

Safety and Security for Learners at Schools and Outside Schools Responsibility of Government Supported By Major Stakeholders

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ABSTRACT : Education is a societal matter that needs all role players to be on board to ensure that learning and teaching could be performed under a conducive environment which is free from any form of fear, hazardous environment and place, intimidating environment and calamitous environments. Students learn at ease when they are very sure that their lives are safe from any danger hence is paramount importance that government provides securities in all schools to ensure that effecting teaching and learning do happen. The safety of the products or items bought by students also play a critical role in the well-being of the students hence nutrition programs controlled by government play a huge role in the lives of the students whilst undertaking their basic rights to education. The safety and security of teachers, students, parents, support staff and visitors at the school always shape how best learning and teaching could be undertaken throughout the year. School governing bodies, government and school community should work hand in gloves to ensure that are children do receive education in an environment which is appealing for teaching and learning; security guards should be hired supported by police officers in our schools to ensure that there is enough security and protection for the most vulnerable ones whom in this regard are the students; selling of food items within school premises by vendors should be inspected continuously by SGB members in order to detect and prevent food poisoning which could be harmful to the children. Permits should be issued for vendors to operate within the school premises or next to school premises. Registered spaza shops should be the only ones that are permitted to sell food items to school children in order to prevent the killings which saw almost more than 22 school children died after consuming suspected food poisoning in the country. Government should empower school governing bodies to perform their functions fully without any hiccup and ensure that all businesses trading next to schools are registered and sell foods which are in compliance with the required set standards of foods within the country.

KEY WORDS: SGB; informal spaza shops; education; vendors; security; students; government; school community; police

I. INTRODUCTION AND BACKGROUND

The value of education should be good enough in order for learners to acquire valuable skill and knowledge in the international economy. The norm of education is the corner stone of economic development and transformation (Bayat, Louw & Rena, 2014: 53). In South Africa, there is legislation that allows parents and communities to work with the South African Department of Basic Education (SADBE, 2020: 1-16). Studies conducted by Duma, Kapueja & Khanyile (2011:51) have found that it is essential for members of School Governing Bodies (SGBs) to be given the necessary training in areas related to leadership, accountability, the recruitment of employees, report writing, presentation of research reports and conducting quality audit exercises in public schools. The SGB with competent and knowledgeable members could able to set up committees to hire staff within the school as well as to hire food experts to deal with issues that are related with food nutrition which is the national program to deal with hunger whilst teaching and learning do happen in our schools. "The National School Nutrition Program is a key government program aligned with the National Development Plan 2030 to address hunger, malnutrition and micronutrient deficiencies," (Patel, 2024:7). The research aims to enhance the performance of the SGBs in order to have necessary skills when performing their functions so that they can have an equal status of partnership in the education sector with the department of education for the benefit of the learners and community at large. The Gauteng department of education issued instruction to schools to suspend the sale of food within and around school premises until further notice. According to the department, the decision was informed by the alarming increase in incidents of foodborne illnesses across schools in the province (Coetzer, 2024:6). The same decision was also taken by the department of education in Limpopo province without consulting the school governing bodies and this prompted rift between SGB's association, Afriforum and the department as they considered this to be unilateralism on imposition as there was no any agreement between the department and school governing bodies association on this matter however, the decision by the President to order closure of all spaza shops pending re-registration was welcomed by Mr

Matakanye Matakanya from National Association of School Governing Bodies as the only person with authority to impose to all parties not the department of education. According to the authors, failure to allow parents and legal guardians to take part in SGBs amounts to undermining the Schools Act (Act no. 84 of 1996). Public schools cannot fulfill their mandates unless they are willing to allow members of local communities to take part in planning and decision-making processes that affect the quality of education provided to their pupils. Iwu, Ezeuduji, Iwu, Ikebuaku and

Tengeh (2018: 25) have argued that School Governing Bodies (SGBs) must be allowed to take part in developing policies, enforcing discipline, the assessment of the quality of education, and raising funds and resources that are required in poorly resourced public schools. Policies and regulations have been laid down in section 20 of the South African Schools Act (Act no. 84 of 1996) in areas that are related to the quality of education in all South African schools (Brunton & Associates, 2013: 12-15). The quality of education is undermined in almost all South African public schools due to lack of capacity, shortage of resources needed for teaching, lack of adequately qualified and experienced teachers, poor infrastructure, poverty, unemployment and lack of good leadership and accountability (Modisaotsile, 2012: 1-7; Duma, Kapuela & Khanyile, 2011:19-24; Mathe, 2014: 25; Mestry, 2017: 1-12; Motala, 2017: 15-29; Motsisi & Worku, 2019: 2220-6140). Study by Mestry (2018: 385-400) has proposed a practical framework that is suitable for cultivating the value of education provided to South African pupils enrolled in under-resourced public schools. The author contends that the framework should be adopted and implemented in all under-resourced public schools in Limpopo Province including those in Vhembe District. The framework calls for partnerships between public and private sector agencies and the provision of incentives to highly skilled educators from all over the world. The framework also calls for collaboration and cooperation between schools and local communities.

One of the key strategies followed by the Limpopo Provincial Department of Basic Education is promoting the involvement of local communities in the operation and management of public schools (Adukaite, Van Zyl, Er & Cantoni, 2017: 172-190). Adequate participation of local communities in the affairs of public schools is vital for alleviating obstacles to effective teaching and learning. Maluleke, Cassim and Karodia (2016: 14) have argued that SGBs can play a role of leadership in public schools by allowing community members to have a say in the affairs of public schools. Enhancing the quality of education in public schools is vital for producing suitably trained and competent school level graduates. This, in turn, will have a positive effect on the national economy (Harry, Chinyamurindi & Mjoli, 2018: 1-10). Studies by Anderson-Butcher and Aston (2014: 37-45) have pointed out that school level education is a societal issue that needs participation from all stakeholders. All relevant stakeholders must be able to play their role in ensuring quality school level education in order for learners to be able to contribute positively to the economic growth of South Africa (Maluleke, 2014: 11; Maponya, 2010; Rangongo, Mohlakwana & Beckmann, 2016: 24-29). Departments of Education and SGBs should work in close collaboration in order for SGBs to be effective. Departments of Education must make sure that School Governing Body members are equipped enough to achieve their responsibilities effectively. Departments must provide SGBs with training opportunities, followed by assessment tests. SGBs should consist of duly trained and competent members as a means of ensuring competence at the level of SGBs. Members of SGBs should be assessed on a regular basis by way of giving them trainings and tests. Circuit managers are allowed by Sections 19(1)(b) & 19(2)(b) of the Act to assess the suitability and competence of members of SGBs in all South African public schools. Study by Mestry (2018: 385-400) has pointed out that the assessment of SGBs is vital for ensuring the quality of school level education in poorly resourced South African public schools. One of the aims of the study is to assess and evaluate the suitability of members of SGBs in public schools in Vhembe District.

Ensuring the value of learning and teaching in public schools requires compliance with good governance principles that are adopted in South Africa and elsewhere (McCube & Mafora, 2013: 14-19). Studies by Mestry and Ndhlovu (2014: 4-6) have pointed out that SGBs must be held accountable to pupils and their parents. In terms of the law, SGB plays fiduciary role on behalf of the parents and therefore should play a huge part in ensuring that schools have got security in place in order to ensure that safety of everyone is secured whilst teaching and learning do happen within the school premises. Capacity building is particularly important for all SGBs in the developing countries, especially in South African public schools (Mahlangu, 2008:43). The aim was to increase parental involvement in the schools serving their children, to encourage parents to accept ownership and responsibility for the schools. The notion of grassroots community participation was constituted; the democratisation of education entails that stakeholders must be more actively and effectively involved in the activities of the school (Mahlangu, 2008:25). While government officials scramble to address rising illnesses and deaths linked to suspected food poisoning across the country, the Gauteng family of the latest victim has

slammed government's failure to thoroughly inspect spaza shops (Nondywana, 2024:5). The SGBs should take charge of their schools by developing policies to guard against exploitation of their children by allowing parents with children at the school to be issued with permit to trade and failure to meet this requirement means that you are not the first bunch of vendors to be considered for selling within the school premises with the limited space for such undertaking. Studies conducted by Maluleke, Cassim & Karodia (2016:2) posit partnership as "working together and sharing responsibility for results". Local community members and parents have to take their roles seriously enough and must have adequate representation in SGBs. Such a measure is essential to protect the basic rights of pupils and their parents. Study conducted by Mestry (2018: 385-400) shows that an SMT should create positive atmosphere that is welcoming to local community members and parents in order to partake in school activities. Study by Maluleke (2014:8) argues that consistent findings have emerged from various researchers regarding parental involvement in schools, such as how it improves student achievement, attendance, and behaviour at school, as well as how it leads to increased community support for schools, including human, financial, and material resources. One way or another, the presence of parents at the school do assist the teachers and SGBs on discipline upon the children whom their parents are selling or working there as support staff like security guard, cleaner, clerk and gardener as well as vendor within the premises.

II. OBJECTIVE OF THE RESEARCH

- To determine whether the applicable system have appropriate institutional policies for ensuring sound governance and administration in education;
- To identify the challenges that could hamper the envisaged partnership compared to how things were done in the past under apartheid regime;
- To assess and evaluate the quality of partnership amongst all affected parties;

III. LITERATURE REVIEW

Safety and Security measures at the school : The domestic authority should get involved at an early stage in their local school affairs if things do not go well as expected by the department of education in terms of the agreed expectations amongst all major stakeholders, but regulation also states it perfect that local power does not have any statutory powers to intervene with professional matters (Nash, 2015:15). Study by Yika (2019:4) cites that the tutoring and mentoring initiatives is for life channeling and to assist young people to refrain from ill-mannered behaviour and social ills surrounding them. A study by Du Preez & Roux (2010:14) cited Vally (2005:4) asserts that the emphasis of discipline has shifted from what children should not do and what children should do and the use of corporal punishment to correct unwanted behaviour to what children should do and the encouragement of self-disciplined behaviour among children. Study by Naidu et al. (2008:155) cites that the governing body of a school can and should play an important role in the establishment and maintenance of sound discipline. A code of conduct for learners is a form of subordinate legislation and should reflect the democratic principles of the Constitution by supporting the values of human dignity, equality and freedom. For the promotion of human rights values that are firmly embedded in the ideals enshrined in our constitution as the foundation for discipline in democratic, public schools (Du Preez & Roux, 2010:15).The researcher posits that disciplinary committee should be democratic in nature. According to Nakeli-Dhliwayo (2019:13), the idea that the school yard is a place of safety is long gone-school children virtually have no-where to run to. So many schools have been vandalised during the lockdown, and even more disheartening is that the culprits belong to the communities where these barbaric acts are done. These people are well known but they are not exposed. However, we keep on blaming poverty and apartheid, 26 years after we have had a democratic government. The government is building infrastructure to our communities, but we don't look after those things, instead we just vandalise them...schools, clinics and even churches (Motloding, 2020:12).

Publication by Sowetan (2020:8) cites that equally, parents and society at large must not allow a small group of rabble rousers to undermine their children's right to quality education. According to Maimane (2020:11), pupils also contribute to the precarious and violent environment in our schools and parents must also shoulder the blame for the actions of their children. We all send them with the hope that schools will be centres of safety and institutions where we can entrust our children. The buck stops at the department of education, eventually. It is the department that is charged with the responsibility of ensuring education takes place unhindered. A massive budget is set aside, and resources availed to people supposed to offer some leadership, but SA continues to be failed. Service providers supplying meals to schools in Gauteng have raised serious allegations of corruption surrounding the province's school nutrition programme, warning that thousands of pupils could go hungry as payments to suppliers remain unpaid for months (Makwakwaa, 2025). Heads of national and provincial government department could face investigations and disciplinary action for failing to pay suppliers billions of rand within the required 30 days (Sidimba, 2025).

According to a report published by Accenture Africa (2024), there are more than 150, 000 spaza shops in South Africa, with an estimated market size of R178 billion. A spaza shop needs a valid and original municipal trading licence to trade. Spaza shops are mostly informal, micro-convenience shops that are operated from homes to serve the daily needs of local communities in townships. Spaza shops often do not comply with the National Health Act and the Occupational Health and Safety Act. Spaza shops often do not pay tax to SARS. Spaza shops often sell goods that are counterfeit, expired, or hazardous to public health. Spaza shops often do not keep itemized records of business transactions. Most spaza shops procure their stock from wholesale retailers, with little or no concern for expiry dates and health conditions. The basic education department said the increasing reports of food poisoning have disrupted teaching and learning as the majority of the cases affected pupils during school hours (Patel, 2024:7). This latest incident comes as the provincial department announced a temporary ban on street vendors and spaza shops from selling foods in and around schools last month in the light of a surge of food poisoning-related cases (Mahamba & Nemaconde, 2024:3). "By banning the sale of food by approved vendors who meet the necessary registration and health requirements, pupils are now forced to buy from unapproved vendors outside school premises, which exposes them to greater risks," said Alana Bailey (Coetzer, 2024:6).

With South Africa facing a looming food safety crisis-with increasing incidents of food poisoning-the government continue to "ignore" that there are not enough environmental health inspectors, unemployed practitioners say. "We are the first line of defense when it comes to making sure that residents are safe from foodborne and related problems. Now, the government has said the spaza shops and other small businesses should be regulated but with the low number of health inspectors, how are they going to do that? Our job is to make sure that businesses and other entities comply with public health laws to prevent the spread of diseases and ensure that public is safe." About 3000 cases of food poisoning illness were reported to the notifiable medical conditions system. "I am frustrated because we all see that our services are needed but the government does not want to employ us." (Dube, 2025:3). The researcher is of the view that failure by government to hire more health inspectors as well as to pay the suppliers on time to ensure there is food security in all our schools have got one way or another contributed to the conduct of our pupils who are forced or willing to buy food from informal vendors and spaza shops around their schools without having inspected by health inspectors to certify their edibility by humans. Publication by Mkentane (2025), the cabinet has approved the ban on the importation of harmful pesticide Terbufos, which caused deaths of many children in Soweto last year. Minister in the presidency Khumbudzo Ntshavheni said the cabinet had received a report from interministerial committee on foodborne illnesses with a special focus on the organophosphate pesticides. The researcher is of the view that ban without addressing the shortage of health inspectors to ensure that there is compliance on the laws regulating spaza shops in the country nothing much will be achieved by only banning importation of the harmful pesticides as already such organophosphate pesticides are within the hands of the owners of these businesses in the country. Publication by Ngcobo (2024), in two separate incidents across Gauteng, a deputy principal has been fatally shot, while six children were left seriously injured after an accident. A principal was shot dead after gunmen approached him in his car outside school a primary in Kraaifontein, Thursday, January, 23, 2025 in Western Cape. "At about 7am, two people stopped at the entrance of an institute of learning in their white Mahindra vehicle," police spokesperson captain Frederick van Wyk said. Kraaifontein CPF chairperson Arifa Osman told TimesLIVE that the traumatized pupils were sent home for the day (TimesLIVE, 2025).

The researcher is of this view whilst violence, killings, kidnapping, vandalism, food poisoning and break-ins at schools continued to be in a rise in our country it needs the National Department to review some of its policies when it comes to safety and security at the school premises in order to prevent these cases. Securities should be hired by the department or SGBs supported by one or two police officers who could be deployed to protect four schools during the course of the day working along with school securities in order to restore the olden days' ideology that schools are safe place for teachers and learners where development of minds takes place in a relax conducive environment in order to improve the state of affairs in the country. So, education as a societal matter, needs all role players SGBs, police, councilors, traditional leaders, pastors, teachers, community leaders and civic organizations to come together in order to curb these perturbing serious cases which need the intervention of the law enforcement agencies by providing tangible support to schools so that they may able to deal with only related educational disciplinary matters. The department should work closely with municipalities and traditional communities to rope in food inspectors in our school to check if the foods consumed do meet the required standard for edible by human beings as well as to allow registered businesses to trade within their closest radius of operation. The school became notorious for gangsterism among pupils, leading to the death by stabbing of Daniel Bakwela during June 2019 examination. Lesufi also revealed that there were 13 pupils facing criminal charges in various courts in the province. Lesufi repeated that the school environment was supposed to be a safe

Place. "We have deployed undercover police around the school and also inside the school premises if it needs be. Those doing wrong should be arrested immediately," Lesufi said. Learner representative council president Nobuhle Mashinini blamed parents for children's bad behaviour (Sobuwa, 2019:10). Study by Sobuwa (2019:2) posits that community leader and parent Lebogang Saul said there was a lot of gang-related violence at Thuto Tiro Comprehensive School in Sebokeng, south of Johannesburg. There are pupils from other schools who are always coming to fight with the ones from this school. Sobuwa further stated that about 10 pupils have been murdered in schools across Gauteng this year alone. The researcher applauds the department of education in Gauteng for laying criminal charges against the gangsters who disrupt teaching and learning at the school.

MEC Bonaire Majuba outlined the plan during an operation meant to curb crime and violence at schools in province; Police have discovered gangs operate in some schools, after a pupil was stabbed at a school (Khoza, 2019:5). It is very crucial for the schools to work hand in glove with the police in order to curb such kind of crimes which are committed by learners themselves against each other. Police Spokesperson Brig Leonard Hlathi said schools in the province were encouraged to "adopt a cop" program which aimed to have one officer at their nearest police station to work with the school in combating crime at schools (Khoza, 2019:5). Some of the initiatives do bear fruits instantly like in this case, so all the provinces would curb violence and crime if do follow the strategy adopted by Mpumalanga Department of Education. "We can't compromise the safety of our pupils. We will provide 200 schools with drug testing devices and metal detectors to enable schools to conduct random searches and seizure" (Khoza, 2019:5). The researcher believes that these devices could curb violence in our schools and ensure that education is provided in a safe environment. The department must take seriously its duty to create a safe and stable environment for teaching and learning (Sowetan, 2020:8).

The researcher is of the opinion that all affected parties are to blame, the parents, department, school community and the State; parents by virtue of being the first teacher of their offspring should always try by all means to instill discipline and good values to their children at home as a point of departure, the department at the same time should be always be ready to go above and beyond in assisting schools to have sound security and counselling services to deal with social ills in our schools, school community also should play the supporting role in shaping the community vision and aspirations for tomorrow whereby they could intervene at any given point when they see things starting getting out of hand in their localities and the State should be supportive by ensuring that police are employed in large number in order to be visible in our schools time and again, the safety and security of the school could bring huge positive stimulation from both parties who are to interact in the process of effective teaching and learning, social workers should be deployed to our schools, each school should be empowered by being given the social worker or psychologist to address social challenges faced by learners and teachers alike at the schools in order to make sure that the challenges of the 21st century are dealt with accordingly.

The State should be ready to spend for this to happen. The single most important investment any country can make to its people, education has intrinsic and instrumental value in creating societies that are better able to respond to the challenges of the 21st century (NPD-2030, 2012:296). It seems to be a norm now in South Africa that violence took another level in schools, is this a trend also in other countries which surrounded our borders and abroad or is just a societal issue in a South African sphere, purported by social challenges? Publication by Cameron (2025), the school safety protocol signed between SAPS and Basic Education ministers, Senzo Mchunu and Siviwe Gwarube, is a much-needed and welcome step. It can work if is properly implemented at station level. We have seen too many plans gather dust while crime around schools worsens, but this protocol presents a real opportunity for meaningful change if implemented with urgency. The challenge is significant, 28 murders and 80 rapes were recorded in the last financial year (2024) alone. Municipalities must play their role by enforcing bylaws against liquor outlets operating next to schools, amongst others. Keeping schools' safe is not just police job, it requires a whole-of-society approach. Now we need leadership, accountability and commitment from station commanders, school management teams and communities. If everyone does their part, this can become a real turning point for school safety to ensure conducive teaching and learning do happen for the benefit of the country as a whole.

In terms of South African Schools Act 84 of 1996, *Schedule on guidelines for a code of conduct for learners, regulation 7.5* every educator is responsible for discipline at all times at the school and at the school related activities. Educators have full authority and responsibility to correct the behaviour of learners whenever such correction is necessary at the school. Serious misconduct must be referred to the principal of the school. However, a mechanism must be created at school to handle disciplinary problems to reduce the load of the principal. In terms of these acts alluded above, the researcher believes that the school manager plays a huge role

in instilling discipline amongst the staff and the pupils and therefore this position should be occupied by someone who is highly competent to execute the delegated functions from both the SGB and the Department. The principal is a member of the School Advisory Committee but is not the member of the School Discipline Committee. Principals should encourage all eligible parents and community members to serve on the School Advisory Committee and the School Discipline Committee, in order to ensure that SAC includes a wide range of perspectives and reflects the diversity of the community (Bell, 2009:4).

School governing bodies must ensure that their school has policies in place to encourage good school conduct and discipline among students (Nash, 2015:66). The school governing bodies should set up disciplinary committees which will deal with unwanted behaviour and unprofessional conducts from professionals as well as unwanted conduct from support staff at school. Correction of unwanted behaviour in public schools could enforce discipline and enhance good performance from all who are committed to the institution regardless of the status of their existence in the school. A grade 8 teacher has been suspended from school and faces disciplinary action after nyaope was allegedly found in his bag during a police raid (Marupeng, 2019:5). Gauteng Education spokesperson Steve Mabona said the department supported the decision of the school governing body to suspend the teacher and that officials were working closely with the school on the matter (Marupeng, 2019:5). The researcher is of the opinion that if learners misbehave by disrupting learning and teaching, serious measures should be applied in the presence of their parents who brought them to school for acquiring of knowledge. The same should happen to the educators if they violate their professional and ethical norms in the school, non-educators' staff are not excluded as all of them they account to the SGB as the legal structure which has approved or recommended their appointments one way or another.

School community support to the SGBs and department : Education as a whole is successfully if it includes all stakeholders, namely: educators/lecturers, parents and students. The three parties work together towards educating the child, therefore, even in conduct, the three stakeholders are involved. The educator/lecturer should always be able to conduct him/herself professionally to each stakeholder (Mokgwatjana, 2015:15). According to FEDSAS (2019:27), the school's stakeholders include but not limited to the learners, employees, the community, the service providers, the school's bankers, the media, and adjacent property-holders. The school's shareholders are those who particularly fund the school including parents, the provincial education department, the state and the tax paying-society. As far as possible, reasonable and practical constructive engagement must take place between the school and stakeholders on a regular basis. The researcher posits that the school is composed by stakeholders and shareholders who are all interested in getting the school thrive in its core business.

Basic education department spokesperson Elijah Mhlamba made mentions that schools and communities in general are places where children should "feel and be safe". "In all the cases of food poisoning the pupils have consumed items bought from vendors and spaza shops in and around the schools. He further said the entire community where the school is located should take responsibility for the wellbeing of its children, especially if the items consumed are sold outside the school premises (Patel, 2024:7). School violence is not a departmental problem but rather a societal one (Mhlambi, 2020:14). In support of the above sentiment by Mokgwatjana and Mhlambi, the researcher believes that parents come from school community or society where the school is located and the educators represent the department, criminals also hail from these communities most of the time, so the two should at all times establish strong sense of partnership in order to achieve their mission of educating the child who is a learner or student as well as to protect the property of the school and avert unruly behaviour from their children who are the learners therefore it is very important of them to communicate and show respect towards each other at all times in order to have equal responsibility and accountability over the performance and conduct of the student.

Citizen participation and involvement at an early stage in the process is vital. The voices and views of stakeholders require an approach that is consultative, cooperative and committed to consensus building (Ile, Eresia-Eke & Allen-Ile, 2012:59). A flourishing relationship between the many constituencies that make up and support the school, based on mutual interest and mutual trust, is required for good public school governance (FEDSAS, 2019:5). The department has urged parents, guardians and caregivers to be on high alert and to monitor the food items children consume and most importantly to verify the source of such items. The department of basic education appreciates the work being done by various government departments and other organ of the state to address the matter of food poisoning (Patel, 2024:7). "We urge those responsible for inspections to be more aggressive, faster, and to cover more areas. Inspections are happening, but not enough is being done. We need to put more pressure on them," Gauteng MEC for Finance, Lebogang Maile said

(Nondywana, 2024:5). The researcher believes that school community structures play a huge role in bringing stability and development at the local school. The researcher believes that each school should have two to three securities from that local community hired by the SGBs to guard their schools in preventing these endless burglaries in our country which are mostly done during the nights as manifested at Sapphire Secondary School in Vaal and this practice could be eliminated if securities who are hired do their job diligently so by alerting other community members, SGB members and the police when the crime is being committed in order to apprehend the criminals sooner because this burglaries rob the innocent child their right to learn technology and all other subjects using fourth industrial revolution which functions through connection of computers from one area to another.

IV. RESEARCH METHODOLOGY

The design of study is descriptive and cross-sectional. A quantitative method of data analyses was used mainly in this publication. According to Bryman (2015), a descriptive study design is suitable for an exploratory study of this kind. According to Maluleke (2014:48) and Terry (1977:179), a combination of quantitative and qualitative methods of data collection and analyses are appropriate for this kind of publication.

Interaction with respondents

Pupils are encouraged to complain to principals about wrong treatment:

School Governing Bodies					Educator					Circuit Office Official				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
0	2	6	11	8	2	14	4	25	13	2	1	9	6	2
0	7%	22%	41%	30%	3%	24%	7%	43%	23%	10%	5%	45%	30%	10%
100%					100%					100%				

The Department of Education provides enough support to School Governing Bodies so that they can implement decisions taken:

Educator		School Governing Bodies		Circuit Office Official	
Yes	No	Yes	No	Yes	No
90%	10%	89%	11%	85%	15%

5.3 The educators, support staff and pupils are safe whilst within the school premises and the items sold by vendors within the school premises are of high standard which are accepted by the school and the SGB.

Educator		School Governing Bodies		Circuit Office Official	
Yes	No	Yes	No	Yes	No
93%	7%	100%	0%	75%	25%

Majority of the respondents do believe that any wrong doing reported by the students do get ample attention than victimization by the school management team in order to address the issue at hand. At the same time governors, teachers and students themselves are of the view that their safety whilst at the school premises are under good hands however the recent incidents wherein teachers and students have been killed and kidnapped as well as consuming snacks that are harmful trigger the attention of the Ministers responsible with education and policing to join hands to come with measures to ensure that lives are protected during teaching and learning at all costs.

V. RECOMMENDATIONS:

- The security of the schools should be given a lot of considerations at this stage considering the latest incidents wherein teachers and learners are no longer safe when embarking in teaching and learning in a daily basis and this warrants the department of education at national level to establish strong partnership with law enforcement agencies in the country in order to curb this unfashionable trend in our schools. The schools should hire security guards and food inspectors within the school to assess food safety for nutrition before students consume them.
- Vendors selling different food items should be given permit with classification based on the involvement of such vendor; vendors with children at the school should be allowed to sell anything to the students and

second category should be vendors without children have to renew their permit quarterly and the school governing bodies should be the ones issuing these permits to the vendors to sell for their children.

- Students should be encouraged to buy from registered spaza shops with trading license for compliance in terms of the CIPC, SABS and COGTA regulations giving powers to municipalities and traditional councils if they decide to buy food items outside the school premises.
- In order to get our system working, our circuit offices have to work together with police stations whereby police stations should assign relief commanders to adopt the schools in their respective clusters so that they can be able to give support to the principals and security personnel hired at respective schools so whenever there is an emergency to be attended it is known who is to be contacted for help and necessary action thereof. School safety committees should be established with the inclusion of the police officer, psychologist and pastor amongst them in order to deal with violence, intimidation, bullying, gangsterism, drugs addicts, rape and sexual assaults of which the committee led by police should be empowered to do random searches and seizures on school premises.
- Participation and involvement of local communities and local leaders in a form of councilors, traditional leaders, pastors and civic leaders on school matters could assist to curb gangsterism, drugs addicts, bullying, break-ins and unregistered spaza shops selling unhealthy food to the students around their vicinities and by so doing food poisoning could be prevented at easy in order to save innocent lives.
- Police visibility in our schools plays a huge part in the minds of the learners and the teachers as that gives them hope and believe that they are safe in the environment whilst embarking on teaching and learning responsibilities. School infrastructure should include metal detectors, burglar proofing, alarms, cctv features and security fences in order to ensure that effective teaching and learning does take place in a safe environment, and these also have an impact in the minds of the learners and the staff that their safety is guaranteed. Police officers, inmates under parole and magistrates should be encouraged to give motivational and inspiring messages once off in a month in morning assemblies to raise awareness of crime, gangsterism, drugs, violence, intimidation and bullying at schools in order to give the learners the insights and consequences of unruly behaviour whilst still young.
- Each school should be allocated one or two police officers who will be based at that school for the duration of the learning and teaching to prevent killings that are carried upon the educators as well as kidnapping of the students at the school premises by criminals. Whilst another van will be patrolling around schools within close radius security and protection of all role players could sound of which such could bolster their safety whilst doing their constitutional assignments. Alternatively, in a village or township where there is more than one school, the police officers could be used interchangeably to patrol such schools for the benefit of the education.
- Full-time social workers in township and remote rural schools should be hired to assist the teachers and SGBs to deal with social disruptions in classrooms in order to ensure that teaching and learning do happen without a maximum disruptions which might be the case in most of our schools if such kind of misconduct takes place teachers will have to leave a classroom to attend that learner, so when the school employed social worker the culprit will be referred to such section for further counselling and mentoring in a way to instill discipline and morals of the said school in terms of code of conduct of that school.

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