

**A STRATEGY TO IMPROVE THE IMPLEMENTATION  
OF SCHOOL SAFETY POLICIES IN SELECTED  
OSIZWENI SCHOOLS**

by

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**STD (Indumiso Col. Of Educ.) HED (Vista), ACE and**

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A dissertation submitted in partial fulfilment of the requirements for  
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at the

**UNIVERSITY OF THE FREE STATE**

**BLOEMFONTEIN**

Supervisor: Professor MM Nkoane

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I, Nonhlanhla Gugulethu Shoji, declare that the dissertation, 'A strategy to improve the implementation of school safety policies in selected Osizweni schools', hereby submitted for the degree Magister Educationis at the University of the Free State, is my own independent work and has not previously been submitted by me at another university/faculty.

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I dedicate this study to the following:

To my lovely son, Tebogo, for inspiring and supporting me during the period of my study.

To my late father, Sipho Fred Shozi, and my mother, Duduzile MaMpanza Shozi, for motivating and instilling in me the love and value of education.

To Minenhle Shozi and Nontsikelelo Mthimkhulu, for encouraging me always and taking care of our house.

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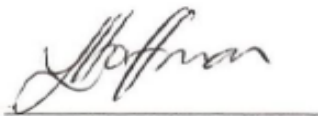
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## ABSTRACT

This study aimed at designing a strategy to improve the implementation of school safety policies in selected Osizweni schools. The challenge of safety policy implementation is prevailing in both primary and secondary schools in Osizweni and has led to critical injuries and job losses. The theoretical framework that informed this study is social realism because it is concerned with dynamic interpretations of life with the purpose of changing the existing reality. In social realism, the individual is treated as a social unit. In addition, social realism sees character as a product of social factors, and environment as the integral element thereof.

The participatory action research approach was used in this study because it changes the traditional research paradigm to transform the role of those participating in the research and make them active researchers and agents of change. Participatory action research works with subordinate, marginalised and oppressed groups to change their circumstances within the society. Furthermore, engaging in participatory action research, using social realism as a theoretical framework, provided the language and opportunities to articulate the direction for ongoing research and establish what possibilities are present for solutions within the society.

This study further used critical discourse analysis because of its main objectives, which are to analyse discourse practices that reflect or construct social problems, to investigate how ideologies can become frozen in language and find ways to break the ice and to increase awareness of how to apply these objectives to specific cases of injustice, prejudice and misuse of power. Safety in schools is a societal problem; together, the communities and stakeholders have to work together and communicate ways that can be used to address safety issues. In the study, the stakeholders worked collaboratively on the safety issues. Critical discourse analysis encourages the use of language and power that is acceptable to all involved, even if they are on different levels in the community.

**Keywords:** *School safety; social realism; participatory action research; critical discourse analysis*

## OPSOMMING

Hierdie studie het ten doel om 'n strategie te ontwerp om die implementering van skoolveiligheidsbeleide in geselekteerde Osizweni-skole te verbeter. Die uitdaging van die implementering van 'n veiligheidsbeleid heers in beide primêre en sekondêre skole in Osizweni, waar dit - tot ernstige beserings en werksverliese gelei het. Die teoretiese raamwerk wat hierdie studie ingelig het, is sosiale realisme omdat dit gemoeid is met dinamiese interpretasies van die lewe met die doel om die bestaande werklikheid te verander. In sosiale realisme word die individu as 'n sosiale eenheid behandel. Daarbenewens beskou sosiale realisme karakter as 'n produk van sosiale faktore, met omgewing as 'n integrale element daarvan.

Deelnemende aksienavorsing -was in hierdie studie gebruik omdat dit die tradisionele navorsingsparadigma verander om die rol van diegene wat aan die navorsing deelneem, te verander en hulle aktiewe navorsers en agente van verandering te maak. Dit handel met ondergeskikte, gemarginaliseerde en onderdrukte groepe om hul omstandighede binne die samelewing te verander. Verder het die deelnemende aksienavorsing en die gebruik van sosiale realisme as 'n teoretiese raamwerk die taal en geleenthede verskaf om die rigting vir voortgesette navorsing te -artikuleer en vas te stel watter moontlikhede daar vir oplossings -binne die samelewing teenwoordig is.

Verder -- gebruik hierdie stukkie kritiese diskoersanalise as gevolg van die hoofdoelwitte daarvan, naamlik om diskoerspraktyke wat sosiale probleme weerspieël of -bou, te ontleed, te ondersoek hoe ideologieë in die taal bevrore kan word en maniere te vind om die "ys te breek" en 'n bewustheid te verkry oor hoe hierdie doelwitte toegepas kan word op spesifieke gevalle van onreg, vooroordeel en misbruik van mag. Veiligheid in skole is 'n samelewingsprobleem. Die gemeenskappe en belanghebbendes moet saamwerk en maniere wat gebruik kan word om veiligheidskwessies die hoof te bied, kommunikeer. In die studie het die belanghebbendes gesamentlik aan die veiligheidskwessies gewerk. Kritiese diskoersanalise het die gebruik van taal en krag wat aanvaarbaar is vir alle

betrokkes, selfs al is hulle op verskillende vlakke in die gemeenskap, aangemoedig.

**Sleutelwoorde:** *Skoolveiligheid; sosiale realisme; deelnemende aksienavorsing; kritiese diskoersanalise*

## LIST OF ABBREVIATIONS

AR	Action Research
CDA	Critical Discourse Analysis
DoE	Department of Education
HOD	Head of Department
NEPA	National Education Policy Act
PAR	Participatory Action Research
SACE	South African Council for Educators
SADC	South African Development Community
SAPS	South African Police Service
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team
SR	Social Realism
SSC	School Safety Committee
SSP	School Safety Policy

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# CHAPTER 1

## A STRATEGY TO IMPROVE THE IMPLEMENTATION OF SAFETY POLICIES IN SELECTED SCHOOLS IN OSIZWENI

### 1.1 INTRODUCTION

This chapter presents the background of the study, reviews related literature informed by objectives and discusses the research problem. The theoretical framework guiding the study, namely social realism, is discussed. The research question as well as the research aim and objectives are presented. In addition, the research methodology, namely participatory action research, is discussed, as well as how the data have been generated. Critical discourse analysis, which was used to analyse the data generated in this study, is elucidated. This chapter concludes by discussing the value of the research, the ethical considerations and the layout of chapters.

### 1.2 OVERVIEW OF THE STUDY

This study aimed at designing a strategy to improve the implementation of school safety policies (SSPs) in selected schools in Osizweni. The South African Schools' Act ( ) states that all public schools should be safe to learners. The Constitution of South Africa ( ) further emphasises that all children have a right to learn. These acts are compromised if our schools are not safe for children. Osizweni is one of the Amajuba district Townships with many schools. The township schools have recorded many incidences that indicated that there are challenges in implementing school safety policies. The Department of Basic Education (DBE) has policies on safety to ensure that schools are safe; however, threats are still made, and stabbings and deaths still occur inside school premises.

Chukwu (in Chemeli, 2014:1) defines school safety as an effective structure and an organisation free from potential and physical violence, in which a nurturing, caring and protective staff is present. Bucher and Manning (2005:57) describes a safe school as "one in which the total school environment allows learners, teachers and

visitors to interact in a positive, non-threatening manner that reflects the educational mission of the school while fostering positive relationships and personal growth". The Independent Project Trust (1999:3) defines a safe school environment as one in which the occupants have a very low risk of physical, emotional and psychological injury. School safety sustains learning by developing a physically, emotionally and academically secure climate (Squelch, 2001:138).

### **1.3 REVIEW OF RELATED LITERATURE**

The above background to the problem clearly shows that if the school is not safe, it negatively affects teaching and learning. Dinkes (2008:2) indicates that the challenge of stakeholders' preparation is the contributing factor that makes it difficult to implement discipline policies consistently, fairly and equitably. Insufficient teamwork and planning sessions also bring disillusionment to schools, which leads to policies not implemented timeously and effectively (Chemeli, 2014:17). The challenges of stakeholder involvement are also prevalent in Botswana schools, as Kalenga and Mngomezulu (2015:755) indicate that there is insufficient inclusivity of stakeholders, which leads to inconsistency and resistance in implementing SSPs.

Moreover, there is not enough emphasis on a stakeholder partnership approach with regard to the decision-making process on new developments in the implementation of SSP to get the buy-in of the stakeholders and ensuring that they are responsible and accountable for the success of implementing SSPs (White, Gina & Coetzee, 2015:553). Transformational initiative is a challenge affecting the implementation of safety policies in schools globally; it is a change of behaviour and a change in the way people think about their school and community. Teachers, learners and stakeholders should want to change, and they should be ready to change. Kalenga and Mngomezulu (2015:755) indicate that some stakeholders view transformational initiatives as social coercion or control by leaders. The latter becomes one of the main barriers to the implementation of SSPs due to a lack of trust in such situations.

Commitment is one of the conditions that have been proven to make the strategy of safety policy implementation work in the United States of America as it is the comparative power of each person, a willingness to apply significant effort and a

strong sense to preserve membership (Bishop, Scott & Burrows, 2000:1114). Commitment is about eagerness to give one's time and energy to something that one values, or it is a firm decision to do something (Quinn, 2010:8). Collaboration is a conducive condition for a strategy to improve the implementation of SSPs to work when teachers, learners and community structures, from different levels, are working together. It is an important factor that can make the strategy work because it reinvigorates the team by increasing innovation and fully engaging employees (Moswela, 2010:82). There has to be a consistent involvement with actors and community structures that have certain roles to play in addressing the violence occurring in schools. School safety committees (SSCs) need to be established; these SSCs have to be efficient, and codes of conduct need to be formulated and adopted.

The coordination of financial resources and efficient allocation of funds are a threat in achieving the implementation of policies as there are insufficient funds to cater for school safety implementation needs. Activities such as safety awareness programmes and advocacy are overlooked, and priority is given to curriculum implementation programmes (Ncube, 2014:1). The unavailability of funds is further alluded to as a threat in implementing SSPs by Bastidas (2011:126), who states that developing innovative programmes that successfully address imbalances in communities and school personnel to optimise the transfer of knowledge about SSPs needs resources and funds.

Comprehensive school safety plans and policies should be composed and implementation thereof should be carried out. The policies should consider both school-based safety programmes and collaboration with stakeholders outside the school (Xaba, 2006:578). In addition to this, ongoing monitoring and evaluation are necessary to ensure that the policies are maintained throughout the system (Nyabuti, 2014:146). Also, the school should establish a school safety committee to bring staff, learners, parents and stakeholders together in a co-operative effort to maximise safety. The school safety committee should ensure that the school engages in planning and training and has enough resources to address issues of school safety. Bishop et al. (2000:1127) argue that the quality of relations between the staff,

learners, capacitated staff, support from the community and social service agencies is the key factor in establishing effective safety committees and improving the implementation of SSPs.

Bastidas (2011:126), in his study on school safety, concluded a baseline on existing initiatives undertaken by governments, civil society and other major stakeholders that aim at assessing and improving school safety through assessing policy implementation, which includes a description of the school safety assessment. The Department of Education (DOE) and Early Childhood Development also developed guidelines to building respectful and safe schools; it gives direction that can assist in supporting the school to work collaboratively to provide a respectful, safe school. The guidelines clearly describe the roles and responsibilities of the entire school community as well as the characteristics and strategies for respectful and safe schools (DBE, 2015:5).

#### **1.4 RESEARCH PROBLEM**

Osizweni township schools have recorded some cases of instability in 2014 and 2015 in the Amajuba District. When the researcher monitored school functionality in the district, she realised that some schools did not have an SSP, and those that had one were not implementing it and did not even have functional safety committees. The challenge of the implementation of SSPs is prevailing in both primary and secondary schools and has led to critical injuries and job losses. Advocacy on SSPs and the implementation thereof to stakeholders has not effectively been done to make them aware of their role in ensuring safety in schools (Bingimlas,2009:236). Globally there has been some challenges with the involvement of relevant stakeholders that can assist in identifying, acknowledging and addressing any uncertainties which hinders the successful implementation of school safety policies (Lobman & Ryan, 2008:528).

#### **1.5 THEORETICAL FRAMEWORK**

The theoretical framework that guided this study is the social realism (SR) theory. Realism is associated with the literary movement in the nineteenth century in France.

George Elliot introduced realism in England, Balzac introduced it in France and William Dean Howells introduced it in the United States of America. Realism is understood as the antonym of idealism. Durkheim's notion of the social fact and Marx's historical materialism were based on realist assumptions that societies have more knowledge and social understanding than individuals, that is, when people work together, they achieve more (McLeish, 1993:1). Roy Bhaskar then initiated critical realism and Margaret Archer developed SR from the basis of critical realism (Forrest, 2013:6). Margaret Archer argues that it is important to consider interplay between structure and agency in order to successfully fight challenges faced by the society including the issues of safety in society (Forrest, 2013:6).

SR values vibrant interpretations of life with the purpose of transforming the existing reality. In SR, the individual is treated as a social unit (Maton & Moore, 2010:2). The emphasis of SR on providing all citizens with equality of access to the most influential forms of knowledge became its typical prowess. The latter makes SR relevant to this study as knowledge made it easier to generate and come up with an appropriate strategy to enhance the implementation of safety policies (Kaidesoja, 2009:53).

This study used SR in developing a strategy to improve the implementation of SSPs in schools as SR believes that the achievements, aspirations and disappointments of an individual are seen as conditioned by his or her place in a given society, which can be used to raise wider moral, ethical and social issues. In addition, SR sees character as a product of social factors, and environment as the integral element thereof (De Souza, 2014:149). This framework was relevant to this study as it is sustained by the presence of stable relationships and thus is a progression of social context (Kahn, 2009:200).

## **1.6 RESEARCH QUESTION**

The overarching research question for this study is:

How can a strategy to implement safety policies improve school safety in Osizweni schools?

## **1.7 RESEARCH AIM AND OBJECTIVES**

### **1.7.1 Research aim**

The aim of the research was to design a strategy to improve the implementation of SSPs in selected schools in the Osizweni Township.

### **1.7.2 Research objectives**

The research objectives are as follows:

- To identify the challenges in improving the implementation of safety policies in selected Osizweni schools.
- To identify possible solutions to the challenges to create safer schools in selected Osizweni schools.
- To determine the conditions conducive for the strategy to thrive in improving the implementation of safety policies in selected Osizweni schools.
- To indicate plausible threats that might impede the strategy to improve the implementation of safety policies in selected Osizweni schools.
- To determine the indicators of success of the strategy to improve the implementation of safety policies in selected Osizweni schools.

## **1.8 RESEARCH DESIGN AND METHODOLOGY**

The research methodology that was used in this study is participatory action research (PAR). PAR is an approach to research in societies that emphasises action. It seeks to understand the world by trying to transform it collaboratively and the co-researchers can subsequently reflect on, replan and review the effects of transformation (Brydon-Miller & Maguire, 2009:82). PAR emphasises collective inquisition and experimenting grounded in social history and experience. It is more human-oriented and promotes empowerment, liberation and emancipation (Koch & Kralik, 2009:20). In addition, PAR offers opportunities to bring applied research and evaluation skills to those closer to the issues involved (Jordan, 2003:189). Moreover, it promotes positive change as it contributes to building knowledge that communities can use in strengthening themselves (McGarvey, 2007:2). Minkler and Wallernstein

(2003:4) define PAR as a collaborative approach to research that recognises the unique strengths that each person brings, and equitably involves all partners in the research process.

Fletcher, MacPhee and Dickson (2015:10) state that PAR emphasises the correlation of research with action in a real-world setting, resulting in a cogeneration of knowledge by co-researchers and researchers. This study used PAR because of its political and ethical commitment to the co-researchers. In the PAR approach, the research process begins with building a basis of participation by developing relationships and negotiating roles and responsibilities. PAR is democratic, equitable, liberating and life enhancing (Minkler & Wallenstein, 2003:4).

The co-researchers collectively conducted a critical analysis of the implementation of safety policies and were engaged in an environment free from governmental scrutiny (Kemmis & McTaggart, 2005:592). Israel, Schults and Becker (1998:178) propose the following principles that guide PAR: it recognises a school as a unit of identity and builds on resources and strengths within the community that can help in solving the problem. It further facilitates collaborative partnerships in all phases of the research process and integrates action and knowledge for the mutual benefit of all partners, especially the knowledge of safety policies. PAR encourages an empowering and co-learning process that addresses social inequalities. In addition, it involves a cyclical, repetitive process that disseminates findings and knowledge gained to all partners to use in addressing the problem, which in this case, was the implementation of SSPs (McDonald, 2012:39).

## **1.9 DATA GENERATION**

The data in this study were generated through discussions and meetings with the co-researchers from a secondary school in the Osizweni township, stakeholders and selected neighbouring schools for good practices sharing. The school principal, the deputy principal, two heads of departments (HODs), two teachers, two members of the school governing body (SGB), one social worker, one South African Police Services (SAPS) member, a local councillor and a circuit manager were selected as

co-researchers in the study. They were selected according to their expertise and involvement in SSCs. The study had 12 co-researchers in total.

We held an initial meeting to discuss the research in general, and a SWOT analysis was done. Brainstorming sessions and follow-up meetings were held depending on the needs of the project. We strictly discussed issues of safety policies, the implementation of policies and challenges to the implementation process and came up with the strategy to enhance the implementation of safety policies in Osizweni schools. Last there was a reflection meeting where we discussed and reflected on the report. Presentations and plans were given for public advocacy on the research report. The co-researchers who participated in the report were contacted directly to ensure that they were satisfied with the context in which their anonymous data were used. All co-researchers were given time to consider the report and include any amendments or suggest corrections or changes to it. The data generated were stored on audio and video tapes, and the researcher was the only one who had access to the data.

### **1.10 DATA ANALYSIS**

Critical discourse analysis (CDA) is the strategy that was used to analyse the data generated in this study. Van Dijk (in Wodak, 2013:1) explains that CDA mostly studies the way social power is abused and dominance and inequality enacted, reproduced and refused by text and talk in the political and social context. CDA are clear in what they want to understand and expose and ultimately resist social inequality (Sheyholislami, 2009:213). CDA analysts are attracted to the way in which discourse and language are used to attain social goals as well as the part this plays in social maintenance and change (Hernandez, 2006:73). In CDA, language is seen as crucial in constructing and sustaining ideologies (Bloor & Bloor, 2007:2).

Interdiscursive analysis is a distinctive feature of CDA as it allows one to incorporate elements of context into the analysis of texts to show the relationship between existing occasional events and more durable social practices. It further shows innovation and change in texts and has a mediating role (Fairclough, 1995:17). This study used CDA because its approach is characterised by an SR ontology, which

considers abstract social events as parts of social reality and has a dialectic view of the relationship between the structure and agency, as well as the relationship between discourse and other elements of social practices and social events (Van Dijk, 2008:822). CDA helped in analysing the data generated, raising awareness in the use of text and the way society communicates (Bloor & Bloor, 2007:2).

## **1.12 VALUE OF THE PROPOSED RESEARCH**

This study anticipated improving the implementation of safety policies in Osizweni schools and, in fact, the whole province if the need arises. It envisaged empowering the school management team (SMT), the SGB, parents in general, the learners and the other stakeholders with an understanding of safety policies, the importance of implementing them and how to take responsibility for implementing them as implementing the policies contributes towards learner performance.

## **1.13 ETHICAL CONSIDERATIONS**

The study first requested full permission from the KwaZulu-Natal DoE. The findings and recommendations of the study are for the benefit of the school and the whole province. The study protected the co-researchers, and their identities remained confidential. The intentions of the study and how it benefited the community and the school concerned were discussed with the co-researchers. The co-researchers were informed that they had a right to terminate their participation in the study should they wished to do so. Furthermore, the researcher had a moral obligation towards the co-researchers with regard to the information given (Neuman, 2006:397). The researcher designed letters of consent to be signed by the co-researchers (Maree & Van der Westhuizen, 2007:42).

## **1.14 LAYOUT OF CHAPTERS**

### **Chapter 1: Introduction, background and literature overview**

Chapter 1 presents an overview of the whole study. It provides the background, objectives, theoretical framework, methodology and research design, and explains how the data are generated and analysed. The ethical considerations and the value of the research are discussed as well.

## **Chapter 2: Theoretical framework and literature review**

Chapter 2 presents the theoretical framework guiding the study as well as the related literature reviewed as informed by the objectives of the study.

## **Chapter 3: Research design and methodology**

Chapter 3 discusses the methodological approach used in the study and how the research has been designed.

## **Chapter 4: Data presentation, discussion and analysis**

Chapter 4 presents, interprets and analyse the data generated towards designing a strategy to improve the implementation of SSPs in selected Osizweni schools.

## **Chapter 5: Conclusion and recommendations**

The final chapter reviews the background, objectives, methodology and theoretical framework of the study. It further provides the synthesis of findings, recommendations, limitations and the conclusion of the study.

## **CHAPTER 2**

### **THEORETICAL FRAMEWORK AND REVIEW OF RELATED LITERATURE ON THE STRATEGY TO IMPROVE THE IMPLEMENTATION OF SCHOOL SAFETY POLICIES**

#### **2.1 INTRODUCTION**

This chapter presents social realism (SR) as a theoretical framework underpinning this study. In order to conceptualise this framework, the chapter focuses on the origins of the theory as well as its development to present an understanding thereof and the formats underpinning this theory. SR is discussed from various perspectives, namely ontology, epistemology and axiology. In addition, the chapter discusses the role of the researcher and the co-researchers. The operational concepts are discussed as well.

The chapter further reviews related literature informed by the objectives of the study. Literature is reviewed with particular reference to the challenges experienced, solutions to these challenges, the environment conducive for the strategy, plausible threats to the strategy as well as success indicators to the strategy. A review of related literature aims at drawing some insightful lessons from different countries to bolster the South African safety policy articulations. Literature for this study is drawn internationally, from the South African Development Community (SADC) countries, the African continent and South Africa.

#### **2.2 ORIGINS OF SOCIAL REALISM**

The term “social realism” (SR) consists of two different terms combined; the first is “social” and the second “realism”. This combination denotes an artistic movement that focuses on racial discrimination, economic backwardness and social injustice and draws untarnished pictures of the life struggle of working-class protagonists (Zeuner, 1999:80). The artists are generally motivated to demonstrate the social and political protest with the sharp edge of satire. SR means the picture in literature of social reality as it is; there needs to be a correspondence between the society that is

alluded to in literature and the real, actual society. SR is characterised by a belief in the power of the word; specific details are used to interpret life faithfully and objectively (Miller & Brewer, 2003:1). It uses selective material and prefers the average, the common place and the everyday life over the rare aspect of the social scene. SR promotes self-motivated interpretations of life with the aim of changing the existing reality. In SR, the individual is treated as a social unit. In addition, SR sees character as a product of social factors, and environment as the integral element thereof (De Souza, 2014:149).

Archers (in Kahn, 2009:198) gives three stages of SR:

- Cultural and structural properties are elements that objectively shape the challenges that agents confront unwillingly and have an influence of constraints and enablement.
- Secondly, the agents' own configuration of concerns, as defined according to three orders of natural reality, which are nature, society and practice.
- Thirdly, courses of action in SR are created through the spontaneous discussions of agents who instinctively agree on their practical projects according to their objective circumstances.

This framework was relevant to this study as it relies on the presence of stable relationships, and consequently on continuity of social context (Lau, 2010:4).

This study also demonstrated the evolution of the theory from realism, which is associated with the literary movement in the nineteenth century in France. George Elliot introduced realism in England, Balzac introduced it in France and William Dean Howells introduced it in the United States of America. Realism is understood as the antonym of idealism. Durkheim's notion of the social fact and Marx's historical materialism were based on realist assumptions that societies have more knowledge and social understanding than individuals, that is, when people work together, they achieve more (McLeish, 1993:1). Roy Bhaskar then initiated critical realism and Margaret Archer developed SR from the basis of critical realism (Forrest, 2013:6). Munshi Premchand, the first author to write European-style short stories in India, believed that the standards of literature needed to be transformed. He argued that

literature should be a vehicle, or an instrument used for social reform. With considerable realism, he examined social challenges such as urban and rural poverty as well as safety issues, the oppression of women and the social order system. De Souza (2014:148) elucidates that the work of sociologist Margaret Archer (Archer, 1996:4) on SR theory focused on building social ontology within the critical realist framework. Margaret Archer argues that it is important to consider interplay between structure and agency in order to successfully fight challenges faced by the society, including the issues of safety in society.

### **2.2.1 Social realism and the era of the oppression of black slaves and their social status (1856-1915)**

Booker T. Washington (1856-1915) was an African-American author. The oppression of black slaves and their social status were the major subject matter of his writing and speeches as the oppression of black slaves was very strong at that time. He was a social activist and a significant reformer in the American social history (Bakewell, 2010:1698).

This era is relevant to this study as in African schools there were no safety policies, and it was not the priority of the government to ensure that the schools were safe, especially not the Bantu schools due to colonialism, which crystallised into apartheid. Even now, only few schools are prioritised to have state-paid security guards. In the township schools, where social ills are rife, there are no security guards paid by the state because they are not the priority of the government.

### **2.2.2 Social realism and the era of industrialism (1860-1870)**

In the 1870s, the intensification of industrialism changed American lifestyles: more people moved to cities and worked in factories. Industrialisation resulted in millions of immigrants from China and Southern and Eastern Europe flooding to urban centres such as New York and San Francisco, attracted by economic opportunities. The confluence of people from completely different economic, social and ethnic backgrounds led to social tension. It further brought reinforced discrepancies

between the very poor and the very wealthy, creating a rich vibrant urban culture (Lau, 2010:3).

Socially conscious writers were committed to exploring and representing the impact of ethnicity and social class on American life, developing literary techniques created to provide their texts with an air of psychological authenticity and objective reality in the process. The reason behind writing was for the social-realist authors to dispute the exploitation and inequalities that characterised the American industrialisation. Their protesting work contributed to the increasing progressive political movements dedicated to extirpate social problems, including discrimination against racial minorities, unsafe housing conditions, the oppression of women, exploitative labour practices and prejudice against immigrants (Jones, 1999:20). This study used SR because to develop the strategy, the stakeholders, who are the school community, needed to work together to change progressively the safety status of the schools through implementing safety policies.

### **2.2.3 Social realism and the era of class consciousness (1875-1920)**

Edith Wharton was one of the writers who wrote about the experiences and life of the upper class. American authors in 1875-1920 used their writings in voicing out how they felt with the discrimination among ethnic groups and social classes. Furthermore, they used the literature to conscientise people on issues of inequality, oppression and marginalisation (McLeish, 1993:1).

SR gives contextual background and classroom material designed to understand the way these writers represented the impact of ethnicity and social class on urban life around the change of the twentieth century. SR is seen in the documentary films of the 1930s and 1940s. In the cycle of wartime experienced by realists, a number of elements of the early models were actively upturned within the SR framework (Kahn, 2009:198). SR was the vanguard in the African American struggle for racial justice and equality in Depression Era America. SR revealed the reality of black life and suffering in a society that, through determined amnesia, would rather not remember about the predicament of an important portion of its members.

Some authors, such as Robert Hamers, Frank Launder and Sydney Gilliat, showed self-identification and self-definition of those African American social realists of the 1930s as a more politically distinct cognisant, black movement for social change (Ogundayo, 2005:475). Some socialist writers, such as Booker T. Washington, Abraham Cahan and Henry Adams, were interested in addressing problems of economic inequality and in truthfully capturing and presenting the experience of urban life that was transforming people towards the end of the nineteenth century. Other writers of the late nineteenth century, for example Henry James, who were familiarly known as “psychological realists”, were more concerned with researching beyond the surface of social life and focused more on probing the complex motivations and unconscious desires that were shaping their characters’ perceptions. In their commitment to address and document the actual realities of everyday life in America, both psychological and social realists offered deep insight into the repression, inequality and instability that prevailed and structured the American society in the late nineteenth century. Before the Civil War, America had primarily been a nation made up of small towns and farms. Most citizens worked in small family-owned shops, businesses and agriculture (Forrest, 2013:18).

### **2.3 OBJECTIVES OF SOCIAL REALISM**

The emphasis of social realism on providing all citizens with equality of access to the most influential forms of knowledge became its distinctive prowess. The latter makes it relevant to this study as knowledge made it easier to generate and come up with an appropriate strategy to enhance the implementation of safety policies (Kaidesoja, 2009:53). Lockett and Lockett (2009:473) linked the importance of internal conversation to identity development and identity formation, as well as to how we function as social actors in specific social roles. She further argues that through self-talk, we form and monitor our desires and concerns – our key values, which first expand into projects and then into practices. This has an impact on the society we live in.

Archer’s (1996:683) theory of human agency emphasises the possibility for each person to change his or her role in society through individual and collective team action. When a person responds voluntarily to his or her structural positioning, the

person displays his or her objective role in society. In addition, Archer alludes that reflection takes place via conducting internal deliberations, followed by practical action.

When individuals develop into groups, they form corporate agents who significantly reflect on their position and participate in planned harmonised action to change society. Thus, social action reflects back on reality, and human reasons become causes. Archer (1996:689) indicates that social identity is fully accomplished when a person aligns social roles with personal responsibilities and societal concerns, such as the issue of safety in society. As a social factor, one is able to personify social responsibilities. The choice of social roles and the capability to outline according to one's life commitments and projects lead to an arrangement between personal identity and social identity, thus resulting in individuals fully realising their causal powers as agents (Kahn, 2009:199).

## **2.4 FORMATS OF SOCIAL REALISM**

Archers (in Kahn, 2009:198) differentiates the domain of structure that refers to the world out there into the twin realms of structure and culture.

### **2.4.1 Structure or material things**

Structure refers to material things that are distributed unequally across society and is the domain of social positions and roles. Structural properties shape the situations agents meet with involuntarily and hold powers of constriction and enablement in the situation they find themselves in (Vorster, 2010:15). Structure also considers the possibilities for systemic change to support social agency, the use of language and the use of power (Moore, 2013:348).

Structure in this study refers to policies and resources needed to implement SSPs. It focuses on the need for agential mediation with regard to structural and cultural inconsistencies. In addition, it alludes to the importance of transforming from being structurally conditioned.

### **2.4.2 Culture world of ideas and beliefs**

Culture refers to the world of ideas and beliefs. Actions are a production of reflexive discussions of agents who establish their practical projects in relation to their circumstances (Kahn, 2009:199). According to Maton and Moore (2010:12), people decide whether they want the situations to change (morphogenesis) or to remain as they are (morphostatic). Structure makes agents forfeit control over their own life and can only passively record what happens to them (Young, 2007:5). Resistance coming from the world of ideas and beliefs can be overturned if agents are working together to bring about social and cultural transformation.

### **2.4.3 Human agency and interaction**

Agency is the domain of human action and interaction. Concern for the society and individuals determines their actions and the way they interact. Agents in power are the ones who plan material things, and agents not in power find themselves constrained to do as they are told (Kahn, 2009:199).

In the social world, the analysis is based on structure, culture and agency. Agency (people) has the power to change the situations they encounter if they work as a collective and become active agents (Moore, 2013:342). When agents group themselves and deliberate on issues that make them feel structurally bound, they interact, elaborate and transform the situation they are faced with. Agents are the mediators of change and have to understand the impact of agency over structural and cultural domains (Young, 2007:8).

Structure in this study is associated with safety policies that are implemented in schools, which are also intertwined with culture (ideas and beliefs of the society), and agency, which is more on human action and interaction. That is why the study was aimed at designing a strategy to improve the implementation of SSP.

## **2.5 PRINCIPLES OF SOCIAL REALISM**

### **2.5.1 Analytic dualism**

There is a need for consistency between explanatory methodology, social ontology and practical social theorising. Analytic dualism is the methodological approach of SR, which emphasises the necessity of learning the interplay between social and system levels without conflating them (Kahn, 2009:201). It is a principle that differentiates between system integration and social integration.

Analytical dualism permits the social researcher to separate the different processes in order to be able to explore the extent of the influences of culture, structure and agency (Young, 2007:6). SR recovers knowledge in the service of improvement and social justice. It aims to move beyond reactionary conservatism by offering a non-relativist, but socially progressive alternative. It further aims to examine appearances of the real structures and acknowledges that the structures are more than the play of social power and vested interests (Maton & Moore, 2010:2).

Analytical dualism argues that the structure may not have an objective reality apart from agency; the structure can be observed and explored as if it did (May, 2011:13). We may accept that states are nothing when separated from the humans who populate them and apply the powers of the state, but we should still admit that how the state operates, indicates that it operates in isolation. This is the analytical dualism Archer emphasises (Lockett & Lockett, 2009:472). Analytical dualism in this study is relevant since SSPs are drawn by the state but need to be implemented by schools and society; this is the interplay between the government, the people and issues of safety concerning the society.

### **2.5.2 Morphogenesis**

Archer (in Carter & New 2004:82) advocates her principle of dualism and the morphogenetic approach that moves from being conditioned by the system to elaboration through interaction (socialising). When agents decide to regroup, an elaboration of responsibilities and roles will take place. Morphogenesis refers to the

complicated exchange that produces change in the given structure form or state of a system (Jones, 1999:27). Development of the morphogenetic approach to the study of structure and culture makes agents realise that they are capable of bringing about change to their own circumstances and challenges, such as the societal issue of implementing safety policies. In SR, a person has energy and the ability to be reflexive and creative; this emphasises that a person can make choices. Furthermore, Vorster (2010:12) indicates that the morphogenetic approach of SR is a theory about change – structural, cultural, social and agential change – which makes this framework appropriate to this study as there should be a change in how safety policies are implemented in our schools to make them safe places for our communities.

## **2.6 ROLE OF THE RESEARCHER AND THE CO-RESEARCHERS**

The role of the researcher is to enable co-researchers to realise the strength they have in themselves to resolve their problems. Co-researchers assist the researcher in taking their rightful places in addressing challenges and not thinking they are only research objects or research subjects. The role of the researcher is to facilitate the discussions around challenges and enable the co-researchers to help them formulate the problems into researchable topics. The researcher recruits and formulates teams that can go beyond classrooms and schools to assist in analysing and investigating problems (Mahlomaholo, 2015:14).

The role of co-researchers is to discover people's consciousness with regard to societal concerns in terms of thinking and acting within individuals. This refers to what one experiences within him- or herself, rather than what happens in the outside world. To concentrate on subjectivity, the researcher focuses on the meanings that co-researchers give to their environment, not the environment itself. Researchers cannot discover this independently of people's contribution and interpretations. The researcher has to realise with certainty how the co-researchers interpret the world around them in order to bring change to their circumstances. The researcher's central interest is to focus on the co-researchers' interpretation and understanding of their social environments and assist in making them realise that they have the power to change these for the better (May, 2011:14).

Co-researchers are continuously engaged in the discussions that allow them to give meaning to and interpret life realistically. Furthermore, researchers should concentrate on how co-researchers produce their social life. Social life can be understood by assessing co-researchers' selection and interpretation of actions and events. Understanding that and conscientising co-researchers of the dominance they have over their own lives is the aim of research for schools of thought within SR (Mahlomaholo, 2015:58). In SR, the realisation is made that people who experience the problem being investigated are the people who are best suited to find the solution to it.

SR has its assumptions about reality (ontology), the nature of knowledge (epistemology), the nature of ethics (axiology) and how to obtain the desired knowledge and understanding (methodology). SR emphasises that the agency for change depends on the individuals in the community working collaboratively with the researcher towards achieving social transformation (Mertens, 2007:10).

## **2.7 ONTOLOGY, EPISTEMOLOGY AND AXIOLOGY**

### **2.7.1 Ontological perspective of social realism**

According to Mertens (2007:15), ontology means assumptions about the nature of what exists and what reality is; it recognises the power of privilege in determining what is real and what are the results of accepting forms of reality. Most realities are formed by political, social, ethnic, economic and cultural values, as well as values regarding disability, gender and other. The reality is that in our schools, the implementation of safety policies needs to be improved. Society needs to change the way policies are implemented, which is the causal factor of violence and unruly behaviour found in schools.

In Lockett and Lockett (2009:470), it is stated that formation of identity is perceived as emergent properties that happen through practical communal activity that takes place in relationships of recognition and desire. SR seeks to recover human agency, which social realists believe has been ontologically undermined. SR ontology involves the recognition that identity is the emphasis on the existence of reality

beyond our symbolic realm. There are existing realities, social and natural, that give an independent, external limit not on what we can believe, but rather on what we can practise (Maton & Moore, 2010:4). SR acknowledges that we can understand the world only in relation to socially produced reality, which changes over time and across sociocultural context.

SR attempts to restore reality in the service of progress and social justice. SR in this study emphasises working together in the creation of ontologically more powerful forms of practice, which in this study, refers to safety policies, their implementation and establishing ways to make them more accessible to the people (Forrest, 2013:7).

### **2.7.2 Epistemological perspective of social realism**

Epistemology refers to the beliefs about the nature of knowledge. A good relationship between the researcher and the co-researchers is needed to achieve accurate knowledge. In SR, knowledge is historically and socially located; knowledge explicitly addresses power and privilege, and trusting relationships are critically developed by the knowledge generated (Mertens, 2007:16).

Bakewell (2010:1694) reflects that SR recognises knowledge as an object centre-stage in education philosophy. Knowledge reflects the experiences and interests of a dominant social group. SR aims to mirror the appearances of the real structures and acknowledge that these structures are more than the play of social power and vested interests. In this study, the latter can be viewed as referring to SSPs and the importance of successfully implementing them. SR is concerned more about how knowledge is produced; it also focuses on structures of concepts, methods for unfolding these to the empirical world and the actors positioned in institutions within specific social contexts (Forrest, 2013:7).

Maton and Moore (2010:24) further clarify that knowledge is socially produced, but also has the capacity to rise above the social conditions under which it is produced. Collins (in Maton & Moore, 2010:26) argues that thinking is made up by coalitions of

the mind and internalised from social networks that are encouraged by the synergies of social interactions.

The epistemology of SR relates well to this study because it enhances the implementation of safety policies. It is crucial to know how people relate in the process through direct involvement or indirectly through engaging in a shared academic field.

### **2.7.3 Axiological perspective of social realism**

Axiology is the part of philosophy that clarifies the nature of ethical or moral behaviour (Mertens, 2010:10). SR places priority on the axiological understanding as a guiding tool for conceptualising succeeding beliefs and research decisions. SR researchers start by realising the territory that encompasses social justice and human rights. Axiology in SR was established because of displeasure with research conducted within other paradigms that was perceived to be irrelevant or misrepresenting the lives of people who experience oppression (Lockett & Lockett, 2009:470). Axiology in SR and this study emphasises the encouragement of human rights and an increase in social justice as it takes into account the ethics and respect for cultural norms of interaction when handling safety issues and implementing SSPs.

## **2.9 DEFINITION OF OPERATIONAL CONCEPTS**

### **2.9.1 School safety**

School safety refers to the crucial and indispensable environment in which effective teaching and learning can take place (Dictionary.com, 2018:1). According to Encyclopaedia.com (2016:1), school safety refers to an environment that is safe, secure and peaceful, where there is no crime and violence.

The term “school safety” refers to a school where teaching and learning are not distracted, disruptions are minimised, learners are not discriminated against and expectations for behaviour are clearly communicated (Xaba, 2006:566).

Furthermore, school safety assists learning by promoting and creating a physically, socially, emotionally and academically protected climate for the learners, staff and stakeholders (Carter, Clegg & Kornberger, 2010:576).

Chukwu (in Chemeli, 2014:1) defines school safety as an effective structure and organisation free from potential and physical harm, with the absence of violence and the presence of nurturing, caring and protective staff. Moreover, Nyabuti (2014:16) views school safety as the measures undertaken by the stakeholders to either eliminate or minimise harmful conditions or threats that may result in accidents, bodily injury as well as psychological and emotional distress.

In this study, school safety refers to a school in which the total school environment allows the learners, teachers, visitors and stakeholders to interrelate in a positive, non-threatening manner that reflects the educational mission of the school while cultivating personal growth and positive relationships (Squelch, 2001:138).

### **2.9.2 Strategy**

According to Encyclopaedia.com (2016:1), strategy is a thoroughly devised action plan to achieve a goal, or the skill of carrying out and developing such a plan. According to Dictionary.com (2018:3), strategy is a selected plan to bring about a desired outcome, such as a solution to a problem or the attainment of a goal.

Nickols (2016:18) defines strategy as an outline of decisions in a school that influence and reveal its purposes, objectives and goals and produce the fundamental plans and policies for achieving those goals. Carter et al. (2010:577) see strategy as a sociologically informed prospect where society is seen as an eye-opener that innovates and offers a well-established path between planning and outcome. The importance of the role of society, its voice and its way of living are in line with the principles of SR and are relevant to the implementation of safety policies.

In this study, strategy refers to a detailed plan for achieving success in implementing SSPs.

### **2.9.3 Implementation of safety policies**

Britannica.com (2016:1) indicates that implementation of safety policies is the phase in the policy cycle where adopted safety policies are put into effect. According to Dictionary.com (2018:1), the implementation of safety policies is the process of moving safety policies from being a concept to reality. Diem and Young (2015:840) define policy implementation as goal-driven planning, adoption and examination of policies, which involves the school and society in making sure that the safety policy of the school is being followed, identified and evaluated, and able to ameliorate problems.

Implementation of safety policies can be described as how the plan for the provision of safety is carried out. It focuses on operationalising the plan. It relates to a sequence of activities undertaken by the state and its institutions to accomplish the goals and objectives expressed in statements of safety policy (Kemunto, Role & Balyage, 2010:8).

In this study, implementation of safety policies refers to a determined set of activities and an operational plan undertaken to integrate the components of safety into a school setting.

## **2.10 REVIEW OF RELATED LITERATURE**

This section presents literature reviewed from international countries, SADC countries, the African continent and South Africa, with the aim of drawing best practices from the countries alluded to. Literature is reviewed in relation to the objectives of the study, which are challenges to the implementation of SSP, possible solutions to the challenges, conditions conducive to the strategy to work, plausible threats to the strategy and evidence of success.

## **2.10.1 Challenges to the implementation of school safety policies**

### ***2.10.1.1 Preparation of stakeholders in implementing school safety policies***

The term “stakeholder” is commonly used among professionals in organisations (Lobman & Ryan, 2008:528); in this study it endeavours to mean the people who are involved in the implementation of SSPs or are members of the SSC and have responsibilities towards the successful implementation of SSPs. The thought that stakeholders need to be prepared and engaged is widely perceived and implemented at deliberate and strategic levels in organisations (Urien, 2017:18).

Internationally, the preparation of stakeholders is a challenge that hinders successful implementation of safety policies. This makes it difficult to implement safety policies and practices consistently, equitably and fairly. Insufficient preparation leads to stakeholders not accepting the responsibility they have in the implementation of SSPs (Bingimlas, 2009:236).

Nthenya (2011:279) identifies inconsistent or inadequate preparation of stakeholders as a challenge in implementing safety policies and argues that it is an important component in ensuring that desired outcomes are attained. Quality, assistance and ongoing coaching are all crucial in the preparation of staff for effective implementation of policies (Griffith, Ablanado & Dwyer, 2017:333).

The challenge observed in Zimbabwe is the inadequate preparation of teachers and stakeholders as some schools are not aware of policy manuals and therefore may not implement the safety policies and guidelines (Majoko, 2017:1658). Ngara and Magwa (2015:131) further indicate that education officers do not do follow-up to ensure full compliance by schools in implementing SSPs. There is no preparation programme that involves managers as well as stakeholders to ensure that disasters in schools are prevented with intensive effort from all the parties to prevent loss of life and property (Chemeli, 2014:52).

There is insufficient preparation and support to all stakeholders on how to engage learners and support positive behaviour (Engelbrecht, Nel, Nel & Tlale, 2015:06). The absence of preparation of stakeholders hinders collaboration and does not respond to the needs of each stakeholder (Soudien, 2004:94). The issue of preparation is complicated because it is of significance to take into account several components to ensure the effectiveness of the programme. When the preparation programme is ineffective, the stakeholders may not be able to access safety policies (Marais, 2001:11).

#### ***2.10.1.2 Teamwork in implementing school safety policies***

Teamwork is a shared action by two or more people, in which individuals contribute multiple skills and express their interests and personal views to the efficiency and unity of the team in order to achieve common outcomes (Drew, Priestley & Michael, 2016:102). Teamwork creates an atmosphere that encourages collaboration, participation, sharing and team spirit. It further creates an atmosphere where people are respected for their unique quality and treated like partners (Jacobson, Callahan & Ghosh, 2015:466).

The challenge of teamwork is seen to be prevailing because there are no teams that have the ability to bring the people in the workplace towards a significant direction. There are no workable plans and solutions, no clear strategic focus on values and solidarity (Mierke & Williamson, 2017:28). An environment that provides meaningful work and is intellectually and emotionally stimulating when implementing SSPs is a challenge as well (De Vries, Prenger & Poortman, 2017:259).

Ugwulashi, (2013:62) argues that teamwork is a challenge to the implementation of SSPs because in schools. It is difficult to find a team that has an ongoing efficient intervention and is capacitating members to ensure co-operative, coordinated planning and implementation of strategic actions. Safety policies are designed by senior officials, and schools are expected to implement them. This makes it difficult for teachers to lead teams and create a vision together of where they want to go and what they want their team or programme to achieve (Mbiti, 2016:113). In this context, it can thus be realised that a vision is important, not only because it inspires and

motivates but also because leading with a vision helps to remind why a person is committed to the ideal. Vision, as a process, gives a bigger picture and the inspiration to keep a team going in the face of obstacles as it strives to successfully implement the school SSPs (Itegi, 2016:953).

If there is no teamwork, planning becomes a challenge that hinders successful implementation of SSPs. Observations in Zimbabwean schools indicated that there is little strategic direction; employees are taking baby steps toward accomplishing key action items with regard to implementing SSPs; thus they fail to deliver the expected results (Esau & Mpofu, 2017:4). Insufficient teamwork and planning sessions bring disillusionment and negative motivation to schools, which leads to policies not being implemented timeously and effectively (Chemeli, 2014:17).

In South Africa, highly energising and creative environments in which individuals have the opportunity to explore and experiment new ways of thinking and new ideas are not prevailing in many schools and are hindering success in implementing SSPs (Soudien, 2004:95). That is why this study was aimed at designing a strategy to improve the implementation of SSPs.

#### ***2.10.1.3 Stakeholder involvement in implementing school safety policies***

Stakeholders' involvement in this study refers to a formal process where citizens and stakeholders can present responses to and opinions on policy proposals, analysis and options given by the executive branch of government (Gray, Haggitt & Bell, 2005:133). Internationally, insufficient stakeholder involvement for successful implementation of safety policies exists. The involvement of stakeholders assists in identifying, acknowledging and addressing any uncertainties the stakeholders may have (Lobman & Ryan, 2008:528). Functional safety committees that can promote a culture of participation and ownership are not found in our schools, which shows the lack of advocacy to stakeholders (McMillan, McConnell & O'Sullivan, 2016:152). Involving citizens, communities and other government departments in the selection of safety committee members is also a challenge in schools (Bailey, 2008:27).

There is insufficient inclusivity of stakeholders. Excluding them makes it difficult to obtain their views because there is no engagement process that allows them to express themselves without restriction or fear with regard to safety policy implementation (Yizengaw, 2008:16). Furthermore, the relationship between stakeholder participation and decision-making in the implementation of SSPs is unclear. Stakeholders are mostly considered as participants in processes, and not decision makers (Hemman, 2002:22).

Insufficient involvement is a challenge that may cause inconsistency and resistance by staff to implement policies in schools. Where there is no trust of involvement, staff performance, commitment and job satisfaction are compromised (Mukundu, Chineka & Madzuzo, 2017:144). There is a gap in stakeholder involvement to assist in the process by which employees and management or their representatives discuss and analyse issues of mutual concern together (Abegaz, 2013:4). Additionally, involving stakeholders does not take away the right of managers to manage; managers still make the final decision, but involving stakeholders enforces a commitment of ensuring that the views of employees will be sought and taken into consideration before decisions are taken and SSPs implemented (Stensaker & Vabo, 2013:261).

#### ***2.10.1.4 Accountability in implementing school safety policies***

Accountability refers to the degree to which each team member is held responsible for selected aspects of maintaining safe teaching and learning environments conducive to successful teaching and learning (Lumby & Jacky, 2009:310). Accountability is further understood to foster a spirit of shared responsibility among the stakeholders, teachers and learners for the development and implementation of safety policies (Laudon & Laudon, 2016:8). It refers to the responsibility of each person or organisation to report his, her or its activities, to acknowledge responsibility and to disclose the outcomes in a transparent manner (Gellman, 2016:2).

In this context, accountability is understood to mean encouraging the growth and preservation of an ethos of shared responsibility for assuring excellence and ensuring accountability within the school in the implementation of SSPs to facilitate

better performance and efficiency (Nunes, Rego & Nunes, 2013:648). Nunes et al. (2013:648) further argue that if there is no accountability, the aspects of school character, effectiveness and innovation are jeopardised, which hinders the implementation of policies, including SSPs.

Knowing how to create and sustain a culture of accountability is the greatest challenge for most schools on the African continent. People spend much time avoiding accountability and trying to justify their situations (Mbiti, 2016:121). In some instances, accountability only arises when something goes wrong. Insufficient collective capacity building for all stakeholders results in individuals not understanding their roles and responsibilities, thus not acknowledging the accountability involved (Ndian'gui, 2013:24).

Stakeholders are not adequately empowered in such a way that they have clarity on the importance of their role and the consequences of not being responsible in carrying out their assigned duties (Harman, 2009:81). It is also not clear how the process of engaging the stakeholders affect the implementation of safety policies in schools (Alden, 2010:28). Furthermore, there is no stakeholder partnership approach developed with regard to the decision-making process on new development in the implementation of SSPs. In South Africa there is a need to attend to issues that are affecting the wider community, listening to and considering concerns of stakeholders and planning practical programmes of action to attend to them so that everyone can be held responsible for the tasks given them (Herbst, 2014:16).

#### ***2.10.1.5 Transformational initiatives in implementing school safety policies***

In the context of this study, change can be understood as re-aligning and enhancing the implementation of SSPs to address the needs of our communities and schools. Transformation requires a person to know the current situation and work towards improving the situation (McMillan et al., 2016:152). The South African Schools Act (1996:67) acknowledges that the past is the primary reference position and involves actions that intend to alter what already exists. The success of an act of transformation is determined, in this case, by competencies that are achieved at the

end of our attempts, compared to how they were when we started implementing SSPs (Quinn, 2010:5).

The transformational initiative is the challenge observed globally affecting the implementation of safety policies in schools. The transformational initiative is the change in the behaviour and the way people think about their school and community (Itegi, 2016:954). Teachers, learners and stakeholders should want to change, and they should be ready to change. Change in individuals lacks capacitation and support (Dibie & Dibie, 2017:8). The transformation needs to start with the individuals and then proceed to the organisation. It happens over time. Understanding the right time for transformation and the time the organisation has, pose a challenge globally (Rosso, 2011:42). Etonge (2014:238) argues that in Africa, people resist transformation and there are no reasons why resistance to transformational initiatives occur. Transforming from a present level of performance is activated by encouraging forces such as creativity, power of new developments, rapid availability and ease of communication, but in Africa, it is delayed by discouraging forces, such as the lack of support, teacher expertise and planning.

Some stakeholders understand the transformational initiative as social coercion or control by leaders, which negatively affects implementing SSPs. This aspect turns out to be one of the main barriers to implementation because of the absence of trust (Kalenga & Mngomezulu, 2015:755). Teachers who resist change are not refusing the need for transformation, but do not have the essential education to acknowledge it and are given inadequate opportunities to give meaning to the new ventures of SSPs and the procedures to be followed in implementing them (Prinsloo, 2005:8).

#### ***2.10.1.6 Communication in implementing school safety policies***

Communication is the process of sharing information, ideas and messages with others in a selected time and place. Communication includes writing, verbal as well as visual interaction (the use of images or pictures, such as painting, photography, video or film), non-verbal communication (such as facial expressions, body language or gestures) and electronic communication (electronic mail, telephone calls, satellite broadcasts or cable television) (Council, 2013:11). SASA (1996:b67) states that

communication clarifies policies and procedures to people and improve efficiency and effectiveness of safety plans. Abilities involving communication allow a person to listen, speak and exchange facts and feelings about SSPs effectively (Mierke & Williamson, 2017:29).

Active listening skills permits one to pay attention to another person's message, summarise it and ask open-ended questions to acquire additional data that might give clarity to conflict (Nafukho, 2006:411). According to Ndian'gui (2006:24), communication skills are one of the SSP implementation challenges; he indicates that communication is not used as a tool to secure action or reaction. It is supposed to be used as one of the methods of creating safety awareness in schools and an ongoing vehicle to inform school community members about specific safety issues and what should be done; however, the lack of communication skills has contributed to the implementation of safety policies being unsuccessful (Leonard & Grobler, 2006:398). Leonard and Grobler (2006:398) further indicate that the challenge of communication hinders appreciation for controversy, which can help one think, learn, grow and work to understand one another's point of view when following SSP implementation processes.

#### ***2.10.1.7 Social cohesion in implementing school safety policies***

Social cohesion is defined as the level of inclusion and social integration in communities and society at large (Mundy, Green, Lungard & Verger, 2016:3). It also is an indication of how much mutual solidarity finds meaning among individuals and communities (Watkins & Zyck, 2014:7). In the South African context, social cohesion is about equality, social justice and social integration through consultative and mutual dialogue (Mooij, Smeets & De Wit, 2011:378). It encourages trust, collectivism, solidarity, positive relationships and inclusion (National Education Policy Act [NEPA], 1996:19).

Schools internally experience a challenge of cohesiveness in stakeholders and parents as team players in the implementation of school safety processes. The schools do not establish inclusive communication between family members and the

school staff by promoting supporting roles for family members in addressing and identifying learner behaviour problems (King, Samii & Snilstveit, 2010:358).

Ethnic and cultural diversity and life experience concerns are some of the challenges discussed in respect of SSP development (Bastidas, 2011:120). Developing a perception of simple social cohesion is an important step in creating shared expectations for school safety. Social cohesion extends beyond the policies implemented in the school; it establishes a collective set of values and reinforces these values to all individuals within the community (Sedaghat & Rahmani, 2011:1038). The development of the social cohesion lacks understanding a consistent pattern of teacher, stakeholders and learner behaviour within the school setting that enables efficient implementation of an SSP (Watkins & Zyck, 2014:8).

A lack of social cohesion, a lack of respect for cultural difference and difficulty ensuring that the society manages social change peacefully and inclusively are a challenge observed in schools in South Africa. There is no clear sense of belonging and social interaction with the stakeholders. Schools are not treated fairly and with equity when safety policies are implemented (Jita, Maree & Ndlalane, 2008:475).

## **2.10.2 Possible solutions to the challenges that prevent successful implementation of school safety policies**

### ***2.10.2.1 Preparation of stakeholders in implementing school safety policies***

In this study, stakeholder preparation refers to capacitating stakeholders with skills that will help them develop SSPs and draw action plans that will make them successfully implement the alluded policies. Stakeholder preparation often denotes the long-term continuing process to strengthening competencies, skills and abilities of people in empowering societies so they can eradicate causes of their suffering or exclusion (Kavussanu & Stanger, 2017:15). It includes the creation of an enabling environment with appropriate policies and legal frameworks (Gray et al., 2005:138). It further includes providing tools to help the stakeholders best fulfil their responsibilities.

The stakeholder's theory (Frandsen & Johansen, 2017:30) suggests that the purpose of an organisation is to create as much value as possible for stakeholders. Stakeholder preparation is a core factor of policy implementation and is significant in ensuring that positive results are achieved and efficient monitoring and evaluation are applied to conform favourable indicators of effectiveness. There is a great need to develop programmes to prepare personnel capable of risk and vulnerability assessments in the implementation of SSPs (Bingimlas, 2009:242).

Stakeholders should be provided with knowledge to prevent and address conflict, meet the behavioural needs of diverse learners and apply safety policies and practices fairly (Mukundu et al., 2017:145). In addition, Majoko (2017:1657) argues that capacitating partners gives opportunities for anxious individuals to participate and be involved in decisions they care about.

According to Rosso (2011:13), professional development of administrators in school, educators, school safety officials, parents, school support staff, the community and stakeholders assists participants in learning how to manage and prevent school violence, improve school-community relations and reduce security risks and liability. Stakeholder preparation creates a platform for the successful implementation of SSPs through networking and collaboration.

#### ***2.10.2.2 Teamwork in implementing school safety policies***

A team is a group of people with complementary attributes needed to complete a given task or project (Hallam, Hiskens & Ong, 2015:70). Members of a team function on a high level of interdependence and share responsibility and authority. They are accountable for collective performance, work towards a common goal and share rewards (Mierke & Williamson, 2017:30). A team in this study is more than just a group of people when mutual commitment creates synergy, which generates performing greater than the performance of individual members in improving the implementation of SSPs (Yamin-Ali, 2016:52).

For teamwork to be effective, the teamwork theories emphasise that all members must work toward a common goal and contribute their particular skills and abilities to

its accomplishment. Theories further allude to commitment, cohesion, shared goals and accountability as skills that develop through teamwork (Anderson & Anderson, 2015:12). Workload should show a sense of equity, meaning that individuals may have different tasks or varying amounts of work with an agreed sentiment that sharing of work is somehow balanced (Parisi-Carew, Guthrie, Akers, Nash & Lozano, 2009:12). Team leaders must develop an encouraging environment by giving individuals opportunities to expand their minds and abilities, take up accountability for their own actions and find innovative ways in enhancing programmes planned to assist in implementing SSPs and meet their goals (Afolabi, Adesina & Aigbedion, 2009:211). Teamwork encourages collaboration that include openness to learning, understanding one another's roles and responsibilities, clear communication, mutual respect and an ability to change one's viewpoint given new information (Oyedele, Chapwanya & Fonnah, 2015:421).

A shared vision is what the team wants to accomplish (Gudyanga & Matamba, 2015:16). A shared vision is not forced on people as a school directive but is the production of deliberations aimed at creating common interests and a sense of shared purpose for all school activities, including the implementation of SSPs (Stensaker & Vabo, 2013:268).

Teamwork encourages formulating broad goals that contribute to the shared vision of the school and the community about creating a safe and effective school environment (Makhanya, 2016:12). Team members are bound together or connected by a common aspiration. Team members develop a sense of unity that allows the school to give coherence in distinct activities that promote successful implementation of SSPs (Senge, 1990:211).

### ***2.10.2.3 Stakeholder involvement in implementing school safety policies***

Stakeholder involvement in this study means the inclusion of stakeholders in the implementation of SSPs for the development of constructive, productive relationships. It results in a relationship of mutual benefit; it allows the school to recognise emerging challenges and trends that are currently or will in future be affecting the organisation (Baker, Hinks & Sherriff, 2010:589). Listening to

stakeholder concerns with regard to successful implementation of SSPs and response is a valuable source of data that can be used to enhance policy design and can help the school identify control risks (De Bussy & Kelly, 2010:298).

The process of the implementation of SSPs should be participatory and co-operative by involving all stakeholders such as learners, parents, staff and community members, and the process should be simple and clear to be understood by everyone involved (Dinkes, 2008:4). Stakeholder involvement is very important as it encourages and support collaboration among communities and improves the implementation of safety policies to make certain that schools are safe to learners and staff. Frandsen & Johansen (2017:3) in the theory of public participation states that stakeholders choose to participate because they expect a satisfying experience and hope to influence the planning process. The theory alludes to the importance of consultation in the development of school safety policies. The school safety committee (SSC) must ensure that the policies they implement and the measures that are used to put into effect those policies are equitably appropriate and eliminate, rather than aggravate unacceptable behaviour (Bucher & Manning, 2005:58).

Stakeholder involvement as a human principle advocates solidarity in people in the quest to do more; this is true in the case of the advancement of safety policies in the school. It happens at different stages of the policy process, from exploring facts set out in policy papers through to analysing drafts of legislation (Bisaro, Kirk, Zdruli & Zimmerman, 2014:8). It involves citizens in responding to something presented to them by the law-making bodies, and as such, its efficient use is important for all policy processes as it assists in ensuring that decisions are informed by knowledge of the likely impact of different policy proposals and that those affected by a decision have the chance to give their views (Freeman, 2010:4). This is a democratic process that allows human contributions on matters that affect them; furthermore, this creates space for a dialogic communicative spirit binding people for anticipated process ownership (Luyet, Schlaepfer, Parlange & Buttler, 2012:216).

The solution to the successful implementation of SSPs in Kenya is the involvement of stakeholders (Itegi, 2016:951). Involvement and consultation of relevant

stakeholders are important for successful implementation. It allows the implementing committee to evaluate current needs, feasibility, the levels of readiness and capacity. Involvement is also crucial in terms of acknowledging, identifying and attending to any defiance that exists during policy implementation. Involving communities and politicians when evaluating policies assists in creating awareness about the safety policies and generate buy-in (Oguye, 2012:80). Oguye (2012:80) further elucidates that SSCs have to consult all stakeholders in the decision-making process by discussing direction together and creating awareness through provision of knowledge; they have to acknowledge and validate any concerns the stakeholders may have. According to Nafukho (2006:415), stakeholder involvement assists in getting the school staff and stakeholders on board to sustain change; advocacy on safety policies and their implementation increases public confidence and ensures that the schools are being operated and governed with a focus on learning in accordance with law and sound practices.

In addition, in South African organising training programmes, capacity-building workshops for key people in the Department of Education (DoE), such as teachers, students, the community and members of SSCs, are the solution to the successful implementation of safety policies. The SSCs have an advocacy and consultative function to create awareness and involvement of all with a sense of solidarity implementation with understanding. The SSC aims to review all safety policies, practices and the implementation thereof (Xaba, 2006:578). In addition, Myende (2014:62) argues that advocating policies and stakeholders' involvement help in ensuring that decisions are made thoughtfully, while keeping in mind the larger policy direction. To enhance SSP implementation, it is important to make policies and related administrative regulations readily accessible to learners and parents through a policy manual, learners' textbooks, district and school websites, the school offices, classrooms and other appropriate venues (Jita et al., 2005:475).

#### ***2.10.2.4 Accountability in implementing school safety policies***

When the agents are given a responsibility, the credit of actions is known as "accountability" (McMillan et al., 2016:163). The agents feel obliged to carry the assigned roles and responsibilities professionally (Burke, Morris & McGarrigle,

2012:16). They further refer to accountability as a “statement of promise”, which is an indication of commitment to fulfilling the responsibilities of successful implementation of SSPs. Creating accountability ensures successful implementation because it means the job is not done until the result is achieved (Alden, 2010:28). Additionally, Alden (2010:28) argues that accountability is an important ingredient of best-performing teams as it involves employees in formulating clear, challenging, attainable goals and gives them the authority to accomplish these goals.

The guidelines for the implementation of a safety policy proposes an educator-learner-parent relationship that is based on mutual respect and trust, which is built on all parties understanding the significant roles of collaboration and intervention (Mbiti, 2016:118). That points out the possibility of a connection being created between learners and educators so that disputes could be settled harmoniously. This develops learner responsibility preparing them to become accountable citizens (Deming, Cohodes, Jennings & Jencks, 2016:854). The school has to draw an implementation plan that improves accountability during implementation, recognise potential hindrances to implementation and directs the strategies needed by all parties to support and promote the effective implementation of SSPs (King et al., 2010:361). The implementation plan should be reviewed on a regular basis to make sure that it is guiding the process effectively (Myende, 2014:62). Educator accountability is realised when it is pointed out that educators need to be committed, dedicated to education and accept their accountability with the other education partners in the implementation of SSPs (South African Council for Educators, 2011:32).

#### ***2.10.2.5 Transformational initiatives in implementing school safety policies***

Most social transformation activists embrace Gandhi’s quote: “We must be the change we want to see happen in the world” (Gandhi & Andrews, 1999:2). The process of transformation must always reflect what it intends to create (Carnall, 2007:7). Progressive change is characterised by situational relevance; here this has to meet the societal expectation and community wishes in the context of the current times (De Vries et al., 2017:259). De Vries et al. (2017:259) further argue that while admiring the lessons of the past and preparing for the future, transformation has a

strong focal point on what is happening right now. For example, in change processes, while acknowledging the effects of our past and the formulation of future goals, the influence of transformation is in keeping the completeness of who we are right now (Paarlberg & Lavigna, 2010:714).

The literature internationally argues creating readiness and willingness in stakeholders as the solution to the challenges of implementing safety policies (Fullan, 2006:118). Fullan (2006:120) further states that creating readiness and willingness at the school to undertake a new invention with regard to policy implementation is very important. To promote school safety, community leaders can communicate the value of safe schools to learners and communities. In addition, Kadzamira and Moleni (2006:42) state that the solution to enable a safer school strategy needs to include fostering strategies of transformational initiatives, which would involve increasing the skills and expertise of educators. There should be norms for behaviour and procedures at school and managing classes in a way that contributes to learning and building the self-esteem of learners. Schools should further offer an encouraging environment to deal with violence within the school by enhancing the implementation of SSPs (Xaba, 2011:206). The transformation theory also values collaboration, networking, empowerment and stable relationships as key elements in the implementation of SSPs (Henderson,2002:204).

#### ***2.10.2.6 Communication in implementing school safety policies***

Communication is a process that involves the sending of the message from the sender to the receiver, with clarity and understanding, for effective response and delivery of action (Winbow, 2002:71). Winbow (2002:71) further declares that communication argues for the ability to interact with all members of the school and the community in ways that promote understanding, mutual recognition, clarity and a sense of purpose. It also includes openness to the concerns of the staff as well as the ability to articulate convincingly the SSPs and the need for action and implementation (Employment of Educators Act, 1996:100). Communication is important for maintaining and building trust among staff members (see Chapter

2.10.2.6). Sarangi and Candlin (2011:17) further indicate that communication emphasises social human interaction and demands understanding and tolerance as it is an ever-changing, unending process. The latter emphasises that communication is a solution in improving the implementation of SSPs as it indicates the relevance of social interaction in advocating and implementing SSPs.

Communication allows a person to exchange facts and feelings efficiently. In addition, Fursich (2009:240) defines communication skills as welcoming other people's thoughts for the achievement of the shared vision. It is the central thread that ties us together and brings success to the implementation of SSPs. Through communication we make our needs known and convey our feelings and ideas (Fleischmann, Schmidt, Stary, Obermeier & Brger, 2014). The better we are at interacting with other people, the more efficient we become in implementing safety policies and achieving our hopes and dreams of making our school communities a better place for our learners (Helms, 2012:4).

The communicative theory emphasises the significance of using language and texts that are easily understandable by people when implementing safety policies (Tenorio, 2011:187). Ongoing effective communication is a solution in fighting resistance to transformation and receiving and giving feedback (Burke, Morris & McGarrigle, 2012:16). Communication, training and education are needed in order to adopt change faster and easier. School leadership needs to help teachers, learners and stakeholders to understand and accept the new roles and responsibilities allocated to them in implementing SSPs (Lobron & Selman, 2011:530).

In South Africa, White et al. (2015:555) state that the device to improve the implementation of safety policies involves integrating safety activities and programmes into the daily school routine, which enables continuous communication among stakeholders. The above determines progress towards objective attainment, that is, to determine whether or not the objectives of safety policies implementation are being achieved in schools with a collaborative solidarity informed for sustainable training of educators and the school community.

### ***2.10.2.7 Social cohesion in implementing school safety policies***

Social cohesion refers to collective inclusion and integration in communities of society at large (Durkheim, 2014:12). It is about equality, social justice and social integration, as well as about encouraging collectivism, solidarity, trust, positive relationships, inclusion and common purpose (Stauffacher, Flueler, Krutli & Scholz, 2008:416). The Personnel Administrative Measures document also emphasises the relevance of knowing the values and customs of the society that will help in enhancing the development and implementation of SSPs (EEA, 1998:96).

Educators and stakeholders ought to consider that safe schools can be available to all learners, stakeholders and staff beside their social and demographic conditions which schools must deal with. Strategic planning of safety in schools should take into account the cultural, racial, ethnic and religious backgrounds of learners. The curriculum, policy modification and special instructional activities as well as the diverse backgrounds of all learners are approved with respect to advanced school safety plans (Rosso, 2011:15).

Schools should emphasise the importance of treating learners uniformly by school policies, regardless of ethnicity, gender, race or religion, and following the appropriate procedures all the time (Etonge, 2014:239). Schools in townships have densely populated environments with insufficient security measures; they need the communities to work collaboratively in ensuring that the communities and schools are safe (Dibie & Dibie, 2017:9).

In South Africa, it is observed that the solution to school safety is the positive culture in the school (Makhanya, 2016:14). The culture of the school involves the assumptions, prospects and facts that learners, staff and parents have about how a school should function and how each person in the school should behave in order to contribute to the effectiveness of implementing SSPs. School culture is made up of the beliefs and values that govern the behaviours of all stakeholders involved with the school; it defines what is acceptable behaviour in the school and further clarifies the SSPs and procedures (Kalenga & Mngomezulu, 2015:766).

### **2.10.3 Conducive conditions for the strategy to improve the implementation of school safety policies**

#### ***2.10.3.1 Commitment in implementing school safety policies***

In this study, commitment refers to a force that binds the principal, staff, parents and stakeholders to a course of action of relevance to the successful implementation of SSPs. Commitment is about willingness to give one's energy and time to what one believes in, or a promise or firm decision to do something (Quinn, 2010:8). It may also be viewed as the psychological and emotional attachment of an organisational member to the organisation (Carnall, 2007:14). Commitment is one of the conditions that have proven to make the safety policy implementation strategy work in the United States of America as it is the relative strength of an individual, the willingness to put in considerable effort and a strong sense of maintaining membership. When a person in a team understands that the whole team values his or her contribution and cares about his or her well-being, then that member is prone to respond by putting more effort into teamwork (Bishop et al., 2000:1114).

Kemunto et al. (2010:8) argue that in Kenya, commitment in the team is a condition that can increase the possibility of new ideas and thereby improve the team's ability to connect ideas together to produce solutions and new approaches to the implementation of SSPs. Chemeli (2014:1) emphasises the importance of commitment by stating that it increases awareness of the rules and improves self-confidence and self-discipline. There has to be consistent consultation and involvement of community structures and actors that have particular roles to play in the implementation of SSPs. Ugwulashi (2013:15) argues that commitment is the backbone of ensuring accountability and an ongoing success of any programme. A collaborative commitment enhances participatory and ownership of policies and safety plans to advance the implementation of SSPs (Phori, 2016:96).

#### ***2.10.3.2 Collaboration in implementing school safety policies***

Collaboration is attributable to the genre of conduct that embraces co-operative arrangement in which two or more parties work jointly towards a common goal

(Paarlberg & Lavigna, 2010:712). Collaboration makes networking with other people easier and encourages teamwork. The theory of networking is a theory that needs to be adopted by teams who want to successfully work together as it refers to self-organising working relationships among actors in such a way that any relationship has the potential both to elicit action and to communicate information in an efficient manner (Panetto, Jardim-Goncalves & Molina, 2012:287).

Teams use collaborative efforts to enhance collective unity beyond individuals. Collaborative teams display enthusiastic conduct, are optimistic of events and have creative spirit that shows respect for team values (Salas & Burk, 2007:542). Collaboration is greatly facilitated when everyone is on the same page. For the strategy to be successful at improving the implementation of an SSP, the collaborated team has to ensure that goals are outlined, responsibilities are articulated and deadlines are set (Kelly & Schaefer, 2014:11).

Collaboration is a condition conducive to the success of the implementation strategy in Zimbabwe. Collaboration within the staff enhances working together as a team. A team of educators who are actively participating in maintaining order inside and outside the classroom are created by collaboration. The relationships among the learners, teachers and administrators in the schools are generally positive and characterised by respect and collegiality (Nthenya, 2011:280).

Collaboration is a conducive condition for the strategy to be successful when teachers, learners and community structures from different levels are working together. It is an important factor that can make the strategy work because it re-energises the team by increasing innovation and fully engaging employees (Moswela, 2010:82). Conditions of a successful strategy include collaborative teams that share power, personal fulfilment, acceptance of change, self-actualisation, personal discipline and sharing decisions to enhance SSP implementation. Legotlo (2014:2) further argues that collaboration improves relationships and helps individuals abide to the principles set by the team to drive highly collaborative behaviour. Positive collaboration is a commitment to teams or a collective effort in people geared towards the unification of resources, diversification of talent, sharing

ideas, engaging people in the basis of trust and confidence, enhancing people to compromise their own time and embracing the shared vision towards improving the implementation of SSPs (Leonard & Grobler, 2006:396).

### ***2.10.3.3 Human capital in implementing school safety policies***

Human capital in this study refers to human resources that are required to improve the implementation of SSPs (Bound, Lovenheim & Turner, 2010:134). The resource-based theory also argues that the possession of strategic human resources provides the school with an opportunity to implement programmes successfully and carry out action plans that improve the implementation of safety policies (Barney, Ketchen & Wright, 2011:1305).

Educators are significant human capital for learning. The quality of a school system cannot exceed the quality of its teachers (Gudo, 2014:3). Gudo (2014:3) further indicates that educators interact with learners daily, helping them to obtain the accepted knowledge they are expected to have acquired by the time they leave school. Developing, retaining and attracting effective educators should be a priority for public policy, although policies related to teachers differ widely across countries (Council, 2013:12). The quality and type of the training teachers receive, as well as the requirements to enter and progress through the teaching profession have valuable results on how school policies are implemented, including SSPs (Paarlberg & Lavigna, 2010:711). Stakeholders such as parents, government departments, local business people, municipality, neighbouring schools, and so forth, are all important resources that schools rely on in order to successfully implement SSPs. A school has a duty to conduct analysis assessment that describes a range of activities and processes that provide the school with a structured and impartial means of identifying the needs of the school, assessing the availability of human capital to meet the safety needs and selecting an appropriate set of interventions with a collaborative effort to advance the implementation of SSPs and a positive learning space (Chege, 2015:24).

When implementation orders are accurately transmitted, consistent and clear, the absence of adequate human capital will result in implementation problems (Kimenyi,

Mwabu & Manda, 2006:502). Resources include both the human and material type, such as an adequate number of staff members who are well equipped to carry out the implementation, relevant and enough data on implementation processes, the authority to ensure that policies are carried out as they are planned and facilities such as buildings and equipment, and so forth, as may be considered necessary for the successful implementation of the SSPs (Chia, 2013:6). Lobron and Selman (2011:529) argue that having insufficient human resources means that laws cannot be enforced, services cannot be provided and reasonable regulations will not be developed. Ncube (2014:7) further indicates that the level of attaining aims and objectives with regard to improving the implementation of SSPs is directly related to human capital and use thereof (Legotlo, 2014:2).

#### **2.10.4 Plausible threats to the strategy to implement school safety policies**

##### ***2.10.4.1 Insufficient funds allocated for programmes that facilitate implementation of school safety policies***

Bastidas (2011:126) argues that the unavailability of funds is a threat to implementing SSPs. He further states that developing innovative programmes that successfully address imbalances in communities and school personnel to optimise the transfer of knowledge about safety policies need resources and funds. The unsatisfactory implementation of safety policies is attributed to inadequate funds to coordinate training for safety committees, advocacy to the stakeholders and strategic planning (Kadzamira & Moleni, 2006:42). In Botswana and Zimbabwe, schools also highlight funds-related challenges in carrying out their duties, of which the implementation of safety policies is one (Ncube, 2014:1). Schools in remote areas cannot even perform administrative duties, such as making copies of policies to distribute in communities; they also experience challenges in getting transportation to areas where they can be assisted (Gudo, 2014:3). Simmons (2016:11) further confirms that school funding is indirectly affected by ethnic diversity through its impact on economic outcomes.

The coordination of financial resources and the efficient allocation of funds are a threat in achieving the implementation of policies as there are not enough funds to

cater for school safety implementation needs; however, SASA (1996:67) clearly states that public schools have a responsibility to conduct advocacy campaigns where they can communicate to the community and society the status of the schools with regard to regulations and rights to protection against violence. In addition, the personnel and funding policy aims at equity and redress in the provision of quality education; however, activities such as safety awareness programmes and advocacy are overlooked and priority is given to curriculum implementation programmes. The school where the study has been conducted is a no-fee-paying school, meaning that the learners do not pay school fees. The school governing body (SGB) is not allowed to charge school fees, which poses a threat for the stakeholders to implement some school safety awareness programmes.

#### ***2.10.4.2 Time management in implementing school safety policies***

Time is a scarce resource as it determines the ability to accomplish activities. Encouraging the proper use of time improves meeting deadlines and honouring the action plan targets. Time further threatens the success of the strategy to improve the implementation of SSPs as effective professional development needs sufficient time (Alava, Halttunen & Risku, 2012:14). Teachers and stakeholders have competencies but identify difficulty in scheduling enough time as there are time limitations for implementing safety policies in schools (Bucher & Manning, 2005:60). Policy implementation processes require time for discussions, planning and consultations with all stakeholders (Ugwulashi, 2013:64). In addition, Carr (2013:169) indicates that schools should be afforded time as they vary in their readiness to implement improvement and sustain change over time. Ngara and Magwa (2015:130) found that in Zimbabwe, sustainable and effective change takes time, and individual schools will vary in their readiness to implement safety policies and see improvements and should be afforded the time to sustain change.

A lack of time exists in many aspects in schools and affects their ability to complete tasks other than their subject-related duties. Educators and learners have a restricted number of hours during the day to work on issues of policy implementation where they are expected to design safety programmes, conduct training and

implement and monitor programmes within their seven hours of teaching and learning (Xaba, 2011:206).

For successful implementation of SSPs, provision of time for planning and regular team discussions, problem solving and review must be catered for. Available time needs to be used carefully by clarifying the roles and responsibilities of each and every member (Legotlo, 2014:4).

### **2.10.3 Power dynamics in implementing school safety policies**

Power is the ability that one person has to influence the quality of outcomes directly (Nicolson, 2015:10). It further refers to the potential of one individual to exert influence on another person (Brown, 2015:16). The power differential improved the amount of power that goes with any position of authority. In this study, power differential refers to the improper use of authority by a person holding a senior position in the organisation or community (Gurtoo, 2016:70). Power inequalities can lead to more severe forms of control.

Implementation procedures of SSPs have to take into consideration domination and suppression of others and embrace and cater for differences in people (Herbst, 2014:8). Communication has to recognise the voice of all people, especially the less privileged who become easily subdued by the powerful. Power must be diffused for people to interact freely and equally (Baker, Newell & Phillips, 2014:800). In a social-intellectual model of power, the focus is on collaboration, resolving conflict peacefully, inclusivity and treating all with respect and dignity (Rayan, Qurneh, Elayyan & Bakar, 2016:153). Cultivation and use of social intelligence, namely empathy, modesty, engagement with the needs of others, skill in negotiating conflicts and allocating resources fairly, is not only the right use of power but crucial to both maintaining and gaining power (Goodenough, 2016:12). Community involvement, disseminating information and supporting positive behaviour change improves access to information and brings about success in implementing SSPs.

## **2.10.5 Evidence of success for the strategy to improve the implementation of school safety policies**

### ***2.10.5.1 Developed plans and programmes***

The governance committee has the responsibility to design and advise on issues of developmental procedures and policies that ensure a secure and positive learning environment for learners, staff and stakeholders (Tanner, 2006:1972). Furthermore, each school formulates a comprehensive school safety plan in an attempt to mitigate eminent risks with undocumented policies. The plan includes prevention, intervention and response programmes to safety issues and procedures. (Dinkes, 2008:7).

One of the efficient measures for ensuring that schools are safe and secured is the formulation of school safety plans and programmes that support learners' healthy emotional and social development (Morrison, Furlong & Morrison, 1994:240). Furthermore, a process is considered to be a procedure or a course of action that is categorised as being methodological, strategic and a channel to reach a desired outcome. A plan that is developed in isolation will have no sense of ownership or relevance and can be characterised as being reactive, which will result in it not achieving its desired goals (Bishop et al., 2000:1122).

In addition, the needs for the development of school safety plans that incorporate intervention programmes and prevention programmes and allows restructuring where necessary, are formulated in a coordinated and collaborative effort that brings success to the implementation of safety policies. The agenda of the school safety plan also promotes and enhances a positive learning environment conducive for both learning and teaching in the school (Nyakundi, 2012:40).

According to SACE (2011:32), effective school safety plans contribute successfully in safety policy implementation as a support instrument for a prosperous and diverse learning environment. The planning process follows a purposeful path that seeks answers to identified concerns. Educators and school safety planners continue to press for standards-based staff development that is predicated on locally driven needs.

According to the National School Safety Framework (DBE, 2015:91), the success of creating safe schools develops through purposeful planning. Strategic planning starts with a safety assessment that identifies the strengths and risks of the school with regard to violence, safety and the implementation of safety policies. The assessments give relevant data to school management about what is happening in the school; they also give a useful database that is essential for the successive design and evaluation of meaningful locally-specific school safety plans and related interventions on implementing SSPs.

#### ***2.10.5.2 Reviewing safety policies***

Comprehensive school safety plans are the centre of school management and have assisted in maintaining school safety in the United States of America (Bush & Glover, 2016:222). Schools need to develop realistic policies as part of an effort to protect learners and teachers from violent doings (Crawford & Evans, 2017:805). The safety policies need to be reviewed in board meetings as well as outreach meetings for parents, learners and the community. Existing policies need to be reviewed and re-evaluated for potential gaps that may compromise school safety and security (Benjamin, Kigen & Ongeti, 2017:582). The success of the strategy is observed when the implementation is within a cycle that involves safety policy design, followed by safety policy delivery and then safety policy review. Safety policy design means the formulation of safety policies and putting in place structures for implementation. Safety policy delivery is the process of disseminating the safety policies to various schools for implementation. Safety policy review comes after all the implementation phases of safety policies have been achieved. Safety policy review is done within the stipulated time, before making any changes to the process (Oguye, 2012:10).

Reviewing safety policies also attend to other matters that contribute to school safety, such as disciplinary procedures, learners' codes of conduct and societal issues (Law, 2016:82). SSP review improves the capability to make decisions and plans, to ask for help, to take control and to stand back and reflect (ELRC, Section 8:H25). It further assists in assessing the current and future needs, reviewing action

plans, meeting time frames, determining goals, setting performance indicators and conducting a SWOT analysis (George & Booyens, 2014:458).

### **2.10.5.3 Strengthening of school safety committees**

Bishop et al. (2000:1127) argue that the solution in creating effective SSCs is to establish quality relationships between the staff members, the learners and their families, gain support from the community, have adequately trained staff and include law enforcement and social service agencies as part of the body of stakeholders. Dingerson (2014:16) also alludes that success in improving SSP implementation is achieved by involving a diverse team from the society, teachers, support professionals, learners, administrators, law enforcement and other volunteers. Furthermore, these teams collect feedback from the society in which strategies are effective and which may need to be reviewed or enhanced; the teams also offer programmes involving adults, parents and stakeholders directly focusing on violence prevention efforts (Bastidas, 2011:128).

In Kenya, Nyakundi (2012:38) emphasises that each school has to form an SSC to bring learners, staff, stakeholders and parents together, collaboratively working to maximise safety in each school. He further states that it is also imperative to ensure that the SSCs are involved in planning and professional development and have enough resources to attend to school safety issues. Many efficient strategies and resources can be used to create positive, safe and secure school environments.

Establishment of SSCs to bring educators, learners, parents and stakeholders together in a co-operative effort to maximise safety policy implementation is also an indication of the successful implementation of SSPs (Setlalentoa, Ryke & Strydom, 2015:88). In the African continent, it is evidenced that the establishment and strengthening of SSCs brought success in implementing safety policies and ensuring that schools are safe (George & Booyens, 2014:459).

#### **2.10.5.4 Monitoring and evaluation of safety plans**

Monitoring and evaluation are an imperative part of ensuring the continuous development of programmes and ensuring that the goals, objectives and strategies within the strategic plan are carried out (Leithwood, 2016:129). Evaluation should continuously be done throughout a programme and should be aligned to the goals, objectives and strategies indicated in the action plan. Staff and stakeholders should be provided with appropriate findings from the evaluation undertaken (Dingerson, 2014:16). Additionally, Chemeli (2014:82) elucidates that evaluation and monitoring should be a process that is continuous and co-current with programme activities; the evaluation and monitoring process focuses and embraces all components of the school safety programmes.

The evaluation process examines how well programme strategies have been designed and implemented. It collects data on uptake, contentment with what has been delivered, the quality of resources or data given as part of a strategy and how appropriate the plan or communication on the strategy was (see Chapter 3.3.1.6). The evaluation process that needs to be undertaken should be included in the precise planning for each strategy indicated in the action plan (Balfour, De Lange & Khau, 2012:12). SSCs led by principals have the role of monitoring and evaluating the school society to ascertain safety needs and promoting a safe zone culture (see Chapter 3.3.1.1).

### **2.11 CHAPTER SUMMARY**

This chapter presented SR as a theoretical framework guiding the study and reviewed related literature. The origins of the theory as well as its development, objectives and principles were discussed. The ontological, epistemological and axiological stance of SR was presented. In addition, the roles of the researcher and the co-researchers as well as the operational terms were discussed. The chapter further reviewed related literature informed by the objectives of the study. Challenges, possible solutions to challenges, conditions conducive to the success of the strategy, plausible threats to the strategy as well as success indicators for the strategy were discussed. Related literature was drawn from developed countries, the African continent, SADC countries and South Africa.

## **CHAPTER 3**

# **RESEARCH DESIGN AND METHODOLOGY TO IMPROVE THE IMPLEMENTATION OF SCHOOL SAFETY POLICIES IN SELECTED SCHOOLS IN THE OSIZWENI TOWNSHIP**

### **3.1 INTRODUCTION**

This study was aimed at designing a strategy to improve the implementation of safety policies in schools in the Osizweni Township in particular. In this chapter, the following thematic aspects are raised: participatory action research (PAR) as a methodological approach is defined; the historical background and characteristics of PAR are delineated; the objectives of the study are revisited for contextualised clarity; the action plan to be undertaken for this study is elucidated; operational activities by the co-researchers are discussed; credentials of co-researchers for this study are captured; the resources that were used to generate data are clarified; and ethical considerations are clarified.

Critical discourse analysis (CDA), which is the strategy that was adopted to analyse the data at hand, is discussed in the context of three levels: textual, social and discursive paradigms.

### **3.2 RESEARCH QUESTION AND OBJECTIVES**

#### **3.2.1 Research Question**

The overarching research question for this study is:

How can a strategy to implement safety policies improve school safety in Osizweni schools?

### **3.2.2 Research objectives**

The research objectives are as follows:

- To identify the challenges in improving the implementation of safety policies in selected Osizweni schools.
- To identify possible solutions to the challenges to create safer schools in selected Osizweni schools.
- To determine the conditions conducive for the strategy to thrive in improving the implementation of safety policies in selected Osizweni schools.
- To indicate plausible threats that might impede the strategy to improve the implementation of safety policies in selected Osizweni schools.
- To determine the indicators of success of the strategy to improve the implementation of safety policies in selected Osizweni schools.

### **3.3 PARTICIPATORY ACTION RESEARCH AS A METHODOLOGICAL APPROACH**

Essential to the PAR methodological approach is the worth and opportunity for people of elaborative and active participation through action in the discourse of unfolding activities. The PAR approach was used in this study because it changes the traditional research paradigm to transform the role of those participating in the research and makes them active researchers and agents of change. Moreover, engaging in PAR, using social realism (SR) as a theoretical framework, provided the language and opportunities to articulate the direction for ongoing research and establishing what possibilities there are for solutions within the society (Brydon-Miller & Maguire, 2009:90).

#### **3.3.1 Conceptualising participatory action research**

PAR is a collaborative approach to research that justifiably recognises the unique strengths that each co-researcher brings to the study (Minkler & Wallernstein, 2003:4). PAR emphasises participation and action in communities with challenges for change. It strives to understand the world by trying to transform it collaboratively and following various stages of reflection to the desired completion. It is more

human-oriented and promotes empowerment, liberation and emancipation (McGarvey, 2007:2).

McTaggart (in Khan & Chovanec, 2010:35) defines PAR as a systematic, dynamic and collaborative project between academics and marginalised members in collecting data on which to base group reflection and that solves social issues that communities encounter in their everyday lives.

PAR relates to the SR theory because social realist authors also wrote with an aim to protect the exploitation and inequalities of the marginalised people (Rayan et al., 2016:164). It deliberately contributed to the political movements that were committed to eradicating social problems, discrimination and prejudice.

### **3.3.2 Participatory action research: Historical origin**

PAR is an action research (AR) that can be traced to Kurt Lewin's theory of social action, developed in the 1940s, which emphasises a strong link between theory and practice (Khan & Chovanec, 2010:39). AR emerged when social practitioners and scientists concerned not only with the invention of scientific knowledge but also with its effectiveness in solving challenges, worked to bridge the gap between practice and theory (MacDonald, 2010:30). Brydon-Miller and Maguire (2006:9) acknowledge the use of group involvement in community improvement initiatives in Vienna in 1913, prior to Lewin. Social reformers, such as Lippitt and Radke in 1946, Collier in 1945 and Corey in 1913, are also known to have used AR (Brydon-Miller & Maguire, 2009:89). PAR emerged as a participatory approach that shifted away from the traditional approach, working towards acknowledging and attending to complicated human and social issues. PAR developed out of educational and social research; it exists today to embrace progress research principles of participation, empowerment, reflection and emancipation of groups seeking to enhance their social positioning. PAR reflects three central principles of collaboration, action and development of knowledge. It has the ability to address inclusion, research of marginalised communities and wider issues of social justice, inclusion and empowerment of minorities (Eruera, 2010:1).

PAR further emerged in the latter half of the twentieth century, bringing forth critical scholars such as Paulo Freire (Kemmis & McTaggart, 2005:591). Freire broke the tradition of collecting data on marginalised and oppressed people; instead he advocated carrying out research with co-researchers and placing capabilities in the hands of disenfranchised people so that they could change their lives themselves. The pivotal understanding is that the oppressed only have themselves to liberate to the lofty spaces of liberation (Kemmis & McTaggart, 2000:12). Kemmis and McTaggart further argue that Freire promoted the idea that if people work collaboratively, they create an awareness of the self, which frees people to respond actively to change. It is only through awareness of the ways in which people contribute to their own oppression that they can start an empowerment process. Empowerment of people is a desirable outcome of the process of constructing and using their own knowledge (Brydon-Miller & Maguire, 2009:83).

SR theorists elucidate on the above as they believe that through self-talk, we form our key values that are monitored, which extend into projects, then into practices, which then define our individuality with the quest for change.

### **3.3.2.1 *Participatory action research: Nature and scope***

PAR and SR were both used in this study because they mutually promote positive change as they contribute in building knowledge that communities can use in strengthening themselves. Emphasis is on the relationship of research with action in a real-world setting, resulting in the co-generation of knowledge and experience between researchers and co-researchers (Kemmis & McTaggart, 2005:592).

In addition, this study used PAR because of the commitment and participation of the researcher and the co-researchers. The co-researchers collectively conducted a critical analysis of the implementation of safety policies and they were engaged in an environment free from government scrutiny. That made the co-researchers interact freely and come up with the solutions relevant to their own communities (Kemmis & McTaggart, 2005:592).

PAR recognises the school community as it develops on resources and strengths within the community that can help in solving problems; PAR integrates knowledge and action and facilitates collaborative partnerships in all phases of the research for the mutual benefit of all partners, especially the knowledge of safety policies to enhance a milieu suitable for teaching and learning. PAR promotes a co-learning and empowering process that addresses the problems of social inequalities (McGarvey, 2007:2).

In the PAR approach, the research process starts with developing a basis of participation by building relationships and negotiating roles and responsibilities. PAR researchers argue that the research process must be liberating, equitable, democratic and life-enhancing (Minkler & Wallenstein, 2003:4).

PAR is openly political in its argument and operational agenda. It works with marginalised, subordinated and oppressed groups to transform their circumstances within the society. It recognises that the society is established by irregular power relations in the workplace, education and civil society, which systematically generate inequalities between groups and individuals (Smith, 2015:08). PAR is equally dedicated to democratic engagement, transparency, inclusion, openness, a strong co-operative, multiculturalism, communitarian ethos and a clear assurance to issues concerning development and sustainability (Jordan, 2003:189).

The PAR approach prioritises working with oppressed groups of people who are experiencing inaccessibility, marginalisation, exploitation, racism, sexism and cultural disaffection; it aims at restoring their ability to create knowledge and practices that are in their own interest and that are keen for change. PAR in this study was used together with SR as they both categorically enunciate change with the processes of collaboration in empowering, motivating, increasing self-esteem and developing community solidarity and oneness (Koch & Kralik, 2009:19).

### ***3.3.2.2 Epistemological perspective of participatory action research***

In PAR, meaningful knowledge is generated through the perspective of relationships and relationship building that takes time. PAR believes that it takes collective effort

across time to get to understand one another and to start building trust between the knower and the knowee in a co-creation of knowledge that will develop change (MacDonald, 2012:34). It seeks to redefine the privileged relationship between researchers and knowledge production by positioning co-researchers as agents at the centre of their own process of knowledge generation (Lorenz & Kolb, 2009:265).

PAR and SR are grounded on the experiences and participation of communities; they encourage and seek a more horizontal distribution of power. They also focus on action change and are concerned more about knowledge production, social control and social inequity. According to Brydon-Miller and Maguire (2009:82), learning to understand about the world is known to be a fundamental part of relating in a learning community. They further argue that the above statement agrees that success in implementing safety policies can be achieved by active participation of society (Brydon-Miller & Maguire, 2009:82).

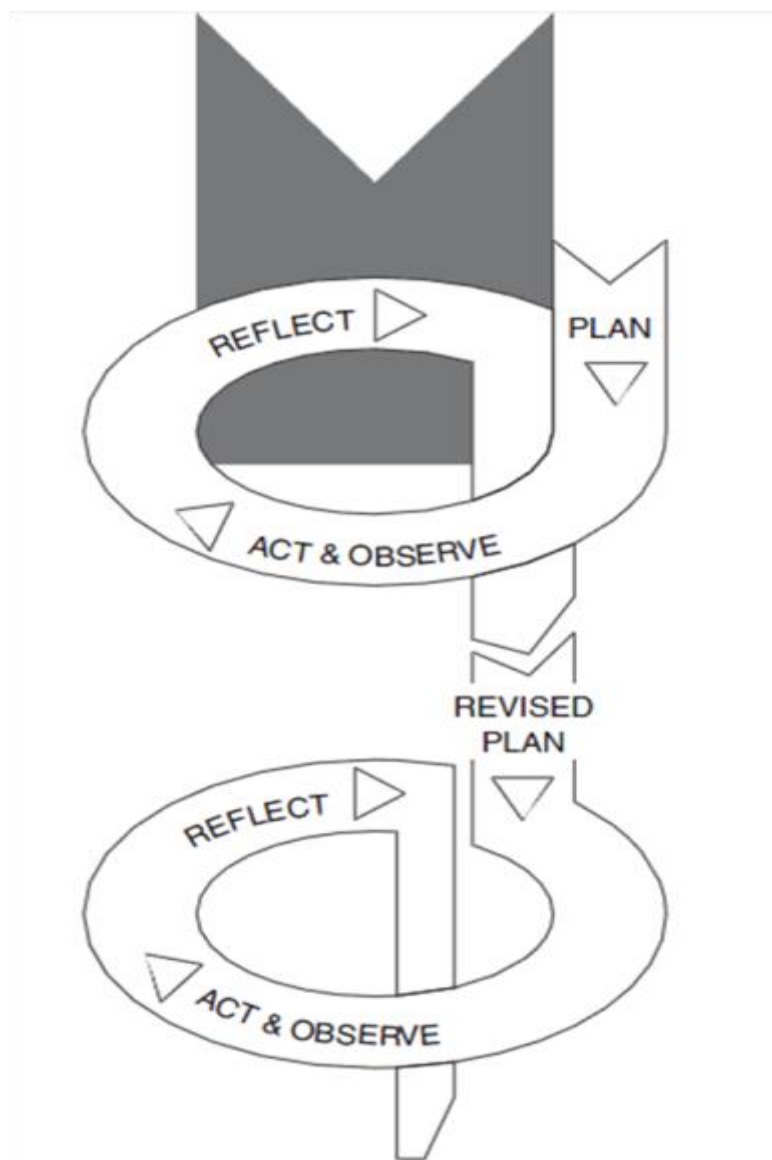
### ***3.3.2.3 Ontological perspective of participatory action research***

PAR openly challenges power and political structures and builds opportunities for the development of innovative change and efficient solutions to the problems encountered by communities and schools, such as the implementation of SSPs. Its focal point is on systems of privilege and power, which also involves researchers' consideration of their own multiple identities and positions (Cohen, Manion & Morrison, 2013:112). PAR and SR view identity formation as an emergent property that happens through practical and communal activity. It further acknowledges that formation of identity happens in relationships of recognition and desire, motivated by a search for change and the need to participate in a social role (De Finney & Ball, 2015:22).

### ***3.3.2.4 PAR: Application strategy***

This study applied the PAR approach because it involves a spiral and iterative process as well as developing trust and maintenance in all phases of the research (Stage & Manning, 2015:4). This approach also gives the team the opportunity of analysing occurrences in greater depths resulting in a better level of involvement and

understanding of the problem. PAR phases that made it a most suitable approach to guide this study were: planning in order to initiate change, implementing the change and observing the process of implementation and results, reflecting on processes of transformation, re-planning, acting, observing, and lastly, reflecting, which is never-ending (McDonald, 2012:38). This discussion seeks to elucidate the desire or better understanding of Figure 3.1 below.



**Figure 3.1: Spiral dynamism in participatory action research**

In this context, Figure 3.1 attempts to unveil the nature of PAR in its form as a spiral process and the stages alluded to in Chapter 3.2.2.4.

### **3.3.2.5 Relevance and benefits of participatory action research for the study**

#### *3.3.2.5.1 Relevance of participatory action research*

Learning through PAR can be self-empowering. Through participating in the research process, one may increase the knowledge of the research process and develop decisive thinking skills; this allows the co-researchers to challenge the information sources and make better informed decisions (McGarvey, 2007:4).

PAR is how people gain support from others experiencing similar issues and challenges (Kemmis, McTaggart & Nixon, 2013:2). The issues raised by individuals, combined with the supportive network of a research team increased the likelihood of an individual's voice being heard; more public awareness can be raised with an entire team advocating for a similar change (Locke, 2004:6).

The issues related to the implementation of SSPs raised by the individuals can also be addressed in research teams collectively through networking and support. SR also emphasised that problems facing the society can be addressed best by people residing in that particular society.

#### *3.3.2.5.2 Benefits of participatory action research*

PAR is unique because co-researchers are regarded as experts due to their lived experiences related to the research topic, thereby ensuring that relevant issues are being addressed (Devault, Forget & Dubeau, 2015:14). It therefore helped the study with pivotal information to accomplish the set objectives under research.

## **3.4 RESEARCH DESIGN: INTERVENTION WITH THE CO-RESEARCHERS**

The following people constituted the team of participants for the purpose of co-researching: ward manager, the principal, the deputy principal, two HODs, two teachers, two parents and stakeholders (SAPS representative, local councillor and

social development representative). It needs to be emphasised that the names used and attributed to the participants are pseudonyms as, for ethical reasons, the identities of the participants need to be hidden.

### **3.4.1 Credentials of the team**

This section presented the particular skills the co-researchers brought to the research as benefits.

#### **3.4.1.1 *Circuit manager***

Miss Cele is the circuit manager, and she holds a primary teacher's diploma, a Bachelor of Education (BEd) degree and a BEd (Honours) degree. She has 26 years' experience with the Department of Education (DOE). She is currently doing her master's degree and understands PAR, which is an advantage as she assisted in observing PAR principles throughout the study.

The circuit manager anticipates, monitors and responds to educational developments that affect school issues and environment. She upholds, understands and moulds professional ethics, policies and legal codes of professional conduct. She focuses the goals and objectives of the district as she plans and guides professional development for principals. She is responsible for sustaining school leadership, develops the content and requirements of leadership training programmes, ensures the implementation of school safety measures at institutions and monitors and reports on the implementation of the intervention programmes.

#### **3.4.1.2 *Principal***

Mr Mkhize has a secondary teacher's diploma and an advanced certificate in education. He has been capacitated in many fields as a leader of the school. He resides in the area where the school is situated and understands the community and its culture very well.

The principal allocates resources and manages school operations in order to ensure a safe and productive learning environment (Gudo, 2014:4). He involves parents and

community members in the educational process and develops an environment where community resources support student learning, achievement and well-being. He helps in creating a shared vision and clear goals for the school and ensures continuous progress towards achieving the goals. He is also responsible for supporting the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students. He establishes and sustains collaborative learning and shared leadership to promote learning and achievement of all learners. His expertise assisted the study in achieving its objectives.

#### **3.4.1.3 Deputy principal**

Mr Zuma holds a BEd and a BEd (Honours) degree. He has 14 years' experience working in this school and is the one who coordinates safety issues in the school. He is the chairperson of the school safety committee (SSC).

The deputy principal ensures that instructional practices are effective and meet the needs of all learners. He shares leadership with the staff, learners, parents and the community, leads the change process for continuous improvement and establishes expectations for the use of culturally responsive practices, which acknowledge and value diversity. He further supports the school in planning and implementing research-based professional development and promotes a collaborative learning culture permeating risk containment. His leadership position in the school helped in achieving the objectives and further collaborating the parent and teacher component in the study.

#### **3.4.1.4 Heads of departments**

Mr Langa is the head of department (HOD) of humanities. He has a BEd degree and as a member of the school management team (SMT), he is expected to ensure effective implementation of school policies, including SSPs.

Mrs Nkosi is the HOD of languages. She has a secondary teacher's diploma and a higher education diploma (HED). She is a member of the SMT and is responsible for ensuring the effective implementation of school policies too.

The HODs ensure availability and utilisation of all relevant policies or documents. They develop a capacity-building programme to equip educators with the skills to provide differentiated teaching. They are also responsible for developing and implementing school improvement plans.

#### **3.4.1.5 Teachers**

Miss Mpanza is a level 1 educator in the school. She has a BEd degree and is a member of the SSC.

Mrs Msimango is a post-level 1 educator in the school. She has a secondary teacher's diploma and an advanced certificate in education, specialising in inclusive education. She represents educators in the school governing body (SGB). She works with HODs and the deputy principal to facilitate teacher-parent relationships that lead to sustained high learner performance and ensure improved learner attainment. They also help identify learners' needs and provide school-based support.

#### **3.4.1.6 Parents**

Mrs Dlamini is the secretary of the SGB and represents the parents in the SSC. She passed Standard 8; she does not have a full-time job and takes care of her three daughters.

Mr Ngwenya is the chairperson of the SGB and the deputy chairperson of the SSC. He is a local businessman and has completed some short courses on business management and marketing through Boston College.

Both parents encourage social and emotional learning to harmonise academic skills, complement academic skills and encourage positive behaviour. They also assist and empower parents in giving advice on self-awareness, self-management, resilience, social agility and responsible decision making. The above collectively support healthy interpersonal relationships and community participation, which can also assist in creating safe schools and in implementing SSPs.

They need to involve communities, learners and school employees in the development and implementation of discipline policies or code of conduct and communicate those policies clearly and regularly. School discipline policies and practices involve parents and guardians as stakeholders in the discipline process and promoting supportive roles for family members in identifying and addressing learner behaviour challenges.

#### **3.4.1.7 Stakeholders**

Nolwazi Nzama is a social worker and has a Bachelor of Arts in social work. She is new in the field; this is her second year working. She knows all the cases that have been referred to social development as she is the one assigned to work in the area. She is still young and energetic; her expertise and experience assists in forming collaboration and a network among stakeholders. She also assisted with the information on how her department can assist in making the strategy work effectively.

Mr Mjiyakho is a councillor in the area where the school is. He is a teacher by profession though he no longer teaches due to his work commitments. He has a primary teachers' diploma. He is also a member of the community policing forum and has been staying in the area for more than 30 years.

Mr Ndlela is the Warrant Officer at the Osizweni Police Station. He has been working in the area for seven years and has 17 years' experience with the SAPS.

Collaborating with stakeholders in this research will be of great benefit in aligning resources that the school community has by analysing prevention strategies and intervention services. The partnerships with stakeholders ensure the smooth delivery of services, including safety services between the school and community. This research gave the school and community an opportunity of being on the same teams to identify needs and share information if appropriate and in compliance.

The next aspect of this research is SWOT analysis.

### **3.5 SWOT ANALYSIS**

The acronym “SWOT” stands for S = Strengths, W = Weaknesses, O = opportunities and T = Threats. The SWOT principle provides the best strategies to align to the organisational resources and competencies to succeed in the environment in which the organisation operates, (Phori, 2016:78). A SWOT analysis is an assessment of an organisation’s internal strengths and weaknesses, opportunities for development, improvements and threats.

In this context, the SWOT analysis attempted to formulate strategies for enhancing school safety in the quest for an environment that is conducive to learning and teaching initiatives.

#### **3.5.1 Strengths of the team**

Strengths are internal factors that are favourable for achieving the objective of one’s organisation. They are current factors that have encouraged outstanding organisational performance. They may include competent personnel, a comprehensible understanding among employees of the goals of the organisation and a focus on quality improvement (Al-Araki, 2013:616).

##### **3.5.1.2 Presence of stakeholders**

The DoE was represented by the circuit manager, who is responsible for monitoring the implementation of safety policies. Members of the SAPS or community policing forum were also present, giving the advice and guidance needed by the researcher and the co-researchers. The SMT also served as a guide to what the school had done with regard to the issues of safety as well as the school improvement plan.

##### **3.5.1.3 Commitment to community service**

The research team comprised people who have shown that they were willing to serve the community and the school as they have been involved in many structures that restored Ubuntu and safety to the community. The above also helped in this study as the guidance and interpretation of different safety policies were available and within reach.

### **3.5.2 Weaknesses of the team**

Weaknesses are internal factors that are unfavourable for achieving the objective of one's organisation (Gretzky, 2010:92).

#### **3.5.2.1 Policy implementation procedures**

Members of the community are seldom engaged in policy making and policy implementation, which leads to their not being familiar with policy implementation processes. When parents and teachers are working on the same task, it is highly possible that parents will feel inferior because they are not familiar with school policies and discussions.

#### **3.5.2.2 Power dynamics**

Some of the team members held senior positions in the community. Power differences would have led to power abuse and dominance if PAR principles were not observed properly. Those who were in power would dominate discussions and others were to end up being scared of voicing their opinions.

#### **3.5.2.3 Research experience**

Most parents in township communities did not have experience of seating in discussions; this was the first time for some of them. It was difficult to predict how they would feel in this situation. Principals were used to being the leaders in discussions, but in this study, all co-researchers and the researcher were equal. This aspect needed continuous checking.

### **3.5.3 Opportunities of the team**

Opportunities are external factors that are favourable for achieving the objective of one's organisation (Al-Araki, 2013:617).

#### **3.5.3.1 Shared vision and teamwork**

The research team created a shared vision that was vital for the learning organisation because it provided the focus and energy for learning. A shared vision

is a vision that many people are truly committed to because it reflects their own personal vision and uplifts their aspirations (Devault et al., 2015:14). In discussions, visions that are truly shared, take time to emerge; they grow as a by-product of interactions of individual visions. This drives the research team positively towards a direction of achieving its goal (Smith, 2015:7).

### **3.5.3.2 Stakeholders' support**

The team included parents and members who worked from different sub-directorates in the DoE. The experience that each member had, was valuable in this study and assisted in guiding and giving direction to the research team.

### **3.5.3.3 Opportunity for collaboration**

Collaboration among the team members enabled mutual trust, frank discussions, shared feedback and healthy disagreements. The co-researchers brought to the situation not only individual areas of expertise but also diverse perspectives, which were influenced by professional orientation, experience, education, gender, age and socio-economic status.

## **3.5.4 Threats to the team**

Threats are external factors that are unfavourable for achieving the objective of one's organisation. A threat is also an expression of intent to act out violently against someone or something (Team, 2013:6).

### **3.5.4.1 Presence of supervisors**

The teachers found it difficult to speak honestly about their feelings and telling as it was in front of the principal as their supervisor. The principal was also threatened by the presence of the ward manager as she was his supervisor.

### **3.5.4.2 Resources**

The school had very limited resources; the researcher prepared flipcharts, a data projector, the screen and other resources that were needed in the discussions. The

lack of competence in using resources was a threat to the team; that is, if there was a need for using the internet to find strategies that other countries use, it posed a problem for the members who could not use internet services.

#### **3.5.4.3 *Time factor***

Time was a threat because team members had to create time for meetings within their tight schedules. Most of the team members were working full-time and after work they had to accomplish their research obligations, which was difficult to accomplish.

#### **3.5.4.4 *Funding for the project***

This academic research was not funded. This affected the study negatively because meetings were held after school when all the members were hungry after a long, tiring day. Weekdays were also used to avoid paying transport costs by team members who work in the school but reside far from the school.

### **3.6 INFORMATION SESSION**

This is the session held to outline the purpose of the research, with particular regard to member responsibilities and accountabilities. The information session encapsulated the following thematic subjects: SASA 1996 on school safety, the duty of the risk management committee, the school's policy on risk and the responsibilities of the principal, HODs, deputy principal, risk committee and community representatives on the subject of school risk. On this matter it was critical to spell out time frames for attending the delegated and mandated tasks.

In the information session, the question of the structure of invitations was discussed and the call for commitment thereon was made. The meeting dates, the agenda, themes and responsibilities and accountability of members were looked into.

### **3.7 PRIORITIES AND ACTION PLAN FOR EACH SCHEDULED MEETING**

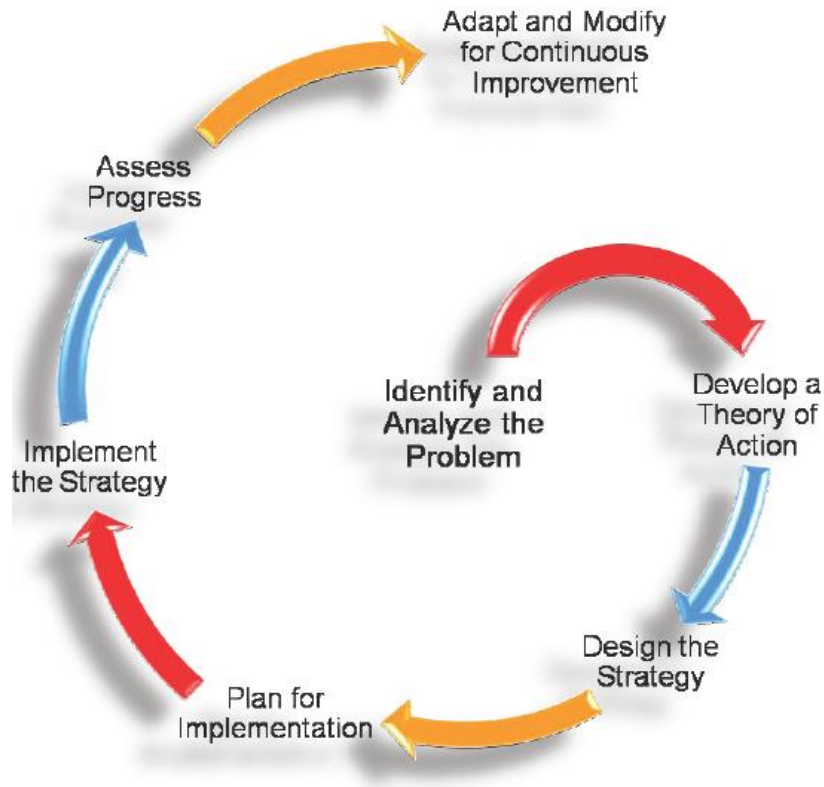
The articulation of the envisaged priorities to the study and the intended action plan for each meeting scheduled are presented below. Priorities are the objectives of the

study and these involved the plan of activities, the people leading the discussions, the time frame given to the task and what was expected to happen in order to monitor if the session was progressing according to plan (Myende, 2014:25).

### 3.7.1 Priority 1: The need to develop a strategy to improve the implementation of safety policies

Meeting number	Person leading the discussions	Activities	Time frame	Monitoring
1	Deputy Principal – Mr Zuma	Goal setting	30 minutes	Participation in discussions
1	Mr Ndlela (SAPS-Stakeholder)	Procedure to be followed	30 minutes	Participation in discussions
1	Principal – Mr Mkhize	Identification of SSP	30 minutes	Response by co-researchers
1	Mrs Msimango – Teacher	Formulating a research question	15 minutes	Brainstorming by researchers

The research team first looked at the current situation, identified the SSPs and then checked how they should be implemented. The principal elaborated on explaining the violence issues that the school dealt with. The team then assessed if there was a need for the strategy or not from the background given by the researcher and that of the school. The team then began at the common ground – that the strategy to improve the safety policies implementation needs to be formulated. The research question was also formulated in this meeting. The team members showed commitment and accountability of the given tasks. With the PAR cycle, the team used the problem-solving approach.



**Figure 3.2: The problem-solving approach to strategy design and implementation**

Figure 3.2 relates to the problem-solving approach used to assist in brainstorming the steps to be followed in order to successfully address the objectives of the study and design the strategy to improve the implementation of safety policies in the desire to enhance conducive learning spaces for both teaching and learning at schools (Stigler, 2009:1).

**3.7.2 Priority 2: Challenges and components of the solutions to the strategy to improve the implementation of the school safety policy**

Meeting number	Person leading the discussions	Activities	Time frame	Monitoring
2	Mrs Dlamini – Parent	Identifying challenges	1 hour	Brainstorming in group discussions; then whole group giving feedback

<b>Meeting number</b>	<b>Person leading the discussions</b>	<b>Activities</b>	<b>Time frame</b>	<b>Monitoring</b>
2	Ms Mpanza – Teacher	Discussing components of the solutions	1 hour	Brainstorming in group discussions; then whole group giving feedback

In the second meeting, the challenges were discussed. As this was a discussion meeting, the challenges were unpacked in groups and later presented by the groups to everyone for further clarification.

After the challenges had been discussed, they were then projected and groups brainstormed solutions to these challenges. The facilitator needed to observe PAR principles, remain neutral in the discussions and maintain collaborative partnership with the co-researchers.

### **3.7.3 Priority 3: The conditions conducive and the threats to the strategy**

<b>Meeting number</b>	<b>Person leading the discussions</b>	<b>Activities</b>	<b>Time frame</b>	<b>Monitoring</b>
3	Principal – Mr Mkhize	Recapping on the last meeting. Discussing conditions conducive for the strategy to be successful.	1 hour	Brainstorming in group discussions; then whole group discussion
3	Circuit Manager – Miss Cele	Discussing the threats to the strategy.	1 hour	Brainstorming in group discussions; then whole group discussion

On the third meeting, the facilitator led in explaining the procedures for the day. There was a breakaway session where groups identified the conditions conducive for the strategy to work effectively and the threats to the strategy. There was also a feedback session, which was used as a discussion forum by the whole group. After all discussions, team members were given a task to prepare before the fourth meeting, which was to find out what other schools in the area did to implement SSPs successfully.

#### 3.7.4 Priority 4: The success indicators

Meeting number	Person leading the discussions	Activities	Time frame	Monitoring
4	SGB Chairperson – Mr Ngwenya	Recapping on the last meeting.  Individuals report back on the assignment given in the previous meeting.  Discussions on the success indicators by the whole group	2 hours	Active discussions by the whole group.  Responding to input by individuals on the assignment given.

In the fourth meeting, the team members reported back on the assignment that had been given to each member in the previous meeting, that is, finding out what other schools in the area did to implement SSPs successfully. Each member reported back, and all the points were written down so that they could be discussed and checked on how could they best be applied when formulating a strategy.

### 3.7.5 Priority 5: Formulating the strategy to improve the implementation of school safety policies in schools

Meeting number	Person leading the discussions	Activities	Time frame	Monitoring
5	HODs – Mr Langa Mrs Nkosi	Recapping on the previous meeting. Discussions on formulating the strategy.	2 hours	Active discussions and brainstorming by the whole group.

In the fifth meeting, the team of researchers brainstormed the strategy to improve the implementation of SSPs. This was a discussion meeting by the whole group.

## 3.8 DATA GENERATION

The data under discussion here is the kind of raw data generated from discussion sessions held with the co-researchers. The data were analysed and interpreted with relevance to the basic theme of this research on the subject of the implementation of policies to mitigate challenges of risks at schools in an attempt to create a safe environment for teaching and learning that permits successful schooling.

SR maintains the idea that a person has the energy and the ability to be reflexive and creative to respond to challenging circumstances. This means that the researcher and the co-researchers generated data that had to assist with formulating a strategy to improve the implementation of the desired SSPs.

### 3.8.1 Co-researchers

The co-researchers were the people selected to participate in the research. Conversations were conducted with these co-researchers. The researcher conducted the information session that tabulated an action plan with the leading activities for the co-researchers to give their opinions through open discussions (cf. Winbow, 2002:72).

### **3.8.2 Instrumentation**

The instruments in question here are those that assisted with the intended generation of data with regard to the research concerns. This was in the form of a dictaphone, tape recorder, flipcharts, koki pens and paper for writing. As this was a sensitive matter, for ethical protocol, permission was sought from the co-researchers as to whether the suggested instruments could be applied in the discourse of the deliberation in the respective discussions.

### **3.8.3 Data generation ethics**

This study received full permission from the KwaZulu-Natal DoE. The findings and recommendations of the study were intended to be of benefit to the schools and the whole province. The study protected the co-researchers and their identities remain confidential. The details of the study and how it benefits the community and the school concerned were discussed with the co-researchers. The co-researchers had a right to terminate their participation in the study should they wish to do so. Furthermore, the researcher had a moral obligation towards the co-researchers with regard to the information given (Neuman, 2006:397). The researcher designed a consent letter that was signed by the co-researchers (Maree & Van der Westhuizen, 2007:42). The application for ethical clearance was accepted by the ethics committee.

PAR, as the methodological approach used in this study, and SR, the theoretical framework used in this study, were both inherently ethical, because the research involved placing a high degree of responsibility on the co-researchers and demanded continuous reflexivity about and sensitivity to emergent ethical issues as the programme of research unfolds. This embraced the intended decorum of aspects such as human respect, loyalty, humility and human dignity. SR and PAR are both grounded in the respect for co-researchers, a duty to care for vulnerable co-researchers, ongoing responsiveness to the needs of the research partners, an effort to limit risk and maximise participation collectively and individual benefits and frequent review by those who are involved in the research (Kermis & McTaggart, 2005:592).

### **3.9 DATA ANALYSIS**

This study adopted and was guided by the CDA strategy as a way of data analysis. Van Dijk (in Wodak, 2013:1) explains that CDA primarily studies the way the abuse of social power, dominance and inequality is enacted, reproduced and resisted by text and talk in the social and political context.

#### **3.9.1 Critical discourse analysis: Historical origins**

CDA began to gain momentum in the late 1970s, *Language and control* by Fowler, Hodge, Kress and Trew (1979) and *Language as Ideology* by Hodges and Kress were seminal works, which have laid many of the foundations for CDA without using the term itself. CDA rose in the 1980s in the symposium that was held in the University of Amsterdam; its approach was discussed by scholars, including Teun van Dijk, Norman Furlough, Gunther Kress, Ruth Wodak and Theo van Leeuwen. The term “critical discourse analysis” itself appears to have first been used by Fairclough in an article published in 1985 but was popularised by the highly influential book *Language and Power* by Fairclough (1989) (Breeze, 2011:495).

CDA takes a particular interest in the relationship between language and power and social formations. CDA offers a theory of language that takes the social function. It may be seen as a reaction against the formal paradigms of the 1960s and 1970s, which were uncritical (Bloor & Bloor, 2013:19).

#### **3.9.2 Critical discourse analysis: Nature and scope**

This study used CDA because of its main objectives, which were to analyse discourse practices that reflect or construct social problems, to investigate how ideologies can become frozen in language and find ways to break the ice, and to increase awareness of how to apply these objectives to specific cases of injustice, prejudice and misuse of power. Safety in schools is a societal problem; the communities and stakeholders had to work together and communicate ways that could be used in addressing safety issues. The stakeholders were collaboratively working on the safety issues and CDA encouraged the use of language and power

that is acceptable to all involved even if they are on different levels in the community (Wodak, 2013:2).

CDA takes explicit position, and thus want to understand, expose and ultimately resist social inequality. CDA are interested in the way in which language and discourse are used to achieve social goals and the part this plays in social maintenance and change; language is seen as crucial in constructing and sustaining ideologies (Bloor & Bloor, 2007:2). Interdiscursive analysis has a mediating role; it is a central and distinctive feature of CDA as it allows one to incorporate elements of context into the analysis of text to show the relationship between concrete occasional events and more durable social practices to show innovation and change in texts and (Fairclough, 1995:17). This study used CDA because its approach is characterised by a realist social ontology, which regards both abstract social structures and concrete social events as parts of social reality. CDA in this study also holds a dialectic view of the relationship between the structure and agency, and the relationship between discourse and other elements of social practices and social events. CDA can help in raising safety awareness in schools and point people in the direction of change (Bloor & Bloor, 2007:2).

CDA, as an analysis strategy, and SR are both characterised by the following principles: Language is a social practice through which the world is represented. Discourse or language use as a form of social practice in itself not only represents and signifies other social practices but also constitutes other social practices, such as the exercise of power, domination, prejudice, resistance and so forth. Power relations are produced, exercised and reproduced through discourse. Linguistic features and structures are not arbitrary but are purposeful whether or not the choices are conscious or unconscious. Texts acquire their meanings by the dialectical relationship between texts and the social subjects, writers and the readers, who always operate with various degrees of choice and access to texts and means of interpretation. CDA does not solely interpret texts but also explains them. Discourse is historical in the sense that texts acquire their meanings by being situated in specific social, cultural and ideological contexts, and time and space. All

speakers and writers operate from specific discursive practices originating in special interests and aims, which involve inclusion and exclusions (Van Dijk, 2008:826).

The issues of power, domination and prejudice were observed in SSP development and implementation. The latter is best demonstrated by the fact that societies are not involved in the initial stages of developing policies, but only when they are expected to implement them and are unfairly judged on the impact of implementation.

### **3.9.3 Critical discourse analysis: Application strategy**

The application of CDA catapults the need to engage in levels of interpretation, this is, therefore, done at three levels which are as follows: textual analysis refers to text spoken or written; discursive operation refers to interpretations of discourse practices; and production, consumption and reproduction of text and discursive social practices refer to the interpretation and description of text. It explains how and why social practices are constituted, changed and transformed (Myende, 2014:23). An elaborative interpretation of this illustrated levels is presented next.

#### **3.9.3.1 Textual analysis**

Text refers to actual written or spoken data. Text is a product of discourse. It is used to describe a linguistic record of a communicative event. It can be an electronic recording or a written text (Sheyholislami, 2009:118). Text as a meaningful speech event has to meet seven standards of textuality (Bloor & Bloor, 2013:6), namely:

- Cohesion – the ways the words are connected in sequence.
- Coherence – the outcome of cognitive relations, such as mutual knowledge between the participants in the discourse.
- Acceptability – the form of the text in terms of appropriateness to the cultural setting and the way in which it is received by those taking part.
- Intentionality – the discourse purpose, goals or plan of the text producers.
- Informatively – how far the degree of information transmitted is more or less suitable for the receivers in the circumstances.
- Situationally or relevance – the factors which make a text relevant to the situation in which it occurs.

- Intertextuality – the way in which a text relies on previous texts for its form and references and the way in which it may incorporate other texts.

### **3.9.3.2 *Discourse of operation***

Discourse means symbolic human interaction in its many forms, whether directly through spoken or written language or visual representation. It also refers to the whole act of communication involving production and comprehension. It involves general communication that takes place in a specific institutional context, with background information or knowledge shared between a speaker and a hearer (Bloor & Bloor, 2013:7). CDA also focuses on how discourse structures influence mental representations. People are influenced by what they see as the most important information of text or talk (Hernandez, 2006:74).

Discourse is socially constitutive as well as socially conditioned; it constitutes situations, objects of knowledge and the social identities of and relationships between people and groups of people. It is constitutive in the sense that it helps to sustain and reproduce the social status quo and, in the sense that it contributes to transforming it, it also gives rise to important issues of power. A central notion in most critical work on discourse is power, and more specifically, the social power of groups or institutions. CDA researchers are interested in the way discourse produces and reproduces social domination, that is, power abuse by one group over others, and how dominated groups may discursively resist such abuse (Rogers, Malancharuvil-Berkes, Mosley, Hui & Joseph, 2005:351).

### **3.9.3.3 *Discursive social practices***

CDA concentrates on issues such as ideology or power, the way in which individuals mentally perceive, or the way social structures determine discourse. The relationship between social structures and social events depends on social practices. Languages are a particular type of social structure. Language users as social actors have both personal and social cognition, personal memories, knowledge and opinions as well as those shared with members of the group or culture as a whole (Van Dijk, 2008:353).

Social level in CDA includes change in social practices and in the networking of social practices, how social practices are articulated together in the constitution of social fields, institutions and organisations, and in the relations between fields, institutions and organisations (Breeze, 2011:516).

CDA attests to the philosophy of SR as it also argues that language can be seen as an emergent outcome of the practical engagement of the cognitive and reflexive supremacy of human beings with the powers and properties of the world. Once it is established in the form of grammar and embodied in texts or textual analogues, language develops a relative autonomy, properties and powers of its own.

### **3.10 CHAPTER SUMMARY**

In this chapter, PAR as a methodological approach was discussed. Its nature and scope, its relevance in this study, how it would be applied and the benefits of using it in this study were all discussed. The credentials of the team, the SWOT analysis, the priorities according to the objectives of the study, the action plan and the priorities of the study (the needs, challenges, solutions, conditions conducive, threats and evidence of success) were discussed, and the ethical issues were presented. CDA, which was used for data analysis was also discussed in this chapter. It will be presented more thoroughly in the next chapter, where its objectives that seek to address abuse of power, equality and dominance will be observed. The interlink between the study, PAR, SR and CDA were also discussed.

## **CHAPTER 4**

### **DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION TOWARDS THE STRATEGY TO IMPROVE THE IMPLEMENTATION OF SCHOOL SAFETY POLICIES**

#### **4.1 INTRODUCTION**

The aim of this study was to design a strategy to improve the implementation of school safety policies (SSPs) in selected Osizweni schools. This chapter presents, interprets, analyses and discusses the results towards the strategy to improve the implementation of SSPs.

To accomplish the above, this chapter classifies the data into five objectives as a foundation. The objectives of the study can be encapsulated as follows: the challenges to the implementation of the SSP; the solutions to the challenges in the implementation of school safety; the environment conducive for the strategy to be successful in the implementation of SSP; plausible threats to the strategy of improving the implementation of SSPs; and the evidence of success for the implementation of SSPs. The latter is analysed in relation to what the literature in Chapter 2 has argued and what the empirical data attest. Extracts are analysed using social realism (SR), which is the theoretical framework underpinning this study, and where the implementation of PAR principles are observed. The process of analysing data generated using Van Dijk's critical discourse analysis (CDA) is also presented in this chapter. Data are analysed at three levels: textual (the language used for communication), social (social injustices observed during the discussions) and discursive (unacceptable practices that were reflected in discussions) (Bloor & Bloor, 2007:2).

#### **4.2 CHALLENGES TO THE IMPLEMENTATION OF SAFETY POLICIES**

In this instance, challenges are construed to refer to the issues that justify the need for the strategy to improve the implementation of SSPs.

During the discussion meetings and activities that the team was engaged in, some challenges faced by the school when implementing SSPs emerged. The team also brainstormed solutions to the challenges. The following challenges were identified: preparation of stakeholders, teamwork, stakeholder involvement, accountability, transformational initiatives, communication and social cohesion.

The researcher used the identified challenges as subheadings below.

#### **4.2.1 Preparation of stakeholders in implementing school safety policies**

The stakeholders in this study are the co-researchers, namely the circuit manager, the principal of the school, the deputy principal, HoDs, educators, an SAPS representative, a ward councillor and a social development representative.

Preparation of stakeholders strengthens the skills, competencies and abilities of people in implementing SSPs. It gives the opportunity for concerned individuals to become involved and to participate in decisions they care about. It further improves school community relations and reduces security risks and liability (see Chapter 2.10.2.1). The South African Schools Act (SASA, 1996, Section 65(b) 9) states that public schools must engage in advocacy and capacitating campaigns to communicate to the public and stakeholders the status of the schools concerning the regulations and the right to protection against violence. This is capacitating the stakeholders regarding what they are expected to do and how they should do it when implementing the SSPs (Luyet et al., 2012:215).

The stakeholders theory (Frandsen & Johansen, 2017:30) suggests that the purpose of an organisation is to create as much value as possible for stakeholders. To be successful and sustainable over time, organisations must keep the interest of stakeholders aligned and going in the same direction as theirs (see Chapter 2.10.2.1). This statement emphasises the importance of stakeholder inclusion and preparation in order to successfully implement SSPs.

The challenge of the preparation of stakeholders was attested to in the discussions as a contributing factor that makes it difficult to implement SSPs. The literature also argued that the insufficient preparation of stakeholders, or no preparation at all, makes it difficult to apply discipline policies and practices consistently, fairly and equitably (see Chapter 2.10.1.1), which also alludes to the importance of stakeholder preparation and capacitation.

During our meeting, while we were having a discussion on policies and school safety, one of the team members (**Mrs Msimango**) said:

*Asinalo ulwazi mayelana nezokuphepha siwothisha nabafundi.*

*[We as teachers and also learners do not know about safety policies and safety issues in general.]*

**Mrs Nkosi** added to **Mrs Msimango's** statement by saying:

*Silindele ukuthi amaphoyisa asitshela ukuthi senzeni ukuze izikole zethu kube eziphephile.*

*[We are waiting for the police personnel to tell us what to do to make our schools safe.]*

The statements from the co-researchers develop the uncertainty to the success of policy implementation – “*We as teachers and also learners do not know about safety policies and safety issues.*” From what was uttered by the co-researcher, it is evident that the stakeholders seemed to be unaware of SSPs. This also indicates that they are not capacitated; therefore, they are not driving the SSPs towards the same direction. The above discussion shows that there is no ownership of the SSPs by both educators and stakeholders, and further indicates that they are a concerned society. Moreover, the words “*do not know*” are an indication of discursive, which shows working in silos, exclusion and a lack of collaboration. There is no knowledge sharing, no fair distribution of policies and a lack of capacitation.

The co-researchers who are educators indicated that they were still waiting for the SAPS to come and train them on safety issues. They further indicated that the

parents as well had not been trained on safety policies and safety issues. This can be interpreted as a measure of difficulty in choosing people to play a role in the implementation of SSPs, and indeed, the social reality in the terms of the importance of empowering society.

SR, as the theoretical framework used as a lens in this study, objectifies the above as the individual is treated as a social unit to demonstrate the need to unveil the spirit of passion and positive jealousy to matters that enhance the society (see Chapter 2.3). SR principles are contrary to what is said in the extracts as they emphasise the contribution the society make in addressing the challenges they face (see Chapter 2.3), which alludes to the contribution of actors in addressing their agency.

The above extracts indicate that the policies are drawn by people who did not involve all the stakeholders when developing them and did not campaign for the policies to the stakeholders for adoption and successful implementation (Wodak, 2013:2); the study illustrates that when the stakeholders are not capacitated, it results in ignorance and negligence, which is why there is a need for the strategy to improve the implementation of SSPs.

#### **4.2.2 Teamwork in implementing school safety policies**

Teamwork in implementing SSPs creates interdependence among team members. In addition, team members share responsibilities and authority. They work towards the same goal and have a strong sense of mutual commitment to the implementation of SSPs (see Chapter 2.10.2.2).

The principal, working with all the stakeholders, embraces the philosophy and practice of Ubuntu and has the overall responsibility to build a professional learning community in the school. This will be achieved through effective interpersonal relationships and communication, which recognises, manages and celebrates the diversity of the school personnel (NEPA, 1996:13). Teamwork theories further emphasise commitment, cohesion, shared goals and accountability that develop through teamwork. For teamwork to be effective, all members must work toward a

common goal and contribute their particular skills and abilities to its accomplishment (Anderson & Anderson, 2015:12). While teams vary greatly in their composition and purpose, the clarity about their purpose, members with necessary skills, members who understand their roles and accept them, an effective leader and sufficient resources all play a very important role in the success of teams (Council, 2013:5). In the outlook based on SSP development, it is crucial in the sense that the SSPs are developed nationally and provincially, and schools are only involved when they are expected to implement the policies.

The co-researchers argued that there were no teams and no teamwork that facilitated and advocated the SSPs to the stakeholders, educators and learners. One of the co-researchers (**Mr Mjiyakho**) articulated this as follows:

*Asinabo nje thina abantu abazinikele ukusebenzela isikole sibe indawo ephephile yabantwana.*

*[We do not have people who are dedicated to ensure that our schools are safe to learners.]*

**Mrs Dlamini** elaborated:

*Naye uhulumeni akagxilile kakhulu ekuqinisekiseni ukuthi izikole zethu emalokishini ziphephile.*

*[The government's focus is not on ensuring that township schools are safe.]*

The phrase “*we do not have people who are dedicated*” indicates that there is no joint action, no sharing of skills and no collaboration. The above also is indicative of the fact that there is an absence of team spirit ensuring the worth of school safety. People are divided for this ideal, which opposes the spirit of both collaboration and team building fostered by the ideals of social justice (Breeze, 2011:495; Mcleish, 1993:1). The attitude expressed above is one of helplessness and absence of ownership of the school safety process through team building and openness to learning mechanisms. This denotes the reality of the status quo at schools. In the understanding of the above, this communicates a spirit of disunity and a lack of cooperation.

The above further negates the vision of human unity and collaboration advocated by social justice, which results in managers working in silos, trying to enforce implementation on staff members who, in return, chooses to accept or reject it because they have not been part of the policy developers (Kahn, 2009:198). SR, however, emphasises unity and collaboration. In the quest for the articulation of SR, one may conclude that social identity is fully achieved when actors align their social roles with their personal commitments and concerns (see Chapter 2.4).

#### **4.2.3 Stakeholder involvement in implementing school safety policies**

Stakeholder involvement develops constructive and productive relationships, creates collaboration among communities and awareness about SSPs and generates buy-in. It further helps the school to identify and control risks (see Chapter 2.10.2.3).

The Employment of Educators Act (1998:13) states that school principals must establish and maintain means of open communication between the home, school and stakeholders. He or she should build and maintain effective collaborative relationships and partnerships with other agencies and potential resource providers in the community that are concerned with the well-being of children and their families. He or she should further establish and maintain communication pathways that enable the work of the school to be known in the community and for community feedback to the school (see Chapter 2.10.2), which also emphasises the role that the community plays in enhancing the implementation of policies in the school.

The theory of public participation (Frandsen & Johansen, 2017:3) states that stakeholder consultation is an important element in the development and implementation of policies. Stakeholders choose to participate because they expect a satisfying experience and hope to influence the planning process. Consulting stakeholders in the implementation of SSPs is a way of mobilising communities for support and ownership (Durkheim, 2014:14).

In the discussions, stakeholder involvement emerged as one of the challenges in the implementation of SSPs. The conversation below was extracted from the discussions.

**Mr Ngwenya** stated:

*Akukho ukubambisana phakathi komphakathi nesikole.*

*[The school and the community do not work together.]*

This was further emphasised by **Mr Zuma**:

*Akukho ukusebenza ndawonye okwenza kuthathwe izinqumo ndawonye ezizophumelelisa ukusebenza kwesikole.*

*[There is no collaboration in decision making on issues that bring progress to the school.]*

**Miss Nzama** emphasised the importance of collaboration by stating as follows:

*Umphakathi uyabona abafundi bebanjwa inkunzi beza esikoleni bathule bengenzi lutho’.*

*[The community members witness learners being robbed and pick-pocketed while coming to school; they just do nothing and keep quiet.]*

**Mr Langa** clarified this further:

*Kudicilelwa phansi izikhangiso ezikhombisa izinto okungavumelekile ukuthi zingene ngaphakathi esikoleni, ibhodi baze balishisa.*

*[The signboards that showed what is not accepted in the school premises was vandalised by community; they even burnt the board.]*

The words “no collaboration in decision making” indicate that there is no good standing, no communication and no unity among the stakeholders. This statement bears the reality of the facts as to how things are done. This can also be understood and interpreted as a way to unveil the lack of moral consciousness to be vocal of the ills that plague society, this being a do-not-care attitude with a lack of human assistance in a crisis (see Chapter 3.2.2.5.1). A lack of people consultation and involvement undermines the spirit of people unity and collaboration to win social ills through informed participation, (Fursich, 2009:240; McGarvey, 2007:4). Consulting

stakeholders indicates that cultural diversity and worth of people unity are valued when decisions and policies are implemented – the assumption of collective human collaboration and improved human relations in the view of social justice (see Chapter 2.4). A lack of consultation and insufficient evidence to inform policy development exists and is evident in this discussion.

Taking into account the articulations of SR as the lens in play in this research, SR attempts to recover knowledge in the service of progress and social justice for a fully informed consultative process to enhance and advance SSP implementation (see Chapter 2.10.1.3). The impulse underlying social realist work is towards both the creation of epistemologically more powerful forms of knowledge and establishing the means to enable them to be accessible to everyone through consultative dialogue (Maton & Moore, 2010:2).

Literature reveals and attests to the fact that stakeholder involvement in policy development is a determinant factor for stakeholders' ownership of policy implementation (Bisaro et al., 2014:11). The above leads to challenges in disseminating and communicating policies and operationalising policies into feasible programmes and plans as part of enhancing SSP implementation. SR is relevant to bring communities together as it is grounded on the experience and participation of the communities, which is why it is imperative to design the strategy to improve the implementation of SSPs collaboratively. The focus is on action change, social control and social equity (see Chapter 2.4).

#### **4.2.4 Accountability in implementing school safety policies**

Accountability matters because the dearth behind it means that no one can be held responsible (see Chapter 2.10.1). This captures the essence that the ingredient for successful implementation of SSPs is being accountable for all action plans, activities and programmes scheduled. Section 4 of the Employment of Educators Act (1998, C-60) alludes to the importance of accountability as it is about creating a culture where people value responsibility and understand that accountability involves a certain degree of responsible collaborative autonomy (see Chapter 2.10.1).

Indeed, this is vital for team building to thrive and unitary solidarity for collective school safety.

Accountability theories focus on creating a culture of accountability in the team and acknowledging that one's actions affect other team members' abilities to accomplish their given tasks. This view is expressed as saying that teamwork enhances accountability of staff and stakeholders (Forrer, Kee, Newcomer & Boyer, 2010:480). It is about acknowledging what is on the line for the team and using it to motivate stakeholders to achieve their goals. It is a simple, but very effective approach to avoid mistakes and to improve overall performance and productivity (Gellman, 2016:5). For high-performing teams, accountability is a key ingredient as it involves employees in setting clear, challenging, yet attainable goals and objectives, and gives them the authority to accomplish these goals.

Accountability means people can count on one another to keep performance commitments and communication agreements (see Chapter 10.2.1). It can result in increased synergy, a safe climate for change and improved solutions because people feel supported and trusted (Badr, Mohamed, Afzal & Bile, 2013:869). All of these positive results create higher employee morale and satisfaction, which can highly improve the plans of implementing SSPs.

Accountability emerged in our discussion as a challenge in the implementation of SSPs.

**Mr Mkhize** interrupted the discussion and said:

*Asinabo ubudlelwano phakathi kwesikole nomphakathi.*

*[There is no relationship between the school and the community.]*

**Mrs Dlamini** elaborated:

*Umphakathi awuziboni ufanelekile ukunakekela isikole.*

*[The community do not see that it is their duty to protect the school.]*

**Mr Mjyakho** highlighted the following, in response to **Mr Mkhize's** articulations:

*Kumele nezinkinga esibhekana nazo ngabe siyazihlanganyela silekelelane ukuzixazulula.*

*[We should communicate the challenges we are faced with for sustainable support and accountability through engagement.]*

The phrase “do not see that it is their duty to protect the school” it indicates that there is no increased synergy and no culture of responsibilities is created. A lack of support to a worthy course can be perceived as discursive social practice devoid of collaboration, solidarity and cooperation (Van Dijk, 2008:351).

Accountability breeds sustainable human support in people and, as such, is vital for dialoguing school safety challenges (see Chapter 2.10.1). This aspect is captured by saying that teamwork and collaboration enhance the accountability of team members. SR as the theoretical framework at play in this study advocates the links of the internal conversation to identity formation and to how we function as social actors in particular social roles (Lockett & Lockett, 2009:473). Lockett and Lockett (2009:473) further suggest that through self-talk, we form and monitor our key values, desires and concerns, which develop into projects and then into practices.

Schools are a social phenomenon with particular implications on SR in advocating for the need to embrace social structures as a way of social development, enhancement and ideals, despite the regrettable challenges the co-researchers put forward (see Chapter 2.10.1.4). The literature reveals that managers who involve employees in setting goals and expectations find that employees understand expectations better, are more confident that they can achieve those expectations, and perform at a higher level, which is not visible in this school (Nunes et al., 2013:648). Positive results also occur when employees do not associate accountability with negative consequences. If employees do not fear failure, if managers recognise employees for their accomplishments and if managers support

their employees when goals become difficult, employees are more likely to be creative, innovative and committed to the tasks assigned to them in improving the implementation of SSPs (see Chapter 2.10.1.4).

#### **4.2.5 Transformational initiatives in implementing school safety policies**

When one chooses change, one's future is really a reconditioned or improved version of the past (see Chapter 2.10.1.5). Our schools had safety policies in the past and they are still relevant, but as time changes, they also need to be improved. The implementation strategy also needs to be improved so that it is relevant now and addresses the issues that schools face in the current century. The transformation theory values collaboration, networking, empowerment and stable relationships as key elements in the implementation of SSPs.

Transformational change is an assertion that our actions today create our future tomorrow. The future can be described and realised when one free oneself from the constraints of the past. In transformation, one designs a future and invents ways to bring it about (Anderson & Anderson, 2010:17). Transformation does not describe the future by referencing the past, but it births a future that is entirely new (see Chapter 2.10.1.5). Important to this is the aspect of not dwelling on past injustices but taking the initiative to bring about change that makes our schools safe for our learners and staff. Transformational change contributes a lot in making the implementation of SSPs a success as it is about engaging and mobilising people through facts, analysis and critical thinking.

Transformational initiatives emerged as a challenge in one of the meetings. During the brainstorming session, one of the co-researchers (**Mrs Dlamini**) commented:

*Kungenzeke yini ukuthi sihlale phansi sibe nezinhlelo esibanazo zonyaka wonke?*

*[Is it not possible to sit down and draw programmes for the whole year?]*

**Mr Ndlela** confirmed **Mrs Dlamini's** comments by saying as follows:

*Yebo izinhlelo zokuqwashisa nokwakha kabusha indlela yokusebenza kwemithetho yezokuphepha ehambisana nomphakathi wethu bese sizibophezela ekuqinisekiseni ukuthi ziyenzeka.*

*[Yes, aiming at advocating policies and how to implement them that will suit our environment and community and commit ourselves in ensuring that they are implemented.]*

**Mrs Nkosi** further reflected:

*Ngeke lokho sikwenze ngemihlangano emibili sidinga isikhathi sokuzinikela.*

*[We cannot achieve that in two meetings we need time and commitment.]*

**Mr Mjiyakho** emphasised the importance of transforming and collaboration by saying:

*Sidinga ukushintsha nathi siwumphakathi sihlanganye ekuqinisekiseni ezokuphepha esikoleni, izikhathi sezishintshile manje isikole sesidinga nabazali manje, hhayi othisha bodwa.*

*[We need to change as community and work with the school in addressing issues of safety; the school needs parents now, not teachers only.]*

From the above statement it is clear that in the discussions, the co-researchers saw that there is no working together and no commitment among the stakeholders. CDA objects to working in solitude as it values the contribution of social partners (see Chapter 2.4.1). The co-researcher thinks that the lack of commitment also contributes to the non-implementation of SSPs. This also indicates that the co-researcher is from a family that works together to achieve its goals. The words of the co-researchers are indicative of a yearning for assistance, empowerment and development in order to cope with the evolutionary nature of SSPs. This notion may be subscribed to the fact that there is a need for shared skills to respond to the dictates of eminent change the society and people in particular face; this calls for both time and commitment to circumvent the challenges on the draft of SSPs.

The principle of morphogenesis of SR is defined as moving from being conditioned to elaboration through interaction. While embracing the importance of intellect, transformational change alludes to what SR also argues as it equally engages the heart: our deepest aspirations, what we care most deeply about, what we love (see Chapter 2.3). The view here is that we are concerned if schools are not safe because that leads to the education of our learners being compromised. In working with groups, transformational change activates not only the power of collective purpose but also helps lower the barriers that keep actors separate from one another, inviting us to greater compassion, trust and care for one another (Henderson, 2002:203).

Improving existing skills, processes, methods, performance standards or conditions, interpersonal communication training, simple work process improvements, team development and problem-solving efforts can all be transformational changes required to successfully implement SSPs (see Chapter 2.10.1.5). Transformational change relies on collaboration because of its systemic and interdisciplinary nature; transformational work requires from its practitioners a high level of commitment and skill in collaboration (Carnall, 2007:5). The strategy to improve the implementation of SSPs is all about appreciating interdependence and working in partnership with other people and organisations (see Chapter 2.10.1.5). If we intend to create an organisation culture with greater ownership by stakeholders, we must “be the change” right now by initiating an inclusive process of change with sound cultivated relevance.

#### **4.2.6 Communication in implementing school safety policies**

Communication in the implementation of SSPs enhances sharing ideas, clarifies policies and procedures and improves efficiency and effectiveness of safety plans (see Chapter 2.10.6).

The communicative theory also alludes to the importance of the using the language and texts that are easily understandable by the people when implementing safety policies. Communication is vital in breeding unity and engaged support in people, (Tenorio, 2011:187). When SSPs are communicated from the development stages to

all stakeholders, it can bring to the communities an awareness of whether the policies cater for them or whether they still make them remain marginalised. When there is an internal communication gap within an organisation, there usually is a breakdown in the way information is being sent from the sender to the receiver. This adds that the principal, the SMT and the SGB must ensure that all the relevant plans and programmes on SSP implementation are communicated to all stakeholders, including learners, so that everyone can feel valued and accountable.

Given the diversity of backgrounds and values among individuals, poor communication usually prevails. Individuals often fail to communicate what they intended, and what they communicate is frequently misunderstood or misinterpreted by others.

The co-researchers alluded to communication by during the discussions. **Mr Zuma** said:

*Amakomidi ezokuphepha ayakhethwa kodwa awasebenzi lutho ngiyacabanga nawo awazi nokuthi yini umsebenzi wawo’.*

*[Non-functioning of safety and security committee. The committee was formed, but I think the members do not even know what it is that they are expected to do.]*

**Ms Nzama** responded:

*Mina ngibona sengathi inkinga la indlela yokuxhumana engahlelekile kahle.*

*[I think the communication channels among the committee members are a challenge.]*

It was visible that advocacy on safety policies to elected safety committees, staff and stakeholders was not communicated well or done properly because there is no understanding of safety policies. CDA is vocal about the critical meaning of societal structuring that comes with unequal power relations through language use. Culture is one aspect that is important to describe social standing for both interpretation and explanation. Through communication, people demonstrate values of humility,

respect, unity and collaborative spirit, as is observed in the statement *“I think the communication channels among the committee members are a challenge”*; these are fundamental ideals of social justice (Sheyholislami, 2009:98).

The communication expression by the co-researchers has a direct communication of the status of reality and text in saying how things are in this particular society, meaning a lack of knowledge by people.

SR indicates that through interaction, knowledge of reality is communicated. In SR, communication is one of the most important instruments for exploring social reality (Vorster, 2010:10). In this value of communication, the skill of safety knowledge would be imparted to empower people for a critical role play. SR further emphasises that social integration can contribute to the reproduction or transformation of societies (see Chapter 2.4.3). This is an expression of reality that to successfully implement the SSP, communication skills need to be developed and practised in order to understand the textual essence in the views of people and, above all, assign critical people roles for community development through guided and informed SSPs (Van Dijk, 2008:352).

In implementing SSPs, communication is a driving tool that can make the exercise successful or not successful. Communication skills such as translation, clarity, negotiation and listening are vital in strategic planning and the implementation of SSPs (see Chapter 3.6). Lewis and Gates (2005:14) refer to communication skills as those skills that allow positive human interaction and participation in decisions taken towards a common goal.

#### **4.2.7 Social cohesion in implementing school safety policies**

Taking the critical anchors of this study into account, social cohesion has the prospective agenda to collectively address the challenges of society and the school safety in particular. In South Africa, colonial rule and apartheid policies splintered social identities along racial and ethnic lines and were accompanied by economic disparities and inequalities along race and class divides. The political shift in post-

apartheid South Africa, from authoritarian to democratic rule, was constituted to respond to this legacy through a commitment to representative and participatory democracy, accountability, transparency and public involvement (Marks, 2002:17). The ideals expressed in the latter context are pivotal in the strengthening of social cohesion for collective unity.

SACE's Code of Professional Ethics suggests that interventions to promote equity and build trust rest on groups and individuals acting accountably towards one another and to the intended aims of the policies. Teachers in South Africa are increasingly being positioned and responded to as mediators across the existing divides of the country as actors whose governance reforms and promotes social cohesion in South Africa. The capacity-building theory values capacitation as a key process towards redressing the past and promoting equity as fundamental to social cohesion (Heystek & Lethoko, 2001:224).

Since 1994, many policies have been designed to empower educators and stakeholders and improve their skills. Social cohesion should be understood in relation to achieving durable social justice, eliminating all forms of inequities and disadvantage. Educators and stakeholders need far more professional development, policy direction and support to ensure that social cohesion is realised in schools. But the area of social cohesion and the critical role of teachers in its promotion has not received enough attention. As with so many other areas of education, impressive policy goals have not been translated into reality. Their realisation has been undermined by, among others, poor intergovernmental coordination and collaboration and a lack of clarity and support on implementation.

Social cohesion resurfaced as one of the challenges that the school and community is faced with when addressing the issues of safety. In this regard, **Mr Ngwenya** said:

*Umphakathi iwona kanye odayisela abantwana ama drugs ezitolo zabo.*

*[The community sells drugs to learners in their shops.]*

Mr Ngwenya was supported by **Mrs Dlamini**, who commented:

*Zonke izikole zala elokshini azinabo onogada kodwa edolobheni bayagadwa, izikhulu izingane zazo zifunda emadolobheni izikole zakhona ziyagadwa ezethu esihluphekayo zifunda emalokishini izikole zethu azigadwa.*

*[Not all township schools do have security guards, but town schools have security guards; seniors take their children to town schools because they are safe and children of poor parents go to township schools where there are no security guards.]*

The assumption that community members sell drugs to learners in their local shops indicates that there is no social cohesion, no inclusion, no mutual solidarity and no transparency between the community, parents, learners and the school (see Chapter 2.4.2). Drugs are a social ill and, as such, a discursive social behaviour to accept (Van Dijk, 2008:353). The act of disparity between black and white people on grounds of both ownership and refraining from school vandalism is a manifestation of societal inequalities, the absence of social justice and the castigation of democratic values enshrined by the community (Marks, 2002:17). There is no passion for harmony, embracing cultural diversity in people, strong values informed by ethical guidance, transparency, trustworthiness or positive working relations reflective of unity between the school and the community.

SR finds the worth of social cohesion to address the challenges of the community and society in particular. Social justice agitates for social cohesion in people for a collaborative spirit to address issues in society with unity (see Chapter 3.8.3.3; Breeze, 2011:518). SR suggests that the agency for change rests in the persons in the community working side by side towards the goal of social transformation, which does not prevail in this community.

Literature alludes that involvement of families and communities in the development and implementation of safety policies should be done regularly and clearly. The research has demonstrated the powerful effect that engaged families can have on the educational outcome of learners, including improved behaviour (Adesina, 2007:11). In the advent of social cohesion as a challenge in society, social cohesion

plays a significant role in clubbing together to eradicate that which is unacceptable in society, such as drugs in our schools, thus resulting in a successful strategy to implement SSPs.

### **4.3 SOLUTIONS TO THE CHALLENGES THAT PREVENT SUCCESSFUL IMPLEMENTATION OF SAFETY POLICIES**

After the challenges had been identified, the co-researchers brainstormed the solutions to the challenges. The following solutions were identified: preparation of stakeholders, teamwork, stakeholder involvement, accountability, transformational initiatives, communication and social cohesion

#### **4.3.1 Preparation of stakeholders in implementing school safety policies**

Preparation of stakeholders in implementing SSPs emerged as a challenge in both literature and empirical studies as it limits the stakeholders in accessing the safety policies. Stakeholders cannot help to prevent disasters in schools (see Chapter 2.10.1) and makes it difficult to apply discipline policies and practices consistently, fairly and equitable.

In the discussions, it was established that there is a need for the preparation of stakeholders as a solution to the challenge discussed in Chapter 4.2.1. The policy on the South African Standard for Principalship (DBE, 2015:19) states that the principal, working with all stakeholders, embraces the philosophy and practice of Ubuntu and has the overall responsibility to build a professional learning community in the school that will enhance the implementation of SSPs. The principal promotes the empowerment of those working in the school through the provision of opportunities for shared leadership, teamwork and participation in decision-making. Principals also need to be reflective to build personal capacity and be committed to their own continuing professional development to be able to cater for transforming the SSC (NEPA, 2015:19). The theory of change indicates that teamwork can be seen as a change process targeted at aligning and refining practices within an organisation. To be effective, teamwork requires deliberate and planned change. The theory values locating and analysing the contributions of its components and evaluating the degree

to which the change system is authentic, inclusive and consequential. An emphasis on democratic transition and consolidation on policy development and implementation, including SSPs, is highly essential (Helms, 2012:18).

During discussions on the challenges, the issue of not knowing the SSPs was raised. Miss Cele (the circuit manager) organised a capacity workshop by a district official from the school governance sub-directorate to bring about transformation and preparation of stakeholders. The workshop was a success as illuminated in the meeting where the solutions to the challenges were brainstormed. The discussions on solutions showed that the co-researchers were happy with the developments. **Mr Ngwenya** said:

*Siyazijabulela izinhlelo zokusiqeqesha ngemithetho yezokuphepha besingazi lutho impela.*

*[We are happy for the training that we received on the safety policies because we didn't know them.]*

**Mr Mjiyakho** elaborated:

*Manje sesizibona sikwazi ukuletha umehluko emfundweni yabantwana bethu.*

*[Now we see ourselves able to make a difference in our children's education.]*

**Mrs Dlamini** emphasised:

*Sicela ukufundiswa ngayoyonke imithetho esithintayo njengabasizi besikole ukuze sizolekelela ekuthuthukiseni isikole.*

*[We would appreciate if we can also be trained on all other policies as stakeholders so that we can contribute in school improvement.]*

From the statements above, it is discernible that the stakeholders are willing to work collaboratively in sustaining SSP implementation. Sharing and communication are a communal practice that makes communities succeed. The discussions above indicated the change in social practices and the networking of social actors to address their challenges. The co-researchers showed teamwork, participation in

decision making and unity. This is attested by the emphasis of SR on providing all citizens with equality of access to knowledge. It further believes that knowledge is socially constructed, meaning the capacitating of stakeholders on policies will result in all of the community being capacitated on SSPs.

Stakeholders should be equipped with knowledge and skills to prevent and address conflict, meet the behavioural needs of diverse learners and fairly and equitably apply safety policies and practices (see Chapter 2.10.2.1). In addition, Helms (2012:18) argues that preparation of partners gives opportunities for concerned individuals to become involved in the implementation of SSPs and participate in decisions taken in using the policies to create safe schools, (see Chapter 2.10.2.1). The co-researchers expressed positive hope in the above discussion. Preparation enhances collaborative participation and knowledge sharing.

It needs to be emphasised that preparation of stakeholders enhances capacity building and enhances development, which further advances the possibility in the development of SSPs. Preparation also enhances knowledge sharing with a dialogic impetus (Yamin-Ali, 2016:58).

#### **4.3.2 Teamwork in implementing school safety policies**

If there is no teamwork, it means there is no collaboration in drawing the action plan and activities that will enhance the implementation of SSPs. Insufficient teamwork brings disillusionment and negative motivation to schools, which leads to policies being not implemented timeously and effectively.

Personnel administrative measures in the Employment of Educators Act (1998:68) advise schools to create and maintain sound human relations among colleagues and enhance the spirit of co-operation at all levels. The theory of networking explains that self organising working relationship has the potential to elicit action and to communicate information in an efficient manner (Panetto, Jardim-Goncalves & Molina, 2012:287). The above alludes to the importance of teamwork in organising working relationships and the capacity to transmit information efficiently for the successful implementation of SSPs.

Professionals in a learning community work in teams that share a common purpose. They learn from one another and create the momentum that drives improvement (Urien, 2017:15). Within the organisation, they build the structure and vehicles that make collaborative work and learning effective and productive (Anderson & Anderson, 2015:12).

**Mr Ndlela** and **Mr Mjiyakho** articulated statements that were in agreement on the importance of working together:

*Umbono wesikole sesiyawazi besingawazi, ukuwazi sekuzosenza sikwazi ukusebenzisana ezinhlelweni zokufezekisa yomibili lemibono owesikole nezokuphepha.*

*[We didn't know the vision of the school and now that we know both the school vision and school safety vision, it will be easy to stick to our action plan to carry out our visions.]*

**Mr Mjiyakho** added:

*Ukusebenzisana kwethu neminyango ehlukene njengamaphoyisa kusenze nathi siwumphakathi sabumbana.*

*[Working together with other stakeholders, especially the SAPS, made us as a community unite.]*

The above statements encourage unity, solidarity and collaboration among the team members (Van Dijk, 1995:252). A collaborative, shared vision induces people participation and ownership of the challenges at hand (Breeze, 2011:510). SR finds worth in community development and societal ownership (Sheyholislami, 2009:167). The state of the community and society is well communicated by the stakeholders, with the imperative need for unity and collaboration, as this will be understood in the context of Van Dijk's principles of interpretation (Van Dijk, 1999:460). The essence of shared vision is also exemplary to other policies that govern the school for both comparative participation and implementation.

Commitment is displayed by society, which is emphasised by SR in the statement "...the school vision and school safety vision, it will be easy to stick to our action plan

*to carry out our visions*". The shared vision binds together each member of the school and community (Kemunto et al., 2010:15). The team that has a shared vision will empower one another with the skills and attributes that will improve the implementation of SSPs.

#### **4.3.3 Stakeholder involvement in implementing school safety policies**

Involvement of stakeholders is also critical in terms of identifying, acknowledging and addressing any resistance to the policies being implemented (see Chapter 2.10.2.3). Involving communities, citizens and politicians in the election and evaluation of the policies help to create awareness about the safety policies and generate buy-in (Oguye, 2012:80).

The stakeholder consultation theory ensures collective responsibility for the implementation of SSPs. The stakeholder theory also puts more emphasis on stakeholder involvement as it helps organisations survive longer and perform better. It further states that the strategy to deal with the organisation challenges needs to be planned together by people within and outside the organisation working towards the same goal. The theory emphasises stakeholder consultation for organisations to survive longer and perform better (Maguire, Ojiako & Said, 2010:85). The process is of a democratic nature in the sense that it argues for consultative processes. This ideal attests to the constitutional obligations that find democratic practices valuable (Baker et al., 2010:589).

The co-researchers felt that there was a need to revive the SSC as another way of stakeholder consultation. The duties of the SSC were redefined. This arises from the fact that in the original instance, the duties and functions of the SSC were not defined; this is well put by the statement of one of the co-researchers when challenges were discussed – *"The committee was formed, but I think the members do not even know what it is that they are expected to do"*.

The members of the SSC were mostly the co-researchers, and they had raised the challenge of advocating the safety policies, safety plans and procedures to parents and stakeholders. Advocacy was then planned where parents, learners and

stakeholders were all invited. Correctional Services and the SAPS supported the advocacy by further bringing their team of prisoners who are motivating communities in fighting crime by talking to learners and communities about safety issues. The literature also agrees that advocacy is very important as it encourages and supports collaboration among communities and improves the implementation of safety policies to ensure that schools are safe to learners and staff. SSCs must ensure that the policies they implement and the measures that are used to enforce those policies are equitably appropriate (see Chapter 2.10.2.3; Bucher & Manning, 2005:58).

Below are some of the statements that showed that the co-researchers felt that the stakeholder preparation and participation brought some solutions to the issues of safety in the school.

**Mr Mkhize** commented:

*Besiyiwo amalunga ekomidi lezokuphepha esikoleni kodwa kuningi ebesingakwazi nebesingazi ukuthi kuwumsebenzi wethu ukukwenza.*

*[We were members of the SSC, but there were a lot of things that we didn't know and also were unaware that we were the ones to initiate them.]*

**Mrs Msimango** emphasised the point by saying as follows:

*Ukusebenzisana nezinhlaka ezehlukene zikahulumeni nomphakathi kususizile ekwakheni ubudlelwano nokusinikeza ulwazi oluningi oluzosisiza ekuvikeleni isile sethu.*

*[Working together with different government departments helped us in creating good relationships and gave us more knowledge that we will use in protecting our school.]*

Involving community and stakeholders resulted in the development of constructive, productive relationships and people working towards the same goal. The essence of working together is an expression of a collaborative intent with the positive outcomes of knowledge sharing and people empowerment. It is a social justice practice that argues for human unity and unequivocal solidarity for a common purpose. In the

context of SR as the lens at play, working together argues that the members of society become corporate agents when individuals develop into groups that critically reflect on their situation and engage in strategic, coordinated activities to change society.

The literature further highlights that in policy formulation, stakeholders must first be identified then be empowered with relevant policy information which will enhance the development and implementation of the SSPs (Maguire et al., 2010:85).

#### **4.3.4 Accountability in implementing school safety policies**

A lack of accountability in implementing school safety results in individuals not understanding their roles and responsibilities. The accountability issue is mostly discussed when something goes wrong. Furthermore, if there are no accountability measures in schools, there is an increased opportunity of corruption (see Chapter 2.10.1.4).

Accountability encourages that schools oversee, monitor and evaluate the programmes and activities aimed at implementing SSPs. It promotes the development of capacities such as literacy and language skills in civil societies that would allow for increased engagement in monitoring the implementation process of SSPs (see Chapter 2.10.2.4).

Emphasis on accountability emerged in the discussions for ensuring commitment by stakeholders. Below are the comments that emphasised the importance of accountability. The discussions promoted the strengthening of accountability frameworks that monitor and evaluate the implementation of SSPs.

**Mrs Dlamini** commented:

*Izikole ezomphakathi hhayi othisha ikomidi lethu esilikhethile lezokuphepha kumele kuyoyonke imihlangano lisibekele eselikwenzile ukuze sibone inqubekela phambili.*

*[Schools are for communities; the school safety committee that we have elected has to report in all parents' meetings about the developments so that we are all aware of the progress and that will make the members accountable.]*

**Miss Cele** added:

*Umnnyango wezemfundo uma uvakashela izikole awube nayo into ohlola ngayo ukuthi ngabe liyahlangana leli komidi lenzani. kuleyomhlangano lokho kuyolenza lizibophezele nalo emsebenzini walo.*

*[The Department of Education, when visiting the school, must have a tool to monitor the progress of school safety meetings so that accountability from committee members is enhanced.]*

SSPs must unveil and commit people to accountability for justifiable progress. Accountability calls for sustained feedback in people. It is in accountability that the vision and mission of the school is espoused that will also be in constant dialogue with the quest for SSP implementation. Through accountability and feedback, there is a manifestation of people solidarity and unity for a common purpose. This is a societal passion and desire in most instances (see Chapter 2.10.2.4). CDA maintains that the society is influenced by what it sees as the most important information (see Chapter 3.8.3.2).

SR sees schools as a problem of the society – “*the schools are for communities*” – and emphasises that people who experience the problem being investigated are the same people who are best suited to find the solution to it (see Chapter 2.6).

#### **4.3.5 Transformational initiatives in implementing school safety policies**

Transformational initiatives in this study agitate for change that shapes the school towards a new direction, namely a different level of effectiveness (see Chapter 2.10.2.5). The year 1994 was a deeply significant year for South Africa; it ushered in a democratic society committed to the eradication of racism, sexism and all forms of discrimination. It brought political change that promised the building of a nation committed to the ideas of equity and redress. SSPs were also improved to cater for

all schools uniformly as a measure of progressive transformation and willingness to share this ideal.

The preamble of SASA attests to the importance of transformation as it states that this country requires a new national system for schools that will redress the past injustices in educational provision, provide an education of progressive high quality for all learners and, in so doing lay, a strong foundation for the development of the talents and capabilities of all our people. The role of principals, educators and stakeholders are changing and will continue to be reshaped, redefined and renegotiated in order to implement SSPs successfully (SASA, 1996:45). The theory of transformation agrees with the above as it also emphasises emancipatory transformation, social empowerment, promoting stability and collaboration, which are important elements in making our schools safe (Hawkins, 2017:18).

In the discussions, it was evident that transforming from how the SSPs had been implemented was necessary. The team agreed on starting all over again. Below are the comments from the co-researchers that allude to this issue.

**Mr Langa** commented:

*Ngemuva kokufundiswa ngokumele sikwenze siwothisha sibona sesingakwazi ukubhekana nezinselelo zoshintsho.*

*[After being capacitated as educators, we are now ready for our new roles in implementing SSPs.]*

**Miss Mpanza** further commented:

*Noma kuzokwenza umsebenzi ube mningi emahlombe ethu.*

*[Although it will add more responsibility and work on our shoulders.]*

The startling reality is that people unveil a lack of capacitation to advance the course of transformation through knowledge – *“after capacitation, we are now ready to embrace the call for dutiful responsibility”*.

SR emphasises that the agency for change rests in the people in the community. The literature also argues that transformation in a school gives growth not only on individuals' capabilities but on leadership as a collective (Carnall, 2007:14). It improves the ability to create a shared direction, vision and commitment, thus accelerating the ability to implement SSPs effectively. It is important for schools to accept change, be willing to work collaboratively and be ready to let go and to restructure and formulate a shared vision towards achieving successful implementation of SSPs.

#### **4.3.6 Communication skills in implementing school safety policies**

When SSPs are not communicated well to all stakeholders, there will be neither school safety awareness nor advocacy and implementation of SSPs. Action plans and strategic planning formulated need to be communicated to all relevant parties for adoption and implemented.

The importance of communication is alluded to in SASA (1996:67), which states that public schools must communicate to the public the status of the schools concerning the regulations and the right to protection against violence. The theory of communication illustrates the influence that an individual's perspective may have on the way he or she approaches a problem. It further emphasises that to make communication effective, careful thought has to be given to the choice of how the message on SSPs will be delivered. Effective communication must be clear, concise and easily understood by the receiver; credible communication is also honest and complete and requires both the sender and the receiver to be engaged (Fielding, 2008:152). The above statement indicates the importance of communicating SSPs correctly in a way that will make them easily comprehensible to the stakeholders and learners.

In the discussions, effective communication was one of the solutions that appeared to bring change in the implementation of SSPs. One of the co-researchers (**Mr Ngwenya**) alluded to this by saying:

*Siyathokoza ukuthi indlela yokuxhumana isizoba ngcono kakhulu  
siyawubona umehluko kuyimanje selokhu siqalile ukuhlangana.*

*[We are happy that our communication has improved and we now see the difference since we started this project.]*

**Mr Mkhize** added:

*Kuzomele sibe nohlelo lwemihlangano yethu yonyaka ukuze izingxoxo zethu kuzoba eziqhubekayo sibone ukuthi ngeke yini siphumelele.*

*[We must have a year plan for our meetings so that our discussions continue and see if we cannot win this battle.]*

**Mr Ngwenya** further acknowledged:

*Sicabangele nabasebenzayo kuzomele kube yibona abasinikeza izikhathi zemihlangano.*

*[We have to think for those who are working so it is wise if it is they who give us the dates.]*

In the words of the researchers, there is an expression of the ideal of hope – “*see if we cannot win this battle*”. Through hope, people manifest a unity of togetherness and find the purpose of collaborative knowledge sharing. Freire (in Webb, 2010:334) alludes to the fact that hope is grounded in the capacity of human beings being able to construct new ways of creating a better transformed society. Human solidarity expressed complements the spirit of SR in the sense that it promotes collaboration in society to bring change to the challenges that the society faces (see Chapter 2.4).

Communication is a symbolic representation of thoughts, motivations, intentions and interpretations of the meaning. Communication plays a vital role in structuring school activities, objectives, policies and strategies (Helms, 2012:18). The latter statement indicates how effective communication contributes in the collaboration and networking of the SSC in attending the call for successful implementation of SSPs.

#### **4.3.7 Social cohesion in implementing school safety policies**

Ethnic and cultural diversity and life experience concerns are some of the challenges that emerged in respect of SSP implementation.

The importance of cohesiveness in society is explained in the theory of social class, which believes that harmony, solidarity and social integration assist the society in addressing the everyday issues, such as the critical need for the advancement of school safety. Integration results from a recognition that each one needs the other (Goedeme & Collado, 2016:1145). Educators and stakeholders should be offered professional development, policy direction and support to ensure that social cohesion is realised in implementing SSPs (Healy & Wairire, 2014:243). Social cohesion succeeds in a positive environment conducive for human unity and collaborative spirit (Durkheim, 2014:13). Our challenges that we face in implementing SSPs can be resolved if we work collaboratively. Schools are a societal stronghold worth protection; hence, the need for school safety principles. During the discussions, the issue of social cohesion was identified as a solution in order to implement SSPs successfully. One of the co-researchers (**Mr Langa**) said:

*Izinkinga zethu singazixazulula ndawonye uma singalungisa izinkundla zemidlalo imiphakathi yethu isebenzise izinkundla zethu ukuze umphakathi zobona ukubaluleka ukuvikela isikole sethu.*

*[Our challenges can be solved if we work collaboratively; if we can improve our sports grounds and allow the community to use them so that they can also see the importance of protecting the schools.]*

**Mrs Dlamini** advised in response:

*Asibheke kwezinye izikole ukuthi imiphakathi yayo yenzenjani ukuze izikole zabo kube ngeziphephile nathi sibuye sizokwenza la.*

*[Let us visit other schools and see what the communities do there to make them safe and copy all the good practices and come and do that here.]*

There is a call for people to share experiences as a measure of learning and advancement through unity and collaborative solidarity, as seen in the statement “*let us visit other schools...and copy all the good practices*”. The researcher’s view on this is that when schools work collaboratively, sharing their expertise, they can bring about solidarity and stability and enhance the implementation of SSPs.

A community or society is cohesive to the extent that the inequalities, exclusions and disparities based on ethnicity, gender, class, nationality, age, disability or any other distinction that engenders divisions, distrust and conflict can be reduced and eliminated in a planned and sustained manner (Easterly, Ritzen & Woolcock, 2006:116). This, with community members and citizens as active participants, working together for the attainment of shared goals, is designed and agreed upon to improve the implementation of SSPs.

#### **4.4 CONDITIONS IMPERATIVE FOR THE SUCCESSFUL IMPLEMENTATION OF SAFETY POLICIES IN SCHOOLS**

In this particular instance, the researcher finds it increasingly vital that a collaborative and collective environment should be ushered to permeate the accomplishment of the desired implementation of SSPs. Pivotal elements of this determination are discussed.

##### **4.4.1 Commitment in implementing school safety policies**

Commitment is the measure of strength of the employees' identification with the goals and values of the organisation. Team commitment is an individual's identification and sense of cohesiveness with other stakeholders (Fursich, 2009:242). The importance of team commitment is its enhancement that reinforces the social ties that the individual forms in order to successfully implement SSPs. The SMT and the SGB need to give feedback to the SSC and individuals in the committee. Feedback is the degree to which employees receive information that unfolds how well they are performing at the given task (Helms, 2012:6). Feedback that promotes continuous improvement and constant communication with the SSC leads to the development of commitment and enhances performance. It is, therefore, in this context, that an atmosphere conducive is ushered for successful implementation of SSPs.

The comments below indicate that commitment is a condition conducive for the strategy to be successful:

**Miss Mpanza** suggested:

*Uma singazimisela siyikomidi singakwazi ukubuya sihlangane kanje emva kwezinyanga ezimbalwa sesinezinkomba eziphathekayo zokulunga kwezokuphepha.*

*[If we are dedicated as a committee, we can meet in a few months to come having a visible progress in safety issues.]*

She was supported by **Mr Zuma**, who said:

*Yebo,ukwazi ukuthi bukhona yini ubungcono kwezokuphepha kungasinikeza umfutho nokuzimisela.*

*[Yes, knowing that there is improvement in safety can give us synergy.]*

The committee casted a shadow of doubt about the commitment to the improvement of safety policies – “*if we are dedicated... we can*”. It is evident that the team saw the need for dedication that can bring improvement. The statements by the co-researchers make a call for a joint participative strategy for the improvement of safety in schools, which is a further expression of the need for collaborative unity and people solidarity. The quest to promote collaboration and people unity is also attested by SR as the theoretical lens underpinning this study (see Chapter 2.3).

Commitment as a human virtue is accentuated by the contribution made by feedback to enhance people diligence for competitive performance in the implementation of SSPs.

#### **4.4.2 Collaboration in implementing school safety policies**

In this study, collaboration further values the commitment to responsibilities with the virtues of negotiation, networking, leadership in governance, emotional intelligence, tolerance and endurance shown by SSCs towards successful implementation of SSPs. For the successful strategy to improve the implementation of SSPs, the SSC is expected to build a collaborative team environment where team members have a common purpose, trust one another, clarify roles, communicate openly and

effectively appreciate diversity (Lewis & Gates 2005:16). This was evident from comments by the co-researchers.

**Mr Mkhize** acknowledged the importance of collaboration by saying:

*Akukho okungasihlula uma sibambisene.*

*[We will succeed if we work collaboratively.]*

This was confirmed by **Mr Ngwenya**, who commented:

*Uma ikomidi lethu lisebenza ngokubambisana kuzolunga.*

*[If the school safety committee works collaboratively, everything will be fine.]*

The above statements allude to the importance of embracing co-operation, teamwork, networking, tolerance and endurance as the societal conditions conducive for the strategy to be successful. Social cohesion, by its nature, calls for people to be united and collaborate (see Chapter 2.10). The textual level of interpretation by Van Dijk is an expression of the need for collaborative participation for work excellence. In the articulation of SR, social unity is an imperative value in addressing societal challenges. Collaboration breeds unity of ideas for competitive work delivery and service to society. SR encourages collaboration and unity.

Collaboration makes the team actively work together to accomplish shared goals. It further increases the capacity of communities to network, develop trust and create innovation, and serves as the basis for better decision making towards the success of the strategy to improve the implementation of SSPs (Chhokar, Brodbeck & House, 2013:9).

#### **4.4.3 Human capital in implementing school safety policies**

SASA (1996:45) imposes a responsibility on all SGBs of public schools to do their utmost to improve the quality of education in their schools by raising additional resources to supplement those which the state provides from public funds in order to

successfully implement SSPs. Makinde (2013:108) indicates that where implementation plans and programmes are clear, consistent and accurately transmitted, the absence of adequate human capital will result in implementation problems. Resources include human capital who are well equipped to carry out the implementation and have relevant and adequate information on the implementation process, the authority to ensure that policies are carried out as they are intended and facilities such as equipment, as may be deemed necessary for the successful implementation of the policy. Without sufficient resources, programmes will not be carried out and safety policies will not be implemented.

Human capital was a condition that was observed during the discussions. It emerged in the comments of the researchers, when the following comments were articulated:

**Miss Cele** commented:

*Isikole kumele sibe nama resources azosiza abantwana abanezinkinga ukuze sikwazi ukulwa nokungaziphathi kahle kwabafundi abathile abagcina sebenze bababaningi abangaziphethe kahle.*

*[The school must have the resources for students to get the individual support and programmes they need to reduce difficult behaviours.]*

**Mr Mkhize** responded as follows:

*Kunzima ukuba uthishomkhulu kodwa singakwehlisa ubunzima uma singaba nezinsiza ezinjengemali yokuqeqesha, ama programmes okuqwashisa othisha, abafundi nabazali.*

*[Being a principal is a difficult and challenging job, but we can reduce some of this stress by having the resources we need, like funds for continuous training, awareness programmes, equipment to make flyers, boards, and so forth.]*

The reality of the absence of resources is a textual expression of the state of reality communicating how things are – “*The school must have the resources for students to get the individual support*”. This alludes to the needs of having resources in a school for the proper programmes to be implemented. In the realm of CDA, it is

imperative that there should be collaborative support for performance excellence – “...students to get the individual support”. It becomes a discursive reality when the pressure is mounted on a principal alone, without due support and collaborative unity – “*Being a principal is a difficult and challenging job*” (see Chapter 3.8.2; Van Dijk, 1995:268). This is also confirmed by the principles of SR as a theoretical lens that emphasises depicting the reality of how things are, rather than how they should be (see Chapter 2.3). In the above statement, the principal communicates working alone, which is negated by SR as it fights for the society to work together as agents of change. In this instance, the society and stakeholders can share resources that can contribute in improving the implementation of SSPs.

#### **4.5 THREATS THAT MAY PREVENT SUCCESSFUL IMPLEMENTATION OF SAFETY POLICIES**

In this instance, threats can be understood to mean the factors that can hamper the success of the strategy to improve the implementation of SSPs. The co-researchers’ concerns are captured in the following manner.

##### **4.5.1 Insufficient funds allocated for programmes that facilitate implementation of school safety policies**

Insufficient funds or unavailability of financial capacity to procure equipment and material needed to carry out plans and programmes for successful implementation of SSPs are a threat to the successful implementation of SSPs. The democratic Constitution of South Africa (1996) and SASA (1996) both allude to the quest to redress and improve equity in funding with a view to progressively attend to the needs of the school, improving the quality of education and successfully implementing SSPs (SASA, 1996:45).

Ensuring equity and the adequacy of education funding are two of the most complex problems facing state legislatures in respect of schooling. Not only are the concepts of equity and adequacy difficult to measure and to implement, but every state must meet the needs of a large number of schools, which usually vary considerably with

regard to the characteristics and needs of their learners as well as the cost of implementing SSPs (Agbor, 2016:24).

**Mr Mkhize** commented:

*Abantwana abakhokhi kulesikole imali ephuma emnyangweni ayikho eyokwenza izinhlelo zokuqwashisa sesingathembela kumnikelo esizowucela kosomabhizinisi bendawo.*

*[The school is a no-fee school; awareness programmes are not catered for in the funds from the department; we will rely on our local businessmen for donations.]*

**Mrs Msimango** further asked:

*Umphakathi uhambela kakhulu izinhlelo ezisuke zinokudla phakathi sizoyithathaphi imali thina yokukuthenga uma senza izihlelo zokuqwashisa umphakathi?*

*[Our communities like awareness programmes that have catering; where are we going to get catering funds if we do awareness programmes?]*

Collaboration between the school and the community advances the ideals cherished by both SR and PAR. The latter is a pure manifestation of the collaborative quest the two institutions hold. The said expectation is also an expression of the society as it is expected to do by way of assistance in dire need; this is the second level of interpretation by Van Dijk (see Chapter 3.8.3). Unity and collaborative participation and assistance are both values espoused by the SR (see Chapter 2.6).

#### **4.5.2 Time management in implementing school safety policies**

Time management is critical in the delivery of SSPs. For the purpose of this study, time management signifies to the planning and controlling of the amount of time spent on activities to enhance effectiveness and efficiency in the implementation of SSPs. In implementing SSPs, the stakeholders need time for SSP designing, then draw up an action plan with time frames that will ensure that the policy is implemented successfully. The time for programmes scheduled must be created by

the school due to the willingness and motivation the school has in the successful implementation process.

A lack of time management also arises from competing priorities and mandates given to schools by the DoE, such as emphasis on academic achievement. However, the academic excellence can be easily achieved when there is stability in the school and the environment is conducive to learning. The priority of effective implementation of SSPs should not be undermined by the unavailability of time or prioritising other school engagements. During the discussions, time also appeared as a threat to the strategy to implement SSPs as there are other priorities from the DoE other than school safety issues.

The above is confirmed by the articulations from the co-researchers:

**Mr Zuma** commented:

*Isikhathi sokwenza izinhlelo sizoba sincane kakhulu ngoba akusavumelekile ukuphazamisa isikhathi sokufunda kwabantwana.*

*[There will be little time for awareness programmes because teachers are not allowed to interfere with the contact teaching time.]*

Another comment that emphasised the issue of time as a threat was articulated by

**Mrs Dlamini:**

*Abantu abakulelikomidi abaningi bayazisebenzela kumele sihlangane ngama weekend noma ntambama emva kokubuya emsebenzini.*

*[The committee is formed by mostly working people; we can only meet during weekends or in the afternoons after work.]*

Time is seen as concerning matter threatening school safety in the assertion “*There will be little time for awareness programmes*”. The statement “*teachers are not allowed to interfere with the contact teaching time*” indicates that teachers do not see themselves as people who can address the priorities of issues affecting them and

make time to address them. This communicates a negative state of affairs in the community and society mould and, as such, is discursive in nature.

SR (see Chapter 2.4; Vorster, 2010:15) attests to the above by indicating that structural properties, which in this context refers to the priorities of the DoE, shape the situations that agents confront involuntarily, but the agents possess generative powers of constraint and enablement in the situation in which they find themselves. This statement rests on the prioritising of programmes with the stakeholders and the school as they are the only people who can address their challenges. Time is a threat as it makes people lose hope of achieving their goals and carrying out their plans.

SR by its nature negates individual and non-collaborative operations that seem to occur between teachers and the community (Hardman, Staff, Aung & Elliott, 2016:109).

#### **4.5.3 Power dynamics in implementing school safety policies**

Policy on the organisation roles and responsibilities of education districts (NEPA, 1996:20) states that colleagues in different line functions must work co-operatively to respond effectively to the needs of the school. A culture of inclusion is required, rather than a culture of differentiation. In theory and ethical practice, the power differential exists for the purpose of bringing benefit to the more vulnerable individuals (Preece, 2016:18).

People in power or authority should always take into consideration that for SSPs to be implemented successfully, the people they supervise should be treated fairly as they are social creatures and the survival of all human beings depend on understanding the actions, intentions and emotions of others (Gurtoo, 2016:70). Quality management theories indicate that coercion reduces employees' satisfaction with their jobs, leading to a lack of commitment and general employee withdrawal (Preece, 2016:13).

In the discussions, it was evident that the co-researchers were threatened by the presence of the supervisors and were reluctant in taking some decisions.

**Mrs Msimango** said:

*Asikwazi ukusho zonke izinto phambi kwabaphathi.*

*[We are unable to say everything in front of our supervisors.]*

**Miss Mpanza** added:

*Kungenzeka nesivumelene ngakho kungenzeki sikuyekelele kubaphathi futhi.*

*[Even what we have agreed on may also not happen and be done by them.]*

The principal being dominant in the discussions indicated that teachers may, as a result, be reserved and deprived ownership in the programmes (Hawkins, 2017:9). This unfortunate circumstance also results in a dearth of valuable ideas and knowledge sharing from other participants. The use of coercive power results in an atmosphere of insecurity or fear (Sprague, Hatcher, Woolett, Sommers & Black, 2016:577).

#### **4.6 INDICATORS OF SUCCESS ON THE FORMULATED STRATEGY**

For the success of the strategy to implement SSPs, the indicators of success are highlighted as a review of safety policies, strengthening of SSCs and monitoring and evaluation of safety plans.

##### **4.6.1 Review of school safety policies**

The SSPs were advocated to stakeholders who indicated that they were not aware of them. The co-researchers discussed the SSPs and drew the action plan that guided the activities and programmes to be carried out to improve the implementation of SSPs. The role and responsibility of each team member was discussed collaboratively with reference to the activities in the action plan. Time

frames were indicated for the completion of activities. There was collaboration between the district school governance and the school. After the discussions, the team members agreed to review safety policies and decided to hold an SSC meeting once a month. This was welcomed by the team, and one of the co-researchers (**Mr Ngwenya**) illuminated:

*This is the end of crime in our school.*

The above statement by Mr Ngwenya indicates the success of the strategy to curb the threats that can hinder the strategy. It also indicates that the intervention worked when the team started implementing activities planned for successful implementation of SSPs.

#### **4.6.2 Strengthening of school safety committee**

The SSC is the committee that was elected to attend to school safety matters, including implementing SSPs. It consists of educators, parents, learners, a SAPS representative, a local councillor and a social development representative. The stakeholder capacity workshop conducted in the school advocated the roles and responsibilities of the committee. The committee was exposed to networking and collaborating with the district officials for guidance and support. Deliberations made with different governments brought about transformation on how safety issues were handled before the participation of other stakeholders. Social cohesion, commitment and accountability are the attributes that the team was exposed to and that brought change to the safety imperatives.

#### **4.6.3 Monitoring and evaluation of safety plans**

The agenda of evaluation and monitoring safety plans emerges with the understanding that it determines the relevance, sustainability, efficiency, effectiveness and impact of the safety plans that have been designed to implement the strategy successfully. The team at the school designed the monitoring and evaluating tool that the SSC uses to check the progress of the strategy to improve the implementation of SSPs. The monitoring and evaluating tool assisted the team in identifying areas of success and areas that needed attention. The dedicated team,

through learned skills on capacitation, teamwork, networking and collaboration, was able to perform the assigned responsibilities with success.

#### **4.7 CHAPTER SUMMARY**

This chapter analysed the data and presented and interpreted the results and the findings on the strategy to improve the implementation of SSPs. This was in line with the objectives of the study, as mentioned in Chapter 1. There were many sources of data, including discussion sessions in which the co-researchers jointly indicated that there was a need for the formulation of a strategy. The data generated identified challenges that hinder the implementation of SSPs. Solutions to address the challenges regarding the implementation of SSPs were discussed. The team also considered the conditions conducive for the strategy to work. In addition, threats were anticipated that may lead the strategy to fail.

## **CHAPTER 5**

### **SYNTHESIS OF FINDINGS, RECOMMENDATIONS FOR FUTURE RESEARCH AND CONCLUSIONS**

#### **5.1 INTRODUCTION**

The aim of this study was to design a strategy to improve the implementation of SSPs in a selected school in Osizweni. This chapter presents the background of the study, the problem statement and the findings of the study, as informed by the objectives, which can be encapsulated as follows: challenges that hinder successful implementation of SSPs, solutions to the challenges, conditions that are conducive for the strategy to improve the implementation of SSPs, plausible threats to the strategy to improve the implementation of SSPs and the indicators of success for the strategy to improve the implementation of SSPs.

This chapter further presents the development of the strategy, the success of the strategy and the recommendations for further research, as informed by the findings. Lastly, the limitations of the study are also alluded to.

#### **5.2 RESEARCH QUESTION – RESTATED**

The overarching research question for this study is:

How can a strategy to implement safety policies improve school safety in Osizweni schools?

#### **5.3 AIM AND OBJECTIVES OF THE STUDY – RESTATED**

##### **5.3.1 Research aim**

The aim was to design a strategy to improve the implementation of SSPs in selected schools in the Osizweni Township.

### **5.3.2 Research objectives**

The research objectives were as follows:

- To identify the challenges in improving the implementation of safety policies in Osizweni schools.
- To identify possible solutions to the challenges to create safer schools in Osizweni schools.
- To determine the conditions conducive for the strategy to thrive in improving the implementation of safety policies in Osizweni schools.
- To indicate plausible threats that might impede the strategy to improve the implementation of safety policies in Osizweni schools.
- To determine the indicators of success of the strategy to improve the implementation of safety policies in Osizweni schools.

All the objectives of the study have been realised. The literature findings indicated the need to design a strategy, and the empirical data confirmed the literature findings. The co-researchers discussed the components of the solutions. It was established that engagements with the governance and management sub-directorate in the district were needed, as well as consultations with other government departments. This was successfully done and contributed towards achieving the aim and objectives of the study. The conditions that would make the strategy work were identified by the co-researchers, which were a confirmation of what the literature alluded to. The plausible threats that would hinder the success of the strategy were also examined by the co-researchers. The study established that strengthening SSCs, reviewing school safety plans and continuous monitoring and evaluation of the plan indicated the success of the strategy to improve the implementation of SSPs.

## **5.4 FINDINGS AND RECOMMENDATIONS**

The following are the findings that emerged in the study: preparation of stakeholders, teamwork, stakeholder involvement, accountability, transformational initiatives, communication skills and social cohesion. Each finding is discussed below, followed

by recommendations. Conditions conducive for the strategy to be successful and threats to the strategy are further discussed in this section.

#### **5.4.1 Preparation of stakeholders in the implementation of school safety policies**

The co-researchers found that there was a challenge of capacity building to stakeholders. Insufficient preparation makes it difficult to implement policies and carry out action plans consistently. It further makes stakeholders ineffective as it leads to inaccessibility of safety policies (see Chapter 2.10.1.1). Unavailability of continuous preparation programmes that involve managers as well as members of the community is also emphasised by the literature as one of the challenges that hinder successful implementation of SSPs (Chemeli, 2014:52). In addition, the lack of stakeholders' preparation prevents collaboration and solidarity to schools (see Chapter 4.2.1).

##### ***5.4.1.1 Recommendation on the preparation of stakeholders in implementing school safety policies***

SSCs was capacitated on SSPs. The intervention from the district office led to networking and collaboration. The strategic plan formulated is an indication of continuing team development that will ensure that transformation on skills happens continuously (see Chapter 2.10.2.1). Democratic transition and consolidation on policy development and implementation was observed. The development of the strategy enabled the team to strengthen the skills, competencies and abilities of both the staff and stakeholders to implement the SSPs efficiently (see Chapter 4.3.1).

#### **5.4.2 Teamwork in implementing school safety policies**

The need for teamwork emerged. A lack of teamwork and planning sessions prevailed and brought disillusionment and negative motivation to schools, leading to policies not being implemented timeously and effectively (see Chapter 4.2.2). An energising and creative environment in which people have the opportunity to experiment and explore new ideas and new ways of thinking is not prevailing. The literature also attested that a lack of teamwork and programmes planned for

teambuilding makes it difficult to co-ordinate and recognise expertise and experience needed for implementing SSPs (Hawkins, 2017:12).

#### ***5.4.2.1 Recommendations on teamwork in implementing school safety policies***

The study explored working relationships and transmitting information efficiently. Teamwork created common interest and a sense of shared purpose (see Chapter 2.10.2.2). Planning together and formulating activities to be done collaboratively built an essence of shared vision and societal ownership. The team members empowered one another with skills and attributes that helped in improving the implementation of SSPs (see Chapter 4.3.2). Vision, as a process, gave a bigger picture to the team and the inspiration to keep a team going in the face of obstacles as it strives to achieve its stated results.

#### **5.4.3 Stakeholders involvement in implementing school safety policies**

The study established insufficient stakeholder involvement when it comes to SSP development and implementation. Excluding stakeholders makes it difficult to obtain their views because they are not given a chance to express themselves without fear or restriction (see Chapter 2.10.1.3). Stakeholders are mostly considered as participants in the processes, and not decision makers. There is no communicative spirit binding stakeholders for anticipated ownership of SSPs (see Chapter 4.2.3). The literature also revealed that the lack of stakeholder involvement leads to challenges in disseminating and operationalising policies into feasible programmes and plans as part of enhancing SSP implementation (Yizengaw, 2008:16).

#### ***5.4.3.1 Recommendations on stakeholders' involvement in implementing school safety policies***

Reviving the SSCs brought synergy to the team. The roles and responsibilities of the members of the SSC were redefined. Advocacy on the SSPs was conducted and led to the formulation of the collaborated SSC coordinated strategic plan. The stakeholders' involvement resulted in the development of productive relationships and people working towards the same goal (see Chapter 4.3.3). The strategy was a

success because there was knowledge sharing among stakeholders and human unity. The consultative function created awareness and solidarity in the implementation of SSPs.

#### **5.4.4 Accountability in implementing school safety policies**

It emerged from the study that there is a lack of accountability in the stakeholders and staff when it comes to the implementation of SSPs. A lack of accountability negates the high employee morale, commitment and motivation (see Chapter 2.10.1.4). There is no clarification of roles and responsibilities of the staff and stakeholders that lead to their being accountable to their actions (see Chapter 4.2.4). It was also not clear how the process of engaging the stakeholders affects implementing safety policies in schools and what the effect of their engagement is.

##### ***5.4.4.1 Recommendations on accountability in implementing school safety policies***

Emphasis on accountability for ensuring commitment from the team was observed in the study. Accountability gave obligation to accept responsibility and stick to the promises made and be driven for results. The implementation plan was revised to guide the process effectively and distribute responsibilities and accountability among the team members. The review of the plan increased the mutual trust and respect among members because they understood the roles given and accountability that came with responsibilities. Accountability of the team members created solidarity and synergy and brought success to the strategy to improve the implementation of SSPs (see Chapter 4.3.4).

#### **5.4.5 Transformational initiatives in implementing school safety policies**

Transformational initiatives emerged in the study. Teachers, learners and stakeholders need to change and be ready for change. It was observed that transformation needs to start with the individuals and then progress to the organisation. It further emerged during discussions and in the literature that transformation is delayed by discouraging forces such as a lack of teacher expertise, support and planning (see Chapter 4.2.5; Etonge, 2014:238). The study revealed

that some stakeholders perceive the transformational initiative as social coercion or control by leaders, and that negatively affects implementing safety policies (see Chapter 2.10.1.5). It further emerged that there was a need for transformational change as it relies on collaboration, networking and teamwork (see Chapter 4.2.5).

#### ***5.4.5.1 Recommendations on transformational initiatives in implementing school safety policies***

The study gave growth to the team that transformed their capabilities and improved their abilities to create a shared direction, vision and commitment, which gave positive results to the development of a strategy to improve the implementation of SSPs. Deliberations and discussions on the SSPs led to social empowerment, emancipation, promoted stability and collaboration. Engagement of stakeholders in the study gave them knowledge that they did not have before being involved. They also brought their experiences and expertise that transformed the implementation processes of SSPs (see Chapter 4.3.5).

#### **5.4.6 Communication skills in implementing school safety policies**

The need for improved communication skills prevailed as the discussions showed that there is no sharing of ideas and information on the SSPs. It emerged that through communication, we can make our needs known and our feelings and ideas shared. It was visible that SSPs were not advocated to staff and stakeholders. Policies were not communicated well because there was no understanding of safety policies (see Chapter 2.10.6). Due to the diversity of backgrounds and values among individuals it was observed that there was no appreciation for controversy and understanding of other peoples' views. Individuals appeared often to fail communicating what they intend to, and what they communicate, is frequently misunderstood or misinterpreted by others (see Chapter 4.2.6).

#### ***5.4.6.1 Recommendations to communication skills in implementing school safety policies***

Ongoing effective communication brought change to how the SSPs were being implemented. PAR made the co-researchers active in making the critical policy

analysis. The team interacted freely without fear or prejudice as recommended by literature (Nafukho, 2006:411). Giving and receiving feedback, participating in decision making and the approach that was used in the study overcame resistance, motivated the team, created and maintained mutual trust, developed mutual recognition and gave clarity, understanding and a general sense of purpose on the implementation of SSPs (see Chapter 4.3.6).

#### **5.4.7 Social cohesion in implementing school safety policies**

The study established that there is no clear sense of belonging, cohesion and social interaction among the stakeholders. A lack of social cohesion, respect for cultural difference and ensuring that society manages social change inclusively and peacefully in schools prevails (see Chapter 2.10.1.7). There is no promotion of supportive roles for family members in identifying and addressing learner behaviour challenges (Bastidas, 2011:120). There is no passion for harmony, strong values informed by ethical guidance, trustworthiness, embracing cultural diversity in people and positive working relations reflective of unity between the school and the community (see Chapter 4.2.7).

##### **5.4.7.1 Recommendations to social cohesion in school safety policies**

SSP were reviewed by the team to ensure that learners are treated uniformly regardless of race, gender, ethnicity or religion. The study established that social cohesion succeeds in an environment that promoted human unity and collaborative spirit. Inclusion, collectivism, harmony, solidarity and social integration emerged in the development of a strategy (see Chapter 4.3.7).

## **5.5 CONDITIONS CONDUCIVE FOR THE STRATEGY TO BE IMPLEMENTED SUCCESSFULLY**

### **5.5.1 Commitment in the implementation of school safety policies**

The study established that commitment is one of the conditions conducive for the strategy to successfully improve the implementation of SSPs (see Chapter 2.10.3.1). Stakeholders' willingness to put considerable effort into a task and a strong desire to

maintain membership was revealed. Consistent engagement and commitment with community structures and actors that has a specific role to play in implementing SSPs emerged as an important part in the effectiveness of the strategy. Commitment further emerged as a human virtue that enhances people diligence and the effectiveness of the strategy. Team commitment further appeared as reinforcing the social ties and developing a sense of cohesiveness (Carnall, 2007:14).

### **5.5.2 Collaboration in the implementation of school safety policies**

The team agreed that collaboration was a condition conducive to the success of the strategy. In the discussions it emerged that teams who were actively involved in maintaining order both inside and outside the classroom were created by collaboration (see Chapter 4.4.2). The need for collective effort in the team, engaging people in the basis of trust and confidence, sharing ideas and embracing the shared vision of the school also emerged as a conducive condition to successfully implement the strategy to improve the implementation of SSPs. Collaboration in this study emerged as an attribute that values commitment to responsibilities with the virtues of negotiation, networking, tolerance and emotional intelligence needed in the successful implementation of SSPs (Timmons & Thompson, 2017:8).

### **5.5.3 Human capital in implementing school safety policies**

The research revealed that without sufficient resources, programmes would not be carried out successfully and safety policies would not be implemented. Availability of human and physical resources emerged as essential tools needed to implement the strategy successfully. Insufficient security measures, a weak school infrastructure, a lack of transparency in allocation of resources, limited access and the inability of schools to procure resources emerged as some of the factors that threaten the success of the strategy to improve the implementation of SSPs (see Chapter 2.10.3.3 & 4.4.3).

## **5.6 PLAUSIBLE THREATS TO THE STRATEGY**

### **5.6.1 Insufficient funds allocated for programmes that facilitate implementation of school safety policies**

The study revealed that the unavailability of finances for capacity building and carrying out plans and programmes emerged as a plausible threat to the strategy to improve the implementation of SSPs. Developing innovative programmes to address imbalances and capacitating stakeholders need resources and funds, but the issue of not having a budget for policy-related training poses a threat to the strategy (Xaba, 2011:206). The need to involve government departments, stakeholders and local businesses in the activities planned was unveiled as the means to share resources to ensure effectiveness of the strategy to improve the implementation of SSPs (see Chapter 4.4).

### **5.6.2 Time management in implementing school safety policies**

The study established that a lack of time is a threat arising from competing priorities and mandates given to schools by the DoE, such as emphasis on academic achievement. A lack of time makes people lose hope of achieving their goals and carrying out their plans (see Chapter 2.11). Effective change also takes time, and seeing improvements does not happen overnight; therefore, time should be afforded to sustain change (De Vries et al., 2017:259). Seven hours of teaching and learning is insufficient if it has to be used for conducting training and designing, implementing and monitoring school safety programmes. The time for programmes scheduled should be driven by the willingness and motivation the school has for the strategy to improve the implementation of SSPs (see Chapter 4.5.2).

### **5.6.3 Power dynamics in implementing school safety policies**

The study has established that power dynamics is a plausible threat to the strategy because the use of coercive power results in an atmosphere of insecurity or fear. Power differences may lead to power abuse and dominance (see Chapter 2.10.4.3). It further emerged from the study that people in power have to consider that they should treat the people they supervise fairly as the success of the strategy depends

on joint effort and collaboration (Nicolson, 2015:10). A culture of inclusion for all stakeholders appeared to be a tool that can drive the team to the success of the strategy to improve the implementation of SSPs (see Chapter 4.5.3).

## **5.7 EVIDENCE THAT THE STRATEGY WORKED**

### **5.7.1 Review of safety plans**

The SSPs were advocated to the team. The team discussed these and drew up the action plan that guided the activities and programmes to develop the strategy. The roles and responsibilities of each member were collaboratively negotiated with reference to activities in the action plan (see Chapter 3.6). Time frames were indicated for the completion of activities. The team started implementing activities successfully. The team further agreed on having monthly meetings to monitor progress and review of the plan (see Chapter 4.6.1)

### **5.7.2 Strengthening of school safety committee**

The capacity workshop that was conducted, re-advocated the roles and responsibilities of the committee. It resulted in the team being exposed to networking and collaborating with all the stakeholders and DoE district officials for support and guidance. The deliberations made in developing the strategy brought about transformation and exposed the team to social cohesion, commitment and accountability, which are the attributes that brought success to the strategy to implement SSPs (see Chapter 4.6.2).

### **5.7.3 Monitoring and evaluation of safety plans**

The dedicated team designed the monitoring and evaluation tool that the SSC has to use in checking the progress on the implementation of SSPs. The tool assisted the SSC in identifying areas that needed attention. The team learnt skills that were vital, namely networking, collaboration and capacitation, and was able to perform the assigned duties with success (see Chapter 4.6.3).

## **5.8 A STRATEGY TO IMPROVE THE IMPLEMENTATION OF SCHOOL SAFETY POLICIES IN SELECTED OSIZWENI SCHOOLS**

### **5.8.1 Background of the strategy**

The school had an SSC as a requirement by the DoE, both provincially and nationally, but the findings revealed that the members of the committee were not prepared on the given task (see Chapter 4.2.1). The literature further alluded that preparation of stakeholders gives the opportunity for concerned individuals to become involved and participate in decisions they care about (Urien, 2017:18). The study further established the challenges of teamwork, communication, accountability, stakeholder involvement, transformational initiatives and social cohesion (see Chapter 4.2).

Insufficient funds, time management and power dynamics emerged as the factors that hinder the success of the strategy (see Chapter 2.10.4). Furthermore, the conditions imperative for the strategy to be successful were explored. The commitment of the team, collaboration where team members have a common purpose, communicate openly, trust one another and effectively appreciate the diversity of all members emerged (see Chapter 2.10.3). Human capital that is well capacitated on school safety plans and policies' implementation will positively contribute in making the strategy successful.

### **5.8.2 Strategy development**

The study revealed the need to strengthen the SSC for successful implementation of the SSPs (see Chapter 4.6.2). The team networked with the different government departments and engaged different stakeholders on how to implement SSPs successfully and effectively.

During the development of the strategy, the co-researchers established that commitment among the stakeholders, a dedicated team, accountability, stakeholder consultation and their involvement as well as social cohesion are the attributes that form an integral part of the strategy. The quality of relationships between staff

members, the learners and their families, adequately trained staff and support from the community is the key element in establishing effective safety committees (Bishop et al., 2000:1127). Networking and collaboration emerged as a tool that can be used for successful implementation of SSPs (see Chapter 4.4.2).

Below are the constructs that assisted in the development of the strategy.

#### ***5.8.2.1 Preparation of stakeholders in implementing school safety policies***

The SSC had a preparation session by the school governance district officials to advocate them on their roles and responsibilities. The session was part of networking and collaboration by relevant stakeholders that strengthened the team with skills and competencies and brought success to the strategy to improve the implementation of SSPs (see Chapter 4.3.1). The team formulated a strategic plan with activities, time frames and the responsible person for each activity.

#### ***5.8.2.2 Teamwork in implementing school safety policies***

The team planned together, formulated activities and empowered one another with skills and attributes that led to the success of the strategy to improve the implementation of SSPs (see Chapter 4.3.2).

#### ***5.8.2.3 Stakeholder involvement in implementing school safety policies***

The involvement of stakeholders developed productive relationships and brought synergy to the team. Consulting and involvement of stakeholders further advocated policies and brought unity to the team. The strategy was a success because of human unity, togetherness and knowledge sharing in the team (see Chapter 4.3.3).

#### ***5.8.2.4 Accountability in implementing school safety policies***

The team members understood the roles assigned to them and accountability that came with responsibility. The school safety plan was reviewed to include all stakeholders and to ensure that each member understood the obligations and results expected (see Chapter 4.3.4).

#### **5.8.2.5 Transformational initiatives in implementing school safety policies**

Deliberations, discussions and networking led to commitment, social empowerment, emancipation and expertise that transformed the processes of SSP implementation (see Chapter 4.3.5).

#### **5.8.2.6 Communication skills in implementing school safety policies**

The approach that was used in this study resulted in members interacting freely, without prejudice, which made the team overcome resistance. Communication skills improved, giving clarity and understanding on the importance of collaborative decision making and constructive critical policy analysis. This created a general sense of the importance of successful implementation of SSPs (see Chapter 4.3.6).

#### **5.8.2.7 Social cohesion in implementing school safety policies**

Positive working relations between the school and community contributed to the success of the strategy to improve the implementation of SSPs. Inclusion, collectivism, harmony, solidarity and social integration are the attributes that were achieved in the study and strengthened the team (see Chapter 4.3.7).

### **5.8.3 Strategy to improve the implementation of school safety policies in Osizweni schools**

The team discussed the SSPs intensely during our meetings. An action plan was drawn up, which guided the development of the strategy. Activities, roles, responsibilities and time frames were collaboratively incorporated for the plan to work effectively. The team started the implementation process and agreed on meeting fortnightly to monitor the progress and review the plan (see Chapter 3.6).

A capacity workshop, which re-advocated policies to the team and assisted it on how to carry out its roles and responsibilities, was conducted. The team networked with different sub-directorates, neighbouring schools and different government departments to strengthen its functionality and effectiveness and bring awareness to the learners and the community (see Chapter 4.3.1).

The SSC was strengthened through capacitation on policies, roles and responsibilities. The stakeholders were involved with the team in all issues concerning school safety where a dedicated team was formulated with an intention to improve the implementation of SSPs. Communication skills were improved where the team shared ideas and strategies successfully. The implementation process facilitated accountability and instilled commitment among team members; all this was for social empowerment, emancipation, stability, collaboration in promoting equity and equal treatment for all.

The team developed a monitoring and evaluation tool that will be used going forward to check the progress on SSP implementation and identifying areas that need attention and improvement as it is guided by the adopted AR (see Chapter 4.6.3). The process of evaluation and monitoring is alluded to by literature, which argues that it examines how well programme strategies have been planned and implemented. It may collect information on uptake, satisfaction with what has been delivered, the quality of resources or information provided as part of a strategy and how suitable the planning or communication for the strategy has been (Balfour et al., 2012:12).

## **5.9 RECOMMENDATION FOR FUTURE RESEARCH**

This study was conducted in the Osizweni Township and gave an opportunity to the stakeholders to participate in SSP implementation and decision making. If the same study were conducted in another township, it could contribute more on community empowerment and solidarity in addressing challenges faced by societies. The DoE in KwaZulu-Natal needs to have additional plans to make services accessible to all stakeholders to improve the implementation of safety policies in schools. Lastly, this study used PAR as an approach; it could, however, be done in other formats and the results could vary.

## **5.10 LIMITATIONS OF THE STUDY**

The objectives of the study were achieved and the strategy to improve the implementation the SSPs was successfully designed; however, there were

limitations that the study encountered. The study used PAR as an approach, and the presence of supervisors in the team of co-researchers limited the confidence of the co-researchers of expressing their concerns freely since the supervisors were their seniors. Time also posed a limitation as the discussion meetings scheduled hardly had all the members present due to the afternoon and weekend commitments of the members. The study was conducted in one township, and the impact of the strategy might bring more desirable results if there were many townships or schools participating in the study.

### **5.11 CONCLUSION**

The aim of the study was to design a strategy to improve the implementation of SSPs. In Chapter 1, a background of the study was discussed and related literature informed by the objectives of the study was reviewed. SR, which is the theoretical framework underpinning this study, was introduced. Furthermore, PAR as methodological approach guiding the study was discussed and the way the data were generated was clarified. CDA, which was used to analyse the data generated in this study, was elucidated. In addition, the chapter presented the value of the research, the ethical considerations and a layout of the chapters.

Chapter 2 presented SR as a theoretical framework guiding this study. The chapter discussed the origins of the theory, its development, objectives and formats. SR was also presented from various perspectives, which are ontology, epistemology, axiology, the role of the researcher and co-researchers, and the operational terms in the study. Furthermore, this chapter reviewed related literature informed by the objectives of the study, which challenges experienced, possible solutions to the challenges, an environment conducive for the strategy to work, plausible threats to the strategy as well as success indicators to the strategy. The literature reviewed drew some insightful lessons from developed countries, SADC countries, the African continent and South Africa to bolster the South African safety policy articulations.

Chapter 3 defined PAR as a methodological approach. The historical background objectives and characteristics of PAR were delineated. Furthermore, the action plan and operational activities by the co-researchers were elucidated. The credentials of

the co-researchers for this study were captured; the resources that were used to generate data were clarified and the ethical considerations emphasised with clarity. CDA, which is the strategy that was used to analyse the data, was discussed at three levels, which are textual, social and discursive paradigms.

Chapter 4 presented, interpreted, analysed and discussed the results towards the strategy to improve the implementation of SSPs. The chapter classified the data into five objectives as a foundation. The empirical data were analysed in relation to what the literature in Chapter 2 attested to. Extracts were analysed using the theory, SR and the observation of PAR principles. CDA was used to analyse the data at three levels: textual (the language used for communication), social (social injustices observed during the discussions) and discursive (unacceptable practices that were reflected in discussions).

Chapter 5 recapped the statement of the problem and the background of the study. The research question, aim and objectives of the study were articulated. PAR, as the research approach used in this study, and SR, the theoretical framework guiding the study, were further discussed as they assisted in achieving the objectives of the study. The findings that the literature alluded to were attested by the empirical data; solutions were discussed and reflected and brought change to the study. The SSC was strengthened; collaboration with the district office and networking with other government departments resulted in a team with a shared vision to improve the implementation of SSPs.

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## APPENDIX 1

### DISCUSSIONS DURING DATA GENERATION

**Mr Mjiyakho:** Kunobudlobongele obukhona laphana eskoleni, uthole ukuthi abantu bangena noma ikanjani, noma ngabe baphethe ini.

**Mr Zuma:** Futhike ngaphakathi kwathina singothisha singaphakathi asivumelekile ukuthi noma ngabe kuthiwa unayo into yakho elumayo ukuthi uhlale uyiphethe., uyoyigcina la oyigcina khona angeke ukwazi nokuthi uthole nanethuba lokuthi uyekhona ngoba umdlobongela loyo usuke esefikile.

**Mrs Msimango:** Asinalo ulwazi mayelana nezokuphepha siwothisha nabafundi.

**Mr Langa:** Nakubafundi, abadayisi bamadrugs nabafundi baphuma nje kalula baye ngaphandle bayodla izinto zabo, mabebuya lapho sebedle izinto zabo kwathina siseclasini uma uthi uzama ukumu discipliner uvele nje akuphendule noma kanjani ngoba uyazi ukuthi ngeke umenze lutho.

**Miss Mpanza:** Ayikho into ethile okufuneka uyenze, isecurity lapho asinayo esibhekana nayo beseke okunyeke kwenza ukuthi ezindlini “I mean” emaclasini kungafundiseki ngenxa yaleso simo esisuke sikhona.

**Mr Ngwenya:** Abukho ubudlelwano obukhona obuphatheyo phakathi kweskole nomphakathi noma nabazali ngoba uthole ukuthi ke ngaphandle lapho umphakathi iskole awusithathi ngendlela yokuthi kumele uvikele isikole sawo nokuthi usisebenzise ngendlela iskole.

**Mr Mkhize:** Uthole ukuthi ke besekungabibikho ubudlelwano obuhle phakathi kweskole nothisha nabafundi ngoba nabo sizobafaka kodwa ngenxa yokuthi ubudlelwano ukuba bukhona ngabe kuyasetshenziswa, asinabo ubudlelwano phakathi kwesikole nomphakathi.

**Mr Mjiyakho:** Kumele nezinkinga esibhekana nazo ngabe siyazihlanganyela silekelelane ukuzixazulula.

**Mrs Dlamini:** Besekuba wukuthi ke iskole noma iSchool Governing Bord kumele kumele kubekhona ubudlelwane obukhulu nawo wonke ama Department noGavamenti department ikakhulukazi abezempilo, abezehlalakahle namaphoyisakumele kubekhona ubudlelwane ngoba ziningi izinto ezithinta izingane ngaphakathi.

**Mr Ngwenya:** Okunye ikakhulukazi lakusafety sibhekene namaphoyisa ukuthi amaphoyisa kumele angenelele ngoba ubugebengu bandile ekuseni, emini, ntambamba izingane nje uma zike zaphuma ziphucwa amafoni noma ngabe abafakile lezinto lezi zakhona (headset) ezitshengisa ukuthi banefoni kodwa ziyaphucwa amafoni as a result amaphoyisa kumele ahlale eseduzene neskole.

**Mrs Nkosi:** Silindele ukuthi amaphoyisa asitshale ukuthi senzeni ukuze izikole zethu kube eziphephile.

**Mrs Msimango:** Ngoba sike saphawula ukuthi isecurity guard ayikho so ukufika nje kwabantu eskoleni amaphoyisa kumele ehlale elindele noma nini ngokubizwa ezikoleni ukuthi nakhu sekonakele.

**Mr Mkhize:** Yingakho nje nathi saze sanikezwa umnyango umnumzane Mazibuko epolice station okuyena obhekelela leskole ukuthi kwenzakalani kuso, kodwa ke akuyena yedwa kuwukuthi yena uyindlela yethu yokubika ukuthi nakhu konakala.

**Mrs Dlamini:** Beseke okunye ukuthi asinalo ulwazi olwanele nanokuthi sazi imithetho mayelana nezokuphepha.

**Mr Mjiyakho:** Asinabo nje thina abantu abazinikele ukusebenzela isikole sibe indawo epephile yabantwana

**Mr Zuma:** Singothisha abafundi kanye nomphakathi wonke jikelele asazi ngezinto ezenzakala eskoleni kodwake ngenxa yokuthi sisebenzisana namaphoyisa azosisiza ngezinto ezingadingakali/ ezingavumelekile esikoleni nangaphandle.

**Mr Mjiyakho:** Okunye kukhona okusalile la kumapolicy yingakho yingakho nobugebengu bande kangaka emgwaqeni ikakhulukazi la eceleni kwezikole ngaba yinto oyayibikwe kudala ukuthi amatarvernini kungabibikho eduze nezikole kodwa nola okune ziphaza khona hhayi ubugebengu sebandile,

**Mr Zuma:** Amakomidi ezokuphepha ayakhethwa kodwa awasebenzi lutho ngiyacabanga nawo awazi nokuthi yini umsebenzi wawo

**Miss Nzama:** Mina ngibona sengathi inkinga la indlela yokuxhumana engahlelekile kahle.

**Mr Ngwenya:** Bandiswa nawu kuthi abantwana bethu abazilutho ngamapolicy noma umuthetho ekumele bewulandele nongalandelwa.

**Mrs Dlamini:** Nathi siwumphakathi singazi ukuthi kufanele senzenjani ngoba sibona izinto ezikanje ngoba izingane zethu zike zibanjwe phambi kwayo imphakathi yethu kodwa kungenziwa lutho ngoba ukuswela ulwazi lwezemithetho ukuthi amapolicy or Government asebenza kanjani njengokuthi uma umfundi wenze ukuthi noma uzokwenzela ukuthi noma umphjakathi uzokwenza ini?

**Mr Ndlela:** Besesiya lapho sizochaza kabanzi ngalukhu okuthiwa *ivandalism* ukudicilela phansi kwezakhiwo noma izikhangiso ezikhona ezibekwayo esikoleni lapho kuthinta okakhulukazi abafundi bethu

**Nolwazi Nzama:** Kanye nawo umphakathi esakhelene nawo kanjengelyne ibhodi elalibekiwe esikoleni elinezithombe “Signs” elitshengisa ukuthi yini engavumelekile ngaphakathi esikoleni. Lelibhodi lelo alisekho balibulala ngoba liwuplastiki liwikhi sebalokhu balibulala, lishisiwe njengamanje alisekho kwenziwa yikho ukushoda kolwazi lwezinto noma izikhangisi.

**Mr Ngwenya:** Akukho ukubambisana phakathi komphakathi nesikole.

**Mr Zuma:** Akukho ukusebenza ndawonye okwenza kuthathwe izinqumo ndawonye ezizophumelelisa ukusebenza kwesikole.

**Nolwazi Nzama:** Umphakathi uyabona abafundi bebanjwa inkunzi beza esikoleni bathule bengenzi lutho’.

**Mrs Dlamini:** Umphakathi awuziboni ufanelekile ukunakekela isikole.

**Mr Mjiyakho:** Sidinga ukushintsha nathi siwumphakathi sihlanganyele ekuqinisekiseni ezokuphepha esikoleni, izikhathi sezishintshile manje isikole sesidinga nabazali manje, hhayi othisha bodwa.

**Mr Ndlela:** Kodwa-ke kubuye kwenziwe nawukusaba esinakho ukuthi uma ngike ngabona ubani ogangayo engeke ngisavela ukuthi ngambona usibanibani ngoba mhlampe uzongenza isilo sengubo ngoba phela abantu swebasaba ukuthi uma uke washo ukuthi ungibonile umuntu useyothula aze ayofa.

**Mr Langa:** Kudicilelwa phansi izikhangiso ezikhombisa izinto okungavumelekile ukuthi zingene ngaphakathi esikoleni, ibhodi baze balishisa

**Mrs Nkosi:** Sekonakala isikole esiphila kuso. Umphakathi uyakhohlwa ukuthi izikole lezi akuzona ezoprincipal nothisha kodwa ezawo umphakathi.

**Mr Mjiyakho:** Kubanjwa amamithingi ezikoleni namasonto ayazisebenzisa izikole kodwa-ke awufuni ukuzivikela asazi ke ukuthi kwenzakalani?

**Mr Ngwenya:** Lapha ngiyacabanga ukuthi okunye engikushilo ukuthi amasolushini njengalokhu kokuqala bathe abazali hhay thina ngoba isecurity ayikho sizokoleka nje imali, sidonethe sikhokhele isecurity ukuze sazi ukuthi isikole sethu siphephile ebusuku nemini ngoba bayagqokeza abantu ezikoleni bathathe amacomputer Kanye nezinye izinsiza kusebenza ezikoleni.

**Mrs Dlamini:** Okwesibili ubambiswano phakathi kwesikole nomphakathi. Isikole nomphakathi kumele kube khona ubambiswano kungabikhona ukubukela abanye phansi.

**Mr Ndlela:** Amaphoyisa ngoba sekufuneka kube khona ubudlelwano kufuneka nje kungazelele muntu, kungazelele kwathisha omkhulu angazi. Uma amageyathi ekhiyiwe ukuthi hhay yithina bomthetho

**Mr Ngwenya:** Ubaba uMazibuko ufikile esikoleni bafika basesha ngaphandle kwakunothisha. Leyo enye indlela elula yokuthi kuphele izidakamizwa ezikolweni nanokuthi bafike noma ikangaki noma inini.

**Mr Mjiyakho:** Imiphakathi yomibili ayifundiseke ngezomthetho, imithetho asiyazi eyozokuphepha neyedepartment.

**Mr Langa:** Kodwake kumele sithinteke sifundiseke ukuthi kumelekwenzenjani kumele sazi ukuthi kuwumsebenzi wethu ukuthi sivikeleke nokuthi singacekelwa phansi, kungabikhona ukuthi kubulawe izinto zesikole ngendlela engafanele.

**Mr Mkhize:** Yilokhoke nje okuncane ebesithi ake sithi kancane khona bekusekuningi kodwa ngenxa yokubonelela isikhathi sathi ne hhayi ake sithi nje chobo kuzothi ngalolusuku oluyobe lubekiwe ngalesisikhathi sibuye sengeze.

**Mr Mjiyakho:** Amachallenges esibhekene nawo safety and security masikhuluma ngesikole angeke sikhulume sibe general sikhulume ngesisodwa sizokhuluma ngezikole zonke.

**Mr Zuma:** There is no safety and security ezikoleni iDepartment eprovider ngakho but there are schools abakutholile and for iisafety and security abasinikezanga abantu abanele.

**Mr Ngwenya:** Even noma esesinikile sinabantu abaphatha izagila abagadayo abangafundisekile ukuthi kugadwa kanjani so ukuze sikwazi ukuthi sivikele lokho idepartment kumele iprovide ngamamembers safety and security la aphatha izibhamu nanomthetho afundiswe ukuthi kwenziwa kanjani makuzongena umuntu egatini, kuyaseshwa, kubhaliswa phansi into ezosiza ukuthi sithole the correct safety and security.

**Mrs Msimango:** Proper security the schools must be surrounded ngocingo kube safe ukuze kungakwazi ukuthi kujombeke ngale nabantu abaphakathi babesafe noma sebevalelekile babesafe phakathi nangefencing esinayo

**Mr Ngwenya:** Umphakathi iwona kanye odayisela abantwana ama drugs ezitolo zabo.

**Mrs Dlamini:** Zonke izikole zala elokshini azinabo onogada kodwa edolobheni bayagadwa, izikhulu izingane zazo zifunda emadolobheni izikole zakhona ziyagadwa ezethu esihluphekayo zifunda emalokishini izikole zethu azigadwa

**Mr Mjiyakho:** Drug abuse is a very, very serious concern. Indawo yethu lesikuyo la ematsheketsheeni inalento okuthiwa idrug abuse elethwa ila maphakistani esinawo, ilamaChina esinawo asidayisela all these things, badayisela abantwana ngoba beza nococaine nalolonke uhlobo bese bedayisa cheap to the learners and therefore basebenzise abantwana , so sinedrug abuse , idagga, inyawupe, cocaine etc.

**Mr Langa:** Sidinga izinto ezifana ne Recreation Centre, izoinvolver abantwana kwi sport facilities ukuthi bangasitholi isikhathi sokufunana namadrugs bazithole bedlala and be involved in every sport.

**Mr Ndlela:** Impela, I recreation centre co-ordinator uzoza asiadviser, asinikeze ezinye izinto zokuthi sikwazi ukuthi abantwana babe busy bangabi naso isikhathi sokuthi babelonely ngokuphuma kweskole kusukela ku14:30 kuya ku 17:00 so that they can be involved in sport not doing idrug abuse.

**Mr Langa:** Izinkinga zethu singazixazulula ndawonye uma singalungisa izinkundla zemidlalo imiphakathi yethu isebenzise izinkundla zethu ukuze umphakathi zobona ukubaluleka ukuvikela isikole sethu.

**Mrs Dlamini:** IDepartment ibenecontract noSAPS yokuthi besebenzisane ndawonye bekwazi ukuvikela umphakathi kuledrug abuse. Anytime afike amaphoyisa afike afake izinja abaseshe anytime.

**Mr Mjiyakho:** Sidinga nama Awareness Campaign of drug abuse silande amaprisoners aseWatervaal those people are the same people abangangabo, laba bazobatshela ukuthi ledrug abuse eniyenzayo inilidela kuphi empilweni yakho, nanokuthi lento izokwenzisa into ongakaze uyicabange empilweni

**Miss Mpanza:** Uzombona uthisha emncane bese ucabanga ukugibela phezu kwakhe kulula bese uyaboshwa.

**Mr Ngwenya:** Inggondo yakho ayisebenzi uma udla izidakamizwa, ilimaza umqondo, so asibaxwayise ukuthi yenza sure ukuthi kumele baziqhelelanise nezidakamizwa. So that uzokwazi ukuthi umqondo wakho uhlale ufresh each and every day.

**Nolwazi:** Ne security must be tight in every day so that bazoseshwa abantwana ukuthi azikho yini izidakamizwa abaziphethe.

**Mrs Nkosi:** It is very important, iskole sinama numbers amancane abantwana because iskole ebesesingabonakali ukuthi sizoba neimprovement. Through iage abantwana balesisikole they are very old for their grades, uthole ukuthi untwana ufunda ugrade10 and una20years.

**Mrs Msimango:** Inkinga ukuthi uzoyitshela kanjani ingane encane umdala ukuthi asifunde vele nje uzoyivimba ingabi nanqubekela phambili noma ibright uzokwenza anythngi to make Him or Her loose direction.

**Miss Mpanza:** As abafundi abadala beba ibad influence they must be refered to FETs khona bezofunda nontanga yabo bengahlali nabantwana abazobaphazamisa emaclasini.

**Mr Ngwenya:** Iyangena iyangena kuAge restriction, ngoba even ukugqoka. Umntwana omncane uzogqoka kahle, omdala uzogqoka akuthandayo. Uthatha utie awukhiphe ngaphansi ulenge le ezansi nejezi awufase ngenye indlela okungafaswa ngayo.

**Mr Mkhize:** Code of conduct ibalulekile ngoba umntwana usuka ekhaya efresh umama emubonile but lo mdala uyashintsha endleleni afune ukugqoka ngalendlela afuna ukugqoka ngayo.

**Mrs Dlamini:** Iclass lonke neskole sonke kumele kube yinto eyodwa noma efanayo.

**Mr Ndlela:** Kumele siwabuke amapolicies are very important buy yet very challenging. Umntwana mayebona ukuthi uyazenzela nje akuthandayo njalo akasaspendwa they take advantage but if bazi ukuthi wenza into ebhedayo nje uyasaspendwa and are charged they will be aware that they don't play with fire.

**Mr Zuma:** Ezikolweni kuyenzeka ukuthi abekhona but mawuthi uyawabheka awasebenzi athule nje ahlezi.

**Mr Mkhize:** Mawubheka nje nathi sinawo, othisha bengibacela last week ngithi ngicela besubmithe, baphethwe ubabuKubheka bonke lababantu ngabatshela

abasubmithi nanamhlanje abakafiki bengicela besubmithe sizobona ukuthi iway forward yayo ithini.

**Mr Zuma:** Le way forward izokwazini ukusisiza yini na? yikho ngithi it's a non-functional of safe and security.

**Mrs Msimango:** Asikwazi ukusho zonke izinto phambi kwabaphathi.

**Mr Mjiyakho:** Kodwake, kodwake sesiyiqalile zsizoyibamba kanjena, si jointly kanje akekho esizomkhipha ngaphandle sonke soba mdibi munye, silwa impi eyi one.

**Mr Ndlela:** Siyazijabulela izinhlelo zokusiqeqesha ngemithetho yezokuphepha besingazi lutho impela.

**Mr Mjiyakho:** Manje sesizibona sikwazi ukuletha umehluko emfundweni yabantwana bethu.

**Mrs Dlamini:** Sicela ukufundiswa ngayoyonke imithetho esithintayo njengabasizi besikole ukuze sizolekelela ekuthuthukiseni isikole.

**Mr Ngwenya:** sizoba eda othisha ngoba siyabona ukuthi nabothisha siyabadinga.

**Mr Mjiyakho:** Imbokodo iyayazi into eyenzayo iyakwazi uku discipliner umuntu, kwezinye izikhathi ungaze uthi abantu abakwazi uku discipliner umuntu bangabantu besilisa kanti cha, nalena ela imbokodo iyakucacisela. musa ukufela ozakwenu iba umama nawe muzofela ozakwenu uzoyibulala ingane.

**Mr Mkhize:** Sidinga I parental involvement kakhulu la, Iparental involvement yini na? There must be meetings, kufuneka ini na? kufuneka kube nameetings.

**Mrs Dlamini:** Naye uhulumeni akagxilile kakhulu ekuqinisekiseni ukuthi izikole zethu emalokishini ziphephile.

**Mr Langa:** Iproblem esinayo sisazohlala phansi sixoxe abazali kulendawo mawubabizela amameetings uzobatshela ngalendaba yedrug abuse abezi. Kodwa sizama amastrategies esizowathatha manje njengoba sibize ugrade12 sibonile ukuthi ooh...mabebizwa ngamaclass bayeza kushukuthi impela komele sibabize ngamaclass sibatshele lento esiyifunayo, ngoba umasibabiza bonke abezi.

**Mr Zuma:** Isikhathi sokwenza izinhlelo sizoba sincane kakhulu ngoba akusavumelekile ukuphazamisa isikhathi sokufunda kwabantwana.

**Mrs Dlamini:** Abantu abakulelikomidi abaningi bayazisebenzela kumele sihlangane ngama weekend noma ntambama emva kokubuya emsebenzini.

**Mrs Nkosi:** Kungcono sizowabiza phakathi neviki ngoba ngeweekend basitshela ukuthi baya esontweni nayo yonke lena enye into.

**Mrs Dlamini:** Kungenzeke yini ukuthi sihlale phansi sibe nezinhlelo esibanazo zonyaka wonke?

**Mr Ndlela:** Yebo izinhlelo zokuqwashisa nokwakha kabusha indlela yokusebenza kwemithetho yezokuphepha ehambisana nomphakathi wethu bese sizibophezela ekuqinisekiseni ukuthi ziyenzeka

**Mrs Nkosi:** Ngeke lokho sikwenze ngemihlangano emibili sidinga isikhathi sokuzinikela.

**Mr Ndlela:** So amakomidi ezokuphepha bekufuneka abekhona abe nezinhlelo ezikahle and therefore if sibatshela abazali ukuthi ibona aba exerciser or discipline for their learners, abantwana babo emakhaya umntwana ngeke afike adelele la ekhaya engadeleli, akwenza ekhaya uzokwenza from layiskoleni.

**Mrs Msimango:** Mengabe ekhaya azi ukuthi iuyashaywa wenziwa yonke into ngeke afike edelele la ngoba uyazi ukuthi sobiza umzali, uzothuka.

**Mr Langa:** Ebekade sinabo nje ekuseni namhlanje bebethukile beqhaqhazela but lo ebesinaye ekugcineni ubenganandaba nokuthi sibize umzali phambi kwethu wamuvikela ephika yonke into, but ke saxoxa naye but ke kodwa iparental involvement iyona e exerciser idiscipline from their home.

**Nolwazi:** Ibaphi labobantu okumele babe involve sinabo baningi labo bantu thina layikhaya sinamaparents, sinamaSAPS okufanele siwa involve sinama Forum no Sukumasakhe. Sinayo yonke into.

**Mr Ngwenya:** Umama Zwane nobaba uZwane nje bebeforum so uyawazi amaprocedure ala ukuthi asebenza kanjani, so uyazi basivikela kanjani iskole. ubabuZwane uyasivikela bekuthi uma sekubheda aqhumise isibhamu ngapha, aqhumise uma kugqezwa layiskoleni.

**Miss Cele:** IPolice forum iyona into ebizwa ngayo ngoba iskole is for le community, it's not for uThisha omkhulu, it's not for igoverning board but it's for lecommunity.

**Mr Mjiyakho:** So umangabe siwashiya amastakeholders afana nopenents, SAPS involvement even nawo amalokhu ehh... masikhuluma ngezombusazwe lapho kuthintwa khona oANC, INKATHA, EFF, oSADECO bonke labo they must be involved in this one. Sibanike ithuba lokusebenzisa ama grounds alapheskoleni, mabezobamba mameetings so that they can see ehh... mabebona ukuthi ooh... kwenzeka something esikoleni bazi ukuthi ngeke besayithola indawo yokubambela mameetings lapha because babukelile isikole sivandalayizwa, senziwa yonke into, they must be involved.

**Mr Ndlela:** That is why kukhona lento okuthiwa iSukumasakhe and nabo they are part and parcel of the school kufanele benze sure ukuthi isikole lesi asivandalayizeki and asenzeki lutho and amanye kubakhona la oku okuhla khona onke amaforum amanye akhona ayahlala khona la.

**Mrs Dlamini:** Sinaboke osisi uThandi bakhona bayahlala la bakwaANC, nomama uDeli bakhona bayahlala nabo.

**Mrs Msimango:** Bagada nje iskole belokhu bebamba amameetings nje ngaphakathi begada iskole, belokhu bebamba amameetings ngaphakathi omama uZwane belokhu bebamba ngaphakathi bexoxe, ngeke besivumele iskole ukuthi sibe vandalised bebona ukuthi siphila khona la, ngeke besivumele. so siyaba involve ke, onke amaforum akhona maningi.

**Mr Ndlela:** Mam'Msimango mina ngibale nje amancane maningi kakhulu.

**Mr Mjiyakho:** Sinayoke leproblem yamagangsters ekhona lapha endaweni yethu yasoSizweni. Labantwana laba esithi bangama gangsters abakulesisikole, nabasoSizweni lonke nabo bayinto eyodwa. Uthole ukuthi bayaxabana uma

bexabana lo lowala kulesikole nabanye uyahamba abize izigangster zakhe, kuthi makuphuma iskole lomntwana abaxabene naye langaphakathi, sekuzophunywa ke kujahwane ke kwenziwe yonke into.

**Mr Langa:** Impela iqiniso lelo sibonile kwenzeka kaningi kubayinkinga kakhulu.

**Mr Zuma:** Sase si involver ni ke? Ngale gangsterism ngoba ilimaza abantwana. Sainvolver uSAPS waba involved and saxoxisana ke ukuthi mangabe sibona ukuthi khona inumber yezingane asebehlukene ngezikole la basesiyafona, akathathi ekudeni ubaba uMazibuko “uthi sekunjalo, athi athi kukuphi, athi hhai... ngizothumela iveni izofika lapho masinya hhawu... in 10minutes time basuke sebekhona sisuse lamagangsters, yonkinto la.

**Mrs Nkosi:** But ke nabo la ekuseni kuassembly we talk about this thing awareness siaddrese abantwana ngamawunga, siyakhuluma nabo ekuseni ukuthi please don't follow the people abazokusa egodini noma bantwana abangaboni ukuthi ke kufanele uyekuphi. Bazokwazi ukuthi bakutshalele ube nembewu embi syaxoxa nabo.

**Miss Mpanza:** syaxoxa nabo siyabatshela futhi ukuthi amagangsters awabuyiseli ngalutho, ekugcineni agcina ekulimazile.

**Mr Mjiyakho:** Abanye abaseWaterval ejele baze babatshela ukuthi uma ufika ejele bayakujoyinisa ukuthi uyi26 noma 27 that gangster's Bazothi gwaza usibanibani and uma usuzophuma bazothi gwaza usbani bani, babona izinsuku zakho sezincane. Usuke wena uthathe umese bathi...bathi...sebenzisa ispoon basilole basilole, bathathe ispoon bagwaze. Angithi lontwana yena udonsa ulife uzokufosta ukuthi umgwaze lo ukuze ungamshiyi phela naye ejele then besusuka uyamgwaza then mawusumgwaza lo isigwebo sakho masesiyakhula, usethi nakhoke. Masebona ukuthi nah...usekusondezile nawe eduzane useyofuna omunye futhi owesibilia thi, ngeke ngisale ngedwa laphejel ayofuna omunye futhi naye amtshela amu influencer athi uthathile inombolo sewuyi 27 sifuna ukubona ukuacter kuthi ekhishini kungazelele muntu, gulukudu... bhutshu 1,2,3 usemgwazile seyandile futhi iminyaka. So lento le igangsterism into ekhona and ibuhlungu but uthole ukuthi ke umntwana yena akaboni.

**Mr Ngwenya:** Kuyenzeka uthole ukuthi mhlambe ubesekwazile ukushintsha uthole ukuthi ubesezophuma and usakhekile. Lona ubona ukuthi usezomshiya hhayi. bazomkhandela uzungu. Yikhoke uthola ukuthi amaWada ayakususa kuleyondawo masuzophuma bathi suka la uyekulaba abadonsa 3months, 6months bathi hlala la ngoba laphana bazokubulalisa, bazokwenzisa enye into and mungakwenzanga lokho bazokufaka induku ebusuku.

**Mr Langa:** Ehh... bathe laphana kunento eyinduku abayenzayo and inekheyiza abakushaya ngayo ebusuku bathi ibuhlungu, bakushaya ngayo ushone phansi, bathi uzokwenza lokhu ekuseni mawuvuka.

**Miss Cele:** Mina ngibona kungcono sibize bona laba base jele bazokwenza I awareness ukuze bacabanga ukuthi ejele kumnandi bazizwele ukuthi ejele akumnandi kunzima but mawusenza la emhlabeni usagwaza abantu, ubona kuvery easy but mase ufike phakathi imthetho uyashintsha

**Mr Zuma:** Yebo, ehhene kuthiwe la kusejele akusikho ngale, laphoke ilife yakho iphelele langakathi awuboni lutho, uyaphaka, uyadla uyabuya ugeza la. Uyavuswa ebusuku uyakhahlelwa kuthiwe vuka sboshwa nanininanini... so thi is the life ozoyiphila lelife for almost 25years, so impilo yakho imile, mawuphuma bagugile abantu, bashonile abantu, nawe ugugile ayikho into osazoyenza emhlabeni.

**Mrs Nkosi:** I team yethu le inomsebenzi omkhulu kumele ibe dedicated kakhulu ukuze iphumelele.

**Mr Mkhize:** Ehh I dedicated team...kumele sifake nabanye bantu izoqina. Njengabantu abaphethe icurriculum, yibo labantu abafunekayo kudedicated team. Bonke othisha they must be part and parcel of this one. Uthisha umangabe emover la ebona umntwana enza into ewrong bamkhuze.

**Miss Cele:** All the stakeholders, nestaff sonke noma ngikhona kuleyo committee but all educators eskoleni must be disciplined. Badiscipline abantwana “bakwethu ningalali ngizonikhumbuza kahle” Then teachers must also be disciplined.

**Mr Mkhize:** So baba involved then therefore iskole ke sizo phatheka smooth angathi omunye menza okuwrong uthisha avele andlule nje abheke le, athi hhayi. isturo

sathishomkhulu leso therefore iskole uyasibulala and ubulala lezingane onikezwe ithuba lokuthi khanyisa lomphakathi kusasa mawufika ezulwini ungene ujabulile uthi ngakwenza engakwenza esikoleni engangisebenza kuso.

**Mr Ngwenya:** So impilo ke eyenzakalayo but nathi asingabukeli ngoba nabo abazali bayophendula, hhayi namhlanje beselana besanyathela ngalezi ezimbili lofika lolo suku lokuthi phendula phela.

**Miss Mpanza:** Kungenzeka nesivumelene ngakho kungenzeki sikuyekelele kubaphathi futhi.

**Miss Mpanza:** Kumele kube nama internal policies yokuthi untwana mayabulala ifastela ukhokha malini, umntwana mayebulala umnyango ukhokha malini and therefore umzali abe involved batshelwe abazali phansi kuyiparents meeting

**Mrs Dlamini:** Kumele bazi ukuthi umntwana watholakala ebulale ifastela makakhoke uR500 singabeki imali encane and sizoyibiza ngokuthi indemnity sithi uR500 iskole asikhokhi kodwa ngenxa yesimo esenziwa umntwana ukuze avimbeke akakhokhe imali enkulu kuzo kwehlisa ukubulala impahla yesikole langaphakathi uma sizothi uR20 umntwana angabulala manje ifastala ashone ngemumva adayise nomayini abuye noR20, athi thishomkhulu nawu uR20.

**Mr Mjyakhó:** So uyabona this thing kufuneka ukuthi uma sesinama strategies siwumphakathi azokwenza abantwana behlale be busy bangasitholi isikhathi sokuba uvanzi nje.

**Nolwazi:** Abantwana kumele bafundiswe ngesafety and security ubaba uNgwenya ukushilo laphana kuno safety and security ukuthi ehh bekungakuhle nje siphume umkhankaso wokuqwashisa ngezokuphepha.

**Mr Mkhize:** kube namabhodi azoba khona azokhuluma ngosafety and security, from the gate ungena ngaphakathi kungabi ukuthi usecurity and safety uzomubona ngaphakathi. Abamubone egethini ukuthi lokhu akungeni, usmoking awungeni, lokhu kufanele kube khona “sisashoda ngemali ke” besizokuthenga. Sizokuthenga okuzokwazi ukusho ukuthi ena...isafety and security siyenze njani.

**Mr Langa:** There must be a proper fence ngaphakathi okufanele ukuthi yenzeke ngaphakathi ezinganeni engaveli umuntu aziphumele nje.

**Mrs Dlamini:** Izikole ezomphakathi hhayi othisha ikomidi lethu esilikhethile lezokuphepha kumele kuyoyonke imihlangano lisibekele eselikwenzile ukuze sibone inqubekela phambili.

**Mr Zuma:** Kumele kukhulunywe nabazali ngokuthola isecurity ekhokhelwayo ngokudonater nokufundraiser. Iwifeyayizosiza izingane zika grade 12 nabantwana Ku FET abazali babengakayiboni nakuyibona izigebengu zangena zagqokeza zathatha yonke into ephakathi azange izingane zisakwazi ukuyisebenzisa.

**Mr Ngwenya:** Ukuhlaphansi njengoba kuhleziwe namuhla kukhulunywe ngamachallenges sphume nazo izixazululo ikhona okuyisisiza.

**Mr Ndlela:** Direction for iskolo uthisha omkhulu ahole lelithimba lakhe sibambane singabheki singabheki okunye, ngoba waqala omunye uSGB member wathi “yazi ngyamcabangela umntwana kabanibani” sewuqalileke angina amanzi endlini, seyingenile inkinga.

**Mr Mkhize:** Ngingibingelele endaweni. Siyabonga ukuthi siphinde sihlangeane futhi kulomshikashika wethu wokugcina isikole sethu siphephile.

**Mr Ngwenya:** Siyathokoza ukuthi indlela yokuxhumana isizoba ngcono kakhulu siyawubona umehluko kuyimanje selokhu siqalile ukuhlangana.

**Mr Mkhize:** Kuzomele sibe nohlelo lwemihlangano yethu yonyaka ukuze izingxoxo zethu kuzoba eziqhubekayo sibone ukuthi ngeke yini siphumelele.

**Mr Ngwenya:** Sicabangele nabasebenzayo kuzomele kube yibona abasinikeza izikhathi zemihlangano.

**Mr Ngwenya:** Ngyafisa ukuthi lokhu okuzokwenzeka la manje iyonanto isisisiza kuzo zonke ezinye izikole ezikhona layiduze. Siyabonga kakhulu ukuthi nithathe izikole lakubonakala khona ukuthi they are willing, abanye abanye abantu bebezoyithatha beyishonise le.

**Mr Mjiyakho:** Engikufisayo ukuthi lento esizoyenza la siphume nayo kube ilona ibible lethu esizosebenza ngalo, kodwa ke kunama input ebengifisa ukukusho nje la. Ngithandile nama highlight uthisha omkhulu mayekhuluma ngokuthi into mhlambe eyenza ukuthi isafety noma ukungadisiplineki kwezingane yilento yama sport angasekho ezikoleni, ngyabonga nje ukuthi iskole khona esikwenzile ukuthi kubekhona izinto, ukuinvolvwa usport and recreation, uku involver amanye amastakeholders.

**Mr Zuma:** La kushiwo ukuthi idepartment yenzeni, imemorandum of agreement noASAP ukuthi ungavele ungene ungazi uzokwenzani na? Uzosesha, syabonga kakhulu istakeholders involvement ngiyithanda kakhulu ngoba kuyabonakala ukuthi iskole siyawa involver amastakeholders.

**Mrs Dlamini:** Engikubona kusele la kusafety siwubukele esayidini elilodwa kuphele eeh... kufanele siwubheke usafety inside kakhulukazi nangama breaks usafety kumele siwubheke ngoba zonke izinto ezenzeke lakumabreaks uma abantwana bebodwa ngaphandle yikho kufanele nje ukuthi othisha nabo babekhona, wonke umuntu, ngoba ngisho ukuthi iinvolver wonke umuntu.

**Mr Langa:** Kodwa ke into engiyithanda ngalesiskole, iskole is out to transform, iskole nje siyatransformer i..... uyayibona nje noma lapha ukuthi I sikole for a change.

**Mr Langa:** Ngemuva kokufundiswa ngokumele sikwenze siwothisha sibona sesingakwazi ukubhekana nezinselelo zoshintsho

**Miss Mpanza:** Noma kuzokwenza umsebenzi ube mningi emahlombe ethu.

**Mr Mkhize:** Kufanele ukuthi wonke umuntu abatransformed wonke umuntu kusukela kubantwana, kuyekumzali, kuye kuthisha, kuze kubani, kuye emphakathini. Itransformation ngokuthi ke isibenzise kakhulu amaBatho Pele principles – one: iconsultation, iconsultation idinga kuwo wonke umuntu njoba seisiconsultile nje nathi sekufanele sibone ukuthi siconsulter abazali nomake othisha nani nani, kubekhona netransparency, itransparency ke ilokhu ade ngikusho ukuthi bazali kwenzeka lokhu nalokhu nalokhu esikoleni njengoba esho uthisha omkhulu ukuthi ngenkinga yamadrigs, khona abantwana abenza ukuthi, khona abantwana abanza ukuthi.

**Miss Cele:** Umnyango wezemfundo uma uvakashela izikole awube nayo into ohlola ngayo ukuthi ngabe liyahlangana leli komidi lenzani. kuleyomhlangano lokho kuyolenza lizibophezele nalo emsebenzini walo.

**Mr Zuma:** So it's a must itransparency bengibona ukuthi wonke umuntu enzenjalo khona nento ethi iskole ukuze sibe transformed kufanele kube neservice charter. Iservice commitment charter ila wonke umuntu ezibandakanya ngokuthi no ithina esikhande leyanto ukuthi mhlambe kuzofanele kubuye kwenziwe ifollow up la kuthi wonke amaStakeholders kuzokwenziwa iservice charter ukuthi when it comes to discipline and safety wonke uthisha uyazikhomitha, nomzali, nobani, nobani, namacouncilor, nakhona kukhukhulela ngoqo ukuthi nayi into uyayazi ukuthi e..... siqhuba kanje masifika egathini kwenziwa zonke lezozinto.

**Miss Cele:** Nevalue for money- ukuthi ke uma wonke umuntu azi amaprinciples eBatho Pele ivalue for money ukuthi "lefastela lenziwe ngemali" uyayibona leyonto uma umuntu ezokwazi ukuthi lenziwe ngemali and ngeke alibulale, ngiwuntwana angeke ngihlale noma ikanjani estulweni, ngiwuthisha ngeke ngenze into etheni uyayibo leyonto.

**Mr Ngwenya:** Sesiyaifisake ukuthi singabazali sibe negalelo elikhulu kwezokuphepha, wonke umuntu kusewukuqala lokhu esikwenzayo. Kodwa ngiyafisa ukuthi going forward sizoyi owner lento siye phambili

**Mr Mkhize:** Umbono wesikole sesiyawazi besingawazi, ukuwazi sekuzosenza sikwazi ukusebenzisana ezinhlelweni zokufezekisa yomibili lemibono owesikole nezokuphepha.

**Mrs Dlamini:** Ukusebenzisana nezinhlaka ezehlukene zikahulumeni nomphakathi kususizile ekwakheni ubudlelwano nokusinikeza ulwazi oluningi oluzosisiza ekuvikeleni isile sethu.

**Mr Ndlela:** Umasibuka lezizinto lezi kumasolutions ethu ikuphi esikubonayo ukuthi hhe...e nawa ahamba phambili ekufanele siqhubeke nawo, into engiyibonayo ukuthi e.. functional committees, Governing Body, sinikiwe igunya lokuthi ithina okufanele okufanele senzenjani?

**Mrs Dlamini:** Asibheke kwezinye izikole ukuthi imiphakathi yayo yenzenjani ukuze izikole zabo kube ngezipephile nathi sibuye sizokwenza la.

**Mr Mjiyakho:** Since amacommittees, amanye ayasebenzisana.

**Mrs Msimango:** Akesibuke la kugorvening body la ngibuka kumasolutions ukuthi uma sibuka izixazululo kulezinto lokhu, nalokhu, nalokhu(ekhomba) ikuphi isixazululo sokuqala khona sizokwazi siqala ngakuphi, size ngakuphi, nakuphi, nakuphi. Nakhu zibhaliwe la safety and security, abuse, over age, nani policies, amacommittee angasebenzi.

**Mr Langa:** ayi wonke angithi asisho ukuthi isafety kuphela koda wonke amacommittee abalulekile kakhulu nakithina singabazali, ama stakeholders, teamwork, vandalism, poverty, ihambisana ne unemployment, ebesibuka la kusecurity ayafana amaningi ngoba ngisho lack of policy understanding uyafana niyayibona leyonto,

**Miss Mpanza:** Kumele sizenzele thina ngoba nangu nangu umntwana kaMazibuko ugijima yedwa futhi akabhekile lezizikole eziwu33 unomunye umsebenzi awenzayo e police station.

**Miss Cele:** Isikole kumele sibe nama resources azosiza abantwana abanezinkinga ukuze sikwazi ukulwa nokungaziphathi kahle kwabafundi abathile abagcina sebenze bababaningi abangaziphethe kahle.

**Mr Mkhize:** Kunzima ukuba uthishomkhulu kodwa singakwehlisa ubunzima uma singaba nezinsiza ezinjengemali yokuqeqesha, ama programmes okuqwashisa othisha, abafundi nabazali.

**Mr Mjiyakho:** Ukuthi uma siyilungisa la kuzofanele ukuthi nakwezinye izikole ezingomakhelwane sisebenzisane. Inina enizobe nisebenza nitshela nalaba abanye ukuthi siqale kanjani thina futhi siya kuphi.

**Miss Cele:** So izozonke lezinto uma sizibukake uyabona ukuthi ziyafana ikuphi enibona ukuthi nakhu okungaba unamba1,2,3,4,5 kulezizinto esizibonayo?

**Mrs Msimango:** Ngicela sibheke idrug abuse eeh.. isolation angithi le(ekhomba) sithe kufanele kubekhona iawareness eehh isolation angithi le

**Mr Zuma:** Eehh akuncono mhlambe siqale eeh ngyabekisa nje, nge awareness wonke umuntu abe aware azi ukuthi yini eyilentuza angithi eeh iawareness kunalezinto angithi ukufundiseka kwawo wonke umuntu ukuthi uyingxenyeyeniyayibona leyonto... niyabona angazi ukuthi nibona kanjani.

**Mr Langa:** Eeh uqinisile ngoba eeh konke lokhu okunye ukuthi abantu bavuseleleke onembeza ngalento esithi siyayakha, iumbrella leyo ngyayizwa iawareness eyokuthi kusemqoka ukuvikeleka kusemqoka kangakanani.

**Mr Langa:** Njengoba uke wayithinta la ukuthi istulo lesi khona nje othatha ngokuthi hhayi imali kaHulumeni awucabangi ukuthi kunevalue for money (eeh ngoba isuka kubakhokhi bentela –Input) kodwa nje ukuba aware ngalokho kwenza ukuthi ngiqale ngithuke ngithi “hha kwakhokhwa imali” ngicabange ukuthi why ngizobe ngu abuser imali yami. They were not aware ngyabo iawareness ikufaka konke.

**Mr Mjyakho:** Asiqale ngo awareness, ok bese si strength nisha ini amakomidi ethu kakhulukazi safety uyayibona leyonto, bese okunye kuzohambisana kanje (ekhombisa ngezandla) niyayibona leyonto.

**Mrs Dlamini:** U stakeholder involvement, parental involvement ihambisana nani? Ihambisana nothisha angithi involvement yothisha kushukuthi uma sithi involvement yamaparents, involvement yothisha, involvement yastakeholders wonke umuntu

**Mr Ndlela:** sezingaki lezizinto sesizame ukuziqoqaqoqa ndawonye.

**Mrs Nkosi:** Mrehh sibale uawareness noeducation kuwona nostrengthening committees kunosecurity kuno abuse, udrug abuse lokunye angibange ngisakubamba yini.

**Mrs Msimango:** Angithi ngalelolanga kune awareness khona umuntu okufanele akhulume ngani? Ngo drug abuse, kubekhona ozokhuluma ngogangsterism abexuba lezizinto zo value for money zibaluleke kangakananina abe efaka nezinto ezinjalo.

**Mr Mjiyakho:** Ehh besekuthi isecurityne safety sabesesibala safety committees angithi okulandelayo.

**Miss Mpanza:** Yes (ekhomba)

**Mr Zuma:** Umgomo esizowulandela kweze safety and security, nokuba neseecurity guard naninani izinto esiyobe sikhuluma ngazo, besekubakhonake no involvement (yes) parental involvement, stakeholders' involvement yawo wonke umuntu, necommunity ngyabona ukuthi sesithathe zabaningi manje lezizinto seziningi.

**Mr Langa:** Ngoba gangsterism usengene ngaphansi kuka awareness its 1,2,3 (pointing). Sezuwu3 ohh 4.

**Mr Mjiyakho:** Akesime kancane koda ngampela isikole esingaka nisho ukuthi asinasecurity guard, akengithike iskole, ezinye izikole la oSizweni babuzile ukuthi iziphi izikole ezinesecurity ekhokhelwayo ngokweDepartment niyayibona leyonto kodwa asisho ukthi iyoba nini kodwake thina njengomphakathi, njengesikole kufanele kubekhona esikwenzayo njengoba esho nje ubabu...uThisha onkhulu.

**Mrs Dlamini:** Kwakukhona O CPF la wayekhona ubaba uZwane, ubabuZwane naye wayeyiCPF lana nomamaZwane.

**Mrs Nkosi:** Enye into ebengithi ngizoyisho laphana kushrengthening committees ukuthi uma kuwukuthi mhlambe amacommittees ethu bafake ndawonye othisha nabazali, yini singathi masesistrengrtnisha sibafake bonke khani bezosebenzisana khani bezokwazi ukuthi babonisane kulelikomidi.

**Mr Mkhize:** Kungathi uma kungelesafety lakhiwe mhlambe abazali kakhulukazi, othisha bangabibikho nabo babekhona khani kuzoba nobudlelwane obuhle phakathi kwabazali, nothisha, nomphakathi, namastakeholders obaba uMazibuko aah kungathi kuthiwa kubulawe iphoyisa umphakathi ukhona bazi ukuthi lomuntu sinaye ekomidini ungomunye wethu.

**Mr Ngwenya:** Lokhoke ngicabanga ukuthi singathatha lowo co-operation simfake lapha ku... ku.. strengthening committee (ukusebenzisana bazi ukuthi kahlekehle lamakomidi anjena akhandwa umuntu wegoverning body ngoba each and every time

ikomidi leyo bazohlala lowomuntu lowo kuzomele a reporte kugoverning body ukuthi sekwenzeke ukuthi nokuthi nokuthi kusecurity committee.

**Mr Ndlela:** Nakhoke bengifisa ukubona uthi siqale ngakuphi ehh.. sisazobhala ngokuthi itimeframe siqala nini ukuthi, nokuthi sizobonakanjani ukuthi siyasebenza iawareness. lawareness singayenza nini kufanele sibeke amatimeframe phela singayenza nini iawareness kube mhlambe inyanga noma idate singakayikhiphi manje sisazoxoxa ukuthi ingaba nini.

**Miss Mpanza:** I awareness nje campaign siya campaigner senza wonke umuntu abe aware. lawareness siyenza nini? Input - Akesithi sesiyavala kushukuthi manje leawereness bebengakacabangi ukuthi sizoyenza nini kodwa eyokuqala yenziwa ngoApril.

**Nolwazi:** Ya iyaqhubeka futhi kuze kube manje, siyaninike kubazali bonke nasemphakathini?

**Mr Ndlela:** Niyayibona leyonto le ward yonke uSukumasakhe (input - sekwandlula) kushukuthike singathi izoba ngoJune.

**Mr Mkhize:** Kushukuthi ngoJune siyobe sesiyifaka yonke into namastakeholders bayaye bafike lana eskoleni abase Waterval, U SAPS, wethu wenzani.

**Miss Cele:** iawareness iqwashisa ngokuthi kunezinto ezinje bazali okufanele siziqaphele, iskole asinawo usecurity.

**Mr Langa:** Sibonisane nokuthi senzenjani ukuze sikwazi ukuthi sivikeleke phela wonke umntwana ola eskoleni uyabona nokuthi depertment inohlelo elwenzayo lokuthi u SAPS afike aseshe la angaqhamuki umama kalona... esebhodla la zobhoka kanti bekufanelwa kukhulunywe.

**Mr Ngwenya:** Angithi kufanele ugoverning body bamebenzise ukuthi icode of conduct yethu nama policy ka hulumeni ezokuphepha akhona bazoba aware ngoba izosihlupha lento yokuthi sithi sifuna uku implimenta indaba yomntwana uma umzali nomzali angazange ayifunda abenecode of conduct ngokuziphatha kwabantwana.

**Miss Cele:** Akuthi kushay lesisikhathi uJune wonke umzali sesibafundisile sithi abantwana base... uma onekanjena ujeza kanjena, uma onekanje kuzokwenzeka kanje.

**Mr Zuma:** Sibhala phansi icode of conduct ukuthi umntwana masenze kanje, kuba kanje, siyamuwonisha simenzani uyayibona leyopart esisebenza laphaya kwakuyipart of owning siyambona angithi? Uma sesimuwarnishile emaclassini angithi, saphinda futhi samuwonisha. Into ewrongi ayenzayo kumele siyimonithe sikwazi ukumsiza.

**Mr Ndlela:** Izozonke lezo zinto okufanele sizibheke, kodwa ngecode of conduct sizosizana nothisha omkhulu sithathe namanye abakhona koda sibe inline sibone khona sizokwazi ukuthi siyayowner.

**Mr Zuma:** Uma sesiyilungisile icode of conduct angithi ikhona iSRC la eskoleni kufanele siyathathe siyiphose kubo bayibuke nabo, nothisha bayibuke kuthi kushaya inextweek icode of conduct isikhona. Sizoyisake ezandleni zikathisha onkhulu ne komidi. Then i awareness iyi responsibility yekomidi lezokuphepha.

**Mr Mkhize:** Kule awareness sifaka wonke umuntu othinta nesikole angithi.

**Miss Mpanza:** Lokhu kuzoza ngapha, lokhu kuzengapha(pointing). Nala sizobona iperformance indicator, umhlangano, amaminithi omhlangano azobe ekhona, ne code of conduct yonke into izobe isikhona.

**Mr Mjiyakho:** Besekubakhonake nalento yokustrengthenishwa kwamacommittees. Amakomidi iresponsibility yawo ukuthi aqinisekise ukuthi ama timeframe akhona kuwo wonke umuntu kumacommitee.

**Baba Ndlela:** Ngicabanga ukuthi thishomkhulu kuyothi kufika uJune siyobe sesiqedile.

**Mr Mkhize:** Asithi end of May (yes) end of June ziyavalwa izikole angithi singaze siphelwe isikhathi singaqedile, end of May kube sekukhona okwenzekayo.

**Miss Mpanza:** Uma singazimisela siyikomidi singakwazi ukubuya sihlangane kanje emva kwezinyanga ezimbalwa sesinezinkomba eziphathekayo zokulunga kwezokuphepha.

**Mr Zuma:** Yebo, ukwazi ukuthi bukhona yini ubungcono kwezokuphepha kungasinikeza umfutho nokuzimisela.

**Mr Mjiyakho:** Ngoba izimali azikho kumele si involve namabusiness abantu abangakhokhela amasecurity, ileyonto leyo okufanele siyenze.

**Mr Mkhize:** Abantwana abakhokhi kulesikole imali ephuma emnyangweni ayikho eyokwenza izinhlelo zokuqwashisa sesingathembela kumnikelo esizowucela kosomabhizinisi bendawo.

**Mrs Msimango:** Umphakathi uhambela kakhulu izinhlelo ezisuke zinokudla phakathi sizoyithathaphi imali thina yokukuthenga uma senza izihlelo zokuqwashisa umphakathi?

**Mr Langa:** Then nokuthi ke.... Nanokusetshenziswa kwamahhlo amasonto mhlambe amanye awanayo imali yokukhokha kodwake ukufundraiser phela lokho sizokwazi ukukhokhela izidingo zethu.

**Miss Cele:** Noku approacha abanye abantu sicele uthisha omkhulu eye koTransnet, umuntu ozokwazi ukuthi akhokhele amasecurity for unyaka wonke sibale nokuthi imali engaka edingekayo.

**Nolwazi:** Besekuba neawareness yevandalism, ivandalism sizoyikhuluma ngalelalanga angithi?

**Mrs Nkosi:** Parental involvement, stakeholder's involvement and teacher involvement niyayibona leyonto sekuhlanganise konke. Angeke ibeminingi imihlangano yethu, ngalomhlangano owodwa sikhuluma ngayo yonke into sikhipe neservice commitment chart?

**Mrs Dlamini:** Bazobe bekhona othisha nabantu abaningi.

**Mr Mkhize:** Akukho okungasihlula uma sibambisene.

**Mr Ngwenya:** Uma ikomidi lethu lisebenza ngokubambisana kuzolunga.

**Miss Cele:** Thina sitransformer kanjani lesiskole sibe ileyanto esiyifunayo, sibe ileyanto sebeyashoke othisha hhayi siyayivuma bothisha idiscipline soyiqala la, isafety yabantwana akekho umuntu ozongena eclasini engagqokile kahle iuniform, niyayibona leyonto, akekho umntwana ozongena eclasini aphume noma ikanjani, yayibona leyonto, akekho umntwana ongeke awenze umsebenzi wesikole esimnike wona.

**Mrs Msimango:** Governing body sithini akekho umntwana esizobe sesi mdisciplinile abe eshona ngale ayekomunye uthisha yonke lento izobe isikucummitment charter, lento izokwenza ukuthi uma umuntu ephuma endleleni sithi thina sazicommiter, wonke umuntu wazicommiter.

**Mr Langa:** So sithi nje kwi awareness yethu wokuqala sifaka lokhu, sifaka lokhu (pointing) lezinto eziwu3 kuphela siyabona ile.. nale... nale (pointing).

**Mr Ndlela:** Security guard singayifaka masesiqeda ngalelo langa, besekuthi iparental involvement iyangena futhi la zibekhona zonke nokuthi sivumelana ngokuthini.

**Mr Mkhize:** Bonke abantu abayobe bekhona bazobona ukuthi sisishintshile isikole sizoba ilento esiyifunayo sibeyiyo. Siyephambili ngoba uma sibanika idiscipline nesecurity yonke into... amaresult ethu azoba unnumber one.

**Mr Ngwenya:** Siyabonga sizobonana ke emhlanganweni olandelayo njengokohlelo lwethu nobhala wethu Nolwazi wenzenjalo-ke. This is the end of crime in our school.

## APPENDIX 2

### CONSENT TO PARTICIPATE IN THE STUDY



#### CONSENT TO PARTICIPATE IN THIS STUDY

I, \_\_\_\_\_ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time. I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

I agree to the recording of the audio recording.

I have received a signed copy of the informed consent agreement.

Full Name of Participant: \_\_\_\_\_

Signature of Participant: \_\_\_\_\_ Date: \_\_\_\_\_

Full Name of Researcher: \_\_\_\_\_

Signature of Researcher: \_\_\_\_\_ Date: \_\_\_\_\_



University of the Free State  
205 Nelson Mandela Drive/Ryalaan,  
Park West/Parkweg, Bloemfontein 9301, South Africa/Suid Afrika  
P.O. Box/Posbus 339, Bloemfontein 9300, South Africa/Suid Afrika

## APPENDIX 3

### ETHICS APPROVAL



Faculty of Education

13-Dec-2017

Dear Miss Nonhlanhla Shozi

Ethics Clearance: **A strategy to improve implementation of safety policies in selected schools in Osizweni.**

Principal Investigator: Miss Nonhlanhla Shozi

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-HSD2016/1166**

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension.

We request that any changes that may take place during the course of your research project be submitted to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours faithfully

Prof. MM Mokhele

Chairperson: Ethics Committee

Education Ethics Committee

Office of the Dean: Education

T: +27 (0)51 401 9683 | F: +27 (0)86 546 1113 | E: NkoaneMM@ufs.ac.za

Winkie Direko Building | P.O. Box/Posbus 339 | Bloemfontein 9300 | South Africa

www.ufs.ac.za



## APPENDIX 4

### PERMISSION FROM KZN DoE



education

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1004

Ref: 2/4/8/857

Ms NG Shozi  
PO Box 1381  
Eshowe  
3815

Dear Ms Shozi

#### PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "A STRATEGY TO IMPROVE IMPLEMENTATION OF SAFETY POLICES IN SELECTED SCHOOLS IN OSIZWENI", 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.

Vulindlela Primary School

Zibambeleni High School

Adv. MB Masuku  
Acting Head of Department: Education  
Date: 25 July 2016

#### KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa ...dedicated to service and performance  
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 beyond the call of duty  
EMAIL ADDRESS: [kehologile.connie@kzndoe.gov.za](mailto:kehologile.connie@kzndoe.gov.za) / [Phindile.Duma@kzndoe.gov.za](mailto:Phindile.Duma@kzndoe.gov.za)  
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: [WWW.kzndoe.gov.za](http://WWW.kzndoe.gov.za)

## APPENDIX 5

### INSTITUTIONAL PERMISSION



#### PERMISSION LETTER

**Request for permission to conduct research at \_\_\_\_\_**

The strategy to improve the implementation of safety policies in selected Osizweni schools

10/04/17

Name: \_\_\_\_\_

Building no: \_\_\_\_\_

Department of education: \_\_\_\_\_

Telephone number : \_\_\_\_\_

Email address: \_\_\_\_\_

Dear \_\_\_\_\_,

I, Nonhlanhla Gugulethu Shozi, am doing research supervised by Dr Nkoane M.M, in the Department of education towards an M Ed at the University of the Free State. I am requesting a permission to conduct a research in your institution. The study is entitled: The strategy to improve the implementation of safety policies in selected Osizweni schools.

The aim of the study is to formulate a strategy to improve the implementation of safety policies in Osizweni schools. I am doing this study in your school because Osizweni schools have recorded some instability cases over the past three years. As the principal, staff and School Governing Body of the school your input will be highly valuable in this study since you are experiencing the day to day challenges concerning safety issues. Your co researching will bring change in our community and schools.

There will be an information meeting, to discuss information on the project, SWOT analysis and brainstorming sessions, then follow up meetings depending on the needs of the project. . The discussions will discuss issues of safety policies, implementation of policies, challenges in the implementation process and come up with the strategy to enhance safety policy implementation in Osizweni schools. Lastly there will be a reflection meeting where there will be discussions and reflection on the report, presentations and plans for public launch of the research report. All co researchers will receive the final research report to its public dissemination. Members who will be quoted in the report will be contacted directly to ensure that they are happy with the context in which their anonymous quote will be used. All co-researchers will be given two weeks to consider the report and include any amendments or suggest changes or corrections.

Data generated will be stored in audio and video tapes and the researcher will be the only one who have access to the information generated.

This study anticipates enhancing the implementation of safety policies in schools and also in the whole province if the need arise. It envisages to empower the school management team, governing body, parents in general, learners and other stakeholders with the understanding of safety policy, the importance of implementing them and to take responsibility to implement them as implementing the policy contributes towards learner performance.

Permission from KwaZulu-Natal Department of Education has been acquired. The co-researchers identities will be confidential and protected. The co-researchers have a right to terminate their participation in the study should they wish to do so. Furthermore the researcher has a moral obligation towards the co researchers with regard to the information given. There will be no potential risks in this study.

Yours sincerely

---

N G Shozi  
Researcher