations and identifications to examine how children and youth understood social issues. According to Athelstein and Deller (2013:9), though visual methodology had been an integral part of the behavioural sciences and was popularly used in anthropology, it only became widespread across the social sciences in the 1990s. This contradicts Freire and others who dates its symbolic importance as visible from the 1970s in the study of pedagogy (Literat 2013:86). This view was confirmed by Hill (2010:133), Wang and Deleuze (in Literat 2013:86), who all marked the 1970s as the advent of a major action through participatory involvement using PVC.

PAR is traced to Kurt Lewin's theory of social action, developed in the 1940s, which emphasises a strong link between theory and practice, offering same burden to both "research and action" (Literat 2013). It was developed in the context of industrialised countries where social problems were investigated primarily by a lead researcher in a joint collaboration with authorities. Contrary PAR can also be traced towards the 1970s because of the work of the researchers including "Marja Liisa Swantz in Tanzania, Orlando Fals-Borda in Columbia and Rajesh Tandon in India", (Brydon-Miller, 2001).

Though there are conflicting ideas regarding the original background of PVC, but its presence, according to Hill (2010:133), was felt as early as the advent of the pedagogy of the oppressed as identified by Freire (in Hill 2010:133) and Wang (in Literat 2013:86).

3.4 Objectives of PAR

PAR unveils its commitment to bringing together broad social analysis, "organisation and power in a local situation", (McDonald 2012:39). It improves situation in an absolute participative way. Its main objective is to enforce the involvement of people, valued as social beings and owners of problems with an aim of working on solutions.

Kemmis and McTaggart (2007:274) point out that PAR is committed to taking a broader role of interactive initiatives as it is embedded and committed to participation and social analysis with an aim of exposing challenges in the form of

disempowerment and injustices created by social structures in industrialised societies.

The above statement clearly indicates that PAR helps people to re-cover and to liberate themselves from being marginalised and move from unsatisfactory societal authority (Freire in Cahill 2012). This conditionally imposes threats if it comes to full emancipation and interactive participation in problem-solving strategies that aim to stabilise a safe and secure learning environment.

People are emancipated as they become able to explore ways in which their daily practices are shaped by the existing broader societal structures, including aspects of culture, economy and politics (Dover 2010). The community interacts to release themselves, working together in solidarity to find solutions to minimise the extent contributed by irrationality, injustice and alienation in this context, the threats refer to issues such as disruptive learner behaviours, bullying, violence and substance abuse at school. PAR and CER share a common objective which is to promote change designed by people, and to effect that social change. It is a condition, with a specific action as an ultimate goal.

According to O'Brien (1998:5), PAR has a contributory objective and concerns with realistic, challenged and instant awkward condition as it further the aims of human endeavour and come up with solutions in a more participative manner. PAR empower teachers, learners and the whole school community by providing them with voice through participative action (Crane & O'Brien 2010). It creates a niche towards problem-solving as they tackle social issues seem to be the contributory factors for a safe and secure learning environment to make a difference at school and community. Reason and Bradbury (in Esau 2013:4) state that "emancipatory action research is a participatory process' inline with 'practical knowing in pursuit of worthwhile human" purpose.

The ideals of Bilandzic and Venable (2011:6 through urban experience and everyday urban life probe the team to revisit safety and security at school to deeply identify some gaps that still need to be attended to reduce and fight against disruptive learner behaviours and other acts of violence at school. PAR is directly linked to the reflective process with actions through appreciation of the past, way of life and the societal context (Baum, MacDougall and Smith 2006:857). This study context is

combating antisocial issues as people position themselves to create a safe and secure learning environment in schools. This does not only entails identifying the causes, but also working on solutions for how those issues would be solved through participative involvement of the closer school community.

According to Baum, et al. (2006:857), PAR looks to a comprehensive improvement towards change by means of a combined inquest that engaged on with an aim of undertaking participative improvement towards the communal engagements.

This proves beyond doubt that PAR is an approach that brings researchers and community members together to work equally on challenge identification. It armed people to look and identify resolutions towards threatening issues.

In this context it is related to the issue of safety and security at school, which is evident when the culture of learning is stabilised and the safety conditions improved.

This study enables the involvement of school community to design a strategy for a safe and secure learning environment at school. The designed methodology should offer a strategy to combat, reduce, eliminate and minimise behaviours that pose danger to the safety of the school, especially learners (Esau 2013:5). PAR involves co-researchers in conceptualising and operationalising the research project in data generation and analysis. According to Eikes and Markic (2011:152), PAR has been used to develop new curricula in school and to analyse them in authentic teaching situation.

3.5 Steps involved in doing participatory action research

PAR involves several steps include “planning change, acting, observing the process and the consequences of change”, (Kemmis and McTaggart 2007:287). They further explain that each step is characterised by reflection on processes and consequences of re-planning. PAR is built from the foundational steps of experiences as co-researchers acquire genuine logic of improvement and growth through interactive and participative involvement. It involves investigation in actual practice (not in abstract practice), as it is embedded in knowledge about actual objects, tangible and conscientious practices of the co-researchers within a learning environment. It is confirmed by van Niekerk and van Niekerk (2009:132), defining PAR as collective

formation renovating and controlling knowledge leading to a “spiral process of planning, acting, achieving and re-planning”.

Watters and Comeau (2010:19-20) identify PAR as a process consisting of groups identifying issues of concern that are researchable and identifying it as a goal. Having that goal, a researcher has to form a team of co-researchers for collaborative decision-making, even on funding to run the project. The commitment and expertise of the team determines the generation of data using discussions, conversations, story-telling and visual methods; of which the generated data has to be interpreted, analysed and presented (see section 4). Denzin and Lincoln (2000:573) identify some of the steps involved in PAR namely: reflection, where researchers and the community come together to discuss and define the research problem by providing community members with the opportunity to raise concerns and share their issues. Planning, where the team creates a strategic strategy for how they will interact with the community. Acting, where the team determines strategies in planning that have to be accomplished, observing, this involves analysis of the generated data and re-planning.

The above steps, according to McDonald (2012:38), involve a wider range of applications that are interpretative, analytical, discursive, reflective, presentational and observational in nature. PAR has identified itself as big step to sharing, as it depicts the nature of partaking data with various participants so that variety of meanings can be measured. The researcher has to spend time reflecting on conclusion of the annotations interacting the connotation with the co-researchers and constructing a mutual indulgent. These spiral steps of PAR, according to Maguire (in McDonald 2012:38), involves types of changes like expansion of a decisive realization in the researcher and the co-researcher, developing those who participate and the makeover of the societal relationships. The cycle of steps was originally idealised by Lewin (McDonald 2012:38), and continued to influence researchers to organise their work and reports to observing, reflecting, acting, evaluating and modifying. The emphasis on how the steps repeat themselves as they turn into another cycle. Crane and O'Reagan (2010:11), depict the systematic process of spirality as indicated in the illustration below:

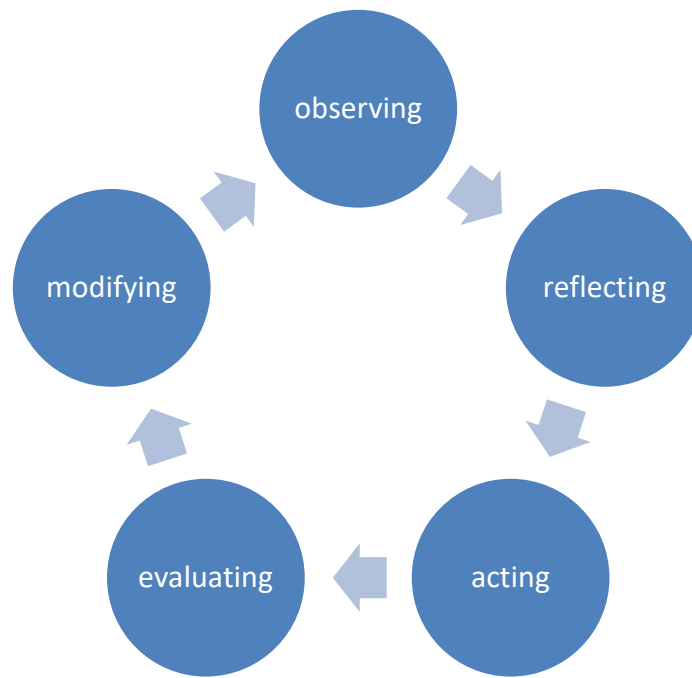


Figure 1: The systematic process of spirality as utilised in the basic action research cycle according to Crane and O'Reagan (2010:11)

The above depiction is a tool for understanding the different elements in the PAR process. Kemmis (in O'Brian 2013), also develop a four-stepped-cycle which includes planning, acting, observing and reflecting. Susman (in O'Brian 2013) distinguishes five phases in the research cycle. Firstly a problem is identified and data are generated for detailed diagnosis. The alternative possible solutions are then postulated and a single plan of action emerges and is implemented.

This comes before data analysis that has been gathered as part o intervention and the interpretation of the findings (Eikes &Markic 2011). According to Lewin`s 1946 arguments (Goodyear 2013:95), the cycle includes planning, action and fact finding, which Casey (2011) and Goodyear (2013) described as a cycle within cycles form of approach.They drew Lewin`s spiral steps simultaneously engaging within cycles of action.

3.6 Format of PAR

PAR is characterised by the principle of empowerment (Nkoane 2010:317), as it makes the voice of the voiceless heard especially during PVC (see section 3.3.5). Mahlomaholo and Natshendama (2010:111) reiterate that it is based upon the principles of equality, freedom, peace, hope and social justice. It is non-positivist in nature as it engages people to participate actively and to become confident as they become more spontaneous during their learning experiences. This active involvement improves data generation as learners develop ability and knowledge to encourage other peers to be involved. It is based on recognition of how other people view the involvement of the co-researchers and what their contribution and experiences are. PAR can involve power relations as older generations try to accept the younger generation's capabilities. This always questions the potential of youth leadership due to their level of experience and minimal education.

According to Valesco (2011:2), PAR is an autonomous process bringing together deed and indication, assumption and exercise, in participative involvement with other. It is a learning process that focuses on learning through different approaches theoretically used to formulate a strategy.

Participative action research as an open-minded approach because of the way in which co-researchers interact with the researcher while dealing with challenges, solutions, threats, and evidences and the way in which they determine how that community would be involved in participative action. An open-minded approach assist the co-researchers as they go about interacting as a community intervening in the problematic situation by working on the five research objectives. O'Brian (2013) argues that PAR is rooted and focussing on a powerful liberation and overcoming imbalances of power. The educative nature of PAR is confirmed in the writing of Dewey (O'Brian 2013) in the 1930s calling on teachers to be part in communal solutions.

McTaggart (2006), explains that PAR involves co-researchers working on the design and the methodology, as they plan the action, implement the plans in action, do systematic observation and evaluating actions in the light of evidences based on further planning and action (McTaggart 2006). In such a process the people are socially emancipated and participatory involved. Other approaches in the form of

culture, religious tradition where antisocial approaches could not provide the course for a solidarity society. Instead of eroding the communal structures, the above approaches assist the people involved to move towards a more participative platform to view various social injustices and other issues that harm people's dignity.

PAR is characterised by the community development approach empowering co-researchers to seize authority of; and liable for the circumstances they find themselves in (Crane & O'Regan 2010:3). They further state that PAR is participatory due to the inclusive nature of participation. PAR is part of cyclical, participatory, systematic, dynamic developments and critical actions enforcing it to be characterised by a social justice approach, which recognises that people in marginalised areas experience barriers including racism, sexism, exploitation and poverty which are toxic in their social well-being.

A contextual understanding and acquisition of knowledge and its reality is a vehicle towards contextual comprehension of young voices. PVC, as an approach within PAR, is supported by Hill (2010:133); Athelstein and Deller (2013:9), as a methodology used to engender new knowledge, thinking and an understanding of the world. Pink (Athelstein and Deller 2013:9) argues the insufficiency of putting in shape imagery from live methodologies because new visually specific methodologies emanate from the dynamic rapid digital technological developments became more artificial and less depicting the real voice of the child. Ali (in Athelstein & Deller 2013:10) explained PVC as visual methods that serve to visualise the intangible dimensions of human activity.

PAR's democratic nature (MacDonald 2013:38), enables the equal involvement of people, acknowledging equality and liberty, as it provides freedom from the oppressive and debilitating conditions.

PAR acquires the attributes of changing as it enables the expression of the full human potential. It is most frequently executed in group work format which is appropriate for young people as they are in the context of playful participation in learning in the form of photography, drawings, story-telling and even dramatising (Umak 2010:324).

3.7 Epistemology and ontology of PAR

3.7.1 Epistemology

According to Kemmis and McTaggart (2007:280), “[i]t is through PAR where people come to understand their social and educational practices, empowered to be products of social and historical circumstances that produced them and by which they were produced everyday by social interactions in a particular setting”. The social interaction transforms the people’s knowledge of understanding (Cahill 2012). PAR enables people to engage in the process of genuine re-acquiring of their self-[identity] as a result of being part of the social setting where their voice is taken heed of. Such experiences are evident during community involvement when tackling issues such the threats referred to in this context of safety and security at school.

Focusing on concrete solutions will make people accessible for reflection, discussion and reconstruction.

PAR depends on social grouping for the making of data and social action. Potential of PAR reflects the nature of transformative social justice, which is epistemologically rooted in democratic participation, critical inquiry and action. It is of benefit to the project as the people involved used their existing knowledge to solve challenges created by problematic issues resulting from disruptive behaviours, lack of discipline, violence, alcohol and substance abuse and other sexually related issues among boys and girls at school.

According to Murray and Ozzane (2009:130), the development of the critical action theory strengthens reflection, dialogue and emancipation, which became useful in forming the process of change in people's participation. This, is great help when working for a safe and secure learning environment at school. The above authors are of the opinion that the critical theory enables people to to attain core essencetowards strength of mind and self-sufficiency. They claim that people have been emancipated in knowledge which enhances the possibility of freedom as the school community focuses on hope and equality. This will help them as they step forward in problem-solving strategies and curb antisocial that threaten the learning situation.

The acquisition of knowledge is a vehicle that moves people into participative action to communicate meaning as they share ideas through CDA. Sonn and Cruz (in Murray & Ozzane 2009:205) look at epistemology as assumptions that include the nature of knowledge generated, views of causes and the bond the researcher has with the co-researchers. The acquisition of contextual knowledge will assist in the accomplishment of the major objectives of the research process which include challenges, working for solutions, assessing the conditions, foreseeing the threats and observing the evidence. Such objectives shall not be achieved without acquiring knowledge of the problem area which is embedded in the language of the context where the problem is situated.

The assumptions in critical research theory, according to Murray and Ozzane (2009:205), focus on the constant interplay between the meaning of the social structures and the reality produced through social interaction. Language is the determining factor in social CDA, in this study designing methodological strategies that will enhance the sustainability of a safe and secure learning environment at school. Jay (in Murray & Ozzane 2009:134) highlights two significant “judgements”: the life of a person that has a meaning towards existing and the life of a person which can rehabilitate. This forms the main objective with regards to the challenges, solutions, conditions, threats and evidence of the critical theory on creating a safe and secure environment that will be conducive for learners and teachers at school.

In the wake of Nelson Mandela’s passing, (who was the first democratically elected president of the Republic of South Africa), Cahill (2012) points people to the anti-apartheid wisdom of nothing about us, without us, is for us. This strongly resonates with the commitment of PAR valuing knowledge that was historically marginalised. This can be critically founded upon commitments to the importance of the knowledge people hold about their lives and experiences together with their beliefs. They are intimately impacted by research that is supposed to take the lead in shaping questions, interpreting and designing meaningful output and actions.

Pain (in Cahill 2012) provokes thoughts about directive construction of knowledge by including excluded perspectives and engaging the most affected. Stoudt (in Cahill 2012) identifies that as opening the space for participatory knowledge production. Cahill (2012) reflects on critical participation as transformative social justice

epistemologically and ontologically rooted in the realms of democratic participation, critical inquiry and action.

Paulo Freire (in MacDonald 2012:38) states that the development of a critical consciousness requires a person to be knowledgeable in socio-political and socio-economical contradictions. The person should take action to the change of the oppressive elements which (through knowledge), liberate the oppressed individual (Freire 1974). In this context, as Umak (2012:320) states, pupils have knowledge about the experiences they bring from their home environments and they related it to what they experience in the school environment. This is an ideal situation for the use of photography and drawings as a source of knowledge and to present of knowledge. It encourages learners to develop an interest in knowledge obtained through playful participation.

The process of knowing can be considered as a matter of enabling praxis, where praxis is perceived as active referral knowledge into action and a way to apply that knowledge in action. Epistemologically, the theory moves us away from the positivist approach (Lierat 2013:85) that does not question social realities, but focuses on underlying irregularities of social structures. Co-researchers are treated as subjects and alienated from what they have created and they are unable to change the social structures of which they are part of. Collier and Collier (in Lierat 2013:85) emphasise the use of participatory drawings and images in modern science as a way of knowing about human subjects. It originated in the field of visual anthropology where exotic cultures were documented through drawings and photography to supplement people's narrative accounts.

3.7.2 Ontology

The constant interplay between the meaning and the social structures of the reality produced cannot be examined without the acquisition of the reality of knowing which emanate from social interaction and participative involvement to find solutions to the existing challenges. The interaction is determined by the assumptions that include the nature of reality, social beings and the fullness of the language construction (Murray & Ozzane 2009:136). This acts as a compass towards communicative form

which in this case will help the people in their multifaceted endeavours to solve-problems pertaining the safety and security of their school.

Problem-solving here rests upon the nature of reality and the emancipation of the people who are owners of the communicative space. The emancipation will enable these people to bring together a democratic free speech with the aim of social organisation. This provides freedom, social justice, peace, hope and equality as people are endowed with power so that reasoning becomes possible. The reality and meaning of the language is the foundation and a basic for that achievement.

Emancipation keeps people from meekly accepting knowledge deposited with them without inquiry affecting their active participation (Murray & Ozzane 2009:136).

Wang (1999:185) states that PAR “promotes dialogue and knowledge about personal and community issues through large and small group discussions” on social based on the belief of pooling knowledge to define problems to be resolved.

McDonald (2012:37) confirms the ontological commitment underpinning PAR which encompasses action being value laden and morally committed, while previously, epistemologically assumptions underpinning PAR embrace knowledge creation as an action process.

The people with acquired knowledge and knowing are general community members who will give the community purpose and value so that they themselves embark problem-solving to bring about solutions to the challenge facing the school community. Kemmis and McTaggart (2007:281), have a belief that programme involvement experienced in a particular space and time makes people realise every practice as a short-term conceptualisation in terms of language. PAR provides people with an understanding of their own practices without being diminished, reduced or minimised into abstract ideas. It is the duty of every researcher to value people involved in the campaign to come up with solutions to challenges that put other people in danger compromising their lives. A participative involvement (on equal basis) is shaped by social structures within language discourses that largely constructed from co-researchers’ knowledge expressed in their own understanding, skill and values as part of communicative structure.

PAR provides a sense of knowing and understanding as co-researchers feel connected to others in a real situation. They find themselves intertwined through the act of communication as they equally surf the realms of problem-solving strategies with, in this case, to make the school a better place for both teachers and learners.

Kemmis and McTaggart (2007:281) state that PAR explores the relationship between the individual society, where “...no individualisation is possible without socialisation and no socialisation possible without individualisation”. Language is a determining factor in that urgency and communal state of interaction. Kemmis and McTaggart (2007:281) argue that PAR helps people to engage in their language which includes understanding, skill and values, and the interpretative level that is evident from the way they exact a meaning in their actions.

It is here where people come to realise how their knowledge shapes their sense of identity as knowledge frames and continues action. Habermus (in Kemmis & McTaggart 2007:290) states that PAR helps people to release themselves from social constraints underpinning their communal medium of interaction interpreted through the discourses their language. In interpreting and describing the world of language, work and relating, Kemmis and McTaggart (2007:290), posit that PAR is a science directed towards educating people to be wise and prudent in a specified situation and circumstances. It is true since that is what people need for a sustainable safe and secure learning environment where parents will feel free to invest in the future of their children knowing that they form part of that particular environment.

Baum et al. (2006:854) propose that PAR questions the power of understanding and the degree to which understanding signify the interest of the dominant to buttress their position in the community. These scholars affirm that understanding can be the basis of perception through empirical learning leading to a justifiable form of understanding.

This influences practices such as when the community takes their legitimate position as owners of the schooling situation. It will reinforce their position in the society.

According to Bergold and Thomas (2012:15), the co-researchers interact as expressive people who bring their experiences into the knowledge-building process. The process of acquiring knowledge is shaped by the co-researchers' personal

interaction and reflexive involvement. Ollner (2010:9) believes that people can be knowledge producers and not simply the source of data. The people will obtain knowledge through participative interaction as they are valued by the researcher as co-researchers. Zuljan and Vogrinc (2010:21) state that "... [a] key issue of appreciating the nature of learning, and so of teaching, is to acknowledge the nature of an individual's knowledge".

The reality of knowledge is perceived as specific social production within the confines of the situated bodies of knowledge that underpin the way of knowing as it influences the making of meaning from the co-researcher's words and images. If the nature of the research project revolves around the parameters of universal human participation, knowledge attainment through the verbal communication within the context and the reality of knowledge is the determining factor in freeing the school from the dangers of violence, substance abuse, sexual abuse and other risky behaviours that are contextual factors in the management of the school.

A critical theory that forms part of participatory action approach, maintains that rationality means that the standard of truth is always social, and social life is structured by meaning (epistemology), which is contextualised by the reality of relationship, power, social structures and history (ontology). Critical theory (epistemologically), as operationalised by PAR, challenges long-held views such as that knowledge is based on acknowledgement in the sense that an individual acquires knowledge only if he or she is acknowledged. According to Boalos et al. (2003:37-44) acknowledgement becomes an emancipatory vehicle to the oppressed. Unexamined and unacknowledged power inequality (in a sense) can be viewed within the context of social structures which define how privilege and power are socially distributed among the groups and individuals, how sexism, racism, ageism and fundamental ideologies are structurally internalised.

3.8 The role of the researcher in PAR

The role of a researcher is to implement the action research methods with the aim of producing a mutually agreeable outcome for the co-researchers. The researcher further explains main role of the researcher in nurturing responsibility so that they also become researchers. A researcher is an advocate of social change and

transformation as he/she advocates practices that constitute and sustain social realities that combat unjust, irrational, unproductive and unsatisfactory situations for the people involved or affected.

The researcher initiates development of critical perspectives on social life among ordinary people. They also develop a critical theory of social life by listening to people who participate in it. The researcher facilitates social change as s/he redirects focus on and attention to social practices. He or she assumes a position of being a teacher and a researcher and exposes the perception that it is not only the role of a teacher to improve social practices of schooling, but also learner, parents, school community and other stakeholders.

The researcher has to interact where there is an asymmetrical relationship of knowledge or power between experts, and provides the co-researchers with an opportunity to learn about the research process. McTaggart (2006:315) identifies the role of the researcher as developing a trusting relationship with co-researchers which requires negotiations and mutuality, allowing input in defining issue to be researched.

The researcher has to create circumstances where all involved and affected would find a platform for self-embetterment. Watters and Comeau(2010:19-20) feel that a researcher has to facilitate an open space because a safe space is needed for total confidentiality of the co-researchers so that they will feel comfortable that their utterances may not be used against them and that they will not suffer any disadvantage in expressing critical opinions.

Denzin and Lincoln`s (2007:272) emphasis is that the position of the researcher in the action research is to be a facilitator working collaboratively with other stakeholders in every aspect of the research process, developing trusting relationships as key aspects of the research process requiring negotiation and reciprocity. The relationship between the researcher and co-researchers should be one of allowing input not only into results but also into the definition of the problem.

3.9 The relationship between the researcher and co-researchers

The relationship between the researcher and the co-researcher should be that of an open space (Watters & Comeau 2010:19), comprising of reciprocated inquisition aimed at reaching intersubjective agreement, joint perception, and voluntary consent and sense on what the people has collectively achieved, (Kemmis & McTaggart (2007:297).

PAR creates and promotes circumstances between the researcher and co-researchers where people can work together to understand the world in which they have to solve problems. They all have to take the same platform as they change the unfolding history and at the same time pledge to make unfolding history. A healthy relationship between researcher and the co-researchers should be a central and defining feature as co-researchers' work together on shared topics or problems.

Watters and Comeau (2010:5) state that PAR encourages equal involvement of the researcher and co-researchers. This helps them achieve the common goal to work towards a common vision, in this study coming up with solutions to withstand multifaceted challenges that threaten the school making the learning condition unpredictable. PAR is characterised by power sharing between all team members whose main objective is to eliminate the inequality that traditionally occurs in typical research designs. Team members have to make a collaborative decision so that everyone has a unique and important contribution, creating mutual learning, through common vision as the team prioritises activities.

The interaction between the researcher and co-researchers should be characterised by mutual respect among all team members, regardless of their area of expertise. Each member should be provided with a chance to interact with other members and share life experience on parallel issues.

The community members are sole providers of such experiences. Team members should not only feel connected to the topic, but they should share power and promote peer support and friendship through honest and respectful interaction. Ely (in Esau, 2013:5), states that, "[t]he researcher would not possible claim be empowering the co-researchers if the researcher did not involve them at the beginning of the research process".

Hill (2010:137) further concludes that mutual understanding among the participating members is created through talk. Gender and race commonalities are not the producers of knowledge, since knowledge is the product of interaction. This provides an opportunity for the co-researchers to create their own meaning and to be able to break their frame of reference to focus on vital issues that might not occur to the researcher.

Athelstein and Deller (2013:11) are of the opinion that visual methods grant co-researchers an opportunity to reveal their personal encounters in a non-verbal way. According to Denzin and Lincoln (2007:272), the relationship between researcher and co-researchers is to ensure that both researcher and researched remain partners throughout the entire field of research and all authentically involved through personal agency. This is confirmed by McTaggart (in Denzin & Lincoln 2007), who defines the relationship as:

“a systematic and collaborative project between the academic and marginalised and oppressed members in collecting evidence on which to base group reflection and in planning change, of which the assumptions are that both workers and owners are motivated and have an equal, vested interest to solve social problems.”

Cameron (in Dover 2010) is of the opinion that PAR can be interactively applied in a wider variety of settings within a healthy relationship. Such a relationship was experienced by Swartz (in Dover 2010), where instead of staying as an observer in her project in Tanzania in 1965, she became immersed in the community and found that she became so involved in people's lives that she developed friendships with people. Dover (2010:2) warns that PAR is open to criticism for not being objective, while Swartz argues against Fraderes (in Dover 2010) by saying that the observation of the insider, with everyday contact with people and participation in their activities is likely to be less subjective compared to those made by outsiders with less understanding of practices. According to String et al. (in Velasco 2011), the researcher has to bring to the research his personal data and should expect co-researchers to bring theirs, bearing in mind the cultural and social context of the community. Velasco (2011) states that PAR provide cooperative relation between the researcher and the co-researchers built upon a permanent respect.

3.10 Rhetoric of participatory action research

PAR is entangled in the activities, processes and systems of the identified project within the parameters of encouraged participation. The participation is defined by power as its basic language aims to achieve empowerment to those involved. This exposes the importance of a difference between depowering and power asymmetry. PAR encourages acceptance in spite of social differences in the community to get input from various perspectives channelling the sense of ownership among the co-researchers.

PAR centres on the question of power, socio-political context and how community members engage themselves in PAR (MacDonald 2013) as an accepted practice aimed at developing a new theoretical lens for understanding and reframing the problem. The question (of power and socio-political context) relates to how the study engaged in analysing, and how PAR and social justice intertwine. It asks how PAR maps out the relationship between the social structure and influence in our daily experiences.

PAR as it emerges among other research approaches and methodologies acts as an agent of social change examining people's actions do and their interaction with the environment and the community of others.

According to O'Brian (2013), PAR looks at what people really mean and what they value. It looks at what decisions people understand and that interprets their world. They decide which question has to be answered and how it should be answered.

The question in this study is based on what Crane (2011:7) provokingly states about interest and, what we see as a problem or issue. Whose problem is it, and how does the question link with the improvement of the situation? What is already known about the topic and what improvement do we hope for as we intend to become involved as a team to design strategy that can bring about stability in a sustainable learning environment at school?

The power of emancipatory change within the emancipatory approach, as operationalised by PAR, is also reflected in the work of Morley and Christine (2012:1513-1532) as they examine the question of crucial manifestation and how critical reflection develops potential for change. That determines the interactive

participation that brings about deconstruction and reconstruction by means of enforced social justice and equality. It will transform and change people through knowledge acquisition and self-identification.

PAR provides people with information that is prolific while it challenges them to be critical and to understand individuals' subjective experiences. People know the rules that control their environment and focus on liberating themselves from the constraints and domination from distorted social systems. It allows an individual to be involved in processes of his or her own emancipation. This helps people reflect what they know and what improvement they hope for as they intend to involve themselves with the aim of designing a strategy that could bring about stability in a sustainable learning environment at school.

Crane (2011) also expresses the rhetoric nature of PAR through its targeting specificity as to who should be involved and what their role is as community members. What aspect of people's lives as a team are we aiming to improve and what do we see as a problem? Does the research question link to improving the situation of the people who are situationally affected?

3.11 Implementation of the theory

3.11.1 Background

This part of chapter 3 outlines the research design, the setting, data generation, analysis and the protection of the co-researchers as they implement what had been previously conceptualised to put people into action as they participate in problem-solving strategies. The implementation will be determined by establishment of the co-ordinating team that would operate empirically to design methods to work for a safe and secure learning environment at school.

The team has to design methods to generate data, and to engage in a CDA as they identify, interact, sell ideas, listen, and allow contributions in an open-minded (approach) negotiation and participation. They profiled skill, knowledge, expertise and experience for participative involvement to circumvent threats that can put others' lives in danger.

The research design creates a set of interconnected platforms where conversations about a safe and secure learning environment took place and where critical input about a healthy learning environment were exchanged, critiqued and built upon. The co-researchers in this study had to identify the stories of their school and classroom experiences through the voice of the child to create knowledge and awareness of what is taking place thus far, mainly through the utilisation of visual aids that are relevant to children and young people.

3.11.2 Establishment of the co-ordinating team

The co-ordinating team comprised of people from the different school community settings and forming the broader school society. Young co-researchers (learners) were recruited from active school clubs and school establishments, including the Soul Buddies, Class Monitors and the Youth Desk. School representatives (teachers and SGB), parents and community members with whom there was a higher interaction. Other co-researchers include members of the SAPS, CPF, CHW and a DoE representative. Co-researchers were recruited through a process volunteering, personal contact and face-to-face interactions that led to focus groups and individual participation in the data generating process.

The school (internally) assigned the convenor from the Discipline Safety and Security Committee (DSSC) to be part of the co-ordinating team and he represented the school governing body. Other cohorts, through personal contact, voluntarily interacted with us such as community health workers (CHW), the community policing forum (CPF), the Safety and Security Services of the local SAPS and the women who are part of the community members who sell food to learners at school before school starts and during break, other local business individuals, including owners of the tuck shops with whom we as a team interacted for data generation.

The school security guards formed part of the individual and group discussions. Their information became crucial to sketch a clear picture of the challenges faced by the school while working for a secure school learning environment. The expertise the individuals from the DoE have and their knowledge in safety and security became of value to the team in the data generation process.

3.11.3 Credentials of co-researchers

a) The learners

Learners availed themselves to be part of the research team after contact with them in various classes, in groups or as individuals. They have to provide consent obtained from their parents. Except from certain individuals, some were from the existing school clubs and organisations in the form of the Soul Buddies, class monitors and school youth desk. Interest determined their participation in the project.

Learners became relevant because they were the closest individuals to the problem. They were interested to use both mechanical tools (photography) and non-mechanical tools (drawings and painted images) in the context of participatory research intervention to support their narrative account (Literat 2013:84).

The approach had been elucidated by what Freire done in Peru in 1973 (Literat, 2013:86), where instead of documenting the co-researchers' oral responses to his question about exploitation, he simply handed them cameras to provide answers in photographs. Co-researchers had to take pictures while others engaged in drawings to expose issues pertaining violence, abusive antisocial acts and other disruptive learner behaviours at school. The backdrop to the drawings and pictures was made clear in the ensuing discussion surrounding the photography and the drawn images. The implementation of participatory visual research methods with children and youth was marked by what Literat (2013:86), identifies as a "particular set of developmental consideration" regarding the relationship between ages. Younger children were engaged in drawings while the others used cameras. Co-researchers and collaborators expressed their involvement with techniques such as photo voice, participatory video, collage and drawings.

b) The school and governing body representative

The school deputy principal, members of discipline, safety and security committee (DSSC) were assigned by the school principal to be part of the project. They formed part of the school representation, providing the co-ordinating team with guidelines and policy directives and implications as to the safety and security at school. They supplied the team with policy documents and the school code of conduct, and provided the team with information as to various cases concerning disruptive forms of learner behaviours at school and responses from the parents. The researcher got an access to the school log book to identify typical problems to gain a clear picture as to issues of concern and risk at school.

c) The school security guard

The school security has the task of monitoring the safety and security of the school from the entrance and around the school premises. The comings and goings of learners as well as daily visits and challenges experienced at the gate and around the school premises are part of the school security's orders. The guard gave us information through discussions as to what are the most typical challenges from a security point of view. The school security monitors the fencing, guards against bunking and loitering during the teaching and learning and monitors visits and parents fetching of learners from school. He/she had to furnish evidence of challenges experienced thus far related to the security at school.

d) The local community and business people

These participants are local business women from the community who, on a daily bases, push their wheelbarrows to school during breaks to sell their assorted products to the learners. There are also local tuck shop owners around the school. The co-ordinating team had to find out what they, as sellers, think about pertaining the safety of the school and of the learners. They had told us what they sell and what they do among themselves to protect learners from accessing consumables that are not allowed at school. The local community has knowledge and sharing with them helped us to work for a safe and secure learning environment.

The team organised meetings with local community, in groups or individual, to make them aware of the need to look at the safety of learners and the role they as community members play in bringing about safety and security at school. They could for instance, watch what they sell and what learners buy that will put their lives at risk. They have to guard against the illegal selling of both legal and illegal substances to both aged and under aged.

e) Community workers

Another category of participants was community workers who come from different sectors including health and recorreptional services. The department of social work and the corrections offered awareness campaigns to learners about crime, violence and drug abuse among learners and how learners should report acts that are detrimental and that put others' lives in danger.

Both the community health workers (CHW) and the community policing forum (CPF) liaised with the school community and the school to bring about safety and security. They worked with the school, paying regular visits to help teachers to anticipate issues that may emerge as the school form part of the greater society or community.

They looked at the health and safety of learners and teachers from the outside and and could identify what might bring harm to the teaching and learning situation, interacting with the school in helping the affected and infected learners to find healing and rehabilitation. These departments work with the school to identify antisocial issues and to provide counselling. They create space for motivation and awareness, and constructively liaise with the law enforcement department to assist in creating a safe and secure learning environment at school.

f) The educational representatives

Interaction with individuals from the education department furnished us with a list of the most common problems they come across school visits. What did they experience as district representatives that make schools less manageable and how policies need to be implemented?

The team obtain both provincial and national policy directives concerning safety and security at school. They helped the team to work with the school to monitor and identify issues that put both teachers and learners in danger. Develop the SMTs and teachers to anticipate issues of concern and to act proactively to circumvent threats that bring about harm to learners at school. They work on various school-based conflicts management sections with disruptive learning environment to monitor situations and to bring stability.

3.12 FORMULATION OF A COMMON VISION

The team placed school safety as a social issue concerning social justice at the top of the safety and security agenda and developed a strategy for a secure school learning environment. This Section describes development the team that envisioned the data generation strategies and generated data towards understanding by means of conversation, drawings, discussion and observations.

The aim was to investigate social realities based on a constant process of interpreting meaningful people's behaviour through participatory visual methodology.

The team that has to listen to the people voice especially "through the voice of the child". This voice was expressed by means of visuals. The researcher learnt from the community as owners of knowledge to work for social change and transformation of the society. The research team must have a vision to empower the society at large so that they can be able to empower themselves. The vision was to make the school safe and effective towards teaching and learning, and to bring back a culture of discipline and law abiding citizenship and responsibility, especially among the learners. The goal was to inculcate a common vision so that the community come to value knowledge that has been historically marginalised so that the start working towards peace, hope, freedom, social justice and equality. The ultimate goal is to enable communities to emancipate themselves.

3.13 SWOT ANALYSIS

SWOT analysis, according to Van Aardt and Bezedenhout (2014:116), lies in the review of the organisation's strength, weakness, opportunity and threats. Its aim is to analyse organisational information that could be relevant and reliable, and used to develop an alternative strategy for the management venture. It re-organise the matching strategy an organisation design for both internal resources and its external factors. Such an analysis determines the purpose of gathering data and conducting both internal and external analysis using a CDA (Van Dijk 2008).

3.13.1 Strengths

PAR allows the community voice to be heard as producers of knowledge. It does not aim only to change and improve people's practices, but also to change unequal relations in the wider social context. It continues to show strength as it provides us with ownership of information as we empower the youthful minds to be active contributors to value-oriented information. The co-researchers managed to tackle important issues pertaining the blooming of community and its wider ecology. This participation rebuilt individuals' capacity to be creative. It creates a supportive connection between researchers and co-researchers through permanent respect for knowledge.

Participative action acted as a catalyst for change and emancipation brings about solutions to human challenges as we identify the courses of social injustices, marginalisation and societal exploitation. Though one of the anticipated challenges was a "...resistance to change", as Quixlely (in Crane & O'Regan 2010:47) warns, , there were powerful co-researchers who could direct and sway the progress of the facility resisting any efforts for the team to work in a more supple and artistic approach influencing parents and children who may volunteer to participate.

The team managed to assess the situation and intervene in two levels; as practitioners and as researcher which proceed as target group took a role of being co-researchers. The way in which young people interacted with peers, differed the way the adults co-researchers interacted in the research process which created

the blending of interests. Despite premature withdrawals and passive participation from other team members, that was accommodated in the code of ethics. Creating an open space and allowing for more unconventional means of expression and establish an atmosphere of trust within a clear focus.

PVC required very minimal intercession from the researcher and it probes the co-researcher to partake initiative part in a research process that was characterised by independency and self improvisation. The generation of metaphorical representations through PVC stimulates both abstract and concrete thoughts (Lerat 2013:88).

3.13.2 Weakness

The project failed to involve the community in defining what they wanted to achieve due to the variety of unique ideas. This hampered their capacity to generate self-sufficiency. In the researching settings, power structure posed a threat as it can cause difficulties like extending the time of development and implementation initiatives. This approach cannot forcefully draw reluctant community members to come forward with helpful information that may help to reinforce preventative measures or to understand the challenges of violence (Burton & Leoschut 2012:2).

The team also succumbed to a number of communal approaches that include cultural approach, religious approach and traditional approach. The team had to prove its main objective beyond the aforementioned approaches which act as challenges to both participation and emancipation as action researches. Language, culture, religion and traditional barriers were contributory factors. If the researcher divorced the project from the community, its survival would not be curtailed.

3.13.3 Opportunity

Through participative action research, the team managed to play a pivotal role in educational change. It simply transforms rather than preserving old methodology. It improved the teaching practice and assisted us in developing capacity in discriminative and judgemental situations. It presented an opportunity to participate

in educational research and curriculum theory as it created an opportunity to work with the targeted school community to address the agreed upon goals.

PAR created an opportunity within the socio-communal structure as it created space which, according to Dlamini (2009:20), helps school occupants to promote full prospective benefiting that particular community. This plays transformative part in the acquisition of knowledge and shaping of identity of the society. Within the communal space, there is an opportunity to view the social challenges from similar accord. Le Grange and Beets (2005) also propose that PAR can create a special relationship between teachers and learners, and the community they serve, as teachers are not only just connected, but committed. They use descriptions such as “sit beside a learner, and sit within the community”. This was one of the things the team wanted to experience as it worked on the project.

There were diverse stakeholders that expose huge variety of worth expertise and skills because PAR should have a practical and inclusive nature. Wattars et al. (2012:191) state that PAR furnish co-researchers with strength and open an opportunity for the co-researchers to reflect upon their own lives, community, strength, future, dreams and well-being. PAR creates an opportunity for the school community members to move away from a focus on the removal of risks and barriers, but to participation towards a focus on learner development initiatives. Literat (2013:88) points out that this creates an opportunity for co-researchers to give themselves chance to ponder, which encourages conceptualisation and contemplation.

3.13.4 Threats

Our participatory action approach was in contrast with a number of research methods and approaches that emphasised disinterested researcher. It enforced multiple directions to familiarity construction transformation where individuality failed to accomplish the task of addressing a broad based system of power and other complex issues. The focus on personal experience and epistemological assumptions requires of the research to recognise the limits of the research.

Some people do not like to come forward with relevant information because they are afraid and thinking that they will be exposed. Others were having the idea that the project was generating finance out of their involvement. Some people would prefer to keep quite even if they see an abusive act or crime as long as it does not happen to them or their child, forgetting that sexually abusive acts and crime form a series that may end up reaching them if they do not report it immediately.

People are afraid for their safety and sometimes abusers intimidate the victims, which is a threat to the community of which the school forms part of. Intimidating and persistent gang-related behaviour is entering the school premises and this drives fear school occupants compromising culture learning. When members did not agree on a certain point, they would leave the meeting. Such incidents caused meetings to get out of hand and the formation of camps among the community members.

3.14 Collaborative planning and priorities

3.14.1 Collaborative planning

During the collaborative planning, the question was about what we, as a team, were going to do to work for school security. Technique of hearing the problem “through the voice of the child”, test how deep the pool of disruptive learner behaviours, violent acts, and abusive related behaviours was, provided crucial information. There would have been a missing link if the researchers failed to listen to discussions, conversation, observations and presentations containing drawn images, paintings and photographs from the more vulnerable voices.

The project was co-labour-related and determined by CDA, which empirically enforced the use of focus groups and individualisation with the aim of generating experientially relevant data that would enhance the sustenance of safety and security at school. Observations and investigations that were used for data generation included story-telling which opened the educative space among the learners. They could voice problems and how were they intended to engage in solutions to minimise risky acts that put the school in jeopardy. This phase involved design and planning for the project, where team was data generating instrument.

The focus group discussions were used as the main method. They were based on story-telling regarding what the co-researchers had shared.

The data generation was also based on the PVC, which according to Rivard and Gervais (2009:2), draws on the power of visual as it includes photos, drawings, paintings and images at the level of the young people. The narrative context used to interpret PVC was supplied by the co-researchers. According to Literat (2013:84), the visual research method is a form of participatory drawing involving youth and children. It is characterised by a playful nature and lack of dependence. PVC, such as drawings, painted images, photography and video depict a lived reality from the child's mind and show the way the child understands reality.

Rivard and Gervais (2009:1) further explain that participatory methodology refers to a variety of research methods that can be used to help break down the power imbalance to include research participants as collaborators in every part of the research process. In other words, the PVC draws on the power of the visual, such as photographs, paintings, theatre and drawings to include the voice and experiences of co-researchers and collaborators. The co-researchers implement drawings and photos in the context as it gave them a platform to voice their inner stories. They were at the same time empowered to be independent as they worked with their own imagination. The main objective of engaging brood and juvenile in PVC was to facilitate expression of narratives perspectives young minds cannot communicate boldly in spoken words.

Bandura (in Literat 2013) agrees that PVC in the form of photo voice, digital story-telling and participatory drawing enable young people to be in control of their true stories as it come from their real experiences. Hill (2013:134) is of the opinion that PVC can be used to see and to listen to young people's experiences and to outline how thinking on power, agency and voice might invite uptake of visual methodology.

This approach enabled the team to discover the conduct, insights, encounters and beliefs youth emphasise the way they feel (Burnes & Groove 2013:9). Participatory drawings, paintings, images and photos created a relationship of researchers to reality and opened a pathway to follow in the search of truth (epistemology) which will carry the meaning of reality (ontology). Pink (in Hill 2013:134) posits that participatory visual methodologies interacted the reality. This way of knowing the

reality was through the visual world where visual instruments were used to describe experiences.

The approach embedded in visual aids as mentioned above depicted what was in the mind of the child as they express their experiences on the variety of issues that made them feel unsafe and insecure at school. Participatory visual methodology helped the co-researchers to describe what was in the minds of the learners as they use it to voice the way they see it. Athelstan and Deller (2013:9) stated that visual methodologies contributed to the expanding field of inquiry that drew attention to theoretical contribution through the use of visual methods (practical) to investigate various intricate facets of social life.

3.14.2 Priorities

3.14.2.1 Raising awareness

PAR as an approach putting CER in action became more relevant in bringing people together through empowerment as they shared their ideas to reach solutions to social issues that put the school at risk. Group discussions and dialogues through CDA were educative as people interactively involved themselves in experiential learning.

The arrival of the members of the community policing forum, the youth desk and the SAPS at school became another strategy to help educate learners about crime and other issues that are contributory factors to the safety and security at school. The team motivated learners, making them aware of the dangers of bullying and other crime-related behaviours that can lead to violence. The community youth desk placed more emphasis on sexual harassment among girls and boys that are not reported. The speakers motivated children to speak out and report such issues because it is their right to do so.

This was done after a brainstorming session where the speaker asked the learners to identify some of the children's rights. Children did mention the right to shelter, right to education, safety and security and health. They were asked to recite the helpline number, which easily offered. Bullying was the most talked about topic on that day,

including its dangers and how it turns to violence and impacts self-esteem, and how negatively it affects the victim at school.

Awareness campaigns during assemblies at school addressed issues like substance abuse, bullying, harassment and water conservations. Topics were dramatised as a strategy to make learners aware of how critical these issues are for the learning environment at school. The involvement of the women who sell their food to learners helped them to realise what they can sell and what is not allowed for learners.

3.14.2.2 Re-enforcing the role of the school to monitor

The school designed youth organisational structures in the form of monitors, soul buddies and the youth desk. The structures interacted with other learners with an aim of bringing stability mainly during assemblies and breaks and in classrooms assisting teachers to bring order in the classroom situation, work collection and working material distribution.

The school time tabling did not allow free periods because learners have to be fully occupied to eliminate risks of disruptive behaviour that might erupt during the absence of a teacher in class. The class monitors are mandated to work for order, checking other learners and reporting any irregularities in the classroom. The school interacted with parents through regular parent meetings in which parents became part of decision-making as they voice their concerns as a close school community. This helped the school to eliminate bunking as parents started watching out for learners who avoid school.

The school also designed a time table for teachers to monitor late coming, conducting of assemblies and ground monitoring during breaks for the safety of the learners. The monitors and class teachers are responsible for the feeding learners during break to bring order in the classroom. Reporting the absence of a child is a duty of the parent, failing which the school has to call the parent concerning the absence of the child. If a child becomes sick, it is the duty of the school to call the parent to fetch the child from the school. Every child who left school had to produce a stamped and signed permit to the security at the gate and a parental identity document is also checked for the safety of the child.

3.14.2.3 Creation and fortification of the school learning space and infrastructures

The team had to make observations around the school to identifying areas of risk to the learning environment. Holes and cuttings were reported to relevant department for fixing. Signages were to be renewed and evacuation zone clearly demarcated.

The team encouraged a recycling programme for tins and bottles used at school to keep the school clean, at the same time dedicate towards hazard-free school premises. Inadequate fencing around the school provided access for the criminals, enabled late coming, and helped those learners who were absconding from school.

Old and unused buildings like toilets had to be locked and other school grey areas and those under construction taped so that children would be safe. Due to a large number of learners who enter the school, it is difficult for the security to check each one, since there is no clearly designed strategy to search them as they come inside the school. This is a challenge that results from the lack of monitoring devices. Security still depends on non-technical ways of monitoring. In an interaction session with the security guard issues such as a lack of real directives pertaining their own safety arose, since they also have nothing for security purposes. They ask motorists to sign the visitors register and they check car boots, which do not guarantee the safety of the school, teachers or children once that individual enters the school premises.

3.14.2.4 Developing policy directives

The team interacted with the convenor from safety and security school department who acted also the deputy principalship. The team got access to the school policies and the code of conducts for both teachers and learners. Its directives were viewed and checked whether are they tally with action according to the Constitution and the Schools Act of 1996. Policies and codes of conduct should be reviewed regularly because of the dynamic nature of society especially for the modern generation where conduct is determined by trends. It was advisable that each learner acquire a school policy and code of conduct in the form of booklets. Class had to have class rules on the notice board so that every learner has access which will encourage implementation of school ethics, vision and pledge.

3.14.2.5 Promoting ownership among community members

The participative form of approach was designed for the research project to promote a sense of ownership among parents and community members. Each member who was involved and interacted on issues became part of the problem-solving team as they all contributed to strategies that promoted safety and security at school for a better learning environment.

This granted them with a platform to voice concerns and to make inputs making the community owners of the school, which promoted the strategy of working for a safe and secure learning environment. On the opening day parents came in their numbers to bringing their children and to stay for the first assembly and welcoming words from the principal which is a sign of being part of the school as owners of the learning and teaching situation.

3.15 Strategic planning

Data were generated from the co-researchers' journals of collected pictures (collage), photos and drawings. Each co-researcher kept a journal for the duration of the research process, either hand written or on computer. I transcribed it into a word processing programme and transcribed recorded audio snippets. The larger sources of data like meeting transcriptions were derived from the PVC. The meetings were conversational which reflected the dialogical process inherent to PAR. The meetings' minutes and agenda were recorded and saved to the passworded device.

Transcribed meetings allowed me to view discussions and to remain connected to the data. The co-researchers' completed written self-reflections addressing the PAR process and journaling experiences were completed in due time. Pictures (photos), drawn images and paintings were discussed and sorted into theme. During the last meeting the research team collectively analysed data and critically reflected on the experience during the process. The team compared the data from meetings, journals, correspondences between researcher's written reflections and discussions and provided the feedback to the school representative. The project priorities were based on the strategic plan, which comprised of five priorities (see section 3.15). Each priority worked around activities, the person who is responsible, the time frame, the reasons for the activity and monitoring of the activity.

3.15.1 Educating people

Awareness campaigns and motivation from the members of the SAPS, community policing forum and the Youth Desk and the involvement of the learners in dramatising, story-telling and discussions became some of the strategies to educate people about issues putting lives in danger and making school unmanageable. The highlighted activities helped to make people aware of what was happening and what can be done to solve it. Awareness programmes, motivations and involvement of learner's awareness campaigns were earmarked as ongoing long-term process.

These events were monitored for the duration of the research project by the CPF, YD and the SAPS members and the school. After a special meeting with the commander from a local police station who is involved in the school safety and security, it became clear that since our school still using the non-technical form of security at the gate, there is less guarantee of totally combating acts of crime and violent acts at school. The school depend on campaigns, motivations and educative strategies where learners and the closer school community would be educationally involved to participate as owners of the school.

Children became involved in various forms of PVC that were displayed and interpreted to other learners with the aim of making the aware of ills caused by violence both in community and at school. Participatory activities were done and performed by children so that they could voice what they felt. The SGB chairperson closed the meeting by reminding the community members that the school is theirs and they have to take care of it.

3.15.2 Providing awareness through drawings

Participatory drawings, according to Suki (in Athelstan & Deller 2013:9) have emerged and became suitable towards young people since some of them cannot be able utter verbally what they bottle inside them. Participatory drawings are characterised by a playful nature and its lack of dependence to linguistic proficiency (Literat 2013:89). The drawn images were complemented by discussions within the context of their production with an aim of depicting words, feelings, and data in a more communicative and individually applicable style.

3.15.3 The use of photography to give a voice

Rivard and Gervais (2009:2) state that photo voice draws on the power of visuals including photographs, drawings, and paintings to include the voice and experience of the co-researchers. The co-researchers used cameras to take pictures. Taking pictures would be more subtle in depicting what learners see than what they say, especially when such information is derived from small children. Photo taking was used to give a voice to a population who often marginalised within decision-making and problem-solving interactions.

The painted images according to Hill (2013:132), act as a powerful indicator regarding multiple meanings embedded within a culture. The child's painted visual images expose the reality the written and spoken words cannot offer. The visual methods used explored new knowledge and issues as well as social ills and other antisocial behaviours that are of risk to social justice, freedom, peace and equality.

The purpose of using visual methods had been advocated because it serves to "visualise the tangible" (Hill 2013:132) dimensions of human activities as they explain and depict forms of lives where young people used their voices through visual methods. Participatory visual methodology simply assessed the uniqueness and the impact of violence, disruptiveness and abusive behaviours through the voice of the child in the form of drawings, images, paintings and photos taken by the learners within the school learning environment. The drawn images and photos taken depict the above issues that put their lives at risk making by making school unmanageable and unsafe.

3.15.4 Role of script playing

Scripts as a part of PAR approach, was an ideal method to more critically document, analyse and develop the content affecting their lives. It was especially useful for the lesser voiced, which was brought to the attention of the school through dramatisation, poetry and speeches. Children dramatised some of the issues as the way of play even outside the teaching and learning situation.

According to Wang (1999:186), visual images provide a site of learning that may profoundly influence the life of the people and their well-being. It has proven to have

that power to shape the concepts of people as to what was real and normal with what they had as a message, whether explicit or hidden. Wang (1999:191) further explains the power of images as they “contribute to how we see ourselves’ and ‘how we define and relate to the world” as we perceive the question of “significant” or what is dissimilar.

3.15.5 Promoting ownership

The proposed parental involvement at school, not only for meetings, but also in the form of school visits, repairs and cleaning and school opening days were strategies to make them feel part of the school as a community. The reason was to make them part of the learning environment and to make it easy for them to come forward if there was any need to do so to help the school with information. The school has a responsibility to invite parents for any decision-making processes and to monitor their interaction with the school. In our last school meeting, it was agreed that the school should involve the community in making it aware of its role.

The principal reminded the community about its role of ownership where parents had to act as watchdogs for the security of the school and its property. Parents have a duty to take care of the school infrastructure and to teach their children to be responsible and to refrain from the destructive attitude they have towards the school property. The school chairperson confirmed some success has been achieved after the initiated strategies.

3.15.6 Developing policy directives

The development of policy directives involved the review of school policies. Class rules and conduct as should tally with the school policy as it is aligned to the Constitution (SASA1996). The vision and the mission of the school should be within the parameters of the policies and the SGBs and SMTs have a mandate to table such directives for the school management.

According to the Ministry of Education, the policy directives in the School Amendment Act of 1996, it entitles schools to have effective control over the physical

domain of the school by monitoring school access, entry and exit points, operating time, visitors, movements and security personnel. The station commander emphasised the role of the drafted school policies as guidelines and directives towards the better management of the school. They assured the school that their task as the SAPS is to interact with the school to minimise crime and violence and fight against alcohol and substance abuse.

3.15.7 Role of the school in monitoring

The school was of a great help in designing a structured strategy by developing monitors and clubs in the form of the Soul Buddies that help keep order in the classrooms and school premises. Child empowerment programmes, like these mentioned below help to give children a platform to voice what they have in their minds about issues pertaining safety and security at school. The school held regular meetings with parents to keep them informed of any new developments at school. The school involved community or parents as it commemorated important days of the school calendar and national days, including cultural days, and national awareness programmes like sixteen days of activism against women and child abuse, the farewell functions and mini-graduation programmes where the school invite people who positively motivated learners. Parents are called for disciplinary hearings if there is disruptive behaviour learners were provided with a clear constitutionally aligned school policy. The school community had to give guidance regarding school property. The school chairperson emphasised the point of uniformity to [earlier] identify the inequalities brought about by marginalisation, imbalances and misuse of power among the school community.

The school had to hear the voice of the children as they expressed themselves in different voices with the aim of expressing what was in their minds, but by using pictures [photography], drawn images and paintings, dramatising, story-telling and other artistic forms surecase the inner voice in exposing antisocial behaviours at school.

3.16 Action plan

Body.	Duration.	Content.
1. Class monitors 2. Soul buddies. 3. Youth Desk. DSSC.	Wednesdays: twice month 1 and thrice each 2 months.	Introduction of the topic, brainstorming discussions, identifying challenges and prioritisation.
4. Security guard 5. Hawkers 6. Community Workers and DSSC.	Wednesdays: twice month 1, thrice each 2 months, including cases of emergency.	Classifying the needs and work on them according to set priorities.
7. School governing body (SGB) & Discipline Safety & Security Committee (DSSC)	Wednesdays: twice month 1, thrice month 2 other 3 months and Cases of emergency.	Look for plausible solutions to challenges identified from the initial stage. Work on suitable conditions viable for strategic planning learning and assessment. Assess the indicators of success, reflection on strategic and re-planning.

The co-researchers kept their journals throughout the research process where they were noting down key incidences and reaction to things they saw and heard. The journals were significant source of the generated data and provided us with reflexive account of the project. It gave us a platform to interpret events and reactions to our observations within the fieldwork.

Through the use of available tools including drawing materials, camera and cell phones, the team managed to capture and record some incidents that typically stood out as hazards to learners at school. The most identified issues were those related to

their experience and conversations. Each field journal from co-researcher provided us with an alternative voice in data generation and presentation within the school context. The learners who formed part of the team wrote their journals immediately after the initiation of the research project. Each and every written and captured incident was dated to keep ongoing records of changes in practices, behaviour and responsibilities among the learners at school. The process of change was monitored by means of research questions guiding the reflection process.

3.17 Ethical considerations

I obtained the necessary consent from the school prior the initiation of the research project. After receiving approval, I obtained consent letters from all willing co-researchers. The consent letters included descriptions of the research purpose and design methodology and I informed the co-researchers that the data collected during the study formed part of the research project to which they agreed before initiating their participation. All dialogical were on a voluntary basis.

Co-researchers were updated about about their right to pull out from the project any time felt feel uncomfortable to proceed. Pseudonyms were used and each co-researcher was responsible to get the necessary permission to conduct interactive investigation in his or her classroom or grade at school in his or her identified method as I got mine from the Department of Education. They were aware that their research material was to be used in the project.

According to Berol and Thomas (2012:5), PAR requires a willingness from the co-researchers to disclose their personal views, opinions and experiences. They needed an open space where they could be confident that whatever they had uttered would not be used against them and that they would not suffer any disadvantage by expressing personal opinion. There should be assurance that the conflict revealed would be discussed jointly at that level and those pictures and drawings would be published in the consent of the co-researcher.

3.18 Chapter summary

CER was used in this research to formulate a theoretical strategy for a safe and secure learning environment in school. It was a strategy to safeguard and sustain a long-term social interaction and involvement as the community effectively

participated through collaborative endeavours to fight against unjust and disruptive and detrimental behaviours directed at learners, teachers and school. Security measure should be a top priority because here immature decision-makers invest their entire moment. A wide range of disruptive learner behaviours, risky violent acts and degenerated social morals has forced the school to re-adjust its precaution measures to fight the ever emerging unique antisocial acts emanating from dynamic social change that put learners' lives at risk.

The main aim was to give community members a collective platform to be a voice among the unheard and marginalised society through a PAR so that they could be participative towards social change and emancipation, resolving problems challenging the school in the form of disruptive learner behaviour, disrespectful and ill-disciplined attitudes. The main objective of the research study was to combat drugs and alcohol related acts, to solve violence and gang- oriented challenges facing schools and communities, making the school governable and lifting the school management (education) to a productive level.

The aforementioned antisocial behaviours should beg of communities to come together in a more participative way with an aim of eliminating such acts. Well planned and systematic strategies can create a danger-free school society where learners and teachers feel free without any threats and intimidation. PAR provides a strategy for the strategic planning to implement the CER. Emancipatory research is an appropriate tool for social change for unjust, discriminative and marginalised disadvantaged communities.

PAR brought about a systematic lens to mirror the history of social problems and how the affected communities come together (collaborate) to resolve those problems. In PAR, researchers understood the complex nature of social problems, but also how to intervene critically as a community to bring about social change. Engaging with various community structures enabled the researcher to recruit and form a co-ordinating team with a common vision for how communities could be empowered and be their own researchers. The main priority of the team was to fulfil objectives of the undertaken study, mobilise people through ethical considerations as they planned collaboratively through identification of priorities and interacted in various steps in the problem-solving process in the research project.

The vital role of the language in the research process would determine the bonding between the researcher and the co-researchers, as they all in a collaborative manner, strive to come with solutions to questions rhetorically asked as a result of unjust and irrationally imbalanced societal structures hoping to convey peace, freedom, justice and equality among the marginalised and exploited people.

The researcher expected to work equally and in a collaborative manner with the co-researchers to unearth social injustices and other unjust practices and to bring new perspectives that explore any derogatory acts oppressing the marginalised communities. The research study designed strategies to empower the school management team, the principal, the deputy principal, the school governing body and the learner representative council or monitors as they aimed to combat challenges, and worked to secure safeguarding culture towards teaching and learning.

Participatory visual methodology works across a number of cultural contexts and contextual expression is more than words as it reveals concepts, emotions and feelings that words cannot express. According to Hill (2013:133), participatory visual methodology has versatile and innovative features that probe it to move beyond cultural, traditional, religious and socio-linguistic approaches to reveal what is buried in the mind of a child.

PVC stimulated empowerment as the co-researchers took an active part in shaping their own realities in a more independent manner. Hill (2013:146), highlights that seeing through photography and drawings tends to be a powerful reminder, avoiding “disembodied interpretations”. The participative engagement of learners through the use of visual methodology to bring about social change through participative involvement of young people will change abstract dimensions of understanding to more concrete operational perspectives of hearing and feeling what the children’s voice means about the world of violence and abuse in social discourse.

The drawn, painted and pictured voice of the child surpassed any verbal or spoken social discourses. It went beyond any traditional, cultural and socio-economic barriers to expose the vulnerability and marginalisation children experienced silently without being provided a platform to be heard and where they can voice their childhood realities.

CHAPTER 4: PRESENTATION AND ANALYSIS OF DATA, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The study sought to formulate strategy for a sustainable safe and secure learning environment at school. In this chapter data are presented, analysed and interpreted based on the five objectives of the study using a critical discourse analysis (Van Dijk 2003:256). (See section 1.8). For purposes of analysis, data are firstly categorised in terms of these five objectives. Then data per objective are further classified in terms of its constituent constructs that were developed in Chapter 2 during the literature review (see 2.1.1 to 2.7.7).

Each construct is therefore analysed, by showing how it relates the respective objective. This is done by means of an opening paragraph per construct drawing on good practices as reflected in the theories of secure and safe learning environments, then policies that advance these practices and previous research on this matter. Relevant extracts from empirical data are cited to buttress the argument further. From there I mount an integrative argument showing how, based on the empirical data and relevant literature, construct in question is indeed a constituent part of the said objective of the study.

To deepen the meaning of the argument, I then use CDA to demonstrate how the said construct constitutes the respective objective at the level of text, then the discursive practice and social structural levels. From there I use the CER strategy to elaborate on the analysis further by showing first how issues of power differentials, inequities, social injustices, lack of freedom, desperation and strife are engendered through distorted practices constituting challenges and how the opposite are achieved under the second, third, fourth and fifth objectives. Finally the findings are compared to what the literature says to draw conclusions about each construct and each objective.

4.2 The need for the formulation of a strategy for a safe and secure learning environment

This section of the study analyses data that are relevant to the challenges that inspired the formulation of such strategy for a safe learning environment. The following challenges have been identified based on the first objective, namely to identifying factors that create a need for the formulation of a preventative strategy that responds to problems for a safe and secure learning environment in schools as expounded in Chapter 2 (see 2.4). These challenges include a lack of a dedicated team; a lack of a common vision; insufficient SWOT analysis; insufficient prioritisation; lack of strategic transformative planning; disruptive learner behaviour and ill-discipline; acts of violence and bullying; ineffective application of school policy; alcohol and substance abuse; vandalism on school property; deficiency to school hygiene and sanitation; low level of learner-parents-community involvement; moral degeneration; and cult and gangs-related behaviours.

These problems hinder the effectiveness of the smooth operation of learning, compromising educative learning and endangering safety and security of learners.

4.2.1 Lack of a dedicated team to foster a safe and secure learning environment

The department of education (DoE) has committed itself in preventing, managing, and responding to the safety incidents to create safe and supportive learning environment in schools through urging schools to establish Discipline Safety and Security Committees (DSSC) (SASA 84 of 1996).

The value of a team is to connect strategies to action, to prevent unnecessary conflicts, and to help in resourcing, networking and guarding against duplication of generated data to efficiently enhance a safe learning environment (Steinberg & Kincheloe 2010:141). This supplements the constitutional mandate for every school to formulate Discipline Safety and Security Committee (DSSC), as a mandate from SASA NO 84 of 1996 (Duma 2010:121).

The aforementioned policy concurs with the theory of action (City et al 2009), as supplements advantages the policies cascade in relation with the value of teamwork

within an actual organisation. The theory entails that the team connect strategies to action, prevent unnecessary conflicts, and help in resourcing, networking and guarding against duplication of generated data to efficiently enhance safe learning environment (Steinberg & Kincheloe 2010:141). The theory connects relationship to good instructions, as it helps in the identification of mutual dependencies that are required to get the complex work of an organisation done (City et al. 2009).

According to the available body of research, the guided daily activities of a team or an organisation should foster a shared purpose and values among team members (Darbi (2012: 95), which agrees with the values of a team (see para. 2 above). This good organisational practice is contradicted in the findings revealed by this study. While the research team involved in this study was having a discussion on the lack of dedicated team to ensure safety, Nkala and Nkomo said the following:

Nkala: As the principal of the school, I have always wished that staff members unite together to ensure that all learners adhere to rules of the school, however some of the members of staff seem not to get the idea of ensuring safety in schools?

Nkomo: Unless and until all school stakeholders unite to ensure peace in our school, we will always experience deviant behaviour among learners. I observe that some educators do not take the issue of learner's discipline serious, hence we cannot achieve peaceful environment. We have to work as a team to ensure solidarity and enhanced a safe learning environment

Analysing Nkala's words at textual level, it is clear that there were staff members who intentionally or due to ignorance do not 'unite to ensure that all learners adhere to rules of the school' as they 'seem not to get an idea' of ensuring safety in school. He reveals that members of staff lack unity when it comes to ensuring discipline at school. Nkomo, concurring with Nkala, indicated that there is no unity when it comes to learner's discipline. Nkomo's words 'unless all stakeholders unite, we will always...' indicated an inclusive approach and further anticipation of deviant behaviours as indicated by Murungi (2015) in Chapter 2.

In light of this, I observe that unity of purpose is one of the most fundamental factors involved in ensuring safe schools. Taking the words of Nkala further by subjecting them to discursive analysis, one notices that Nkala's words denote two levels. As

Nkala spoke, there was an emerging sense that he is in position of authority and it appears that he wants his authority to be observed in the school when he uses the words “as the principal of the school” to denote the power that is always associated with people of position. Sonn and Cruze (2009) emphasises that such persons want things to be done in the way they wish which can lead to people being treated as subjects (see Chapter 2). At the same time there was a humble request “I have always wished,” which revealed a side of association and pleading for conformity.

At social practice level, the creation of safety and security committees is a technique of exclusion in schools when it comes to disciplinarian issues. Once some of the teachers are left out from disciplining learners, they become spectators and do not contribute positively to ending disruptive behaviours. In light of this, people with power have control over what happens within an organisation. However, power is always resisted by subordinates if imposed in a top-down manner, as can be gathered from Nkala’s words. Where there is a power struggle and resistance, safe schools become difficult to achieve because people in struggle often lack the unity to achieve safety as they are expected to.

The above scenario indicated that the school team does not have unity of purpose when it comes to safety in school although the principal wished his authority to be felt. There are signs of an excluding approach with the use of the words “some of the educators do not take the issue of learner’ discipline serious” which eludes the fact that some educators exclude themselves when it comes to issues of learner’ discipline. More often, the issue of learner’ discipline is left to SMT and DSSC. By allocating the issue of school discipline to a few individuals in schools, schools remain far from ensuring unity of purpose when it comes to discipline.

In essence, some of the members of staff from safety and security committee imply that schools lack the unity to end disruptive behaviours. In the spirit of CER, the lens through which this study looks, exclusion is condemned since the goal of a successful school team should be the inclusion of all people regardless of their standing in society. CER is against power that seeks to exclude (Sternberg (2010:142), as emphasised by Murray and Ozonne (2009).

Teamwork provides the team with capacity and empowers the team [emancipation]. It is attractive to the team members if they can commit to turning strategic planning

into a reality (Wong & Liu 2009:2884). This guard against the tendency of individuals to work in isolation which causes disintegration of team as it pushes solidarity among team members.

The literature reveals that a dedicated team eases the processes of delegation, the division of labour amongst members, assigns tasks according to the strengths and interests of team members, focuses on the proper representation of members in various identified school structures. The team furthermore provides collaborative space between learners, teachers and other stakeholders (Roslenders & Dillard 2003:334).

Teamwork provides an opportunity to draw on synergetic mix of interest and expertise (Qhosola 2016:137). The dedicated team creates condition for interactively involved group, collaboratively networking with other departments to keep the organisation abreast with both organisational and social dynamics.

In the context of this study, Martin and Peercy (2014: 722) agree that a lack of dedication on the part of the team threatened a common purpose, thus affecting the level of preventative and sustainable strategies of fostering a safe and secure learning environment (NSSF 2016:15). This hinders the value of a team which is to empower and creating long-term improvement. The school management process here contradicts with the best practice regarding the significance of a team (Chavan 2013:4) as stated by the literature above. Bad practices eliminate the team members' opportunity to learn from each other, since team works with mutual dependence (City et. al 2009).

4.2.2 A lack of a common vision

School's safety and security committee is determined by in the group's designed common vision. It inspires the team to work interdependently as success depends on each other. The value of the common vision is to help in creating supportive environment, create a threat- and violence-free learning environment, see in advance and planning, develop a foresight, early identification and early intervention as well as anticipating other issues that might affect the process of teaching and learning.

All public schools are expected to be health promoting which include the safety and to be caring environments, where all those using it, including learners, educators, support staff and parents feel safe at all the time (SASA 84 of 1996 section 3.5).

The values identified above supplement the idea on the theory of education (Shenk 2014:370), as it examines the constructs of inclusiveness, as one part of general theory of education. Inclusion addresses the problem of societal independency and creation of gaps in the societal cohesion. Since common vision acts on early identification and early intervention through a foresight approach, it needs that participative cohesion for an optimal sustaining of safety and security at school.

According to the available research, a common vision that is transformed into teamwork enforces the team to work dependently towards educating inclusively. Murungi (2015) speaks about providing an all-inclusive strategy to address disintegration within the school.

That became evident while Luvo, Ndala and Ntetha were discussing the aftermath of the lack of a common vision at school, saying:

Luvo: It will be difficult to create a safe and supportive learning environment if, as a team, we don't have a practical common vision we work on. Our efforts will be fruitless since we lack clear direction because of a lack of a vision.

Ndala: of course, it will be more than difficult because we will not see in advance and develop a foresight where we will be able to early identify issues and apply early intervention as well as anticipating other issues that might affect the school.

Ntetha: in other words, that fails the expectation for the school to be safe, caring environments, where all members would feel supported all time.

According to Luvo's words 'it would be difficult to create a safe and supportive learning environment without a common vision', indicate the value and the importance of the common vision for effective teamwork. That was emphasised by Darbi (2012) while stating that a vision encompasses daily activities of a team through shared purposes. Luvo further indicated that our efforts as a team would be

in vain if the team lacks common vision which also described by Ahmed, Rope and Sesimwo (2014), using the word 'futile'.

That is supplemented by Ndala while stating that without common vision, as a team, 'we will not see in advance and develop a foresight where we would be able to, in advance, identify issues and apply early intervention as well as anticipating other issues that might affect the school'. Ntetha looked at it as a failure to acknowledge the mandate of the constitution that 'declares a safe, caring environment which will be safe and supportive to all'.

From a societal point of view, people are reluctant to plan ahead and set targets. This affects the safety and security of the school where they have to pick up the pieces after damage had been done. The exclusive nature of addressing organisational problem creates gaps in the societal cohesion making schools prone to antisocial behaviours.

A common vision empowers teamwork providing it with a potential positive platform which can foster a safe and secure learning environment (Reason 2009:244). Common vision creates a platform where all participating members (learner, teachers and parents) apart from being empowered, could share their views freely without being intimidated as their voices would be heard and taken heed of (Nkoane 2012). That supplemented what Sternberg and Kacheleo (2010:142) state, highlighting that safety and security structures need to be synergised because it is a binding factor towards formulation of strategies fostering a safe and secure learning environment. It defines the transformation of learning that supposed to inform operations in school (Rocha-Schmid 2010:346) which brings about people empowerment (emancipation).

According to the literature common people to vision helps in identify and strengthen the school's proactive factors when developing and implementing targeted safety plans. It helps people plan ahead and set targets for themselves (NSSF 2016:21). Negligence to formulate a common vision is a strategic error on the part of school management as it denies the school the opportunity to explore and encourage a democratic work (Steinberg & Kincheloe 2010:142). As a result, the team fails to create a safe and supportive space within the school learning environment (Mahlomaholo & Netshandama 2012:35-48).

4.2.3 Insufficient conducts of aSWOT analysis

The team has to embark on defining the strengths, weaknesses, opportunities and threats for successful generation of data. SWOT analysis is a strategic evaluation tool that the coordinating team uses to assess personal capabilities each individual have to contribute to the fulfilment of the objectives of the study(Ayub & Razzaq 2013:93).

The SWOT analysis is an information-gathering tool concerning the team's competencies. It helps to bring focus of the mandate of the study and timeframe towards its strategic planning. It sought the participating members according to their capabilities. That would help to facilitate generation of wide range of relevant data and to enhance comprehension of the extent and nature of the problem in the area of research using people with relevant expertise.

SASA No. 84 (1996) is crucial towards transformational goals of learning institutions suggesting that SASA and related policies ensure stakeholders participation in the school governance and promotion of democracy. A vision assists in the specific distribution of tasks in accordance with individual capability. The achievement of the transformational goals of the school as mandated above depends on the precise delegation which is determined by means of a SWOT analysis. The organisational participation of stakeholders as mandated by this policy would enable them to determine their strengths, weaknesses, opportunity and threats.

Proper conduct of SWOT analysis is determined by the good theory of action (School of Education 2016). It emphasises that if systems and building level of administration monitors teaching practices in a serious and visible way, a high level of skills will be produced.

Research reveals that inefficient systems and building level of administration hinder the aim of directing the strengths of the team towards the identified opportunities (Ayub & Razzaq 2013:93). It is evident that inability to embark on SWOT analysis denies team members the opportunity to share challenges in their maximal best. It means that SWOT analysis strengthens the team towards identifying opportunities and it helps the team to share challenges in their maximal best. This concurs what Van Aart and Bezuidenhout (2014) indicate as internal and external factors to establish whether the developed strategy would address SWOT identified.

Nala and Phosa emphasise the need for a strategic SWOT analysis in their discussion by saying:

Nala: Activities according to our action plan should be delegated according to team members' capabilities. It always draws us back to initial stages to find that assigned tasks were not performed because of incompetency among us as team members.

Phosa: Yes, we suffer a tremendous set back, we have to sort the participating members according to their capabilities and embark on precise delegation which is determined by means of strength and determination.

Nala's words indicate inadequate SWOT analysis, which drew the team back to its initial stages because of unaccomplished tasks that were not performed because of incompetency among team members. Phosa agreed that the allocation of tasks within a team should be precisely according to strengths so that participating team members are tasked according to their capabilities; otherwise a team will always suffer some setbacks.

In many failed projects, instead of allocating tasks to members according to their strengths and capabilities, favouritism, nepotism and incentive-driven involvement are prioritised. This draws the team away from commitment and dedication as members find themselves at loggerheads and behind the priority schedule.

The analysis of strengths, weaknesses, opportunities and threats, if firmly embarked on, helps teams prioritise which strengthens and empowers the team. According to the literature, indicated an interpretive and analytical stages of critical emancipatory and empowerment where participating members had to consider nature and aspects of challenges, as relevant and in line with the nature of the study (Mahlomaholo & Netshandama 2012:35-48).

According to the literature, good skills will not develop if there is no proper allocation of duties and identification of duty load. This concurs with the relevancy of the organisational structures which Clark (1999:168) defines the main question regarding structures as how transformational processes merge between non-

inclusive and inclusive school (Murunga 2015). It also gives rise to the question how institutions manage to function collaboratively in finding solutions to problems.

This indicates the ability to achieve through effective SWOT analysis. The literature agrees that due to an absence of a strategised SWOT analysis, the team might lose focus of its mandate and timeframe towards its strategic planning (Kerzner, 2013:104). The study showed that there were no grid that matches opportunities and strengths with weaknesses and threats (Ayub & Razzaq 2013). This analysis should occur as part of a risk assessment plan before delegation (Van Jaarsveld et al. 2012).

4.2.4 A lack of proper prioritisation on strategic planning

Prioritisation is a management discipline that should to be exercised successfully at all levels of strategic planning and implementation (Kerzner 2013:104). Prioritisation helps to sort activities. It helps researchers to identify factors with high occurrence likelihood and high risk impact. In my own observation, it brings about order.

The act of prioritisation encompasses the vision of a team as indicated in section (4.2.2) and guides the action plan (3.17) as it was processed during the operational phase (section 3.11). It improves safety measures at school by enhance outcomes where standards for safety are established, implemented and monitored. Proper prioritisation is a mandate of South African Schools Act 84 (1996). It encourages systematic guidance towards the execution of activities according to order of likelihood as it focuses on establishment, implementation and monitoring of the standard of safety and security at school.

Transformative prioritisation can only be achieved through the theory of consensus (Allie 2001), which proposes that all the stakeholders work together towards a common goal. It supplemented a perspective that according to Chomsky (in Chritie 2010), emphasises a person's behaviour and capacity as pre-determined. It focuses on the ability to learn as a natural phenomenon that is more important than nurturing, which is a building block for prioritisation.

According to the available research, prioritisation entails dividing priorities of high priority risks (Kerzner 2013:104). This includes factors with high occurrence

likelihood and risk impact; those with low occurrence likelihood and high risk impact, those with high occurrence likelihood and low-risk impact and those risks with low occurrence likelihood and low-risk impact (Kerzner 2013:104).

Discussing the dire need for prioritisation, Mnomiya and Luvo commented:

Mnomiya: If we fail to identify challenges with high occurrence likelihood and high risk impact we will end up missing our target as a team. Failing to identify hinders our step-by-step guide on the implementation of activities according to the order of occurrence likelihood and nature of risk.

Luvo: Sometimes the team deviate from the set priorities as a result of emerging and dynamic forms of new challenges. I agree with prioritisation, but it must not confine the team. There must be a room for flexibility which will be determined by anticipation, foresight and early interventions.

Mnomiya's words on the failure to identify challenges according to likelihood of occurrences show a lack of proper prioritisation within the team. Apart from having a high-risk impact, it also leads the team away from expected targets. As identified by Mnomiya, it hinders a cohesive guide towards carrying out of the planned activities. Luvo further indicates that the deviation from the set prioritisation could also be caused by emerging dynamic new challenges. One could agree with Mnomiya, but disagree with the confinement idea which suggests flexibility according to anticipation, foresight and early interventions.

The tendency among various teams in organisational settings is to act according to the incidents as they occur. Every incident is a wake-up call, forcing the team to work haphazardly and confined by incidents. This tendency hinders proper anticipation, foresight and early interventions of the team.

The above tendencies hinder transformative outcomes which can only be achieved through consensus (Allie 2001). Solidarity determined by consensus among team members encourages cooperation of all the stakeholders towards a common goal. Shortfall in this section would create a problem of denying the school the opportunity to encourage moral and democratic endeavours (Steinberg & Kincheloe 2010:142)

to demonstrate caring, a moral stance, reverence and certified actions en route for learners.

According to literature, insufficient prioritisation can be encountered through an action approach (City et al 2009), which, through its mandate, defines all the structures necessary for reaching lasting objectives. Like in any good planning, prioritisation is embedded in an evaluation method for change. It requires co-researchers to articulate the underlying assumptions.

The articulated assumptions have to be tested and measured through details what is needed for objectives to be accomplished (City et al. 2009).

The tendency among various teams identified above, shows that the teams are not able to adhere to the set criteria and to follow the suggested strategy in respect of the attendance of stated priorities (Kerzner 2013:104). It is difficult to enforce a response where there is no prioritisation. A prioritising team has to develop a behavioural action (Schultz & Schultz 2010) that would call upon set criteria to follow the suggested strategy in respect of the attendance of such priorities (Kerzner 2013: 104). This is grounded on the knowledge that learning interacts with the environmental setting, one should embrace the relationship between prioritisation [of co-researchers] and enforcement (Nevid 2013:3).

4.2.5 The advent of opportunistic challenges

This section examines the impact of challenges that (extraneously) emerge as a result of insufficiency, ineffectiveness and the lack of the four above mentioned deficiencies in the school organisation (see 4.2.1, 4.2.2 4.2.3 & 4.2.4). The organization failed to remain standing against different challenges that erupted and crept up to the organisation because of the failure of the organisation to adhere to its basic principles, which include dedicated teamwork, effective team's common vision, failure to conduct SWOT analysis and a lack of proper prioritisation.

Opportunistic challenges that extraneously affect schools include disruptive learner behaviour which affects learners' performance, bullying behaviour which causes some learners to drop out of school, retaliate or to take revenge; lack of parental and community involvement in school disciplinary programmes, alcohol and substance

abuse in school, increased violence and destruction of school property (vandalism), insufficient school hygiene, sanitation and learner orientation, gang-related behaviours and cultism in school, lack of restorative programmes during suspension and expulsion of learners and a lack of proper punitive measures against disruptive behaviours.

The prevalence of the above mentioned multifaceted challenges destroy the effective school management, compromising the culture of teaching and learning; putting both teachers and learners' lives in danger. These factors hamper strategic progress for a safe and secure learning environment in school. This section also looked at the value of a threat- and violence-free supportive learning environment, and the aftermath of the unsafe and insecure school learning environment.

4.2.5.1 Disruptive learner behaviour affecting learners' performance

The disruptive behaviour and poor discipline among learners damage the successful management of the school putting its occupants at risk. Disruptive behaviours display practices that derail from the normal school management directives.

Better schools in the form of management, safety and security; create a safe and supportive learning environment (Meier 1992:595). It acts as a tool to attract better learners as it is characterised, in their maximum level, by sustainable fight against misconduct and other antisocial behaviours. Van der Aardweg (in Mnyaka 2006:15), indicated that a safe and secure learning environment improves quality of school conduct. The school codes work towards disciplined application of obligations and synchronization among human resources. Secure learning environment (as an approach to any school infrastructure), balances the urgent need to address the backlog in basic services to improve the quality services.

The above values carry the mandate of SASA No 84 (5-7) of 1996, propagating rights and responsibilities for learner discipline for effective school management. The Act assists in designing and regulating general organisation of the school. It further ensures that learners are committed to their schoolwork; and develop to their full potential; and compelling to adhere to the organisation's ethical considerations. This act compels the school to discipline learners in commensurate with the offence. This

is contemplated by the National Education Policy Act 27 (4) Of 1996, enabling the improvement of shielding of basic privileges of every person as guaranteed in chapter 2 of the constitution (1996).The school is mandated to guard against antisocial issues, among them which is depriving of education. The Act enables education to supply to the entire specialimprovement of learners.

Ecological systems theory (Bronfenbrenner 1979), provides one approach to answering this question of poor discipline and disruptive nature among learners. The ecological systems theory proposes that a child'sgrowth is possthrough the surrounding, of which this has to be brought into our attention that a child comes from the community of peers, parents and closer community members. Howis the child, as part of this larger society, being affected (Biesta 2010)?

Thispremise further shapes the belief that a person's development is affected by everything in their surroundings. It identifies the manner in which a person reacted to other people as a response to the way they treat him. Bronfenbrenner (1979) does not view a person independently,but as interconnected, different persons influencing one another (Bronfenbrenner 1979). This interconnectedness can mould or destruct the child's development, of which if the society is disruptive; there are greater chances for a child to simulate such behaviours.

The disruptive nature of behaviour affecting learner performance became evident in the discussion between Mana, Thami and Nancywhile saying:

Mana: This school is challenged by various learners' misconducts which are disruptive. The report on a boy who refused to sit down and write an assessment task complaining that other learners have stolen his pen, is just a tip of challenges.

Thami: Some other learners hide behind not having a pen while really don't know what to write. They end up disrupting classes. Those learners who don't know usually create problems if it comes to sit for assessment tasks.

Mana: Most time is being taken and wasted trying to solve the emerging learner challenge instead of delivering what is maximally expected of them.

Thami, Learner misconduct, no matter how minor it seem to be, but the piling of such uncalled for acts lower the learner performance at school.

Nancy: these smaller things like talking back to the teacher, refusing to keep quiet, moving up and down the class and making unnecessary jokes and excuses are precursor to a healthy learning problem.

On an analytical level, Mana's words indicate a negative attitude and exclusive approach by stating 'this school,' while also forming part of it. The challenge, in which a boy in class aggressively refused to sit down for formal assessment, is described as tip of the iceberg. Thami agreeing with learners' disruptive nature highlighted that some hide behind pseudo-challenges due to lack of capability to disrupt classes. The piling of some minor trancies are time wasting techniques negatively affecting learner performance. Nancy supporting Thami identified smaller things like talking back to the teacher, refusing to keep quiet, moving up and down the class and making unnecessary jokes and excuses as precursor to a healthy learning problem disrupting the optimal performance of learners.

Socio-cultural habits (Van Dijk 2004:46), as curtailed by particular communities above confirmed what Rousseau's theory of insight (in Biesta 2010:43) stated about the adaptation of the external societal order that corrupt the child. The act from the above scenario did not only harm the lives of teachers and learners, but further jeopardises steps towards a successful, orderly and dedicated teaching and learning, which supposed to be an indispensable facet of a successful school (Gina & White 2012).

Learners and teachers have a fundamental right to a danger-free zone and to care for with dignity in the education setting (Mabeba & Prinsloo 2000:24). Such safe treatment empowers participating individual making them felt part of the due process. That atmosphere can be destroyed if the school become entangled in disruptive learner behaviour. Disruptive behaviour is merely inappropriate behaviour, as confirmed by Gordon and Browne (in Marais & Meier 2010:43), attributable to poor school management.

In the context of the literature study, disruptive learner behaviour in school results in ineffective teaching and learning (Masitsa 2011:163). Unethical parental and communal demonstration of poor self-control and aggression towards school and

teachers became role model for their children (Van der Aardweg 1987:175), and that is what they turn and do best at school. The literature further indicated that deterioration of values began within the child's closer living environment by imitating what the role models display at the child's exposure. If adults do not show due respect to the authority, it would be difficult to expect the child to do the same at school (Mnyaka 2006:86).

Unethical home demonstration of poor self-control and aggressive attitude directed to teachers became role model for their children (Van der Aardweg 1987:175), and that is what they turn and do best at school. Disruptive behaviour among the learners contradicts with the creation of a conducive learning space (Mahlomaholo 2014:5) cited as a hindering factor towards learners' identification of their ability and brought about unpredictable nature educationally depriving learners and teachers to fulfil their obligated task to deliver at their optimal best as expected. It further revealed that the banning of corporal punishment with an aim of protecting the human rights for pupils is now used by pupils in infringing on human rights of their teachers (Allie 2001:1), which emerged as a factor towards disruptive learner behaviour at school.

4.2.5.2 Bullying behaviour that cause victims to drop school

The other challenge noted by the research team is that there is bullying behaviour that often victims afraid of the school environment. In some cases, learners even drop schooling. While the education department in South Africa expects that all public schools should be safe promoting environments, where all stakeholders feel secured at all time (SASA 84 of 1996 section 3.5), the reality on the ground is that bullying still prevails in most schools.

Hansman (2015:9) clearly defines acts of violence as an environmental behaviour which can be viewed through the premise of planned behaviour. It is "open to the inclusion of additional predictors (if it can be shown that they capture a significant proportion) of the variance in intention" It is a respondent behaviour where manifestation is taken into relation (Hansman 2015:9).

The recent research links the theory of planned behaviour with the Bio-Ecological System (Bronfenbrenner 1979). This emphasises the person's biological make-up

while looking at that particular person's behavioural pattern [see extract b 4.2.5.2]. It indicates ecological factors playing a pivotal part in the development of a human being, as defined by that particular person's culture. Cultural influences spread to the school and this becomes a challenge as learners are products of the broader society.

The words of Delane, Ndala and Ndaba in their discussion briefly exposed the challenge while saying:

Delane: The challenge we have in this school is that some learners are bullish. They beat other learners and sometimes nothing is done about it.

Ndaba: Bullish behaviour has led some learners to drop their studies. Just imagine such a school where learners cannot feel safe, but always live in fear. That is disastrous for the schools. So as a team we must do something to end this.

Ndala: We will find it challenging, and ending it will be difficult since the victims and those affected do not come forward and report, but suffer in silence which ends up leading to retaliatory behaviours or revenge.

Analysing some of the challenge experienced at school, Delane indicates one of bullying behaviour among learners. Analysing the situation, some learners bully by beating other learners and sometimes nothing is done to protect the victims. The negative impact of bullying is that, according to Ndaba, causes absence from school and some victims even drop their studies. Learners do not feel safe, and always live in fear. Ndala emphasised that ending the situation is difficult because some of the victims hide and remain silent instead of coming forward and reporting. The phenomenon of bottling up has led to retaliation.

At a social level, the way learners behave at school, whether good or bad, mimic the behavioural pattern at home or in the community since the school is a microcosm of the broader community. Some actions of violence are characterised by various typical gender stereotypical ideas depicting where the perpetrator came from as well as socio-cultural habits of the mind ascertaining that particular community.

The rivalry behaviours existing in the school's broader society dispersed inside the school environment. Since the school is a small space, and members are so close together in classes and school, it became so eminent and vicious as compared to the outside environment. This is caused by a lack of demographic breathing space among the members as the school was not educationally set for feudalism. In fights among learners are attitude-oriented, dynamic and revolutionary characterised and imitated from the broader society.

At its social value, violence deeply harms not only affected because it has been directed to them, but families, relatives and the entire community since all are intertwined. Violence has a short term effect as well as long-term effects depending on the degree of impact. Its impact is neither seen in death, nor in illness or disability, but also in terms of the quality of life (Krug et al 2002). Well run schools display an inclusive nature in helping to foster a climate of openness, ownership, and responsibility in resisting external violence and minimise internal violence (Mncube & Madikizela-Madiya 2014:43). It needs people to work in solidarity and to combat bullying behaviour in school.

The literature substantiates Schwartz and Gorman (2011:57-69), express while viewing school-based violence as something that never took 'place in a vacuum', not geographically specific, 'but rather influenced and shaped by contextual factors' and determined by the 'reflection of what is taking place in the broader' society where the school is found. The literature agrees that acts of violence sprang along the reason of personal situation and represent epitomistic response to irritation which are prevalent to our societies and habitual minds (Oluwatobi & Babatunde 2010:62).

Heyman and Perone (1989) are of the opinion that learners in school experience verbal maltreatment while at the same time revealed worst experiences where learners born feelings of anger and frustration that might lead to revenge. The literature agrees that bullying among the learners created a major challenge interpreted as being disrespectful, distracting, or even disorderly and disturbing to others, constituting a form of behaviour that is actionable (Srabstein & Leventhal 2010:403). The school facilitation is disturbed by learner engagement in various forms of emotional, physical and psychological form of behaviour, like bullying, that

interferes with the academic or educational process, compromises the personal safety or well-being of another (Ttofi & Farrington 2009:13).

4.2.5.3 Lack of parental and community involvement in policy-making

Policy directives and legal imperatives in a learning organisation should consider behavioural administration which suppose to be a value-oriented interaction (Cortis et al (2015:5-7). This is challenged by a lack of effective parent and community involvement in policy-makings and directives towards school management.

Effective policy directives and legal imperatives are necessary for effective control over the physical domain of the school by monitoring school access policy, entry and exit points, operating time, visitors, movements and security personnel (School Amendment Act 27 of 1996) which needs an entire stakeholder's involvement. A secure school learning environment advances the main purpose of the DBE which is commitment to prevention and positive exposition as learners are exposed to relevant opportunities (NSSF 2016:3).

It brings about hope, peace, freedom, social justice and equality which are major principles in the emancipation process. Provide good coordination among the school personnel. It activates strict enforcement of rules, code of conducts and assists in policy review.

Parental and community participation in reviewing policy directives and legislative imperatives as mandated by National Education Policy act 27(4) of 2007, is directed towards the progression and defence of the basic civil liberties of every individual as assured in chapter 2 of the constitution (1996). It enables the education system to give to the full personal advance“of each learner, and to the moral, social, political and economic development of the nation at large”(1996).The Bill of Rights (1996), aims tothe acquisition schooling chance as it levels the iniquities of the past. It focuses on enhancing the quality of education in South Africa (ELRC 2003).

The effective participation of all stakeholders in policy review is based on the theory of legal pluralism (Gouws 2013:50). The theory is helpful identifying the possibility of conflict of customary law with the constitution, where a customary justice system exists along side formal state justice systems that are parallel, but separate legal

paradigms. This addresses the challenge of the child, who assumes ownership for all aspects of their schooling becomes the main decision-maker in his/her life and accepts the responsibility that this entails. It clarifies the process of involvement as the child finds himself/herself dangling between the two parallels. The effectiveness of involvement has to have an impact within the theory of social origins (Hansen & Andersen 2011:608), where parental class, status and education were replaced by social origins.

Charles (in Cortes 2015:) is of the opinion that school policies should adopt a whole school approach philosophy, which is also emphasised by Mnyaka (2006), defining it as a “unified, collective and collaborative action by educators, administrators, parents and students that has been strategically constituted to improve student learning behaviour and well-being and the conditions that support these”. Cortes (2015) has another opinion while examining policies looking at it as statutes that “promote high standards of positive behaviour, based on the principles of respect, safety and responsibility”.

The inapplicability of disciplinary programmes was highlighted in the team’s discussion when Nguza and Mpofu said:

Nguza: Parents are not pleased about the decision taken by angry people who after catching the naughty boys who broke into the school, brought them to school and beat them without being informed. They believe though they were caught by the community, brought to school, but the school was supposed to involve them rather than taking law into their hands.

Mpofu: I agree with Nguza colleagues, school disciplinary programmes should strongly involve parents so that it may move out of the school to affect the homes and community where parents will feel part of, and be involved in disciplinary programmes and school policies that have to guide their children.

At an analytical level, Nguza indicated the inapplicable way in which the punishment was applied. Instead of being legal and policy bound, it turned to be mob-justice orientated. Caught and brought to school for what they had done to the school, but their parents were not informed. Angry people who beat them acted out of justice.

Mpofu agreed with Nguza in the fact that learner disciplinary programme should involve parents; and not only programming, but also drafting of school policies.

Lack of parental involvement affected not only schools, but also homes and community. If law abiding school structure faces anti-law community members, the situation harms the school and cause school policies to be ineffective. If school policies are not effective and fail to be applicable towards its policies, children inside school during became vulnerable.

The literature critically identified how misdirected and ineffective policies touched each school in its unique way as influenced by its broader society where that particular school exist (Burton and Leoschut, 2013:2).

As advocated by the critical emancipation (Chen 2015:183), it is not only learner who need empowerment as a way of enhancing possibility of emancipation and social transformation, parents and community need to be emancipated and transformed for participative involvement to avoid cases as the one reported above.

This confirms school safety and security as multifaceted phenomena with unique contextual characteristics that need to be guarded through dynamic and versatile levels of approach to make schools conducive environment for learning (Burton & Leoschut 2013:2).

The literature agreed that acceptable scholastic behaviour policy is the one interactively connect with the entire stakeholders which indicate the starting point of an effectual advance to supervising unsafe incidents (Cortes 2015).

The literature further places the responsibility for designing effective policies and to promote good behaviour and conduct (Stewart 2004:24) among learners on the governing bodies.

4.2.5.4 Drug and alcohol abuse leading to violent behaviour

SASA (1996), as amended in 2007, provides guidelines on issues including alcohol and substance abuse. The policy increases the capacity of managing drug abuse by learners. Though it is illegal to produce, supply or be in possession of drugs or controlled substance (SASA NO 84 of 1996), legal inadequacy and social habits

dominate good practices. The act considers a “safe and disciplined learning environment” as significant basics to the thriving release of eminence education. Trust as a key value of the policy as it does not only support and help the victims of the substance, but the also those who do not use it but victimised by its usage by others.

The challenge of urges and cravings echoed by the theory of addiction as concurred with an operant reinforcement (Nevid 2013:3). Though accepting the Skinnerian definition (Tiffany 1990:147), but it specifies independence as predictor of whether a taken drug proves reinforcing in an operant situation. According to Tiffany (1990), this theory, is a “relatively permanent sequence of tightly integrated associative connections stored in long-term memory became active in response in a particular input”. This embraces the opinion that learning is made up of relationships between the response and enforcement.

Research reveals that easy production and easy accesses to drugs accelerates drug abuse. Learners learn habits by associating actions and through reinforcement (Nevid 2013).

The issue of alcohol and drug abuse in school was addressed by Mpofu, Nkomo and Pearl who said:

Mpofu: We have parents and community members who deliberately act against the law by giving children marijuana and alcohol; and involving them in illegal distribution. As they indulge in such acts, they use unemployment and poverty as a hiding issue behind the behaviour.

Nkomo: If it is so, it means that alcohol and drug abuse is not only a school problem, but rooted within the community. If community members and parents involve their children in alcohol and drugs use, the school as part of the community, suffers the consequences.

Pearl: But it will be difficult to minimise the challenge if even teachers still send learners to buy alcohol. They simply do what is done by parents at home who drive the learner's mind to an alcoholic and drug cravings and experimenting.

According to Mpofu's words, the problem of alcohol and drug abuse especially among young people was a result of parents and community involvement as they deliberately acting against the law by giving them alcohol and drugs and even used as distributors. Nkomo looked at it as more that school challenge, as it is rooted within homes and communities. The school suffered the consequences thereof since it is the part of the community. Pearl's words indicated the difficulty in minimising the battle of alcohol and drug abuse in school since teachers were also involving learners the same way as what Mpofu and Nkomo were complaining about.

Dismantling the core of school based neither drug trafficking and alcohol abuse bear nor adequate assurance because of the back yard drug manufacturers and cheap homemade substances in the form of Nyaope and Woonga, dagga and Mercedes (as they simply call it in townships). The habitual way of community structuring in selling of alcohol and drugs, where taverns and dealers are everywhere, even near schools, no age restricted nightclubs, is a result in finding teachers and principals in loggerheads in attempts of stabilizing safety evolving around alcohol and drug abuse in school.

The habitual community involvement in substance abuse contradicted the aim of emancipation as the habit disempowered people and exploit community structures by disregarding social justice. It is the duty of the closer community to help substance abusers as well as the close relatives. The above perspective concurs with psychomotor stimulant addiction (Bozarth & Wise 1987:648). This is the common denominator towards addictive stimulants. The empowered community has the task to support learners who abuse substances and the staff and learners who are affected by substance abuse. They have to contribute to the prevention, management, and treatment of drug use by providing directions that should be put in place to address alcohol and substance abuse at school. The adolescent and youth policy (2012) is geared towards providing a healthier and more enabling school environment and to intersect with many of the sentiments embodied in health policies and programmes.

According to the literature, dependency on alcohol and drugs produces psychological dependence syndrome, which appears to be appetitive and have re-enforcing effects. It is characterised by automatic and non-automatic behaviours,

abstinence and avoidance which are unacceptable school behaviours (Tiffany 1990:149). Literature revealed that alcohol and drug abuse in schools derail health promoting activities and the proper implementation of school policies (Losen & Martinez 2013). The construct of urges and cravings marked a significant position in the conceptualisation of addictive behaviour in school (Tiffany 1990:147).

There is a recovery of concern in the position of “urges and cravings” in influential behaviour as promoted by several surviving factors (Bozarth & Wise 1987:648). This is characterised by the common assumption of general principle that addiction can be learnt from one drug to the next according to the degree of the strongest as it widely experimented within the communal structure without guilty feeling from habitual to compulsive.

4.2.5.5 Increased violence and destruction against school property (vandalism)

The nature of a child is always in need not only guidance of an adult person; but also conducive environment. A defaced, damaged and dilapidated school creates an atmosphere of despair and insecurity that strangles communal direct and didactic course.

The value of a non-vandalised, safe and secure school learning environment is that it carries the mandate of the DoE of advancing and protecting basic rights for the learners as ensured in terms of section 2 of the constitution (1996). A well-managed school infrastructure uplifts the face of the school.

This is applicable when safety and security enables the teaching structure to put in to the full individual advancement towards the environment that caters for a learner by offering a safe space. Its mandate is to cater for learners by providing educational setting that is free from harm but benefits the presence and future generations. The policy ensures rightful access to health as it mandates schools to be health-promoting institutions. The value of this policy is that it enforces the availability of clean water, toilets and green environment.

The challenge of vandalism in schools is perceived through the social learning theory (Tygart 2005:198). The theory emphasises the justification for a low tracked learner

to engage in public school vandalism. In this context, the social learning theory concurs with the theory of acculturation as explained by Avdeyeva (in Valenzuela; Lee & Srivastava 2013), exposing a general process by which an actor adopts the belief and behavioural pattern of the surrounding culture.

Learners associated themselves by writing on permanent existing object with an aim of making an impression as an individual or to a certain group. The mandate of the policy as stated above concurred with the theory as it counteract behavioural pattern generally applicable to low tracked learners with an aim of protecting school facilities and infrastructure from vandalism.

Research reveals that vandalism of school property, most often in the name of revenge, sending a message or making an impression on the school property, is not as much taken heed of as a challenge layering to learner estrangement and hostility. Since school is a problem for some young people, they vengefully retaliate by vandalising school property (Hyman & Perone 1998).

During the team discussion, Nkala and Botuane said:

Nkala: the acts of violence do not only affect learners, but affect my school and property. The problem is that it affects the culture of responsibility. When fight breaks out, they use stones. It causes a lot of destruction to the school property, especially window and door as other run and hide in classrooms.

Botuane: The regular challenge of violence and breaking of the school property lessens the image and value of the school property among learners. They do not even think twice to destruct or vandalise it because it is something they use to see regularly.

Analysing Nkala's words, they were full of the elements of power while addressing the team using the words 'my school and property'. Nkala's exclusionary attitude shows a sort of lessening the effect violence had on learners as compared to his school and its property. Botuane looked at the act of violence and vandalism as lessening the value and image of the school, making them not to hesitate to vandalise because it was what they used to see on regular bases.

The challenge of working in a mere dilapidated school where learners destructively damage school property imposes a challenge to the school infrastructure where the beauty of the school can be overshadowed by graffiti, broken windows, dismantled doors and crumbling furniture. Inappropriate use of school facilities including toilets with writing on the walls, broken water taps leaving a stream of water flowing.

Such evidences are the true reflections of vandalism of the school property and mismanagement of the institution. It diminished the value of being at school among the learners and shadowed the pride of being owners and custodians among parents and community members. Less care would be taken by the latter stakeholders towards dilapidated buildings. Learner hostility directed to others and the school is a trend catalyst and of great concern leading to retaliation to school property. While “peer and teacher” victimisation became publicised issue violent acts, the victims of the vandaliser are ignored and have less attention than the perpetrator (McManus 2002).

That required a learner empowerment and transformative involvement where learners could be given a platform to be part of learner-centered school reconstruction. Such involvements might be a tool leading to situation that might counter-act school vandalism and devaluing of the school and distorted culture of learning. Retaliation and anger manifesting learners should be involved in initiatives and not victimised because, to them also, school is a privilege and they are abided by their constitutional right to be taught, not to be segregated (Losen & Martinez 2013:7). That would sustain the collaborative efforts between the school (learners) and community to protect the school (Cuyver et al 2011).

The literature revealed that since the school is a problem for some young people, they retaliate to the school property in hatred or to take revenge (Heyman & Perone 1998). The way in which this act of vandalism is being performed, gives the impression that young people see it as a behaviour that learners perform without expecting condemnation (McManus 2002). The literature agree that learners in such a situation see themselves unworthy, with no need to go to school because even at school they are not cared for, which make them end up giving the “low priority in their lives”, (Losen & Martinez 2013:7).

4.2.5.6 A lack of proper school hygiene, sanitation and learner's orientation on safe schools

Adequate school hygiene and sanitation assists managers to create the view world offering possibilities of guaranteed health values making it available to stakeholders. It brought about change in the way things are being done.

It promotes healthy habits among young people to be responsible life loving citizens. It directs the school management and all within the school towards preventative interventions. It provides directions as to the school system that should be put in place to address health problems in the schooling system.

The emphasis on health and hygiene is mandated by the National Education Policy Act 27, section 7 (1996), providing measures against any risk of transmissions that might endanger the life of learners and teachers. This supplement Act 84, section 4.6 (1996), stating children's right clean school environment, especially health facilities.

A constructivist form of approach (Meyer 1995:473) is relevant when dealing with teaching young children to be responsible citizens to preach the gospel of cleanliness. This theory emphasises the teaching and building desirable behaviour rather than punishing, reducing or eliminating undesirable behaviour. It focuses on selecting behaviour to be established rather than those to be reduced or eliminated.

Schools became first homes to most children since it where they get most of the things they need. They became stimulating environment where dreams are made and visions cultured. The sanitary position at school role models the child behaviour at home which can influence the whole community (Meyer 1995:473).

The issue of health and sanitation was discussed in the meeting and Dukashe, Dlamini, and Zindela said:

Dukashe: [health worker] I think the place where the food is stored might have a problem. The children taken to hospital yesterday after stomach cramps and vomiting were diagnosed of swallowing contaminated or poisoning food. The storeroom needs to be checked.

Dlamini: As far as I know, the storeroom is always clean. Do you think the learners' sickness yesterday were to do with food contamination?

After the area has been inspected and no bad implications detected, Zindela shared with the team what she has identified saying:

Zindela: The pile of used empty fish cans next to the place where the children play, might be evidence as precursor to the health problem.

Dukashe: The contaminated tins are not collected Dlamini and children should be told and orientated not to play with or eat anything they found inside.

Dlamini: we have a problem with the dirt collectors, sometimes they don't come. We experience poor service delivery

Analysing Dukashe's words, there was a suspicion that the place where the food was stored as not clean and healthy because learners had to be taken to the clinic because of stomach cramps and vomiting. After checking, it became clear that the storeroom was clean, as Dlamini indicated. Zindela identified the problem of the used fish cans next to where children were playing. Dlamini further indicated the problem of poor service delivery experienced by the school posing a challenge for a safe and secure learning environment.

At a social level, school community looked at the government for services even unto minor things that parents and community can do for themselves. Communities are more prone to littering, but less oriented in cleaning of their environment. They waited upon those in authority to provide clean and healthy environment for their children, but did not look after the mess done by their children. If parents were vigilant, they would foresee the dangers of the waste and proactively intervene to curb incident.

The public schools challenge revolves around lack of commitment. Community members need to acknowledge the governmental intervention through the Community Work Project (CWP) in which the immediate school community is partake in cleaning the school and cooking which benefit both the school and community. This exposes a part of community transformation and empowerment in

problem-solving where members interchange in roles according to various sections of the community to offer people opportunity to be part of the project.

Policy documents and governmental vision (2025) shows concern about educational hygiene and sanitation and helping children making informed choices that can positively affect their health. This agrees that “children’s physical development depends upon the attention given to proper nutrition, sufficient exercise, appropriate hygiene, safety and positive healthy choices” (NSSF 2016).

In a socio-constructive form of approach learning is view as an epistemologically and ontologically acquisition of knowledge which is socially and collaboratively gained through activities promoting human interaction (Schreiber & Valle 2013:396).

The literature revealed that education about school hygiene and sanitation could help children to make informed choices that would influence their health (Hyman & Perone 1998). Children spent most of their time at school, this create a chance to be taught on various socio-economic factors that affect them (Meyer 1995:473).

The literature further indicated that all children, including those who are most vulnerable, are expected to make schools their first homes because school are also expected to be inclusive orientated (Murungi 2015).

4.2.5.7 Prevalence of gang-related behaviour and cultism at school

A good school management should be determined by its effectiveness and professionalism (Mncube & Madikizela-Madiya 2014:45), which Van Jaarsveld, Morrison and Minnaar (2012:123), defined it as an environment where individuals are free and feel secure.

The value of a gang-free environment and anti-cultism in school necessitates commitment to the prevention, management and response to safety incidents. It creates a safe and supportive learning environment. It enables school to understand the nature of violent acts as they acutely affect learners. A learning environment free of gang-related behaviours brings hope, peace, freedom, equality and social justice. It brings good coordination among the school personnel.

SASA N0.84 of 1996, section 7, determines application of religious observations. These observations should be conducted under rules issued by the governing body. This empowers teachers to act as disciplinarians to resolve disciplinary problems as observations are conducted on equitable basis. This mandate is enshrined in section 15(2) of the Schools Act 108 (1997) which states that religious observation may be conducted within an institution, provided “those observances follow rules made by the appropriate public authorities”

The school board is also mandated to set up liaison mechanism to resolve disputes; and appealing to the principal not to confront learners when gang-related disputes erupt, but involve the governing body to set up negotiation mechanism.

In a social constructive theory (Schreiber & Valle 2013:396), the view is on learning as an epistemologically and ontologically acquisition of knowledge which is socially and collaboratively gained through activities promoting human interaction. This concurs with what Meyer (1995:473) emphasises as the value of the above theory which is a building block for teaching and construction of desirable behaviour rather than destructive behaviour. It capitalised on selecting behaviours that strengthened rather than those that accelerate social destruction.

Mncube and Harber (2012) state “a well run school, with more inclusive and democratic environment, helps to foster a climate of openness and a sense of ownership, commitment and responsibility”.

The issues of gang and cult devalue and detract the management strategies designed to enhance safety measures at school.

That was discussed by Mana, Nkomo, Nguza and Botuane in a meeting while saying:

Mana: While invigilating I asked learners to roll up their sleeves to check any writing on the arms. In a number of learners, both boys and girls, I discover that they tattooed numbers in their arms. Most of those numbered are those we experienced challenges in disciplining and mostly charged for misbehaviour and fights.

Nkomo: If numbers are not the same, it means they belong to different gangs. That create uncomfortable situation especially if they fight outside because that continues even inside the school.

Nguza: That is a problem because once a member of a certain group has mugged, the outside members force their way to school or wait for the other group outside the gate. Other children's life is compromised.

Botuane: Apart from gangsters, we also have to deal with antisocial religious beliefs which tend to be very inhumane and secretively practiced affecting school. It denotes same characteristics with gangsterism as it all about violence, intimidation and evilness.

In Mana's words, most of those tattooed learners seem to be those familiar in creating problems at school and experiencing learning difficulties. They were mostly involved in misbehaviour, ill discipline and fights. Nkomo's response revealed that if numbers are not the same, it means that those learners belong to different gangs. Sharing the same school created uncomfortable situation because outside fights continued even inside the school.

According to Nguza, once a member of a certain group has mugged, the outside members force their way to school for revenge or wait for the other group outside the gate compromising other children's lives. Botuane confirming the challenge related to gangsterism and school indicated a parallel issue of cultism. He looks at it as antisocial religious beliefs that are very inhumane and that affect schools. Botuane views gangs and cults as sharing the same characteristics, which is violence, intimidation and antisocial acts.

Gangsterism and cultism terrify teachers and learners. Some do not go to school as they are afraid of being caught in the cross fire of war and cultism. They choose to stay home for the turmoil to quiet which unconstructively affect their schooling (Mnyaka 2006). According to social observations, these challenges are sometimes shadowed and camouflaged in religious observations, hip-hop groups and territorial protection. Though people are entitled with right to freedom of conscience, religious observation, thoughts, beliefs and opinion; but heed should be taken for the provision that those observations should follow rules made by appropriate public authority processes of voluntary and equitable basis (Duma 2010:24).

CER became more prominent in the fact that it diverts the human rights thinking from focusing on political rights into human needs to acknowledge the significant of the individual rights as related the people who are more democratic (Biesta 2010:43). It works more with the people's moral rights than their political rights. The community has to be empowered to wage war against gangsterism and cultism not only at school, but also within the society. It is an unacceptable behaviour that overwhelms youth who fell prey to its effect as a result of media explosion, foreign culture, junk magazines and the internet.

This is further confirmed through literature that respondents adopted the behavioural patterns of the surrounding culture ((Valenzuela et al.2013), of which here in the religious culture and the culture of gangsterism. The disciples conformed to antisocial pressure and assimilated to socially unjustified religious and cultist norms, through which, without knowledge, parish inside the religious sects and cultism. If the school is entangled the net of gangsterism and cultism, the safety and security of teachers and learners are compromised.

Literature indicates that gangsterism and cultism is a part of the external factors that exacerbate violence in schools (Mncube & Madikizela-Madiya (2014). Oluwatobi and Babatunda (2010) are of the same opinion. They look at this issue as a revolution of "an urban identity determined along racial and economic lines", as characterised by "the formation of groups with the aim of committing violence and crime". This is a global issue as confirmed by Oluwatobi and Babatunde (2010:62), looking at aggressive tendencies and violent behaviour of Nigerian students. They further epitomise crime and gangsterism as a moral decadence affecting academic and moral development. There is no strategic war against it (Oluwatobi & Babatunde 2010:62).

The view that good school management is dismantled by gangsterism and cultism proposed by Oluwatobi and Babatunde (2010:62) speaks of gangsterism as a secret cult comprising of a faction of hooligans in guns and other sharp dangerous objects terrorising not only communities, but schools also since schools form part of the larger communities where those schools are situated.

4.2.5.8 Lack of precise programmes during suspension and expulsion

Many public schools do an excellent job of educating children. Those who have benefited from such schools probably attended a school where suspensions and expulsions were measures of last resort. The best teachers probably inspired good behaviour and rarely resorted to out-of-school suspensions as punishment for disruptive students. However, we all too often find a surprisingly large percentage of student enrolment being suspended out of school (Losen& Martinez 2013).

In terms of the constitution of the country (1996), any corrective measures must be “commensurate with the offence or infraction”. It is a criminal offence for the corrective measures to be more severe and characterised by succeeding impact.

The act of learner suspension and expulsion is concurrently applied along the theory of consensus(Allie 2001:19) which has been more dominant in this section since it examines the part of the society integrated to each other, sharing perceptions, values, sentiments and beliefs through socialisation. The dominance of the consensus theory is adjacently supplemented by the conflict theory (Allie 2001:19), which concerned with a belief that no part of life is exempted from conflict since life is characterised by the dominants and the subordinates.

International research reveals indication of related link between ethnicity, socio-economic standard and learner expulsion. In America, learners of colour, African-Americans and those with a low-income level and from disadvantages “backgrounds”, became applicable of disconnected from school by being suspended and expelled (Dupper, Theriot & Craun 2009:6).

This issue of socio-economic imbalance and its effect on learner behaviour was discussed in the meeting where Khanyile and Botuane commented:

Khanyile: Parents for parenting learners were complaining in the last progress meeting that these learners are not well accommodated at school. Apart from degrading remarks; these learners are perceived as defacing the name of the school. During the maternity leaves and other suspensions, the school does not supply those suspended with appropriate learning programmes to read at home.

Botuane: I believe it was stated clear in that meeting that it is the responsibility of the parent to see to it that the child's education does not break. Parents have to make it their responsibility to collect school work for suspended learners.

In textual analysis, Khanyile's word indicated that a school did not accommodate parenting learners. Non-acceptance is evident through derogatory remarks and failure to provide learning material for those suspended. As for the provision of learning material, Botuane indicated that it is the liability of the guardian to see that the education of the child continued during suspension. They were to make it their responsibility to collect schoolwork for suspended learners.

The public perception on this issue compelled schools to do much better in addressing potential misunderstanding between teachers and learners. The act of suspension and expulsion lessens the culture of teaching and learning and is more of a punitive nature than being restorative; since there were no programmes designed for learners during an out-of-school suspension and replacement programmes for those out of the schooling system because of expulsion.

The act of learner suspension and expulsion publicly questioned its contribution towards restoration and deteriorating behavioural pattern (Losen & Martinez 2013). In most schools, "out-of-school suspension and expulsion" is partially determined "by race and" ethnic background (Dupper et al 2009). If parents do not understand that they are responsible for their children's education, suspension and expulsion does more damage than good.

This encourages teachers and learners to work together designing rules and classroom obligations for authority and transformation. As a form of empowerment, rewards can be involved for positive behaviour. Learners even became part of it, and would be less likely to break their own engagement and commitment (Dupper et al 2009:9).

According to the reviewed literature, there is a critical perception about learners at a high risk of suspension as "those least likely to have supervision at home" (Dupper et al 2009), and those from child-headed families. It concurred with the decisive accountability for learner's conduct which rests with the care-giver to take full support of learners and take interest in their children (SASA 84, 1996 (6)). But it

contradict with what had been stated by (Losen & Martinez 2013), who identified two emerged contradictory statements denouncing problem capable of suspension; and ecological view of the problem where the school view it as a behavioural problem which need to be fixed.

Exclusion was the deprived and deprived factor determining the condition of deprived children. The challenge, from the literature point of view, is conductively set by some moralistic discourse (which is a tendency bolstered by criminal record, images of being disruptive like pregnancy and parenting at school) and exclusion discourse (schools or societies where morally differentiated beings do not belong) (McLeod 2010).

The important goal of suspension and expulsion is to get rid of the aberrant learner “providing a temporary relief to frustrated teachers”. It is another way of getting parents to be involved in the behaviour of their children as children pay seriously need their attention (Dupper et al 2009:6).

4.2.5.9 Lack of clear punitive measures towards disruptive behaviours

Positive behaviour of a learner is enhanced through a supportive school learning environment where all members of the school community tend to feel safe and secured. To achieve these learning objectives, the school, socially and academically, need to be involved in the variety of both curricular and extra-curricular programmes and interact with other organisation that should be relevant to the needs of learners.

In support of the above opening statement, SASA 108 (1996 (7) entitled school discipline to be “expeditious, fair, just, corrective, consistent and educative”. The Act calls upon the protection of learners from punitive abuse by adults or other learners. Corrective measures or disciplinary actions are expected to be commensurate with offences or misbehaviour committed.

This challenge was viewed through a critical theory and gender-oriented approach, which turn to be a “lens through which educational practices and policies can be investigated” (McDonald 2003), and used as a “methodological tool that reveal greater ontological and epistemological understanding of how racism affect the education and lives of disenfranchised” (Parker & Lynn 2000:78).

The previous research reveals that school disciplinary problem leads to an academic exodus where teachers leave the teaching profession because they feel unprotected. This is confirmed by Stewart (2004:318), who says that safety major is a cause of resignation of teachers from the profession. The educational pendulum points towards the lack of clear punitive measures to discipline disruptive learners.

The challenge became more evident in a meeting where Mpofu, Nkala and Luvo said:

Mpofu: It seems as if there is a gap left after doing away with corporal punishment. Some other schools failed to catch up with monitoring and supervision of discipline without corporal punishment which born to be a tradition in our school.

Nkala: We school principals have a challenge in opening opportunities for our teachers for in-service training and workshops. Teachers don't want to read documents like elrec which is a tool and a working manual for every employer in education.

Luvo: But I think the challenge does not lie with teachers only, even parents have to know and be involved in designing punitive measures that will be restorative and productive towards learner discipline

Nkala: In schools, we as principals, still experience problems where parents still insist that the school has to apply corporal punishment to their children, since a child does not belong to the government but to the parent. Failure to that, a parent will fight if called again for the child misbehaviour because the school refuse to adhere to their mandate.

In Mpofu's words, there is an existing gap during the post abolishing of the punitive corporal punishment in schools. After the government declaration of criminality in application of corporal punishment, other schools failed to catch up with discipline. Nkala looks at the issue through the lens of power and indicates the unwillingness on the side of the teachers to read a document that might empower them.

Luvo had the opinion that the challenge was not only with teachers, but also parents who need to be involved in designing disciplinary programmes that should be restorative and productive. Nkala as always, putting himself on the side of being challenged, further indicated that principals experienced problems with parents who

still insist on the application of corporal punishment on their children, failing so; it turned to be difficult to work with them because the school failed to take their decision as parents and owners of children.

There is societal argument at the ground level with a feeling that the prohibition of corporal punishment in schools has been replaced by more “pervasive and intrusive patterns of surveillance and regulation” (Stewart 2004:318). These surveillance and regulations have less to offer in terms of effective learner discipline. According to social perspective, corporal punishment was an instrument that curbed discipline problems to a minimal and more readily overcome it (Stewart 2004:317-335). The societal perspectives on a lack of clear punitive measures; and parental resistance, negatively judgementally never enhance a supportive school environment where positive role modelling is identified.

In this regard it is important for teachers to set high standards of personal behaviour and to act as role models. Behavioural problems within public school contexts are generally handled through suspension and/or expulsion of learners who are deemed disruptive. These practices are in large part due to the widespread and contentious adoption of what is referred to as the rigid zero tolerance approach to discipline (Lewis et al. 2010).

The zero tolerance tended to focus on the implications mostly impacted victims and the marginalised populations. The most nefarious implication of punitive measures is its negative impact on learner academic performance; learners are essentially rendered incapacitated when they are severely punished. Thus, one of the major criticisms of the punitive zero tolerance policy is that it not only contribute to the loss of critical classroom instructional time and dignity, but also inherently gave way to inhuman and undignified learner engagement.

The literature revealed that disproportionate disciplinary representation of certain gender is a burgeoning topic that has permeated not only the literature on scholarship, but also the literature on pedagogy (Lewis et al 2010). This proclaimed what Monroe (in Lewis et al 2010), called an uneven hand, implying that certain gender (with reference to males) are “often times targeted for disciplinary action in the greatest numbers. Despite lack of conclusive evidence supporting the claim, male learners show high levels of disruptive behaviour, and tend to be reprimanded

at higher rates and more often than their counterparts. Behaviour, in this sense, is but a weak predictor of cross- gender and geographic variations in the imposition of disciplinary sanctions in schools.

The literature agreed to the prevalence of a zero tolerance approach that “harshly punish all forms of learner misconduct and wrongdoings with little or no regard to the severity of the offense committed”(Stewart 2004:317-335).

The literature further intensity scholarly investigation (Lewis et al 2010:8), focusing on the regular occurrence of the disciplinarybreach that occurringin various school learning environments. It identified the frequent targets unfair discipline on African male learners, while paradoxically African male learners are no more probable than their cultural and racial peer to discipline trouble in the classroom. This inferred that schools meet out harsher discipline punishment to this cohort.

4.3 Components of responses to challengestowardsthe formulation of strategies to foster a safe and secure learning environment in school

This section considers solutions to the problems associated with the formulation of a sustainable strategy for a safe and secure learning environment (section 4.2). These solutions are considered as constituting components in achieving the aim of the study. It should be in context with what has be generated through shared vision and set by the team in response to the challenges (section 4.2).

This section looks at theestablishmentof dedicated teamwork, the formulation of a school vision, identification of priorities, and the conductionof a SWOT analysis. The aims of these processes is to combat bullying behaviours accelerating school dropout, the proper application of policy directives and legal imperatives, designing productive programmes during suspension and expulsion, enhancing a safe and healthier school environment, enhancing networking on strategies to condemn gang and cult-related behaviours and initiating effective parent and community involvement in disciplinary programmess.

According to the constitution (1996), in alignment with the National Development Plan (NDP), the Millennium Development Goal (MDG) and the School Development Plan (SDP), there are developmental improvements to sustain change and welfare of

human including children and education in its mandate. Subsection 7(1) and 9 stipulate the right to equality, which is the main objective of emancipation, and its aim is to heal the injustices of the past, ensuring social justice and improved quality of life to all. This can be done through working on solutions of which here a relation has been made to solve challenges as identified in the first research objective.

4.3.1 Establishment of a dedicated team to foster a safe and secure learning environment

The common idea for the study was to establish a team that looked at the problem of unpredictable nature of disruptiveness. Safety and security as a multifaceted phenomenon, with unique contextual characteristics that can endanger conducive environment for teach (Gina & White 2014:56-59), that called upon the establishment of Discipline Safety and Security Team.

The committee were the mandate of national safety and security strategy (2016) to “identify school safety needs, select appropriate interventions based on the identified needs, garner support from school and community and monitor and evaluate the effectiveness of safety initiatives”(NSSF 2016). In terms of the NEPA(27) of 1996, the team’s mandate is to advance protection of fundamental rights, control safety and security activities through instilling of discipline and empowering the SGB to maintain discipline at school.

The success of the effectiveness of safety initiatives can be shaped through social interactionist form of approach (Christie 2011:140), where team involvement plays a major role in fostering safety and security in school. The success of social interaction relies on the existence for a dedicated team. School co-ordinating team created a conducive condition for the implementation of the prioritised activities in the action plan.

Research reveals that creation of a team (Mahlomaholo 2012:5) brought a sense of ownership in the learning situation as it became a foundation for problem-solving. The team designed strategies that accommodate learners making them feel part of the process. The establishment of a team of dedicated teachers would help the school to co-ordinate with the broader school structure (Martin & Peercy 2014:722).

While the team was discussing possible solutions towards the establishment of a team of dedicated teachers, Mpofu, Malevu and Luvo said:

Mpofu: If we as a team do not work together and involve all the teachers so that they feel members of the team, they will feel excluded; and take school safety as only team's responsibility. Their involvement will ensure that learners also adhere to school rules which will ensure safety at school emanating from their classrooms.

Malevu: I go with Mpofu's suggestion, all school stakeholders must be on board of this campaign so that we may successfully curb learner deviant behaviours. Involvement of various stakeholders will ensure learner discipline to achieve a peaceful school environment

Luvo: of course, we cannot leave the teachers behind; they are owners and managers of classrooms and always next to these learners. They are the people who can preach a better disciplinary gospel to the learners than any other else!

In an analytical level, Mpofu indicated that team had to work together and involved all the teachers. That would make them to feel members of the problem-solving coordinators, otherwise they would feel excluded. Agreeing with Mpofu, Malevu stated that school all stakeholders should be on board of the school safety and security campaign so that we successfully curb learner deviant behaviours. Malevu's response indicated as if teachers were left behind. As owners and managers of classrooms would be relevant people to preach better disciplinary gospel than any other people.

In various organisations, if members felt not part of the processes either exclude them or develop a resistance attitude towards the campaign. It became easy to label the safety and security team's attempts to maintain order as "their thing" shifting failures to disciplinary challenges towards the team's incompetency. The holistic involvement, like those described from the extracts would lead to the impact of the critical emancipator form of approach "where the aim of education is conceived as that of emancipating" and the exposition of the imbalance working power as to understand the degree of social operations (Biesta 2010:41).

The literature indicated that community-based-initiatives and governmental interventions are advocated for behavioural change among young people. The advocacy would be only achieved if the people responsible work together as a team. According to Schultz and Schultz (2010), there is a belief that behaviour can be measured, trained and changed as according to the way those responsible modelled it towards responses.

Behavioural patterns are grounded on the knowledge that young people learn when they actively interact with the environmental setting. Their response shape who they are and how they portray themselves as behaviours are learnt through conditioning. If disintegration is not combated, institutions will breed law-bending young adults who will corrupt society (Oluwatobi & Babatunde 2010).

4.3.2 Formulation of a team's common vision

The school safety and security team should provide basis for the achievement of a common vision. A vision guides daily activities of a team and foster a shared purpose among members of the team. It further motivates, models behaviour, and promotes a high level of commitment, which leads to enhancing performance (Darbi 2012: 95).

According to the NSSF (2016), schools are expected to secure gentle environment where occupants are and feel safe all the time, which is a vision of all safe schools.

According to the available research, a shared vision, among the team members, creates orientation and meaning and acts as a remarkable energetic compel for incessant and orderly advancement (Martin et al. 2014:1).

In discussion, Mana and Ntetha said:

Mana: As we are guided by daily activities, the team has to foster a shared purpose among the members. It will further motivate, models behaviour, and promotes a high level of commitment.

Ntetha: Apart from promoting a high level of team commitment, it will be a driving force for our continuous strategy towards fostering systematic development.

In Mana's words, a team's common vision would guide our daily activities to foster a shared purpose. The vision further modelled the behaviour as it promotes high level of commitment among the members. Ntetha was having an opinion that what Mana said would be a driving force in the team's continuous strategy to foster a systematic development.

The existence of a common vision in a team erases a societal point of view, where people became keen to reluctance to plan ahead and set targets which at a later stage affect the safety and security of the school. It helped the team to be proactive rather than working towards picking up the pieces after damage had done. The inclusive nature of addressing organisational problem creates a societal cohesion making schools to abate anti-social behaviours.

That was definitely in line with the best practice for a vision, that it became a driving force to dream and aim high (Archbald, 2013: 4); (Martin & Peercy 2014:2).

Wong and Liu (2009), have an opinion that an effective vision became attractive to the team members if they are to be committed to turning it into a reality.

The literature indicates that an effective vision for the team should be clear and specific for each member of the team to comprehend and align to (Jorge 2013). The team's common vision shapes the planning of activities. Darbi (2012: 95) posits that such knowledge guides the daily activities of an organisation. It is a reality that daily activities guided by a vision foster shared purpose among members of the team (Darbi (2012:95).

4.3.3 Conducting a SWOT analysis

Conducting SWOT analysis in any organisation helps in reviewing the organisation's strength, weakness, opportunity and threats which provides a collaborative space for the stakeholders.

SWOT analysis encompasses information by involving people with relevant expertise. It activates the equivalent an organisation does amid internal capital and skills and the chances and risks created by the external factors. It determines purpose for gathering data and conducting both internal and external analysis. This

is achieved through an input of information matched, decision-making stage and process of the strategic planning. It establishes information based from strategic plans that emerge.

According to the School Development and Policies (1996), it is important to make sure that all stakeholders have a shared understanding of the present situation. Stakeholders might have different interests and understandings; and as a DSST, we need to create an opportunity for different groups to express their views so that we find a shared understanding of the way forward. This helped in the discharging of responsibilities set on the SGBs encouraging all to render services to the school (SASA 108 (20) 1996).

The high levels of functional discharge became productive as a result of proper allocation of duties and identification of duty load. This concurs with the relevancy of the organisational theory (Clark 1999:168). The theory examines the extent of the question of how processes of change from non-inclusive to inclusivity (Murungi 2015) could be managed. Such consideration helps to determine how the organisation enables teachers and other stakeholders to operate collaboratively in problem-solving to determine the capacity of the school which is achieved through effective SWOT analysis.

Previous research reveals that the review of external and internal factors is done to establish whether the strategies developed will address the strengths, weaknesses, opportunities and threats that had been identified. This ensures whether the initial analysis of both internal and external factors were intensive enough (Van Aardt and Bezuidenhout 2014:116).

At the meeting, while discussing about sharing the activities and accomplishing of the assignments, Nguza, Mnomiya and Mana said:

Nguza: As we know bakwethu (fellow people) that this process will only be successful if we as a team win the broad support and participation of the whole school community. It is where we will get people who know how to get the job done.

Mnomiya: As a team, wouldn't be taken as if we are failures if we go out to the community and look for what we can work out for ourselves?

Mana: Nor Mnomiya, the process will not succeed unless it has the full support and involvement of someone of expertise in school development. These community members out there are owners of the information we look for as well as source of solutions to the challenges we are eliminating.

Looking at Nguza's words, they reveal the foundation of all success which depends on the broad support of the community. According to Nguza it is the community who can facilitate the solutions. Mnomiya's words shows hesitation which simply indicated looking down for community and believing that the team would be the best in solving school problems. Looking at implementation of strategies as something we as a team can work out ourselves. Disagreeing with Mnomiya, Mana revealed that the process of solving safety and security incidents at school would not be successful unless it has the full support and involvement of people of expertise which is the school community.

Mana's words compassed the source of solution which he indicated as lying within the community as owners of information and source of solution.

This alleviated tendency of typical power asymmetry and exclusion that might hinder creation of an opportunity for different groups to express their views so that there might a shared understanding of the way forward.

A shared understanding of the above extracts counter-acted a human error entangled around isolation, independence and exclusion where other people developed a thought that involving other people not in their level of development would be taken as a failure. Failure among other teams resulted in general exclusion of the people living in that particular area. Individual groupings and favouritism towards assigning and delegation failed the aim as these concepts never conceptualise human capabilities.

An organisational well-conceived plans based on SWOT analysis ensures internal process and capabilities of the management venture match or in line with the requirements-opportunities and threats in the external school environment.

This empowers the organisational structure to be more successful as a result of a favourable match between the internal strength and weaknesses of the

organisation's process of its external opportunities and threats. This indicated interpretive and analytical stages of CER where co-researchers had to consider nature and aspects of challenges, as relevant and in line with the nature of the study (Mahlomaholo & Netshandama 2012:35-48).

The literature indicated that tactical organization procedure at school never cease when the team abandon to go on with the project, but when the strategic management is translated into action (Van Aardt and Bezuidenhout 2014:116). This proved that successful strategy formulation did not guaranteed successful implementation of strategy, but its translation into action.

Sufficient adhering to the set criteria to follow the suggested strategy in respect of the attendance of stated priorities (Kerzner 2013:104) became applicable to enforce a response due to prioritisation (Schultz & Schultz 2010) whose success depend on proper assigning and delegation people with expertise for the task. The general organisational norm called upon set criteria to follow the suggested strategy in respect of the attendance of priorities (Kerzner 2013:104) which is not judged by the level of people. This is grounded on the knowledge that learning natively interacted within the environmental setting, embracing relationship between co-researchers and enforcement (Nevid 2013:3).

4.3.4 Combating bullying behaviour that causes victims to drop school

Disruptive-free and disciplined learning environment improved the quality of schooling conduct through appropriate enforcement of school rules. It characterises, at its maximal level, a sustainable combating strategy against misconduct especially bullying.

School and class rules are designed (by the school) to normalize the common establishment of the school including safety against antisocial treatments among learners. Set rules must be consistent with the Code of Conduct as mandated by SASA N0.84 (5) a-c (1996) which supplement the theory of action (City et al 2009), connecting strategy to actions and relationships and identify the mutual dependencies that are required to get an organisational work done.

Research affirms that better schools in the form of management, safety and security creates a safe and supportive learning environment (Meier 1992:595). Better management acts as a tool to attract better learners as such schools fight misconduct and other antisocial behaviours. Van der Aardweg (in Mnyaka 2006:15) indicates that a safe and secure learning environment improves quality of school conduct.

Nkomo, Luvo and Nkala tabled some solutions to bullying behaviour:

Nkomo: If we as a team can manage to wage war against bullish behaviour among learners, safety and security will be restored; and that can minimise absenteeism and school bunking as the weaker learners are driven by fear and intimidation exercised by those powerful.

Luvo: Abating the acts of bullying will restoratively bring back the sense of self-esteem and confidence, especially among the victim; at the same time helping those affected.

Nkala: Our bullish minimising strategy must be mutual; it should benefit affected and victims as Mr Luvo say, but especially the perpetrators who are the real victims of this social ill. Together with parents, we have to design bully-combating strategy.

On an analytical level, Nkomo's words indicated the necessity of waging a war against bullying behaviour among learners to minimise absenteeism and bunking. Luvo agreed with Nkomo when stating that minimising bullying restored the self-esteem and confidence among the victims. According to Nkala, the team's minimising strategy supposed to be mutual as it benefited both the victims and those affected. As war waging tool, stakeholders need to work together in designing of effective strategy to combat bullying behaviour among learners together with educating parents on how to be aware of such acts.

At a social level, people normalised fights among young people, ignoring the fact that among those fighting, there could be a victim and a perpetrator. It sometime socially perceived as children's normality to engage in general fighting, but others uttered anxiety, opposing that it is of no workable second attempt to fight

bullying. In response to a public outcry, the government launched a national project on discipline in South African schools in 2000 stemming from a booklet entitled: "Alternatives to corporal punishment", which was distributed to all schools in South Africa in 2001 by the National Department of Education.

It is more on general overview on legal strategy and counselling, sticking to basic rules, scope, governance structure, conflict resolution mechanisms, recognition and treatment of disruptive acts, emphasis law enforcement and strengthening of legal imperatives at school as a solution.

Adequate learner involvement and empowerment, rather than alienation, enable learners to evaluate their actions, solve problems and develop expected value system (Kwesi 2012:14). Proactive restorative approach form part of transformative critical emancipation towards learner development. The literature emphasised that learners need a structured approach that enabled them to experience and to be part of a structured environment which is permeable by love, understanding, righteousness and restoration (Oosthuizen, Wolhutter & du Toit 2003:460).

4.3.5 Proper application of policy directives and legal imperatives

A whole school approach philosophy adopted by the school management policy can be perceived as a unified, collective and collaborative action in the face of education. It strategically constituted to improve learning behaviour and well-being of learners and the situation that sustain it. These components interact and exist within the greater home and community systems using multiple strategies that have unifying purpose and reflection on common code of conducts and valued policies (Oosthuizen et al. 2003).

According to the National Education Policy Act 27 of 1996, it is expected of school policies to be consistent to the constitution, at the same time do not contradict the culture and societal customs. The policy is contemplated by section 4 [m] ensuring broad participation in the development of educational policy and the representation of all stakeholders in the governance of all aspects of the education system (National Education Policy Act 27 of 1996).

School, parents and community learnt, through a legal pluralism policy(Gouws 2013:50), where there was an identification of possible conflict of customary law with constitution where customary justice exist alongside state justice system; parallel but separate legal paradigm.This paradigm, according to Gouws (2013:50) should be fused and integrated for the development of the child. It assists in abating the socio-cultural conflict and identity diffusion among learners, ensuring optimal development and the adoption a whole school approach philosophy (Mnyaka 2006).

Insisting on finding a strategy, Mabaso, Dukashe and Tyrone said:

Mabaso: Honourable members, the classroom rules and school policies must not deviate from the constitution and should act within the legal strategy to yield what is supposed to do. Cases of deviant behaviour among learners became difficult to follow if the school has acted out of the constitution because it forces us to turn against the school according to violation of learners' rights.

Dukashe: And furthermore, people, especially youth, must be taught the values of being responsible because knowing rights won't help if we are not responsible citizens. Though we talk about rights, but we have to teach them responsibility because rights cannot teach our children responsibilities.

Tyrone: If we also as young people can avoid testing the might of school rules and regulations; and to wanting to see what the school will do if we engage in won't, don'ts and shouldn't.

In Mabaso's words, to exercise the fullness of the proper application of policy directives and legal imperatives, the codes and policies of the school must be in consistent with the constitution. The law enforcing agency found it difficult to work with the school if it has contravened the justice and acted inconveniently. Dukashe insisted that young people should be taught values of being responsible because knowing rights did not help if citizens are irresponsible. According to Tyrone, young people also had a responsibility of respecting school rules and regulations by avoiding wanting to see the reaction of the school if they disobey and disengage in prohibitions.

According to the social perspective, both school and community, there is a typical dimension where codes and policies focus on one gender and privileged another gender. Among various perspectives, there is a general view of gender and racial implications as if certain gender or race is more prone to law breaking than other.

To promote high standards of positive behaviour, among people, policies and codes should be based on the values of esteem, wellbeing and accountability with a sense of empowerment and promotion of personal distinction during the stipulation of a safe and sound, constructive and considerate school commune. The institutional statutes should encourage knowledge, constructive peer and teacher relations, self-incentive, self-regard and self-control (McLeod 2015).

According to the literature, to emancipate opportunity to pursue a quality education would be of no value except the children are enabled to track their educational right in an learning environment that is protected (Thro 2006:65-72). This helped parents understand the link between good behaviour in schools and learner attainment; and encouraged them to help their children support and show respect towards the school's authority and others.

4.3.6 Decreasing vandalism against school property through community ownership

Effective learner involvement in the daily running of the school, including monitoring and protection of various school infrastructures, minimise the acts of vandalism and school property destructions. Minimising the teacher-centred approach in safety monitoring, but involve learners, encouraged them to set up structures as their platform to surcease their rightful presence and ensure school safety and developing skills in keeping themselves and those around the safe.

Effective learner involvement in schooling environment, discipline and management, as stipulated in the South African Schools Act N0.84 of 1996

Safeguard the schooling environment for education includes all necessary facilities

Early learner involvement play a huge role in social interaction and adaptation which affirmed by the Zone of Proximal Development (ZPD) through a Vygotskian theory

(Kalleinbach & Rijhumal 2010). It examines the artistic employment of learning, where a space gives a learners opportunity to learn for themselves. Delinquent behaviours vary, which suggested that means to shrink certain challenges suppose to deem the growth point of learners most capable for being part in vandalism and destructive behaviours.

Established research indicates that delinquent behaviours, including school defacing and destruction, apt to be sex, maturity, and asocial relation. Mannish learners considerably are further possible to be involved in delinquent offenses (Kaufman et al. 2000).

The applicable solution to the issue of vandalism was discussed by Luvo, langazane and Malevu:

Luvo: The team must not forget the watch people, the community around the school. Their involvement makes them feel part and owners of the school. They are more than security guards.

Langazane: Of course, colleagues, the school as part of the community, should use the community for the safety and security of its property against theft and vandalism.

Malevu: If the community members are highly involved in the school safety, they will form a forefront against vandalism of the school property as Mr Luvo has said. Of course the school is the part of the community and it belongs to the community.

Luvo's statement, shows that the surrounding school community, if involvement, make them to feel part and owners of the school. In agreement with Luvo, Langazane indicated that the school, as part of the community, should use the community for the safety and security of its property against theft and vandalism. Malevu declared that if the community surrounding the school if fairly involved, they would form a forefront against vandalism of the school property.

There is a societal perception that defacement (writing, painting, and drawing on school buildings or property); and damage to school property (breaking windows, equipment, and plumbing) prevailed. A general perspective among schools is that

cases on vandalism [defacement and property damage] mostly reported and found to be the highest in the exit class (Tygart 1989:87).

The literature revealed that act of vandalism is associated with lower participation in extra-curricular activities which can exact a potential control over the lower-track learners. Since vandalism is conceptualised as a non-utilitarian response to frustration (Tygart 1989), youth appeared to be reacting to what is perceived as a source of frustration which is [in this case] the school, more participation in extra-curricular activities and counselling provided solution to various incidents of learner delinquency.

Tygart (1989) emphasised the acquisition of justification for low track learners to engage in public school vandalism since vandalism requires little learning due to its simplicity. This perception is associated with what in Netherland is referred to as a differential association, where low track learners likely to have a weak social bond to the school, education and adult values in general, resorted in destructive nature.

The literature further indicated that dangers of aberrant behaviours differ athwartracially and tribally (Lee & Croninger 1996), but agrees that it does happen. According to Nansel et al. (2001), learners of colour, in comparison with those from other groups, indicated the slightest quantity of vandalism. That revealed an indication that racial bases are likely poor forecasters of learner behaviour and should not comprise the innermost trait of approaches to decrease vandalism and delinquency in schools.

Cases on vandalism were found to be the highest in the exit classes which include two major categories in the form of school defacement and property damage (Tygart 1989:87). The above opinion does not refute Kaufman (2000) on the tendency of destructive occurrence, which tend to differ across the phase line and acts of defacing higher in middle school learners and among secondary school learners (Nansel et al. 2001), while breaking is frequently experienced among elementary school. Also, older learners and more powerful learners in their intended groups aptly to interact in such styles of grave misbehaviour at school (Anderson et al., 2001; Gottfredson, 1996), which compel learners to be emancipated to be able to demystify and explore the working of power (Biesta 2010).

4.3.7 Designing productive programmes during suspension and restorative referral in the case of expulsion

Many public schools do an excellent job of educating children. Those who have benefited from such schools probably attended a school where suspensions and expulsions were measures of last resort. The best teachers probably inspired good behaviour and rarely resorted to out-of-school suspensions as punishment for disruptive students. Though, we all too often find a surprisingly large percentage of student enrolment being suspended out of school (Losen & Martinez 2013).

According to SASA N0.84, section 7 (7.6) of 1996, corrective measures must be proportionate to the wrongdoing or infringement. Disciplinary measures can be much harsher with consequent impact. It must not be in the learners' belief that they can not be admonished because of a first time delinquent offence.

The act of learner suspension and expulsion is concurrently applied along the theory of consensus (Allie 2001:19), which has been more dominant in this section since it examines the part of the society integrated to each other, sharing perceptions, values, sentiments and beliefs through socialisation. The dominance of the consensus theory is adjacently supplemented by the conflict theory (Allie 2001:19), which concerned with a belief that no part of life is exempted from conflict since life is characterised by the dominants and the subordinates.

Literature reveals a related connection along socio-economic backgrounds and incidents of expulsion. In America; learners of colour African-Americans and those from low-income level and disadvantaged backgrounds (if the situation is not corrected), are liable towards excluded from the school process through the form of expulsion and suspension (Dupper et al 2009:7).

This was re-enforced during the team's discussion when Mabaso, Malevu and Luvo said:

Mabaso: Parents should be taught that processes like suspension and expulsion are restorative measures. These are programmes that should form part of supportive developments and moral regeneration among learners.

Malevu: Suspension and expulsion suppose to have programs which need to be followed so that the child may not be left behind, but continue to be part of the school though outside. It is where parental involvement became the key.

Luvo: I agree, but the issue is when the parent, due to unforeseeable circumstances, resists coming forward as expected by the school; which solution can be applied there?

Mabaso: It is where legal interference has to come into action because a parent, through admission, had abided to conform to the rules and policies of the school.

In Mabaso's words, it seems as if it is the duty of the team to educate parents that processes like suspension and expulsion supposed to be restorative measures. It should not be viewed as a punitive measure, but for moral regeneration. The restorative nature of suspension and expulsion was unpacked by Malevu when indicating that it should contain programmes that help the learner not to be left behind.

Programmes designed in such a way that a learner continued to be part of the school programme though outside through parental involvement. Though Mabaso and Malevu seemed assured of the programme, but Luvo's words indicated another angle which should be looked in order for suspension and expulsion to be applicable. Mabaso's response further clarified the solution indicating that legal interference might be a solution because parents had abided to conform to the rules and policies of the school.

The public perception on this issue compelled schools to do much better in addressing potential misunderstanding between teachers and learners. The act of suspension and expulsion lessens the culture of teaching and learning and becomes more of a punitive nature than being restorative since there are no programmes designed for learners during an out-of-school suspension and replacement programmes for those out of the schooling system because of expulsion. The act of learner suspension and expulsion is publicly questioned to its contribution towards restoration and deteriorating behavioural pattern.

In the United State of America for example, most promising programmes designed towards the advancement of proper discipline (Losen & Martinez 2013), encourages teachers and learners to interact towards designing conditions for transformation (emancipation). As a form of empowerment, transformative involvement of learners for positive behaviour' because even learners became part of it, and would less likely to break their own rules (Dupper et al 2009:9).

The literature indicated that there is a critical perception about learners at a high risk of suspension as learners who are having less supervised background (Dupper et al 2009). It concurred with the entire liability for learner's behaviour which is the responsibility of the caregivers as they take full support of learners and take interest in their children (Losen & Martinez 2013). In most schools, out-of-school suspension and expulsion seemed partially determined by cultural background (Dupper et al 2009).

In support of the issues of suspension and expulsion in schools, the literature further revealed that such measures do not precisely achieve what they were expected to achieve due to multifaceted socio-economic background and circumstances.

It only shows consistency in achieving its one-sided aspect which include removal of the misbehaving learner from school given that a temporary release to irritate school personnel. It is another way of getting parental involvement to take heed their children's behaviour (Dupper et al 2009:6).

4.3.8 Enhancing a safe and healthier school learning environment

Schools are more often taken as places for learning and change behaviour. Proper hygiene as well as sanitation provided a compass towards guidance and enabling that an environment is in place. Hygiene education aims to change behaviour toward good or safe practices in relation to necessary basic needs. It promotes safe management of the learning environment, in particular the management on disposal of solid and liquid waste.

It is therefore important that schools have proper facilities as mandated by the Bill of Rights (1996). It declares that everyone has a right to an environment that is not harmful to their health or well-being; and to have an environment protected. The

policy further stated that a learner has a right to a clean and safe environment and should be protected from pollution and that is conducive to education by creating an atmosphere that is conducive to education (SASA 84 (4) of 1996).

The response to a solution of school hygiene and sanitation was viewed through an observational learning, also called social learning theory by Bandura (in Mcleod 2013). A social learning theory is inline with the behaviour of younger children in changes after viewing the behaviour of a model (older child). An spectator's behaviour can be affected either in a positive or negative way which occurs purely through observation or imitation (Bandura 1993).

Current research suggests that it might "be better to talk of behaviour development, since children often do not have bad behaviours" (Biesta 2010:43), where good ones must be developed.

This was clearly indicated in the meeting when Dukashe, and Mnomiya said:

Dukashe: It is our responsibility to instil the culture of cleanliness among learners. They should be taught the good habits, not only of keeping themselves clean, but also their schooling environment.

Mnomiya: The school hygiene programmes have changed behaviour toward good and safe practices. It moved from within and is manifested through the way in which teachers and learners are engaging themselves in keeping the school tidy.

Dukashe's words revealed an inclusive form of approach towards problem-solving where it was stated 'it is our responsibility' for instilling and teaching children good habits. Mnomiya confirmed behavioural changes indicated by the way teachers and learners engaged themselves in keeping the school environment tidy.

A good behaviour is taught. If communities, through sustainable rural development, are taught to keep their environment clean, those communities would be able to teach young people to do the same since they are role models of good behaviour. People had in their minds a habit that things must be done, but not by them because they have the government they have elected.

For the best of environment, people have to change their behaviour (transformative empowerment) which Hansman (2015:9) declare as a planned behaviour. His argument stemmed from the intention that action is the strongest predictor of actual behaviour. For best ground monitoring, through sanitation and school hygiene, the team had to design a ground rooster to monitor school cleanliness, set rules and designed policies that accelerate behavioural change among learners, teaching them to be responsible.

If the schooling facilities aim at minimising incidents of health and hygiene-related diseases, and to shelter the school environment, proper conduct should be monitored towards proper use of school facilities. It is a mandate from the legislation as espoused through the Bill of Rights (1996) and expected from all SGBS, to establish a “purposeful environment to facilitate effective education and learning in school”.

The literature emphasised that for the development of the whole school approach (Mnyaka 2006) hygiene is essential and should ensure consistent message and development skills in supportive school environment (Flintshire Health Policy; undated). That calls for every school to have an adequate toilet and hand washing facilities. Education about hygiene help children to make informed choices that can impact their health as their growth depends upon attention given to a proper daily nutrition, physical exercise, appropriate hygiene, safety and positive health choices (WHO 2015). This policy on hygiene and sanitation echoed our governmental initiatives as stated in the opening paragraph about healthy environment. The literature further indicated that young people are liable to certain risk factors in their homes, learning environment, and among their social milieu making them to be at a greater risk of becoming imitators (Biesta 2010).

The literature agreed that a host of things placed young people at danger of being irresponsible. Therefore, multiple initiative and strategies need to be in place as efforts toward successful and effective programmes targeting various hazardous elements in a variety of settings (Bilchik 1999:2). Behavioural development can only be achieved if learners could be taught values and good citizenship so that they, too, can preach to the outer community (Hansman 2015:5).

4.3.9 Initiating effective parental involvement in disciplinary programmes.

A sustainable safe and secure school learning environment enables parents as body of governors to perform management functions efficiently without intimidation, and feelings of fear, in place of the institution for the common good of the school surrounding. The context indicated that a safe and secure learning environment (as an approach to any school infrastructure) balances the urgent need to address the backlog in basic services to improve the quality services (Gibberd 2007:2)

That can only be achieved successfully through the effective setting stakeholders' involvement in decision-making processes. The involvement of parents and the community creates the legal authority for the control of learners SASA N0.84 of 1996. This empowers the SGBs to maintain discipline at school prescriptive codes and dignified regulations. The act further compels caregivers to be available to attend meetings that are convened by the SGBs.

In reality the school and community "exhibit values and beliefs that are a mix of conventional behavioural patterns" (Stewart 2004:317). This section can be successfully viewed through a general systems theory (Stewart 2004:317), as a tool relevant to parents and community involvement. It emphasises understanding of an integrated whole in the part of the families, schools and society regarded as social systems that interact with each other, depending on and influenced by each other. The solidarity helps communities to view antisocial behaviours not on an individual bases, but as a community.

The existing research reveals that the predictable period of development of expected behaviour should be determined by both the school and the community. This supports the community standard, since the school is a microcosm of the broader community where it is situated (Malibese 2016). At this level of moral development, working together serves the purpose of emphasising the point that others have rights and needs; and that these can be met in classroom and community settings.

That was emphasised in a meeting by Maziya and Botuane saying:

Maziya: As a team we will fight a losing battle if we forget about parental involvement while designing safety and security strategy. We

must not brush aside the fact that home is where primary learning behaviour is more effective. The school is only a secondary level.

Botuane: I agree Maziya, the home environment plays a major role in instilling culture in our children. Parents are owners of versatile strategies we need while designing disciplinary programmes for our learners. That is even constitutional as it is stated in the educational policy that parents must be involved in the education of their children.

Maziya's words revealed that the team should not forget to work out parental involvement while designing safety and security strategy. Maziya looked at the home as source of a primary and school as a source of secondary learning behaviour. These two behaviours need to be integrated to bring about solution and it became here where parental and community involvement became vital. That was agreed by Botuane while viewing home environment playing a major role in instilling a culture in children where parents are owners of versatile strategies needed while designing disciplinary programmes for them. That enabled parents as body of governors to perform management functions efficiently even within the school parameters without intimidation, and feelings of fear, on behalf of the school for the benefit of the school community.

Effective parental involvement would be a tool to draw them closer making them feels part of the school. It lessen a larger group of parents who failed to attend school meetings because various fabricated commitment, otherswith a tendency of not going to school meetings out of no strong reasons, but asked for their neighbours to listen for them promisingto go withthe resolution taken.That created a challenge among the social structures because later those who failed to attend meetings strongly disagree with resolutions taken on their behalves.It is a level,seldom reached, where those who failed to attend meetings follow rules without necessarilyrealising the underlying purpose for them (Stewart 2004), if it backfired, turn against those who were present.

The literature has revealed that the closer or immediate community influence the learner behaviour. Scholars are of the opinoion that socio-cultural establishment of neighbourhood models the socialisation processes of families and schools (Sheldon & Epstein 2002). If children gave parents letters inviting them for school

meetings, and parents didn't respond, that created an impression to the child that the school meeting was not important. Whatever negative response a parent uttered towards a report from school made a child to respond likewise towards the school code of conducts.

Though the communal impact, however, were not always negative, the community in which learners live may transform them positive contribution of higher school achievement.

The literature agrees that school-community collaborations; such as mentoring, safety patrols, and business partnerships, may improve school safety programmes and positively affect learner achievement and attitudes toward school (McPartland & Nettles in Sheldon & Espein 2004). Their frequency makes them potentially affect the learning environment (Valenzuela et al. 2012:300).

4.3.10 Enhancing a network on strategies to condemn gang and cult related behaviour

Moral generated behaviour protect learners from various forms of inhuman and morally degrading treatments including physical, mental and sexual abuse typically directed towards weaker individuals especially children and women as a result of power asymmetry. A morally regenerated character encourages effective communication in relation with experiences [especially among children and youth] which they are acutely aware of. It promotes moral and cultural development as it channels community social values and attitudes influencing learner behaviour.

The moral issue of any group, as determined by their belief, is characterised by set standards observed by that particular group. In case of a safe and secure learning environment, religious observations may be conducted provided they follow rules made by appropriate public authority as mandated by the Constitution of the Republic of South Africa Act 108 section 15 (2) of 1997.

The set rules appropriately made by public authority can be viewed through a social control theory (Maphalala & Mabunda 2014:40), determining the individual's bonds to society whether weakening or strengthening. Social control involved all the prohibitions and constraints imposed with an aim of seizing the individual's behaviour

towards conformity to the expected standards (Maphalala & Mabunda 2014:40). This concurred with Kohlberg's theory of moral development which set up levels of moral thinking arranged in two stages; structured whole or organised system of thought that gave rational consistency to moral judgement (Thiroux & Krasemann 2012:3)

The strategy of creating a network to condemn gang-and cult related behaviours were tabulated by Nkomo, Ndala and Dukashe in a meeting while saying:

Nkomo: I think now, colleagues, is the time where we have to reconsider spiritual aspect in school. Within the freedom of religion, social preferences should be acknowledged. Inhumane and degrading forms of religious sects need to be strictly followed and monitored.

Ndala: we still need to liaise with churches, correctional services, social works and the community at large to address the issues of gang related behaviours and cultism, where I think more attention is also to be paid towards cultism because of its religious camouflaging.

Dukashe: The answer lies with the reinstated ex-convicts, who have been brought back into communities. They can be useful to facilitate awareness campaigns, counselling and in teaching young people about risks of experiencing crime. Churches have a role to give us spiritual guidance in solving the issue of cultish behaviour.

Nkomo's words revealed a need for a team to reconsider spiritual aspect in school where inhumane, amoral and degrading forms of religious sects need to be identified. Ndala thought that the team should liaise with churches, correctional services, social works and the community at large to address the issues of gang and cult related behaviours to foster a safe and secure learning environment. According to Dukashe, the answer laid in the community re-instated individuals like ex-convicts to facilitate awareness campaigns and counselling. Dukashe's words further revealed the role that could be played by churches in giving a spiritual guidance to resolve the issue of cultish behaviours.

At a social level, cultism and gansterism can be perceived as accelerating and precursors towards disruption, hostile behaviours and brutality in school as they endanger the moral development of learners (Oluwatobi & Babatunde 2010). These

are also powerful concepts used by derogated individual community members to exploit and manipulate social courses; disadvantaging their social beings.

Its social acceptance and utilisation make children developed a positive attitude towards it not knowing its implications. Gangs emerge from within communities themselves and this phenomenon has many root causes like socio-economic conditions (unemployment, low-income employment, and poor living conditions) all leading to conditions of poverty and deprivation (The Portfolio Committee on Education 2002).

A key factor to the extent to which schools can resist gang and cult related acts in the larger community, is the degree to which the school is located, and the way it sees itself in terms of organisation and management within the community (Mncube & Madikizela-Madiya 2014:43). Determination made people to turn to correct orders like law and self empowerment to protect vulnerable people from the injustices of the powerful individuals, and help to change human behaviour and empower themselves from social ills (emancipation).

According to literature, the aftermaths of violent acts schools cause a greater concern. Regular reports revealed a excessive rate of violence and other atrocities including cultism (Mncube & Madikizela-Madiya 2014:43). The related literature further assumed that delinquent acts resulted when one's bond or connection to society is weak or broken (Hirschi in Maphalala & Mabunda 2014:40).

Curran and Renzetti (in Maphalala & Mabunda 2014:40), described this assumption as "primarily concerned with understanding and determining why people obey the law and adhere to society's rules as opposed to the more widely-supported criminological theories". Within schools, and particularly in intermediate grades, such behaviours became more and more prevalent that can be in the form of low achievement, unsuccessful learning, bunking, attrition and other misconducts (Mncube & Madikizela-Madiya 2014:43).

4.4 Conditions conducive for the formulated strategies for a safe and secure learning environment at school

This section considers the conditions that were identified as conducive for the intended implementation of the components constituting solutions to the needs for a safe and secure learning environment in school (see section 4.3).

The conditions and strategies in this section include collaboration among the stakeholders, strong policy networking ensuring school discipline, teacher-training, parental and community development in issues of discipline, sustainable counselling and restorative approach towards learner discipline and designing of productive programmes for discipline implementation. They had been implemented during the course of the study as it correlates to each subheading identified in section 4.3. In discussing these subheadings; references is made to various policies, theories and research that encourage better conditions in working for a safe and secure learning environment at school.

The suggested subheadings were checked against subheadings emanated from the empirical data [extracts] which took various formats in texts, spoken words, pictures, drawings and scenarios. In getting the deeper meaning of the text, CDA was used to analyse and interpret data. The voice of the people was taken heed of since they are expects owners to the answers hidden in any research project, how the identified conditions transformed them and the view of the literature towards the topic.

4.4.1 Collaboration among the stakeholders

The optimal leadership of a team is obtained when there is collective leadership within the team which is activated by a hope of achieving what the group is set for themselves (Avolio 2009:423). This means that the leadership roles is moved from an individual responsibility towards a distributive form of approach where all team members have the opportunity to experience these roles to accumulate a sense of belonging (Contractor et al 2012:995).

This is evident through the governmental initiative in the establishment of the National School Safety Strategy (2016) supporting the South African Schools Amendment Act

27 (2) of 1996, echoing the constituting of the safety and security teams in schools as a wing to the development of a sustainable teaching and learning environment.

The interactive engagement among team members boosts them to look forward to their collaborative team engagements underpinned by the principles of the socio-cultural theory (Guglielmi 2012:735). The theory enabled the co-ordinating team to create a meditational space to assist learners and encourage teachers to assess the atmosphere of safety and security at school. This view is supported by Kocolowski (2010:22), who claims that shared leadership is a necessary condition if a team's success is to be sustainable.

Rogers (2012:1) is of the opinion that tolerance of different perspectives and sometimes contradictory views are also necessary and contribute to sustainability of optimal functionality of a team. Roslenders and Dillard (2003:334) emphasises that a collaborative space between learners, teachers and other stakeholders help to mitigate challenges of divergent behaviour in schools.

A conducive role of collaborative leadership among the team was elaborated in the discussion between Simo, Kwesi and Luyanda when saying:

Simo: As a team, we have to create a working space where all stakeholders have to work together which will create a conducive condition to interact and learn from other departments how they succeed.

Kwesi: The unity-is-strength approach has been working so far to break the barriers of independency as it drives us to dependency to each other.

Luyanda: young people have to learn to work with older people to close the gap and learn from each other which will help us to create a platform for others to come on board towards working for safety.

According to Simo, as a team we were expected to create a working space where all stakeholders were to work together in creating a conducive condition to interact and learn from each other as well as how other departments succeed. Kwesi talked about unity-is-strength form of interaction among team members to break the barriers of individualistic independency would drive us to communion dependency to

each other. But Luyanda was of the opinion that the young people have to close the age gap between them and the older people by working with them in the team which would create a platform for others to get on board and all work for safety and security.

Creation and availability of such condition brings hope to bleak future and desperation among societal levels. Unity within the team demonstrate the prevalence of mutual respect, equality and humanity as they all focus towards a hope of working towards a sustainable safety and security at school. The team is motivated by a committed desire which plays a major role, whether intrinsic or extrinsic, to those who initiated emancipation because they live on things they hope for.

The characteristic of the emancipation as an approach (Watson & Watson 2011:68); (Biesta 2010:39), identify its dependency on interaction(discourse) between the participating members, conceptualising communication as a medium of expression, providing a voice for the community, empowering people dialogically(epistemology) and gradually leading them to acquisition of collective consciousness in reality(ontology) (Raelin 2006:64). Watson and Watson (2011:68) declared this as commitment to work towards human emancipation and facilitating development of full human potential through equal participation.

The literature revealed that deteriorating behavioural condition in classrooms, as aligned with the abolishing of corporal punishment in schools (SASA 1996), (McManus 2002), posited that punitive measures less attain transformation among learners but rather develop the viewing of a caregiver as unfaithful. The literature also disagrees with corporal punishment(Topping in McManus 2002). This researcher concludes by stating that corporal punitive measures make worse, therefore suggestion is that administration is a more helpful concept than reprimand. It encouraged efforts of creating conducive environment where pupil is put in the care and under the close supervision of one person, perhaps a personal tutor or senior member, where difficulties can be sorted out without the interference of other people (McManus 2002).

Hope act as a condition that link the people from where they come from and the existence of reality of what is in their minds (what they hope for) (Biesta 2010). Though disrupted teaching and learning conditions at school became an issue of

National concern (Marais & Meier 2010:41), and continued to be mostly constantly discussed problem in South Africa, the government initiatives through the National School Safety Strategy (2016) in support of various Acts from the constitution (Bill of Rights amendment Act 1996 section 2) work for a condition that is suitable for every ones best interest and maximum ability.

4.4.2 Strong policy networking to ensure school discipline

The hope of the people is based on the availability of the social justice which embraces their inner need towards peace and stability in the school learning environment. They need an effective policy directives and legal imperatives that would guard their children against any social injustices that might impose danger to their safety and security.

This is enforced by the National Education Policy Act 27 of 1996 section 4, enabling the education system to contribute to the full personal development of each learner, and to the moral, social, cultural, political and economic development of the nation at large, including the advancement of democracy, human rights and the peaceful resolution of disputes.

Such constitutional deliberations are in support of the theory of educational change (Clark 1999:168), conceptualising change of externally generated innovations which are equivocally superior to the existing practices.

Existing research identifies a justified school society as characterised by fair distribution of resources and one that fight against the unequal relation of power and eradicates the roots of prejudice. This is what is expected from good school management. It is determined by its effectiveness and professionalism (Ncube & Madikizela-Madiya 2014).

Nala and Mnomiya addressed the characteristics of good school governance in their group by saying:

Nala: achieving to work together with the department of correctional services, welfare and a church assisted the team not to derail from the application of strategies

Mnomiya: I second Nala, our working condition must not deviate from the universal policy directives and human ethics. That is the direction that will guide us as a team towards successful school discipline.

Nala's words an achievement the team acquired in interactive engagements with other departments in the form of correctional services, welfare and church organisations which assisted the team in the application of designed strategies. Mnomiya agreed with Nala emphasising that the team's working strategy should be in line with universal policy directives and human ethics that guided us towards a successful school discipline.

In a civil society where conception concern more about rescuing a disappearing way of life rather than ending the persistent socio-economic justice discrepancy, the focus is on the revival of the civil society and exclude social justice. This created a condition where the privileged benefit from the societal inequality, penalising the marginalised, oppressed and injured. It accelerated the depreciation of the social justice, benefiting and protecting the social haves while devaluing the less privileged which tarnish intertwined policy networking among various social structures.

Policy oriented people enabled themselves to actively construct their own meaning for change where transformation of subjective realities is an essence of change (Clark 1999:168). The literature looks at developing a sketch on research of incidents of misbehaviours in schools; the emergence is drawn towards sustaining a safe and secure learning environment which is a fundamental value in educational policy-making. The Marxist review as expressed by Antonio Gramsci (Roberts 2000:559), exposed a political relevancy of the divergence discourse of civil society whose ideals never predetermined, but refined through engagement of citizens which totally support the study towards a sustainable social justice.

4.4.3 Teacher-training, parental and community development in issue of discipline

The disintegrated complex of relationship between family, school and society as a social system, break the pattern of mutual dependency (Marais & Meier 2010:42). This diminished the conduciveness of the condition towards a sustainable learning;

propelling a disrespectful behaviour among learners to fall on a continuum. The role of parents as main educators and partners in the determining of a child's personality is essential.

The high level of parental involvement is enforced by the constitution (1996) which envisions fundamental transformative goals in the education sector. It gives shape to the democratic governance and national development through the institution of the SGBs with significant power at all public schools. The final accountability for learner's behaviour rests with the caregivers or the guardians. Parents should support the school and require learners to observe all school rules and regulations (SASA 84 (6) 1996).

This is espoused by the theory of action (City et al 2009), which aligns with the realities of work within an actual organisation, connecting plan to performance and relations vital to good teaching and learning and is powerful enough to transform programmes and practices. This theory concurs with the above schools act as it ensures stakeholders' participation in school governance and promotes democracy and citizenship.

Research on this matter reveals the significant role that can be played by effective involvement of parents in shaping the child's school behaviour. The child's behavioural pattern can be individually inherent [internal system] or through a broader societal context [external system] in which an individual operates (Marais & Meier 2010:43).

The effective involvement of parents to shape the child's school behaviour was by Nkomo and Mabhena who said:

Nkomo: There is a need for further training for all stakeholders because apart from being involved in crafting disciplinary programmes, our efforts will never be supportive and restorative.

Mabhena: But more especially parents and the community at large also have to be developed on issues of discipline. Some parents still miss the point of discipline as they are still clinging on corporal punishment; enforcing teachers to apply it, which is unlawful and creating a

conflicting condition if one of the parties still adhere to violent disciplinary measures.

Mana: This proves that even if teachers can be trained in proper application of discipline, but if parents are not developed, the conditions will still be imbalance creating an exclusive involvement of stakeholders.

According to Nkomo's perspective, there was a need for a condition where all stakeholders were to be trained and involved in crafting disciplinary programmes for supportive and restorative purposes. Though Mabhena agreed with Nkomo, but he thought that most emphasis should be focussed on parents and community members who need to be developed on issues of disciplinary programme in school. That stem out of the coercive nature of approach from other parent and community members who expect teachers to instil punitive corporal punishment to learners. Mana insisted that if parents were not properly trained and developed, that would create an exclusive involvement among stakeholders.

At a social level, when parents display a violent and negative attitude towards the school and the staff, their children developed signs of aggression and antisocial attitude towards the school and the teachers. It indicates that if children are vulnerable to hostile display of violence between adult partners who are their role models at home, they carry those experiences with them to school.

Those are factors that influence learner behaviour derailing a common understanding which would provide a sound foundation for a whole-school approach to promote good behaviour and for responding to inappropriate behaviour.

The self-empowering knowledge of what shapes the behaviour of learners, both as individuals as well as groups, condition parental insight as to things that affect the behaviour of learners in class and in school (Marais & Meier 2010:47). They must be acknowledged as to how attitude of parents and values of the assist or become a barrier. This is particularly important where cultural norms and values in the home are different from those of the school. Once teachers and parents understand the rationale for the school behaviour policy, they are more likely to support it. They play an important role in school through awareness creation for people to take positive

action towards learner behaviour, involvement of SGBs; and buying-in of the entire school community (City 2009).

Literature confirmed that the school community plays a major role in community mobilisation on awareness and involving people to take positive action towards systematic rehabilitation (Mnyaka 2006:17). It further incited that the neighbourhood, in which families and schools are located, as stated by Bowen and Bowen (in Sheldon & Epstein 2002), set a condition that may affect learner behaviour. The educational society if engulfed by disruptive behaviour, uncommitted and less learner involvement became an epitome of moral decadence affecting academic and moral development (Oluwotobi & Babatunde 2010:61).

It contradicts the objective of the school learning environment which is regarded as a condition where societal members are equipped with acceptable skills, knowledge, attitude, moral, beliefs and values of that particular society. Conditions where learners, parents and community involvement are prioritised created and maintained a safe school through sustaining a school climate focussing on learning (Sheldon & Epstein 2002).

4.4.4 Sustainable counselling and restorative assisting approach towards learner development

A safe and secure learning condition calls upon strong partnership between the law enforcing agencies and parents in the provision of a safer space in school (Gina & White 2014:56-68). That partnership is ensured through the Implementation Protocol between the Department of Basic Education and the South African Police Services on prevention of crime and violence in all schools (2011). The protocol promotes safety and security and prevents the participation of young people in crime.

In his article concerning the involvement of young people in crime, Bandura (1977) looked at the issue through the contemporary social learning perspective of reinforcement and punishment. Contemporary social learning theory proposed that both reinforcement and punishment produce indirect effects on learning. It emphasised attention to be paid on critical role of learning which is influenced by the expectation of reinforcement (Bandura 1977).

Reinforcement and punishment are not absolute (Mcleod 2010), but “they influence the extent to which an individual exhibits a behaviour that has been learned. The expectation of reinforcement influences cognitive processes that promote learning”. Dynamic revolutions on learning institutions called upon security managers to change the mind-set of security guards (Van Jaarveld et al 2012:45-55). The aim is to take into account new social dynamics and challenges through trainings and use of up-to-date technological based systems in violence prevention strategies.

Sustainable counselling and conditioning restorative disciplinary strategy were unpacked by Nguza, Ntetha and Nelly while saying:

Nguza: The school has to avoid exclusionary and moralistic discourses since such approaches lack restorative attitude towards labelled learners.

Ntetha: What Nguza says will create a condition where even those who have been out of a system, may be as a result of suspension, may feel welcome

Nelly: We young people have to learn to create a welcoming approach to other learners as identified by baba Ntetha that will make them feel accommodated rather than alienated.

Through an analytical context, Nguza cautioned about conditions where schools engaged in exclusionary and moralistic discourses, where learners are stigmatised, labelled and judged, since such approaches are not restorative. The extract was supported by Ntetha indicating that such approach created a condition where even those who have been out of a system, as a result of suspension, may feel welcome. Nelly emphasised the welcoming attitude among learners to accommodate rather than alienating learners who had been out of the system.

Most social observations pay more attention on learner victimisation aspect of school misconduct, and put less attention to the victimisation of teachers by learners (Winfield 2012). If teachers, in the name of discipline, imposed harsher disciplinary measures, learners respond through alienation and aggression. If schools and parents embarked on exclusionary approach and marginalisation, the victims and

immediate affected felt excluded and neglected driving them to more alienation and aggression.

Learners benefited from gaining insight into their own and others' behaviour [emancipation]. The school can help students build their transformative capacity to take responsibility for their behaviour and to help other students to also behave well.

Hyman & Perone (1998), agreed that a respondent's frustration and anger can be retaliated through revenge to the school personnel, if failed, anger manifestation and frustration would be diverted towards the school property.

This situation called for a sustainable supportive and restorative approach at its deeper level (McManus & Meier 2002), as most learner behaviour is conditioned by the experiences of domestic and personal abuse. It diverted pupil to an inappropriate struggle for attention, power or revenge, using the school [property] as a safe target for the feelings that belong to another person or a situation.

Literature revealed that the core-reasons of misbehaviour among learners can, therefore, be associated with immediate "learner, teacher and society" (Yuan & Che, 2012). But Winfield (2012) is of the opinion that misbehaviour emanates from attention seeking, learning difficulties and learner's personality as the root cause of misbehaviour. Elias *et. al* (2009) postulate causes as societal: family influence and family problems, deprived and/or unsettled home background. Kyriaciou (1997) links the behaviour to teacher's motivation during the lesson, teacher's power and aptitude to implement class management and manage and teacher's character, while McManus (1995) declares misbehaviour to be comprehended within the spheres "individual, family, classroom, school, community and the whole society".

4.4.5 Programmes ensuring discipline for learners

Children should be classified as having special need if they have learning difficulty which hinders them from accessing ordinary educational facilities, unless especial provision is made for them (McManus 2002). The favourable condition is where the focus is being shifted from the difficulty, but focused on the child and his needs.

It is indicated in the South African National Education Policy Act 27 (4) of 1996, that no person can be denied an opportunity to get an education to the utmost of his or her ability; and to provide opportunity for a life-long learning. This advances the

purpose of the DBE which is dedicated to avoidance, control; and attending to safety incidents and by so doing, establishing an accommodating learning environment (NSSF 2016:3).

An inclusive learner-centred approach (Muranga 2015:3166) should be created to provide; and teachers should be provided with knowledge, understanding and determination in improving acceptable learner behaviour. According to recent research, the inclusive approach fosters a climate of openness characterised by commitment and responsibility that resist external and internal discriminate other learners (Mncube & Harber 2012). This is expressed by Meyer (1995:473), emphasising the constructivist form of approach, which emphasises the teaching and building of a desirable behaviour by capitalising on selective behaviours to be established or strengthened than those to be reduced or eliminated with an aim of eradicating marginalisation and inequality.

The inclusive nature of approach in the teaching and learning echoed by Ntetha, Luvuno and Phosa when saying:

Ntetha: a school learning environment that pay less attention towards extra-curricular aspect faces dynamic disciplinary behaviours.

Luvuno: The team has to work for an inclusive form of approach, since disciplinary problems come in different facets. Various programmes need to be designed for a suitable learning environment.

Phosa: The school disciplinary programmes which have been designed through the effective involvement of learners themselves will be much effective because it may be difficult to turn against their own collaborative work.

Ntetha's words encouraged the inclusion of the extra-curricular aspect in the school learning environment to curb dynamic disciplinary behaviours. It was seconded by Luvuno stating that the team has to work for inclusive form of approach to circumvent multifaceted disciplinary problems. According to Phosa, disciplinary programmes designed through the effective involvement of learners would abide them not to turn against their collaborative work.

At a social level, constant unfavourably deficiency affects children. Parental behaviour under destitute conditions implies a negative impact towards children. The negative impact of community through disregarding the value of education, tend to have a deteriorating physical and social impact; as compared to wealthier communities. Inadequacy in communal resources is a contributory factor in affecting parents to provide for their children (UNICEF 2009). A wide range of misconduct prevalence has been documented among learners worldwide.

The societal infringement from freedom quality condition is a violation of human rights which is a diverse factor but sharing similar attributes that can be guarded through dynamic and versatile levels of approach to make schools a conducive environment for learning. Such learner-centred approaches help learners to empower themselves, fight against marginalisation and stereotypical perceptions.

According to Freire (in McDonald 2012:38), the critical reflection is crucial for personal and social change, with an aim of empowering poor and marginalised members of the society on issues related to their socio-political experiences. It also gave birth to the movement sharing vision of a society free of domination and exploitation, and within the confinement of radical and reformist approach that empowers alternatives to the traditional approach to education and debates imposed by dominant social science paradigm.

Literature indicated that diverse rather than particular factors open a vulnerable gap in preparing them to be unpredictable community members. Early interference that should be directed to any cause of influence has less chance of success if better conditions are not provided for social values and rehabilitation. Rather, to be effective, programmes must target several risk factors in a variety of settings (Bilchik 1999:2).

The literature agrees that social structure, like the school, can create a conducive condition for a learner to foster a climate of openness characterised by commitment and responsibility that resist external and internal marginalisation of other learners (Mncube & Harber 2012). That includes a cultural habit which overlaps family initiative, but extended to the whole community, concurring the community mandate of *umtwana wakho ngowami, nomtwana wami ngowakho* (your child is mine, and mine is yours). A learner-friendly condition, supposed to be independent and in a

playful nature among the children giving them an opportunity to express themselves more freely as they would be in a verbal communicative situation (McDonald 2012:38).

4.5 Threats towards formulation of strategies to foster a safe and secure learning environment in school

This section of the study is dealing with the threats encountered in pursuing the strategy in formulating strategy for a safe and secure learning environment at school. Working for a safe and secure learning environment has been geared through sustainable conducive teaching and learning conditions. It can be in vain if this can be viewed without clear understanding that there would be some threats embedded in the implementation of each identified strategy as correlate to each identified condition in 4.4. The risks revolves around factors including power relation and power asymmetry, moralistic and exclusion discourse, less learner involvement, inadequate level of parental and community involvement in learner disciplinary programmes, gang territorial explosion, needy and child-headed households, media explosion, importation of foreign culture, internet and junk magazine.

4.5.1 Power relation and power asymmetry

Unmanaged conflicting ideas within an organisation, where the DSSC inappropriately interact, tend to be a ticking destructive tool towards a sustainable safe and secure learning environment. Demands explosion in various institutions asymmetrically threaten the legitimate principles structures like DSSC have in maintaining safety and security in schools.

A safe and secure learning environment secures the mandate of the National Education Policy Act 27 (4) of 1996, endeavouring to “ensure that no person is denied the opportunity to receive an education to the maximum of his/her ability”; and provide platform for life-long learning. A safe and secure learning environment inculcates “respect, protect, promote and fulfil the rights” (Act 108 (7) of 1997), as a corner stone of democracy. In a safe and secure learning environment, the rights of

all people are sustained and affirm democratic values and human dignity, equality and freedom.

The issue of conflicting ideas as a result of power asymmetry was viewed through the cultural capital theory as stated by Boudieu(in Hansen& Andersen 2011:608). The theory examines the most powerful class serving as a legitimate culture that can be mastered to verify extents. Those inculcated such cultural form from childhood, have a greater probability of acquisition and success, while those of working class disadvantaged as a result of the distant culture. It concurred with the theory of acculturation as proclaimed by Avdeyeva (in Valenzuela et al. 2013),which forces power to change the response to real social pressures to assimilate and conform to other level.

Power asymmetry is a major public problem that demands the concerted and coordinated time and attention of policy-makers and other stakeholders (Srabstein & Leventhal 2010:403). Its effect within the learning environment has helped give this psychosocial hazard a modest level of worldwide public attention.

Its hazardous nature and its threatening effect within the team became evident in the team's discussion when Malevu, Botuane, Phosa and Ngalo were saying:

Malevu: The imbalances within power relations and power asymmetry among the stakeholders erode conducive conditions towards implementation of safety strategies in school.

Botuane: Issues of power should be avoided; since all members are equal and their voice need to be heard

Phosa: Team members should feel free to participate regardless of socio-economic and political background and contributions must not overshadowed by power imbalances.

Ngalo: School capture and formation of slates threatened the smooth organisational management. I agree with Phosa, power distribution should be equally maintained for the contribution of all members

Analysing Malevu's words, there is an indication that if there is an imbalance within the team as a result of power asymmetry, that damage the conduciveness of the working conditions towards the implementation of designed strategies.

The issue of centralised power among the team was also highlighted by Botuane as something which should be avoided and called for the equality so that all voices to be heard. The freedom of participation was emphasised by Phosa stating that all members should feel free to participate regardless of socio-economic differences. The contributions made thereof should not be overshadowed by the issues of power in the team. Ngalo seconding Phosa referred centralisation of power on school matters as school capture and indicated the dangers of the formation of slates in decision-making processes that can change the school to be controlled by a certain group of individuals.

According to the school community perspectives, different views have appeared where others made decisions without putting themselves within the same situation as those from a lower case which make others to look at it as a product of power. On the other hand, people might use their powers of being in position to manipulate people to conform to his typical decision-making. People in powerful positions sometimes use their position to drive disadvantaged people to their personal agenda. Since disagreement is human on daily interactions, it is inevitable; people have to be taught about conflict management through the engagement of the principles of critical emancipation.

People have to work for peace, freedom, equality, hope and social justice (Clark (1999:171). This simply means that conflict might have destructive persuasion determined by viewpoint of the the people as well skills to resolve the conflict (Dept of Education; Western Cape 2007). The societal reaction towards dissatisfaction and conflict of interest as purely associated with the Marxist review as in Antonio Gramsci (in Roberts 2000:559), revealing the political relevancy of a divergent discourses lower societies should be empowered from, whose ideas are never pre-defined, but refined through engagement of mass citizens.

Even among these structures, there is a social decline for the erosion of common humanity among communities, which devalued social justice characterised by exploitation. It is here where we see the privileged groups mostly benefiting and

disadvantaging the others at the bottom (Blair 1995). Communities really, in a true sense, need to be taught, empowered and emancipated to avoid what (Lacourse & Cote (2002:909) viewed as a continuation of a pattern of power asymmetry.

The literature revealed that an act of power asymmetry is a multifaceted form of mistreatment mostly experienced in schools and the workplace (Ttofi & Farrington 2009:13), it appeared characterised by the repeated exposure of one person to physical and/or emotional pressure including threats, marginalisation, exploitation and social exclusion which affect the victim's self-esteem.

The literature further agrees that conflicts as a result of power asymmetry among the learners created a major challenge interpreted as being disrespectful, distracting, or even disorderly and disturbing to others, constituting a form of behaviour that is actionable (Srabstein & Leventhal 2010:403). A growing body of research is highlighting the range of significant morbidities affecting individuals involved in the imbalance of power (Srabstein & Leventhal 2010:403). This indicated that learners bred within this context are at a risk of experiencing a wide range of psychosomatic symptoms deviating them from the mission of the study, making some think that formal decision-making is assigned to certain people who were fortunate to be in line with power.

4.5.2 Moralistic and exclusionary discourses

The child who is rewarded for certain antisocial behaviours including motivations and material gains continues finding it hard to withdraw. Such a child, by continuing to be involved in misbehaviour, likely to turn against the community and enjoy violent acts (McManus 2002). Such children can be morally judged, negatively labelled and excluded by other learners.

Children of such behaviour impose a threat in school, making others feel insecure and intimidated, which contradicts the Children's Act 38 of 2005 which caters for children to be protected from moral harm, but at the same time, perpetrators need not to be discriminated. Inclusive Education in South Africa (Education White Paper 6 on Special Needs Education 2001), gave guidelines for the new education system creating platform for all learners to have equal opportunities to be educated.

An issue of moral judgement and degeneration, as a threat in the formulation of strategy for a safe and secure learning environment, has been viewed under a Moral theory (Johnson 2009:46). On this view, is thus a theory of a system of laws or precepts, binding upon rational creatures as such, the content of which is ascertainable by human reasoning? Donagan's theory is quintessentially a governance theory, one that purports to set out definite moral rules that specify how we ought to deal with the complex moral problems of contemporary life (Johnson 2009:67).

According to Blair (1995), there is a distinction between decent and predictable transgression. In this context, moral transgressions have been defined by their consequences for the rights and welfare of others, and social conventional transgressions have been defined as violations of the behavioural uniformities that structure social interactions within social systems (Blair 1995).

Looking at such threatening situation in their discussion, Dukashe, Mabaso, Malevu and Luyanda said:

Dukashe: we have to look at the ways in which we treat learners after something has happen to them. Calling them names and labelling individuals develops a retaliatory attitude among them, their retaliation would be either towards teachers, other learners or school property.

Mabaso: If we deviate from inclusive nature of approach, other learners will feel left out and neglected.

Malevu: I agree with Mabaso, those who feel excluded and judged on negative things they have done became resistant, which may develop anger that can be retaliated to anything at their disposal.

Luyanda: They may even develop an aggressive attitude while at the same time became arrogant towards teachers and other learners trying to quench the void of neglect they feel or to cover the inner guilt always opened by others.

According to Dukashe, calling and labelling of individuals because of negative and mishaps developed a retaliatory attitude. Mabaso looked at it as deviating from the inclusive nature of approach that caused those affected to feel left out and

neglected. Moralistic exclusion and judgement as indicated by Malevu, develop resistance, anger and retaliation. Luyanda looked at it as further developing an aggressive attitude and a sense of arrogance towards teachers and other learners.

Exclusion of other learners because of their image or record created a threatening situation because they might turn to be aggressive and of low moral profile accelerated amoral behaviour. Such a child may not be less likely to engage in future violent action. Indeed, they may be more likely to aggress. Sometimes they receive less attention, but more distrust and discrimination from school, home or community as destroying the name and defacing the image of the school.

The inclusive education discourse (Muranga 2015:3166) is one of the most acclaimed yet controversial recent developments on the right to education. According to Schreiber and Valle (2013:396) inclusive education requires a strategy within which education is delivered to be broad enough to accommodate equally the needs and circumstances of every learner in society [emancipation]. It would be therefore probably much convenient to explain within the construction form of approach (Schreiber & Valle 2013:396).

The literature revealed the tendency among the young and old to judge moral wrongs as more serious than predictable wrongs, while in fact all wrong situations, whether honest or predictable, and are not permissible (Blair 1989). On the other hand, conventional transgressions are more likely to be judged permissible than moral transgressions (Weston & Turiel in Blair 1989). Transgressions are not permissible even in the absence of prohibiting rules.

The literature has brought a new understanding of the harmfulness of morally degrading acts in school (D'Amora & Levenson 2006). This study found that depression, anxiety and post traumatic disorder are more common in victims. Turiel (in Blair 1989) stated that various forms of manipulation and generated information result in the edifice of a judgement of moral need and manoeuvring of past experiences and "counter-factual reasoning". All result in judgements of moral need if the child has constructed a relationship between his own personal experience of pain and the observed experience of the victim. Any person who has never experienced such hurt would not make the "moral/conventional distinction" (Blair 1989). More importantly the responses of teachers and principals and even peers

buy into dominant moralising discourses that stigmatise young women who step out of the normative expectations of school-going female learners (Harding1991:121).

4.5.3 Less learner involvement

Schools have to provide opportunities for learners to satisfy their need for belonging and self-worth through activities that connect them with other peers and show casing themselves within the world of adults as to how much potential they have and a role to play in the promotion of effective and affective learning environment.

Section 8 of the South African Schools Act (1996), mark the involvement of learners essential in the school establishments and structures with an aim of establishing a disciplined purposeful school environment. learner involvement from Grade eight which is through learner representation in the school governing body (LRC) is authorised by section 11 in the school's Act (1996), while in primary schools can still be in the form of relevant structures like Grade Heads and Monitors (Duma 2010, Mnyaka 2006, Murungi 2015, Joubert, Waal & Rossouw 2004).

The above policy concurred with a Critical Theory (Chan 2005:183) the theory examine the existence of polarisation between communal groups with reference to ownership and production. Social groupings are determined by social domains and based on material. The inequalities become socially relevant through class relations and conflict. This theoretical viewpoint emphasises the issues of the material bases of domination, power and exploitation; the issue of inequality, that sometimes brought resistance, has an explicit ethical and political dimension: moral condemnation of the injustices associated with reflection and action towards overcoming the material basis of class antagonisms. On the other side are the theoretical strategys that relate to the existence of multidimensional hierarchical differences, stemming from non-deterministic situations and without absolute conditioning for individuals (Bouffartigue 2004).

There is a concern revolves on “confirmation/classification/comprehension” of systems andconditions, showing the importance and potential of, sometimes individual, mobility, of the “society without direction” (Cattani 2007).Research here stipulatethe creation of more opportunities for learners to achieve success in school

both academically and non-academically. This can enhance a learner's feeling of being connected to the school and community (Mnyaka 2006:27).

The above researched study shows that learners need structured approval that enables them to experience and be part of a structured environment.

This should be a structure permeable by love, understanding and zeal for righteousness (Oosthuizen, Wulhutter & du Toit 2003:460). Less learner involvement disadvantaged them to feel how it is being in the forefront and leadership structures.

The very quest was indicated while Mana and Dlamini were saying:

Mana: The decision-making always taken without learner involvement and knowledge turn to be a threat because it is not owned by learners. It is easily ignored and challenged.

Dlamini: of course Mana, though they can be taken as young to understand decision-making processes, but if they don't have an input in it, they exclude themselves and look at what has been designed by the school for them.

Analysing Mana's words, it became clear that if the school decision-making is taken without constructive involvement of learners created a problem. Learners ignore it and Mana looked at the matter as if learners disowned it. Dlamini agreed with Mana in the issue of exclusion since they did not have an input in the design making them to exclude themselves from what the school has designed for them.

At a social level, prevalence of in disciplinary hearings is a result of child inadequate supervision, involvement and hindrances to fully participation where they may feel part of and owners of learning environment. That is perpetrated by the traditional thought that institutions cannot be ruled by children. As they are still minors, they have to hear from their parents or teachers as to what is good for the or not.

Enforced discipline in punitive measures is empirically evident (Oosthuizen et al 2003:456). The lack of involvement of learners in school governance reduced trust and responsibility among learners. It became difficult to respect statutes designed on their behalf and to absorb it without questioning.

They are helped in their non-teaching functions by the learners and discipline problems are reduced as such a practice provides quite a number of learners with experience with leadership. It increases confidence and general discussion skills which increases rule following, since learners will be more invested in what they themselves have designed (Harber & Davies in Mnyaka 2006). Voiceless and a lack of platform where children can be heard beget disruptive behaviour which became a clarion call for attention and unleashing of the knots of marginalisation, exploitation and arrested development. Effective learner involvement requires an educational system that recognises a cultural capital present in learners that they might use as springboard to enhance learning (Kwesi 2012:14). Inadequate learner involvement disabled them in using their talent and potential in its fullest.

According to Van Dyk (in Oosthuizen, Wulhutter & du Toit 2003:461), hindrances in learner participative [emancipatory] involvement and empowerment divorce learners from the ability to critically evaluate information, to solve problems and to develop a value system that opens up the world to unfold the potential talent the Creator has placed in them. Learner emancipation (transformation and empowerment) would be appropriated if a mentor is involved. A teacher should be a model to invite learners to follow process of guidance and unfolding the contours of righteousness (Kwesi 2012:22).

The literature revealed that curriculum in schools may be considered as a tool that academically alienates learners from full embarking in an educational system. The threat is where curricular structure is still more Eurocentric and lessens the space for indigenous disposition like Afro-centrism in an African oriented school. African learners feel less involved and marginalised if they cannot experience their live experiences in learning environment as well as in sports (Bohrnstedt in Kwesi 2012:22).

Child rearing theories in the form of physical punishment, detention, expulsion and expulsion can break the child's will and obedience to authority. This theory is incompatible with the constructivist form of approach (Oosthuizen et al. 2003:468). A constructive form of approach describes a child as a learner enabling to construct own meaning through knowledge acquisition [epistemology] from encountered realities [ontology] for enough learning to occur. This is empirically opposed by Freire

(1984), referring it as a banking system where in non-involvement approach; learners are expected to passively accept knowledge, not to construct it (McDonald 2012:38).

4.5.4 Inadequate parental and community involvement in school disciplinary programmes

The life of the individual learner is mostly influenced by the immediate social environment affecting the life of an individual[learner], as an element of the community, which also, has to create and maintains a safe and secure school and school climate focused on learning(Marais & Meier 2010:47).

This showhow important is to initiate equally involve all the stakeholders, especially parents and the community in the running of the school. This was done to terminate and redress what the state was invested with, which was the power to determine what was good for citisens of the country, until after 1996 when parents and community were mandated as decision-makers as bonded by the constitution of the country (1996) for all members of the community in all fields of activity to be part of (Duma 2010:120).

This section has been looked through a two parallel form of theories. Consensus theorists, emphasised the harmony and agreement which should exist amongst the role-players in school, and between the school and the community which it serves only achieved if all role-players identify and work towards a common goal (Allie 2001:18-20).Conflict theorists, on the other hand, believe that no aspect of life is exempt from conflicting ideas. Chandler (in Allie 2001:20) viewed society and the entities it comprises belonging to two types: the dominants and subordinates. The dominants in a school are the administration and teachers; lthe subordinated are the learners. The chief difference between consensus and conflict theorists appears to be one of ideology (Allie 2001:18-20).

Thedevelopment and learning of learners is enhanced when conditions of communication collaborates and overlaps. The home and community environment is an important influence on learner behaviour (Sheldon & Epstein 2002:5).

That was anticipated in a team discussion when Mnomiya, Ntetha and Ntuli were saying:

Mnomiya: If we fail to involve and to draw parents to the board, any disciplinary measures will be challenged because of not being involved in its design.

Ntetha: We have to bear in mind that parents are owners of both learners and schools; lower involvement will threatened any disciplinary programme designed.

Ntuli: It is not only about parents, but the community as a whole need to be involved because if not, the very community may turn against the school and became a threat towards its property.

Mnomiya's words indicated a threatening situation where disciplinary designed would be challenged if parents not involved. Ntetha reminded the team that parents are owners of both learners who need to be disciplined and school which need to be owned, lower involvement would threatened any disciplinary program. According to Ntuli, it was not only about parents, but the community as a whole which need to be involved. If the community not involved, it turned against the school and became a threat towards its property.

Disintegration in the home can contribute to other problems, which in time alienate the individual from the education system. If antisocial behaviour is practised within the child's close environment, the child accepts that as a means towards problem solving even if it includes violent acts.

That leaves families and individual with no chance of excluding themselves in a child's misconduct because they may contribute to a aggressive behaviour (Mnyaka 2006:17). Certain community and neighbourhood characteristics on the other hand can programme youngsters proactively for violent behaviour as stated by Bemak and Keys (in Mnyaka 2006). Poor socio-economic background is another factor linking crime and violence (in Mnyaka 2006) and is as contributory factors to antisocial behaviours among young people.

According to Friedlander (in Hill & Hill 1994) poverty itself does not generate violent behaviour. It is the combination of poverty plus alienation, the hopeless feeling of

despair in an uncaring nation that is the seedbed of hostility, conflict and violence as it alienated people from the principles of critical emancipation. For disadvantaged children, as the one above, violent behaviour can be possible because others may laugh or tease him about his estranged mother. Some communities breed violence as a way of life and very real and to cope with violence for survival (Forster in Van der Aardweg 1987). Compelling evidence indicates that parents and communities contribute to the development of problem behaviour by failing to provide the necessary social skills and support by modelling inappropriate behaviour to their children intentionally or unintentionally (Mnyaka 2006:17).

Empirical evidence of the relationship between school, parents and the community claims an importance that the relationship between schools and their communities should be enhanced. Studies proved that good schools with healthy co-operative relationship with their community can also make a significant impact in reducing school disruption (Mnyaka 2006:28). According to Parelus and Parelus (in Allie 2010:20) further stated that schools are coercive institutions.

The teacher is the task-master by attempting to make the learners learn the formal curriculum and coerce them into both obedience and learning (Allie 2010 18-20). This brings about difference between learners and teachers as a source of perpetual conflict. Children came to school with their own culture of seeing the world differently from adults. Children value different things and prefer different types of activities while Adults, however, have power over children and try to force them to accept adult values and viewpoints. Students are faced with two choices. They either conform to the system and suffer the restrictions of rights and privileges, or cease to be part of the system, which Berger (in Allie 2010) proclaimed as social controlling means by which to bring recalcitrant members back into line.

Literature has indicated that authorities have accepted the need to ensure parental involvement in the governing of the schools. This will surcase the parents' initiatives they have to play in exercising their rights as role players in their children's education. (Duma 2010:120). The involvement of parents in school governance became one of the significant factors of education which also became obvious through the institutionalising of educational policies that emphasise parental

involvement in school governance, making parents an integral part of school governance (Duma 2010:120).

Finally, the literature agrees on community building an essential component towards violence-eliminating programmes. Studies encourage the development a optimistic school atmosphere as the one that might bring about tolerable diversity, giving a platform for dispute and values the contributions of every member of the community because of transformation and empowerment where people own the school and make their own decision in the proper management of their school (Mnyaka 2006:27).

4.5.5 Gang territorial explosion

Gangsterism is one of the sources of school violence in many provinces of South Africa, particularly in the Western Cape and Limpopo schools. Gang-related acts in schools prevail despite the initiatives by the government to curb lawlessness and aggression evolving around crime and violence as a result of gangsterism.

Despite anti-gang campaigns and gun-free society, which enforce gun holders to reapply for licences? The gun controlling initiative is under threat within the auspices of the Education Law Amendment Act 31(2007) enforcing a gun-free schools; and stopping gun to fall on wrong hands especially of learners.

The school learning environment when viewed under a general system theory (Marais & Meier 2011), it supposed to be interrelated, interdependent and integrated elements forming a predicted coherent whole. Existing research indicates that gang-related behaviours in school are linked to a wider gangs and syndicates outside the school. Scholars report high drug availability when gangs are active close to the school community (Mncube & Madikizela-Madiya 2014).

The team discussed the issue of gang-related behaviours. Not only communities, but also schools have been invaded and are exploding with gangs.

Phosa and Gazide had this to say:

Phosa: If our communities are still controlled by gangs and guns and drugs fall in the hands of children, more disaster of crime and violence

shall be expected. Instead of stopping gun to fall on wrong hands, especially of learners, young people join gangs and given guns which they smuggle even inside school.

Gazide: That make teachers avoid to directly discipline those learners because they not only afraid of them, but the fact that a mess with them will involve the outside syndicate. Teachers fear for their lives making gangs to rule schools, intimidating learners and claiming schools as their territories.

According to Phosa, what happened in the community affect the school? The control gangs imposed in communities dispersed towards school as young people join gangs and offered guns which they smuggled inside school. That caused teachers to avoid disciplining those learners in fear of the outside syndicate and their life. The school fell within the domination of gangs, intimidating learners and claiming schools as their territories.

The broader community sometimes views the school as the entity that lacks good policy and codes appropriate for human protection, while, in actual fact, children are groomed within communities where gangsterism prevail and is manifest. Learners imitate jail habits by tattooing themselves and marking themselves with the numbers a certain gangs

Gangsterism and religious sects are closely related as they nearly serve the same purpose, which is territorial ownership and intimidation. It revolves around physical and spiritual intimidations, bringing about fear and making institutions unmanageable.

Gang-related activities and cultism is an epitome of moral decadence at school. It affects the academic and moral development of learners and hampering their potential performance. If nothing is done to fight this issue, schools will not produce what they are expected to and they will raise and rear unmanageable people (Oluwatobi & Babatunde 2010:60). Although gangsterism and cultism have posed threats to the survival of education in the past and present, the future can still be directed. It would help to assuage dangerous situations by looking at smaller things (Oluwatobi & Babatunde 2010:60).

The most threatening aspect is the fact that the literature confirmed that since a school as a microcosm of a broader society, within which it locates, reflects or mirrors some antisocial behaviours of the broader society. The fact that a school is not better than, and cannot protect children from negative elements of the broader society including gangsterism and cultism, is shocking (Mncube & Madikizela-Madiya 2014:43).

4.5.6 Needy and child-headed house holds

The school code should aim at creating restorative well-organized surroundings that accommodates the destitute and that is conducive to effective teaching and learning. The focus should be on restoring, rehabilitating and instilling a benchmark of behaviour that is within the norms and standards of the civil society. A community's behavioural pattern may contradict the context of the constitution (1996).

A restorative form of approach to such learners can be viewed through the theory of educational change which concurred with Kohlberg's theories of moral development (Steward 2004). This conceptualises educational change through acceptance of externally generated innovations which may be equivocally superior to the existing practices (Thiroax & Krasemann 2012:2).

Learners' right of attending school and to be educated in a safe and secure learning environment (Stewart 2004:317) is utmost important. The threatening part is when misbehaving learners, as well as the good behaved; need to compete in a space where all need to be treated in harmony within the accepted international principles which is based on "justice and fairness to all" (WHO 2009).

The issue of misbehaving as a result of socio-economic imbalances and lack of proper supervision, its threatening nature was identified by Kwesi, Ntetha, Nelly and Dlamini in the meeting saying:

Kwesi: The still pending issue is the issue of households where children have no proper supervision. There are vulnerable learners as a result of coming from child-headed households and at the same time being needy. They are faced by a lack of nuclear family.

Ntetha: Though there are disciplined learners from such families, but most of them are challenged by a lack of consistent proper supervision as Kwesi says.

Nelly: We inadequately managed to discipline each other, especially in the world of social media, where as young people, we are stormed by media explosion, foreign culture, internet and junk magazines. If no war is waged against these issues, corrupt generation will be bred.

Dlamini: A lack of parental guidance and youth invasion by what Nelly has identified became a bomb towards the culture of discipline and a precursor to moral degeneration among young people.

Analysing Kwesi's words, the issue of households where children have no proper supervision is a pending issue. Some of the learners lack supervision as a result of coming from child-headed households, vulnerable and needy. The lack of nuclear family makes children vulnerable. Though Ntetha did not fully agree with Kwesi, but the common point was that though there are disciplined learners from such families, but most of them lack consistent proper supervision. In Nelly's words, such lack of proper supervision and consistent nuclear family imposed a threat in managing discipline to each other, especially if it came to the world of social media, where as young people stormed by media explosion, foreign culture, internet and junk magazines lack proper guidance. Nelly looked at it as breeding a corrupt generation.

Child-headed households became a trending issue especially in poverty stricken families. The high mortality rate and high birth rate derail the social cohesion leaving more children vulnerable and accessible to antisocial behaviour. That is accelerated by the abolished existence of family cohesion enforcing them to foster care rather than close family members.

The children from child-headed households used to exclude themselves from the childhood life which forced them to construct their own meaning for family change [emancipation], where transformation of subjective reality became an essence of change (Clark 1999:168). Many children who do not stay or live with their parents, because of cultural disintegration have to look to the elder child among the siblings

to act as a parent. Culturally it is out of child rearing order and ubuntu principle as explained by Bennet (in Van Norren 2014:32) and by Gade (in Senooane 2014).

The literature has indicated that there are various factors contributing to disciplinary problems, of which conditions at home is the major factor (Sheldon & Epstein 2002). It became evident that a number of households have no parents because of various reasons which range from death to migratory labour.

Most child-headed households are of low level standard of life and poverty strike families. Unfortunately misbehaving learners come with new and dissimilar sets of ideals to school with them (Steward 2004:317), and many of these values are very different from those of their teachers and set codes of conducts.

Lee and Cope (in Steward 2004), perceive many problems as revolving around inappropriate households settings and early child development negligence in our societies. They do not reflect the needs of learners, making learners bring new and different sets of values to school with them and many of these values are antisocially threatening and risky to morally behaved learners. Furthermore, discipline problems tend to be exacerbated by many schools having behaviour programmes that are not restorative and innovative enough to bring about change and transformation (Stewart 2004).

The literature agrees that the threat among the school is that learners bring new and different sets of values (especially unacceptable) to school with them and many of these values are very different from those expected from learners and school going standard (Stewart 2004:317). There are likely many reasons for such differences in values and attitudes emerging at this time in our history of which child-headed families is one of them. Some are exacerbated by the way of life communities portray and assimilated by children which became more harmful to those coming from child-headed households (Gade 2011:5).

4.5.7 Media explosion, importation of foreign culture, internet and junk magazine

There are likely many reasons for difference values and attitudes emerging at this time in our history among young people. It is possible that learner are exposed to

different life threatening issues as a result of the different life that learners lead outside the school with access to uncontrolled current social media, television, and the exhilarating pace of life in their communities compared to what they frequently see as the drudgery of schooling (Steward 2004).

The learners' behaviour turned to be against the aim of education which is to establish a disciplined environment that is conducive to effective teaching and learning. It diverts the educational focus intended to be on positive discipline, self-discipline and inculcating a standard of behaviour that is recognised and accepted by civil society (South African Schools Act no.84 1996). This is the part of the statutes of the Constitution of the Republic of South Africa (1996), which has the biggest impact on school discipline and affords equal access to education. The vociferous approach surpasses rights to freedom of conscience, thoughts, beliefs and opinion and their observations do not follow rules made by appropriate public authority through equitable basics (Duma 2010:24).

This section of behaviour is viewed under the theory of antisocial behaviour (Lacourse & Cote 2002:909). The theory emphasises that the chronic anti-social behaviours after pre-adolescence, are a continuum of a pattern that began in childhood which they referred to as developmental trajectory. It is also concretised by Kohlberg's theory of moral development (Thiroux & Krasemann 2012:3), which set up three levels of moral thinking. Each moral level is arranged in two stages: structured whole or organised system of thoughts giving rational consistency to moral judgement. This consolidates the impact brought about by media explosion, infiltration of foreign culture, internet explosion and antisocial production contravening code of conduct in the form of age.

Some research has shown how certain acts were brought about by a media explosion. This effect springs from the logic of the human condition and present typical and pathological responses to frustration, which is endemic to the human society and mind (Oluwatobi & Babatunde 2010:62). The decadence of the media affects learners' academic and moral development. If this influence is not combated, schools will nurture and breed people who will corrupt the society. The greater damage done by media explosion towards young people affects not only school, but homes.

That was confirmed in the meeting when Ntetha, Kwesi and Luvuno were saying:

Ntetha: Much time is being taken where teachers are reporting the use of cell phones and socialising in class. Some were caught watching a video with explicit scenes out of their age during teaching and learning.

Kwesi: The use of social media is threatening because it moves out of proper use. Instead of being used for the good course and educational purposes, it is destructive used by learners and destruct their learning time.

Luvuno: The world of socialising has created a disaster not only in what we are dealing with here, but even in the way our children are writing. They deviate from proper grammatical structures and language usage using the form of socialising, especially a short form.

According to Ntetha, the use of social media in class in the process of teaching and learning consume much of the teaching time. That became evident when learners were caught, instead of paying attention to lesson, watching a video not supposed to be watched by them. It was confirmed by Kwesi as a threatening situation while pointing to it as a destructive use. According to Luvuno, social media even destroyed the reading and writing structures as it interferes with the law of writing since young people now conform to the way they socialise even on school work.

Through a social practice level, new culture of social media development is reviewed as breeding ground for unacceptable behaviour, media explosion, importation of foreign culture, junk magazines and internet through which youth overwhelmingly fell prey to its effect (Oluwtobi & Babatunde 2010:62). Our children these days watch television and whatever they see on television they would like to experiment especially at school with peers. It is pity that there are parents who do not monitor their children's viewing, but more unfortunate for those children who less frequently have parents near them. The situation entices them to watch these things (Garagae 2007:51).

The disintegrated complex of relationship between family, community and school which according to Marais and Meier (2010:42), regarded as a social system, ended that pattern of mutual dependency, divorcing communities from solidarity through

social justice and emancipation. That endangered the philosophy of ubuntu emphasising that umtwana wakho, umtwana wami, umtwana wami umtwana wakho(your child is my child, and my child is your child), (Gade 2011).

The easy less controlled access to social media, as most learners today access technology without restriction. In relation to assertive, challenging or even aggressive behaviour, it can be argued that learners now demand a range of rights not formerly accorded them including the right to be heard or the right to freedom of speech, whether written or oral. When these demands are not met learners become more strident, radical and vociferous in their approach (Lee & Cope in Steward 2004).

Literature confirms that learners imitate what they see on television whenever they find the chance. The only chance they get is at school, which can include the classroom, toilets, premises or other school grey areas where the supervision is inadequate. Often parents do not reprimand their children (Oosthuizen et al. 2003:460) since a larger percentage of young people are immaturely emancipated.

4.6 Indicators of success towards strategies to foster a safe and secure learning environment in school

The indicators of success are discussed under the following subtopics: the first is the team-driven approach for a safe and secure school environment. The second includes successful counselling programmes for learners; and third subtopic is the teamwork between parents and educators on school disciplinary issues. This includes the successful involvement of learners, parents and community towards bringing stability within the learning environment. The fourth subtopic is successfully pushing back the frontiers of gangsters and cultism from school and last subtopic is the reduction of misconduct and disruptive learner behaviours.

Under each subtopic, the opening paragraph explains good practices as espoused in the policies, legislative imperatives, research reports and literature reviews. The discussion is followed by extracts from the words of the participants to provide evidence of effective involvement based on a common vision. The cited extracts from the empirical data were interpreted using CDA and the interpretation of generated data was deepened with the aid of CER. A conclusion is drawn, to link the

results with the literature and to identify similarities and differences between empirical data and literature reviewed.

4.6.1 A team-driven approach for a safe schooling environment

The effective involvement of the safety and security committee created an indispensable nature of shaping learners through creating a space and offering opportunity for them to develop leadership focusing towards the culture of building up self-esteem and social well-being (Western Cape DoE 2007, National Schools Safety Strategy 2016).

That assisted children, as part of the team, to construct their own meaning of knowledge from the reality as aligned with the theory of constructive learning (Meyer 1995:473), building desirable behaviour for an adequate learning to take place to avoid factual distribution of knowledge denounced by Freire as banking (McDonald 2010:38).

The team-driven approach assists in teaching and building a desirable behaviour among learners reducing and eliminating undesirable antisocial behaviour disrupting smooth running of the school. The involvement of learners to assist as learner-trainers to teach appropriate social interactions to their peers with emotional disorders has proven successful as learners freely interact with each other more openly as they would respond to adults (Austin 2003).

The success in improving a team-driven atmosphere in school was indicated while Nala, Ndaba and Shangase in team discussion were saying:

Nala: The successful implementation of the strategy will ensure establish a commitment-driven atmosphere among the teacher which was lacking before. The way in which they stick to the duty rooster in ground monitoring indicated a huge change towards fostering safety programmes

Ndaba: Yes, of course, it is so encouraging to see the school staff, individually, but collaboratively working together in monitoring and supervising especially during breaks.

Shangase: Through the strategy learners will be committed themselves in keeping an eye and reporting if there is something they detect to be risky.

Nala's words at its textual analysis indicated a greatest achievement that would be attained through a successful implementation of strategy established as a result of a surfacing commitment-driven atmosphere which was lacking before. Further analysis revealed the way the teachers stick to the duty roster which indicated a huge change towards fostering safety programmes in school. Agreeing with Nala, Ndaba affirmed the encouragement in seeing the school staff, individually, but collaboratively working together in monitoring and supervising especially during breaks. In Shangase's words, the individually, but collaborative working together, would not be only among teachers, but also among learners as they would be keeping an eye and report anything anticipated.

At a social level, the placing of learners in diverse learning groups assisted in reducing stigmatisation, prejudice and inferiority complex which was prevalent among learners. If learners are given leadership skill and opportunities within the school curriculum that developed them to deal positively with disruptive circumstances at home or in school that might otherwise result in misbehaviour in school.

The literature revealed that through inclusive compliance and encouraged democratic skill development, learners felt that they are valued members, not only of the school, but of the entire community and they experience the power of choice to be assertive (Austin 2003). The results indicated that both trainers and trainees derived benefits like improved social skills that were maintained and generalised across the settings (Blake, Wang, Cartledge, & Gardner 2000).

It capitalised on selecting behaviour to be strengthened best to accomplished teaching children at an early age to understand sense of being responsible citizen.

The current trend toward inclusive education (Muranga 2015:18) represents a positive move in that direction. They benefit in positive dealing with any misbehaviour to the development of strengths which Christle, Jolivette, & Nelson (in Austin 2003), declared as *social* competence, problem-solving skills, a critical consciousness, responsible autonomy, and a sense of purpose.

The value of creating, within learners, a success identity that flows from a sense of responsibility for one's self and one's environment, developed a sense of self-esteem and self-worth (Speaker & Petersen in Austin 2003). That is linked to significant contribution to learner's development and reduction in misbehaviour. Finally, a learner-friendly created space as an essential component of the strategy helped in community building. The school has reviewed the role of the curricular whether its goal is to inculcate inclusive compliance or encourage democratic skills engendered through partnership with and empowerment of the learners.

4.6.2 Successful counselling programmes for learners

Learners should be, in a true sense, protected against antisocial misconduct during any school activity; in other words, during any educational, cultural, sporting or social activity of the school, within or outside the premises. This protection is extended to protect the learner from behaviour that can constitute sexual violence or sexual harassment (Coetzee 2012:27-39).

The requirement that schools should provide codes of conduct is also in line with the guidelines for governing bodies (SASA 84 of 1996). Governing bodies are expected to set the school code of conduct those guards against moral behaviour. The forms of learner-on-learner sexual misconduct included in codes of conduct as defined in line with legislation defining sexual offences, such as the Sexual Offences Amendment Act, the Children's Act 38 of 2005 par. 10.2 of the National policy include provisions regarding the unacceptability of behaviour that may create a risk. This document requires that the code of conduct set a standard of moral behaviour for learners and contain a set of moral values, norms and principles.

In this context, it aligned with a behavioural change to positive attainment of moral behaviour (Clark 1999:171) among learners. It is characterised by change where transformation of subjective realities are the essence of change. The behavioural inclination manifested through refraining from sharp verbal unacceptable and fewer reports on cases aligned to sexual misbehaviour among learners were indicated in the team members' discussions where Langazane, Nkomo and Mnomiya were saying:

Langazane: The support the school receive from the sister departments have created a huge impression towards a restorative support. They have trained the teachers to work for a safer schooling.

Nkomo: They also help us to identify applicable suspension programmes and supportive approaches in sustaining acceptable learner's behaviour.

Mnomiya: Teachers now have learnt to apply constructive punitive measures and detention programmes that are not detrimental to the learner's school work.

According to Langazane's words, networking with sister departments would create a appositive impact in bringing a restorative support and in training teachers for a safer schooling environment. These departments helped the school in identifying applicable supportive programmes during suspension and towards expulsion as indicated by Nkomo. It would not only bring supportive approach, but also assist teachers to apply constructive punitive measures viable towards offences.

Although there is no education-specific law and policy prescribing specific preventative measures for learner attitude towards sexual misconduct, guidelines are deduced from various other public documents and moral building awareness campaigns and motivational speaking rendered by sister organisations like Talk about: A handbook for everyone(www.picknpay.co.za).The school piloted a task of clearing and erasing discursive habitual attitudes where some other parents and communities do not pay much attention to domestic habits and the manner in which those habits affected the minds of the children. Habit is a crucial component in a wide variety of environmentally significant activities and past behaviour is, in most domains, the best and strongest predictor of future behaviour.

Addition of terminology commonly used by learners next to the acts that constitute sexual misconduct became a milestone in cascading information well understood while linking the forms of sexual misconduct to corresponding sexual offences. This section is viewed through educational change (Clark 1999:168), which looks at acceptance of externally-generated innovations which are equivocally superior to the existing practice. This is a form of emancipation because people have to actively construct their own meaning for change.

Literature has confirmed that habits tend to be difficult to change since they tend to be performed without conscious decisions (Hansmann 2015:38). It proved that habits are entangled to personal self-concepts and intentionally conform to social expectations developing over time in which the habit was. In a school setting, a standard of moral behaviour is essential even in classroom settings where even teachers have to commit themselves in creating a life orientation situation (CAPS 2011).

Educators are advised to include information on sexual misconduct in classroom rules. The explanations should be provided in a language that learners are able to understand (Coetzee 2012:27-39).

4.6.3 Teamwork between parents and educators in school disciplinary issues

The study indicated that a lack of interaction (teamwork) between parents and educators in the provision of a sustainable safe and secure learning environment, as a principal cause of ill discipline among learners.

In terms of the South African Schools Act 84 section 9, the school is mandated to include various stakeholders for governance which is formed by effective participation of the above identified structures(Austin 2003:20-22).Partnerships involving these structures created a sense of shared purpose and collaboration in reducing both school and community violence among youth and children. This has been viewed under the theory of education (Sherk 2014:370), which looked at the construct of inclusivity as one part of a general theory where inclusion addresses a problem of societal independency within the societal cohesion.

There is a correlation between disruptive behaviours committed by youths within the home and misbehaviour in school, as confirmed by Austin (2003:22).Learners who misbehave and commit violent acts at home are more likely to do the same at school, and teamwork between parents and teachers has become a prudent strategy to wage a successful war against disciplinary issues.

The success in creating a mutual understanding among parents and educators was echoed by Nkala, Nzalo and Malevu while saying:

Nkala: The destructive confrontation and unhealthy relationship between parents and teachers has depreciated. Even if the parent is being called, there is no longer that cat-mouse attitude that was surfacing making tense interaction.

Nzalo: I heard that some other parents even come if there are disciplinary challenges to design the disciplinary programmes with their teachers and to get a feedback on behavioural level of their children.

Malevu: They are so enthusiastic in coming. Progress meetings have changed. You will hear parent constructively discussing child misbehaviour and checking how that affect their children's work

Nkala's words show that if a conducive atmosphere is cultivated at school, the relationship between parents and teachers would change for good. There will be no destructive confrontations and feudalist attitudes. Nkala's words are seconded by Nzalo's statement that parents would even come to school to assist in designing disciplinary programmes with teachers and for feedback on learner behaviours. A successful indication of healthy relationship as described by Malevu as enthusiastic which would change even the progress meetings towards effective discussions on learner progress to be effective.

Parental involvement and empowerment transformed learners because they become more open if you talk with them about their families, and less negative responses are shared. Parents even report if their children are to be absent from school for various reasons and commitments. Working together with parents empowered them and they learnt that it is not about what is right for a child, but how were they responsible for their children. That gave children an opportunities within the school [self-empowerment]to deal positively with disruptive circumstances at home or in school that might otherwise result in misbehaviour and violence (Christle, Jolivette, & Nelson in (Austin 2003).That urged schools to have imperatives as democratic societies, where the freedom for an individual is safeguarded and the rights of the majority of learners are protected.

It has been proved that learners who feel that they are valued members at home form a community of learners who experienced the power of choice derived from an interactive control and be more likely to avoid violence and antisocial behaviours

(Coetzee 2012:27-39). Dewey (in Austin 2003), focusing on violence prevention facing schools today stated; “Nor is it anachronistic to describe schools as moral communities in which the constituents care for each other, where acceptance is unconditional, and where the struggles of the individual member become the concerns of all members” which is exacerbated by incline in family structure, and experiences of family domestic and community structures (Austin 2003:20-22). The literature agreed that an act of inclusivity (Muranga 2015) as concurred through an educational approach (Sherk 2014:370), became a prudent strategy to include its constituents in any awareness campaigns and prevention programmes in school. Interactive family and community involvements provided opportunities for families to be involved during instructional time and in after-school activities.

4.6.4 Pushing back the frontiers of gang-related behaviours from school

In the school surrounding community, gang related conflicts tended to be the single biggest threat to the development of a culture of teaching and learning. The reason behind has been an inadequate security, a lack of conflict management skills and outside fights that interfered with school management programmes.

The team mandatory approach which, according to the South African Schools Act 84 (9) of 1996, entitled teachers as disciplinarians to resolve disputes or problems which are not serious enough to be referred to the principal assisted the team’s prioritisation program. The Act further cautioned that a liaison mechanism between conflicting parties should be set up, but in case where learners are involved in gangs, the principal should not confront them but the governing body should set up a negotiation mechanism (SASA 84 of 1996). That involved the broader structure of stakeholders which involved both the school and community.

The theory of Planned Behaviour (Hansmann 2015:38), had been the best lens to view the indicators of success within the school gang related violence, since it argues that the intention to act is the strongest predictor of actual behaviour which is determined by a person's attitudes and person's perceptions of social pressure to perform or not perform the behaviour (Hansmann 2015:38).

Socialisation process entails that the social context persuades participating parties to conform for social approval, as stated by Avdeyeva (Valenzuela et al. 2013). Parents, family environment and community involvement were central factors in the development of freedom, hope and social justice which helped to bring peace in a safe and secure learning environment through combating gang-related invasion at school.

Successful fighting against gang territorial invasions was confirmed in the words of Maziya and Mpofu while saying:

Maziya: The drawing of parents and community members to be the custodians of the projects and to be in the forefront in the issue of gang-related issues would assist the school to develop freedom and bring back peace and security.

Mpofu: it means that the anti-gang related gospel would not only be preached at school, but homes and communities would also take initiative to spread it. Those rekindled the element of trust as teachers monitor and supervise grounds and premises.

Maziya's words confirmed a successful reclaiming of the learning environment from gang-related invasions due to the collaborative interaction and involvement of parents and community members as custodians of safety and security in school. Mpofu looking at the achievements indicated by Maziya, acknowledged the results that would be attained by spreading the anti-gang gospel which not only preached at school, but where homes and communities would be engaged in taking an initiative which would rekindle the trust among teachers to monitor and supervise learners even outside the classrooms.

If the community members worked together in solidarity to fight against antisocial acts, young people get a platform to voice out their concerns. Seeing their parents taking initiatives for a good course made them to feel part of the society. School community mass meetings held with a view to the improvement and development of all aspects or categories of school life, including people, structures, organisations and processes of teaching and learning. That was an answer to the poor monitoring and poor supervision of children by parents where children were found pre-maturely engaging in alcohol, drugs and sexual behaviour. It combated young under aged

people from using night clubs and indulging in amoral behaviours. Parents and community involvements in various school structures, especially safety and security, empowered them as they started to understand the true sense of parental and community intervention when it comes to issues that put learners' lives at risk (Marais & Meier 2010:47).

The literature revealed that Whole School Development Approach (Mnyaka 2006) is a tool empowering people infighting against gang-related activities hampering the culture of teaching and learning in school. The WSDA is a complex concept focused and directed towards the holistic development of all members of the school community; and it is also a processthat brings about the learning environment in which the school and community work together to plan for the achievement of their goals (Sheldon & Epstein 2002:5).

It stated that it is the responsibility of the communities, parents, teachers, districts and provinces to assist people to develop a more holistic approach to education than in the past (DoE; Western Cape 2007). Avdeyeva (in Valenzuela et al. 2013) ascertained the above theory by examining the theory of acculturation where actors simply adopt the beliefs and behavioural pattern of the surrounding culture and responding to social pressures to assimilate and conform to another level.

4.6.5 Reduction of misconducts and disruptive learner behaviours

The role of social media can be understood through its relation to social networks and mobilisation mechanisms. It provides space and tool for the formation and the expansion of networking within the school community without which, the school could not easily control (Lim 2012:244).

In the Bill of Rights, as enshrined in the constitution of the Republic of South Africa (1996), the role of media as inclusive tool towards education, can be viewed under the theory of education (Shenk 2014:370). It is viewed inclusively as one part of general theory of education which addresses the problem of societal independency and creation of hiccups in the societal cohesion.

There has been an explosion of internet-based messages transmitted through media. They become a major factor in influencing various aspects of consumer

behaviour including awareness, information acquisition, opinions, attitudes, purchase behaviour, and post-purchase communication and evaluation (Mangold 2009:356).

The reductive measures towards learner misconducts and disruptive behaviours were clearly indicated during the discussion among some team members where Botuane, Nala and Luvo were saying:

Botuane: Through socialising-control strategy, cases of misconduct will be minimised and some of the disruptive issues which have been troubling us so far will be eliminated.

Nala: Though we still have minor report, the situation shows a great decrease in learner misconduct and other disturbances as a result of socialising. That helps teachers to spend most of the time in teaching and learning rather than sitting for cases which previously was consuming the teaching time.

Luvo: I have noticed so far even the way in which a misbehaving learner is being isolated and reprimanded by other learners constructively. The student body now respect the internal school structures and monitors successfully done their work with minor challenged.

Analysing Botuane's words, there is an indication of the massive reduction and minimisation in some of the disruptive issues that has been troubling the team. Though Nala not fully convinced because of some minor reports, but they agree on greater decrease in learner misconduct and other disturbances. According to Nala, such step would help teachers in spending much of the time teaching rather than sitting for cases. Luvo's words indicated a greater empowerment among the learners in a way in which misbehaving learners were being isolated and reprimanded by other learners constructively. That developed a respect towards the internal school structures and monitors successfully done their work with minor challenges.

At a social level, teachers are expected to do their best in understanding relations through social networks and mobilisation mechanisms. They are expected to use various forms of media to provide a space and tool for the formation and the

expansion of networking within the school community without which, the school could not easily control (Lim 2012:244).

Teachers are doing their best to channel the use of social media among learners for social good rather than harmful interaction. From visual to non-visual, learners are benefiting from school activities like oral presentations, comprehension, languages and other content subjects. Such activities help them to shy away from social media misuse, and to be constructively information-driven. It would be a good idea if parents and teachers, instead of looking at the destructive side of the media, capitalised on its constructive regenerating side. If learners are taught to socialise positively on learning areas, it can improve teaching and learning in school. Parents frequently offer their children cell phones to take to school in the hope that a child would contact a parent if there is a need. Instead children develop a counter-tendency to disrupt learning. In some cases, young people are on social media without parental knowledge.

Social media managed to connect between previously disconnected communities, to spread shared information beyond the small community of networkers, and to globalise the reach and appeal of the domestic movement for democratic change (Lim 2012:244). It means that social media has been oriented toward longer-term horizons, promoting deep structural changes aimed at transforming social and economic relations and overcoming multiple forms of dominations. It has struggled to build deeper versions of democracy and new, more egalitarian, forms of sociality (Juris 2012:274).

The literature revealed that social Media is a concept that in recent years became closely related to the important applications of networking (Feng 2011:764). It allows individuals to construct information with a bounded system and share it with other people who are connected with social media provides a great space for individual users not only for the basic communication needs, but even more importantly for the users' experiential requirements (Van Zyl, in Feng 2011:764). This simply means that social media expands the opinions from an individual perspective of information to participatory information transmission. It agrees that social Media can be helpful in connecting individuals and teams for joint work on documents, communicating both broadly and specifically, and sharing ideas and best practices, which is the best

utility for schooling. When used by teachers and learners for collaboration purposes, there must be regulatory standards and procedures to be followed to ensure relevant usage (Global Social Media Policy 2011:8).

4.7 Chapter summary

According to the generated information concerning working for a safe and secure learning environment, it proves inadequacy and gaps need to be addressed to provide strategy with an aim of answering a question of how to work for a safe and secure learning environment in schools. This study has to come out with an answer as to how safety and security can be sustained.

The content of the study has profoundly dealt, through preventative measures, with a designed strategy to minimise and eliminate risky behaviour that is harmful to learners and teachers, bring about learner-friendly disciplinary measures that shall circumvent disruptive behaviours among the learners and instil professional guidance to teachers. Inclusive indicators have been brought forward which contextual factors are bringing about instability within the learning environment, putting lives of people in danger, making school community feel unsafe and insecure, losing hope on schools as places where they send their children to learn.

Hazardous elements of sexual abuse and harassment, rape, bullying, beating, fights, murder, intimidations, killings, abductions and any other abuse of power and gender stereotype which can be perpetrated by acts of violence, culture, race, beliefs, religion, use of drugs and alcohol, vandalism and turning of schools to strong holds for gangs and homeless people, bring about two camps in the situation; the one for teachers and learners who fear and feel insecure for their lives, and other for the school community (parents), who tend to normalise the situation. It is evident that schools and their occupants are not safe if no counter acts are being taken to rescue them and if school communities do not come together, through emancipative approaches own such projects with aim of liberating their children and their teachers from the captivity of harm and danger. Strategies and programmes deliberated globally, in countries like America, Jamaica, Kenya, and South Africa, to mention just few, curb and circumvent such atrocity and detrimental acts towards schools, learners and teachers as well as the education. The implementation of legislative

imperatives and policy directives are strategic interventions in the part of the governments to sustain a safe and secure learning environment.

There is a proof that crime and violence can be minimised if the stakeholders working together with law enforcement agencies, coming together and own schools through decision-making and interactive planning. The threatening conditions and brutal attacks have become a pattern of terror by Simons (2015:179), like those mentioned in Nigeria (Chibok abduction of school girls 2014), the Garissa University College in Kenya (morning massacre 2015), America (Sandy Hook Elementary School), Peshawar city in Afghanistan, where more than 140 school children were killed (Odhiambo et al. 2014:22), can be a history and a stepping block taking us to new heights of never to happen again.

Well managed schools are indicators of success where discipline is being instilled to the learners as they are taught to be responsible citizens and custodians of the learning environment. Power relations between the researcher and the participants for social change such as emancipation, demonstrates that social justice, hope, freedom, equality and peace can be brought back to the broader society. This would benefit the schools in that particular community.

This is the aim of critical emancipatory approach to empower and transform the communities through use of problem-solving, planning and evaluating community development programmes as it provide a voice (of knowledge) to the community and further explains how does it empower people through dialogical processes of gradual enlightenment as it leads to acquisition of collective consciousness.

CHAPTER 5: FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study was aiming to formulate a strategy for a safe and secure learning environment in school to respond to problems with safety and security incidents that compromise the culture of teaching and learning and damaging the school infrastructure. This chapter summarises all the chapters of the study and emphasises the challenges that justify the formulation of a safety and security strategy to respond to the problems created by the prevailing risks for learners and teachers at school because of a lack of proper school management.

The study focused on the effective implementation of a socio-educational inclusive safety strategy that strives for a sustainable socio-educational inclusive learning environment. To do all that, the chapter summarises the main objectives that organised the structure of the study, the literature review, designing and methodology of the research. Thereafter the Chapter reports on the analyses and findings. Lastly, recommendations are made, drawing from the conclusions and inferences for future research. The Chapter identifies important gaps and provides recommendations for refilling the educational dents caused by a lack of safety and security as a result of ineffective school management.

5.2 Background

Despite the plethora of legal imperatives and policy directives for a sustainable safety and security in schools, incidents of alcohol and drug abuse leading to violence, disruptive learner behaviour, school vandalism and other life threatening behaviours are still reported. Some are dehumanising, while others are fatal or otherwise compromising (McManus 2002). The current school practices regarding safety and security in schools create the opposite of a safe and secure environment, because some tend to be terrorising (Oluwatobi & Babatunde 2010).

Teacher-learner violence, gang-related acts and learner misconduct are common in schools. Sustaining a balanced atmosphere conducive to learning is still dependent on the teacher, leaving little room for learners, parents and community involvement (Marais & Meier 2010). The problem-solving strategy is still mainly punitive, with little

support and moral rehabilitation (Mannikathan 2012:48). This elicits resistance from learners, parents and community members, exacerbating confrontation and making schools more unmanageable (Blair 1995).

5.3 Research question

Emanating from the identified problem statement, the research question was: How can one improve the strategy for a safe and secure learning environment at school?

5.4 The aim and objectives of the study

5.4.1 Aim of the study

To respond to the research question, the study aimed to formulate a strategy to foster a safe and secure learning environment at school by minimising fear and bringing about a sustainable safe and secure atmosphere at school. The aim was pursued by realising research objectives.

5.4.2 The objectives of the study

The study was guided by five research objectives, namely to:

- identify the challenges that hinder safe and secure learning environments,
- evaluate suggested solutions to ensure safe and secure learning environments,
- discuss conditions necessary for safe and secure learning environments,
- anticipate threats that may hinder the successful implementation of a strategy that seeks to ensure safe and secure learning environments, and
- formulate the indicators of success associated with the implementation of a strategy that ensures safe and secure learning environments.

Reaching the above objectives has enabled the study to bring forward solutions to the identified problems, providing a safe and secure strategy towards a sustainable learning environment. The study worked towards combating problems to enhance, sustain and maintain such programmes. These efforts would improve the

environment and create a situation that is risk-free and conducive to learning. This will make schools a safe and protected environment for the benefit of teachers and learners.

5.5 Theoretical framework

The study was founded on CER theory (see Chapter 2). The theory was implemented by means of PAR as an approach for data generation (see Chapter 3 and 4). PAR and CER share a common objective, which is to promote change through transformative involvement and holistic participation. The resulting strategy was designed to impart social change, which has a specific action and an ultimate goal. Both PAR and CER contributed to the examination of people's practical concerns when they challenged by an immediate problematic situation (O'Brien 1998:5).

CER was also used as a system of thinking to identifying and solve social problems, providing the researcher with a systematic lens to understand the complex nature of educational problems (Watson & Watson 2011:63). At the same time CER incorporates decisivedirection on both tactic and wider research objectives of emancipation and social justice. The decisivedirection was further advanced based on the epistemological views of the community as these views shape the field of education on which a researcher focuses. As such, CER develops into system's thinking to embrace a critical approach to a problem.

The study valued the importance of considering social systems where there is an inequality between power and opportunity, authority and control. This directs a researcher to recognise the hindering factors towards freedom, inequality and power asymmetry (Watson & Watson 2011:68). CER objectively analysed power relations, which is an issue that threatens social justice within a democratic citizenship. CER demonstrated that social justice in research depends on positive interaction between the co-researchers and the principal researcher as it utilises communication as a medium of expression. The method values the participatory relationship among the members of the co-ordinating team who have a common vision (Mannikathan 2012:48). This method revealed potential. It enhanced children's capacity and brought out hidden talents by means of PVC.

5.6 Findings and recommendations

This section of the study presents the findings as they emerged from the literature and during presentation, analysis and interpretation. It further works towards recommendations to address the challenges that bring about risks that compromise the life of teachers and learners and harms the school infrastructure.

The study identified the following problems that lead to an unsafe school environment:

1. Lack of a dedicated team
2. A lack of a common vision
3. Insufficient SWOT analysis
4. Insufficient prioritisation and strategic planning
5. Disruptive learner behaviour
6. Bullying behaviour among learners
7. Alcohol and substance abuse
8. Increased violence and destruction to school property (vandalism)
9. Insufficient school hygiene and sanitation
10. Low levels of learner, parent and community involvement
11. Gang-related behaviours and cultism at school

The section below discusses each finding, followed by recommendations based on the tested strategies presented in Section 4.3.

Furthermore, to ensure that the recommended strategies are sustainable, conditions conducive for their implementation are recommended as drawn from Section 4.4. However, the strategies recommended could have imbedded threats and risks. Therefore, the risks and threat are further discussed and recommendations are made drawn from Section 4.5.

5.6.1 Lack of a dedicated team at school

The findings revealed that monitoring and supervision by the teachers at school was insufficient. There were elements that indicated a lack of teamwork as results of a

lack of dedication among the team members. The incompetent and supervision opens the door for learners to behave differently depending on the teacher who is in the classroom.

5.6.1.1 Findings

It became obvious during the study that an undisciplined child in the classroom was likely to manifest anti-disciplinary behaviour even in the school premises. This does not only affect the classroom situation, but also the school as a whole. The finding reveals possible attitude of disregard and disrespect among some of the teachers at school. By having this attitude, teachers exclude themselves from participating and deny the mandate of the school code of conduct and violate policy documents and legislation (SASA 1996). Conversely, one can conclude that such disregard and disrespect for legislative imperatives is a result of the lack of quality teacher management skills and a lack of continuous teacher support and development. Issues pertaining to social transformation, human dignity, hope for a better life and social justice would be difficult to achieve if there is no unity among the teachers at school.

5.6.1.2 Recommendations

In-service training and workshops for teacher -development in schools would play a major role to empower them with relevant skills as monitors and supervisors at school. Research further reveals that even though there are disciplinary measures in papers on how to manage discipline problems, some of the teachers and schools are still lagging behind in terms of satisfactory about the existing systems (Stewart 2004:328) due to inconsistent disciplinary criteria.

The school has to devise its own by-laws through the involvement of the school governing body. These should not deviate from the constitution of the country (SASA 1996). Educators have to deal with the principle of classroom management. Kohn (in Austin 2003) suggests that educators should “determine whether their goal is to inculcate compliance or encourage democratic skills engendered through partnership with and empowerment” of learners.

The teaching and learning condition in schools yearn for review and renovations. Teacher developments and workshops, together with school in-service programmes should be designed with the aim of empowering teachers to cope with class management skills. A well-managed classroom is a basic to the well-managed school. An environment that is determined by encouraged democratic skills suppresses compliance. Obeying rules and regulations should start from the classroom, where each and every classroom has to display a democratically drafted classroom policy that does not deviate from that of the school and constitution. A lack of proper monitoring and supervision among the teachers nurtures ill-behaved classes, which combine to produce an ill-behaved school, threatening the positive management of the school.

5.6.2 Lack of a common vision negatively affecting SWOT analysis and proper prioritisation

The study found that school management programmes have to be drafted in the midst of various discursive practices that influence the teaching and learning culture, which involves the lack of a common vision for the team's management practices. These organisationally adopted cultures hinder progress as they hinder further school improvement planning. Some of the detrimental cultures are promoted by a liberal approach (Gouws 2013:50). Such an approach makes a difference between those cultured and self-determined, but in favour of the existence of culture when culture is privatised and individualised.

5.6.2.1 Findings

The study found that communities are controlled by a larger pluralistic policy (Gouws 2013). This identifies a possible conflict between customary law and the constitution so that customary justice system exists along side the formal state justice system, forcing people to act at random as controlled by circumstances (Gouws 2013:50). The parallel but separate legal paradigm has brought about diverse culture in South Africa, dislodging dual practices between general human rights and cultural tradition. This brought about confusion towards precise targeting and early intervention.

5.6.2.2 Recommendations

The success of the team depends on the common vision, which should be used to bring the team back to its senses to work interdependently, as success depends on cooperation. The value of the common vision is that it helps to create a safe and supportive learning environment, to create a threat- and violence-free learning environment, to see in advance and to plan, to develop foresight, early identification and early intervention, as well as anticipating other issues that might affect the process of teaching and learning. A common vision based on values should serve as a compass for the team. The literature indicates that an effective vision for the team should be clear and specific for each member of the team to comprehend and aligned to (Jorge 2013).

The team's common vision should shape the planning of activities by analysing activities according to strengths, weaknesses, opportunities and threats so that prioritisation is improved. This concurs with Darbi (2012:95) who posits that such knowledge about vision guides the daily activities of an organisation. The daily activities of a team are guided by their vision and it fosters a shared purpose among members of the team (Darbi 2012:95).

5.6.3 Gang-related activities and cultism at school

The interrelated nature of school violence, vandalism, crime and gang-related activities reported in the study can be a result of family and community factors. Parental failure and demonstration of poor self-control and aggressive behaviour models the example their children see (Mnyaka 2006).

5.6.3.1 Findings

The study found out that violence is a very complex, multifaceted problem (Mnyaka 2006). There is indication that schools are not safe from violence. Many factors contribute to why youngsters become violent and increasingly destruct school property.

Negativism on the part of parents and inter spousal conflicts were strongly related to disobedience towards teachers and destruction of school property (McManus 2001). Violence in the home including domestic violence, bartering and assault, can contribute to other problems, which in time alienates the learner from school as a sort of revenge on the education system, forcing the child to join gangs or exposing them to cult-related acts. It is clear that if gang-related violence is communal, child imitates and model violence as a means of resolving conflict among groups. They then apply this to the classroom or school situation.

Poverty, alienation and hopeless feelings of misery in a negligence community become the precursor of aggression, argument and fighting. For example, in case of disadvantaged children, gang affiliation becomes a way of life and very real. Children has to cope with violence to survive (Forster in Van der Aardweg 1987). Van Wyk (2001:196) identifies this as compelling evidence that indicate that the communal structure add to the expansion of behavioural problem through their failure to offer the essential societal skills and maintainance by exposing inappropriate modelling behaviour.

5.6.3.2 Recommendations

Crimes varying from relatively less serious incidents, such as fistfights and theft, to serious crimes such as a rape, physical attacks with weapons or robbery occur in schools and educators are expected to make decisions that take into consideration the legal principles and processes. The irony is that educators have no proper training in legal aspects of education practice, but are expected to deal with legal challenging issues at school. Teachers should be well-trained in education legislations to avoid inaccurate critical decisions.

Proper training of educators in the legislations that impact on school practice such as the Bill of Rights and the South African Schools Act (1996) would provide potent and constructive decision-making helping educators as legal interveners (Duma 2009:135). The school infrastructure plays a major role in learner behaviour. Research shows that there is a contrast in satisfaction levels between learners attending schools with good quality infrastructure compared with those in schools with poor infrastructure. The school's physical appearance should promote the health of learners. Basic infrastructure including fencing, buildings and toilets, should be closely monitored to avoid intruders and to promote feelings of maximal safety and security. Managers have to change the mindset of school guards for sustainable safety and security (Van Jaarsveld et al. 2012:46). These factors are related to various and dynamic socio-economic settings.

5.6.4 Low level of effective and affective learner, family (parents) and community involvement towards a sustainable safety and security in school

Critical factors identified by the study as the principal cause of school mismanagement include the decline in effective learner, family and community involvement (Austin 2003 20-21). If the family and community become catalysts of antisocial behaviours, it is advisable to include its constituents in any prevention programmes.

5.6.4.1 Findings

The lack of involvement of family and community structures creates problems in the management of the school. Learners, parents and the community should be included in the management of the school. Failing such involvement, schools become unable to provide opportunities for families to be involved in disciplinary programme design as expected. A sustainable safe and secure school learning environment enables parents as a body of governors to perform management functions efficiently without intimidation and feelings of fear on behalf of the school for the benefit of the school community. The context indicates that a safe and secure learning environment (as an approach to any school infrastructure) balances the urgent need to address the backlog in basic services to improve the quality services (Gibberd 2007:2)

5.6.4.2 Recommendations

It is recommended that all the key stakeholders, namely families, administrators, teachers, students and community members be involved for the effectiveness of violence-prevention plans and other risks factors that compromise learners' lives.

Research (Austin 2003) has suggested a correlation between violent acts committed by youth within the community and violence in the school. Learners who commit violent acts in the community are more likely to do the same in school and vice-versa. It is perhaps advisable to form partnerships with law enforcement, business, social service agencies, teachers, administrators, and families to create a sense of shared purpose and collaboration in reducing school and community ineffective and passive involvement.

Finally, an essential component of any prevention strategy is for the research team to offer a programme of community building. This would teach the community to support the development of a positive school climate that honours diversity, provides a forum for dissent, and offers values that contribute to the school. Schools should have the same imperatives as a democratic society, where individual freedoms are safeguarded and the rights of learners and teachers are protected.

5.6.5 Teachers' insufficiently and inconsistent application of disciplinary measures and programmes

The conduct of learners in school is one of the most prominent factors that influence the learning environment in South African schools (Duma 2010:121). The study shows that learners who misbehave tend to perform poorly in school and tend to be absent frequently. Recent South African research related to school discipline (Joubert, de Waal & Rossouw 2004:80) mentions that learners have lost the culture of respect for and trust of their educators.

5.6.5.1 Findings

Findings show that teachers are threatened, sworn at, ignored and abused on a daily basis. Fellow learners' safety, security and success in education are often adversely affected by disruptive behaviour or other forms of misconduct by learners. Findings of the South African Human Rights Commission (Vally & Dalamba 1999) show that instead of facilitating the healthy development of children and providing them with equal opportunities for education, schools too often are sites of intolerance and discrimination. In some cases, this leads school officials to fail to protect learners from harassment or attacks by fellow classmates.

Learner misconduct creates a negative learning climate in many schools with the result that access to quality education cannot be ensured for those learners who want to focus on their studies. Discussions in subject meetings with individual educators pointed out numerous less serious infringements of the codes of conduct: dishonesty, homework not done, continuous talking in class while an educator is explaining concepts and refusal to accept disciplinary measures.

Disruptive behaviour of a number of learners per class hampers the education process to such an extent that effective learning and teaching cannot take place, despite the educators' diligent and conscientious efforts in this regard (Joubert et al. 2004:84). The most serious forms of misconduct in school including vandalism, bullying, different forms of abusive acts, gang-related behaviours, drug abuse, violence and rape cause serious concern regarding school discipline.

5.6.5.2 Recommendations

A sustainable learning condition is enhanced when communication enhances collaboration. A healthy neighbourhood in which families and the school sets a condition may positively affect the learner's behaviour. On the other hand, antisocial and uncultured conditions in a neighbourhood will shape the socialisation process of the school in a negative way.

It is advisable for educators and principals to develop strategies that will take into account the social and cultural background of the learners to address their needs. The complex nature of learner misbehaviour is sometimes an expression of frustration, anger, self-blame and a need for an attention because learners feel ignored in school, while at home they also lack love and attention as a result of family background. The study further recommends that the DoE develops anti-crime initiatives that will concentrate on capacity building programmes for learners, educators and parents (Mnyaka 2006).

Schools need to uplift security measures that involve infrastructure, including burglar bars, safety gates, strong fences, security guards and getting parents and other community members effectively involved by checking the school premises regularly. Learners' own voice has to be heard. The school, in collaboration with the DoE, the SAPS and the Department of Social Work should set up welfare section at schools, as part of an inclusive approach so that can report cases of abuse by teachers and other fellow learners. Not only is a learner welfare section needed, but also a teacher welfare section to help teachers resolve some of their problems.

The team recommends support structures in schools that will assist teachers to have functional reactions to stress related needs, such as counselling services, learner welfare and discipline policies. Schools should provide conflict-resolution initiatives and peer mediation programmes through peer educators and other related structures like Soul Buddys and Youth Desk in their curricula. The school should develop drug-free, gun-free and fight-free policies, with zero tolerance and they should warn learners that violence is both unacceptable and has serious consequences. The DoE should build enough classrooms. Overcrowded classrooms make teaching and learning, discipline, monitoring and supervision difficult for teachers. The Department should prioritise school overcrowding by building enough classrooms.

5.6.6 Increased violence and destruction to school property (vandalism)

Acts of destruction has become more prevalent and pervasive in schools. They are reportedly on the rise and increasingly intense. School learners are becoming more militant, as can be seen from wide spread boycotts, strikes rallies, street barricading and waged street battles that end up in property torching and destruction of both school and community property. This shows that violent acts do not only affect schools, but communities. Country wide communities become victims to violent acts where learner education is mostly affected.

5.6.6.1 Findings

The study shows that criminal and violent acts (as strikes tend to be), in South Africa affect children and teenagers as they become the main victims. Socio-economic differences fuelled by poverty, unemployment, scarce resources and gang-related behaviours tend to be the main cause of community unrests affecting schools. Unfulfilled public promises and the dashing of raised hopes through reluctance in service delivery have fuelled violent and destructive acts directed towards property. The study further revealed that a lack of quality education and a high illiteracy rate in our communities accelerate acts of militant destruction towards schools and community property. There are uncontrolled weapons in the wrong hands and learners have the urge to use them as precursor to fatal destruction and school mismanagement.

5.6.6.2 Recommendations

South African schools have to restore the culture of learning in the place of the culture of violence. Communities have to be empowered to take a stand against crime and violence directed at schools by being made aware that they are owners of community property, especially schools where their children spend most of their time becoming educated. In solidarity the transformed and empowered communities have to design strategies to push the frontiers of gangsterism out of communities so that schools could be free from gang-related acts. Schools should be aware that there is no incident that can be regarded as a minor disciplinary problem, whether in the form

of teasing, disobedience, obscene gesturing or verbal threats. They all accumulated into a weapon of school mass destruction.

At a deeper level, domestic and personal experiences condition learners to use inappropriate strategies. They struggle for attention, there is a power of the average and they use schools as a safe target for feelings that originate in another situation. Communities have to learn how to differentiate between voicing their demands constructively and destructively destroying their resources. Strikes and boycotts turn to violence, torching and looting fuelled by poverty, unemployment, scarce resources and gang-related behaviours cause community unrests that affect schools. The study further revealed that a lack of quality education and a high illiteracy rate in our communities accelerate the acts of militant destruction towards schools and community property.

5.6.7 Socio-economic imbalance, exclusion and child-headed households

Most disadvantaged community members fail to benefit on an equal basis as those privileged. School and community structures based on an exclusive approach bring about social injustice and socio-economic imbalance (Murangi 2015).

5.6.7.1 Findings

The findings reveal that isolation, powerlessness, marginalisation and dissatisfaction with the treatment by those in authority were found to be important factors contributing to community disintegration. These factors tend to be extensions from home, community and the school environment, which may include parents, community members and school. A good example is the issue of the teenage mothers who experience exclusion in school through labelling and stigmatisation. Former crime and drug addicts find it difficult to be re-instated and restored to the school or community. They feel pushed back to the shadows of their former dilemmas. Teenage mothers are not easily accepted back in school. Some schools still expel female learners when they become pregnant. The study further states that prolonged exclusion from a social life is the primary cause of unrest. An exclusion of

persons from the mainstream of life is the result of barriers based on a foundation of prejudice (Van der Aardweg 1987:176).

Social exclusion also affects child-headed households. Communities with inadequate housing, high unemployment rates, high rates of crime and violence and few or non-existent community-based services such as job training, day care, recreation, and public transport are seen as contributory factors to violence. High death rates due to communicable diseases leave many young people heading households and taking responsibility for their families. School records show a higher number of learners whose parents are deceased and who live under the care of grandmothers as guardians or alone.

There are often inadequate parental management skills at home, harsh and inconsistent discipline, coercion and non-compliance, limited or non-existent supervision, parental distance or lack of involvement, and stressful external events (e.g. job loss, imprisonment or separation). Inadequate family structure force children to turn to cults, gangs, drugs or crime for escape, recognition and identity. This conversely affects their progress at school and causes them to develop unpredictable learner behaviour. Under such conditions, classroom and school management become problematic.

5.6.7.2 Recommendations

It has to be recognised that learner misbehaviour has always been, and likely always will be, a reality in schools, and teachers have to work out strategies that will alleviate the problem as much as is possible since corporal punishment as a means of controlling learner misbehaviour is largely prohibited in schools legislation (1996). In a disciplined school, every learner, educator, and member of the school governing body and parent is recommended to take careful note of the obligations offset out as part of the founding norms and values enshrined in the Bill of Rights (Act 84 section (8) and (11) of the Constitution as adopted in 1996 in South Africa).

Positive school rules are imperative for an effective school, and it is necessary to have both supportive and punitive discipline for those who break the rules and disrupt school activities. Suspension and expulsion from school should be reviewed

to see whether it works for learners since some are from child-headed households and others work. This form of discipline may accelerate misbehaviour while the child is alone at home. With emphasis on the protection of fundamental human rights and the need to protect children against harsh and cruel treatment, attitudes towards discipline and punishment must change and more learner-friendly attitudes adopted in school.

Denying learners access to equal educational opportunities should be used as the last resort to discipline learners (Joubert et al. 2004:86). It is advisable for a school to develop alternatives to suspension and expulsion to avoid unfair, inconsistent and inappropriate application of the programme. Other alternatives like in-school suspension, isolation and counselling are more productive for discipline and corrective purposes (Mnyaka 2006).

Every school should have a comprehensive safety plan that addresses its own educational, social and cultural needs. The school should bring in local police, health officials, religious leaders, youth leaders and other community members to help school management teams and SGBs to develop a safety plan that fits the individual needs of each school. Written behavioural codes should be distributed to learners and staff members. Expectations should be clearly communicated, consistently enforced and fairly applied. Rules and the entire safe-school plan should be reviewed and updated regularly.

A sustainable learning environment prevails under conditions where justice is a priority within the community. The quality of social justice is affected by fair distribution of resources, fighting against the unequal relation of power and eradicating the roots of prejudice. The above conditions affect good school management characterised effectiveness and professionalism (Ncube & Madikizela-Madiya 2014). Prolonged inequality and social imbalances become a threat to a quality social justice system because community members will fight for scarce resources unevenly distributed to benefit only the privileged. If our country does not address the high rate of unemployment, antisocial community issues will prevail and engulf schools because young people will assimilate communal behaviours

5.7 The value of the research

The study brought forward the necessary urgency of the matter. Problems with safety; security and discipline go beyond the immediate physical and mental harm attached to direct and indirect sufferings. These problems have long-term consequences due to the lack of safety and security in schools. Working for a safe and secure learning environment not only affects small-scale parameters, but on a broader-based society because learners are legitimate members of a broader society.

Apart from filling some of the research gaps and reviewing the issue, the research opened up new avenues into the dynamics of life. The research forced the researcher to part with current standards of life and life patterns because of the changing world and changing forms of violence and criminality. The improved safety and security measures acted as catalysts for transforming a learning environment into a place of protection where children and teachers will feel safe, appreciated and nurtured. The school has to meet the challenge of changing the attitudes of all the stakeholders (reflection). The research study became an eye opener, revealing potential, enhancing capacity and bringing out hidden talents.

5.8 Limitations of the study

The study was conducted in a bi-lateral society comprising of both semi-rural and semi-urban influences. The community did not adhere to one system of communal practices as it Western and at the same time African, which resulted in collision of ethics and conflict of life patterns (see Section 3.2.4). The number of learners in the school that were involved in the study made discipline and supervision difficult. The teacher had to face more than eighty learners in one fully packed classroom in a school of more than two thousand learners. This factor was a barrier and is a contextual factor that hinders the normal grounds monitoring and supervision during breaks. The team dealt with school problems while challenges emanated from the community, which is a recurring cycle that should be researched.

The co-ordinating team only identified eminent challenges and couldn't move to deeper influences such as the challenges that spiritual, cultural and religious formats posed. These cannot easily be tackled at school level, but they cause disruption in the running of the school. Switching from one language to another was a challenge since each language carries its own culture. Some other co-researchers could not express themselves verbally, but preferred writing. This passive participation limited the active participation among the co-researchers.

5.9 Chapter summary and conclusion

The findings of the study revealed that teachers and learners work under severe and unpredictable conditions as a result of unpredictable and unsustainable situations that make schools, as learning environments, unmanageable. The SAYD report critically observes the manner in which learners conduct themselves as the most prominent factor influencing learning environment in South African schools.

The correlation between the SAYD report (2015) and the climate change (Chinelo & Ogbah 2013:53), need more research. The reluctance among the community members (Burton & Leoschut 2012:2), to come forward and assist with reports and evidence, and to engage in problem-solving strategies, create a negative impression if reports are made about school safety in our country. The way in which communities manifest their anger, frustration, conflicts and demands related to insufficient service delivery in South Africa is problematic. The people concern turn the focus of violence to schools like what happened in Vuwani village in the Limpopo province (2016), where residents torched several schools after losing the court battle over demarcation board (Independence Online, 6/5/2016).

The above supplements the statement that school communities should be taught and involved in its true sense (Bond 2010:143). They should see the uniqueness and potential of education so that they want to generate a positive environment and the attitudes condoning violent acts against school, property and children (especially girls) are changed and non-violent behaviours are advocated and learned. Community projects that are critical and emancipator, and participatory in action should be advocated for the transformative empowerment and involvement of the people for informed decision-making and problem-solving.

The emancipatory process needs the availability of the emancipated to demystify and explore the mechanisms of power (Biesta 2010:43). Schwartz and Gorman (2011:57-69) in their research on “school based violence” identified evidence that people tend to deal with problems and difficulties through increased exposure and reinforcement, acting aggressively, becoming a normal way of relating, and people tending to deal with such high exposure through normalisation. The adaptation of the external societal order, according to Jean Jacques Rousseau’s insight (in Biesta 2010:43), corrupts the child. The child’s only mean option be a choice against society.

This is a reason of concern as there is an escalating lack of discipline in schools country wide with negative contribution to the culture of teaching and learning (Van Jaarsveld et al. 2012:132). The challenges that this study identified in the school community align with what Ganther asks in his report (2015). The report asks whether it would not perhaps be a lot easier to engage parents and community members at school if education was aligned to the expectations of the community, rather than expectations of the system that delivers it. This justified the re-enforcement of strategies to improve safety and security at schools.

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APENDICES

1. ADVERTISEMENT

A team of dedicated researchers, with common vision, is going to conduct a research project in your area/school with an aim of designing strategies that will effectively sustain a safe and secure learning environment at school. This team of expertise needs your constructive input by being a part of them as they participatory explore areas of concern including violent acts like bullying, harassments, and disruptive learner behaviour as result of alcohol and drug abuse.

Such acts make schools ungovernable and become unsafe place for teachers and learners as well as the community at large

Your involvement will make a difference because to us, no idea is too small, or less important to bring about change in life with an aim of bringing back the philosophy of ubuntu as a principle.

Though voluntary, but it is worth undertaken!

Together we can (make a difference).

For more information contact:

Name: Buhle Gumbi

Contact details: mobile: 0724612670

E-mail: buhle.gumbi@gmail.com

2. APPROVED APPLICATION LETTER

SCHOOL'S APPLICATION LETTER

I, *Eric Buhle Gumbi* (researcher), hereby ask for permission from the school principal, the school governing body and the school management team, to undertake a research project at school, with an aim of anticipating, exploring and investigating some challenges pertaining safety and security at school. Our main aim is to revisit the existing safety documents (policies), and design strategies to sustain a safe and secure learning environment, to support the aforementioned bodies to eliminate violent acts and other risky behaviours by investigating most conducive conditions for successful implementation of emerging strategies to support the school under threatening conditions that hinder free and fearless (both teacher and learner) involvement in the process of teaching and learning. Our objective is to anticipate and circumvent violent acts and other anti-social or risky behaviours through measures or strategies that will sustain a safe and secure learning environment.

Details of the project

Starting date: 10 August 2015

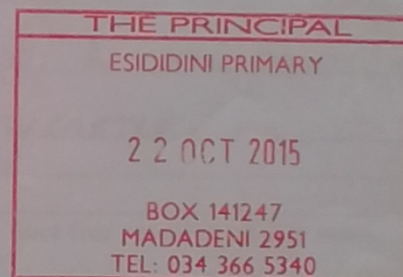
End date: 30 October 2016

Time allocation: 14h15---14h45(Wednesdays)

Primary researcher: Eric Buhle Gumbi

Contact details: mobile: 0724612670

e-mail: buhle.gumbi@gmail.com



3. NEWSLETTER

Date: 03/08/2015

Dear parent/guardian

This letter serves to inform you that your child has been invited to participate in the research project to be conducted from the 10th of August 2015 to the 30th of October 2015 at school. Your child has to stay behind after school for 30 minutes on Wednesdays. Transport will be available to take them home for safety purposes. The purpose of the research project is to design a strategy that will help to sustain a safe and secure learning environment in spite of violent torn conditions in our schools.

Our main aim is to design strategies and programs within a time framed action plan that will be effective in combating violent acts and other risky behaviours that bring fear to learners and teachers at school, as a team, we are mandated to enhance the safe standard by implementing safety and security measures that will enhance the understanding of challenges of violence and other risky behaviours and explore some strategies to support the principal and the school management team in securing a safe condition for learning to take place

According to daily reports and still pending cases, it is obvious that the safety and security of the school is in danger for pursuing learning objectives, while at the same time it seems as if people have little knowledge and understanding of anti-social behaviours which make them ending up normalising such acts. The projects intend to address acts like bullying, beating, fights, verbal abuse, sexual harassment, rape, stabbing, murder, vandalism and ill discipline.

Our goal is to orientate learners and school community on strategies that can be helpful to anticipate and circumvent trouble that put schools and community under threats and motivate learners and teachers to fight against such atrocities.

Your child's participation will be highly appreciated.
Thanking you in advance.

Yours faithfully
E.B. Gumbi (primary researcher)
Contact number: 0724612670

4. CURRICULUM VITAE *(detailed)*

Personal particulars.

Surname: Gumbi

Names : Eric Buhle

ID. No. 621229 5882 083

Gender : male

Marital status: married

Postal address: P.O. Box 8372, Newcastle, 2940

Physical address: 41 Aquamarine Drive, Sunny ridge, Newcastle, 2940

Contact details: mobile: 0724612670

e-mail:

buhle.gumbi@gmail.com

Language of preference: English

Highest standard passed: Standard 10(metric). Institution: Bhekuzulu College.

Year: 1981

Professional qualifications:

Qualification InstitutionYear

Primary teacher's diploma (senior)
1994

KwaGqikazi college of Education

NH Diploma: Educational Management
1998

Technikon SA

Bed honours: Education
2001

Rand Afrikaans University

Current studies.

(Intended qualification)

Med: Educational Management
2015

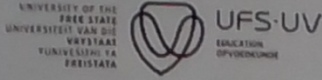
University of the Free State

References

Mr. Ngobese (principal) 0829508156

Miss. P.G.M. Mnguni (colleague) 0788938270

5. ETHICAL CLEARANCE



Faculty of Education

19-Oct-2016

Dear **Mr Eric Buhle Gumbi**

Ethics Clearance: **Towards a safe and secure learning environment: A case study of a selected school in Newcastle.**

Principal Investigator: **Mr Eric Buhle Gumbi**

Department: **School of Education Studies (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-HSD2015/0390**

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

A handwritten signature in black ink, appearing to read 'Juliet', is written over a horizontal line.

Dr. Juliet Ramohai

6. APPLICATION FOR PERMISSION TO CONDUCT RESEARCH: KZN (DoE)

 **KZN EDUCATION**
DEPARTMENT OF EDUCATION
KwaZulu-NATAL

**Application for Permission to Conduct Research in
KwaZulu Natal Department of Education Institutions**

1. Applicants Details

Title: Prof / Dr / Rev ☒ Mr / Miss / Ms Surname: GUMBI

Name(s) Of Applicant(s): ERIC BUHLE Email: buhle.gumbi@gmail.com

Tel No: N/A Fax: 0862426147 Cell: 0724612670

Postal Address: P.O. BOX 8372
NEWCASTLE 2940

2. Proposed Research Title: TOWARDS A SAFE AND SECURE
LEARNING ENVIRONMENT: A CASE STUDY OF A
SELECTED SCHOOL IN NEWCASTLE.

3. Have you applied for permission to conduct this research or any other research within the KZNDoE institutions? Yes ☐ No ☒

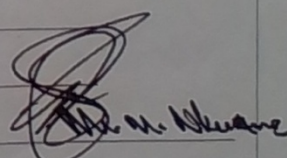
If "yes", please state reference Number: _____

4. Is the proposed research part of a tertiary qualification? Yes ☐ No ☒

If "yes"
Name of tertiary institution: THE UNIVERSITY OF THE FREE STATE

Faculty and or School: EDUCATION

Qualification: MASTERS (MED)

Name of Supervisor: M.M. NKDANE Supervisors Signature: 

If "no", state purpose of research: N/A

Application for Permission to Conduct Research in KwaZulu Natal Department of Education Institutions

Page 1 of 5

7. PERMISSION TO CONDUCT RESEARCH FROM THE KZN DoE



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1004

Ref.:2/4/8/861

Mr EB Gumbi
PO Box 8372
Newcastle
2940

Dear Mr Gumbi

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"TOWARDS A SAFE AND SECURE LEARNING ENVIRONMENT: A CASE STUDY OF A SELECTED SCHOOL IN NEWCASTLE"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 July 2016 to 01 December 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Amajuba District

Adv. MB Masuku
Acting Head of Department: Education
Date: 26 July 2016

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Phindile.Duma@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: www.kzndoe.gov.za

8. MAP OF NEWCASTLE AND SURROUNDING AREAS



www.googlemaps/southafricaKZN

9. APPROVED CONSENT FORM

Parent consent form

To be signed by the parent/guardian and returned to the primary researcher.

Parent's/guardian's physical

address: ISAH Loaster Farm

Parent's/guardian's contact numbers

Home: 0630353470 work: N/A

mobile:

I have read and understood the information regarding the research project to be undertaken by my son/daughter

(name) SPHESIHWE NKOMUZWANO who is in grade: 6^A

I do/do not give consent for my child to participate in the research project as indicated below:

Date from: 10-08-15 to 30-10-15

Venue : ESIDIDINI P School

Name of the consenting parent/guardian

Signature: [Signature]

date: 19-10-15

10.HEALTH VERIFICATION FORM

HEALTH FORM

This form is required for each learner participation in the research project.
(Strictly confidential)

Learner's details

Learner's date of birth... 18 OCTOBER 2003

Learner's name... Aphile Shabalala

Parent/guardian full name... MAKHOSAZANE SH

Postal address... Bx 60155 Postal
code... 2957

Contact details: home... 0719715188 Cell:

Is your child subject to seizures, fainting, epilepsy, diabetes or any other condition that may affect his/her safety during the participation in the research project: Yes/No

Family doctor: N/A contact no.: medical aid(yes/no), if yes, give details:

Is your child allergic to penicillin(yes/no), please give details:

11.MINUTES OF ONE OF THE 3rdPHASE MEETINGS

Chairperson: Mpofu.

Agenda:

1. Opening remarks
2. Welcome and apologies.
3. Review of the previous minutes
4. Matters of the day.
 - 4.1 Reflection on findings
 - 4.2 Action plan (discussed)
 - 4.3 Development of ongoing goals
 - 4.4 Exit discussions
5. Closure.

No apologies as all the team members present. The previous minutes read and adopted as true reflection of what was discussed on our previous meeting. The findings are tabled which include:

- [a] Bullying
- [b] Violent acts
- [c] Sexual abusive behaviour
- [d] Substance abuse
- [e] Gang related behaviours
- [f] Ground hazards

Mpofu reminds the meeting about issues, as mentioned above, that were needed to be urgently addressed especially its course, and the situation monitored for the safety of learners as well as the teachers.

Nkomo highlights that though there are some reported cases on the issue of bullying, but the rate of incidents is recessional. He recommends that parental involvement as well as the role of the welfare (social workers) and correctional service (police department) should still be reinforced to help both the affected perpetrators and the victims.

Khanyile reports on the involvement of the voice of the Soul Buddies and the Youth Desk which has a tiny impact to take a responsibility to address the issues through drama, presentations, plays and songs. The question is how these issues are being interacted in parental meetings where such issues are on top of the agenda and discussed with parents to find the way forward.

Mana approves the positive impact of the learner representatives in assisting teachers to monitor the ground during break times to minimize the risks. She raises awareness on classrooms less monitored and less occupied that turn to be hazardous areas that bring about danger in management strategies. She asks how the Representatives from the social development and police department are involved to visit school on regular bases, and motivational speakers invited to school.

Mr Ntshingila (outreach and resourcing) tells the meeting that various invitations have been sent and the school is waiting for responses, but he believes that there will be no problem in getting them since the police section has been involved in monitoring school safety.

Ntuli emphasises the need of parental and community involvement pointing out that some of the issues like sexual abusive behaviours and substance abuse are home and community-based. He states that parents should be in the forefront in solution seeking and combating. Mpofu asks about the effectiveness of the learner reporting strategy as designed by the National School Safety Strategy.

Delane tells the meeting that learners still fail to expose anti-social acts and violent behaviours at their ultimate best since there are those who imitate and role modelled gangsters and criminal form of behaviour at the expense of the school. Group numbering and abusive language still prevail. She ensures the meeting that the issue will be further addressed by the police as Ntshingila has stated about their invitation.

Ntuli informs the meeting that new fence has been bought and ground monitoring reinforced through learner delegations and reporting. He highlights the reconstruction wing and ground persons who monitor the school infrastructure and repairs who still complain about vandalising of the school property.

On the side of the learners, Pamela says that they still face resistance and verbal threats from some of the learners calling co-researchers names. Learners who are involved in the safety and security project are intimidated outside as there are those who want to know what are talking about and who are involved in the research.

Mpofu asks Ntshingila to address the matter at the morning assembly to be held on Friday.

Enclosing, Mpofu thanks the committee members and inform us that the next meeting will be re-scheduled and members will be informed. He emphasises the urgent need since, though encountered, but still there are cases reported concerning bad learner behaviour and misconducts.

The meeting adjourned.