

**VIOLENT COMMUNITY PROTESTS AND THEIR IMPACT ON
TEACHERS: A CASE STUDY OF VUWANI, LIMPOPO PROVINCE**

by

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DECLARATION

I, Mr Mushoma Tshililo, hereby undersigned that this dissertation entitled: “Violent community protests and their impact on teachers: A case study of Vuwani, Limpopo Province”, is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references. I further declare that I submitted the dissertation to originality checking software. I further declare that I have not previously submitted this work, or part of it, for examination at UNISA, for another qualification or at any other higher education institution.



Signature

22 October 2020

Date

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DEDICATION

I thank God for giving me knowledge and strength in my studies throughout the journey. I would like to give thanks to my family members and my friends for their support. This dissertation is dedicated to my family, my sisters Tshimbiluni and Tsireledzo Mushoma.

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My sincere gratitude goes to my supervisor Dr Sizakele M. Danke for her dedication and encouragement throughout this journey. She went out of her way to give me guidance, support, expert advice, insight and constructive criticism throughout my research study. Your passion and patience is inspiring and I would like to express my appreciation for making my study a success.

ABSTRACT

Violent community protests are a common occurrence in South Africa ever since democracy. The aim of the study was to determine teachers' views on the impact of violent community protests in a specific high school. Ineffective municipality leadership led to violent community protests which disrupted schooling activities. A qualitative design and one case study was employed in this study, and data were collected using individual interviews, observation and document analysis. Differences in ethnicity between community members and lack of service delivery were the cause of community protests. The study revealed that vandalising and burning down schools affect teachers' ability to work. This study contributes to the body of knowledge to create safer learning environments in South African schools. Recommendations were made on how the community could work together and strengthen their relationship in protecting their schools' assets.

Keywords: Community, culture, demarcation, democracy, ethnicity, municipality, traditional leaders, protest, service delivery, violence

ABSTRACT

U gwalaba ha vhadzulapo ho no tou vha kutshilele kwa misi fhanu Africa Tshipembe u bva tshe ra wana mbofholowo. Ngudo heyi i amba nga ha toduluso ya migwalabo ino kwama vhadededzi musi vha tshikoloni. Migwalabo yone zwavhudi vhudi i kwama zwi hulwanesa mbekanya mishumo ya tshikolo na uri ina masala ndo itwa asiya vhudi kha tsireledzo ya vhadededzi. Dzi tzedzuluso nga mutodisi wa dzi ngudo o nanga vha imeleli vhane vha do thusa kha unea vhutanzi nga ha thaidzo heyi. Kha vha imeleli uya nga ha dzi ngudo ho nangiwa vhatanu na muthihi. Nga u fhambana ha mirafho kha vhadzulapo, zwi sumbedza uri ndi tshinwe tsha zwiitisi kha uswa ha zwi kolo zwinzhi Vuwani. U sa vha na nyandano na u sa pfana vhukati ha vha dzulapo zwi disa migwalabo ine ya thithisa vhadededzi na vhana zwi kolo. Dzi tzedzuluso dzo wana uri u fhiswa ha zwi kolo zwi shela mulenzhe ka ku shumele kwa Vha-dededzi. Ho themendeliwa uri vhadzulapo kha vha farisane, vha shume vhothe, vha vhe na vhuthihi kha u tsireledza ndaka ya tshikolo.

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ABBREVIATIONS

DoE	Department of Education
DST	Dialogical Self-Theory
LG	Local Government
LP	Limpopo Province
MDB	Municipal Demarcation Board
MEC	Member of Executive Council
RDP	Reconstruction and Development Programme
RSA	Republic of South Africa
SABC	South African Broadcasting Corporation
SACE	South African Council of Educators
SALGA	South African Local Government Association
SAPS	South African Police Service
TBVC	Transkei, Bophuthatswana, Venda and Ciskei

CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

Violent protests in South Africa and the disruption of school programmes can no longer be ignored. South African schools are engulfed with both community and school-based violence that compromises the safety of teachers (Eke & Singh, 2018). Community violence and protests are at a rise in South Africa (Madima, 2019; Kgatle, 2018; Kanyane, Pophiwa, Raseala, Mdlongwa, Viljoen, Moolman, Adonis, Ramphalile & Rule, 2017; Nkuna & Shai, 2018). Police response to the increased violence in South Africa has gained global attention over the last decade (Madima, 2019). Moreover, violent community protests directed at teachers have impacted classrooms in terms of teaching and learning (Vally, 2002). This study focused on violent protests in the Vuwani community in Limpopo province, where schools were burnt down and vandalised to varying degrees. The relationship between the school and the community may constitute an important aspect of learners' performance and in the normal running of a school (Palmieri & Palma, 2017). Although the school environment tends to be disrupted when the community is exposed to service delivery protests, the school policies and rules are some of the measures used to reinforce order and ensure stability within the school premises (Cowie & Jennifer, 2007).

The historical culture of violence and disruption in South African education has become a norm in our communities (Shai & Mothibi, 2015). Prior to 1994, schools in South Africa were plagued by violence and conflict due to political turmoil at the time; schools were vandalised and burned down (Zulu, Urbani, van der Merwe & van der Walt, 2004). Yet this disruption and burning of schools in South Africa has remained after the 1994 democratic elections. It is important to note that protests that result in the disruption of school programmes seem to be gaining momentum in certain parts of the country where young people become aggressive and violent (Vally, 2002). It is possible that the news reports on television and other social media platforms depicting violent community protests as they unfold in different communities of the country expose teachers and learners, and also contribute towards violence in schools (Ncontsa &

Shumba, 2013). Children's exposure to various forms of media may incite aggressive behaviour and contribute to serious violence (Krug, Dahlberg, Mercy, Zwi & Lozano, 2002).

1.2 BACKGROUND TO THE RESEARCH

The outbreak of community protests in 2016 in Vuwani, Limpopo province, impacted on the daily operational functioning of teaching and learning in schools. These incidents have been induced by several causes, both historical and contemporary (Nkuna & Shai, 2018). Colonialism, the apartheid legacy and the violent culture of South Africa are some of the historical imperatives that contributed to violent protests among Vuwani community members (Shai & Mothibi, 2015; Nkuna & Shai, 2018). It was also determined that:

“Prior to May 2016, the relatively unknown villages of Vuwani were hardly synonymous with destruction of public infrastructure and violent protests. This all changed when the Limpopo High Court dismissed an application by the Masia Tribal Council together with eight other applicants for the setting aside of the Municipal Demarcation Board's decision to incorporate Vuwani and parts of Thulamela into a single new municipality” (Kanyane, et al. 2017:4).

Thus, the residents of Vuwani community felt that they were forcefully included in the newly established local municipality in the Vhembe District (Kgatlle, 2018; Madima, 2019), and conflicts arose due to issues of ethnicity and tribalism (Nkuna & Shai, 2018; Kanyane, et al. 2017).

However, violence is not simply a school-based problem; instead, the community becomes a strong presence of violence and disrupts school programmes (Cowie & Jennifer, 2007). Community protests are problematic to teachers and learners in many parts of South Africa, because during times of unrest it is unsafe for learners and their teachers to attend school (Ncontsa & Shumba, 2013; Mestry, 2015).

1.3 PROBLEM STATEMENT

Community protests in Vuwani led to the burning of 27 schools in 2016, of which 11 were secondary schools and 16 were primary schools. Teachers and learners were unable to attend school, a situation that could be defined as an infringement on their basic right to attain education as enshrined in the Constitution of South Africa (Act 108 of 1996). Section 29 stipulates that “*everyone has the right to equal access to education and the right not to be unfairly discriminated against on any grounds listed in the equality clause*”. Also, the violent protests were against the Learners Act (Section 2(3) Act 84 of 1996), which proclaims that “*every learner has the right to basic education*”. While numerous studies have been conducted on community protests and their impact on teaching and learning in schools (Njoroge & Nyabuto, 2014; Sikweyiya & Nkosi, 2017; Ntshoe, 2002; Mbokazi, 2012), in this study the researcher wanted to explore the impact of community violence on teachers at a specific high school in Vuwani.

1.4 RESEARCH QUESTIONS

The main research question was:

What is the impact of violent community protests on teachers in a high school in Vuwani?

The secondary questions the researcher wanted to explore were:

- What do teachers know about violent community protests?
- How do violent community protest impact teachers in a high school?
- What can be done to prevent violent community protests from affecting teachers in a high school?

1.5 AIM AND OBJECTIVES OF THE STUDY

The study aimed to determine teachers' views on the impact of violent community protests in a specific high school.

The researcher also aimed to determine how critically disruptive and constructive conversations can be held within the communities that surround the school and in the school to ensure teachers' safety. This will enable teachers to perform their duties and responsibilities without interruptions.

The objectives of the study were:

- To determine the factors impacting teachers during violent community protests.
- To examine the impact of violent community protests on teachers.
- To discuss the implications of violent community protests on the physical structure of the school within the community.
- To discuss the strategies that should be used by the school and the community to ensure teachers' safety.

1.6 RATIONALE OF THE STUDY

Several studies that have been conducted in South Africa on school-based violence (Beyers, 2015; Shields, Nadasen & Pierce, 2008; Alexander, 2010), and the impact of violence on teaching and learning (Menstry, 2015; Modiba, 2015; Marais & Meier, 2010; Lumadi, 2008). Studies that centred on Vuwani protests focused on the following themes: exploring the violence of the protests (Nkuna & Shai, 2018), the consequences of municipal boundary re-determination in Vuwani (Kanyane, et al. 2017), and an evaluation of public order policing strategies during violent service delivery protests. A research study has also focused on the impact of protests on schools (Madima, 2019).

This study focused on the violent community protest and the impact it has on teachers. This study contributes to the growing body of research which questions people's violent

culture in different communities of South Africa, the senseless burning of schools, and the impact it has on teachers. The primary aim of the study was to determine teachers' views on the impact of violent community protests in a specific high school. The researcher attempted to determine how critically disruptive and constructive conversations can be held within the community and school to ensure teachers' safety during community protests. This would enable them to perform their duties and responsibilities without interruptions. The Dialogical Self-Theory (DST) was used in this study.

1.6.1 Significance of the study

This study contributes to the body of knowledge of creating safe learning environments in schools. It is also contributing to the body of knowledge of promoting constructive disruptive conversations that can lead to amicable solutions where there is conflict or misunderstandings among people. This study has the potential of influencing policies on the rights of learners and teachers during community protests because it questions the violent culture of different communities of South Africa, the senseless burning of schools, and the impact it has on teachers. The DST used in this study assisted in explaining how the concept of self and dialogue happen, which resulted in a better understanding of dialectical relationships in society. A significant implication of this view is the changes and developments in oneself, which often lead to changes and developments in society as a whole.

1.7 DEFINITION OF TERMS

1.7.1 Community

Sharma (2007) defines a 'community' as the smallest territorial party that can accept all facets of social life. However, Ijaduola, Adeneike and Aghajeola (2014) define a 'community' as a group of people who live in a geographic area and have an interest in each other for the purpose of making a living and developing themselves.

In this study, the community means a group of people with similar characteristics, with an interest in each other, and shared perspectives and activities in their geographical location.

1.7.2 Community participation

Bandlow (2009) defines 'community participation' as an engaging collaboration with local stakeholders that allows both participants to exchange knowledge and resources as a means of creating a learning environment rooted in mutual values, commitments and transparency. According to Verdonschot, de Witte, Reichrath, Butinx and Curfs (2009), community participation is the performance of people in actual social activities through contact with others in the setting in which they live.

In this study, community participation refers to the involvement of community members with similar needs, goals and common objectives, making decisions that affect their daily lives.

1.7.3 Community protests

Twala (2014) defines 'community protests' as violent protests whereby the people of the disputes/protests engage in physical actions that may cause immediate harm to others or are likely to cause serious harm to others. The South African Local Government Association (SALGA) (2015) explains 'community protests' as a general discontent with the services rendered by the government; it is believed that returning the services would go some way to calming the restive communities. According to Alexander (2010), community protests include mass meetings, petitions, road blockades, the burning of tyres, looting, the burning of houses, confrontations with the police, and the forced resignation of elected officials.

In this study, the term 'community protest' refers to members of a community engaged in violent protests either causing injury, vandalising and burning down schools, looting, burning tyres, blocking roads, and throwing rocks at passing motorists due to dissatisfaction with basic service delivery.

1.7.4 Culture

According to Ndhlovu, Betram and Mthiyane (2010), culture is a way of life whereby people in a given social context have shared beliefs and opinions, norms and values,

relationships and interactions. Pretorius (2014) explains that culture is a term with universal, distinctive attributes, goods, beliefs, practices, symbols and acquired aspects of a particular human society.

In this study, the term 'culture' refers to the attitude learners and teachers have towards teaching and learning that should be accompanied by a spirit of commitment and the common interest of influencing or promoting school performance.

1.7.5 Protest

Protests are gatherings in which people collectively make a claim or case on behalf of a social movement group or the social category (Sampson, McAdam, MacIndoe & Weffer-Elizondo, 2005). According to SALGA (2015), a protest is a public meeting held for the purpose of declaring an opposition or voicing dissension.

In this study, the term 'protest' refers to an act by members in the community objecting or showing a gesture of disapproval of basic service delivery from the local municipality.

1.7.6 Violent community protest

Alexander, Runciman, Ngwane, Moloto, Mokgele and van Staden (2018) define 'violent community protests' as demonstrations in which collective demands are made by a geographically established and designated group that sets forth its demands to protect and defend the community against disturbance and abuse. Similarly, the SALGA (2015) defines 'violent community protest' as a public meeting assembled for the purpose of stating a complaint or opposition on the standard of service delivery.

Runciman, Alexander, Rampedi, Moloto, Maruping, Khumalo and Sibanda (2016) state that violent community protests are destructive, direct acts of mutual interest, in which a concerted action by individuals is aimed at achieving their objectives by manipulating target decisions. It entails claims against any other party, elites or authorities.

In this study, violent community protests refer to a group of community members with anger and frustrations caused by fruitless meetings with local authorities regarding unresolved grievances. These community members resort to marching in the streets, burning tyres, vandalising government property, including burning down schools.

1.7.7 Student absenteeism

According to Kearney (2007), student absenteeism is an excusable or inexcusable absence from school. Excusable absences may be due to accident, medical illness or other circumstances, and inexcusable absences relate to environmental, social and other circumstances. Moreover, Balfanz and Byrnes (2012) define 'student absenteeism' as a student's habit of staying away from school without offering any specific reason for not attending classes.

In this study, student absenteeism refers to inexcusable absences that may be caused by the unsafe school environment during community protests.

1.8 RESEARCH DESIGN AND METHODOLOGY

A qualitative methodology was chosen for this study because it offers an investigative mechanism that focuses on a distinctive methodological approach to examine a social or human problem in its natural environment (Creswell, 2013). In contrast with quantitative research, qualitative research is not concerned with numerical representation, but with the deepening understanding of a given research problem and developing explanations of a social phenomenon (Hancock, Windridge & Ockleford, 2009). It is exploratory and attempts to understand how and why a specific social phenomenon has arisen in a particular context (Mohajan, 2018). This research method enabled the researcher to gain an understanding of the social world in which we live and why things are happening in a specific way. Therefore, the researcher was an instrument in collecting information from the research participants in their natural world (Rossman & Rallis, 2003). The researcher became the main instrument in the research design, data collection and data analysis (Cohen, Marion & Morrison, 2007). A detailed discussion of these factors is presented in Chapter 3.

1.8.1 Research design

A qualitative research design was used in this study. The research design is a plan, structure and technique used in the research process, designed to find answers to research questions or challenges (Kumar, 2011). A research design therefore deals with the overall planning and execution of the research and makes it possible for the researcher to answer questions (Flick, 2009). The research design illuminates the approach necessary to investigate the research phenomenon under study. The researcher purposefully selected participants in the high school setting and community to gain an understanding of the central phenomenon of the study (Creswell, 2014). A detailed discussion of the research design is presented in Chapter 3.

1.8.1.1 Research paradigm

This research was guided by an interpretive paradigm (Creswell, 2013). Therefore, the research study employed qualitative methods that helped the researcher to collect data. According to Hatch (2002), the interpretive paradigm is concerned with the understanding of the world from the subjective experiences of participants. Hence, the research paradigm is the underlying sets of beliefs among participants, and research elements are combined in order to draw meanings from the research discoveries (Cohen, et al. 2007). The research phenomenon was socially constructed as the researcher relied on the participants' views about the phenomenon under study. The multiple meanings from the participants were interpreted based on their beliefs, as all constructs were equally important and valid (Schram, 2003). A detailed discussion of the research paradigm is presented in Chapter 3.

1.8.1.2 Research approach

The research approach is defined as a research plan and method that follows from general thoughts of comprehensive methods of data collection, analysis and interpretation (Creswell, 2014). In this study, a qualitative research approach was chosen because it locates the observer in the world and involves interpretive practices that make the world visible (Flick, 2014). The research approach applied in this study

was qualitative in nature and was used to explore participants' perceptions and experiences at the school and in the community (Creswell, 2013).

The triangulation method was also employed in this study (Lapan & de Marrais, 2004), and is defined as the collection of data from multiple sources to ensure the reliability of the data (Ziyani, King & Ehlers, 2004). In this study, the data were collected using interviews, observation and document reviews to increase the reliability of the findings (Meijer, Verloop & Beijaard, 2002). Moreover, data were collected from various participants, including the principal, teachers, and community members. A detailed presentation of the research approach that was observed in this study is presented in Chapter 3.

1.8.1.3 Research type

A case study was employed to examine the phenomenon under investigation and collect data. Case study research methods describe what happened to the research setting and present the narrative behind the output by capturing detailed information of what transpired in each case (Neale, Thapa & Boyce, 2006). According to Bowen (2009), a case study is the research approach that emphasises an understanding of the dynamics present, and involves a single case setting and numerous levels of analysis. In this study, a single case helped the researcher to understand the impact of violent community protests on teachers in a Vuwani school, where teaching and learning were disrupted. Case study research methods describe what happened to the research setting and give the story behind the result by capturing detailed information on what transpired in each case (Neale, et al. 2006). A detailed discussion of this research type is presented in Chapter 3.

1.8.2 Research methods

This study used the qualitative approach, and the researcher's choice was influenced by the design of the study, which focused on exploring participants' thoughts and feelings in the Vuwani community (Kielmann, Cataldo & Seeley, 2012). The qualitative method (Creswell, 2013), allowed the researcher to explore the problem and develop an understanding of the central phenomenon of the study. A specific method related

to the selection of participants, data collection, data analysis, trustworthiness and ethical issues were also employed in this study.

1.8.2.1 Selection of participants

A sample of six research participants was chosen in this study (Malterud, Siersma & Guassora, 2016) to represent the views of the Vuwani school and community. The study was not concerned with a large sample (Creswell, 2013) because increasing the sample size no longer contributed new evidence, and data saturation was achieved. In fact, this increase in the sample size could have led to unmanageable data while conducting and analysing hundreds of interviews. The purposive sampling technique was employed in the selection of the nearest school that was impacted by violent community protests. The participants were chosen based on their experience and knowledge, which made them information-rich for the research study (Noble & Smith, 2013). One principal and two teachers from a selected school, and one community leader and two community members residing in proximity to the school were asked to participate in the study. A detailed discussion related to the selection of participants is presented in Chapter 3.

1.8.2.2 Data collection

According to Creswell (2012), data collection is defined as identifying and selecting individuals for research and obtaining their permission to collect information by asking questions and examining their behaviour. The interviews were audio-recorded with the consent of the participants, as indicated by Creswell (2013). The interview guide was created and administered as suggested by Lapan and de Marrais (2004), and involved interviewing, observing and reviewing relevant documents in order to conduct interviews and validate the collection of data. The open-ended interview method was used to collect data for this study, since these interviews provide unlimited responses (Hesse-Biber & Leavy, 2011). Interviewing helps to set the tone for the entire setting, while simultaneously prompting the participants to speak freely about their experiences. This provided the researcher an opportunity to listen attentively to the participants' experiences as they described these in greater detail.

Observation was used in the collection of data without the knowledge of the participants (Mason, 2002; Bogdan & Biklen 2007). Observation took place when the researcher became an observer and visited the school and their records, took pictures and wrote notes without becoming involved with the research participants (Creswell, 2012). This gave the researcher an opportunity to observe and record important information that was needed for the study from the school that was vandalised and burned down as a result of violent protests. According to Okeke and Van Wyk (2015), during non-participant observation, the researcher does not engage in the events at the setting that is being examined; however, the observer's function is clearly known to those who are being observed.

Document analysis was employed in this study and refers to a systematic procedure for reviewing and interpreting the information available for data collection (Bowen, 2009). The researcher accessed documents including the Grade 12 assessment record of results obtained from 2015 to 2019, the Education Labour Relations Council (ELRC) policy handbook for educators, and the National Education Policy Act, 1996 (Act, 27 of 1996). Obtained documents, according to Meeks (2017), are checked to gain an understanding of the policies and procedures to facilitate data collection during interviews. A detailed discussion of the data collection techniques used in this study is presented in Chapter 3.

1.8.2.3 Data analysis

Data analysis is a systematic search for significance in qualitative data and processing what has been discovered so that it can be conveyed to others (Hatch, 2002). Data analysis in qualitative research consists of the preparation and arrangement of data, which is then reduced to themes through the coding process, the condensation of codes, and finally the representation of data in tables or discussions (Creswell, 2013). Once the data have been transcribed from interviews, the researcher constantly looks for concepts, generated themes and patterns that emerge from the collected data. Categories based on the transcribed information obtained from participants' interviews were determined, and the emerging patterns from these categories are discussed. According to Flick (2014), data analysis includes working with data, arranging it, dividing it into usable units, synthesising it, looking for patterns, discovering what is

important and what needs to be learned. Data obtained in the field were analysed using inductive and iterative (forward and backward) methods (Creswell, 2013). During inductive processes, qualitative researchers construct patterns, categories, and themes from the bottom up, by inductively organising data to increase more abstract units of knowledge (Creswell, 2013). A detailed discussion of the data analysis performed in this study is presented in Chapter 3.

1.8.2.4 Trustworthiness

All participants chosen for this study's interviews were informed by the researcher that the data collected would remain confidential and would only be used for this study's purposes (McMillan & Schumacher, 2010). The credibility of the study can be accomplished by using triangulation methods, such as interviews, observation and document analysis, which were sufficient methods in this qualitative research study. Credibility refers to the consistency of the results and how the researcher tries to display a true image of the phenomenon being investigated (Hammarberg, Kirkman & de Lacey, 2016). In this report, the credibility of the analysis was demonstrated by explicitly explaining and setting out the methodology to be used in the study. The researcher explained the extent to which confidentiality would be maintained to the participants, how records would be stored, and who would access the data (Hatch, 2002). During or after the interview, the participants were assured that no one would be in a position to be threatened, the participants would remain anonymous, and no information would be released without their explicit permission (Flick, 2009). A detailed discussion of trustworthiness is presented in Chapter 3.

1.8.2.5 Ethical considerations

Permission to conduct this research was requested in the form of an application letter accompanied by ethical clearance certificate from the University of South Africa (Mason 2002); these documents enabled the researcher to gain access to the school.

According to Booyse, Le Roux, Seroto and Wolhuter (2013), ethical principles must be adhered to, and the participants must be told what the research entails before the research is undertaken. McMillan and Schumacher (2010) state that participants

should be assured of their anonymity, privacy, and that the information collected would be kept confidential. Participants should also be assured that the information would only be used for purposes directly related to the study. In this study, informed consent was obtained from the participants who agreed to participate. Informed consent is described as potential participants – who are free to agree to become part of the research project with a thorough understanding of the research objectives and any threats or benefits – agreeing to participate. Informed consent also helps participants understand the nature and purpose of the study (Kielmann, et al. 2012). A detailed discussion of the ethical considerations adhered to in this study is presented in Chapter 3.

1.9 CHAPTER DIVISIONS

Chapter 1 serves as an introduction to the research that was conducted. The study focused on violent community protests within a community and the impact thereof on teachers, since it left teaching and learning disrupted.

Chapter 2 explores various theories based on school and community relationships in an attempt to establish why violent behaviour in communities disrupted teaching and learning in the school environment, and left teachers outside the school environment due to safety concerns. In this chapter, a literature review is also performed to gain a detailed understanding of community protester's behaviour, or that of the perpetrators and manifestation of violence that incite the burning of schools.

Chapter 3 presents details on the qualitative research method employed in this study and the data collection that was undertaken through the case study method. In this chapter, the research methods are explored as these were used to gain an understanding of violent community protests and the impact on teachers.

Chapter 4 presents the research findings based on the data analysis and a thorough discussion follows.

Chapter 5 outlines the general summary, conclusion and recommendations related to violent community protests that disrupt school programmes as reviewed in the

literature in Chapter 2 and based on the research findings presented in Chapter 4. These are discussed in relation to international, national, provincial and local Vuwani community contexts.

1.10 SUMMARY

This chapter highlighted safety concerns experienced by teachers in the school setting due to violent community protests. In this research setting, teachers and learners were unable to attend school for a period of three months, as it was unsafe to do so. The incidents of violent community protests in which schools become targets of being vandalised and burned to ashes – as it has been demonstrated in some parts of the country in South Africa (particularly in the case of Vuwani in Limpopo province) – has resulted in a significant concern that needs to be addressed. The next chapter contains the literature review, which investigates and determines how dialogic and constructive conversations can be held within communities and how to handle conflicts that lead to violent protests.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 1 outlined the purpose of the study, which was to determine teachers' views on the impact of violent community protests in a specific high school in Vuwani. The violent community protests are assumed to be caused by a lack of dialogic and constructive conversations among the community members that surround the school and the people with whom they are in disagreement.

Chapter 2 provides the broader context of the community in South Africa which informs this qualitative study. This chapter is organised as follows: First, different global frameworks and perspectives about the phenomenon under study are discussed, and reference is made to the lack of critical dialogic and constructive conversation in South Africa. Thereafter, the African perspective of dealing with violent protests is analysed. A brief overview is given about the violent nature of South Africa. The causes of violent protests, the school as an organisation, and the effects of the protests on teachers in one high school in Vuwani are also discussed.

2.2 GLOBAL PHENOMENON

The violence directed at teachers in the United States and globally has been understudied and gained scant media and political coverage (Espelage, et al. 2013). Many study findings on school violence have been centred on students and the effects of violence; however, teachers' encounters are recorded less frequently (Galand, Lecocq & Philippot, 2007; McMahan, Martinez, Reddy, Espelage & Anderman, 2017; Lokmic, Opic & Bilic, 2013). Each day, findings in various media outlets such as television, radio, newspapers and social media suggest that the scourge of violence has reached unprecedented and disturbing proportions (Khumalo, 2019).

Public protests are a global phenomenon occurring in both developed and developing countries (Sikweyiya & Nkosi, 2017) and the interruption of the education system due to violence persists in this modern society to some degree. In developing countries, laws are often introduced to govern citizens, causing instability, resulting in frustrations among people, and such anger frequently results in community crises (Mamoon, Javed & Zamin, 2017). In 2001 and 2013, Pakistan experienced severe violent attacks directed at teachers, and numerous attacks had significant cultural, political, religious and criminal effects that left the government unable to effectively counter the violence (Mirahmadi Ziad, Farooq & Lamb, 2015). Schools became the targets of violent attacks, especially teachers, and according to Khan, Kanwal and Wang (2018), teachers in Pakistan were forced to quit their jobs due to their fear of violence at schools. The government's incompetence left the economy and education sector in crisis (Naviwala, 2015).

According to Dumitriu (2013), similar violence has been seen in Albania, and their education system was affected as a result. In 2009, Albanian community members caused chaos and damage to government property as tensions erupted as a result of violent ethnically related incidents, which disrupted Albanian high schools (Vickers, 2010). This aspect of violence in Albania transcended the boundaries of the community context and appeared in the form of violence against teachers (Tollkuci, 2019). This suggests that in some countries, the cause of violence can be linked to ethnic issues (Okogu & Umudjere, 2016). Inequality and social isolation levels in society play a significant role in school-based violence (Abel, 2019). This community's social and physical climate is aggressive, and the climate is unlikely to be spared (Mirahmadi, et al. 2015). The reported school violence also reflects the sequence and levels of violence experienced in other countries, local communities and among families (Khumalo, 2019). Moreover, there is an illustration of dominant political and socio-economic situations, social attitudes, cultural norms and values, and law enforcement (Baloyi, 2018).

2.3 COMMUNITY VIOLENCE IN SCHOOLS: AFRICAN PERSPECTIVE

Schooling in different parts of the world has been adversely influenced by political instability and armed conflict (Ntshoe, 2002). During the widespread political violence

in Zimbabwe, teachers and schools were the targets of attacks (Pswarayi & Reeler, 2012), and schools were left vandalised in Harare (Pswarayi & Reeler, 2012). Moreover, while the Teacher's Progressive Trade Union provides support to teachers who are at risk or have been affected by politically motivated violence in Zimbabwe, especially in rural areas (Muchacha, 2016), the Zimbabwean education system seems to be inadequate to support schools in terms of the challenges experienced in the communities (Davids & Waghid, 2016).

The increase in school violence has become a problem that hinders the perception and the reality of the school as a safe place for both teachers and learners (Gudyanga & Matamba, 2015). Moreover, political violence in communities may undermine the notion that school days are the happiest days in children's lives (Flannery & Fenning, 2014). Some studies suggest that learners living in violent neighbouring communities tend to have a model of undisciplined behaviour at school (Khumalo, 2019), which affects teaching and learning (Lumadi, 2008).

In Kenya it was determined by Opere, Kamere and Wawire (2019) that political instability and community protests result in the vandalising of schools.

“Recent Presidential elections in Kenya (2017) resulted in a contested re-run election and demonstrated the presence of systemic corruption, a culture of impunity and a continued rift among civil society. Deep wounds were awakened during this recent election triggering past grievances from the post-election violence in 2007- 2008” (Zanoni, 2018:ii).

Njoroge and Nyabuto (2014) noted that a lack of safety for teachers and learners at school has been among the challenges Kenyan schools have been facing for many years. Kenyan teachers, especially those in rural schools, lack motivation and fear violent protests from the community (Gitome, Katola & Nyabwani, 2013). The academic performance in central provinces of Kenya in national examinations has been below average, with schools in the Kiambu community performing dismally as a result of protests (Opere, et al. 2019). This violence suggests that teachers' ability to optimally perform their duties and responsibilities at school is affected (Reyneke, 2011). The school environment should not be frightening and intimidating to the

teaching and learning process (Mestry, 2015), yet a lack of teachers' safety has been one of the primary problems facing Kenyan schools (Njoroge & Nyabuto, 2014).

Despite attempts by the Kenyan government to provide resources, improve school conditions and minimise the protests (Korir & Kipkemboi, 2014), according to Getzels and Guba (2020), cases of teachers' safety being threatened, either in school or in the community, remain a major challenge in the learning environment and have crippled progress in the education system. The consequences of the protests have often resulted in damage to property and loss of school resources (Ngesu, 2011). According to Hermans (2012), it is believed that dialogue has been used to resolve the unrest with the aim of providing a remedy, yet lasting solutions cannot be found.

Schools in Kenya teach learners about the roles of society, traditions and norms that the community should uphold and that there should be respect for school resources (Omote, Thinguri & Moenga, 2015); however, it seems this same community targets schools in the area (Gitome, et al. 2013). Public secondary schools in the country in recent years experienced several unrests, and there have been reported cases of arson attacks and other forms of school violence that resulted in vandalising school property (Opere, et al. 2019). It is believed that undisciplined learners are rooted in the community, causing the destruction of school property and leaving the teaching and learning environment in chaos (Njoroge & Nyabuto, 2014).

2.4 VIOLENCE IN SOUTH AFRICAN SCHOOLS

Post-1994 in South Africa there has been a proliferation of public protests occurring in various contexts (Sikweyiya & Nkosi, 2017), which suggest the root causes of public protest could be socio-economic and political (Matebesi, 2018). However, according to Abel, (2019), ethnic tensions were believed to be the cause of violence prior to 1994. Even though substantial political changes have taken place in South Africa since the first democratic elections in 1994, numerous social, economic and educational challenges remain a concern (Ntshoe, 2002).

Violence in South African schools is not a new phenomenon either (Le Roux & Mokhele, 2011; Burton & Leoschut, 2012; Ncontsa & Shumba, 2013; Mncube &

Steinmann, 2014; Eke & Singh, 2018). In fact, the burning of schools is a common occurrence in all parts of South Africa. Buccus (2016), Skelton and Nsibirwa (2017) voiced their concern about the threats to the education system in South Africa whenever there is protest action. Many local communities in the country have been protesting against the current local government municipalities, who show apparent incompetence in providing sufficient services including water, sanitation, electricity, housing and roads (Matebesi & Botes, 2017). Local government municipalities, according to Siddle and Koelbe (2016), refer to the development of local communities and dedication to working with people, organisations and communities to establish permanent human settlements that provide a reasonable quality of life and meet the social, economic and material needs of communities in a comprehensive manner.

In South Africa, the local community, such as Ga-khunwana in Mahikeng, North-West province, has seen six schools closed down for a period of two weeks due to violent community protests over the promises of basic services, and protesters demanding water, a satellite police station, improved road infrastructure, and Reconstruction and Development Programme (RDP) housing (South African Broadcasting Cooperation news, 2019). The RDP, according to Mashwama, Thwala and Aigbavboa (2018), refer to the affordable low cost housing system provided by the state for needy South Africans with a joined family income of R3500 or less, and houses are primarily constructed in the outskirts of towns, where large sections of land are available at an affordable price.

In the Marite community under Bushbuckridge local municipality in Mpumalanga province, protesters closed 16 schools due to a lack of basic service delivery; they wanted the local municipality to construct a road between Bushbuckridge local municipality and Mbombela local municipality (Gumada, 2018). In the Western Cape, a total of 21 schools were forced to close down across Khayelitsha and Lwandle communities due to violent protesters demanding RDP housing and water services (Lesley-Anne, 2019). Such protests represent what Morudu (2017), Botes (2018), Raseala and Luvuno (2017) refer to as defining moments in the history of the highly localised community protests in the country.

The South African media reports daily on popular protests in poorer local communities around the country (Botes, 2018), with some protests resulting in extensive property damage, burning of schools, the blocking of roads and violent confrontations with police (Sikweyiya & Nkosi, 2017). Moreover, a series of violent protests have erupted in a number of municipalities in South Africa, referred to as basic service delivery protests, since the advent of democracy (Khambule, Nomdo & Siswana, 2019; Ngcamu, 2019; Matebesi, 2018).

In 2016, widespread public protests broke out in the Vuwani community in Limpopo province, and 27 schools were burned down and vandalised to various degrees due to municipal demarcation disputes (HSRC, 2018:23). There is evidence that the violent community protests were sparked by the decision by the Municipal Demarcation Board (MDB) to incorporate the Vuwani community into the newly established municipality (Kgatle, 2018).

The disruption and vandalising of schools affect teachers' ability to perform their tasks and learners' progress (Mbokazi, 2012). School buildings were burned down during civil upheaval, school records were destroyed, furniture and equipment were vandalised or looted by the community as a whole (Khambule, et al. 2019). In the meantime, the students developed "*an anti-academic attitude towards schooling*" and "*teachers develop low morale towards teaching*" and lost their dedication to teaching (Makoelle, 2014:126).

2.5 LIMPOPO PROVINCE AND THE CAUSE OF COMMUNITY VIOLENCE

The Republic of Venda took power in 1973, and was officially restored to power in the 1979 during independent elections, largely due to the strength of traditional leaders (Khunou, 2009). According to Evans (2012) and Shibambu (2016), in respect to the policies for the advancement of self-government between 1976 and 1981, four of these homelands were permitted independent status by the South African National Party Government (Transkei, Bophuthatswana, Venda, and Ciskei). In Venda, therefore, the review of the literature reflects:

“The National Party government created a system of ethnically distinct homelands with a goal of forcefully remove majority of Tsonga from in and around areas of Vuwani to their racial classification as codified in the Population Registration Act of 1950” (Abel, 2019:918).

Nkuna and Shai (2018:429) add that:

“Both Tsonga and Venda speaking people used to live together in harmony and there was historic intermarriages between the two groups in Vuwani community before National Party government came up with the established Bantu Authorities Act of 1951, separating South African homelands such that in Vuwani, Tsonga speaking people separated from Venda speaking people”.

During the era of segregation, it was reported that Tsonga-speaking people who already had job opportunities in the Vuwani area were retrenched and their positions were given to Venda-speaking people, which resulted in serious tribalism (Kanyane, et al. 2017). According to Okogu and Umudjere (2016), tribalism refers to an organised cultural group with specific beliefs and attitudes. This identification distinguishes one group member from another on the basis of close relationships among such tribes; these tribes tend to possess strong feelings towards their tribe in relation to society. In this regard, the Venda tribe in Vuwani consider themselves superior over Tsonga-speaking people (Mukwevho, 2016). Over the years, this tribalism in Vuwani has led to uncertainty in communities.

One of the key drivers of violent community protests in Vuwani, according to Netswera and Nealer (2020), is believed to relate to the government's failure to communicate and involve communities in the demarcation process that directly affects the community. Communication is defined as community engagement, where members of the community are empowered with knowledge (Palmieri & Palma, 2017). The engagement becomes part of the identification of their needs, problems, action strategies, execution, assessment and monitoring in a conducive environment (Rasila & Musitha, 2017).

2.5.1 Teachers' safety

Researchers overwhelmingly suggesting that teachers' effectiveness can only be assured in safe school settings where learners are prepared to be taught the values of society, and the future growth of the individual can be attained (Cornell & Mayer, 2010; Masitsa, 2011; Davids & Waghid, 2016). Little research has been conducted on the effects that exposure to school violence has on teachers, whereby their personal and professional lives are impacted (Shields, Nadasen & Hanneke, 2014). Affected teachers felt hesitant and powerless in managing their classroom environment effectively (Mncube & Steinmann, 2014). As a result, school safety initiatives and strategies are required that may resolve a variety of concerns related to violence at schools and in the community (Skelton & Nsibirwa, 2017). These strategies should address communities' behaviours, attitudes, systems, communication, policies, norms and values (Prinsloo, 2016).

As stated, violent community protests remain a cause of concern in rural communities across the country where teaching and learning are affected (Xaba, 2006). Teachers have lost their professional essence because the school environment is not conducive to their teaching and students' learning (Lethoko, Heystek & Maree, 2001). With community unrest, teachers feel unsafe as they cannot attend school, fearing for their lives in an environment characterised by violence (Rasila & Musitha 2017).

It has been suggested by Davies and Berger (2019) that schools can provide a safe atmosphere to cushion against the relative disruptiveness associated with community violence. Moreover, Lumadi (2008) found that teaching and learning cannot occur in an environment that is not directed towards investing in teachers' quality time at school. The school atmosphere is also determined by the influence of the community who should value education for their children (Modisaotsile 2012). It has been determined, however, that teachers seem neglected by the Department of Education as they receive limited attention and often become victims of intimidation, and there is an infringement of their constitutional rights (Reyneke, 2011). In relation to teachers' safety, Makoelle (2014:126) shared similar views that:

“Teachers receive very little support from the education authorities and community. They experience what could be termed ‘low morale’ the phenomenon associated with low motivation among teachers”.

An environment of fear can inhibit the free-flow of teaching and learning (Modiba, 2015). At the same time, this may prevent teachers from being productive in class and could obstruct learners from progressing (Weeks, 2012). Teachers have the right to teach or operate in a safe and secure school setting (Masitsa, 2011). As such, teachers are unable to successfully exercise their duties and obligations in the absence of such an environment in and around schools they perceive as unsafe (Hanaya, McDonald & Balie, 2020). According to MacNeil, Prater and Busch (2009), the testimony from successful school principals suggests that an emphasis on the growth of the school’s culture as a learning environment is vital to improve the morale of teachers and students. In schools, the principal’s role is to ensure safety, promote and encourage learning (Marishane, 2017). All teachers can teach, and all learners can learn, but this is conditional upon the support and motivation they receive from the school principal (Prinsloo, 2016).

2.5.2 Function of the school and the responsibilities of the teacher

2.5.2.1 Function of the school

The mission of the school is to ensure the success of teaching and learning taking place in a safe environment (Khumalo, 2019). The school is an institution where educational and social goals are realised (Davids & Waghid, 2016). The focus is mainly on establishing a disciplined and organised school environment where effective teaching and learning can be realised (Xaba, 2006). Consequently, the school as an entity should be seen as operating on its own domain, separate from that of the family, church or state (Roos, 2003).

The school promotes the achievement of all learners, regardless of the grade or their ability level, while overcoming differences in learners’ social backgrounds (Njoroge & Njabuto, 2014). For a school to improve the academic achievement of its learners, it requires strong leadership from the principal (Marishane, 2017). Therefore, schools are effective at influencing individual actions and outcomes by creating a context

wherein goals can be established (Skeleton & Nsibirwa, 2017). Blazevic (2016:46) suggested that:

“one of the ways in which schools work towards achieving moral and social development of their students is by enacting rules and regulations”.

The rules and regulations of the school, according to Roos (2003), Marishane (2017), Thomas (2015), Thornberg (2008), should include the following:

- Attend school on a daily basis;
- Ensure the right and opportunity for teaching and learning to every teacher and learner;
- Refrain from any intervention that may interfere with schooling or jeopardise teaching and learning;
- Refrain from any activities that might undermine the school and thus undermine the family and community;
- Make full use of school resources and show respect for them;
- Be faithful to the school and the community;
- Maintain the school traditions and rules;
- Aspire for mental, social, spiritual and academic growth in terms of the opportunities presented;
- Be an active school participant by being involved in meetings and various activities;
- Respect people’s rights, equality and dignity;
- No forms of vandalism will be tolerated.

The importance of teaching learners should be recognised and valued, especially in terms of enhancing their human capabilities to learn to solve problems in a non-violent way (Cohen, 2006). The school should therefore prepare learners for their participation, sharing of responsibilities, rights and duties in society (Netshitahame & van Vollenhoven, 2002).

The above information is contradictory to what happened in Vuwani in 2016 when the local community decided to solve their community disputes by burning schools (Kgatle, 2018).

2.5.2.2 Duties and responsibilities of the teacher

A teacher's support is a vital ingredient in the work of education systems across the globe (Nkambule & Amsterdam, 2018). According to the South African Council of Educators (Act No 31 of 2000), a teacher is defined as:

“Any person who is appointed to exclusively perform extracurricular duties, who teaches, educates, or trains other persons or who provides professional, therapy and educational psychological services at school”.

The core-function of the teacher in the classroom is to teach and for learners to learn (Masitsa, 2011). This responsibility cannot be fulfilled unless the individual person has the ability to make judgments and be accountable for the outcomes of their decisions (Gunduz, 2016). In this regard, teachers have a significant role in teaching in such a way that learners are enabled to learn (Maphosa, Mutekwe, Machingambi, Wadesango & Ndofirepi, 2012). A teacher is accountable for educating learners, and according to Korir and Kipkemboi (2014), it has been proven that teachers have an important influence on students' academic achievement. Teaching makes immense demands on the mind and feelings of the teacher (Maphalala, 2014), and as a result, they require support as they try to find their feet in their profession and successfully implement their duties and responsibilities at the school level (Nkambule & Amsterdam, 2018).

The duties and responsibilities of a teacher, according to Kimathi and Rusznyak (2018), Prinsloo (2016), Makovec (2018), include the following:

- Planning, preparing and delivering classroom lessons to all students, and teaching according to the educational needs, abilities and accomplishments of individual students and student groups;
- Providing students with guidance and recommendations on educational and social issues, and on their further education and future careers;

- Communicating, consulting and cooperating with other school staff members, including those with special responsibilities, roles and parents/guardians, to ensure that students' best interests are upheld;
- Advising and collaborating with the head of schools, assistant heads, heads of departments, education officers and other teachers in planning and creating study courses, instructional materials, instructional plans, teaching and evaluating strategies and making pastoral care arrangements;
- Guaranteeing high standards of clinical practice and the consistency of subjects/subject teaching and learning;
- Participating in mutual peer review and observation of class teaching practices by the head of department (subject/level) through productive dialogue;
- Maintaining good order and discipline for learners under one's care and maintaining their health and safety at all times;
- Being involved in staff, community or other meetings related to the school curriculum or making pastoral care arrangements, for better coordination and management of the school;
- Participating in the school assemblies, and registering and controlling student attendance under one's care;
- Sharing the efficient management, organisation, order and discipline of the school in every practicable and fair manner;
- Nourishing a community in which teachers regard themselves primarily as learning facilitators and reflective practitioners.

2.6 THE INFLUENCE OF COMMUNITY CULTURE IN SCHOOLS

The community has a responsibility to educate children with knowledge, skills and values that are in line with the teaching and learning they receive at school (Maphosa, et al. 2012). Most researchers agree that violence is a multi-systemic problem that manifests from the community (Espelage, et al. 2013; Makhasane & Khanare, 2018; Kowakzuk-Waledziak, Korzeniecka-Bondar, Danilewicz & Lauwers, 2019) and the community plays an important role in childhood education (Durisic & Bunijevac, 2017). Community, according to Cobigo, Martin and Mcheimech (2016), is a group of individuals who connect and support each other and are bound by common

experiences or qualities; there is a sense of belonging and physical closeness. Giorgett, Campbell and Arslan (2017:1) claim that “*culture and education are complex phenomena and their causal relationship is of a chicken or the egg character*”. It is therefore not easy to claim that the school culture comes from the community culture or vice versa (Hongboontri & Keawkhong, 2014). The awareness of a culture, however, could better prepare community leaders to shape the values, beliefs and behaviours required to cultivate a healthy and nurturing learning atmosphere that ensures success for teachers and students (MacNeil, Prater & Busch, 2009). Moreover, issues concerning the language of instruction and fundamental cultural values and religion have also been found to be a source of dispute and violent protest (Ntshoe, 2002).

A well-organised community, according to Makota and Leoschut (2016), contribute to changes in schools that may shield learners from community violence that disrupt school programmes. The community violence that usually occurs as a result of protests may become a reflection of learners’ behaviour at school (Cowie & Jennifer, 2007). According to Rauf, Ali, Aluwi, and Noor (2012), school culture relates to a belief that is strongly shared and widely enacted by a particular school community. Magwa and Mugari (2017) also noted that programmes in education, family and community relationships work well when they adopt the collaboration philosophy; community involvement with schools can therefore improve educational access (Berger, Bergman, Leisinger & Ojo, 2014), reduce dropouts, and improve learners’ attendance (Hunt, 2008). The development and establishment of a partnership between school, family and community are necessary to help learners in becoming successful at school (Durisic & Bunijevac, 2017). As a by-product, it improves the school atmosphere, school activities, the development of parental skills and leadership to help families interact with others in the school and community, and to help teachers with their work (Berger, et al. 2014).

A community that is disorganised contributes to violent behaviour by undermining the importance of teaching and learning in schools (South African Council of Educators, 2011). In support, Hunt (2008) claims that school programmes are disrupted during times of unrest, and teachers feel unsafe going to school. It seems in the Vuwani context, the community disconnected itself from the school, hence violent community

protesters have resorted to burning down schools in the area (Kanyane, et al. 2017). This is problematic, as all the members in the community have a responsibility to nurture and develop all children and shield them from the negative influence of violence (Weeks, 2012).

Educators, parents, and members of the community can have different views of appropriate practices of engagement and how each may contribute to the educational process (Durisic & Bunijevac, 2017). Community support in schools, in terms of programmes and activities, can strengthen a good relationship between communities and teachers (Boonk, Gijsselaers, Ritzen & Brand-Gruwel, 2018). Teachers benefit from this support and are presumed to be in better communication with the community; they also have a deeper understanding of their students' family matters and their students' experiences (Fernandez-Alonso, Alvarez-Diaz, Woitschach, Suarez-Avarez & Cuesta, 2017). Effective communication between teachers and the community also strengthens good relationships within the school environment itself (Yulianti, Droop & Denessen, 2018) and schools perform well when members of the community are active participants and have a sense of ownership in the school (Cobigo, et al. 2016).

2.7 EFFECT OF COMMUNITY VIOLENCE ON TEACHERS

As reflected, the effect of violent community protests on teachers remains a cause of concern in rural communities across the country (Skelton & Nsibirwa, 2017; Netswera & Nealer, 2020; Rasila & Musitha, 2017). The threat of violence against teachers and learners constitutes a profound breach of social interaction between the school and the community (Netshitahame & van Vollenhoven, 2002), and teaching and learning cannot occur in an unhealthy environment (Johnson, 2020). Teachers today face a variety of challenges in their communities and are required to teach in an environment that is not only increasingly diverse in terms of specific cultural backgrounds, but also in terms of academic, behavioural and social skills (Mncube & Steinmann, 2014).

The political and social turmoil witnessed in the country in recent years has led to a crisis in the education sector in South Africa (Lethoko, Heystek & Maree, 2001). According to Mestry (2015), in many cases, children in the community are

perpetrators of violence, and teachers become their victims (McMahon, et al. 2017). Cowie and Jennifer (2007) indicate that school violence is not simply a school issue; it is the community that often becomes the strong presence of the protests that create a climate of fear and anxiety for teachers in the school environment (Masitsa, 2011). This has been seen in the Vuwani community, where unhappiness with the re-demarcation of the municipality without proper government consultation resulted in the burning of public institutions such as schools (Ngcamu, 2019). Therefore, the school programme was disrupted, and teachers and learners were adversely affected (de Wet, 2016). Eke and Singh (2018:1) are in agreement that “*violence affects learners, teachers, communities and the management of the schools*”.

As stated, teachers felt unsafe in the environment characterised by violence due to service delivery challenges (Masitsa, 2011). Because of the constant disturbances in schools and the resulting atmosphere, teaching and learning were not conducive, and teachers lost their morale in the school setting (Lethoko, Heystek & Maree, 2001). Teachers have a right to work in an atmosphere where they feel supported and appreciated, where they can actively promote the progress of learners, and are free from fear, danger and hurt (SACE, 2011). In fact, Section 12 of the South African Constitution (RSA, 1996) proclaims that “*Everyone has the right to be free from all forms of violence and not to be treated or punished in a cruel, inhumane or degrading way*”.

Most of the research on violence experienced by teachers suggests that it “*has been understudied and has received limited media and policy attention*” (Espelage, Anderman, Brown, Jones, Lane, McMahon, Reddy & Reynolds, 2013:75). Empirical evidence also appears to confirm that “*the morale of the educators becomes very low and educators are completely demotivated*” (Ncontsa & Shumba, 2013:10).

The Vuwani community had to close some schools for a period of three months in 2016 due to violent community protests (Kgatle, 2018). These protests saw teachers staying at home and being unable to report to school in fear of their lives and avoiding retaliation from protesters (Rasila & Musitha, 2017). A member of the executive council (MEC) of education in Limpopo province blamed the situation on intimidation from the community. For example, at the time, Business Day live reported,

“We have been receiving reports of intimidation aimed at teachers and learners to ensure that they don’t go to school, I am worried that teachers and learners are being denied the right to be in class because of community protests” (Mahopo, 2017).

MECs, according to Phago (2018), refer to an office that monitors the provision of basic services by municipalities (such as water, sanitation, roads and electricity). These individuals ensure the progressive realisation of the socio-economic rights of provincial residents and early notices of possible breakdowns in service delivery or incipient financial problems within municipalities vital to allow the provincial government to provide proactive support where appropriate.

2.8 PARENTAL INVOLVEMENT AND IMPACT ON CHILDREN’S EDUCATION

Learning is not only a product of schooling but also of families and community (Cheng & Chen, 2018). Parents play a critical role in how and what learners are learning in schools (Yulianti, et al. 2018). Parental involvement refers to participation in different forms of school programmes, such as interacting with teachers and other members of the school staff, volunteering at school functions, assisting with homework, attending school meetings and other events. It is equally necessary to involve parents in the learning of their children at home (Cheng & Chen, 2018). Home-based and community involvement includes help and cultural opportunities, school contact and direct homework assistance (Fernandez-Alonso, et al. 2017). By raising teacher morale and obtaining more support from families, schools benefit from parental participation, resulting in higher academic performance for students (Magwa & Mugari, 2017).

Parental engagement is seen as an efficient method to ensure students’ progress (Durisic & Bunijevac, 2017). This finding has been supported by Fernando-Alonso, et al. (2017), who claim that an overall benefit of parental involvement is that it increases academic performance. Many studies, according to Henderson and Mapp (2002), have found that learners with parental involvement are likely to adjust and behave well at school; their income or family background does not have this type of influence.

Parents who are active participants in the education of their children are thought to encourage social, emotional and academic growth of their children (Boonk, et al. 2018). Furthermore, according to Pretorius (2014), family education is viewed as a core-function in the social life of the child.

Several studies have shown that good teamwork between schools, families, and societies will lead students to academic achievement (Duristic & Bunijevac, 2017). However, Pretorius (2014) outlined a variety of family factors that may be associated with the violent behaviour of the child, including:

“the family show no interest in the child; the parents have no time for the child; the child is being unfairly compared either intellectually with neither sisters nor brothers; the parents unfairly exercise verbal punishment to the child; the family uninterested in supporting the child’s progress at school; the family all the time criticise and blame the child of wrong doing; the parents resort to child’s physical punishment of wrong doing; the family chase the child away from home; the family do not praise the child after getting good results at school; the family always make fun of the child behaviour” (Pretorius, 2014:63).

The author can therefore conclude that some of the behaviour of learners in schools is an extension of the violent behaviours they are experiencing at home or in the community. Mestry (2015) agrees that the perpetrators of violence are often adolescents in the community. The author also reports that violent behaviour is frequently related to family socialisation and socialisation from the community. Families, in many instances, may contribute to the child’s violence or aggressiveness by presenting such behaviour as normal problem-solving strategies (Boonk, et al. 2018); therefore, it becomes normal to such a learner causing trouble and provoking unnecessary arguments with teachers at school (Woudstra, van Rensburg & Visser, 2018). Yulianti, et al. (2018) emphasise that such behaviour among adolescents is an ongoing concern.

2.9 INFLUENCE OF CULTURAL PRACTICES IN RURAL COMMUNITIES

According to Idang (2015), culture refers to a stream of norms, ideals, beliefs, customs and routines that have grown over time as people work together, overcome problems and address them. Culture is to be understood as the way of life of people and their behaviour in their community (Idang, 2015). Therefore, the culture and environment of that community may positively or negatively shape the school culture of learning and teaching (Hongboontri & Keawkhong, 2014).

Traditional cultural practices in rural communities exhibit the values and beliefs retained by community members for periods that sometimes span generations (Maluleke, 2012). Young people in Vuwani community, mainly boys, spend time in the mountain undergoing traditional ceremonies during winter periods (Douglas, Maluleke, Manyapelo & Pinkney-Atkinson, 2017). Going to the mountain is the culture practised by some of the indigenous people in South Africa and boys go to the remotest places of the mountain for their circumcision (Matobo, Makatsa & Obioha, 2009). The purpose of the traditional ceremony is to introduce children and teach them the moral values of the community and to respect their elders (Booyse, et al. 2013). Furthermore, boys who attend these ceremonial practices are taught to persevere and gain mental discipline, which makes them thoughtful members of the community. However, there are also reports of harmful traditional ceremonial practices that result in a violation of national human rights legislation, but such practices continue because they are not challenged or questioned by the government (Maluleke, 2012). These ceremonial practices, in some instances, also add to the severe poverty in schools and the community that the government is trying to alleviate (Bower & Griffin, 2011).

In rural communities, there is a high rate of unemployment, crime, poverty, inadequate public education, and lack of basic services (Berger, et al. 2014). In order to overcome this challenges, Karibayeva and Bogar (2014) claim more community meetings are required with various stakeholders, along with activities that promote development in the society; these actions are believed to increase the connection between teachers and the community.

2.10 DEMOCRACY

Democracy refers to the free participation of people in society in decision-making and socialisation in society (Bower & Griffin, 2011). In communities, the opportunity to connect with others increases the benefits of political engagement, including voting and coordinating essential social events (Mutekwe & Sedibe, 2015). This adds democratic ideals to education, which can provide self-determination in an equal community, and contribute to values, justice, respect and trust (Mncube, 2008). Democratic education enables the community to engage in public life, to think objectively and behave responsibly (Lethoko, et al. 2001). The ideals of the existing education system in South Africa are embedded in the principles of the Constitution of the Republic (Roos, 2003). Moreover, fundamental values in society, according to Msila (2007:152), have been listed as follows: “*democracy; social justice; equality; non-racism and non-sexist; ubuntu (human dignity); an open society; accountability; rule of law; respect; and reconciliation*”.

In the 1970s and 1980s, frequent student demonstrations were accompanied by an alternative form of education labelled “*People’s Education for People’s Power*”; it produced debate and questioned the apartheid regime (Ntshoe, 2002). The student uprising of 1976 brought attention to the unequal educational requirements that existed in the nation and the youth who protested tried to improve the conditions of the time. The importance of education in raising society out of poverty was understood then, as it is now (Evans, 2012). South Africa received significant global attention post-1994, ensuring that a large section of society achieved basic education (Chitsamatanga & Rembe, 2020).

Several years of political and social turmoil has therefore led to a crisis in the education system in South Africa (Lethoko, et al. 2001). According to Chitsamatanga and Rembe (2020), teachers have been experiencing challenges since the time of the old system of education, yet new problems have been posed during the country’s evolution to democracy, including the way teachers are supposed to cope with democracy (Levy, Cameron, Hoadley & Naidoo, 2018). Teachers are required to achieve high academic standards, accommodate learners with exceptions in inclusive settings, and support learners who demonstrate violent conduct related to

gangs resulting from the increasing discourtesy of our society (Mncube & Steinmann, 2014). Msila (2007:157) reflected on the challenges teachers have faced post-1994 as follows:

“Teachers were not seen as part of democracy. They stood in the middle of the ground contested on the one hand by the State and on the other by pupils, parents and community. On the one hand they are employees of the State and on the other hand they are members of the community”.

One of the main changes and challenges from the South African democracy after 1994 is the rebuilding of a community and an education system that will provide excellent teaching and learning conditions (Lothoko, et al. 2001). Democracy is defined as a government of the people for the people, and communities should cultivate the democratic values of respect for the rights of individuals and of the law, and show voluntary involvement in public life and consideration for the common good (Cohen, 2006). The legislative and policy framework governing public protests in South Africa, according to Ngcamu (2019:3), is the Bill of Rights. It describes the different rights of people to be respected, protected, encouraged and accomplished by the state. Among them are: *“the right to assemble, demonstrate, picket and petition and Section 17, states that everyone has the right, peacefully and unarmed, to assemble, to demonstrate, to picket and to present petitions, while Section 18 guarantees the freedom of association and everyone has the right to freedom of association”* (Ngcamu 2019:3).

Moreover, all communities have rights to social security and basic education (Berger, et al. 2014). Shields (2004) is also of the view that a democratic education system requires empowered teachers and learners who participate in school success. The education system is structured to ensure that teachers, parents and learners are actively engaged in school governance and management, with a view to providing a better education and learning environment (Debete & Potokri, 2017).

2.11 DISRUPTIVE RAMPAGE AND THE SCHOOL

Regrettably, crime and violence in schools in South Africa is a deeply concerning matter (Mncube & Harber, 2014). It has also been determined that violent community protests and other forms of external violence is a practice that can impact on the provision of education (Khumalo, 2019), yet the underlying causes are much deeper. Violence involving vandalism, theft, drugs and weapons, for example, can spread from the local community and streets to schools where students are considered fair play (Espelage, et al. 2013). This practice takes place on the streets inside communities on the way to and from school (Mncube & Steinmann, 2014). Teachers in schools across South Africa are also threatened by violence and do not feel safe to teach; consequently, their focus is shifted from academic tasks to personal safety (Masitsa, 2011).

The escalation of political violence during the apartheid era that threatened the educational community assisted in raising international awareness (Ntshoe, 2002). Schools should be safe places for teaching and learning, free of violence and criminal activity (Makota & Leoschut, 2016). Cornell and Mayer (2010) agree that there is a body of evidence demonstrating that school disruption impairs learning and achievement among learners. The protests may not only disrupt the learning in the classrooms, but interfere with teachers' precious instructional time and this seems to have a longer-lasting impact on their commitment. Cowie and Jennifer (2007) argue that child violence is not merely a school issue, and it has been established that the community becomes a strong presence in violent protests (Matebesi, 2018). This often creates an atmosphere of fear and anxiety in the school environment. According to Mestry (2015), in many cases, children in the community are the perpetrators of violence, and both learners and teachers at school become victims in the school environment.

2.12 CONSTRUCTIVE AND DISRUPTIVE CONVERSATION

Constructivism, according to Roya and Hanieh (2015), is a convergence of several ideas that are diffused into one type; it is an assimilation of both behavioural and cognitive values. Bhattacharjee (2015) explains constructivism as the theory of

knowledge, which claims that people derive knowledge and meaning from the relationship between their experiences and their ideas. If they can be managed effectively, misunderstandings and disagreements between community members and local municipality managers can lead to “*constructive opportunities to rebuild communities, to remedy injustices, and to rebuild citizenship capacity in politics and practices*” (Oise, 2005:2). However, it is important to note that disruptive conversations occur when the community’s habitual backgrounds are challenged through the disruptions or changes in their environment where they conduct themselves (Skinner, Vansiner & Holland, 2001).

Batory, Bak, Oles and Puchalska-Wasył’s (2010) discourse on the subject of Vuwani violent community protests overlooked the influence of power from those in authority who dominate in meetings and suppress others. Local community protests, according to Meijers and Hermans (cited in van der Veen, Dobber & van Oers, 2018), are principally an indication of disagreements and loss of trust. The right to protest can be relied upon to advance some people’s human rights, yet when it becomes destructive conversational behaviour, people lose their constitutional protection in their communities (Skelton & Nsibirwa, 2017). Therefore, the researcher in this study is of the view that conversations with different views – if they are effectively managed – can lead to constructive dialogues (Otto & Fourie, 2009), and desirable outcomes can be achieved for both parties involved in the conversation.

Jackson and Klobas (2008) state that constructive conversation refers to a collective of individuals in the community sharing their views, experiences and developing solutions to their challenges without the occurrence of violence. Hence, it represents the epistemological perspective which is concerned with how the theory of knowledge deals with the very concepts that constitute a theory (Fuchs, 2015). The constructive conversation may reflect two or more people’s dialogue where it seeks to understand each other’s viewpoints and deeply held assumptions (Mogashoa, 2014). It is a conversation in which the talking and listening by all parties create a flow of meaning. Veronese, Pepe, Dagdukee and Yaghi (2017) highlighted that dialogue is the process of recovering from a disruptive conversation that has resulted in community violence and it is not only focused on the individual. Constructive conversation is a collective

process centred on the re-establishment of community functioning, social and political actions (Olusegun, 2015).

However, disruptive conversations, according to Zulu, Urbani and Van der Merwe (2004), may prevail in conflict scenarios. These authors maintain that all forms of behaviours that escalate to violence are disruptive and contradicts the commonly held values of individuals and groups. Constructivism relies on the premise that individuals create awareness while they strive to make sense of their own experiences (Woo & Reeves, 2007). Young and Collin (2004) also explain that individual constructions take place within a systematic relationship to the external world.

2.13 THEORETICAL FRAMEWORK

The theoretical framework is defined as the structure that can hold and support the theory in the study and it serves as a base on which research is developed (Grant & Osanloo, 2014; Adom; Hussein & Agyem, 2018).

The theoretical framework proposed for this study was the DST. Therefore, the researcher anticipated that the DST would be helpful in situations where community culture, beliefs, traditions and values can influence changes and shape the lives of individuals and society (Hermans, 2012). The DST used in this study was developed by Hermans and Hermans-Konopka, inspired by American pragmatism and Russian dialogism. These authors weaved two concepts – self and dialogue – together to form the DST (Hermans & Hermans-Konopka, 2010). DST, according to van der Veen, et al. (2008), refers to theory as the concept of self and dialogue, in order to better understand a dialectical relationship in society. The concept ‘dialogical self’, is a complex multiplicity of relatively independent positions in the mind’s landscape (Batory, et al. 2010). The concepts of ‘self’ and ‘dialogue’ are discussed next.

2.13.1 The individual self

The self is viewed as an individual self and refers to something internal that takes place within a person’s mind in an authoritative distinction between the ‘*I*’ and the ‘*Me*’ (Rober, 2005). The ‘*me*’ is all the person can call his or her own (Wiley, 2006), like

'my personality', 'my history', 'my community', 'my culture', 'my possessions', and so on. Community members of Vuwani with an individual self may relate to the ownership of the community that cannot be simply taken away from the self, like 'my history', 'my culture', 'my municipality', 'my people' and 'my environment'. It is the view of oneself arising from psychological, historical and societal processes that transcend the dichotomy and division of any person in society (Hubert & Hermans, 2008). The individual self seems separated from his or her own history, beliefs, culture and environment. The concept of 'self' can be defined as an individual's mental classification as an individual person and as a self-representation (van Meijl, 2008). The self is usually an indivisible unity and is treated as a starting point rather than as the outcome of a phase of creation (Skinner, et al. 2001).

According to Salgado, Cunha and Bento (2013), the DST overcomes any other self-dualism where the person is not strictly outside but at the same time becomes part of the self and self-exist. It should be remembered that the social or inter-subjective self is not something added to a self, but has a life distinct from the other in its intrinsic status (Ness, 2011). Only when social exchanges and inter-subjectivities are considered inherent in nature can the self be understood (Meijers & Hermans, 2018). The self is not simply located within the skin but extends to the individual person's environment; therefore, not only does an individual's thoughts and feelings belong to the self, but also what the person possesses (Batory, et al. 2010). As a culture of the mind, the self is seen as a promising metaphor, as it has the ability to expand the self to a larger sense of society and history (Ness, 2011).

Individuals are able to make their own decisions and decide their own future (Barresi, 2002). At the same time, society is not a social system studied separately from the selves of its individual members, but rather a society of oneself to which the selves of individual agents offer their original contribution (Rober, 2005). A significant implication of this view is that changes and developments in oneself will lead to changes and developments in society as a whole, and reversed changes in societies have immediate implications for changes in oneself (van der Veen, et al. 2018). The self-inclusive culture is not an entity but a mechanism that orchestrates the personal experience of an individual as a result of which he or she becomes self-conscious and self-reflective of the world around them (Valsiner, 2002). A simple division

between self and others tends to be universal, but the sense of this distinction differs from individual to individual. Another definition refers to the mental image of others (Raggatt, 2012). At the same time, it seems clear that the self and relationships with others also forms part of a community. In reality, neither the individual nor society is the most crucial part of any interaction or exchange (van Meijl, 2008).

2.13.2 Dialogue

Dialogue, according to van Meijl (2008), is typically associated with something extended to an external part. It is a process between people involved in communication, where culture, ethnicity, class, space and gender intersect between individuals participants (Hubert & Hermans, 2008). In ancient philosophy, the understanding of a human being as a dialogical entity was already well known (Batory, et al. 2010). To be a community member means to participate in a dialogue in the form of asking questions, responding, accepting, disagreeing, agreeing and so on (Barresi, 2002). An individual participates in this conversation thoroughly during meetings (Rober, 2005). This was seen in the Vuwani community as a group having a dialogue in various meetings with other groups from local government municipality officials. The dialogue centred on municipal demarcation disputes in their area (Nkuna & Shai, 2018), hence the Vuwani community group disagrees with the local government municipality official's group decision.

Also, cultural models shared by a society's members are internalised within themselves (MacIvveen & Wendy, 2007). In multicultural or other diverse circumstances, this notion of self means that people have no choice but to accommodate varying cultural identifications within a reasonably secure and coherent self (Raggatt, 2007). Despite numerous and shifting images that sometimes seem mutually contradictory, participants generally perceive their own selves as a symbolic whole (Heath, 2007). Individuals construct these new selves from an accessible collection of self-representations which are highly context-dependent and mutually incoherent (Hermans & Hermans-Konopka, 2010). The most significant outcome of the dialogical viewpoint on the self is that it is not an intra-psychological phenomenon but a relational concept that embodies the limits between, within and outside the self and others (Boulangier, 2017).

According to Raggatt (2007), the DST provides a fertile ground for the community in promoting the social, developmental, personality and cultural dynamics of the society. The dialogical self reflects that there are many selves that can each be given a voice and allowed to participate in a dialogue (Barresi, 2002). Only in dialogical interactions between people who use it, can a voice in the form of a language exist, and every utterance is addressed to someone and acquires its meaning (Batory, et al. 2010). This theory suggests that people move between positions to represent themselves to public audiences (Bhatia, 2002). Community leaders and traditional leaders in Vuwani have been seen participating in different meetings to represent the community group in decision-making (Kgatle, 2018).

The brain and body act as a vehicle for the self, which explains the mind's capacity to imagine the gaps in participants' roles in an internal dialogue and in close connection with external dialogue (MacIvveen & Wendy, 2007). The psychological principles are of the epistemology and ontology of conversation, which emphasise the heterogeneity and openness of human experience and the primacy of expression (Gulerce, 2014). The epistemology viewpoint and its development is a theory of knowledge of a dialogical principle. Thus, it relates to an individual acting at a specific point in place and time (Barresi, 2002), and deals with how the very concepts that constitute the theory are constituted and organised.

However, the self can only be fully understood if social exchange and inter-subjectivity are considered an inherent part of its nature, and this theory gives ontological priority to the life of true and real others (Hubert & Hermans, 2008). Ontology is a theory of being that deals with the question of how reality is organised and developed (Soraya, Binti & Kamal, 2019). However, in this study, the DST explains and transforms all the circumstances that need to liberate human beings, so that the community and democracy can be fully embraced (Servage, 2008).

2.13.3 Dominance and social power

Dominance and social influence in society as a whole and in the mini-society of oneself allude to the value of collective voices in oneself (Hubert & Hermans, 2008).

Social power (Farkas, 2018) refers to an element of social structure and something attached to a position within the structure. Social power is a build-up of a small group of people in the community that can exercise influence over others and gain momentum against the other group (Hermans, 2012). Power conflicts between shared voices at the level of the group or society affect the interactions not only between members of the collective, but also between the differences in positions in the self (Skinner, et al. 2001). Violence has also been used to question the existing power system in the country's local municipal government (Ntshoe, 2002).

Power differences that suppress other vulnerable groups in society as a result of social, economic and political conditions should facilitate the development of social programmes in the community (Heath, 2007). Power disparities between the collective voices of a given culture manifest as disparities in power or power struggles between roles in the self (Bhatia, 2002). In order for groups to take charge of their personal development, the collective empowerment model is concerned with the exercise of authority over individuals and their activities (Otto & Fourie, 2009). The voices convey their own points of view and have to tell their own stories (Batory, et al. 2010).

The epistemological assumption is that the DST exists between the elites and the marginalised and provides the additional challenge of analysing participatory contact within the group (Otto & Fourie, 2009). The utterance of an individual speaker does not actually come from an isolated, decontextualised voice speaking in a neutral space (Ribeiro and Goncalves, 2010). The community of organisations and societies is profoundly affected by individual voices, their participation, and their power differences (Barresi, 2002). Therefore, discourse is continuously confronted by concerns, disputes and confrontations because other entities are portrayed in the form of a voiced role in the self (Wiley, 2006). The dialogical contests include disagreements, confrontations and conflicts between Vuwani community members and the authorities; it appears to be fundamental challenges of power of the local government municipality (Kanyane, et al. 2017). There is growing dissatisfaction among the poor and marginalised in the local community about the unwillingness by local government authorities to attend to the community's needs (Khambule, et al.

2019). Hence power dominance from local municipality government authorities suppresses the poor and marginalised communities (Batory, et al. 2010).

By simply speaking more and longer than the other party, or taking the most initiatory steps, one of the parties may be more powerful (Chaudhary, 2008). Dominance applies to modes of communication when one voice, like external voices, is stronger, louder and more powerful than another (Ribeiro & Goncalves, 2010). Self-voices are not solely individual constructions but represent the collective voices of society to which they may respond in individual or collective ways (Hermans, 2012). The voices engage like characters in a story or film, and participate in question and response processes, agreement and disagreement, confrontation and struggle, negotiation and integration (Skinner, et al. 2001). The voices have a tale to tell from their own particular point of view about their own experiences. Violent community protests were seen in the Vuwani community as the burning of schools, and preventing teachers from accessing schools for a period of three months in 2016 (Kanyane, et al. 2017). Therefore, the DST may contribute, explain and transform all the circumstances required to liberate the human beings in the Vuwani community (Callaghan, 2016).

2.14 CONCLUSION

In this chapter, various aspects related to the impact of community violence on teachers and schools were discussed. The burning of schools in South Africa is not a new phenomenon but was also common during the apartheid era. The cause of community riots that led to the burning of schools were discussed in this chapter. The following chapter presents the research methodology and design.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

In the preceding chapter, literature about violent community protests that left teachers outside the school environment were discussed. In this chapter, a description and rationale for the research design and research methods are presented. It was necessary to employ a qualitative research approach to investigate the research phenomenon. Qualitative research offered an opportunity for the participants selected for the study to demonstrate their opinions, understanding and experiences of the variables that contribute to violent community protests and teachers' safety.

3.2 RATIONALE FOR EMPIRICAL RESEARCH

This study employed a qualitative approach to gather detailed information on interactions in individuals' lives, beliefs, behaviours, emotions and feelings, as well as about their schooling, social movement and cultural phenomena (Rahman, 2017; Kalu & Bwalya, 2017; Burklow, 2018). In qualitative research, the participants' experiences remain an influential part of the research study (Viswambharan & Priya, 2015). The experiences of the participants were constructed into knowledge through interpretations and reflections (Soraya, Binti & Kamal, 2019). Hence, qualitative approaches are ways to research the participants and their social worlds by going there, watching them closely in their natural environment, and exploring how to perceive their circumstances in the setting and how to account for their behaviour (Richards, 2015). The approach allowed the researcher to interact with individual participants to comprehend the phenomenon under study (Miles, Huberman & Saldana, 2014), with the aim to determine participants' views on the impact of violent community protest in their high school.

In this study, the qualitative approach consisted of a set of interpretive practices that rendered the environment observable in a sequence of representations, including interviews, observation and document review (Walia, 2015). In contrast with

quantitative research, most of the data in qualitative research are in the form of words rather than numbers, and the researcher must typically examine and experiment using a variety of techniques before a deeper understanding is gained (Mohajan, 2018). In qualitative research, the participant is at the centre of the investigation (Knapp, 2016). Given the study's purpose, the qualitative approach seemed appropriate since the researcher aimed to determine teachers' views on the impact of violent community protests in a specific high school. The researcher focused on the social reality (Mason, 2002), clarifying the underlying causes and factors that led to the burning of school that impacted on teaching and learning for the period of three months (Rasila & Musitha, 2017). Qualitative studies aim to examine the local community and not generalise them across the population as a whole (Phillippi & Lauderdale, 2018). However, the Vuwani community does not operate in a vacuum, and violent protests occurred in the real world, therefore, the researcher studied the community in their natural environment (Miles, et al. 2014).

The qualitative approach was important for this research, given the purpose of the study since it develops an understanding of social life within the community and discovers how people construct meanings in their natural settings (Neuman, 2014). The study was ultimately conducted to determine how critical dialogic and constructive conversations can be held within the communities that surround schools to yield positive and healthy governance. In their natural environment and through the eyes of the participants themselves, the researcher's focus was on the study of human behaviour (Caswell, 2013). Consequently, the approach recognised an engaging relationship between the researcher and the participants, their own experiences, and how they built truth based on those experiences (Rahman, 2017). Creswell (2012) explains that the qualitative design is just as rigorous as the quantitative design, but focuses on collecting data on phenomena that arise naturally. The goal of qualitative research is to obtain a detailed understanding of human actions and the factors governing those actions (Phillippi & Lauderdale, 2018). Creswell (2012) further supports qualitative researchers whose intention is to make sense of thoughts, perceptions, social circumstances or events as they happen in the real world.

3.3 RESEARCH DESIGN

The research design is a data collection and review plan and helps the researcher to address the phenomenon under study (Flick, 2018). The research design further represents the framework under which the data are collected and analysed (Henderson, 2016). It is a procedural plan that has an investigative framework and strategy that the researcher adopts to address questions critically and accurately (Kumar, 2011). In this study, the qualitative research design was employed as an approach to investigate the significance of individuals' or groups' attitudes towards social or human issues (Creswell, 2014). The research design is a comprehensive strategy that includes the research paradigm, research approach and research type for the study.

3.3.1 Research paradigm

This study is located within the interpretive paradigm (Scotland, 2012). The research paradigm is a collection of assumptions on how specific problems arise in society, and a collection of agreements about how to investigate those problems (Soraya, et al. 2019). This study was conducted to determine teachers' views on the impact of violent community protests in their school. The interpretive paradigm provides an understanding of the participants' experiences (Gunbayi & Sorm, 2018) in terms of their opinions as to why violent community protests lead to the burning down of schools. Therefore, the interpretive paradigm helped the researcher to consider and interpret the issue under study in a way that encouraged a comprehensive commitment to the phenomenon (Rahman, 2017). The interpretive paradigm, according to Kivunja and Kuyini (2017), refers to an approach that makes an effort to understand and interpret what participants think or their interpretation of their context.

The qualitative research approach is part of the interpretive approach that focuses on the dynamic social structures that aim to explain human behaviour from the social participants' perspective (Ngulube, 2020). This study was socially constructed as the researcher relied on the participants' views about the phenomenon under study (Creswell, 2014). The multiple meanings from the participants were interpreted based on their beliefs as all constructs were equally important and valid (Rich, Brians,

Manheim & Willnat, 2018). The participants discussed the meanings they attached to the effects of violent community protests that violate the rights of teachers in Vuwani.

Due to the nature of the study on violent community protests that led to the burning down of schools, it was important for ethical issues to be discussed between the researcher and the participants before the collection (Ngozwana, 2018). In general, researchers are dependent on participants' experiences in the social context to obtain the necessary data (Maher, Hadfield, Hutchings & de Eyto, 2018). As stated, in the interpretive paradigm, the focus is on the individuals' perception and their views of the world around them (Chauvette, Schick-Makaroff & Molzahn, 2019). An interpretive paradigm was therefore employed in this study because the researcher attempted to understand the fundamental causes of violent protests, and how these impacted on teachers in the school environment from the viewpoint of the participants (Kivunja & Kuyini, 2017). Every effort was made to consider the point of view of the people being observed in the school environment, rather than presenting the observer's point of view (Flick, 2018).

Fuchs (2015) outlined two different approaches to identify the dimensions of philosophical assumptions, namely epistemology and ontology. The philosophical assumption in interpretive paradigms is epistemology, which is focused on moral and pragmatic issues that lie within a specific context, time, and are accessible to dialectical and naturalistic conversations (Soraya, et al. 2019). Epistemology, according to Henderson (2016), refers to a process by which the researcher comes to know the truth and reality. It focuses on the essence of human knowledge and the understanding that a researcher can benefit from acquiring and broadening their understanding of the phenomenon under study (Kivunja & Kuyini, 2017). In this study, the researcher interacted with the principal, teachers and community members and discussed their perceptions, views and experiences related to violent community protests within their school and community.

The participants' experiences present their multiple realities, and the ontological reality in the interpretive paradigm is negotiated with the participants (Kivunja & Kuyini, 2017). According to Cooren and Malbois (2019), ontology refers to the logical branch of research that is concerned with the assumptions the researcher make in order to

believe that something is real or make sense of the meaning embedded in the phenomenon under study. The experiences from the principal, teachers and especially community members provided information that presented an in-depth view of the problems related to the history and the ethnicity of the population, and the school climate, which may be the root causes of violent community protests.

3.3.2 Research approach

The research approach is a research plan that defines the steps to be taken in conducting the research, from general assumptions to comprehensive data collection, analysis and interpretation techniques (Creswell, 2014). Thus, the qualitative research approach was employed in this study and included a naturalistic, interpretive approach to the world (Walia, 2015). Qualitative researchers examine items in their natural setting, attempt to make sense of them, and interpret the phenomena in terms of the meanings that individuals bring to them (Flick, 2014). Qualitative research is inductive in nature and the researcher typically examines meanings and insights in a given setting and tries to explain the social environment in which we live and why things are the way they are (Mohajan, 2018).

The qualitative research approach, according to Taylor, Bogdan and DeVault (2016), Ospina (2004), Mohajan (2018), Skovdal and Cornish (2015), present meanings in the study based on the following characteristics:

- Instead of gathering data to test preconceived models, hypotheses or theories, qualitative researchers build ideas, observations and understandings from data trends.
- The researcher looks at settings in qualitative methods and participants holistically; participants or settings are not decreased to individual components, but are treated as a whole.
- The qualitative researcher is concerned with how the participants think and behave based on their perceptions and emotions in generating subjective data in their daily lives.

- The researcher seeks to investigate a phenomenon that has not been studied before to recognise, rather than describe from the outside, any social phenomenon from the viewpoint of the participants involved.
- The researcher has the ability, through one-on-one interviews, to gather data directly from the participants.
- The collection of data is aimed at creating ideas and theories that help us understand the broader environment.
- Qualitative studies aim to achieve a deeper understanding of the feelings, attitudes and behaviours of the subject and remain accessible to possible interpretations of the researcher.
- The researcher is rooted in the daily life of the participant; how they perceive and make sense of phenomena that arise in their lives.
- The researcher is accountable for gathering truthful information and maintaining the ethical care of the participant.
- Qualitative research offers a comprehensive understanding of the comprehensive processes that form the lives of individuals.
- Qualitative research gives significance to participants connected to individual memories, relationships and events in life.

In contrast with quantitative research, the qualitative study involves the systematic collection, organisation, presentation and interpretation of textual, verbal or visual data, rather than a collection of data using standardised measures and statistical analysis (Hammarberg, et al. 2016). The qualitative study is a suitable approach for investigating and interpreting the significance ascribed to a social or human question by individuals or groups (Rahman, 2017). The researcher brought conceptual assumptions to the study, and employed a specific research design technique, basic data collection, analysis and interpretation methods.

3.3.3 Research type

The case study method was employed in the research and it provided a structured way of looking at incidents, gathering data, analysing and reporting on the findings (Yin, 2018). In this study, the researcher analysed and described each participant's views

(Mohajan, 2018), of their activities and situation at school (with a school principal and teachers) and in the community (with community leader and community members). Case study research methods describe what happened to the research setting and give the story behind the result by capturing detailed information on what happened in each case (Gaya & Smith, 2016). The case study in this research incorporated interviews, observation and policy document analysis (Morgan, Pullon, Macdonald, Mckinlay & Gray, 2017). Tracy (2013) refers to a case study as a tool that allows a researcher to closely analyse data in a particular context. Therefore, the researcher chose a specific geographical area with a very limited number (six) of participants for the study (Creswell, 2013). This case study helped the researcher to understand everyday practices from the participants' views. The advantage of using the case study method is that it helps the researcher to present data collected from multiple methods, including interviews, observation and document reviews (Yin, 2018).

The case study approach also enables researchers to closely examine data in a particular context (Flick, 2018). Howitt (2016) explains that case studies refer to an empirical enquiry that examines contemporary real-life phenomena through a comprehensive contextual examination of a small number of events or circumstances and their relationship. However, a single case is unable to present a generalised conclusion, particularly when events are uncommon (Henderson, 2016). One way to resolve this challenge is to triangulate the findings through other approaches in order to confirm the validity of the study; this reduces bias and gives well-balanced empirical results (Kalu & Bwalya, 2017).

A case study is focused on the participants, aimed to understand their interpretation of events, and includes an in-depth analysis of an incident or case (Creswell, 2013). Case studies help researchers to consider or interpret how ideas and concepts can work together (Flick, 2014). McMillan and Schumacher (2010) state that in the case study design, data analysis is focused on the phenomenon under study; in this instance, as presented by the selected participants and school to gain an in-depth understanding of the phenomenon. Therefore, Yin (2018) proposes purposive sampling for the collection of information-rich cases for an in-depth analysis when one wants to learn more about certain cases without having to generalise the findings to all such cases.

Purposive sampling was employed in the study because of its appropriateness (Lapan, Quartaroli & Riemer, 2012). This sampling method also enabled the researcher to obtain data that is rich, appropriate and reliable to answer the critical research question (Kalu & Bwalya, 2017). Purposive sampling, according to Etikan, Musa and Alkassim (2016), is the process by which the researcher selects participants on a predetermined base and to the extent to which the participants can contribute to the research. Similarly, Richards (2015) refers to purposive sampling as choosing a smaller group and a manageable number of participants to take part in the research and find out what was happening within the participants. In this study, six participants were selected. The sample size was predetermined and adequately provided the data needed for analysis. In support, Tran, Tran, Porcher and Ravaud (2016) confirm that interviews rely on the principle of data saturation in the study. This is a baseline for the researcher to decide when to stop collecting data after no new information has been generated from additional interviews (Constantinou, Georgiou & Perdikogianni, 2017). The researcher selected the individual participants and school setting for the research study, which was suitable for its representativeness of the phenomenon under study (Taylor, et al. 2016).

On this basis, the researcher selected participants who were experienced and possessed the requisite expertise in the field (Creswell, 2013). The researcher chose one principal and two teachers from the school, and one leader and two community members living in proximity to the school, to participate in the study. The researcher was convinced that the number of participants was sufficient to obtain in-depth data.

3.4 RESEARCH METHODS

Qualitative research was a suitable approach for this study because it provides an investigation framework focused on a distinct analytical approach to investigate a social or human problem in its natural setting (Creswell, 2013). Qualitative research seeks answers from the research participants in their natural, real world (Johnson & Christensen, 2014). The advantage of using the qualitative approach in this study was allowing the research participants an opportunity to express their views unconstrained by any perspectives of the researcher (Creswell, 2012). In addition, using this approach

assisted the researcher to observe the school and have the opportunity to meet the prospective participants.

The triangulation method was employed and included individual interviews, observation and document reviews, which assisted the researcher in the data collection process. Triangulation refers to the combination of methods to better understand a given reality from data collected from multiple sources to confirm the credibility of the findings (Abdalla, Oliveira, Azevedo & Gonzalez, 2018). In this study, data were collected using interviews, observation and documents to increase the credibility of the findings (Meijer, Verloop & Beijaard, 2002; Flick, 2018).

3.4.1 Selection of participants

3.4.1.1 Participants

The researcher identified the participants for the study through purposive sampling (Ngozwana, 2018). This selection method was adopted because participants were likely to be informed and familiar with the phenomenon under study (Kalu & Bwalya, 2017). Purposive sampling was used as it enabled the researcher to obtain information that was rich, meaningful and reliable to answer the research question (Kielmann, et al. 2012). This involved the identification and selection of individual participants from the school and the community who were proficient and well-informed on the phenomenon of interest (Etikan, et al. 2016). Therefore, the principal (chosen participant) of the school assisted the researcher in selecting two teachers (participants) to participate in the study. The principal and two teachers had been at the school in Vuwani for many years, as indicated in Table 3.1. Hence, they were purposefully selected because of their knowledge, culture and experiences in and around the school environment. Their experience enabled them to communicate their feelings and opinions in an articulate, expressive and reflective manner (Bush, Singh & Kooienga, 2019).

Community members (three participants) who were selected had been residing in the area near the school for more than 20 years, as indicated in Table 3.2. Interviews with the participants enabled the researcher to gain an understanding of their feelings, opinions and experiences (Collins & Stockton, 2018) in the community and school, and

their interpretation of the meanings of the actions that led to violent community protests. Participants were aware of the problems facing the local community, such as local municipality disputes (Kgatle, 2018), that saw schools being burned down. In this case, the participating teachers interacted with learners on a daily basis during school time, and the community members similarly interacted with people in their community. The views of both males and females were equally important in this study (Neunsinger, 2019; Salloun, Jabbour & Mercier-Suissa, 2019).

The researcher believed that the number of years the participants spent at school and in the community provided rich, reliable and sufficient information to address important research questions. Purposive sampling, according to Ramsook (2018), is a process by which the researcher deliberately chooses individuals to learn from and understand the central phenomenon, as the participants have advanced expertise, capacity and willingness to engage in a discussion about the phenomenon. Purposive sampling was used to identify particular types of cases that relate to schools being closed down in an in-depth investigation to gain a deeper understanding from the participants' perspectives (Neuman, 2014). Moreover, Mason (2002) claims that participants taking part in research could also suggest solutions or provide insights into events, but the main emphasis is on their own interpretations of the event or phenomenon being studied (Creswell, 2014).

The maximum variance sample allowed the researcher to reach participants who reflected a variety of views on the phenomena under study (Tracy, 2013). Maximum variation sampling, according to Howitt (2016), entails choosing participants not because they are representative but because they provide the greatest variety in relation to the topic under study. Tables 3.1 and 3.2 illustrate the participants who were purposively sampled for this study.

Table 3.1: Participants from the selected school

PARTICIPANTS	GENDER	RESPONSIBILITY	TEACHING EXPERIENCE
Principal	Female	School Principal	33 years
Teacher A	Male	Grade 12 Teacher	13 years
Teacher B	Female	Grade 12 Teacher	9 years

Table 3.2: Participants from the community

Participants	Gender	Number of years they have resided in Vuwani community
Community Leader	Male	More than 20 years
Community Member	Male	More than 20 years
Community Member	Female	More than 20 years

3.4.1.2 Research site

The research study was conducted in one of Vuwani's secondary schools under Vhuronga 2 Circuit, Vhembe District in Limpopo province. Vuwani is a community which falls under Makhado local municipality with a population of approximately 10000 and an estimated number of 710 households (Raseala & Luvuno, 2017). The Vuwani community is composed of many villages, dependent on basic delivery services like water and electricity from the local government municipality. The selected school is one of many schools in Vuwani, which were vandalised and burned down as a result of violent community protests due to municipal disputes in 2016. The school was established in 1987 in the rural village of Vuwani, and caters for learners from Grade 8 to Grade 12. The school is classified under quintile 2 as a 'no fee' school under Section 21 of South African Schools Act (South Africa Act, 1996). The school had a total of 310 learners and 16 teachers during the academic year 2016.

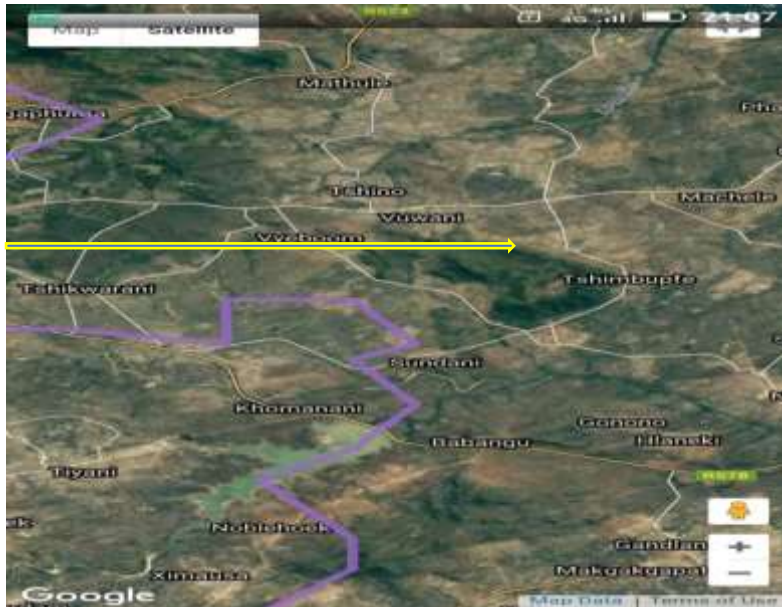


Figure 3.1: Vuwani and surrounding areas

3.4.2 Data collection

The study was aimed at determining teachers' views on the impact of violent community protest in a specific high school. Data collection took place in the school setting with the principal and two teachers, and nearby the school with a community leader and two community members. According to Creswell (2012), data collection entails identifying and selecting individual participants for a study, obtaining their permission to study them, and gathering information by asking questions or observing their behaviours. In addition, Henderson (2016) refers to data collection as a method of collecting, modelling and transforming data with the goal of improving and highlighting valuable knowledge, proposing conclusions, debating strategies and promoting decision-making. The selected participants understood the research problem and central phenomenon of the study (Neuman, 2014). The principal and two teachers had been working at the school for a number of years, and community members had been part of the community for several years. The participants witnessed the shutdown of schools in Vuwani 2016, for a period of three months.

What made this qualitative study successful was the researcher's ability to collect background information and conduct in-depth interviews (Cassell, Cunliffe & Grandy, 2018) in order to understand the conditions, experiences or events occurring at the high school. The experiences from the individual participants were explored, along with

observation and document reviews (Hammarberg, et al. 2016). The availability of multiple data sources decreased bias and thus resulted in well-balanced analytical findings (Kalu & Bwalya, 2017).

The researcher followed the required methods to collect data from the participants (Brough, 2019). Methodological techniques were employed, and according to Kalu and Bwalya (2017), included interviews, observation and document analysis to gather appropriate data on the participants' experiences. Moreover, the researcher administered the process of data gathering in an ethical manner (Rahman, 2017). Permission was needed in the form of an application letter accompanied by ethical clearance certificate from the University of South Africa in order for the researcher to gain access to the school. Therefore, the application letter that was sent to the Limpopo Department of Education to conduct the research was approved and hand-delivered to Vhuronga 2 Circuit, who granted the researcher permission to go ahead with the study at the selected school in Vuwani. The researcher visited the selected school and met the principal of the school to discuss access to the school environment and make direct contact with prospective participants in preparation of data collection. The researcher conducted informal meetings with prospective participants one week before data collection. During this meeting, the researcher briefed the participants about the research, its objectives, and informed them about the audio-recording of the interviews while collecting data.

Consent forms were presented, and the participants were informed about the nature and procedure of taking part in the study (Phillippi & Lauderdale, 2018). Participants had the right to withdraw their participation from the study at any given time, the core purpose of the study was explained, and the methods to be used in the collection of data, and maintaining the confidentiality of participants, was discussed (Yin, 2018). Ethical factors, such as voluntary involvement, confidentiality of collected data and anonymity were stressed to the participants prior to them signing the consent form (Ngozwana, 2018). The audio-recording equipment was tested to ensure proper functioning before each interview could take place (Taylor, et al. 2016). All the interviews were recorded on a recording device with the permission of the participants. After the interviews, the discussions were transcribed verbatim from the recordings (Miles, et al. 2014; Bramberg, Sandman, Hellman & Kwak, 2019). All the data were

then organised and stored with attention given to ensuring strict anonymity before the data analyses commenced (Kivunja & Kuyini, 2017).

3.4.2.1 Interviews

An interview is a one-on-one conversation that takes place between the researcher and participant, and it provides detailed information about the individual's experiences (Queiros, et al. 2017). The key purpose of the interview is to obtain a better understanding of participants' emotions, motives and values (Henderson, 2016). In this study, the interviewing process followed the individual, face-to-face, semi-structured approach (Flick, 2018). Denzin and Lincoln (2018) describe semi-structured interviews as face-to-face verbal interactions whereby the researcher seeks to acquire knowledge or expressions of opinion or belief from the participants. At the beginning of interviewing conversations (Queiros, Faria & Almeida, 2017), the researcher typically begins with generic questions and then encourages the participants to speak freely about the research phenomenon. An interview guide was prepared for the participants, and some of the questions asked during the interview were:

“How did the protests/community riots affect teachers and the processes of teaching and learning in the school?”

“What strategies should be used by the school and the community to ensure the safety of schools during violent community protests?”

The researcher addressed these questions to individual participants and recorded their answers. Moreover, open-ended questions give participants the ability to express themselves openly, resulting in a greater variety of details (Kumar, 2011). This involves the researcher reading the questions to the participants and, in turn, recording their responses. The experience gave the researcher an opportunity to listen attentively to the participants. The questions were kept short and simple and all interviews were documented with the permission of the participants (Creswell, 2013). During data collection, the duration of individual interviews was between 40 minutes and one hour, as supported by Stoffelen (2019).

The interviewing process took place in the principal's office with the principal and two teachers individually. This office was used as an interview venue because there was privacy and no interruptions (Phillippi & Lauderdale, 2018). However, according to Kielmann, et al. (2012), a convenient place does not necessarily mean sitting somewhere in private; some participants prefer to carry on working while talking. This occurred while interviewing the principal; at times, she preferred to continue working while answering interview questions. The advantage of using open-ended questions was that the participants spoke freely and responded to the questions using their own words (Reja, Manfreda, Hlebec & Vehovar 2003). In this regard, the relationship between the researcher and participants became less formal, allowing participants to express themselves. Open-ended interviews also provide unlimited responses (Hesse-Biber & Leavy, 2011), hence it helps to set the tone for the entire setting while, at the same time, prompting the participants to speak freely about their experiences.

The researcher met the community leader and two community member participants in their homes (Phillippi & Lauderdale, 2018). The participants were comfortable at their homes and chose to be interviewed in English (Howitt, 2016). The plain language in the interview schedule helped them to speak freely during the interviewing process (Brough, 2019). The recording device was prepared and tested for quality voice recording before the interviews started (Creswell, 2014). This allowed the researcher to record the exact voices of the participants, including parts that may have been difficult to follow while conducting interviews (Kielmann, et al. 2012). Therefore, the recording device was placed at an equal distance between the researcher and participant to ensure quality voice recordings (Flick, 2018). Any unwanted noise during the interview was avoided that may cause interview disruptions (Zozus, 2017). The basis of the interviews was to examine the perspective of the participants, pertaining to violent community protests that prevented teachers from teaching for a period of three months. After the interviews, the researcher gave thanks to everyone who participated in the interviews (Yin, 2016).

3.4.2.2 Observation

Observation took place at the school premises and, according to Queiros, et al. (2017), is a systematic process of collecting information on the occurrence of an event. In this study, the event was the burning down of school in Vuwani due to violent community

protests that disrupted teaching and learning (Kgatle, 2018). The observation at the school premises took place one week before the interviewing process began. The observation helped the researcher to understand the meaning of what happened at the school premises and to hear what the participants reported during interviews of their own feelings and experiences (Johnson & Christensen, 2014). The researcher took time to observe the surroundings – with an observation checklist – of the school environment and the condition or state of the burned classes. The checklist guided the researcher’s observation to gain deeper insight and understanding of the observed phenomenon (Cooren & Malbois, 2019).

The observation at the school was non-participant observation (Lapan, et al. 2012). Creswell (2013) explains that in these instances, the researcher becomes an outsider of the research group, observing, writing notes and taking pictures from a distance without interfering with participants.

3.4.2.3 Document review

Document reviewing is a systematic procedure for reviewing and interpreting information available for data collection (Wood, Sebar & Vecchio, 2020). In this study, Grade 12 final year learners’ records of assessment were obtained in order to analyse the data. These results (presented in Chapter 4) were chosen because they were attained by learners in the standardised assessment of the National Senior Certificate (NSC) examination in South Africa (Le Roux & Sebolai, 2017). The assessment record of results that were obtained from the selected high school was reviewed using a systematic procedure that explored the Grade 12 pass rate from 2015 to 2019. Two other documents were obtained: the ELRC policy handbook for educators and the National Education Policy Act (No 27 of 1996).

Document reviewing in the study was undertaken to collect data which were examined and interpreted in order to create significance, gain an understanding, and establish analytical knowledge of the study (Stoffelen, 2019). The documents contained the duties and responsibilities for the teachers at the school, and were recorded without the researcher’s interference (Creswell, 2012). The obtained documents supplemented the interviews and were often used in collaboration with the qualitative

research method (Kielmann, et al. 2012). Triangulating data is how researchers attempt to provide confidence in their evidence, and that breeds credibility (Nowell, Norris, White & Moules, 2017). Triangulation, according to Jentoft and Olsen (2019), is an approach where the researcher uses multiple data collection methods (interviews, observation and document analysis) in order to strengthen the study's credibility. As a qualitative researcher, the expectation was to draw different sources of evidence that complement other data sources and methods, hence, in this study, sources included interviews and observations that complemented document analysis (Walia, 2015). All information acquired was thoroughly examined so that the researcher was able to corroborate the findings across various data sets to help minimise the effect of possible prejudices that may occur in a single case study (Mohajan, 2018). The triangulation method reduced any potential biases (Yeasmin & Rahman, 2012).

Document analysis is most suitable for qualitative case studies (Zainal, 2007), and it produces rich descriptions of a single phenomenon. The documents obtained helped the researcher to gain insights which were relevant to the research problem. The obtained documents, together with the interviews, validated data that were gathered during the research study. It is important to note that the qualitative research study requires a meaningful procedure in the data collection techniques; both in terms of the interviews, observation and documents analysis (Kalu & Bwalya, 2017). However, the document analysis can serve different purposes as part of the research study (Flick, 2014). The available documents provided additional data, background information and historical insights on the context were reviewed. This information helped the researcher to understand the contextual background guiding teachers' duties and responsibilities at the school.

Information provided in documents can sometimes raise questions that need be added to the interviewing schedule, and it provides richer and more comprehensive information (Yeasmin & Rahman 2012). Therefore, this shows that document analysis can also generate some of the research questions (Creswell, 2014). The information and insight that were obtained from the available documents was a valuable addition to knowledge and supported in verifying the findings that were obtained from the school settings (Creswell, 2012).

In this study, the advantage of using documents for analyses was that they contained meaningful and appropriate information related to the duties and responsibilities of the teachers. In light of the phenomenon of violent community protests resulting in the burning of school and preventing teachers from attending the learning environment, the school environment became unsafe for the teachers to perform their duties and responsibilities. The reviewed documents (specified earlier) stipulated the teachers' duties and responsibilities, and therefore contained information that was added to and clarified evidence that was gathered from observation and interviews with the participants (Owen, 2013).

3.4.3 Data analysis

In qualitative inquiries, data analysis is a continuous process (Hawkins, 2017). According to Henderson (2016), data analysis involves what the researcher has seen in the research setting (observation), heard from the participants (interviews), and read from the retrieved documents to make sense of what was learnt. This allows researchers to establish a broader description of the phenomenon being investigated by assembling parts of the data and then placing those parts into a cohesive whole (Mohajan, 2018).

The researcher analysed data immediately after the data were collected at the school, although this process continued throughout the study (Burnard, Gill, Stewart, Treasure & Chadwick, 2008; Katz, 2015). Immediately after transcribing the data, the participants and researcher checked the reliability of the responses from the transcripts and read through these to ensure the written words were a true reflection of participants' answers (Kalu & Bwalya, 2017). Transcription is the method of translating audio-recording sound into written text prior to further processing the content (Howitt, 2016). The recording device and transcripts were also stored in a safe place for future reference (Zozus, 2017).

Data analysis involves data reduction whereby the researcher reads transcriptions, segments data according to relevant or irrelevant answers, and summarises the collected data (Creswell, 2014). Through coding, memoing and other related tasks, such as identifying themes and patterns, the researcher conceptualises and describes

concepts without a substantial loss of knowledge (Finfgeld-Connett, 2018). Since the transcriptions involved ethical issues, the researcher protected the confidentiality of the participants by using letters to represent their names (Ramsook, 2018). Anonymity is a way of protecting participants by avoiding the direct revelation of their personal information (Lim, 2020).

The multiple types of collected data were analysed to make sense of all the information that was acquired and grouped into categories or themes that cut through all data sources (Richards, 2015). In the report, the researcher favoured inductive data analysis, which was more likely to help define different realities from the collected data (Kivunja & Kuyini, 2017). According to Hawkins (2017), inductive analysis is the process of working back and forth between themes and data until a comprehensive collection of themes has been developed by the researcher. The researcher compared the data from the first interview with the second and third interviews, and so on, to verify the accuracy of the answers of the research participants (Brough, 2019). Findings were then grouped into categories and patterns that arose from the analysed data (Freeman, 2017). Moreover, the researcher went back to the literature to look for knowledge that might support inferences from the interviews (Denzin & Lincoln, 2018).

In contrast with quantitative research, in qualitative approaches the categories are not pre-specified by the researcher, but are generally based on the researcher's involvement with the data (Howitt, 2016). To that end, the researcher read the individual interview transcripts paragraph-by-paragraph and word-by-word in order to have the content clearly in mind, and thereafter grouped information that described the same idea or processes, and further examined patterns in each category to capture meanings created from the data (Neuman, 2014). This researcher followed Creswell's (2014) data analysis process, as illustrated in Figure 3.2. According to Creswell (2014:217), qualitative data analysis requires the following stages, from the particular to the general, over multiple levels of analysis:

Step one:

The collected data were organised and prepared for analysis. This included transcribing interviews from the participants and observations from school premises. Transcription refers to a process of transforming spoken words from sound recordings

into the written form prior to further analysis of the content (Howitt, 2016). Interviews were transcribed from oral form (as the participant's voice) to written form (as text) so that the main sense of what was shared was captured (Rutakumwa, Mugisha, Bernays, Kabunga, Tumwekwase, Mbonye & Seeley, 2019). At the same time, during the interview, the researcher was able to capture the feelings, attitudes, opinions and experience of the participants in terms of how the violent community protests impacted them in terms of the resultant school closure (Rasila & Musitha, 2017).

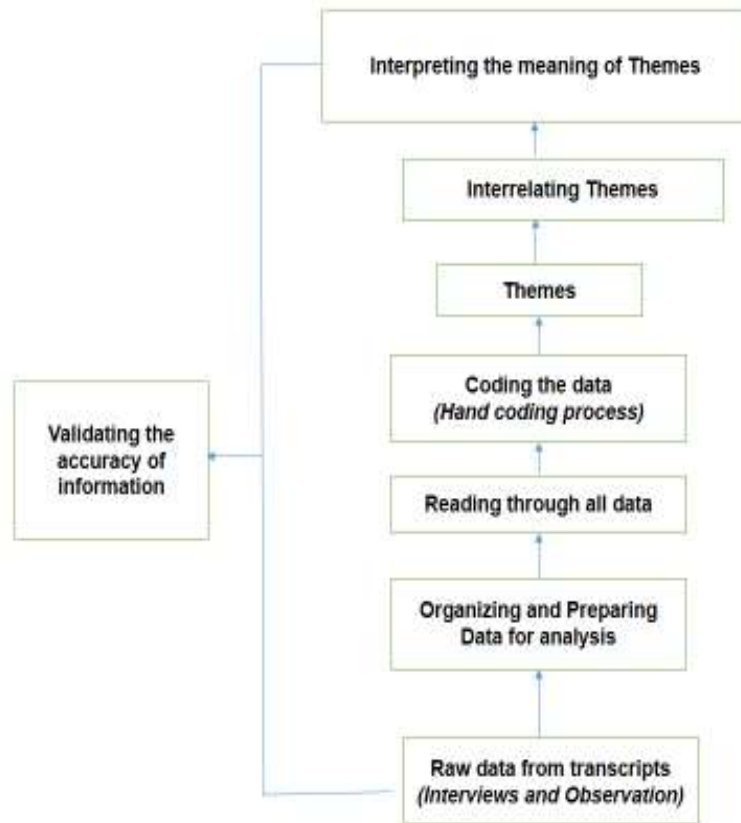


Figure 3.2: Qualitative data analysis stages

Source adapted from Creswell (2014:217)

Step two:

The researcher read the transcripts carefully to try to obtain an overall understanding of each session (Mayring, 2014). Once the interviews were transcribed, it was important for the researcher to read each transcript and make notes that summarise what was said in order to gain an understanding of the overall interview (Burnard, et al. 2008). This phase provided a general sense of knowledge to the researcher and represented the overall meaning of the data (McMahon & Winch, 2018). The researcher also drew meanings from the participants' tone of voice during interviews.

The researcher recorded the meanings and general thoughts about the generated data in the margins of the transcripts (Maher, et al. 2018).

Step three:

The researcher began coding all the data. Coding is the method of arranging data in the form of text and writing a word that represents a topic in the margins (Creswell, 2013). Data coding entails aggregating text data into small categories of knowledge, finding proof for the code from the various databases used in the analysis, and assigning a mark to the code (Richards, 2015). The researcher followed the hand-coding process in going through the transcripts (Rich, et al. 2018; Saldana, 2018). A manual coding process, according to Tracy (2013) and Maher, et al. (2018), meant the researcher began by gathering transcriptions of all the data, with space left on the side of the margins, and then marking up the text using a pen, pencil and highlighter while working through the data. Data coding in this study involved reading and re-reading transcripts while identifying core ideas or concepts in order to categorise emotive stories and capture themes (Neuman, 2014; Yin, 2016). This included selecting, simplifying and transforming data that were in the transcriptions (Roller, 2019). It occurs through coding (finding themes and categories) and memoing (discussions of identified themes and categories) whereby data are reduced without significant loss of information so that final conclusions can be drawn and verified (Finfgeld-Connectt, 2018).

Step four:

The researcher used the coding process to produce a summary of the setting, as well as categories or topics for analysis. Description includes a comprehensive presentation of information about the participants and the school environment. Howitt and Cramer (2017) highlight that the use of coding generates a small number of themes, and in this study, the researcher generated five themes. Generated themes (Freeman, 2017) are those which appear as major findings in qualitative studies and are used as headings when presenting the findings (see Chapter 4). The results revealed different viewpoints from the participants, backed by a number of quotes and concrete facts in the form of photos taken at the school premises.

Step five:

The final step included analysing the findings of the research (Rendle, Abramson, Garret, Halley & Dohan, 2019). Interpretations were made of results obtained during interviews, observations at the school premises, and document analysis. Finally, the researcher identified themes and categories, and presented these findings in a comprehensive discussion (see Chapter 4).

3.4.4 Measures for trustworthiness

Measures of trustworthiness address the issue of ethically and competently conducted interviews, and entail credibility, reliability and triangulation in the qualitative research process (Ramsook, 2018; Korstjens & Moser, 2018). Credibility refers to the accuracy of the research results and how the researcher tried to show an accurate image of the phenomenon being studied (Kalu & Bwalya, 2017). Credibility addresses the question of continuity between the opinions of the participants and the presentation of these opinions by the researcher (Abdalla, et al. 2018). During data collection, observation was used to complement follow-up questions during participant interviews. Therefore, the researcher was able to communicate trustworthiness through the practice of triangulation (Hawkins, 2017).

Trustworthiness and credibility were also established through the triangulation of various data sources and member checking (Wahl-Alexander, Curtner-Smith & Sinelnikov, 2015). Member checking was done with participants to review transcripts of the interviews to confirm their ideas, and whether these were accurately and completely represented (Richards, 2015). Member checking, according to Rose and Johnson (2020), involves the researcher sharing (anonymously) data collected in the form of a draft presentation with the research participants, and obtaining input on the interviewing process. Triangulation establishes the confidence of the findings, and this required the researcher to demonstrate the trustworthiness of the research process (Wood, et al. 2020). Credibility was further enhanced through flexibility, achieved by triangulation, where relevant data that addressed the research problem in a variety of ways was obtained using interviews, observation and a review of documents (Hammarberg, et al. 2016).

The researcher followed a clear process in the design of the research, data collection and the measures taken to process, interpret and report data to further improve the credibility of the study. The researcher remained objective, as neutral as possible, and avoided giving opinions while conducting interviews (Roller, 2017). All participants chosen for the study were assured that the collected data would remain confidential and would only be used for the purpose of the study (McMillan & Schumacher, 2010). Transcripts were linked and compared to audio recordings to ensure the consistency of the data that were captured (Miles, et al. 2014).

3.4.5 Ethical considerations

According to Booyse, Le Roux, Seroto and Wolhuter (2013), ethical principles require that participants be informed of what the research entails before the research is undertaken. From the beginning when the researcher selected the topic of the study, ethical considerations came into play (Leavy, 2017). It has been claimed that topic selection (Violent community protests and their impact on teachers: A case study of Vuwani, Limpopo Province) is informed by our norms and values (Bramberg, et al. 2019), and these guide our understanding of problems in need of research and the potential impact for the study.

Permission was needed for the researcher to conduct the study, and the application letter, accompanied by the ethical clearance certificate from the University of South Africa, enabled the researcher to gain access to the school. The application letter that was sent to Limpopo Department of Education to conduct the research study was approved, and hand-delivered to Vhuronga 2 Circuit in Vuwani, who granted the researcher permission to go ahead with the study at the selected school. As a result, the researcher visited the chosen school to obtain entry and make direct contact with prospective participants in preparation for data collection. The principal of the school welcomed the researcher with the confirmed application letter. The researcher held preliminary meetings with prospective participants one week before data collection. The researcher briefed the participants about the research, its objectives, and the researcher's intent to audio record the interview while conducting data collection.

The consent forms were presented and explained to the participants and contained information on the nature and procedure of taking part in the study (Phillippi & Lauderdale, 2018). Participants were informed that their participation in the study was voluntary and they could withdraw at any time without providing any reason (Bramberg, et al. 2019). The researcher further explained the core purpose of the study to the participants, along with the procedures to be followed while gathering data and maintaining their confidentiality (Yin, 2018). Ethical factors, such as voluntary involvement, confidentiality and anonymity were emphasised prior to participants' signing of the consent form (Ngulube, 2020).

Participants are first regarded as individuals with the right to know the essence of the research in which they participate, including potential costs and benefits, and to freely choose whether to participate (Leavy, 2017). In this study, participants were assured that there would be no harm during the interviewing process. Consent forms were received from participants and time was allowed for the participants to consider their choice before signing off to indicate their consent. The potential participants had an opportunity to read the informed consent document; thereafter, the researcher reviewed it with them and asked if they had any questions (Arifin, 2018). Even though it was mentioned that permission (application letter) had been granted by the Limpopo Department of Education, it did not in any way compel participants to take part in the study and, therefore, according to Leavy (2017), their participation was voluntary. The researcher ensured that the participants in the study were made aware of the significance of the study and their choices to make as participants (Terrell, 2016). Once their concerns were discussed and satisfied, they were asked to sign the consent form (Nusbaum, Douglas, Damus, Paasche-Orlow & Estrella-Luna, 2017).

In support of McMillan and Schumacher's (2010) view, the participants were guaranteed their anonymity and that the information collected would be kept confidential. They were assured that the information would be used only for the research study. Ethical considerations were observed throughout the study (Ngozwana, 2018). The confidentiality of the research was assured in the sense that the information given by the participants did not disclose their names or identity (Terrell, 2016). The application letter disclosed the purpose of the research and the methods

used to procure the data. Participants had the right to withdraw from the study at any point if they so desired (Howitt & Cramer, 2017).

3.5 SUMMARY

This chapter outlined the research design and research method, and offered an in-depth discussion of the qualitative approach and techniques used in the analysis. The interpretive paradigm and the location of the framework were presented. Data were gathered using three instruments, namely individual face-to-face interviews, document analysis, and observation. More importantly, measures of trustworthiness were upheld by using triangulation methods. The reliability and credibility of this study were also sought through the triangulation of data, and ethical measures were adhered to. The following chapter presents the data analysis and discussion of the findings.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter aimed to provide an analysis of the qualitative data collected from the participants. The analysis was conducted on data obtained from interviews (with six participants), observation (at school setting) and document analysis (ELRC policy handbook for educators, National Policy Framework for Teachers, and Grade 12 Assessment Results). The chapter begins with a description of the sample (Table 4.1), followed by a summary of the guiding interview questions. Themes are discussed in relation to literature and the theoretical framework of the study. The themes and categories are displayed in Table 4.2 in order to explore the findings of the study.

4.2 SAMPLE USED IN THE STUDY AND INTERVIEWING QUESTIONS

Table 4.1: Description of the sample

NO	PARTICIPANTS	GENDER	IDENTITY
1	Principal	Female	Participant A
2	Teacher A	Male	Participant B
3	Teacher B	Female	Participant C
4	Community leader	Male	Participant D
5	Community member A	Male	Participant E
6	Community member B	Female	Participant F

Interviewed participants were given letters for identity, and all are referred to as 'participants'.

During interviews with the participants, the following questions were asked:

- What is the impact of violent community protests on teachers in a high school in Vuwani?
- What do teachers know about violent community protests?

- How do violent community protests impact teachers in a high school?
- What can be done to prevent violent community protests from affecting teachers in a high school?

4.3 THEMES EMERGED FROM THE INTERVIEWS

The following table displays the themes from interviewed participants, which greatly contributed to the findings:

Table 4.2: Themes and categories derived from the data

THEMES	CATERGORIES
Community members disapprove of being merged with the new municipality	Lack of communication Loyalty and transparency
Community fearing to be led by the other group	Fear of the unknown Politics and leadership
The anticipation of leadership in the community	Traditional leadership Ethnicity
Schools belong to the community	Set back school development Inadequate classrooms Impact on teaching and learning
Infringements of rights	School environment is not safe School safety's impact on teachers Teachers' rights are violated Education awareness School and community

The researcher focused on the findings in relation to the themes and categories, and a discussion on the five themes follows:

- Community members disapprove to being merged with the new municipality
- Community fearing to be led by the other group
- The anticipation of leadership in the community
- Schools belong to the community
- Infringements of rights

4.4 FINDINGS AND DISCUSSION

4.4.1 Community members disapprove of being merged with the new municipality

Under the theme 'community members disapprove of being merged with the new municipality', two categories emerged: *lack of communication; loyalty and transparency*. These categories are explored in the sections that follow.

4.4.1.1 Lack of communication

The participants were of the view that the Vuwani community opposed the decision of the provincial and local government to form a newly established municipality, and thus resorted to violent protests. These protests meant teachers were unable to perform all their responsibilities for three months in 2016 (cf. 2.5.1). During interviews, they also added that Vuwani belongs to Makhado municipality and not the newly established municipality. This shows that the will of the community in Vuwani were indeed undermined as a result of poor communication with the local municipality officials. The participants stated that violent community protests were their way of communicating with the government. Lack of proper consultation by the government with the community led to violent protests that saw the closing down of schools. Therefore, the unrest in the community meant teachers felt unsafe and were unable to attend school (cf. 2.5.1).

Participant E claimed the community and local government officials had several meetings which did not bear fruits. Only a few people attended the meetings and among them were community leaders with high ranks in politics who make decisions, not just ordinary people. Participant E added that:

“We have a lot of villages in the area, the planning of organising meetings by local government failed to reach all parts of our community, so that we all have common understandings with our leaders about their decision... they just told us stories about the demarcation and new municipality, this was confusing... they don't listen from us...that's how the community responded to violence and burning down of schools”.

A village, according to Gilaninia (2015), refers to a small settlement usually found in a rural setting of the community. Participant D stated:

“We as leaders either in communities or government we have the responsibility to engage our people with regular meetings that concerned our people, and in this way to avoid the misunderstandings amongst our people. There was no regular meetings in this community. In most cases, those officials from the government came with the announcement to us as if nothing is going to be changed. There were enough time to engage with the community, unfortunately they come here and spend little time with us. Some of the items in the agenda to be discussed, not concluded. It is like they have been sent here and tell us what they should do to our community. The impatient of the community shut down of schools to make this problem serious to the government, just that the unfortunate part, the teachers and learners suffered as they could not go to school”.

Participant F felt that they were not aware and not consulted in decisions proposing the new municipality. They only found out after the announcement over the local radio and others talking on the streets. Participant E agreed that the background communication with the community was not effective enough, and the community erupted in violent protests. This shows that the views of the community were undermined before the decision of the new municipality was even taken.

Participant A said:

“In this community there was lack of proper communication between the community and Municipal Demarcation Board, if there is no transparency in leadership, the community will always find ways to draw an attention, like violent protests, it’s an answer to their demands, schools vandalised and burnt down and protests affected us a lot not coming to school because of safety reasons”.

According to Participant A:

“The community should be encouraged by their leaders through their interaction, occasionally visiting families, sharing some challenges there and there, giving them hopes and sharing experiences through their daily lives. This occurrences of people protesting it’s an indication that, no proper relationship with the leaders... One cannot establish trust because trust cannot be built, but trust is won or gained.”

Participant B mentioned some of the challenges in the community regarding the demarcation and explained:

“The Municipal Demarcation Board already have specific criteria of which is not aligned with the community needs. The MDB ... considering certain group of people and ignore the majority of the entire community. The officials in the Local government and Traditional leaders had challenges in consulting or reporting feedback of the meetings held to the entire community. Some of the family households are far apart, village to village there is a long distance to travel. In many gravel roads in our communities you can’t use cars, you walk a long distance to reach other side of the village and homes. Communication from the Local government becomes a barrier in this community”.

Based on the views presented by Participant B, there was a lack of communication with most of the communities that led to misunderstandings with the MDB. Trust is a powerful component that can improve reliability, credibility and resolve uncertain benefits.

4.4.1.2 Loyalty and transparency

Participant F emphasised that:

“political leaders, before elections they were all over in our communities, here and there campaigning, they want our votes and make so many promises, like water, electricity and other services. Many people here in this village are unemployed, especially young people. Some of the young people involved in criminal activities and the government is not doing anything. Political party leaders we see them here during elections campaigning, only putting posters on the poles and giving us T-shirts. After elections no follow up with their promises they have been made and they will no longer come back”.

Participant C complained about the local transport, with taxi drivers being reluctant to enter some villages to collect teachers and learners for school, due to the damaged gravel roads. Participant C further acknowledge that:

“The road in the community coming to work, as teachers you can’t even know what will happen to you, especially during the unrest. So the Local government wasting money with the demarcation of municipality, rather than repairing the roads and upgrading the transport system. Local government is to be blamed as part of basic services promises that should be rendered to repair road and to this far nothing has happened”.

The participant (C) added:

“The people can’t be patient on what they have been promised, the budget that was allocated for improvements in this school, now they have to allocate money for rebuilding of burnt classrooms”.

This reflects the community’s impatience with slow progress in the delivery of basic services. This impatience of the community, therefore, led to violent protests, which forced teachers to stay home for a period of three months and they could not attend school for fear of their lives (cf. 2.7).

4.4.1.3 Discussion

The participants agreed that communication in the community is important to ensure efficient and successful meetings. Successful meetings are composed of a unique quality of listening peacefully to what others are saying during gatherings (Luthra & Dahiya, 2015). Communication helps in many instances, and observers can read a group of people's minds by analysing their attitude, their behaviour, their activities, their ideals, and gain an understanding of their views according to their situations. Communication is also characterised by group engagement, whereby members of the community are empowered with knowledge (Palmieri & Palma, 2017) (cf. 2.5). Communication entails inspiring and encouraging a person or group of people through a structured and substantive exchange of information through the use of excellent communication skills (Luthra & Dahiya, 2015). The strategy of speaking effectively to a group of people controls difficult conditions or situations.

Moreover, understanding people's culture could also better prepare community leaders to shape the ideals, beliefs and behaviours required to cultivate a healthy and nurturing learning atmosphere that affects teachers and student success (MacNeil, et al. 2009), (cf. 2.6). Community-based environments strengthen the school atmosphere, school services, parental skills, growth and leadership to help families interact with those in the school and in the community, and also support teachers in their work (Berger, et al. 2014) (cf. 2.6).

4.4.2 Community fearing to be led by the other group

Under the theme 'community fearing to be led by the other group', two categories emerged namely: *Fear of the unknown; politics and leadership*.

Participants felt that the main cause of violent protest in Vuwani was the community not wanting to merge with Malamulele to form the new Lim345 municipality. They wanted to remain with the current Makhado municipality.

4.4.2.1 Fear of the unknown

Participant C was of a view that many people in the community had some fears about what would happen after they moved to the new municipality, and said that:

“...with that thinking in mind under Makhado Municipality as a community, people in the village are used to their current municipality functioning, even though not necessarily providing the best services they needed, but their attached to it, with that limited resources they accept and their understand the situation. Unlike bringing in other Municipality”.

However, the culture of fear and anxiety in communities are concepts that the community usually incite in general public to achieve political goals through emotional bias (cf. 2.7). Participant F insisted that:

“The government has a power to do anything... but they must listen to us first, we have so many unresolved issues here in this community, they are unable to resolve basic issues and wanted to give us new municipality we don't know”.

The participants shared that community issues are affecting them in everyday life, they are not attended to, hence the introduction of the new municipality would aggravate the situation.

4.4.2.2 Politics and leadership

Most of the participants indicated in their different understandings that political leaders only come to the community to do campaigning for votes before elections and make a lot of promises to the people. After elections, they disappear. Therefore, this becomes a failure of the local government to give back to the community in terms of what they have been promised.

Participant F claimed:

“Through this journey of so many promises happened since before protests in 2016, have been like that, here comes municipal demarcation language while we still at the centre of unresolved issues related to basic services with the current Municipality. This government takes this community for granted. They wanted to give us another new municipality. What are they going to do which is better than the current one...uh?”

Participant D had the view that:

“Our municipality is corrupt, our leaders are corrupt and you can’t always put blame on community all the time, government respond only if there is violent protest, like anywhere in the country, so the same community is copying what is happening from other places so that they can take their problem seriously. Just that, the community target schools and it’s bad for the community because teachers and our children end up without schooling”.

Participant E also added:

“The government doesn’t listen to peacefully protests, they let the community going out to the street first and blocking roads with rocks and burning tyres, throwing stones to passer-by motorists... but burning of schools it was not right for the community... right here in this community is not all about municipal demarcation, this leaders have been promising us basic services for a long time, so you know people they can’t be patient forever”.

Participant A was unhappy about the municipality leadership and stated:

“...um what’s happening in the community with the protests? It’s a chain from the top... there in the municipality, there’s no peace, leaders are fighting for positions, fighting for promotions, there’s corruption and all sorts of things. So, the community is at the receiving end. Once they’re not happy with their leader’s

promises, they go to the streets vandalise and also burning of schools as one way to be heard”.

Participant F was concerned about the disruptions of teaching and learning:

“It was just unlikely that teaching and learning disrupted in our area and as community we do not support burning of schools... because this take us back, we want to see teachers and our children going back to school in peace.”

It is therefore evident that politics in the municipality contributed to the unrest in the community; many promises were made that were ultimately not provided. This suggests that, according to the participants, the root causes of public protest is something to do with the socio-economic stance and politics in the community (cf. 2.4). As a result of the unrest, the community resorted to violent protests that saw people of Vuwani vandalise and burn down any property associated with the government, and in this case, mainly schools.

4.4.2.3 Discussion

The participants supported the fact that the Vuwani community was opposed to joining the new municipality. Many Venda-speaking villages wanted to remain in the Makhado municipality and were against the new Lim345 Municipality. The Vuwani community feared that Malamulele town would be regarded as the head office of the new Lim345 Municipality. The new municipality would thus be dominated by certain groups of people. Basic service delivery would worsen under this situation in Vuwani, since the community has a fear of being led by the people from Malamulele. There was also a lack of knowledge among the community members about the newly established Lim345 Municipality. Community development and the anticipation of local businesses in the area of Vuwani would be affected. Moreover, the participants’ expressions reflect that the community lack knowledge on what would happen to them under the new municipality, and this becomes a cause of concern. The comparison between the two towns in terms of services like shops in Makhado (Venda dominated) and in Malamulele (Tsonga dominated) further contribute to the divisions among the two groups.

According to Abel (2019), ethnic tensions were believed to be the cause of violence in South Africa prior to 1994. However, even though enormous political changes have taken place in South Africa since the first democratic elections in 1994, numerous social, economic and educational challenges remain a concern (Ntshoe, 2002) (cf. 2.4).

4.4.3 The anticipation of the leadership in the community

Under the theme of the 'anticipation of the leadership in the community', two categories emerged, which were: *traditional leadership; ethnicity*.

4.4.3.1 Traditional leadership

Participants E and F believed that traditional leaders in their communities have an influence in contributing and promoting the development in their area. However, in the case of the protests, the power-sharing between traditional leaders with municipality leaders in making decisions became a challenge, as traditional leaders took sides with their community. In some instances, the participants shared that this often makes it difficult for the traditional leaders to utilise the resources allocated to them to support and develop their communities. The participants agreed that the traditional leaders were part of supporting the community's decision against the formation of a new municipality.

Participant A explained:

“Our traditional leader over the local radio, condemned the burning down of schools during the protests in the area, but on the background, they supported the community against the demarcation of the newly municipality”.

The participants understood the role and responsibilities of their traditional leaders in the community. However, it was acknowledged that they have little influence on the municipality's decisions. According to Participant D:

“As traditional leaders, the role is to look after the village, managing piece of land, giving out piece of land for sale to their people in need and ensure the practice of cultural activities...eh, like cultural dance for different groups, managing cemetery in the village, only the basics for the community. Concerning to RDP’s houses, roads, electricity it’s a responsibility of the municipality. So this demarcation process is from the government decision not from our traditional leaders. Traditional leaders were not part of the journey and they had no say on municipality demarcation. The meetings happened with them, only to be told what’s going to happen in their villages. Thus the reason people protesting against the government not traditional leaders”.

Participant F reflected on pre-1994 and post-1994 as follows:

“Before democracy people in the community used to report their issues or community problems to the local traditional leader... our leaders were so respected and able to make instructions to who ever done wrongs and resolve issues. After democracy people now go to the police station to report their cases and no longer regard their chiefs as important, they can even report their own chief to the police”.

According to Sekgala (2018), traditional leaders are the head of the group, responsible for the allocation of land kept in trust, conflict resolution, the protection of law and order, the administration of social security, and the promotion of education, such as the building and maintenance of schools. The participants explained that traditional leaders have the responsibility to restore confidence and dignity in the society and young people should be taught the norms and values of the community. This will help equip and form the ideals, beliefs and behaviours required to cultivate a non-violent society, protecting and nurturing the learning environment at school for teachers and students (cf. 2.6).

4.4.3.2 Ethnicity

Ethnicity refers to common cultural traditions, viewpoints and distinctions that differentiate one group from another (Quan, 2018). The most common characteristics

to distinguish between different ethnic groups are ethnicity, territorial ownership, language, forms of address, a sense of history and culture. Participant D shared:

“Majority of people here in Vuwani are Venda-speaking people and Malamulele area are Tsonga-speaking people. Vuwani community wanted to remain with Makhado municipality. Malamulele community and surrounding areas were not having problems with the demarcation and belonging to the newly formed municipality. Vuwani community are not willing to be led by certain ethnic group that will dominate in the new municipality”.

Also, Participant A mentioned:

“Differences in culture are not hereditary, but they have been taught”.

According to Participant E, the difference in languages being spoken in the villages is a challenge for communities. The participant outlined the historical background of the Venda and Tsonga-speaking people:

“With Tsonga people, we used to stay together here in our village as neighbours before the old government separate us, we were brothers and sisters, no fights against each other, unlike today... during this protests you can’t go to their town, you can’t just go to any town, they turned you back”.

The participants believed that the group in Malamulele will have an influence on decision-making in the new municipality. Participant A added that the ethnicity in the community became a challenge in Vuwani when the misunderstandings of the MDB meetings divided the groups. The Venda-speaking people thought that the local government would pay more attention to the Tsonga-speaking people.

This resulted in unhappiness among certain groups, particularly in Vuwani. Unhappiness of the outcomes from the new municipality caused unrest in the community for a period of three months that prevented teachers’ access to the school (cf. 2.13.3).

4.4.3.3 Discussion

Most participants shared similar views that basic service delivery will favour the other ethnic group, and they felt more attention would be given to the Malamulele community for development. The service delivery programmes will favour the people of Malamulele since the Limpopo, and local government consider Malamulele 'more important' and 'better' than the Vuwani community. The newly established municipality would also be based in Malamulele town and employment will favour people of Malamulele more than people of Vuwani. Service delivery would not be taken seriously for the Vuwani community.

Community and traditional leaders in Vuwani were seen participating in different meetings to represent their community in decision-making (cf. 2.13.2). The traditional leaders and headmen in communities have an influence on the decision-making process (cf. 2.5). Understanding culture, however, could better prepare community leaders to shape the ideals, beliefs and behaviours required to cultivate a healthy and nurturing learning atmosphere that promotes teaching and learning (MacNeil, Prater & Busch, 2009). Issues around the language of instruction and fundamental cultural beliefs and religion were also a source of controversy and violent protest (cf. 2.6).

4.4.4 Schools belong to the community

Under the theme of the 'schools belonging to the community', three categories emerged, which were: *set back school development, inadequate classrooms, impact on teaching and learning.*

The participants agreed that the school should be seen as an asset of the community. They also understood that the community has ownership of the school, therefore it is important to protect what belongs to them.

4.4.4.1 Set back school development

Participant A outlined the fact that:

“Even though we are sharing little resources in this school for our children to learn, they can able to complete their schooling and taken to tertiary institutions, come back and develop their communities... it’s just unfortunate with the same community destroying what’s meant for their children... little resources have been destroyed during the protests and making teaching and learning difficult”.

The participant also reflected on the conditions of the classrooms during the protests which were affected. Six classrooms, an administration block and staffroom were burned down, and only three classes were left standing, partially burned and vandalised.

Participant E said:

“Community should be made aware of the value and cost of the burned structure of the school, so that in future they learn to take care of the school property and the school is important because it provide the education for our children... and the school is nothing to do with the protests”.

Participant C mentioned some challenges with the transportation of staff members and stated that:

“Most of our staff members here in this school uses taxi to and from work and some of the roads are not safe coming here to school, hence they have to walk distance coming to school. Same road was supposed to be taking care of by the same government that it’s busy changing municipalities in this community. This means learning and teaching, one way or another is affected as teachers at times comes late or of being tired of walking distance coming to work”.

Participant B agreed that burning schools have a severe negative impact on teachers and children, as evident after the protests. For a period of three months, there was no schooling (cf. 2.13.3). The burning of school prevented development in the community as the focus went to rebuilding and renovating existing vandalised school structures.

4.4.4.2 Inadequate classrooms

Participants spoke about the availability of classrooms, such that the remaining classes were not enough for the learners. Only three classrooms remained, with additional mobile classes. According to Participant C:

“Burning of classroom furniture, stationery and other important items, the shortage of learning materials have negative impact on teaching and preparations of our learners, because without enough teaching resources it’s not easy to perform our duties in class”.

The participant highlighted the fact that the remaining classrooms were also damaged and during bad weather learners are affected. The four mobile classrooms are also not sufficient to accommodate all learners. During the rainy season, one of the classrooms leak and it is difficult for learners to concentrate during their lessons. Classrooms have broken windows and fallen ceilings as a result of the vandalising of the school.

Participant C added that:

“This is not how we used to teach in this conditions of this school, this burnt classes there is no ceiling, walls have been damaged as a reason of fire. The other class is now used as storage of old desks and some windows are broken and there is no door. We no longer have enough classes and making teaching and learning so difficult with limited space available”.

Participant A continued:

“Mobile classrooms have been provided to replace burnt classes, it was occur, but it’s so difficult to get used to them as during summer time, teachers to cope with learners inside this classes are very hot, making concentration for teaching and learning difficult. This mobile classes initially delivered as for the short term period plan, now this becomes permanent solution”.

Participant B supported Participant A's views:

“The size of the mobile classes are smaller than the normal class, meaning the class group with more number of learners unable to have enough space and making us difficult to control learners in class and to have all their attention and checking their individual work. During winter time, in the morning hours, its dark inside this classes, windows are very small for the sunlight to reach inside and this affect teaching and learning”.

The participants agreed that not having enough classrooms made teaching a challenge.

4.4.4.3 Impact on teaching and learning

Participant B highlighted the impact community protests had on exams:

“Grade 12 final exam, was no any preferential treatment given to our students, it was known very well by the Education Department that this schools in the area were closed for the period of three month. We had little time to prepare our students for the exams after schools resumed at around August 2016. Our students wrote similar exams like any other students in the country. The department of education expect us to perform equally like any other schools in the province. The department of Education knows very well that we didn't have much time to prepare and to be at school as a result of community protests”.

Participants B and C agreed that a shortage of learning resources becomes a concern in the school environment. The furniture in classes was destroyed, and learners had to share learning materials like textbooks. Teachers' preparations, record books for learners, and attendance registers were all destroyed.

Participant A reflected on teachers' morale at work and said that:

“Since this school burnt down, morale of our teachers is very low, their classes have been destroyed as you can see. They spent most of their time here in

those classes, they relate their teaching lifestyle in those classes. It's like their belongings have been taken away from them".

Participant C added:

"As a teacher coming back to work and found the school burnt down and this changes everything. Teaching resources including textbooks destroyed. As a teacher, it's so difficult to fully concentrate in teaching. The effectiveness of teaching and learning is affected while we are in this conditions. The learner's concentration level is very low under such condition and this affected the outcomes of the results in the final year, hence we are to be blamed for the outcomes results".

Participant B explained the classroom conditions as follows:

"With affected classrooms are not safe at all, ceiling has fallen and there is a gap left above the wall that reach the other class, meaning the noise level while busy teaching, filtered the next class easily, becomes difficult to concentrate as noise level its high. Effective teaching is so difficult to implement. Also there is a class which the roof is partially damaged and during rainfall becomes a challenge as learners have to shift to one side, and at that moment there will be no teaching taking place until rain stops. At some point we place the bucket on the floor and position on the leaking roof... meaning time for teaching is wasted".

4.4.4.4 Discussion

Based on participants' feedback, teachers in the school environment developed low morale towards teaching and lost their dedication and willingness to teach (cf. 2.4). Research has shown that an environment of fear can inhibit the free-flow of teaching and learning at school (Modiba, 2015). At the same time, this may prevent teachers from being productive in class and obstruct learners from progressing (Weeks, 2012). Teachers' right to teach in a healthy and stable school setting is of vital importance (Masitsa, 2011). A lack of such an atmosphere, result in teachers being unable to perform their duties and responsibilities effectively in and around schools as they feel

unsafe (Hanaya, et al. 2020), (cf. 2.5.1). The protests therefore not only disrupt the learning in the classrooms, but interfere with teachers' precious instructional time and this seems to have longer-lasting impacts on their commitment (cf. 2.11). The development and establishment of a partnership between the school, family and community are necessary to help students excel in education (Durisic & Bunijevac, 2017). This strengthens the school environment, school services, the growth of parental skills and leadership to help families interact with those in school and the community, and also assists teachers with their work (Berger, et al. 2014), (cf. 2.6).

The participants talked about the unemployment rate, crime, poverty, lack of school teaching and learning resources and basic essential services in their community. However, in order to overcome these challenges, according to Karibayeva and Bogar, (2014), more community meetings with various stakeholders in government and a lot of activities that promote development in society is required as this increases the connection between teachers and the community (cf. 2.9). Lumadi (2008) agrees that teaching and learning cannot occur in an environment which is not directed towards investing in teachers' quality time at schools. The condition in schools is determined by the influence of the community, which should value education for their children (Modisaotsile, 2012) (cf. 2.5.1).

Disrupting and vandalising schools affect teachers' ability and learners' progress dismally (Mbokazi, 2012). During this time of unrest, school buildings were burned down, school records were destroyed, furniture and equipment were vandalised, and some were stolen by the community as a whole. In the meantime, the students developed "*an anti-academic attitude towards schooling*" and "*teachers develop low morale towards teaching*" and lost their dedication and willingness to teach (Makoelle, 2014:126), (cf. 2.4).

Community violence becomes a significant problem for teaching and learning, and affects teachers' ability to perform to their full capabilities (Espelage, et al. 2013). The threat of violence against teachers and learners is a fundamental breach of social interactions between the school and the community (Netshitahame & van Vollenhoven, 2002), and teaching and learning cannot take place in an unsafe environment (Johnson, 2020), (cf. 2.7).

4.4.5 Infringement of rights

Under the theme, 'infringement of rights', five categories emerged namely: *school environment is not safe, school safety's impact on teachers, teachers' rights are violated, education awareness, school and community.*

The participants agreed that the unrest within the community affected their roles and responsibility in the school. Their time and space at school were taken away by violent community protests and this situation lasted for three months.

4.4.5.1 School environment is not safe

On school safety, Participant A explained that:

“Safety of the school is a big concern, at entrance gate is not working and is old and the fence is falling apart, anyone just enter the school premises freely, there is no security personnel at the entrance, meaning we are not safe. The school building is not in good state. Since 2016 the school has not been rebuild. Some of the doors in classes are not working and we are not safe at all”.

A safe school may be defined as one ensuring the safety of those on the school premises; being free from danger and the absence of potential harm. It is a place where educators can operate, teach without fear of coercion, harassment and abuse (Prinsloo, 2005). A secured school, therefore, should be physically safe. The participants agreed that the safety of the school include the presence of certain physical features like a secured wall or fencing, security personnel and a security gate.

Participant D stated that:

“As we are part of this village, safety in our school is very important and the government should employ those who are not working to look after school property. The burning of schools... it's happening in the middle of the night and that is a criminal activity. Unemployment rate in our community it's a so worrying and there is a lot of criminal activities in this area. The government can give

people jobs like, cleaning school premises, the yard of the school should be cleared from unwanted trees. All the maintenance should be done by those who are not working in our community”.

Moreover, Participant B was of the views that:

“Since this school has been vandalised, as teachers here, we are not feeling safe at all”.

This participant also mentioned that the government seems unconcerned about the safety of the school environment.

4.4.5.2 School safety’s impact on teachers

The participants shared that during the community unrest, teachers feared going to school to report for duty. They also indicated that the state of the school contributed to feelings of fear among teachers.

Participant E explained how the protesters went out to the street and said that:

“Some of the community members were on the streets early hours of the morning, blockage of road and turning back those who are going to work, making sure that no one going to school”.

Teachers therefore felt unsafe and were forced to stay at home against their will during violent community protests. The treatment teachers received from the community was further explained by Participant C:

“During and after the time of the protests, as teachers coming to or from work or you are going somewhere, not safe at all. Young people on the streets... er... especially dropouts, they know you very well as former teacher, they just wanted to prove the point and take advantage of you, harass and embarrass you in front of other people, as if you are the one who make them fail their grade.”

Participant B was of the view that:

“Once the protests starts in the community, normally gatherings happened over the weekend, then on Mondays as we are going to school as normal working day, all of a sudden comes group of people to the school and forcing learners out of school or join them in the protests. So as teachers, we're not protected, because we don't know what's going to happen to us every day. Our community have been through a lot, as teachers it's so difficult to be seen as ordinary people in the community”.

Participant C added:

“Due to school exposed to community violence it's so difficult to teach learners in class, as teachers... we are in fears in and outside school. We are even fearing our leaners in class, some of them behave differently towards us. We don't know what will happen next as disruptions of classes it's a norm in our community”.

Participant B claimed:

“Burning of school left us with fears while coming to work on daily basis. We don't have security personnel, there is no security gate, anyone can enter the school premises with ease, the school is not secured and anyone inside the school premises is not safe”.

The participants understood the importance of safety in the school environment.

4.4.5.3 Teachers' rights are violated

Participant B outlined that:

“Teaching and learning... since this school burnt down in 2016, it's so difficult to teach, we have now limited resources, such as books for learners and this makes teaching preparations not an easy task. Available classroom's furniture

can't cover all learners in class. It is also make difficult for the learners to concentrate the lesson in class. But here... we have the department on the other hand, expecting us to produce good results at the end of the year and here with this bad environment".

This was also confirmed by Participant C:

"Our rights in such a working environment have been violated, imagine the same community vandalise and burnt down the school property and the next thing their expectations for their children is to do well end of the year... yes, the pressure it's on us. During bad weather conditions it's so difficult to teach in class, windows are broken as you can see over there... One of the class the door can't close properly, it has been damaged. While teaching in one class, noise level filtered to the other class as there is no ceiling and concentration becomes awkward".

The participants agreed that a lack of physical infrastructure in the school, like classrooms and furniture, makes it impossible for teachers and learners to return to school. Participant A highlighted the fact that:

"Now after resumption of teaching and learning, challenges of shortage of classrooms becomes a problem. Our school is no longer looking good like before".

The participant also reflected on the shortage of furniture and teaching resources in the classroom. The community was promised new classes, yet the mobile classes seem to have become permanent. The remaining textbooks must be shared during lessons. In this community, there is also no library for learners, particularly affecting those in Grade 12.

4.4.5.4 Education awareness

Participants felt that civic education is important. It can help their communities to understand the government's responsibilities and teach them how to protect their

valuable community assets. Participant A mentioned the involvement of the community in protecting school resources during protests. The participants understood the importance of learners' education.

Participant D spoke about young people in the community during the protests:

“The blockage of roads with burning of tyres, looting nearby shops, attacking passer-by motorists and fighting back with police and that was group of young people. Not parents or elderly people participated in the violent protests, they were not part of burning tyres on the road and only young people did. Some of the young people can't even know, what the main reason of the protest”.

The participants' views highlighted the point that community programmes are needed to educate and strengthen the relationship between leaders and the community. The community might have high expectations of government's promises, and the response becomes negative. However, resorting to community protests is not the answer. There should be a better way of addressing grievances.

Community development refers to people's ability to have a voice in decision-making that shape their lives (cf. 2.9). Many young people in the community are not working, and participant F shared that the young people in communities should be assisted in programmes that can develop their skills for them to find employment in the future. This will reduce the unemployment rate in the community.

Participant A stated:

“As this school is in the centre of the community, some of the activities may introduced here and help the society to learn more about the norms and values of education. Especially unemployed youth, sponsors from the local businesses should help the community with programmes that can assist the youth to start small businesses as part of the development. This awareness may reduce the anger and frustrations within the community, because the unemployment is high in this community”.

4.4.5.5 School and community

Participant B reflected:

“Some of the members in our community do not participate in some of the school activities, they see school as if it’s only for the teachers and students. Most of the parents are not aware about their children’s school work progress throughout the year”.

Community involvement in schools is associated with children’s success, academic achievement, low dropout rate, and positive attitudes towards others (Palmieri & Palma, 2017). Participants welcomed the views that the community should support teachers in educational activities. Participants agreed that not all the community members supported the vandalising of schools; some parents in the community were directly involved in supporting their children, while others shifted the responsibility to the teachers at school. School-community relations refer to the relationship between the school and the surrounding communities they serve (Palmieri & Palma, 2017).

Participant C mentioned:

“the unrest in the community of Vuwani, leads to poor governance of schools in future, the same children grown up from the same community witnessed the violent protests and burning of schools, and the old proverb have stated that: ‘it takes the whole community to raise the children, this was the point that the community should take responsibility of our schools and children’”.

Participant D indicated that:

“The majority of the youth in this community doesn’t attend meetings but during the protest, are the ones who dominate the streets protesting”.

The participants felt the burning of schools in the community affect the development of the society, minimise basic service delivery, and have a negative impact on teachers and learners by them being kept away from their school.

4.4.5.6 Discussion

The condition in schools is determined by the influence of the community which, according to Modisaotsile (2012), should value their children's education. This may reflect that teachers seem neglected by the Department of Education as they receive limited attention and often become the victims of intimidation and there is an infringement on their constitutional rights (Reyneke, 2011). According to the Constitution, the purpose of the school is to ensure effective teaching and learning (cf. 2.5.2.1). Therefore, as mentioned, Section 29 of the Constitution of South Africa (No 108 of 1996) states, "*everyone has the right to equal access to education and the right not to be unfairly discriminated against on any grounds listed in the equality clause*" (cf. 2.5.2.1).

The legislative and policy framework governing public protests in South Africa outlines the various rights to which citizens are entitled and which the state is incumbent to respect, protect, promote and fulfil. Among them are: "*the right to assemble, demonstrate, picket and petition and Section 17, states that everyone has the right, peacefully and unarmed, to assemble, to demonstrate, to picket and to present petitions, while Section 18 guarantees the freedom of association and everyone has the right to freedom of association*" (Ngcamu 2019:3), (cf. 2.10).

According to Netswera and Nealer (2020), violent community protests in Vuwani are related to the government's communication failure to involve communities in the demarcation process that directly affects them. Communication is marked by community engagement, where community members are encouraged to provide input to community representatives and local government officials. The interaction forms part of the recognition of their needs, problems, action strategies, execution, assessment and monitoring in an atmosphere that is beneficial to them (Rasila & Musitha, 2017), (cf. 2.5).

The education framework is structured to ensure that teachers, parents and learners are actively engaged in the governance and management of schools, with a view to provide a better teaching and learning atmosphere (Debete & Potokri 2017), (cf. 2.10). School safety initiatives and strategies may resolve a wide variety of concerns related

to violence in both the school and the community (Skelton & Nsibirwa, 2017), including behaviours, attitudes, trends and means of communication, practices, norms and beliefs (Prinsloo, 2016), (cf.2.5.1). Teachers lost their professional ethos because the school environment was not conducive to their teaching (Lethoko, et al. 2001). With community unrest, teachers felt unsafe as they could not go to school, fearing for their lives in the environment characterised by violence (cf. 2.5.1).

The participants highlighted that there is a high rate of unemployment, crime, poverty, lack of resources at the school, and lack of basic services in the community. Karibayeva and Bogar (2014) claim that more community meetings with various stakeholders and a lot of activities that promote development in the society is required, which might increase the connection between teachers and the community (cf. 2.9). In support, Hunt (2008) states that during the unrest, school programmes are disrupted and teachers are not safe attending school as a result of the violent behaviour within the society (cf. 2.6). More effective communication between teachers and the community could strengthen a good relationship within the school environment (Yulianti, et al. 2018). In addition, schools perform well when community members are actively engaged and have a sense of ownership of the school (Cobigo, et al. 2016), (cf .2.6).

4.5 OBSERVATION

The observation phase of this study took place at the school premises. The school is an institution where educational and social goals are realised (Davids & Waghid, 2016), (cf. 2.5.1). The purpose of the school is to ensure the effectiveness of teaching and learning (Khumalo, 2019). The environment of the school observed by the researcher does not ensure this effectiveness of teaching and learning. Moreover, burning down the school undermines the constitutional rights of teachers to teach and learners to learn (cf. 2.5.1).



Figure 4.1: School building and classes burned down in Vuwani during the 2016 protest

The pictures of the burned school were taken to assist the researcher in his analysis. The school is located within the community, and during observation, the school building and classrooms were observed. The findings included broken windows, damaged doors, some cracks in the building, falling ceilings, and chalkboard damage, all of which limits teachers' preparations and ability to teach. The participants highlighted that since the outbreak of the protests in 2016, the school has never been rebuilt (cf. 4.4.5.1). Due to the condition of the burned school, teaching and learning become a challenge. In support of Participant A's (cf. 4.4.5.1) views, the school surroundings do not look good, the security fence has fallen, and there is no security gate. Anyone could enter and leave the school without any notice from the administration or principal. In the classrooms, the furniture, including desk, tables, chairs, chalkboard and other learning resources, have been destroyed. The principal's office and preparation room for the teachers (staff room) were also burned down. The participant explained that the budgeted resources that were meant to improve the school and add learning resources, will now be used to renovate and rebuild burned classrooms (cf. 4.4.1.2).

The condition in the school is determined by the influence of the community. Teachers seem neglected by the Department of Education and the community because since the school was burned down, the teachers have been forced to work in an environment

which is not conducive. Teachers receive very little assistance from the educational authorities and the government (cf. 2.5.2.1). They encounter what could be labelled as 'low morale', a phenomenon of low motivation among teachers (cf. 2.5.2.1). At the same time, this may prevent teachers from being productive in class and this could obstruct learners' progress (Weeks, 2012). Due to the lack of a safe and conducive learning atmosphere, the teachers are not able to perform their stipulated duties and responsibilities effectively (Hanaya, et al. 2020).

4.6 DOCUMENT ANALYSIS

The review of the documents happened before the interviews with the participants. Data were obtained in the form of records; that is, written materials from the school setting, which provided a rich source of information. The following documents were obtained during data collection:

- Education Labour Relations Council Policy Handbook for Educators, Commissioned by the ELRC, Edited by Chris Brunton and Associates. Universal Print Group, 2003 and,
- National Education Policy Act (No. 27 of 1996), The National Policy Framework for Teacher Education and Development in South Africa, Department of Education, Republic of South Africa, Pretoria, 2007

4.6.1 Education Labour Relation Council Policy for Educators

According to the policy document, an educator is an individual who teaches or trains other people or provides professional education services in every public school. The term includes educators in the classroom. The core business of the teacher is to teach and learners are there to learn (Masitsa, 2011). Teachers' low morale was attributed to the insufficient support they received, hampering their capacity to inspire, direct and assist learners. Demotivation among teachers due to safety concerns in their classroom negatively impact other people (cf. 4.5). However, the document reflected teachers as being encouraging and inspiring towards other staff members to achieve excellence in the classroom, which was different from the participants' views.

The teacher mediates learning at school, encourages, communicates effectively, and understands and honours learners and other teachers according to the document. According to the participants, teachers were unable to concentrate on their full responsibility in such an environment. A teacher has the responsibility of educating learners (Korir & Kipkemboi, 2014), and it has been proven that teachers have an important influence on students' academic achievement (cf. 2.5.2.2). The teacher makes effective decisions at school, oversees student learning, performs student administrative duties effectively, and participates in school decision-making frameworks. The participants complained about the condition of the school where it becomes awkward for the teacher to carry out such responsibilities efficiently, and some of the teaching resources, namely classroom furniture and stationery, have been destroyed (cf. 4.4.5.3 and cf. 4.5). The participants also raised a concern about the Department of Basic Education not addressing the challenges confronting their school. A shortage of teaching resources due to vandalism makes teaching and learning a challenge (cf. 4.4.5.2).

The document stated that teaching practices foster a vital, dedicated and ethical attitude, cultivating a sense of respect and obligation towards others. The participants, however, indicated that teachers are not respected by some of the learners in class and outside of the school (cf. 4.4.5.3), but the policy document outlined that teachers promote democratic values in school and the community. The evidence at school did not reflect a conducive environment where teachers can demonstrate and inspire learning, as the document outlined. The document also emphasised the positive relationship the teachers should have with parents and the community on developmental issues. The teachers need support from the community, instead of fearing this community while going to school (cf. 4.4.5.2 and cf. 4.4.5.3). The community should be able to recognise the school as an educational institution that serves the community (cf. 2.6).

The threat of violence against teachers and learners is a fundamental breach of the social interactions between the school and the community (Netshitahame & van Vollenhoven, 2002), and thus teaching and learning cannot take place in an unsafe environment (Johnson, 2020), (cf. 2.7). Cowie and Jennifer (2007) also indicated that violence at schools is not simply a school problem; the community often becomes a

strong presence of fear for teachers, creating a climate of anxiety in the school environment (cf. 2.7).

Public school premises, according to the policy document, include the built structure that is under the jurisdiction of a public school, to which a member of the public has a right of access or is typically admitted.

The document outlined that safeguarding of public school grounds, as well as the safety of teachers and learners, was part of the school policy. It also specified that without the permission of the principal or HOD, no individual could enter the school premises. The person should produce proof of identity to be permitted on the premises. This contradicts participants' views on school safety. They explained that there is no security gate, anyone can enter the school premises with ease, the school is not secured, and no one inside the school premises are safe (cf. 4.4.5.2). The researcher made a similar observation that the security fence around the school was not in good condition, and there was no security gate. Anyone can enter and leave the school without any notice from the administration or principal (cf. 4.5).

4.6.2 The National Policy Framework for Teacher Education and Development in South Africa

According to the National Policy Framework document, the following are the norms and standards that define the roles and responsibilities of a competent teacher, as outlined by the National Policy Framework document:

- A specialist in teaching and learning
- A leader, administrator and manager
- A professional who plays a community, citizenship and pastoral role

In support of the literature, some of the duties and responsibilities of a teacher have been discussed as (cf. 2.5.2.2):

- Designing, organising and offering lessons to all students in the classroom; to teach in accordance with the educational needs, skills and achievements of particular students and groups of students;
- Offering guidance and advice to students on educational and social problems and on their further education and careers; providing information on the sources of additional expert advice;
- Engaging, consulting and coordinating with other members of the school, community, including those with special duties and parents/guardians, to ensure the best interests of students.

The document stated that South Africa has massive social and economic disparities, the most fundamental of which have been inherited from decades, if not centuries, of ethnic inequality and oppression. The most severe and lasting consequences of these disparities can be seen in schooling, insufficient housing and services for the disadvantaged, chronic poverty and unemployment in the community. The document is in line with literature and participants' views, stating that service delivery challenges and unemployment in the community are a cause of concern to the education system (cf. 2.4 and cf. 4.4.5). The document suggests that schools must respond directly to such inequalities by helping to equip every succeeding generation of children with the necessary knowledge, skills and values to recognise and help resolve such obstacles, and meet their personal potential and aspirations.

According to Chitsamatanga and Rembe (2020), teachers experienced challenges during the old system of education. However, the modern age of a post-1994 society has raised new problems, including how teachers are supposed to cope with democracy (Levy, Cameron, Hoadley & Naidoo, 2018). Teachers are expected to meet the high academic expectations of all learners; accommodate learners with exceptional circumstances in inclusive settings; and represent learners who display gang-related violent activities that stem from incivility of the community (Mncube & Steinmann, 2014), (cf. 2.10). Teachers are often teaching in under-resourced school facilities yet are essential drivers of good quality education (cf. 4.5).

4.6.3 Grade 12 assessment results

Grade 12 assessment results were obtained from Vhuronga 2 Circuit office. The results were interpreted as the pass percentage from 2015 to 2019. These assessment results were chosen because it reflects the standardised assessment of the NSC examination in South Africa (Le Roux & Sebolai, 2017), (cf. 4.4.2.3). The selected school had the following pass rate in terms of percentage:

Table 4.3: Grade 12 results from the selected school in Vuwani

YEAR	PERCENTAGE PASS
2015	49.29%
2016	32.14%
2017	25.63%
2018	61.53%
2019	54.17%

In 2016, according to a reflection on the obtained percentage (32.14%), there was a low pass rate compared to 2015 due to violent community protest which impacted on teaching and learning. This continued into 2017, when the final year exam results declined to 25.63%. The burned down school affected teachers for quite a long time in terms of effectively teaching again. The students developed “*an anti-academic attitude towards schooling*” and “*teachers develop low morale towards teaching*” until 2017, and lost their dedication and willingness to learn (Makoelle, 2014:126), (cf. 2.4). According to Korir and Kipkemboi (2014), it has been proven that teachers have an important influence on student’s academic achievement (cf. 2.5.2.2). A participant also highlighted that “*the department of education expect us to perform equally like any other schools in the province. They know very well that we didn’t have much time to prepare and to be at school as a result of community protests*” (cf. 4.4.4.3). The results indicate that teachers had little time to prepare learners for the final year exams in 2016 due to violent community protests, because teachers and learners were kept away from school for three months.

4.7 CONCLUSION

In this chapter, the researcher discussed the themes that emerged from the interviews with participants, observation and document analysis. The discussion with the participants focused on the violent community protests and their impact on teachers. The findings from literature and empirical findings from the study were integrated. In the following chapter, the researcher presents the summary, conclusions and recommendations based on research findings from the selected high school in Vuwani.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The study aimed to determine teachers' views on the impact of violent community protest in a specific high school. Data were obtained through face-to-face individual interviews, observation and document analysis, and the merged themes from the study were discussed and presented. The researcher focused on determining how critical dialogic and constructive conversations can be held within the communities that surround schools to potentially yield positive and healthy governance of public properties such as buildings, roads and other essential structures that are built by the government for the locals within the communities. Therefore, gaps were identified in terms of teachers' safety due to violent community protests, and recommendations are proposed to improve teachers' safety in this chapter.

In order to answer the research questions (see section 1.3.1), a literature review was used to cross-reference the empirical findings of the collected data (see Chapters 2 & 4). The study employed a qualitative approach and was guided by the interpretive paradigm (see section 3.3.1). A purposive sampling technique was used to select six participants to take part in the study (see section 3.4.1), and data were collected through face-to-face individual interviews, observation and document analysis (see section 3.4.2), and analysed continuously using coding until saturation was achieved (see section 3.3.3 and 3.4.3).

The objectives of the research study therefore, were as follows:

- To identify the factors impacting teachers during violent community protests.
- To examine the impact of violent community protests on teachers.
- To formulate recommendations for communities on how to handle conflicts that lead to violent protests.

Teachers and learners were unable to attend school and this can be seen as an infringement on their basic rights to attain basic education, as enshrined in the Constitution of South Africa. However, little is known about the impact of violence on teachers in schools. Research studies have indicated that community protests affect teaching and learning in schools (Njoroge & Nyabuto, 2014; Sikweyiya & Nkosi, 2017; Ntshoe, 2002; Mbokazi, 2012), result in damage of property, and loss of resources (Ngesu, 2011).

In order to address the research problem, individual interviews were conducted to answer the research question: What is the impact of violent community protests on teachers in a high school in Vuwani? Against this background, the following support questions were asked:

- What do teachers know about violent community protests?
- How do violent community protest impact teachers in a high school?
- What can be done to prevent violent community protests from affecting teachers in a high school?

A qualitative research approach was employed in this study to explore the participants' thoughts and feelings regarding their experiences at the school and their understandings of the causes of violent community protests in Vuwani that left teachers and learners out of school for three months. A case study approach was used and focused on the participants in seeking to understand their perception of events that happened at their school.

The study was conducted in one of the secondary school in Vuwani, under Vhuronga 2 Circuit, Limpopo province. The triangulation method was applied by the researcher performing interviews, observation and document analysis; this assisted the researcher in collecting sufficient data on the phenomenon under study. The interviews were individual face-to-face approaches with the principal, two teachers, one community leader and two community members, and answers were recorded from only one participant at a time. Observation took place at the school setting and the researcher had a checklist in hand to record the surroundings of the affected school

without the involvement of the participants. Public school policy documents were examined and interpreted to elicit meaning and gain an understanding of the duties and responsibilities of the teachers at the school.

5.2 SUMMARY OF RESEARCH FINDINGS

5.2.1 Findings regarding the main question of the study

What is the impact of violent community protests to teachers in a high school in Vuwani?

The findings reflected that the disruption and vandalising of schools affect teachers' ability at work. Participants stated that teachers in the school environment developed low morale towards teaching and lost their dedication and willingness to teach (cf. 2.4). The environment of fear can inhibit the free-flow of teaching and learning at school (Modiba, 2015). At the same time, this may prevent teachers from being productive in class and obstruct learners from progressing (Weeks, 2012). Teachers' right to teach or operate in a safe and secure school environment is critical (Masitsa, 2011). External factors, according to the participants, like municipal demarcation, have existed in the community and resulted in the violent protests that shut down schools in an attempt to get attention from the government. This led to the burning of classroom furniture, stationery and other important items, and the shortage of learning materials has had a long-term negative impact on teaching and learning (cf. 4.4.4.2). However, contrary to what was envisioned by the Constitution of the Republic of South Africa, the personal choice to protest appears to be under ambush, inhibiting the community from engaging in the type of peaceful protests shielded by the Constitution. The right to protest can be depended on to advance people's human rights; however, according to Jean-Paul (2020), it becomes destructive conversational behaviour and individuals lose their constitutional protection in their communities once protests become violent (Skelton & Nsibirwa, 2017), (cf. 2.12).

Community members near the school were also unable to save the school from being burned as they feared the perpetrators, especially in the middle of the night (cf. 4.4.5.1). The community as a whole was unable to intervene and save their children's

future; the same children who should be able to proceed to tertiary institutions of higher learning.

The research findings of the study are discussed according to the three sub-questions. The findings have also been situated in the literature and empirical research.

5.2.2 Findings regarding sub-question one

What do teachers know about violent community protests?

The findings showed that the ethnicity between Venda-speaking people and Tsonga-speaking people fuelled the conflicts in Vuwani community (cf. 4.4.3.2). The two groups used to live together in harmony and even entered into intermarriages (cf. 2.5). According to the participants, no one would think that there are aspects of tribalism between the two groups as they coexist. It appears that the two groups can remain together as long as they are not competing for basic services from the municipality. Most villages in Vuwani dominate by Venda-speaking people. In the study, ethnicity has proven to be the key problem in the Vuwani community as its community members expressed ethnic concerns against the new local municipality. The study found that it was not possible to speak in traditional areas without including the language spoken in the area.

Evidence from abroad also presents similar incidents; Albanian community members caused chaos and damage of government property as tensions erupted as a result of violent ethnicity-related incidents, and this disrupted Albanian high schools (Vickers, 2010), (cf. 2.2). This suggests that in some countries, the cause of violence can be linked to ethnic issues (Okogu & Umudjere, 2016), (cf. 2.2). The differences in ethnic groups in the Vuwani community led to violent protests and schools were closed down. The participants expressed that the use of ethnicity as a factor in deciding municipal boundaries would have an effect on service delivery in different communities (cf. 4.3.2.1).

5.2.2.1 Lack of proper engagement with the community

It is believed that information from the local government from the MDB was disseminated to the community members in Vuwani area. However, the participants contested that there was no effective communication from their local municipality (cf. 4.3.1.1). The participants further highlighted that differences in meetings in the community with the government officials and traditional leaders proved to be fruitless. There was no full confidence between the local municipal government and the community.

Participants also suggested that the local government and traditional leaders could not establish a strategy to restore peace in the community, so that schools may re-open and teachers teach and learners learn. It was also believed that the traditional leaders condemned the violent protests against the burning of schools in the media, but on the ground they supported their community to fight against the newly established municipality (cf. 4.4.3.1). In the participants' views, traditional leaders and local government officials were not engaged in good faith with negotiations that can result in peace in the community. Hence, there have been various messages reaching the members of the community and this led to violent protests. The community in Vuwani, according to the MDB, should belong to a newly established municipality outside of the Makhado municipality.

In support of the literature view, the community decided to use their voices to express their dissatisfaction with the municipal plan as their aspirations were not met (cf. 2.13.3). A voice in the form of language exists only in the dialogic experiences of the people who use it and where every word is addressed to someone and acquires its meaning in a constantly changing sense that is formed by individuals through their experiences with each other (Batory, et al. 2010), (cf. 2.13.2). The participants acknowledged that the decision of the MDB to change community boundaries was taken without their permission. The anger and frustration they felt were added to the community and the protest was regarded as leaderless (cf. 4.4.4.4). There was also a communication gap between the community and the local government during the unrest (cf. 4.4.1.1), creating anger on the part of the community members.

5.2.2.2 Dissatisfaction with the local municipality

Community and local government officials had several meetings which did not bear any fruits. Few people attended these meetings and among them were community leaders and other high-ranking officials in politics who were allowed to make decisions; there was no representation of ordinary people (cf. 4.4.1.1). This shows that the will of the community in Vuwani have been undermined as a result of poor communication with the local municipality officials. The views of the community were undermined before the decision for the newly established municipality was taken. Protesters saw violence and unrest as a necessary last resort after numerous attempts to engage with the local government.

Community violence becomes a significant problem in terms of teachers' ability to perform all their responsibilities at school (Espelage, et al. 2013). The threat of violence against teachers and learners is a fundamental breach of social interactions between the school and the community (Netshitahame & van Vollenhoven, 2002), and teaching and learning cannot take place in an unsafe environment (Johnson, 2020), (cf. 2.7). With evidence from the African perspective, Opere, et al. (2019) pointed out that in Kenya, political instability and community protests resulted in the vandalising of schools. Similarly, Njoroge and Nyabuto (2014) noted that a lack of safety for the teachers and learners at school has been one of the challenges facing Kenyan schools for years. Kenyan teachers, especially those in rural schools, lack motivation and fear violent protests from the community (Gitome, et al. 2013), (cf. 2.3).

The findings reflected there is a lack of critical dialogic and constructive conversations among the community members that surround the school and the people with whom they are in disagreement (cf. 2.1). As stated, the community protests were sparked by the decision of the MDB to incorporate Vuwani community into the newly established municipality (cf. 4.4.2.1). This led to extensive property damage, burning of schools, blocking of roads, and violent confrontations with police. Some serious repercussions related to external factors such as unemployment, poverty and inequality needed to be addressed. These are some of the main factors that resulted in the community taking to the streets to expressing their frustration with the issue of inadequate service delivery.

5.2.2.3 Identity and ownership

In support of the literature review, it should be noted that identity disputes occur when group members of a community believe that their sense of self is undermined or denied legitimacy and respect. Identity is important to one's self-esteem and can help an individual perceive the rest of the world (cf. 2.13.3). Any challenge to identity is likely to generate a strong response. Community members of Vuwani with an individual self may reflect ownership of the community that cannot simply be taken away from the self, including my history, my culture, my municipality, my people and my environment (cf. 2.13.1). Conflicts are also maintained through the formation of collective identities among the members of the community. Community belonging is generally based on nationality, ethnicity, race, religion, or any other category applicable to the dispute. Individuals associate with those in their own group and start campaigning against those in the opposing group. A build-up of a small group of people in the community can exercise an influence over others and gain momentum against the other group (Hermans, 2012), (cf. 2.13.3).

While collective identities can initially develop around issues such as resistance to oppressive social structures or land claims, they eventually take on their own sense and importance. As the conflict escalates, the competing parties become more fragmented and violent towards other groups. A high level of in-group identity, along with a high level of perceived danger from the other group, leads to a fundamental instinct to protect oneself and destroy the opponent. Conflicts of identity, on the other hand, are based on people's psychology, community, fundamental values, common history, and beliefs. These problems appear to be more abstract and related to people's basic survival needs. If identity is rejected or simply not accepted by the majority, marginalised groups may see these power hierarchies as oppressive and revolt against them. Power conflicts between common voices at the level of the group or society have an effect on interchange, not only between members of the community, but also between opposing roles within the community (Skinner, et al. 2001), (cf. 2.13.3).

5.2.3 Findings regarding sub-question two

How do violent community protests impact teachers in a high school?

Under sub-question two, participants highlighted community violence as a significant problem in terms of teaching and learning, affecting teachers' ability to perform their tasks (cf. 2.5.1). School safety initiatives and strategies may resolve a wide variety of concerns related to violence in both the school and the community. With community unrest, teachers felt unsafe in the environment characterised by violence once service delivery was challenged (cf. 2.7). Evidence from the global perspective reflects that in Pakistan, schools also became the targets of violent attacks, especially directed at teachers, and they were forced to quit their jobs due to fear of insecurity in schools (cf. 2.2).

5.2.3.1 Teachers and learners' rights

In particular, violent demonstrations impact individuals' right to basic education. Vuwani's protests severely set teaching and learning back. The right to demonstrate should be exercised with due regard for the rights of others. It should be remembered that demonstrators are free to advance their interests by assembly, demonstration, picketing and petitioning (cf. 2.10) yet the burning schools violates the right to basic education for teachers and learners. Teachers fear for their safety, particularly as they do not have faith in police response times or the ability to provide protection when safety issues are brought to their attention. It has become clear that the authorities respond more rapidly when schools resources are under attack and pay little attention to the safety of teachers and learners. The disruptive nature of the violent demonstration also results in money having to be allocated to repairs, which could have been spent on improving educational facilities.

The Department of Education outlined the attempts it made to try to ensure the resumption of schooling. The most vulnerable in Vuwani are basic education learners, particularly Grade 12 learners, because of the standardised assessment of the NSC examination in South Africa (Le Roux & Sebolai, 2017), (cf. 3.4.2.3). The violent nature

of the demonstrations has become a deterrent to teaching and learning, because learning does not take place in such an unfavourable environment.

For the protesters, showing disrespect for the right to basic education may also be related to the view that education is not inherently a guarantee of a better life. In this stance, schooling is not seen as a solution for solving the problems of society and, as a result, those who hold that view do not respect the right to basic education. The participants understood the fact that schools, according to the protester's views, are regarded as state property rather than an integral part of the community. The lack of a sense of ownership of the schools by the communities in which they are located makes the schools targets. The participants understood that schools should be seen as assets of the entire community (cf. 4.4.4). The increase in protest activities that threaten the right to basic education is a deeply negative concern for the social and economic growth of South Africa. The manner in which the right to protest is exercised must take the rights of others into account, particularly the right to basic education.

5.2.3.2 Schools are targeted

To the participants' understandings in relation to youth unemployment, the protesters fail to see how education will ensure a better future for their children. In some cases, demonstrations take place near schools or target facilities, such as transport, which play a key role in the education sector. Protests should not be a deterrent to teaching and learning on any given day. It is therefore imperative that violent demonstrations and their causes be avoided at all costs.

And while it was determined that socio-economic and political factors are at play in communities (cf. 2.4), it was unfortunate and telling that, following the school closures, teachers were unable to fulfil their responsibilities. Disruption of education in these areas is another setback to attempts to develop an efficient schooling system. Teachers bear the responsibility when educational difficulties occur, particularly affecting Grade 12 learners who are unable to perform to their best abilities due to disruptions to their education (cf. 4.6.3). Violent demonstrations also disrupt the work of teachers and there is a need for sufficient help from government authorities to ensure that they are able to tackle and undertake their responsibilities.

5.2.4 Findings regarding sub-question three

What can be done to prevent violent community protest from affecting teachers in a high school?

Measures of teachers safety in schools, according to the findings, have not been taken seriously. The negative impact of community violent protests continues to undermine the community's right to basic education. According to participants, Vuwani community would not have contested the decision of taking the MDB to court, and violent protests could have been avoided if there was effective communication with community members who negotiate peacefully. Hence, the schools would not have been burned down and teachers should have been safe.

5.2.4.1 Community participation

One of the key drivers of violent community protests in Vuwani, according to Netswera and Nealer (2020), relates to the government's communication failure to involve communities in the demarcation process that directly affects the community. Communication, characterised by group engagement, whereby members of the community are encouraged to provide input and are part of the identification of their needs, problems, action strategies, implementation, assessment and monitoring in a favourable setting, is required (Rasila & Musitha, 2017), (cf. 2.5). Communication involves engagement between the community and local government in working collaboratively with interest of related circumstances with respect to problems affecting members of the community.

The participants agreed that the municipality's engagement with the community in the long-term could benefit those involved and the community at large. Confidence and trust from the leadership will improve the municipality's reputation in terms of the development and improvement of services in the community. With such an improvement in communities, schools could become safer environments. Activities that involve community participation should provide educational programmes that promote peace and stability in the community. If the MDB engaged with the community in good faith, teachers would have been safe and would build trust, either at school or in the

community. Community grievances were supposed to be resolved before arriving at the final decision for the newly established municipality. The MDB and local government should have considered the voices of community members before finalising their decision. The decision should not have been imposed on the community members, showing that the MDB took advantage of their vulnerability instead of listening to them. They used their positions to dictate to their members because they think that leadership have power and authority over others. Dominance and social influence in society as a whole, and in the mini-society of self, relate to the importance of collective voices of self (Hubert & Hermans, 2008), (cf. 2.13.2).

5.2.4.2 Civic education and safety in the school environment

The community members' voices should not be undermined, along with their significance to preserve peace and stability in decision-making. The voices express their particular points of view and they have their own stories to tell (Batory, et al. 2010), (cf. 2.13.3). The MDB and local government should manage the engagement process with members of the community to listen and analyse their voices in relation to community issues.

Community development refers to the ability of people to have a voice in decision-making that shape their lives in community (cf. 4.4.5.4). Dialogic-self reflects that there are several self's, each of which should be given a voice and enabled to participate in conversation (Barresi, 2002), (cf. 2.13.2). Before the MDB and local government arrive at a final decision about the municipal demarcation, they should follow the required steps within the law in order to come up with a decision that will satisfy the community. The channel of communication should be improved and modernised to meet the needs of the community through the use of multiple sources of social media platforms.

Violent protests have seen schools being burned down, and in Vuwani, community members were dissatisfied over the basic services that is a challenge in many similar communities in the country. As a result, schools safety remains a concern if community riots continue, impacting on individuals' right to basic education. The government's obligation to keep the school environment safe remains unclear.

Participants reported that an awareness of education is essential. It can help their communities to understand the importance of teaching and learning (cf. 4.4.5.4). Education awareness in communities should be focused on activities that unify schools and communities. However, it was determined from participants' feedback that during violent protests, other groups in the community went against the principle of protecting the schools from vandalism. Power conflicts between common voices at the level of the group or society therefore have an effect on the exchange between members of the community, and between opposing roles within the community (Skinner, et al. 2001). Violence was also used as a tool to challenge the dominant power structure in local municipal government in the country (Ntshoe, 2002), (cf. 2.13.3).

The participants condemned violent protests that were directed at schools. The community that should be protecting teachers and learners, instead undermines the norms and values of the Constitution of the Republic of South Africa. The community and school programmes, in collaboration with the local government, can assist in ensuring safety in schools, especially when the schools are targeted.

In the following section, conclusions drawn from the findings are presented.

5.3 RESEARCH CONCLUSIONS

The community's response to the protests in Vuwani was due to a lack of proper communication and little engagement with their leaders in decision-making in terms of the newly established municipality. One of the key drivers of violent community protests in Vuwani, according to Netswera and Nealer (2020), relates to the government's communication failure to involve communities in the demarcation process that directly affects them. The community took to the street as their voices needed to be heard and there had to be recognition and attention from those in the local municipality. The reviewed policy document stated that an educator refers to people who teach or train other people or offer technical education services to every public school (cf. 4.6.1). However, in this context, it was found that teachers were unable to perform these duties due to community protests.

Ethnicity has proven to be a significant problem for consideration in the Vuwani community, as its community members expressed ethnic concerns against the new local municipality. The solutions regarding ethnicity should be addressed earlier rather than having to respond to violent protests after schools have already been vandalised and burned down.

The community opted to express their anger and frustration, and demonstrate their dissatisfaction to the local municipality and MDB proposal since their expectations were not addressed (cf. 4.4.1). As the community had a longstanding history in the area, they never thought of leaving their place of birth; they had a historical background, culture, language and social ties with their own people. The demarcation process of the municipality resulted in violent protests, some of which were directed at government property, including schools. The decision that was taken by the MDB to change the municipality was made without involvement from the community at large.

It must be noted that the voices of the people in the community should not be undermined as they have the power to close down schools through violent protests. The community is profoundly permeated by individual voices in participation, including power differences (Barresi, 2002), (cf. 2.13.3). Due to violent protests in the community, teachers were caught up as victims and felt unsafe to be at school. It is clear that in-depth community involvement is needed so that all voices from the community are heard and attended to. The participants noted a lack of communication between the local government and their needs in the community.

The participants shared that schools tend to be considered state assets rather than community assets. Therefore, protesters saw schools as part of structures that have been associated with the issues of municipal demarcation processes. However, there are some community members that do make an effort to protect their schools, even though this was not an easy task. The society at large clearly needs educational awareness on issues pertaining to school safety and ownership of the school. Schools therefore function best when community members are active participants and have a sense of ownership of the school (Cobigo, et al. 2016), (cf. 2.6). Moreover, local government needs to be more accessible to the demands of the community so that they do not feel excluded from the finalised decision. The school, local government

and other organisational bodies should be at the centre of discussions and provide educational awareness to the community about human rights, protecting state resources, and the importance of teaching and learning at school.

In line with the literature, it was found that growing dissatisfaction among the poor and marginalised in local communities was based on an unwillingness by local government authorities to attend to such community needs (Khambule, et al. 2019). Therefore, power dominance from local municipality government authorities, according to Batory, et al. (2010) suppresses the poor and marginalised communities (cf. 2.13.3). Local government, in collaboration with the community leaders, should look at developing structures and systems that are more embracing and participatory. The structures and systems that are in place should allow solutions to be found at community level, rather than allowing tensions to escalate to a provincial level or result in violent protests. The collaboration across local government and community leaders is important in order to minimise the tensions and challenges faced by the community. By understanding culture, community leaders could be better prepared to shape the ideals, beliefs and behaviours required to cultivate a healthy and nurturing learning atmosphere that affects teachers and student success (MacNeil, et al. 2009), (cf. 2.6).

Vandalised schools impacted teachers psychologically, as highlighted by the participants. The violent impact on teachers affected their personal and professional image, and they developed low morale in the workplace. It appeared that teachers were neglected by the Department of Education as they received limited attention and often became the victims of intimidation and infringement of their constitutional rights (Reyneke, 2011), (cf. 2.5.1). The nature of violent protests contributed to the workplace environment, and teachers felt unable to cope with their professional duties and responsibilities at school. The testimony from successful school principals (MacNeil, et al. 2009), suggest that it is necessary to focus on the growth of school culture as a learning environment to boost the morale of teachers (cf. 2.5.1).

Insufficient parental involvement contributed to the youth taking to the street, burning tyres, blocking roads, preventing others from attending school and vandalising schools. Youth involvement in violent protests became a challenge at school, and such behaviour resulted in ineffective teaching. According to Karibayeva and Bogar (2014),

parental involvement refers to participation in different kinds of school programmes, such as bargaining with teachers and other school employees, and becoming a mentor at school programmes, helping with homework, and attending school meetings and events (cf. 2.8). More effective communication between teachers and community members result in good relationships within the school environment (Yulianti, et al. 2018), (cf. 2.6). Without sufficient communication and positive relationships, teachers are unable to enforce disciplinary codes, ultimately becoming a safety concern for teachers.

5.4 RECOMMENDATIONS

The study delivered and presented evidence regarding community violence and their impact on teachers. Teachers' exposure to violent protests, in which their personal and professional lives were affected, have been discussed. It was therefore important to identify and present solutions to prevent further vandalising of schools as witnessed in Vuwani, and provide teachers with a safe school environment.

Since the violent community protest has been an issue of discussion since the burning of schools in 2016, it is important to conclude this study by providing guidelines in the form of recommendations. The violent community protests reflected on in this study were influenced by a variety of factors, which impacted on teachers and learners for a period of three months. It has already been mentioned throughout this study that community violence affected the duties and responsibilities of teachers in the school environment. Classrooms and learning resources were destroyed to varying degrees and teachers were faced with challenges in the school environment, which was not conducive to learning. The following recommendations are thus presented in the form of guidelines.

The first recommendation is that the local government and community leaders should work together and strengthen their relationship within the community. Community participation and local government responsibility can be broadened through new ideas, such as employing social media as a means of communication, especially to young people.

The second recommendation is based on the findings that ethnicity divides and destroys good relationship within the community. The researcher suggests that the newly established municipality should unite the community. The development of the community and distribution of resources should be provided equally to society. Employment opportunities in the municipality should be for everyone in the community, regardless of whether they are Tsonga-speaking or Venda-speaking; this will unite the community. Local government and community leaders should reassure the community that they are part of the newly established municipality and not compromised in terms of the basic services being rendered. Employment opportunities for unemployed youth should also be transparent to all members of the community, regardless of their ethnicity. Community participation by all stakeholders, including local government and the community, can bring an end to the violent protests that have seen teaching and learning compromised.

The third recommendation of the study is that local government authorities should comply with delivering basic services to the community as stipulated in the Constitution. The local government offices should be accessible and become responsive to the community without resulting in violent protests. Peaceful protesters should respect the rights of teachers and learners, so that they are safe at school. All stakeholders, either at local government or in the community, should acknowledge that teachers' interests are their children at school. Educational awareness activities should help the community to discover meaningful ways to promote school safety and give support to teachers at school.

The fourth recommendation of the study is that the teachers' policy, with regard to teachers' safety, teachers' duties and responsibilities, should be transparent, and available, easily accessible at school for all teachers. The *ELRC Policy for Educators and National Policy Framework for Teachers*, should be made available at local government departments and to community leaders to ensure that they understand teachers' responsibilities and requirements at school. An assessment and evaluation of the teachers' policy documents should be reviewed for the formation of future teachers' policies. Training and support, as part of educational awareness campaigns to all parties involved at schools and in the community, should be implemented.

Because schools are an asset of the community, the researcher's fifth recommendation is that the community should be engaged in protecting schools. The school management should facilitate the process and give support to the community on how school safety and security should be managed as part of community ownership. Traditional and community leaders should be involved in the process of keeping the school environment safe. Community ownership ensures that teachers teach and learners learn without interruption at school.

Some of the benefits of school ownership that can increase the safety and security of the school include:

- Youth activities
- Parents' meetings
- Community meetings
- Religious gatherings

5.5 AVENUES FOR FURTHER RESEARCH

The study outlined an understanding of community engagement with local government to promote awareness campaigns on safety in schools that will enable teachers to perform their duties and responsibilities without interruptions. The researcher suggests the following avenues for further research.

- Research to explore an educational awareness campaign and training programme for schools and in the community about teachers' professionalism and their safety.
- Research to explore the challenges that the Department of Education is experiencing in dealing with teachers' safety in schools.
- Research to investigate leadership's communication on aspects related to the school and community.
- Research to explore teachers' morale at work with regard to their exposure to violent community protests.
- Research to evaluate the teachers' policy and its implementation at school.

5.6 LIMITATIONS OF THE STUDY

The researcher found that a communication gap existed between the community members and the local municipality, causing unrest. Therefore, a limitation was that important participants were not included in the study, including local municipal officials. Further research that includes additional role-players is needed in order to trace the root causes of violent protests that have seen teachers' safety being compromised in the school environment.

5.7 CONCLUDING REMARKS

It is important to note that teachers do not exist in a vacuum but are part of the society in which the school is situated. The violent protests that erupted in communities continue to be a problem that hinders the perception and the reality of the school being a safe place for teachers to perform their duties and responsibilities. Community violent protest is a common occurrence in all parts of South Africa. Contributing factors to community violence continue to have an impact on teachers' safety. The study found that the demarcation of the municipality in Vuwani proved to be the main stressor influencing violent community protests. Due to the unrest in the community, teachers were unable to perform their duties at school for a period of three months. Violent protests therefore create an atmosphere of fear and anxiety among teachers and learners in the school environment. However, the study also provided lessons and experiences that can be implemented to prevent future protests directed at schools, so that teachers can teach and learners can learn.

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APPENDIX A: ETHICS CLEARANCE CERTIFICATE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/07/24

Ref: **2019/07/24/39382958/25/MC**

Name: Mr Tshillo Mushoma

Student No.: 39382958

Dear Mr Tshillo Mushoma

Decision: Ethics Approval from
2019/07/24 to 2022/07/24

Researcher(s): Name: Mr Tshillo Mushoma
E-mail address: tshilomus@gmail.com
Telephone: 072 499 0666

Supervisor(s): Name: Dr S Danke
E-mail address: danksm@unisa.ac.za
Telephone: 012 429 8808

Title of research:

VIOLENT COMMUNITY PROTEST AND THEIR IMPACT ON TEACHERS: A CASE STUDY OF VUWANI, LIMPOPO PROVINCE

Qualification: MEd Socio-Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/07/24 to 2022/07/24.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2019/07/24 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

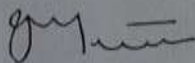
1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2022/07/24**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

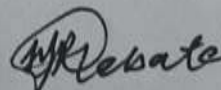
Note:

The reference number **2019/07/24/39382958/25/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof PM Sebate
EXECUTIVE DEAN
Sebatpm@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

University of South Africa
Pretter Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX B: TURNITIN ORIGINALITY REPORT

VIOLENT COMMUNITY PROTEST AND THEIR IMPACT ON TEACHERS: A CASE STUDY OF VUWANI, LIMPOPO PROVINCE

ORIGINALITY REPORT

9%	7%	2%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	uir.unisa.ac.za Internet Source	1%
2	Submitted to North West University Student Paper	1%
3	Submitted to University of Venda Student Paper	1%
4	hdl.handle.net Internet Source	1%
5	td-sa.net Internet Source	<1%
6	scholar.sun.ac.za Internet Source	<1%
7	researchspace.ukzn.ac.za Internet Source	<1%
8	mafiadoc.com Internet Source	<1%

**APPENDIX C: A LETTER REQUESTING FOR THE PERMISSION TO CONDUCT
RESEARCH FROM LIMPOPO PROVINCIAL DEPARTMENT OF
EDUCATION**



**A LETTER REQUESTING FOR THE PERMISSION TO CONDUCT RESEARCH FROM LIMPOPO
PROVINCIAL DEPARTMENT OF EDUCATION**

Dear Sir/Madam,

Re: Requesting permission to conduct research in Vuwani high School under Vhuronga 2 Circuit

I, Mr Tshililo Mushoma, (Student number: 39382958) I am a registered as a Masters student at the University of South Africa (Unisa) under the supervision of Dr S.M. Matlabe, in the Department of Educational Foundations. I am seeking permission to conduct a research study titled: **“Violent community protest and their impact on teachers: A case study of Vuwani, Limpopo Province”**.

The main aim of this research study is to determine how critical disruptive and constructive conversations can be held within the communities that surround schools which can yield to positive and healthy governance of public properties such as buildings, offices, roads and other essential structures that are built by the government for the locals within the communities.

The objectives of this research study is to: To identify the factors that are impacting teachers during violent community protest. To examine the impact of violent community protest to teachers. To formulate recommendations to communities on how to handle conflicts that lead to violent protests

Vuwani High school has been selected as a case study because of its location at the center of the disputed area that is under investigation in this study. **Three data instruments will be used to collect data in this study: face to face interviews with the school Principal, two Teachers, two community members and community leader. Observation and document analysis will also be used.**

All information produced in this research will contain Copyright agreements will be submitted to the College of Education Ethics Review Committee (CEDU). Materials that will be translated

to other languages or other adaptations will be subjected to copyright agreements. Only the researcher will be allowed to record conversations (*with your permission*) that take place during the research period. Hard copies of your answers will be stored by the researcher for a period of five years in a locked filing cabinet in my office at home. For future research or academic purposes, electronic information will be stored on a password-protected computer. Future use of the stored data will be subject to further research ethics review, and approval if applicable. Hard copies will be shredded and/or electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme. There is no payment received for this study. As a researcher, I am not going to be giving research participants gifts in exchange of their participation.

I will organise a feedback session where I will give the research findings. The Department of Education in Limpopo and the Vhuronga 2 Circuit, school Principal, Teachers, community members and local community leader will be invited.

If you need any information in as far as this research study is concerned, please contact my supervisor, Dr Sizakele Matlabe on 082 350 3540, 012 429 8808, or at matlasm@unisa.ac.za. Should you have concerns about the way in which the research has been conducted, you may contact the head of Department, Prof J Seroto at [0124206009](tel:0124206009) or seroj@unisa.ac.za. Alternatively, contact the Research Ethics Chairperson of the College of Education Ethics Committee Review, Dr M Claassens, by e-mail at mcdtc@netactive.co.za.

Yours sincerely



Mr Tshililo MUSHOMA

**APPENDIX D: A LETTER REQUESTING FOR THE PERMISSION TO
CONDUCT RESEARCH FROM VHURONGA 2 CIRCUIT OFFICE**



A LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH FROM VHURONGA 2 CIRCUIT OFFICE

Dear Sir/Madam,

Re: Requesting permission to conduct research in Vuwani high School under Vhuronga 2 Circuit

I, Mr Tshililo Mushoma, (Student number: 39382958) I am a registered as a Masters student at the University of South Africa (Unisa) under the supervision of Dr S.M. Matlabe, in the Department of Educational Foundations. I am seeking permission to conduct a research study titled: **“Violent community protest and their impact on teachers: A case study of Vuwani, Limpopo Province”**.

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Yours sincerely



Mr Tshililo MUSHOMA

**APPENDIX E: A LETTER REQUESTING FOR THE PERMISSION TO
CONDUCT RESEARCH FROM VUWANI HIGH SCHOOL**



PARTICIPANT INFORMATION SHEET FOR VUWANI HIGH SCHOOL

A LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH AT VUWANI HIGH SCHOOL

Dear Sir/Madam,

Re: Requesting permission to conduct research in Vuwani high School under Vhuronga 2 Circuit

I, Mr Tshililo Mushoma, (Student number: 39382958) I am a registered as a Masters student at the University of South Africa (Unisa) under the supervision of Dr S.M. Matlabe, in the Department of Educational Foundations. I am seeking permission to conduct a research study titled: **“Violent community protest and their impact on teachers: A case study of Vuwani, Limpopo Province”**.

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Yours sincerely



Mr Tshililo MUSHOMA

**APPENDIX F: A LETTER REQUESTING FOR THE PERMISSION TO
CONDUCT INTERVIEW FROM THE SCHOOL PRINCIPAL**



PARTICIPANT INFORMATION SHEET FOR THE PRINCIPAL

Re: Requesting permission to conduct research in Vuwani high School under Vhuronga 2 Circuit

Dear Sir/Madam,

I, Mr Tshililo Mushoma, (Student number: 39382958) I am a registered as a Masters student at the University of South Africa (Unisa) under the supervision of Dr S.M. Matlabe a, in the Department of Educational Foundations. I am seeking permission to conduct a research study titled: **“Violent community protest and their impact on teachers: A case study of Vuwani, Limpopo Province”**.

You are selected to participate in this study because you fit in the sampling criteria that was used in this study. The research study sampled the **school Principal, two Teachers, two community members and local community leader**.

The main aim of this research study is to determine how critical disruptive and constructive conversations can be held within the communities that surround schools which can yield to positive and healthy governance of public properties such as buildings, offices, roads and other essential structures that are built by the government for the locals within the communities.

The objectives of this research study is to: To identify the factors that are impacting teachers during violent community protest. To examine the impact of violent community protest to teachers. To formulate recommendations to communities on how to handle conflicts that lead to violent protests

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I will organise a feedback session where I will give the research findings. The Department of Education in Limpopo and the Vhuronga 2 Circuit, the **school Principal, Teachers, community members and local community leader** will be invited.

If you need any information in as far as this research study is concerned, please contact my supervisor, Dr Sizakele Matlabe on 082 350 3540, 012 429 8808, or at matlasm@unisa.ac.za. Should you have concerns about the way in which the research has been conducted, you may contact the head of Department, Prof J Seroto at [0124206009](tel:0124206009) or seroj@unisa.ac.za. Alternatively, contact the Research Ethics Chairperson of the College of Education Ethics Committee Review, Dr M Claassens, by e-mail at mcdtc@netactive.co.za.

Yours sincerely



Mr Tshililo MUSHOMA

APPENDIX G: INTERVIEW QUESTIONS TO THE SCHOOL PRINCIPAL



INTERVIEW QUESTIONS TO THE PRINCIPAL

- I. How long have you been working here as a school Principal?
- II. What caused the community members to burn schools in Vuwani?
- III. How the protests / community riots did affect teachers and the processes of teaching and learning in this school?
- IV. Do you think it is importance for community members to protect building such as schools, community libraries during riots/ protest?
- V. Do you think the protesters action of burning schools are justifiable?
- VI. How did you use to resolve conflict in an African way before democracy in this country?
- VII. What can be done to prevent the community members from burning and destroying facilities built by the government during misunderstandings with their authorities e.g. Municipal disputes?
- VIII. What are the contributing factors of which lead the community members to disrupt learning/ schools in Vuwani? (burn *schools or other crucial buildings such as the community library or roads?*)**
- IX. What were the community members hoping to achieve by burning so many schools during the protests?
- X. What can be done to empower both the school and the community members about the importance of basic rights to education?
- XI. Do you think community members should be involved in policing / protecting of schools in their neighborhood?
- XII. What impact did the burning of schools have to the teachers at school?
- XIII. How do you think disruptive and constructive conversations can be handled/ managed between two groups that are in disagreement in the community which can lead to peaceful protests?
- XIV. What strategies should be used by the school and the community to ensure safety of schools and community buildings / facilities during riots?
- XV. What are your views about community protests/ violence in the communities of Vuwani?
(South Africa at large)

**APPENDIX H: A LETTER REQUESTING FOR THE PERMISSION TO
CONDUCT INTERVIEW FROM THE SCHOOL TEACHER**



PARTICIPANT INFORMATION SHEET FOR THE TEACHER

Re: Requesting permission to conduct research in Vuwani high School under Vhuronga 2 Circuit

Dear Sir/Madam,

I, Mr Tshililo Mushoma, (Student number: 39382958) I am a registered as a Masters student at the University of South Africa (Unisa) under the supervision of Dr S.M. Matlabe a, in the Department of Educational Foundations. I am seeking permission to conduct a research study titled: **“Violent community protest and their impact on teachers: A case study of Vuwani, Limpopo Province”**.

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The objectives of this research study is to: To identify the factors that are impacting teachers during violent community protest. To examine the impact of violent community protest to teachers. To formulate recommendations to communities on how to handle conflicts that lead to violent protests

Vuwani High school has been selected as a case study because of its location at the center of the disputed area that is under investigation in this study. **Three data instruments will be used to collect data in this study: face to face interviews with the school Principal, two Teachers, two community members and community leader. Observation and document analysis will also be used.**

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I will organise a feedback session where I will give the research findings. The Department of Education in Limpopo and the Vhuronga 2 Circuit, the **school Principal, Teachers, community members and local community leader** will be invited.

If you need any information in as far as this research study is concerned, please contact my supervisor, Dr Sizakele Matlabe on 082 350 3540, 012 429 8808, or at matlasm@unisa.ac.za. Should you have concerns about the way in which the research has been conducted, you may contact the head of Department, Prof J Seroto at [0124206009](tel:0124206009) or seroj@unisa.ac.za. Alternatively, contact the Research Ethics Chairperson of the College of Education Ethics Committee Review, Dr M Claassens, by e-mail at mcdtc@netactive.co.za.

Yours sincerely



Mr Tshililo MUSHOMA

APPENDIX I: INTERVIEW QUESTIONS TO THE SCHOOL TEACHER



INTERVIEW QUESTIONS TO THE TEACHER

- I. How long have you been working here as a school teacher?
- II. What caused the community members to burn schools in Vuwani?
- III. How the protests / community riots did affect teachers and the processes of teaching and learning in this school?
- IV. Do you think it is importance for community members to protect building such as schools, community libraries during riots/ protest?
- V. Do you think the protesters action of burning schools are justifiable?
- VI. How did you use to resolve conflict in an African way before democracy in this country?
- VII. What can be done to prevent the community members from burning and destroying facilities built by the government during misunderstandings with their authorities e.g. Municipal disputes?
- VIII.** What are the contributing factors of which lead the community members to disrupt learning/ schools in Vuwani? (burn ***schools or other crucial buildings such as the community library or roads?***)
- IX. What were the community members hoping to achieve by burning so many schools during the protests?
- X. What can be done to empower both the school and the community members about the importance of basic rights to education?
- XI. Do you think community members should be involved in policing / protecting of schools in their neighborhood?
- XII. What impact did the burning of schools have to the teachers at school?
- XIII. How do you think disruptive and constructive conversations can be handled/ managed between two groups that are in disagreement in the community which can lead to peaceful protests?
- XIV. What strategies should be used by the school and the community to ensure safety of schools and community buildings / facilities during riots?
- XV. What are your views about community protests/ violence in the communities of Vuwani? (South Africa at large).

**APPENDIX J: A LETTER REQUESTING FOR THE PERMISSION TO
CONDUCT INTERVIEW FROM THE COMMUNITY MEMBER**



**A LETTER REQUESTING FOR THE PERMISSION TO CONDUCT RESEARCH IN THE
COMMUNITY**

Dear Sir/Madam,

I, Mr Tshililo Mushoma, (Student number: 39382958) I am a registered as a Masters student at the University of South Africa (Unisa) under the supervision of Dr S.M. Matlabe a, in the Department of Educational Foundations. I am seeking permission to conduct a research study titled: **“Violent community protest and their impact on teachers: A case study of Vuwani, Limpopo Province”**.

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I will organise a feedback session where I will give the research findings. The Department of Education in Limpopo and the Vhuronga 2 Circuit, the **school Principal, Teachers, community members and local community leader** will be invited.

If you need any information in as far as this research study is concerned, please contact my supervisor, Dr Sizakele Matlabe on 082 350 3540, 012 429 8808, or at matlasm@unisa.ac.za. Should you have concerns about the way in which the research has been conducted, you may contact the head of Department, Prof J Seroto at [0124206009](tel:0124206009) or seroj@unisa.ac.za. Alternatively, contact the Research Ethics Chairperson of the College of Education Ethics Committee Review, Dr M Claassens, by e-mail at mcdtc@netactive.co.za.

Yours sincerely



Mr Tshililo MUSHOMA

APPENDIX K: INTERVIEW QUESTIONS TO THE COMMUNITY MEMBER



INTERVIEW QUESTIONS TO THE MEMBER OF THE COMMUNITY

RESEARCH QUESTIONS

- a) For how long have you been staying in this community?
- b) What caused the community members to burn schools in Vuwani?
- c) Do you think it is importance for community members to protect building such as schools, community libraries during riots/ protest?
- d) Do you think the protesters action of burning schools are justifiable?
- e) What can be done to prevent the community members from burning and destroying facilities built by the government during misunderstandings with their authorities e.g. Municipal disputes?
- f) What are the contributing factors of which lead the community members to disrupt learning/ schools in Vuwani? (burn ***schools or other crucial buildings such as the community library or roads?***)
- g) What were the community members hoping to achieve by burning so many schools during the protests?
- h) What can be done to empower both the school and the community members about the importance of basic rights to education?
- i) Do you think community members should be involved in policing / protecting of schools in their neighborhood?
- j) What impact did the burning of schools have to the teachers at school?
- k) How do you think disruptive and constructive conversations can be handled/ managed between two groups that are in disagreement in the community which can lead to peaceful protests?
- l) What strategies that should be used by the school and the community to ensure safety of schools and community buildings / facilities during riots?
- m) What are your views about community protests/ violence in the communities of Vuwani? (South Africa at large).

APPENDIX L: A LETTER REQUESTING FOR THE PERMISSION TO CONDUCT INTERVIEW FROM THE COMMUNITY LEADER



PARTICIPANT INFORMATION SHEET FOR THE COMMUNITY LEADER

A LETTER REQUESTING FOR THE PERMISSION TO CONDUCT RESEARCH IN THE COMMUNITY

Dear Sir/Madam,

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All information produced in this research will contain copyrights Copyright agreements will be submitted to the College of Education Ethics Review Committee (CEDU). Materials that will be translated to other languages or other adaptations will be subjected to copyright agreements. Only the researcher will be allowed to record conversations (**with your permission**) that take place during the research period. Hard copies of your answers will be stored by the researcher for a period of five years in a locked filing cabinet in my office at home. For future research or academic purposes, electronic information will be stored on a password-protected computer. Future use of the stored data will be subject to further research ethics review, and approval if applicable. Hard copies will be shredded and/or electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme. There is no payment received for this study. As a researcher, I am not going to be giving research participants gifts in exchange of their participation.

I will organise a feedback session where I will give the research findings. The Department of Education in Limpopo and the Vhuronga 2 Circuit, the **school Principal, Teachers, community members and local community leader** will be invited.

If you need any information in as far as this research study is concerned, please contact my supervisor, Dr Sizakele Matlabe on 082 350 3540, 012 429 8808, or at matlasm@unisa.ac.za. Should you have concerns about the way in which the research has been conducted, you may contact the head of Department, Prof J Seroto at [0124206009](tel:0124206009) or seroj@unisa.ac.za. Alternatively, contact the Research Ethics Chairperson of the College of Education Ethics Committee Review, Dr M Claassens, by e-mail at mcdtc@netactive.co.za.

Yours sincerely



Mr Tshililo MUSHOMA

APPENDIX M: INTERVIEW QUESTIONS TO THE COMMUNITY LEADER



INTERVIEW QUESTIONS TO THE LOCAL COMMUNITY LEADER

1. Tell me about the background of this community of Vuwani with regard to municipality demarcation that led to shut down of schools in the area?
2. What caused the community members to burn schools in Vuwani?
3. Do you think the protesters action of burning schools are justifiable?
4. What are your views on local community participation to ensure safe school environment?
5. In which way does the local community assist schools to ensure that teaching and learning should not be interrupted?
6. Do you think it is importance for community members to protect building such as schools, community libraries during riots/ protest?
7. What can be done to prevent the community members from burning and destroying facilities built by the government during misunderstandings with their authorities e.g. Municipal disputes?
8. What are the contributing factors of which lead the community members to disrupt learning/ schools in Vuwani? (burn ***schools or other crucial buildings such as the community library or roads?***)
9. What were the community members hoping to achieve by burning so many schools during the protests?
10. What can be done to empower both the school and the community members about the importance of basic rights to education?
11. Do you think community members should be involved in policing / protecting of schools in their neighborhood?
12. What impact did the burning of schools have to the teachers at school?
13. How do you think disruptive and constructive conversations can be handled/ managed between two groups that are in disagreement in the community which can lead to peaceful protests?
14. What strategies that should be used by the school and the community to ensure safety of schools and community buildings / facilities during riots?

15. What are your views about community protests/ violence in the communities of Vuwani?
(South Africa at large).

APPENDIX N: OBSERVATION CHECKLIST

Observation checklist

ITEM	NOTES
Fencing at school surroundings	
Entrance security gate	
Classroom's condition	
Classroom's furniture	
Doors	
Windows	
Teaching resources	
Teacher's preparation room	
Office of the Principal	
School Library	
Toilets condition	

APPENDIX O: LANGUAGE EDITING CERTIFICATE

Between lines editing

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30 October 2020

To whom it may concern:

I hereby confirm that I have edited the dissertation entitled: "VIOLENT COMMUNITY PROTESTS AND THEIR IMPACT ON TEACHERS: A CASE STUDY OF VUWANI, LIMPOPO PROVINCE". Any amendments introduced by the author hereafter are not covered by this confirmation. The author ultimately decided whether to accept or decline any recommendations made by the editor, and it remains the author's responsibility at all times to confirm the accuracy and originality of the completed work.

Affiliations

PEG: Professional Editors Group (ROM001)
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SEEP: Society for Editors and Proofreaders (15687)
REASA: Research Ethics Committee Association of Southern Africa (104)