Exploring the influence of closed-circuit television in preventing bullying behaviour at a selected School in KwaZulu-Natal: A Case Study

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Abstract—South African schools have been experiencing an increase in bullying behaviour (BB) incidents. One school in Northern KwaZulu-Natal installed closed-circuit televisions throughout the entire school as a preventive measure. Previous studies have proved that both learner-learner and teacher-targeted bullying is a serious challenge and needs immediate intervention in schools locally and globally. This study explored how the influence of closed-circuit televisions can prevent bullying behaviour in a school in the King Cetshwayo district in KwaZulu-Natal. It applied a qualitative, descriptive research design, interpretive research paradigm, and exploratory approach. Nine participants were purposively sampled, including one principal, two deputy principals, one head of department, four teachers, and one school governing body member. Thematic findings revealed that the influence of closed-circuit televisions could prevent learner and teacher-targeted bullying behaviour and improve the effectiveness of preventative behaviour in the classroom, playground, and corridors. However, teacher participants suggested including stakeholders (parents, social workers, and SAPS) involvement in mainstream school visits. In South Africa, with the Protection of Personal Information Act (Republic of South Africa, 2013), the need for permission before data collection becomes a more fundamental issue.

Keywords: Bullying behaviour, Close circuit television, Learners bullying, Preventative behaviour, Teacher-targeted bullying

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I. INTRODUCTION

BEHAVIOURAL management is becoming an increasingly concerning problem for teachers, both locally and globally, and is no different. Similarly, the United Nations (n.d.) suggested that the sustainable development goals (SDGs) intend to address the main goals: Goal 3: Good Health and Well-being; Goal 4: Quality Education; Goal 10: Reduced Inequalities and Goal 16: Peace, Justice and Strong Institutions. However, schools must strive for a safe environment, whether in the classroom, on the playground and corridors, or waiting outside the school premises to enter or return home. Some students are more vulnerable than others, and with the issue of bullying behaviour (BB) raising its ugly head most days at many schools, teachers, school management teams (SMTs), and school governing bodies (SGBs) feel the pressure to find new and novel ways to rein in unruly behaviour and keep learners safe, and this is certainly true for South Africa as well.

Although there have been a wide variety of techniques suggested to manage BB, globally by researchers, some are new for use in schools (Guardino & Fullerton, 2010; Bechuke & Debeila, 2012; Parsonson, 2012; Llywodraeth Cymru Welsh Government, 2012; Postholm, 2013; Nye et al., 2015; Egeberg et al., 2020). The statistics reporting bullying behaviour are very high, and there does not appear to be a reported decrease or reduction in the statistics mentioned in articles (both academic and in the news). "UNESCO Institute for Information Technologies in Education" (UNESCO, 2024) cites exceptionally high global statistics of bullying behaviour at schools, with approximately 246 million children experiencing some form of violence or bullying whilst at school, including cyberbullying.

Creating a safe and secure environment for learners is a priority for school managers, teachers, and parents. This appears to be an ongoing issue across many continents, with researchers attempting to address it by involving all stakeholders in suitable intervention programmes.

II. LITERATURE REVIEW

For children to survive and grow Rooney (2010, p. 344) explains that they need "care, protection and guidance". Closed-circuit television (CCTV) has not been used in schools across the globe (Nemorin, 2017), but some countries like Lebanon (have adopted the use of CCTV in schools as policy. CCTV is considered the most popular measure for tackling school violence and criminal activities (Fisher et al., 2021). Hope (2018, p.849) indicates that CCTV in schools works through the concept of "target engineering," which refers to producing "a situation that minimizes the opportunity for disruption or deviance".

Using CCTV as a behaviour management intervention technique

Most of the research (Hope, 2016; Page, 2017; Henshall, 2018) on CCTV surveillance covers detailed panopticon research by Michel Foucault, which is a detailed design of a prison by Jeremy Bentham, which comprises of a circle with individual prison cells arranged around the guard tower which is in the middle, with tiny holes for windows so that the prisoners never know when the guards where in the guard tower. Foucalt's theory is based on the maintenance of power. The delicate balance of power at schools includes staff who need to stay in power and learners who need to remain powerless if this system continues to work.

The use of cameras in some schools in certain states in the United States of America has been implemented so that: "they can deter illicit

activities, create a visual record of incidents, and provide an early warning of potential hazards" (Fraser, 2007, p.50). Nemorin (2017) revealed that CCTVs were installed in and around classrooms installed for safety and security, to deter vandals and thieves, and minimise misbehaviour, and Hope (2016) justifies the use of CCTVs for crime prevention and detection in schools and mentions that there are other benefits as well including attending to deviant behaviour such as bullying, truancy, vandalism, and smoking on school premises; assisting in the invigilation of exams as well as monitoring behaviour beyond that of learners (staff performance and intrusions by strangers).

Roberts (2022) revealed that young women at a Eurocentric university felt unsafe in and around the campus, and one of the key reasons for this was the lack of CCTV. Apart from the higher levels of stress and anxiety, this resulted in females spending less time at their place of learning, and this hurt their teaching and learning experience. Adult students express a sense of security and comfort from the appropriate placement of CCTVs, so using CCTVs for children may also heighten their feelings of safety and security.

Safety and security at a school was, in the past, the role of the government, but more recently, with the use of far more expensive resources like technological assets such as monitoring devices like the closed-circuit television, the safety, and security of schools have now become the responsibility of the school and its management team. Private security must be engaged/hired should CCTVs be installed since this is an expensive endeavour, and the funds must be made available via the school's management team (Fraser, 2007; Chadderton, 2015).

Hope (2015, p. 847) mentions that in some first-world countries, monitoring learners' behaviour with the use of CCTV is no longer effective due to reality television programmes such as "High School Confidential, Educating Essex and Educating Yorkshire", which involve televising lives of learners during their school day using the CCTV surveillance footage as entertainment. These live televised programmes sensationalise the lives of learners and desensitise learners towards invasive surveillance. Learners enjoy watching others or being watched.

The bystander effect, as discussed by Liebst et al. (2019), refers to the fact that the more bystanders watch violent or negative behaviour, the less likely someone is to assist the victim or report the behaviour to someone in authority. The victim is then unlikely to receive the support needed. The use of CCTV under these circumstances does not serve as a deterrent or support resource for the victims of violent or bullying behaviour.

Alternate behavioural management intervention techniques or strategies to CCTV used by the school

CCTV is also widely used in Australia to monitor learners' behaviour in schools. Still, Squelch and Squelch (2005) have found that webcams were also used to ensure safe teaching and learning environments for teachers and learners in Australia and to encourage learners to improve their behavioural management.

Parental involvement in a child's life and in the community within which they live is extremely important as it often ensures that their children are less likely to engage in violent behaviour in school (Fraser, 2007). Suppose parents are aware of what their children are doing and of the activities that the community offers. In that case, it allows them to monitor their child and ensure they engage in appropriate activities.

Fraser (2007) mentions that if schools experience a crisis, communication with the parents may prove difficult, and cell phones do not always work well under these circumstances, Considering alternate means of communication may be necessary. Individual calls may not be possible. Schools need to examine various resources that will make broadcasting messages to the entire parent body as efficient as possible.

Denial is a strong protective factor for parents, and when children misbehave, parents do not want to admit that their child has behaved improperly. The use of CCTV inhibits parents' tendency to deny their child's negative behaviour since there is no proof of the child's

behaviour (Venter, 2016; Moss, 2000). This then allows the process of intervention to begin expeditiously.

School and stakeholders' support in the behaviour management intervention of learners.

Lamont, MacCleod, and Wilkin (2011) disclosed that support provided by the police at schools in the United Kingdom is motivated by policy issues. Parents' and pupils' perspectives were not included in the studies, and there was a lack of training material available for police stationed in schools, a unique environment in which to work.

The need for a multi-sectoral, multi-agency group working on the support structures and issues around violence in schools. However, Hayden et al. (2011) suggested that to ensure that safe spaces are created in schools, the formation of partnerships with suitable stakeholders and suggested including local politicians, all stakeholders from the school (especially learners and teachers), role players from other countries, law enforcement, etcetera needed to be included when developing policy. Meishar-Tal et al. (2022) indicated that whilst collaboration with a multi-sectoral group of stakeholders is essential, an honest dialogue between the issues being discussed is more important so that various perspectives are debated freely. Open, honest communication between all stakeholders (including the most affected learners) should result in multiple points of view and the best outcome for all concerned, especially the learners.

Haston (2020) explained that with every increasing technological advancement, it becomes important to ensure that monitoring learners electronic footprint does not equate to an invasion of their privacy. While schools must ensure that no harm comes to the public and the majority of learners, schools must also ensure that they uphold the individual rights of citizens, especially the children in their care. So learners' online existence needs to be monitored closely to ensure that they do not access any dangerous websites or that the use of technology is not nefarious in any way yet at the same time, schools should not curb the use of technology to the point where learners individuality and creativity are being stifled.

Alternate behaviour management techniques and resources (to CCTV) used by teachers

Research by Benjamin et al. (2018) exposed varying security measures that serve different purposes; for example, security actions that concentrate on surveillance of learners (e.g., security cameras and security guards) tend to prevent theft, whilst security actions that attempt to maintain order and law (e.g., a strict dress code, closed campus for lunch) tend to reduce physical confrontations between learners. Hence, selecting the appropriate form of security measure to deter the problems experienced at the school is necessary. There is no one-size-fits-all all. Schools need to determine their needs and find the solution that best suits them.

III.   THEORETICAL FRAMEWORK

Reasoned action and planned behaviour are two very closely related theories. They were originally supplicated for the field of physical health services utilization for issues such as drinking, breastfeeding, asthma counseling, tobacco use interventions, and anti-drug media campaigns (Rural Health Information Hub, 2023; LaMorte, 2022); however, it has since gained popularity with researchers in the field of psychology, and Psychology (2023) explains that Reasoned Action Theory is "a model for predicting people's behaviour, which states that the best predictor of people's behaviour in any given situation is their intention to perform the behaviour". The persons' intention to execute the actual behaviour (bullying someone in this instance) is a combination of three very specific factors: one, the person's attitude (feelings) toward the behaviour, two the persons' attitudes towards people who are important to the person (the bully in this instance) and three the social pressures (and these can be real or perceived) on the person (the bully). LaCaille (2013) mentions that an individual's intention or purpose is the best way to determine if that individual hope to engage in the behaviour. Attitudes may predict intentions, according

to LaCaille (2013), and if an individual determines a behaviour or action to be positive or believe it to be important to their friends, family, or society, the more likely they are to form intentions to engage in the behaviour, like bullying which often is triggered by peer pressure.

LaMorte (2022) explained that the Theory of Reasoned Action proponents suggested the idea in 1980, and from this, the Theory of Planned Behaviour (TPB) evolved and that the most important aspect is behavioural intentions, which are influenced by one's attitudes that are hinged on the expected outcomes. LaMorte (2022) goes on to outline that the Theory of Planned Behaviour has six constructs that symbolize a person's ability to maintain control over their behaviour: 1) Attitudes: what is the extent to which a person's evaluation of the behaviour of interest can be favourable or unfavourable. It entails a consideration of the outcomes of performing the behaviour. 2) Behavioural intention: is the motivational factors that effect the behaviour of interest (where the stronger the intention to perform the behaviour, the more likely the behaviour will be performed). 3) Subjective norms are the beliefs about whether most people approve or disapprove of the behaviour. It relates to a person's beliefs about whether peers and people of importance to the person think he or she should engage in the behaviour. 4) Social norms: are customary codes of behaviour within a group of people or larger cultural context and are considered normative, or standard, in that group. 5) Perceived power: is the perceived presence of elements that may facilitate or impede performance of a behaviour. Perceived power contributes to a person's perceived behavioural control over each factor that contributes to their behaviour. 6) Perceived behavioural control is a person's awareness of how easy or difficult it may be to execute the behaviour they wish to perform. This changes from one situation or action to another, resulting in different insights into behavioural control. Diagram 1 shows the six stages of behaviour as they unfold from the Theory of Reasoned Action to the resultant Theory of Planned Behaviour, which allows one to understand that not only are perpetrators, victims, and bystanders of bullying behaviour impacted by their intentions, so too are the management, administrators, teachers, parents and quite possibly the community within which the school is located.
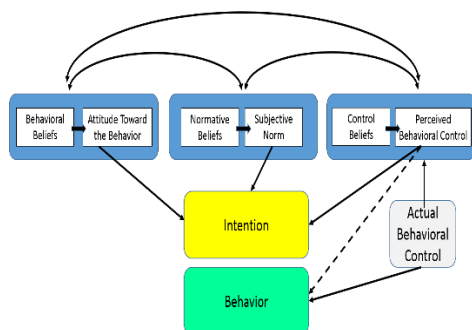

Figure 1: Theory of Planned Behaviour (LaMorte, 2022)

IV. OBJECTIVE OF THE STUDY

This case study explores closed-circuit television at a selected school in the King Cetshawayo district, KwaZulu-Natal, to curb learner and teacher bullying behaviour.

V. METHODS

Research approach

This study uses a quantitative method and case study research design to explore how the influence of CCTV could prevent behaviour management and learners' bullying behaviour in a school in King Cetshwayo District, South Africa. The school has installed a CCTV system to manage learner behaviour, so the researcher used the case study approach to determine a deep and meaningful understanding of a single issue.

Research design

According to Gustafsson (2017), 'a case study is an intensive study about a person, a group of people or a unit, which is aimed to generalize over several units'. Ebneyamini and Moghadam (2018) highlight that a case study needs to accurately reflect the intricacies and depth of a current event within the framework that it presents. Researchers are encouraged to seek out what is common and what is exact or unusual about the case. They also explain that case studies are often designed to suit each case and specific research questions, with published case studies demonstrating a wide diversity in study design (Hyett, Kenny, & Dickson-Swift, 2014). A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the object of study and context are not evident" so the researcher chose to use a case study for this study because of the need to gather data in this real-life context from participants as the event was unfolding (Yin, 2023). The selected Primary School is the single unit that formulates the case study.

Participants

Nine participants were selected purposively, who are all actively engaged in the teaching and learning processes at the school. These participants were selected due to their availability and the fact that they had the information that the researcher needed to conduct the research (Etikan et al., 2016). The school is piloting the CCTV project.

The researcher first held two private meetings with the principal and one deputy principal to discuss the nature of the project and to request including the school governing body (SGB) in the project, then discussed the nature of the project with members of staff, finally distributed the questionnaires to members of staff who agreed to participate in the project. Participants' biographical details are profiled in Table 1 for ease of reference.

Data analysis

Thematic analysis was employed in this study. According to Braun and Clarke (2006, p.79), thematic analysis is a "method for identifying, analysing and reporting patterns (themes) within data". This is an opportunity to organise the data gathered logically and methodologically. The themes selected, as Braun and Clarke (2006) mention, referenced something important from the participants' perspective with special emphasis on the research questions. Once the data was collated, it was analysed, as per Table 1, using the six phases outlined by Braun and Clark (2006, p.35). Familiarising yourself with your data consisted of transcribing, reading and re-reading, and noting initial ideas. The initial codes systematically generate interesting data features across the entire data set, collating data relevant to each code. The searching for themes involves collating codes into potential themes and gathering all data relevant to each theme. The reviewing themes check if the themes work to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis. Finally, defining and naming themes deal with ongoing analysis to refine the specifics of each theme and the overall story the analysis tells, generating clear definitions and names for each theme. Producing the report refers to the final opportunity for analysis. The selection of clear, persuasive examples extracted from the data and the final analysis of selected extracts relating to the research question and literature produce a scholarly report of the analysis (Braun & Clark, 2006, p. 35).

Table 1: Phases of thematic analysis

Phase	Description of the process
1. Familiarising yourself with your data:	Transcribing data (if necessary), reading and rereading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3.Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4.Reviewing themes:	Checking in the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic „map" of the analysis.
5.Defining and	Ongoing analysis to refine the specifics of each theme, and

| naming themes: | the overall story the analysis tells; generating clear definitions and names for each theme. |
| 6. Producing the report: | The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis. |

Ethical considerations

The research study has ethical clearance as part of a larger research project, and the University provides ethical certification. The Department of Education and the Institution at which the study was conducted provided permission for the study to be conducted. Participants signed consent forms agreeing to participate in the research study to ensure willingness to participate and avoid possible coercion or pressure. Participation was voluntary. The questionnaires were completed at a time convenient for the research participants to not impact the quality of teaching and learning. The researcher also used data triangulation (Donkoh & Mensah, 2023), where different stakeholders at the school completed the questionnaire at different times and places to collect the same information to improve the study's validity.

VI.   FINDINGS AND DISCUSSION

Biographical results of participants

Table 1: Biographical results of participants

Participants	Age	Gender	Highest qualifications	Teaching (Admin) responsibilities	SGB
Teacher 1	31-35	Male	Undergraduate	Grades 6,7	N/A
Teacher 2	50+	Female	Undergraduate	Grades 5,6,7 admin	N/A
Teacher 3	36-40	Female	Honours	Grades 3	Yes
Teacher 4	20-30	Male	Undergraduate	admin	Yes
Head of Department	50+	Female	Diploma, FDE, ABET	Grades 6,7	N/A
Deputy Principal 1	40-50	Female	Masters	Grades 6,7	Yes
Deputy Principal 2	46-50	Male	Honours	Grades 6,7	N/A
Principal	36-40	Male	Honours	Office-based	Yes
School Governing Body	41-45	Female	Undergraduate	Admin	Yes

Use of CCTV s as a useful behaviour management intervention technique for learners in and outside the classroom in a school

Some participants found that using CCTV at school was extremely beneficial in monitoring and managing the learners' behaviour in and around the classroom for various reasons, not just the management of bullying behaviour. Participants also mention that using CCTV has deterred learners from lying, petty theft, vandalism, and other misdemeanours:

Learners are now aware that their behaviour is being monitored, making them more cognisant of their actions and the ethical implications of their actions.

"Learners are made aware that their behaviour is being monitored, and there is evidence, and they know that they cannot lie" (Principal).

"Learners know that their movements and audio are being monitored and that the footage can be viewed. This does, to a degree, deter them from breaking school rules or lying about it" (Head of Department).

"Learners cannot deny their actions" (Teacher 3).

Evidence shows that the school has saved the learners' bullying behaviour recordings, which can be viewed later (Venter, 2016).

"Learners are aware of CCTV cameras and that their behaviour is being watched. Teachers use this as a form of reinforcement encouraging good behaviour patterns from learners." (Deputy Principal 1)

The school's management, parents, and other stakeholders can access the video evidence.

"Teachers can return to the cameras to investigate petty theft in classes or vandalism; fighting amongst learners can." (Deputy Principal 1)

"When educators want to bring the behaviour of learners to the attention of SMT, then they can back it up with the replay of events" (School Governing Body).

"Learners are aware that their parents will have access to footage of their misdemeanours, which also discourages misbehaviours to a degree" (Head of Department).

The video evidence is valuable for varying reasons:
- o   serve as a deterrent
- o   learners' are less prone to misinformation and lying
- o   designing interventions to support the learner
- o   design disciplinary action

"It is helped in the collection of accurate evidence to be used in dealing with cases of learners' conduct/behaviour." (Deputy Principal 2)

"To identify and rehabilitate troublesome learners and to establish the truth behind events" (Teacher 2).

One participant mentioned that learners now avoid breaking the schools' rules since the video footage is often used against them as proof of their bullying behaviour in and around the school, shown to parents and/or the SMT. Again, the aspect of having proof of undisciplined behaviour seems to be a deterrent.

"The CCTV at school provides solid concrete evidence in cases of theft or bullying. The CCTV voice / sound also helps with verbal misconduct." (Teacher 3)

A teacher felt that before the use of CCTV, teachers were often held accountable for undisciplined learners; now that there was proof as to who should be held responsible, learners were better behaved in and around the classroom,

"Teachers no longer must prove their innocence against false accusations from learners. Any supposedly committed infringement can be displayed to parents who give their children more credibility than they deserve" (Teacher 2)

"The guilty learners can then be held accountable" (Deputy Principal 1)

Another teacher found that the CCTV allowed teachers to step away from the classroom for a few moments, and the learners did not need an adult to monitor them consistently. There were fewer disruptions in teaching and learning when the teacher was not in the classroom, as was evident before using CCTV, which now makes learners more responsible for their behaviour.

"The teacher can quickly go to the bathroom or wherever and threaten the kids that he / she is gonna watch the classroom behaviour, CCTV, so the class must be silent and work." (Teacher 4).

2)   Alternate behaviour management intervention techniques or strategies to closed-circuit televisions, used by a school in Empangeni, in the King Cetshwayo district to manage learner behaviour.

The school does not use CCTV as the only behaviour management intervention technique. Participants employ other intervention techniques, and these include the following:

The school chosen for this case study research uses a variety of options to manage learners' behaviours. The school has a detailed "Code of Conduct" per the Department of Educations' Policy. Participants mentioned that the school implements and adheres to the guidelines of the Schools' Code of Conduct closely.

"The school still follows all disciplinary procedures as outlined in the code of conduct:
- o   *Verbal warning*
- o   *Writing out*
- o   *Merits and demerit system*
- o   *Detention"* (Principal)

"Code of conduct." (Teacher 1)

"Code of conduct." (Teacher 2)

"School code of conduct provides learners with all the necessary info regarding behaviour." (Teacher 3)

Participants mentioned that when learners displayed undisciplined behaviour, the school used alternative behaviour management

intervention techniques or strategies in contrast to the CCTV. The most popular system appeared to be that of the Merits and Demerits, with participants explaining how the system was used to "incentivise" and "discipline" learners.

> "Positive reinforcement is used allocating merits for good behaviour. Poor behaviour – demerits are given to the learner. Accumulated demerits lead to detention after school on a Friday. Accumulated detentions lead to suspension of the learner. SMT does intervention." (Deputy Principal 1)
> The use of merits and demerits, detention, and suspension after 3 detentions. (Head of Department)
> "Demerit / merit system" (School Governing Body)
> "Merit / demerit." (Teacher 2)
> "Merit and demerit system – learners receive a demerit for misconduct – 5 demerits, learner sits detention. 10 merits – learner receives a certificate." (Teacher 3)

Other options mentioned by the participants included the following:
A 'Bully Box' where learners can place reports of bullying behaviour is used at the school so that learners can anonymously complain about bullying behaviour occurring throughout the school.

> "Use of Bully Box for reporting bullying." (Principal)

Learners with good behaviour are awarded certificates in a school assembly. This is meant to motivate and encourage other learners to strive for this level of "excellent" behaviour and receive public recognition.

> "Certificates are awarded at assemblies." (Deputy Principal 1)

The school has a student leadership body with 44 senior students serving as "prefects". These students serve a leadership role, and younger students often look up to the prefects as role models. Still, according to one of the participants, their main role is to support the teachers in the behaviour management of the learners.

> "The school has a prefect body of forty-four (44) prefects. This body helps the teachers maintain discipline and good behaviours among learners." (Deputy Principal 2)

One participant mentioned referral to the school counsellor as well as referral to the school-based-support team. The school counsellor and the school-based-support team are part of the intervention process and should have basic awareness and information to support the learners to some extent.

> "The school also has the SBST (School Based Support Team)." (Deputy Principal 2)
> "The school also has the counsellor." (Deputy Principal 2)

A "time out" or time away from routine is another technique the school uses for behaviour management. One participant stated that learners were given time away from their routine activities during the "lunch" breaks and other participants mentioned the use of "detention" and/or "suspension" which is also mentioned in the school's code of conduct.

> "Time out during break." (Head of Department)
> "Detention / suspension." (School Governing Body)
> "Detention." (Teacher 2)
> "Suspension." (Teacher 2)

A final alternate behaviour management intervention strategy mentioned by participants at the school is an 'observation file". In the observation file, the teachers record the negative behaviour patterns of learners, who cannot manage their behaviour in and around the classroom to deter learners from further negative behaviour.

> "Observation file." (Teacher 2)
> "School uses observation file to control behaviour." (Teacher 4)

3) School and stakeholders in the behaviour management intervention of learners.

The participants listed various stakeholders supporting learners, teachers, and the school when learners struggled with managing their behaviour. Table 2 includes the subsequent stakeholders, and the nature of support provided:

Table 2: List of Stakeholders

No.	Participant	Stakeholder	Nature Of Support
1	Principal	Special Needs Department in King Cetshwayo District Department of Education	• diagnostics on learner behaviours and placements to special schools
	Deputy Principal 1	Department of Education	• programmes conducted in classes
2	Principal	Child Welfare in Empangeni	• psychological issues with learners
3	Principal	Religious Organisations - Local pastors	• values and morals
	Deputy Principal 1	Community leaders from local churches	• Programmes conducted in classes
4	Principal	South African Police Services	• assists with drug search operations
	Teacher 2		• Consequences of criminal activity
	Deputy Principal 1		• address issues such as drugs, bullying etc at our weekly assemblies
5	Deputy Principal 1	SANCA/TADA	• Talks at assemblies/ video presentations
	Teacher 2	Substance Abuse Organisation	• raising awareness of substance/drug abuse
6	Deputy Principal 2	The School Governing Body	• regularly addresses parents on issues of misconduct and discipline in general
7	Deputy Principal 2	Parents	• attend meetings to discuss learners' behaviour
8	Deputy Principal 2	Social workers	• do school visits for special cases pertaining to problematic learner behaviour
9	Head of Department	School counsellor	• learner's behavioural patterns are observed and monitored over a period of time • recommendations are made and possible remedies are discussed with the teacher and parents • learners are referred to professionals if necessary
10	Head of Department	Psychology interns from UNIZULU	• learner's behavioural patterns are observed and monitored over a period of time • recommendations are made and possible remedies are discussed with the teacher and parents • learners are referred to professionals if necessary
11	Teacher 2	Health Department	• health awareness • administering of preventative vaccines
12	Teacher 2	Environmental Organisation	• environmental damage awareness

Alternate behaviour management techniques and resources (to CCTV) that teachers would prefer as an alternative to CCTV:

The participants suggested various behaviour management techniques they would like to see implemented at the school as an alternative to CCTV. However, this does not mean negating the use of CCTV. It provides participants alternatives should the CCTV no longer be impactful or available. The alternate techniques mentioned by participants were as follows:

The inclusion of teaching of ethics into the curriculum. Ethical issues are currently infused into the life skills/life orientation curriculum. Still, one participant felt that more could be done in this curriculum area when working with learners. Ethical issues will provide learners with an internal sense of responsibility and control. They will not have to manage by rewards, punishment and incentives or other mechanisms determined by the school.

> *"The inclusion of ethics in all subjects taught at the schools."* (Principal)

Participants suggested the inclusion of stakeholders (for example, parents, social workers, and SAPS) in mainstream school visits. This demonstrates that teachers need more active, visible support in managing learners' behavioural issues. Active networking sessions need to be considered.

> *"Greater parental involvement."* (Deputy Principal 2)
> *"Get social workers involved."* (Teacher 3)
> *"SAPS – behaviour issues such as theft, fighting etc. Police officers should visit schools often to make learners aware of their consequences."* (Teacher 3)

Other participants mentioned that regular, effective communication with parents was essential and can support behaviour management at the school since it requires the parents' support. One participant suggested using electronic communication, an app for mobile phones called the D-6 Communicator. It is like WhatsApp and eliminates paper messaging to parents.

> *"D-6 Communicator for parents."* (Teacher 1)

> *"Parents need to be more involved in managing learners' behaviour. More visibility of the SMT around the school – like visible policing."* (Teacher 2)

Participants also mentioned that further incentives need to be considered and suggested that consideration be given to the subsequent ideas:

> *"Positive reinforcement – Good behaviour incentives."* (Teacher 2)
> *"Best behaved learner of the month etc."* (Teacher 2)
> *"Behaviour badges that can be displayed on clothes."* (Teacher 2)

Only one participant still felt that punishment was a suitable technique moving forward and mentioned examples including excluding learners from academic activities and having them perform menial tasking such as writing outlines, as a form of punishment, which is archaic and serves no valid purpose (there is no life lesson to be gained from this exercise).

> *"If a learner has accumulated most of the demerits, I will make the child sit at the hall the whole day for writing out."* (Teacher 4)
> *"Using learners' time during break."* (Teacher 4)

Limitations and future research

The researcher found that whilst the study did yield valuable data for teachers to use for the management of bullying behaviour in and around the classroom, a case study limits the scope of the study and consideration needs to be given to a larger group of participants for future research. Since the study considered only one school's practices, future research can include more schools using CCTV to monitor and manage learners' behaviour in and around the classroom.

Another aspect that requires consideration is the need to include the learners' perspectives in using CCTV to manage learners' behaviour. Learners have a unique insight into the dynamics that impact their teaching and learning, so it is prudent to consider including them in the process. "Nothing for us, without us" is an age-old adage for a valid reason.

A larger geographically scaled research project needs to be conducted since this project focused on a single school in KwaZulu-Natal. Researchers may contemplate including schools from various provinces that reflect varying circumstances regarding available resources within the school or home environment. This will provide a detailed examination of South African schools' CCTV use to manage learners' behaviour in and around the classroom.

Finally, although most participants expound on the benefits of using CCTV as an intervention technique at a school for learner behaviour management, one participant mentioned that the school still had a problem with large and petty theft at the school. Although the school has the video footage, students deny the theft. This presents another future research study opportunity.

VII. RECOMMENDATIONS

Including additional incentives to the schools' "Code of Conduct" to motivate learners to manage their behaviour appropriately. Incentives suggested by participants may also be considered. However, these recommendations often suggested an external locus of control for learners, where motivation, inducement, reward, punishment, and other methods of control are used to foster behaviour management in and around the classroom instead of, as one participant suggested, providing learners with ethical education in all subjects taught at school which will allow them to develop an internal locus of control and prepare them to manage their behaviour under respective circumstances.

On the point of communication, a reliable, consistent, and efficient messaging system needs to be implemented to facilitate communication between the school and the parents. Participants suggested using communication tools that allow teachers immediate access to a communication platform with parents. This will allow teachers to discuss learners' behavioural transgressions as soon as they occur, and parents can help immediately manage their children's behaviour. There is a minimal time lapse between transgression and behaviour management.

Communication of emotion is also highlighted by Fraser (2007), who explains that if learners find themselves engaged in a fight, they should be encouraged to speak to a peer counsellor, which is considered an alternate form of discipline encouraging learners to engage in conflict resolution.

Networking with and including relevant stakeholders is an important and recurring theme for all participants. It is in the best interest of the learners who may struggle in the teaching and learning environment due to poor behaviour management. Schools need to consider networking with the most appropriate stakeholders and using the tools and services available to assist learners who require varying levels of support.

Since the nature of behaviour management problems varies considerably, schools should consider accessing a diverse range of experienced stakeholders. The more varied the pool of support available for learners experiencing behaviour management problems, the more likely learners are to receive timeous intervention.

Rooney (2010) discusses a limitation of CCTV. Since CCTV is used to monitor people's behaviour, this may make children believe that there are people who cannot be trusted because of their behaviour. The children know that CCTV is being used to monitor people's behaviour, so they become distrustful and vigilant regarding who can be trusted.

It is important to note that rapid technological advancements could assist in managing learners' behaviour and preventing bullying in schools. However, Gaware et al. (2023) have designed a computer program to detect suspicious activity. It is the ability to predict human language and analyse these activities through the images received via CCTV. Although the programme is still in its infancy and has some problems that have yet to be tweaked before its implementation on a large scale, the potential to minimise risk is evident in public spaces. It can assist with various issues, such as preventing attacks, theft, accidents, illegal parking, violence, fights, chain events, purse snatching, etc." (Gaware et al., p. 1632). In the same vein, it can also assist with managing behavioural problems in schools.

VIII. CONCLUSION

In conclusion, CCTV at one school in KwaZulu-Natal has helped teachers manage learners' behaviour in and around the classroom. It has also created other opportunities for the teachers; for example, it has provided teachers with time away from the classroom. However, teachers also felt that various alternatives to CCTV could also be implemented. The participants' mentioned the nature of support that the school received from the community's exceptionally diverse range of stakeholders about the intervention of the behaviour management of learners. Ideally, schools need to examine if it is possible to support a learner's personal growth and moral development to encourage different ways to foster a sense of self-esteem. Researchers mentioned that learners in Vietnam did not express concern over their loss of privacy, which is often viewed as a fundamental right in more Eurocentric countries (Tran et al., 2022). The issues of privacy, consent, and assent must be considered. In South Africa, with the Protection of Personal Information Act (Republic of South Africa, 2013), the need for permission before data collection becomes more fundamental, and the need to protect privacy is more urgent when using CCTVs, even in public spaces.

IX. CONFLICTS OF INTEREST

There are no conflicts of interest.

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