School safety committee members' experiences of participative leadership in addressing xenophobic violence against foreign learners in public high schools

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ACKNOWLEDGEMENTS

ABSTRACT

The purpose of this study was to explore school safety committee members' experiences of participative leadership in addressing xenophobic violence against foreign learners in three public high schools in Johannesburg, South Africa. Xenophobic violence continues to be a plague in diverse school environments in South Africa. Educational legislation in South Africa mandates all public high schools to elect a school safety committee. This committee includes relevant stakeholders, who are prescribed by policy to work collaboratively in the management of xenophobic violence. The purpose of this study was to generate empirical information for relevant stakeholders on how they can use effective leadership strategies in order to curb xenophobic violence. Empirically, the study was guided through a combination of the Transformational leadership and Freeman Stakeholder (1984) theoretical lens.

The researcher used a qualitative, transcendental, phenomenological case study research design, and data were collected using in-depth interviews and document analysis. The analysis of the data generated revealed that xenophobic violence was not a challenge in one high school, and the participative leadership approach encouraged stakeholder participation. Overall, the research concluded that school principals in the schools that exhibited xenophobic violence were not using the participative leadership approach and that there was a lack of collaborative governance in the sampled schools. Findings of the study further illuminated the dire need for members of the school safety committee to be capacitated to manage xenophobic violence in public high schools.

KEY TERMS:

School safety; participative leadership; xenophobic violence; foreign learners, school leadership; school governing body (SGB); school safety committee; collaborative governance; diversity; stakeholder participation.

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ATCP: Alternatives to Corporal Punishment

CJCP: Centre for Justice and Crime Prevention

DBE: Department of Basic Education

DoE: Department of Education

GDE: Gauteng Education Department

NASP: National Association for School Psychologists

NCES: National Centre for Education Statistics

NEPA: National Education Policy Act

PS: Public Servant

RCL: Representative Council of Learners

RSA: Republic of South Africa

SAPS: South African Police Services

SASA: South African Schools Act

SGB: School Governing Body

SMT: School Management Team

TEC 37.0811: Indiana Education Code -EDC TX EDUC 37.0811. School Marshalls of Public Schools

TX Code 411.1901: Texas Government Code- Government 411.1901, School Safety Certification for Qualified Handgun Instructors

UK: United Kingdom

UNICEF: United Nations International Children's Emergency Fund

USA: United States of America

WCED: Western Cape Education Department

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CHAPTER ONE

MOTIVATION AND OVERVIEW OF THE RESEARCH STUDY

1.1   ORIENTATION

This study aims to explore the school safety committee members' experiences with participative leadership in addressing xenophobic violence against foreign learners in public high schools.

This chapter offers an introduction to, and the structure of, the entire study. The chapter begins with an introduction and background to the study (1.2), followed by the rationale for and the significance of the study (1.3). The statement of purpose is presented, followed by the aim, the objectives, and the key research question and sub-questions chosen for this study (1.4). The chapter ends with the key definitions (1.5) and acronyms (1.6) used in this study, a chapter layout for the thesis (1.7), and a brief conclusion (1.8).

1.2   INTRODUCTION AND BACKGROUND TO THE STUDY

This study explores school safety committee members' experiences with participative leadership in addressing xenophobic violence against foreign learners in three Johannesburg public high schools. The research inquiry is framed conceptually by the transformational leadership theory (Burns, 1978) and the Freeman's Stakeholder Model (Freeman,1984). It includes the concepts of school diversity, collaborative governance, and participative leadership. Empirically, a qualitative research design is used, where data is collected from three Johannesburg public high schools, and in-depth semi-structured interviews and document analysis are used. Creswell (2014:20) has influenced my choice to use the qualitative research design. Creswell suggests that "if a concept or phenomenon needs to be explored because little research has been done on it, then it merits a qualitative research approach". Although extensive research has been carried out on participative leadership and xenophobia, no single study exists that adequately covers the influence of participative leadership in school safety committees in addressing xenophobic violence against foreign learners. In fact, the school safety committee members' experiences of participative leadership in addressing xenophobic violence against foreign learners is an untapped phenomenon in South African research.

Lanre-Abass and Oguh (2016:30) refer to xenophobia as a plague and a monster that has consumed several modern-day South Africans. They conclude their research by emphasising the need for South Africans to become more tolerant towards foreign nationalities, and this, they advise, can be achieved through the agent of socialisation, which is the school (Lanre-Abass & Oguh, 2016:39). Schools play a vital role in advocating a sense of preparedness for our society. They should, and must, fulfil their duty of preparing learners to develop into young adults who are free of hate and antagonism towards foreigners. The principal's leadership style has an enormous impact on how policy implementation continues at the school. The principal, together with the school safety committee and the relevant stakeholders, are legally and morally bound to ensure the safety of foreign and South African learners in their schools (Department of Education, *Circular 07, Section 12 (c),(j),(k) & 12.1* 2012:19-21*).*

One of the significant current discussions in South African education is learner safety in high schools. Media reports suggest that South African schools might be some of the most unsafe social environments and the most feared in the world. This is endorsed by Kassim (2005: B 13), who reports that South African schools are "war zones", while Naidoo (2009: B 10) expresses that violence is endemic in South African schools. More recently, Makwea (2022: B 2) reports that school violence is "spiralling out of control". Mpofu (2022: B 9) agrees with Makwea (2022: B 2) and reports that "it has reached alarming proportions", while agreeing with Naidoo (2009: B 10) that violence has become endemic (Mpofu, 2022: B 9). Accordingly, the research findings of Kruger and Osman (2010:58-59) endorse the need for anti-xenophobic education in South African schools, because both South African and immigrant learner participants in their study stereotyped one another as violent. In fact, Hlatshwayo and Vally (2014:271) argue that participants in their study use strong derogatory terms for immigrant learners.

While a variety of definitions of the term, foreigner, are suggested, this research adopts the definition that is proposed by Harris (2001:5), who defines "foreigner" as "an illegal alien", and this definition shows intense hatred of foreigners. For the sake of this study, the "foreign learner" includes all immigrant learners. According to Morris (1998:1118), the apartheid government policy was to encourage White immigration and to limit Black immigration into South Africa. Vandeyar, Vandeyar, and Elufisan (2014:2) suggest, in this regard, that the dissolution of the apartheid regime in South Africa introduced the relaxation of fortified borders and the easier entry of African immigrants into South Africa. The *Sunday Times* (2008), as cited in Chimbga and Meier (2014:1692), says that South Africa ranked number 1 in hostility to immigrants in comparison with countries like Japan, Australia, Russia, Great Britain, Argentina, China, Botswana, USA, and Mozambique. This hostile attitude is endorsed by the

South African History Online (2015: para.7-17), which reports that, in 1998, two Senegalese and a Mozambican were thrown from a moving train by members of an Anti-foreigner Group. In 2000, Kingori Siguri Joseph was shot and killed. In the same year, two Angolan brothers were trapped and burnt in their homes. In 2008, 56 foreigners lost their lives in xenophobic attacks, and a 35-year-old Mozambican was beaten, stabbed, and set alight. In 2009, foreigners were forcefully displaced from their homes. In 2013, a 27-year-old Mozambican was tied to the back of a van and dragged down a road. In 2015, a Congolese national was doused in a flammable substance and set alight. Given this violent national landscape, which arguably filters down to education settings and experiences, this research questions whether the South African education system prepares learners for awareness of xenophobia and human rights and prepares them never to commit such atrocities.

The social responsibility of schools is to prepare learners to eradicate the ills of xenophobia in our society. This is endorsed by Smith, Philpot, Gerdin, Schenker, Linnér, Larsson, Mordal Moen, and Westlie (2021:500), who argue that "schools have the educational responsibility to prepare children for peaceful living in a heterogeneous society". The exploration of the participative leadership style for school safety committees, and its influence in addressing xenophobic violence against foreign learners, further intensify the need for such formalised research on the management of xenophobia in public high schools. This research agrees with Chimbga and Meier (2014:1692), who maintain that xenophobia has no boundaries and is inflicted on South Africans and other Africans alike. Indeed, there is potential for xenophobia in settings around the world. The purpose of this study is to alert education departments, school principals, parents, educators, learners, and support staff so that they may use effective leadership strategies to curb xenophobic violence in public high schools. The goal is to empower and recommend ways for school safety committees to work collaboratively with role-players to prepare learners to develop caring and tolerant attitudes towards foreigners in schools. Another goal is to find ways to assist the Gauteng Department of Education (GDE) in preparing and perfecting training programmes that support schools to deal with diversity as it relates to foreign learners. The findings have potential relevance to other education departments across the country too.

One of the intended reasons for this research is to explore the experiences of participative leadership by members of the school safety committee in addressing xenophobic violence. Mehdipour and MohebiKia (2019:4) define participative leadership as leadership that involves shared influence in decision-making by team members. This study investigates the impact of school leadership on the functionality of the school safety committee. The intended outcome, therefore, is to explore the impact of school leadership in discouraging xenophobic violence

and maintaining safety in public high schools. Kim (2002:232) believes that participative leadership enhances work performance. In fact, Kim's study (2002:231) encourages organisational leaders to change from the traditional pattern of a hierarchical structure to one of participative leadership. Botha (2014:26) endorses Kim's (2000:231) sentiment, claiming that "principals can simply no longer lead in the old and traditional ways".

According to Lythreatis, Mostafa, and Wang (2019:646), participative leadership fosters a positive psychological state of employees where they feel proud to be part of the organisation. Miao, Newman and Huang (2014:2807) further add that organisations should adopt a participative leadership style and should provide opportunities for employees to get involved in decision-making and sharing their ideas. Zuze and Juan (2020:461) argue that school principals have been encouraged to be participative in their leadership approaches. Nevertheless, the unresolved controversies about scientific evidence for effective school leadership styles still rage unabated for many centuries. Van der Mescht and Tyala (2008:221) maintain that over the past decade there has been a move towards school leadership that is focused on the active participation that includes all stakeholders. Mpofu (2022: B9) agrees, reporting that the solution to school violence lies in the hands of all school stakeholders rallying behind their schools. The leadership of school safety teams is one such example.

Some scholars have investigated participative leadership in schools (Al Nuaimi, Chowdhury, Eleftheriou, & Katsioloudes, 2015:653; Buthelezi, 2021:18006; and Sagnak, 2016:199). Al Nuami *et al.* (2015:653) conclude that teacher participation in decision-making improves leadership practices. Buthelezi (2021:18006) contends that current education policies require school leadership to lead in a participatory way to ensure the delivery of quality education. Sagnak (2016:199) states that participative leaders encourage teachers to find new ways of performing. To date, there is no published research to suggest that participative leadership in school safety committees has curbed xenophobia in public high schools. Specifically, and more so for this study, there has been no recorded research in South Africa regarding the effectiveness of participative leadership in school safety committees, in their efforts to curb xenophobic violence against foreign learners. There is a dearth of research that focuses on school safety committees, despite their prominence and their critical role in schools. Therefore, this research explores the experiences of the members of such committees, regarding participative leadership. The current study explores the role of school leadership in increasing tolerance. It also offers recommendations to assist members of the school safety committee in the management of school safety of foreign learners in public high schools.

Central to the discipline conundrum of school leadership are the lack of adequate preparation of high school learners to deal with the wrath of xenophobia in our South African society and

the inability of schools to manage xenophobic violence against foreign learners in public high schools. Research reveals that there is in-depth research on xenophobia in South Africa (Crush & Ramachandran, 2017; Hengari, 2016; Maina, Mathonsi, Williams & McConnell, 2011). No single study, however, exists which addresses the effectiveness of a participative leadership approach in managing xenophobia. What has, however, been investigated in recent years is the study of xenophobia in schools, where the focus of schools as agents of social integration of immigrant learners is highlighted (Vandeyar, 2013:448 and Vandeyar & Vandeyar, 2012:156). No research, however, has, thus far, tapped into the influence of a participative leadership approach in school safety committees in managing xenophobia in schools. It is becoming increasingly difficult to ignore the sentiments shared by Kim (2002:231), who proposes that the traditional pattern of a hierarchical structure should be changed to a participative one, while Sashkin (1984:5) maintains that it is not only effective, but it is also an ethical imperative.

This study investigates the experiences of participative leadership by members of the school safety committee in addressing xenophobic violence against foreign learners in each of the sample schools. Three public high schools in the Johannesburg region are included. The study was restricted to the Johannesburg area, as statistics show that the central cities of Gauteng have some of the largest numbers of immigrants (Department of Education Ten-day Statistics 2007). This research uses the national policy on school safety and explores the extent of the implementation of the policy in maintaining the safety of foreign learners in the sample high schools. The challenges experienced by members within the school safety committee in implementing the policy are also investigated, with the emphasis on the gaps between policy developers and those who should implement such policy.

The researcher also investigates the level of functionality of the school safety committee in each school. The national policy is further questioned in order to highlight the gaps between the policy and the challenges of implementation by the members of the school safety committee. The research also attempts to show the impact of this challenge on the committee, the learner, the school, the Gauteng Department of Education, and the community. The objective is to devise strategies to assist the school safety committee in its role and functions and, also, to eradicate violence against foreign learners. Burton and Leoschut (2013: xi) report that South African schools are unsafe; De Waal (2011:176), however, maintains that education partners should acknowledge their accountability in the maintenance of safety in schools.

Safety in high schools should be given top priority, because of the magnitude of reported cases that have brought many school leaders into disrepute (Mafokwane, 2016 and *Domestic,* 2017) and have cost the lives of many learners at schools and in society (Shange, 2017 and *The*

Citizen, 2017). The purpose of this study is to encourage policy formulators to foster dialogue between policy implementers and themselves so that the implementation of the safety policy might not be compromised. It encourages the promotion of a safe and secure school environment for all stakeholders. It provides measures that are practical to prevent violence against foreign learners. It presents a more viable and realistic approach to the management of school safety. The objective is to devise and recommend strategies that will assist the Gauteng Department of Education (GDE) and schools to provide adequate training for all stakeholders involved in maintaining the safety of the foreign learner in South African high schools. It also assists in the development of programmes for school safety committees to help communities in preventing xenophobic tendencies of high school learners.

1.3   RATIONALE FOR, AND SIGNIFICANCE OF, THE STUDY

This study is designed to generate qualitative data that is used to empower school safety committees to manage effectively the safety of foreign learners in public high schools whenever xenophobic violence occurs. The goal is to provide concrete strategies for principals to use and to make them accountable for the safety of foreign learners in their schools. It serves to provide the Gauteng Department of Education with ways to inculcate non-xenophobic tendencies in all high school learners. It helps to prepare learners to be active and tolerable players in the South African diverse society. The issue of xenophobia has grown in importance since a news report by De Villiers (2017) that stated that South Africans had blamed foreigners for crime in their areas. More recently, Bornman (2022: B 8) reported that foreigners are accused of impeding on the development of the country, while Cloete's (2022: B 1) report claims that there is total disregard for the human rights of foreigners. This research has potential to help prepare learners to be more unifying in their relationships towards foreigners in their communities and our country.

In recent years, there has been an increasing amount of research on school safety. Researchers (De Wet, 2016: 24; Kempen, 2020: 43; & Segalo & Rambuda, 2018:3) have shown a keen interest in school safety. Kempen (2020:43) argues that school leadership has a duty of care to all learners, while De Wet (2016:24) mentions that schools must provide and maintain safe schools. Segalo's and Rambuda's (2018:3) study, however, reveals that educators have lost hope in disciplining learners. Nonetheless, there remains a dearth of research on the adoption of a participative leadership approach by school safety committees in securing the safety of foreign learners in their care. Although extensive research is carried out on school safety, no single study adequately covers the role of the school safety committee in securing the safety of the foreign learners in public high schools.

According to Xaba (2006:578), school safety committees are not functional. Although Xaba's statement may be debatable, Mncube (2009:85) maintains that the parent governors lack the skills to perform their duties efficiently. In fact, Xaba (2006:578) suggests that the maintenance of school safety is not a collaborative endeavour, as prescribed by national legislation, but, instead, he terms it a "deadline requirement for the department". Nevertheless, Ncontsa and Shumba (2013:13) posit that educators, parents, and learners must work together, using an integrated participative approach to maintain school safety. This research seeks to support principals and School Governing Bodies to work in collaboration to maintain the safety of foreign learners in public high schools. The study also attempts to provide literature for policy formulation, regarding the effective control to the safety of foreign learners in public high schools. Overall:

- The research outcomes may provide insights that may indirectly assist foreign and South African learners, via the generation of recommendations, to strengthen participative leadership in addressing xenophobic violence in public high schools.
- The study alerts school principals, parents, educators, learners, and support staff to use effective leadership strategies to curb xenophobic violence in public high schools.
- Principals, parents, educators, learners, and support staff can learn about their roles in addressing xenophobic violence and maintaining school safety.
- The study may inform role-players about the government policy on the management of school safety committees in addressing xenophobic violence.

1.4 RESEARCH QUESTIONS, STATEMENT OF PURPOSE, AND RESEARCH AIM AND OBJECTIVES

This sub-section discusses the main research question and sub-questions. It is followed by a discussion on the purpose of the research, and the aim and objectives of the study.

1.4.1 RESEARCH QUESTIONS FOR THE STUDY

This research is guided by the following main research question:

How do members of the school safety committee experience participative leadership in addressing xenophobic violence against foreign learners in Johannesburg public high schools?

To answer the main research question, the following sub-questions are posed:

1. What is the status quo of xenophobic violence in each sampled high school?

2. What are the perceptions of the members in the school safety committee on stakeholder participation in addressing xenophobic violence in public high schools?

3. What are the leadership challenges that face members of the school safety committee in maintaining the safety of foreign learners in public high schools?

4. How does participative leadership affect the functionality of the school safety committee in addressing xenophobic violence in public high schools?

5. What leadership strategies are used to assist the school safety committee in addressing xenophobic violence in public high schools?

1.4.2 PURPOSE FOR THE STUDY AND THE RESEARCH AIM

The purpose of the study is to alert education departments, school principals, parents, educators, learners, and support staff to ways in which they can use effective leadership strategies to curb xenophobic violence in public high schools.

The broad aim of this research is to explore the school safety committee members' experiences with participative leadership in addressing xenophobic violence against foreign learners in public high schools.

The objectives of the research linked to this are to:

- Explore the influence of school leadership in school safety committees in addressing xenophobic violence against foreign learners.
- Explore and describe how members of the school safety committee experience participative leadership in addressing xenophobic violence against foreign learners in Johannesburg public high schools.
- Explore the leadership challenges that school safety committees experience in maintaining the safety of the foreign learner.
- Explore the impact that these challenges have on the principal, the school safety committee, the school, the Gauteng Department of Education, and the community.
- Identify the leadership strategies that are working well in the school safety committee.
- Develop and recommend leadership strategies to assist school safety committees to manage effectively xenophobic violence against foreign learners in public high schools.

- Prepare recommendations for the Gauteng Department of Education to provide effective leadership training to school safety committees in the execution of their duties.

1.5 DEFINITION OF KEY CONCEPTS AND TERMS

The concepts and terms below are explained in the way they are used in the context of the current study.

1.5.1 SCHOOL VIOLENCE

For this study, xenophobic violence falls under the umbrella of school violence and is treated as a transgression that brings physical or emotional harm to the victim. School violence is on the increase, despite measures that have been put in place by the Department of Education (DoE) (Ncontsa and Shumba, 2013:2). The South African Human Rights Commission report (2006: iv-v) endorses such claims by Ncontsa and Shumba (2013:2), maintaining that school violence is a critical issue and is fast becoming an urgent national concern. In fact, Burton and Leoschut (2013: xi) argue that "school violence is escalating at an alarming rate". The study by Elkins, King, Nabors, and Vidourek (2016:2) reveals that, although schools are intended to be safe havens for developmental success, schools have not been "inoculated" against school violence. Their study provides an in-depth analysis of violence in schools, where a third of the participants in their study reveal engaging in acts of school violence (Elkins *et al.*, 2016:5). According to McDade, King, Vidourek, and Merianos (2017:27), 7.1 percent of learners did not go to school because of safety concerns. McDade *et al.* (2017) further advise that learners should be provided with social skills that may help decrease school violence. According to Tronc (2004:4), violence in schools has become more frequent and widespread throughout the world, while Holden (2002:6) suggests that learners and educators have become victims of violence and bullying in schools.

1.5.2 SCHOOL SAFETY COMMITTEE

According to *The Approved School Safety Policy Exemplar*, *Circular 07* (2012:20-21), the school safety committee is comprised of a chairperson (the parent of the SGB), the school principal, a school safety officer (an educator), an educator representative (an educator), a peer mediator (an educator), a public servant staff member (a ground staff member or administrator), and a learner from the Representative Council of Learners. Xaba (2006:568) posits that one of the ways of promoting safety in a school is the establishment of a school safety committee. Its role is to produce and implement policies regarding school safety. Bucher and Manning (2003:163) concur with Xaba (2006:568), maintaining that a collaborative

approach among all stakeholders must be enforced to maintain law and order in a school, while Xaba (2006:578) argues that a collaborative approach must be adopted by outside agencies, as school safety cannot be handled by school stakeholders alone. In fact, he calls this a "holistic" approach to maintaining safety in schools.

1.5.3 XENOPHOBIA

While a variety of definitions of the term, xenophobia, have been suggested, this study uses the definition by Landau, Ramjathan-Keogh, and Singh (2005:4), stating that it includes "all forms of discriminatory attitudes towards non-nationals, whatever their source or nationality". While Waghid (2004:44) argues that education plays a vital role in combating xenophobia, Kruger and Osman (2010:55) contend that xenophobia does not just violate the human right of a foreigner, but it also signifies the principle of exclusion. Kruger and Osman's (2010:57) study demonstrates that all foreign learners experience some xenophobia at the hands of South African learners. Landau (2006) argues that foreigners are discriminated against when he explains that *Section 5(1) of the South African Schools Act 84 of 1996* mentions that learners should not be discriminated against in any way. Gopal (2013:129) further adds that learners exposed to xenophobic violence are likely to manifest psychiatric problems.

1.5.4 EDUCATIONAL RIGHTS OF IMMIGRANT LEARNERS

Section 28 (3) e of the South African Constitution, Refugees Act, and The South African Schools Act collectively give protection to all children in South Africa to their right to education (Palmary, 2009:10-13). The Acts make no distinction between citizen and non-citizen. Spreen and Vally's (2012a:86) study demonstrates that state officials violate policies relevant to foreigners; moreover, they mention that there are discrepancies in the interpretations of policies by both the Department of Basic Education and the Department of Home Affairs.

Research evidence suggests that learners in public high schools are discriminated against, based on their foreign statuses (Kruger & Osman, 2010:57; Landau, 2006; Waghid, 2004:44; Weisse & Kappetijn, 2015). According to the American Immigration Council (2012), in 1975 immigrant learners were deprived of being enrolled at schools because they had not been legally admitted to the United States. The Supreme Court in 1982 then took a ruling that no state can deny a learner the right to free public education based on their immigration status. The report further claims that accumulating information on a foreign learner about their immigrant status is equally unconstitutional (American Immigration Council 2012).

1.5.5 SCHOOL GOVERNANCE

James, Brammer, Connolly, Spicer, James, and Jones (2013:84) postulate that school governing bodies are constituted on the stakeholder model. According to Egal and Sobel (2009:165), decentralised school governance has become popular worldwide. Ho (2005:48) claims that decentralisation movements in many nations emphasise greater democratic participation of parents. Young (2017b:40) argues that School Governing Bodies have considerable power and responsibility for the education of its learners. Xaba (2011:201) maintains that one of the challenges is the ability of School Governing Bodies to govern, and he further contends that the training that they often receive is questionable. Findings from Xaba's (2011:204) study reveal the inability of School Governing Bodies to execute their roles and responsibilities, and this is the key challenge to an effective SGB. This, he explains, is because of the lack of capacity to execute governance functions, and the inability of School Governing Bodies to understand and formulate policies (Xaba, 2011:208). Xaba claims that school governance may be beyond the level of individual members, and, therefore, functions are being deferred to the principal and educators.

1.5.6 EDUCATIONAL POLICY FORMULATION

Marope and Sack (2007) suggest that many challenges are affecting educational policy development and implementation in South Africa. Marope and Sack (2007:13) maintain that "it is tempting to think globally"; they maintain, however, that education issues are contextual and local. In fact, they advise that global approaches can have "perverse effects" (Marope & Sack, 2007:13). Evans, Sack, and Shaw (1996:20) argue that implementation of policies require strong leadership and they recommend that policy formulation should entail broad consultation and stakeholder participation (Evans *et al.,*1996:28). Marope and Sack (2007:8) are of the opinion that policies in Africa are characterised by "deficits, weaknesses, gaps, constraints and dysfunctionalities", yet they claim that the power and value of the policy are revealed in its implementation.

Jansen (1998:56) contends that policy formulation is driven by political imperatives and is to the exclusion of practical considerations. In fact, he calls them "unworkable" policies. Bhengu and Myende (2016: 8) argue that it is a tendency for principals to work with a "one size fits all" policy; nevertheless, surviving leaders can contextualise policies to their needs. Bhengu and Myende add that "tendencies for mere compliance" limit the role of a principal to ascertain what works in a context (Bhengu & Myende, 2016:9).

1.5.7   STAKEHOLDER

Freeman (2020:229) defines a stakeholder as a group or individual that affects and is affected by the achievement of the organisation's purpose. The stakeholder approach emphasises the promotion of shared interests of the stakeholder (Freeman & McVea, 2001:11). In line with the emphasis of stakeholders in education having an interest in a school, the national school safety policy mandates members of the school management team, educators, learners, school administrators, learners, and parents to manage school safety collectively (*The Approved School Safety Policy Exemplar Circular 07*, 2012:20-21). This is corroborated by Ama, Moorad, and Mukhopadyay's (2020:1) study, which recommends a partnership of parents, teachers, school, and community in addressing indiscipline in schools. Buthelezi (2021:18005) argues, however, that stakeholders' involvement in schools is a daunting task for school principals.

1.5.8   MIGRANT

Legal status allows one to remain in a foreign country for finite periods (Landau *et al.*, 2005:18). Sibanda and Stanton (2022:484) contend that migration has developmental prospects for migrants. According to Rienzo and Vargas-Silva (2022:2), India appears to be the birthplace of most migrants in the United Kingdom. Most migrants come to the United Kingdom for family and work reasons (Rienzo & Vargas-Silva, 2022:8), while migration has the potential to impact family life positively (Oyebamiji & Asuelime, 2018:226). Oyebamiji and Asuelime (2018:215) state that, due to an economic advantage over other African countries, South Africa attracts many migrants.

1.5.9   IMMIGRANT

An immigrant is one who enters a foreign country to live permanently (Landau *et al.*, 2005:18). Sibanda and Stanton (2022:484) opine that most immigrants in South Africa live in political and economic uncertainity, while Mouelle and Barnes (2018:3) say that, despite the stagnating state of the economy, South Africa continues to attract immigrants. Mundhree and Beharry-Ramraj (2022:19917) mention, however, that South Africans emigrate because of the current state of instability in the country. Immigrant learners in South African schools are disadvantaged by the failure of language policies to include indigenous immigrant languages, and learners are forced to learn the local languages (Vandeyar & Catalano, 2020:122). Mthiyane and Mbhele (2021:38) believe that immigrant learners are victims to social injustices and their needs must be addressed.

1.5.10 REFUGEE

Refugees are entitled to a set of rights and are subject to a set of regulations for the duration of their refugee status. Until their status is accepted or rejected, they are known as asylum seekers. (Landau *et al.*, 2005:17-18). Douglas, Cetron and Spiegal (2019:2) define a refugee as an individual living outside his or her country of nationality because of his or her fear of persecution. Matseketsa and Mhlanga (2020:5) claim that refugees are not sure of their destination, value safety, and security, and live in refugee camps with limited opportunities. The refugee phenonmenon is one of being ''hopeless and helpless" (Matseketsa and Mhlanga, 2020:5). Dansos' (2023: 45) study concluded that refugees become depressed when they are referred to as "refugee'' because of the negative connotation attached to the word.

1.5.11 BULLYING

Bullying is any written, visual, verbal, or physical act that may result in a threat or an undesirable consequence (Department of Education, *The Approved School Safety Policy Exemplar, Circular 07*, 2012:4). Adlem (2021:44) claims that most unruly behaviour in schools is in the form of bullying. Adlem (2021:45) defines bullying as an aggressive act emanating from a power imbalance, where harm is inflicted by the perpretartor on the victim. Masakala, Mofokeng, Muchocho, Sibisi, le Roux, le Roux, and Joubert (2023:1) maintain that bullying is a multifaceted form of interpersonal aggression which involves a single or group of perpetrators on a less powerful victim. Masakala *et al.* (2023:1) believe that it is a social phenonmenon occurring in a social context.

1.5.12 EDUCATOR

The term "educator" refers to a person who teaches or educates and is anyone defined in terms of the Employment of Educators Act (Department of Education, *The Approved School Safety Policy Exemplar, Circular 07*, 2012:4).

1.5.13 LEARNER

A learner is any person enrolled in an education institution as defined in the South African Schools Act. (Department of Education, *The Approved School Safety Policy Exemplar, Circular 07*, 2012:5).

1.5.14   PARENT

This term includes a parent or guardian of a learner or the person legally entitled to the custody of a learner (Department of Education, *The Approved School Safety Policy Exemplar, Circular 07*, 2012:5).

1.5.15   VIOLENCE

Violence is any behaviour that is intended to hurt other people physically (Department of Education, *The Approved School Safety Policy Exemplar, Circular 07*, 2012:5).

1.6   OVERVIEW OF THE CONTENTS OF THE CHAPTERS FOR THE THESIS

Chapter One provided an overview of the entire research. Chapter One introduced the study and prepared an understanding of the background of the study. It included the research question, the aim and objectives, the purpose, the significance of the study, and the definitions of concepts and terms.

Chapter Two begins by laying out the theoretical dimensions of the research and provides a comprehensive literature review of the study under the concepts relevant to each facet related to the study. Although the review is contextualised to the local needs of our South Africa, it is extended to an international platform, with the intention of borrowing best practices which may assist in dealing with the challenges of xenophobic violence facing South African public high schools.

Chapter Three spells out the conceptual framework for this study. It acts as an exploratory tool for the findings in this study. A theoretical framework, followed by the model and concepts used in this framework, is discussed first; thereafter, a conceptual framework adapted for this study is presented.

Chapter Four describes the design, synthesis, characterisation, and evaluation of all research methods used in the study. It uses an in-depth approach to the research methodology and emphasises the choices for all the methods employed in the study.

Chapter Five covers the analysis of the data and shows the findings of the study using pictorial representations and excerpts of the interviews to re-enforce the analysis.

In the concluding **Chapter Six**, a full summary of the study is provided, as well as an explanation of all inferences from the data in the findings that aptly answer the research

question posed for this study. The chapter includes the researcher's reflections on the research methodology and the conceptual framework used in the study. Conclusions drawn from the findings are presented, while implications for future educational policy and practice are recommended.

1.7 SUMMARY OF CHAPTER ONE

In this chapter the researcher has presented an overview of the research study. The research topic has been introduced with a discussion on the background and significance of the study. A strong rationale for its choice has been provided. The purpose, aim, and objectives of the study have been presented, while the main research and sub-questions posed for the study have been mentioned. The chapter continued with the explanation of key terms and concepts contextualised for this study. The chapter concluded with a structure outlay for the entire study. The next chapter includes a review of all the related phenomena to the research topic.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

To answer the research question (***how do members of the school safety committee experience participative leadership in addressing xenophobic violence in public high school?)*** it is necessary to review the literature related to the research phenomena of school safety, school leadership, school safety management structures, and xenophobic violence. International scholarship and national scholarship are included in showing relevant practices that may assist South African high schools' role-players to cope with the challenges related to xenophobic violence. The rationale for undertaking a literature review is substantiated by Lim, Kumar, and Ali (2022:486), who believe that the review of relevant literature to one's study provides 'theoretical support' to justify the need for the study, and it also gives understanding and logic behind any propositions and hypotheses in the study. The literature review further identifies gaps in existing research, thus preventing duplicate efforts to review the same literature (Lim *et al.*, 2022:486). Rowley and Paul (2021:146) maintain that researchers must have a good understanding of the research gaps, as challenges may emerge if there is no link to previous literature in the current field of study. Van Wee and Banister (2016:278) argue that a literature review can be helpful when it provides the advantages and disadvantages of the methods used, and when it discusses the implications of the findings, especially when the researcher needs to "interpret and use the findings". Lim *et al.* (2022:486) add that a literature review gives credit to past scholars, thus enhancing ethical practice in scholarly research, and preventing plagiarism. Engaging in a literature review involves extensive reading by researchers and acquiring a substantial amount of knowledge in the research area, thus promoting their statue as learned scholars in the relevant academic field (Van Wee & Banister, 2016:278).

The content provided in this chapter begins with sensitising its readers to an overview of school leadership and xenophobic violence in high schools (Section 2.2). Section 2.3 looks at xenophobic violence and its manifestations in South African public high schools, followed by the role of school leadership in addressing school safety, including xenophobic violence in schools (2.4). Next, Chapter Two continues with the discussion of policies dealing with school safety, including xenophobic violence (2.5), followed by school leadership structures (2.6) responsible for the management of school safety, including xenophobic violence, and it also

examines strategies used to combat xenophobic violence in school. The chapter ends with a short conclusion (2.7).

2.2 AN OVERVIEW OF SCHOOL LEADERSHIP AND XENOPHOBIC VIOLENCE IN HIGH SCHOOLS

Because school leadership plays a pivotal role in dealing with xenophobic violence in a school, it is imperative to understand how school leadership assists in addressing xenophobic violence. Researchers have not investigated the role of leadership in managing xenophobic violence in much detail. Research to date shows heavy focus on the causes and effects of xenophobia in schools, rather than on the leadership and management thereof (Gopal, 2013:125). It is against this background that the study, regarding how members of the school safety committee experience participative leadership in addressing xenophobic violence against foreign learners, becomes necessary. The researcher believes that effective empowerment of school leaders may curb the scourge of xenophobic violence in public high schools. According to Gumus, Bellibas, Esen, and Gumus (2018:25), leadership has been a concern for many years. For example, Fry and Kriger (2009:1667) see it as a complex issue, while Bush (2008) claims that no definition of leadership even exists in the literature. Lynham and Chermack (2006:84) further argue that one seldom finds research on leadership that is written for the "consumption of practice", even though Gumus *et al.* (2018:26) reveal that the issue of school leadership began to garner attention from the beginning of the twentieth century.

One major theoretical issue that has dominated the field of educational leadership for many years concerns the stark emphasis of leadership influence and its impact on school safety (Blandford, 1998:37; Lekganyane, 2011:1; Subbiah, 2009:20; Western Cape Education Department (WCED), 2007:3). The controversy about scientific evidence for the direct link of school leadership and school safety has, however, raged unabated for a long time. Gage and Smith (2016:2) argue that "current leadership demands a fresh outlook to meet the demands of a new world". Msila (2017:101) advises that leadership is fast-changing, and principals need to be equipped in various forms of leadership. Swanepoel and Surujlal (2013:16) posit that the participative leadership style has become exceedingly popular in modern organisations and has many benefits. Nevertheless, Gage and Smith (2016:1) argue that leadership remains a complex and contested concept, while Buthelezi (2021:18005) defends the notion that "school-based management" places greater responsibilities on the school principal.

This literature review has been framed to review the advantages and disadvantages of the participative leadership style in school safety committees in managing xenophobic violence in schools. Framing the advantages and disadvantages of this type of leadership may shed light on Mestry's (2017:1) claim that principals are unable to lead and manage their schools as effectively and efficiently as they should be empowered to deal with 21st century education challenges. This sentiment is sanctioned by Gina and White (2014:56), who argue that safety and security in schools do not happen in a "structured way". One of the reasons is the negligence displayed by school principals in the implementation of relevant policies (Gina & White, 2014:56). Nonetheless, Makota and Leoschut (2016:20) argue that the principal is not solely responsible for school safety and security. Makota and Leoschut maintain that only through a collaborative effort by all members of the school system will the issue of school safety be "understood, addressed, and reduced". Notwithstanding the arguments put forward by Makota and Leoschut (2016:20), there still seems to be a paucity of research to acknowledge the role of participative leadership in school safety committees in addressing xenophobic violence against foreign learners in high schools.

Several studies suggest a relationship between school leadership and effective school safety both abroad and in South Africa (Brabrand, 2003; House of Commons, 2011:24; Ibukun, Oyewole & Abe 2011:248; Kibet, Kindiki, Sang, & Kitilit 2012:111; Lekalakala, 2007; Lekganyane, 2011:1; Subbiah, 2009:4). Although extensive research has been carried out on safety in schools, no single study adequately covers the role of the safety committee in managing xenophobic violence in public high schools. Notwithstanding the Department of Education's imperative for a functional school safety committee (*Circular 07/2012, Section 4.4 (b) (1)* Department of Education (DoE) (2012:3)), research is devoid of interrogating the functionality of this committee. Traditionally leadership has subscribed to a hierarchical approach (Kim, 2002). It is becoming increasingly difficult to ignore the call for a participatory approach (Ngubane, 2005; Rivera, 2010; Sagnak, 2016:199; Somech, 2010; Swanepoel & Surujlal, 2013:16). This type of participatory leadership has been seen in the dictate of the South African Schools Act (SASA), *Act 84 of 1996c*, with the introduction of school governing bodies (SGBs). On the one hand, Prinsloo (2006:355) asserts that the establishment of SGBs is likely to increase the decentralisation of power and the democratic participation in schools. On the other hand, Prinsloo (2006:355) also warns that the rights of parents on these bodies are being violated by the State, with government officials abusing their power.

Rubin (2017:52) asserts that there is a significant gap between policy and practice in the treatment of immigrant learners in schools in countries, such as Ecuador, Lebanon, and Kenya. According to Chimbga and Meier (2014:1699), South African high schools lack systems and

awareness campaigns aimed at averting xenophobia, and Teise (2015:50) alleges that policies and legislation, aimed at restoring safe and secure schools, are ineffective. De Clercq (2010:101) terms it the "policy-practice gap" and advises that schools should revisit, not only their discipline and safety policies, but also their vision and mission. So far, however, there have been no discussions in the literature about school safety committee members' experiences of participative leadership in addressing xenophobic violence against foreign learners. Nevertheless, Mthethwa-Sommers and Kisiara (2015:6) value school leaders as the best medium for creating inclusive schools for immigrant learners.

Literature is awash with information on xenophobia in schools nationally and internationally (Mthethwa-Sommers & Kisiara, 2015; Perumal, 2015:67; Rubin, 2017; Spreen & Vally 2012a:71–89; Vandeyar & Vandeyar, 2017:69). The common thread running through most of these studies is the inhumane treatment towards foreign learners, confirmed by Perumal (2015:67), who alleges that refugees are one of the most marginalised people in the world. Perumal's (2015:68-69) warning that South Africa struggles with managing xenophobia in schools advises that the country is still acclimatising to dealing with the redress of the previously marginalised Black South African learner, while the foreign learner gets "short shrift" because of their vulnerability. Spreen and Vally (2012a:71–89) also argue the ill-fate of the refugee learners with their study, and they conclude that refugee learners are denied admission to public schools. Vandeyar and Vandeyar (2017:72-73) contend that one crucial xenophobic behaviour observed in schools is that "South African learners ill-treat immigrant learners", adding that foreign learners are categorised by the "blackness" of their skin and are labelled thieves and drug-lords. The most striking result to emerge from Vandeyar and Vandeyar's research (2017:77-78) is a call for all stakeholders in education to take a stand and educate learners about the problems of xenophobia, with a quest to eradicate it and build social cohesion. Supporting Vandeyar and Vandeyar's argument, (2017:77-78), Eke and Singh (2018:1) recommend that a safe learning environment in schools is a joint responsibility of parents, educators, learners, and the Department of Education. They acknowledge, however, that collaboration comes with its challenges (Eke & Singh, 2018:2).

2.3 FOREIGN LEARNERS' EDUCATIONAL ACCESS AND THE MANIFESTATION OF XENOPHOBIC VIOLENCE IN SOUTH AFRICAN PUBLIC HIGH SCHOOLS

According to Perumal (2015:68), the Constitution of South Africa and the South African Schools Act encourage the inclusion of the foreign learner in the schooling system. Hlatswayo and Vally (2014:267) endorse Perumal's (2015:68) view, suggesting that the South African

Constitution, the national educational legislation, the international treaties, and the Refugee Act guarantee the rights of foreign learners to basic education. This view is supported by Hemson (2011:66), who emphasises that most rights apply to citizens and non-citizens. Hlatswayo and Vally (2014:267), however, appear to be over-ambitious in their claims because Spreen and Vally (2012b:88) argue that the values and rights of foreign learners remain contradictory and contested. Spreen and Vally (2012b:89) even claim that present policies "perpetuate and even exacerbate inequalities". With the increase in cultural diversity in schools, Moore and Lemmer (2010:5) suggest that learners should be encouraged to be culturally competent so that the schooling environment may be free of discrimination. To ensure a schooling environment free from discrimination, the South African Government has, however, implemented a policy of inclusive education for all its learners, even though the immigrant experience is "complex and diverse" (Daniels, 2017:1-2). Perumal (2015:70) reports that foreign learners' rights to education are being violated in South Africa, with refugee education being riddled with challenges (Pausigere, 2010:14). Some of the challenges are so daunting that they are labelled as a contravention to the human rights of a foreign learner (Pausigere 2010:15). Nonetheless, Ngoh and Kajee (2018:4) believe that the academic needs of all learners must be met.

It is becoming increasingly difficult to ignore the sentiments shared by Mahofa, Adendorff, and Kwenda (2018:33), who conclude that both teachers and local learners are labelling foreign learners as "Makwerekwere" (a foreigner in a new country). Mahofa *et al.* (2018:33) speculate that this situation restricts the development of their sense of belonging. Because Black immigrant learners are blanketly categorised as black, very little is known about the experiences of the so-called Black immigrant learners in South African schools (Vandeyar & Vandeyar, 2011:4164). In full support of Mahofa *et al.* (2018:33), Spreen and Vally (2012a:88) believe that school role-players face serious challenges in promoting human rights, particularly because foreigners tend to be blamed for society's ills (Vandeyar *et al.,* 2014:2). In contrast, Hemson (2011:66) argues that, in response to the constant discrimination, foreign learners resist by developing high aspirations and a cosmopolitan identity, which ensure greater possibilities within education (Hemson, 2011:66), with foreign learners triumphing over adversities (Meda, 2017:62). Nonetheless, based on the humanitarian premise that foreign learners' access to South African schools has added to the burdens faced by public schools, it is the responsibility of the education system to provide learners with the skills they need to prosper in their futures (Daniels 2017:2). Daniels (2017:2), however, warns that immigration may threaten South African educational success with multi-ethnic classes hindering the achievement of quality education in schools (Daniels, 2017:2). However, Daniels' view may be highly contested in current academia.

Although extensive research has been carried out on xenophobia in South Africa, few studies have adequately covered xenophobia in public high schools. Researchers have not examined the leadership and management of xenophobia in schools in much detail. Some studies have reported on an influx of immigrants into South Africa at the dawn of its democracy (Ngoh & Kajee, 2018:1; Sookrajh, Gopal & Maharaj, 2005; Vandeyar, Vandeyar & Elufisan, 2014:2). Meda (2017:642) believes that refugee learners "face traumatising post-migration experiences in South Africa". Previous studies concur with international studies claiming that foreign learners experience adaptation problems in the host country (Meda 2017:62; Vandeyar & Vandeyar 2011:4164; Vandeyar & Vandeyar 2012:156). Adaptation to the new country is exacerbated by discrimination, harassment, and cultural and social changes. Vandeyar and Vandeyar (2012:156-157) highlight bullying and harassment as a cause for concern, so much so, that immigrants feel "silenced and alienated". This view is supported by Le Roux and Mokhele (2011:318), who argue that not only are South African citizens at risk of violence, but violence against foreign nationals has also left many children dead, injured, and homeless. Hlatshwayo and Vally (2014:267) draw attention to the problem of the violation of the rights to basic education of refugee children, even though Pausigere (2010:9) argues that education is important and of primary concern to foreign learners. Pausigere (2010:9) reports that laws make it clear that foreign learners have a right to education. Nevertheless, Ngoh and Kajee (2018:1) report that the influx of foreign learners also has inevitable consequences for education in the host country. Norberg (2016:634) supports Ngoh and Kajee (2018:1), stating that increased numbers of immigrant learners make heavy demands on municipalities, educational leaders, and educators.

Conclusive evidence emerging from Hlatshwayo and Vally's (2014:267) study justifies the claim that South Africa's response to foreigners has been one that signifies a "stranger". This is endorsed by Meda (2017:62-63), who asserts that refugee children in South Africa are despised and are deprived of basic needs, and he states that they are hated for choosing South Africa as their destination. This may be a contributing factor to justify why he claims that refugee education is a problem in many African countries (Meda 2017:63). Osadan and Reid (2015:208) point out that host countries should provide opportunities for immigrant children to develop to their full potential, and there have been calls on the South African Education system to adapt and change the approach to accommodate culturally diverse learners, especially those that were marginalised by the traditional models of pedagogy (Ngoh & Kajee, 2018:13). This, they believe, is necessary as they deduce that immigrant learners face pressure to adapt to new school cultures (Hull & Schultz, 2002, as cited in Ngoh & Kajee 2018:3). Meda (2017:62) supports the latter view and advises that the only certainty foreign learners know is the uncertainty of their futures in the host country. Pausigere (2010:10) endorses the notion that

education gives hope for the future for foreign learners. Cappy (2016:119) concurs with Pausigere (2010:10), who champions the cause for education, advocating that schooling promotes social justice and cohesion. Perumal (2015:70) observes that education is a means to remove foreign learners from their debilitating circumstances, while Daniels (2017:1) welcomes it as a key to social progress.

2.4 THE ROLE OF SCHOOL LEADERSHIP IN ADDRESSING SCHOOL SAFETY, INCLUDING XENOPHOBIC VIOLENCE IN PUBLIC HIGH SCHOOLS

This section provides an explication on school safety, including xenophobic violence. It highlights the influence of school leadership on school safety and xenophobic violence from an international perspective (2.4.1) and a national perspective (2.4.2).

2.4.1 SCHOOL LEADERSHIP FOR ADDRESSING SCHOOL SAFETY, INCLUDING XENOPHOBIC VIOLENCE IN PUBLIC HIGH SCHOOLS: AN INTERNATIONAL PERSPECTIVE

One major theoretical issue that has dominated the educational field for many years concerns school leadership. Nonetheless, the debate continues about the impact of leadership on xenophobic violence in schools. According to Tredway, Brill, and Hernandez (2007:214), to be a disciplinarian, a system challenger, and a changer is not an easy task. DeMatthews (2016:7) concurs and argues that one of the demands that school leadership faces is that of school safety and security. Leadership programmes tend, however, not to prepare school leaders to face crisis conditions in many schools (Cambron-McCabe & McCarthy, 2005:201; Khalifa, Gooden, & Davis, 2016:1273). Khalifa *et al.* (2016:1273) found that some leaders may be unprepared to lead in culturally and linguistically diverse schools and, in addition, they were unable to articulate meaningfully around issues of diversity. Nevertheless, Brasof and Peterson (2018:833) argue that a sound school environment is dependent on the legitimacy of the school authority, adding that, should learners not acknowledge the legitimacy of the school leaders, they are then disobeying school rules. In contrast, Way (2011:346) asserts that learners who acknowledge authority are less likely to be disruptive in schools.

DeMatthews, Carey, Olivarez, and Moussavi Saeedi (2017:538) claim that principals in their study reported that "noble and necessary" behavioural concern of learners is "burdensome" and that engaging learners about their ill-discipline is time-consuming (DeMatthews *et al.,* 2017: 538). DeMatthews *et al.* (2017:538) claim that most principals in their study admitted to

being inconsistent in ensuring that learners learn from their mistakes. Powell (2017:11) advises that students must be allowed to learn from their mistakes during their educational experience, and Boyd (2012:66) recommends that "behaviour management is everyone's business". Tredway et al. (2007:214) claim that principals will lose the respect of their staff and learners if they are not strong disciplinarians. School leadership has a significant role to play in creating an environment conducive to learning and one in which the maintenance of school safety is ensured. Educational reformers claim that school leadership is a crucial component to any school reform (Khalifa et al., 2016:1273).

Yerace (2014:193) reports that there are successful schools in the United States because of effective school leadership, and this confirms Boyd's (2012:65) findings that school leadership is critical to the success of behaviour management processes. DeMatthews (2016:7) advocates that principals must be the agents of change to create learning environments that are beyond just classrooms, schools, or learning communities, but Cambron-McCabe & McCarthy (2005:217) maintain that "school leaders need to influence the direction of education in our nation". In their review of school leadership and discipline, DeMatthews et al. (2017:525) uphold that school principals are key to maintaining gaps in school discipline. Ni, Yan, and Pounder (2017) suggest that school leaders believe that they have a greater influence on school discipline than educators, while Curran (2017:17) recommends that school leadership should adopt more positive behavioural solutions to ill-discipline.

Nonetheless, Cambron-McCabe and McCarthy (2005:217) contend that there are concerns regarding the lack of training on social justice provided to school leadership. Torres Jr. (2012:277) identifies deficits in leadership skills and leaders' ability in exploring discipline from contrasting ethical dimensions. Torres Jr. (2012:269) indicates that schools have failed to discipline learners and that school officials have used their misguided discretion to deal with school discipline. Douglas, Beasley, Crawford, Rios Vega, and Mccamish (2018:800) feel that principals are viewed as authority figures, rather than as leaders who could address such concerns. Douglas et al. (2018:800) add that principals do not negotiate; they tend to use a zero-tolerance approach, resulting in decision-making processes that are regarded as cold and scientific (DeMatthews et al., 2017:525). Curran (2017:17) cautions against principals' use of extreme zero-tolerance policies on marginalised sectors of the school community. Khalifa et al. (2016:1286-1287) argue that the dominant Western way of understanding and practising leadership has been "detrimental" to "minoritized" learners, resulting in "ingrained" oppression in the US education system.

2.4.2   THE INFLUENCE OF SCHOOL LEADERSHIP ON XENOPHOBIC VIOLENCE IN SOUTH AFRICAN SCHOOLS

School leadership and safety and security against xenophobic violence have become critical issues for stakeholders in South African education. It is becoming increasingly difficult to ignore the notion that school leadership is failing in the task of maintaining school safety for xenophobic violence. Gopal (2013:16) claims that foreign learners continue to be violated in South Africa, and Van der Burg (2006:82) confirms that foreign learners experience xenophobia in its diverse forms. Vandeyar and Vandeyar (2011:4161) add that contests for spaces in schools are not about race, but about nationalism and territory. According to De Wet (2015:55), *The National Education Policy Act (NEPA)* (RSA, 1996b) commits the South African Department of Basic Education (DBE) and school authorities to provide a safe and secure school environment that fosters the development of all learners, and this means that there is a need for principals to create a democratic school environment to enable all stakeholders to assist in the management of learner behaviour (Kanjogu & Bosire, 2012:266). The increasing cultural and linguistic diversity in secondary schools requires that the cultural competency in learners should be developed so that schools may become free of discrimination (Moore & Lemmer, 2010:5).

Netshitangani (2017:9142) confirms that violence and crime pose a serious challenge to principals and school management teams, with ineffective school management a contributing factor to all types of violence in schools (Pahad & Graham, 2012:9). Gopal and Collings (2017:4) warn that less-prepared principals in cultural competencies become perpetrators of violence in schools, when school management fails to take school safety seriously. According to Naong (2007, as cited in Moyo, Khewu, & Bayaga, 2014:2), the growing problem of ill-discipline in schools is the banning of corporal punishment, exacerbated by the notion that principals lack the understanding of the alternatives to corporal punishment, as argued by Moyo *et al.* (2014:12). According to White, Gina, and Coetzee (2015:551), the South African Schools Act (SASA) (Act 84 of 1996c) mandates SGBs to ensure the safety and security of learners, with principals and SGBs being required to fulfil their roles, as stipulated in SASA (White *et al.,* 2015:552).

Nonetheless, Mestry and Khumalo (2012:97) contend that parent governors are unable to contextualise the seriousness of discipline problems, with SGB members not having the required skills to exercise the power of maintaining discipline (Mestry & Khumalo, 2012:98). Mestry (2015:655) points out that school authorities and parents must put measures in place to maintain school safety and security; however, School Management Teams (SMTs) perceive

zero-tolerance policies as good measures to send the right messages to transgressors (Mestry, 2015:655). De Wet (2015:59) warns that a zero-tolerance approach to discipline fails to deal with the root cause of ill-discipline in schools, but combating xenophobia requires long-term grass-roots education (Vally, 2015:153). Mestry (2015:655) reminds, however, that the threat to school safety and security is a concern to all stakeholders.

2.5 POLICIES DEALING WITH SCHOOL SAFETY AND XENOPHOBIC VIOLENCE

This section focuses on an overview of South African Education policies that regulate school safety, including xenophobic violence, from international (2.5.1) and national (2.5.2) perspectives.

2.5.1 POLICIES FOR SCHOOL SAFETY: AN INTERNATIONAL PERSPECTIVE

Globalisation and increased mobility of people lead to increased immigration and greater diversity in Europe than has ever been the case before (Fine-Davis & Faas, 2014:1320). There seems to be, however, a blurred reality by educational officials between the integration of migrants and the true school reality (Fine-Davis & Faas, 2014: 1320). One major theoretical issue that has dominated the Educational Management and Leadership field for many years concerns leadership ability to manage issues of school violence. Welch and Payne (2018:92) argue that one of the consistent predictors of school discipline is race and ethnicity. According to Hope (2002:40), policy can be described as a political intervention to solve a societal problem. Rutkowski, Rutkowski, and Engel (2013:250) recommend that one way to combat the problem of xenophobic violence in schools is to introduce policies that favour social cohesion. They are aware that school violence is a concern, not only for immigrant learners, but that it is also an international concern for all learners (Rutkowski *et al.,* 2013: 251).

Stader (2001:223) argues that the prevention of school violence begins with the examination of policies. Many issues have, however, arisen with the creation and implementation of policies. Lipsky (2010, as cited in Lacoe & Steinberg, 2018:221), suggests that principals have relative autonomy from policymakers to implement any policy reforms, and it seems that a variation in policy implementation impacts on the effect of the policy on school violence (Lacoe & Steinberg, 2018:221). According to Bagley and Al-Refai (2017:85), the United Kingdom has developed a set of laws that outlaw discrimination and xenophobia and that support educational institutions in developing a sense of cultural belonging and citizenship in young people.

Policy makers in the United States of America (USA) identify the need to be proactive in dealing with violence in schools, with escalating school violence attracting the attention of congressional hearings and government. The introduction of the Safe and Drug-free Schools Act of 1986, the Gun-Free School Zones Act of 1990, and the modified Gun-free School Zones Act of 1996 acknowledged the reality of violence in schools (Cornell & Mayer, 2010:7). More recently, they introduced the school safety training policy, TX Code 411.1901, and the Protection of Texas Children Act; TEC 37.0811 in Texas (Isbell, Dixon, & Sanders 2019:8), the national association for school psychologists (NASP) practice model (Heslip 2015:160), The National Policy for Creating a Safe and Respectful Environment in Our Nation's Classrooms, the increased technology use, for example, the camera for visitors' facial recognition, and license plate readings (Special Report 2018). By introducing policies, it was felt that all school safety should operate under uniform policies nationwide (Heinen, Webb-Dempsey, Moore, McClellan, & Friebel, 2007:115); discretion was, however, granted to districts in developing and implementing school safety policies (Heinen *et al.,* 2007:115), which resulted in legislative bodies at both state and federal centres passing laws (Riley & McDaniel, 2000:121). In addition, it appears that role-players in schools are of the opinion that, by developing policies, they were likely to take care of bad discipline (Health and Administration Development Group, 2008:87). Nolan (2015:894) suggests, however, that policymakers, through provincial legislation of policies, may contribute to the limited options for administrators and teachers to respond to the unique needs of learners.

Heather, Schwartz, Barnes-Proby, Grant, Brian, Kristin, Mauri, and Saunders (2016:71) argue that comprehensive school-safety planning requires a suite of policies and procedures for all safety hazards in a school, and, most importantly, school safety policies must be customised to the specific needs of a school (Heather *et al.,* 2016:72). Cuellar, Elswick, and Theriot (2018:272) state that school professionals have a vested interest in policies that shape the safety initiatives of a school, including incorporating the legal obligation of protecting learners from the danger from other learners and preventing school violence (Hermann & Finn, 2002:47). According to Riley and McDaniel (2000:123), in 2000, the USA Department of Education passed an action guide to assist schools in promoting school safety, which saw school counsellors as the entire school intervention strategy. More recently, emerging literature revealed that there were contradictory findings of the use of psychological professionals at schools. For example, Cuellar *et al.* (2018:271) revealed that professionals employed at schools are often left out of school safety discussions.

Rutkowski *et al.* (2013:235) claim, however, that immigrant learners were found to engage in bullying to affirm their affiliation with other student aggressors. Almeida *et al.* (2011, as cited

in Rutkowski *et al.,* 2013:235) further add that immigrant learners have a lower prevalence of peer violence perpetration than other groups. The perpetuation of violence becomes, however, worse when they live longer in the USA. In many cases, schools do not consider the needs of problematic learners, and the schools marginalise and even push them out of the schooling system (Noguera, 2003:342). Of interest is students' perception of safety (Agron, 2005, as cited in Heinen *et al.,* 2007:115), which offers evidence that ethnicity is linked to perceptions of school safety. For example, 60% of white learners do not feel safe at school, compared to 51% Latino, 50% Asian, and 41% African American learners.

Rutkowski *et al.* (2013:236) propose that education policies target the schools as a key site to reduce the effects of violence on immigrant learners. Immigrant learners are more likely to be targeted violently because of race, ethnicity, and culture, and they feel unsafe in school (Rutkowski *et al.,* 2013:235). Bickmore (2004:81) argues, however, that macro-policy guidelines are not close to the actual practice in schools. Bickmore (2004:81) suggests that the impediments to a democratic community are the overt violence and persistent patterns of social exclusion of immigrant learners. Bickmore (2004:75) believes that, while schools cannot completely abolish hatred, education can help reduce intolerance and hateful behaviour among learners. Stader (2001:223) points out that the policies on safety allow students to be given a fair chance of procedural and substantive due-process requirements, but Lacoe and Sieonberg (2018:222) question whether schools have proper resources and support to implement disciplinary school policies.

On the same note, Cuellar (2018:31) believes that policies on safety in schools give school personnel the legal right to carry out certain tasks that may prevent violence. These may include school policing and searches in schools. For example, the landmark case of *New Jersey vs T.L.O* (1985) resulted in the justification of schools to search in their role of *in loco parentis* (in place of the parent). Cuellar (2018:31) states that the number of police deployed to schools is likely to grow in order to curb school violence. Stader (2001:223) cautions that the very policies used to curb school violence may "create a false sense of security", adding that "the very policies designed to prevent school violence may create more violence" (Stader 2001:223). In addition, schools are increasingly concerned with the legality or constitutionality of policies (Edwards & Marshall, 2020:732). Nonetheless, school safety policies may be seen to be boundaries within which schools can act to protect learners against violence.

2.5.2   POLICIES ADDRESSING SCHOOL SAFETY AND XENOPHOBIC VIOLENCE: A SOUTH AFRICAN PERSPECTIVE

The issue of policy implementation has been a controversial and much-disputed subject within the field of school safety and security and xenophobic violence. Ward and Lamb (2015:183) state that "if policies are to be effective, they need to be driven by relevant and accurate data". There appears to be a detachment between policymakers and implementors of policy. This may contribute to many school-safety challenges experienced at schools. Pahad and Graham (2012:13) advocate that existing policies on school violence should be re-examined. McKnight (2008:25) notes that foreign learners in South African public schools are protected by Section 27 of the Refugees Act 1998, which states that refugees and asylum seekers have legal protection under the provision of the Bill of Rights under Chapter 2 of the South African Constitution, as any South African citizen does. This emphasises that all laws apply to all learners in a public school, including foreign learners.

Reyneke (2011:133) writes that disciplinary policies should acknowledge the respect of foreign learners and that, within the educational arena, South Africa has achieved "remarkable strides in the development of a policy framework that promotes the safety of learners in schools" (Makota & Leoschut, 2016:19). Makota and Leoschut acknowledge, however, that, despite these efforts, South Africa continues to stand at the mercy of school violence, with legislation and policies to maintain safe schools proving to be ineffective (Teise, 2015:50). Nthontho (2018: S1) aligns this with asking whether schools, through their governing bodies, understand their roles as "legal persons". Nonetheless, de Wet (2007:191) argues that there will be "dire consequences", should schools not uphold their legal right to maintain the safety and security of learners.

The implementation of school safety policies appears to be a challenge to school leadership. Joubert (2007:110) points out that national policy, circulars, and statements all emphasise the importance of discipline in maintaining a safe school. There seems, however, to be a consensus that there is a gap between policy intentions and practices (Makota & Leoschut 2016, De Clercq 2010). De Clercq (2010:100) argues that policy scholars in South Africa maintain that the policy overload (post-1994) has made implementation "near impossible", as schools struggle with the lack of resources and capacity for effective implementation. Nthontho (2018: S3) agrees, indicating that schools have experienced challenges in the implementation of these policies, with participants reporting that "policies just come and there are no people to unpack them". Participants believe that inadequate training from the Department of Basic Education contributes to the challenge of effective implementation of school policies.

South Africa endorsed the Convention on the Rights of the Child (1989), the Millennium Development Goals in 2000, and the Sustainable Development Goals in 2015, calling for the eradication of violence against children (Makota & Leoschut, 2016:19). In 2002, South Africa ratified the African Charter on the Rights and Welfare of the Child (Viljoen, 2000, as cited in Makota & Leoschut, 2016:19). In South Africa, the National Development Plan, the National Educational Policy Act (No.27 of 1996b), and the Schools Act (No 84 of 1996c) all emphasise the need to provide education for all learners, which includes an environment conducive to learning and one in which South African learners are safe. Teise (2015:50) confirms that an "elaborative policy framework" is in place in South Africa to maintain safety in schools, with the Department of Education encouraging the partnership between all stakeholders in schools to develop integrated approaches for maintaining school safety, and Teise maintains that the collective participation of all gives expression to the democratic partnership between all in their fight against the lack of discipline in schools (DoE, 2002b, as cited in Teise, 2015:56).

School Governing Bodies (SGBs), acting within their functions under the South African Schools Act 84 of 1996c and the Further Education and Training Act (1998), were given authority to operationalise policies and projects by developing and adopting management and implementation plans (Joubert, 2007:110). These included school codes of conduct, rules, and regulations, and it was assumed that disciplinary procedures would provide a safe and secure environment for learners in schools (Joubert, 2007:111). The development of policies is considered the least expensive security measure to maintain the safe school, "yet it is often overlooked" (van Jaarsveld-Schalkwyk, 2016:23). For these policies to be implemented effectively and sustainably, Nthontho (2018: S6) recommends that school principals should be trained to support the Government to expedite the enactment of policies. Joubert (2009:231) argues, however, that, despite much training of SGBs, research, surveys, and reviews conclude that the role of the SGB in executing their functions remains a challenge.

Agreeing with the same notion, Mncube (2009:83) states that South African parents do not play their roles as governors mandated by legislation and that they tend to overlook the enforcement of the school code of conduct (Mestry & Khumalo, 2012:98). Davids (2014, as cited in Van Jaarsveld-Schalkwyk, 2016:22) argues that, despite policy measures by National and Provincial Governments, intense violence in schools continues. According to Dintwe (2017:150), law enforcement intervention in South Africa is inadequate and less effective, a statement sanctioned by the Centre for Justice and Crime Prevention (CJCP) (2015, as cited in Makota & Leoschut, 2016:19); for example, the Centre reveals that 49.8% of the learners are still victims through corporal punishment (Ward & Lamb, 2015:183). Makhasane and

Chikoko (2016:6) also maintain that, even though the policy of corporal punishment is outlawed in South Africa, there are conflicting thoughts and practices in South African schools.

It is the legal duty of SGBs, through the South Africans Schools Act of 1996, to maintain effective school discipline (Mestry & Khumalo, 2012:97). The schools' code of conduct is a form of subordinate legislation that reflects the democratic principles of the Constitution of the Republic of South Africa (1996a), and it is the legal duty of the SGB to ensure that disciplinary action, taken against ill-disciplined learners, is in line with the law. These researchers coincide and agree that SGBs must administer school discipline in line with Section 12(1) of the Constitution (Republic of South Africa, 1996a), which provides for the security of every person (Mestry & Khumalo, 2012:99). Pahad and Graham (2012:9) contend that the lack of involvement of the Department of Education has contributed to school violence. Nevertheless, Cohen *et al.* (2008, as cited in Barnes, Brynard, & De Wet, 2012:69) contend that, if school leaders and policymakers forsake their responsibilities to maintain safe and secure schools, then learners' rights to quality education will be compromised.

2.6 THE ROLE OF SCHOOL GOVERNING BODIES IN THE MANAGEMENT OF SCHOOL SAFETY, INCLUDING XENOPHOBIC VIOLENCE

School Governing Bodies, as stakeholders in school governance internationally (2.6.1) and nationally (2.6.2), are discussed. Leadership and management structures that deal with school safety, including xenophobic violence from an international perspective (2.6.3), and from a national perspective (2.6.4), are included in this section. This is followed with an exploration of strategies employed to combat school violence.

2.6.1 SCHOOL GOVERNING BODIES AS STAKEHOLDERS IN SCHOOL GOVERNANCE: AN INTERNATIONAL PERSPECTIVE

According to James, Brammer, Connolly, Spicer, James, and Jones, (2013:84), school governing bodies are constituted on a stakeholder model, and Young (2014:12) state that "policy describes governors as stakeholders". Young (2014, 2017a:824) contends that stakeholders bring diverse knowledge to the school governing bodies, arguing that this model is based on the premise that diverse perspectives and knowledge are highly valuable to schools (Young, 2014:11). Ranson (2012:29) supports this sentiment, suggesting that a democratic stakeholder model is crucial to the effective functioning of school governance. Fassin (2009, as cited in Connolly, Farrell, & James, 2017:7) describes the concept of a stakeholder as ambiguous and vague, an evaluation to which Young (2014:2) agrees. Deem

et al. (1995, as cited in Young, 2014:11) are, however, sceptical of the role of governors, arguing that governors seem to be "state volunteers", while believing that their role is one of citizenship. They state that citizenship would require governors to challenge state policies rather than manage the implementation of the policies.

The issue of school governing bodies has been a controversial and much-disputed subject within the field of education. For example, one major issue that dominates concerns the credibility of school governing bodies' ineffective school functionality (Farrell, 2014; Huber, 2011; James, Brammer, Connolly, Fertig, James, & Jones, 2010; James, Brammer, Connolly, Spicer, James, & Jones, 2013; James, Brammer, & Fertig, 2011; Pang, 2011; Wing Ng, 2013, Young, 2014, 2017). Many analysts argue that the strategy by Government in introducing school governing bodies has not been successful. This notion is endorsed by Wing Ng (2013:667-668), who contends that there has been "constant debate on this educational innovation".

According to Farrell (2014:935), the Welsh government expects school governors to be trained. Farrell (2014:935) adds that this may eliminate the problem of recruiting governors on a volunteer status. Farrell (2014:935) admits, however, that the SGB model has been "untried and untested". James *et al.* (2011:394) question whether one can entrust the educational well-being of future citizens to a body embroiled in complexities. Nonetheless, more recently, literature has emerged that offers contradictory findings of school governing bodies. For example, James *et al.* (2013:85) argue that school governing bodies make a positive contribution to school life.

To date, there has been little agreement by researchers on the positive impact of school governance in schools. Young (2017a:820) argues that governors lack educational and contextual knowledge. Her research reported that school governing bodies saw themselves as decision-makers, but they did not make decisions. Wing Ng (2013:672) argues that his data supports Young's (2017a:820) view that there are barriers to the involvement of parents in school decision-making processes. Hatcher (2012:22) recommends that school decision making should be brought to local communities. One of the limitations of Hatcher's (2012:22) recommendation is, however, that his study does not explain how school decision-making should be brought to local communities. James *et al.* (2013:85) demonstrate in their study that the significance of the school governing bodies' responsibility is not acknowledged nor understood. Conversely, Young (2017b:40) argues that school governing bodies have powers and responsibilities, while James *et al.* (2013:86) profess that school governance is "important and significant". In contrast, Wing Ng (2013:668) argues that schools have no intention of handing over power to school governance structures.

2.6.2　　　　　THE ROLE OF SCHOOL GOVERNING BODIES IN SOUTH AFRICA

In 1992, the South African National Education Conference called for a new educational dispensation, based on the concept of "people's education" (Mathebula, 2013:6-7). This gave birth to the idea of school governing bodies. They were to represent the preconceived idea of "people's participation" in the education of South Africans (Mathebula, 2013:7). This pointed to the democratisation of the South African education system. To this view, Duku and Salami (2017:114), state that democratic participation by parents, teachers, and learners in the life of a school is only possible through an SGB. Nevertheless, Mahlangu (2018:137) contends that governance is the ability of SGBs to deliver services, regardless of whether they are democratic or not. Mncube (2009:86, as cited in Ndhlovu, 2017:2) maintains that the objective of an SGB is to devolve a system of "participatory democracy", which allows stakeholders to develop a sense of ownership and responsibility towards the school. Bush (2003:23, as cited in Ndhlovu, 2017:2) notes that stakeholder involvement is beneficial to schools. Conversely, Buka, Matiwane-Mcengwa, and Molepo (2017:107) argue that the word "democracy seems to be misused", and the concept of "participation" has been challenged by Brown and Duku (2008:435). They state that not all stakeholders understand the concept of participation, and they argue that "who participates" and "what is involved" remain controversial. Ndhlovu (2017:5) further warns that parent and educator governors do not have experience in participatory decision-making.

Nonetheless, the South African Government is committed to developing the participation of all stakeholders in education, and, as such, the establishment of SGBs was an endeavour by Government to guarantee stakeholder participation (Makhuvele, 2016:1). Stakeholders have a moral obligation to create a collaborative environment that will ensure effective school governance, with governors being important stakeholders who are well informed of their functions (Davids, 2012:20). According to Davids (2012:98), SGBs must change their roles from "passive partners to active stakeholders". Ndhlovu (2017:1) suggests that, because of tension among partners in the education process, schools are governed in a state of tension. Ghaffar (2009:213) stresses that tension and conflict is "often good", while Ndhlovu (2017:3) contends that it is "neither destructive nor constructive". According to Mabusela (2016:3), SGBs are a means to extend broader public participation in education; in many cases, however, parents are reluctant to participate in SGB decision-making processes (Mabusela, 2016:8). Mokoena and Machaisa (2018:139) aver that research has shown that some principals do not allow others to make decisions, and, in some instances, principals complain that governance structures have afforded "them" limited say in the running of their schools (Hartell, Dippenaar, Moen, & Dladla, 2016:121-122).

The South African Schools Act (SASA), Number 84 of 1996c, enforces the ideals of stakeholder participation, through the medium of an SGB, which encourages democratic participation afforded to parents, teachers, and learners (Duku & Salami, 2017:114). Encouraging stakeholder participation enhances school effectiveness and leads to school improvement (Mncube and Du Plessis, 2011:211). Duku and Salami (2017: 114) see SGBs as a means of allowing Black parents to have a more consultative and advisory role through governance structures. This is highlighted by Serfontein (2010:97), who argues that the vision for education must be shared by all stakeholders, although Serfontein (2010:97) questions whether this is the case.

In contrast, Dieltiens (2011:30) believes that SGBs are ineffective, and the fault lies in the articulation and implementation of policy and the governors themselves, while Davids (2012:33) believes that governors in schools cannot carry out these functions because of irrelevant and inadequate training. Buka *et al.* (2017:100) note that tensions within SGBs escalate daily and can lead to violence.

2.6.3 SCHOOL GOVERNING BODIES AS LEADERSHIP AND MANAGEMENT STRUCTURES DEALING WITH SAFETY: AN INTERNATIONAL PERSPECTIVE

According to the United Kingdom Department of Education (2018:16), school governing bodies must have appropriate policies and procedures in place to ensure the safety and promotion of learners' welfare. SGBs are further compelled to ensure that safety policies, procedures, and training are effective and that they always comply with the law (United Kingdom Department of Education, 2018:16). Ranson, Farrell, Peim, and Smith (2005:305) argue, however, that the status of school governing boards has been under public and government scrutiny, asking the question of whether school governance matters. Ranson (2012:30) argues that tensions have been at the centre of school governance since its inception. In England, Owen reported in *The Guardian* (2009:6) that both school leaders and governing bodies lack clarity on their expectations for effectiveness. Even though the role of parents in education has been acknowledged, Ranson *et al.* (2005:16) remain uncertain of the contribution of governing bodies to education. Farrell (2014:934) proposes the "abolishment of governing bodies", as Farrell, Morris, and Ranson (2017:215) argue that governors in Switzerland need to scrutinise and challenge the information provided to them by the principal, and this then queries whether the principal is accountable to the board or the employer. Farrell (2014:933) is not convinced

that parent governors are able to meet the demands of the new governance dispensation in Wales.

According to Vallinkoski and Koirikivi (2020: 103), issues of school safety have been discussed from several viewpoints, but little attention has been given to the "role of management in creating safe and secure schools". In fact, Vallinkoski and Koirikivi (2020: 103) argue that school safety should be a part of organisational management in schools. Sindhi (2013:85) endorses that it is the responsibility of schools and parents to manage school safety. Sindhi (2013:78) further advises that creating a safe school environment requires the involvement of all stakeholders, while Brunner and Lewis (2006: 65) argue that taking the time to institute a school safety committee will be time well spent in ensuring the overall safety of the school. A considerable amount of literature has been published on school governing bodies (SGBs) across the globe (Farrell, 2014; Huber, 2011; James *et al.,* 2010; James *et al.*, 2011; Pang, 2011; Wing Ng, 2013, Young, 2014; Young, 2017a). Over the past century, there has been a dramatic increase in the literature in favour of school governance in various parts of the world. For example, according to James *et al.* (2011:397), school governing boards are important components of the educational systems, with school governance in the United Kingdom being a response to societal concerns. James *et al.* (2010:5) found that school governing boards contribute significantly to England's education system.

Young (2017a:812) believes that school governing boards have immense powers in the functioning of schools, and Young further proposes that one of the key roles of school governing boards is that of pupil safety (Young, 2017a:815). Wing Ng (2013:668) reports that in Israel "positive attitudes" were found in schools with governance structures in place, and Huber's (2011:469) study found that school governance has become highly relevant in Swiss education. Pang (2011) testifies that, in Hong Kong, the significant role of parents in education is gradually being acknowledged, and, in Japanese education, parents play a significant role (Wing Ng, 2013:667). Most Asian countries recognise the undeniable relevance of parents to school governance (Wing Ng, 2013:667). Young (2014:25-26) reports that governors are responsible for more management roles and they focus less on educational matters. She notes that professionals were the apt choice for recruiting governors; the key problem was, however, that "democratic engagement" in education was compromised, because issues discussed by governors were "largely not educational".

On the one hand, James *et al.* (2013:85) argue that the school governing board's function can have a positive impact on the quality of the school. Agasisti, Catalano, and Sibiano (2013:294), on the other hand, claim that the potential for conflict and debate exists in school governing boards, particularly when members try to reconcile their differences and the differences

between the school governing board and the school. One question that needs to be asked, however, is "whether governors should be valued for their representativeness or their skills" (Young, 2014:12), thus reinforcing the need for school governing boards to be more "skilled based" (Young, 2017a:816). According to Ranson (2012:30), there are questions regarding the boundaries between school management and governance. Ranson (2012:30) claims that school governing boards might be a source of bureaucracy and constraint to school leadership, while, at the same time, it may also be a means of over-burdening "lay volunteers" with excessive responsibilities.

2.6.4 SCHOOL GOVERNING BODIES AS LEADERSHIP AND MANAGEMENT FOR SCHOOL SAFETY, AS MANDATED BY THE SOUTH AFRICAN GOVERNMENT

According to the school safety policy guided by legislation (Department of Education 2012: 8), the SGB is mandated to:

- ensure clear signage throughout the school to provide access to the school property (Department of Education, 2012:8);
- be responsible for the protection of the people and the safeguarding of the premises (Department of Education, 2012:10);
- monitor regularly the environment for potential safety risks and take reasonable measures to safeguard the learners and staff (Department of Education, 2012:10);
- prepare a maintenance plan to take care of major and minor maintenance (Department of Education, 2012:10);
- take necessary steps to ensure that a clean and safe environment is always provided to learners (Department of Education, 2012:10); and
- be a Body in which each member participates in leading the school safety team (Department of Education, 2012:21).

One of the most significant discussions in South African school leadership is the issue of School Governing Bodies (SGBs). Since their inception in 1994, researchers seem to have an insatiable appetite to dissect this dynamic in education. There seems, however, to be a total dichotomy in the views and opinions shared by researchers. On the one hand, Duku and Salami (2017:114) posit that it is the partnership among parents, educators, and learners, with a common purpose of the education of all learners in the school. On the other hand, Mahlangu (2018:136) suggests that the dysfunctionality of schools is the result of both poor governance and management by governors and principals alike. The views of Duku and Salami (2017:114)

are, however, supported by Shushu, Jacobs, and Teise (2013:18), who declare that each member of the SGB contributes to an effective partnership. The sentiments of both are supported by the Department of Education (DoE, 1996:8), which advocates the promotion of the interests of the partnership rather than those of an individual. This aligns with the statement of Serfontein (2010:94) that The South African Schools Act, 84 of 1996c (SASA) proposes a partnership among the State, parents, educators, and learners in SGBs.

Hartell *et al.* (2016:131) are critical of Serfontein (2010:94) and argue that, in many instances, parents' levels of education are inadequate or limited and impede their effective participation in SGBs. SGBs were hailed as a milestone in improving the management of schools (Nyambi, 2005:1), with their function being to determine policies that support how schools are managed and controlled (Mestry, 2006:28). According to SASA, the SMT manages and the SGB governs (Mabusela, 2016:7); Mabusela (2016:7) fails, however, to distinguish between management and governance, arguing that there was an assumption by Government that SGBs would be better able to manage schools than the local educational authorities (Mabusela, 2016:3). Makhuvele (2016:1) argues that SGBs have an onerous task of turning authoritarian institutions into democratic centres, a task that is often beyond their scope and capability, as many SGB members do not possess the knowledge, skills, and expertise that warrant the execution thereof (Xaba. 2011:201). The challenges facing SGBs are in the "specialist" nature of the expected tasks (Xaba, 2011:201). Nonetheless, Mabusela (2016:4) is of the belief that school committees were replaced by SGBs whose task is to act as "change agents".

Notwithstanding the call for a strong partnership, research has revealed the opposite. For example, Rangongo, Mohlakwana, and Beckmann (2016:8) conclude that there are "distinct cracks" in governance structures at schools. More recent arguments against SGBs have been summarised by Modiba and Netshitangani (2018:133), who maintain that many SGBs misunderstand their representation in schools and that many parents have difficulty in assuming governor roles (Naong, 2011:236). This is confirmed by Mncube (2009:83), who argues that parents are not playing their full role as governors. Tsotetsi, Van Wyk, and Lemmer (2008:385, as cited in Xaba, 2011: 201) concur, suggesting that the "actual enactment of these roles is often less than ideal", with the principals struggling with the low level of education and the lack of knowledge in respect of governance roles (Hartell *et al.,* 2016:132). Makhuvele (2016: 3) states that effective policy implementation requires SGB members to have the necessary knowledge, skills, and expertise. Such explanations tend to overlook, however, the fact that the South African Schools Act 84 of 1996, Government Gazette (1996:14), Section 19(2), mentions that the State must "render all necessary assistance to governing bodies".

Hartell *et al.* (2016:123) suggest that schools cannot be managed by the State alone, but that the power should be shared with other stakeholders. These challenges have become pronounced in the educational research arena. Xaba (2011:202) sees school governance as the "single most principal factor in education" that experiences "insurmountable challenges". He argues that it is more than a decade, and the intentions of the Act have fallen short of its intended outcomes (Xaba 2011:202). Xaba (2011:201) claims that training provided by the Government to capacitate SGBs is often "questionable". He does not, however, explain "what" in the training is questionable. Mokoena and Machaisa (2018:138) contend that ongoing training is essential for the proper functioning of SGBs, and Hartell *et al.* (2016:132) believe that governors in rural schools must particularly be provided with effective training so that they may be able to participate meaningfully on the SGB. Even with effective training, however, the cry for effective school governance will be in vain, because the only qualification a governor needs to have is to be a parent of a learner at the school (Squelch & Lemmer, 1994:10, as cited in Davids, 2012:15).

It may be assumed that the State is not fulfilling its legal obligation. Moreover, it may also be assumed that the State has been, and continues to be, the cause of the challenges facing SGBs. "The SGB should try and use their knowledge, skills, and expertise" to ensure the delivery of quality education at their schools (Nyambi, 2005:23). Nevertheless, Nyambi's (2005:23) claim would appear to be over-ambitious, as Makhuvele (2016:3) finds it to be a "matter of concern" that SGBs have "no knowledge" concerning the interpretation and implementation of various policies, rules, and regulations. Davids (2012:16) is also concerned as to whether governors have the skills and knowledge to render effective management to schools. Even though the SGB is a legal entity with powers, information, and support, Mabusela, (2016:8) claims that there appears to be a gap in the execution of SGBs' duties. Davids (2012:4) confirms this claim and asserts that parents lack competence as governors. He goes on to state that it is concerning that inadequate training was afforded to parent governors (Davids 2012:4), resulting in ineffective SGBs in some public schools. The issue of inadequate and ineffective training to school governors has been the common thread running through most South African research (Davids 2012:5; Hartell *et al.,* 2016:133; Xaba 2011), and this would then influence the safety and security in the school.

2.6.5   **STRATEGIES USED TO COMBAT SCHOOL ILL-DISCIPLINE AND XENOPHOBIC VIOLENCE**

This section highlights the strategies used in schools to combat school violence from an international perspective (2.6.5.1) and a national perspective (2.6.5.2). It gives an overview of the strategies, followed by specific measures used in schools.

2.6.5.1   ***An international perspective on strategies used to combat school ill-discipline and xenophobic violence***

This section offers an overview of school safety and security (2.6.5.1.1) and of law--enforcement measures and security measures found in schools (2.6.5.1.2).

- An overview of school safety and security

It must be acknowledged that countries around the world are intent on dealing with the scourge of school violence, including xenophobic violence. For example, in the UK, a whole-school approach is used, where all stakeholders have clearly defined roles to play. Australia has developed learner codes of conduct that identify goals and standards for learners. In New Zealand, schools have developed programmes that are specific to their needs. Australia and New Zealand also make use of police and community training programmes to assist schools (Mabasa & Mafumo, 2017:9239). In the United States of America, research-based programmes and strategies, based on scientific evidence, are used.

As such, a growing body of literature investigated school safety and security in schools (Brent, 2016:521; Chrusciel, Wolfe, Hansen, Rojek, & Kaminski, 2015:25; Crawford, & Burns, 2015:632; Crawford, & Burns, 2016:455; Cuellar, Elswick, & Theriot, 2018:272; Gairín & Castro, 2011:457-458). For example, Cuellar *et al.* (2018:272) propose that school social workers play a key role in the formulation of policies and practices regarding school safety initiatives. Chrusciel *et al.* (2015:24) maintain that school resource officers have been the primary strategy used by schools to maintain school safety, while alternate strategies included the idea of arming teachers and administrators. Crawford and Burns (2015:642) suggest that a popular tactic for improving school safety is increasing the number of law enforcement and security agents at schools. Crawford and Burns (2016:455) also advise that enhancing security and surveillance, changing the climate of the school, counselling, and curricular programmes are strategies that can address school violence. Brent (2016:521-522) advocates the use of

security cameras, zero-tolerance policies, metal detectors, drug-sniffing dogs, and full-time uniformed police officers.

A common denominator in most studies is the measures used to combat school ill-discipline and to maintain a safe and secure environment for learners. Numerous studies have attempted to explain the impact of security measures on safety and security in schools (Brent, 2016; Chrusciel e*t al.*, 2015:24; Irby & Thomas, 2013:68; Kupchik, 2016:688). Brent (2016:522) reported that, in addition to security devices, schools have used harsher forms of punishment to manage learner misconduct. These took the form of suspensions, transfers to specialised schools, expulsions, and referrals to the juvenile justice system. He argues that school strategies to address violence in schools have been reduced to the "criminalisation" of learners. Chrusciel *et al.* (2015:25) claim that there is a large support for school resource officers from both law enforcement executives and school principals. Irby and Thomas' (2013:68) study found that there is no correlation between the presence of police and a decrease of school disorder. For example, Cuellar *et al.* (2018:450-451) conclude that it is "unclear" as to which safety measures are effective to maintain school safety and security. Connell (2018:125) mentions that the effects of some safety measures are inconsistent and advised that administrators are still trying to ascertain the most meaningful and effective procedures for their schools.

Strategies used by schools to combat the scourge of violence in schools is a worldwide phenomenon (Gina, 2013, as cited in Mabasa & Mafumo, 2017:9239). School shootings in the USA prompted school education officials to consider prevention strategies for violence in schools; the problem of school violence is complex, however, and requires multidimensional prevention and intervention plans (Hermann & Finn, 2002:46), with various strategies being devised to combat school violence (Heinen *et al.*, 2007:115-116). Cuellar *et al.* (2018:271) acknowledge that school violence has prompted the implementation of many safety strategies in American schools, but that it has been difficult to determine the effectiveness. In some cases, it has been argued that many prevention strategies were ineffective and some harmful to learners (Department of Health & Human Services, 2001), while some feel that strategies to combat school violence have been effective (Heinen *et al.,* 2007:115). Many strategies lack empirical assessment concerning their effectiveness (Farrell, Meyer, Kung & Sullivan, 2001, as cited in Cuellar, 2018:28). This study seeks to find effective leadership strategies that are able to assist school safety committees in managing xenophobic violence. The review of literature thus far fails to provide concrete measures that will effectively assist school safety committees in managing xenophobic violence.

According to Kupchik and Ward (2014:332), schools across the USA have incorporated a host of safety mechanisms to manage safety in schools, namely, random dog-sniffing, police dog searches, surveillance cameras, metal detectors to screen learners, security guards and police officers assigned to schools with preventative policies, and practices designed to improve school safety which come in several shapes and sizes (Cuellar *et al.,* 2018:272). Policymakers have tried to deal with the safety and security at schools through two broad categories, namely the authoritarian and the educational (Cuellar *et al.,* 2018:272). The authoritarian approach to prevent school violence involves the use of police and security hardware at schools. Authoritarian strategies include safety measures, such as metal detectors, security cameras, school policing, and zero-tolerance policies. The educational approach follows a therapeutic approach that encourages communication between students and school personnel. This involves counselling, conflict resolution training, and peer mediation programmes (Cuellar *et al.,* 2018:272).

The authoritarian strategy has not escaped criticism from governments, agencies, and academics (Chrusciel *et al.*, 2015:25). Cuellar *et al.* (2018:272) advise that extreme authoritarian measures are not effective measures to combat school violence. *Education Week, Tribune News Service* (2018: B13) reports that the debate surrounding the use of extreme measures to combat ill-discipline in schools continues with issues, such as arming schoolteachers (*Education Week, Tribune News Service,* 2018: B13). Isbell *et al.* (2019: 8) report that the Governors, School, and Firearm Safety Action Plan and the School Marshal Plan allow teachers and staff to carry guns inside the school and allow educators to act as armed security guards in the absence of police personnel. Conversely, Chrusciel *et al.* (2015:24) found that the participants in their study maintain that armed administrators and teachers are not an effective safety strategy.

The issue of school violence is a controversial and much-disputed subject within the field of education. According to Reingle Gonzalez, Jetelina, and Jennings (2016:438), the USA uses many school-safety measures in the form of metal detectors, access control systems, cameras, and closed-circuit television systems to monitor learner behaviour. Chrusciel *et al.* (2015:24) advocate the use of school resource officers policing the school premises. Crawford and Burns (2015:642) concur with Chrusciel *et al.* (2015:24) and advise that law enforcement and security guardians at schools should be used, and they also encourage the use of counselling and curricular programmes that may assist in combating school violence. Nonetheless, Fattal (2018) reports in *The Atlantic* that intervention strategies require authentic information. Fattal (2018) claims, however, that the information currently available is "confusing and inaccurate" and shows that America's inability to tracking gun violence.

Other authors, however, for example, Reingle Gonzalez, Jetelina, and Jennings (2016:439), question the usefulness of such an approach. They maintain that strong measures, such as metal detectors, hurt the safety and security of learners. Crawford and Burns (2015:643) are inclined to agree with Reingle Gonzalez *et al.* (2016: 439), claiming that the presence of arms in schools is the most controversial security measure. Reingle Gonzalez *et al.* (2016:450-451) conclude that there are inconsistencies in literature on knowledge of the effectiveness of structural safety measures. They further add that it is unclear which safety measures are most effective to maintain safety and security at schools (Reingle Gonzalez *et al.,* 2016). In their review of school safety and security, Gairín and Castro (2011:458) suggest that approaches to safety and security in schools have "evolved" over time, and this, they believe, has led to the implementation of effective measures.

On the other hand, Cuellar *et al.* (2018:272) point out that school personnel can earn the cooperation of learners by educational and therapeutic strategies to solve discipline problems; this is an approach supported by research, as it decreases "maladaptive behaviour" and increases cooperative behaviour among learners (Gregory & Ripski, 2008, as cited in Cuellar *et al.,* 2018:272). An array of behavioural management techniques is being used in schools, such as sign-in registers, access control to schools, closing schools during breaks, security cameras, dog sniffs, corporal punishment, and community service (NCES, 2009, as cited in Cray & Weiller, 2011:166). A major deficit to all these strategies is, however, the inadequate training offered to educators for classroom management, as well as the alternative placement for disruptive learners.

According to Heinen *et al.* (2007:113), America had responded strongly to school safety after the Columbine shootings. Two such strategies were the funding for surveillance equipment used to improve safety at schools and the collaboration between schools and emergency responders. Heinen *et al.* add that strong leadership, collaboration, and innovation will assist in improving school safety. Cuellar (2018:42) suggests that the strategy of parental involvement has a major impact on school violence, with parental involvement reducing school-based violence.

- Law enforcement and security measures in schools

A considerable amount of literature has been published on the use of law enforcement to assist in maintaining safe and secure schools around the world. In Los Angeles, Gewertz (2018:38) reports that there have been many security measures that were endorsed by the district to assist schools. For example, they have a "modern" approach to policing and access to "mental

health and domestic-violence support". There is a "positive discipline" approach to misbehaviour, where schools involve learners in safety discussions. Schools also hold regular lock-down drills. Districts have held armed-intruder training. Improved communication lines between districts and schools also assist in maintaining safety at schools. Brent (2016:522) highlights the use of security cameras, zero tolerance policies, metal detectors, sniffer dogs, and uniformed police officers. Policies that were used for formal policing have now been imported into education.

There are now tighter links between the education and criminal justice sectors. Brent (2016: 522) advises that there is now a more punitive approach to learner misconduct with an expansion of law enforcement practices, policies, and personnel in schools. The controversy about scientific evidence for its effectiveness in school safety and security has, however, raged unabated for over a century. Because of the increase of crime in schools, Connell (2018:125) posits that authorities have responded with a variety of safety precautions. Many analysts now argue, however, that the strategies that are adopted are not successful. Reingle Gonzalez *et al.* (2016), for example, argue that approaches used have not been evaluated, while Connell (2018:125) reports that information is scarce regarding the effectiveness of these strategies. The issue of law enforcement on school premises has been received by the public with mixed feelings. Chrusciel *et al.* (2015:26) argue that research provides no evidence to suggest that increasing police presence has reduced violence in schools.

Research has demonstrated conflicting views regarding law enforcement as a school safety and security measure. On the one hand, Brown (2007, as cited in Irby & Thomas, 2013:69) proposes that the presence of law enforcement in schools deters learner misbehaviour and enhances safety and a positive school climate at schools. On the other hand, Irby and Thomas (2013:69) argue that law enforcement in schools contributes to student criminalisation and negatively affects the school climate. In addition, Kupchik (2016:688) cautions that one should recognise the effects of severe punishment of learners.

Nonetheless, the debate continues about who has the final say in security matters within the school environment (Irby & Thomas, 2013:69). Cray and Weiller's (2011:169) findings revealed that 40 per cent of the selected schools in Colorado that had security resource officers lacked a policy regarding their role as safety officers, an "oversight" which placed students, staff, and the security resource officer at a risk and ultimately jeopardised the safety of the school. Critics, such as Chen (2008:301), question the effectiveness of harsh punitive measuresand argue that their effectiveness is now being challenged by empirical studies (Mayer & Leone 1999, as cited in Chen 2008:301). The increase in school crimes has prompted a strong alert among

educational and police authorities and has resulted in the introduction of metal detectors, surveillance cameras, and police presence in schools (Chen 2008:301). Some suggest that authoritarian measures can negatively impact on the perception of safety to learners and create fear in learners, staff, and parents and that such an environment has the potential to harm learning environments (Cuellar *et al.,* 2018:272). Connell (2018:125) argues that interdisciplinary support programmes, which are advocated by the National Association of Social Work (2012), are more favoured, as this approach has more constructive outcomes for both learners and staff personnel.

In many instances, schools rely on law enforcement officers and school officers to promote and maintain safety in schools, such as in the case of school safety security being handed over to the New York Police Department (Irby & Thomas, 2013:68). Critics query whether it was a good decision (Irby & Thomas, 2013:69), wondering about who is accountable and who is in charge (Irby & Thomas, 2013:71). Kupchik and Ward (2014:332) assert that surveillance cameras and other measures have "grown commonplace" in public schools. Despite the efficacy of the use of electronic devices to combat ill-discipline in schools and of technology that allows schools to track learners, Darden (2015:76) suggests that this practice may violate privacy rights of learners, pointing out that the use of web-cams may perpetuate a "clash between privacy and well-meaning intrusion" and safety and that security strategies used at schools may infringe on learners' constitutional rights.

All the studies reviewed so far are consistent with previous findings alluding to media reports on the escalating violence and crime in school (Connell, Barbieri, & Reingle Gonzalez, 2015; Cuellar *et al.,* 2018; Howard, 2018). There is, however, an increasing concern that some poor white and non-white learners have become victims to punitive measures of punishment and are perpetuating inequalities in society (Kupchik & Ward, 2014:333). Chen (2008:302) concurs, arguing that student demographics (for example, race) is related to school violence and crime, with gender also being associated with the fear of crime. Connell (2018:131) maintains that girls are more fearful in school than boys. To ensure their own protection, it has been reported that many learners carry weapons, a practice that suggests that they have no faith in the schooling system for their safety and security (Connell *et al.*, 2015:259). There is concern that the risk of weapons being carried by students may cause a verbal altercation to have serious outcomes (Connell *et al.,* 2015:260). Recent expansion of school safety policies and practices have been "fuelled" by a punitive response to learner misbehaviour (Brent, 2016:521, citing Fagan, 2008), although Brent (2016:522) reports that recent data from the School Survey on Crime and Safety reveals that security measures have increased and that there has been a decrease in learner misbehaviour. The public is still not convinced, however, as recent reports

in the media report the contrary. For example, Blizzard (2018), Greene (2018), LaRussa (2018), and Wootton-Greener (2018) substantiate the ill-fate of schools at the hands of learner ill-discipline, and they claim that there has been an increase in school violence and learner ill-discipline (Cuellar *et al.,* 2018:272).

2.6.5.2 Strategies used to combat school ill-discipline and xenophobic violence: a national perspective

This section considers an overview of school safety and security (2.6.5.2.1) and a whole-school approach as a strategy to combat school violence (2.6.5.2.2).

- *An overview of school safety and security*

According to the Constitution of the Republic of South Africa, 1996, every person has a right to an environment that is free from any form of violence (Van Jaarsveld-Schalkwyk, 2016:22). Recent developments in the field of school safety have led to a renewed interest in strategies used to combat school violence, particularly as there tends to be a lack of discipline in South African schools (Reyneke, 2011:129/217; Teise, 2015:50), with schools not providing a safe environment for learners to develop (de Wet, 2007:191); these are sentiments endorsed by South African media reports. For example, George (2015: B6) reports that school violence is a "crisis", and Pillay reported in the *Times* (2015: B5) that South Africa ranks second in the world in school violence. In order to find strategies that schools may use to combat school violence, research has been conducted by scholars, such as de Wet (2007), Kempen (2019), and Reyneke (2011). De Wet (2007:195) concludes, however, that strategies used to combat ill-discipline in schools have proved to be ineffective.

The formal cooperation being created among government departments in fighting the scourge of school violence has been noted (Kempen, 2019:55). The South African Police Services and the Department of Basic Education have signed a protocol in the prevention of school violence, which involves the linking of schools to police stations, establishing safe school committees at schools, reporting systems on school-based violence, and implementing crime prevention programmes at each school (The South African Government, 2013). Kempen (2019:55) claims that the protocol signed between the South African Police Services (SAPS) and the Department of Basic Education was implemented haphazardly before 2016. This fouled approach by SAPS attracted parliamentary attention and has resulted in the protocol forming part of the SAPS annual performance plan.

There is a need to re-evaluate safety and security measures at schools. The Centre for Justice and Crime Prevention (CJCP), in partnership with UNICEF South Africa and the National Department of Basic Education, has developed the National School Safety Framework (NSSF) to recognise the safety of learners (Makota & Leoschut, 2016:19). Research findings by Teise (2015:50) reveals, however, that strategies that aim to maintain school safety do not have the intended effect. For example, Teise (2015:55) criticises suspension as a measure of disciplinary action in South Africa. He maintains that it deteriorates the academic performance of the learner. Nevertheless, Van Jaarsveld-Schalkwyk (2016:23) suggests that a safe school model must be created according to each school's specific needs.

- *The whole-school-wide approach as a strategy to combat school violence*

In 1996, corporal punishment in South Africa was banned. The government then produced a document entitled "alternatives to corporal punishment" (ATCP), which was used as a strategy to assist schools in administering effective discipline. According to Moyo *et al.* (2014:2), ATCP is a disciplinary strategy that propagates effective communication between teachers and learners, characterised by verbal warnings, detention, demerits, and community service to create a safe and secure environment conducive to learning.

The creation of a safe school environment is a collective endeavour of all stakeholders (Eke & Singh, 2018:1), and it includes the Department of Education, parents, educators, and learners. It is the responsibility of school management to find creative ways to address the issues of school safety and security (Eke & Singh, 2018:1). De Wet (2007:196) recommends an entire school approach that targets all learners, educators, and parents to work collectively to fight the scourge of misconduct in schools. Mestry and Khumalo (2012:100) support de Wet's (2007:196) view and argue that the enforcement of a code of conduct is a collective effort of the school management team, educators, and the disciplinary committee. This is reiterated by Pahad and Graham (2012:13), who also recommend that school violence needs to be addressed holistically with interventions at individual, school, and community levels. Reyneke (2011:132) observes that vulnerable groups of learners are victims of school-based violence and are often stripped of their rights to dignity. A study by Ward and Lamb (2015:183) discovered that health professionals should provide evidence-based programmes to provide educators with skills for addressing issues of non-violent discipline, although Ward and Lamb (2015:183) conclude that violence prevention programmes are not evidence-based, have not been evaluated, and are less effective.

The National School Safety Framework is a wide-ranging approach that is used to address school violence and that focuses on "prevention, intervention and response" (Makota & Leoschut, 2016:19). For implementation of this framework to be effective, schools should ensure that all policies and procedures are in place: they must be aware of all the threats in their school regarding school violence and they must respond to all the risks that affect the school. This framework adopts a whole-school approach to reducing school violence and ensuring that the burden of school safety is shared (Makota and Leoschut, 2016:20). A further programme implemented (Casella & Potterton, 2006:219) was the Ekurhuleni Safe School Programme founded as a strategy to deal with the crime and violence in schools, a programme that involved efficient policing and community and social interventions.

What has emerged in the research is that the physical structure of the school plays a role in school violence. Xaba's (2006:565) research findings revealed that there is a lack of a concerted effort by schools to create a safe environment for learners and that many schools were found to be in a physically neglected state. Xaba (2006:576) adds that there are common safety threats at the sampled schools in his study, ranging from broken fences, exposed electrical wiring, and damaged verandas, gates, and windowpanes. Makota and Leoschut (2016:23) argue, however, that, while schools mirror community challenges, they can play a "transformative role" in addressing these challenges. The emergence of cyber-bullying in schools is a further concern. According to Smit (2015:9), allowing learners to express themselves through online communication can have its merits. Lane (2011:1811, as cited in Smit, 2015:9) claims, however, that, when the content is harmful, schools must be able to protect the victims. Nonetheless, Smit (2015:7) advocates that the Olweus Anti-bullying Prevention Programme may be used to eradicate bullying in schools. In 2005, the Safer Internet Plus Programme was adopted, which focused on empowering parents, children, and educators with internet safety tools. Moyo *et al.* (2014:12) conclude, however, that teachers are ambivalent and do not understand the strategy.

As a final word, school-based violence is multi-faceted, and there is no single strategy that school leadership can use to combat the problem. Meanwhile, social networking is a strategy that can be used effectively in managing school-based violence, and it entails the exchange of information and the joint creation of intervention strategies by all stakeholders (Eke & Singh (2018:6).

2.7 GAPS DISCOVERED IN THE REVIEWED RELATED LITERATURE

2.7.1 Overview on the gaps discovered in the reviewed related literature

In recent years, there has been an increasing amount of literature on xenophobia, school safety and security, gaps in policy formulation, school governing bodies, and school leadership. The Department of Education (*The Approved School Safety Policy Exemplar, Circular 07* (2012:21)) has prescribed that all public schools must have a constituted safety team that comprises all sectors of stakeholders. Heading this team should be an SGB parent member. Ironically, one striking feature in South African and international literature is the ineffectiveness and inefficiency of SGBs.

International and national education systems are now confronted with a dire need for schools to eradicate xenophobia. One question that needs to be asked, however, is whether we can leave this to a body that has confidently assumed in literature the role of "ineffective and inefficient". It is also evident from the literature that measures used to address school safety abroad have come under much backlash from educational stakeholders. The criminalisation of learners has received much attention in research and has been condemned as an ineffective strategy to combat school safety. In South Africa, a preferred collaboration of all educational stakeholders should address xenophobic violence. Literature has revealed, however, that policy implementation and training of relevant stakeholders in the execution of their duties has been neglected.

2.7.2 School leadership

More research is needed on the roles of leaders and managers in dealing with xenophobic violence in schools. There is also a strong need that has been expressed in literature to interrogate the role of the school safety committee, as a constituted body, to manage school safety and security. Future research in the empowerment of school leadership and the school safety committee may be an attempt in the right direction to deal with safety challenges at public high schools. The literature showed that school principals struggle to adopt a participative approach to managing school safety, including xenophobic violence in South African and international public high schools.

2.7.3 The role of the SGB in managing xenophobic violence

The literature failed to show the experiences of participative leadership by members of the school safety committees. Research appeared to be devoid of the exploration of stakeholder participation among members of SGBs in the execution of their duties in the prevention of xenophobic violence in public high schools. Literature was unable to present methods of capacitating SGB members on how to manage school safety and, specifically, xenophobic violence. There is a definite need to explore how the education and criminal justice sectors can create channels for a collaborative approach in dealing with xenophobic violence. Literature on strategies employed to manage school safety appeared to be limited in diverse school environments.

2.7.4 Diversity training

One stark finding in the literature was the minimal exploration of the experiences of marginalised groups of learners regarding xenophobic violence. Literature has revealed that there is a lack of training of school leaders on issues of diversity in public high schools. Literature also failed to look at ways to create social justice and cohesion in diverse school environments. Literature has also revealed that stakeholders in education are not able to work collaboratively in their addressing safety issues in public high schools.

2.8 SUMMARY OF CHAPTER TWO

Chapter Two presented an overview of school leadership and xenophobic violence in public high schools. The chapter looked at how xenophobic violence showed itself in public high schools. It explored the role of school leadership, specifically participative leadership in addressing xenophobic violence. Policies relevant to the management of school safety were discussed. The chapter also discussed different strategies employed in public schools to maintain school safety. The chapter specifically discussed structures that were responsible for the management of school safety. These discussions focussed on international and South African perspectives. The comparative approach was intended to borrow relevant and effective ways from countries abroad, to assist the South African schooling communities in addressing the scourge of xenophobic violence. The chapter ended with a discussion on the gaps that were discovered in the reviewed literature.

CHAPTER THREE

CONCEPTS AND THEORIES UNDERPINNING THE STUDY

3.1   INTRODUCTION

Chapter Three discusses the value of a conceptual framework (3.2). It then explores the theory (3.3), model (3.4), and concepts (3.5) used to formulate the conceptual framework for this study. The chapter concludes with the presentation of a diagrammatic representation of the conceptual framework for this study (3.6).

3.2   THE VALUE OF, AND THE DEVELOPMENT PROCESS FOR, THE STUDY'S CONCEPTUAL FRAMEWORK

According to Nilsen (2015:2) a theory is defined as "a set of analytical statements designed to structure our understanding and explanation of the world", and is a "true description of reality" (Frigg, 2023:4). Nilsen (2015:2) defines a model as a "specific aspect of a phenomenon", and can serve as a template for the production of something else (Frigg, 2023:3). Nilsen (2015:2) adds that a model is descriptive, while a theory is explanatory and descriptive.

Rallis (2018:2) defines a conceptual framework as "an organising structure or scaffold" that integrates ideas, images, other research, and theories that give direction and focus to a research study, while Ngulube, Mathipa, and Gumbo (2015:48) broaden the view, adding that a conceptual framework "shows the relationship between concepts and their impact on the phenomenon being investigated". The definition most apt for this study is suggested by Tamene (2016:53), who defines a conceptual framework as "an end result" of a combination of many related concepts to understand the phenomenon of interest. It is an inductive process whereby concepts are joined to tell a bigger story of their relationships. In line with the exploratory nature of this qualitative study, the conceptual framework is designed to maximise the discovery of generalisations (Tamene 2016:53) for consideration and transfer to other contexts, after understanding and describing the experiences of participative leadership by the members of the school safety committee in addressing xenophobic violence.

As mentioned in Chapter One, the purpose of this study is to explore and describe how members of the school safety committee experience participative leadership in addressing xenophobic violence against foreign learners in Johannesburg public high schools. The studys' goal is to assist in preparing all members of the school safety committee to execute their duties effectively in addressing xenophobic violence against foreign learners. It can be premised that,

to achieve the latter objective, there should be active participation by all school governors in the school safety committee. The principal, as the school leader, is the first in line to deal with serious learner transgressions, for example, xenophobic violence. The school leader plays an integral role in how the committee manages xenophobic violence. Owing to the changing landscape of the former Model C high school, the professional staff, and the school governors, must be able to work collaboratively and act responsibly in a diverse school environment.

The theoretical framework used to guide my understanding of the findings of this study is considered in detail in section 3.3. To achieve stakeholder participation in the school safety committee, school leadership plays an important role. **The transformational leadership theory** (3.3) is thus used to inform the conceptual framework for this study, while the assumptions in the theory are used to guide it (McGregor, 2018:42). According to Lynch (2012), transformational leadership encourages leaders to develop strategies that encourage all stakeholders to commit to the mission and purpose of the school. The new diverse school environment characterised by strong stakeholder participation in school governance has placed many challenges on school leadership. The present research brings an established theory on *Transformational Leadership* to enlighten and broaden the perspectives on the research (Rallis 2018:3).

The Freeman's Stakeholder Model, as outlined in section 3.4, is also used to help the readers visualise and explain the research phenomena of stakeholder participation (McGregor, 2018:42). McGregor (2018:42) suggests that phenomena are intangible and "models make theoretical concepts tangible". The Freeman's Stakeholder Model (1984) is a graphical representation of the stakeholder theory, and it illustrates the relationships among the various stakeholders in and around an organisation (Fassin, 2009:114). The school safety committee comprises the principal, an SGB member, a safety officer, a peer mediator, an educator representative, a member of the representative council of learners (RCL), and a public servant staff member. This committee is made up of different stakeholders working collaboratively in addressing xenophobic violence against foreign learners. Therefore, the concept of leadership becomes imperative to the success of the functionality of the school safety committee and, inevitably, to how the committee addresses xenophobic violence. Using the constructs from the Freeman's Stakeholder Model (1984), the researcher uses an adapted version of the school safety committee stakeholder model in the present research. This model illustrates how stakeholders work collaboratively under a participatory leadership style to achieve organisational goals.

To build further on the conceptual framework, this research integrates three concepts in section 3.5. First, I consider my personal experiences and interests related to the research phenomenon (Rallis 2018:2). After the decentralisation of education in South Africa, I find that, as a school principal, I grapple with the management of school violence in a diverse school environment. This leads to the first concept of **school diversity** as an area of focus. Soupen (2017:228) reminds us that the management style of a principal is important in achieving cultural synergy, where all stakeholders can work together to achieve common goals. I therefore look at the present knowledge related to the phenomenon of **collaborative governance** (Rallis 2018:3). Reviewed literature on school governance reveals that members of the SGB struggle to collaborate. For example, Naidoo, Pillay, and Conley (2018:1) state that governance structures have problems in managing and governing racial integration in public high schools. The legislation mandates all school stakeholders in the SGB to take responsibility for school safety (Department of Education, *The Approved School Safety Policy Exemplar, Circular 07, Section 10.7, 10.7.1*, 2012:14*).* Concepts regarding collaborative governance are used to ground educational governance studies in what is already known. Finally, this chapter looks at the concept of **participative leadership**. The exposition of a participatory leadership approach highlights the need for stakeholder participation in the achievement of organisational goals. Therefore, there are three important concepts incorporated in the conceptual framework: school diversity, collaborative governance, and participative leadership.

3.3   TRANSFORMATIONAL LEADERSHIP THEORY

This section provides a definition and exposition of the theory (3.3.1). The origin of the theory is outlined (3.3.2) and its impact on culture and change explained (3.3.3).

3.3.1   DEFINITION AND EXPOSITION OF THE TRANSFORMATIONAL LEADERSHIP THEORY

The "father" of the transformational leadership theory, Bass (1998:171), concludes that leaders are transformational when they can decipher what is good and moves followers away from self-interest to the good of their group. More recently, and adding to Bass's (1998) views, Peng (2015:737) posits that both the leader and the follower help each other through this process, and, in so doing, are transformed. Creswell (2009:62) defines a theoretical framework as a general "orienting lens" for understanding a phenomenon and provides a hypothesis for what might occur or why. The transformational leadership theory is based on the premise that "compared to traditional styles of leadership, transformational leadership can develop the potential of followers, change their values and beliefs, and influence them by broadening and

elevating their goals and providing them with confidence to perform beyond their expectations" (Peng, 2018:372).

I chose this theory as a lens for my conceptual framework because it guides one on the leadership strategies that foster stakeholder participation. In line with this definition, I understand that the leader motivates team members and celebrates their success and contribution (Wiltshire, Malhotra, & Axelsen, 2018:10). The creation of the conceptual framework for this study envisages a type of leadership style that is in line with the modern-day participatory style of leadership, which allows a stakeholder approach to collective decision-making processes. The school safety committee should be led by a principal who can make decisions to move away from a hierarchical style of leadership. The principal should encourage a mind-shift of team members to value the importance of school safety and should encourage a belief in a collective approach, where the value of all stakeholders in a diverse environment is key. This type of leadership should have the power to motivate team members to embrace the challenges that xenophobia, coupled with violence, poses to the school safety committee and to work collaboratively to eradicate it.

3.3.2 THE ORIGIN OF TRANSFORMATIONAL LEADERSHIP THEORY

The concept of transformational leadership was first introduced by Burns in 1978. Burns (1978: 20) postulates that, in transformational leadership, leaders and followers raise each other to higher levels of motivation. The transformational leadership theory was later developed by Bernard Bass in 1985. Bass grounded his work, on the work of James McGregor Burns, who was the pioneer of the concept (Flynn, 2013). According to Bi, Ehrich, and Ehrich (2012:391), Burns' transformational leadership has the power of transforming followers' behaviours positively, while Bass (1999:11) states that transformational leaders influence and motivate followers with minimum coercion. The transformational leadership theory is an apt choice for the leadership strategy that is needed in a group context. The team is expected to work collectively to maintain school safety. The success and functionality of the school safety committee are, however, dependent on the leadership style of the principal.

According to Hameiri and Nir (2016:772), changes in the external environment create challenges for school leaders. For example, schools need to cope with increased social heterogeneity. Specifically, Peng (2015:737) maintains that transformational leadership has the potential to raise people's commitment and performance to the task. The overall purpose of this study is to alert all school role-players on how they can use effective leadership strategies to curb xenophobic violence in public high schools. Motivating team members to

work in a participatory way and encouraging stakeholder participation raise the commitment of individuals to the tasks at hand. This study explores how the transformational leadership theory may be insightful in providing theorisation. Conversely, Berkovich (2016:610) suggests that the transformational leadership theory is under scathing attack for many reasons. For example, both Burns' (1978) and Peng's (2015:737) analyses do not consider the "overdependence, unconditional loyalty, and fear of the leader", as suggested by Lin, Huang, Chen, & Huang (2017:179).

Nonetheless, the framework guides what needs to be present for good governance in the school safety committee and how good governance should appear in public high schools. The framework guides the data collection methods that will extract data relevant to the aim and objectives of this study, which will look for the constructs of motivation and collaborative decision-making from the transformational leadership theory, which should be used by the school principal to lead in a participatory manner. The framework will provide guidance on how to explore the active participation of all the stakeholders in the school safety committee and its influence in addressing xenophobic violence in public high schools.

3.3.3 TRANSFORMATIONAL LEADERSHIP AND ITS IMPACT ON CULTURE AND CHANGE

Peng (2017:42) claims that leadership is widely different across different cultures and is influenced by different cultural values. He mentions that much of the research in transformational leadership study discusses in individualistic contexts (Peng, 2017:38) and is therefore culturally sensitive (Peng, 2017:39). Nonetheless, we are aware that schools today are heterogenous and diverse. The choice to use former Model C high schools, which evidently have portrayed a diverse cultural setting, including stakeholders of different race, ethnic, and cultural backgrounds, is well suited for this study. Using the transformational leadership theory, this research explores how the concept of "participatory" in this theory can allow team members to participate collectively in the achievement of the safety goals of the committee. Peng (2017:39) confirms that leadership models are culture-sensitive, while Okçu (2014:2166) contends that educational institutions engage workers of different cultures and backgrounds. Okçu (2014:2166) asserts that a transformational leader has a sense of managing diversity based on learning from it. According to Okçu (2014:2166), a transformational leader creates a democratic school culture, where "diverse necessities, wishes, and purposes are met". The transformational leadership style has the potential to suit diverse cultural contexts (Sun, Cheng, & Zhang, 2017:1). Sun *et al.* (2017:3) recommend that one should explore the applicability of transformational leadership to other cultures, even though it is a western

development. In agreement, Litz and Scott (2017: 569) confirm that transformational leadership is a western leadership theory and may not work in all cultural contexts. As a theory that was developed in relation to a western cultural context, its applicability across different cultures and contexts is yet to be explored.

Kramer and Dailey (2019:99) argue that knowledge comes from understanding culture through other constructs like "identity, leadership, and socialisation". In fact, they claim that socialisation tells us a great deal about culture. Balyer (2012:581) asserts that principals must be transformational leaders to adapt to the changing world of work. Change is central to the goal of transformational leadership. Litz and Scott (2017:569) believe that transformational leadership is the "bridge" to organisational change. Hofstede, Hofstede, and Minkov (2010) argue, however, that it is better to adopt a change in management style than to expect culture to change. All the sample schools were former Model C high schools that have become de-segregated with the intake of learners and educators from different ethnic groups. This demanded that leadership then needed to adopt a more culturally sensitive approach to manage xenophobic violence. The sensitisation of leadership to diversity is crucial for stakeholder participation. Members of the school safety committee need to feel a sense of belonging to participate optimally.

The transformational leadership theory is relevant to use for exploration in this study because the theory boasts the ability to inspire and motivate followers to achieve challenging goals (Adillo & Netshitangani, 2019:175). One of the goals of this study is to prepare members of the school safety committee to execute their roles effectively on the school safety committee. As challenging as this may appear, Katewa and Heystek (2019:71) argue that the transformational leadership approach is based on the premise that the role of the school principal "is too big for one person to handle", while Botha (2014:42) believes that school leaders must "treat cultural diversity in a complex South African society from a team-based approach". The transformational leadership theory becomes the favoured option as a theory guiding the present research, as the premise of motivating, inspiring, and indulging in, collective decision-making and stakeholder participation aligns itself to the mandate of the school safety policy (Department of Education, *The Approved School Safety Policy Exemplar, Circular 07, Section 12.1,* 2012:20-21), which states that the school safety team is composed of relevant stakeholders working together to maintain safety in the school.

3.4   FREEMAN'S STAKEHOLDER MODEL

This section focuses on the origin of (3.4.1) and a discussion (3.4.3) of the Freeman's Stakeholder Model (1984). The model is used to illustrate how stakeholders work together within an organisation to provide a service to their clientele and to meet organisational goals. The present research uses constructs from the model to develop an adapted stakeholder model for the school safety committee.

3.4.1   THE ORIGIN OF THE FREEMAN'S STAKEHOLDER MODEL

According to Freeman (1984:25), a stakeholder includes an individual or group of people who can affect, or are affected by, organisational achievements. The idea of a "stakeholder" model originated at the Stanford Research Institute in 1963 (Freeman 1984:31), with the goal of making business strategies more effective. Freeman (1984:31) asserts that the original definition of a stakeholder was "groups without whose support the organisation would cease to exist". He cites the following groups, namely shareowners, employees, customers, suppliers, lenders, and society (Freeman, 1984:31-32). The stakeholder model "was developed by observing the business world and the overall process of value creation" (Freeman, Phillips, & Sisodia, 2020:214). Schneider and Sachs (2017:41) maintain that the co-operative pooling of stakeholder resources increases value creation within an organisation, while Hayibor and Collins (2016:351) believe that firms should take the interests of their stakeholders into account when making decisions. The key element of the stakeholder model includes the human actors and their interaction of value creation. It is rooted in a humanistic conception of business as a vehicle for human cooperation to attain business goals (Freeman *et al.*, 2020:219). West (2016:203) states that the stakeholder model has emphasised the interests of the "stakeholder" among academics. The main aim of this model was to help decision-makers make better decisions (Freeman *et al.*, 2020:215), while Baek and Kim (2014:502-503) argue that the initial aim was to devise methods to manage strategically the different groups and relationships within an organisation.

According to West (2016:203), the stakeholder model is represented by the work of R. Edward Freeman. Fassin (2010:39) writes that the Freeman's Stakeholder Model has been one of the major themes in management literature. Fassin (2010: 39) further argues that the transposition of the stakeholder theory into a graphical representation strengthens the "forceful pedagogical value of the stakeholder graphical model". Fassin (2010:39) believes that the popularity of the stakeholder is achieved due to its simplicity in its visual representation. The choice of the Freeman's Stakeholder Model (1984) for the conceptual framework for this study emanates

from the premise put forward by Kujala, Sachs, Leinonen, Heikkinen, and Laude (2022:2), who state that stakeholder engagement is "highly applicable to understanding and explaining the relationships between organisations and stakeholders" and the outcomes of these relations. One of the objectives of this study is to explore the influence of school leadership in school safety committees in addressing xenophobic violence against foreign learners.

In the context of a school, the school principal applies a leadership style that encourages all stakeholders to participate in the goals of the school safety committee in eradicating xenophobic violence. The Freeman's Stakeholder Model (1984) presented in this study is built upon the belief that the school principal, using the constructs of the transformational leadership theory, inspires all governance stakeholders to work collaboratively in the attainment of the goals of the safety committee. As indicated in the conceptual framework, transformational leadership has potential to assist school principals in improving the relationship with all school stakeholders, thereby inducing "skilful participation of all stakeholders" (Umar, Kenayathulla, & Hoque, 2021:3). Due to concepts of leadership and stakeholder being relevant to the educational sector as discussed above, the model is borrowed from the business sector to illustrate stakeholder participation in a school setting. This is endorsed by Kujala *et al.* (2022:2), who argue that the theory is used widely across related streams in literature, due to its applicability to understanding and explaining the relationships between organisations and its stakeholders. Freeman (1984:249) argues that the manager must act in the interest of the stakeholders in the organisation, while Ngambi (2011:7) adds that leadership ensures that organisations deliver on their promises to their stakeholders.

3.4.2   LEADERSHIP AND THE STAKEHOLDER MODEL IN SCHOOLS

Groves and LaRocca (2011:38) argue that leadership is centred on the relationship between leaders and stakeholders and is focused on sustainable outcomes for the benefit of the organisation and the community. The stakeholder model is considered as the solution to school improvement (Ho, 2012:253). Ho (2012:254) further adds that stakeholder participation "captures the spirit of democratic participation rather than central control". Ho (2012:254) sees it as an "external force imposed from the outside on managerial leadership, creating new forms of governance". Bush (2017:3) argues that the stakeholder model is underpinned by the view that schools should be governed by people that have an interest in the schools. Bush (2017:3) further propagates that the stakeholder model continues to have "merit and authenticity". Connolly, Farrell, and James (2017:7) disagree, however, and argue that various stakeholders may have conflicting interests in the organisation. Freeman *et al.* (2020:226) argue that interdependence and interconnectedness with shared values and purpose lead to greater

value creation in a business. The stakeholder model used in Shariff's (2006:494) study gave simple guidelines on how educators can assist with the competing rights of learners in a diverse school environment. Shariff (2006:494) further adds that, without guidance, some students will continue to be marginalised in diverse school settings.

3.4.3   DISCUSSION OF FREEMAN'S STAKEHOLDER MODEL

Freeman's Stakeholder Model (1984) offers a visual representation of the relationships among the various actors or stakeholders in and around an organisation (Fassin, 2009:114). The design of the stakeholder model was influenced by the traditional input-output model of managerial capitalism (Figure 3.1), where the organisation is related to only four groups, suppliers, employees, and shareholders. These groups provide the basic resources for the organisation, which are transformed into services to the fourth group, the clients (Fassin, 2009:114).
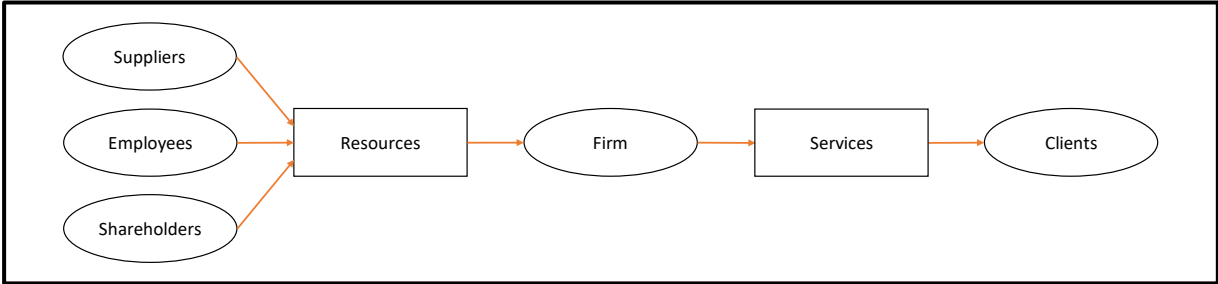
Figure 3.1: Input-output model of managerial capitalism explained by Freeman's (1984) Stakeholder Model

The original Freeman Stakeholder Model, in its most simplified form (Freeman 1984:25), is represented by eleven stakeholders. The most common version of the model, however, includes seven stakeholders (Fassin, 2009:114). This present study uses the most common version of seven stakeholders (Figure 3.2). The representation of the Freeman Stakeholder Model (1984) shows the organisation as the oval in the centre surrounded by seven ovals, each representing a stakeholder with bi-directional arrows, towards, and from, the centre (Fassin,2009:114). According to Fassin (2009:114), the model was originally shown as a map in which the organisation is the hub of a wheel, and the stakeholders are at the ends of the spokes around the rim. This model is apt to be used as the model for this present research because the school safety committee has seven relevant role-players that will represent the stakeholders in this study.
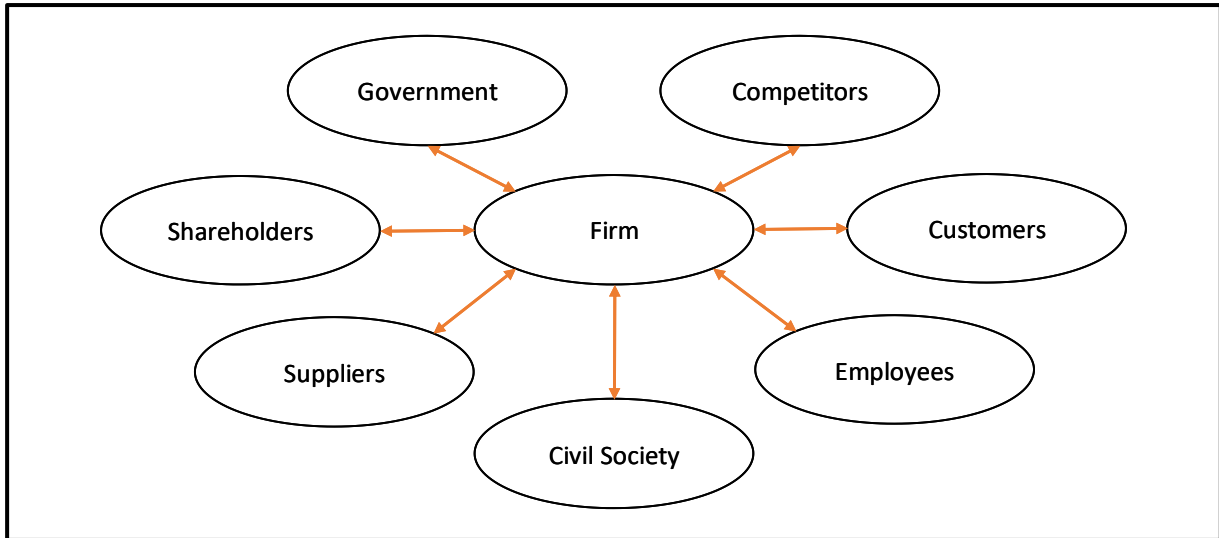
Figure 3.2: The original Freeman's (1984) Stakeholder Model (Source: Fassin, 2009:115)

For the sake of this study, it is assumed that there is an equal contribution by all stakeholders to the firm (input) to result in an effective outcome (output) to the client. This is denoted by equal sizes of the same shapes, representing each stakeholder (Figure 3.1).

Fassin (2009:114) claims that the model was inspired by the traditional input-output model of managerial capitalism. The leaders in the organisation work with the suppliers, employees, and shareholders to provide resources to the firm. The input of these stakeholders will determine the output of the services, or the products rendered to the clients. The success of an organisation can be judged on the satisfaction of the client. Using the in-put, out-put model, one may discern that the relationship of the firm's leadership with the stakeholders plays an important role in the input of the suppliers, the employees, and the shareholders, and in the production of services or products that satisfy the clients.

For the sake of this study, it is assumed that there is an inter-dependency between the stakeholders and the firm. This is denoted by the bi-directional arrows. The ovals have equal sizes of the same shapes, representing each stakeholder and their equal contribution to the success of the firm (Figure 3.2).

Freeman's Stakeholder Model (1984) represents all the groups that affect and are affected by the accomplishment of the organisation's goals, while each of them has a stake in the organisation (Freeman, 1984:25). Freeman (1984:26) believes that managers in the firm, who are responsible for stakeholder relationships, must invest in strategic issues that affect the stakeholder and must understand how to "formulate, implement, and monitor" strategies when dealing with the relevant stakeholders. Freeman (1984:26) argues that businesses can no

longer use old models in the turbulent times of new environments characterised by lawsuits and regulations. Fassin (2009:114) further mentions that Figure 3.2 of the Freeman's Stakeholder Model (1984) is the most common representation of Freeman's Stakeholder Model.

Figure 3.1, shows the suppliers are represented by the **external bodies**, for example, the South African Police Services (SAPS). The Department of Basic Education (DBE) and SAPS role-players acknowledge that the prevention of violence in schools is a shared responsibility that is based on a collaborative effort of both departments (Department of Education, *Linking forms school safety committee, Circular 7,* 2012). The employees are represented by the **school staff**, and the shareholders are represented by the **SGB** (Department of Education, *The Approved School Safety Policy Exemplar, Circular 07,* 2012:2-21). It is anticipated that these stakeholders work collaboratively, enhanced by a participative leadership style used by the school principal in the school. These stakeholders, represented by SAPS, SGB, and the school staff, provide resources: for example, **literature, workshops, finance, human resource, and policies to the school**, which is represented by the firm. These resources are used to provide the services of **effective safety** to the clientele, which is represented by the **learner**.

In Figure 3.2, the **school** is represented by the firm in the oval situated in the middle of the diagram. The school has a relationship with all the relevant stakeholders, each represented by the seven ovals. Each oval in the context of a school represents the **Department of Basic Education** as the government, **other schools** as competitors, **learners** as the customers, **school staff** as the employees, **the community** as the civil society, **service providers** as the suppliers, and the **SGB** as the shareholders. The principal, as the head of the school, is tasked to maintain effective relationships with all the relevant stakeholders to ensure the safety of all learners. Freeman (1984:48) mentions that the stakeholder approach is about groups or individuals that can affect an organisation and about the managerial behaviour taken in response to these groups and individuals. The overall purpose of this study is to alert school role-players as to how they can use effective leadership strategies to curb xenophobic violence in public high schools. It is anticipated that the leadership approach used by the school principal has a major impact on the relationship shared with all the stakeholders. The model further propagates that, for the leader to be an effective strategist, he/she must deal with the stakeholders who affect him/her and whom he/she affects (Freeman 1984:46).

3.5 **CONCEPTS INFORMING THE DEVELOPMENT OF THE CONCEPTUAL FRAMEWORK FOR THIS STUDY**

This section explicates the concepts used in the development of the conceptual framework for this study and it presents the concepts of school diversity (3.5.1), collaborative governance (3.5.2), and participative leadership (3.5.3).

3.5.1 **SCHOOL DIVERSITY**

3.5.1.1 *Diverse school settings*

Tuters (2015:687) argues that "diversity is defined in many different ways". In educational literature, Sharma and Lazar (2019:2) state that diversity denotes the politics of identity, based on race, class, gender, and sexual orientation. They further posit that diversity is a social and institutional challenge (Sharma & Lazar, 2019:2). Scott (2005:146) agrees, claiming that schools remain segregated by socio-economic class, race, and language. Graham (2018:64) suggests that immigration has changed the ethnic and racial landscape of schools. Graham (2018:64) further adds that, as schools become more diverse, public schools are becoming more ethnically segregated. In contrast, Nishina, Lewis, Bellmore, and Witkow (2019:306) posit that schools must contend with changing demographics and must foster interethnic inclusivity. Paoletti (2000: 267) remarks that to talk about foreigners would be odd. He claims that one should refer to foreigners as ethnic minorities, minorities, or ethnic groups. Gopal (2013:129) argues that xenophobia is not an attitude, but an activity, where bodily harm is inflicted on foreigners. Ironically, Gopal (2013:129) reports that not all foreigners are uniformly victimised and that it is rather black foreigners who appear to be the target of violence in South African schools.

3.5.1.2 *School leadership and diversity*

In the school safety committee, there are different stakeholders with different backgrounds and cultures. The principal is encouraged to adopt a leadership strategy that recognises these differences and to embrace them as a positive attribute to the achievements of their goals. Lemmer and Meier (2011:101) argue that schools have become more diverse to include racial, class, gender, religious, linguistic, and physical differences. This modern school environment has attracted many leadership challenges in diverse school environments. Research reveals that principals cannot cope with school diversity. Soupen (2017:211) endorses the latter statement, arguing that principals require a greater understanding of the diverse forces in multi-cultural educational environments. Steyn and Solomon (2017:121) suggest that leaders need

to be culturally intelligent. The need, however, to have leadership programmes preparing school leaders to be able to address the diverse needs of learners remains "expansive and challenging" (Yamashiro, Huchting, Ponce, Coleman, & McGowan-Robinson, 2022:35). Principals must change their leadership styles to accommodate the democratic participation of all stakeholders (Mafumo & Foncha, 2016:7495), and racial integration in multicultural schools remains a sense of teamwork for parents, teachers, and principals (Mafumo & Foncha, 2016:7496).

3.5.1.3 *The foreign learner in a diverse school environment*

A common theme running through most studies on foreign learners is that immigrant learners experience "marginalization, isolation, and exclusion" in most diverse schooling environments (Macris, 2012:298). Vandeyar and Vandeyar (2011:4163) suggest that the "monolithic" categorisation of blacks ignores the national, ethnic, linguistic, cultural, and political differences that exist within the population. This becomes a challenge to indigenous African learners since they do not see themselves as equal to foreign learners. To adopt a mono-cultural approach in a multicultural context would be "anachronistic", advises Tsaliki (2017:50). Educational stakeholders need to acclimatise to modern-day needs where diverse stakeholder contributions to the achievement of organisational goals are prioritised. Basu (2011:1309) contends that the school, as a public institution, is mandated to serve all learners and to create a schooling environment that is sensitive to diversity. Sensitising stakeholders in education to diversity is crucial to addressing the challenges facing the school safety committee in addressing xenophobic violence. Gopal (2013:130) opines that exposure of xenophobic violence to foreign learners adds to their pressure of exclusion in a foreign country. This research will use the model concept of school diversity to navigate how leadership can enhance social cohesion in diverse school environments.

3.5.2 COLLABORATIVE GOVERNANCE

3.5.2.1 *Collaborative governance in the school safety committee*

While a variety of definitions of the term collaborative governance have been suggested, this research uses the definition first suggested by Purdy (2012:409-410), who sees it as a process of shared decision-making with stakeholders to develop shared recommendations to problems. Purdy (2012:409) advocates that different stakeholders who share various aspects of a problem can "constructively explore their differences and search for solutions". Page (2010:247) sees collaboration as stakeholders working together to address challenges affecting the public. The literature has revealed that there are numerous challenges affecting

the stakeholder engagement between the principal and the SGB (Mncube & Du Plessis, 2011:215). Johnston, Hicks, Nan, and Auer (2011:700) argue, however, that stakeholders feel secure when all involved in the collaboration have equal opportunity to influence the collaborative decision. This becomes crucial to this research study, because school committees need to find ways to collaborate and find common solutions to their challenges. Brown *et al.* (2012:394) posit that collaborative governance is constructed in a specific context that incorporates different social and cultural factors, while Ulibarri, Emerson, Imperial, Jager, Newig, and Weber (2020:624) argue that it is an interactive engagement of diverse participants in addressing shared challenges. Ulibarri *et al. (2020:618)* remind us, however, that collaborations need facilitation and support to remain successful.

3.5.2.2   *Collaborative governance among stakeholders*

Central to the entire discipline of collaborative governance is the concept of the "stakeholder". According to Bush (2001:2), a stakeholder is defined as one who has an interest or stake in the activities of an institution. This definition is in line with the call from the South African Department of Education. Respectively, *Section 4(m) of the National Education Policy Act (SA, 1996b)* endorses the participation of stakeholders in the governance of schools, and the South African Schools Act ('Schools Act'), *Act 84 of 1996c* gives formal effect to school governing bodies which must include democratically elected parents, educators, learners, and personnel of a school. Singh (2005:13), in support of the Department of Education's call, argues that stakeholders should assume their rightful roles in the governance of schools as spelled out in the South African Schools Act of 108 of 1996a. As new forms of collaboration between different stakeholders persist, Winberg (2014:6) suggests, however, that there needs to be a radical change in ways of working and thinking collaboratively. Ansell, Doberstein, Henderson, Siddiki, and 't Hart 2020:570) argue that collaborative platforms should include a wide range of stakeholders with different perspectives.

Singh (2005:14) maintains that, while learners are the primary clients of a school, publicly funded organisations need to respond to the diverse range of expectations from their clients. In-fact, Bush (2003:70) contends that collaborative decision-making gains acceptance to decisions and teacher satisfaction. These definitions are in line with the call from the Department of Education (1996a:6) that maintains that parents, teachers, learners, and other stakeholders must participate in the activities of the school, while Singh (2005:13) maintains that the South African Schools *Act of 1996c* empowers parents to take an active role in the governance of schools. Emerson, Nabatchi, and Balogh (2011:2) claim that collaborative governance is a relevant framework in settings that pertain to participatory governance. They

add that it recognises the new democratic values of governance (Emerson *et al.*, 2011:4), where participants "co-labour or work together" (Ulibarri *et al.*, 2020:624). With collaboration, organisational goals are implemented by a broad set of stakeholders (Ulibarri *et al.*, 2020:628).

3.5.2.3   *Collaborative governance and school leadership*

Traditionally, school leadership has subscribed to the belief of the principal's unilateral decision-making. With the growing diversity in schools, collaborative governance is seen as the alternative to the top-down style of leadership (Foley, 2001:10). Sørensen and Torfing (2017:826) view collaborative governance as the "primary vehicle of public innovation". The African proverb, "It takes a village to raise a child", succinctly summarises the concept of collaborative governance (Hunter 2008:67). Hunter (2008:67) argues that, without collaboration, schools will not be able to meet the demands of modern times. Emerson *et al.* (2012:12) advocate that strong deliberation on issues is "part and parcel" of effective communication. Emerson *et al. (*2012:12) further believe that collaborative governance creates a "safe" place for such deliberation, and it is the new way of doing the business of government (Emerson *et al.*, 2012:2). In fact, leadership can play many roles in collaborative governance, from mediating conflict between stakeholders to catalysing the group to work together (Ulibarri *et al.*, 2020:626).

Emerson *et al.* (2012:14) remind us that the purpose of collaborative governance is to attain outcomes together that could not be attained separately. Ansell and Gash (2008:553) claim that collaborative governance brings multiple stakeholders together to "consensus oriented" decision-making. According to Ansell and Gash (2008:554), leadership is an important ingredient in the collaborative process, because the leader facilitates dialogue and builds trust among the stakeholders. Facilitation of trust is an important ingredient in collaboration governance, because successful collaboration requires the recognition that, however committed to the cause at hand, stakeholders come to the coalition with diverse differences (Hodges, Ferreira, Mowery, & Novicki 2013:430). Ulibarri *et al.* (2020:626) argue that leadership is crucial for collaborations to achieve their goals. In fact, it appears to be the key factor to initiate and sustain collaboration (Ulibarri *et al.*,2020:626). Hodges *et al.* (2013:429) argue that, for successful collaboration, members of the governing body must have clarity regarding their roles and responsibilities, and they must feel that their "participation is meaningful, rather than symbolic". This research will use the concept of collaborative governance to navigate how leadership can enhance collective decision-making in diverse school environments.

3.5.3 PARTICIPATIVE LEADERSHIP

3.5.3.1 *School principals as participative leaders*

Schools are dynamic, and their context changes over time, hence the need to change how leadership meets these changes (Ndlovu & Gerwel Proches, 2019:12859). Principals and SGBs are now obliged to understand this new leadership and governance paradigm (Buthelezi, 2021:18006). While a variety of definitions of the term, participative leadership, have been suggested, this study will use the definition first suggested by Koopman and Wiersdma (1998:297), who saw it as a joint or shared influence in decision-making by a superior and employees. In strong support for joint decision making are Guo and Wang (2017:1590), who maintain that joint decision-making is a popular leadership means to facilitate and encourage employee empowerment. Cheong, Spain, Yammarino, and Yun (2016:602) maintain that empowering leaders promotes participation in decision making with their employees. Buthelezi & Gamede (2019:14549) argue that the quality of decisions is enhanced because these decisions are united and collective. In fact, they advise that a participative approach encourages staff members to have a say on school matters (Buthelezi & Gamede, 2019:14550). They argue, however, that involving staff members in decision-making processes requires trust and confidence from school principals (Buthelezi & Gamede, 2019:14549). Although school-based management puts added pressure on the school principal, one of his roles is to encourage participation and collaboration among stakeholders in the school (Buthelezi, 2021:18005) and to create good relationships with all the stakeholders (Buthelezi 2021:18005). This is in line with Freeman's Stakeholder Model (1984), where the firm is in relationship with all the relevant stakeholders.

3.5.3.2 *Participative leadership and the stakeholder*

Traditionally, school leadership studies focused on a "single–person leadership approach" (Devos, Tuytens, & Hulpia, 2013:207). Rok's (2009:461) study found that participative leadership involves a movement away from a traditional top-down approach to leadership. Rok (2009:461) mentions that it emphasises a more decentralized model that is shared by all stakeholders. Sagnak (2016:201) posits that participation in the decision making in schools raises the quality of the decisions taken and contributes to a democratic school. Participative leadership places more emphasis on going beyond the traditional heroic styles of leadership and on appreciating the input of school members in leadership (Emira, 2010:593). Staff are invited to contribute to organisational decisions (Wilson, 2017:121). This, Wilson (2017:118) argues, increases job satisfaction and empowers team members. Gunter, Hall, and Bragg

(2013:564) remind us that it is the leader's responsibility to empower team members through training and development. Botha (2014:41) proposes that the school principal must lead the transition from a traditional autocratic form of leadership to one that is participative.

According to Shava (2017:189), participative leadership allows the organization to benefit from the capabilities of all its members. Shava (2017:189) further adds that members can appreciate a sense of interdependence. Shava (2017:189) eloquently states that leadership is seen as "interaction", and not as "action". This view is supported by Northouse (2016:6), who writes that leadership is not a "linear one-way event", but an "interactive" one. The school safety committee is urged to adopt a "stakeholder" approach to the management of xenophobic violence. The principal, together with other members of the team, must work collectively to manage xenophobic violence. The principal is obliged to spearhead the participatory approach to the functioning of the team. Miao, Newman, and Huang (2014: 2797) advise, however, that leaders should encourage employees to take responsibilities in the workplace. They add that, in participative leadership, the employee trusts the leader and will exert stronger efforts (Miao *et al.*, 2014:2798). Buthelezi (2021:18005) adds that stakeholder participation on issues of school security is necessary for school success. The stakeholder model will use the concept of participative leadership to navigate how leadership can enhance motivation and a participatory approach to leadership in diverse school environments.

3.6   THE CONCEPTUAL FRAMEWORK AND IT'S APPLICATION TO THE STUDY

In this section, the theory, model, and concepts presented above are explored to create the conceptual framework for this study. The section begins with the representation of the school safety committee (3.6.1), as prescribed by the policy (The Department of Education, *The Approved School Safety Policy Exemplar, Circular 07,* 2012:21). This is followed by an overview of the adapted input-output model of managerial capitalism (Fassin,2009:114), on which Freeman's Stakeholder Model is based (3.6.2), and it concludes with the role of each stakeholder in the adapted school stakeholder model (3.6.3).

The present research uses the transformational leadership theory, Freeman's Stakeholder Model, and the concepts of school diversity, collaborative governance, and participative leadership, which have been discussed previously, to construct the exploratory conceptual framework model for this study. It uses this constructed framework to aid data collection, to explore data via analysis, and then to reflect on this at the end of the study.

The conceptual framework is based on the following premise:

The constructs of team motivation and participatory decision-making in the **transformational leadership theory** should propel the school principal to use a **participative leadership** approach in his relationships with all the relevant **stakeholders**. Stakeholders (the SGB representative, the principal, the school safety officer, the peer mediator, the educator representative, the public servant, and the representative from the council of learners) come from diverse backgrounds. Using the wealth of South African **school diversity**, the school principal encourages and maintains strong stakeholder participation in the school safety committee, ensuring the protection of foreign learners from xenophobic violence and propagating effective **collaborative governance** in public high schools.

In sub-section 3.6.1, the composition of the school safety committee is shown. Section 3.6.2 provides an adaptation of the input-output model of managerial capitalism that Freeman used and on which he based his stakeholder model, and Freeman's Stakeholder Model is incorporated with the school safety committee members to depict the adapted school stakeholder model (3.6.2.2).

3.6.1   SCHOOL SAFETY COMMITTEE COMPOSITION

The school safety committee, as a sub-committee, is dependent on the active participation of all the stakeholders in the achievement of their goals. It is mandatory for this committee in all schools to include all the prescribed stakeholders. The Department of Education *(The Approved School Safety Policy Exemplar, Circular 07,* 2012*:*21) provides a graphical representation of the composition of the school safety committee.
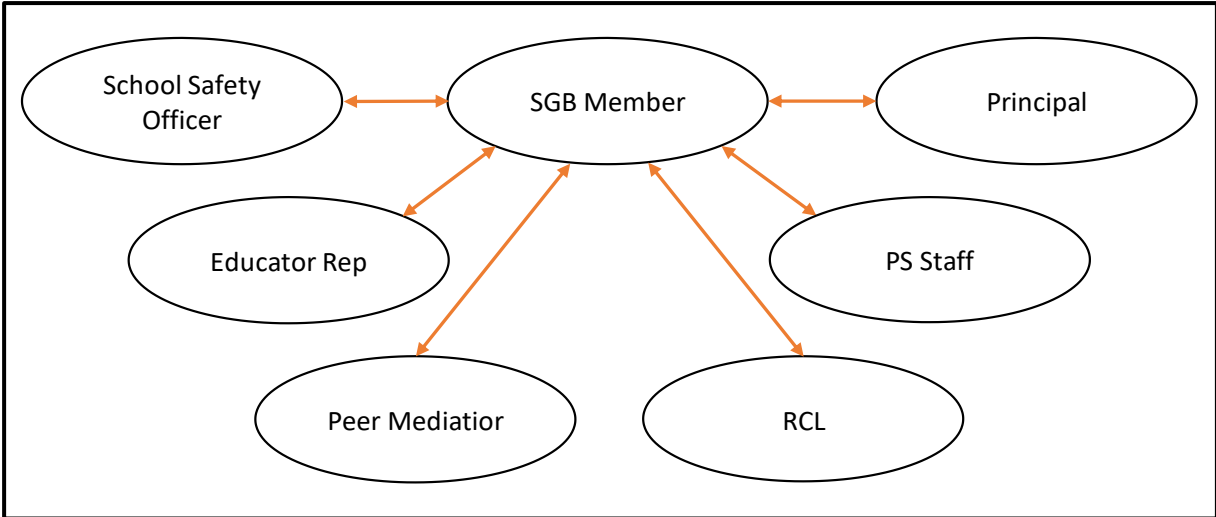
Figure 3.3: Diagram representing the school safety committee (Department of Education 2012: 21)

The broad aim of this study is to explore the school safety committee members' experiences with participative leadership in addressing xenophobic violence against foreign learners in public high schools. All members in the committee have a role to play in maintaining the functionality of the committee. The Department of Education, *The Approved School Safety Policy Exemplar, Circular 07, Section 12, 12.2.2 (d)* (2012: 21) states that the SGB representative must ensure that the school safety committee is functional, while the principal is responsible to oversee safety matters at the school (Department of Education, *The Approved School Safety Policy Exemplar, Circular 07, Section 12, 12.2.1 (b)*, (2012: 21)). In line with one of the objectives of the study, which explores the influence of school leadership in the school safety committee in addressing xenophobic violence, the envisaged stakeholder model for the school explores the influence of the leadership strategies used by the school principal in maintaining school safety in the school, as mentioned in one of the sub-questions.

Fassin (2010:39) mentions that all synthesised representations and models are social constructions. This is congruent with the social constructivist paradigm, on which this research is based. Constructs from the Freeman's Stakeholder Model (1984), the transformational leadership theory, and the concepts that are discussed, are used to create the school safety committee stakeholder model as an exploratory conceptual framework for the study. Analysing the Freeman's Stakeholder Model (1984) and using the literature explored, the researcher has constructed the school safety committee stakeholder model, which depicts the exploration of the stakeholder participation in the school safety committee. The constructed model highlights the level of participation of the principal and different stakeholders. This collaboration highlights the impact that stakeholder participation has on the functionality of the committee. It further exemplifies how different members of the school safety committee experience participative leadership and stakeholder participation in a diverse school environment.

3.6.2 THE ADAPTED INPUT-OUTPUT MODEL OF MANAGERIAL CAPILTALISM (FASSIN, 2009:114) IN THE SCHOOL SAFETY COMMITTEE STAKEHOLDER MODEL

3.6.2.1 Overview of the adapted model

Using the concepts of **participative leadership**, **collaborative governance**, and the constructs in the **transformational leadership** theory, as well as the concepts of motivation and participatory decision-making in a **diverse school** setting, the adapted input-output model of managerial capitalism is created in Figure (3.4) to expand on **stakeholder** participation.
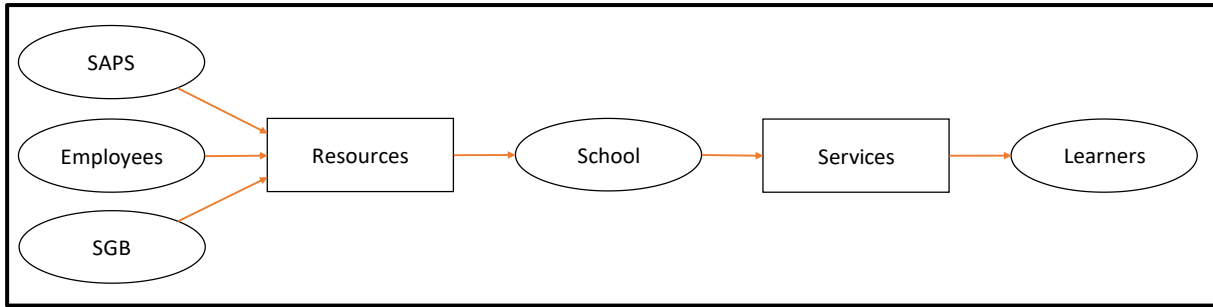
Figure 3.4: The adapted input-output model of managerial capitalism explained by the school safety committee model (Fassin, 2009:114)

Fassin (2008:880) contends that reality is more complex than the visual representation of the model. The adapted input-output model of managerial capitalism (Figure 3.4), which is based on Freeman's Stakeholder Model (Figure 3.4), is used to explore how the principal as the head of the school utilises the resources provided by SAPS, the employees (both educators and public servants), and the other SGB members (the parent representative and the representative from the council of learners), to ensure that the effective service of school safety is provided to foreign learners in the prevention of xenophobic violence. Here again, the study aims to explore how members of the school safety committee experience participative leadership in addressing xenophobic violence. The adapted model envisages that the participative leadership approach used by the principal encourages and motivates the diverse stakeholders to provide the relevant resources needed by the school safety committee to provide an effective service of school safety to foreign learners. The model illustrates that the type of leadership used by the school principal as the recipient to resources rendered by the relevant stakeholders can enhance or diminish their contribution to the school in maintaining school safety.

3.6.2.2   The school stakeholder model adapted from Freeman's Stakeholder Model

Using the constructs from the Freeman's Stakeholder Model (1984), an adapted model of the school stakeholder model is presented (Figure 3.5). It illustrates the school, under the leadership of the principal as the centre of a wheel, with the stakeholders at the ends of the spokes around the rim.
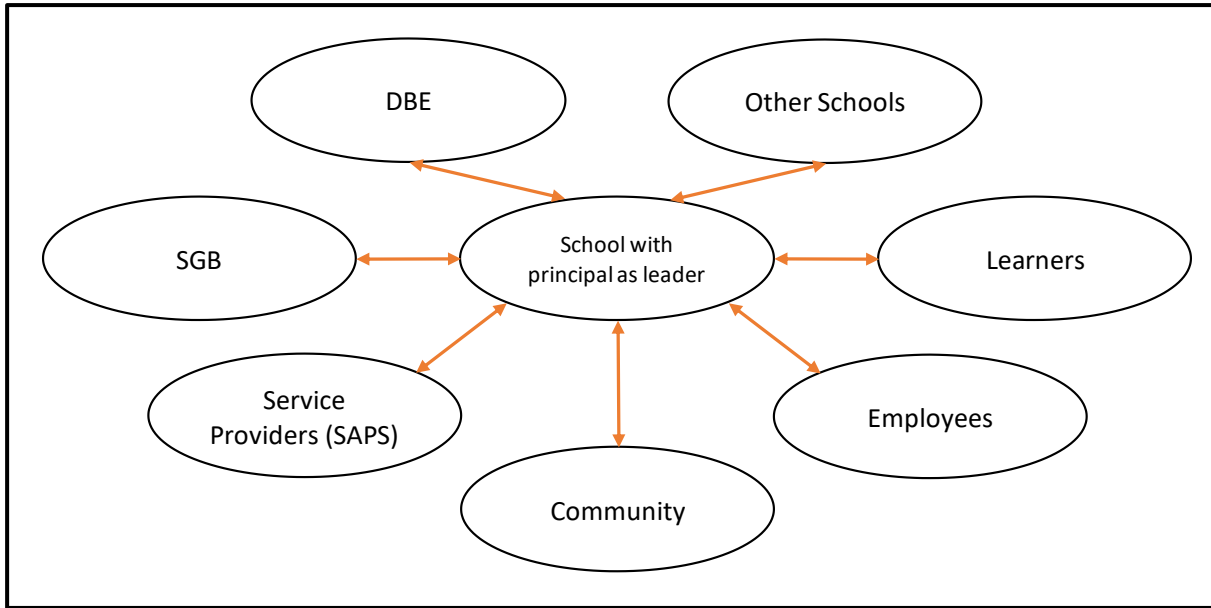
Figure 3.5: The school stakeholder model adapted from the Freeman's Stakeholder Model (1984) used to provide school safety to foreign learners

3.6.2.3   Relationships between a school stakeholder and each other stakeholder

Table 3.1: Outline of the school's relationships with the relevant stakeholders

STAKEHOLDER	RELATIONSHIP
Government - Department of Basic Education (DBE)	The DBE provides the policies and procedures guiding the functionality of the school safety committee in the school. The school safety committee ensures complete compliance in the implementation of the policies and procedures.
Competitors – other schools	The school competes with other schools in its ability to remain a school of choice to its clientele. It is dependent on the competitors as a yardstick to its performance in maintaining school safety.
Customers – learners	The school provides safety to the learners who in return work towards reaching the learning outcomes.
Employees - Civil servant/Public servant	The school provides an inviting work environment while the staff work to achieve the organisational goals.

Civil society – school community	The school provides education to learners to meet the needs of its community. The community depends on the school to meet all its social and economic needs.
Suppliers - service providers	The school relies on its service providers for all resources needed in the educational experience of all learners. The suppliers need the school for the sustainability of its business/organisation.
Shareholders – SGB	The school is dependent on the SGB to meet all governance needs while the SGB relies on the school to meet all the educational needs of the school community.

Table 3. 1 presents the relationship between the school as an organisation and all the relevant stakeholders in the pursuit of addressing xenophobic violence in the school.

3.6.3 THE ROLE OF EACH STAKEHOLDER IN THE ADAPTED SCHOOL STAKEHOLDER MODEL

Freeman (1984:25) states that all the groups surrounding the hub of the wheel can affect, or are affected by, the accomplishments of the organisation's purpose. The adapted model explores the influence of school leadership in the school safety committee in addressing xenophobic violence. The principal, representing the hub in the model, uses a participative leadership style to encourage and motivate stakeholder participation in the management of school safety.

3.6.3.1 The school principal in a diverse school setting (the school principal as the centre of the wheel)

- The principal and his/her relationship with the school stakeholders

Kanyopa and Hlalele (2021:98) succinctly state that it is impossible to escape the tension, struggles, and prejudices in the former Model C school, while Zuze and Juan (2020:459) argue that principals were tasked, after the apartheid system in South Africa, to implement policies and programmes that foster integration in schools. Freeman (1984:23) argues that it is the role of the head of the organisation to accept and own the problems that result from the failure to meet the needs of the stakeholders. The diverse school setting may create challenges for the principal in maintaining effective relationships with all the school stakeholders. Nonetheless, it is the duty of the principal to ensure that he or she addresses all the challenges. Bhengu and

Myende's (2016:1) study found that principals utilised creative and innovative ways to cope with changing dynamics. One such way, endorsed by the Department of Education (1996), is to lead in a participative way.

The principal is tasked to be a member of the school safety committee and is expected to over-see all safety matters at the school (Department of Education, *The Approved School Safety Policy Exemplar, Circular 07,* 2012:21). Grobler, Bisschoff, and Beeka (2012:42) agree that principals are expected, however, to lead through the many complexities in a bureaucratic education system. With the latter notion in mind, the constructs of creativity, innovation, and problem-solving in trans-formational leadership (Sang & Sang, 2016:35) become appropriate for principals to use in dealing with the management of xenophobic violence. Being able to share influence and to facilitate joint decision-making in participative leadership (Miao *et al.*, 2014:2797) provides an environment that encourages stakeholders to pursue the goals of the organisation. The school principal should use the constructs of "motivation'' in transformational leadership and be ''participatory'' in his or her leadership in order to navigate the challenges in a diverse school environment and to enhance collaborative governance in the school safety committee.

- The principal, as the employer, and his/her relationship with the DBE/GDE (the government at the spoke of the wheel)

Bhengu and Myende's (2016:4) study found that principals understand that leadership is guided by policy and that school safety is the responsibility of the SGB (Bhengu & Myende 2016:2). The leadership style of the principal indicates, however, the effectiveness of the policy formulation and its implementation. The constructed model explores the relationship that the principal shares with the Department of Basic Education/ Gauteng Department of Education (DBE/GDE) in keeping abreast with policy formulation, implementation, monitoring, and evaluation processes related to safety policies. It is the responsibility of the school principal to spearhead the policy formulation for the school safety committee in a collaborative manner. The model explores how the principal uses the national policies provided by the DBE to formulate the school's policy, maintaining full compliance with regards to policy formulation and implementation. The school is affected by the contribution of the employer in the accomplishment of its safety goals. Prew (2007:450) maintains that successful schools have good working relationships with the education department. Using a participative leadership approach based on the positive impact on work outcomes in a variety of cultural contexts (Miao *et al.* 2014:2797), principals must seek support and guidance from the education department.

Using open channels with the Department, the principal facilitates empowerment strategies for all stakeholders in improving school safety.

One of the objectives of this study is to prepare recommendations for the GDE to provide effective leadership training to the school safety committee in the execution of its duties. The model also explores the support and training rendered by the employer to the school in maintaining school safety. White, Gina, and Coetzee (2015:553) argue that we are not living in an ideal world and, despite effective legislation, the safety of learners is threatened. The model explores the level of compliancy in policy formulation and implementation and the level of implementation of effective legislation by the principal. The Department of Education, *The Approved School Safety Policy Exemplar, Circular 07, Section 12.2 (d)*, 2012:21), states that the principal must report incidents that threaten school safety to the relevant stakeholders. Using the participative leadership approach, the model envisages that the relationship of trust will encourage and heighten support from the Department. This is endorsed by Miao *et al*. (2014:2798), who claim that participative leadership engenders higher levels of trust in the supervisor, while the subordinates believe that the supervisor has confidence in their abilities. The model explores how a leadership style is instrumental in encouraging support that may be needed by members of the school safety committee in addressing xenophobic violence in a diverse school environment. As an accounting officer of the school, the principal must ensure the implementation of all safety policies instituted by the Department of Education because a leader influences the organisation's directions and policies (Sheshi & Kërçini, 2017:285).

- The principal and his/her relationship with other schools as competitors (the competitor at the spoke of the wheel)

The safety policy requires the principal to engage in advocacy campaigns to communicate school safety to the public (Department of Education, *The Approved School Safety Policy Exemplar, Circular 07, Section 12.2, 12.2.1 (a),* 2012:21). The model envisages that the school safety committee should use school safety as a marketing tool to attract astute learners and parents to the school. Using a participative leadership approach, the principal must be able to foster collaborative governance, which is identified as an "interactive engagement of diverse participants in addressing shared challenges and opportunities" (Ulibarri *et al.*, 2020:624). The school principal should ensure that the school portrays a positive image in the eyes of the public. The image of the school is an integral part of whether parents would bring their children to that school. Schools continue to compete against other schools to maintain effective discipline. According to the Department of Education, *The Approved School Safety Policy Exemplar, Circular 07, Section 12.2, 12.2.1 (g)* (2012:21), the school principal must encourage

the members of the SGB and the parents to participate in policing forums. School leadership becomes a motivational force in encouraging members of the school safety committee to enhance public participation, while a wider inclusion of diverse community members has the potential to generate richer deliberation in collaborative governance (Ansell *et al.*, 2020:570) when addressing public challenges.

According to Bosire (2009:400), schools are social organisations governed by rules and regulations in line with "society's ethos". Bosire (2009:402) further adds that a favourable social environment enhances behavioural outcomes. The school, as an organisation, is in constant competition with other schools in ensuring that the school remains a disciplined environment. Using a participative leadership approach and collaborating with all the stakeholders in the school safety committee, the principal must oversee school safety and ensure that the school remains a disciplined environment, as prescribed by the safety policy (Department of Education, *The Approved School Safety Policy Exemplar, Circular 07, Section 12.2(b),* 2012:21). The model depicts the principal as being the force that addresses diverse challenges affecting the school. The school remains in constant change as it navigates the needs of the community in order to remain the school of choice. Ansell *et al.* (2020:572) argue that stakeholders are motivated to participate in collaborative governance because they are interdependent with other stakeholders, while Benoliel and Somech (2010:288) claim that participative leadership fosters more interaction among team members. The committee, as a collective, must strive to ensure that school safety keeps the school attractive to the public. Strong competition with other schools remains a constant motivational force in maintaining effective school safety.

- The principal and his/her relationship with foreign and South African learners (the customers at the spoke of the wheel)

The principal and foreign and South African learners have a participatory channel of engagement with school leadership regarding school safety. The participative leadership approach should allow learners free access to approach the principal or school staff regarding xenophobic violence. One of the purposes of this study is to inculcate non-xenophobic tendencies in learners. Using the constructs of transforming behaviour and being culturally democratic according to the transformational leadership theory, the principal's leadership style should be able to persuade learners to be socially tolerant to foreign learners and to follow the prescripts of rules and regulations that maintain school safety. Learners share the biggest stake in the school. They are affected by, and they affect, the school, with regards to school safety. The principal's leadership style allows him or her to maintain and enhance stakeholder

participation in school safety and, in doing so, the principal creates an environment in which all learners feel safe. The learners are the recipients of all the school initiatives, regarding school safety.

According to the Department of Education, *The Approved School Safety Policy Exemplar, Circular 07, The Approved School Safety Policy Exemplar, Circular 07, Section 12.2,12,2,1 (c), (d) and (e) (2012:21),* the school principal must maintain and update the register of misconduct, must report incidents of violence to the relevant stakeholders, and must make referrals of incidents of violence to the relevant stakeholders. The model encourages a reciprocal relationship between the school principal and learners, with an emphasis on open channels of communication between them: as Sheshi and Kercini (2017:286) argue, leadership is an interaction between two or more members of a group. The principal plays a crucial role in the management of the school safety of all learners. The leadership style influences an environment that is conducive to effective learning in a safe environment. Causes of student indiscipline can be attributed to an unfavourable school environment. The model relies on the notion that student discipline in high schools, where the principal is inspirational and collaborative, and that, if it is a concerted effort of parents, educators, and the school principal (Bosire, 2009:401), it will prevail.

- The principal and his/her relationship with civil and public servant school staff (the employee at the spoke of the wheel)

The safety policy tasks the educators and the public servant staff to be active members in the school safety committee. Educators are expected to co-ordinate the activities of the school safety committee, while the public servant staff are expected to report all safety threats to the principal (Department of Education, *The Approved School Safety Policy Exemplar, Circular 07, Section 12.2.3,* 2012:22). The educators and the public servant staff play a major role in ensuring school safety in the school. Active and relevant stakeholder participation from school staff becomes a dire need to ensure the functionality of the safety committee. Adillo and Netshitangani (2019:162) contend that principals who practise transformational leadership motivate staff and improve staff performance, because they provide healthy school cultures. The model facilitates the use of the construct of motivation in transformational leadership to inspire staff to play an active role in the school safety committee. Adillo and Netshitangani (2019:164) further mention that a transformational leader guides the attitudes of educators and generates positivity in building trust among stakeholders. The model emphasises the mutualistic relationship between the principal and school staff.

Kiumi, Bosire, and Sang (2009:29) maintain that the level of learner discipline is dependent on whether the principal enlists the support of educators in discipline management. A participative leadership approach allows the staff to have a say in the decision-making processes that are needed to maintain safety in the school. This is endorsed by Buthelezi (2021:18005), who states that it is important to include teachers in the decision-making processes in the school. DeMatthews (2014:2) suggests that school principals should encourage teacher leadership where he seeks out opinions and suggestions from them. Buthelezi (2021:18008) advises that, for effective stakeholder participation, there must be trust. The principal is responsible for creating a trust relationship to facilitate staff commitment in the achievements of safety goals. Bester and Du Plessis (2010:204) discuss that literature fails to advise educators on how best to handle themselves in combating violence at schools, while principals claim that they have no support from the educators (Buka, Matiwane-Mcengwa, & Molepo, 2017:100-101). The model attempts to show how participative leadership can eradicate the latter and can encourage a relationship between the principal and the school staff working collaboratively in protecting the learners from harm.

- The principal and his/her relationship with the school community (the civil society at the spoke of the wheel)

The success of the school is dependent on the relationship that the school shares with the local community. One of the objectives of this study is to empower and recommend ways for the members of the school safety committee to work collaboratively with school role-players to prepare learners to be more tolerant to foreign learners. The impact of collaboration between schools and the school community is undeniably beneficial to learner growth. This is rubber-stamped by Trewin and Milne (2015:10), who state that collaboration with the local communities can bring skills learnt in the classroom into the community and in students' everyday lives. Programmes help learners develop an awareness in dealing with violence. In multicultural former Model C schools, xenophobic violence may have far-reaching negative impacts on learners and local communities. The need to work with local communities is important to help learners who are victims of xenophobic violence. Sibley and Brabeck (2017:138) argue that, despite obstacles experienced by immigrant learners, parents bring strengths to their children and can develop partnerships among schools, families, and communities. Johnson (2017:181) suggests, however, that schools and communities need to contextualise leadership to change the culture of their schools. The purpose of the constructed model is to explore how the school deals with the needs of the local community: White *et al.* (2015:555) believe that care and values are missing in many South African communities and that this leads lead to violence.

One of the functions of the parent representative on the school safety committee is to promote school-community partnerships. Umar, Kenayathulla, and Hoque (2021:2) mention that the principal is responsible for managing and enhancing school-community partnerships. Using transformational leadership, the principal does not only empower selected individuals, but the school also becomes empowered as a collective (Adillo & Netshitangani, 2019:170). Stakeholder participation becomes paramount in fostering healthy community relationships. This necessitates principals to "seek positive solutions, often in collaboration with others" (Adillo & Netshitangani, 2019:172). The model represents a strong relationship with the community in meeting their educational needs of the school. For example, Shariff (2006:480) argues that "safety issues might justify restricting certain individual rights for the greater good" of the community. To arrive at a conclusion to the latter statement, strong deliberation is needed by diverse stakeholders. School leadership becomes necessary in adopting a leadership style that encourages participatory input of stakeholders on contentious issues which affect a community. While Mahlangu (2018: 137) believes that the school is an integral part of the community, school leadership should foster healthy relationships with the community.

- The principal and his/her relationship with service providers - SAPS suppliers at the spoke of the wheel

For the sake of this study, the South African Police Service is identified as the service provider. The Ministers of Education and Police signed an agreement in a collaborative partnership between both sectors, with the goal of addressing school violence. This partnership protocol includes programmes and intervention on crime prevention (De Wet, 2015:56). The model explores how the principal endorses this agreement by ensuring that the protocol is honoured. The principal plays a dire role in overseeing safety at the school, while leading the members of the school safety committee in having in place programmes and intervention strategies to curb school violence. One of the objectives of this research is to develop and recommend leadership strategies to assist the school safety committee to manage xenophobic violence effectively. The principal, using the participative leadership style, should inspire, and collaborate with, the school safety officer in arranging activities and programmes to sensitise learners to xenophobia and school violence. The role of the principal in ensuring a healthy relationship with the police as a stakeholder is paramount to the success of school safety.

Leoschut and Makota (2016:22) argue that the effective implementation of the National School Safety Framework is dependent on the active participation of all the relevant stakeholders. They further added that securing the participation of all stakeholders is a challenge; this

challenge can, however, be met by the existing relationships and by a network of support that the school has in place (Leoschut & Makota, 2016:22). A leadership style is extremely important in encouraging members of the school safety committee to commit to arranging support for the school in safety management. The model envisages that the school principal prioritises and enhances the relationship with SAPS to address xenophobic violence in the school. According to Buthelezi (2021:18010), power-sharing has become a cornerstone of leadership in schools. The model seeks a healthy and reciprocal relationship with SAPS in the management of xenophobic violence in schools. Buthelezi (2021:18010) further argues that successful government efforts involve stakeholders in decisions that affect them. The model encourages participative leadership, which focuses on the sharing of power and collaborative governance to meet organisational goals (Buthelezi, 2021:18010).

- The principal and his/her relationship with the SGB (SGB shareholders at the spoke of the wheel)

The constructed model of Freeman's Stakeholder Model (1984) depicts a crucial relationship of the principal with the SGB. This relationship gives life to the statement, "those groups without whose support the organisation would cease to exist" (Freeman,1984:31). According to Mahlangu (2018:137), governance refers to the ability of the SGB to make and enforce rules, while Hartell, Dippenaar, Moen, and Dladla (2016:121) claim that the SGB is the "government" of the school that was established in terms of the *South African Schools Act* (*Act no. 84 of 1996c*).*The South African Schools Act, Section 20(1)(e),* states that the SGB has a duty to support the principal, while Mahlangu (2018:140) argues that the principal and the SGB should work together. Hartell *et al.* (2016:122) argue, however, that the South African Schools Act mandates an equal opportunity for all stakeholders to participate in the affairs of the school. In the model, the SGB represents the shareholder who has a major stake in the school as a return on investment. For the sake of this model, by virtue of its position, the SGB also includes the representative council of learners (Mncube & Du Plessis, 2011:214).

The participative leadership approach is the anticipated approach the model envisages to enhance the relationship between the principal and the SGB so that they may collectively work together to maintain the safety of foreign learners in the school. Parent and learner voices are heard through the SGB. The leadership approach used by the principal is, however, paramount to how effective their stakeholder participation is on the school safety committee. Buthelezi (2021:18011) believes that learners' involvement on the SGB prepares them for roles in their later years, and the onus lies with the principal to encourage and initiate learner involvement on the SGB. The model envisages that participative leadership enhances democratic

involvement of parents and learners in collective decision-making. Ho (2012:264) maintains that leaders and school stakeholders can move towards democratic participation and can ensure that all voices are heard, while Mahlangu (2018:138) believes that it is vital that the principal forms an integral part of the SGB, and their relationship should be one of reciprocated support in the quest of a safe school.

3.6.3.2   The final integrated model of the school stakeholder model

Having explored the constructs of transformational leadership theory, **Freeman's Stakeholder Model** (1984), and the concepts of school diversity, collaborative governance, and participative leadership, the present researcher has conceptualised a holistic model in Figure 3.6. It assumes that the principal uses the constructs of the **transformational leadership theory** and adopts a **participative leadership** approach and that the principal ensures that there is equal participation among all **diverse** stakeholders, who work hard to maintain **collaborative governance** in the school safety committee. The principal remains an active team-player, motivating and inspiring stakeholders to work collectively with the goal of ensuring a safe environment for all foreign learners. The arrows in the diagram (Figure 3.6) are bi-directional. This represents the feedback from each level of stakeholders, impacting and informing the leadership and management approach of the next level of stakeholders. The latter highlights the influence of stakeholder participation in the school safety committee in addressing xenophobic violence in public high schools. The model emphasises the dire need of effective leadership in maintaining effective safety in diverse public high schools through active and effective stakeholder participation.
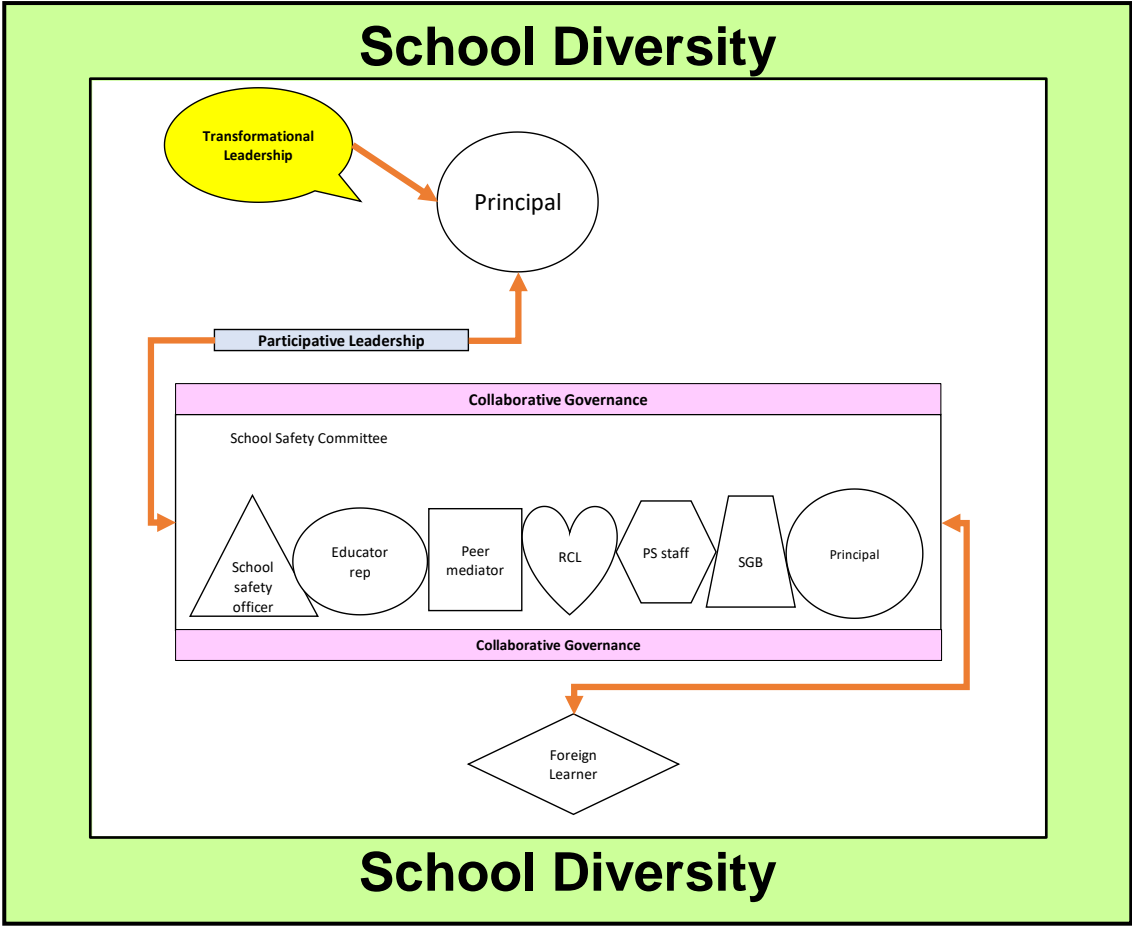
Figure 3.6: Final integrated conceptual framework for this study

3.7   SUMMARY OF CHAPTER THREE

Sub-urban schools find themselves in diverse school environments. In these schools, SGBs are mandated to elect sub-committees, namely the school safety committees, who are responsible for managing school safety in a collaborative manner. The assumptions of the transformational leadership theory emphasise the need for a participative approach of the leader in managing issues of school safety. Using the constructs of Freeman's Stakeholder Model highlights and advocates the need for collective participation of all stakeholders in the school safety committee in managing school safety. The principal's leadership approach is instrumental in fostering active participation of all stakeholders in the school safety committee.

This chapter focused on assumptions from the transformational leadership theory, the constructs from the Freeman's Stakeholder Model (1984), and the concepts of school diversity, collaborative governance, and participative leadership. A conceptual framework adapted from the theory, concepts, and model was then presented. Its relevance for this research is further discussed for exploration in the study.

The next chapter presents the research design and methodology to collect data that will effectively answer the research question posed for this study.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1   INTRODUCTION AND ORIENTATION

This chapter explains the research design and methodology used to generate and analyse data to answer the research questions posed for the study. The rationale behind the selected research design, methodology, and data analysis is also documented. The chapter begins with the research paradigm (4.2) used to guide this study, followed by the research approach and design (4.3) and the methodology (4.4), and it ends with the methodological norms for the study (4.7); finally, the ethical considerations (4.8), and the Summary of Chapter Four (4.9) conclude the methodology chapter.

4.2   RESEARCH PARADIGM

This section discusses the ontological and epistemological positions of the study. The inquiry used the social constructivist research paradigm and used qualitative research as the empirical approach and the phenomenological case study as the research design.

Gregory, Simmons, Brazel, Day, Keller, Sylvester, and Yanez-Arancibia (2009:2) stated that a paradigm is used to describe a set of "experiences, beliefs, and values that affect the way an individual perceives reality and responds to this reality". Scholarship advances that "truth" is a notoriously difficult concept to define. Howell (2013:2) sees social constructivism as the reflection of one's understanding of reality through a social experience. Howell (2013:2), further adds that knowledge involves the interpretation of facts derived from data and phenomena, while theory attributes meaning to our understanding of the data and reflects our reality, truth, or knowledge. It can also be expressed as a social construction (Howell, 2013:2). According to Howell (2013:2), considerations of the nature of reality and the role of theory in the pursuit of knowledge will influence the course of the methodology and methods of research. The choice of a qualitative, phenomenological case study research is congruent to this researcher's belief in a theoretical generation of knowledge, where "reality" is perceived through our "perceptual capabilities" (Howell, 2013:3-4). Our mind constructs our understanding of phenomena. The researcher subscribes to a social constructivist worldview, believing that each participant's experience is unique and subjective, where an ontological approach is adopted that acknowledges multiple versions of each participant's unique realities (Watkinson, Goodman-Scott, Martin, & Biles, 2018:183).

Schreiber and Valle (2013:396) defined social constructivism as the construction of knowledge via one's experiences. According to Schreiber and Valle (2013:396), social constructivism was first developed in Russia in the 1930s by Vygotsky. He postulated that social and cultural factors have an impact on the learning process, and "people create meaning through their interactions with one another". Schreiber and Valle (2013:396) also validated that participants bring their worldviews to the learning context during social interactions. Flint (2016:40) believed that, in social constructivism, multiple truths can coexist. Schreiber and Valle (2013:396) validated Flint's (2016: 40) belief, arguing that interacting in a diverse environment can be a "vehicle for developing an appreciation of personal and cultural differences". The social constructivism paradigm fits the data generation procedures for this study, which explored school diversity as one of the concepts chosen for its conceptual framework. The social constructivist theory was also aligned to the research question posed for this study as it explored and described the experiences of how different stakeholders in the school safety committee experienced participative leadership in addressing xenophobic violence. It was also best suited for this study because it exemplified and captured the tolerance towards different truths that may coexist.

With the research question in mind, the social constructivist paradigm was identified as the most suitable and apt approach for this study for several reasons. The research question suggests that the principal and the school safety committee members' perceptions and experiences of their realities have an impact on how they respond to the safety of foreign learners in high schools. The present study focused on how members of the school safety committee experienced their realities and formed perceptions that influenced their actions and relationships. This approach allowed the participants to develop their views of the world they experienced, and it allowed them the opportunity to create their perceptions and knowledge about these experiences (Guachalla, 2018:300). The experiences of the school principal and how he/she led the school safety committee had a marked influence on the functionality of the team. Members of the school safety committee and their social interactions with each other had a vast influence on how they participated as active stakeholders in managing xenophobic violence of foreign learners.

Exploring the social interactions of the members of the school safety committee was in line with Freeman's Stakeholder Model (1984), chosen as the model for the conceptual framework in this study. According to Ngulube, Mathipa, and Gumbo (2015:4), "models derive from experiencing the world". The model was used to guide the research approach in exploring and revealing the level of stakeholder participation, initiated by the participative leadership approach in the school safety committee. During the in-depth interviews, participants brought

their perceptions and worldviews on how they experienced and understood participative leadership and its impact on addressing xenophobic violence. Different viewpoints on the research phenomenon by the participants were an indication of how foreign learners co-existed in a diverse environment.

According to Costantino (2008:4-5), ontologically, "the reality is socially constructed". This view is also shared by Nicholas and Hathcoat (2014:2), who claimed that reality depends on social factors in order to exist. In this view, elements, like thoughts, emotions, or social structures, like social groups, are assumed to be as real as the meanings we give to them. In line with this present researcher's choice of the transcendental phenomenological case study research design, the ontological assumption is that "the reality is internal to the knower" (Neubauer, Witkop, & Varpio, 2019:92). Epistemologically, knowledge is constructed between researcher and participant through an enquiry process itself. According to Groenewald (2004:45), epistemology refers to the researcher's theory of knowledge, which guides how the social phenomenon will be studied. In line with the choice of the transcendental phenomenological case study research design, the epistemological assumption is that the researcher should reach, bias free, the transcendental state and understand the phenomena by descriptive means (Neubauer *et al.,* 2019:92).

The chosen social constructivist paradigm was apt as it gave a voice to the foreign learner. This paradigm sensitised members of the school safety committee to the challenges facing them and the foreign learner. They constructed their realities through their interconnectedness and generated thick descriptions of their experiences that ultimately answered the research question. The most important reason as to why a social constructivist paradigm was chosen for this research was that it is common among phenomenological studies.

4.3   RESEARCH APPROACH AND DESIGN FOR THE STUDY

This section begins with a brief introduction that recapitulates the main and sub-research questions and how they are addressed in the study (4.3.1). The section continues with the description of the research approach and the rationale for its choice (4.3.2). This is followed by the exposition of the phenomenological case study research design chosen for this study (4.3.3).

4.3.1 RECAPITULATION OF THE MAIN AND SUB-RESEARCH QUESTIONS

Nishishiba, Jones, and Kraner (2014:4) defined a research design as a "game plan" to determine how the research question may be answered. To answer the main research question for this study, five sub-questions were addressed. To reiterate, the purpose of the study was to alert education departments, school principals, parents, educators, learners, and support staff on how they can use effective leadership strategies to curb xenophobic violence in public high schools. The broad research question that guided the study was:

How do members of the school safety committee experience participative leadership in addressing xenophobic violence against foreign learners in Johannesburg public high schools?

The research has used a phenomenological case study research design to extract data that answered the main and sub-questions. Yin (2018) described a case study as an empirical method that is used to investigate a contemporary phenomenon in depth and within its natural context. Owing to the specific perspectives of the member's experience, each case study has used a phenomenological "analytical technique" (Mourlam, De Jong, Shudak, & Baron, 2019:402). According to Creswell and Creswell (2017:76), a phenomenological study describes the lived experiences of a phenomenon. Aptly, the current phenomenological case study design explored and described how the members of the school safety committee experience participative leadership in addressing xenophobic violence against foreign learners in each case-school.

To facilitate answering the main research question, five research sub-questions were developed from the broad research question:

1. What is the status quo of xenophobic violence in each sampled public high school?

2. What are the perceptions of the members in the school safety committee on stakeholder participation in addressing xenophobic violence in public high schools?

3. What are the leadership challenges that face members of the school safety committee in maintaining the safety of foreign learners in public high schools?

4. How does participative leadership affect the functionality of the school safety committee in addressing xenophobic violence in public high schools?

5. What leadership strategies are used to assist the school safety committee in addressing xenophobic violence in public high schools?

4.3.2   RESEARCH APPROACH: QUALITATIVE RESEARCH

In this sub-section, the rationale for the use of a qualitative research approach (4.3.2.1) is discussed.

4.3.2.1   *Rationale for the use of a qualitative research approach*

Qualitative research is defined as the quest for subjective "meanings" (Silverman, 2020:3). According to Kapoulas and Mitic (2012:360), qualitative research is "diagnostic" and "exploratory" in nature. Kapoulas and Mitic (2012:360) added that it is the very nature of being exploratory that makes it "invaluable". Frosh (2007:635) added that qualitative research is appealing to researchers, because it represents a holistic understanding of the human subject. Voldnes, Grønhaug, and Sogn-Grundvåg (2014:142) pointed out that the probing nature of qualitative research may assist in minimising misunderstandings between the participant and the researcher. There were many reasons why a qualitative research approach was chosen for this study:

1. The most striking reason for the choice of a qualitative research approach for the study was its ability to answer the "how" question. Mertz (2017) endorsed that quantitative research can tell us how many members, but it does not, in this study, tell us "how" the members of the school safety committee experience participative leadership in addressing xenophobic violence against foreign learners in Johannesburg public high schools.

2. Qualitative research was able to provide thick descriptions of information that relate to the research phenomenon, where participants may delve deeply into their feelings and emotions to answer the research questions.

3. The most poignant reason was its ability to give a voice to the foreign and South African learners and members of the school safety committee in their challenge to fight against the scourge of xenophobic violence.

All three reasons mentioned are important. The most important reason was, however, the ability of qualitative research to provide a knowledge base that may contribute to social change (Mertz, 2017).

For all the preceding reasons, qualitative research was the most apt choice as the researcher navigated through the main and sub-questions of the research, which provided a sea of information waiting to be explored and described. According to Merriam and Grenier (2019:3), qualitative research is based on the premise that meaning is socially constructed by people interacting with their worlds. Creswell (2014:4) aptly described qualitative study as an approach that explores and understands the meanings that people ascribe to a social problem, where the researcher makes meaning from the descriptions of the data. Lichtman (2014:2) proposed that qualitative research is a "perfect choice" when one wishes to learn about human interaction. The latter statement favours this study because one of the goals of the study was to ascertain how stakeholder participation may benefit school leadership in addressing xenophobic violence.

Elsewhere, Barbour (2008:2) mentioned that qualitative research can be "exhilarating" and can provide unique and valuable insights. According to Johansson, Risberg, and Hamberg (2003:10), qualitative research explores social events as experienced by the participants in their natural contexts and aims to establish the truth of all accounts. A qualitative research approach was the most appropriate choice due to the exploratory nature of this research. In line with the purpose of the study, qualitative research has been used to explore and describe the experiences of the participants. Alnufaishan and Alrashidi (2019:5) advanced that qualitative research is best suited to research those areas where the literature on the study is scarce or limited. Research has revealed that very little is known about how members of the school safety committee experience participative leadership in addressing xenophobic violence in high schools. Using the data collection techniques, the present researcher was able to explore deeply and describe the perception of the participants regarding the research questions.

Kapoulas and Mitic (2012:361) pointed out, however, that qualitative research can be swayed to compromise the meaning of data to the temptation of generalisations. Nonetheless, the goal of this research has not been to make generalisations, but to explore and describe how members of the school safety committee experience participative leadership in addressing xenophobic violence against foreign learners in the three case schools. Another weakness, as mentioned by Voldnes *et al.* (2014: 143), is that conducting qualitative research can be challenging in foreign cultures. More recently, Mir (2018:306) reported that qualitative research carried with it a "stigma of illegitimacy". Flick (2018) went on to add that, despite the availability

of literature on qualitative research, there is still a need for clarification and development within its field. Nonetheless, the strengths of the approach outweigh the weaknesses. For example, Trochim, Donnelly, and Arora (2016:59) endorsed that qualitative research enables one to reach the depths of the complexity of a phenomenon. They further added that one of the advantages of qualitative research is its ability to "provide rich descriptions of events". Owing to the complex nature of xenophobic violence and school leadership, the research approach allowed the researcher to delve deeply into the complexities of both phenomena to gather rich descriptions of the research study.

According to Merriam and Tisdell (2016:42), the qualitative study looks at the meaning and the understanding of a study. The qualitative research approach identified the plight of foreign learners in diverse school environments. Using a qualitative approach also illuminated the interaction between the school leadership and all other relevant stakeholders in the study. It also showed the interaction of members of the school safety committee and how they manage xenophobic violence. This approach provided a deep understanding of the perceptions of the members on the school safety committee and how they experience participative leadership in addressing xenophobic violence. It further highlighted their dire need to be capacitated in fulfilling their roles. The members of the school safety committee also made sense of their challenges and they collectively found ways to remediate them. The school leadership also identified and understood how participative leadership affects the functioning of the school safety committee. Using the qualitative research approach helped the researcher in finding solutions to the problems faced by all the participants in the study.

4.3.3   RESEARCH DESIGN

Trochim *et al.* (2016:59) mentioned that qualitative research gives "weight" to the voices of "illegal immigrants". The methodological means chosen to do this for this study is a phenomenological multiple case study design. This section, first, introduces the research design and the phenomenological case study (4.3.3.1), and follows with an exposition of phenomenology (4.3.3.2) and the use of case studies separately within a phenomenological design (4.3.3.3). There is then a discussion about why the research can be considered a phenomenological study. Then there is an explanation of why the study can be considered a case study, and there is a further elaboration on the case. A discussion follows about why this study has chosen a multiple case study (4.3.3.4). A discussion is also included on the specific sampling criteria that are used for the inclusion of the cases in the study (4.3.3.5). The research has chosen to look at three cases through a phenomenological lens.

4.3.3.1   Phenomenological case study design

This study used a phenomenological case study research design to explore and describe how members of the school safety committee in three public high schools experience participative leadership in addressing xenophobic violence. According to Merriam and Grenier (2019:4), the philosophical perspective of the researcher will determine the research design of the study. The present researcher was particularly interested in the phenomenon of participative leadership and how it renders itself useful in addressing xenophobic violence in public high schools. The latter statement substantiates the choice to use a phenomenological case study as the research design. Johnson and Van Haneghan (2016:9) defined phenomenology as how people experience "a particular phenomenon". According to Hamilton and Corbett-Whittier (2013:3), case studies enhance one's understanding of contexts and communities. The cases chosen were used to enhance and expand on the data that was received from phenomenology. It allowed the researcher to delve deeper into each case and to extract more information from the experiences of the members of the school safety committee from each school.

According to Merriam and Grenier (2019:8), phenomenology focuses on the essence of an "experience". Ladores and Corcoran (2019:4) endorsed that one of the strengths of a phenomenological design is its ability to provide a complete description of the human experience of a phenomenon. A potential weakness for this present study was, however, that it required in-depth interviews with members of the school safety committee who were not prepared, because of many contextual reasons, to be open about sensitive and complex social ills that they may have perpetuated. Some may see the issue of participative leadership and xenophobic violence as "intrusive" (Ladores & Corcoran, 2019:4). Nonetheless, the phenomenological case study is the most appropriate design because it is used to elicit the lived experiences of members of the school safety committee on how they experience participative leadership in addressing xenophobic violence (Ladores & Corcoran 2019:4). It becomes necessary, at this juncture, to acknowledge the role that leadership plays in maintaining school safety. South African schools may beat xenophobic violence if they invest in practical and viable leadership strategies to combat the scourge of xenophobic violence.

Using the phenomenological case study research design, the present researcher has analysed the experiences of the members of the school safety committee using a phenomenological method. It is a multi-case study, where data was gathered from the interviews and from the documents from each high school that is one of the "cases". Hancock and Algozzine (2017:9) defined a case study as "intensive analyses and descriptions of a single unit". There is a very salient feature of the phenomenological case study research design that has been chosen in this research. Merriam and Grenier (2019:8) claimed that topics well suited for a

phenomenological research design are associated with emotions and feelings. Each member of the school safety committee was expected to divulge how he or she experiences participative leadership in addressing xenophobic violence. Questions in the interviews may delve into the highs and lows of their experiences. It treaded on issues of challenges, incompetency, xenophobia, and poor leadership. Merriam (2009:26) suggested that a phenomenological study is well suited to studying "emotional, and often intense, human experiences". Owing to the sensitive nature of this research topic, the phenomenological case study research design became an apt choice.

4.3.3.2 *Phenomenology*

This sub-section discusses phenomenology and why this research can be considered a phenomenological study.

Neubauer *et al.* (2019:1) asserted that phenomenology is a design which seeks to describe a phenomenon from the perspective of those who have experienced it. Its goal is to understand what is experienced and how it was experienced. Trochim *et al.* (2016:61) asserted that the German philosopher, Edmund Husserl (1859-1938), was the founder of the school of phenomenology. Husserl claimed that phenomenology focuses on the subjective experiences and interpretations of people. Elsewhere, he defined phenomenology as the "science of pure phenomenon" (as cited by Groenewald, 2004:2). Worthington (2010:1) further added that it is a qualitative method that discovers the essence of a social phenomenon, where the phenomenon is seen and understood through the eyes of those that experienced it. He added that, after reading such research, the reader must be able to understand the experiences through the words of the subjects in the research (Worthington, 2010:2).

Merriam and Tisdell (2016:42) stated that a phenomenological study is interested in the essence of the phenomenon. They suggested that phenomenology informs all qualitative research to some extent (Merriam & Tisdell, 2016:113). We are, however, cautioned by Neubauer *et al.* (2019:1) that phenomenological studies can be intimidating, while Worthington (2010:1) argued that phenomenological research can be confusing. Worthington (2010:1) claimed that researchers tend to label incorrectly as phenomenological research any form of qualitative research that is not ethnographic, grounded theory, or case study; because of this, much of what is not phenomenological gets labelled as phenomenological research, which he describes as "confusing".

The phenomenological design was best suited for this study because it can gather feelings and experiences that explored and described how members of the school safety committee

experience participative leadership in addressing xenophobic violence. In line with Merriam's (2009: 26) notion, the approach may also gain insight on how South African and foreign learners' xenophobic tendencies may or may not be influenced by the leadership of the schools. The experiences of RCL learners provided information to the school safety committee on how participative leadership provided an environment that curtailed xenophobic tendencies in all learners. Understanding the phenomenon of participative leadership also assisted the school safety committee in finding collective ways of helping South African learners to be more tolerant to foreign learners. Neubauer *et al.* (2019:1) suggested that phenomenology focusses on the lived experiences of people within their worlds. They added that it is a powerful strategy that is well suited for exploring challenging problems (Neubauer *et al.,* 2019:1). The latter statement further substantiates the choice for a research design.

A phenomenological study was apt because it aimed to penetrate the feelings of the members of the school safety committee about their respective roles on the school safety committee. It was apt to illuminate the intense feelings and understandings of their roles in addressing xenophobic violence. Using this approach, the researcher was able to highlight their challenges through intense understandings of their experiences. A phenomenological study was most suited to this study because it allowed the researcher to understand and unravel participative leadership and xenophobic violence as social phenomena. It penetrated these two concepts and understood how they affected each other. Understanding the essence of these phenomena ultimately provided literature that answered the research question and sub-questions. Exploring the subjective experiences of the participants informed and changed our perspectives to the phenomenon under study, thus creating new knowledge (Neubauer *et al.,* 2019:2). Attaining new knowledge on the phenomenon, the present researcher was able to provide rich literature that was useful to the participants in the study, the school, the SGB, the community, and the GDE. The goal of this research was to understand and gain information that was useful to the relevant stakeholders in education.

This study has chosen a transcendental phenomenological design. Neubauer *et al.* (2019:93) defined transcendental phenomenology as a process where the impact of the researcher on the research study is always assessed and his biases are always neutralised so that he does not influence the study. According to Gillespie, Kelly, Gormley, King, Gilliland, and Dornan (2018:1054), Husserl argued that the researcher can set aside one's assumptions about an event. This he referred to as bracketing. Neubauer *et al.* (2019:93) maintained that the researcher enters the study on a "blank slate". The researcher uses the experiences of the participants only to develop an understanding of the research phenomenon. There are many reasons why the present researcher chose a transcendental phenomenological qualitative

research design to answer the research questions. For example, it provided a complete description of the human experience of participative leadership and its ability to curb xenophobic violence in Johannesburg public high schools. More importantly, the bracketing process was an integral part of data collection and analysis.

I, the present researcher, am an Indian South African who is a principal of a diverse school environment including foreign learners. I experienced the wrath of xenophobia daily. It was paramount that I bracketed my preconceptions and biases (Creswell 2013:193) before I attempted to collect and analyse my data to answer the research questions. The transcendental phenomenological qualitative research design could allow me to eradicate all my biases. This process was very important when I attempted to describe the voices of the members of the committee who may be guilty of failing the foreign learner in combating oppression and marginalisation (Vella, Miller, Lambert, & Morgan, 2017:175).

Husserl's transcendental phenomenology pursues the goal of the researcher to "achieve a transcendental subjectivity", where he or she is constantly assessing his or her bias so that it does not interfere with the research study. The researcher can move to the transcendental, where he or she enters the research with no preconceptions about the research phenomena by using the lived experiences of the participants to attain universal essences of the phenomena (Neubauer *et al.*, 2019:93).

4.3.3.3 *The use of case studies within a phenomenological design*

This sub-section explains the definition of a case study and provides an argument for the use of a case study design, with the substantiation for the choice of multiple case studies for this study.

A variety of definitions sums up a case study. For example, Merriam (2009:x) suggested that a qualitative case study is an intensive, holistic description and analysis of a bounded phenomenon. Hancock and Algozzine (2017:16) further argued that information in a case study is explored for a more thorough explanation of the research phenomenon. According to Hamilton and Corbett-Whittier (2013:3), case studies enhance one's understanding of contexts and communities. Yin (2009:2), however, aptly summed up the definition that is relevant to my study: he claimed that the case study is favoured to answer "how" questions. Using the three cases, this research has used a phenomenological case study design to explore and describe how each member of the school safety committee experiences participative leadership in addressing xenophobic violence. Remenyi (2012: viii) cautioned, however, against several misconceptions associated with the case study. For example, if a study uses multiple sources

of data, then it is by default a case study. Nonetheless, Flyvbjerg (2011:303) argued that a case study provides for a nuanced view of reality. Flyvbjerg advanced the idea that a phenomenological case study, without any intention to generalise, can be very valuable. Tight (2017:6) agreed, claiming that a case study is focused on understanding behaviour in a social context, and it is the focus of the "detailed study of a particular case or cases".

The choice to use a case study for this present research had many advantages. First, in agreement with Tight (2017:7), who suggested that, if the study wishes to understand some aspect of behaviour in its social setting, then a case study is your obvious and appropriate choice. When one bears in mind that the wish of the present researcher has been to understand how members of the school safety committee experience participative leadership in addressing xenophobic violence, one will understand that each case was used to provide a detailed exploration and illustration of how members of the school safety committee experience participative leadership in addressing xenophobic violence. Each case that was selected has been purposively selected to provide an in-depth analysis of the behaviour of all the participants in the social context of their schools. According to Tight (2017:7), case studies used in qualitative research allow for the in-depth study of policies. He added that case studies can document "multiple perspectives and explore contested viewpoints". They are useful for exploring and understanding the dynamics of change. For the sake of this study, the most advantageous use of a case study has been its ability to allow the audience to experience vicariously what the researcher gains from the data (Tight, 2017:7).

During this research, one has been able to dissect the school safety and security policy in each case school in order to identify the challenges of its implementation. Owing to the sensitive nature of the phenomenon, case studies can identify and explore the challenges experienced by foreign learners in South African high schools. It also explored how South African learners perceive their foreign counterparts in the educational experience. The South African schooling landscape is changing. The case study was a means to explore and understand how the presence of the foreign learner in South African schools affects the schooling context.

4.3.3.4   *Why multiple case studies?*

Stake (2013: chapter 1, 1.3, para 1) endorsed that a multiple case study design starts with recognising what concept binds the cases together. He mentioned that the cases chosen must be relevant to the phenomenon under study and are selected because they represent the phenomenon. Gustafsson (2017:3) echoed that the researcher studies many cases to understand the differences and similarities in the different cases. He or she can study and analyse the data within, and across, multiple cases. Stake (2013: chapter 1,1.7, para 1)

continued to claim that one of the reasons for doing multiple case studies is to examine how the phenomenon performs in different contexts. He mentioned that, for qualitative fieldwork, a purposive sample of cases is drawn to create an opportunity for intensive study of the phenomenon. He claimed that the single case is of interest only when it belongs to a collection of cases. The single case is meaningful in terms of other cases (Stake, 2013: chapter 1, 1.3, para 1).

One of the reasons for the choice of a multiple case study design was the opportunity to analyse data within and across different contexts. The researcher was able to understand the similarities and differences of each case and, therefore, was able to provide literature with important influences from the differences and similarities (Gustafsson, 2017:11). Gustafsson added that evidence gathered from a multiple case study is strong and dependable and that the researcher can clarify, if the results are valuable. It also allows the gathering of different empirical evidence which will allow for more convincing theory (Gustafsson, 2017:11). Recker (2012: 97) validated that a multiple case study design is desirable when the researcher wants to test a theory. He continued to argue that a multiple case study design increases the confidence of the results and eliminates single case bias (Recker, 2012: 97).

4.3.3.5 *Sampling criteria for the inclusion of cases for this study*

Three cases were used in the present research to ascertain the similarities and the differences in the data gathered from each context. The choice of three cases allowed the researcher to clarify different aspects of the data received from different cases and it, also, was able to gather more diverse data. This research has aimed to describe how participative leadership may be able to address xenophobic violence in public high schools (Recker, 2012: 197). Nonetheless, the most important reason for the choice of multiple case studies has been its ability to avoid single case bias. Using three cases allowed the researcher to gain more data, to clarify any misconceptions, and, finally, to be able to explore how each school experiences participative leadership and its ability to curb xenophobic violence. Using three cases was also to elicit a more in-depth study of the research phenomenon and to assure the credibility and reliability of the research results. The researcher was able to analyse data from three school contexts. This may allow the gathering of different views on the research topic, which will contribute to richer and more authentic data. There was a variety of data from the three case schools that may allow a review and analysis of a diverse set of data.

4.4   **RESEARCH METHODOLOGY**

This section deals with how the research design is applied. It looks at the purpose of the research instruments and their reliability and validity. The section begins with the sampling and selection of the participants (4.4.1), followed by the data collection techniques (4.5) and the data analysis (4.6).

4.4.1   **SAMPLING AND SELECTION OF SCHOOL CASES AND THE CASE PARTICIPANTS**

This sub-section looks at the sampling strategy (4.4.1.1) and the criteria for the school case sampling (4.4.1.2). It then explains the contextual description of the samples (4.4.1.3). The next sub-section continues with a discussion on the selection of the case participants for each school case.

4.4.1.1   *Sampling strategy*

Guest, Namey, and Mitchell (2013: 2) reported that the validity of a research study is related to its sampling strategy, while Daniel (2015: 2) maintained that procedures to select a sample will affect the extent to which the objectives of a study are met. The present research chose to use non-probability, purposive sampling to identify the case sites and the participants for the study. According to Plowright (2011:8), in non-probability sampling, the choice of the sample meets the criteria and needs of the researcher. He further added that the participants are chosen because the researcher is aware that they have information that will answer the research question. There were many strengths in the use of non-probability, purposive sampling. For example, both Andres (2012:3) and Nishishiba *et al.* (2014:15) claimed that this strategy of sampling fits well with qualitative research methods, which favours this present qualitative study. Layder (2013:3) sanctioned that the logic and power of non-probability, purposive sampling is based on its ability to focus on and select "information-rich" cases for in-depth study. The latter reason substantiated the present researcher's choice to use non-probability-purposively sampling.

Three schools were selected as cases for this phenomenological case study design using multiple cases for cross-case analysis. Specifically, three former Model C high schools situated in the Johannesburg South and central regions were selected. According to Kruger's and Osman's (2010:53) research, Johannesburg is a popular destination for mass migration of foreigners. More recently, the mid-year population estimates report by *Stats South Africa*

(2018) echo Kruger and Osman's (2010:53) research that most foreigners settle in Gauteng, with Johannesburg having many foreigners. The former Model C public high school was purposively chosen, because one of the criteria required for the interviews was that the participants should communicate in English. Soudien (2004:89) sanctioned that children of colour have moved in large numbers to the English-speaking sector, which used to be schools with the white learner profile only. These participants in the former Model C public high school were able to articulate themselves in English.

4.4.1.2 *School case sample and contextual description of each school*

Three former Model C schools were chosen as the three cases, as per the phenomenological case study research design. Schools must be public high schools situated in the Johannesburg area. They must have English as the language of teaching and learning. Participants attending English-medium schools may have the advantage to articulate themselves in English. These criteria assisted during the interviews and during all the communication that the researcher had with the participants.

All three schools were situated in the South and Central regions of Johannesburg. They have approximately 1 500 learners and a staff of approximately fifty educators. Educators are government- and SGB-paid. Both the staff and learner populations are diverse. They included South African blacks, coloureds, Indians, whites, and foreigners. Most of the learners live in the area, while others attend because their parents work in the area. Many learners travel to school from the townships. All three schools are Quintile 4 schools. Ogbonnaya and Awuah (2019:106) asserted that the quintile ranking of schools is based on the average income, unemployment rates, and the literacy levels in the schools' geographical areas. The three case schools fall in the category of fee-paying schools with the assumption that parents can afford to pay school fees and, therefore, the schools require less governmental support (Ogbonnaya & Awuah, 2019:106).

4.4.2 SELECTION OF THE CASE PARTICIPANTS FOR EACH SCHOOL CASE

This sub-section presents the criteria for the participant sampling (4.4.2.1) and an outline of the sample (4.4.2.2).

4.4.2.1 *Criteria for the choice of the sample*

The Department of Education (2012:3), *Circular 07/2012, Section 4.4 (b) (1)* prescribes that each public high school must establish a school safety committee. Members of the school

safety committee include the principal, the chairperson (an SGB member), a school safety officer (educator), an educator representative (educator), a peer mediator (educator), a public servant staff (PS staff), and an RCL member (learner). Members of the school safety committee have been identified and selected as the participants in this study from each case school. Each participant had to meet the criteria of having access to a cell-phone and an e-mail. They must be able to communicate in English and reside near the school. Table 4.1 presents an outline of the participant samples for the study.

Table 4.1: Outline of the sample

CASE SAMPLE HIGH SCHOOL A	CASE SAMPLE HIGH SCHOOL B	CASE SAMPLE HIGH SCHOOL C	SAMPLE SIZE PER PARTICIPANT TYPE
High school case A	High school case B	High school case C	TOTAL
School safety committee A	School safety committee B	School safety committee C	
Principal	Principal	Principal	3
Chairperson	Chairperson	Chairperson	3
School safety officer	School safety officer	School safety officer	3
Educator representative	Educator representative	Educator representative	3
Peer mediator	Peer mediator	Peer mediator	3
Public servant staff member	Public servant staff member	Public servant staff member	3
RCL member	RCL member	RCL member	3
TOTAL: 7	TOTAL: 7	TOTAL: 7	TOTAL: 21

4.4.2.2   Outline of the participant samples for the study

Members from three school safety committees of the three schools include the following participants: three principals, three teachers (school safety officers), three parents (SGB parent members), three teachers (educator representatives), three teachers (peer mediators), three public servant staff members (PS members), and three learners (RCLmembers). There is a total of twenty-one participants.

4.5   DATA-COLLECTION STRATEGIES

This sub-section focuses on the data-collection strategies that have been employed to collect data for this study. Data has been gathered from semi-structured interviews (4.5.1.1), document analysis (4.5.1.2), and a reflective journal (4.5.1.3). The sub-section focuses on the purposes and advantages of using semi-structured interviews, document analysis, and a reflective journal.

4.5.1   COLLECTION OF DATA

Data has been collected from in-depth semi-structured face-to-face interviews and Microsoft teams; then there has been a document analysis at each of the sample schools; and a reflective journal has been prepared. The interviews have been used to provide most of the data, while the document analysis and the reflective journal have been used to corroborate and enhance the data. Because of the sensitive nature of the research topic, the researcher may be forced to probe during the interviews. Morris (2015:17) advised that one of the strengths of the in-depth interview is that it allows follow-up and probing to examine complexed responses. This makes it a very attractive data collection method for the study. The school safety policy, the minutes of meetings of the school safety committee, and the disciplinary process minutes have been used for the document analysis. According to Van Manen (2016:23), phenomenological research uses written texts as a data source. This research has used the transcendental phenomenological case study research design. Neubauer *et al.* (2019:93) explained that, during transcendental phenomenology, the researcher's biases and preconceptions are constantly neutralised so that they do not influence the study. Using the transcendental phenomenological case study research design, the reflective journal plays a very important role during the "Epoche" stage of the research process. "Epoche" is defined as the process where the researcher brackets off his previous knowledge and understandings about the phenomenon under study (Neubauer *et al.,* 2019:93). Demir and Qureshi (2019:842) endorsed that reflective notes minimise the bias in data collection.

The process of data collection began by contacting the principal via email to explain the research and to request a meeting with the principal. A letter of invitation to the target sample of other participants was also included in the email for the principal's perusal. At the meeting, a comprehensive explanation of the research was provided, as well as an explanation of how the interviews and the document analysis would be conducted. The principal was then asked to extend the invitation to the relevant members of the school safety committee. Permission was given by the principal for the researcher to meet with the participants separately. At each of these meetings, the research process was explained, as well as how the interviews and document analysis would be conducted. Each target group was given a week to respond via SMS or email to my invitation. Data was then collected from the participants who responded positively to the invitation.

4.5.1.1   Semi-structured in-depth interviews

Members of the school safety committee, namely, the principals, the chairpersons (parents), the school safety officers (educators), the educator representatives (educators), the peer mediators (educators), the Public Servant (PS) staff members, and the Representative Council of Learners (RCL) members of each sample school, were interviewed.

The semi-structured in-depth interviews were the main sources of the data collection strategy. The research relied on this strategy to provide most of the data that may effectively answer the research questions. According to Galletta (2013:2), the semi-structured interview is flexible and is structured to address the research question, and it also allows space for the participants to offer new meaning to the study. Mears (2012:170) further added that the open-ended questions are used to explore the feelings and experiences of the participants. This makes it a credible choice for a transcendental phenomenological case study, as it was able to gather detailed descriptions of the experiences of the participants. Morris (2015:7) endorsed that the researcher endeavours to extract as much information as possible from the interviewee who has "direct experience" on the topic. Morris (2015:17) advised that one of the strengths of the in-depth interview is that it allows follow-up and probing to examine complexed responses. He explained that a probe involves the researcher asking the interviewee to elaborate and explain the answers to obtain "more clarity and detail" on the issue (Morris 2015:8). Morris (2015:17) added that an added strength of an in-depth interview is the ability of the interviewer to gather information from the non-verbal cues provided by the interviewee. This is obtained from body language and intonation.

The content of the questions for the interviews was informed by the theoretical, conceptual frameworks for the study, the research aim and objectives, and the main and sub-questions of

the research study. Research permission was sought from the Gauteng Department of Education (GDE), the principal at each school, and the SGB. All consent and assent letters from all the members of the school safety committee and parents of the RCL learners were signed before the commencement of the interviews. A pseudonym was used for each member. The date and times of the interview were ascertained in consultation with each of the members. Before the interview, permission was obtained from the principal to use the media centre or a classroom of the participant's choice on the school premises. Demir and Qureshi (2019:842) subscribed that priority should be given to the comfort of the participant to ensure full participation. Interviews took place after school in the media centres or classrooms of the participants' choices. Each interview could take as long as 90 minutes. Interviews were recorded via a digital voice recorder with the permission of the participants.

Before the interviews, permission was granted by the participants for the researcher to take notes during the interviews. These notes entailed non-verbal cues and anything related to the research phenomenon. One of the strengths of in-depth semi-structured interviews is its ability to gather non-verbal cues of the interviewees (Morris 2015:17). The descriptive nature of transcendental phenomenology relies on a holistic description of the interview experience (Valentine, Kopcha, & Vagle, 2018:464). Non-verbal cues may enhance the description of this experience. Before the commencement of each interview, the researcher engaged in the bracketing process, where the researcher wrote down all judgements and biases regarding the contents of each interview protocol (Creswell, 2013:193). The reflections of the researcher on the contents of each protocol were very important and are in line with the requirements of the transcendental phenomenological data analysis process. This process allows the researcher to focus on the experiences of the researcher and not to be clouded by the researcher's perceptions (Welch, Negash, Nino, Ayres, & Woolley, 2019:505). At the end of each interview, the participant was thanked and gave permission for member checks when they were expected to review the transcriptions before the analysis began (Welch *et al.*, 2019:506). They were also expected to review the data that was analysed. According to Persuad (2010:4), recording the interview offers several advantages: it verifies notes and it helps to improve interviewing techniques. The researcher also made use of notes, which were made unobtrusively.

The purpose of the interviews was to extract the feelings and emotions of the participants on how they experienced participative leadership in addressing xenophobic violence in high schools. Given the sensitivity of the topic, the interviewee may have experienced inhibitions. The researcher had to probe extensively and dig deep to the feelings of the learners. A semi-structured interview was an apt choice to allow for the probing. The researcher interviewed the school principal to explore how participatory leadership has affected the management of

xenophobic violence in the school. The principal was expected to provide data on how he experienced participative leadership and its effectiveness or non-effectiveness in addressing xenophobic violence in the school. The purpose of interviewing the principal was to understand and explain the relevance of leadership in assisting in combating the problem of xenophobia. The interview aimed to gather data from the educator to emphasise the effects of xenophobia on teaching and learning. Teaching plays an integral role in educating young people in developing patience and tolerance towards foreign learners.

An in-depth interview was particularly important to ascertain the feelings of the educators in their perceptions towards foreign learners. Their experience of participative leadership may also shed light on how educators feel towards teaching in diverse environments and the challenges that they experience. Johnson and Rowlands (2012: 2) ratified the latter notion as they claimed that information is very personal and cultural and that it is a lived experience. Parents were expected to provide information on the challenges that face them as governors. The researcher delved deeply into how the parents see themselves as stakeholders in education. Parents have information that is integral to how the GDE should approach the challenge of stakeholder participation and parental involvement in schools. The public servant staff members were important stakeholders in the maintenance of school safety. They must be in the position to report any factor that compromised school safety. The RCL member may provide information on how learners were affected by leadership and xenophobic violence. The school safety committee is obliged to ensure the safety of all learners in the schools. This obligation was met via the participation of different stakeholders, who were expected to adopt a participative approach in leading and managing xenophobic violence.

4.5.1.2 Institutional Document analysis

Kosciejew (2015:98) sanctioned that scholars use document analysis to "illuminate and understand various kinds of phenomena". Grenersen, Kemi, and Nilsen (2016:1183) suggested that documentation is crucial as proof of the empirical base for the researcher's argument. According to Langhof (2018:63), analyses of documents provide insight into the construction of structures that enable and guide decisions in an organisation. Many studies have found that document analysis is used with other data collection methods as a means of triangulation (Bowen, 2009:27; Bretschneider, Cirilli, Jones, Lynch, & Wilson 2017:5; Gross 2018:2). Gross (2018:2) believed that, when used in triangulation, documents can "corroborate or refute, elucidate, or expand on" findings that help to guard against bias. The goal of this present research has, however, been, not only triangulation, but also to gain a depth of description by using many sources of data.

The documents have been used to extend a deeper understanding of how the members of the school safety committee experience participative leadership in addressing xenophobic violence against foreign learners in Johannesburg public high schools. This choice to use document analysis is further sanctioned by Olsen (2012:2). She asserted that documents provide a valuable source of data in case study research. She added that document analysis can provide a window into a variety of personal dimensions of the case beyond the immediacy of interviews. Bowen (2009:29) concurred with Olsen (2012:2) and asserted that document analysis applies to qualitative case studies. The latter statements further substantiate this researcher's choice to use document analysis with the case study design.

The researcher has looked at the school safety policy, the minutes of meetings for the school safety committee, and the minutes of disciplinary processes relating to foreign learners. A list of foreign learners in the schools was requested from the principals and was used to ascertain the transgressors of foreigners. The documents were obtained by writing letters to the chairpersons of the school safety committees and by requesting permission for the use of the above documents. During the meetings with the principals and the chairpersons of the school safety committees, the researcher has informed them of the use of the documents. The purpose of using each document was explained to them. The compliance of the school safety policy was checked against the national exemplar. Compliancy may be a good indicator of how the policy was prepared and applied. It also illuminated how the school safety committee managed these transgressions in line with the policy. The minutes of the meetings and disciplinary processes may also provide information on how members of the school safety committee experience participative leadership in addressing xenophobic violence. The present research looks specifically at whether there is evidence of participative consultation among the different stakeholders. The minutes of the meetings may also show how the principal uses participative leadership to manage xenophobic violence. Permission was also requested to use copies of the identified documents for a month at the researcher's disposal. Each of these requests was reinforced with a letter alluding to the request.

4.5.1.3 Using the reflective/field journal

Arendt and Nuru (2017:825) claimed that journals are logs that document the researchers' emotions, events, ideas, and information related to the research topic. They claimed that it is an effective method of record keeping at various stages of the research journey. The reflective journal from this research was used throughout the journey of the study. It was used to paper all the thoughts, feelings, and experiences of the research topic during this research journey. The information in the journal was used during reflection. It has helped to get a clearer view of

all the perceptions, judgements, and biases that needed to be left behind before the collection of the data.

4.6 DATA ANALYSIS

A considerable amount of literature has been published on data analysis (Kozinets, 2012:2; Maxwell & Chmiel 2014; Rowley, 2014). Data analysis is viewed as processes associated with surfacing meaning and understanding the data that is collected during the research (Rowley, 2014:2). Kozinets (2012:2) asserted that it is "raw" data that is processed and refined to produce its essence. Maxwell and Chmiel (2014:2) cautioned, however, that the way we theoretically understand qualitative data has important implications for how we analyse it. Rowley (2014:3) presumptuously opined that, with all qualitative research, there is no one right way to conduct data analysis. Nonetheless, Layder (2013:2) advised that one should analyse the data after the first interview and should document the analysis. He recommended that one should not put off analysing one's data with a misguided notion that more data will produce a better research study (Layder, 2013:2).

A transcendental phenomenological data analysis process has been used in this research. Watkinson *et al.* (2018:182) advocated that the hallmarks of transcendental analyses include the bracketing of the researcher's judgements and beliefs and that they focus on the participants' descriptions of their experiences over the researcher's interpretations of them. This entails a descriptive form of analysis, and the present research has attempted to use the experiences of the participants during the interviews and the analyses of documents to understand the research phenomena (Neubauer *et al.,* 2019:93).

The data were analysed, using Creswell's (2013:193) six-step modification of Moustakas's (1994) phenomenological data analysis method. Each phase was placed in a separate folder.

4.6.1 CRESWELL'S (2013:193) SIX-STEP MODIFICATION OF MOUSTAKAS'S (1994) PHENOMENOLOGICAL DATA ANALYSIS METHOD

The analysis had used the following steps:

4.6.1.1 EPOCHE OR BRACKETING

In this stage of the data analysis, the researcher sets aside all previous biases and experiences of the research phenomena.

Moustakas (1994:30) subscribed to judgements and previous "knowings" of phenomena to be set aside. Phenomena should be "revisited freshly from a pure or transcendental ego". In terms of the description of personal experiences, I have written out a full description of how I have experienced participative leadership in addressing xenophobic violence against foreign learners. I was informed by my reflective journal and my past experiences on the topic; I wrote down all my judgements and biases regarding my experiences. Evaluating my ability as a school principal in maintaining the safety of a foreign learner can be emotionally grappling, but in doing this, I was able to set aside all my biases in undertaking this study, and this allowed me to interview participants and to analyse the documents, with no preconceived bias regarding the research phenomena.

4.6.1.2 HORIZONALISATION OF THE DATA

Welch, Negash *et al.* (2019:506) described horizonalisation as the reviewing of the transcripts and organising them into a list of significant statements about the participants' experiences. For the development of a list of significant statements, the following process has been followed:

- o All the audio-recorded interviews were transcribed verbatim, and all the transcripts of each member were placed into separate folders: for example, all the transcripts of the principal and the chairperson.
- o I looked at the school safety policy, the minutes of the meetings of the school safety committee, and the disciplinary hearings about foreign learners. Van Manen (2016:23) asserted that much of phenomenological research focuses on written texts as its data source. Van Manen (1990:70) previously stated that written texts served as a "fountain of experiences".
- o School safety policy: I analysed the contents of the school safety policies. I looked specifically at whether it followed the template of the national exemplar and its level of compliancy with the national exemplar.
- o Minutes of the meetings: I looked specifically at the number of meetings held by the school safety committees, and whether there were representation and participation of all stakeholders in the meetings. I looked specifically at how the school principals arranged and carried out these meetings. The contents of the minutes were analysed to ascertain how the school safety committees were dealing with discipline in the respective schools. I looked specifically at the level of compliancy in dealing with serious and less serious misconduct and whether the SGB's compliant followed

disciplinary procedures. I was interested in strategies that were discussed in these platforms to curb xenophobic violence.

- o Disciplinary hearings: I specifically analysed the types of disciplinary problems at the schools. I looked at the types of serious and less serious misconduct at the schools. I was interested in the number of foreigners who were referred to formal disciplinary hearings. I also looked at the compliancy with regard to national policy in instituting disciplinary action against learners who contravened the school code of conduct.

- o I have read, holistically, the data of the interview transcript of each member group. I have repeated the reading process and have looked at each line in the transcripts. I then read holistically again. According to Butler-Kisber (2018:5), reading many times helps one to get a feel of the content. After the third reading of each transcript, I highlighted in red the phrases and sentences that stand out regarding the research study. Thereafter, I highlighted in blue the statements in the interview transcripts about how each member is experiencing the research topic (Vella *et al.,* 2017:177). All non-verbal cues have been highlighted in green.

- o I went through the documents in the same way as I did with the interview transcripts. I looked for statements that have been repeated and overlapped, and these statements have been removed.

4.6.1.3 FORMATION OF THEMES

The significant statements have then been placed into themes for each member of the school safety committee, the document analysis of the safety policy, the minutes of the school safety committee meetings, and the disciplinary processes. Clustering into themes helps to reveal common patterns across the experiences (Butler-Kisber, 2018:5).

- a. Interview transcripts: the themes were used to develop individual textual descriptions for each member, for example, for the three school principals. Thereafter, the three textual descriptions were reduced into one composite description of how the school principals experience participative leadership in addressing xenophobic violence (Vella *et al.,* 2017:177). The same has been done for all the participants.

- b. Document analysis: The themes have then been used to develop individual textual descriptions from each document, for example, the minutes of the school safety committee meetings. Thereafter, the three textual descriptions of the minutes of

meetings have been reduced into one composite description of how the minutes reveal how the members of the school safety committee have experienced participative leadership in addressing xenophobic violence (Vella *et al.,* 2017:177). The same has been done for the school safety policies and the disciplinary processes.

4.6.1.4   TEXTUAL DESCRIPTION

During this stage of the analysis, a summary has been provided of how each participant has experienced the research phenomenon and how the research phenomenon has been illuminated in the documents (Temple, Miller, Banford, Witting, & Kim, 2017:167).

a. Interview transcripts: A description of what each member experiences with the phenomenon has been given: e.g. how the principal has experienced participative leadership in addressing xenophobic violence; and verbatim examples have been included. At this point, the researcher carried out member-checks. Kornbluh (2015:411) suggested that member-checks are a valuable strategy for establishing the trustworthiness of research. She further added that the researcher follows up with participants to verify and clarify their intended meanings.

b. Then, a description has been given of how participative leadership is experienced by the members in the school safety committee in addressing xenophobic violence from the documents. The compliance of the school safety policy has been checked against the National Exemplar. The minutes of the meetings and disciplinary processes may also provide information on how members of the school safety committee experience participative leadership in addressing xenophobic violence. Therefore, the researcher has looked, specifically, at whether there has been evidence of participative consultation among the different stakeholders.

4.6.1.5   STRUCTURAL DESCRIPTION

Here, the researcher has dealt with how each experience happened. Creswell and Creswell (2018) suggested that the setting and context in which the experiences take place are considered when a structural description is formulated.

a. Interview transcript: How and where each member experiences participative leadership in addressing xenophobic violence were investigated. A structural description has been provided of how and where the phenomenon of participative leadership in addressing xenophobic violence are taking place on the school premises.

b. Documents: The researcher has also looked at the safety policy to see where xenophobic violence is contextualised and to look for how and where the phenomena of participative leadership and xenophobic violence take place on the premises; in this process, the minutes of the meetings and the disciplinary processes were used.

4.6.1.6 COMPOSITE DESCRIPTION

Creswell (2013:194) was of the opinion that, during the composite description, a textual-structural synthesis is created to produce the essence of the phenomenon or the experience being investigated.

The researcher has, finally, compiled a composite description, where both the textual and structural descriptions were collated. This has told the reader what and how (context) the participants experienced and how the documents indicated the phenomena of participative leadership in addressing xenophobic violence in their schools.

4.7 METHODOLOGICAL NORMS FOR THE STUDY

This section focuses on trustworthiness and it details how the trustworthiness of this research may be ensured. The section defines trustworthiness (4.7) and then presents measures that are taken to ensure trustworthiness (4.7.2).

This section deals with how the trustworthiness of this research may be ensured. It begins with the definition of trustworthiness and then provides a documented approach for each of the researcher's actions to ensure the trustworthiness of the research study.

4.7.1 TRUSTWORTHINESS

There seems to be a variety of definitions of the term, trustworthiness, and they include the terms, quality and rigour. For example, Davies and Logan (2014:12) define trustworthiness as the steps taken to ensure that the study's procedures meet high standards and that one can trust its results. Five years later, Laher, Flynn, and Kramer (2019:394) supported Davies' and Logan's (2014:12) definition. They define "rigour" as the factor that ensures the soundness of the research process that allows for "greater authenticity of the results". Nonetheless, the issue of quality, rigour, and trustworthiness has been a controversial and much-disputed subject within the field of qualitative research. For example, Johnson and Rasulova (2017:265) argued that qualitative studies have faced significant criticism because it is "unscientific and unfit for purpose" because of the lack of rigour. Conversely, Smith and McGannon (2018:103) defended that rigour can mean different things to different people. Nevertheless, Le Roux (2017:195) asserted that, without rigour, research is "meaningless". According to Dibley, Dickerson, Duffy, and Vandermause (2020:144), rigour is the means by which researchers demonstrate the quality of their research, so that the reader can trust their efforts. In qualitative research rigour refers to trustworthiness. Dibley *et al.* (2020:145) mentioned that the overall principle of trustworthiness is the confidence that readers may have in the findings of the research. Rigour includes the concepts of trustworthiness, credibility, dependability, and transferability of the research findings (Dibley *et al.*, 2020:144). Karnilowicz, Ali, and Phillimore (2014) believed that "methodological rigour is assessed through their interpretation of valid and generalizable results". Nonetheless, Tsakonas (2014: 8) eloquently summed up quality, rigour, and trustworthiness; she suggested that rigour is best thought of in terms of the quality of a research process. She added that, the more rigorous the research is, the more trustworthy are the findings.

4.7.2 MEASURES TAKEN TO ENSURE TRUSTWORTHINESS

4.7.2.1 *Participants' withdrawal from the research*

Participants were allowed to withdraw at any given time from the research. This aspect enhances the credibility of the research as it included only those participants who were prepared to offer data freely (Shenton 2004:66).

4.7.2.2   *Recording of the interview*

A digital recorder has been used in this research to record all the interviews. Verbatim transcriptions have been documented after each interview. The researcher has listened to the recordings and read the transcriptions in detail, with many reads. Rodham, Fox, and Doran (2015:59) recommended that all researchers should listen to their recordings. They argued that their failure to do that increases the risk of the researchers' superimposing their presuppositions and interpretative biases into the data.

4.7.2.3   *Variety of data collection methods*

According to Mena and Russell (2017:109), the use of many methods of qualitative research can reduce "subjective bias" when the researcher is interpreting data. This research has used a phenomenological case study research design with an interview, a document analysis, and a reflective journal as its data collection methods. Using a variety of methods has helped this research to gain a variety of data that reduces biases that crept into the research. According to Maree (2010:40), crystallisation is the practice of validating results by using multiple methods of data collection and analysis. He proposed that it is a more acceptable term in the qualitative study because it is a better lens through which one views the components of qualitative research. Ravitch and Carl (2019) cautioned against triangulation, but also preferred the term crystallisation as the alternative term. Rather than the convergence of three points of a triangle, a crystal offers multiple dimensions and perspectives. It is a metaphor that highlights the different processes that are involved in qualitative research. This is in line with the present researcher's efforts to gain different perspectives of the research study from different participants during the interviews and the documents.

4.7.2.4   *Peer-debriefing*

Barusch, Gringeri, and George (2011:13) mentioned that peer-debriefing involves the researcher in sharing the research process with a peer. Shenton (2004:67) claimed that, through discussion, the researcher's vision and perceptions may be widened. That is why I have engaged a personal work colleague to provide expert guidance and support. My colleague was also a PhD student. This process can identify any setbacks and challenges. It may allow me to rectify all the problems that are identified by my colleague. Probing from others also allows one to identify one's biases (Shenton 2004:67). According to Mena and Russell (2017:109), one can attain trustworthiness by using the assistance of a "critical friend"

for the analysis of results. I decided to use him to verify my analysis as a second "pair of eyes" for the data analysis stage of my research.

4.7.2.5 *Audit trail*

Dibley *et al.* (2020:147) argued that the audit trail process can enhance the dependability of research. Dependability refers to whether the data patterns will remain constant over time under the same conditions. Barusch *et al.* (2011:13) confirmed that the audit trail strengthens the confirmability of a research study. Shenton (2004:73) claimed that confirmability is defined as the ability of the researcher always to be objective. All the documents and data are recorded systematically and methodically. This research has made use of folders for each data collection process. The methodical arrangement of data assists in maintaining a good audit trail. Accordingly, a detailed description of all processes and procedures have been well maintained during the research study. This has been achieved by making sure that all interviews were transcribed directly after completion. Data has been kept electronically in labelled folders.

4.7.2.6 *Member-checking*

According to Kornbluh (2015: 397), member-checks are referred to as the "gold standard" for establishing the trustworthiness of research. Barusch *et al.* (2011:13) claimed that member-checking is a process that strengthens the credibility of the research. This process allows participants to review the data collected. Kombluh further added that the researcher follows up with participants to verify and clarify their intended meanings (Kornbluh, 2015:411). After the transcriptions of the interviews had been done, the transcriptions were e-mailed to all the participants during this research. They were given the opportunity of scrutinising the transcriptions to clarify any misconceptions. Smith and McGannon (2018:103) endorsed that member-checking is a means of validating the credibility of the data and the results of the research. This process may also be perceived as one that provides clarity on issues and, thus, strengthen the research findings. Members of the present study have also been allowed to check all the data that had been analysed to ensure that the analysis had given a true reflection of the data provided. This process was especially important as it had to mirror their experiences to show that they were in line with the transcendental phenomenological case study design that had been used. Member checks ensure more accurate and, hence, more valid results in a study (Temple *et al.*, 2017:167).

4.7.2.7 *Credibility, transferability, dependability, and confirmability*

According to Barusch *et al.* (2011:12), credibility involves believing and having confidence in the findings of the research. Shenton (2004: 64) sanctioned this notion. She claimed that credibility seeks to ask how congruent the findings of the research are with reality. Shenton (2004:64) argued that credibility is one of the most crucial factors in achieving the trustworthiness of a research study. To ensure credibility, the present research has used the Epoche process to bracket all biases during the data collection and analysis stages of the research (Moustakas, 1994:30).

Transferability refers to the ability of the findings of a study to be applied to other situations. I have, however, restricted my study to high schools that were found in the Johannesburg area. Previous research had revealed that the chosen region had a high number of foreign learners in the school. I was not interested, however, in the transferability of the results. I want to gain a deep understanding of the three cases and the challenges that face them as regards leadership and its impact on xenophobic violence against foreign learners. Nevertheless, to ensure that transferability may be achieved, I have provided a thick description of data collection, analysis, and findings.

Dependability refers to the ability of the research study to be repeated and to gain the same results (Shenton 2004:72). Johnson and Rasulova (2017:268) suggested that it ensures consistent data collection without unnecessary variations so that the research can be repeated. To ensure dependability, this research has kept a detailed audit trail of the data collection, the analyses, the transcripts, the journal notes, and the member-check feedback.

Confirmability is defined as the ability of the researcher's "comparable concern to objectivity" (Shenton, 2004:72). Johnson and Rasulova (2017:268) echoed this; they argue that it is ensuring that the research process and findings are not biased. To ensure confirmability, I have used my reflective journal to note all my biases. This was in line with the bracketing process of my research design. Johnson and Rasulova further added that confirmability can be achieved if the interpretation is neutral and free from the researcher's bias. Throughout my journey, I have ensured that member checking has constantly been used on a bias-free study. I have made sure that all data, methods, and decisions are well documented throughout my journey. This allowed member checking to be free from any bias. The findings of the study have, also, been peer-reviewed to ensure confirmability. The choice of the three schools has also increased the chances of transferability.

4.7.3 REFLEXIVITY

Gonnerman, O'Rourke, Crowley, and Hall (2015:2) argued that reflexivity is a process of discovering one's assumptions, social position, and biases that shape one's judgements, decisions, and behaviours. They further added that reflexivity now becomes more necessary and demands more self-analysis and self-awareness from the researcher (Shelton & Flint 2019:2). Reflexivity became paramount when the present researcher chose to use a transcendental phenomenological case study as the research design. A reflective journal has been used to document all the researcher's biases during the bracketing stage of data collection and analysis. According to Corlett and Mavin (2018:2), reflexivity involves the researcher's ability to explain to an audience how they move through the research to reach, finally, certain conclusions. Dowling (2008:2) suggested that it requires the consideration and examination of decisions that are made at each stage of the research process. Payne and Payne (2004:2) supported Dowling's (2008: 2) suggestion. They maintained that good research is achieved when the researcher constantly evaluates each step of the research and its achievements. Agee, Breuer, Mruck, Roth, Ellis, Etherington, Finlay, Gerstl-Pepin, Patrizio, Guillemin, Gilliam, Macbeth, Ratner, Said, and Watt (2011:2) suggested that qualitative researchers do not use standardised methods to maintain objectivity, but they tend to deal with the issue of subjectivity through reflection. According to Agee *et al.* (2011:7), reflective writing allows one to construct meaningfully one's sense of what it means to become a qualitative researcher.

The present research study began by self-monitoring, and self-responding to, the researcher's thoughts, feelings, and actions as she navigated through her research (Corlett & Mavin, 2018:2). Critical analysis of herself and the research began the first time she decided to use a qualitative research approach using a social constructivist paradigm. The choice to use a qualitative research approach necessitates reflexivity. Using the transcendental phenomenological case study research design warrants a constant reflection of the work. The journey as a qualitative researcher began with the use of a personal journal. The journal was a "permanent record" of the research as it recorded everything that related to the study. Drawing on the information from the journal prompted many decisions that were taken when dealing with the complexities of qualitative research. All the journal entries were analysed during the various stages of the research, and informed decisions that dealt with the challenges that the researcher faced were made. Using reflective writing she could critically analyse the connections between theory and practice.

Reflexivity allowed the researcher to appreciate the role of reflexivity and to understand the nature of being a qualitative researcher. Reflexivity is also a means to help the researcher to look constantly at the research question. It is a means to see it, not as a fixed question, but as one that can be refined to the needs of the research. According to Thuairajah (2019:4), a journal is a simple way of a researcher keeping track of one's emotions and experiences during the study. She further affirmed that the reflexivity journal helps to keep researchers accountable and ethical and to protect their participants from their subjectivities and biases. For example, Agee *et al.* (2011:6) asserted that the researcher uses reflexivity to monitor and audit the research process.

It is becoming increasingly difficult to ignore the argument put forward by Corlett and Mavin (2018:5), who argued that, when the social reality is conceptualised as "constructed", knowledge producers are "limited, specific, and partial". The present researcher's choice to use a social constructivist paradigm opens a sea of criticisms about the subjectivity of knowledge, but many of the "so-called" criticisms were dealt with through reflexivity. The present study had to remain focused on the ontological and epistemological stances throughout the research. The latter social positioning has affected the choices, questions, approaches, methods, and outcomes that resulted during the study. Gillam *et al.* (2018: 6) stated that reflexivity has become a core concept in qualitative research methodology, where the researcher reflects critically on himself or herself. According to Howell (2013:5), a reflexive attitude involves intensive scrutiny regarding how something is understood. Howell (2013:5) further added that a reflexive position is about producing interpretations of data. To prevent a biased connotation to the data, the present research has used a variety of data collection methods. A researcher must be constantly aware that the data he or she produces does not appear "messy" and is a true reflection of what is collected during the data collection stage of the research.

According to Finlay (2012:4), researchers must reflect critically before the interview process. They need to think about their role, presentation, behaviour, and planned approach. Finlay (2012:4) was inclined to believe that one should consider many aspects of reflexivity to ensure that the interview meets the needs of an external audit and can support validity claims.

I have spent many hours on the planning of the interviews. Through critical reflection, I have used reflexivity to monitor my experiences in the field. I have used peer-debriefing before I began the interview process. The questions that are being asked to the participants were first tested with my peer: my work colleague checked and refined the questions. I needed to be very mindful of the participants' trust in me to ensure that their responses during the interview were truthful. I needed to consider a convenient time and place for the interviews. I needed to

ensure that my appearance was not intimidating. I dressed in an informal way to create a comfortable environment: my dress code needed to be simple to show a sense of "equal-ness" between the interviewees and myself. During the interviews, I monitored the responses and shaped the questions to ensure that the interviewees remained comfortable. I then immediately transcribed all the sessions to prevent the loss of any pertinent information.

I have maintained a strict order of professionalism. This began with gaining permission from the Gauteng Education Department to engage in the research. This was followed by my gaining permission from the Director of the schools' district, the schools, and the relevant participants. I have ensured that I have also gained ethical clearance from the university. The participants were invited on a voluntary capacity and were assured that they could exit the research at any time. According to Begoray and Banister (2010: 2), researchers are closely involved in the world of the participants in a case study. I initially decided on non-participant observation as a data collection method. During the reflective stage of my research, I realised, however, that the sensitivity of my topic may have been obtrusive to the foreign participants in my study. This was in line with what Begoray and Banister (2010:2) claimed, when they argued that case study researchers "self-critique" ethical issues during reflexivity.

During the interview, I have recorded all the non-verbal cues. These recordings help to keep the experiences alive (Payne & Payne, 2004:3). I then immediately transcribed all the data on returning after each interview. Using reflexivity as a valuable resource helped me to convert all my field-notes into proper records that are very important to the data analysis stage of my research. I am inclined to agree with Payne and Payne that reflexivity is a means to produce more convincing research. All the participants in my study were reassured that their participation in the research was voluntary. They were always reminded during the study that they could leave at any time of the study. Payne and Payne (2004:3) concluded in their study that "reflexivity is an intellectual resource, rather than a defensive audit".

During reflexivity, I have acknowledged the challenges that the data collection methods brought to the credibility of my research study. Nonetheless, I am inclined to agree with O' Reily (2009:4) that "our responsibility is to those we study". I am indebted to the participants in my study and have ensured that their full comfort during the research was respected. The participants were participating freely in the research. During the interview, participants were reminded that they did not have to answer the questions if they were not comfortable. Reflexivity has also allowed me to write about my misgivings, mistakes, expectations, and disappointments that could finally evaluate my research (O'Reily, 2009:4).

According to Jeanes and Huzzard (2014:4), reflexivity is not just a performance to make the research trustworthy, but it is a means to how we do research, analyse, and theorise. They further add that a reflexive approach "calls upon" the researcher to consider the potential harm of the research participants (Jeanes & Huzzard, 2014:7). Gillam *et al.* (2018: 6) agreed with Jeanes and Huzzard (2014:4), who contended that paying attention to the impact of the researcher on the participants is a key factor in procedural ethics and minimising the potential harm to the participants. I needed to remain focused on the aspect of ethics throughout my study. As a critical researcher, I have taken a standpoint against any harm reaching my participants. I began the study with the informed consent given to all the participants in my study. Permission was also sought from all the relevant parties before I entered the field, and a trained psychologist had de-briefing sessions if any of the participants experienced any emotional harm during the interviews.

According to Howell (2013:5), researchers should be aware of their selves and that they may influence the research process. The impact of the researcher on the participants being investigated needs to be a part of the analysis. Reflexivity is an avenue that I took to engage my research audience in how the research affected me and my growth through the research journey. I could engage my audience in the conversations that I experienced with my data during the data analysis stage of my research. Reflexivity allowed me to remain always empathetic to the needs of the participants (Gillam *et al.,* 2018: 6). Throughout my journey, I critically examined my characteristics, biases, and insights and I realised that it influenced the participants, the research processes, and the findings (Williams, 2002:2).

4.8 ETHICAL CONSIDERATIONS

This section highlights the measures that I have taken to ensure the adherence to the ethical standards as expected for the research study.

The definition by Edwards and Mauthner (2012:1) has been chosen to describe the ethics for my study: they defined ethics as "the morality of human conduct", where it refers to the "moral deliberation, choice, and accountability of the researcher" throughout the research process. The researcher may be confronted with factors that may be ethic imperatives. For example, a member (parent, educator, public servant staff, or RCL learner) of the school safety committee participating in the research may be of foreigner status. South African participants may also be sensitive to the research topic, because it may bring to the fore unpleasant experiences within the school context. RCL learners may be below the age of 18. I, therefore, needed to consider the following:

I ensured that I had the permission of the University's ethics committee to undertake my research. I made an application to the ethics committee before going into the field. Thereafter, I received the ethical clearance from the university to carry out the research study. I made an application to the Gauteng Department of Education for permission to research the three sample schools. My research was peer reviewed by a colleague to ensure that I always acted honestly and with integrity. I afforded the participants the following considerations: I contacted the principal via email to arrange for a meeting at his/her convenience; I provided evidence of my ethics clearance and permission from the relevant role-players in the Gauteng Department of Education; I discussed the intended research process and my reasons for the involvement of the participants; members were made aware that their participation was voluntary; members who did not want to participate were excused from the process and had the option to leave the research at any time; I ensured that all participants understood the process of informed consent; I ensured that the consent form was jargon-free and written in an easy and friendly tone; I explained the purpose of the research. I emphasised the estimated duration of the study; I further gave a brief description of the procedure of the interview and the document analysis that was used to collect data for the study; I was able to establish a good rapport with the participants; I always maintained a friendly tone; my body language and my utterances were always congruent; I ensured that the participants felt comfortable with me; to overcome the challenge of comfort and trust, I read extensively on the cultural expectations of each foreign learner; I began the research process by allowing each participant to sign a confidentiality and consent form; I stressed verbally before the interviews that all information that was provided in the research was confidential; I also made the participants aware that they could encounter risks and discomfort because of the sensitivity of the topic; the interviews might take study time from the learners, and the school safety committee members also had to give time to the data collection methods: these might be risks of inconvenience, and the benefits of the study were, however, also highlighted; the informed consent form was left with all the participants and it included my contact details; I ensured confidentiality by not using names during the transcription phase of my data; each participant had a letter ascribed to him or her for identification; I made sure that all identified characteristics, e.g. occupations, cities, and names, were changed for all the responses from the participants; I ensured that I listened to all my audiotapes in the privacy of my study and not in the presence of any other person; priority was given to the destruction of all tapes and notes after the research project; I was, however, compelled by law to disclose any information that I heard which threatened the lives of the participants; if a participant showed emotional discomfort during an interview, I paused or suspended the interview without any fear of negative consequences; a participant might also request a line of questioning that is making him or her uncomfortable to be discontinued;

participants had access to a debriefing session after each interview to minimise the potential risk of harm to them; I engaged the district psychologist to assist in debriefing sessions, should they be required.

4.9   SUMMARY OF CHAPTER FOUR

Chapter Four looked at an in-depth study of the research design, the methodology, and the different data collection methods that were used to gather data that adequately answered the research question. The substantiation for the choices that I made were also elaborated. I also prioritised how I overcame all subjective choices in my methodology so that I could achieve a valid and trustworthy research report.

The chapter explained the research paradigm used in my study and the data analysis process that was followed to analyse the data from the interviews and document analysis. I also highlighted the measures that I took to ensure that the findings in my research were trustworthy, and I further discussed the ethical considerations for my research.

CHAPTER FIVE

PRESENTATION OF THE RESEARCH FINDINGS

5.1   ORIENTATION

Chapter Four explored the research methodology and the research design and the specific methods that were used to collect data that answered the main research question, ***"How do members of the school safety committee (SSC) experience participative leadership in addressing xenophobic violence against foreign learners in Johannesburg public high schools?"***, as well as the following sub-questions:

1. What is the status quo of xenophobic violence in each sampled public high school?

2. What are the perceptions of the members in the school safety committee on stakeholder participation in addressing xenophobic violence in public high schools?

3. What are the leadership challenges that face members of the school safety committee in maintaining the safety of foreign learners in public high schools?

4. How does participative leadership affect the functionality of the school safety committee in addressing xenophobic violence in public high schools?

5. Which leadership strategies are used to assist the school safety committee in addressing xenophobic violence in public high schools?

Chapter Five presents the thematic analysis of the case study data that was aimed at answering these research questions. The chapter begins with the presentation of the context of the case study schools and an overview of the biographical details of the case participants per school (5.2). Findings from the thematic analyses of data collected from interviews with the participants are presented in 5.3, and analyses of documents collected from the school role-players are then presented in 5.4. The chapter concludes with a synopsis (5.5).

5.2 THE CONTEXT OF THE THREE CASE STUDY SCHOOLS AND THE OVERVIEW OF THE CASE STUDY PARTICIPANTS PER SCHOOL

The context of the three case study schools is presented in Table 5.1.

The personal and professional characteristics of all the participants who were interviewed are summarised in Table 5.2.

The three sampled case study schools D, R, and T (pseudonyms) are former Model C schools situated in the Johannesburg area. Kanyopa and Hlalele (2021:97) argued that former Model C schools are generally characterized by quality education, qualified teachers, well-resourced learning environments, and safety.

Table 5.1 shows all that the sampled schools had similar characteristics with regard to their locations, the diverse learners, the staff and SGB populations, the learner demographics, the teacher-learner ratios, the learner numbers, and the percentage of foreign learners in the school. All these elements provide an advantageous learning environment to the learners. Fine-Davis and Faas (2014:1332) stated that greater diversity and inter-group contact result in more inclusive attitudes among learners. One of the goals of this study was to empower and recommend ways for the school safety committee to work collaboratively to prepare learners to be tolerant to foreigners, and to be unifying in their relations towards foreigners. As shown in Tables 5.1 and 5.2, all the sampled schools were richly diverse and had the potential to provide data that would answer the research questions and objectives of this study.

Table 5.1: Overview of the context of the three case study schools

CASE STUDY SCHOOLS	School D	School R	School T
TYPE OF SCHOOL	Co-educational school	Girl's school	Co-educational school
GEOGRAPHICAL POSITION OF EACH SCHOOL	Situated in a Johannesburg Southern suburb	Situated close to the Johannesburg city centre	Situated in a Johannesburg Southern suburb
STAFF DEMOGRAPHICS	Diverse staff with majority of African Black staff	Diverse staff with majority of White staff	Diverse staff with majority of African Black staff
NUMBER OF LEARNERS IN 2020	The learner population was 1 115 learners	The learner population was 1 181 learners	The learner population was 1 004 learners
PERCENTAGE (%) OF FOREIGN LEARNERS IN 2020	28	20	43
TEACHER- LEARNER RATIO	1:45	1:36	1:45
LEARNER DEMOGRAPHICS	African Black and Coloured learners are the majority	African Black learners are the majority	African Black and Coloured learners are the majority
SGB DEMOGRAPHICS	African Black and Coloured parents on the SGB	African Black and Coloured parents on the SGB	African Black and Coloured parents on the SGB

Table 5.2: Biographical details of the case study participants from each school

Participants	School D	School R	School T
Principals	African Black male between 50-55 years old and between 15-20 years' leadership experience	White female between 50-55 years old and between 15-20 years' leadership experience	Coloured male between 40-45 years old and between 10-15 years' leadership experience
School safety officers	African Black male (Foreign origin) between 40-45 years old and between 20-25 years' teaching experience	African Black female between 40-45 years old and between 20-25 years' teaching experience	Coloured male between 40-45 years old and between 20-25 years' teaching experience
Educator representatives	African Black male between 40-45 years old and between 15-20 years' teaching experience	White female between 30-35 years old and between 5-10 years' teaching experience	African Black male between 40-45 years old and between 15-20 years' teaching experience
Peer mediators	African Black male between 40-45 years old and between 10-15 years' teaching experience	African Black male between 40-45 years old and between 20-25 years' teaching experience	African Black male between 40-45 years old and between 15-20 years' teaching experience
Public Servant staff	Coloured male between 20-25 years old and between 5-10 years' working experience	African Black male between 30-35 years old and between 10-15 years' working experience	Coloured male between 20-25 years old and between 5-10 years' working experience
Representative Council of Learners	African black male 18 years old with 1 year's leadership experience	African black female 18 years old with 1 year's leadership experience	Coloured male 18 years old with 1 year's leadership experience
SGB	Coloured male between 40-45 years old with 3 years' governance experience	Coloured male between 40-45 years old with 3 years' governance experience	Coloured female between 40-45 years old with 3 years' governance experience

Data in Table 5.2 show that the research study sample involved a diverse set of participants in the interviews. Members in the school safety committee in all the sampled schools were diverse in age, in years of leadership, and in their teaching, working, and governance experience. According to Connolly, Farrell, and James (2017:10), members of staff represented on governance structures provide useful knowledge, while parents are a valuable part of the governing body (Connolly *et al.,* 2017:11). Gamede (2020:1) further advised that learners should participate fully in matters of governance. Each of the diverse set of members brought a different perspective to the phenomena of participative leadership and xenophobic violence, each enhancing the conceptual framework of stakeholder participation chosen for this study.

5.3 ANALYSIS OF THE FINDINGS FOR THE STUDY

Sub-sections 5.3.1 to 5.3.5 present an analysis of the findings for the study undertaken. In each sub-section, the themes that were derived from the analysis of the interviews and are linked to the relevant research sub-questions are presented and discussed. Verbatim quotes from the interviews are highlighted in italics. Sub-section 5.3.1 deals with research sub-question 1 for the study. The sub-section focuses on the main theme of the status-quo of xenophobic violence in each case study school (5.3.1).

The next sub-section deals with the second research sub-question. The main theme of stakeholder participation in the school safety committee is presented (5.3.2).

Sub-section 5.3.3 presents data generated around the third research sub-question, the main theme of leadership challenges that face members of the school safety committee in maintaining the safety of the foreign learner in public high schools (5.3.3).

Sub-section 5.3.4 presents data that answers the fourth research sub-question. Here, the research has looked at the main theme of participative leadership and its effect on the functionality of the school's safety committee.

In the next sub-section, the fifth and final sub-question is answered. It focuses on the main theme, leadership strategies used to curb xenophobic violence (5.3.5).

5.3.1   THE STATUS QUO REGARDING XENOPHOBIC VIOLENCE IN THE CASE STUDY SCHOOLS

This sub-section explores the first research sub-question posed for this study:

What is the status quo of xenophobic violence in each sampled public high school?

Several themes were generated from the thematic analyses for this sub-question. In this sub-section, a discussion of the sub-theme regarding **experiences of xenophobic violence by the members of the school safety committee** is presented (5.3.1.1). This is followed with a discussion of **the impact of community xenophobic violence on public high schools** (5.3.1.2). Thereafter, the incidence of **racial and ethnic slurs among school learners that incite xenophobic violence in public high schools** is explored (5.3.1.3).

5.3.1.1   Experiences of xenophobic violence by members of the school safety committee

This sub-section focuses on the sub-theme of the experiences of xenophobic violence that members of the school safety committee have had. The sub-section discusses the incidents of xenophobic violence across the case schools, the in-fighting among South African learners as a cause of school violence, bullying as a cause for concern and not xenophobia, educators as perpetrators of xenophobic violence, and the SGB participation in addressing xenophobic violence.

- Participants shared experiences with xenophobic violence across the schools

Most of the respondents in the interviews claimed that they did not experience xenophobic violence in their schools. The single most striking observation to emerge from the data was that all the members of the school safety committee in the girls' school did not experience xenophobic violence. There was a consensus among all the members of the school safety committee in the girls' school that xenophobic violence and ill-discipline were not a challenge at their school. The principal reported that, as a girls' school, they do not experience learners being violent to each other. The area in which the school is situated has a high population of foreigners and is apparently prone to xenophobic violence. The principal claimed that this did not filter into the school, as supported by the following statements: *"We do not experience xenophobic violence"* (Principal R, Transcript 2, line 4); *"No, never, saw anything xenophobic, definitely"* (Public Servant R, Transcript 2, line 1). An explanation for this might be the

postulation by Rozzaqyah, Silvia, and Wisma (2021:416) that boys tend to be more aggressive than girls. On the other hand, xenophobic violence was rife in the co-educational school T. The principal at school T (Transcript 3, lines 9-12) claimed that there has been on-going xenophobic fighting, evidenced by the following statements: *"Sometimes the police come to school to intervene in violent attacks of learners on each other. Some learners have been arrested. Learners also fight because of racial slurs. The school has had seven formal hearings of group fighting."* The issue of learner gender on the impact of xenophobic violence is an intriguing one that could be usefully explored in further research.

- In-fighting among South African learners as a trigger of school violence

The school safety officer in school T mentioned that the foreign learners know that they are different, and these foreign learners consider that the South African learners are responsible for ill-discipline in their school. Foreigners see themselves as different from South African learners. As the School Safety Officer at school T (Transcript 3, line 8) indicated: *"They know they are different, but they do not act on it."* Vandeyar and Vandeyar (2011:4164) suggested that categorising members of the African Diaspora as a monolithic group neglects to face the intra-racial strife that exists. The public servant at school D (Transcript 1, lines 1-2) reported that learners of different ethnic groups among the South African population are antagonistic towards each other, as supported by the following statement: *"Let's say the Zulu people, say the Sotho people, they don't get along with each other."* Evidence of in-fighting among different ethnic groups of South African learners was noted as a contributor to school violence. Analysis of the data revealed that foreign learners believe that South African learners perpetrate school violence.

Contrary to expectations, this study found that different ethnic groups of South African learners were violent towards each other, and not towards foreigners, as evidenced by the following statement: "*It's not like people coming from other countries, even our own South Africans they don't like other people. It's not xenophobia from like Zimbabwe. We as South African Black do not get along with each other because of language barriers, the way they spoke the English is not like the way we spoke our English. We always used to tease each other and after that it will become something bigger than that and then after that we will start fighting and all that."* (Public Servant D, Transcript 1, lines 2-8.) South African learners who were not able to articulate themselves in English were scorned by their fellow South African peers. It appeared that South African learners of different ethnic groups do not get along with each other. The Public Servant of School D believed that South African learners were responsible for the violence in their school. Nonetheless, evidence revealed that the school code of conduct

guided learners on how they should treat each other, and, therefore, they saw the absence of xenophobic violence in some schools, and this was supported by the school safety officer at School D (Transcript 1, lines 1-2): "*We have a school code of conduct that guides learners on how they should treat each other.*"

- Bullying as a cause for concern, but not xenophobia

It is interesting to note that, in all three case study schools, all the educator representatives did not experience any form of xenophobic violence at the school. As stated by the peer mediator at School D (Transcript 1, line 1): *"Hmm, me personally here, I didn't experience anything."* This study did not find a significant amount of xenophobic violence in schools with a large population of foreign learners. The findings of the current study are consistent with the findings of the Fine-Davis and Faas (2014:1319) study, which found that there are positive attitudes among young people in more diverse school settings. The peer mediator and the school principal at school R agree that bullying is a discipline challenge to the school, but not xenophobic violence. This finding corroborates the ideas of Arslan, Allen, and Tanhan (2021:1007), who suggested that school bullying is a serious problem to the youth. The Representative Council of Learners at school D were also worried about the level of bullying in the school, evidenced by the statement from the Representative Council of Learners at School D (Transcript 1, line 4): *"A lot of learners believe that bullying is rife in the school."* The Representative Council of Learners at School D believes that it can play an active role in addressing violence in the school as they are "on the ground". This finding corroborates the ideas of Gamede (2020:1), who suggested that the Representative Council of Learners should be included in crucial decision-making on governance matters.

- Educators as perpetrators of xenophobic violence

At school T, the Peer Mediator and the School Safety officer dealt with issues of xenophobic undertones between educators and learners. The Peer Mediator at School D (Transcript 1, line 3) validated this when he stated: "*The teacher used xenophobic utterances: "This is not the Congo."* Educators at the school appeared to incite xenophobic tendencies in the school. Educators were not committed to learner safety. This is endorsed by the Principal of School T (Transcript 3, lines 7-10): *"No guidance from the teacher. They are cheque collectors: 30% of the staff are cheque collectors. They just come and do their jobs and leave. Because of the different ethos of the educator, and their inconsistencies in dealing with school safety."*

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Interestingly, the SGB representatives from all three case schools report that they did not experience any forms of xenophobic violence in their tenures. The SGB representative at School D revealed that they deal with fighting among boys as a common transgression in the school. This also accords with our earlier observations, which showed that boy learners are more likely to behave aggressively than girl learners (Rozzaqyah *et al.*, 2021:418). It can be assumed, however, that the parent representatives in all the school safety committees were detached from the challenges facing the school safety committee because their involvement was not effective.

- The school governing bodies' participation in addressing xenophobic violence

Data revealed that the chairpersons at schools D and R invested in capacitating the learners regularly on xenophobic violence by using workshops. The SGB representative at school R addressed issues of diversity to the learners. He maintains that the diversity workshops have contributed to addressing xenophobic violence at his school. This is supported by the following statement by the SGB representative at School R (Transcript 3, lines 9-10): *"Colour is an issue when you focus on it; focus on colour and ignore the caring factor."* Hence, it could conceivably be hypothesised that capacitating learners through workshops on xenophobia may curb xenophobic violence in schools. Data also revealed that Principal D also reported that there was a dire need for workshops on xenophobia in his school to curb xenophobic violence. The study found that the SGB representatives did not experience any form of xenophobic violence. This finding was unexpected, as other members of the committee experienced some form of xenophobic violence. This may suggest that the SGB representatives were not active members of the school safety committee and were unaware of the challenges faced by the school as regards xenophobic violence. The findings of this study further suggest that the SGB representatives are not acting within the prescripts of the national policy. These findings enhance our understanding of the inability of the SGB to take charge of safety as a governance role.

Evidence revealed that xenophobic violence was not a major challenge in the sampled schools. South African learners of different ethnic groups were discriminatory and violent towards each other.

5.3.1.2 The impact of community xenophobic violence on public high schools

When one considers the value of education, there is a strong suggestion that there is a strong link between xenophobic violence in schools and the levels of education of the communities that the schools serve. Communities with a high level of education can understand the value of non-xenophobic tendencies and the need for social cohesion in communities. This is evidenced by the Educator representative from School D (Transcript 3, lines 1-2): *"There is no xenophobic violence because the community around the school is educated."* Unlike school R, where xenophobic violence did not filter into the school, at School T, xenophobic violence in the community affected learners as they walked home, and the violence in the school spilled into the community. In this study, community violence was found to be the cause of xenophobic violence in the community's school, and, vice-versa, community safety was the cause of no xenophobic violence in that community's school. As indicated by the Representative Council of Learner at School D (Transcript 1, lines 1-3), *"Hmm, with the history of the school, in 2016 we had a fight of different cultures at the school. South Africans fight against the Congolese. It also made its way from the school into the community."* The Representative Council of Learners at School D reported that there was a recent spate of xenophobic attacks in the community, but learners remained calm in the school. As supported by the following statement by the Representative Council of Learners at School D (Transcript 1, line 12): *"In fact, we have been standing up and fighting for each other."*

5.3.1.3 Racial and ethnic slurs among school learners that incite xenophobic violence in public high schools

Some participants expressed the belief that racial and ethnic slurs contributed to inciting xenophobic violence. Principal D claimed that the presence of language discrimination contributes to xenophobic violence; this is evidenced by the following statement: *"Please, I am not from Cameroon"* (Principal D, Transcript 1, lines 3-4). In the context of this study, language discrimination refers to the mispronunciation of English words and a distinct accent used by foreign learners because of their native languages. Webb (2002:14) concurred, claiming that language is an instrument of discrimination, while Vandeyar and Vandeyar (2011:4166) posited that Black immigrant learners are not seen as different from Black African learners of South Africa, but the immigrant learners are heard differently because of their accent. Their accents separate them from native Black South African learners. Principal D mentioned that

he saw a need to revisit the language and admission policies of the school. The school code of conduct at Schools D and T alluded to aspects of xenophobia and discrimination.

A strong finding in the data was the need to sensitise learners to social cohesion and harmony among learners of different ethnic groups through policy formulation. The Peer Mediator at School D reported that the learner population was very diverse. He added that learners resorted to name-calling, but this did not turn violent. As the Peer Mediator from School D (Transcript 1, lines 3-4) indicated by the following statement, *"Learners may label each other with derogatory terms, e.g., 'makwerewere', but the name-calling does not become violent.*" Public Servant D, on the other hand, believed that derogatory terms used on each other did lead to learners becoming violent. This is supported by these statements by Public Servant D (Transcript 1, lines 6-8): *"They tease each other because of language barriers. This eventually would turn to violence.*" A possible explanation for this might be their stereotypic behaviour that is brought from their cultural backgrounds and that are enacted at school. Nonetheless, the Public Servant staff members appear to be vigilant on the ground and have a good relationship with learners. Language and cultural differences that contribute to discipline challenges are, however, not unfamiliar in the educational space. Mawdsley and Beckman (2013:318) reported that Spanish-speaking learners have bullied other learners with derogatory and uncomplimentary comments, while non-Spanish learners taunted Spanish learners with ethnic comments.

The findings of the study showed that language discrimination contributed to school violence. Policies must be improved to cater for the inculcation of non-xenophobic tendencies in learners.

In summing up, there were inconsistencies in the experiences of the members of the school safety committees with regards to xenophobic violence. The findings of this study indicated that co-educational schools are prone to xenophobic violence more than monastic schools. The empirical findings in this study showed the presence of social intolerance among different ethnic groups of South African learners. In fact, the evidence showed that intolerance among fellow South African learners was regarded as a challenge to their safety, and not as xenophobia. Xenophobic violence appeared to be less prevalent in schools that had many foreigners. This study further showed that educators harboured more xenophobic tendencies towards foreign learners than the fellow South African learners.

Members of the school safety committee believed that capacitating learners through workshops and literature was highly favoured. The findings showed that parent members were detached from the contextual challenges of the school safety committee. A key finding was the lack of dialogue and engagement on safety issues by members of the committee and that this resulted in the inconsistencies in their responses. Whilst this study did not confirm that educated communities are not xenophobic, it did partially substantiate that communities that had the strength and initiative to act correctly appeared to foster learners who have fewer xenophobic tendencies.

5.3.2.   STAKEHOLDER PARTICIPATION IN THE SCHOOL SAFETY COMMITTEE

This sub-section explores the second research sub-question posed for this study:

> *What are the perceptions of the members in the School Safety Committee on stakeholder participation in addressing xenophobic violence in public high schools?*

Sub-themes that are related to stakeholder participation in the school safety committee are presented in the following sub-sections. In sub-section 5.3.2.1, **stakeholder roles in the school safety committee** are considered, followed by the exploration of **the perceptions of the members in the school safety committee on stakeholder participation in addressing xenophobic violence in public high schools** (5.3.2.2), and then **strategies used to enhance stakeholder participation in the school safety committee** (5.3.2.3).

5.3.2.1   Stakeholder roles in the school safety committee

Several sub-themes were identified regarding stakeholder roles in the school safety committee. In this sub-section, the following sub-themes are discussed: the principals' lack of knowledge of their roles on the school safety committee; the principals' apathy to encourage stakeholder participation; the lack of knowledge of the role and responsibilities of members of the school safety committee; the lack of a school safety committee; and member labelling and its impact on stakeholder participation and the lack of parental participation on the school safety committee.

-                Principals' lack of knowledge of their roles on the school safety committee

The overall response from principals about their roles on the school safety committee was poor. Of the 3 principals who were interviewed, all had a limited knowledge of their roles as prescribed by the national school safety policy. All the principals differed in their responses on their roles. It is possible that this might be related to a lack of training that was afforded to principals in the implementation of the school safety policy. The principals appeared to be managing school safety, but not within the prescripts of the policy. Principals were worried and felt defeated. They lacked the support and guidance from the Department of Education (DoE). The lack of training in school safety is a major challenge in the implementation of safety policies. Principals maintained that everything they did was "on the job training'. This statement is supported by this quotation from the principal at School T (Transcript 3, lines 23-24): *"There is no manual; you have to learn on the job, so depends on your management style and support."* This finding supports the findings of Hartell, Dippenaar, Moen, and Dladla (2016:120), which showed that principals emphasised the need for SGB training on issues of governance. Xaba's (2014:490) study recommended that departmental officials must play a supportive and developmental role in school safety. In fact, Naidoo (2019:1) argued that principals can develop exemplary leadership practices only if they have been exposed to training and developmental programmes.

-                Principals' apathy to encourage stakeholder participation

All the principals in the sampled schools were not encouraging advocacy in community safety campaigns and in community policing forums, even though it had been prescribed by the Department of Basic Education (DBE). This finding suggests that the principals were not advocating stakeholder participation. We are, however, reminded by Naidoo (2019:1) that principals are required to participate with relevant stakeholders. Principal D (Transcript 1, line 6) indicated, *"We can co-opt members from the community just to strengthen the committee."* Although principal D's response mentions the co-option of community participation, evidence from the study revealed the opposite. Principal T saw himself as a manager overseeing school safety, but he also reported that his role as the principal was undermined by his fellow governors. This is evidenced by the following statement by the principal at School T (Transcript 3, lines 1 and 4): *"My role is more of a management level…. I oversee the planning processes of the school safety committee."* One unanticipated finding was that some of the sampled schools did not have a compliant school safety committee. These findings further support the

idea of Makhuvele, Litshani, Mashau, and Manwadu (2019:190), who argued that school governing bodies do not have the capacity to interpret and implement school policies.

- Lack of knowledge of the role and responsibilities of members of the school safety committee

The school safety officers in the three sampled schools had no idea of their roles, as per the school safety policy. The findings of the current study are consistent with those of Netshitangani (2018:161), who found that policies on school violence derived from the Department of Basic Education "are not properly implemented". The roles that are performed by the members of the school safety committee seemed to be derived, as per the needs of the school. They appeared to be dedicated, but they lacked guidance and support from the school leadership. These findings are consistent with the conclusion of Bhengu and Myende (2016:1), which states that leadership practices are not about compliance, but about what works in each context. Valid as this conclusion may seem, it can be very detrimental to a school as a juristic entity. The safety officers had a fair idea of what was expected of them. As indicated by the School Safety Officer at School D (Transcript 1, line 4), *"Liaise between committee and learners"*, and Safety Officer at School T (Transcript 3, lines 1-3), *"I arrange activities related to safety…. I arrange all evacuation drills. I liaise with all outside agencies relevant to school safety and make all relevant information of safety services available to the school."* Safety Officer R (Transcript 2, lines 1-2) stated: *"I arrange all fire drills, first aid, and covid-19 protocols."* Analysis of the data showed that dedicated educators assist with the safety needs of the schools, but they do not follow the prescribed policy roles.

The single most striking observation to emerge from the data was that the educator representatives were all carrying out their duties, as per the policy. The only challenge they faced was not attending Department meetings. The data revealed, however, that the Department had not arranged safety meetings and that there was no safety training for the educator representatives. This study produced findings that corroborate with the findings of a great deal of the previous work in this field that highlights the need for support from the Department of Education in the implementation of various safe school programmes (Mabasa & Mafumo, 2017:9239). The overall response by the Peer Mediators to this question was very negative. All the respondents did not know the role of the Peer Mediator on the School Safety Committee, and all differed in their roles. One of the Peer Mediators was not a member of the School Safety Committee, while the other peer mediators did not assume that they were. The data revealed that the members had no idea of the structure and composition of the School

Safety Committee. They believed that their role was that of an interested disciplinarian. It is important to bear in mind the possible bias in these responses, as the peer mediators did not seem to show interest in the school safety team or their roles as per the policy. This is supported by the following statements: *"To let the learner know what is expected of them as per the school code of conduct"* (School D, Transcript 1, lines 1-2*); "Maybe, if there is a fight or someone is injured, that is when I come in"* (School R, Transcript 2, lines 4-5)*;* and the Peer Mediator at School T claimed that he was not a member of the school safety committee. He said that he assisted with discipline when it was needed.

- Lack of a school safety committee

The principal of School R (Transcript 2, lines 1-2) reported that serious misconduct is reported to her by the school deputy principals. This is substantiated by her following statement: *"As the principal, I get the information first."* Principal R reported that she dealt with all transgressions without including other stakeholders, as it was impractical to wait on other stakeholders when dealing with learner safety. Although she saw herself as a member of the school safety committee, she felt that there was no need for a school safety committee, as the school management team was able to manage school safety without the involvement of other stakeholders. It seems possible that these findings are caused by the lack of major transgressions in the school. These findings, however, do not demonstrate compliance with the *South African Schools Act 84 of 1996,* which called for parental involvement and participation to democratise school governance in public education (Naidoo, 2019:190-191). School R appeared, however, to be capable of managing school violence without the help of a school safety committee, while the study found that there was the prevalence of xenophobic violence in the other two sampled schools. School T had a school safety committee, while School D had members of staff who assisted with school safety when the need arose.

- Member labelling and its impact on stakeholder participation

This study found that all the Public Servant staff were aware of their roles on the school safety committee and were implementing their roles, as per the prescripts of the Department of Basic Education (DBE) safety policy. The Public Servant staff were very saddened that their job titles undermined their roles on the safety committee. They believed that they played a major role in the safety committee, but their contribution was not acknowledged because of their job titles. They maintained that the school leadership was failing them and their positive input in eradicating xenophobic violence. The findings of the current study are consistent with those of

Hartell *et al.* (2016:121), who found that principals in their study reported that many members of their School Governing Bodies were illiterate and had no knowledge of their tasks. Principal R (Transcript 2, line 8) was regretful that she did not engage the contribution of the Public Servant regarding school safety. This was evidenced by her statement: "*I would like to include the Public Servant staff member to encourage more safety member involvement.*" A reasonable approach to tackle this issue could be to investigate the "on the ground" position of the Public Servant staff and their contribution to the school safety committee.

All Representative Council of Learners members had a vague idea of their roles on the school safety committee. It appeared that the Representative Council of Learners representatives were not invited to school safety committee meetings, nor did they contribute to discussions on safety in the school. This finding corroborates the ideas of Abdalla (2019:256), who suggested that, although policies provide room for student participation in governance structures, there is no authentic participation. The Representative Council of Learners representatives believed that they had a major contribution to school safety, but their learner status undermined their contribution. Their "on the ground" position helps them to deal with many incidences of safety non-compliance, but school leadership did not recognise this. They maintained that the school leadership had failed them. This finding suggests that learners also experience barriers to the enactment of their roles, a finding that is like what Steinmann (2013:44) found. Nthontho's (2017:4) study agrees with the findings in this study, where learners were marginalised as a group with regards to their decision-making powers.

- Lack of parental participation on the school safety committee

The findings in this study found that parents were not active participants in the school safety committee in all the sampled schools**.** All the parents had no idea that they were responsible for the functionality of the committee. Their inability to access the school during school hours played a major role in the inability to honour their roles. It is apparent from the data that the parents were not trained in their roles (Hartell *et al.,* 2016:121). Parents were very concerned that they had no access to the safety policy and its prescripts. This concern further intensifies the challenge that faces schools with regards to parent involvement (Munje & Mncube, 2018:82). Buthelezi's (2021:18005) study argued that school principals and school governing bodies must build participation and collaboration in schools. For example, Starr (2018:72) argued that School Governing Bodies attract some people for the wrong reasons and give them authority over matters in which they have no experience and which they should not

control. These findings further support the idea of parents not being able to govern issues that require the utmost attention in the school.

In summary, members of the school safety committee were not aware of their roles and responsibilities, and there was a lack of stakeholder participation in the school safety committee.

5.3.2.2   The perceptions of the members in the school safety committee on stakeholder participation in addressing xenophobic violence in public high schools

This sub-section explores the perceptions of the members in the school safety committee regarding stakeholder participation to address xenophobic violence in public high schools. The following sub-themes are discussed: factors that impede on stakeholder participation in the school safety committee; racism that impedes on stakeholder participation in the school safety committee; relationships with outside relevant safety agencies; stakeholder involvement that assists in meeting the needs of the community; members' feelings on stakeholder participation in the school safety committee; and, finally, parents' feelings on stakeholder participation.

- Factors that impede on stakeholder participation in the school safety committee

The present findings are consistent with other research, which found that the role of stakeholders in ensuring school discipline cannot be overemphasised (Ama, Moorad, & Mukhopadhyay, 2020:2). It is interesting to note, however, that, in two case schools in this study, principals were not confident to manage school safety in a collective manner. Some of the principals felt that the educational level of some members of the committee compromised their ability to contribute effectively to the challenges of school safety. As the principal of School D (Transcript 1, lines 2-3) indicated, *"Participation is very scary…. Members of the school safety committee are not well educated or well conversant on the phenomenon.*" The inability of all relevant stakeholders to be on the premises to respond to issues of school safety also impeded on active stakeholder participation. The principals believed that there is a stark difference between policy expectations and the daily reality of their schools. This is evidenced in the statement by the principal at School R (Transcript 2, lines 1-4): "*The school finds it difficult to have a committee in the school that is not on the school premises all the time. Parents are not in the school at the time of crisis. The school relies on a 'what's-up' group to consult on matters of safety. Most often the members of staff deal with issues of safety.*" The

current findings add to a growing body of literature on the disjuncture between educational policy implementation and current school contexts (Hanaya, McDonald, & Balie, 2020:7).

These findings further support the idea of the lack of stakeholder participation in governance structures in our schools. The study confirms that stakeholder participation is not prevalent in schools. This is supported by the School Safety Officer at School R (Transcript 2, line 5): *"The lack of involvement of parents in the committee is, however, a challenge to the committee and the school."* This is endorsed by a statement from the School Safety Officer at School T (Transcript 1, line 1): *"The parents of the school are not committed. They show no interest in the lives of their children."* These findings differ from the findings of the study by Geldenhuys (2020:10), who argued that those responsible for learner safety must exercise their roles so that children are out of harm's way, while the study by Gcelu, Padayachee, and Makhasane (2020:140) recommended that there should be a collaborative approach to the management of school safety. Many of the members believed that stakeholder participation was a good approach to address xenophobic violence. They welcomed the idea of everyone working together and sharing ideas. Data from the sampled schools showed, however, that there was minimal stakeholder participation.

- Racism impedes on stakeholder participation in the school safety committee

This study confirmed that stakeholder participation is associated with positive team-spirit and collective decision-making, as evidenced by the following statement: *"Good thing for all stakeholders to participate…. There will be a collective engagement."* (Peer Mediator D, Transcript 1, line 1.) *"It is a good thing. Conflict resolution is a collective effort. All stakeholders put their ideas together."* (Peer Mediator T, Transcript 3, lines 1-2.) One unanticipated finding was that members of the SGB did not want "White" leadership in the school. In fact, the Peer Mediator in School R (Transcript 2, line 10) reported that, if the school safety committee had to make decisions on safety, "*the school will be in trouble*". This finding was unexpected and suggests that racism is impeding on the encouragement of stakeholder participation in the school. The study further confirmed the impact of the lack of diversity training in schools. As the Peer Mediator at School R (Transcript 2, lines 4-6) stated, *"There are, however, parents on the SGB that do not support the initiatives of White members. The committee cannot work together. If it is dependent on a committee, then we are in danger. In-fighting will cause the committee to collapse."* The present findings are consistent with other research, which found that racism is a serious problem in some Gauteng schools (Pillay, 2014:159), while Arendse

(2019:101) argued that, even after the abolishment of apartheid in South Africa, the basic education system replicates patterns of racial inequality.

- Relationships with outside relevant safety agencies

The study by Gcelu *et al.* (2020:140) recommended that educational stakeholders must take a collaborative approach to the management of school discipline. This study confirmed the dire need for the schools to have effective relationships with outside support agencies. These findings further support the idea of Komatsu (2014:7), who mentioned that principals must assist local stakeholders to become more involved in school governance. School T was able to show a strong stakeholder bond with external agencies that played a major role in assisting with school violence. This is supported by the statement by the principal of School T (Transcript 3, lines 1-4): "*The school is actively involved with the police forums. There is continuous communication and interaction with them. The school responds to all the requests from the police and ensures that there is a good working relationship between them. The police are made to feel that they are part of the school.*" Findings indicate that the school safety officers welcomed the empowerment of parents and the working together of all stakeholders. As stated by the School Safety Officer at School D (Transcript 1, line 2), "*It is good when parents are empowered. Involvement should be encouraged.*" Ndebele and Shava (2019:166) posited that empowerment enhances the feelings of appreciation and importance of individuals to the organisation.

- Stakeholder involvement assists in meeting the needs of the community

All the educator representatives maintained that stakeholder participation was highly beneficial to the school to maintain school safety. As mentioned in the literature review, school-family-community partnerships result in positive educational outcomes for learners (Beck & Wikoff, 2019:2). The respondents felt that getting the parents involved in school safety allows the school to learn and meet the needs of the community. This is evidenced by the following statement: *"Involving the parents is helping the school. When the school involves the parents, they learn the needs of the community."* (Educator Representative T, Transcript 1, lines 6-7.) The respondents also indicated that having different stakeholders discussing school safety allows the members to have different perspectives on the issue. This was supported by the following statement: "*Parents may know a different perspective that may assist the safety of the learner. Everybody wants to be heard. Other stakeholders may have information that is beneficial to the group.*" (Educator Representative T, Transcript 3, lines 7-9.) Involving

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stakeholders appeared to help schools meet their community needs. The parent involvement was, however, minimal in two of the sampled schools. This information can be used to develop targeted interventions aimed at improving parental involvement in the future. Further analysis showed, however, that there should be someone who makes final decisions on safety matters and that, sometimes, focus is lost if there are too many members discussing the topic. This was supported by the following statements: *"Stakeholder participation is good, but there must be someone who will make the final decision on disciplinary issues*" **(**Educator Representative R, Transcript 2, line 8); *"It is good to have diverse groups, but too many cooks spoil the broth. One can lose focus if there are too many members on the committee."* **(**Educator Representative D, Transcript 1, lines 1-2.) Whilst, this study did confirm a favour for stakeholder participation, it did, however, partially substantiate a favour for the accountability of one person for all the stakeholders.

- Members' feelings on stakeholder participation in the school safety committee

There was a consensus among the public servants in the safety committee that stakeholder participation is good for the safety of the school. One of the reasons quoted is that one person cannot deal with all the problems related to school safety, as was mentioned by the Public Servant at School T (Transcript 2, line 1): "*One person cannot deal with all the problems. All must participate."* One of the members maintained that participation creates a team spirit: Public Servant at School D (Transcript 1, lines 1 and 3) stated: *"It is a good thing. It creates a team spirit. I see a teammate."* These findings suggest that the Public Servant staff would like to be active participants in the school safety committee and were enthusiastic to be a part of the safety team. Findings indicated, however, that the public servants felt that they were ignored because of their work status. Strong evidence in favour of stakeholder participation is mentioned by the Representative Council of Learners members. They concluded that multiple viewpoints could assist in problem-solving. This is attested by the following statement from the Representative Council of Learners member at School D (Transcript 1, lines 1-2): *"Diverse people with different backgrounds can help in solving problems. One would get a multiple of viewpoints."* Members believed that one person should not be making decisions that affect the entire school, as the following statement indicates: *"Everyone will know what is going on. One person should not decide everyone's fate."* (Representative Council of Learners R, Transcript 2, lines 1-2.) Learners further added that members of the committee will begin to love what they do if they are consulted on matters; this is supported by the following statement: *"People*

will participate if they love what they do. I was able to participate because of the rewards and acknowledgement from my fellow students." (Representative Council of Learners T, Transcript 3, lines 9-11.) The present findings are consistent with other research, which found that the Representative Council of Learners represents the very learners that policies are put in place to benefit (Colletti, 2018:1). An important finding was the need for involving learners in safety issues that can also contribute to their skills in ongoing involvement in community issues (Colletti, 2018:2).

- Parents' feelings on stakeholder participation

Parents believed that stakeholder participation is very important to improve learner behaviour, as is demonstrated by the following statement from the SGB representative of School T (Transcript 3, lines 4-5): *"I think that it is very helpful to improve the behaviour of the learners."* The overall response was in favour of stakeholder participation, because collective decisions lead to the accountability of the decisions, as the following statement shows: "*All parties bring different perspectives and their collective engagement on matters. All are afforded opportunities to express themselves. It gives you an ultimate power for a risk matrix. This can lead to the development of the school."* (SGB Representative R, Transcript 2, line,3.) Parents maintain that stakeholder participation is good for improving safety at the school: the SGB representative at School D (Transcript 1, lines 2-3) stated: *"The school needs to get more outside agencies involved. Treatment should be causal and not symptomatic. Get more people, e.g. social workers, to build learner morale."* These findings further support the idea of parents wanting to be involved in the safety initiatives of public high schools and agreeing that stakeholder participation may lead to finding collective ways in dealing with xenophobic violence and addressing it. This finding agrees with the findings of Ama *et al.* (2020:15), which showed that there is a need for parents, the schools, and the community to work collaboratively in addressing issues of indiscipline.

There was a unanimous perception among members of the school safety committee that stakeholder participation will assist in addressing xenophobic violence.

5.3.2.3 Strategies used to enhance stakeholder participation in the school safety committee

This sub-section emphasises the different strategies used to enhance stakeholder participation in the school safety committee. The following sub-themes are discussed: advantages of having

strong links with the police; tensions in the school safety committee that impact on stakeholder participation; strategies to encourage stakeholder participation; and parents' inability to access the school, which inhibits active stakeholder participation.

- Advantages of having strong links with the police

There appears to be an overall lack of enhancing stakeholder participation by some members of the school safety committee, as identified in the analysis of the data. Interestingly, this finding may be related to the lack of knowledge of the members' roles on the committee. As much as some principals believed that there should be an integrated approach to encouraging community policing forums, the evidence showed that the school did not do much to enhance this aspect of their role. This finding supports Buthelezi's (2021:18005) findings that participatory decision-making in some schools is a far-fetched dream in South Africa. *This was supported by the following statement: "We should lead the parents. All stakeholders must work together and have a holistic approach to community involvement. I think it is so very relevant to have this structure.*" (Principal D, Transcript 1, line 6.) The correlation between the absence of xenophobic violence and school R is interesting, because school R has a strong and active relationship with the community policing forum*, as* the following statements show: *"The school learners are watched by drive-by police as they walk to the transport facilities. There are police officers assigned to the school. I have a direct line to the police. We have visible policing for the school when we have functions. I must say we have a good relationship with the police.*" (Principal R, Transcript 2, lines 1-11.) These factors may explain the potential for a link between the lack of xenophobic violence in the school and an active relationship with community policing forums.

On the other hand, Principal T (Transcript 3, lines 1-5) admitted that they had failed to encourage stakeholder participation: *"We do not do well in this area. The school does not campaign enough on issues of safety.*" Not all the principals advocated anti-xenophobic campaigns as relevant to the tasks of the school safety committee. There are several possible explanations for this finding: first: the principals' lack of training in enhancing community initiatives; second: the principals not considering xenophobic violence as a safety threat to the school; and third: the principals not having active safety committees that implemented the safety policy, as prescribed by the Department of Education. The Principal at School D (Transcript 1, line 1) commented: *"We have not done this yet,"* and the Principal at School R (Transcript 2, line 3): *"I think it is something we can pay attention to."* This is endorsed by a statement from the Safety Officer at School T (Transcript 3, line 3): *"We have done nothing."* The current study found that learner ill-discipline becomes unruly during school activities and

that schools reach out to the police during these times; this is mentioned by the Safety Officer at School D (Transcript 1, lines 2-4): "*During school activities, learner behaviour tends to be unruly. The parents and the police assist in controlling unruly situations.*" The Safety Officer of School T (Transcript 3, line 4) also mentioned: "*The police and the social welfare come to the school occasionally.*" Another important finding was that the schools reach out for outside intervention when there appears to be a problem. There is no consistency in stakeholder participation. This inconsistency may be due to the schools having made no strides to enhance stakeholder participation.

- Tensions in the school safety committees that impacts stakeholder participation

The peer mediators saw a strong need for support groups to assist the school in safety initiatives, but evidence was clear that they did not do anything to bring this need to fruition. The possible interference of a lack of training to do this cannot be ruled out. Peer Mediator R (Transcript 2, lines 1-2) claims that support for safety is not a priority in the school; this is supported by the following statement: "*The school has a problem with bullying, and not with xenophobia.*" Another interesting finding was that the public servants were very vocal in their inabilities to enhance stakeholder participation. This study confirms that there is tension among the members in the school safety committee that inhibits the successful enhancement of stakeholder participation; this is evidenced by the following statements: "*We should stop saying this person does the garden; he is just a garden boy and not one of us. People are labelled as principal, teachers, and public servant staff and not as members of the school safety committee. We will never work together.*" (Public Servant D, Transcript 1, lines 3-6.) This finding corroborates the ideas of the Clase, Kok, and Van der Merwe (2007:243) study, which confirmed the existence of tension and mistrust between the SGB and the school authorities. Nonetheless, evidence also showed that some members worked collaboratively to enhance stakeholder participation: this is indicated by the Public Servant of School T (Transcript 3, line 1): "*Like today I worked at the gate because the man at the gate had to go to the hospital.*"

- Strategies to encourage stakeholder participation

This study showed that school D made use of a suggestion box to assist in enhancing stakeholder participation. This strategy appeared to assist school D in learning of the safety threats affecting their learners. The use of the Representative Council of Learners to assist in

learner challenges, for example, the intervention for substance abuse, has proved to be fruitful in school R. At school D, the Representative Council of Learners has been instrumental in working closely with some members of the school safety committee; this was mentioned by the member of the Representative Council of Learners at School T (Transcript 3, line 24): *"I report any aspects to the ground staff on maintenance issues."* This study has produced findings that have opposed the findings of previous work regarding the lack of learners in collaborative decision-making processes in schools (Steimann, 2013:48 and Gamede, 2020:1). The findings in the study have shown that the Representative Council of Learners participants were very interested in encouraging stakeholder participation. They revealed a strong interest in being active members of the school safety committee, but their interest was not reciprocated by other members towards them.

- Parents' inability to access the school inhibits active stakeholder participation

Findings show that parent members take no initiative to enhance stakeholder participation. They wait on the principal and the school management to dictate the initiatives. The above statements are supported by the following statements: *"The school safety committee has partnerships with South African Police Services (SAPS) and the correctional services. We identify learners and take them to the prison. SAPS liaison is very good for the school. SAPS offer many services to the school."* (Principal School D, Transcript 1, lines 1-2.) Parent members on the school safety committee are encouraged to work with stakeholders, but they are also realistic about their inability to meet the demands of school safety; this is evidenced by the following statements: *"Parent contribution is limited. The distance from the school contributes to the limited interaction. Majority of the learners from outer boundaries of the school. The decentralisation of parents makes it difficult to participate. Middle-to-low-class commitment is low. Parents take their children to school, and then the learner becomes the school's responsibility. There is a dysfunctional link between the school and the parents. Weight ratio is distorted. The lack of parent partnerships then creates strain on the school management and educators. There is no school, parent, and community integration."* (SGB Representative School R, Transcript 2, lines 4-11.) The finding of the decentralisation of parent communities was a strong finding in this study. Parents' inability to access the school played a major contribution to the impeding of the parents from being involved in stakeholder participation. This finding has important implications for developing strategies that encourage parent participation in decentralised schooling communities.

This study has found that some members of the school safety committee were receptive to stakeholder participation. There was, however, minimal participation from stakeholders in the school safety committees of some schools. Some members of the school safety committee were not committed to enhancing stakeholder participation.

In summation, the findings of the study showed that members welcomed the concept of stakeholder participation, but, because of their lack of training and capacitation, their stakeholder participation was minimal in the sampled schools. The most interesting finding was the members' lack of knowledge about their role functions. Some members had no idea that there was a policy that needed to be instituted, as well as a committee that needed to be involved. The data also showed that there was a clear lack of leadership and that this did not enhance stakeholder participation. In fact, some principals saw stakeholder participation as a burden and did not encourage it. Some members believed that there should be one person responsible and accountable for school safety and they did not encourage collective decision-making. The findings showed that, in some schools, there was a disregard for the safety policy, where there was no school safety committee. There was a lack of active participation of learners and parents on the safety committee. The inability of parents to access the school posed a challenge to stakeholder participation. Here again, we find a disjuncture between the policy requirements and what, in fact, happened.

5.3.3 LEADERSHIP CHALLENGES THAT FACE MEMBERS OF THE SCHOOL SAFETY COMMITTEE IN MAINTAINING THE SAFETY OF THE FOREIGN LEARNERS IN PUBLIC HIGH SCHOOLS

This sub-section attempts to answer the third research sub-question**:**

What are the leadership challenges that face members of the school safety committee in maintaining the safety of foreign learners in public high schools?

Several themes were identified from the thematic analyses for this sub-question. It addresses leadership challenges that face members of the school safety committee in maintaining the safety of the foreign learners in public high schools. The sub-themes presented focus on **leadership challenges that face members of the school safety committee in the case study schools** (5.3.3.1) **and the contributing factors that lead to leadership challenges in the school safety committee** (5.3.3.2).

5.3.3.1   Leadership challenges that face members of the school safety committee in the case study schools

This sub-section highlights the leadership challenges faced by the members of the school safety committee in the case-study schools. It focuses on the following: the need for effective school leadership to guide and support the school safety committee; the tension between the SGB and the school leadership; the factors that inhibit effective leadership; the failure to address diversity as a leadership challenge; the management of stakeholder differences; the stakeholder feelings on school leadership; and the lack of capacitation on the SGB.

- **The need for effective school leadership to guide and support the school safety committee**

In response to the question on leadership challenges facing the school safety committee, most of the respondents indicated that the school leadership was faced with challenges in addressing xenophobic violence at the school. A small number of those interviewed suggested, however, that they experienced no leadership challenges: this was mentioned in the following statements: *"There are no leadership challenges"* **(**School Safety Officer R, Transcript 2, lines 1-2); *"Leadership is doing a superb job"* **(**Peer Mediator T, Transcript 3, line 3); *"I am happy with the way safety is managed at the school*" (Representative Council of Learners R, Transcript 2, lines 1-2); *"Everything is handled professionally. Everything is handled according to the Gauteng Department of Education prescripts."* (Peer Mediator T, Transcript 3, lines 1-3.) The different attitudes, as shown in the different responses, can be attributed to some members fearing victimisation from the school principal. The study set out with the objective of exploring the influence of school leadership in the school safety committee in addressing xenophobic violence against foreign learners. The analysis of the data revealed that school leadership played a major role in effectively managing xenophobic violence and ultimately addressing violence in the school. Members of the safety committee relied on the principal for guidance and support. Ndlovu and Gerwel-Proches (2019:12860) argued that educational reform emphasises the move from self-involvement to collaborative and shared leadership. Evidence also showed that the principal was instrumental in spearheading the functionality of the committee and that the principal played a pivotal role in guiding stakeholders in maintaining school safety.

These findings are consistent with other research, which found that principals are responsible for the safety of their learners and that the failure of the principal in being responsible for this "may lead to inestimable havoc" (Adebiy, Daramola, Seyi-Oderinde, & Adebiyi, 2019:78). The

current findings saw that failure to lead the school safety committee resulted in the compromise of safety in the schools; this was supported by the following statement: *"The office does not deal with transgressions timeously. It appears that the leadership takes too much time to respond to discipline issues, hence compromising safety."* (Representative Council of Learner T, Transcript 1, lines 14-16.) It is interesting to note that, in all three cases of this study, one of the strongest challenges facing the school safety committee was the lack of support from the school principal; this is evidenced by the following statement: *"There is a lack of support for ensuring that the safety policy is implemented and monitored. As leadership, we fail to assess the processes of implementation. We fail to discuss and give feedback to stakeholders. Leadership is reactionary. We ratify policies, but we do not give feedback on implementation processes."* (Principal D, Transcript 1, lines 1-7.)

- The tension between the SGB and the school leadership

The estranged relationship between the principal and the members of the SGB was apparent from the analysis. This finding saw that the principal's role in leading the committee was compromised and that this further comprised the functionality of the committee. This was mentioned by the Peer Mediator at School R (Transcript 2, line 2): *"In-fighting within the SGB challenges the leadership of the school. SGB and leadership is not pulling in one direction. The infighting impacts on the safety of the school."* It was further evidenced by the following statements: *"Members in the committee do not get along. Everybody has a hidden agenda. The unions have infiltrated the schools and have caused factions in the schools that create major leadership challenges in the schools."* (SGB Representatives T, Transcript 3, lines 1-4.) The findings of the current study are consistent with those of Nhlapo (2020:1), who found that the principal's role on the SGB is compromised. Evidence in the data showed that some principals in the sampled schools found it difficult to work with their school governing bodies; this is supported by the following statements: "*Leadership is not doing well. The leadership conflicts with the SGB. There is no consultation with the Public Servant staff on the SGB on issues that relate to the school.*" (Public Servant R, Transcript 2, lines 2-4) *"Most leaders do not acknowledge the threat of xenophobic violence. Teachers and leaders are not committed. Leadership does not give much attention to xenophobia."* (SGB Representative D, Transcript 1, lines 7-9.)

It is apparent from the data that Ogina's (2017:10) premise may be biased, when she argued that principals do not work in isolation, because some principals in the study appeared to work unilaterally and did not welcome support from members of the school safety committee. This

is mentioned by the Educator Representative at School T (Transcript 3, line 7): *"Leadership fails to involve the parents. No parent involvement."* These findings oppose the argument by Zuze and Juan (2020:462), who argued that school principals need to engage parents to enforce school safety. The evidence showed that one of the principals did not know the members of the school safety committee. Strong evidence was found in the data, which showed similarities with Botha's (2012:263) argument that power struggles arise when principals wish to enforce their management function in the SGB. The data revealed that some parent members of the school safety committee were sometimes hostile towards the principals. Some principals expressed that parents were not active members of the school safety committee. One of the principals claimed that there is no committee managing school safety. She managed safety by herself. She claimed that most cases of ill-discipline are dealt with by the deputy principal and the disciplinary heads. This was stated by the principal at School R, (Transcript 2, line 2): *"There are incidences that are dealt with by the office but are minimal."* These findings differ from the Beniers and Swank (2004:353) study, which concluded that committees make decisions that are based on more, or better, information.

- Factors that inhibit effective leadership

The analysis shows that the school leadership does not encourage working with stakeholders in the fight against school violence. In-fighting was a grave challenge that affected the functionality of the school safety committee. The School Management Team of School R finds no problem in dealing with ill-discipline on their own. In fact, the principal maintains that the principal does not have a committee to deal with ill-discipline and is content with the deputy principal dealing with learner safety. Some of the principals mentioned that there was a lack of policy knowledge among stakeholders and that this created major challenges to school safety. This is supported by the following statement: *''We follow strict guidelines, although these guidelines do not always work. Sometimes they are not able to diffuse a fight which eventually goes to the community."* (School Safety Officer T, Transcript 3, lines 3-4.) The analysis shows that, although the schools follow guidelines, school violence still prevails. The empirical findings in this study provide a new understanding of the ineffectiveness in the current policies and legislation pertaining to school violence.

- Failure to address diversity as a leadership challenge

One of the stark findings regarding safety challenges is the lack of the school leadership in addressing diversity. The Fine-Davis and Faas (2014:1319) study demonstrated that there is

a need for stakeholders in education to be equipped to deal effectively with the new inclusive classrooms. The safety officers believed that leadership has failed to empower stakeholders on the issue of school diversity: *"The school does not incorporate values. They do not orientate grade 8 on the issue of diversity. They do not encourage educators to unite learners. Class teachers must acknowledge language barriers."* (School Safety Officer D, Transcript 1, lines 1-3.) Many members of the committee and many of the learners are intolerant towards each other because of their differences. The findings in this study contrast with the study of Fine-Davis and Faas (2014:1319), who claimed that the learners in their study have a positive attitude towards increasing diversity in their classrooms. Findings show that the school leadership does not prioritise xenophobic violence and fails to acknowledge the impact of cultural differences and diversity: *"Cultural differences among learners pose a challenge if one does not understand a culture."* (Educator Representative R, Transcript 2, lines 7-8.) The inability to deal with cultural differences further exacerbates the challenges that face the school safety committee. The educator representatives believe that the schools should work collectively to encourage social cohesion.

There are similarities between the attitudes expressed by the educator representatives in this study and those described by Komatsu (2014:8) and Lemmer and Meier (2011:103), who argued that schools play an important role in enhancing social cohesion. The Public Servant at School D (Transcript 1, lines 1-8) stated: *"As a leader, one should lead and not appear to be a follower. If you lead, you must show that you are a leader. Being ignorant about one's background can lead to one being judgemental. Xenophobia starts with the lack of knowledge of one's background. The lack of knowledge of one's culture can also lead to xenophobic violence."* The most striking finding to emerge from the data is that the school leadership did not take the time to learn the members' backgrounds. Evidence shows that it is important for the principal to learn the different cultural backgrounds of his members so that he may be able to lead without biases about cultural differences. The findings indicated that language barriers create a problem for the Public Servant staff. Data also revealed that Public Servant staff members were not consulted on matters of safety. The reason for this is not clear, but it may have something to do with the educational levels of the Public Servant staff members and their contribution to the school safety committee.

- Management of stakeholder differences

Public Servant staff members maintained that they were on the ground and could assist the school on matters of safety. They believed, however, that their contribution was ignored

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because of their educational levels. The public servant staff believed that the lack of a teaching qualification made their contributions less important on the committee, in comparison with the way the contributions of all the teachers and members of the school management team with degrees and diplomas were regarded. They also believed that the inability of some members to articulate themselves posed a major challenge to the committee. The Public Servant at School D (Transcript 1, line 1) appeared aggrieved that his inability to speak in English was regarded as a challenge to the committee: *"Language differences are a barrier, and they create challenges,"* he said. The data was very explicit in exposing the direct challenge of leadership in working with stakeholders of different educational levels. It seems that there was a consensus that leadership is failing the learners. The Representative Council of Learners representatives believed that the school leadership does not take xenophobia seriously. One member believed that the leadership down-plays it, while another member mentions that parents and educators are not motivated to maintain school safety. It is important to bear in mind the possible bias in these responses, as the Representative Council of Learners representatives are not active members on the committee and may not be fully aware of the initiatives of the school leadership in motivating parents and educators.

- Stakeholder feelings on school leadership

Analysis of the data shows that parents believed that educators are not committed to maintaining safety at schools, and there was a strong desire that the SGB members should be trained in school safety. Another parent mentioned that the unions have infiltrated schools and have created factions that impede on effective school leadership. Ironically, Basson, & Mestry (2019:3) claimed that, because of the many policies, SGB members do not have the time to be conversant with all of them. The SGB representatives maintained that the school leadership had not empowered members in their tasks on school safety. They were also concerned that the lack of training by the Department of Education (DoE) has impacted negatively on school safety. It is encouraging to compare the findings in my study with those of Xaba (2011:201-202), who claimed that SGB members have not been thoroughly prepared for their tasks.

Most of the respondents reported that the school leadership was not able to enforce the school code of conduct. Peer Mediator D claimed that there was a lack of knowledge among the members of the school leadership: *"There is a lack of leadership skills. There tends to be imaginary boundaries, where leadership may exert authority. Leadership challenge is to enforce the code of conduct."* (Peer Mediator D, Transcript 1, lines 3-5.) This view was supported by other members. *"School safety is not a priority at the school. Priorities are*

confused." (Public Servant T, Transcript 3, line 2.*) "Most leaders do not acknowledge the threat of xenophobic violence. Teachers and leaders are not committed. Leadership does not give much attention to xenophobia."* (SGB representative D, Transcript 1, lines 8-9.) The most interesting finding was that the school leadership did not prioritise xenophobic violence and did not see it as a cause for concern. The possible interference of the minimal cases of xenophobic violence cannot be ruled out. Another finding was that infighting among the SGB members has made the school unmanageable and has compromised the implementation of the safety policy. The school is unable to engage in governance matters because of the infighting between the school principal and the SGB members.

- The lack of capacitation on the SGB

The findings in this research study support previous research findings by Mahlangu (2018:139), who reported that the opposing views between the principal and the SGB members can lead to conflict. The conflict in the SGB has crippled the ability of the committee to exist. The Public Servant in School R (Transcript 2, line 9) stated, **"Leadership is not transparent.** *These challenges exist because there is no truth."* He felt that there is a lack of parental involvement. The leadership also fails to motivate the educators. The educators seem to be failing the learners. Teachers fail to act on requests from the learners. *"Yes, there is something lacking in the leadership,"* the Representative Council of Learners T (Transcript 2, line 12) said. Botha (2019:14449) reminds us, however, that principals are obliged by legislation to ensure the capacitation of their School Governing Bodies in the execution of their roles. Most of the principals identified the lack of training from the employer as a major contributing factor to the challenges regarding school safety and leadership. This was endorsed by the following statement: "*Educators are not trained as managers to manage safety, neither is there training given to principals regarding school safety. The school was influenced by the White education department. Zimbabweans were a different breed of Zimbabweans. Foreigners were your top academics and sports. Foreign learners have been in the school from the start of their schooling. They are not foreigners anymore. They enter South African schools from grade 8. They know the system; they know how to act as a White learner and to be as arrogant as a Coloured learner. Foreigners are now lazy learners. From 2010, school leadership had to learn about the new challenges of ill-discipline, and they were forced to adapt."* (Principal T, Transcript 3, lines 1-17.)

The data showed that some principals had no faith in their employer. The lack of training proved to be the leading factor in the failure of principals in taking charge of the scourge of

school violence. This was indicated by the Principal at School T and by the SGB representative at School R: "*The Department of Education does not support the school. The department is seen as the 'fault-finders'. There was a stabbing at the school. There was no manual on how to deal with such a situation. As a principal, you need to learn on the job, and it depends on your leadership style and support. The lack of resources and information from the Department of Education is a major challenge to the School Safety Committee.*" (Principal T, Transcript 3, lines 18-29.) "*Training and development on safety are important for the school. There is a clear lack in that. Training must be ongoing. Remember in safety what might be important today may be redundant tomorrow.*" (SGB Representatives R, Transcript 3, lines 4-6.)

These findings provide the following insight for future research in the necessity of capacitating school principals in managing school violence. An observation that emerged from the data was that school leadership was unable to cope with the challenges facing the school safety committee.

5.3.3.2 The contributing factors that lead to leadership challenges in the school safety committee

In this sub-section, many sub-themes were generated, and they highlight the factors that contribute to the leadership challenges in the school safety committee. This sub-section looks specifically at the following: the lack of training; the lack of stakeholder participation; the implementation of policy; the convergence of members' differences; the lack of leadership skills and commitment; and in-fighting and racism.

- Lack of training

Almost two-thirds of the participants were able to identify factors that led to leadership challenges, but one-third believed that there are no leadership challenges experienced by the school safety committee, as is supported by the following statements: "*There does not seem to be leadership challenges as the challenge of ill-discipline and violence is minimal. I as at a girl's school. Disciplinary problems are usually teenage problems.*" (Principal R, Transcript 2, lines 4-7.) "*Leadership is doing a superb job.*" (Peer Mediator T, Transcript 3, line 3.) One of the objectives of this study was to prepare recommendations for the Gauteng Department of Education to provide effective leadership training to school safety committees in the execution of their duties. The relevance of training and support from the Department of Education to the safety committee is clearly supported by the current findings. The principals in the sampled

schools were forthright in concluding that their challenge in providing agile leadership to safety is caused by a lack of training in their execution of their duties, as per the safety policy. *The* Principals of Schools D and R stated the following: *"They exist because people are not well trained."* (Principal D, Transcript 1, lines 1-2.) *"There is no training and guidance to educators, so they become cheque collectors. Just come and do their jobs and leave." (*Principal T, Transcript 3, lines 9-10.) The present findings seem to be consistent with other research, which found training by the Department of Education to be a dire need to maintain safe schools (Mabasa & Mafumo, 2017:9239), while Sepuru and Mohlakwana (2020:1) thought that principals had to be trained before assuming their roles.

- Lack of stakeholder participation

Another concern that affected the functioning of the school safety committee was the lack of stakeholder participation. This concern was supported by the following statement: *"There is also a lack of stakeholder participation on issues of xenophobia."* (Principal D, Transcript 1, line 5.) The study by Buthelezi and Gamede (2019:14547) revealed that principals have too many administrative functions and this reduces their time to engage in a participative approach to leadership. A strong finding was the lack of parental involvement that was seen by many members of the committee as a challenge to their functionality. The following statement emphasises this: *"There is no parental involvement"* (Safety Officer T, Transcript 3, line 1). This finding indicates that members were in favour of stakeholder participation, but they believed that the school leadership was not in favour of involving parents in their fight against violence. The Educator Representative in School T (Transcript 3, lines 7-8) stated: *"Leadership fails to involve the parents. No parent involvement."* Lumadi (2019.S2) suggested that parental involvement in managing school discipline is a key factor in enhancing learner discipline, while Paul, Rashmi, and Srivastava (2021:11) argued that learners are at a higher risk of dropping out of schools when their parents are not involved in their education. The present findings seem to be consistent with other research, which found that there appears to be a nonchalant attitude towards learner representation on governance structures. For example, Shushu, Jacobs, and Teise (2013:16) concluded that learner voices in democratic school governance are muted. This is supported by following statement: *"Learners are defensive on issues of safety because they believe that their concerns are not heard."* (Representative Council of Learners R, Transcript 2, lines 2-3.)

- Implementation of policy

Some participants expressed the belief that a grave challenge facing the committee is the inability to implement policy. The Principal of School T (Transcript 3, lines 18-19) stated: *"I believe that it is the inconsistency of the implementation of rules by some educators. Rules are there, but educators are not implementing them. Inconsistencies among educators is a challenge."* The lack of monitoring policy implementation was also identified as a challenge. Members feel helpless and frustrated when leadership fails to ensure compliance. Monitoring is the support that stakeholders rely on for maintaining safety. This is substantiated by the following statement: *"Policies are not monitored. Leadership puts structures in place, but it does not follow up on them. Probably no follow-up."* (School Safety Officer D, Transcript 1, line 1-3.) The findings in this study, however, can echo the claims of Hanaya, McDonald, and Balie (2020:7), who stated that safety policies do not provide mechanisms to deal with the ongoing violence in schools. Another interesting finding was that educators are apathetic about disciplining learners who are violent. For example, one of the members claimed that he would not separate a fight as parents may charge him for touching the learner; this is supported by the following statements: *"The law does not protect teachers. They will lay charges against me. Teachers do not want to lose their jobs and therefore will not stop a fight."* (School Safety Officer T, Transcript 3, lines 13-14.) It may appear that learner rights overpower all aspects of school discipline. This factor has made disciplining learners very difficult, because the boundaries have become blurred for the professional component at the school. These findings corroborate the findings of Segalo and Rambuda (2018:3), who stated that teachers are unsure about disciplining learners, considering their human rights that are outlined in the Constitution of the Republic of South Africa. Segalo and Rambuda further argued that the teaching profession is handicapped by legislation.

- The convergence of member differences

Some members did not identify member differences as a wealth of converging ideas. Instead, they saw this as a challenge to leadership. They believed that the human factor would always be a challenge to leadership. The following statement by the Educator Representative at School D confirms this: *"There will always be challenges when people converge. Misinformation can also contribute to leadership challenges. Maybe someone is not doing what they supposed to do."* **(**Educator Representative D, Transcript 1, lines 1-4.) Another challenge that faced the committee is the inability of the school leadership to take time to understand the culture of all the members. This was mentioned by the Educator Representative in School R:

"Cultural differences among learners pose a challenge if one does not understand a culture." (Educator Representative R, Transcript 2, lines 7-8.) The analysis reveals that leadership should play an active role in dealing with the challenges of cultural diversity; Soupen (2017:211) argued that school leaders have the power to influence relations and to deal with underlying and overt conflicts, while the successful management of diversity entails the development of a culture that values cultural differences (Soupen, 2017:234). Members were able to see the impact of the failure of the school leadership to deal with the diverse member population and they were able to use these differences to find solutions to the challenges facing the committee. The Public Servant at School D (Transcript 1, lines 8-10) stated, *"Being ignorant about one's background can lead to one being judgemental. That is how xenophobia starts with the lack of knowledge of one's background. The lack of knowledge of one's culture can also lead to xenophobic violence."*

- Lack of leadership skills and commitment

Evidence from the data shows that members in the school safety team wanted to be led and supported in the fight against school violence. Members believed that leadership was instrumental in enforcing the school code of conduct, but the leadership was not able to accomplish this. This is indicated by the Peer Mediator in School D (Transcript 1, lines 4-5): *"There is a lack of knowledge among the members of the school leadership. There is a lack of leadership skills. There tends to be imaginary boundaries, where leadership may exert authority. Leadership challenge is to enforce the code of conduct."* Bosworth, Garcia, Judkins, and Saliba (2018:354) maintained, however, that leadership is a key component to behaviour change. Further analysis showed that school leadership did not take charge and did not lead and manage xenophobic violence. Public Servant D (Transcript 1, lines 1-2) stated: *"As a leader, one should lead and not appear to be a follower. If you lead, you must show that you are a leader."* Another important finding was the failure of the principal to respond timeously to discipline challenges; this was supported by the following statement: *"Problems are not dealt with immediately and tend to be ignored. The school does not have structures to deal with the challenge of xenophobic violence. The challenge is not dealt with accordingly."* (Representative Council of Learners D, Transcript 1, lines 4-6.)

Members felt that school safety was not a priority and, therefore, did not invest much energy. They felt that school safety is not a priority at the school; the Public Servant in School T (Transcript 3, line 2) stated: *"Priorities are confused."* Some participants expressed the belief that some principals were not dedicated to their jobs; this is a sentiment that is shared by

Mestry (2017:1), who argued that principals do not have the right attitude to manage their schools efficiently. The following statement supports this: *"The people in charge are not dedicated to the mandate that they have been given. If you don't love what you are doing, then you cannot do it with all your heart."* (Representative Council of Learners T, Transcript 3, lines 1 and 8-9.) He felt that leaders were not committed to their portfolios. Members also reported that the school leadership was not transparent. The lack of transparency seemed to be the most important factor that hindered teamwork and stakeholder participation. Members did not want to assist and to support safety initiatives, if they were not included in matters of governance. The Public Servant in School R (Transcript 3, line 9) said, *"These challenges exist because there is no truth and transparency."* There also appeared to be a lack of communication among members in the committee and a lack of faith in the school leadership.

- Infighting and racism

Infighting and racism have been included as a sub-theme, because these factors were major challenges to the functionality of the school safety committee. Because of infighting and racism, the school leadership was unable to collaborate on safety initiatives and to function harmoniously.

Infighting and racism were key challenges in one of the sampled schools. Evidence shows that the school was not able to have a functional school safety committee, because some members of the SGB refused to participate in such a committee. Members of the staff were forced to deal with school safety without the participation of parents. This was supported by the following statements: *"The infighting starts because of racism. Hah Hah, I hope I am protected. The starting point is racism. Learner safety is compromised. Members of the School Safety Committee are not working in unity. Teachers take over leadership roles to maintain the safety of the learners. Members of the staff assume the roles for safety. There is no trust in the SGB."* (Peer Mediator R, Transcript 3, lines 1-7.) Members of staff had no faith in their SGB, while the principal did not experience a cordial relationship with members of the SGB. Estranged relationships with the SGB have a negative impact on managing school safety effectively. Yet, Mafumo and Foncha (2016:7496) argued that teachers, principals, and parents manage racial integration when they recognise and acknowledge differences among their learners. It may appear that racism has tainted, and impeded on, the effective management of school violence.

The research findings show that the challenges facing the school safety committee have impeded on its basic functionality.

In summation, the strongest challenge facing the school safety committee is the lack of support from the school principal. Another grave challenge is the estranged relationship between the principal and the governors. This has led to the compromise of the principal's role in leading the committee and its functionality. Principals did not encourage stakeholder participation. The findings have revealed a lack of policy knowledge, and this is a challenge to school leadership. Managing diversity emerged as a strong challenge to school principals. Members also saw the unions as creating factions in the school, and this created a major leadership challenge. In-fighting and conflict were other factors that impeded effective leadership. The lack of training and capacitation of school governing bodies created a challenge to effective leadership in the management of xenophobic violence. The lack of the implementation and monitoring of policies also created a challenge to the school safety committee.

5.3.4   PARTICIPATIVE LEADERSHIP AND ITS EFFECT ON THE FUNCTIONALITY OF THE SCHOOL SAFETY COMMITTEE

This sub-section answers the fourth sub-question:

> *How does participative leadership affect the functionality of the School Safety Committee in addressing xenophobic violence in public high schools?*

Many themes were extracted from the thematic analysis of this sub-question. In this sub-section, a discussion on the sub-theme regarding **the impact of participative leadership on the functionality of the school safety committee** (5.3.4.1) is presented. This is followed with a discussion on **participative leadership and its ability to enhance the member roles on the school safety committee** (5.3.4.2). Thereafter, it looks at how **participative leadership assists or does not assist in the functionality of the school safety committee** (5.3.4.3), and, finally, it discusses the **advantages of participative leadership in enhancing stakeholder participation** (5.3.4.4).

5.3.4.1   The impact of participative leadership on the functionality of the school safety committee

This sub-theme deals with the impact of participative leadership on the functionality of the school safety committee, and it discusses the following: involvement and motivation; racism and conflict that inhibit participative leadership; whether the representative council of learners is in favour of autocratic leadership; the diverse contributions and the accountability for

collective decisions; the diverse inputs that lead to the resolution of safety matters; and the principal's role in enhancing participative leadership.

- Involvement and motivation

There was a consensus among most of the members of the school safety committee that participative leadership encourages the involvement and the motivation of employees. One of the principals felt that, by delegating and monitoring in a team context, members will be motivated to participate and commit to the goals of the committee. The findings of the current study are consistent with the findings of Sheshi & Kercini (2017:292), who stated that participative leadership enhances the commitment of employees to the goals of the organisation. This was supported in the following statements by the Principal at School D and the School Safety Officer at School R: *"No, you cannot do everything by yourself. Delegation and monitoring are key. Members are motivated. There must be a need for others to represent the principal effectively."* (Principal D, Transcript 1, lines 3-4.) *"Participative leadership allows everyone to be involved. It is not a one man show."* (School Safety Officer R, Transcript 2, line 1.) A possible explanation for this might be that members feel involved and are made to feel a part of the team and that this enhances their will to go the extra mile in the achievement of the goals of the committee. This is a sentiment that is shared by Huang (2012:327), when he reported that participative leadership enhances work motivation. If, however, there is a small, sampled size, caution must be applied, because the findings may not be applicable to all safety committees.

- Racism and conflict inhibit participative leadership

This study also found that there was a lack of participative leadership by some leaders. Some leaders encouraged involvement of the members of the committee, but some parent members made it difficult because they did not want to embrace participative leadership. The principals felt that, sometimes, they were forced to make decisions without consultation. This was attributed to the estranged relationship that some principals had with some members of the SGB. There are similarities between the attitudes expressed by the principals in this study and those described by Bhengu (2012:2-3), who argued that moving from an authoritarian to a participatory style of leadership is not easy. This is supported by the following statement: *"I like everybody, I like involvement of everybody. The input of the stakeholders allows them to take accountability of their contributions. If I tell the SGB what to do, they do not listen to me."* (Principal T, Transcript 3, lines 1-3.) In another of the schools involved in this study,

participative leadership was compromised by some members who did not want to work with the school principal because of their racial preferences. The present study confirms previous findings and contributes additional evidence that suggests it is a challenge for school principals to bridge the gap between current-day educational institutions and those that were involved in the apartheid legacy of racial discrimination (Davids & Waghid, 2019:36). The Peer Mediator at School R (Transcript 2, lines 1-5) responded in this way: *"Participative leadership is happening in the school. There is democratic leadership. However, it is about people and their agenda and race"*.

There was a unanimous response that participative leadership is good for the school and for learner safety. It has given encouragement to the educators to motivate them to implement the safety policy. Members prefer it to an autocratic approach to leadership*.* The Educator Representative at School D (Transcript 1, lines 3-4) stated: *"Participative leadership is better than being autocratic."* Colletti (2018:1) argues that learners have entered national conversations on topics, such as school safety. There were, however, mixed responses from the Representative Council of Learners. One respondent was happy that consultation took place, but considered that decisions were not monitored; another Representative Council of Learners member at School R (Transcript 2, lines 1-3) was worried that participative leadership could be time-consuming and that strong personalities might overpower the weak; she stated: *"It can be good and bad. It can be time-consuming. Some people can be over-powering. Some people may overpower the weak in discussions."* This study has shown that leadership may have intentions of using a participative leadership style, but members may not be receptive to such. This was shown by the non-participatory approach by some parents and educators, such as the following statement: *"School leadership has afforded the opportunity for the Representative Council of Learners to report matters to the school leadership, but educators are not open to consultation on issues. Parent participation has failed the school."* (Representative Council of Learners T, Transcript 3, lines 15-16.)

- Representative Council of Learners in favour of autocratic leadership

One of the findings that emerged from the data was that learners were not in favour of deliberation on safety issues. It is interesting to note that learners would rather have decisions taken on their behalf regarding school safety. Many of the Representative Council of Learners felt that they were not included in governance issues that were discussed. A possible explanation for this might be the impact of cultural ideologies, where adults are not ready to share decision-making processes with children (Gamede, 2020:2). Some participants

expressed the belief that, in the ownership of decisions, the active participation of all members would curb xenophobic violence in the school. Some members believed that participative leadership is very important and has many benefits; this is supported by the following statements by the SGB representatives in Schools R and T: *"There is ownership of decisions. We are all part of the chain."* (SGB Representatives R, Transcript 2, lines 2 and 4.) Many parents on the safety committee maintained: *"If children see the principal, teachers, parents, and learners working together, they will feel loved. The school has 50% of foreign nationals. Commitment of all stakeholders is needed so that, as a school, we can prevent xenophobic violence."* (SGB Representatives T, Transcript 3, lines 5 and 8.)

- Diverse contributions and the accountability for collective decisions

The overall response from the school safety officers to the question on their experiences of participative leadership was very positive. They all agreed that participative leadership brings collective ideas together for the good of the committee. This type of leadership may be an effective way for the committee members to work together to find solutions to the problems facing the committee: this was indicated in this statement: *"It is very effective. Work together to find a solution. The committee involves other committees, e. g. the school-based support team. Members derive collective ideas from this form of leadership."* (School Safety Officer D, Transcript 1, lines 1-3.) One of the more significant findings to emerge from this study was that being a part of a democratic society compels one to use a participatory approach to school leadership, and members will take accountability for their decisions when they are part of the decision-making processes within the school context. This combination of findings provides some support for the conceptual premise that participative leadership is behaviour that influences democratic leadership principles (Sheshi & Kërçini, 2017:286). This is supported by the following statements: *"Participative leadership has a huge role to play in a democratic society. I need the participation of all the stakeholders to strengthen the committee."* (Principal R, Transcript 2, line 6.) *"Participative learning is a good idea. All try to achieve one goal. Being autocratic is not good."* (Peer Mediator D, Transcript 1, line 1.)

- Diverse inputs lead to the resolution of safety matters

Another finding was the contribution of diverse viewpoints. This would resolve issues more efficiently. One can consider different viewpoints. It helps to resolve differences more effectively; the following statement supports this: *"Let's say a teacher is bullying a learner: someone can say, 'Have you ever thought about the impact that words can have on a child?'"*

(Educator Representative R, Transcript 2, line 3.) Some members believed that members had learnt and had grown when they had been empowered. The following statement states this: *''Stakeholders have grown. Participative leadership has empowered staff. Makes life easier."* (Educator Representative T, Transcript 3, line 3.) The Peer Mediator in School T (Transcript 3, lines 3-4) said*: "This type of leadership gives encouragement. It gives diverse inputs from diverse individuals. It brings out the best in teachers."* All the Public Servant staff agreed that this type of leadership allowed all the members to get together and to take decisions collectively. They would be accountable for all the decisions. They were, however, worried that their positions on the committee were not taken seriously. They believe that the educational levels of all the members create tension and uneasiness for them. Most of the respondents were in favour of participative leadership because they found that it allowed for the empowerment of staff. It also brought different viewpoints to the discussions on safety issues.

One of the respondents felt, however, that it could lead to digressions and to missing the point, if one consulted the school safety committee on all safety matters; this was supported by the following statement: *"I think it is a good thing. In this school there are many foreign learners. They are not in the minority. There is a large proportion of them, but it can give room for digressions and missing the point."* (Representative Council of Learners D, Transcript 1, lines 7-8.) The diverse nature of the people brings wealth and diversity to the committee. This finding supported the findings of Rossberger and Krause (2015:24), who claimed that participative leadership was favoured in different cultures. The value of a democratic approach to leadership suggests that a strong link may exist between participative leadership and the ability of learners to emulate leadership traits. Parent members on the committee maintained that learners would feel loved if they witnessed a collective approach to their safety that was demonstrated by the adults responsible for their education: this is supported by the following statement: *"If children see the principal, teachers, parents, and learners working together, they will feel loved. The school has 50% of foreign nationals. Commitment of all stakeholders is needed so that, as a school, we can prevent xenophobic violence."* (SGB Representatives T, Transcript 3, lines 5 and 8.)

- The principal's role in enhancing participative leadership

Members believed that they needed the guidance of the principal in carrying out their role. These findings suggest that members require the support and guidance of the principal in working together for the benefit of the committee; this is indicated by the Public Servant at School R (Transcript 2, lines 4-6): *"This type of leadership will help with school safety. The*

principal informing all the stakeholders of the roles of the Public Servant staff in safety will help maintain the safety of the learners." A disappointing finding was that, despite the contribution of all members on relevant issues, there was no follow up on the decisions taken; the following statement affirms this: *"Everyone gets a chance to air one's views, but, though viewpoints are discussed, decisions are not taken seriously."* (Representative Council of Learners D, Transcript 1, line 2.) This study has also shown that the diverse natures of the leaders also influence the way the committee functions. There is an overall agreement that the diversity among members of the school safety committee can be beneficial; this is supported by the following statement: *"The leaders are all different, and the differences bring diversity to the school safety committee. All the different viewpoints make the wealth of knowledge in the school safety committee improve."* (SGB Representatives D, Transcript 1, lines 7-9.)

5.3.4.2   Participative leadership and its ability to enhance the member roles on the school safety committee

This sub-section focuses on the sub-theme of participative leadership and its ability to enhance the member roles on the school safety committee. It includes a discussion on how participative leadership enhances working relationships and how participative leadership encourages role enaction.

- How participative leadership enhances working relationships

The overall response to this question was very positive. Most of the respondents believed that participative leadership enhanced the working relationship with outside stakeholders. For example, the school safety officers mentioned that the principal had a good working relationship with the police. Using a participative leadership style, the principals were able to maintain a good working relationship with the local police. This was confirmed by the School Safety Officers in School D, R, and T: *"It maintains a good relationship with the police. Creating and keeping relationships is healthy."* (School Safety Officer D, Transcript 1, lines 1-2.) *"Participative leadership allows us to work well with outside bodies."* (School Safety Officer R, Transcript 2, line 2.) *"This leadership allows open channels with the police."* (School Safety Officer T, Transcript 3, line 1- 2.) Other responses to this question included reference to the open platform extended to the staff on safety discussions. Participative leadership afforded the staff a chance to be involved in safety issues. Educator representatives enjoyed good working relationships with the safety officers of the school. The following statements by the Educator Representatives in School D, R, and T confirm this: *"The staff has a chance to give input on*

the matter." (Educator Representative D, Transcript 1, line 4.) *"It is very helpful. As the Educator Representative you have a say, and your voice is heard. One is more eager to participate. One feels happy to be a part of a team.*" (Educator Representative R, Transcript 2, lines 1-2.) *"Participative leadership helps to make communication channels easier. Teamwork plays a very important role. It is easier to get feedback."* (Educator Representative T, Transcript 3, lines 1-2.) This study set out with the goal of assessing the importance of participative leadership in enhancing relationships with outside relevant stakeholders. The findings of the study indicate that participative leadership plays an active role in enhancing the roles of members in the safety team.

- Participative leadership encourages role enaction

The study found that the participants preferred participative leadership because it enhanced their roles on the school safety committee. Participative leadership allowed the peer mediators to enforce the safety policy freely: "*Collective decisions help to involve the members of the committee. They collectively sensitise members to the dangers of xenophobic violence.*" (Peer Mediator D, Transcript 1, lines 1-2.) Nevertheless, yet again, the findings show that participative leadership did not assist the Representative Council of Learners in carrying out their roles on the safety committee. This finding has important implications for developing a way of improving the roles of learner representation on governance structures. This finding suggests that more studies should be undertaken to investigate the influence of school leadership and learner participation on governance structures. This is supported by the following statement: *"Representative Council of Learners are discriminated due to their ages. Learners are not taken seriously."* (Representative Council of Learners D, Transcript 1, lines 1-4.) Other members, however, preferred this type of leadership style, as is supported by the following statement: *"Using this type of leadership, I was able to get learners to report and talk to me about issues that affect them. The principal and deputy allow me the office doors. Learners feel free to approach me on issues."* (Representative Council of Learners T, Transcript 3, lines 10-11.) Members were able to enjoy a good working relationship with different stakeholders, because they used a participative approach to leadership.

5.3.4.3 Participative leadership assists or does not assist in the functionality of the school safety committee

Several themes were extracted from the thematic analysis regarding how participative leadership assists or does not assist in the functionality of the school safety committee. In this

sub-section, the following sub-themes are discussed: the attainment of goals; how participative leadership encourages empowerment of the members of the school safety committee; and how learners are encouraged to make representation due to participative leadership.

- Attainment of common goals

Katewa and Heystek (2019:71) claimed that participative leadership is one of the most important leadership styles that are used globally. Many of the members of the committee claimed that participative leadership assists in the functionality of the school safety committee. Members were dependent on the leadership for support and guidance in their roles. A strong finding that emerged from the data was the need for a participative leader who motivated the committee in the attainment of its goals. This is supported by the following statement: *"It assists in focusing on a common goal. We are sharing the same common goal for the school."* (Principal D, Transcript 1, line 4.) One of the principals claimed, however, that it assisted when there were experienced members in the committee. A possible explanation of this might be that principals find it a challenge to train new members. Members agreed that participative leadership allowed for all members to be involved in collective decision making and that this was good for the committee. The School Safety Officer D (Transcript 1, line 1) stated: *"Participative leadership is assisting the committee. Ideas and plans are put together. Everyone is involved, and this helps in attaining one's objectives in the committee."*

- Participative leadership encourages the empowerment of the members of the school safety committee

The finding of this study showed that participative leadership allowed for the empowerment of the members of the committee. The findings of this study suggest that members can stand in for each other. Members can ensure the functioning of the committee when key stakeholders are absent. This is supported by the following statement: *"Participative leadership helps when one is not around. I will delegate the task to someone. Everyone can stand in if someone else is absent because everyone works as a team."* (School Safety Officer R, Transcript 2, lines 1-2.) Members have also reported that a collective involvement has helped to find solutions to safety challenges. This is supported by the following statement: *"It is assisting. We work as a collective to deal with safety problems. We all work on problems together to find solutions."* (School Safety Officer T, Transcript 3, lines 1-2.) The study found that, in general, all members get an opportunity to participate in governance issues that affect the school: *"The school has more solutions to their problems because everyone gets an opportunity to participate."* (Representative Council of Learners D, Transcript 1, lines 5 and 7.) *"It does assist because*

people with different backgrounds have a say in safety. Brings more diverse opinions to see a diverse community." (Representative Council of Learners R, Transcript 2, line 2.)

• Learners encouraged to make representation due to participative leadership

One of the findings was that participative leadership allowed learners to approach the representative council of learners when they were not able to approach a teacher. The findings of this research support the idea that participative leadership provides a means for learners to address challenges that they experience. Leadership that allows members to participate in decision-making allows a voice to all members: *"It does assist. Learners can approach the Representative Council of Learners if they are not able to approach a teacher. This type of leadership allows all stakeholders to be heard and their challenges addressed."* (Representative Council of Learners T, Transcript 3, lines 3-4.) Data revealed that members favoured this type of leadership as they believed one person cannot be making decisions that affect the entire school: *"Participative leadership is assisting, as many people brainstorm for solutions. Cannot have one person making decisions."* (SGB Representatives D, Transcript 1, line 1.) This finding is supported by Katewa and Heystek (2019:71), who argued that the role of a principal is too big for one person to handle. Parent members felt that in the girls' school, participative leadership and the involvement of all in school safety were the reasons why they experienced no xenophobic violence: *"It is assisting the risk matrix because everyone is participating."* (SGB Representatives R, Transcript 2, line 1.)

5.3.4.4 **The advantages of participative leadership in enhancing stakeholder participation**

Several themes were identified regarding the advantages of participative leadership in enhancing stakeholder participation. In this sub-section, the following themes are discussed: participative leadership fostering collective decision-making and collective management of school safety.

• Participative leadership fosters collective decision-making

There was a consensus among all the members of the school safety committee that participative leadership has a positive effect on the functionality of the committee. According to the principals in all the sampled schools, participative leadership fosters involvement of all

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the members in collective decision-making processes: *"If you give an opportunity to all and you share ideas and you own the decisions, in that case everyone will be involved."* (Principal D, Transcript 1, lines 5-6.) The principal of school R realised the importance of involving all stakeholders in the school safety committee: *"All the stakeholders are not involved, and, going forward, this must change."* (Principal R, Transcript 2, lines 3-4.) Principal T (Transcript 3, line 14) believed that there is no functionality in the safety committee if the members are not actively involved: *"It works when I allow the team to give their input first. I give them the latitude to think out of the box and then we summarise together."* One of the findings is that, if the principal did not involve the members of the committee in decisions, they became extremely apathetic: *"If I give the plan, then there is strong apathy."* (Principal T, Transcript 3, line 8.) Participative leadership allows all the members of the committee to work together to achieve the goals of the committee.

Another finding in the data was the benefit of getting different perspectives on safety issues. This increased the functionality of the committee when members were able to contribute to the functioning of the committee with their diverse contributions: *"Makes it more functional. One gets the benefit of different perspectives. One may not assume that one can cover everything."* (Educator Representative D, Transcript 1, line 1.) The educator representative maintained that participative leadership enhanced their contribution to the goals of the committee. The peer mediators concurred with the educator representatives that members contributed to finding solutions to problems from different perspectives. This was very important for the functionality of the committee: this is supported by the following statement: *"It allows for brainstorming and solutions to problems. More people are active and contribute more."* (Peer Mediator D, Transcript 1, line 1.) Participative leadership is not prescriptive, so members in the committee worked freely in the attainment of the aim and objectives of the committee: this is supported by the following statement: *"Everyone will buy into something without being forced. Learner safety will benefit."* (Peer Mediator R, Transcript 2, line 2.) The principals were able to learn from the contributions of all the members in the committee in a positive way.

- Collective management of school safety

Parents believed that this type of leadership helped identify perpetrators of crime when the entire committee was active in managing safety: "*Participative leadership improves the functionality of the school safety committee. Criminal elements are identified. Everybody is involved.*" (SGB Representatives D, Transcript 1, line 1.) Parents maintained that participative

leadership increased the morale of the members because of their active involvement. It appeared that parents waited on the guidance and participation of the leader. Evidence appears to emphasise the immense contribution that leaders contribute to making parents comfortable in dealing with the challenges of safety: *"It may also increase the morale as everyone will want to help each other."* (SGB Representatives R, Transcript 3, line 3.) Members rely on an effective leader: *"Visibility of the leaders will eradicate safety challenges. Hmmm, if the leaders lead, then everybody will follow. People look up to leaders. If the leaders are good, then one would have a functional committee."* (SGB Representatives T, Transcript 3, lines 2-3.)

There was, however, a feeling among some members that the functionality of the team is compromised when the school leadership does not treat all members equally. The public servants mentioned that the principal demotivated them: *"Leadership needs to treat all members equally for the functionality of the committee. Parents fail to participate in the committee with commitment. Some leaders make our spirits fall down."* (Public Servant in School D, Transcript 1, line 6.) Another strong finding was that the public servants believed that their contribution made the school safety committee more functional. They believed that they could contribute to member visibility and give feedback to the committee. All the Representative Council of Learners agreed that there would be a heightened level of functionality if the principal used a participative leadership approach. Members would have the opportunity to contribute freely and to take responsibility for all their decisions: *"It does affect the functionality of the group. It makes everyone come together and take responsibility for his or her decisions."* (Representative Council of Learners R, Transcript 2, lines 1-2.)

Participative leadership enhanced the functionality of the school safety committee.

In summation, the findings in the research showed that participative leadership created involvement and motivated staff to go the extra mile to achieve the committees' goals. Members took accountability for their decisions. Collective ideas were brought together for the good of the committee. Diverse viewpoints were heard and encouraged, and they resulted in resolutions to challenges. Participative leadership enhanced the working relationship with members of outside agencies, and members were able to work with each other. Members enjoyed good relationships with the different stakeholders when they were involved in the activities of the committees. Participative leadership allowed members to stand in for each other during the absence of a member. Some parents did not, however, favour participative leadership, while some members of the committee preferred an autocratic leadership style.

Some members of the representative council of learners preferred that decisions were taken on their behalf. Estranged relationships between the principal and governors impeded on participative leadership in some of the case schools.

5.3.5   LEADERSHIP STRATEGIES USED TO CURB XENOPHOBIC VIOLENCE

This sub-section explores the fifth and final sub-question:

W*hich leadership strategies are used to assist the school safety committee in   addressing xenophobic violence in public high schools?*

Several themes were generated from the thematic analyses in order to answer this sub-question. In this sub-section, a discussion of the theme focuses on the following: **leadership strategies that the school safety committee uses to curb xenophobic violence** (5.3.5.1) and **leadership strategies that are working well in the school safety committee** (5.3.5.2).

5.3.5.1   Leadership strategies that the school safety committee uses to curb xenophobic violence

This sub-section focuses on the sub-theme regarding leadership strategies that are used by the school safety committee to curb xenophobic violence (5.3.5.1). This includes a discussion on the following: safety policies used by the schools; the use of external service providers; and the general methods adopted by the school management team to curb ill-discipline.

- Safety policies used by the schools

The data showed strong evidence that some of the sampled schools relied on the school code of conduct to deal with all learner transgressions. This is supported by the following statement: *"Let's say someone is attacked, the code of conduct is used to discipline. This is used as the safety policy to guide learner behaviour."* (Principal D, Transcript 1, lines 2-4.) Some schools did not make use of the school safety committee. They relied on the school management to deal with safety issues. *"The School Management Team are responsible for discipline in their grades. Line management of discipline makes it easier for the school to deal with xenophobic violence. Based on the level of the transgression, the grade head, the head of the department, and the deputy principal will deal with the transgression. Disciplinary issues are not reported to the committee."* (Principal R, Transcript 2, lines 4-6.) This data suggests that the school is not in need of a school safety team to deal with learner misconduct. It is difficult to explain this

finding, but it might be related to the professional component of the school that prefers to deal with school safety, or that they have no confidence in the school safety committee in dealing with learner misconduct. Nonetheless, Xaba (2014:491) claimed that school safety and security are premised on legislative provisions that are prescriptive in nature. In line with legislation, schools must have structures that promote safety (Xaba, 2014:491). This finding suggests that the school code of conduct as a prescriptive from the employer plays a major role in ensuring the safety of the learners. The following statement is relevant: *"The school code of conduct is their strategy. Learners are aware of the repercussions if they have misbehaved."* (School Safety Officer D, Transcript 1, line 1.)

The School Safety Officer in School T emphasised the use of the school code of conduct as the policy that guides them in rooting out any violence in the school: *"They have a zero tolerance for violence. The office deals with learners' transgressions, and the parents are called into the office if they cannot solve the problem."* (Safety Officer T, Transcript 3, lines 2-4.) Therefore, the school code of conduct could be a major factor, if not the only one, that schools could use to maintain safety and security in the school. The SGB in School R played an active role in ensuring compliancy with regards to safety policies: *"The SGB ensures that all policies are in place."* (SGB Representatives R, Transcript 3, line 4-5.) The data shows that some of the sampled schools relied on the code of conduct to maintain safety. It can, therefore, be assumed that the findings in the present study oppose the findings of Netshitangani (2018:161), who found that school violence policies derived from the Department of Basic Education are not properly implemented.

- The use of external service providers

Prior studies have noted the importance of using external service providers in assisting schools to deal with learner violence. According to Kempen (2019:55), schools are linked to police stations to assist in preventing school violence. The overall response to this question was very positive. All the sampled schools enjoyed good working relationships with the South African Police Services. Members of the police services were attached to the sampled schools and played a major role in awareness programmes on school safety. This is supported by the following statement: "*We have a lot of assemblies to talk to the learners. We get the service providers to address the learners on discipline issues.*" (Principal T, Transcript 3, lines 3-5.) The following statement confirms this: *"The school has good leadership strategies. They have workshops for learners. They have xenophobia campaigns."* (School Safety Officer R, Transcript 2, lines 1-3.) One of the issues that emerged from these findings was that, in some

of the sampled schools, members consulted each other in a collaborative manner. These findings may help us to understand the impact that participative leadership may have on the functionality of the school safety committee. One of the issues that emerged from these findings was the possession of weapons by some learners on their way to school. This finding has important implications for developing strategies that will assist learner safety outside the school premises. These findings may help us to understand the social needs of learners and the negative impact that it has on school safety. The following statement is relevant: "*Learners keep dangerous weapons to protect themselves outside of school. They will have a knife. Let's say they were robbed outside.*" (Educator Representative D, Transcript 1, line 16.)

- General methods adopted by the school management team to curb ill-discipline

It is interesting to note that, in all three cases of this study, schools contextualised their safety needs and prepared methods according to their needs. For example, in School T, the school leadership found a need to be visible always on the school premises. The safety committee also adopted a rehabilitation process, where learners did not take their transgressions into their next year of study. This is mentioned by the Principal in School T: *"Discipline and the safety committee members walk around the school. Each year we discard the previous year's transgressions. This is a form of rehabilitation to the learners."* (Principal T, Transcript 3, lines 12-13.) The most interesting finding in the study was the involvement of parents in assisting some of the sampled schools. Some schools were able to provide immediate responses to learner transgressions. The following statement confirms this: *"There are committees in place to deal with xenophobic violence. Immediate response to learner transgressions helps the school safety committee."* **(**Educator Representative T, Transcript 3, lines 5-7.) Another important finding was that some members of the school safety committee in one of the sampled schools mentioned that the school leadership and stakeholder participation were the strategies that the school embarked on to assist in dealing with school safety. This is supported in the following statement: *"Democratic leadership prevails at the school. There is involvement of all stakeholders in the School Safety Committee."* (Peer Mediator D, Transcript 1, lines 3-4.) Schools used weekly meetings to maintain a continuing awareness of its approach to discipline.

Contrary to expectations, this study found that all public servants believed that there were no leadership strategies that were working for the schools. This contradictory finding may be caused by the grave disregard shown to the public servants as relevant members of the school

safety committee. The following statement is relevant to this: *"I do not see any strategies"* (Public Servant D, Transcript 1, line 1.) *"I cannot identify any leadership strategies. I am discriminated against. Treat us as equals. This is a point we can change."* (Public Servant R, Transcript 2, lines 3-4.) *"Strategies are not working. Everyone is not hands-on."* (Public Servant T, Transcript 3, line 2.) Some members of the representative council of learners believe that the leadership is trying to help curb violence in the school. The following statement confirms this: *"The leadership is trying. They also call experts from outside to assist the school."* (Representative Council of Learners T, Transcript 3, line 4.) *"The school leadership uses community service to help curb violence".* (A Parent Member of the SGB T, Transcript 3, line 4.)

5.3.5.2   Leadership strategies that are working well in the school safety committee

Several sub-themes were generated regarding leadership strategies and are working well in the school safety committee. In this sub-section, the following sub-themes are discussed: strategies that are working well; sports and culture as unifying agents; collaboration among stakeholders; and the representative council of learners as mentors.

- Strategies that are working well

There was a mixed response regarding stakeholder participation in enhancing the activities of the committee by members of the school safety committee. Many members felt, however, that the immediate response to learner transgressions allows the committee to be receptive to all acts of ill-discipline. This is supported by the following statement: "*When issues arise, one is ready to respond efficiently. Being tactical and operational allows one to be ready for anything."* (Principal D, Transcript 1, lines 5-6.) The presence of committees in some schools also helped in dealing with issues of school violence, but the availability of parents during a school day posed a major challenge in achieving effective stakeholder participation. Msila (2020:96) argued that parental non-involvement is cited as one of the reasons why schools fail. This is supported by the following statement by one of the school principals: *"The school has a disciplinary committee made up of all the School Management Team members. They refer learner transgressions of a serious nature to the office of the principal, the SGB, and the school safety committee. The availability of parents during the school day presents a challenge to the operations of the school. It also depends on who is available. Most often the school uses internal disciplinary hearings."* (Principal R, Transcript 2, lines 10-14.) The police play an active

role in all the sampled schools. Members believed that this relationship was a strong support structure for the school. The Principal of School T (Transcript 3, line 13) claimed that they used contracts to bind learners to the school code of conduct. This is supported by the following statement: "*We also use contracts to bind learners to the school code of conduct.*

- Sports and culture as unifying agents

Members of the staff arrange different cultural and sport activities to bring cultures together. The following statement supports this: *"Leadership arranges cultural activities. Use these activities to unite them. White child does not mind doing an African dance." (*School Safety Officer D, Transcript 1, lines 1-3.) Members meet regularly to discuss safety. This finding indicates that stakeholders are engaged in the safety of the school. Open channels of communication were a strong finding that emerged from the study. This enabled enhanced parental involvement as a key ingredient to curb school violence. Active participation by members of staff helped in preventing violence from escalating. The following statement is relevant: "*The teachers try to speak to learners to prevent violence from escalating. We find learners are fighting; we call them in and address them; normally the fight stops right there."* (School Safety Officer T, Transcript 3, lines 10-11.) Another strong finding was the segregation of duties among the stakeholders in the committee: "*The school knows the members and their expectations. Leadership allocates duties to different members. There is a segregation of duty."* (Educator Representative R, Transcript 3, lines 6-7.) Staff members are involved in issues of safety. Visibility of school management members on the school premises added to the list of effective strategies that some schools used to deal with school safety. This was supported in the following statement: "*Members of the committee walked around the school dealing with safety. The team is visible.*" (Educator Representative D, Transcript 1, line 7.)

Members of the staff arrange different cultural and sport activities to bring cultures together. The following statement supports this: *"Leadership arranges cultural activities. Use these activities to unite them. White child does not mind doing an African dance." (*School Safety Officer D, Transcript 1, lines 1-3.) Members meet regularly to discuss safety. This finding indicates that stakeholders are engaged in the safety of the school. Open channels of communication were a strong finding that emerged from the study. This enabled enhanced parental involvement as a key ingredient to curb school violence. Active participation by members of staff helped in preventing violence from escalating. The following statement is relevant: "*The teachers try to speak to learners to prevent violence from escalating. We find learners are fighting; we call them in and address them; normally the fight stops right there."* (School Safety Officer T, Transcript 3, lines 10-11.) Another strong finding was the segregation

of duties among the stakeholders in the committee: "*The school knows the members and their expectations. Leadership allocates duties to different members. There is a segregation of duty.*" (Educator Representative R, Transcript 3, lines 6-7.) Staff members are involved in issues of safety. Visibility of school management members on the school premises added to the list of effective strategies that some schools used to deal with school safety. This was supported in the following statement: "*Members of the committee walked around the school dealing with safety. The team is visible.*" (Educator Representative D, Transcript 1, line 7.)

- Collaboration among stakeholders

Naidoo and Triegaardt (2019:22) argued that school leadership must encourage collaboration among stakeholders to help the school community in the implementation of its behaviour management strategies. This is supported by the following statement: "*Teamwork and collaboration in the school safety committee is helping the school to deal with xenophobic violence. The school involves the staff for their input to help and find solutions to the problems.*" (Educator Representative T, Transcript 3, lines 3-5.) Educator awareness was also a strong strategy that the stakeholders worked on: "*The school safety committee educates learners. It makes them aware of the dangers of xenophobia. Conscientise all stakeholders to make the school safe.*" (Peer Mediator D, Transcript 1, lines 1-3.) Another important strategy used by some of the schools in this study was the presence of safety protocols. Members of staff and learners were aware of their expectations, should a safety threat emerge. Safety drills were practised at all the sampled schools. This was mentioned in the following statement: "*The school has protocols in place. They have a democratic leadership approach: they produce good results.*" (Peer Mediator T, Transcript 3, lines 2-3.)

- Representative Council of Learners as mentors

Members of the Learner Representative Council were able to help the school safety committee. Learners were used as mentors to assist learners with challenges. The schools were using a multitude of disciplinary strategies to assist with ill-discipline: for example, suspension, detention, and community work. This is supported in the following statement: "*There is an improvement in the community work. Learners are taking this project seriously.*" (SGB Representative T, Transcript 3, line 5.) The data also revealed that good teacher-learner relationships helped in preventing ill-discipline. Msila (2020:98) argued that teacher leaders are "change agents and agents of change". Learners tend to rely on dedicated educators. A possible explanation for this might be that learners turn to their educators when they

experience psycho-social challenges. Naidoo and Triegaardt (2019:22) argued that government policies place teachers in an accountable role in the management of learner behaviour. The role of good leadership was highly pronounced in some schools. Good leadership was able to give guidance and direction to the committee. This is supported by the following statement: *"Full participation of all members in the committee. Everyone plays a role and is making contributions. Co-ordination of duties and responsibilities are known to the members."* (SGB Representative T, Transcript 3, l

Leadership plays an important role in the management of xenophobic violence.

In summation, evidence revealed that school policies, for example, the school code of conduct, played a major role in maintaining safety. The study found that there was no need for a safety committee, because schools used strategies that their contexts needed. The use of South African Police Services played a major role in assisting schools to maintain safety. Effective school leadership and participative leadership were strategies used by some schools. Some schools made use of community services. Culture and sport assisted in bringing learners together. The ability to be visible and members of the school safety committee also aided in maintaining safety. A very strong strategy was educational awareness that proved to be highly effective in contributing to a non-xenophobic ethos. Effective leadership and guidance were also useful strategies. Safety protocols, for example, safety drills, were practised at some schools. Some schools also relied on good teacher-learner relationships.

5.4   ANALYSES OF DOCUMENTS

Sub-section 5.4 presents the findings from the analysis of the school safety policy. It looks at the characteristics of the school safety policy at each sampled school and it compares them with the national safety policy. The findings from the content analyses are presented in a tabular (5.3) and a narrative format (5.4.1.1).

5.4.1   THE SCHOOL SAFETY POLICIES OF SCHOOLS D, R AND T

Table 5.3: Per-case school analysis of contents of the school safety policy, which is continued on the following two pages:

SECTION OF THE POLICY	SCHOOL D	SCHOOL R	SCHOOL T
Table of contents	As per the Gauteng Department of Education policy.	Lacks a table of contents.	As per the Gauteng Department of Education policy.
Definitions and acronyms	As per the Gauteng Department of Education policy.	Not according to the Gauteng Department of Education policy.	As per the Gauteng Department of Education policy.
Objectives and scope:	As per the Gauteng Department of Education policy.	Not according to the Gauteng Education Department policy.	Not according to the Gauteng Education Department policy.
Legislative framework:	As per the Gauteng Department of Education policy.	Does not identify all the relevant legislations related to the policy.	As per the Gauteng Department of Education policy.
Creation of a safe school environment:	The exemplar was used to create the policy for the school.	Not according to the Gauteng Department of Education policy. It refers to safety, but there is a deficit of many aspects that should be considered with regards to the policy.	As per the Gauteng Department of Education policy.
Management of threats to school safety:	Not included in the school policy.	There is no indication of how threats to school safety will be managed.	As per the Gauteng Department of Education policy.
Coordinating structures for school safety:	As per the Gauteng Department of Education policy.	There is no indication of the coordinating structures in the policy.	As per the Gauteng Department of Education policy.

Reporting and accountability:	The policy of the school does not include this aspect of the national policy.	The policy refers to the school safety committee, but it appears that it is not in detail.	As per the Gauteng Department of Education policy.
Performance management:	As per the Gauteng Department of Education policy.	The policy makes no reference to performance management: There is no indication of how one can measure the functionality of the school safety committee.	As per the Gauteng Department of Education policy.
Annexures:	The annexures are not included in the policy.	The annexures that are prescribed by the Gauteng Department of Education are not included in the policy.	As per the Gauteng Department of Education policy.

5.4.1.1 Main characteristics of the school safety policy

A discussion is presented on the contents of the school safety policies in each sampled school. Then there is a comparison of each with the national policy. This is followed by a discussion of different aspects of the policy: safe school environment; management of safety threats; co-ordinating structures responsible for school safety; reporting and accountability in school safety teams; and performance management of school safety teams. Finally, there is a discussion on the lack of compliant documents at the school.

- **Findings included in the table**

The table 5.3 above illustrates some of the main characteristics of the safety policy in each school. It is apparent from this table that all the schools have a school safety policy. The data reveals, however, that all the policies were not in line with the national policy. The national policy includes a table of contents, the title of the policy, the effective date and the date of the next review, definitions, and acronyms. The policy explains all the jargon related to safety matters in the definitions and the acronyms sections. It then speaks about the preamble,

followed by the purpose and objectives of the policy. The scope of applicability and the legislative framework related to the policy formulation are then discussed. It then gives guidelines on how to maintain a safe environment and how to maintain a weapon-free and drug-free school. This is followed by guidelines on how to maintain the buildings, the grounds, and the infrastructure of the school. The control of late-coming and learner absenteeism are then discussed. It refers to how to protect learners during school activities and how to promote safe schools. Guidelines on how to manage threats, for example school violence, bullying, gangsterism, abuse and sexual abuse, initiation practices, confidentiality, and occupational health and safety are discussed. There is then a discussion on the allocation of a first-aid box and on the allocation of educators on duty. Co-ordinating structures and the composition of the school safety committee are then illustrated. The policy then provides the roles of each member on the school safety committee. Reporting and accountability, performance management, and the signatures of relevant parties accountable for the policy are discussed.

- Safe school environment

One of the schools used the exemplar without contextualising the needs of the school; the other school used the exemplar in a haphazard manner; and the third school did not use the exemplar and appeared to be non-compliant. The challenge of not having a compliant safety policy can have far-reaching negative implications for the school. Safety is maintained within the boundaries of the policy. Should a school not have a compliant policy, it leaves the school open to much criticism and liability. The lack of a compliant safety policy, together with a non-compliant school safety committee, may contribute to the challenges impeding on the maintenance of a safe school environment. Prior studies by Xaba (2014:490) have noted that there are safety threats in the town-suburban schools, and this is supported by the findings in this research.

- Management of safety threats in schools

This study has been unable to demonstrate that each of the sampled schools is aware of the policy on the management of safety threats in schools. One of the schools did not include it in its policy. These findings further support the idea that the members of the school safety committee are not able to manage safety threats because they are unaware of the policy. A possible explanation for this might be that the members of the school safety committee have never been supported on school safety and on whether the committee works collaboratively. This finding agrees with findings from Gcelu *et al.* (2020:144), which showed that, despite

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policies, schools are struggling to curb violence and ill-discipline. They further add that managing ill-discipline "requires more than a policy on paper" (Gcelu *et al.,* 2020:142).

- Co-ordinating structures responsible for school safety

Contrary to expectations, this study found that none of the sampled schools had a compliant school safety committee. Brunner and Lewis (2006:65) argued that, if formed carefully, this committee can help maintain school safety in a strategic manner throughout the school year. School violence is a plague in South Africa (Netshitangani, 2018:162), and this study has shown that the schools have not prioritised structures to manage school violence. Mahlangu (2018:137) argued that school principals no longer occupy the role of the primary decision-maker. Ama *et al.* (2020:3) described school governing bodies as weak. The lack of a school safety committee can be attributed to ineffective leadership of the school principal. Governance structures are supported and guided by the school principal. These findings further support what Mncube and Naicker (2011:145) have stated: that principals play a pivotal role in encouraging collective efforts by stakeholders.

It seems possible that these findings are caused by a lack of participative leadership in the schools. The findings also reveal, however, that parents on the SGB did not know their roles on the school safety committee, and this further validates the presence of safety threats in the sampled schools.

- Reporting and accountability in school safety teams

These aspects of the policy are crucial to the school safety committee. None of the respondents was aware of the reporting process. Accountability is compromised if the relevant persons do not follow protocol on reporting procedure.

- Performance management of school safety teams

This study has found that the lack of performance management of the school safety committee has resulted in the laxed approach of all the sampled schools to xenophobic violence. There appears to be a lack of objectives, inputs, impacts, learner involvement, and the promotion of the school safety policy in all the schools. The findings in the study reveal that learner safety is compromised because of the laxed approach of the school leadership and the ineffectiveness of the school's governance structures, in managing learner safety, especially

xenophobic violence. Sindhi (2013:77) argued that no schools have the "necessary acquaintance and skills to make the concept of a safe school workable".

5.4.1.2 *Lack of compliant documents*

One unanticipated finding was that all three sampled schools reported that there were no disciplinary hearings involving foreign learners, nor were there any disciplinary hearings that were of a xenophobic nature in all the sampled schools. They also reported that they have no minutes available for the school safety committee meetings. There are several possible explanations for this finding. First, the evidence shown in the data showed an indifference to policy implementation and compliance regarding school safety and discipline. Second, the school safety committees in some of the sampled schools were non-compliant. Third, some schools displayed a strong apathy to stakeholder participation.

In summation, all the sampled schools did not have compliant safety policies. The school and the relevant stakeholders were vulnerable to litigation. Safety of all learners in the school were compromised by the laxed approach by the school leadership and the relevant role-players who were mandated by the safety policy to ensure the safety of all learners.

5.5 SUMMARY

This chapter dealth with the findings from the data analysed during the interviews and the documents. It began with reminding the reader of the main and sub-research questions, followed by the context of the three case study schools, and an overview of the case study participants per school. The chapter presented all the themes that were explored, which were aligned to answering the main and sub-research questions. Whilst the findings did not confirm the presence of xenophobic violence in all the sampled schools, it did partially substantiate that the lack of effective participative leadership contributed to the compromise of safety at the schools.

The next chapter will provide a summary of the conclusions and will discuss the implications of these findings for future research.

CHAPTER 6

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

6.1 ORIENTATION

This study explored the school safety committee members' experiences of participative leadership in addressing xenophobic violence against foreign learners in public high schools. The study sought to answer the main question,

How do members of the school safety committee experience participative leadership in addressing xenophobic violence against foreign learners in Johannesburg public high schools?

This chapter provides a summary of the research process that was followed to answer the research question and the sub-questions, and it aims to achieve the aim and objectives of the research (6.2). This is followed by a discussion of the conclusions reached from the analysis of the data in chapter 5, and it highlights the main conclusions from the overall study (6.4). It then articulates the researcher's reflections on the research methodology and the conceptual framework for the study (6.5). The chapter concludes with recommendations for further research on the phenomena related to the study (6.6) and a conclusion to the chapter (6.7). Throughout the chapter, bracketed references are made as to where key information and data analysis linked to the conclusions made can be found for audit trail purposes.

6.2 SUMMARY OF THE RESEARCH PROCESS UNDERTAKEN

This section provides a brief summation of the research questions and research design (6.2.1) and methodology (6.2.2) that were used to attain the data that answered the main and sub-research questions for the research.

6.2.1 OVERVIEW OF THE RESEARCH QUESTIONS AND THE RESEARCH DESIGN

This research used a transcendental phenomenological case study research design to investigate the phenomena via the research which answered the main question:

How do members of the school safety committee experience participative leadership in addressing xenophobic violence against foreign learners in Johannesburg public high schools?

and the sub-questions,

1. What is the status quo of xenophobic violence in each sampled public high school?

2. What are the perceptions of the members in the school safety committee on stakeholder participation in addressing xenophobic violence in public high schools?

3. What are the leadership challenges that face members of the school safety committee in maintaining the safety of foreign learners in public high schools?

4. How does participative leadership affect the functionality of the school safety committee in addressing xenophobic violence in public high schools?

5. What leadership strategies are used to assist the school safety committee in addressing xenophobic violence in public high schools?

This study used the social constructivist paradigm, where the research participants gave rich meaning to their worlds in a social and cultural context. The research followed a qualitative approach, using a transcendental phenomenological case study design to investigate the social phenomena of school leadership and xenophobic violence. (See Chapter Four.) Merriam and Grenier (2019:8) argued that a phenomenological research design is well suited for research that is associated with emotions and feelings. The data revealed that many of the experiences were extremely emotional for the participants and, therefore, required a research design that was able to focus on subjective experiences and interpretations of people. (See sub-section 5.3.2.3 bullet 2.).

6.2.2 SUMMARY OF THE RESEARCH METHODOLOGY

A non-probability, purposive criterion sample was used to choose the three case-study schools and the twenty-one participants for the research. All ethical commitments for the study were followed. The context of each case offered a diverse school environment. (See Table 5.1.) Selecting former Model C schools was apt, as the learner, staff, and SGB were diverse populations. All sampled schools had a large population of foreign learners, and this further helped in attaining data that answered the research questions. (See Chapter Four.)

Data were extracted using in-depth semi-structured interviews with all the members of the school safety committees in the sampled schools. The interviews were used to gather data on their experiences of xenophobic violence, their perceptions on stakeholder participation, the leadership challenges which the members in the school safety committee faced, the impact of

participative leadership in the functionality of the school safety committee, and the leadership strategies that were used to curb xenophobic violence in the sampled schools. Document analysis was used to add depth to the findings from the interviews (Gross, 2018:2) and to gain a deeper understanding of how members of the school safety committee experienced participative leadership in addressing xenophobic violence against foreign learners in Johannesburg public high schools. (See Chapter Four.)

The research used Creswell's (2013:193) six-step modification of Moustakas' (1994) phenomenological data analysis method, and this included the following (as parts of 4.6):

1. Epoche: The researcher began by documenting a full description of her personal experiences, with the intention of setting aside her personal biases.

2. Horizontalisation of the data: The researcher developed a list of significant statements about how the participants were experiencing the phenomenon, with the intention to develop a list of non-repetitive statements.

3. Formation of themes: The significant statements were used to create themes.

4. Textual Description: This described "what" the participants experienced. This was captured using verbatim quotations of the participants.

5. Structural Description: This described "how" the experience happened. The researcher reflected on the settings in which the experiences happened.

6. Composite Description: This was a description that included both the textual and structural descriptions. It referred to what the participant experienced with the phenomenon and how he/she experienced it.

6.3 SUMMARY AND DISCUSSION OF THE RESEARCH FINDINGS

This section provides a summary of the findings and analyses of the interviews undertaken with the members of the school safety committee and the document analyses of the school safety policy. Sub-sections 6.3.1 to 6.3.5 discuss the main theme and the sub-themes that were explored in order to answer the research sub-questions for this study. Sub-section 6.3.6 looks at the influence of school leadership on the management of school safety, while sub-section 6.3.7 discusses policy implementation as a major challenge to the management of school safety.

6.3.1 SUMMARY OF FINDINGS WITH RELATION TO RESEARCH SUB-QUESTION 1: THE STATUS QUO OF XENOPHOBIC VIOLENCE IN PUBLIC HIGH SCHOOLS

This sub-section gives a summary of findings that are related to research sub-question 1.

Table 6.1 provides an overview of the themes and the sub-themes so that the research sub-question may be discussed.

Research sub-question	Main theme generated from the thematic analyses	Sub-themes generated linked to the main theme
What is the status quo of xenophobic violence in each sampled public high school?	Xenophobic violence in public high schools	* Members' experiences of xenophobic violence * Xenophobic tendencies displayed by educators * Dysfunctional school safety committees * Representative council of learners' representation on the school safety committee * SGB and educator representation on the school safety committee
		*The influence of xenophobic violence in communities and its impact on the school * Leadership challenges experienced by members of the school safety committee * Stakeholder equality
		* Educational awareness

This theme relates to the first research sub-question. In the sub-sections (6.3.1.1-6.3.1.9) which follow, the findings and the analyses relevant to the main theme are presented, and a discussion of the sub-themes generated from the main theme is also provided.

6.3.1.1 Members' experiences of xenophobic violence

The twenty-one participants completed the research interviews across the three sampled schools (Table 4.1). Many of the respondents said that they did not experience any forms of xenophobic violence (5.3.1.1 bullet 1). This finding was unexpected and suggests that xenophobic violence may be "downplayed" as a challenge. There were, however, some members who claimed that there was a subtle state of xenophobia in the schools, even though there were those who claimed that there was no xenophobia. This might be explained in this way: none of the respondents from the girls' school mentioned the presence of xenophobic violence (5.3.1.1 bullet 1); the issue of the lack of xenophobic violence and ill-discipline in monastic schools is an intriguing one, which could be usefully explored in further research. Although the evidence shows that there is minimal xenophobic violence in the sampled schools, compelling evidence in the data showed that xenophobic violence showed itself in xenophobic slurs, which led to violence (5.3.1.3). As an educational sector, we are aware of the impact of teasing and bullying practices in our public high schools. De Wet (2016:30) categorised verbal bullying as hurtful words that are xenophobic in nature and that violate the human rights of learners and prevent them from benefiting from education (De Wet, 2016:33).

Another purpose of this study was to provide the Gauteng Department of Education with ways for the Department to inculcate non-xenophobic tendencies among learners. (See Chapter One.) The findings in this study found that learners were sympathetic to the plight of foreign learners and that many learners were not xenophobic. Learners tend to be sympathetic to foreign learners during xenophobic attacks in their community (5.3.1.2). Contrary to expectations, this study did not find any of the educator representatives experiencing any form of xenophobic violence in the school. What is surprising is that other members of the school safety committee experienced some form of xenophobic violence, but not the educator representatives. The first implication of this is the possibility that there is a lack of communication and dialogue among committee members. The second implication is that xenophobic violence may not be a prioritised issue that threatens school safety and that It may not be a topic that the school stakeholders openly discussed. One of the purposes of this study was to provide information on how the government policy on the management of the school safety committee addresses xenophobic violence. Recommendations about how to improve policies may assist schools in addressing xenophobic violence in public high schools. Another suggestion from the research findings was that the school language policy should refer to the need to refrain from racial and ethnic discriminatory words and phrases, while the admissions policy should include the propagation of inclusivity of foreign learners (5.3.1.3).

6.3.1.2 Xenophobic tendencies displayed by educators

Contrary to expectations, this study found incidences of educators being xenophobic towards foreign learners in the case schools (5.3.1.1 bullet 4). The present study endorses previous findings and contributes additional evidence that suggests that educators use abusive disciplinary strategies (De Wet, 2014) on foreign learners. This contradictory finding may be because of the lack of diversity training and because of the empowerment of educators. Further studies, which take educator bullying and xenophobia into account, will need to be undertaken. These findings further enhance our understanding of the impact of educator conduct in addressing xenophobic violence against foreign learners. This research attempted to explore the impact of leadership, safety, and xenophobic challenges on the school safety committee, the principal, the school, the Gauteng Department of Education, and the community (1.4.1). Xenophobic tendencies of educators proved to be a challenge to the school safety committee. The principal, the parents, and the staff felt betrayed by their fellow colleagues (5.3.1.1 bullet 4).

Whilst this study did not reveal any of the educators being a challenge to school safety, it did reveal that some educators were not committed to maintaining safety and addressing xenophobic violence in schools. In fact, principals and learner stakeholders verified that educators did not prioritise school safety and have relinquished their roles as relevant stakeholders in safety and security (5.3.3.1 bullet 7). These findings seem to agree with those from the study by Prats, Deusdad, and Cabre (2017:1), which found that educators are not giving the necessary responses to xenophobia and are contributing to xenophobic societies. The research intended to achieve, in the research findings, a contribution to preparing members of the school safety committee to execute effectively their duties to address xenophobic violence in public high schools. The current findings add, however, to the growing body of literature on the negative role of educators in preparing learners to be more tolerant to foreign learners (5.3.1.1; 5.3.3.1). Evidence in the study supports the notion of Prats *et al.* (2017:3), who argued that there are prejudices harboured by teachers towards immigrant learners. This finding was unexpected by the researcher, and it suggests that further studies with more focus on educators' xenophobic tendencies towards learners are needed.

6.3.1.3 Dysfunctional school safety committees

A striking finding to emerge from the data was that, while some members of the school safety committees experienced xenophobic violence, others did not. This needs to be interpreted with caution, because one of the sampled schools did not have a school safety committee, and there appeared to be a dysfunctionality in the school safety committees in the other two

sampled schools (5.3.2.1 bullet 4). Discussions on xenophobic violence did not appear to be a priority in all the sampled schools, and effective communication among the members of the school safety committees was absent (5.3.3.2 bullet 5). One of the more interesting findings to emerge from this study was that there were no minutes of meetings for the school safety committees. This evidence suggests that the school safety committees were dysfunctional. The lack of proper record keeping in these committees demonstrates that there were no compliant structures in place to manage school safety. This, further, indicates that the principal had failed to apply the policy as per its prescripts (5.4.1.2). This may be in tune with what Mestry (2015:656) argued, when he claimed that school policies and rules are not enough to reduce danger at school. In general, therefore, school leadership plays a vital role in executing the prescripts of the safety policy and it may be regarded as a contributing factor to the current state of xenophobia and violence in some public high schools. One of the research outcomes of this study was to inform government policy on the management of the school safety committee in addressing xenophobic violence. These negative findings of the lack of a compliant safety policy and the implementation of the policy should propel relevant Department officials to prioritise the monitoring of school safety in public high schools more stringently and to provide further support and training in the working of the committees.

6.3.1.4 *Representative council of learners' representation on the school safety committee*

The findings of this study mirror the findings of a great deal of the previous work in the field of the Representative Council of Learners' representation in school governance (Colletti, 2018:2; Moore, Croft, & Heisdorf, 2020; Umar, Krauss, Samah, & Hamid, 2017:92). Coletti (2018:2) argued that the learner's voice is a "powerful instrument'', while Moore *et al.* (2020:1) advised that policy makers should include learners on issues of implementing school safety measures. In fact, Umar *et al.* (2017:92) claimed that the youths' voice makes a vital contribution. This study showed that the Representative Council of Learners plays a key role in addressing xenophobic violence, due to their "on the ground" approach to school violence. The Representative Council of Learners in this study believed that they should be the unifying agents in the school, helping to eradicate xenophobia. The present study provides additional evidence with respect to the relevance of the Representative Council of Learners in addressing xenophobic violence and contributing to social cohesion in public high schools. This research set out to explore how members of the school safety committee experienced participative leadership in addressing xenophobic violence. The findings concluded that the learners' experiences showed that they were excluded: they were not included in the management of school safety (5.3.2.1 bullet 5).

6.3.1.5 *SGB and educator representation on the school safety committee*

The SGB representative in each school was not able to manage xenophobic violence through the prescripts of the national policy. The present study supported Starr's (2018:72) argument that school governance is problematic. None of the School Governing Bodies were managing school safety effectively, because none of the sampled schools was compliant with regards to the implementation of the safety policy (5.4.1.1). This study produced findings that align with the findings of a great deal of the previous work in the field of school governance, where the SGB is seen as a body with many challenges (Hartell, Dippenaar, Moen, & Dladla, 2016; Mncube & Du Plessis, 2011:215; Mncube & Naicker, 2011:142).

Another objective of this study was to explore the leadership challenges that the school safety committee experienced in maintaining the safety of the foreign learner (1.4.1). The lack of knowledge in role identification by the SGB representative places school safety and the safety of foreign learners in jeopardy. One of the roles of the SGB representatives is to ensure the functionality of the school safety committee. This research hoped to find research findings that contributed to preparing recommendations to the Gauteng Department of Education to provide effective leadership training to the safety committee in the execution of their duties (1.4.1). It can, therefore, be suggested that the SGB representative needs to be capacitated in ensuring that the school safety committee maintains functionality.

6.3.1.6 *The influence of xenophobic violence in communities and its impact on the school*

One unanticipated finding was that xenophobic violence in the local communities did not filter into the school. Learners were more tolerant to their differences. The influence of xenophobic violence in the community had no impact on the school. Whilst this study did not reveal that educated communities are not xenophobic, it did partially substantiate that the communities, even if they were partially xenophobic, appeared to foster learners who have fewer xenophobic tendencies. In fact, learners from these communities were more sympathetic to the plight of the foreign learner. Although this is a point that requires further research, it seems, by implication, that, if the community is more educated on xenophobic violence, the more likely it may be that the learners will display fewer xenophobic tendencies (5.3.1.2). This finding agrees with findings from the study of Prats *et al.* (2017:8), which showed that, as the parents' educational levels increase, xenophobia tends to decrease.

This study also attempted to provide research findings that contributed to assisting in the development of safety community programmes in preventing xenophobic violence. These

findings suggest a relevant role for parental education in promoting community anti-xenophobic awareness. This study attempted to contribute to identifying leadership strategies that are working well in the school safety committee (1.4.1). It seems possible that the absence of xenophobic violence in the school is due to the sampled schools using sport and culture to inculcate values of team-spirit and unity in diversity (5.3.5.2 bullet 2). The finding of the current study is aligned with that of Fine-Davis and Faas (2014:1319), who found that "intergroup contact and more diverse classrooms" lead to more "positive inclusive attitudes". This finding further supports the idea of schools becoming the agents of change and organs for societal cohesion (Fine-Davis & Faas, 2014:1319).

6.3.1.7 Leadership challenges experienced by members of the school safety committee

Findings in this study exposed many leadership challenges that impeded on the safety of foreign learners and that compromised social cohesion in public high schools. Findings indicated that the parent members were detached from the contextual challenges of the school safety committee (5.3.1.1 bullet 4). A key finding was the lack of dialogue and engagement on safety issues by members of the committee, and this led to the inconsistencies in their responses. The findings of the study showed that learners used derogatory terms on each other. Language discrimination displayed by different pronunciations and accents among learners contributed to violent outbursts (5.3.1.1 bullet 2). This research has proposed many questions that need further investigation, and the findings suggest several courses of action for the Department of Education. First, there is a definite need to explore the impact of language discrimination as a cause for school violence. Then, cultural differences as a cause for concern to social cohesion in schools should be explored. More research on this topic needs to be undertaken before the association between language discrimination and xenophobic violence is more clearly understood. One of the desired outcomes for this study was to provide literature that can inform policy regarding social cohesion in public high schools. There was a strong recommendation for policy formulation that sensitised learners to xenophobia and social cohesion. (See Chapter One.)

Cultural and ethnic differences among black learners posed a challenge to the school safety committee. The present study has aligned with previous findings by Vandeyar and Vandeyar (2011:4162) and it contributes additional evidence that suggests ethnic differences between South African learners threaten school safety more than xenophobia. There is an alignment between the study of Vandeyar and Vandeyar (2011:4162) and this study, which mentions that the homogenous categorisation of black people ignores the cultural and ethnic differences

among them. Evidence showed that foreign learners knew that they were different, but they avoided showing it (5.3.1.1 bullet 2). In fact, foreign learners blame indigenous South African learners for many of the acts of transgressions in the school. Whilst this study did not find that the immigrant culture in foreign learners had been diminished, it did partially substantiate that many foreign learners have been in the South African schooling system since the start of their schooling careers. They were, therefore, able to assume the identity of the South African learner (5.3.3.1 bullet 7).

6.3.1.8   Stakeholder equality

It is interesting to note that, in all the interviews for this study, the position and the relevance of the public servant staff members were undermined (5.3.2.1 bullet 5). This finding supports the ideas of Hartell *et al.* (2016:132), who suggested that principals struggle with inadequate intellectual engagement of SGB members. These findings suggest that more relevance should be given to the public servants in their contribution to school safety. Furthermore, this study was able to demonstrate that educational backgrounds should not be criteria that are used evaluate the contribution of stakeholders on the school safety committee. This study sought to find research findings that contribute to providing concrete strategies for principals to use in rendering themselves accountable for school safety. The empirical findings for this study provide new understanding of stakeholder equality as a major factor that should be considered for an effective school safety committee. This, then, necessitates effective school leadership which acknowledges the contribution of all members on the school safety committee. One of the research outcomes for this study was to provide recommendations for the strengthening of participative leadership in addressing xenophobic violence. One of the principals in one of the sampled schools saw the need to include the public servants' contributions to the school safety committees as an important future initiative (5.3.2.1 bullet 5).

6.3.1.9   Educational awareness

It is interesting to note that, in all three cases for this study, schools prioritised their finding of strategies in order to prevent xenophobic violence. The present study was designed to prepare members of the school safety committee to effectively execute their duties in addressing xenophobic violence against foreign learners. The study sought to find research findings that contributed to designing leadership strategies to assist the school safety committees to manage xenophobic violence effectively. The findings of the study indicate that strategies were in place to curb xenophobic violence, but they were not done in a coordinated manner by the

relevant person prescribed by the policy (5.3.2.1 bullet 1). One of the findings to emerge from this study was that schools were able to educate their learners regarding xenophobic violence through their code of conduct and their workshops on xenophobic violence. The relevance of educating learners on non-discrimination and about living in harmony were clearly supported by the current findings, where learners were unified in their diversity. School Governing Bodies in all the sampled schools have also prioritised addresses on xenophobic violence and used posters to take a firm stand against xenophobia. This study further found that some sampled schools did prioritise learners' sensitisation to xenophobic violence (5.3.5.2 Summation). The study attempted to achieve research findings that contributed to preparing members of the school safety committee to execute their roles effectively. Interestingly, there was no indication of the safety officer managing safety activities, as prescribed by the safety policy, and managing other activities in the school. The safety officers were unaware of their role in arranging safety awareness activities (5.3.2.1 bullet 3). More work will need to be done to determine the role of the safety officer in arranging safety activities that are used to sensitise learners to non-xenophobic tendencies, and the use of the school safety committee in propagating social cohesion in public high schools.

6.3.2   **SUMMARY OF FINDINGS WITH RELATION TO THE RESEARCH SUB-QUESTION 2: STAKEHOLDER PARTICIPATION IN SCHOOL SAFETY COMMITTEES**

In this sub-section, a summary of findings in relation to the research sub-question 2 for the study is presented. Table 6.2 provides an overview of the themes and the sub-themes identified for discussion and linked to the research sub-question.

Table 6.1: Overview of the themes that were generated in addressing research sub-question 2

Research sub-question	Main theme generated from the thematic analyses	Sub-themes generated linked to the main theme
What are the perceptions of the members in the School Safety Committee on stakeholder participation in addressing xenophobic violence in public high schools?	Stakeholder participation in school safety committees	* Benefits of stakeholder participation
		* Schools and the South African Police Services
		* Inaccessibility of parents to the school
		* Leading challenges that impeded on effective stakeholder participation

This sub-section attempts to answer the second sub-question. In this sub-section, the findings and the analyses that are relevant to the main theme are presented. This is followed by a discussion on the sub-themes (6.3.2.1-6.3.2.4) that have been extracted from the main theme.

6.3.2.1   Benefits of stakeholder participation

This study set out to achieve research findings that attempted to assist different educational role-players in preventing the perpetuation of xenophobic tendencies in young men and women (1.2). The findings revealed that members believed that schools were not doing enough to inculcate anti-xenophobic tendencies in their learners. The study further sought to achieve research findings that contributed to empowering and recommending ways for the members of the school safety committee to work collaboratively to prepare learners to be tolerant to foreign learners. Evidence showed that the members believed that more stakeholder participation assisted in their strategies to get learners to practise tolerance to foreign learners. The study showed that members with diverse backgrounds bring different perspectives and knowledge to safety challenges which help the school in managing xenophobic violence. Of the study population, many of the participants agreed that stakeholder participation was good for the school safety committee (5.3.2.2 bullet 6). The overall sentiment

regarding the advantages of stakeholder participation was positive. Respondents believed that all relevant stakeholders should be involved in safety and security. One of the objectives of this study was to identify leadership strategies that were working well in the school safety committee. A participative leadership approach with active stakeholder participation was identified as a strategy that assisted the committee in managing xenophobic violence (5.3.4.1 bullet 4; 5.3.4.4 bullet 1).

6.3.2.2   *Schools and the South African police services*

On the question of stakeholder participation with outside institutions, this study found that some schools shared strong relationships with the police. The findings revealed that members of the safety committees welcomed stakeholder participation in the management of xenophobic violence. These findings may help us to understand the positive impact that outside agencies have on schools. One of the objectives of this study was to devise and recommend developmental programmes for the school safety committee to help communities in the prevention of xenophobia. The positive contribution of the police in assisting the school on safety assists our understanding of the role of outside agencies in combating xenophobic violence. The police assisted the schools during xenophobic attacks on learners, and it addressed learners on xenophobia. Members of the school safety committee were expected to co-operate with the police on all safety issues. The members believed that learners benefited from the discussions with the police and from the safety addresses by the police. The present study, however, has made several contributions to the literature, regarding the positive contribution of outside agencies to school safety. One of the purposes of this study was to validate that schools have a social responsibility to prepare learners to become tolerant to foreigners. This study showed that collaborating with the police in educating learners on xenophobic violence contributed to preparing learners to deal with xenophobia and eradicate violence against foreigners. This study also showed that schools that enjoyed a good working relationship with the police experienced fewer safety threats (5.3.2.2 bullet 3; 5.3.5.1 bullet 2).

6.3.2.3   *Inaccessibility of parent members of the school safety committee to the school*

The findings of this study showed that, as much as members of the school safety committee welcomed stakeholder participation, many were concerned that parents were absent, non-cooperative, and ignorant during the management of school safety. Another major challenge that faced the school safety committee was that it was not practical to collaborate with parents who were not physically on the premises (5.3.2.2 bullet 1). These findings further support the

idea of Connolly, Farrell, & James (2017:6), who asked, "Should SGBs comprise of members who have a stake in the committee, or should members have the relevant skills?" Members were not in agreement about the effectiveness of having many stakeholders to deal with school safety and security. This study has been unable to demonstrate that all the stakeholders had a common interest in the welfare of the school and that they had knowledge and experience to discuss matters of safety (Connolly *et al.,* 2017:8). An explanation for some of the findings may be the lack of adequate training in stakeholder participation and in the role functions of members of the school safety committee.

6.3.2.4   *Leading challenges that impeded on effective stakeholder participation*

This study has attempted to achieve research findings that were able to contribute to identifying leadership challenges facing the school safety committee in addressing xenophobic violence against foreign learners effectively (1.4.1). A striking finding to emerge from the data was that the lack of parental involvement in school safety posed a major threat to the management of school safety in the schools. A small number of those interviewed suggested that many parents were not cooperative and do not work in concord with the school. The decentralisation of parents from the school was considered to have been impractical when the schools needed an immediate response to a safety threat (5.3.2.2 bullet 1). Another striking observation to emerge from the data was the impact of racism when different stakeholders converged to deal with issues of safety and security. Racism proved to be the only factor that impeded on the viability of the school safety committee's existence in one of the schools (5.3.3.2 bullet 6). The current study found that, although there were deliberations on safety issues, the school still needed a final decision-maker. An interesting finding was that having too many stakeholders may not be a good way to deal with safety issues, because they may lose focus on relevant safety issues. Another finding was the admission by the Representative Council of Learners who felt more confident if adults took decisions on safety on their behalf (5.3.4.1 bullet 3). A further study may be able to assess the viability of including minors in safety decisions in public high schools.

It is recommended that further research be undertaken to find solutions to the problems that learners face when they travel to sub-urban schools and when they are vulnerable to safety challenges because they do not have reliable adult supervision. These findings will, doubtlessly, be scrutinized, but there are some immediately dependable conclusions for immediate attention: first, educational authorities must be held accountable for institutions under their care and ensure that schools are in possession of compliant policies that guide schools as juristic entities; second, school leadership has a responsibility to all stakeholders

to ensure that policies are compliant to protect the lives of learners under their care; and, finally, governance structures have a moral and administrative obligation to create policies that foster stakeholder participation as a modern concept in the management of social phenomena. More work will need to be done to determine the impact of racial tension in school safety committees. It is recommended that further research be undertaken in the fields of managing stakeholder differences so that educational leadership and stakeholder participation may be improved.

6.3.3 SUMMARY OF FINDINGS WITH RELATION TO RESEARCH SUB-QUESTION 3: LEADERSHIP CHALLENGES FACED BY THE SCHOOL SAFETY COMMITTEE

In this sub-section, a summary of findings with relation to research sub-question 3 is presented. Table 6.3 provides an overview of the themes and sub-themes that were identified for the discussion linked to the research sub-question.

Table 6.2: Overview of the themes that were generated in addressing research sub-question 3

Research sub-question	Main theme generated from the thematic analyses	Sub-themes generated and linked to the main theme
What are the leadership challenges that face members of the school safety committee in maintaining the safety of foreign learners in public high schools?	Leadership challenges faced by the school safety committee	* Cultural diversity * Policy implementation * Lack of communication
		* National policy implementation * Incapacitation and the lack of training
		* Member conflict * Racism
		* Lack of training

In this sub-section, a discussion regarding **leadership challenges faced by the school safety committee** is presented as the main theme. Thereafter, the findings and the analyses regarding the sub-themes are discussed from 6.3.3.1- 6.3.3.8.

6.3.3.1 Cultural diversity

The study set out to explore the leadership challenges that the school safety committee experiences in maintaining the safety of the foreign learner (1.4.1). The majority of those who were interviewed indicated that leadership challenges affected the functionality of the school safety committee adversely. A few members of the committee claimed that they were happy with the leadership of their schools. It is important to bear in mind the possible speculation in the few responses, because some respondents had minimal interaction with the school safety committee to make decisions about leadership challenges. Another objective of this study was to explore the impact of leadership challenges on school leadership. Compelling evidence of cultural diversity posed a threat and a challenge to leadership. Leadership was unable to understand many cultural outbursts that were acceptable to certain cultures. Learners and school leadership were placed in a compromised position when they were detached from cultural practices among distinct cultures. Leadership was unaccommodating towards diverse cultures in diverse school contexts when they did not understand the cultural outbursts. Language barriers experienced by some members of the school safety committee appeared as a threat to leadership (5.3.3.1 bullet 4). These findings were relevant because they emphasised the dire need for diversity training for leaders and managers in diverse school settings to understand cultural practices in a safety context. The findings in this study regarding cultural knowledge provide important information that may be used for diversity training by the Department of Education.

6.3.3.2 Policy implementation

Contrary to expectations, this study found that school leadership did not monitor policy implementation. There was no support or feedback on safety issues that was provided to members of the school safety committee. One of the purposes of this research was to explore the impact that leadership challenges have on the principal, the school safety committee, the school, the Gauteng Department of Education, and the community. This finding that there was no support or feedback was unexpected and it suggested that one of the principals as the accounting officer was unaware of the functionality of the school safety committee. The inability to monitor the safety policy is in breach of one of the roles of the principal, which requires that he/she must oversee safety matters at the school (Department of Education, *The Approved School Safety Policy Exemplar. Circular 07, Section 12.2 (b)* 2012: 21). It is difficult to explain this finding, but it might be related to the lack of training in the implementation of safety policies. One needs to be mindful, however, that members of the school safety committee need support and regular feedback on the implementation of the safety policy. There are similarities between

the attitudes expressed by some of the participants in this study and those described by Makhuvele, Litshani, Mashau, and Manwadu (2019:190), who mentioned that School Governing Bodies do not have the necessary capacity to implement school policies. The lack of monitoring of the policy by school leadership impacts negatively on the school safety committee, because the members were unaware of the issues of safety compliancy. This further impacts on the school as an organ entrusted to maintain school safety (5.3.3.2 bullet 3). Safety challenges were also seen as bringing the Gauteng Department of Education into disrepute as the custodian of all Gauteng schools. Finally, safety threats were seen to have filtered into the communities, and this further exacerbated societal ills regarding xenophobia and violence.

6.3.3.3   Lack of communication

Another serious challenge that emanated from the research was the lack of communication among the members of the committee. This prevented valuable information being delivered from the school leadership to the members of the committee. Members further believed that no priority was given to serious misconduct. Based on this, there are some immediate conclusions for school leadership to prioritise: first, communication channels are the seeds for the growth of effective leadership; members of the school safety committee depend on open communication for the implementation of strategies to curb xenophobic violence; second, members of the school safety committee must be in the position to discuss issues of safety with the school leadership so that there are transparent decisions regarding safety issues (5.3.3.2 bullet 5). Another critical concern was the lack of enforcing the school code of conduct (5.3.3.1 bullet 6). One of the roles of the principal is to support and to guide the SGB. These findings are disappointing as the lack of effective leadership seems to be one of the reasons for the dysfunction of the school safety committee.

6.3.3.4   National policy implementation

One of the purposes of this study was to explore the gaps between the National Policy (Department of Education, *The Approved School Safety Policy Exemplar*, *Circular* 07 (2012)) and the implementation of the policy. The current study found that the challenge of school safety permeated throughout the school community and negatively affected all the stakeholders. Principals in the study felt that they were failing as leaders in the management of safety. They were perceived by their staff as having minimal knowledge of school safety. There was an added burden of re-visiting safety policies and prioritising strategies for the motivation for all stakeholders. This finding suggests that members must monitor their safety

policies so that they are implemented correctly. Principals need to ensure that structures are in place so that they may be able to maintain follow-ups to the challenges of non-compliance. Evidence revealed that members were not aware of the school safety policy (5.3.2.1 bullet 1). This challenge experienced by the members of the safety committee also impacted negatively on the school, because members were not aware of their authority to provide safety to the learners. Findings have shown that schools built their reputation on their ability to maintain safety. Parents are not willing to send their children to schools that have been negatively associated with school safety. Educators have lost their will to teach because of learner ill-discipline and violence. This study highlights the notion mentioned by Gcelu, Padayachee, and Makhasane (2020:141), who argued that the escalation of indiscipline in South African schools is a failure by educators to find effective disciplinary measures.

6.3.3.5 *Incapacitation and a lack of training*

It is interesting to note that, in all three cases of this study, participants agreed that the lack of training was the key factor that impeded on their ability to deal with all the challenges facing the school safety committee. All the participants had to learn on the job. Principals felt that, principals being held accountable for all the challenges the school safety committee faces, without members being properly trained, is unfair. This study supports previous research, which emphasises the need for training by the employer in the field of leadership and school safety. Xaba's study (2014:490) recommended that department officials must play an effective oversight role in order to support and develop the participants' roles on the school safety committees. This study emphasised that training in school safety is paramount to address xenophobic violence effectively. The study endorses the failure of the employer to prioritise school safety and the scourge of xenophobic violence that has engulfed South African high schools (5.3.3.2 bullet 1). This study has been unable to demonstrate that the community was impacted negatively by xenophobic violence in all three case studies. The communities in all three case studies were unable to infiltrate the school negatively. There are several explanations for this finding: it may appear that members of the community were educated and understood the ills of xenophobia, and, also, it may be that the schools were able to educate the learners in refraining from xenophobic tendencies. These findings suggest that, in general, the schools were able to maintain their social responsibility in preparing learners to be tolerant to foreign learners. The schools were also able to create ways that assisted role-players in preventing the perpetuation of xenophobic tendencies.

A key finding was the apathy of educators in enforcing the school code of conduct. Teachers believed that they were handicapped in enforcing discipline because of the learners' rights, and this further exacerbated leadership challenges (5.3.3.2 bullet 3). Further research should be done to investigate the ability of educators to discipline learners without infringing on their rights. It is suggested that these factors be associatively investigated in future studies. If the debate on the failure of the Department of Education to have the capacity to build safety programmes for school principals is to be moved forward, a better understanding of leadership and xenophobic violence needs to be developed. The findings revealed that members of the school safety committee saw school leadership as a challenge to addressing xenophobic violence. They preferred to collaborate with the school management team and not the governors (5.3.2.1 bullet 4).

6.3.3.6   Member conflict

The present study was designed to explore and describe how members of the school safety committee experience leadership in addressing xenophobic violence, and one of the specific objectives was to explore the influence of school leadership in the school safety committee in addressing xenophobic violence against foreign learners. (See Chapter One.) On the question of leadership challenges, this study found that conflict and in-fighting among members of the school safety committee had derailed all safety initiatives on which the schools had embarked. Evidence showed that one school safety committee had been crippled because of member conflict (5.3.2.1 bullet 5). The present findings are consistent with other research which found that conflict is inevitable in a school: Nthontho (2020:304) stated that governors had different views, interests, and goals of school governance and that these differences had the potential of fuelling conflict. On the other hand, the principal is accountable to both the employer and the SGB, one with the power to dismiss him, and another with the power to undermine him (Nthontho, 2020:304). Some members experienced severe anxiety when they were expected to attend safety meetings because there was conflict among members in the committee. Another important finding was that other members of the school safety committee used this challenge to adopt a complacent attitude towards school safety.

6.3.3.7   Racism

This study produced findings which supported the findings of a great deal of the previous work in this field. For example, Heystek (2004:309) mentioned that there are poor relationships between parents and principals on school governing bodies. In contrast to earlier findings by Mafumo and Foncha (2016:7498), the present study detected no evidence of racial integration

on the part of the SGB. In fact, one of the issues that emerged from the findings was the racist approach by parent governors towards the principal (5.3.4.1 bullet 2; 5.3.3.2 bullet 6). This research agrees with the statement of Forrest, Lean, and Dunn (2016:619) that schools are a breeding ground for cultural tension. One of the purposes of the research was to prepare learners to be free of hate and antagonism towards the foreign learner. This may not be possible if the governors themselves have racial tendencies towards the school leadership. The possible interference of the lack of diversity training in the school safety committee cannot be ruled out. One of the purposes of the present study was to produce findings that develop and recommend leadership strategies to assist school safety committees to manage effectively the xenophobic violence against foreign learners in public high schools. In general, therefore, the findings in this study emphasise the strong and long overdue need for leadership training that addresses the issue of racism in the SGB at a school and, specifically, the issue of racism in the school safety committee as a sub-committee.

6.3.3.8   Lack of training

One of the specific objectives of the research was to attain research findings, which prepare recommendations for the Gauteng Department of Education to provide effective leadership training to school safety committees in the execution of their duties. It is interesting to note that, in all three schools, all the school principals felt disempowered to execute role functions in the school safety committees. All of them claimed that their disempowerment was because of a lack of training (5.3.2.1 bullet 1; 5.3.3.1 bullet 6,7). These findings may help us to understand why violence remains a dire threat to school safety. One of the findings defines the Department's role as "fault finders" (5.3.3.1 bullet 7). The present findings are important in, at least, two major respects: first, the scourge of school violence may never be eradicated if school leadership is not effectively trained to manage safety threats at the school and, second, the school safety committee will not be functional if there is no effective leadership. The significance and the rationale for this study intended at rendering the school leadership accountable for school safety and security and at providing concrete strategies for principals to use in protecting the foreign learner from xenophobic violence. Evidence in this study shows that leadership was weak and ineffective in managing xenophobic violence and school violence (5.3.3.1).

6.3.4 **SUMMARY OF FINDINGS WITH RELATION TO RESEARCH SUB-QUESTION 4: PARTICIPATIVE LEADERSHIP AND ITS CONTRIBUTION TO SCHOOL SAFETY**

In this sub-section, a summary of findings in relation to research sub-question 4 for the study is presented. Table 6.4 provides an overview of the themes and sub-themes that are identified for discussion and are linked to the research sub-question.

Table 6.3: Overview of the themes that were generated in addressing research sub-question 4

Research sub-question	Main theme generated from the thematic analyses	Sub-theme generated linked to the main theme
How does participative leadership affect the functionality of the school safety committee in addressing xenophobic violence in public high schools?	Participative leadership and its contribution to school safety	* Collective decision-making * Favourable and unfavourable traits of participative leadership
		* Employee satisfaction * The benefits of participative leadership * Participative leadership serving communities

In this sub-section, the main theme is addressed, and the sub-section presents the findings and analyses of the sub-themes linked to the main theme from 6.3.4.1- 6.3.4.5.

6.3.4.1 *Collective decision-making*

The key research question for this study was "How do the members of the School Safety Committee experience participative leadership in addressing xenophobic violence against foreign learners in Johannesburg public high schools?" Many of the respondents in the study experienced participative leadership as being highly effective in managing safety at the school. This study was further designed at exploring the influence of school leadership in the school safety committee in addressing xenophobic violence against foreign learners. The findings in the study show that leadership plays a leading role in the effectiveness of the school safety committee. As mentioned in the literature review, principals are expected to share leadership in a "transparent, democratic, and participatory manner" (Bhengu & Myende, 2016:2). One of the findings that emerged emerge from the present study was that members of the school

safety committee experienced participative leadership as having a positive impact on the functionality of the committee. Involvement of all members of the school safety committee in managing xenophobic violence allows all members to be part of the decision-making processes regarding school safety. These findings suggest that, in general, when members participate in making collective decisions, they accept that they are accountable for them. Another important finding in the research was that members experienced participative leadership as allowing them to have a sense of belonging when they engaged in decisions regarding school safety (5.3.4.4 summation). The current findings add to our understanding of how a sense of "belonging" is a "critical driver for many individuals" (Otto, 2020:28).

6.3.4.2 *Favourable and unfavourable traits of participative leadership*

The relevance of participative leadership in addressing xenophobic violence is clearly supported by the current findings in the study. Members experienced a sense of encouragement when diverse ideas were discussed to find solutions to their safety challenges. A striking finding to emerge from the data was that participative leadership helped the young men and women of the Representative Council of Learners to participate in concrete measures to curb xenophobic violence. The Representative Council of Learners was able to learn that their ideas improved when they listened to the ideas of others, especially those who disagreed with their ideas (Bhengu & Myende, 2016:3). On the question of leadership style, this study found that some participants acknowledged participative leadership as the only leadership style in which they were prepared to engage (5.3.4.4). The present findings are consistent with other research, which found that there is a dissatisfaction with traditional models of hierarchical leadership and a favour for collective leadership practices (Naicker & Mestry, 2011:99). The present study provides, however, additional evidence with respect to the disadvantages of a participative leadership style: Khan, Khan, Qureshi, Ismail, Rauf, Latif, and Tahir (2015:87) argued that an autocratic style of leadership is not bad and, sometimes, it is the most effective style to use. Some participants experienced members digressing from the topic and others missing the point. They also felt that consulting on issues can be time-consuming. Participative leadership can be destructive when dominant personalities overpower the weak (5.3.4.1 bullet 2). These findings enhance our understanding of the effect of leadership in group contexts. It further ponders on the notion by Davids and Waghid (2019:37), who posed the question, "Has the abandonment of authoritative forms of leadership in South African schools been premature?"

6.3.4.3 Employee satisfaction

One of the sub-questions for this research was:

> How does participative leadership affect the functionality of the school safety committee in addressing xenophobic violence in public high schools?

While one of the specific objectives was to develop leadership strategies to assist the school safety committee to manage, effectively, xenophobic violence against foreign learners in public high schools, the researcher saw a strong influence between the leadership style of the principal and the functionality of the school safety committee. A participative leadership approach empowered members of the school safety committee to be involved in decision-making and to be part of finding solutions to the challenges the committee faced as a collective. Members felt good when they were part of decisions taken in unison and they pushed forward to reach the goals of the committee (5.3.4.1 bullet 1,4). This combination of findings provides some support for the conceptual premise that participative leadership enhances commitment of employees and their equal participation to achieve organisational goals (Sheshi & Kercini, 2017:291-292). It further supports the notion of Huang (2012:316) that participative leadership increases participation to share in problem-solving with meaningful outcomes for the organisation. Findings also saw a correlation between leadership strategies employed by the school principal and the management of school safety by the school safety committee. Using a participative style of leadership gave members an opportunity to contribute to decision-making. Members believed that their involvement made a difference and, therefore, they put more effort into their work (Huang, 2012:318).

6.3.4.4 The benefits of participative leadership

This study has found that, generally, if the principal gave a plan on issues of safety, members were not receptive to discussions. The current findings add to a growing body of literature, which suggests that there is dissatisfaction with traditional models of leadership and a gravitational pull towards participative leadership practices (Naicker & Mestry, 2011:99). The present study, however, makes several noteworthy contributions to the impact that school leadership has on the functionality of the safety committee. It is possible, therefore, that participative leadership has a positive contribution to make to the functionality of the safety committee. Members saw it as having a benefit to the functionality of the committee. Another interesting finding was that all members participate in working towards maintaining safety in the school. Members felt that participative leadership allowed for an equal distribution of work in the committee. These findings provide further support for the hypothesis that participative

leadership provides an equal and fair distribution of tasks and it reduces the conflict in the committee. Contrary to expectations, this study found that participative leadership allowed members to protect each other and the school community to collaborate on issues of school safety. Returning to the question posed at the beginning of this study, the researcher considers that it is now possible to state that members experience participative leadership as a positive contributing factor to the functionality of the committee (5.3.4.1 bullet 1, 4; 5.3.4.2; 5.3.4.3).

6.3.4.5   *Participative leadership serving communities*

It is interesting to note that, in all cases of this study, members claimed that the school principal cannot deal with school safety on his/her own. They need collective engagement on school safety to ensure the functionality of the committee and to deal with safety challenges at the school. Another important finding was that, when parents engage in the safety committee, the school gains knowledge of the ills facing the community. The school, as the hub of the community, can deal with the challenge from an educational perspective. Participative leadership creates a platform for such collective engagement. In this study, participative leadership was found to create a more collaborative atmosphere among all role-players, hence greater functionality, and it increases the success rate of the committee's performance. Parent members felt that safety was important to them and ensured that they participated in safety initiatives. De Vries, Pathak, and Paquin (2011:787) mentioned that leadership has a strong effect on subordinates' attitudes towards their leader. A strong finding that emerged from the data was that participative leadership propelled the members to reach the goals of the committee. Members were more active because they felt free to work in a collaborative environment. This finding aligns to the ideas of Alanezi (2016:51), who suggested that shared leadership is based on trust between the leader and subordinates, on participation in decision-making, and on increasing team performance (5.3.4.2; 5.3.4.3). More work will need to be done to determine which strategies schools should devise to encourage parental participation, where parents are not near the school.

6.3.5   SUMMARY OF FINDINGS IN RELATION TO RESEARCH SUB-QUESTION 5: LEADERSHIP STRATEGIES USED BY PUBLIC HIGH SCHOOLS TO DEAL WITH SCHOOL SAFETY

In this sub-section, a summary of findings in relation to research sub-question 5 for the study is presented. Table 6.4 provides an overview of the themes and sub-themes that have been identified for discussion linked to the research sub-question.

Table 6.4: Overview of the themes that were generated in addressing research sub-question 5

Research sub-question	Main theme generated from the thematic analyses	Sub-themes generated linked to the main theme
What leadership strategies are used to assist the school safety committee in addressing xenophobic violence in public high schools?	Leadership strategies used by public high schools to deal with school safety	* School code of conduct * South African Police Services * Campaigns and workshops
		* The schools' contextual needs * Leadership styles

In this sub-section a detailed description of the findings and analyses of all the sub-themes are presented from 6.3.5.1-6.3.5.5.

6.3.5.1 *School code of conduct*

One of the purposes of the research was to achieve findings that develop and recommend leadership strategies that may assist the school safety team in addressing xenophobic violence. (See Chapter One.) Over half of those participants interviewed indicated that they used the school code of conduct to manage school safety. They also indicated that they sanctioned all transgressions, as per the school code of conduct (5.3.1.1 bullet 2; 5.3.5.1 bullet 1). One unanticipated finding was that the school staff felt more inclined to use the school code of conduct to deal with safety matters, and not with the school safety policy. An explanation for this might be that many of the participants in the research had not seen the school safety policy. The findings of the current study are consistent with those of Netshitangani (2018:169), who found that participants in his study did not know the contents of their safety policy. Schools also used contracts that always bound learners to wilful discipline (5.3.5.2 bullet 1). The use of a contract did not seem to help because the learners did not honour the contracts. The reason for this is not clear, but it may have something to do with the fact that learners were not reminded of the contents of the contract that they signed at the beginning of each year.

6.3.5.2 South African police services

On the question of stakeholder intervention as a strategy, this study found that all the schools in the study made use of the local police services as a leadership strategy. These findings further support the idea of collaborative efforts by the school and the Department of Education's safety initiatives (Netshitangani, 2018:165). Netshitangani stated, however, that, despite various school violence reduction strategies, the problem of school violence persists. The findings in this research seem to agree with Netshitangani's notion because some of the sampled schools experienced acts of school violence. Although the police were able to assist, they could not deal with all safety matters that affected the school adversely. The study of Netshitangani (2018:171) suggested that the police, however, perpetrate some acts of violence because they are friends with learners that transgress and, sometimes, they do not respond to the school's needs. This was not the case in the sampled schools. The police played a significant role in assisting the schools with safety (5.3.5.2 bullet 1). The participative leadership strategy was able to afford all members an opportunity to work collaboratively in dealing with the challenges facing the school safety committee in addressing xenophobic violence in all the schools. These data must be interpreted with caution because, in some sample schools, the principals did not use the participative leadership approach in dealing with the SAPS. Many of the participants felt that a democratic and participative leadership style encouraged the involvement of all the service providers who were involved in school safety. The findings, however, show that the participative leadership approach helped the members collaborate and deal with issues of xenophobia and school violence (5.3.4.4).

6.3.5.3 Campaigns and workshops

One of the sample schools used workshops and campaigns to address the issues of xenophobia and school violence. There seemed to be a positive effect of campaigns and workshops, because the sampled school experienced no xenophobic violence or any type of severe school violence. Hence, it could be hypothesised that sensitising learners using workshops and campaigns is a good strategy to curb xenophobic violence (5.3.1.1 bullet 5). One of the issues that emerged from these findings was that schools did not use the school safety committee. In fact, one of the schools used the traditional school management team to manage school violence. These findings align with the literature findings that suggest that many principals and staff are apathetic to engage in new strategies to curb xenophobic violence in schools. They are comfortable with the old-fashioned school management team, and not the modern school safety team (Netshitangani, 2018:175).

6.3.5.4 *The schools' contextual needs*

One of the purposes of the research is to identify leadership strategies that are working well in the school safety committee. The evidence from this study suggests that the sampled schools were using leadership strategies that enhanced the management of xenophobic violence. There was one school in the sample of schools that had a school safety committee. The other two schools had no school safety committees, but the use of the grade head system (educator in charge of the discipline in a grade) and the school management team allowed them to manage xenophobic violence in the school. The schools were happy to use their own strategies rather than using prescriptive forms of strategies. Many of the participants believed that strategies are contextual and must be realistic to their environments. An implication of this is the possibility that stakeholders manage xenophobic violence without their knowing the policy regarding school safety. Schools were holding weekly meetings. This strategy enabled schools to have a positive approach to safety issues (5.3.5.1 bullet 3). The use of the school management team in managing school safety was sufficiently used in one of the sampled schools (5.3.2.1 bullet 4). An interesting finding was that sports and culture played major roles in addressing xenophobic violence. Learners were able to see beyond their differences and to respond to the dictates of teamwork and comradeship (5.3.5.2 bullet 2).

6.3.5.5 *Leadership styles*

The present study makes several noteworthy contributions to the impact of school leadership in addressing xenophobic violence. Some of the issues that emerged from this study relate specifically to the leadership style of the principal and the effectiveness of the activities of the school safety committee. Evidence has shown that a participative leadership approach allowed the principal to deploy more members on the ground to manage school safety. Members of the team enjoyed good relationships because of the participative approach of leadership from the principal in some schools. Members claimed that they were free to discuss relevant safety issues among themselves. Tasks were diversified, and more involvement of members prevailed. These findings provide further support for the hypothesis that the leadership approach has an impact on the effective strategies used by the school safety committee in addressing xenophobic violence. The principal used the educators and the ground staff to be the ground soldiers in addressing violence in the school. One of the strategies that worked well for the schools was a staunch support structure for the management of school safety. Schools with active teachers, school governing bodies, police forums, and parent involvement experienced fewer challenges related to school xenophobic violence and safety. This finding agrees with the findings of Gcelu *et al.* (2020:140), which showed that strategies to manage

discipline should be a collaborative effort by learners, educators, school mangers, school governing bodies, and the police forum. Another important finding was the ability to educate learners through the curriculum. The present study sought to find research findings that contributed to creating learners' free-of-hate and non-xenophobic tendencies. The rationale of the intended research was to prepare learners to become more tolerant to foreigners, never to commit xenophobic atrocities, and to uphold the social responsibilities of schools. The participative leadership style was able to achieve this, because members were able to collaborate on issues of xenophobic violence (5.3.4.1; 5.3.4.2; 5.3.4.3; 5.3.4.4).

6.3.6 SCHOOL LEADERSHIP INFLUENCE ON THE MANAGEMENT OF SCHOOL SAFETY: THE INFLUENCE OF SCHOOL LEADERSHIP IN ADDRESSING XENOPHOBIC VIOLENCE AGAINST FOREIGN LEARNERS

Sub-section 6.3.6 addresses sub-question 4, that discusses the main theme of the **influence of school leadership on the management of school safety.** The discussion focuses on how school leadership can influence addressing xenophobic violence against foreign learners. The aspects of school leadership (6.3.6.1) and school discipline (6.3.6.2) are discussed in this sub-theme.

6.3.6.1 School leadership

The present findings in the study are important in at least two major respects: first, members of the school safety committee relied on the guidance and support of the principal (5.3.4.1 bullet 6); and, second, leadership that met the modern needs of school communities was more beneficial to eradicating challenges that faced the school safety committees. The majority of those interviewed indicated that the members of the school safety committee were guided and supported by the directives of the school principal. A few of the participants in the study did not, however, collaborate well with the principal in dealing with challenges that faced the school safety committee. Two-thirds of the participants believed that a participative leadership approach enhanced the activities of the school safety committee in addressing xenophobic violence in public high schools (5.3.4.2). The maintenance of school safety has been a major concern of parental needs in all school communities (Mohapi, 2013). Evidence from this study endorses the need for school leadership in guiding school processes that will curb xenophobic violence and that will ensure the safety of all learners in the care of our schools (5.3.3.1 bullet 1). The research findings show, however, that school leadership was not prepared for this daunting task (5.3.2.1 bullets 3,5).

6.3.6.2   *Leadership preparation for the management of school discipline*

Prior studies have noted the importance of school leadership in managing school discipline. For example, Gcelu *et al.* (2020:144) argued that principals are struggling to manage learner behaviour. The study of Emu and Nwannunu (2018:136) recommended that school principals had to ensure that schools have "qualified security operatives" and punish "ungentlemanly" learners. Bosworth, Garcia, Judkins, and Saliba (2018.362) found that school leadership was related to a reduction in students' reports of bullying behaviour and that leadership and commitment might help in creating a less violent school atmosphere. Research has focused on many aspects of school safety, but a dearth of research persists about the influence of school leadership in addressing xenophobic violence against foreign learners. This research, like many facets of schools, substantiates leadership as an imperative in the functionality and success of the school. This study set out with the specific objective to explore the influence of school leadership in the school safety committee in addressing xenophobic violence against foreign learners. One of the critical findings was the inadequate training by the Department of Education in the field of safety leadership preparation. A stark finding was that the Department of Education prepared policies, but it expected school leadership to implement them without monitoring the effectiveness of the policies. This appeared to be a grave challenge experienced by the school principals. School principals were never monitored on their implementation of the policies, nor were they held accountable for such implementation. Nevertheless, school leadership can positively influence the functionality of the School Safety Committee, and leadership needs effective guidance and support from the employer (5.3.3.1 bullet 7).

This study set out to achieve research findings that were able to contribute to empowering and recommending ways for the school safety committee to work collaboratively in preparing learners to be tolerant towards foreigners. The relevance of stakeholder participation, xenophobic campaigns, monitoring of safety policies, collaborative governance, and training in school safety are clearly supported by the current findings in ensuring that learners refrain from xenophobic tendencies. It is interesting to note that, in all three case studies, the overall conclusion was the dire need for school leadership to adopt a participative approach that favoured engagement on safety issues by all relevant stakeholders (5.3.4.2). The findings in the research further emphasise the need for the employer to prioritise diversity training and to prepare learners to deal with xenophobia, without being evasive of the challenges that it poses to society (5.3.3.1 bullet 4).

A striking finding to emerge from the data was that schools that had effective relationships with the police seemed to have less xenophobic violence or no violence. Another interesting finding was that some members felt that they were undermined by their work status, despite the democratic landscape of schooling: their educational levels were an inhibiting factor to stakeholder participation. The Representative Council of Learners and the Public Servant staff showed keen interest in school safety, but their roles were undermined by the school leadership. Racism also posed a challenge to effective participation of all the stakeholders. Tensions among different stakeholders prevented effective stakeholder participation. Cultural differences and language barriers inhibited the active participation of stakeholders. Surprisingly, school leadership failed to appreciate and to use the richness of the diverse contributions of all the stakeholders (5.3.3).

6.3.7 POLICY IMPLEMENTATION AS A MAJOR CHALLENGE TO SCHOOL SAFETY

This sub-section is aimed at answering sub-question 3, where the lack of policy formulation and implementation is identified as a major challenge to maintaining school safety.

In this sub-section, a synopsis of the findings and the analyses of the **compliancy** (6.3.7.1) and the **contents of the school safety policy** (6.3.7.2) are provided.

6.3.7.1 The formulation and implementation of the school safety policy

This research hoped to find research findings that were able to contribute to encouraging policy formulators to foster dialogue between policy implementers and themselves so that the implementation of the safety policy was not compromised. On the question of school safety policies, this study found that all the sampled schools had safety policies. A positive finding was that all schools had the copy of the National Exemplar Policy. None of the schools, however, contextualised the exemplar policies to meet the needs of their schools. This has far-reaching negative impacts on dealing with school safety. A policy is a guiding tool for the school safety committee. A non-compliant policy places the school at a major risk and causes all the relevant stakeholders to feel they have not been properly included according to the policy. Another important finding was that one of the sampled schools used the exemplar policy, without including the name of the school; this finding reveals the complacent attitudes adopted by the school leadership and its governance structures; these attitudes showed that the schools were not actively engaging in school safety as a top priority. It is interesting to note that, in all three cases of this study, members of the school safety committees did not know the contents of the school safety policy. This finding was unexpected and suggests that the

school safety committees were dysfunctional because there were no guidelines limiting their function as school safety committees (5.4.1.1 bullet 1).

This study produced findings that supported the findings of a great deal of the previous work in this field, where research reveals that there is a disjuncture between policy and reality. For example, Makhuvele *et al.* (2019:190) argued that School Governing Bodies are not able to interpret and implement policies. The findings in the present study further support the idea of the lack of training that contributes to the inability of the members of the school safety committee in managing school safety effectively. In fact, Makhuvele *et al.* (2019:191) stated that it is crucial for School Governing Bodies to be capacitated regarding the interpretation and implementation of policies. This study was undertaken to attempt to achieve findings that would recommend that the Gauteng Department of Education provides effective leadership training to school safety committees in the execution of their duties. There are similarities between the attitudes expressed by all the participants in this study and those described by Makhuvele *et al.* (2019:192) and Netshitangani (2018:161), who stated that school policies are not properly implemented. This study echoes the view of Makhuvele *et al.* (2019:192) that, for implementation of policies to be effective, policies must be known, understood, and accepted by the people affected.

The initial intention to use the minutes of disciplinary hearings and minutes of the school safety committee meetings was not successful. This information was very crucial, because one of the objectives of the research was to achieve findings that, hopefully, prepared recommendations for school leadership to provide effective leadership training to the school safety committee in the execution of their duties. The lack of proper documentation regarding school safety was a clear indication that the Gauteng Department of Education needs to provide effective leadership and safety training to the school safety committee in the execution of its duties.

The sampled schools further reported that there were no formal hearings that involved a foreign learner nor were there formal hearings related to xenophobic violence. This information was worrying, since one of the schools reported that there were xenophobic fights in the school. The lack of meeting minutes and formal hearings were grave acts of non-compliance, which further intensified the need for this research. The lack of a compliant safety policy in all the sampled schools made all the principals vulnerable to litigation. This study set out to achieve research findings that could contribute to preparing members of the school safety committee to execute their duties effectively in addressing xenophobic violence. Managing the preparation of a compliant policy in consultation with the relevant stakeholders is the first step towards making the principals being accountable to the management of school safety (5.4.1.2).

6.3.7.2   *The contents of the school safety policy*

This study has been unable to demonstrate a contextualised school safety policy. The policy was in a generic format that gave direction on the activities of the school safety committee in ensuring a safe school environment, the management of safety threats, co-ordinating structures responsible for school safety, reporting and accountability, and performance management of the school safety teams. One unanticipated finding was that the policies contained the key factors, but the document did not appear to be the working document of the committee. On the question of stakeholder roles, this study found that many of the members did not know their roles in the committee. An explanation for some of the findings regarding the roles of the members of the committee may be the lack of adequate engagement on the school safety policy. The safety policy provides a clear account on the roles of each stakeholder on the committee. Members were unable to respond on questions related to the school safety committee. They were unaware of what comprised the school safety committee. Moreover, they were unaware that it was a national call for a collaborative effort by learners, educators, school managers, and parents to deal with school violence in high schools (Gcelu *et al.,* 2020:140). The findings reveal that members of the school safety committee are unable to manage school safety if they are unaware of their expectations. The findings further show that safety challenges will continue to persist if members of the school safety committee continue to adopt a blasé attitude to the prescripts of the national policy (5.4.1.1 bullet 1).

6.4   MAIN FINDINGS FOR THE STUDY

This section presents the main conclusions for the study based on the analysis and discussion of all the findings for the study.

MAIN FINDING 1: Xenophobic violence is not a major challenge to school safety in the sampled schools.

The main findings revealed that xenophobic violence was prevalent in former Model C high schools in Johannesburg. It did not, however, appear to be a major challenge to school safety. It was evident that the more diverse school populations experienced less xenophobic violence (5.3.1.1).

MAIN FINDING 2: Members of the school safety committee believed that stakeholder participation has a positive impact in dealing with school safety.

The findings revealed that stakeholder participation was perceived to be favourable to the functionality of the school safety committee in addressing xenophobic violence in public high schools (5.3.4.4).

MAIN FINDING 3: The lack of an effective leadership approach and the incapacitation of school leadership were posed as major challenges to curb xenophobic violence and maintain school safety.

The findings revealed that school leadership has a key role to play in the functionality of the school safety committee. The lack of effective training and capacitation, however, posed a major challenge to the role functions of school leaders (5.3.3.1).

MAIN FINDING 4: Participative leadership enhances the functionality of the school safety committee.

The research found that participative leadership created an understanding of collective decision-making, which contributed to a highly functional school safety committee (5.3.4.4).

MAIN FINDING 5: Leadership strategies were formulated as per the safety needs of the school, while collaborative and participatory leadership strategies proved to enhance the functionality of the school safety committee.

The research found that leadership strategies were used by the schools, but they did not implement the safety policy (5.3.5.2).

MAIN FINDING 6: School leadership was a major contributing factor to the effectiveness of the school safety committee.

The research found that school leadership played a pivotal role in guiding stakeholders in the effective maintenance of school safety (5.3.3.1).

MAIN FINDING 7: The members of the school safety committee did not implement the school safety policy.

The study revealed that the school safety policy is a document that guides schools on all issues that threaten learner safety and that the school safety policy must be implemented in schools to prevent xenophobic violence (5.4.1.1).

MAIN FINDING 8: Infighting among different South African ethnic groups of learners was rife in public high schools.

Evidence of infighting among different ethnic groups of South African learners was noted as a contributor to school violence, while foreign learners believed that South African learners perpetrated school violence (5.3.1.1).

MAIN FINDING 9: Racial and ethnic slurs contributed to inciting xenophobic violence.

This research found that derogatory terms used on foreigners and the accents of foreign learners made them vulnerable to being bullied and scorned (5.3.1.3).

MAIN FINDING 10: Educators showed signs of xenophobic tendencies towards foreign learners.

This study revealed that educators harboured more xenophobic tendencies towards foreign learners than the South African learners did (5.3.1.3).

MAIN FINDING 11: Principals are apathetic towards using a participative leadership approach to lead the school safety committee.

The findings in the study suggest that the principals were not advocating stakeholder participation and did not promote collaborative decision-making processes (5.3.2.1).

MAIN FINDING 12: The members of the school safety committee were unaware of their roles and responsibilities.

Members of the school safety committee were not trained and capacitated carry out their roles and responsibilities as members of the school safety committee. They did not perceive their roles as mandatory, as per the school safety policy (5.3.2.1).

MAIN FINDING 13: Racism and inequality in the school safety committee impeded on the functionality of the committee.

Racism and the unequal treatment of the members of the school safety committee impeded on a collaborative and harmonious atmosphere in the school safety committee (5.3.2.2).

MAIN FINDING 14: Schools that maintained a good working relationship with outside agencies experienced less xenophobic violence.

The findings in the study showed that schools that had a good working relationship with SAPS experienced less xenophobic violence (5.3.2.2; 5.3.2.3).

MAIN FINDING 15: Parents who lived far from the school were unable to be active members on the school safety committee.

The study showed that it was impractical for parents to deal with school safety if they were not near the school, because this made them unable to respond to issues of school safety promptly (5.3.2.2).

MAIN FINDING 16: Culture and diverse backgrounds create tension among members of the school safety committee.

This study confirmed that cultural differences created tension among members in the school safety committee and that this inhibited the successful implementation of stakeholder participation (5.3.2.3).

MAIN FINDING 17: SGB members showed strong hostility towards school principals.

The study revealed that the school principal and SGB members did not work in a collaborative manner (5.3.3.1).

MAIN FINDING 18: School leadership did not deal with the challenges of diversity in public high schools.

The study revealed that cultural differences among members posed a challenge to the school safety committee (5.3.3.1).

MAIN FINDING 19: School principals did not prioritise xenophobic violence.

The findings in the research found that school principals did not prioritise xenophobic violence and did not enforce the safety policy (5.3.3.1).

MAIN FINDING 20: Participative leadership encouraged collective decision-making and enhanced collaborative governance in the school safety committee.

The study showed that participative leadership brought diverse ideas together in the hope that it would find solutions to the challenges that faced the school safety committee (5.3.3.4).

**6.5   REFLECTIONS ON THE RESEARCH METHODS AND THE
            CONCEPTUAL FRAMEWORK FOR THE STUDY**

This sub-section discusses the reflections on the **methods used during the research study** (6.5.1). This is followed by reflections on the **conceptual framework** chosen for the study (6.5.2).

6.5.1   METHODOLOGICAL REFLECTIONS FOR THE STUDY

The choice of qualitative research, using a transcendental phenomenological case study research design, was an apt choice to explore how members of the school safety committee experienced participative leadership in addressing xenophobic violence in Johannesburg public high schools, as previously discussed. There were, however, distinct limitations associated with its use. Shenton (2004:63) argued that researchers seek to satisfy four criteria, namely: credibility, transferability, dependability, and confirmability to achieve rigour, as was mentioned in Chapter 4.

To ensure rigour, which Tsakonas (2014:8) referred to as the quality of a research process, the present researcher focused on ensuring credibility. Credibility involves believing and having confidence in the findings of the research (Barusch, Gringeri, & George, 2011:12).To present a true picture of the phenomena of xenophobic violence and participative leadership, participants were afforded the opportunity to withdraw at any given time from the research, and this allowed participants to offer data freely (Shenton, 2004:66). A digital recorder was used to record all the interviews. Verbatim transcriptions were done after each interview. The researcher listened to the recordings and read the transcriptions in detail with many reads to avoid bias in the interpretations.

A variety of data collection methods were used to collect the data: an interview, document analysis, and a reflective journal. Using a variety of methods helped the researcher to gain a diverse set of data which helped to reduce biases that may have crept into the research. Shenton (2004:65) argued that document analysis can be used to verify some of the information that has been provided by the participants during the interview. Using interviews, document analysis, and a reflective journal allowed the researcher to verify any misconceptions during the data collection stages of the research.

The research also focused on "thick" description: the semi-structured in-depth interview served to gather "thick" descriptions and interpretations of the participants' feelings on the research phenomena. Emotions were also gathered through the non-verbal communication that was

communicated during the interview process. Probing allowed the researcher to extract deep meanings from the participants during the interviews. The school safety policy was able to provide adequate data for the document analysis. The reflective journal included all the relevant notes during the research journey, and they were added to the "thick" descriptions.

Peer debriefing was used to counter biases. A work colleague, a PhD student, provided expert guidance and support. This process identified setbacks and challenges and allowed the researcher to rectify all the problems that were identified by the colleague. Probing from others also allowed the researcher to identify any biases (Shenton, 2004:67), as was mentioned in Chapter 4.

There could also have been guarded responses from the public servant and representative council of leaners because they may have feared victimisation from the principals and educators. There was also the issue of saying what they thought was the correct thing to say, rather than what they believed to be the reality, because they feared judgement from any of the participants; member checks were used to overcome this limitation, and this process allowed participants to review the data collected. The researcher followed up this process with the participants in order to verify and clarify their intended meanings (Kornbluh, 2015:411). After the transcriptions of the interviews were done, the transcriptions were e-mailed to all the participants. They were given an opportunity to scrutinise the transcriptions to clarify any misconceptions.

The members were also allowed to check all the data that were analysed to ensure that it was a true reflection of the data provided. This process was very important as it had to mirror their experiences which were in line with the transcendental phenomenological case study design, as mentioned in Chapter 4. Difficulties arise, however, when the participant may agree with the researcher merely to appease him/her (Smith & McGannon, 2018:106). All participants allowed the researcher the opportunity to do the member-checks during the data analysis stage of the research and to go back to all the interview transcriptions, documents, and reflective notes, where participants provided verification on all issues that were perceived to be biased and confusing in the data, as mentioned in Chapter 4.

An important limitation was that the qualitative research approach prevents the generalisation of the findings to other samples (Slaten, Zalzala, Elison, Tate, & Wachter Morris, 2016:33). Another limitation was the small number of participants in the study. With a small sample size, caution must be applied, because the findings might not be transferable to other Johannesburg high schools. To overcome these limitations, the next criterion of transferability was

considered. Transferability seeks to provide enough detail of the context for a reader to be able to apply, justifiably, the findings of the research to other settings (Shenton, 2004:69). Considering the use of case study, Flyberrg (2010:224) argued that it is incorrect to conclude that one cannot generalise from a single case, because it depends on the case and how it is chosen. In fact, Flyberrg (2010:225) claimed that the strategic choice of the case may add to the generalisability of the case study.

The present researcher strategically chose, using a non-probability-purposive criterion sampling technique, the former Model C public high schools in the Johannesburg area. Each case school was chosen, based on its meeting identified criteria of being diverse, having many foreign learners, and having English as the medium of teaching and learning. Research showed that the central cities of Gauteng have the largest numbers of foreigners (the Department of Education Ten-day statistics (2007)), as discussed in Chapters 1 and 4. The former Model C school had a diverse school population with many foreign learners and with English as the medium of teaching and learning. Flyberrg (2010:225) suggested that more discoveries have arisen from intense observation than from statistics of large groups. Semi-structured in-depth interviews, which included twenty-one participants, were used. Each interview lasted approximately ninety minutes and allowed for probing, and it, therefore, provided an intensive study. Semi-structured interviews allowed the researcher to delve deep into the subject content to extract deep feelings on the research phenomena.

A multiple case study design was used, and three Johannesburg public high schools, with many foreign learners in each school, were chosen. The researcher attempted to study and to understand the differences and similarities in each case (Gustafsson, 2017:3) and to explore the phenomena of participative leadership and xenophobic violence in the three different contexts by the members in the school safety committee in each school (Stake, 2013: chapter 1, para 19). Stake (2013: chapter 1, para 19) also added that the single case is meaningful in terms of the other cases. Flyberrg (2010:225) argued that a phenomenological case study without an attempt to generalise can be valuable and can attain scientific innovation. Nonetheless, generalisations are not a goal of phenomenological research designs (Hays and Singh, 2012:30) or, indeed, of qualitative research overall. In fact, it was not the present researcher's intention to generalise the findings, but, instead, to use each case study to extract rich data that adequately answered the research question.

Using different high schools exposed the researcher to different and diverse sample groups. The foreign learners were from different immigrant statuses. This enhanced the diversity of the

foreigner status. South African learners and staff were of different race and cultural backgrounds. Different stakeholders were included in the sample in each school. This included the principal, the SGB chairperson, the safety and security officer, the educator representative, the peer mediator, the public servant, and the RCL member from three different school safety committees. Using different stakeholders of the school safety committees exposed the study to a more diverse group of participants. Everyone was able to provide a diverse approach to how participative leadership was used to manage xenophobic violence against foreign learners.

The notion of Gross (2018:547) proved to be true: she argued that document analysis has a low retrievability rate and presents a barrier, if it is not available or if it is deliberately blocked. All the sampled schools were not able to provide minutes for the disciplinary meetings and had no minutes of their meetings, as mentioned in Chapter 5 (5.4.1.2). This created a further limitation in the study, because the researcher had relied on the data to corroborate the findings from the interviews. Nonetheless, I was able to gather rich data from the school safety policies was gathered, and the data answered adequately the main and sub-research questions.

Because of the covid-19 pandemic, some of the interviews had to be done using Microsoft teams. This posed a challenge, as the sensitivity of the topic and the vulnerability of the participants across a screen added pressure to some of the interviewees. The researcher was not able to witness the non-verbal cues of some interviewees to add to the richness of the data. Using semi-structed in-depth interviews allowed the researcher, however, to probe in order to gather rich data that adequately answered the research question. More time was given to each interviewee so that the interviewees might be comfortable to participate in the interviews. Nonetheless, most of the interviews were done face-to-face. To ensure transferability, a thick description of data collection, analysis, and findings was provided.

The sampled schools were homogeneous in their location. These data applied to schools in the Johannesburg area and might not apply to schools in other parts of our country that may have many foreigners who are subjected to xenophobic violence. Dependability refers to the ability of the research study to be repeated and to gain the same results (Shenton, 2004:72). To ensure dependability, a detailed audit trail of data collection, analysis, transcripts, journal notes, and member check feedback was kept in organised labelled folders. All the documents and data were recorded in a systematic and methodical fashion. The researcher made use of folders for each data collection process. The methodical arrangement of data assisted in maintaining a good audit trail. A detailed description of all processes and procedures was well maintained during the research study. This was achieved by making sure that all interviews

were transcribed directly after completion, and data were stored electronically in labelled folders for each participant.

Johnson and Rasulova (2017:268) argued that confirmability is ensuring that the research process and findings are not biased and that this can be achieved if the interpretation is neutral and free from the researcher's bias. My experiences may have clouded my interpretations and conclusions during the analysis stage of the study (4.6). To prevent my bias, I considered reflexivity: this process allowed me to self-criticise my thoughts and interpretations. It helped me to identify my own bias in my data collection, analysis, and writing that might have skewed the research study (Gonnerman, O'Rourke, Crowley, & Hall, 2015:2). Throughout the research, I questioned my actions and remained mindful of the research problem. I began my research study by self-monitoring and self-responding to my thoughts, feelings, and actions, as I navigated through my research (Corlett & Mavin, 2018:2). Critical analysis of my-self and the research began the first time I decided to use a qualitative research approach that used a social constructivist paradigm. Using the transcendental phenomenological case study research design warranted a constant reflection of my work. I was dealing with the interpretations of the participant's feelings and emotions during the research journey. Interpreting the experiences of the participant's views on the research phenomenon can allow the entry of research bias to infiltrate the research journal. I constantly reflected on the interpretations of my data to prevent the entry of research bias, as was mentioned in Chapter 4.

My journey as a qualitative researcher began with the use of a personal journal. The journal was a "permanent record" of my research. I recorded everything that related to my study. Drawing on the information from my journal prompted many decisions that I took when dealing with the complexities of qualitative research. I analysed all my journal entries during the different stages of my research and made informed decisions that dealt with the challenges that I faced. Using reflective writing, I was able to analyse critically the connections between theory and practice. Reflexivity allowed me to appreciate the role of reflexivity and to understand the nature of being a qualitative researcher. Reflexivity was also a means to help me constantly look at my research question. It was a means that allowed me to see it, not as a fixed question, but as one that is able to be refined to the needs of the research (as I have mentioned in Chapter 4).

My choice to use a social constructivist paradigm opened a sea of criticisms regarding the subjectivity of knowledge. I was able to overcome many of the "so-called" criticisms through reflexivity. I remained focused on my ontological and epistemological stances throughout my

study. The latter social positioning affected my choices, questions, approaches, methods, and outcomes in my study. I reflected critically on myself (Gillam et al., 2018:5) and ensured intensive scrutiny on how the interpretations to all my data were understood (Howell, 2013:5). To prevent a bias connotation to my data, I used a variety of data collection methods. I had to be constantly aware that the data that I produced did not appear "messy" but was a true reflection of what was collected during the data collection stage of my research. The choice to use an interview and document analysis was a means to corroborate my findings. I constantly looked at the purpose of my different methods throughout my research journey. The interview was able to extract information on how the school safety committee was dealing with the challenge of xenophobia, while document analysis attempted to corroborate the findings from the interview (as mentioned in Chapter 4).

According to Finlay (2012:4), researchers must reflect critically before the interview process. They need to think about their own role, presentation, behaviour, and planned approach. I spent many hours on the planning of the interviews. Through critical reflection, I used reflexivity to monitor my experiences with the research phenomena. I used peer-debriefing before I began the interview process. The questions that were being asked to the participants were first piloted with my peer. I used a work colleague to check and refine the questions. I had to be very mindful of the participants' trust in me to ensure that their responses during the interview were truthful. I considered a convenient time and place for the interviews. I ensured that my appearance was not intimidating. I dressed in an informal tone that was to create a comfortable environment. My dress code had to be simple to show a sense of "equal-ness" between the interviewees and me. During the interview I monitored the responses and shaped the questions to ensure that the interviewee remained comfortable. I immediately transcribed all the sessions to prevent the loss of any relevant information (as mentioned in Chapter 4).

I had initially decided on non-participant observation as a data collection method, but, during the reflective stage of my research, I realised that the sensitivity of my topic may have been obtrusive to the foreign participants in my study. This was in line with what Begoray and Banister (2010:2) claimed, when they argued that case study researchers "self-critique" ethical issues during reflexivity. During the interview, all the non-verbal cues were recorded. All the data were immediately transcribed after each interview. Using reflexivity as an important resource helped to convert all the field-notes into proper records that were very important to the data analysis stage of the research. All participants were reassured that their participation in the research were voluntary. They were always reminded during the study that they could leave at any time of the study.

The research was totally indebted to the participants, and they were assured that their full comfort during the research was respected. During the interview, participants were reminded that they did not have to answer the questions if they were not comfortable. Gillam et al. (2018:5) contended that paying attention to the impact of the researcher on the participants is an important factor in procedural ethics and it minimises the potential harm to the participants. I remained focused on the aspect of ethics throughout my study. I ensured that my study was ethically cleared by the university. As a critical researcher, I took a standpoint against any harm that may have reached my participants. I began the study with the informed consent given to all the participants in my study. Permission was also sought from all the relevant parties before I entered the field: for example, from the Gauteng Department of Education, the district directors, and the members of the school safety committee. Informed consent from the participants was of utmost importance to the integrity of my research. Throughout my journey, I critically examined my own characteristics, biases, and insights, and I realised that reflexivity influenced the participants, the research processes, and the findings in my research study (Williams, 2002:2).

6.5.2 CONCEPTUAL FRAMEWORK REFLECTIONS

The conceptual framework was used to give guidance to the choice of the selection, the collection, and the analyses of the research data. Ngulube, Mathipa, and Gumbo (2015.6) reminded us that a conceptual framework shows the relationship between concepts, as well as their impact on the phenomenon being investigated. This study attempted to achieve in the research findings a contribution to assist in preparing all members of the school safety committee to execute their duties effectively in addressing xenophobic violence against foreign learners. To achieve this, the constructs of "motivation" and "participation" in the transformational leadership theory were used to navigate how the principal encouraged and motivated the members of the school safety committee in maintaining safety in the school (3.3.2). The concepts of school diversity, collaborative governance, and participative leadership were explored to show how the influence of leadership impacts on addressing xenophobic violence in public high schools as linked to the adapted.

6.5.2.1   Freeman's Stakeholder Model (1984) for the conceptual framework

- **School leadership**

The transformational leadership theory was used to inform the conceptual framework, while its assumptions were used to guide it. The school principal did not, however, use the constructs of "motivation" and "participatory" from the transformational leadership theory; this is **represented by the empty block in Figure 6.1.** The task of the principal was to motivate members of the committee to work collaboratively. Convincing evidence of incompatibility between the principal and the members of the school safety committee were found in all the sampled schools, and this made some of the school safety committees dysfunctional (5.3.2.3 bullet 2; 5.3.3.1 bullet 2). The principal maintained that he was solely responsible and that he unilaterally managed school safety. He did not use a participative leadership approach; this is **represented by the empty block in Figure 6.1.** School leadership should have made a strong contribution in getting members of the school safety committee to deal collectively with the scourge of xenophobic violence. This was validated by the strong need for guidance and support to the members of the school safety committee from the school principal (5.3.4.1 bullet 6). The findings also showed that there was an absence of leadership capacitation by the employer, that principals were not equipped to manage school safety in a collaborative way, and that, therefore, they might not effectively manage school safety (5.3.2.1 bullet 1).

Naicker and Mestry (2011:99) argued that, in our era of democracy, a participative model of leadership is relevant to the twenty-first-century school. The principals in the sampled schools did not, however, engage stakeholders in collective decision-making regarding school safety. Principals failed to follow the prescripts of the national school safety policy. This finding may, however, be explained by several distinct factors: first, principals did not prioritise xenophobic violence or school safety; second, parent participation was minimal and failed to work harmoniously with the professional component of the schools; and, third, the lack of leadership empowerment to manage in a participative manner did not accomplish the process of effective stakeholder participation in managing school safety (5.3.3.2). While Clase, Kok, and Van der Merwe (2007:243) suggested that the success of a country's education system is dependent on the mutual trust and collaboration between all partners, this research showed a different picture: all the partners involved in managing school safety did not carry out their roles and did not trust each other to deal collectively with the scourge of xenophobic violence and school safety; **this is represented by the empty block for collaborative governance in Figure 6.1.**

-            Stakeholder participation in a diverse school environment

The principal did not encourage stakeholder participation in the management of school safety (5.3.2.2 bullet 1). The principal was not really involved with the school safety committee because he was not an active team-player, as propagated by participative leadership (5.3.3.1 bullet 2). The findings show a diverse set of stakeholders, denoted by their different roles and "shapes", who participated in the school safety committee to maintain school safety. The different "shapes" represented members in the school safety committee who came with diverse backgrounds, knowledge, and interests to the school safety committee. The different "shapes" also represented the different skills that stakeholders brought to the committee. The research findings revealed, however, that their differences were ignored and, in some cases, were scorned (5.3.2.2 bullet 5).

The spaces between stakeholders represent the detached approach and the lack of stakeholder participation and collaborative governance in the school safety committee. The sizes of the "shapes" representing the school safety officer, the peer mediator, and the educator representative are bigger than the RCL, the PS staff member, and the SGB representative. This indicates the unequal participation of the relevant role-players on the committee. The minimal contribution of the RCL, PS staff member, and the SGB representative may be attributed to the way the principal treated them unequally in comparison with the way he treated the other stakeholders (5.3.2.2 bullet 5). A probable reason for this was their perceptions that they were less educationally qualified or that the principals were not capacitated to deal with collaborative governance. Nonetheless, Mncube and Du Plessis (2011:220) argued that the exclusion of certain individuals highlights the fact that representation on the SGB does not guarantee participation.

There are no bi-directional lines in Figure 6.1; instead, there is an arrow line from the principal to the foreign learner. This represents a top-down leadership approach by the school principal when dealing with school safety (5.3.3.1 bullets 1,2). The foreign learner in a diverse school environment remained insecure; this is **represented by the empty block in Figure 6.1:** the principal still grappled with the challenge of leading in a multi-cultural environment.
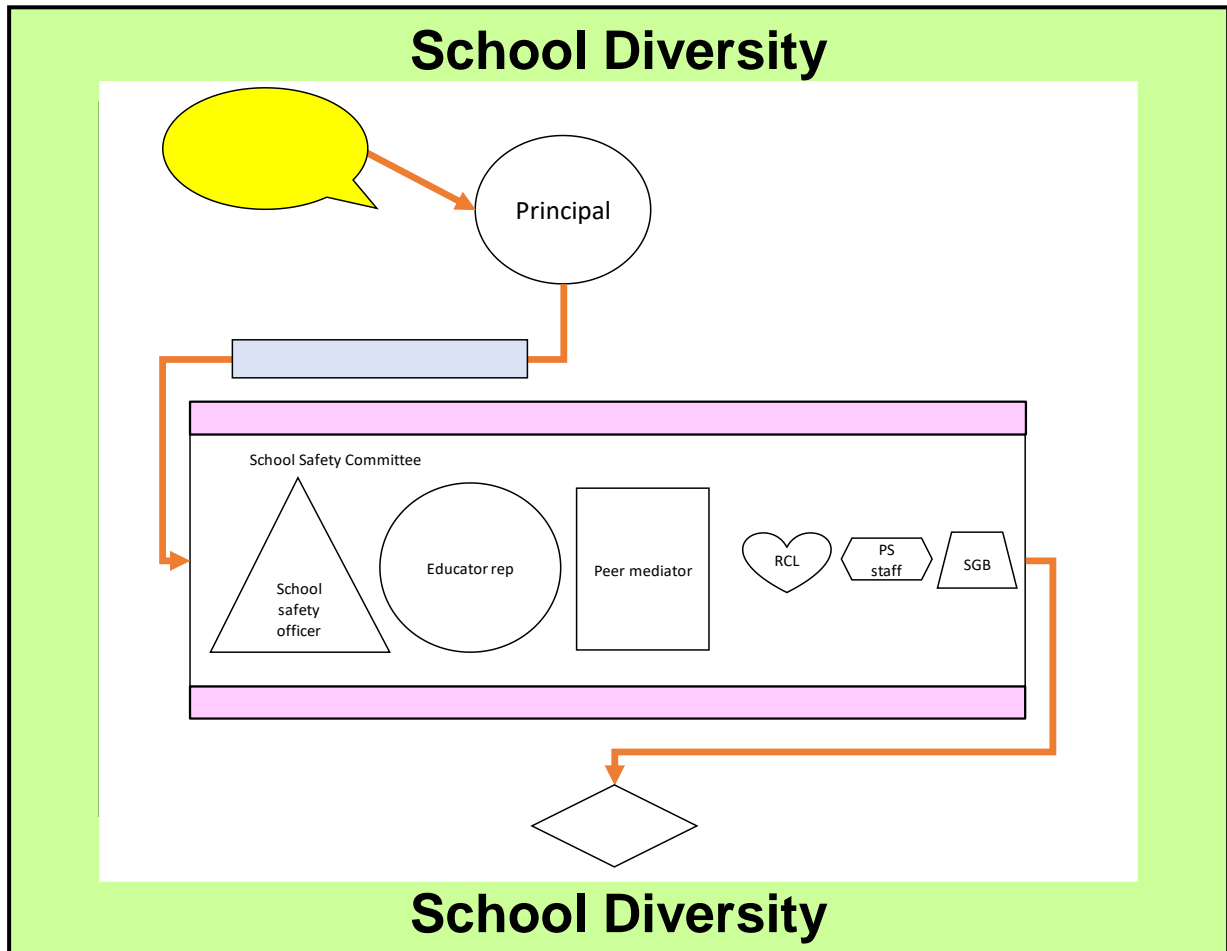
Figure 6.1: Diagram representing the conceptual framework after the analysis of the data

- Shortcomings of the Freeman's Stakeholder Model

The Freeman's Stakeholder Model (1984) represents one type of stakeholder in each oval shape (Figure 3.2). It was not able to represent the diverse subgroups within the employee group that contributed to the organisational goals of the school safety committee: for example, the civil and public servants as employees, the parents, the RCLs, the educators, the public servants, and the principals in the SGB groups. Each stakeholder group may be represented by many subgroups with differing interests in the school. Categorising them in one group could not reflect their individual roles and common objectives (Fassin, 2008:880). The employee group comprised diverse people with different contributions to the school safety committee. The model was not able to project the issue of school diversity in each stakeholder group (Figure 3.5).

6.6   POLICY, PRACTICE, AND RESEARCH RECOMMENDATIONS

This section reflects on the conclusions emanating from the study and provide recommendations for educational policy (6.6.1), practice (6.6.2), and future research (6.6.3).

6.6.1   RECOMMENDATIONS FOR EDUCATIONAL POLICY

Section 28-29 of the South African Constitution provides all children with the right to education, while *The South African Schools Act* prohibits discrimination of any form to learners (South African Human Rights Commission, 2016:7-8). Generic laws and legislation, however, fail to protect victims of xenophobic violence in schools. There is a failure from government to provide policies relevant to dealing with xenophobia in public schools. It, therefore, becomes a dire need for specific and relevant policies pertaining to xenophobia in schools. **Policies providing clear guidelines on the development and implementation of programmes that advise governance structures and school leadership on how to prevent and deal with xenophobia in schools are, therefore, necessary**. This study found evidence of xenophobic slurs that led to xenophobic violence. According to Karp and Allena (2004:199), "hate crime victims suffer more than victims of non-bias motivated crimes". **Policies guiding the educational sector on how to deal specifically with hate speech are necessary.** Barber-Lester and Edwards (2018:2) claimed that schools have a strained obligation to protect learners' freedom of expression and to provide a safe and supportive environment for them. **Clear policy guidelines are needed to empower school leadership and management and the governance structures to deal with xenophobic prevention programmes in all schools.**

The school is a springboard from which learners acquire knowledge and skills to respond to our multi-cultural society (Department of Education, 2001: 2-3). **The school can be used as a vehicle of social change, but policies guiding the navigation of this process for school leadership and governance structures become necessary.** The Education White Paper 6 refers to inclusive education, which acknowledges and respects the differences in gender, ethnicity, language, and class of learners (Department of Education 2001:16), but **there should be policy guidelines assisting schools on how to manage diversity and multiculturalism specific to the foreign learners in schools.** The national admissions policies make room for foreign learners to attend South African public schools, but policies fail to advise on how school leadership and governance structures should manage the acclimatisation of foreign learners into host South African schools. Evidence in this study exposed the issue of language discrimination and accent as factors that showed the need for inclusivity of foreign learners in the sampled schools. The evidence in this study echoes the

views of Vandeyar and Vandeyar (2011: 4179), who stated that the "South African oppressed turned oppressor" and that the discriminatory platform was no longer Black against White, but Black against foreign Black. **Policies relevant to social cohesion of foreign learners in South African public schools are needed to deal with xenophobic discrimination in schools.** There should also be more literature and more effective training on school diversity for governance structures, school management teams, educators, and learners. **Policy guidelines on implementation and monitoring of diversity programmes in schools are needed to deal with the challenges of racism in multicultural school environments. Policies must be available to guide all relevant stakeholders on how they can identify diversity challenges and how they can develop intervention programmes, strategies, and pathways of support for their relevant needs.**

Although this study exposed many challenges that affected the ways to move from a top-down leadership approach to a stakeholder model of managing school safety, current policy guidelines were insufficient in order to make this successful in all the sampled schools. There is a dire need for **policies that guide members of the SGB, the school management teams, the staff, and the community members on how they will gain maximum benefit from dealing with school safety and, specifically, xenophobic violence by using a stakeholder approach.** The education sector needs to produce policies that consider the stakeholders and their interests. Evidence from this study revealed tension between school leadership and school role-players. **Policies and procedures must be developed to guide school role-players in dealing with school safety in a collaborative way. Relevant stakeholders must be provided with clear guidelines on their roles and responsibilities in dealing with xenophobic violence in a collaborative manner. Policies must be produced to monitor the implementation of such policies.** There appeared to be a lack of understanding among stakeholders in their expectations on how to deal with school safety in a participative manner. **Policy guidelines are necessary to show and guide stakeholders on how to work together in the best interests of the school and the learners.**

This study produced findings that illuminated the lack of the implementation of the safety policy. Although there is a national safety policy guiding governance structures on how to manage school safety, there appears to be a lack of policies and procedures that monitor the implementation of the policy. Given the national challenge of school safety in public high schools, **a robust approach to safety policy implementation is necessary**. Research has also revealed that there is a lack of training and capacitation of school role-players in the implementation of relevant policies. **A dire need for policies summoning school role-players in the execution of safety policies is required**. Policies about clear guidelines on

how to deal with xenophobic transgressions are needed to help members of the school safety committee in disciplining transgressors. **Policy documents should also include strategies that safety committees can use to prevent xenophobic violence in schools.** The issue of incapacitation of, and the lack of support from, the Department of Education must be addressed. There must be policy guidelines that assist school principals and school governors on how they should work collectively in dealing with xenophobic violence. **Policies must be in place to help school leadership, members of the SGB, staff, and learners on how they can identify factors which pose a threat to school safety and how they can provide guidelines on how to deal with these factors**.

In conclusion, policy reports must be made available to stakeholders to communicate good practices that they may use to empower and capacitate themselves in the execution of their roles in maintaining effective school safety.

6.6.2 RECOMMENDATIONS FOR EDUCATIONAL PRACTICE

An interesting finding in this research was the presence of racism, cultural intolerance, and xenophobia in diverse school environments. There is a strong need for more attention in the school curriculum to address these issues. **Developmental strategies equipping educators to address these issues in the classroom have become necessary.** Most often, educators are evasive in dealing with topics of this nature. This is clearly because they have not been capacitated to address such issues. **Effective training for educators is necessary for them to address diversity challenges**. School leadership and members of the governing body need to be exposed to educational programmes that prepare them in leading intervention programmes addressing these challenges. **The curriculum should include diversity studies and should form part of the assessment programme that will compel learners to internalise the need for social cohesion in schools.** Prevalent in this study was the presence of educator bullying and educator xenophobic tendencies. Professional development for educators must address these challenges that impede on the successful development of learners.

School leadership and governance structures must prioritise, and **take accountability for, xenophobic awareness in schools.** Members of the school safety committee, spear-headed by the safety officer, must **organise xenophobic awareness through posters, plays, community productions, engagements, and quizzes**. The school should become a haven of diverse portrayals. **This can be achieved through using different languages on the school premises: for example, labels in different languages. Schools should arrange cultural festivals to encourage school diversity.** One of the positive practices noted in the

study was the use of sport and culture as a leadership strategy to curb xenophobic violence. **School stakeholders must indulge in structured sport and cultural programmes to advocate cultural diversity.**

Evident in the study was the lack of understanding of the different cultures in a safety context, and this lack of understanding led to violent outbursts. School management, teachers, and the SGB must work collectively in arranging school-wide educational programmes, which propagate cultural diversity. **The SGB must engage partnerships that will assist the school in training and capacitation of all school stakeholders in collaborative governance, stakeholder participation, school diversity, and xenophobia**. Most often, financial implications prevent training and capacitation programmes. **The SGB must prioritise the financial need for such programmes.**

Universities must give attention to teacher and in-service training regarding diversity, school safety, and school leadership. Much of this training is provided during on-the-job training, but, most often, this is too late to deal with the current challenges experienced in the school. Tertiary institutions should work closely with the Department of Education to address the challenges facing public schools with regards to safety. The tertiary curriculum should be developed to provide for specialisation in school safety, school diversity, racism, social cohesion, xenophobia, and diversity factors that are compromising effective schooling. **Teacher and in-service training should include diversity training as relevant modules to empower South African educators in dealing with xenophobic violence in schools.**

Training and capacitation on how to arrange diversity campaigns must be available. School leadership and governance structures must be able to explore, and to reach out to, specialists in the field of diversity training to assist schools with such challenges.

6.6.3   RECOMMENDATIONS FOR FUTURE RESEARCH

As indicated in Chapter 1, this research looked at the experiences of participative leadership by members of the school safety committee in addressing xenophobic violence. The fact that this study looked at xenophobic violence does not prevent future studies from investigating **the influence of participative leadership in addressing other challenges facing school governance structures.**

The issue of school leadership using stakeholder participation is an intriguing one which could be usefully explored in further research to enhance the achievement of modern organisational goals. The top-down approach to leadership continues to prevail because of the strong apathy

from school principals. **Research dealing with factors that oppose a stakeholder approach to school leadership should be explored, and schools should deal with these matters.**

It is recommended that further research be undertaken in the fields of managing stakeholder diversity, for the benefit of improving educational leadership and stakeholder participation. The diverse needs of school role-players are an untapped field in research. **More research in stakeholder diversity may maximise stakeholder participation for the benefit of modern needs in diverse school settings.**

There appeared to be no xenophobic violence and ill-discipline in the girls' school. The issue of learner gender on the impact of xenophobic violence is an intriguing one, which could be usefully explored in further research. **Girls' schools appear to be less challenged with regards to school safety. More exploration to extract ideas and practices can be borrowed to benefit co-educational schools.**

A strong finding was the apathy of educators in enforcing the school code of conduct. Teachers believed that they were handicapped in enforcing discipline because of the learners' rights. Interestingly, one educator claimed he would not separate two learners who were fighting, because he might be infringing on the learners' rights to privacy. **The implications of disciplining learners, without infringing on their rights, would make interesting research to advise on national policy in this regard.**

One of the learners carried a knife to school, claiming he needed to protect himself on his way to school. It is recommended that further research be undertaken to find solutions to the challenge of learners travelling to sub-urban schools without adult supervision, and, also, to find ways to prevent their vulnerability to crime when they travelled to school. **More focussed research must be undertaken in sub-urban schools because many safety challenges are caused by the lack of parental and adult supervision as learners travel far distances to school.**

The issue of stakeholder diversity proved to be a challenge to the school safety committee. Future research in school leadership and the management of stakeholder diversity is necessary, as South Africa mulls on attaining social cohesion. **Leadership training programmes become necessary for school principals to manage stakeholder challenges.**

The Representative Council of Learners felt that their "on-the-ground" position can help prevent xenophobic violence through mentorship and first-hand access to safety challenges. There is, therefore, a definite need **for more research in empowering learners on issues of school safety** and their effective participation in governance structures, where their participation benefits school safety.

Sub-urban schools serving learners from decentralised communities posed a threat to parent accessibility to deal with school safety. More work will need to be done to determine how **schools should meet this need by encouraging the participation of parents who do not live near the school.** More work must be done in addressing parent involvement where schools are no longer hubs of communities. **Research must find formidable ways in allowing parents to remain active stakeholders in the activities of the school without being members of the immediate community.**

There is a definite **need for training and capacitation of school principals** to empower them in dealing with stakeholder participation for the benefit of the school, without infringing on their titles and roles. Policies and procedures must be explored and developed to provide guidance to p**rincipals on leading schools with a participative leadership approach.**

6.7 CONCLUSION

This study set out to explore the experiences of participative leadership by members of the school safety committee in addressing xenophobic violence in public high schools. The study found that members of the school safety committee welcomed participative leadership and believed that participative leadership enhanced their ability to collaborate as a governance structure in the interest of maintaining effective school safety. The **members of the school safety committee experienced participative leadership as favourable in addressing xenophobic violence against foreign learners in Johannesburg public high schools.** The data revealed that the members welcomed this leadership approach. The principals, however, lacked the skills to adopt this style of leadership. Throughout the research journey, I was compelled to echo the sentiments of Hlatshwayo and Vally (2014:277) that school professionals should use educational policies and legislation to promote the rights of the foreign children in our land. The research concluded, however, that principals were not doing enough to ensure the safety of the foreign learner.

Researchers agree that the stakeholder approach to managing school violence should be encouraged (for example, Ama, Moorad, & Mukhopadyay 2020:2, and Sindhi, 2013:85), while

Naidoo (2019:4) emphasised that an effective leader is one who encourages teamwork. In fact, principals are in a strategic position to use leadership as a positive influence to curb xenophobic violence. They need, however, to acknowledge that creating a safe school is not a "one-man show." They need the support of all the school role-players in addressing xenophobic violence. Nonetheless, the study leaves room for continued research on school leadership as a leading ingredient to finding solutions that may curb xenophobic violence and injecting into South African schools a need for collective decision-making processes by all relevant stakeholders in uplifting the prospects of social cohesion in diverse public high schools.

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APPENDICES

APPENDIX A: INTERVIEW SCHEDULE FOR THE PRINCIPAL OF THE SCHOOL SAFETY COMMITTEE

1. Please share your experiences on the status quo of xenophobic violence in your school?
2. Given the status quo, what are your experiences of the leadership challenges that face the SSC in addressing xenophobic violence in your school?
3. Given these challenges that you have discussed, why do you think these challenges exist?
4. How do you think these challenges impact on your role as the principal on the SSC about safety reporting and referrals of xenophobic violence?
5. Given the status quo, what are your feelings on the leadership strategies that the SSC is currently using to curb xenophobic violence at your school?
6. What are your experiences of the leadership strategies that are working well in the SSC in addressing xenophobic violence in your school?
7. Please share your feelings on how you think these strategies are working well when you need to oversee the safety of foreign learners at your school.
8. What are your feelings on different stakeholders participating in the SSC in addressing xenophobic violence in your school?
9. Please share your feelings on how the SSC encourages community policing forums to curb xenophobic violence in your school.
10. Please share your experiences on how the SSC advocates anti-xenophobic community campaigns.
11. How do you experience participative leadership in the school safety committee in addressing xenophobic violence in your school?
12. Given your experiences on participative leadership, how do you think participative leadership affects the functionality of the SSC in addressing xenophobic violence in your school?
13. Share your experiences on how participative leadership in the SSC is assisting or not assisting in effectively addressing xenophobic violence in your school?

APPENDIX B: INTERVIEW SCHEDULE FOR THE CHAIRPERSON OF THE SCHOOL SAFETY COMMITTEE

1. Please share your experiences on the status quo of xenophobic violence in your school?

2. Given the status quo, what are your experiences of the leadership challenges that face the SSC in addressing xenophobic violence in your school?

3. Given these challenges that you have discussed, why do you think these challenges exist?

4. Given the status quo, what are your feelings on the leadership strategies that the SSC is currently using to curb xenophobic violence in your school?

5. What are your experiences of the leadership strategies that are working well in the SSC in addressing xenophobic violence in your school?

6. Please share your feelings on how you think these strategies are working well.

7. What are your feelings on different stakeholders participating in the SSC in addressing xenophobic violence in your school?

8. One of your functions is to promote school-community partnerships. Tell me some of your experiences where you were able to do this

9. How do you experience participative leadership in the school safety committee in addressing xenophobic violence in your school?

10. Given your experiences on participative leadership, how do you think participative leadership affects the functionality of the SSC in addressing xenophobic violence in your school?

11. Share your experiences on how participative leadership in the SSC is assisting or not assisting in effectively addressing xenophobic violence in your school?

APPENDIX C: INTERVIEW SCHEDULE FOR THE SCHOOL SAFETY OFFICER OF THE SCHOOL SAFETY COMMITTEE

1. Please share your experiences on the status quo of xenophobic violence in your school?
2. Given the status quo, what are your experiences of the leadership challenges that face the SSC in addressing xenophobic violence in your school?
3. Given these challenges that you have discussed, why do you think these challenges exist?
4. Given the status quo, what are your feelings on the leadership strategies that the SSC is currently using to curb xenophobic violence in your school?
5. What are your experiences of the leadership strategies that are working well in the SSC in addressing xenophobic violence in your school?
6. Please share your feelings on how you think these strategies are working well when you are ensuring that the school safety plan is being implemented.
7. What are your feelings about different stakeholders participating in the SSC in addressing xenophobic violence in your school?
8. One of your functions is to mobilise community structures to assist the school against crime. Tell me some of your experiences where you were able to do this
9. The police school liaison is crucial to curb xenophobic violence. How has participative leadership played a role in enhancing this liaison?
10. How do you experience participative leadership in the school safety committee in addressing xenophobic violence in your school?
11. Given your experiences on participative leadership, how do you think participative leadership affects the functionality of the SSC in addressing xenophobic violence in your school?
12. Share your experiences on how participative leadership in the SSC is assisting or not assisting in effectively addressing xenophobic violence in your school?

APPENDIX D: INTERVIEW SCHEDULE FOR THE EDUCATOR REPRESENTATIVE OF THE SCHOOL SAFETY COMMITTEE

1. Please share your experiences on the status quo of xenophobic violence in your school?
2. Given the status quo, what are your experiences of the leadership challenges that face the SSC in addressing xenophobic violence in your school?
3. Given these challenges that you have discussed, why do you think these challenges exist?
4. Given the status quo, what are your feelings on the leadership strategies that the SSC is currently using to curb xenophobic violence in your school?
5. What are your experiences of the leadership strategies that are working well in the SSC in addressing xenophobic violence in your school?
6. Please share your feelings on how you think these strategies are working well when you are ensuring that the school safety policy is being implemented.
7. What are your feelings about different stakeholders participating in the SSC in addressing xenophobic violence in your school?
8. One of your functions is to represent the school at regular safety meetings. Tell me some of your experiences of these meetings.
9. How has participative leadership played a role in enhancing the liaison between you and the safety officer to ensure that all safety issues are attended to?
10. How do you experience participative leadership in the school safety committee in addressing xenophobic violence in your school?
11. Given your experiences on participative leadership, how do you think participative leadership affects the functionality of the SSC in addressing xenophobic violence in your school?
12. Share your experiences on how participative leadership in the SSC is assisting or not assisting in effectively addressing xenophobic violence in your school?

APPENDIX E: INTERVIEW SCHEDULE FOR THE RCL REPRESENTATIVE OF THE SCHOOL SAFETY COMMITTEE

1. Please share your experiences on the status quo of xenophobic violence in your school?

2. Given the status quo, what are your experiences of the leadership challenges that face the SSC in addressing xenophobic violence in your school?

3. Given these challenges that you have discussed, why do you think these challenges exist?

4. Given the status quo, what are your feelings on the leadership strategies that the SSC is currently using to curb xenophobic violence in your school?

5. What are your experiences of the leadership strategies that are working well in the SSC in addressing xenophobic violence in your school?

6. Please share your feelings on how you think these strategies are working well to curb xenophobic violence in your school

7. What are your feelings about different stakeholders participating in the SSC in addressing xenophobic violence in your school?

8. One of your functions is to mobilise learners to report anything that threatens their safety. Tell me some of your experiences regarding this.

9. How has participative leadership played a role in enhancing the liaison between you and the SSC to ensure that all safety issues are attended to?

10. How do you experience participative leadership in the school safety committee in addressing xenophobic violence in your school?

11. Given your experiences on participative leadership, how do you think participative leadership affects the functionality of the SSC in addressing xenophobic violence in your school?

12. Share your experiences on how participative leadership in the SSC is assisting or not assisting in effectively addressing xenophobic violence in your school?

APPENDIX F: INTERVIEW SCHEDULE FOR THE PEER MEDIATOR OF THE SCHOOL SAFETY COMMITTEE

1. Please share your experiences on the status quo of xenophobic violence in your school?

2. Given the status quo, what are your experiences of the leadership challenges that face the SSC in addressing xenophobic violence in your school?

3. Given these challenges that you have discussed, why do you think these challenges exist?

4. Given the status quo, what are your feelings on the leadership strategies that the SSC is currently using to curb xenophobic violence in your school?

5. What are your experiences of the leadership strategies that are working well in the SSC in addressing xenophobic violence in your school? Please share your feelings on how you think these strategies are working well to settle minor disputes of xenophobic violence in your school

6. What are your feelings about different stakeholders participating in the SSC in addressing xenophobic violence in your school?

7. One of your functions is to form support groups that empower learners to deal with safety matters. Tell me some of your experiences regarding this in respect of xenophobic violence.

8. How has participative leadership played a role in ensuring that all learners are aware of the school safety policy and are aware of what to do in safety-related incidents with regards to xenophobic violence?

9. . How do you experience participative leadership in the school safety committee in addressing xenophobic violence in your school?

10. Given your experiences on participative leadership, how do you think participative leadership affects the functionality of the SSC in addressing xenophobic violence in your school?

11. Share your experiences on how participative leadership in the SSC is assisting or not assisting in effectively addressing xenophobic violence in your school?

APPENDIX G: INTERVIEW SCHEDULE FOR THE PS STAFF OF THE SCHOOL SAFETY COMMITTEE

1. Please share your experiences on the status quo of xenophobic violence in your school?

2. Given the status quo, what are your experiences of the leadership challenges that face the SSC in addressing xenophobic violence in your school?

3. Given these challenges that you have discussed, why do you think these challenges exist?

4. Given the status quo, what are your feelings on the leadership strategies that the SSC is currently using to curb xenophobic violence in your school?

5. What are your experiences of the leadership strategies that are working well in the SSC in addressing xenophobic violence in your school?

6. Please share your feelings on how you think these strategies are working well to curb xenophobic violence in your school

7. What are your feelings about different stakeholders participating in the SSC in addressing xenophobic violence in your school?

8. Some of your functions are to ensure that the school gates remain closed and that anything threatening school safety must be reported. Please tell me your experiences to ensure that this happens at your school.

9. How do you experience participative leadership in the school safety committee in addressing xenophobic violence in your school?

10. Given your experiences on participative leadership, how do you think participative leadership affects the functionality of the SSC in addressing xenophobic violence in your school?

11. Share your experiences on how participative leadership in the SSC is assisting or not assisting in effectively addressing xenophobic violence in your school?

APPENDIX H: ETHICS CLEARANCE CERTIFICATE

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/05/13

Dear Mrs M KALLIE

Decision: Ethics Approval from 2020/05/13 to 2025/05/13

Ref: **2020/05/13/8767556/25/AM**
Name: Mrs M KALLIE
Student No.: 8767556

Researcher(s): Name: Mrs M KALLIE
E-mail address: melanie.kallie724@gmail.com
Telephone: 0662308802

Supervisor(s): Name: DR L.ZIMMERMAN
E-mail address: zimmel@unisa.ac.za
Telephone: 0747049533

Title of research:

Public high School Safety Committee members' experiences of participative leadership in addressing xenophobic violence against foreign learners.

Qualification: PhD Education Management

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 2020/05/13 to 2025/05/13.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2020/05/13 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 **2025/05/13**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2020/05/13/8767556/25/AM** *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
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Approved - decision template – updated 16 Feb 2017