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
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)
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?

- Respect
  - The voice of students
- Parents' Engaging
- Care
  - Character development
- Safety
  - Equality and social inclusion
- Inclusion
  - Developing the leadership
  - School safety and healthy

Students are safe and welcome at school.
Results from TIMSS 2015
Principal’ Perspective on School Discipline

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

<table>
<thead>
<tr>
<th></th>
<th>Hardly Any Problems (%)</th>
<th>Minor Problems (%)</th>
<th>Moderate to Severe Problems (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Lrns (SA)</td>
<td>10</td>
<td>56</td>
<td>34</td>
</tr>
<tr>
<td>% Lrns (Int Avg.)</td>
<td>43</td>
<td>45</td>
<td>11</td>
</tr>
<tr>
<td>Math (SA)</td>
<td>408</td>
<td>384</td>
<td>344</td>
</tr>
</tbody>
</table>
Principal’ Perspective on School Discipline BY School Type

Public (No-fee):
- Hardly any problems: 2%
- Minor problems: 56%
- Moderate problems: 41%

Public (Fee-paying):
- Hardly any problems: 3%
- Minor problems: 52%
- Moderate problems: 45%

Independent:
- Hardly any problems: 34%
- Minor problems: 55%
- Moderate problems: 11%
Bullying, Gender and Math Achievement

Predictive Margins with 95% CIs

Mathematics Achievement Score

Boys Girls

Predictive Margins with 95% CIs
Bullying, School Type and Math Achievement

Predictive Margins with 95% CIs

Mathematics Achievement Score

Public (No-fee paying) Public (Fee paying)

Independent

Predictive Margins with 95% CIs

Mathematics Achievement Score

Public (No-fee paying) Public (Fee paying)

Independent
Disciplinary and Academic Climate BY School Type

Emphasis on Academic Success

TIMSS Mathematics Achievement

No Fee

Fee Paying

Independent

Emphasis on Academic Success

Disciplinary Climate

Emphasis on Academic Sucess

Disciplinary Climate
### School Climate Factors as measured by TIMSS (2015)

<table>
<thead>
<tr>
<th>Factor</th>
<th>No Fee</th>
<th>Fee Paying</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Emphasis on Academic Success</td>
<td>24</td>
<td>30</td>
<td>77</td>
</tr>
<tr>
<td>Higher sense of school belonging</td>
<td></td>
<td></td>
<td>64</td>
</tr>
<tr>
<td>Many Challenges facing teachers</td>
<td>14</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Teachers very satisfied with their job</td>
<td></td>
<td></td>
<td>73</td>
</tr>
<tr>
<td>Learners being bullied on a weekly basis</td>
<td>21</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Severe problems with Discipline and safety</td>
<td></td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>Less than Safe and Orderly</td>
<td>5</td>
<td>18</td>
<td>25</td>
</tr>
</tbody>
</table>

*Legend:*
- **No Fee**
- **Fee Paying**
- **Independent**
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!