



Safe and Sound?

Violence and South African Education

Human and Social Dynamics Research
Seminar

22 March 2017

Outline of the presentation

- **Introduction**
- **Background**
 - School Safety
 - School Climate;
- **Results from TIMSS 2015;**
- **Policy Recommendations**

Introduction

- South African Schools Act no. 84 of 1996 (South Africa, 1996),
 - A learner has the right to an environment that is not harmful to their well-being.
- It is in such an environment that productive learning and teaching takes place.
- Many South African schools are plagued by issues of:
 - ill-discipline,
 - disorderly conduct of both learners and teachers, and
 - varied degrees of violence occurring in schools

Background

- Education quality has received a great deal of attention among policy makers in the developing world.
- Since it is an important indicator in measuring the health of an education system.
- Education however occurs within a context; thus a **Holistic** approach to **Education Quality** is required
- The school environment learners find themselves in is vital to ensuring positive academic results.
 - Safe and orderly
 - Disciplined
 - Positive relationships (staff- learners, learners- staff)

} Healthy
School
Climate

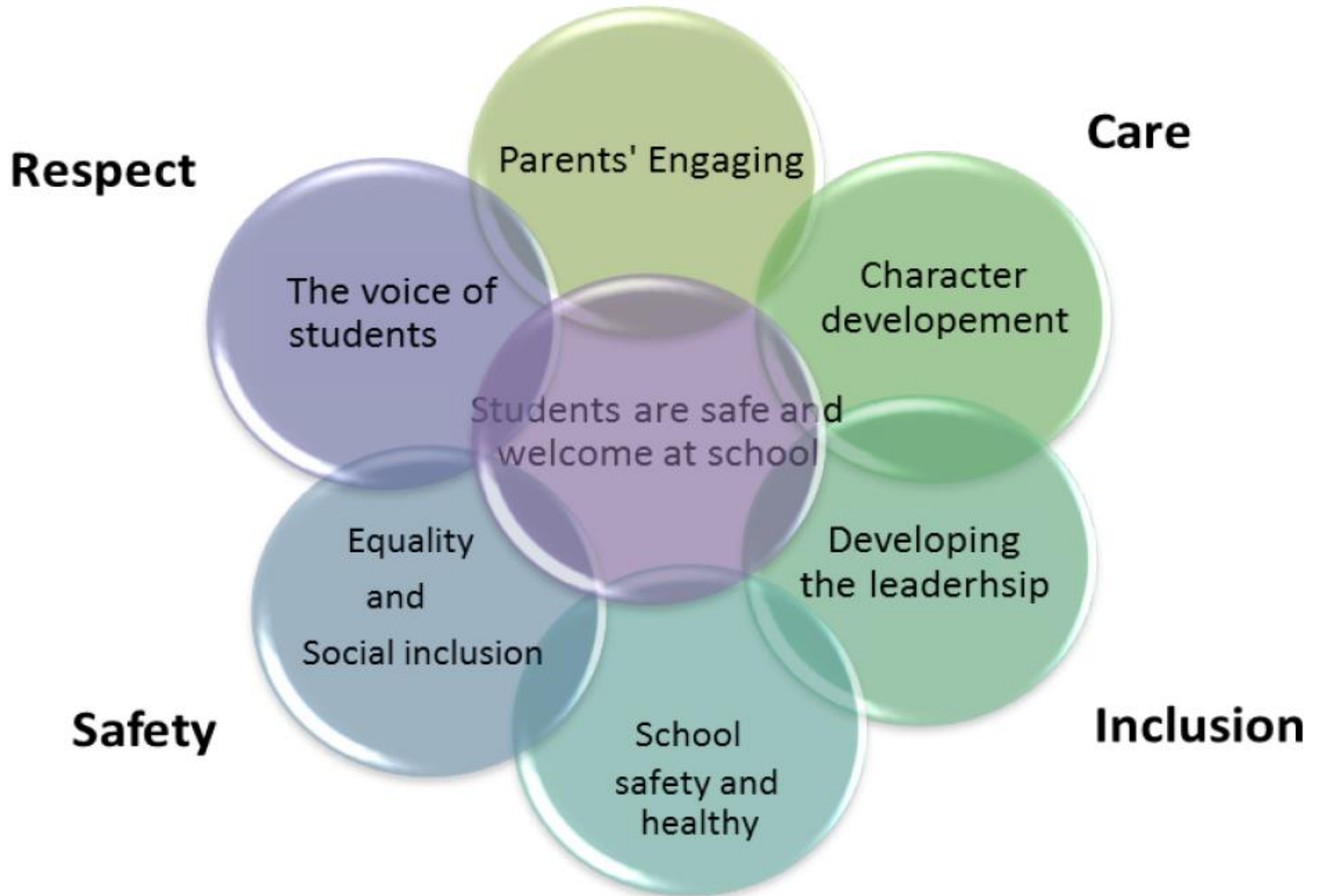
Background

- SA schools are plagued by incidences of bullying and violence;
- Articles in the Media - refers to violence and bullying in schools that sometimes result in suicide.
- Department of Education introduced initiatives to improve safety in schools:
 - Programme 2 (Project 6) of Tirisano (roll out March 2000);
 - Signposts for Safe Schools (June 2001);
 - Crime prevention programmes partnered with SAPS (April 2011);
 - National School Safety Framework (August 2015) ;

What is School Climate?

- Defined as the heart and soul of a school (Freiberg & Stein, 2003),
- It is open, healthy, warm and safe (Hoy, Hamum, Tschannen-Moran, 1998; Lunenburg & Ornstein, 2004; Cohen, 2009);
- School climate incorporates the **structural, organizational, social** and **academic characteristics** of a school (Rocco, 2014);

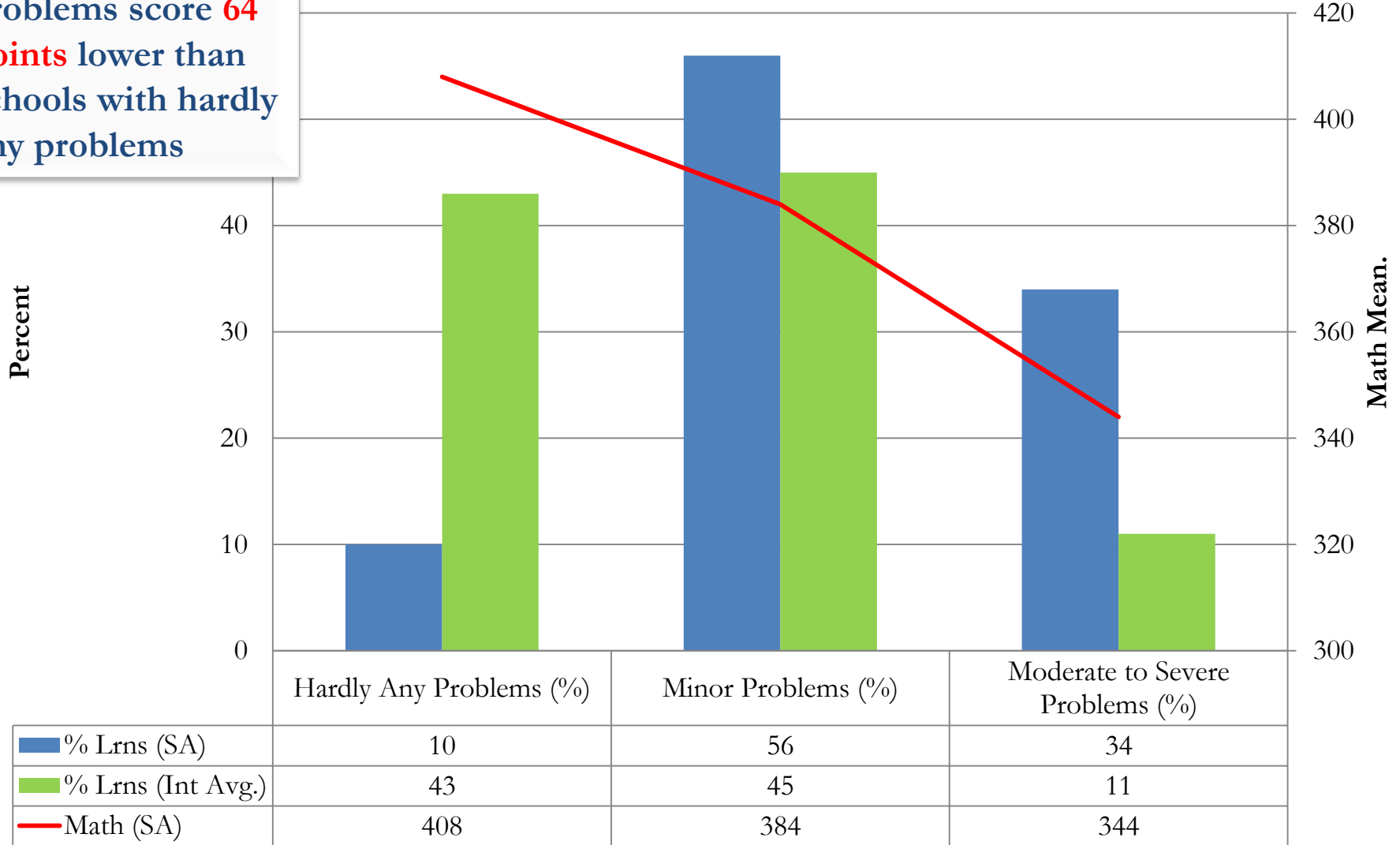
Why should we consider School Climate?



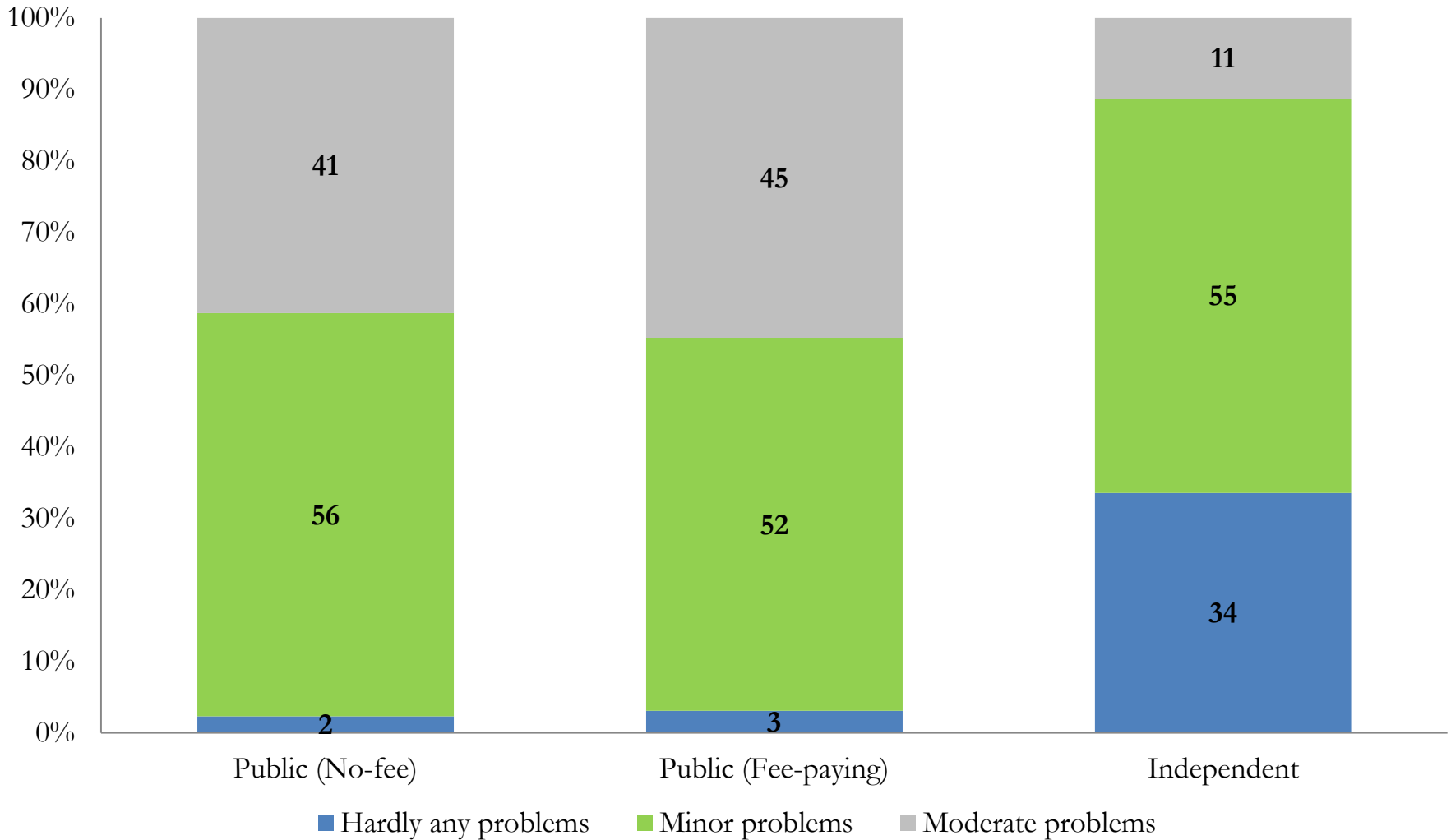
Results from TIMSS 2015

Principal' Perspective on School Discipline

Schools with Severe problems score **64 points** lower than schools with hardly any problems

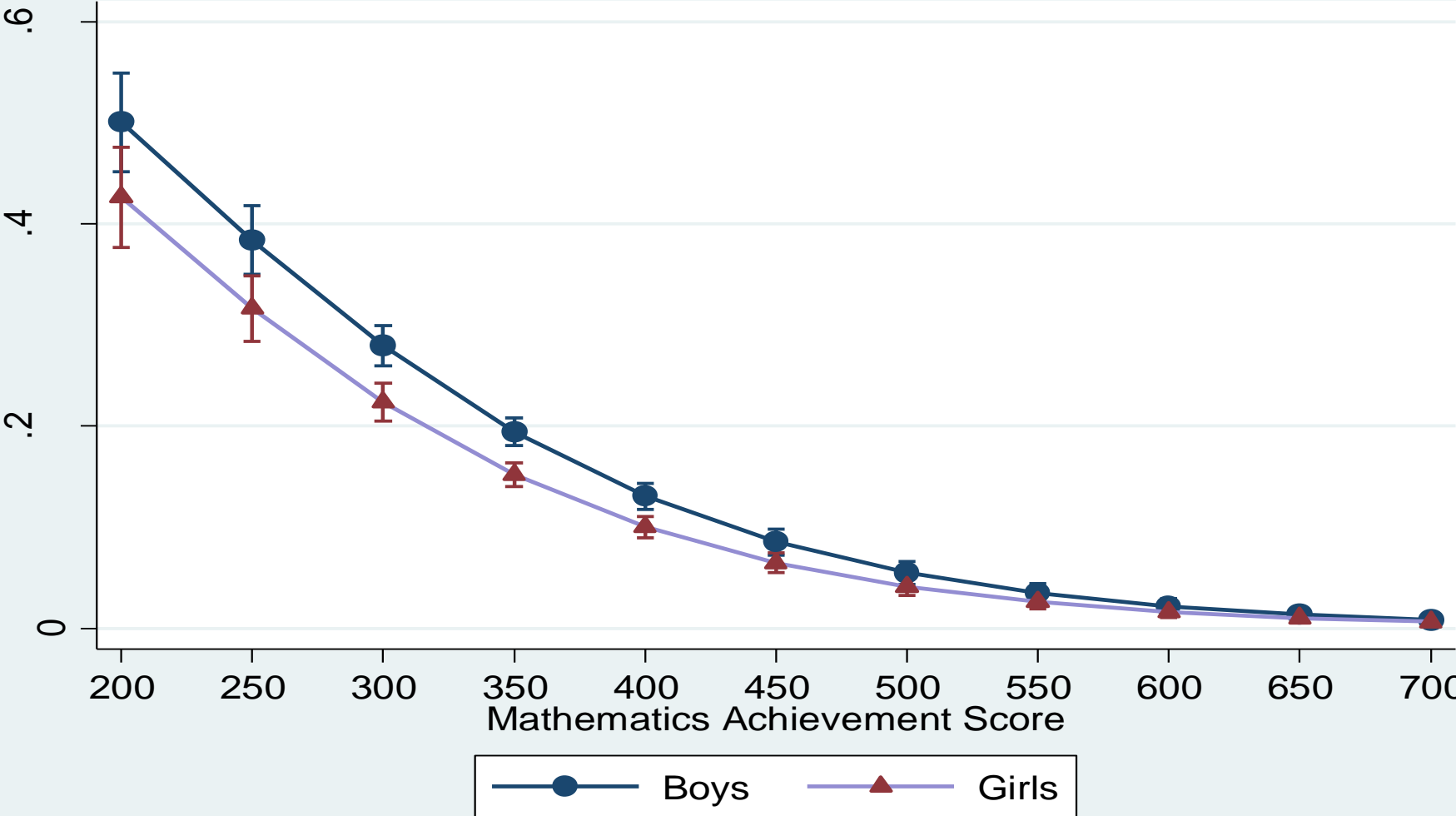


Principal' Perspective on School Discipline BY School Type



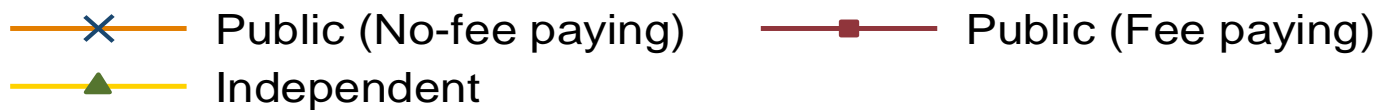
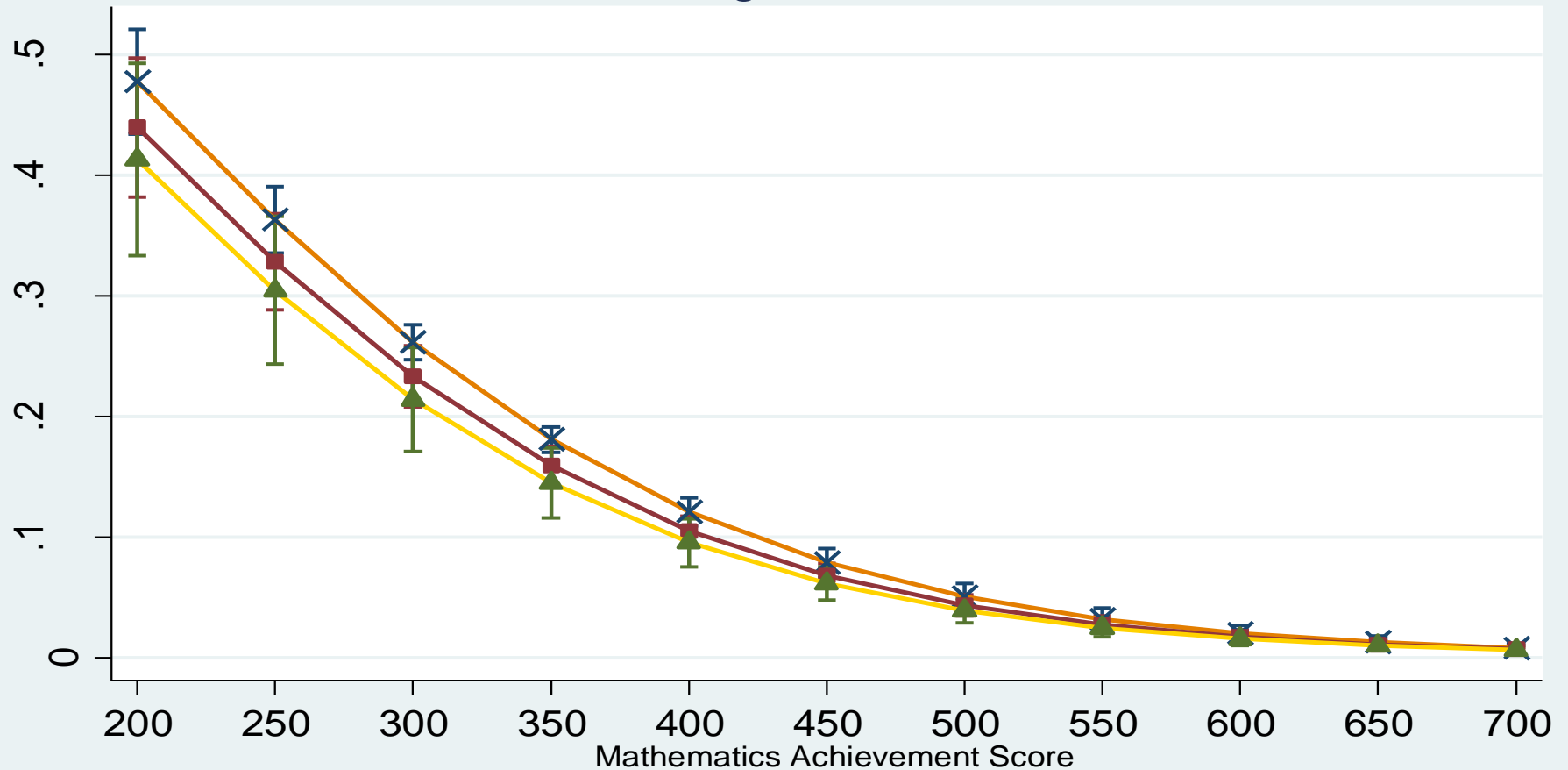
Bullying, Gender and Math Achievement

Predictive Margins with 95% CIs

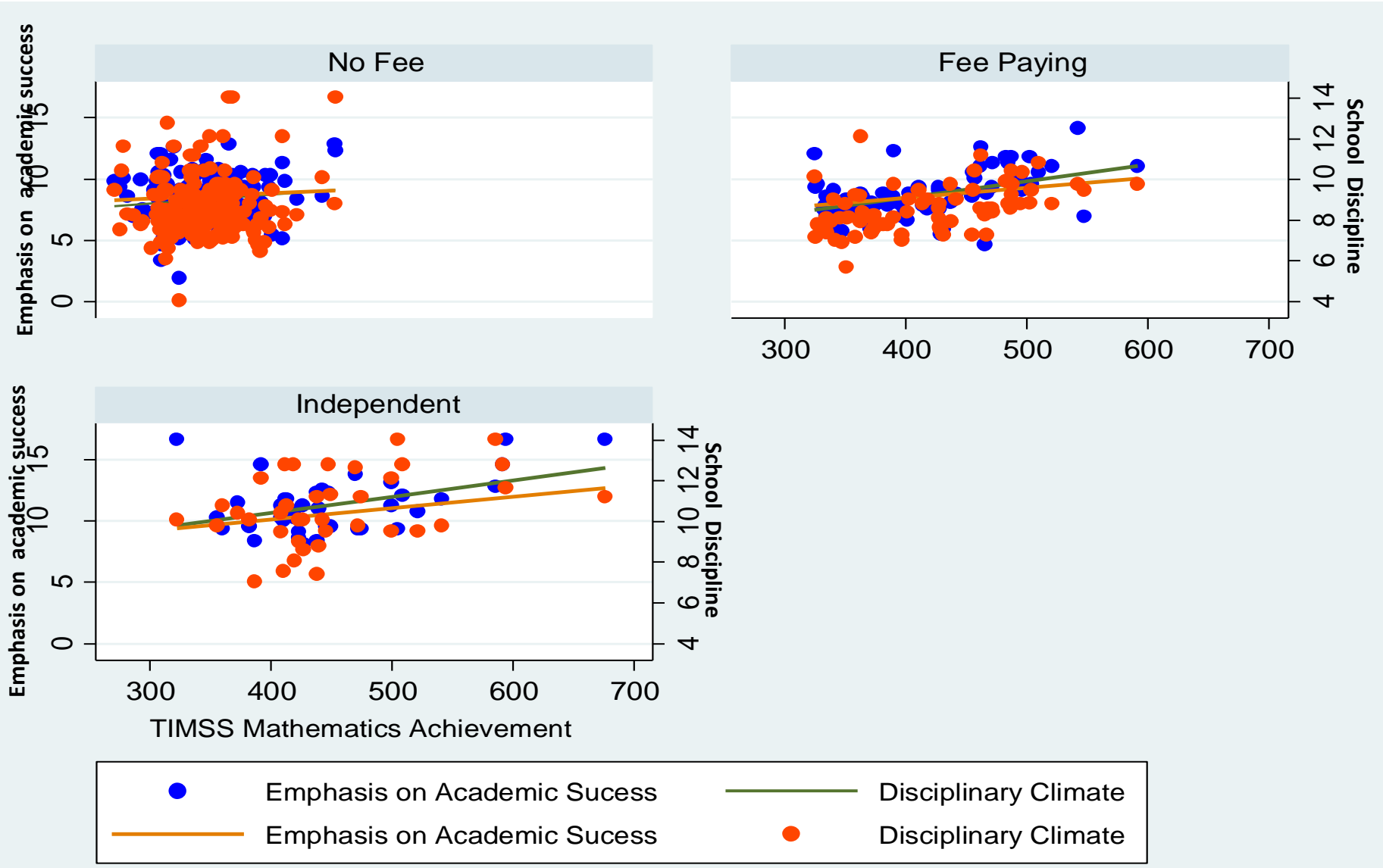


Bullying, School Type and Math Achievement

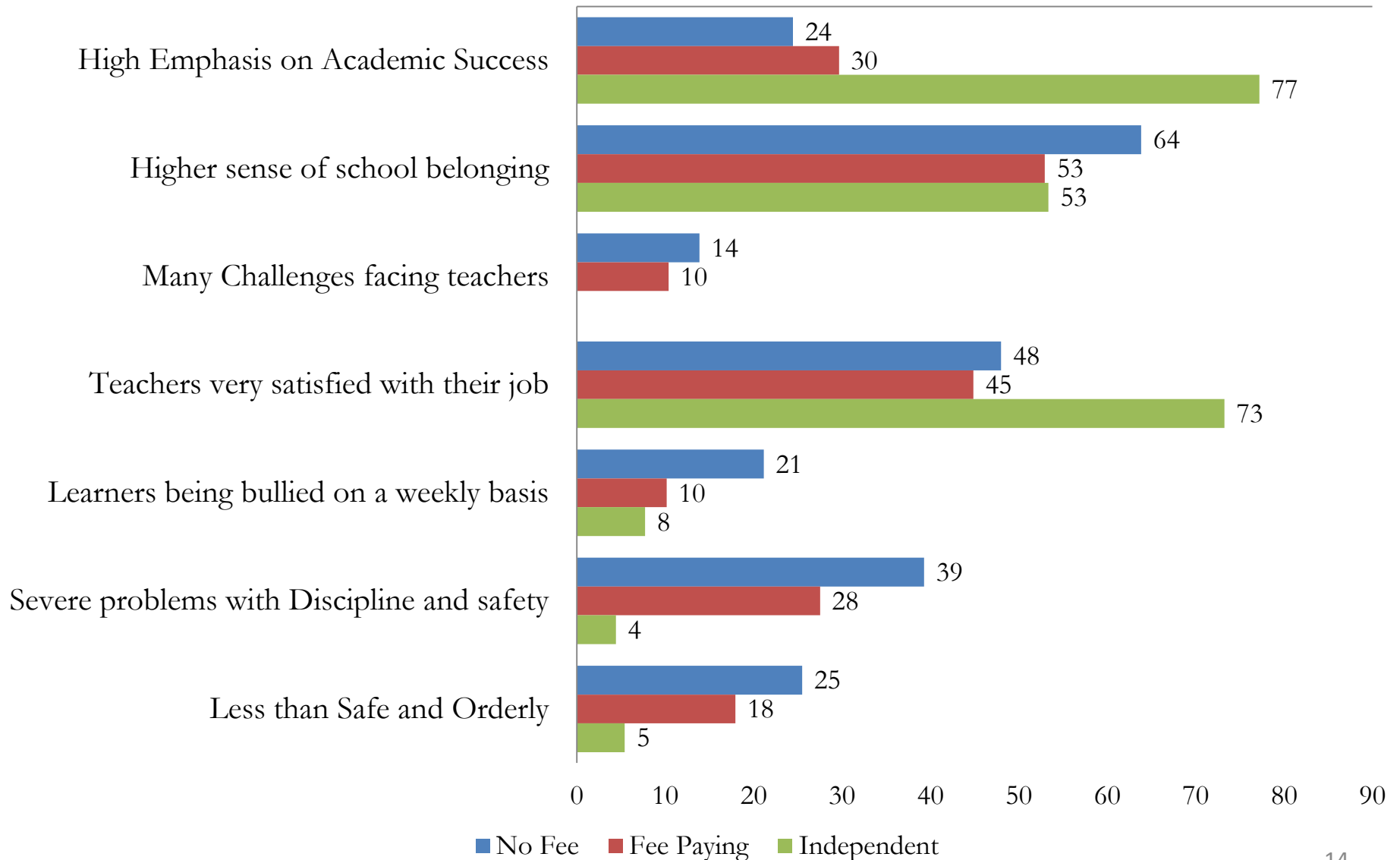
Predictive Margins with 95% CIs



Disciplinary and Academic Climate BY School Type



School Climate Factors as measured by TIMSS (2015)



Policy Recommendations

- School level - monitor the nature and frequency of bullying so that schools can develop targeted interventions.
- Partner with parents so that the early signs of bullying are detected and addressed.
- Ensure that there is a zero tolerance policy in schools towards violence and bullying.
- Monitor the implementation of the National School Safety Framework in schools.
- Implementation of a standardised measure of school climate;
- Imperative that factors pertaining to school climate is constantly monitored.

Thank You !