

**DYNAMICS OF SCHOOL VIOLENCE AND THE ROLE OF SCHOOL
LEADERSHIP IN REDUCING IT IN TWO UMLAZI TOWNSHIP SCHOOLS**

By

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in Educational Leadership, Management and Policy in the Faculty of Education**

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SUPERVISOR'S STATEMENT

This mini dissertation is submitted with/ without my approval

Mr S. E. Mthiyane

March 2013

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I, Siphwiwe Ishmael Duma, declare that:

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The Almighty for the spiritual guidance and the immense strength provided during the course of my study.

DEDICATION

This study is dedicated to my granddaughter and grandson, Anelisa and Luyanda Duma.

ABSTRACT

This study examined the dynamics of school violence and the role of school leadership in reducing it in two Umlazi township schools. A case study was conducted in two secondary schools in Umlazi township. The aim of the study was to explore how school leaders (School Governing bodies, School Management Teams, educators, learners and parents) help schools to reduce violence. This qualitative study was set in the interpretivist paradigm. The research tools comprised of semi-structured interviews, documents analysis and observations. The two theories which underpinned this study were violent and non-violent theories. A review of international and national literature around school violence revealed that some of the challenges of learner-indiscipline encountered by South African schools were being experienced world-wide. The findings of this research were a revelation to me that violence in schools and in the community has escalated to such an extent that it has become an access problem for some learners in many schools in South Africa (SAIRR, 2008). I had a privilege of experiencing first-hand what secondary school educators, managers and parents encountered and dealt with on a daily basis. It is evident that learner indiscipline is on the increase; educator's teaching time is being consumed in dealing with discipline issues; educators are becoming frustrated and demoralised; the tribunal hearings are not regarded as an effective structure by educators, learners and parental involvement is lacking as parents seems to have abdicated the responsibility for their children's behaviour and education to the school management and educators. Further, the SGB play a limited role in the activities of the school due to their incapacity and lack of empowerment.

Some of the recommendations based on the findings are that schools must involve all stakeholders in the formation of the Code of Conduct policy. The contents and procedures outlined in the policy must be communicated to all stakeholders and there must be consistency in its application. Stakeholders must formulate innovative strategies to engage parents to actively participate in the activities of the school. The Department of Education must fulfil its obligation to capacitate parents and other stakeholders. An empowered SMT and SGB will make a greater contribution to the elimination of school violence.

LIST OF ABBREVIATIONS

DSSC-Discipline Safety and Security Committee
DRC-Democratic Republic of Congo
HSRC-Human Science Research Council
MPL-Member of Provincial Legislature
NGO - Non-Government Organisation
NSVS- National School Violence Study
SAHRC -South African Human Rights Commission
SAIRR-South African Institute of Race Relations
SASA - South African Schools Act No. 84 of 1996
SGB- School Governing Body
SMT- School Management Team
RCL-Representative Council of Learners

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This is an introductory chapter which provides the background to the study, focus of the study, motivation and rationale. Furthermore, the aims of the study and the most important concepts are described. The chapter concludes with a brief review of literature, research design and data analysis, chapter demarcation and chapter summary.

1.2 Background to the Study

This study examines the dynamics of school violence and the role of school leadership in reducing it in Umlazi Township schools. It is evident that over the years many learners and teachers in South Africa Schools have been exposed to violence at school level, which has a devastating impact on learners, teachers and communities (De la Rey, Duncan, Shaffer & Van Niekerk, 1997). Through investigating and describing the background and nature of violence in schools, this study will show that the impact of school violence is unacceptable and thus, the situation needs to be transformed in order to ensure that the learners and teachers in schools get the opportunity to receive teaching and learning in a violence -free environment (Human Science Research Council, 2001).

The most important reason for this study is to understand that the school violence is a pervasive and an on- going problem worldwide. The study by the South African Human Rights Commission (SAHRC, 2006) reported that one in five learners (21%) had been threatened or hurt by someone at school and a third (33%) had been verbally assaulted by someone at school.

The South African Schools Act 84, 1996 (SASA) states that all public schools in South Africa must have democratically elected school governing bodies (SGB's) comprising parents, learners (in grade 8 and above), educators, non-teaching staff and school principal. The functions of the SGB's include creating an environment conducive to teaching and learning, ensuring safety and security of learners, promoting the best interests of school, disciplinary action and policy determination of schools fees (Mncube, 2007). I have worked

as an Educator for the past thirty- five years and I have experienced and observed various acts of indiscipline that were perpetrated by learners. The media also reports regularly about numerous violence-related incidents taking place in school premises where teachers are attacked in front of learners (Mazibuko, 2012). For example, it was reported in the media that a 14-year learner in an Umlazi school allegedly stabbed a fellow learner with a pair of scissors during assembly (Manana, 2011). It was also reported in the media that a Merebank schoolboy, who was stabbed several times with a knife and robbed of a cell phone and R30, allegedly by another pupil, was fighting for his life in hospital (Nair, 2011). It was also reported that a Limpopo Primary School teacher was hacked to death in front of pupils (Matlala, 2011). Recently in the Inanda area, a school principal was attacked on the school premises (Manana, 2011) and one female teacher was stabbed to death in the Pinetown area by a learner while invigilating examinations a few years ago (Maponya, 2011). These incidents of violence provoked me to conduct research to explore how school leaders (SGB's, SMT's, teachers and parents) help schools to reduce violence.

According to the National School Violence study undertaken by the Centre for the study of Violence and Reconciliation Annual Report (2003), numerous public schools have become the targets for school violence. As a researcher, I am disturbed about this situation taking place in schools where we regard schools as the fountain of knowledge. The economic growth of this country has much been affected to a great extent by these incidences of violence because education and the economy can't be separated (Human Science Research Council, 2001). A high number of teachers are resigning from the profession because of insecurity in schools. This will result in an increase in illiteracy and government has to import teachers from other countries (Department of Education, 1995).

As indicated previously, I have worked in this area for many years and therefore it would not be problematic for me to gain access and permission to conduct this study at the research sites. The study in question will aim to ascertain if school violence is a barrier to teaching and learning for all and whether school governing bodies could be used to help reduce violence in schools.

Further, Section 8 of the South Africa School Act of 1996 states that a governing body of a public school must adopt a code of conduct for the learners after consultation with the learners, parents and educators of the school. A code of conduct must be aimed at establishing a disciplined school environment. In 1996, the Secretariat for Safety and Security, and the National Youth Commission developed a joint Framework Document called *Tirisano-Towards an Intervention Strategy to address youth violence in Schools*. This was an attempt to grapple with provision of an integrated approach in addressing and preventing youth violence in schools (Asmal, 2000).

The Human Rights Watch (2001) suggests that school violence poses a threat to education of young learners in particular and more worrying trends of violence are the degree of sexual harassment and rape of female, homosexual pupils, gangsterism, bullying and racism. Schools violence is a pervasive and on-going problem worldwide (Standing, 2005). A review of reports across the world such as PLAN international on their campaign document 'End Violence in Schools' strongly suggest that violence is of real concern in diverse settings across the world (PLAN, 2009).

The problem of school violence is an outcome of both internal and external factors (HSRC, 2001), depending on the location of the school and the physical socio-economic environment within which it operates. The study by Human Rights Watch (2001), suggests that there is widespread sexual misconduct where teachers engage in serious sexual misconduct with underage female learners. For example, many learners come from situations where unemployment, poverty and abuse are the norm. Most gang-related violence in schools is caused by out of school; out of work youth and these usually come from areas of poor socio economic backgrounds (Human Rights Watch, 2001).

1.3 Statement of the problem

Violence is clearly prevalent in many South African schools. Learners cannot learn, and teachers cannot teach effectively in an unsafe environment, and therefore order and discipline are necessary in schools. A lack of discipline in a school creates an environment that can become violent and unsafe. Learners and educators have a legal right to learn and teach in a safe environment. It seems that this right is violated in many schools, and many learners feel unsafe at school. Failing to provide a safe environment can lead to violent situations and serious discipline problems. Therefore, different strategies in school management need to be

explored to provide educators with the necessary skills to manage discipline problem at schools

1.4 Focus of the study

Violence in schools and in the community has escalated to such an extent that it has become an access problem for some learners in many schools in South Africa (South African Institute of Race Relations. 2008). This study will focus on dynamics of school violence and the role of school leadership in reducing it in Umlazi Township schools.

1.5 Research aims and questions

- This study aims to explore strategies that two schools employ to minimize school violence.
- Further, the study aims to unearth respondent's views on the effectiveness of such strategies.
- The study also aims to explore policies, measures and initiatives that are taken by school leaders to promote a violence-free or secure environment.

In pursuit of the above aims, this study is underpinned by the following research questions:

- What are the perceptions and experiences of students, teachers, support staff and school governors of school violence?
- What policies, measures and initiatives are taken by school leaders to promote a violence-free or secure environment?

1.6 Definition of terms

In this section certain concepts which are used in the study are explained to indicate the emphasis of the study.

1.6.1 School leadership

It is concerned with implementation of those policies and decisions which assist in directing the activities of a school, towards its specified goals. Thus leadership is a process of influencing the activities and behaviour of an individual or a group in efforts towards goal achievement on a given situation. The nature of leadership is largely determined by the nature of subordinates and that of the society or situation in which the leader is operating. Clarke

(2007) states that school leadership is concerned with vision to establish directions, strategy planning to achieve the vision, aligning people, marketing and selling the vision and strategy, motivating and inspiring, creating the energy and the commitment to drive the process.

1.6.2 School Violence

School violence, according to Hagan (2000), is the exercise of power over others in school-related settings by some individual, agency or social process. This process denies those subjected to it, their humanity to make a difference, either by reducing them from what they are. School violence is synonymous to criminal activities that occur at school such as gang wars, illicit drug usage, vandalism, possession of weapons, personal assault, rape and bullying. From the researcher's perspective, school violence encompasses behaviour that seriously disrupts the safe learning environment of a classroom or school (Hagan, 2000). McDonald (1996) found that learners regarded school violence as 'anything that makes us afraid to come to school and stay at school.' Therefore, for the purpose of this study, school violence occurs when educators, learners, parents and members of the community exercise power over each other, physically and emotionally, in order to disrupt the safe learning environment.

1.6.3 School Governing Bodies (SGBs)

The South African Schools Act No. 84 of 1996 (SASA), which came into effect at the beginning of 1997, mandates all public schools to have school governing bodies which are democratically elected comprising of parents, learners, educators, non-teaching staff and school principals. All schools with learners enrolled in grade 8 and above must have a representative council of learners (RCL). Because of the legal status, the school governing body of a public school is a powerful structure with clearly defined statutory duties and responsibilities.

Section 15 and 16 of the South African Schools Act reads as follows: Every public school is a juristic person, with legal capacity to perform its function and the governance of every public school is vested in this governing body. The professional management of a public school must be undertaken by the principal in terms of the admission policy for learners, language policy and the code of conduct for learners.

1.7 Review of Literature

In the United States of America (USA), the problem of violence is complex and is escalating (Gansle, 2005). This is supported by Osgood (1998) who emphasises the fact that USA faces a huge problem of youth violence which is growing in seriousness. Drosopoulos (2008) states that 80% to 90% of adolescents report some form of victimization from a bully and asserts that it has been found that in USA the source of violence in schools is anger. Anger results in negative consequences at whom the anger is directed to and those whose anger leads them to engage in inappropriate behaviour (Gansle, 2005).

Reports of violence at schools are regular feature in South Africa (Human Rights Watch, 2001). South African Human Rights Commission (SAHRC, 2008) reported that the most severe crime against children occurred at school level, not only by pupils to pupils, but also by teachers against pupils. Gansle (2005) argue that young people constitute a considerable percentage of robbery, assault, shooting and murder on a regular basis. The lack of good role models may be the result of violent behaviour in South Africa.

1.8 Research design and methodology

A summary of the research design and methodology is represented below:

1.8.1 Research design

Once a researcher has clarified the research questions, he or she develops a research design. Essentially the research design is the plan of how the researcher will systematically collect and analyse the data that is needed to answer the research questions (Durrheim, 2002), for example: what evidence must the researcher collect and how will the researcher analyse and make meaning from the data (Mertens, 2006).

1.8.2 Research methodology

Research methodology includes procedures, methods such as quantitative, qualitative, mixed methods and instruments employed to gather the data (Mouton, 2001). Firstly, these methods include the role of the researcher, as a researcher is an integral part of the research process. Secondly, although case studies could use both qualitative and quantitative methods, this study will employ the principles of the qualitative research in order to generate the data. This study will be located within the interpretive/constructivist paradigm.

1.8.3 Research paradigms

According to Cohen, *et al.*, (2008), a research paradigm is a pattern of the functions and interrelationship of a process. It is also a way of reconstructing basic understanding of existing knowledge, attitudes, behaviour, or seeing things from a different perspective (Mertens, 2006).

Research paradigms guide the process of inquiry and form the basis for the practice of science by redirecting the researcher towards appropriate research method and methodologies, depending on the nature of the phenomenon being investigated (Clarke, 2007). These paradigms are positivism; interpretivism/constructivism and emancipatory /critical theory (Robson, 2002). This study will be located within the interpretive /constructive paradigm. Interpretivists use qualitative methods to extract the understanding of social reality of the researched (Mertens, 2006). Interpretivists also believe that reality is socially constructed and endeavour to understand the subjective world of human experience (Cohen, *et al.*, 2008). As a researcher I will be engaged with participants from different backgrounds. The interaction with participant is unavoidable. In this study the reality will be constructed by the participants (Mertens, 2006).

Through interaction the participants will be persuaded to realize their reality and how they have experienced school violence and their involvement with discipline of the learners at the school as suggested by Huff (2009) that the researcher and researched participate in the creation of their perceived reality. Robson (2002) asserts that interpretivists believe that it is the responsibility of the researcher to understand the multiple social constructions of meaning and knowledge.

In this study there will be full engagement of the participant as it is exposed by Mertens (2006) that the researcher and the researched influence each other in the sense that they are interlocked in an interactive process. As a researcher, I will consider the learners backgrounds in terms of their families and the kind of communities in which they live. The researcher endeavours to understand the reality of the researched is subjected to scrutiny of their source. The value that influences the enquirer is laden bare to the inquired since the researcher is concerned with the understanding of social context of the researched (Blaxter, *et al.*, 2006).

In a nutshell, I will use multiple data collection methods such as one-to-one and focus group interviews, documentary reviews and observations. Qualitative researchers believe that the task of a qualitative researcher is to acquire insight and develop understanding by the researcher getting close to the data in order to understand participant's point of view and to obtain social knowledge (Clarke, 1999). This means that it's the responsibility of the researcher to make sense of the data provided by participants.

1.8.4 Sampling

In order to obtain rich data, purposive sampling means that the context and participants are selected because of certain defining characteristics that make them the holder of data needed for the study (Nieuwenhuis, 2007). In this study, two secondary schools will be chosen because of their reputation for violence. In addition, a sample of two teachers (the principal and the Life Orientation teachers), two representative of the school governing bodies, two learners per school and two members of the support staff will be used to collect data. Purposive sampling will allow the researcher to choose a case study because it illustrates some features in which the researcher is interested (Dillman, 2000). Criteria used for selection will be based on evidence of incidences of school violence.

1.8.5 Methods of data collection

Since this study is a case study, one-to-one and focus group interviews, documentary reviews and observations will be used. These methods are chosen to dig deeper into participant views and perception. The data will be collected to determine the role of school leadership in reducing violence in schools. The source of data will consist of learners, teachers, principal, school governance and the support staff. The perception will be interviewed at their schools and there will be six participants from each school. Data will be collected using semi-structured interviews which will be tape recorded. In terms of justification of this data collection, the interviews and observation will provide evidence of participants on violence (Blaxter, 2006).

1.8.6 Process of data analysis

Transcriptions of interviews will be coded. The units will be clustered to form common themes. Data will be summarised and validated for each interview. Analysis, at whatever stage, is necessary because the process and the product of analysis provide the basis for interpretation. Data will be analysed using De Vos, Strydom, Fouche and Delport's (2005)

model entitled: 'Qualitative data analysis and interpretation,' which states that data analysis frequently necessitates revisions in data collection procedures and strategies. These revisions yield new data that are then subjected to new analysis and process of data analysis and interpretation can best be represented by spiral image such as planning for record of data, data collection and preliminary analysis.

1.8.7 Triangulation

This refers to collecting data from a number of different sources. For example, a researcher who wants to find out more about teachers assessment practices, ask the learners about the way in which the teacher assess them, as well as looking at the learners workbooks. This will enable the researcher to see if the data that is collected from one source confirms or contradicts the data which is collected from a different source (Mouton, 2001). The advantage of using triangulation are that result from divergent sources and multi-methods can lead to an enriched explanation of the research problem and may also serve as the critical test, by virtue of its comprehensiveness, for competing theories (De Vos, *et al.*, 2005).

1.8.8 Validity

Validity is the extent to which the designed instrument measures what it is supposed to measure (Leedey & Ormrod, 2005). Blaxter, *et al.*, (2006) views validity as whether methods engaged actually relate to the phenomenon explored. Triangulation will be used, for example, more than one method of data collection will be used.

1.8.9 Reliability

For research to be reliable, it must demonstrate that if it were conducted on a similar group of respondents in a similar context, those similar results will be found (Cohen, *et al.*, (2008). It is possible to achieve reliability in the process of coding data in qualitative research. For example, I may produce a set of rules or instructions, or coding of semi-structured interviews. Those rules are given to two different learners. The results are compared and a measure of reliability can be found (Cohen, *et al.*, 2008).

1.9 Ethical issues

According to Cohen, *et al.*, (2008), all participant need to be assured of the confidentiality of the information supplied by them. Participants need to know the information will be made public. The researcher needs to be competent in all the procedures that they carry out. The

research should do no harm to the research participants or to any other people. Researchers need to think about whether their study will do any physical, emotional or social harm to the participants. Researchers need to be careful to protect the identities of the groups and individuals when they publish the result of their study. Researchers should not make up data in their publications and participants should be briefed and need to be sure to point out the limitations of the findings (Koshy, 2005). Any promise of payments, rewards or information concerning this search results will be fulfilled. Feedback to participants will be provided, both to verify data used for analysis and to comment on interpretation. Since this study is part of a bigger project, ethical clearance was sought and granted by University of KwaZulu Natal. A letter requesting permission was sent to the KZN Department of Education, selected schools and other participants to conduct this research.

1.10 Chapter demarcation

Chapter One

The aim of this chapter is to provide the statement of the research problem, the motivation and the background of the study. The chapter also discusses the methodology employed in the study. It then concludes with the outline /demarcation of the study.

Chapter Two

This chapter reviews literature and conceptual frameworks which contains an in-depth discussion of the latest literature with regard to school violence. A summary of the implication of previous research and how they relate to this study concludes this chapter.

Chapter Three

This chapter discusses the research design and methodology, the research context or site, the research participants, sampling techniques, the data collection procedures, the data analysis procedures and ethical issues.

Chapter Four

A presentation of the data analysis, findings and discussion are outlined in this chapter. Emerging themes shall also be discussed.

Chapter Five

This chapter presents the summary of the study, conclusions and recommendations. Recommendations for further research are also made and the significance as well as the implications of the study conclude this chapter.

1.11 Chapter summary

This chapter has outlined the background and the overview of the key aspects of the study (focus, rationale, brief presentation of research design and methodology) and concludes with an overview of the chapters of the study. The next chapter outlines the literature and theoretical frameworks used in this study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

2.1 Introduction

The previous chapter introduced the background and introduction to the study. This chapter seeks to review literature and theoretical frameworks which underpin this study. Firstly, it explores the nature and the extent of school violence in South Africa. Secondly, it looks at the forms of school-based violence both internationally and nationally.

Thirdly, the chapter discusses the impact of exposure to violence; dynamism of school violence; the causes of school violence; code of conduct for learners and the role of school leadership and how it plays its role in reducing school violence at Umlazi schools. The chapter concludes by discussing the theoretical frameworks that underpin the study.

2.2 Review of related literature

2.2.1 The nature and extent of school violence in South Africa

De Wet (2003) states that school violence is not a new phenomenon. Even in the 17th century, French schools were faced with sword and fist fights, unrest and attacks on educators. The World Health Organisation (2001) (as cited in De Wet, 2003, p.90) defines violence as:

...the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death and psychological harm.

According to Burton (2007), it seems as though there is a perceptible breakdown of school discipline worldwide. In the United State of America, the annual Gallup Poll of the Publics Attitudes towards the Public Schools concluded that a “lack of discipline” has been identified as the most serious problem facing the nation’s educational system (Burton, 2007, p.4).

School violence, according to Hagan (2000), is the exercise of power over others in school-related settings by some individual agency or social process. This process denies those subjected to it, their humanity to make a difference, either by reducing them from what they are or by limiting them from becoming what they might be. As an issue of how enforcement, school violence is synonymous with criminal activities that occur at school: gang wars, illicit

drug use, vandalism, and possession of weapons, personal attacks, rape and bullying. From the researcher's perspective, school violence encompasses behaviour that seriously disrupts the safe learning environment of a classroom or school (Hagan, 2000, p.5).

Therefore, for the purpose of this study, school violence occurs when educators or learners, parents and members of the community exercise power over each other, physically and emotionally, in order to disrupt the safe learning environment and, in the process, prevent each other from making a difference or from maintaining wellbeing.

2.2.2 School discipline

In a diverse society such as South Africa, it is important that teachers also understand the differences in the culture of their learners which may directly affect discipline measures (Morrel, 1999). Therefore one could conclude that the choice of punishment may not be effective due to the differences in culture and other disciplinary methods will then need to be considered. The degree of success will largely depend on school management's application of the approach, and how consistently they will see it through. It is important that education moves away the authoritarian point of view where only the teacher needs to be reinstated, not in an authoritarian way but rather leading learners to self-discipline (Ganske, 2005).

2.2.3 Corporal punishment

After 1994, when South Africa stepped out of isolation and adopted a new, democratic constitution guaranteeing the right to dignity, equality, freedom and security for all citizens, we followed the path of most other democracies by passing legislation to outlaw corporal punishment (South African Schools Act No. 84 of 1994).

The African Charter on the Right and Welfare of the child commits its member countries to ensure that a child who is subjected to school or parental discipline shall be treated with humanity and with respect for the inherent worth of the child. The National Education Policy Act (1996) says, "No person shall administer corporal punishment or subject anyone to psychological or physical abuse at any educational institution."

The South African Schools Act No. 84 of (1996) says: "(1) No person may administer corporal punishment at a school to a learner; (2) Any person who contravenes subsection 1 is guilty of an offence, and liable to conviction or a sentence which could be imposed for assault."

Corporal punishment was part of a bigger picture of an authoritarian approach to managing the school environment which was based on the view that children need to be controlled by adults and that measures such as sarcasm, shouting and other abusive forms of behaviour were ways of teaching children a lesson. According to the South African Schools Act No.84 of 1996, “the main focus of the Code of Conduct must be positive discipline; it must not be punitive and punishment-oriented but should facilitate constructive learning” (Prinsloo, 2006).

Even though many teachers are encouraged by the South African Schools Act 84 of 1996 to use positive discipline, self-discipline and exemplary conduct as learners learn by observation, they are often pushed by learners to see how far the teacher might go, forcing teachers to use quicker and more diverse approaches such as corporal punishment. Despite the fact that corporal punishment has been illegal in South African schools throughout the country (Burton, 2008). It is still being administered in many schools. Recently, however, other researchers such as Morrel (1999) and De Wet (2007) have studied the effectiveness of corporal punishment in reducing bullying and misbehaviour and have found that, in addition to the moral and psychological arguments against its use, it is indefensible on grounds of efficacy. Prinsloo (2006) states that the results of corporal punishment are unpredictable, notwithstanding the fact that it may sometimes be successful at inhibiting inappropriate behaviour.

2.3 Forms and patterns of school-based violence

According to Du Plessis (2008), it is important to distinguish between the different kinds of violence, as it can easily be perceived as a single or general problem in society. Du Plessis (2007) claims that a clear distinction can be drawn between political violence, gang violence, general criminal violence and violence in relationships. All of these forms of violence in some way affect many of our African schools. Drawing on a mix of South African legal cases as well as international court cases to examine the effects of school-based violence on learners.

2.3.1 Bullying and intimidation

Bullying can be either overt or covert. According to Vally, Dolombisa and Porteus (1999), overt bullying involves physical aggression such as beating, kicking, shoving, and sexual touching which could be accompanied by covert bullying, which can be random or

discriminatory, racial, sexual or based on social days (Nieuwenhuis, Beckmann & Prinsloo, 2007) reported that a boy at a local high school in East London was attacked with a welding rod by another boy, and that his attacked had threatened to kill him. The accused had a record of violence at the school, but was only given a warning.

Failing to ensure that the school environment is safe and conducive for learners to learn, without fear of harassment and bullying, can result not only in serious disciplinary problems, but could also require the victim's parents to engage in costly action. A form of bullying other than physical bullying, which has become increasingly common, especially among girls, is "cyber-bullying"(Muro-Ruiz, 2001). This is a form of covert bullying that involves the use of mobile phones or internet. Perpetrators make anonymous malicious comments or threats, tease and engage in gossip through online chat rooms such as "Facebook" and "Twitter "or use e-mail or mobile phones to intimidate others (Burton, 2008). Benbenishty and Astor (2008) state that it is an easier way to humiliate, abuse and threaten others as mobile messages can remain anonymous. It was reported that many victims of cyber bullying are so traumatized and disempowered by the bullying that they often express, in therapy, a desire to die rather than suffer further humiliation and abuse (South African Human Rights Commission, 2006).

2.3.2 Gang-related violence

Crawage (2005) defines gangsterism as 'the evolution of an urban identity determined along racial and economic lines. It includes the formation of groups with the aim of committing violence and crime, and to defend themselves physically against violence of other groups. All gangs have names and recognizable symbols and the presence of gangs in school in the United States of America has been reported as having doubled between 1989 and 1995 (Debarbieux, 2003).

However, many South African schools will not report incidents because of a fear of victimization. What is rather upsetting is that, according to South African Institute of Race Relations (2008), school systems are prone to ambivalence of gang presence in schools. Burton (2008), points out that learners believe that if they retaliate against an act of aggression that is committed by one gang member, they will have to deal with the entire gang, therefore they refuse to report gang activities at their school.

According to research that was conducted on the perceptions of Eastern Cape educators regarding the course and the scope of violence in the province, the presence of gangs in schools and in the townships increases the incidence of victimization of non-gang members (De Wet, 2007). This brings with it a terrorizing “fear factor” which traumatizes educators, learners and parents, threats, intimidation and harassment resulting in the absenteeism of both learners and teachers.

2.3.3 Sexual violence and harassment

Drosopoulos (2008) states that South Africa reportedly has one of the highest rates of violence against woman in the world. Schools have to consider the fact that some of the children whom they teach frequently have to endure abuse and violence or even rape at home. This makes education a daunting task. It appears that there are no reliable statistics or data on violence against women and girls at school since not all incidents are reported. Educators, however, have to keep in girls at school since not all incidents are reported. Educators, however, have to keep in mind that although “rape” legally refers only to girls, one should remember that boys could also be victims of sexual abuse. There also appear to be no data or statistics of the incidence of sexual violence perpetrated against boys within the school system. Since the legal definition of rape does not include the rape of a male, the statistics that are available do not include males (Drosopoulos, 2008).

The Human Rights Watch Report (2001) found that South African girls of every race and economic class encounter sexual violence and harassment at school. This impedes their realization of the right to education (Drosopoulos, 2008). For girls in particular, there are high levels of sexual violence and abuse. The Human Right Watch Report (2001) further concluded that until schools themselves are places in which children are safe in an environment that is conducive to learning and equally accessible to all children, the prevention of abuse and neglect will be impossible, and the right of the children to education will not be protected and realized.

Locally, recent report from the National Centre for Education Statistics, Violence in U.S Public Schools (2005) deals with a subject that has received increasing attention in recent years as a result of several highly publicized cases of violence in public schools. The report provides an initial analysis of data gathered in South Africa, youth violence has received substantial scholarly and public attention in the media (Maponya, 2011). The South African Human Rights Commission (SAHRC, 2006) states that one of the most significant challenges

to learning for many children is the threat of violence at South African schools. The world report on violence and health outlines risk factors for youth violence at the individual level, for example, low educational achievements, relationships level and low socio-economic status of families (SAHRC, 2006).

A survey of newspaper reports clearly shows numerous incidents where the physical and psychological insecurity of educators can be demonstrated. According to statistics published by the South African Institute of Race Relations (SAIRR, 2008), South African schools are the most dangerous in the world. This report followed recent media reports of shootings, stabbings, rape and robberies of South African Schools. The survey conducted by SAIRR also suggested that only 23% of South African pupils said they felt safe at school. The study by the South African Human Rights Commission (SAHRC, 2008) reported that one in five learners (21%) had been threatened or hurt by someone at school and a third (33%) had been verbally abused by someone at school.

South African legislation such as Education Laws Amendment Act 31, 2007, makes ample provision against assault and victimisation. For example, providing space for learners to be responsible, whether in the way they conduct themselves in the classroom and make them part of the solution. Section 24 of the Bill of Rights stipulates that “everyone has the right to a safe environment.” In the annexure to the South African Schools Act 84 of 1996 and the guideline for the consideration of SGB in adopting a code of conduct for learners, it is stipulated that disrespectful behaviour and verbal abuse directed at educators or learners are regarded as offences that may lead to suspension. The existing evidence, confirmed by the Human Rights Watch (2001), strongly suggests that violence, sexual or otherwise is prevalent in many South African schools. Human Rights Watch cites the possible causes of violence in South Africa such as numerous social ills that filter onto school premises; possession of dangerous weapons by students; sexual abuse and the use of alcohol and drugs on school premises and burglaries which have a debilitating effect on the morale of school managers.

The National School Violence Study (NSVS) undertaken by the Centre for Justice and Crime Prevention (CJCP) revealed that out of 10456 students from both primary and secondary schools 11, 5% of learners experienced some form of violence while at school. More worrying trends of violence are the degree of sexual harassment and rape of female, gay and lesbian pupils. In addition, there is a new form of violence in South Africa commonly known as xenophobia where some South African citizens attack and kill foreigners, and there is

gangsterism, bullying and racism. Research by SAHRC (2006) suggests that perpetrators of violence are pupils and teachers with both groups carrying the brunt of continuous bullying and sexual assault.

Some of the extensive research into the subject defines school violence as the exercise of power over others in school-related setting than result in injury, death and harm (Vulindlela Consortium, 2004). This power comes from some individual or social process. Violence is also seen as a conscious and instrumental act and it can be carried out deliberately to achieve a purpose other than injuring the victim (Muro – Ruiz, 2002). This study will confine itself to two types of violence in schools: direct or physical and the alienating, for example, verbal aggression and humiliation.

When the Human Science Research Council (HSRC) conducted a study into crime and violence in township schools in 2001, they found that bullying was one of the most common forms of violence occurring during school hours (HSRC, 2001 vii). According to Pillay & Ragport (2010), bullying could also lead to more serious forms of violence. Violence is also defined as the intentional use of physical force or power, threatened or actual against a child by an individual or group that either result in actual harm to a child's health (Williams, 2009).

Statistics published by the South African Institute of Race Relation (SAIRR, 2008) show that South African schools are the most dangerous in the world. The report followed recent media reports of shootings, rape, and robberies at South African schools. The survey conducted by SAIRR suggested that only 23% of pupils felt safe at school (with the world average at 47% of pupils declaring that they felt a high degree of safety at school, still a low proportion). The study by the South African Human Rights Commission (SAHRC, 2006) reported that one in five learners (21%) had been threatened or hurt by someone at school, and a third had been verbally abused by someone at school.

More worrying trends of violence are the degree of sexual harassment and rape of female, gay and lesbian pupils. Research by SAHRC suggests that the perpetrators of violence are pupils and teachers, with both groups carrying the brunt of continuous bullying, gender-based violence, accidental violence, sexual assault or harassment, physical bullying and psychological violence. There are numerous instances of educators, parents and students being murdered in South African schools, on their way or in full presence of the learners (Vally *et al.*, (1999).

The study by Human Rights Watch (2001) suggests that widespread sexual misconduct by teachers with underage learners, enforcing sexual demands with threats of physical violence or corporal punishment, verbal degradations using highly sexualised language is widespread. Offering better grade or money to pressure girls for sex could also be construed as violence. There also exists what is called “corrective rape” of a lesbian pupil by a male pupil to make her heterosexual (Ndlovu, 2008). There is under-reporting as girls are afraid of being blamed or victimised, with an unhealthy over-respect for teachers. Parents may feel monetary payment is more useful than lengthy trial and enquiries.

The use of corporal punishment in schools has been prohibited since 1996 in South Africa, although it is still commonly used particularly in rural areas and still supported by many parents and students (Burton, 2007). The abolition of corporal punishment has left a definite vacuum in methods to deal with serious misconduct.

Several initiatives have been undertaken by the South African government in order to try curbing violence in schools and violence in general. For example, there is currently an initiative on gun-free society where the fire-arm holders are required to re-apply for the use of firearm licences. Education Law Amendment Act 31, 2007 has been legislated and deals with search and seizure of illegal drugs and dangerous weapons from students attending the school (Department of Education, 2007). The law also states that the governing body of a public school must adopt a code of conduct for the learners, after consultation with the learners, parents and teachers of the school. Research is needed on its impact, and whether there is or should be a parallel code of conduct for teachers. Conceptually, this relates to whether more democratic schools are more preventive of violence.

In the United States of America (USA), the problem of violence is complex and is escalating (Gansle, 2005). This view is supported by Osgood (1998) who emphasizes the fact that USA faces a huge problem of youth violence which is growing with seriousness. Drosopoulos (2008) states that 80% to 90% of adolescents report some form of victimisation and asserts that it has been found that in USA the source of violence in schools is anger. Anger results to negative consequences at whom the anger is directed to and those whose anger leads them to inappropriate behaviour (Gansle, 2005).

Reports of violence at schools are a regular feature in South Africa (Human Rights Watch, 2001). South African Human Rights Commission (SAHRC, 2008) reported that the most severe crime against children occurred at school level, not only by pupils to pupils but also by

teachers against pupils. Cohen, *et al.*, (2000), argue that young people constitute a considerable percentage of robbery, shootings and murder on daily basis. The lack of good role models may be the result of violent behaviour in South Africa.

Since the 1980, the issue of school violence has received considerable research attention. Most studies have focused on three main areas. The first relate to types of violence among different age groups (Benbenishty & Astor, 2005). The second aspect relates to the characteristics of violent students and the third deals with the evaluation of school violence prevention programme (Gottfredson & Gottfredson, 2001). The majority of school violence prevention programmes have focused on the individual level and only a few attempts have been made to focus on the macro system level. However, most researchers agree that in an effective prevention programme success is enhanced by combining several emphases, for example, targeting students, school staff training, and home- school cooperation (Espelage & Swearer, 2003).

Yet, despite the development of school programmes for reducing violence, teachers and other school staff are overwhelmed by school-related violence and are unsure of how to deal with it (Kandahar & King, 2002). This uncertainty can have a tremendous impact on attempts to maintain safe school environments. A study on the contribution of a bully prevention programme to the enhancement of teacher's self-efficacy found that the programme effectively increased teacher's knowledge of bullying behaviour, and improved their self-efficacy in coping with such behaviours (Newman-Carlson, 2004).

Results of existing studies show that the majority of pro-service teachers did not receive any form of violence prevention training in the general teacher training curriculum (Kandahar & King, 2002). The findings indicates that most pre-service teachers report they had less confidence about their ability to deal with bullying and were in favour of teacher training regarding ways of combating bullying. Similarly, they expressed more confidence in dealing with victims and their parents rather than working with the bullies and their parents (Nicolaidis, Toda & Smith, 2002).

During the public Human Right Commission (HRC) hearing on school-based violence in Cape Town in September 2006, it became apparent that “substantial numbers of learners” were exposed to violence in schools and that in certain communities, violence had “become the norm with children playing macabre playground games such as ‘stab me, stab me or rape me, rape me’ (Kolapen, 2006, p.2).The extent of violence in schools is further evidenced by

the reportage in the South African (SA) media almost daily, of isolated incidence of extreme violence. Recent examples include the assault on a learner and the subsequent arrest of the two perpetrators (fellow learners) at a KwaZulu Natal school on 6 May 2010 (Magwaza, 2010) and the attack on a thirteen year old learner by ten bullies in a Pretoria primary school classroom (Redeemer, 2010).

The media reportage and the experiences described during the HRC hearings are supported by the findings of the largest South African survey on school violence to date, the National Schools Violence Study (NSVS), undertaken by the study for justice and Crime Prevention (CJCP) (Burton, 2008) included in the 120 primary schools surveyed were 139 principals, 227 teachers and 6787 learners. The extent of violence with regards to primary schools learners in the school surveyed is indicated below: 10.8% were threatened with violence 7.5% were assaulted 3.19% experienced some form of sexual violence and 12% were stared at and made to feel ashamed (Burton, 2008).

Clearly the current situation in schools in South Africa is untenable. In accordance with education as a universal human right 'free from harassment' (McGuckin & Lewis, 2008) as underpinned in the United Nations Declaration of Human Rights (1948), and the right to the basic education as described in section 29 (1)(a) of the constitution of South Africa (Luke & Pendlebury, 2008). It is crucially important to address the situation of not only violence in our schools but also spiralling violence levels in the country at large, because the increasing levels of violence in society have a direct impact on levels of violence in schools (Burton, 2008). The rate of violence in secondary school in South Africa is 75 learners per 1000 and 5 per 10000 in the United States (Burton 2008). The 2000 School Survey on Crime and Safety (SSOCS) which indicated that a significant number of characteristics studied in the analysis, including size of the school enrolment, absenteeism, reported crime level of the school neighbourhood, appeared to be positively related to the incidences of school violence (Henry, 2000).

A study conducted by Leede and Ormond (2005) with 1896 students between early and late adolescence found that boys experience more overall sexual harassment and bullying compared to their female counterparts and also states bullying was the most prevalent at the school transition stage. Ganske (2006) states that female students who have a desire for social

approval are apparently more afraid of punishment and conflicts usually involve boyfriend issues and these boys may be seen as objects of ownership.

Disruptive behaviours are more common with severe violations of school rules although it is this latter conduct that is worthy of news to print (Gansle, 2005). The Children's Institute International commissioned that 47% of the participants felt their schools were becoming more violent and it is critical that we never underestimate the potential for serious violent situations at school, no matter its surroundings or status. Some newspaper articles portray schools as far removed from being the supposedly safe places characterised by (De Waal, 2005) who states that a school is a place where learners can learn and teachers can teach in a warm and welcoming environment; free of intimidation and fear, for example, a secure and a discipline environment.

Schools must have systems in place that enable education learners and parents to respond effectively to crises, tragedies and threats of crime or violence. Learners and teachers have the right to an education and working experience in which they feel valued and respected, where they clearly and actively support learners development and learning and where both groups are free from fear, threat and harm. These sometimes are entrenched in the South African Bill of Rights in Chapter 2 of the Constitution of the Republic of South Africa (RSA, 1996). Section 12 (RSA, 1996) which states that everyone has a right to freedom and security of the person, including the right to be free from all forms of violence and not be treated or punished in a cruel, inhuman or degrading way. In terms of section 8(3) of South African Schools Act (1996), the Department of Education. (DoE, 1998) states that the school must protect promote and fulfil the rights identified in the Bill of Rights.

Prinsloo (2007) states that learners have not only the right to 'non-violence' and freedom of right, but educators have a legal duty of care pertaining to the learners entrusted to them. According to the *in loco parentis* common law principle educators have the right to maintain discipline as well as an obligation of duty of care (Prinsloo, 2007). Learners and educators therefore have clearly stated constitutional and legal rights and obligations pertaining to school safety.

Children's experience in school is fundamental to their successful transition into adulthood. In school learners negotiate their relationships, self-image and independence. They cultivate interpersonal skills, discover and refine strengths and struggle with vulnerabilities. Therefore,

school should provide a safe environment for them to develop academically, relationally, emotionally and behaviourally (Wilson, 2008). School violence is not only a violation of rights, it also has a debilitating effect on the morale of school managers educators and governing bodies (Human Rights Watch, 2001).

There is no clear definition as to what constitutes school violence. According to Gottfredson & Gottfredson, (2001), it is a multifaceted construct that involves both criminal acts and aggression in school, which inhibits development and learning as well as harming the schools climate. Newman-Carlson (2004) comments that such violence may consist of anything from anti-social behaviour and bullying, to criminal behaviour, including theft, assault and even murder. It may occur in classrooms, the hallway, and the school yard and on school buses. Though not considered violent behaviour, minor acts of aggression in the playground often escalate into major incident of violence. Although aggressive behaviour may not always lead to physical injury it is often associated with the risk of injury, intimidation and threats and perceptions of fear and vulnerability.

According to Bauman (2008), the academic debate on violence in school is, to a large extent, concentrated in three clearly distinguishable categories of behaviour by learners, namely physical compulsion and physical injury, verbal aggression and mental cruelty and bullying and emphasises the intentionality of the act, as well as examining the mental and physical characteristics of school violence.

School violence is aggressive behaviour that may be physical, sexual or emotional abuse. The aggressive behaviour is conducted by an individual or group against another, or others, physically abusive behaviour is where a child or group directly or indirectly ill-treat, injures or kills another. Aggressive behaviour can involve pushing shoving, shaking, punching, kicking, squeezing or any other of physical, assaults on a person or property. Emotionally abusive behaviour is where there are verbal attacks, threats, mocking, yelling, exclusion and malicious rumours. Sexual abusive behaviour is where there is sexual act or rape (Greeff & Grobber, 2008).

2.4 Causes of school violence

The causes of violence are multifaceted, complex and even conflicting, and include individual factors, family factors and community factors. They may stem from larger societal

factors over which the school has no control. According to Mooij (2005), political isolation powerlessness and dissatisfaction with the treatment of those in authority may be important factors contributing to school violence in a community. In this regard, Bucher and Manning (2005) mention that political violence in South Africa from 1948 onwards led to intolerance and subsequently to violence in education.

2.4.1 Individual factors

Certain types of characteristics might at an early age place a learner on a path toward violent behaviour. Such characteristics might include a difficult temperament, impulsivity, lack of empathy, a belief that factors beyond the learners control are responsible for behaviour, and a history of being a victim of violence. Given that impulsivity is related to violence, learners who stop and think might be less likely to choose a violent alternative (Mabogoane, 2004). Learning difficulties further implicate an already stressful life experience for the violence-prone learner (Donald, Lazarus & Lolwana, 2002).

The nature, duration and intensity of a violent event can also affect adolescent learners in different ways. The learner's reaction to a violent event will also differ, depending on what happened, how long, and the degree to which the learner was directly involved. A learner who is exposed to trauma and violence at school every day could eventually surrender because of intensity and also start to participate in violent activities, such as bullying or gang related activities (Evans, 1996).

2.4.2 Family factors

Family factors that place learners in township schools at risk include aggressive and violent behaviour of parents, unemployment, poverty, child sexual abuse and substance abuse, as well as family murder. Other family factor, such as divorce separation, single parent homes and poor parent-child relationship, also increase the potential for abuse and neglect of learners (Richman & Frazer, 2001). In combination, these external barriers lead to the breakdown of family life and exert a negative effect on community life, particularly within the townships (Gottfredson & Gottfredson, 2001).

2.4.3 Community factors

Since community is one of the systems in the townships that children interact with, there are certain community factors that also contribute to learner's violent behaviour displayed in

school. These community risk factors include poverty, unemployment, and inadequate health services, lack of recreational facilities or quality education, exposure to violence, sexually transmitted diseases, and access to dangerous weapons, substance abuse, racial and cultural issues and media violence (Richman & Frazer, 2001). The most frequently cited community causes of school violence are the deterioration of living conditions accompanied by poverty, unemployment, overcrowding, a high population turnover, and racial and ethnic heterogeneity (De Wet, 2007).

De Wet (2007) furthermore found that the presence of gangs at school and in adjacent areas the relative easy acquisition of (illegal) firearms and other deadly weapons, as well as the accessibility of drugs and alcohol by youth, may also lead to school violence. Children who show a market deviance in their behaviour are often found to come from homes where the discipline of the father is lax, over-strict or erratic, the supervision of the mother is only fair or inadequate; parents are indifferent towards their children. Family members are scattered in diverse activities and do not operate as a family unit. Poor parental involvement in the school, lack of parental supervision and truancy may also lead to learner violence.

Harber (2004) argues that schools as authoritarian organisations provide an environment where learners rights needs and feelings can too easily be ignored and suppressed and where it is difficult for teachers or learners to act independently and to critique and challenge dominant social and political orthodoxies, including those which lead to violent behaviour and conflict. Harber (2004) discusses in length how schooling can 'dehumanise and therefore perpetuate and multiply violence' through corporal punishment, racism, gender violence, stress and anxiety.

There are some situations that can trigger violence in schools. These include disciplinary acts, aggressive acts between learners and teachers, graffiti, damage to the school and inexplicit rules for the school. The factors also include a lack of human or material resources as well as low salaries for teachers and employees. They also include a lack of dialogue between the people that make up the school. Other factors include a lack of interaction between the family and the community (Mabogoane, 2004).

The study by Waiselfisz (2000) confirms previous data that call attention to the fact that learners are generally the primary victims of violence, according to principal, teachers and school employees. The fact that the school setting becomes a place that is inappropriate for giving classes confirmed as the most significant impact of violence (Watts, 1997).

UNESCO commissioned “Education under attack” (2007) the first global study targeted political and military violence against students and teachers, which found that the number of reported attacks on schools has dramatically increased in the preceding three years. The number of attacks tripled in Afghanistan, Palestinian territory and Columbia from 2002-2008, up from 242 to 620. Sexual violence against school girls and women continued as a common tactic in some conflicts and reached critical levels in the DRC with 5517 cases of sexual violence against school children in Kivu 2007 (UNESCO, 2010). Leedy (2005) asserts that in the U.K., the number of bullying incidents reported to the child line increased by 12% between 2005 and 2006. Osgood (1998) mentions that sexual violence, which ranges from bullying to murder are on the increase. In Pakistan, 356 schools were destroyed or damaged in one small region between the army and Taliban. According to UNESCO (2010), acts of violence thwarted Pakistanis children the right to education. The international community has made a commitment to achieving the education for all (EFA) goal by 2015 in order to protect the right to education whatever whenever learners, teachers come under attack, knowledge and deeper understanding are required (UNESCO, 2010).

UNESCO (2010) state that Brazilian schools are not immune to school violence. School is still seen as one of the few concrete vehicles for change or social mobility for a large party of the population. The idea that school is a place for protection and also a place that needs to be protected by social agents, no longer corresponds to the reality of most school establishments. This is why schools are transformed, into dangerous places that harbour robberies, homicides, sexual abuse, threats and property damage as well as other brutal forms of violence. These situations occur within the schools as well as in the areas that surround them. Brazilians watch daily as their school become true prisons in terms of appearance and physical structure.

The evidence shows that year after year is a progressive process of youths being the primary victims of violence in Brazil. There is also the fact that the schools have been vulnerable places marked by an atmosphere of constant tension. Faced with this evidence, since 1992 UNESCO Brazil has been performing a series of actions that focus on understanding and proposing noble ways out of these situations.

The issue of school violence in Brazil has been included in the national and international scenario as one of the huge challenges facing educators and learners. (Debarbieux, 1996) states that in a spite of the complexity of the term ‘violence’ and the difficulties of the conceptualisation that surrounds it, there is one basic consent. That is that every act of

aggression, physical, moral or institutional against the integrity of individuals or group to be considered as an act of violence (Abromorey & Rug 2002).

Charlotte emphasized (Abromorey & Rug 2002) that the definition of school violence is a heterogeneous phenomenon that breaks down the structure of social value. Still according to Charlotte, the violence practised in the school universe must be placed in a hierarchy in order to understand and be explained. Dupiquier (1990) and Fukni (1992) call attention to the necessity that recognising violence as aggression and it must be kept in mind, however that every act aggression is not necessarily a demonstration of violence and that not every aggression is based on a desire to destroy someone else or the other.

Recent studies in Brazil (Debarbieux, 2002; Blaya, 2002), warn about the possibility the term has of generating a distorted views of school interactions. Studies performed in England (Hayden, 2001, Blaya, 2001) point out the difficulty in shaping the concept of school violence in that the term violence is not usually linked to qualifying specific acts that are practised by teachers against learners or vice versa. This is true because this type of violence involves emotional connotations (Abromovay & Rua, 2002). In Spain, as Orega (2001) demonstrates that there is a type of moral discomfort attached to qualifying certain acts of violence as ‘school violence.’ This is true for acts practised against youth and children. In the United States, emphasis tends to be placed outside of the school with a focus on gangs (Hagedorn, 1997). In these cases the terms that are used are ‘juvenile delinquency.’ ‘misconduct’ and anti-social behaviour (Flannery, 1997).

In conclusion it is important to point out that the issue of “violence in the schools” incorporates a variety of points of view, perceptions and analysis models. As Debarbieux (2001) and Watts (1998) point out, it is important to proceed with multidisciplinary and trans-national studies as a way of confronting distinctly different experiences. Using studies that focus on the school universe to align macro- social points of view on youth, violence, and school exclusion can make an important contribution in the construction of alternatives for confronting violence. In this respect, UNESCO has taken decisive steps in this direction.

Globally, extensive research has been conducted on the twin topics of violence and bullying. Furthermore, a large number of countries (notably in the Americas, Europe, Australasia and Africa) have instituted measures for curbing violence to create safer schools. In 2003, the United States Department of Health and Human Services for instance, developed a ‘stop bullying now’ website (Strabstein, Beckman & Pyntikova, 2008), and in 2004, after the killing

of his grandparents and seven learners by a 16 year old Red Lake learner. The United States Congress was requested” to enact a homeland security measure for school and to fund school safety” (Bucher & Manning, 2005). In Scandinavia, the suicide of three adolescent boys resulting from purportedly severe bullying by peers led to a national campaign in which 140,000 students and 715 schools participated (Greeff & Grobber, 2008).

The high levels of violence in Dutch primary and secondary schools gave rise to a successful five year national government anti-violence campaign in the Netherlands (Mooij, 2005). In England, schools are legally required to enforce anti-bullying policy as prescribed in numerous policy documents, like the Education and Inspections Act (2006). Research has revealed that in 200, at least 91% of schools in England applied anti-bullying policies separately, or as part of wider behaviour or discipline policy (Smith, Osborne & Samara, 2008).

A special report on bullying in eight African countries (Kenya, Morocco, Namibia, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe) indicates that bullying should not be regarded as part of ‘normal’ childhood behaviours such as smoking, substances abuse, risky sexual behaviour and suicide (Brown, Riley, Butcher & Kahn, 2008).

Locally violence in schools, community and society covered by numerous authors have highlighted the link between violence in society and in schools. Various authors relate the prevailing, unacceptably high levels of violence in South Africa schools to the lingering legacy of apartheid. According to Lockhart and Van Niekerk (2000), for instance, one of the “most crippling aspects “of the violence experienced in the apartheid state during the 1980,when learners turned schools into” sites of violence and conflict “is that violence has come to be expected and may even have become normalised in South Africa society. Such effects of past violence is currently evident in the severely compromised atmosphere where violence reigns (Kollapen, 2006).

Among the number of “pervasive examples that model elements of bullying” that children emulate through the powerful process of social learning (Kollapen, 2006). Bauman (2008) includes bullying and intimidation by adults (including teachers), racism, discrimination against minority groups, and the belief that victims deserve to be bullied (Bauman, 2008). Media violence is blamed by Derksen and Strasberger (in Lam & Liu, 2003) for the distorted information children receive on gender, violence and different societal roles. Daniel (2007) surmises that children exercise their right and their freedom to respect the right of others and

because parents say 'yes' too easily. Like Daniels who wants the problem tackled on a day to day basis, to prevent a backlash 20 years down the line.

The prevalence of school violence in South Africa could, according to Senosi (in Maree, 2005), be attributed to high unemployment levels, the gap between the wealthy and the poor, the patriarchal system and easy access to firearms. The easy access to firearms and other weapons is underscored by the 11,3% of primary school learners surveyed in the NSVS who reported that guns were easily obtainable in their neighbourhood while 12,8% said the same in regards to knives (Burton,2008). Schools should therefore be devoid of violence, which is counter-productive and hampers the school's educational and society's objectives (Prinsloo & Nesor, 2007).

2.5 Dynamism of school violence

Some schools in South Africa, especially African schools experience violence from outside the school. The two major forces that bring violence into schools from outside are political violence and gangs (Gansle, 2005).

2.5.1 Political violence

This type of violence was at a peak in the 1980s. Political violence can broadly be divided into two. Firstly, there was violence between political parties and secondly there was confrontation between the youth and the South African Defence Force. Political violence has declined to the extent that it is almost non-existent but it is worth looking into it as it was responsible for the mushrooming of youth gangs. These gangs terrorize communities including schools. It is possible then that the violence experience by the youth could be responsible for the acts of violence that the youth engages in these days (Drosopoulos, 2008).

2.5.2 Gang violence

With political violence now relatively insignificant, gang violence has taken over as the scourge of many African schools, especially township schools. Gang violence is rife in many, if not all, townships. Township schools are not immune to the gang violence prevalent in townships. The television series *Yizo Yizo* brought to light what is actually happening in township schools. This drama series showed a school where learning takes place amidst criminal activities like firearms carrying, drug trafficking, substance abuse and total disregard

of authorities. To some learners this may be the closest they will ever be to gang violence, but to many this is a real life daily experience. (De Wet, 2007).

2.5.3 Gender violence

Schools being within societies where male dominance rules supreme, it is not surprising then to find that the perpetrators of violence in most schools are males, It is very unusual to find females being the perpetrators of violence. The reason for this is that boys learn from home that a male is superior to a female. The central themes of domination, control, humiliation and mutilation serve as propaganda by which men learn that it is acceptable to abuse women and girls (Morrel, 1999).

2.6 School violence as global phenomenon

The Fourth International Conference on School violence and the newly created International Journal of School Violence are the most recent reminders that school violence is a global phenomenon. Time and again the public in countries with cultures as diverse as Japan, Brazil, Norway, USA and South Africa are alarmed by atrocities and acts of senseless violence in schools.

In a recent tragic incidence in Finland, a masked gunman opened fire at his trade school in Finland, killing 10 people and shooting himself in the head (Greeff & Grobber, 2008). Akiba and Associates (2002) put forward a global perspective stating: that school violence is a global phenomenon that affects care institution of modern society to some degree in virtually all nation-states (Akiba, 2002). While school violence is studied extensively in developed countries in Europe, USA and Australia, it is not limited to industrialized societies. Thus, according to Ohasko, (1997, violence is occurring at a high rate in developed countries and its impact on schooling , learning and living is certainly serious, which refutes the commonly-held view that violence is primarily an issue of industrialized countries (Ohasko,1997).

2.7 The effects of violence on learners

As a result of their exposure to extreme high levels of violence and crime, not only in the country generally, but more specifically in their homes, many South African learners display aggressive behaviour (Ohasko, 1997).

In Umbumbulu near Durban, learners and the members of the local community killed an alleged gang member after teachers and learners from this schools were held up and learners

from three schools in the area were burgled and vandalised. More-over, recent newspaper reports underscore harmful effects of school violence on the teachers and learners; for example, a grade 7 learner who shot his mathematics teacher for punishing him after he had stolen a mathematics set from a fellow learner, was acquitted by the Pretoria Juvenile Court after being found not guilty (Otto, 2010).

The effects of school violence on learners include academic problems (Bauman, 2008), an increased likelihood of involvement in physical fighting (Brown, Riley & Kann, 2008); somatic symptoms like stomach ache or headache; and mental health concerns, such as 'anxiety,' loneliness and low self-esteem, which often lead to self-destructive behaviour like suicidal ideation. This view is understood by incidents such as the recent attempted suicide by a 10 year old Elberton boy who tried to commit suicide after having been bullied repeatedly at school (Groenewald, 2010).

According to Burton 2008 the reporting of incidents of violence to school authorities by learners could be a predictor of delinquency levels and an indication of the levels of the trust between learners and teachers in a school. In South Africa, reporting levels are low, but most victims confide in teachers.

2.8 The effects of violence on teachers

Besides the physical dangers posed by assault, theft or vandalism, psychological and social side effects that cause anxiety and fear need to be addressed (Prinsloo & Nesor, 2007). Psychologists indicate that growing numbers of teachers suffer from psycho-social stress and related conditions due to hostile and insecure environment in schools, and in a Human Science Research Council (HSRC) survey, most teachers revealed that they would leave the profession if they could (Kolapen, 2006, p.2). Although teachers in South Africa are often approached for assistance by victims, they mostly feel unable to take action against perpetrators. This is partially due to abolition of corporal punishment in all schools since 1997 through the South African Schools Act No. 84 of 1996. School principals in a meeting with South African President Jacob Zuma called for the reinstatement of corporal punishment to restore order in school (Liebenberg & Kruger, 2009), asking for it to be meted out under supervision of the school principal and an available member of the governing body. Van der Westhuizen and Maree (2009) are vehemently opposed to this inhumane and degrading form of discipline, which has no place in post-modern society.

As mentioned earlier, the implementation of discipline and anti-violence policies is legislated in some countries. Researchers have found that it is advisable to allow learners to assist with the formulation of behavioural rules and that the rules should be anchored in the school curriculum (Mooij, 2005). Anti-bullying policy should only, once established, be communicated to all stakeholders in the school community (Smith, *et al.*, 2008). In South Africa, the government has acknowledged that violence is a problem in schools and the NSVZ findings, according to Burton (2008), underscore the important symbiotic relationship between learners, schools, homes and communities.

2.9 Role of school governing bodies and code conduct for learners

In terms of the South African School Act, every school must have a school governing body. All schools with learners enrolled in grade 8 and above must have a representative council of learners (RCL). The Occupational Health and Safety Act, No. 85 of 1993 requires schools to have a safety committee. Because of its legal status, the school governing body of a public school is a powerful structure with clearly defined statutory duties and responsibilities. Because of this, it is important that members of the school governing body not only understand their corporate duties and responsibilities, but also that they have the knowledge and skills to perform these duties. Section 15 and 16 of the South African Schools Act reads as follows: 15. Every public school is a juristic person, with legal capacity to perform its functions in terms of this Act. 16. (1) Subject to this Act, the governance of every public school is vested in its governing body. (2) A governing body stands in a position of trust towards the school.

One of the responsibilities of the school governing body in relation to the Code of Conduct for Learners is that, it has the legal authority to hold disciplinary hearing in cases of serious misconduct, and to recommend appropriate sanctions including the suspension of a learner from school. In Section 20, the South African Schools Act list the following roles of the governing bodies, for example, promoting the best interests of the school and strive to provide quality education for all learners at the school, administer and control the school property and buildings and grounds occupied by the school and adopt a code of conduct for learners.

In terms of the South African Schools Act No. 84 of 1996, the governing body of every public school must adopt a code of conduct after consultation with learners, parents and teachers in the school. It goes on to say, in sections 2, 4, and 5; a Code of Conduct referred to

in sub-section (1) must be aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process. Nothing contained in this Act exempts a learner from the obligation to comply with the code of conduct of the school attended by such a learner. A Code of Conduct must contain provisions of the process safeguarding the interests of the learner and any other party involved in disciplinary proceedings.

Discipline must be maintained in the school and to ensure that the education of learner's proceeds without disruptive behaviour and offences. Non-violence and the freedom and security of learners entail that every learner has the right not to be treated or punished in a cruel, inhumane or degrading manner. Corporal punishment has been abolished and teachers and learners have to learn the importance of mediation and cooperation, to seek and negotiate non-violent solutions.

2.10 Theoretical frameworks

This study is under-pinned by two theories, namely theories of violence and non-violence. The theoretical framework is concerned with the way in which the research is framed, as research cannot be conducted in a theoretical vacuum. By contrast, theories of violence and non-violence are more important than value judgement about behaviour of learners and teachers. Theories provide insights into causes of actions for decreasing violence and increasing non-violence (Gilligan, 1996). Gilligan (1996) argues that violence is neither biological nor universal nor is it to be found in our genetic material (Gilligan, 1996).

Theories of violence and non-violence sit well with this study of their dynamics of violence in schools. Non-violent action includes a the types of behaviour known as non-violent resistance (satyagraha) which include myriad methods of action, such as strikes, boycotts, and the like (Sharp, 1979). Non-violence, non-cooperation theories resist violence in order to combat violent acts of the perpetrators (Kumar, 2003). Non-violent non-cooperation action is commonly used against opponents who have a superior capacity and masculinity to use physical violence (Kumar, 2003). It will be also necessary to determine some definitions and create boundaries in order to investigate violence at school level by applying non-violent non-cooperation approach. Gandhi defined non-cooperation as an attempt to awaken the masses to a sense of their dignity and power (Kumar, 2010).

According to Kumar, (2010), love should occupy an unending place in non-cooperation, where non-co-operators should not wish to punish or inflict pain upon their opponent. Nonviolent action is a generic term covering dozens of specific methods of protest, non-cooperation and intervention, in all of which the actionists conduct the conflict by doing – or refusing to do certain things without using physical violence. Politically, non-violent action is based on a very simple postulate: people do not always do what they are told to do, and sometimes they do things which have been forbidden to them. For example, workers may halt work, soldiers and police may become lax in inflicting repression and so on (Sharp, 1984). When all nonviolent actions take place simultaneously, the “ruler” loses power. This dissolution can happen in a wide variety of social and political conflicts (Sharp, 1984).

Non-violent direct action is a method of producing or thwarting social change by interventions aimed at establishing new patterns or policies or disrupting activities regarded as evil. This type of nonviolent direct action method was demonstrated greatly by Mohandas Gandhi (in his Satyagraha against the Rowlett Bills) and Martin Luther King, Junior (in the Montgomery Bus Boycott). The contributions of Mohandas Gandhi and Martin Luther King, Junior are invaluable.

It was Gandhi who made the most significant personal contribution in the history of the non-violent technique, with his political experiments in the use of non-violent, disobedience and defiance to control rulers, alter government policies, and undermine political systems. Gandhi used his non-violent approach to deal with India’s internal problems as well as to combat the British occupation of his country, and he encouraged others to do the like. The provision of the Rowlett Bill provided for powers of preventive detention - the arrest and confinement of persons suspected of acts threatening public safety, the Act further provided that “dangerous” persons could be continuously detained.

Gandhi’s theory of power: Gandhi is better known for his struggles against British domination (Kumar, 2010). In these struggles he operated on the basis of a view of power based on his newly developed approach to conflict – satyagraha – upon a theory of power (Kumar, 2010, p.5). In Gandhi’s view, if the maintenance of an unjust or non-democratic regime depends on the cooperation, submission and obedience of the populace, then the means for changing it lies in the non-violent, defiance and disobedient.

“We hold it to be a crime against man and God to submit any longer to rule that has caused this fourfold disaster to our country. We recognize, however, that the most effective way of

gaining our freedom is not through violence. We will therefore prepare ourselves by withdrawing, so far as we can, all voluntary association from the British Government, and will prepare for civil disobedience, including non-payment of taxes” (Kumar, 2010, p.5). In his non-violence theory, Gandhi inspired many social reformers like Dr Martin Luther King, Junior, Chief Albert Luthuli, and others. Gandhi was assassinated while leading a movement to extend human rights by non-violence.

The non-violent approach does not immediately change the heart of the oppressor. It first does something to the hearts and souls of those committed to it. It gives them new self-respect; it calls up resources of strength and courage that they did not know they had. Kumar, (2010, p.6) states that “if humanity is to progress, Gandhi is inescapable He lives, thought and acted, inspired by the vision of humanity evolving toward a world of peace and harmony.” The non-violent resister agrees with the person who acquiesces that one should not be physically aggressive towards his opponent, but he balances the equation by agreeing with the person of violence that evil must be resisted.

Violence as a way of achieving racial justice is both impractical and immoral. It is empirical because it is a descending spiral ending in destruction for all. Violence is immoral because it seeks to annihilate rather than to convert (Theo, 2010). Violence destroys community and makes brotherhood impossible.

Theo (2010) argues that violent acts may be perpetuated by an individual or a group of individuals. As this study seeks to establish the role of school leadership in reducing violence, it also seeks to scrutinize violence in learner’s progress of school. Osgood (1998) argues that violence peaks with the age as the substance abuse decline with age.

Theory is important for any research, providing it has a framework through which to view and conceptualise the phenomena under study. In this research, theory provides broader insights not only into violence, school violence in particular, but also frames approaches to childrearing and developmental issues. It further helps in understanding human behaviour and development, including the way in which learners in the township school react when confronted with violence. It is intended that such an understanding will enable parents, educators and public policymakers to make better decisions (Bushman and Anderson, 2002).

Despite there being a number of theoretical approaches to describe violence, to date there has not been one general theory in which all others could be integrated. Therefore, these theories

that describe violence as a reaction and those that describe it as an action (Muro-Ruiz, 2002) are discussed later in this chapter. A cross-cultural perspective of school violence provides a rich source of insights about policies and interventions. Currently we do not have a comprehensive view of the range of interventions available. Understanding why certain intervention exists in some cultures and not others would be very helpful for understanding the cultural dynamics surrounding school violence.

An international perspective can contribute significantly to theories of school violence. On the most basic level, theories advanced to explain school violence in one culture can inform and stimulate comparative research in other countries. Yaneyama and Naito (2003) advanced the theory on factors contributing to bullying by examining the Japanese literature on school factors that contribute to violence. Their analysis connects between aspects of the role and structure of the Japanese educational system and characteristics of bullying behaviour.

They see a relationship between the class as a social group and the fact that most bullying behaviour is carried out by a group of classmates against individual students. Also they analyse the role expectations of Japanese teachers and show how teacher-student practices contribute to both teacher and students bullying behaviour. Akiba *et al.*, (2002) noted that certain kinds of school victimization (for example, sexual assault) are related to community crime more than other kinds.

2.11 Violence as a reaction

Violence as a reaction is explained as human behaviour in terms of instinctual forces, that people are by nature aggressive (Muro-Ruiz, 2002). The implication here is that violence is a response of individuals, or a group, or a group, who have had their sense of justice offered by both psychological and social factors. In the framework of an eco-systemic perspective, one has to be mindful of the internal and external factors that are operating in the environment. and if violence is an external barrier in the environment, it obstructs development. (Van Rooyen, 2002). This includes various dynamics within the macro and global contexts within which organisations such as schools are located (Donald, 2002).

Educational and psychological theories on social learning contribute to the underpinning of the theory of violence as an action. Part of the development of contemporary social learning theory was initiated from experiments demonstrating how learners can learn aggressive behaviours by observing others (Weiten, 2001). For example, when a parent or educator uses

corporal punishment as a mode of discipline, the child learns that being aggressive gives authority and solves problems. Traditionally, violence has been analysed in terms of the stimulus events that evoke it and the reinforcement consequences that alter it (Bushman & Anderson, 2002).

2.12 Violence as an action

Violence as an action is seen as a strategic choice to obtain certain goals. In other words, it is a conscious and instrumental act. Violence as an action can be cold calculated and carried out deliberately to achieve a purpose other than injuring the victim (for example, political power). When violence is described as an action, the belief is that violence more commonly occurs at the instigation of small and tightly organised groups than at the hands of unruly mobs (Muro-Ruiz, 2002). This view is relevant in cases of political violence, and gangsterism as experienced in South Africa. Theories of violence as an action include the social learning theory and cognitive behavioural theory (Muro-Ruiz, 2002).

According to Kumar (2010), love should occupy an unending place in non-cooperation, where non-cooperations should not wish to punish or inflict pain upon their opponent. Non-violent action is a generic term covering dozens of specific methods of protest, non-cooperation and intervention in all which the actionists conduct the conflict by doing or refusing to do certain things without using physical acts (Alvarez-Rivera, *et al.*, 2010). Politically, nonviolent action is based on a very simple postulate, for example, people do what they are told to do and sometimes they do things which have been forbidden to them (Kumar, 2008).

Non-violent direct action is a method of producing or thwarting social change by interventions aimed at establishing new patterns or policies or disrupting activities regarded as evil (King & Dennis, 2008). This type of non-violent direct action was demonstrated greatly by Mohandas Gandhi (in his Satyagraha, in India) and Martin Luther King Junior (in the Montgomery Bus Boycott). The contributions of Mohandas Gandhi and Martin Luther King Junior will be examined in this study as follows: It was Gandhi who made the most significant personal contribution in the history of non-violent technique with his political experiments in the use of non-violent approach to deal with India's internal problems (Alvarez-Rivera, *et al.*, 2010).

In this study, positive Liberty model of non-violent is viewed as one of the viable models which can be applied successfully in schools with an ultimate goal of managing and reducing violence in schools (Shaffer, 2002). This is because this model involves matters of participating in school governing bodies which are already practised in schools but as to what extent that need to be researched. Research by Mncube (2004) concurs with this notion by asserting that schools have custodian responsibilities to maintain power and safety in schools.

2.13 Chapter summary

This chapter has outlined the literature review and theoretical frameworks which contain an in-depth discussion of the latest literature with regard to school violence. The next chapter will discuss the research design and methodology, the research context or site, the research participants, sampling techniques, the data collection procedures, the data analysis procedures and ethical issues.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter reviewed literature and theoretical frameworks relevant to this study. This chapter presents the research design and methodology to be utilised. The research design consists of the application of theoretical approaches; the research context and description; as well as the role of the researcher. An important part of the methodology is a description of the participants; the instruments and formats used; and the procedures to be followed for data analysis. Measures taken to ensure validity and reliability as well as ethical acceptability and limitations of the study, are also discussed.

3.2 Research design and methodology

A research design is a plan to investigate the research questions and to make sense of the data gathered in a scientific manner (Mouton, 2001). Essentially the research design is the plan of how the researcher will systematically collect and analyse the data that is needed to answer the research question (Leady & Ormrod, 2005). It is the designed and planned nature of observation that distinguishes research from other forms of observation. The research design answers the following questions: what evidence or data must the researcher collect in order to answer the research questions. The specific design selected for this study is a case study. The reason I selected this design is because it is an empirical study of a qualitative nature and it aims to provide an in-depth description of cases (Mouton, 2001). In addition, I believe that the case study design is the most appropriate design to use in order to obtain valid and reliable results.

As indicated above, this is a qualitative study located with the interpretive/constructivist paradigm and uses a case study approach. Research distinguishes between two groups of research methods, namely quantitative and qualitative methods. Qualitative researchers believe that the task of a qualitative research is to acquire insight and develop understanding and getting close to the data in order to understand participants point of view (Clark, 1999) For the purpose of this study interviews, observations and document reviews will be used to generate data. Research methodology includes the procedures, methods such as quantitative, qualitative, mixed methods and instruments employed to gather the data (Mouton, 2001). The

methods firstly, include the role of the researcher, as the researcher is an integral part of the research process. Secondly, although case studies could use both quantitative and qualitative methods, this study will employ the principles of the qualitative research in order to generate the data. Huff (2009) defines qualitative methods as concerned with identifying, perhaps comparing the qualities from easy to difficult and to capture characteristics. Qualitative researchers believe that the task of a researcher is to acquire insight and develop understanding and getting close to the data in order to understand participants point of view (Clark, 1999). Qualitative research seeks to preserve the integrity of narrative data and attempts to use the data to exemplify unusual core themes embedded in contexts (Mertens, 2006). Qualitative research will afford me the opportunity to understand the social and human behaviour as it is experienced by the participants and also allow me to understand the role and challenges of transforming township schools to become learning organisations.

3.3 Case Study

A case study is an in-depth study of one particular case, where the case may be a person (such as a teacher, a learner, a principal or a parent), or a group of people (such as a family or a class of learners) and a school or a community (Blaxter, 2006). Case studies aim to describe what it is like to be in any particular situation. The researcher aims to capture the reality of the participants lived experiences of and thoughts about, a particular situation (Cohen, Manion & Morrison, 2007).

Case studies fall under the umbrella of ‘naturalistic’ research, which is conducted in real-world contexts (Robson, 2006) and are a style of research that is often used by researchers in the interpretivist paradigm (Blaxter, 2006). Case studies focus on a phenomenon and its contexts, typically in situations where the boundary between the phenomenon and its contexts is not clear. Case studies are concerned with research taken in a broad sense and including, for example, evaluation (Robson, 2002). In this study policy, measures and initiatives that are taken by schools to promote a violent-free environment will be evaluated.

3.3.1 Advantages of the case study

Case studies could improve a data source from which further analysis can be made and they can be achieved for further research work (Huff, 2009). Case studies could also be linked to action and their insights contribute to changing practice. The focus would be on the description and interpretation of the participant’s observation (Denzin, 2011). Case study data

was drawn from people's experiences and practices (Blaxter, 2006). This study would concentrate on how wider structures such as gender, age and socio-economic status can shape violence production within schools.

3.3.2 Description of case study schools

Below is the description of the two case study schools. Pseudonyms are used to protect their identity and ensure anonymity. Bongulwazi Secondary School is a co-educational school offering academic subjects and attended by black learners. The school is situated in the Umlazi Township. The school was relatively disadvantaged, but better resourced than other semi-township schools. It had, for example, an electricity supply and water supply. All members of the teaching staff were black and speak isiZulu. Learners in the school are ethnically homogenous and speak isiZulu. The local community consists of a few working-class and unemployment in the area is very high. The buildings were in good state for this type of school. 50% of learners qualify for free exemption as parents were unable to pay the school of R400 per annum. The school enrolls 1100 learners per year.

The second school was Sinethemba Secondary School and was a co-educational township school offering academic subjects and it is attended by black learners only. It was also situated in the Umlazi Township. It had an adequate number of classrooms. The classrooms were not overcrowded with approximately 35 learners per classroom. All members of the teaching staff were black and speak isiZulu. The buildings were relatively well looked after and were renovated ten years ago. The school enrolls 850 learners per year and almost 50% of these could not afford to pay the school fee of R500 per year, thus qualifying for fee exemption.

3.4 Research paradigms

Research paradigms was a way of working frameworks that define what is acceptable and what is not and the way the social world is viewed and perceived by social scientists (Mertens, 2006). Research paradigms guided the process of inquiry and form the basis for practice of science by directing the researcher towards appropriate research methods and methodologies (Leedy & Ormrod, 2005). This study was located within the interpretive/constructivist paradigm. Within the constructivists, researchers believed that values which influenced the researchers should be made explicit, whereas positivists believed that the methods of studying the social world should be value free (Mertens, 1998). Each of

these paradigms had its ontology, epistemology and methodology. Below was the discussion of the paradigm that underpins this study

3.4.1 Interpretivism/ Constructivist paradigm

As indicated above this study was situated within the interpretivist/ constructivist paradigm. Interpretivists use qualitative methods to extract the understanding of social reality of the researched (Mertens, 2006). Qualitative methods were applied in correspondence with the assumption about the social construction of reality in that research could be conducted only through interaction between and among investigators and respondents (Mertens, 2006). The interpretivists argued that reality is socially constructed and endeavours to understand the subjective world of human experience (Cohen, *et al.*, 2007). As a researcher, I have engaged with participants from different backgrounds. The interaction with participants was unavoidable. In this study the reality would be constructed by the participants (Mertens, 2006).

3.4.1.1 Ontology

Researchers of interpretive/ constructive paradigms believe that reality is socially constructed (Mertens, 1998). This implies that there were many ways of seeing the world and the researcher and the researched participate in the creation of their perceived reality (Huff, 2009). Interpretivists believed that it was the responsibility of the researcher to understand the multiple social constructions of meaning and knowledge (Robson, 2002). Interpretivists of this paradigm believed that reality was socially constructed and it endeavours to understand the subjective world of human experience. In this study the reality would be constructed by the participants and they will be persuaded to realize their reality through interaction. The interpretivists believed that it was the responsibility of the researcher to understand the multiple social constructions of meaning and knowledge (Robson, 2002; Coleman & Briggs, 2007). Multiple data collection methods will be used in order to understand participant's point of view and to obtain social knowledge. As a researcher I would be engaged with participants from different settings and the reality would be constructed by the participants.

3.4.1.2 Epistemology

The researchers in interpretivism endeavour to understand that the reality of the researcher and the researched influence each other in that they are interlocked in an interactive process (Robson, 2002). Information obtained from the researched was subject to scrutiny as opposed

to the concept of objectivity (Mertens, 1998) and the data could be traced to its sources. In this study the researched and the researcher will influence each other through the interactive process and the researcher endeavours to understand the reality of the researched. There would be full engagement of the participant in this study and the information obtained from the researched is subject to scrutiny (Mertens, 1998).

3.4.1.3 Methodology in interpretive paradigm

Interpretivists used qualitative methods to gauge perceptions and understanding of social reality of the research (Mertens, 1998). They used methods such as interviews, observations and document reviews (Mertens, 1998). In order to generate data in this study, observation schedules, interview schedules and documents review would be used. For data generation qualitative researchers either used existing formats or designed or construct their own (Mouton, 2001). Research questions would revolve and change due to multiplicity of reality as the study progresses. Interview schedules would be prepared for learners, teachers, parents and support staff to ensure consistency and promote comparability. The interview schedules would involved direct interaction between the participants and it would be flexible and adaptable

3.5 Sampling

In order to obtain rich data, a purposive sampling technique was used to select the schools. Purposive sampling means that the participants were selected because of certain defining characteristics that made them the holder of data needed for the study (Nieuwenhuis, 2007). In this study schools would be chosen because of their reputation for violence. Sampling allows the researcher to choose a case because it illustrated some features in which the researcher was interested (Dillman, 2000). The research would be limited to two secondary schools from Umlazi township. In addition, most of media reported that these two schools were violence related on a regular basis.

The sample would comprise of the following: one learner who had been affected by violence and one learner who had perpetrated violence. In addition, the principal, two teachers (Life Orientation teacher and one level 1 teachers) two parent representatives of school governing bodies (chairperson of the SGB and chairperson of the Disciplinary Committee).

3.6 Methods of data generation

Since this is a case of study, one-to-one and focus group interviews, documentary reviews and observations were used. These methods were chosen to dig deeper into participant views and perceptions (Blaxter, 2006). The participants would be interviewed in their schools and there will be twelve participants from each school. Data would be collected using semi-structured interviews which would be voice recorded. In terms of justification of this data generation, the interviews and observations would provide evidence of participants on violence (Blaxter, 2006).

3.6.1 Interviews

This study focuses on experiences and insights of the respondents, and that was the main reason of using interviews to get under the skin of the school concerned (Mertens, 2006). Semi-structured interviews would be conducted with participants to examine dynamics of violence in schools and measures used to curb it, and whether the school leadership could be used effectively to reduce violence for promotion of access to education (Mertens, 2006). Koshy (2005) contends that interviews allowed intimate, repeated and prolonged involvement of the researcher and the participants which enabled the researcher to get into the route of what is being researched, what a person knows, likes and dislikes, and what a person thinks. Furthermore, Cohen, Manion and Morrison (2007) contend that an interview is a good data collection tool for finding out what a person knows (knowledge and information), what a person likes or dislikes (values and preferences) and what a person thinks (attitudes and beliefs).

The researcher is present with the respondent, and so can make the question clear. A researcher can ask other questions to find out more information if the respondent has not really given sufficient detail. It was usually easier for respondent to talk to an interviewer than to write down very lengthy responses in a questionnaire. Interviewing is a good method to use for gaining in-depth data from a small number of people. Much more detailed and descriptive data can be collected (Cohen, *et al.*, 2007). Interviewing is not a simple data collection exercise, but it is a social, interpersonal encounter with respondents (Huff, 2009). Thus power relations could influenced the process of the interview and in order to prevent this I have encouraged the participants to play a neutral role to ensure confidentiality during the cause of the study. Interviews generated large amounts of textual data (Huff, 2009). That could be overwhelming unless the researcher had a very clear idea of how he or she

would analyse the data. Interviews result in self-reported data. This meant the interviewee was reflecting on their own behaviour or beliefs and reporting these to the interviewer.

3.6.2 Observations

Observations had a great advantage in the sense that they were a direct technique. The researcher was not required to ask people, but he or she only listened to what participants said and watched (Robson, 2002). The disadvantage with observations was that there was a great possibility for the observer to affect the situation being observed, meaning that there could be artificiality in the actions by those observed (Borg & Gall, 1998). Another disadvantage was that observations were time-consuming (Borg & Gall, 1998). During the process of observation, I had looked at the real conditions of the school in terms of the broke window panes, missing door hinges and handles, graffiti on the walls, falling roof ceiling, missing water taps and broken toilet pans, general vandalism and theft of fencing poles around the schools.

3.6.3 Documents review

Documents provide valuable cross-validation of other methods used to support or disconfirm them (Borg & Gall, 1998). Documents were unobtrusive and non-reactive, there was need to be in direct contact with the person producing the trace (Borg & Gall, 1989). It might be difficult to specify the person responsible or population from which they come. Ethical dilemmas might result due to ethical difficulties without people's consent. Documents might not give exact interpretation of what the study is seeking (Borg & Gall, 1989).

Subject to confidentiality considerations, these might include school policies on discipline,, bullying, harassment; general school behaviour policies; codes of conduct for teachers and learners; punishment and discipline records; recording of violent incidents, engagement with the police; complaints procedures and logs; minutes of meetings held by staff which discuss related areas; minutes of student council or other student meetings; communications with outside agencies such as police, probation service, community organisations and inspection reports. Misconduct book (serious cases)/ disciplinary hearing with the SGBs warranting suspension and expulsion/records of misconduct per class / ground duty book/correspondence to parents on violation of rules. Robson (2002) stated that documents encourage the ingenuity and creativity on the part of the researcher. The disadvantages of documents were that it may

be difficult to specify the person responsible or the population from which they come. Ethical dilemmas might result due to ethical difficulties of researching without people's consent. From my opinion documents were dead and silent. Therefore, they might not give the researcher exact interpretation of what you were seeking (Robson, 2002).

3.7 Process of data analysis

Analysis, at whatever stage, was necessary because the process and products of analysis provided the basis for interpretation. The main use in selecting appropriate procedures and to discussed out guidelines to use in selecting appropriate procedures (Huff, 2009). Data would be analysed using De Vos (2010) model which had the following stages:

3.7.1 Planning for recording of data

The researcher should plan for the recording of data in a systematic manner that was appropriate to the setting, participants, or both, and that would facilitate analysis, before data collection commences (De Vos, 2010). The researcher should demonstrate an awareness that techniques for recording observations, interactions and interviews should not intrude excessively on the on-going flow of daily events. Plans to use tape recorders, cameras and other mechanical devices should be delineated in the research proposal, demonstrating that the researcher would use data-recording strategies that fitted the setting and the participants' sensitivities (De Vos, 2010). As a researcher I had decided to plan a system to ease retrieval for analysis.

3.7.2 Data generation and preliminary analysis: the twofold approach

Data analysis in a qualitative inquiry necessitates a twofold approach. The first aspect involved data analysis at the research site during data collection (De Vos, 2010). The second aspect involved data analysis away from the site, following a period of data collection. Data collection and analysis thus typically went in hand in order to build a coherent interpretation of the data. The researcher was guided by initial concepts and developing understandings, but shifted or modified them as he collected and analysed the data (De Vos, 2010).

3.7.3 Managing or organising data

Researchers organise their data into file folders index cards or computer files at an early stage in the analysis process (De Vos, 2012). Getting organised for analysis begins with an inventory of what the researcher has, for example, are the field notes complete?, are there any

parts that the researcher put off to write later and never got to but need to be finished? Are there any glaring holes in the data that can still be filled by collecting additional data before the analysis begins? Are all the data properly labelled with a notation system that will make retrieval manageable (Cohen, *et al.*, 2007) In this study all interviews will be tape-recorded and the audiotapes labelled. The interviews would be transcribed verbatim and I had a plan to do all transcriptions and typing since it provides the opportunity to become immersed in the data and an opportunity to get a feel for the cumulative data as a whole. In order to protect the data, I had made a back-up copies of all data and kept it in a safe place.

3.7. 4 Reading and writing memos

During the reading process, the researcher could list on note cards the data available, performed the minor editing necessary to make field notes retrievable, and generally clean up what seemed overwhelming and unmanageable (De Vos, 2010). Reading, reading and reading once more through the data forces the researcher to become familiar with the data in intimate ways and people , events and quotes sift constantly through the researchers mind (Cohen, *et al.*, 2007). In this study I had read the data I collected over and over again. The more I interacted with the data, the more patterns and categories would begin to jump out. Writing memos in the margins of field notes would help in that initial process of exploring a data base. Cohen, *et al.*, (2007) said that one central issue in considering the trustworthiness of a data is that of sampling. Therefore a good researcher enhances the trustworthiness of the study by choosing the right sample for the research. Blaxter (2006) views validity as whether methods engaged actually relate to the phenomenon explored. Triangulation would be ensured through the use of more than one method of data generation.

3.7. 5 Generating categories, themes and patterns

Categories formation represented the heart of qualitative data analysis. According to Babbie and Mouton (2009) this was most difficult, complex, ambiguous, creative and enjoyable phase. The process of category generation involved noting regularities in the setting or people chosen for study. As categories of meaning emerged, the researcher searched for those that had internal convergence and external divergence and the researcher identifies the salient, grounded categories of meaning held by participants in the setting. Huff (2009) stated that classifying means taking the text or qualitative information apart and looked for categories, themes or dimensions of information. In this study data would be used as a guide in deciding

what a category should be called. I have reduced the total list of categories by grouping together categories related to each other.

3.7. 6 Coding the data

According to Cohen, *et al.* (2007), coding data is the formal representation of analytic thinking. The tough intellectual work of analysis is generating categories and themes. The researcher then applied some coding scheme to those categories and themes and diligently and thoroughly marks passages in the data using the codes. Data would be summarised and validated for each interview. Codes may take several forms: abbreviation of key words (computer software programs for data analysis typically relied on abbreviations of key words), coloured dots and numbers (Babbie & Mouton, 2009). In this study codes would be created as I worked through the data and I had made a selection according to what the data mean to me. Transcripts would be re-read and units of meaning would be identified, mark and labelled. A list of all the codes would be made to determine whether there is coherence.

3.7.7 Testing the emergent understandings

The researcher begins the process of evaluating the plausibility of his developing understandings and exploring them through the data (Cohen, *et al.*, 2007). This would entail a search through the data during which the researcher challenged the understanding, searched for negative instances of the patterns (De Vos, 2010). In this study I would be able to determine how useful the data are in illuminating the questions being explored and how central they were to the story that was unfolding about the social phenomenon being studied.

3.7. 8 searching for alternative explanations

As the researcher discovers categories and patterns in the data, he should engage in critically challenging the very patterns that seem so apparent (Cohen, *et al.*, 2007). The researcher should look for other, plausible explanations for these data and the linkages among them. The researcher must also search for, identify and describe them. In this study, I have a plan in place to demonstrate why the explanation offered is the most plausible of all.

3.7. 9 Representing, visualising (e.g. writing the report)

The researcher presents the data, a packaging of what was found in text, tabular or figure form. According to Cohen, *et al.*, (2007) writing about qualitative data cannot be separated from the analytic process. It is central to this process, to summarise and reflect the complexity of the data. In this study I have engaged in the interpretive act, lending shape and form to massive amount of raw data.

3.8 Design limitations

The parents, for example, work during the day when I want to conduct the interviews and are not prepared to come to the school. To overcome these problems I have decided to do the interviews at their homes at night. It will be a limitation because it may prolong my research schedule and the home environment is not the most suitable place for interviews because it will reduce the level of openness and concentration. I have a plan to explain to the parents that all stakeholders groups are to be accorded active and responsible roles to encourage tolerance, rational discussion and collective decision-making (Republic of South Africa, 1996).

3.9 Trustworthiness

Trustworthiness means being able to trust the research results and to have confidence in its potential success (Cohen, *et al.*, 2007)). The study could be seen as trustworthy if it provides the reader with a detailed depiction to show that the conclusions make sense and that the people acting in events are real (De Vos, 2010). It is of great importance that the researcher has to be aware of trustworthiness threats from the design stage to the data gathering, and reporting stage. Cohen, *et al.*, (2007) said that one central issue in considering the trustworthiness of a data is that of sampling. Therefore a good researcher enhances the trustworthiness of the study by choosing the right sample for the research. Blaxter (2006) views trustworthiness as whether methods engaged actually relate to the phenomenon explored. Trustworthiness would ascertain whether the actual findings are also truthfully presented and the participants confirmed the results of the study. The use of various research participants and different data generation methods would ensure trustworthiness of findings. In addition, I have also decided to ascertain that the research was conducted in such a manner as to ensure that the phenomena are accurately identified and in-depth description that

showed the complexities of variables and interactions had been integrated with data derived from school settings in order to guarantee trustworthiness.

3.10 Ethical issues

According to Cohen, *et al.* (2007), all participants need to be assured of the confidentiality of the information supplied by them. Participants need to know how the information will be made public. The researcher needed to be competent in all the procedures that needed to be followed. The research should do no harm to the research participants or to any other people

Researchers also needed to think about whether their study would do any physical, emotional or social harm to the participants. Researchers needed to be careful to protect the identities of the groups and individuals when they published the results of their study. Researchers should not make up data in their publications and the participants should be briefed and needed to be sure to point out the limitations of the findings (Koshy, 2005). Any promise of payments, rewards or information concerning research results would be fulfilled. Feedback to participants would be provided, both to verify data used for analysis and to comment on interpretation.

Ethical clearance had been sought from the University of KwaZulu Natal and the permission to conduct research in schools had been requested from the Department of education. Furthermore, permission letters had been sent to principals of schools, Life Orientation teachers, school governing body's members, support staff, parents and learners who are participants in the study.

3.11 Chapter summary

This chapter had provided information on the research design and methodology to be used in this research and expounds on the suitability of the qualitative research approach. It further explained how the data would be collected and analysed and how design limitation and ethical issues will be sought. The next chapter would present and discussed the data obtained from the observations, documents and the participant.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

The previous chapter outlined the research design and methodology used in this study. The purpose of this chapter is to present data and discuss the findings from the field. The data was collected through interviews, observations and documents review. In addition, the researcher wanted to ensure that the voices of the respondents were not lost and therefore, verbatim quotations are used in the data presentation. All ten respondents consulted in this study were interviewed after many attempts and persuasion. The study sought to explore the dynamics of school violence and the role of school leadership in reducing it in the two researched schools. Coding was used on each voice recording after each interview to link the respondent to a particular school.

The findings are presented according to the key questions as articulated in Chapter One. Finally, the chapter highlights the main themes emerging from the presentation and discussion.

4.2 Discussion of findings

In this section I discuss the findings from the field.

4.2.1 The challenges of school violence and indiscipline among learners

4.2.1.1 Fighting and assaults

Most of the participants cited school violence as the biggest challenge in their schools. The participants listed verbal abuse, bullying and intimidation, drug and alcohol abuse-related violence, theft of property and vandalism, student protests that turn violent, gang-related incidents and sexual harassment. Learners and teachers have witnessed violent incidents in their schools and they have seen someone being bullied or attacked at school. Teasing was one of the main problems that teachers had recognised. Mr Sokhele (principal of Sinethemba Secondary School) had this to say:

Learners are bringing weapons, such as broken pens, golf sticks and compasses, from outside into the school as a form of protection and with the intention to stab others.

Self-protection in this sense means that the effect school violence had on some learners created a feeling that they were not safe, and had to protect themselves by carrying weapons into the school. Both principals in the researched schools mentioned that learners get attacked inside the school particularly, during lunch breaks, in the toilets and in the classrooms during teaching sessions. According to the learners, fighting sometimes start because of gambling, which in turn is caused, by learners want to earn money for themselves. According to the responses of the participants, it appeared that various violent incidents, including victimization were taking place in both researched schools. In this regard Anele (RCL Chairperson from Sinemfundo Secondary School) said:

We, as learners are tired of a few learners that disrupt class for us by fighting and behaving insolently towards teachers.

The teachers said during their school days that prevalence of school violence in South African schools was a result of a fight for survival under oppression. The history of violent liberation activity of the past era forced learners in townships to grow up too fast and they were robbed of their childhood (Daane, 2000). Yet, the nature of school violence has changed over the years, from being highly politicized to more subtle forms such as fighting and assault. According to Brunton and Associates (2003), violent activities inspired learners to use violence such as physical fights and carrying of weapons and in South Africa, school shootings are periodically reported. Learners and teachers are being held at gunpoint at school. The reasons behind these shocking attacks have provoked extensive debate about the safety of schools. It has also provoked an attempt to ensure that schools are safe places for teaching and learning. Mr Dladla (principal of Sinemfundo Secondary School) said:

The availability of guns to learners at our school remains a serious problem and add to violence and indiscipline among learners.

Fighting happens on a regular basis at schools and these attacks come from gangsters in the communities where these schools are situated. Since some of the community is one of the systems in townships that children interact with, there are certain community factors that contribute to a learner's violent behaviour displayed in school. These community risk factors include poverty, unemployment and inadequate health services, lack of recreational facilities or quality education, exposure to violence, sexually transmitted diseases, and access to weapons, substance abuse, racial and cultural issues and media violence.

To support the above claim, Mr Chiliza (an educator from Sinemfundo Secondary School) said:

Most of the assaults are between the pupils and are often gang-related. Learners risk being caught in cross-fire while travelling to and from school and there is a bad influence coming from the other side of the parent's community.

An interesting observation was that both principals commented on violence in the school as a spill-over from the community. This communities-induced violence refers mainly to gangsters (carrying of weapons, shootings, fighting, and stabbing). Gambling and bullying (power, verbal abuse, fears and threats) are also viewed as part of the gang culture. Reference is also made to substance abuse and racism as contributory factors to school violence.

The participant's views are in line with Hagan (2005) who posits that school violence is the exercise of power over others in school-related settings by some individual agency or social process. The establishment and strengthening of safe school community will help to address crime and violence at schools. Hagan (2005) also suggested that schools should be encouraged to establish reporting systems at the school level.

The documents analysed in this study were very helpful and included the Safety and Security Policy and the Code of Conduct for Learners. By studying the policies in depth I gained insights into some aspects of everyday life at the school. In the light of these insights I could determine what challenges the schools were facing and how they aimed to address the issues of violence and indiscipline among learners. The documents analysis of the misconduct file provided the researcher with the records of incidents that occurred on a regular at the schools, for example, there were cases of assaults and fighting among learners. The documents also provided the corrective measures that were taken by the school against the perpetrators of the incidents mentioned. Akiba (2005) suggested that society is to blame for the increase in school violence and this broad assertion means very little, with our placing the phenomenon of school violence within a perspective that evokes society as an interactive and dynamic ecology.

4.2.1.2 Dynamism of violence

Another finding was that violence was dynamic. There is a clear sense that school violence had a different nature between the early years and the recent years. The teachers said during their school days that fighting between learners using fists and kicking was the order of the

day in the school in the early 1970's and 1980's. The violent nature of school violence has changed over the years, from being highly politicized to more subtle forms such as fighting and assaults. The availability of guns to learners in township schools remains a serious problem and adds to gang violence. The influence of television programmes and music videos frequently use interpersonal violence that can influence school violence. Mr Gumede (SGB Chairperson from Sinemfundo Secondary School) had this to say:

Prevention methods of child abuse by other learners should be put in place and parents must protect against this media violence.

The television series *Yizo Yizo* brought to light what is actually happening in township schools. This drama series showed a school where learning takes place amidst criminal activities like firearms carrying, drug trafficking, substance abuse and total disregard of authorities. To some learners this may be the closest they will ever be to gang violence, but to many this is a real life daily experience. One of the major forces that brought violence into schools from outside was political violence and it was solely responsible for the acts of violence that the youth are engaging in these days. This was what one educator from Sinethemba Secondary School said:

If this kind of thing happens at school where are we supposed to go? Our schools are not safe.

Most of the male learners take on the inherited roles of their fathers, who were gang members and as a result the selling of drugs spill over into the school environment and to school learners since the schools are a part of the community (Drosopoulos, 2008). In the present moment, schools are equipped with all the necessary safety measures but school violence and indiscipline among learners is still continuing. Today, schools are still experiencing violence of the past which was not really pronounced as it is today, and educators used discipline systems and their own methods of investigation to deal with violence. Nowadays learners are using all sorts of weapons such as knives, screw drivers, guns, etc. to commit violent incidents whereby in the past, learners were using sticks and sharpened pencils to inflict pain among others in the class.

The history of violent liberation activity of the past era forced learners in townships to grow up too fast and they were robbed of their childhood (Gansle, 2005). Yet, the nature of school violence has changed over the years, from being highly politicized to more subtle forms such

as fighting and assaults and on the other hand, young people in black communities, affiliated themselves with political groupings during the years of struggle against apartheid. Ensink's (1997) study of teacher values, argued for sociological view of school as structures of society and such schools functioned at various levels, not only to educate the young.

4.2.1.3 Gangsterism

Another finding was gangsterism. The opinion of Mr Chamane (principal from Sinethemba Secondary School) about gangs in the school was that, they originated from the community and this is an urban identity determined along racial and economic lines. It includes the formation of groups with the aim of committing violence and crime and to defend themselves physically against violence of other groups. For example, at Sinethemba Secondary School, the presence of gangs increases the incidence of victimisation of non-gang members. Learners believe that if they retaliate against an act of aggression that is committed member, they will have to deal with the entire gang members. Mrs Ximba (SMT member from Sinemfundo Secondary School) commented that:

Only a small group of learners from his school were involved in gangs, the majority belong to groups from outside, and there never was a gangster group that originated from the school.

Participants mentioned that these types of school violence had a major negative impact on the schools. It affected the educational climate of the school and contributed to discipline problems. Bullying occurred so often at schools that it scared some learners as a result they bunk classes or stay absent. Nosipho (RCL member from Sithemba Secondary School) had this to say:

We, as learners believe that gangsterism is creating a feeling of fear that we are not safe and have to protect ourselves,

De Wet (2007) states that the presence of gangs in schools and in the townships increases the incidence of victimization of non-gang members and this brings with it a terrorizing "fear factor" which traumatizes educators, learners and parents, Learners are easily identified with gangs and that in such associations fulfil the need for the transition from childhood to adulthood (Ma, 2004).

Part of this gang culture from outside, in other words from the community that both the learner and educators mentioned, is always involved in fighting, shooting and carrying of weapons. Similarly, schools that have a presence of gangs have a higher violent victimisation rate than those that do not have a gang presence (Osgood, 1998). Self-protection in this sense means that the effect school violence had on some learners created a feeling that they were not safe. The SMT Chairperson, Mr Chamane from Sinemfundo Secondary School said that:

Gang activities have become prevalent at our schools; school management teams must implement policies to regulate the behaviour of gang members who bring all sorts of weapons from outside into the school.

Educators were of opinion that fighting mostly happened over weekends but that the boys involved continue fighting during breaks at school. Mr Sokhele (principal of Sinethemba Secondary School) emphasised that learners brought weapons such as broken scissors, compasses pens and knives, from outside into the school as a form of protection and with the intention to stab others.

The responses from the interviews with the educators showed that they believed that there were a lot of gangsters within the school. According to the participants, discipline for schools meant that the schooling community, namely learners, parents, educators and community should all take co-responsibility to support learners to cope with school violence, which had a major impact on the discipline of the school. According to the school's Discipline Policy and the Code of Conduct for learners, the practice of good discipline should enable constructive and effective education to take place and it should also provide a framework for educators to expand their classroom techniques and atmosphere in a structured manner. This is what Mr Jali (an educator from Sinethemba Secondary School) said:

Our school has gangs and are likely to commit serious and violent crime than other learners. As a result learners are not sure about how safe they feel on the way to and from the school.

According to the National School Violence study undertaken by the Centre for the Study of Violence and Reconciliation Annual Report (2007), numerous public schools have become the targets for school violence. The Human Science Research Council (2001), indicated that the growth of the economy of this country has been affected by these incidences of violence because education and the economy can't be separated.

Direct observations of the following were made for example, the school scene and participants behaviours. During observation, the researcher focused on the external behaviour, for example teasing of learners by the older male learners during lunch breaks.

4.2.1.4 Violence related to drugs and alcohol abuse

All the participants noted that there was a relationship between violent crime in schools and the abuse of alcohol and drugs. In the past, the use of benzene and ordinary tobacco brands were common in schools but today the selling of liquor to learners is not strictly controlled. Sinemfundo Secondary School is situated within communities where alcohol and drugs are easily available to learners. The risk of being involved in violent crimes at school has increased with alcohol abuse consumption. It was found that dagga, wunga and kuber are the most common drugs of choice. Mr Ximba (SMT Chairperson from Sinemfundo Secondary School) had this to say:

The school should take action according to its Code of Conduct for Learners or other school rules to curb this behaviour of drinking alcohol by pupils on the school premises.

In the past, educators and principals have frequently found it necessary to search learners for items which may be harmful to them or to others. Today, however, the prevalence of drugs and guns and alcohol has increased the importance of school searches as being in the interest of all learners. Researchers such as Daane (2000) state that there is a relationship between violent crimes in schools and the abuse of alcohol and drugs in township communities, where alcohol and drugs are easily available to under-age children, the availability of these commodities places those who live in these communities at high risk of violent encounters. Mr Ngcobo (SGB Chairperson from Sinethemba Secondary School) said:

Parents have a right to expect a school to act to ensure the maximum safety of their children by getting rid of drug users among our learners.

Crawage (2005) suggests that the use of alcohol makes a learner less inhibited and therefore increases the likelihood of violence and indiscipline among learners. Violence and drug addiction often result when children are traumatised and not helped to recover. This statement is in agreement with Mr Jali (an educator from Sinethemba Secondary School) who stated that:

Drug usage is on the increase at our school.

The focus group interviews in this study helped the researcher to create a normal conversation between the participants. Issues pertaining to school violence could be obtained. Bullying and sexual harassment among learners were mentioned by learners and educators as the biggest problem that the school was facing.

4.2.1.5 Sexual violence and harassment

The majority of respondents from both schools researched experienced high level of sexual violence and abuse and learner pregnancy against girls. They also mentioned that learners are being abused by male learners in toilets and secluded classrooms where there was no supervision. Teachers have to consider the fact that some of the learners they teach frequently have to endure abuse and sexual violence or even rape in the toilets. Educators, however, have to keep in mind that although “rape” legally refers only to girls, one should remember that boys could also be victim of sexual abuse.

According to the learners of both schools, there were incidence of sexual violence and abuse of girls in particular. Anele (a learner from Sinemfundo Secondary School) commented that:

We as girls have experienced the touching of private parts by our male classmates in the classrooms during teaching sessions.

In terms of sexual abuse against a child in this study, the township child is viewed by the community in which she lives and other learners as a criminal because the child’s body is abused and exploited. Child sexual abuse occurs in all races and economic groups in South Africa and both girls and boys are affected (Human Science Research Council, 2001). Mr Chamane and Mrs Zama (both SMT Chairpersons of two schools) interviewed, commented:

The kind of abuse which involved sexual activity has traumatised the whole school.

Nosipho (a learner from Sinemfundo Secondary School) claimed that another girl had been sexually molested at school. She had this to say:

One girl said that a boy kept touching her breasts and private parts and other girls laughed behind her back and called her a “tattle-tale.”

Mrs Zama (SMT from Sinethemba Secondary School) emphasises that there is sexual violence at the schools and there is very little or no monitoring of what is happening on

school premises during and after school hours as most of the participants cited that learners are abused in toilets or secluded classrooms where there is no supervision. The Human Rights Watch Report (2001) found that South African girls of every race and economic class encountered sexual violence and harassment at schools. This impedes their realisation of the right to education (Drosopoulos, 2008).

For girls in particular, there were high levels of sexual violence and abuse. The Human Rights Watch Report (2001) further concluded that until schools themselves are places in which children are safe in an environment that is conducive to learning and equally accessible to all children, the prevention of abuse and neglect will be impossible and the rights of the children to education will not be protected and realised. This is what Nosipho (a learner from Sinethemba Secondary School) said:

The prevention of abuse and neglect will be impossible, and the rights of us as learners to education will not be protected and realised.

The participant's views were in line with some of the authors *such* as Kumar (2010) who points out that the non-violent approaches do not immediately change the heart of the oppressor. It first does something to the hearts and souls of those committed to it. It gives them new self-respect; it calls up resources of strength and courage that they did not know they had. This is also in agreement with Theo (2010) who states that, violence as a way of achieving racial justice is both impractical and immoral. It is impractical because it is a descending spiral ending in destruction for all. Violence is immoral because it seeks to destroy communities and makes brotherhood impossible.

4.2.1.6 Bullying and intimidation

Most of the participants commented that overt bullying which involved physical aggression such as beating, kicking, shoving and sexual touching, verbal abuse, fears and threats, are the most common forms of violence that frequently occur at schools. This has also sparked concerns of a resurgence of the fierce bullying behaviour that beset school communities because of the negative impact it has on all concerned. The participants concluded that the victims of bullies in particular are unwilling to talk about their victimization, out of fear that if the bully finds out, it will make the situation much worse.

According to Mr Dladla (the principal of Sinemfundo Secondary School), bullying occurred mostly in Grade 8 to 10 and he said that a boy was attacked with a welding rod by another

boy and that his attacker had threatened to kill him. Mr Chiliza was of the opinion that when gangs bullied one particular person it could influence him to the extent that his only choice was also to become a gangster and failing to ensure that the school environment is safe and conducive for learners to learn, without fear of harassment and bullying. Mr Chiliza also stated that learners were made fools of or were being bullied because they were poor and did not wear nice clothes.

Mr Jali commented that culprits in this regard were often monitors. They were placed in classes to monitor but then they bullied others for lunch or money. Learners were worried about the power wielded by some bullies in gangs and they mentioned that verbal abuse and teasing was also a very common form of bullying at the school. Bullying often-traumatised learners and in such instances learners then need counselling and support. This is what the SMT Chairperson Mr Chamane from Sinemfundo Secondary School had this to say:

Bullying and carrying of dangerous weapons to school by our learners is unacceptable in our society.

Greef and Grobber (2001) state that there is also a form of bullying other than physical bullying, which has become increasingly common, especially among girls. This bullying is “cyber-bullying” This is a form of covert bullying that involves the use of mobile phones. Perpetrators make anonymous malicious comments or threats, tease and engage in gossip through online chat rooms such as “Facebook” and “Twitter” to intimidate others. Nosipho said: We, as female learners, are victims of cyber-bullying and we are so traumatised and disempowered by the bullying that they often express a desire to die rather than suffer further humiliation and abuse (Muro-Ruiz, 2001). According to the principal, Mr Chiliza (an educator from Sinethemba Secondary School) had this to say:

It was usually the bigger learners bullying the smaller ones.

Mr Ngcobo SGB Chairperson was of the opinion that when gangs bullied one particular person it could influence him to the extent that his only choice was to become a gangster. Furthermore, educators stated that bullies threatened other learners with violence to frighten them. These threats often resulted in increased fear, absenteeism and a permanent feeling of not being safe. This was evident when the Chairperson of SGB Mr Gumede from Sinethemba Secondary School, had this to say:

Our learners are bullied on a regular bases and we as parents have to take major actions.

On the other hand, the responses of the SGB members show that the lack of supervision of learners and the failure to take precautionary measures to protect learners were the causes of the majority of problems regarding the safety of learners at school or during school activities. Therefore, educators need to be inside their classrooms teaching, and not leave their learners on their own, especially in places where dangerous weapons can be easily accessible to learners, or where bullying is known to take place. Mr Zama (SMT member from Sinethemba Secondary School) had this to say:

Stealing and vandalism by the school community is at the increase at the school and monitoring and controlling access to school is ineffective.

Nevertheless, the majority of the respondents said that their learners were not safe because all the schools in their communities were not fenced in, and also do not have alarm systems and camera systems.

4.2.2 Strategies used by schools in dealing with learner-indiscipline and violence

The following are the main strategies:

4.2.2.1 Code of Conduct for Learners

The respondents of both schools indicated that they use the Code of Conduct to control learner behaviour and to combat violence and indiscipline among learners. The South African Schools Act 84 of 1996 (Section 8) requires that the governing body of a school adopt a Code of Conduct for Learners after consultation with learners, educators and parents. Every educator is responsible to assist learners to familiarise themselves with the Code of Conduct and to take responsibility for their actions.

In the data collected it was also evident that the participants had the same understanding that in order to increase positive discipline rules that exist in the Code of Conduct were to be used to ensure that the schools function harmoniously and effectively. It was also used to enforce learner-attendance, for example, if a learner was absent, he or she had to return to school with a letter from the parent stating the reason for absence. The principal of Sinemfundo Secondary School, Mr Dladla had this to say:

Learners are expected to use common sense and to conduct themselves in a manner which will bring credit to the school.

Mr Ngcobo, from Sinethemba Secondary School also posits that the Code of Conduct directs the learner on how to behave. A child, who stays away from school for more than 40 consecutive days, is excluded from the register (unless a letter from the doctor is produced). The respondents of Sinethemba Secondary School emphasised that the Code of Conduct was also used as guidelines to interpersonal relationships among learners in terms of any forms of aggressive and abusive behaviour such as intimidation, bullying, victimisation, physical and sexual verbal abuse. Mr Sokhele (principal from Sinethemba Secondary School had this to say:

Rules and the results of breaking them are clearly specified and communicated to learners and parents.

The participants from both schools also indicated that they use the Code of Conduct to regulate late-coming and leave-taking by learners. For instance, learners were not allowed to leave school premises without official permission. It was evident from the findings that educators and School Management Teams had to deal with the learners, draw up reports of the misconduct, and communicate the learner's misconduct to the learner's parents. Further, most of the participants interviewed indicated that the rate of late-coming of learners had dropped since proper procedures of the Code of Conduct were followed. Educators also used detention as a corrective measure where a learner had to sacrifice his or her free time due to misconduct or unruly behaviour. The Code of Conduct was also used as a tool to implement disciplinary procedures by a tribunal appointed by the governing body to conduct hearings into allegations of misconduct. Mr Ngcobo (Chairperson of the SGB from Sinethemba Secondary School) said:

Schools today are challenged, not only in the application of their school rules, but also in the drafting of their schools rules.

The respondents of both schools also mentioned that they also use suspensions and expulsion as disciplinary measures in the Code of Conduct which is aimed at correction of misbehaviour. The principal of Sinemfundo Secondary School also commented that the Code of Conduct was also used to deal with misconducts such as truancy, absenteeism, substance abuse and late-coming. The participants of both schools indicated that they used the Code of

Conduct to do counselling because they preferred to speak to the learners on a one to one basis in order to change behaviour. Mr Jali an educator from Sinethemba Secondary School had this to say:

Parents are unable to discipline learners at home and look to the school to instil discipline at school level.

The respondents also suggested that the duties of parents in discipline, as stipulated in the South African Schools Act 84 of 1996, should be listed in the Code of Conduct. Language and parental illiteracy should be taken into consideration so that everybody involved in the school will be able to understand the rules of the school. Gottfredson and Gottfredson (2001) suggests that rules and the consequences of breaking them should be clearly specified and communicated to parents, learners and teachers. Disciplinary policies should also set out the different categories of offences, depending on the circumstances or seriousness of the offence.

In addition to interviews, some documents were examined such as Code of Conduct for Learners, punishment book and misconduct file. Except for few problems in the punishment book, the misconduct file, indicate who should do what, where and when. I went through these documents and in interviewing some participants about these documents, it was found that they were not sure whether these documents were available or not.

The interviews revealed that all stakeholders were in agreement that the schools had a Code of Conduct for Learners and it was used to fight school violence. For the Code of Conduct to be effective, it has to be current and practical and contain procedures that would assist the school to deal with learner misconduct that is occurring at the school and they believed that the challenges they face with learner discipline were further compounded by the lack of parental support to manage the tribunal process.

4.2.2.2 Discipline, Safety and Security Committee

The participants also indicated that the safety of learners was the first priority that they addressed. They said that they have a safety monitoring committee called the Discipline Safety and Security Committee (DSSC) which deals with wayward behaviour by learners. Mr Sokhele (principal from Sinethemba Secondary School) said:

When a learner misbehaves or is alleged to be guilty of misconduct, he or she is dealt with in terms of the Code of Conduct for learners.

The DSSC was made up of five members, which included at least two members of staff (principal and educator). Both teaching and non-teaching members of staff were represented on the DSSC. The Chairperson of the SGB was the Chairperson of the DSSC, the secretariat, principal and two members of the support staff. The DSSC of Sinemfundo Secondary School had a safety policy which was approved by the school governing body, and which is issued to all members of the school. The participants indicated that they use the DSSC to identify the school's particular safety and security problems and to provide a safe and conducive environment in which learners can learn.

It is also used to draw up an action plan to ensure that the DSSC have regular meetings and to monitor and record all the problems that have occurred so that causes, patterns and responses can be established. The principal of Sinethemba Secondary School indicated that the DSSC is playing a vital role to strengthen the school community in addressing crime and violence in schools and to ensure that security of all learners and educators is maintained.

Based on the culture of violence that persists in township schools, they have also developed a safety plan that deals with the safety and security of everyone in the school. Such a plan was also distributed widely within the school and among parents. The safety plan deals with issues such as physical security and physical resources.

Although the DSSC existed in both schools, there were challenges these committees were facing. Respondents indicated that the existence of the DSSC was a powerful tool to reduce violence and indiscipline among learners but there seemed to be a lack of trust and support within the schools from educators. Another challenge of the DSSC was the practical monitoring and evaluation for the committee activities that include regular reporting on whether there was progress or not. Mr Jali (an educator from Sinethemba Secondary School) had this to say:

Educators and learners are also prime targets to crimes and our DSSC must always be on the alert and follow proper procedures to ensure that they attend all disciplinary meetings that are called by the Chairperson.

While literature seem to suggest that school violence has risen sharply in schools, my findings suggest that in the two researched schools, it was also a serious issue The MEC, for

the Department of Education, Mr Senzo Mchunu, is deeply saddened by the recent incidents of school violence including the stabbing and shooting (KZN-Department of Education, 2012). The Department of Education acknowledges that every parent is concerned with the life of his/her child; therefore the issue of safety in schools cannot be the responsibility of the Department of Education alone. Anele (RCL Chairperson from Sinemfundo Secondary School) had this to say:

We need a school safety policy that will enable the school to identify learners who are involved in gang-related activities.

Parents should also play an active role in ensuring that the safety of their children in and outside the school premises is guaranteed. Therefore, it is very important for all sectors in education to ensure that violence in schools is curbed. The Department of Education has since developed strategies which parents and school administrators can apply to stop school violence. These include the following:

In an attempt to reduce violence in schools and move towards drug-free schools, the Soul City Phuza Wise Drink Safe Live Safe Campaign has come up with a new way to make schools drug-free. The Soul Buddyz television drama, which is aimed at learners, shows the impact of drugs on learners and follows the story of a group of children who try to rid their school and community of drugs. This will help everyone to understand what a policy is and it also invites all stakeholders including parent's educators and learners to participate. This is what Mr Ngcobo, SGB Chairperson from Sinethemba Secondary School said:

Schools must develop procedures that include learners to explore their own ideas and feelings about behaviour.

Principals of two researched schools also invited police and other prominent members of the community, for example, mayors and Member of the Provincial Legislature to conduct safety awareness campaigns to encourage learners to strive for safety and quality education. Principals also used morning prayers to reinforce the provisions of the Regulations for Safety Measures at public schools. Mr Sokhele (principal from Sinethemba Secondary School) said:

We launched this project after a lengthy discussion here at school that worrying levels of violence and a number of learners had been assaulted and boys and girls are facing sexual violence, while drugs are easily accessible at school.

Most of the participants in this study were very concerned about the safety of their children and in this regard, they view police visibility as very important, especially in the afternoons when learners were waiting for transport or walking home. For this reason the school made an effort to establish patrols for safety and security of the learners.

The participant's views are in line with Kumar (2010), who states that love should occupy an unending place in non-co-operation; non-cooperation should not wish to punish or inflict pain upon their opponent. Non-violent action is a generic term covering dozens of specific methods of protests, non-cooperation and intervention in all of which the actionists conduct the conflict using physical force (Kumar, 2010).

Richman and Frazer (2004) state that family factors that place learners in township schools at risk include aggressive and violent behaviour of parents, unemployment, poverty, child sexual abuse and substance abuse family as well as family murder. Other family factor, such as divorce separation, single parent homes and poor parent-child relationship, also increase the potential for abuse and neglect of learners. Yoneyama and Naito (2003 see the relationship between the class as a social group and the fact that most bullying behaviour is carried out by a group of classmates against an individual learner.

I also made field notes of general documents review while visiting the researched schools. I found that schools normally didn't include the safety regulations for the school in their Code of Conduct. Certain factors were observed that were significant for this study, for instance, it was not easy to identify the Entrance and Exit on the school premises and that compromised the safety because learners were continually absconding from school and those that were late looked for ways to come in over the school wall.

4.2.2.3 Involvement of NGO's, CBO's and other government departments

Findings also show that school violence has a negative impact on the schooling community. In order to change this unacceptable situation, the role players have adopted the perception that discipline in the township schools is the co-responsibility of the entire community. Therefore, schools have to work hard to win the support of their communities. Mr Jali, an educator from Sinethemba Secondary School, said the following words:

As a school, we mobilise all relevant stakeholders to address violence.

The researched schools worked with NGOs, churches and other community organisations to build a sense of ownership of and pride in the resources that were there to meet its needs. They have also developed a good relationship with the South African Police Service and local Welfare Services. Mr Dladla (principal from Sinemfundo Secondary School) said:

We have to bring in other role players because schools often feel isolated from the community.

The schools also made community members to feel welcome to contribute to school activities such as being involved in structures like the safety committees. For example, there is currently a campaign for a high level of literacy. In order to support the campaign, schools can become adult education centres. The involvement of community members would ensure the safety of the resources of the school.

A community-based organisation called “Hlayiseka” which means “be safe” is also a school intervention programme which aims to equip schools burdened with violence to cope better with their situation. Hlayiseka tackles the practicalities of ensuring a safe school while guiding learners on how to take responsibilities. This project allows the learners and educators to identify that there is a problem at their school and they need to do something about it and it is about respect and how learners engage with people. It’s also about everybody walking into the classroom and doing what they are supposed to do. It works for the learners and teachers. Mr Ngcobo, SGB Chairperson from Sinethemba Secondary School had this to say:

Learners need to feel free to say why they don’t feel safe and what the risk are at school.

An emphasis on police knowledge and informal contact with the learners to develop closer ties as adult mentors. Sinemfundo Secondary School has already started with an adopt-a-cop programmes where it visited schools involved in the programme on a regular basis. The partnership between the Department of Basic Education and the South African Police Service supports the objectives and priorities that drive the activities of both departments to reduce crime and violence in schools and in communities.

The involvement of Non-Governmental Organisations within the community, for instance, the Community Policing Forum, that form an integrated approach, addresses issues that affect learners, such as drug abuse, violence and indiscipline among learners at school and in the

community discussed. The National Department of Basic Education has already developed a data base of all schools linked to local police stations. The purpose of this public participation is to ascertain the issues and collectively find solutions to eradicate substance abuse and drug trafficking among learners.

Church organisations can have an impact on and influence society in a positive way (particularly within the notion of a community-based support service). It is the direct result of the local church organisation's engagements with various stakeholders in the community where the issue of violence is highlighted as the main issue affecting learners (Morrel, 2000). Schools can invite a preferred church to come and address learners on moral values during morning assemblies. Mr Dladla said:

A church needs to make a difference. In the past churches were there for spiritual upliftment, but today they need to affect society in whatever way is needed.

Subject to affordability, schools may buy and mount boards in prominent positions, displaying messages that advocate the prohibition of drugs and dangerous objects in schools. During the first period, educators must repeat what has been said at the assemblies about the prohibition of drugs and dangerous objects at schools (Clarke, 2007). Educators must display in every classroom the contact numbers of important role players in school safety, e.g. police, ambulances etc. This is in line with the linking of schools with SAPS and other schools safety role players, as explain in KZN Circular No.71 of 2009.

The Department of Health has joined the fight against teenage pregnancy, drugs and substance abuse that are destroying our learners. Health officials can also have discussion with schools to talk to learners on issues of sexual harassment. The Member of Executive Council for Social Development, Mrs Weziwe Thusi, has vowed to join hands with the school communities in the campaign to fight the problem of drugs and substance abuse. Mrs Ximba, SMT Chairperson from Sinemfundo Secondary School had this to say:

In order for us to succeed in fighting this scourge, we need to stand together.

All government departments and civil society organisations need to work together to speedily address issues of violence. The learners are encourage to take a stand and rising up and reclaiming ownership of the schools. A situation of school violence necessitates zero tolerance policies and practices. This means that all policies and practices would engender a culture of non-violence and adherence to rules. Zero tolerance would incorporate policing,

support for victims and actions taken against perpetrators, conflict resolution and peace education (SAHRC, 2006). Anele, RCL Chairperson from Sinemfundo Secondary School, had this to say:

There are incidents here at school where kids are bullied and teachers do nothing about it. We need to be empowered and need to feel that we are not victims.

The school can become a useful resource in the community by using the school and facilities for local community development such as evening adult education classes, community events, and a centre for art, music and other cultural activities. Educational programmes for parents and community could include dealing with problems such as substance abuse, life skills parenting, sexuality, bullying and gangsterism (Standing, 2005).

As part of the Government Employees Medical Schemes (GEMS) on-going effort to educate its members and future members on a range of healthcare topics, they would like to provide learners with the same information in the month of National Children's Day, a slot that involve learners in programmes focusing on trauma counselling behaviour modification. GEMS also run the Safe Schools Programme which aims to ensure that our schools become free of assaults that involve learners attacking each other and to eliminate links to gang violence (SAIRR, 2008). Mr Jali, an educator from Sinethemba Secondary School, said the following words:

It is wise to have the numbers of the South African Police, a medical emergency service and the local fire brigade on hand at all time.

The above statements were in line with researcher's observations in which two parents were on duty supervising the afternoon study, in some of the classrooms where educators were absent or taken leave during school. Ganske (2005) states that the degree of success will largely depend on school management's application of the approach, and how consistently they will see it through. It is important that education moves away from the authoritarian point of view where only the teacher needs to be reinstated, not in an authoritarian way but rather leading learners to self-discipline.

4.2.2.4 Increased parental involvement and support

The participants also indicated that there was a lack of parental cooperation with the schools. The support and intensive parental involvement could make a difference to reduce school

violence and suggest that strategies were in place to increase parental involvement and support. They felt that it was necessary for the schools to enhance parenting and parents to assist in reducing school violence. Such interventions could enrich and develop a strong relationship that could reduce school violence significantly and contribute to learners having fewer indiscipline problems. Mr Chiliza (an educator from Sinemfundo Secondary School) had this to say:

Violence could be prevented if parents prohibit some things to their children. We, as teachers should explain to the learners what is wrong and what's right.

The above response is in line with the South African Schools Act, of 1996 (SASA), which provides formal power in education to parents as well as communities. It creates the expectation for parents to be meaningful partners in school governance. The absence of parent-school collaboration was frequently mentioned by all participants who viewed this as the main cause for non-cooperation between parents and schools researched.

Parents developed strategies for maintaining discipline, which include limit-setting that define limits and constantly enforce rules. Parental monitoring could also assist parents to give attention to and track the learner's whereabouts (HSRC, 2001). Further, most of the participants interviewed thought that educators were responsible for learners under their control, including their protection against violence. Mrs Gumede, SGB Chairperson from Sinemfundo Secondary School said:

The majority of the parents should be satisfied with the way the school solves the violence with our children. Since as a family we can't always solve issues with two children, how can the school do such thing when there are more than 500 learners in this school?

Thus, interventions to increase parental involvement and support should enhance parenting, improve the social support functions of parents and other adults, and assist in reducing violence. Developing of a strong, positive, warm relationship with an adult who cares and support could reduce violence significantly and could contribute to learners having fewer behaviour problems (Gottfredson & Gottfredson, 2001). Parents have a right to visit the school of his or her child, but such visits may not disrupt any of the school activities. Nosipho (RCL Chairperson from Sinemfundo Secondary School) said:

We, as learners, lay the blame for pupil's behaviour at the door of communities and parents.

Basic Education Minister Angie Motshekga told the Northern Cape parents that their children's sex lives were their business and they should stop expecting her department to solve their problems. She continued to say that they should not "pass the buck" when their children fell pregnant or become substance abusers (William, 2012). Mr Gumede (SGB Chairperson from Sinemfundo Secondary School) said:

It is the duty of parents to take preventive measures and reasonable steps when dealing with sexual harassment and sexual violence against learners in schools.

Teenage pregnancy is a problem imported to schools by homes and the community (William, 2012). They don't make sex at schools, they make sex at home. The Department of Education has washed its hands too. Saying it had to be dealt within the school governing body and parents. Mr Sokhele, principal from Sinemfundo Secondary School said:

Schools have legal duty, not only to protect the learners from sexual violence, but also to include forms of punishment for offenders and school-base sexuality is included in the Life Orientation curriculum and the department is compiling regulations on pupil pregnancies to help schools deal with the problem.

Family factors that place learners in township schools at risk include aggressive and violent behaviour of parents, unemployment, poverty, child sexual abuse and substance abuse family as well as family murder. Other family factor, such as divorce separation, single parent homes and poor parent-child relationship, also increase the potential for abuse and neglect of learners (Richman & Frazer, 2004). Non-cooperation is directed not against men but against measurements and the root of non-cooperation lies not in hatred but in justice (Kumar, 2010). I made field notes of general observations while visiting the two researched schools. Parents waited for more than an hour to be allowed to see the principal on various matters relating to their children.

In the two researched schools I attended two parents meetings and I observed that there was a lack of parental involvement and support in the schools. Educators understood that they needed constant communication with parents regarding the learner's performance and discipline, but it was not happening. Some parents did not come to school when they were

invited to attend meetings and records showed that meetings were poorly attended. At Sinethemba Secondary School, I witnessed a learner who had a case of indiscipline and the parent called to the principal's office and the parent never came and I assumed that parents are quick in judging educators and they were no way involved.

4.2.2.5 The policy on searching learners for dangerous weapons as well as drugs and other illegal substances.

Most of the participants cited the policy on searching of dangerous weapons, drugs and illegal substances as the essential tool to reduce school violence. They also indicated that searches were conducted according to the law. Both principals mentioned that they considered the best interests of the learners such as safety of the learners. To support the above statement, Mr Dladla (principal from Sinemfundo Secondary School) said the following:

Criminal proceedings are conducted in terms of the Code of Conduct Learners and after taking into consideration all relevant factors, for example, the best interest of the learner.

In the past, educators and principals have frequently found it necessary to search learners for items which may be harmful to them or to others. Today, however, the prevalence of drugs and guns or other dangerous weapons has increased the importance of school searches. Both schools indicated that when search entailed a body search of a learner only the principal could do the search. They also mentioned that searches were done in private places and in the presence of the witnesses. The participants from both schools also indicated that the best interests, safety, health and the reasonable evidence of illegal activity had to be applied at their schools.

Principals of both schools mentioned that they had to take disciplinary proceedings in terms of the Code of Conduct for Learners. Both schools had to label names of learners on the illegal substances that had been seized and take illegal objects or drugs to the nearest police station. The participants from both schools also indicated that they had to inform parents about the test within one working day and the learner had to be informed.

Both schools indicated that they had to use key messages displayed on classroom walls and posters in staffrooms as well as in the reception areas and public rooms of the school so that anyone using the school site is clear about the principles. The participants from both schools

also stated that their schools were using a policy document Signposts for Safe Schools that is meant to serve as support material for schools and to provide guidance on school safety-related issues. Nosipho (RCL Chairperson from Sinethemba Secondary School) said:

We as learners must identify and report on incidences of crime and violence on a regular basis.

According to the SMT's of both schools, searching can be done without informing learners and the SAPS should be part of the process. Mr Jali (an educator from Sinethemba Secondary School) had this to say:

Educators must first know about the process of searching and a report should be made with the members of the police.

Akiba (2005) states that qualitative analysis of Ijime in Japan's middle schools and connect this set of behavioural problems not only to the breakdown of control mechanisms in the classrooms but also to the lack of trusting relationship of classmates. Another observation was that learners used to cross the road leading to the tuck-shop and I suspected that they might come back arming themselves with dangerous objects.

During observations, it was also clear that in both School-A and School-B, dangerous weapons or illegal drugs that has been seized were not clearly and correctly labelled with full particulars, including the name of the learner and the name of the person who searches the learner.

4.2.3 Effects of violence on learners and educators at the school

Most participants stated that violence was clearly prevalent in their schools and had a negative impact on the learners as they could not learn, and educators could not teach effectively in an unsafe environment, and therefore order and discipline were necessary in schools. To support the above statement, the principal of Sinemfundo Secondary School. Mr Dladla said the following:

A lack of discipline in a school creates an environment that can become violent and unsafe. Learners and educators have a legal right to learn and teach in a safe environment.

The participant's views were in line with writers such as Burton (2008) and Khumalo (2008) who state that the media reportage and the experiences described during the HRC hearings are supported by the findings of the largest South African survey on school violence to date, the National Schools Violence Study (NSVS). The extent of violence with regard to primary schools learners in the survey is indicated: 10.8% were threatened with violence, 7,5% were assaulted, 3.1% experienced some form of sexual violence and 12% were stared at and made to feel ashamed.

According to the principal of Sinethemba Secondary School, different discipline strategies in class management need to be explored to provide educators with the necessary skills to manage discipline problems at school. Discipline problems need to be addressed at an early stage to prevent violence from escalating. Mr Sokhele had this to say:

Violence wastes valuable teaching time and young female educators feel more unsafe at school. Violence, bullying and threats against learners due to dropping down of corporal punishment in almost all schools.

An environment that is full of violence, chaos and unruly behaviour is not conducive to learning. Discipline underpinned every aspect of successful teaching; therefore it is important to examine how educators and learners are coping in such situations. The public media seem to have highlighted school violence and made the accusation that teachers have no control in the classrooms and this had affected them. Most of the respondents blamed a lack of parental involvement for the increase in school violence and bad behaviour. Learners don't do their homework and in general have a don't care attitude.

Kolapen (2006) states that psychologists indicate that growing numbers of teachers suffer from psycho-social stress and related conditions due to hostile and insecure environment in schools, and in a Human Science Research Council (HSRC) survey, most teachers revealed that they would leave the profession if they could. Although teachers in South Africa are often approached for assistance by victims, they mostly feel unable to take action against perpetrators. This is partially due to abolition of corporal punishment in all schools since 1997. Both educators from the two schools researched anticipated that poor relationships between educators and learners are noted. They continued to say that educators can do much to improve a positive school climate by listening to the learners and responding in a more positive way. A satisfactory picture of both the individual and collective pathways to violence

will be maintained (Akiba, 2005). The significant observation was that the school was situated in a high crime area but it was not properly fenced right around.

4.2.4 Chapter summary

This chapter has presented the data obtained from the semi-structured interviews, observations and documents review through discussion on the profile of the sites where this study was conducted. It also presented voices and ideas of the participants. The next chapter will present the summary, conclusions and recommendations of the study based on the findings.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter dealt with data presentation, analysis and discussion of the findings obtained from interviews, observations and documents review. After a careful consideration of the data, certain clear conclusions emerged in terms of the critical questions formulated in Chapter One. Based on the findings outlined in Chapter Four and the conclusions of this study, pertinent recommendations are made.

5.2 Summary of the study

Chapter One provided an introduction and the background to the study, focus, motivation and rationale of the study. This chapter examines the dynamics of school violence and the role of school leadership in reducing it in two Umlazi township schools.

Chapter Two reviewed literature and theoretical frameworks which underpin this study. Firstly, it explored the nature and the extent of school violence in South Africa. Secondly, it looked at the forms of school-based violence both internationally and nationally. Thirdly, this chapter discussed the impact of violence; the dynamism of school violence; the causes of school violence; the Code of Conduct for Learners and the role of school leadership and how it played its role in reducing violence in the two researched Umlazi schools.

Chapter Three provided information on the research design and methodology to be used in this research and expounded on the suitability of the qualitative research approach. It further explained how the data was to be collected and analysed and how design limitation and ethical issues would be sought. It also discussed issues of reliability and validity.

Chapter Four presented data and discussed the findings from the field. This chapter discussed possible intervention strategies which could be of assistance to the school leadership in reducing school violence in Umlazi schools. The data was collected through interviews observations and documents review.

Chapter Five provides a summary of the whole study, conclusions that emanated from the findings of this study and recommendations that would assist school leadership in reducing school violence in Umlazi schools.

5.3 Conclusions

This chapter concludes the study by drawing conclusions about the possibility of the successful intervention of strategies used by the two researched schools in dealing with learner indiscipline and violence and challenges thereof among learners.

School violence was viewed as one of the biggest challenges in the two schools. Fighting, assaults, bullying, intimidation, drug and alcohol abuse-related violence among learners, were on the increase at schools. Learners and educators have witnessed violent gang-related incidents and sexual harassment. One can conclude that effective discipline is essential for safety and security in schools and no proper teaching and learning can take place without it.

Another conclusion one can make is that violence is dynamic and the violent nature of school violence has changed over the years, from being highly politicised to more subtle forms such as fighting and assaults. Likewise, in some cases, school indiscipline and violence seems to be deadlier than it used to be. The kind of weapons sometimes used, suggests that things have turned for the worst. Some male learners seem to take on the inherited roles of their fathers, who themselves were gang members. In the present moment, school violence and indiscipline among learners seem to be continuing unabated, despite of all the safety measures that schools are implementing.

The presence of gangs in the schools seems to be originating from the community and is an urban identity determined along racial and economic lines. This increases the incidence of victimisation of non-gang members and school violence has a major negative impact on the schools' educational climate and contributes to indiscipline problems.

Schools made use of the Code of Conduct for Learners in order to combat violence and indiscipline among learners. However, there were many challenges with this tool wherein some cases parents of perpetrators did not co-operate with the school authorities. There is the understanding that in order to increase a positive discipline rules that exist in the Code of Conduct are to be used to ensure that the schools function effectively. The Code of Conduct can be used to regulate late-coming and leave-taking by learners.

The study showed that the safety of learners was the first priority of every school and the use of the Discipline, Safety and Security Committee to monitor and record all the problems that occur within the school. The Discipline, Safety and Security Committee must always be properly constituted thus alluding to its credibility. Minutes of the process, other than the notice of the hearing and the outcome, must be kept by schools.

The study also revealed that there was a lack of parental co-operation at the two researched schools and it was necessary for the schools to enhance parenting to assist in reducing school violence. Such interventions could enrich and develop a strong relationship that could reduce school violence. The absence of parent-school collaboration is viewed as the main cause for non-cooperation between parents and the schools. Schools have a legal duty to protect the learners and violence could be prevented if parents prohibit some things to their children.

I noted that there is a relationship between violent crime in schools and the abuse of alcohol and drugs and I also conclude that schools should take actions according to their Codes of Conduct for Learners or other school rules to curb this behaviour of drinking alcohol by pupils on the school premises.

I conclude that learners are being abused sexually by other learners and educators within the schools and there is very little or no monitoring of what is happening on the school premises during and after school hours. The prevention of abuse and neglect of learners will be impossible and the rights of the children to education will not be protected and realised if our communities are failing to combat this scourge.

Bullying and intimidation which involve physical aggression have a negative impact on all concern and this has also sparked concerns of a resurgence of the fierce bullying behaviour that beset school communities. These problems of indiscipline show that there is lack of supervision regarding the safety of learners.

5.4 Recommendations

Based on the findings and conclusions, the following recommendations are made:

5.4.1 Challenges of school violence

To ensure the safety of the learners and to create an environment that is conducive to learning, discipline among learners must be maintained. I recommend that each educator compile a portfolio of every learner in his or her class which would contain a record of the

learner's misdemeanour. This can be presented at Tribunal Hearings to reflect the learner's disciplinary track record at the school. Furthermore, it is also the legal duty of educators to protect other learners against any danger. Therefore, the lack of supervision of learners, and the failure to take precautionary measures to protect learners, defeats the goals of school discipline.

I also recommend the following strategies to reduce gangsterism in schools, for example, intervention programmes, such as 'Youth Alcohol Behaviour Change Programme' and the Department of Education's life skills programmes, which are helpful in equipping learners to cope with pressure to take drugs. Classroom-level intervention which includes encouraging educators to integrate bullying prevention material into their curriculum and learners need to be taught that they have a responsibility to report to the educators if they see someone being bullied and schools should start to implement anti-bullying policies in order to reduce the problem of indiscipline among learners. The problem of fighting and assaults result from the learners' lack of respect for fellow human beings. We need one another and we need to re-instil those human values that make us human. Learners must be guided on how to take responsibility and they also need to know that rights come with responsibility. Teenage pregnancies are also a problem in Umlazi schools and the school leadership should raise awareness on the dangers of sexual abuse among learners. Learners should participate in sessions dealing with the use of contraceptives and communities should report cases of sexual assaults to the police. Substance abuse often has more than one 'cause' trigger and it cannot be looked at in a vacuum. For example, the sale of liquor to underage children should be met with serious consequences. Partnerships between various role players are the key to ensure that the problem is approach and addressed holistically.

5.4.2 Dynamism of violence

Schools must prevent the availability of guns to learners in order to maintain discipline among them and I believe that community service and counselling are better ways of dealing with misbehaving pupils. I also suggest that the policy on searching of dangerous weapons and drugs can be the essential tool to reduce school violence. The influence of television programmes and music videos that use violence should be discouraged among learners. Parents must supervise their children while they are doing homework by discouraging the use of cellular phones while studying. The selling of drugs to school learners should form part of the community campaigns against drug abuse. The violent nature of school violence has

changed over the years, from being highly politicised to more subtle forms such as fighting and assaults. Since violence is dynamic, educators and parents should be taught new skills to deal with this scourge. The state and the private sector should be involved in this.

5.4.3 The effectiveness of the Code of Conduct for Learners

Schools must involve all stakeholders in the formulation of the Code of Conduct for Learners. Schools are facing a challenge in getting parents involved in the disciplinary issues that plague them. In my view, this could be due to some barriers such as parents' attitude towards educators; their low self-esteem and the lack of clear roles that parents have to play, which hinder parents from actively participating in their children's discipline at school. This could be done by the distribution of circulars informing them of the importance of this policy and the value of their input towards the policy. This would ensure a buy-in from all stakeholders. Schools need to be more structured in the implementation of disciplinary procedures and must be seen to be taking the procedures of Tribunal Hearings more seriously. Schools should introduce their school rules to their learners at the beginning of the year and remind learners of it again during the year in the weekly assembly. Schools should also have their school rules printed inside the learners' diaries. The diaries can be printed by each school with the school logo, school rules and Code of Conduct from the school and handed out at the start of the term.

5.4.4 The disciplinary committee

The disciplinary committee must be properly constituted to include all stakeholders. The school should make all attempts to ensure that the learner's parent is present at the hearing. The disciplinary committee must impose the appropriate sanctions as listed in the policy. If parents still do not turn up when invited, the process of counselling should be introduced and this be done on a regular basis to try and change learners behaviour. Leadership and management of the school rests on the principal assisted by the SGB and SMT, are crucial factors for good disciplined schools and therefore they need to be developed continuously to meet the new challenges.

5.4.5 Involvement of parents

The schools should also include in their annual plans to empower parents on governance issues and their role in education, to be involve in the schools decision making structures and to include parents in the activities of the school. The school must conduct awareness

programmes and formulate innovative ways to increase parental involvement. Schools must ensure on enrolment that they have all the relevant personal details of learners and parents so that a thorough data base of learner's contact details can be compiled.

A suggestion would be to get parents to sign an agreement, upon registration of the child at the school, to pledge to be actively involved in all aspects of their child's education. Schools must ensure on enrolment that they have all the relevant personal details of learners and parents so that a thorough data base of learner's contact details can be compiled.

5.4.6 Violence related to drugs and alcohol abuse

I suggest that parental involvement and intervention that will promote opportunities for family discussion, family focused prevention efforts and adolescents programmes to include peer group discussion. Environmental, interpersonal and social protective factors are attributes that buffer community, family, school and peer risk factors. Support systems can also be strengthened in schools by providing learners with a safe environment and substance abusers need to be referred to a counsellor or therapist for sustained care.

5.4.7 Sexual violence and harassment

There must be monitoring of what is happening on school premises during and after hours as most of the learners are abused in toilets and secluded classrooms where there is no supervision. Learners could also be taught human rights such as dignity, self-respect, why sexual harassment is an infringement of other's rights, etc. In this way, in the long term, they would begin to appreciate other learner's rights and human dignity.

5.4.8 Bullying and intimidation

The members of the School Governing bodies must take precautionary measures to protect learners and there must be a more vigorous and in-depth introspection of the level of offences, sanctions to be imposed and the procedures that are set out to rehabilitate learner misconduct. I recommend that the following can reduce bullying in schools, for example, policy developed and specific rules set around bullying, involving learners. Monitors can be appointed to watch out for bullying, and reporting it. Stopping bullying should be everyone's concern by teaching both the victims and perpetrators of bullying, etc.

5.5 Chapter summary

This chapter has provided a summary of the study and the conclusions. Further, based on the findings and conclusions made in this chapter, relevant recommendations that I believe would assist all the stakeholders to reduce school violence in Umlazi township schools are made.

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14 May 2012

Mr Sipiwe Ishmael Duma 981185539
School of Educational Leadership, Management and Policy

Dear Mr Duma

Protocol reference number: HSS/0131/012M
Project title: Dynamics of school violence and the role of school leadership in reducing it in Umlazi Township Schools.

I wish to inform you that your application has been granted Full Approval through an expedited review process: **EXPEDITED APPROVAL**

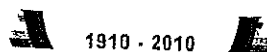
Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Professor Steven Collings (Chair)
Humanities & Social Sciences Research Ethics Committee

cc Supervisor Mr SE Mthiyane
cc Dr D Davids
cc Mrs S Naicker/Mr N Memela





kzn education

 Department:
 Education
 KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref.:2/4/8/123

 Mr. Sipiwe I Duma
 BB 1339
 Manqoboza Crescent
 Umlazi
 4031

Dear Mr. Duma

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **Dynamics of School Violence and the Role of School Leadership in Reducing it in Umlazi Township Schools**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The Period of investigation is limited to the period from 01 September 2011 to 01 September 2012.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to the following Schools and Institutions:
 - 10.1 [Redacted] Secondary School
 - 10.2 [Redacted] Secondary School



Nkosinathi S.P. Sishi, PhD
 Head of Department: Education

 2011 - 12 - 04
 Date

...dedicated to service and performance
 beyond the call of duty.

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa

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Application for Permission to Conduct Research in KwaZulu Natal Department of Education Institutions

1. Applicants Details

Name Of Applicant(s): Mr Sphiwe I.Duma

Tel No: (031) 902 2877

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Email: DumaS@kznded.gov.za

Address: BB1339 Manqoboza Crescent Umlazi 4031

2. Proposed Research Title: Dynamics of school violence and the role of school leadership in reducing it in Umlazi township schools.

3. Have you applied for permission to conduct this research or any other research within the KZNDoe institutions?

Yes	No
	X

If "yes", please state reference Number: N/A

4. Is the proposed research part of a tertiary qualification?

Yes	No
X	

If "yes"

Name of tertiary institution: University of KwaZulu-Natal

Faculty and or School: School of Education and Development

Qualification: BEd

Name of Supervisor: Mr Sphiwe E.Mthiyane

Supervisors Signature _____

If "no",state purpose of research:

This study aims to explore the dynamics of school violence and the role of school leadership in reducing it in Umlazi township schools and will focus on the learners, principals of schools, representatives of SGB(Chairperson of the SGB and the Chairperson of the DSSC and the life Orientation teachers.

5. Research Background:

The safety and security of schools, their students and educators is a major problem in many schools, possible the majority in South Africa (Human Rights Watch Report, 2001). School violence is a pervasive and an on-going problem worldwide. A review of reports from across the world strongly suggests that this issue of violence is of real concern in diverse settings across the world (Schonfeld, 2006). Most studies on school violence have focused heavily on learners; however teachers compose a high risk group for violence. In USA between 1996 and 2000, 599 000 acts of violence against teachers were determined. It is also reported that every year almost 234, 00 teachers become the victims of school violence (Cecil, 2009).

Researchers such as Human Sciences Research Council (2001) argue for instance that school violence does pose a threat to education in general and to young learners in particular. Furthermore, other researchers such as Mabogoane (2004) and Standing (2005) also reported that the crime and violence rate in South Africa is very high among school going children. (UNESCO, 2010) defines violence as the threat against teachers and students in ways that disrupts and deter educational activities and exposing teachers and students at risky environments that should be safe, secure and protective.

The problem of school violence is a result of both external and internal factors, depending on the location of the school and the physical socio-economic environment within which it operates. Sadly there are times when these schools are like war zones, as gang member's battle for turf and drugs are frequently brought to school by students. (HSRC, 1997). School is one of the main arenas of violence among learners. Teachers and principals encounter on daily basis violent behaviour at various levels among students, against property, and between staff members and

6. What is the main research question(s) :

- What are the perceptions and experiences of students, teachers, support staff and school governors of school violence?
- How do wider structures such as the gender, age, socio-economic status and ethnic division shape violence production within schools?
- What policies, measures and initiatives are taken by school leaders to promote a violent-free or secure environment?

7. Methodology including sampling procedures and the people to be included in the sample:

This is a qualitative study utilizing a case study approach and it will be located within the interpretive/constructivist paradigm. The study will focus on the learners principals of schools, representatives of the SGB (Chair of SGB, Chair of the DSSC) ,parents of learners and life orientation teachers. For this purpose of this study interviews, observations and documents reviews will be used.

8. What contribution will the proposed study make to the education, health, safety, welfare of the learners and to the education system as a whole?

This study will make contribution to national and international debates if utilized effectively to reduce violence in schools. Different studies have been carried out on the nature of violence in South Africa schools (National Youth Violence Strategy, 2005, South African Human Rights Commission, 2006). It seems from the press, personal observation and scholarship, that violence is increasing in schools across South Africa. Hayden (2009) who conducted comprehensive research into discipline in primary and secondary education in South Africa, confirms that there has been a breakdown in discipline in schools, and suggests that this should be rectified as soon as possible. This research is therefore relevant to parents, educators and all stakeholders who regularly have to deal with violence-related crises.

Research has been conducted on this subject area of school violence internationally by the Commission on Children and Violence (1995), which found that violence incidents in Kosovo, among at risk middle schools and high schools often associate from seemingly trivial events. The study will be relevant to South African context where the scourge of violence in schools is a reflection of the wider society and socio – economic situations create conditions of violence.

This study will also fill existing gaps in term of addressing allegations of sexual violence and harassment against teachers. For example, findings reflect that violence has a negative effect on the well-being and life satisfaction of teachers (Anderson, 2002) and most of the teachers do not receive professional help after being exposed to violence (Williams, 2009).

9. KZN Department of Education Districts from which sample will be drawn (please tick) –
Please attach the list of all schools

Amajuba		Umlazi	X	Sisonke	
Othukela		Pinetown		Ugu	
Zululand		Ilembe		Umgungundlovu	
Obonjeni		Empangeni		Umzinyathi	

10. Research data collection instruments: *(Note: a list and only a brief description is required here - the actual instruments must be attached):*

The study will use semi-structured interviews and focus group interviews to collect data. Participants will be interviewed for approximately 20-25 minutes at the time convenient to them and each interview will be voice-recorded.

11. Procedure for obtaining consent of participants and where appropriate parents or guardians:

According to Cohen, *et al.* (2008), all participants need to be assured of the confidentiality of the information supplied by them. Participants need to know how the information will be made public. The researcher needs to be competent in all the procedures that need to be competent in all the procedures that they carry out. The research should do no harm to the research participants or to any other people. Researchers need to think about whether their study will do any physical, emotional or social harm to the participants. Researchers need to be careful to protect the identities of the groups and individuals when they publish the results of their study. Researchers should not make up data in their publications and the participants should be briefed and need to be sure to point out the limitations of the findings (Koshy, 2005). Any promise of payments, rewards or information concerning research results will be fulfilled. Feedback to participants will be provided, both to verify data used for analysis and to comment on interpretation.

12. Procedure to maintain confidentiality (if applicable):

Responses will be treated with confidentiality and pseudonyms will be used instead of the actual names. Participants will be contacted well in advances for interviews which shall take place venues convenient to them. Participants have been purposively selected to participate in this study. Participation will always remain voluntary which means that participants may withdraw from the study for any reason, anytime if they so wish without incurring any penalties.

13. Questions or issues with the potential to be intrusive, upsetting or incriminating to participants (if applicable): N/A

14. Additional support available to participants in the event of disturbance resulting from intrusive questions or issues (if applicable): N/A

15. Research Timelines: The collection of data shall take place from September 2011–May 2012

16. Declaration

I SIPHIWE ISHMAEL DUMA declare that the above information is true and correct

S S Duma

Signature of Applicant

09-11-2011

Date

17. Agreement to provide and to grant the KwaZulu Natal Department of Education the right to publish a summary of the report.

I/We agree to provide the KwaZulu Natal Department of Education with a copy of any report or dissertation written on the basis of information gained through the research activities described in this application.

I/We grant the KwaZulu Natal Department of Education the right to publish an edited summary of this report or dissertation using the print or electronic media.

Signature of Applicant

Date

Return a completed form to:

Sibusiso Alwar
Research Unit
Resource Planning
KwaZulu Natal Department of Education

Hand Delivered:

Office G25; 188 Pietermaritz Street
Pietermaritzburg 3201

Or

Ordinary Mail

Private Bag X9137
Pietermaritzburg
3200

Or

Email

sibusiso.alwar@kzndoe.gov.za or smiso.sikhakhane@kzndoe.gov.za

APPENDIX 4
(PERMISSION LETTER TO THE SCHOOL PRINCIPAL)

BB1339 Maqhoboza
Crescent Umlazi
4031
30 October 2011

Attention: The Principal
Sample Secondary Schools
Umlazi
4031

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Siphwe Ishmael Duma, a M Ed student in the School of Education and Development at the University of KwaZulu-Natal (Edgewood Campus). I am required to conduct research as part of my degree fulfilment. Please be informed that I have sought the necessary permission in advance from the KwaZulu Natal Department of Education and are waiting their response. (See copy attached). I therefore kindly seek permission to conduct research in your school. I further request to be part of the study. The title of my study is: **Dynamics of school violence and the role of the school leadership in reducing it in Umlazi township schools.**

This study aims to explore the dynamics of school violence and also how the school leadership is playing a role in reducing violence in Malukazi schools. The planned study will focus on the school leadership (especially the school principal, the SGB chairperson, parents of learners, Life Orientation teacher, chairperson of DSSC), as well as learners.

The study will use interviews, observations, document review and focus group interviews. Interviews will be conducted with 5 students per school (focus group interview), 2 teachers (a principal and an LO teacher in each school) and 4 parent governors (2 from each SGB who shall be the SGB chairperson and

the Discipline Committee chairperson). Participants will be interviewed for approximately 25 minutes and each interview will be voice-recorded.

When doing observation I will be looking at the real condition of the school in terms of the broken window panes, missing door hinges and handles, graffiti on the walls, falling roof ceiling, missing water taps and broken toilet pans, general vandalism and theft of fencing, poles around the schools. I will also listen to what participants say and watch what they do and take extensive notes. I will also observe whether the following issues are taken into consideration: rights of learners to be heard (freedom of expression), equity, etc.). In addition, I will observe the extent to which parents and learners participate in meetings.

Responses will be treated with confidentiality and pseudonyms will be used instead of the actual names. Participants will be contacted well in advance for interviews, and they will be purposively selected to participate in this study. Participation will always remain voluntary which means that participants may withdraw from the study for any reason, anytime if they so wish without incurring any penalties.

For further information on this research project, please feel free to contact my supervisor, S E Mthiyane at 031-260 1870 / 0733774672. E-mail: Mthiyanes@ukzn.ac.za. In addition, should you have any queries please feel free to contact me directly using the following contact details: Sphiwe I Duma; Tel: 031 9022877; Cell: 0725241230 E-mail: dumas@kznded.gov.za

Research tools are attached herewith for your perusal.

Your positive response in this regard will be highly appreciated.

Thanking you in advance

Yours sincerely

Mr S.I Duma

Declaration

I (Full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study: *Dynamics of school violence and the role of school leadership in reducing it in Umlazi township schools*

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I understand that I am at liberty to withdraw from the research project any time should I so desire.

Signature of Participant: ----- Date: -----

Signature of Witness/ Research Assistant: ----- Date: -----

Thanking you in advance

Mr Sipiwe I. Duma

APPENDIX 5

(LETTER TO THE ORIENTATION TEACHER)

BB 1339

Maqhoboza Crescent

Umlazi

4031

30 October 2010

Attention: The Life Orientation Teacher (His /Her Name if known)

Sample Secondary School

Umlazi

4031

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Sipiwe Ishmael Duma, a MEd student in the School of Education and Development at the University of KwaZulu-Natal (Edgewood Campus). As part of my degree fulfillment, I am required to conduct research. I therefore kindly seek permission to conduct research with you. Please be informed that I have already sought permission from KZN DoE, and your school principal are awaiting their responses. The title of my study is: **Dynamics of school violence and the role of school leadership in reducing it in Umlazi township schools.**

This study aims to explore the dynamics of school violence and also how the school leadership is playing a role in reducing violence in Umlazi township schools. The planned study will focus on the school leadership (especially the school principal, the SGB chairperson, parents of learners, Life Orientation teacher, chairperson of DSSC), as well as learners.

The study will use interviews, observations, document review and focus group interviews. Interviews will be conducted with 5 students per school (focus group interview), 2 teachers (a principal and an LO teacher in each school) and 4 parent governors (2 from each SGB who shall be the SGB chairperson and the Discipline Committee chairperson). Participants will be interviewed for approximately 25 minutes and each interview will be voice-recorded.

When doing observations I will be looking at the real condition of the school in terms of the broken window panes, missing door hinges and handles, graffiti on the walls, falling roof ceiling, missing water taps and broken toilet pans, general vandalism and theft of fencing poles around the schools. I will also listen to what participants say and watch what they do and take extensive notes. I will also observe whether the following issues are taken into consideration: rights of learners to be heard (freedom of expression), equity, etc.). In addition, I will observe the extent to which parents and learners participate in meetings.

Responses will be treated with confidentiality and pseudonyms will be used instead of the actual names. Participants will be contacted well in advance for interviews, and they will be purposively selected to participate in this study. Participation will always remain voluntary which means that participants may withdraw from the study for any reason, anytime if they so wish without incurring any penalties.

For further information on this research project, please feel free to contact my supervisor, S E Mthiyane at 031-260 1870 / 0733774672. E-mail: Mthiyanes@ukzn.ac.za. In addition, should you have any queries please feel free to contact me directly using the following contact details: Siphiwe I. Duma; Tel: 031 9022877; Cell: 0725241230 E-mail: dumas@kznded.gov.za

Research tools are attached herewith for your perusal.

Your positive response in this regard will be highly appreciated.

Thanking you in advance

Yours sincerely

Mr S.I Duma

Declaration

I (Full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study: *Dynamics of school violence and the role of school leadership in reducing it in Umlazi township schools*

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I understand that I am at liberty to withdraw from the research project any time should I so desire.

Signature of Participant: ----- Date:-----

Signature of Witness/ Research Assistant: -----Date:-----

Thanking you in advance

Mr Sphiwe I. Duma

APPENDIX 6
(CONSENT LETTERS TO THE PARENTS/GUARDIANS)

BB1339 Maqhoboza
Crescent Umlazi
4031
30 October 2011

Attention: The Parent of Child (Their Names if known)
Sample Secondary School
Umlazi
4031

Dear Sir/Madam

LETTER TO THE PARENT/GUARDIAN REQUESTING FOR INFORMED CONSENT FOR HIS/HER CHILD'S PARTICIPATION

My name is Siphwe Ishmael Duma, a M Ed student in the School of Education and Development at the University of KwaZulu-Natal (Edgewood Campus). I am required to conduct research as part of my degree fulfilment. Please be informed that I have sought the necessary permission in advance from the KwaZulu Natal Department of Education and has been granted (See copy attached). I therefore kindly seek permission to conduct research in your school. The title of my study is: **Dynamics of school violence and the role of the school leadership in reducing it in Malukazi schools.**

This study aims to explore the dynamics of school violence and also if the school leadership can play a vital role in reducing violence in Malukazi schools. The planned study will focus on the school leadership (especially the school principal, the SGB chairperson, parents of learners, Life Orientation teacher, chairperson of DSSC), as well as learners.

The study will use interviews, observations document review and focus group interviews. Interviews will be conducted with 5 students per school (focus group interview), 2 teachers (a principal and an LO teacher in each school) and 4 parent governors (2 from each SGB who shall be the SGB chairperson and

the Discipline Committee chairperson). Participants will be interviewed for approximately 25 minutes and each interview will be voice-recorded.

When doing observation I will be looking at the real condition of the school in terms of the broken window panes, missing door hinges and handles, graffiti on the walls, falling roof ceiling, missing water taps and broken toilet pans, general vandalism and theft of fencing, poles around the schools. I will also listen to what participants say and watch what they do and take extensive notes. I will also observe whether the following issues are taken into consideration: rights of learners to be heard (freedom of expression), equity, etc.). In addition, I will observe the extent to which parents and learners participate in meetings.

Responses will be treated with confidentiality and pseudonyms will be used instead of the actual names. Participants will be contacted well in advance for interviews, and they will be purposively selected to participate in this study. Participation will always remain voluntary which means that participants may withdraw from the study for any reason, anytime if they so wish without incurring any penalties.

For further information on this research project, please feel free to contact my supervisor, S E Mthiyane at 031-260 1870 / 0733774672. E-mail: Mthiyanes@ukzn.ac.za. In addition, should you have any queries please feel free to contact me directly using the following contact details: Sipiwe I Duma; Tel: 031 9022877; Cell: 0725241230 E-mail: dumas@kznded.gov.za

Research tools are attached herewith for your perusal.

Your positive response in this regard will be highly appreciated.

Thanking you in advance

Yours sincerely

Mr S.I Duma

Declaration

I (Full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study: *Dynamics of school violence and the role of school leadership in reducing it in Umlazi township schools*

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I understand that I am at liberty to withdraw from the research project any time should I so desire.

Signature of Participant: ----- Date-----

Signature of Witness/ Research Assistant: -----Date: -----

Thanking you in advance

Mr Sipiwe I. Duma

APPENDIX 7

(Permission Letter to the ten learners)

BB1339

Maghoboza crescent

Umlazi

4031

30 October 2011

Attention: To the ten learners (Their Names if known)

Sample Secondary School

Umlazi

4031

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Siphwe Ishmael Duma, a MEd student in the School of Education and Development at the University of KwaZulu-Natal (Edgewood Campus). As part of my degree fulfillment, I am required to conduct research. I therefore kindly request your permission to conduct research with you. Please be informed that I have already sought permission from the KZN DoE, your school principal and your parents and are awaiting their responses. The title of my study is: **Dynamics of school violence and the role of school leadership in reducing it in Umlazi townships schools.**

This study aims to explore the dynamics of school violence and also if the school leadership is playing a role in reducing violence in Umlazi township schools. The planned study will focus on the school leadership (especially the school principal, the SGB chairperson, parents of learners, Life Orientation teacher, chairperson of DSSC), as well as learners.

The study will use interviews, observations, document review and focus group interviews. Interviews will be conducted with 5 students per school (focus group interview), 2 teachers (a principal and an LO teacher in each school) and 4 parent governors (2 from each SGB who shall be the SGB chairperson and the Discipline Committee chairperson). Participants will be interviewed for approximately 25 minutes and each interview will be voice-recorded.

the Discipline Committee chairperson). Participants will be interviewed for approximately 25 minutes and each interview will be voice-recorded.

When doing observation I will be looking at the real condition of the school in terms of the broken window panes, missing door hinges and handles, graffiti on the walls, falling roof ceiling, missing water taps and broken toilet pans, general vandalism and theft of fencing poles around the schools. I will also listen to what participants say and watch what they do and take extensive notes. I will also observe whether the following issues are taken into consideration: rights of learners to be heard (freedom of expression), equity, etc.). In addition, I will observe the extent to which parents and learners participate in meetings.

Responses will be treated with confidentiality and pseudonyms will be used instead of the actual names. Participants will be contacted well in advance for interviews, and they will be purposively selected to participate in this study. Participation will always remain voluntary which means that participants may withdraw from the study for any reason, anytime if they so wish without incurring any penalties.

For further information on this research project, please feel free to contact my supervisor, S E Mthiyane at 031-260 1870 / 0733774672. E-mail: Mthiyanes@ukzn.ac.za. In addition, should you have any queries please feel free to contact me directly using the following contact details: Sipiwe I Duma; Tel: 031 9022877; Cell: 0725241230 E-mail: dumas@kznded.gov.za

Research tools are attached herewith for your perusal.

Your positive response in this regard will be highly appreciated.

Thanking you in advance

Yours sincerely

Mr S.I Duma

Declaration

I (Full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study: *Dynamics of school violence and the role of school leadership in reducing it in Umlazi township schools*

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I understand that I am at liberty to withdraw from the research project any time should I so desire.

Signature of Participant: ----- Date-----

Signature of Witness/ Research Assistant: -----Date: -----

Thanking you in advance

Mr Sphiwe I. Duma

APPENDIX 8

Interview schedule for a principal

Research topic: Dynamics of school violence and the role of school leadership in reducing it in two Umlazi township schools.

Thank you that you have agreed to participate in this research. This is my private study and I appreciate the fact that you are prepared to give me some of your valuable time and chance to learn from you. This Interview schedule is designed to explore the dynamics of school violence and the role of school leadership in reducing it in two Umlazi township schools.

1. What are the challenges of violence and indiscipline among learners that you face as a school?
2. How does the SMT deal with learner-indiscipline and violence at school? (strategies and policies the SMT has; involvement of NGO; SAPS; social workers; etc.)
3. Can you share with me what policies, measures and initiatives do you have in the school to combat violence and indiscipline among learners?
4. Can you share with me how your DSSC was crafted?
5. What are the challenges that the DSSC faces at the school? (attendance of disciplinary meetings, following procedures, etc.)
6. How does violence affect the learners at your school? (poor attendances, learner drop-outs, fear among learners, etc.)
7. How do you implement the policy on searching learners of dangerous weapons as well as drugs and other illegal substances?

APPENDIX 9

Dynamics of school violence and the role of school leadership in reducing it in Umlazi township schools.

Documents Review schedule

The documents that will be reviewed will not be older than two years and will include:

Various sorts of school documentation will be scrutinized. Subject to confidentiality considerations, these may include:

1. Written sources such as minutes of the SGB where issues of discipline are discussed and recorded.
2. School Disciplinary Committee meetings and tribunals will be studied. Frequency of these incidents as well as who are involved shall also be noted.
3. The school's Code of Conduct for Learners' policy shall also be the focus for my study.
4. The school's Log Book and the Incidents Book shall also be extensively studied.
5. School policies on violence, bullying, harassment, general school behavior policies.
6. Punishment and discipline records, recording of violent incidents, engagement with the police, complaints procedures and logs.
7. Minutes of meetings held by staff which discuss related areas, minutes of student council or other students meetings

Official documents will be used to corroborate the observations and interviews thus improving the trustworthiness of the findings. The documents may reveal aspects that were not found through the observations and interviews.

Extensive notes will be taken on matters relating to discipline and school-based violence.

APPENDIX 10

Dynamics of school violence and the role of school leadership in reducing it in *Umlazi township schools*.

Observation Schedule

School Appearance

School Environment	Notes
Evidence of the following	
Vandalism in classes	
Burglary	
Violence during breaks	
Level of noise in classes	
Broken windows	
Carrying of weapons	
Graffiti on the walls	

25 Maple Crescent
Circle Park
KLOOF
3610

Phone 031 – 7075912
0823757722
Fax 031 - 7110458
E-mail:
wyebanksec@telkomsa.net

Dr Saths Govender

12 JANUARY 2013

LANGUAGE CLEARANCE CERTIFICATE

TO WHOM IT MAY CONCERN

This serves to inform that I have read the dissertation titled:

THE DYNAMICS OF SCHOOL VIOLENCE AND THE ROLE OF SCHOOL LEADERSHIP IN REDUCING IT IN TWO UMLAZI TOWNSHIP SCHOOLS,
by S. I. Duma, student no. 981185539.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used is satisfactory.

Yours faithfully



DR S. GOVENDER

B Paed. (Arts), B.A. (Hons), B Ed.
Cambridge Certificate for English Medium Teachers
MPA, D Admin.