



FACULTY OF HUMANITIES: APPLIED HUMAN SCIENCES

**EFFECTS OF SCHOOL VIOLENCE ON EDUCATORS: A CASE STUDY OF
FAIRVALE SECONDARY SCHOOL WENTWORTH DURBAN**

by

NOMAKHOSI NOMATHEMBA SIBISI

SUPERVISOR: DR MKHIZE

Submitted in partial fulfilment of the
Requirements for the degree of Master of Social Science
at the University of KwaZulu-Natal
Faculty of Applied Human Sciences

DURBAN, 2016

DECLARATION

This is to confirm that this

Thesis is my own work which

I have never previously submitted to any other university for

any purpose. The references used

and cited have been acknowledged.

Signature of candidate.....

On theday of 2016

ACKNOWLEDGEMENTS

“Nzulu yemfihlakalo! Nzulu Yemsimanga! Ezalise umhlaba, Nesibhaka-baka. Le nzulu yesimanga. NgokaThixo uNyana: Oweza ebantwini, Ngokubasindisa!!!!!”

I would also like to thank the following:

Dr. Sazelo Mkhize, my study supervisor. Thank you for all your motivation, guidance, insight and hard work throughout my study.

Principal and educators from Fairvale secondary school thank you for giving me the opportunity of conducting my study at school.

Mrs D.T Sibisi I thank you for your special support for motivational as well as financial support.

Mr. T.D Malevu my beloved brother thank you for the love and support you have given from the beginning to end.

My Friends: Busisiwe Maseko, Zandile Natasha Khuzwayo, Sandile “General” Zondi, Bongumuzi Harris Mtshali, Nomfundo Ngidi thank you for believing in me and motivating me to continue with “mission impossible”

Miss Linda Coertze for her exemplary technical editing.

My Heavenly Father, for showing me His many blessings in small miracles. To Him be the glory!

DEDICATION

This thesis is dedicated to the Educators of Fairvale Secondary School
those who are directly affected by school violence as well
as those indirectly affected by school violence.

ABSTRACT

Over the past years scholarly authors have focused on how school violence affects learners and their capability to perform well at school. However, studies have ignored the reality that educators are affected by school violence as much as learners are. The study was aimed to examine the direct and indirect effects of school-based violence on educators, with particular reference to those who witnessed violence as well as those who were victims of violence within the school environment. Findings have shown that a school does not exist in a vacuum but is part of the broader society in which it is situated. Moreover, a school that is situated in community that is plagued in high rates of violence is more probable to experience incidents of school violence. Educators suffer from a number of different psychological and physical effects due to their exposure to violence on a regular basis.

This research was conducted at a secondary school in the Wentworth area in Durban, KwaZulu-Natal. Wentworth is well known for gang-related violence and the high rates of crime in the area. Reportedly, many learners in this area exhibit behavioural problems that are, in particular, due to the socio-economic conditions of the community in which they live.

Table of content

Acknowledgements	Iv
Abstract	V
CHAPTER ONE: INTRODUCTION	
1.1 Introduction.....	1-4
1.2. Background to the Study.....	4-6
1.2.1 Learner-on-educator school-based violence.....	6-8
1.3 Problem Statement.....	10-11
1.4 Rationale for the Study.....	11
1.5 Motivation to Conduct the Study.....	12-13
1.6 Aim and Objectives of the Study.....	13
1.6.1 Objectives.....	14
1.6.2 Underlying questions.....	14-15
1.7 Structure of the Dissertation.....	15-16
1.8 Conclusion.....	16

CHAPTER 2: LITERATURE REVIEW

2.1	Introduction.....	17
2.2	Clarification of Terms.....	17
2.2.1	Violence.....	17
2.2.2	School violence/school-based violence.....	18
2.2.3	Community violence.....	18
2.2.4	Victimisation.....	18
2.2.5	Educator.....	18
2.2.6	Learner/s.....	18-19
2.3	School-based Violence in Context.....	19
2.3.1	Violence in school.....	19
2.3.2	Internal/external school violence.....	20
2.3.3	Placing school-based violence in a legal context.....	20-22
2.3.4	Profile of school violence.....	23
2.4	Comparison of Levels of Violence between ‘Advantaged’ and ‘Disadvantaged’ Schools.....	23-24
2.5	Brutality in South African Schools.....	26-27
2.6	Socio-Cultural Factors and the Criminal Justice System.....	27-28
2.7	Victimisation of Educators in Public Schools.....	28-29
2.8	School Violence and Educators: a National and International Perspective.....	30-31
2.9	Effects of School Violence on Teaching.....	31
2.10	Conditions in Schools that are Conducive to Violence.....	32
2.10.1	Causes of school-based violence.....	33

2.10.2 The Root of Violence in Schools.....	33-34
2.10.3 Community violence.....	34-37
2.10.4 The availability of alcohol and drugs.....	37-40
2.10.5 Negative peer relationships.....	40
2.10.6 Access to weapons.....	40-41
2.10.7 Influence of culture.....	41-42
2.10.8 The normalisation of school violence.....	42-45
2.11 Responses to School Violence.....	45
2.11.1 Emotional Response.....	45
2.11.2 Physiological response	45-46
2.12 Effects of Stress on Educators,.....	46
2.12.1 Post-traumatic stress disorder (PTSD)	47
2.13 Prevention and Intervention.....	48-49
2.13.1 The need for psychological services for school personnel.....	48

CHAPTER THREE: THEORETICAL FRAMEWORK

3.1 Introduction.....	50
3.1.1 Deviant place theory.....	50-51
3.1.2 Bio-ecological systemic perspective theory.....	52-56
3.1.3 The culture of violence theory	57-58
3.2 Conclusion.....	58

CHAPTER FOUR: METHODOLOGICAL ORIENTATION

4.1 Introduction.....	59
4.2 Nature of the Study.....	59-60
4.3 Profile of Wentworth.....	60-61
4.4 Sampling.....	61
4.5 Selection of Participants.....	61-62
4.6 Collection of the Data.....	62
4.6.1 Research instruments.....	63-64
4.7 Administration of the Interview Schedule.....	65
4.8 Observation.....	66
4.9 Data Analysis.....	67
4.9.1 Procedures in conducting the research.....	67
4.10 Ethical Considerations.....	67-68
4.10.1 Confidentiality and anonymity.....	68
4.10.2 Protection from harm.....	68-69
4.11 Trustworthiness.....	69
4.11.1 Confirmability.....	69
4.11.2 Validating the accuracy and of the credibility of the finding.....	70
4.12 Limitations and Challenges.....	70-71
4.13 Conclusion.....	71

CHAPTER FIVE: DATA PRESENTATION AND DISCUSSION

5.1	Introduction.....	72
5.2	Presentation of the Data.....	72
5.2.1	Forms and types violence witnessed/experienced by respondents.....	72-73
5.2.2	Dangerous working conditions.....	74-75
5.2.3	Social ills that exist in the community.....	76-79
5.2.4	The role of parents.....	79-81
5.3	Effects on Educators.....	81-84
5.4	Support Services.....	84-86
5.5	Gender-based violence	86-87
5.6	Long-term Consequences.....	87-89
5.7	Disciplinary Measures.....	89
5.8	School Environment.....	89-90
5.9	Suggested Measures to Deal with School Violence.....	90-91
5.10	Conclusion.....	91

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1	Introduction.....	92
6.2	General Conclusions.....	92
6.2.1	Effects of violence on educators who had been direct victims of /witnesses to violence.....	92-93

6.2.2	The impact of school violence on educators' attitude towards the learners and their profession.....	93
6.2.3	Coping strategies used by educators to counteract violence.....	93-95
6.3	Support Structures Available to Educators.....	94-95
6.4	Recommendations.....	95-96
6.5	Conclusion.....	96
6	References.....	97-106
	Appendix I.....	106-107
	Appendix II.....	108-109
	Appendix III.....	110-111
	Appendix IV.....	112-113
	Appendix V.....	114

CHAPTER ONE

INTRODUCTION

1.1 Introduction

It is without a shadow of a doubt that school violence has increased drastically in the last ten years and that this phenomenon has negatively affected many school communities. Before going into detail of this phenomenon, it is important to have a clear understanding of the term school-based violence. According to MacNeil and Steward (2000:232), “school violence is any intentional act, verbal or physical, that result in pain to another individual” in a school context. When people refer to the negative effects of school violence, they normally associate it with the effects it has on the learners; hence most literature focuses on the impact of school violence on learners whereas only a few authors refer to its effects on educators. Researchers have focused predominantly on the psychological impact of school and community violence on learners in South Africa (Barbarin & Richter, 2001; Dawes, Shields, Nadasen & Pierce, 2008; Simpson, 1993), but only a few researchers have conducted studies on the effects of violence on educators who are exposed to school violence, which is a particular problem also in the United States (Daniels, Bradley & Hays, 2007). Over the years school violence, particularly in the form of physical and verbal bullying, has occurred among learners. But as the years went by, these particular forms of violence got more intense and have escalated to the extent that school violence now also occurs between learners and educators. A number of different factors, or social ills, contribute to the increase in and intensity of school violence in our society today. Social network factors such as poor social support network, high family stress, deviant peer-group membership, unsuitable educational placement, social disadvantage, high crime rate, few employment opportunities and media violence (Du Plessis 2008).

In view of their quest for sensational news reporting, the media tends to focus predominantly on the explicit details of violence within the school environment and the effects of these events on the learners. According to Du Plessis (2008), the media barely focuses on the exposure to and vulnerability of educators who have to deal with the spill-over from a violent society into schools. Community violence is indirectly and sometimes directly linked to the

violence that occurs on school premises. According to Mkhize (2012) community- and school-based violence (mostly categorized differently) has been affecting learners negatively over a period of time. Such violence has many adverse effects on the academic performance of learners. The popularly held of high schools in South Africa are situated in townships or urban areas where communities are ravaged by high levels of crime and violence that spill over into schools.

The Department of Basic of Education (DoBE) seems to focus on the prevention of educator generated violence aimed at learners rather than on the prevention of violence of all kinds in schools and intervention strategies to deal with current issues of school violence (Du Plessis 2008). Educators within some schools have complained since 1999 that the DoE was not supporting their efforts to rid schools of troublemakers, who they attempted to expel on reasonable grounds. In this context, many current educators come from a background where corporal punishment was an acceptable form of discipline until it was banned in 1996 as a legal form of punishment in South African schools (Morrell, 2001; Sureshrani, 2007). After corporal punishment had been declared illegal, educators had to adapt in order to find alternative, constructive and non-violent strategies to discipline learners. Which than places an abundant deal of pressure on educators to maintain order without the use of corporal punishment in schools. Each school has its own set of rules and regulations but, in general, these rules are more or less similar in the majority of schools. Learners can either be taken to detention or, in more severe cases of breach of discipline, they are sent home to return with their parents or they get suspended from school for one or two weeks before being allowed back into class. Principals can no longer summarily dismiss learners because learners have a constitutional right to education. Moreover, numerous factors have to be considered prior to suspension or expulsion and so learners will remain in school to the end of a particular year. Only then may delinquent learners, after due legal process, be issued with a 'no return' letter and they have to find themselves another school. Astor, Pitner and Duncan (1996) emphasise that this practice keeps offenders within the school system, which perpetuates poor discipline and violence in schools.

School-based violence is customary in many high schools in the country, more especially in those that are situated in township areas. In order for learners to get their way they enforce violence on pupils and educators in order to have their way. Poor discipline and delinquency make it difficult for educators to teach effectively in school environments that have become increasingly unsafe. In order for educators to effectively do their job - which is to teach -

their working environment must be conducive to this process which requires that learners behave in a disciplined manner in class. In this regards, Duma (2013:3)

“A lack of discipline in a school creates an environment which can become violent and unsafe for both educators and learners. 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 problems at schools.”

At the forefront of dealing with violence in schools are always educators, which is normally the result of what occurs in the community and spills over into schools. South Africa is currently faced with high levels of crime-related violence that seems to increase annually and which has a negative effect on the youth of today. Incidences of crime-related violence are often associated with the easy access young people have to drugs, weapons, and gang membership. Thus educators are often required to go for training or workshops where ideas are shared and various remedial strategies are discussed, while most measures and procedures have failed in society (Du Plessis, 2010). This situation presents a lot of challenges to the education profession because educators are trained to teach and yet they have to take on the roles of policemen, social workers and nurses for whenever incidences of violence erupt in schools. Teachers are alone in this dilemma, because the Department of Basic Education (DoBE) no longer allocates school social workers or psychologists to schools, with specific reference to those schools that experience high levels of violence. The burden on educators' shoulders is therefore increased as they have to take on the jobs of other professionals – for which they are rarely or inadequately trained - and still do their own.

A school does not operate within a vacuum; it is part of the broader society or community in which it is situated. Therefore school violence that is associated with community violence has been affecting educators negatively over a period of decades. Such violence has undesirable consequences to the education profession and will ultimately result in educators not being able to do their jobs. For instance, research that was conducted by Medina, Roldán & Pascual (2009), which scrutinised the cognitive, emotional, behavioural and social consequences of experience to school-based violence, highlights the ways in which the effects of school violence not only disrupt children's adaptation to school, but also their academic competence.

This places extraordinary pressure on educators because the DoBE expects them to finish their curriculum in time and for learners to achieve high pass rates. This poses the following questions: *How do educators discipline disruptive learners? How are teachers equipped to adjust their educating practices to accommodate the consequences of violence and poor discipline in schools?* Clearly, if the philosophy of violence and crime is not eradicated in high schools, the philosophy to learn and teach may be an obstacle to withstand.

The Bill of Rights that is entrenched in the Constitution of the Republic of South Africa, Act No 108 of 1996 states that, in the school environment, “learners have the right to a clean and safe environment that is conducive to education” (Oosthuizen, 2003:39). The efficiency to learn and teach can only be maintained in the schooling environment that is safe restricted to violence, which is difficult to attain because violence has become prevalent in most parts of the countries tapestry in this day and age. A safe schooling environment can be characterised as “free from any form of crime and violence” (Bartol & Bartol, 2005:50-51).

The causes of violence in schools are multidimensional, complex and are occasionally conflicting. They include various factors such as individual, family and community factors that can be linked to the broader society (Duma, 2013). Bucher and Manning (2005) emphasise that political violence in South Africa from 1948 onwards led to intolerance and subsequently to factors that have caused violence in education over which the school has no control.

1.2 Background to the Study

Before, the civilisation believed that in order to enforce discipline and moral judgment on learners, educators had to use a strict and harsh approach when dealing with learners. Therefore considerable time is spent by educators on enforcing discipline within the classroom. Scholars such as (Buck, 2006; Newman & Newman, 1980) mentioned that enforcing anxiety, pressure and absolute compliance were brought into the educator’s classrooms as insert way of dealing with learners who did not approach their education seriously. Discipline was mainly enforced through the use of corporal punishment which entailed striking hands or butts, slapping children in their faces, and twisting their ears, to mention a few. These practices were abolished by the South African Schools Act No. 84 of 1996 which states: (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.” The DoBE called for the stop of the use

physical force by means of corporal punishment when disciplining learners, therefore educators who lacked the skills to maintain discipline in the classroom started experiencing difficulties and became easy targets for emotional and verbal abuse by learners.

The history of violence in South Africa goes way back to the 'Bantu education' system. Mdhuli & Zwane (1994) argued that the system was a "general label for the 300-600 ethnic groups in Africa who speak Bantu languages education system which ensured that black schools were not conducive to effective learning". The struggles of the youth of that time were very different from those of the youth of today. The problems they faced in schools included unqualified educators, being taught in Afrikaans, and the lack of equitable education for learners, to mention a few, which led to the uprising in Soweto (a black 'township' area) in 1976. Mdhuli & Zwane (1994) stated that "learners were subjected to brutal atrocities such as riots, gang wars, shooting, murder and rape, these violent activities inspired learners and educators to use violence and self-destructive coping strategies such as bullying, physical fights, gangsterism, carrying weapons, and corporal punishment". These self-destructive strategies didn't disappear in the aftermath of the Soweto uprisings of 1976, as the majority of these strategies are still used by many educators and learners today. According to Brunton and Associates (2003, H-7 cited in Crarwage, 2005), such actions are still frequently being performed to respond to problematic situations in the establishment of a new democratic society; one that demands change in the environment as well as in people in order to produce a school environment which favourable for learning. However, even though corporal punishment is prohibited, some educators still use it to enforce discipline in the classroom. It becomes very difficult for educators to enforce discipline in learners that are disruptive, ill-disciplined and are prone to violence among their peers, so educators still turn to corporal punishment as a solution (Crarwage 2005). Moreover, the perception exists among some educators that corporal punishment is one of the most effective measures of enforcing order and discipline in the classroom.

Learners who exhibit violent behaviour frequently challenge educators and principles. This occurs in high schools between learner and learner and between learner and educator. However, one cannot ignore nor separate the violent behaviours that occur on school premises from the negative socio-economic factors that are prevalent within our communities. For example, a school that is situated in a community where there are high levels of crime, violence and drug abuse is more likely to experience incidences of violent behaviour. Most researchers investigated the impact of incidences of violence and crime that

occurred in schools on the well-being of learners within the school and in the community at large, but few have looked at how violence actually affects the educator as a professional working in the school. Today, educators have to deal with learners who arrive at school drunk and high on drugs, are members of gangs, and carry illegal weapons on the school premises. These factors underline the extent of the violence and crime that we experience in our communities, and which generally impact negatively on education and what happens in the school in particular. The media has reported a lot on incidences concerning violence in schools where educators were assaulted or even killed by learners. Such behaviour is prompted by the beliefs, attitudes and behaviour within the community and has escalated on school premises.

A school is an environment where educators should be able to teach and learners should study to achieve to their maximum potential. Mwahombela (2004) argues that this can only occur if the school's physical and psychosocial environment is conducive to learning and development. In certain schools this is hardly the case; classes are plagued by constant interruptions, poorly disciplined learners, and violence. According to Burton (2008), schools are generally seen as mechanisms to develop and reinforce positive citizens with pro-social attitudes and as sites where individuals are prepared for the role they are to play in society at large. However, studies, media reports and the like suggest that despite popular discourse, schools are in fact the sites of violence (Jefthas & Artz, 2007). What is becoming evident in South African society is that violence is a matter of serious concern in both primary and secondary schools and occurs across age, gender, race and school categories.

Extreme consequences of school violence that occurred recently include:

- the stabbing to death of a grade nine learner with a pair of scissors;
- the axe-killing of an eight-year-old boy by two school peers;
- the stabbing to death of students at a house party; and
- repeated acts of violence in the form of shootings, drug deals, assaults and rapes on the premises of schools on the Cape Flats and other densely populated urban areas.

1.2.1 Learner-on-educator school-based violence

A national study on violence in schools established that there was an increase in reports of violent attacks on educators by learners (Burton, 2008). The findings obtained from educators and principals that participated in the study revealed the following:

- Up to three in five secondary schools had received reports of learner-on-educator verbal abuse;
- One in four secondary schools reported cases of physical violence against teachers; and
- 2.4% reported that learners had sexually assaulted educators.

School personnel will argue that the violent attacks on educators occur as a result of increased alcohol and drug abuse among learners. Substance abuse is one of the most common, if not the leading, cause of violence among the youth in South Africa. Access to illegal substances is the source of blatant forms of violence directed at authority figures such as educators and principals of schools. Burton's (2008) research also indicates that 57.7% of educators at primary schools and 58.1% at secondary schools reported feeling unsafe at their schools when teaching. According to a study on teacher responses to school violence in Cape Town, participants reported a number of symptoms of social and psychological distress: shame, guilt, lack of assertiveness, anger, powerlessness, feeling blamed by others, and withdrawal from others. Some reported feelings of aggression towards other learners as a result of victimisation, and some reported classical symptoms of 'burn out' (Shields, Nadasen, & Hanneke, 2014).

These findings highlight the vulnerability of educators in South African schools as well as the problem of most reports of school-based violence, which construct teachers as the sole perpetrators. This construction also fails to take into account educators' experiences and how they are coping with violence which is specifically directed towards educators. The DoBE acknowledges the fact that educators used corporal punishment as a way of enforcing discipline among learners; however, this practice was misused by many educators. Reality dictates that the education system has to devise different, more effective strategies to replace corporal punishment that will help educators to deal with the epidemic of violence levelled at them. Hoadley (2007) argues that most South African schools are chaotic and challenged, which places a great deal of pressure on educators. However, not all learners are disruptive and violent and therefore educators have to cater for these learners' needs as well. Well-behaved learners are of necessity also negatively affected by the violent incidences that occur in schools and, while educators are dealing with these issues, they also have to think about their own safety. Many educators are bewildered as they are torn between their duty to teach while at the same time having to fulfil other roles such as being police officers, social

workers and counsellors for the learners in their charge. According to Van Leeuwen (2008 cited in South African Council of Educators, 2011:19), educators are at high risk as targets of school violence and the construction of educators as perpetrators may even increase the rates of violence targeted at educators. The following newspaper report illustrates this danger”:

Teen in court for stabbing teacher. Johannesburg - A 17-year-old boy who allegedly stabbed a teacher at a Soweto high school was expected to appear in Roodepoort Magistrate's Court on Friday, Gauteng police said. The teenager was facing a charge of assault with intent to cause grievous bodily harm, said Warrant Officer Kay Makhubele. He allegedly stabbed a teacher in the stomach on Thursday and ran off. Hours later, he was arrested in Dobsonville. Makhubele said the female teacher remained in a stable condition in the Tshepo Themba Private hospital and there was a possibility she could be discharged later in the day. Pupils and teachers at the school received counselling after the incident, said Makhubele. The incident came a day after the Congress of SA Students (Cosas) called on schoolchildren to retaliate when hit by teachers. "We call on all students to fight fire with fire, when teachers hit you, you must hit back," said Cosas provincial chairperson, Ntsako Mogobe, at a press briefing on Wednesday. (Mkhize 2012)

According to the study by McCormick (1992), educator-learner relationships are the third highest factor that causes stress in educators. The author concludes that stress that is generated by learner misbehaviour is significantly greater than stress that arises from poor working conditions and poor staff relations for both rural and urban school educators. Learners' misbehaviour and the intensity of their misbehaviour can be linked to the area they come from. One may argue that learners from rural areas still have a level of respect for their educators, unlike learners from urban areas. Thus educators' stress levels due to misbehaving learners will defer, depending on the area in which they work. According to Kobayashi (1994) factors such as "class management problems, disciplinary methods, individual or overall group behaviour problems and day-to-day stressors could add to the stress experience of educators". However, no two people are the same; some educators might be affected by misbehaviour and others may not be. Therefore, not every educator will react in the same way to stress. Some might have emotional responses and some might show physical responses, and others might be resistant to stress and show an ability to cope under stressful working conditions.

Table 1.1: The responses to stressors and the manifestations of stress (Beard, 1989:111)

Type of response	Manifestations
Subjective responses	Anxiety, depression, low self-esteem
Behavioural responses	Accident proneness, excessive eating, drinking, smoking, impulsive behaviour
Cognitive responses	Inability to concentrate or make decisions, frequent forgetfulness, hyper sensitivity to criticism
Physiological responses	Increased heart rate and blood pressure, increased blood and urine catecholamines I and corticosteroids, headaches, ulcers and coronary disease
Organisational responses	Absenteeism, poor productivity, high personnel turnover, poor organisational climate, job dissatisfaction, high accident rate, antagonism

Marais (1992) conducted a study on the stress factors experienced by educators in the Orange Free State and Cape Province. The results indicated that 63.7% of the educators experienced subjective responses of nervousness, anxiety and exhaustion. A study by Fimian and Santoro (1983) indicated that becoming frustrated, mentally exhausted, excessively worried, and feeling pressured, depressed, and anxious were the six strongest emotional manifestations reported. A study conducted by Saptoe (2000), which was aimed at determining the proportion of educators in the Southern Cape that suffered from stress, concluded that emotional manifestations of educators correlated with average stress levels, although some educators indicated severe response to stress as they experienced depression.

According to the study by Fimain and Santoro (1983), the following six behavioural responses were noted: near-total separation of job from personal life, allowing social and professional performance to deteriorate, sleeping more than usual, dealing with learners only on an intellectual and impersonal basis, and acting defensively towards colleagues and learners (Fimain & Santoro, 1983 cited in Putter, 2003). Pierce and Molloy (1990)

determined that the tendency for educators to develop negative, cynical attitudes towards learners was the second highest factor of teachers' responses to stress. Wilkinson's (1988) study also concluded that aggression displaced onto learners and colleagues was a common behavioural response to experiences of stress. The study by Saptoe (2000) found that the participating educators did not indulge in alcohol abuse, drug abuse or prescription drug use to combat the effects of stress.

1.3 Problem Statement

Even though the literature on the effects of school violence on educators may be limited, knowledge that is obtained from studies on criminal victimisation and trauma offer information regarding the more extreme types of violence that educators may experience (Buck, 2006). Being criminally or violently victimised is a traumatic life event for educators, or for any human being for that matter. The severity of the trauma may be deferred depending on the nature of the violent incident that occurred at school. For example, incidences that resulted in death or severe injuries are likely to be more stressful on educators than others. Scholars have indicated that exposure to traumatic situations can have two responses. First, prior experiences with stressful life events may serve to make an individual 'tougher' or more resistant to subsequent stressful life events (Dienstbier, 1989 cited in Buck, 2006). However, there is limited literature on educators' resilience to a stressful working environment. Second, prior stressful events may also impair an educator's ability to cope with trauma (Carlson & Dalenberg, 2000). According to Buck (2006), when people experience an event that they experienced as traumatic in the past, the association with the previous event may affect their view of the current event, resulting in increased risk of developing a traumatic stress reaction. Just as teachers are not immune to school violence, they are not immune to becoming victims of other types of trauma in their homes or in their communities.

Educators are not only victims of crime in schools, but they are also victimised in the communities in which they work. Stressors that pressure the victimisation of educators take place frequently in public schools (Bartollas, 1993). Crime and violence have a variety of negative consequences on educators and may result in fear, a drop in moral values, poor career choices, physical symptoms, and emotional symptoms. According to Singh (2006:45), 80% of educators experience crime-related violence at school. Furthermore, 56% of this violence occurs in full view of the learners. Therefore, as educators occupy higher positions, they face a higher risk of being victimised. Peters argues that educators who were exposed to

criminal acts in the sacredness of their school environments will have difficulty in recovering from these acts of violence (Peters, 2006:13). For example, in certain parts of KwaZulu-Natal violence resulted in educators abandoning their classrooms in fear. This occurred particularly after many incidences of robberies and hijackings on the school premises. Several learners who had taken guns to school were later involved in shootings that left other learners and some educators injured (Mhlongo, 2007 cited in Thabethe, 2010). It has therefore become untenable for many educators to fulfil their duties as educators in a school environment that is characterised by constant acts of violence. Indeed, it becomes very difficult for an educator to concentrate on teaching if they live in constant fear due to a school environment that is characterised by violence. This situation is certainly not conducive to teaching and learning (Kuppan, 2006:16).

1.4 Rationale for the Study

The reasons for undertaking the study were the following:

- Few researchers have focused on school violence and the impact it has on educators.
- There is a high prevalence of school violence in South African schools.
- The impact of school violence on educators and the teaching environment negatively influences teaching and learning outcomes, and this needs to be addressed as a matter of urgency.
- Understanding how educators experience and cope with school violence will facilitate the employment of effective strategies to curb and eventually eradicate this scourge in schools.
- A study of this nature and its resultant findings and recommendations will make a positive contribution to current prevention and intervention strategies related to school violence.

1.5 Motivation to Conduct the Study

In previous years, school-based violence frequently occurred in public schools situated in townships where life was characterised by violence and poverty. However, violence has started rearing its ugly head in many other communities and has expanded to include both private and public schools in both poor and more affluent areas. Shootings, stabbings, and physical and emotional violence have been reported in both public and private schools in various areas (Akiba, LeTendre, Baker & Goesling, 2002; Zulu, Urbani & Van der Merwe, 2004:70). However, even though school-based violence occurs in private and both public schools, the extent to which it occurs is very different. At the beginning of 2016, a video went viral on social media showing a high school learner man-handling one of his educators in class while others were cheering them on to fight. The government officials' response was to downplay the incident, which would not have been the case if the roles had been reversed and the educator was the one man-handling the student. The media statement that was released by the DoBE indicated that they had no short- or long-term solution for school violence.

School-based violence directed at educators and other school personnel is a phenomenon that has been ignored by the Department of Basic Education. It appears that information of such incidences is only released when the crisis is reported in the media. However, no solutions are offered. Instead, the main focus seems to be on ending corporal punishment without considering the fact that educators are also victimised by learners, particularly in public schools. Private schools generally serve more affluent communities and hence there are fewer incidences of crime-related violence in these schools than in public schools that are situated in township areas where levels of crime are high. Crime in these areas is generally associated with drugs and gangsterism and children who grow up in such areas are bound to be affected by their environment. Mkhize (2012) states that factors such as physical abuse and neglect associated with incidents of violent acts can lead to the manifestation of aggression in a society marked by violence. As shocking as physical abuse of children is, it is "even more disturbing to consider that it is just one manifestation of aggression in a society marked by violence" (Wenar & Kerig, 2006:442). This causes a cycle of violence in our society that is experienced in our schools. Being a victim or witnessing violence on a daily basis affects most people. Augustyn, Frank, Posner and Zuckerman (2002 cited in Mkhize, 2012:7) state that "learners may be adversely affected regardless of whether they are victims or witnesses of crime. For example, children are exposed to community violence when they witness a

stranger in the street, a casual acquaintance from their neighbourhood, or another student at their school physically assaulting another person for the purpose of robbing him, settling a fight, venting anger, or making a threatening statement”. Educators who witness daily conflicts encompassing bullying, verbal intimidations and fights are more likely to be affected, just like any other person witnessing violence is. The constant daily stress associated with school violence may have adverse effects on educators which will increase depending on the severity of their stress levels. Augustyn et al. (2002) further assert that exposure to violence as a witness is significantly associated with depression, anger, anxiety, dissociation, and post-traumatic stress disorder. Moreover, educators’ sensitivity to school violence may impact their performance, attitudes or thoughts of attrition. School-based violence and the related strain are not only student specific (student-on-student violence), but also include violence towards teachers (Hill, 2010). Due to the ratio of learners to educators, educators are more prone to become victims of vicious crimes than pupils (i.e., student-on-educator violence). Earlier research has found that educators are three times more likely to become victims of school violence than students (Kondrasuk, 2005). In addition, educators are do not only witness violence in school but they also become victims, which perpetuates the atmosphere of stress and fear for educators.

My motivation for the study was to explore the experiences of educators with regards to violence in a high school. Having perused numerous reports in the media related to the high rates of school violence that was inflicted educators prompted me to explore school violence and its effects on educators in more depth. The study also explored educators’ perception of school violence within a high school education setting.

1.6 Aim of the Study

1. This study aimed to investigate the effects of school violence on educators in a school. Any exposure to violence has an effect on the way an individual functions. Over the past ten years school based violence has been increasing drastically and research has shown that it has an effect on learners. Most researchers have focused on how school-based violence affects learners and their performance without acknowledging the fact that educators are also affected by school-based violence.

1.6.1 Objectives.

2. To explore the effects of school violence on educators at Fairvale Secondary School in Wentworth. School based violence can be perpetrated by school member and non-school members within the school premises. School based violence caused by learner or non-school personal may have impact on educator's attitudes towards learners and their profession in general.
3. To determine what mechanisms educators used to cope with the effects of school violence and to evaluate the relative effectiveness of these measures. Educators who are exposed to continuous violence on the school premises may use different mechanisms in order to carry on with their professional duties. Therefore an important objective of the study was to establish which coping mechanisms educators may use.
4. To establish if there were support structures available to assist educators to cope with or to manage violence in schools. Schools that are known to have high incidences of violence should have programs and measures in place to help educators deal with the effects of school violence. Therefore, another objective was to establish if any such programmes were available. If not, the question was asked why they weren't provided to staff members.
5. It also examined the coping mechanisms that were being used by the educators in order to deal with the various acts of violence that they frequently faced in the work place and to make recommendations that would inform school management teams and policy makers in the future.

1.6.2 Underlying questions

1.6.2.1 How does violence affect educators' performance? Research has shown that exposure to violence has adverse psychological and physical effects on an individual. Educating learners is the predominant focus of educators' lives so it is highly possible that their performance is also affected when they are plagued and interrupted by violence. Here the objective was to investigate the effects of violence on their professional performance as educators

1.6.2.2 How does school violence impact educators' attitudes towards their learners and their profession? Working in an environment that isn't conducive to teaching and

learning may have a negative impact on anyone, even though the person may have been well trained.

1.6.2.3 What coping mechanisms are used by educators to deal with violence? To be able to work in an environment that is infused with constant acts of violence and interruptions, one must have coping mechanisms that will ensure that one's work gets done.

1.6.2.4 What are the support structures available to help educators cope with school violence?

1.7 Structure of the Dissertation

Chapter 1: Introduction. This chapter provides the context of the study and presents an understanding of the concept of school violence and its impact on educators. The background to the study comprehensive need is illuminated through literature and media reports that were available and relevant to the study.

Chapter 2: Literature review. This chapter provides definitions of key concepts and a critical assessment of the impact of violence on educators. The literature review is presented with reference to national and international sources that provided insights on school violence in schools and the impact it has on educators and other school personnel. A comprehensive survey of prior research is linked to the aim and objectives of the current study in order to elucidate the challenges being experienced by educators both nationally and internationally.

Chapter 3: Theoretical framework. In this chapter of the dissertation the Victimology theory is linked with the impact of violence on educators.

Chapter 4: Description of research methodology. This chapter covers the qualitative research methodology that was employed in the study and looks at the study processes, the data collection tools, and the different procedures that were followed that guided and gave direction to this study.

Chapter 5: Research results. This chapter presents the narrative stories of fifteen different educators. The findings based on these narratives are reported and the data are presented within the conceptual framework of the study. The discussion is further linked to a historical

analysis of school violence and new findings are uncovered. The results serve as a final corroboration of previous researchers' arguments and give a deeper meaning to educators' various experiences of the phenomenon under study.

Chapter 6: *Summary and conclusions.* In this chapter the conclusions and a summary of all the chapters that constructed the dissertation are covered. The findings and results are summarised and concluded. The chapter closes with relevant recommendations.

1.8 Conclusion

This chapter provided a general overview of the study by providing insight into the core of the dissertation as expressed through the background as well as the aim and objectives of the study. The following chapter presents the literature review whereas a discussion of the conceptual and theoretical framework provides deeper insight into the theme of this study. The researcher envisages that the study will have identified gaps in earlier literature and that the recommendations for educators and other stakeholders will address the problem of school violence in many schools.

Chapter 2

Literature Review

2.1 Introduction

The literature review supports the argument of the previous chapter, which is that school violence has increased drastically over the past ten years in South Africa. This is evident from the high numbers crime and violence that occur on school premises and that are frequently reported in the media. The nature and the extent of school violence will be discussed from a national and internal point of view. Cooper (1998:) believes that one of the purposes of a literature review is “to describe, summarise, evaluate, clarify and/or integrate the content of the primary report”. He asserts that a literature review uses as its database reports of primary or original scholarship data and does not report new scholarship. Hart (2010) argues that a literature review serves to distinguish what has been done from what needs to be done; discovers important variables relevant to the topic; synthesises and gains new perspective; establishes the context of the topic; and elucidates the theory that will be applied. In the context of this study, it was found that most researchers only focused on how school violence affects learners, but that a limited number of studies explored how school violence affects educators. The current study therefore looked at what is regarded as school violence and the contributing risk factors that affect school violence, followed by a discussion of the psychological and physical factors this phenomenon has on educators.

Because this study involved the extensive use of terms such as violence, school violence, victimisation, and community violence and their impact on educators, this chapter commences with a clarification of these terms.

2.2 Clarification of Terms

2.2.1 Violence

World Health Organisation (2002:5) defined violence as “Violence is 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, psychological harm, mal-development or deprivation”.

2.2.2 School violence/school-based violence

School-based violence occurs on school premises either between or among learners, learners and educators, or educators and the principal (or between/among staff members). School violence is defined by Zulu et al. (2004:70 cited in Mncube, 2013:3) as “any behaviour of learners, educators, administrators or non-school persons, attempting to inflict injury on another person or to damage school property”. According to Duma (2013:5), school-based violence “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”. Du Plessis (2007) and Duma (2013) emphasise the importance to distinguish between political violence, gang violence, general criminal violence and violence in relationships. All forms of violence, in some way or another, affect many of our South African schools.

2.2.3 Community violence

Scarpa (2003:2) refers to community violence as “violence that is experienced as a victim or witness in or near homes, schools and surrounding neighbourhoods.” The definition of community violence is more comprehensive in that it encompasses violence that occurs within and outside of the family or home (Mkhize, 2012).

2.2.4 Victimisation

Victimisation refers to the concept of the commission of persistent acts by one person or a group against another individual or group that are criminal violations.

2.2.5 Educator

Rundell & Fox (2002:12) the term educator refers “to a person whose occupation is teaching and therefore someone that teaches” In the education system, an educator is somebody who assists learners or pupils, within the school facility. An educator is also “any person acknowledged as an individual who guides and assists in the learning process” (Du Plessis, 2008:5).

2.2.6 Learner/s

The term learner refers to an individual enrolled in a schooling system who is learning something and an individual that goes to school (Rundell, 2002). With regards to this study,

the term learner refers to a learner in a high school environment (grades 8 to 12) in the South African context.

2.3 School-based Violence in Context

2.3.1 Violence in schools

School violence is prevalent across both developing and developed countries with localised and cultural factors influencing the perception and manifestation of this phenomenon in different contexts (United Nations, 2006). Most research conducted internationally and locally have focused on violence against learners and only a few researchers have looked at how school violence affects educators. When looking at this phenomenon, it is important to look at it from a broader social context. South Africa has approximately 12 million public schools with independent learners who attend close to 27 000 schools (Kollapan, 2006). One has to acknowledge the fact that some of these schools are situated in areas and in communities that experience a great deal of crime and violence; thus they are exposed to violence on a frequent basis. The reality of pupils carrying knives, guns and arriving and going to school under the influence of substances such as drugs and alcohol has become part of daily school life. Such incidences underline the extent of violence and crime that occur in our communities, which generally impacts negatively on education and what happens in the school in particular (Mncube & Harbor, 2013:1). Sadly, the normalisation of violence has made it seem as if violence is necessary in resolving conflict. Violence in schools may arise from different sources, occur in different forms, and involve different role players. It may also involve different actors at different times inside the school. School violence in South Africa has become a significant problem with frequent reports appearing in the written and electronic media about shootings, stabbings, and other forms of violence that occurred in both public and private schools. Prinsloo (2005:5) defines a safe school as “a school that is free of danger and where there is an absence of any possible harm; a place where non-educators, educators and learners may work, teach and learn without fear of ridicule, intimidation, harassment, humiliation, or violence.”

2.3.2 Internal/external school violence

A particular cause of violence that reflects wider society's attitudes and that exists in schools relates to racial or ethnic discrimination which can be based on skin colour or cultural differences. In this context, both learners and educators have to be accepting and tolerant of

other races and cultures. The colour of the skin of an educator often determines whether that person will be victimised or not. In the South African context, it may be argued that African educators experience higher levels of violence compared to the other races because most of them are based in schools in disadvantaged black areas. This could be due to:

- the culture of violence that was inherited from the apartheid era in African schools;
- socio-economic issues such as poverty and unemployment that contribute to the level of violence within a particular community. For example, according to a survey on violence against educators, the findings revealed that 67% of African educators believed that the socio-economic background of a learner is an important cause of violence (Singh, 2006);
- schools located in communities where levels of violence are high. Such schools will frequently experience issues of violence (Crawage, 2005).

According to Osborne (2004 cited in Du Plessis, 2008:24), school violence is considered broadly as “a group of undesirable behaviours that result in a significantly negative outcome for another student, staff member or entity (such as the school building itself). These behaviours can include acts against:

- objects, such as theft, vandalism, and arson;
- same-sex peers, such as intimidation, bullying, assault and homicide;
- opposite-sex peers, such as sexual harassment, sexual assault, intimidation and rape;
- staff, such as intimidation, bullying, assault, theft, sexual offences of various types, and homicide.
- Other deviant or undesirable behaviour that is ‘victimless’ also occurs, such as truancy and skipping classes.

2.3.3 Placing school-based violence in a legal context

The erstwhile Minister of Education, after consultation with the Council of Education Ministers, gave notice in terms of section 61 of the South African Schools Act 1996 of the regulation relating to safety measures at public schools, with particular reference to violence- and drug-free public schools:

1. All public schools are hereby declared drug free and dangerous free zones.
2. No persons may

- a) Allow any dangerous objects on the public school premises;
- b) Carry any dangerous object;
- c) Store any dangerous object in the public school premises except in officially designated places identified by the principal;
- d) Possess illegal drugs on public school premises;
- e) Enter public school premises where there under the influence of any illegal drug or alcohol;
- f) Cause any form of violence or disturbance which can negatively impact on any public school activities;
- g) Wittingly condone, connive, hide objects, encourage possession of dangerous objects, refuse, fail, neglect to report the sighting or presence of any dangerous objects to the department authorities or the police as soon as possible;
- h) Directly or indirectly cause harm to anyone who exposes another person who makes an attempt to frustrate the prevention of dangerous objects and activities.

In 1999, the Secretariat for Safety and Security, the Department of Education and the National Youth Commission developed a joint framework document entitled: '*Tirisano - Towards an Intervention Strategy to Address Youth Violence in schools*'. In this document, school safety is highlighted as a critical obstacle to learning. Reference is made to educators inflicting violence on learners through corporal punishment, learner-on-learner violence, male-on-female violence, as well as violence inflicted on school-going learners from youth outside the school. In terms of the South African common law, a teacher's duty to care for his/her learners is vested in his or her role *in loco parentis* – which means the teacher is in charge of the child in the absence of the parent (Oosthuizen, 1999).

However, according to Singh (2006), no reference is made to learner-on-educator violence as the entire document, which is based on the 'safe schools' initiative, is driven by giving support and guidance to the youth, whereas the safety and dignity of educators is side-lined. The entire document focuses on the youth as victims of violence and on how the youth should be protected from violence within schools. Essentially, this initiative obligates educators and principals with the duty of dealing with school violence while there is no categorical commitment to safeguard educators.

Section 8 of the South African Schools Act provides that the governing body of a public school must adopt a code of conduct. In this code, violations against educators can be addressed through sanctions being imposed. Should any learner be found guilty of contravening the code of conduct, they can be subjected to one of the following punitive measures:

- be suspended from school for a period of not more than one week from school;
- receive a recommendation for expulsion, which can only be granted by the Head of Department of the Department of Education.

According to Beckmann, Foster and Smith (1997), the South African Schools Act does not specify:

- a definition of serious misconduct to justify expulsion;
- the specific disciplinary procedures to be followed; or
- provisions of due process to ensure the rights of all parties concerned.

The KwaZulu-Natal Education Department launched an Employee Assistance Programme (EAP) which serves the purpose of providing assistance to every employee who experiences personal as well as work-related problems. Although reference is made to workplace violence and trauma counselling, it is not clear whether learner-on-teacher violence is included. This policy is underpinned by job performance. The usefulness of the programme is thus debatable as it is vague in the range of support that it provides and it does not include preventative measures to safeguard educators as part of its support programme.

According to Singh (2006), there are no effective support structures in place to cushion and protect educators from being victims of violence in schools. The following points summarise some of the shortcomings:

- a safe school policy that does not include learner-on-educator violence;
- the South African Schools Act does not make provision to ensure that the rights of all school personnel are catered for;
- the South African Schools Act does not specify what serious misconduct is and thus there are no clear guidelines as to which category violence against educators falls into;
- it is practically impossible with the existing policies to expel learners regardless of how serious the transgression is;

- the EAP programme does not include preventative measures to school violence; and
- none of the existing legislation and policies in education make provision for the safety of the educator.

2.3.4 *Profile of school violence*

A survey conducted on school violence against educators in EThekweni region revealed high prevalence of school violence in the region (Singh, 2006). School violence is becoming more pervasive and is on the increase in South African Schools. Most educators have experienced school violence in their careers and the possibility that new educators who enter the system will become victims of school violence is disturbing. The most common forms of violence experienced by educators include arguing, back-chatting, refusal to follow instructions and, in extreme cases, physical assault. There are several factors that contribute to the increase of school violence in schools, such as the abolishment of corporal punishment, a family background of violence, overcrowded classrooms, and increased awareness among learners of their rights without consideration of the accompanying responsibilities (Singh 2006). Singh's study of violence against educators underlines the fact that a lack of proactive support from stakeholders such as parents and the DoBE in preventing violence exacerbates this problem in schools. School violence doesn't only have an impact on educators' careers, but it also causes emotional symptoms such as anger, frustration and stress. Health symptoms include insomnia, headaches and a general decline in physical health.

2.4 Comparison of Levels of Violence between 'Advantaged' and 'Disadvantaged' Schools

The level of violence in advantage and disadvantaged schools are not the same, as research has shown that geographic location has an impact on the level of violence that occurs in schools. Else (1995) argues that school violence is often the result of the spill-over of other forms of violence such as domestic violence and gangsterism, especially in impoverished areas. This implies that learners from disadvantaged public schools are more likely to perpetrate violence against educators than learners from advantaged or 'semi/private' schools due to several factors, such as the following:

- Disadvantaged schools generally have larger learner enrolment than advantaged schools, which means that classrooms are more overcrowded and difficult to control.

- The communities in which disadvantaged schools are situated experience high levels of violence.
- Some learners in disadvantaged schools come from families that live in poverty, which has a negative effect on for example parents' interest in and support of their children's education.
- Disadvantaged schools lack adequate security measures which contributes to violence occurring within schools premises.
- There is lack of support services from school psychologists or social workers in disadvantaged schools due to the lack of financial assistance from the DoBE

Although the levels of violence in advantage and disadvantage school vary, the main causes of violence in both categories are similar. According to the study conducted by Singh (2006), the findings indicated that the main cause of violence in both categories was a lack of discipline at home. This implies that the family has a great influence on learners' behaviour at school.

Violence in the school context can range from mental/psychological to physical forms of violence (Burton, 2008; Jefthas & Artz, 2007):

- assault – physical or sexual
- robberies
- rape
- murder
- sexual harassment
- intimidation
- bullying
- shootings
- stabbings
- gangsterism
- drug trafficking and related violence
- theft of property and vandalism
- racially motivated violence
- student protests that turn violent

Sexual immorality, crime and violence are creating serious problems not only in South Africa, but also in schools internationally. Schools, and more especially public schools, are becoming centres of fear and intimidation instead of places of enlightenment for both educators and learners. Children see their classmates succumb to drugs, crime and sexual misconduct (Thaver, 2006:16). However, it is not only the learners who frequently have to witness and deal with such misconduct, but educators as well. Problems that are presented in schools show that these problems already exist in the communities; it is thus a priority that the problem of violence in our communities also needs to be addressed as a matter of urgency. The results of the School Violence in South Africa survey (2012) indicated that the effect of neighbourhood crime and violence is underscored by the fact that 60.5% of learners who had experienced violence at school claimed that crime was a problem in their neighbourhoods. Commonly these problems initially start in our communities and after a period of time will gradually start presenting themselves on school premises.

According to the study conducted on School Violence in South Africa (2012), violence that occurs in schools does not only occur among learners, but acts of violence are also perpetrated against educators. More than a quarter of the principals who participated in the survey claimed to have received reports of verbal abuse, and more than a tenth received reports of physical violence in which educators were the aggressors. However, educators were also often victims of verbal violence (52.1%), physical violence (12.4%) and sexual violence (3.3%) that was perpetrated by learners. According to Da Costa (2007:21 cited in Thabethe, 2010:13), the former Minister of Education, Naledi Pandor, agreed with Govender when she stated, "Not all our schools are safe places". School violence does not only affect those who are victimised by young persons, but also has an impact on the witnesses and those who attend to those acts on school premises, who are normally teachers. This creates an atmosphere of fear and anxiety in both pupils and educators and interferes with the functioning of learning and teaching. When educators are working in an environment filled with constant acts of crime and violence, it is bound to have an effect on them. Educators are terrified by crimes that cause sudden, violent deaths and injuries in schools (Altbeker, 2007:29). The rise in violent acts has changed the way of teaching because of the fear it instils in educators. Moreover, this destroys teaching and learning in many schools.

A survey conducted by Lyon and Douglas (Thabethe, 2010:62), who examined the effects of crime on teaching as a career as well as the emotional and physical effects of it, concluded that 84% of the emotional impact of crime on educators included frustration, stress and anger

(Emmett & Nice, 1996:225). Figures that were supplied by provincial education departments show a total of 498 assaults on pupils during 2005, including 187 of sexual assaults and about 1 314 cases of vandalism and burglary that occurred in one school district in 2004, resulting in losses of R6-million (Govender, 2006:1). Due to a number of social ills that exist in communities such as gang membership and the use of drugs, these figures have increased since 2005 and schools are no longer as safe as they were ten years ago.

2.5 Brutality in South African Schools

Previously school violence was associated with high schools in townships but recently school violence has made increased to the point that primary schools are affected. According to the *Phoenix Tabloid* of 31 August 2006, two men entered Highstone Primary in Whetstone at approximately eight o'clock in the morning and made their way into a classroom where they attempted to rape a grade seven learner (Govender, 2006:3). This is indicative of the fact that public schools in South Africa are located in areas where there are high rates of violence and crime with perpetrators simply walking into schools and randomly committing crimes. What is even more disturbing is that such people are not afraid to commit these crimes during schools hours. Kuppan (2007:16) reports that two grade 12 learners were gang raped by four men at a township school in Umlazi in Durban on the eve Good Friday. This incident occurred after the girls had stayed behind after taking part in a group study after school. Girls that encounter sexual violence on school premises are often raped in empty classrooms, hallways and hostels (Human Rights Watch, 2001:5).

In another incident in Durban, a group of boys enrolled in a school allegedly raped another student on the school premises during schools hours. According to Du Plessis (2008), a video that was allegedly taken by one of the boys involved, which came to the attention of police after an educator had seen the video and reported it. These boys were arrested and later released in the custody of their parents.

School violence does not only affect those who are victimised by the incidents, but it also impacts the witnesses, usually educators and other school personnel, who attend to such incidents after they occurred.

Violent crimes in schools have increased to such an extent that they are not only perpetrated by outside individuals, but also by learners who are enrolled in that particular school. Sookha (2006a:2) argues that if learner crime and violence are not brought under control in South

Africa, schools will suffer far-reaching consequences. Young people in the country are slowly becoming violent criminals, drug addicts and anti-social individuals rather than educated individuals who will make meaningful contribution to the country. The focus has shifted from education to gang membership, rape and killings on school premises and energy and time are now spent on dealing with these issues instead of improving the levels of education in schools.

According to Shumba (2013:9), the effects of school violence as perceived by educators affect learning negatively for the following reasons:

- The school environment is no longer conducive to teaching and learning;
- Poor school attendance contributes to the lack of effective learning and teaching which eventually leads to a high failure rate;
- Learners become uncontrollable, disruptive and difficult to manage;
- Too much time has to be spent on conflict resolution meetings while learning and teaching time is lost;
- High absenteeism and dropout rates impact negatively on learner achievement;
- There is a general lack of discipline in schools;
- Disobedience leads to non-submission of school tasks or not doing homework;
- School violence causes a drop in academic performance which is not part of the vision and mission of the school;
- Learners who are victims of bullying intentionally miss school and eventually drop out of school. Furthermore, vulnerable learners lack concentration in class because they are scared of perpetrators; and
- The atmosphere within the classroom has become hostile.

2.6 Socio-Cultural Factors and the Criminal Justice System

Some South African schools are viewed as the most dangerous places to be, as it is here where non-school persons intrude and where learners victimise each other and educators, disrupt the culture of learning and teaching process and basically vandalise school property (Siegel & Senna, 1988:309). Most of the offenders in schools are learners who are currently enrolled in schools or offenders, such as gang members, who trespass on school premises. Some of these trespassers may once have been students at that particular school but have dropped out. Socio-cultural factors determine what is socially accepted as being right or

wrong in communities. These socio-cultural structures include family, the church, communities, and the law. Unacceptable behaviour by learners includes theft, drug use, rape, murder and bullying, to mention a few. In a society where norms and values still apply, every illegal act perpetrated by the learners should be punished according to the law.

According to Trojanowicz and Morash (1992:20-21), the Criminal Procedure Act and the Law of Evidence which apply to children who become involved in crimes are in principle the same as those that apply to adult offenders. According to Section 290 of the Criminal Procedure Act, Act 51 of 1977, a minor who is between the ages of 14 and 21 years is liable for his actions because s/he can distinguish between right and wrong.

Allen (1997:12-13 cited in Thabethe 2010:16) distinguishes among the following groups of crimes that affect South African schools:

- Conventional crimes or violent crimes. These are murder, rape, robbery and assault, as well as property-related crimes like house-breaking with the intention of committing a crime, theft, arson and vandalism.
- Crimes without victims such as drugs, alcohol and prostitution.
- Crimes that compromise the dignity and good name of the victim.
- Youth–status and other less serious offences, including ignoring age restrictions, misconduct and truancy.

2.7 Victimisation of Educators in Public Schools

Incidents of school violence are higher in big cities than in towns or rural areas. Schools in communities that are victim to high levels of crime such as gangsterism, rape, drugs and robbery will also be a reflection of what happens in the community, and incidences of violence are known to occur on such school premises. For example, according to Kratcoski and Kratcoski (1996:119), “gang activity has been reported in schools in many large cities, and in-school robberies and assaults on educators frequently involve youths acting in groups, thus preventing educators from doing their work effectively.” Children from dysfunctional communities where high levels of crime occur often become involved in acts involving drug and alcohol abuse, violence and use of illegal firearms, and they are most likely to take part in school-based violence. Not only do these factors increase the chances of the children getting involved in crime and violence, but they also increase the vulnerability of educators working in such communities. SACE (2011) confirms the point that dysfunctional

communities tend to have high exposure rates to violence and that schools located in those areas reflect this trend. Victimization of educators is most likely to occur in public schools where the school is situated in a community that already has high levels of crime and violence or in schools in rural areas where they have problems of gangs or drugs in the community, rather than in private schools in areas with better security management. Parents who can afford it will take their children to schools situated in the nearest towns for many different reasons. For example, they believe they will get a better education, for safety reasons because the security systems in those schools are better, and this will prevent their children from being assaulted by other learners in school or getting caught up in gangs.

According to the *American Teacher* (1993), strict educators are more likely to be at risk of victimisation than any other school personnel. In trying to maintain discipline, educators always have to worry about being targets of learner abuse and they also have to be very cautious that they are not accused of child abuse (Singh, 2006). For example, a survey of British Columbia teachers by Lyon and Douglas (1999) revealed that 81.3% of educators had experienced violence at some point in their careers. Moreover, 56.3% of this violence had occurred in the classroom. Learners have changed today; they are well aware of their rights and educators can only do so much to enforce discipline. Some are problematic at home and educators are left with the duty of enforcing discipline. Parents may condone the use of corporal punishment on their children but learners are well aware of their rights and there is little educators can do. According to Singh (2006), resistance to “the idea of learners being given power without being taught responsibility has strongly gained momentum; they are more aware of their rights and less aware of their responsibilities.” The survey of British Columbia teachers by Lyon and Douglas (1999) examined the effects of violence on teaching as a career as well as emotional and physical effects. Over 6.0% of the sample made reference to physical symptoms such as sleep disturbances, fatigue and headaches. The emotional impact (84%) included frustration, stress and anger. In another study, Monteith (2003) released figures from a survey in Scotland showing that a teacher was attacked every 15 minutes and that the level of violence against educators had increased by 70% between 1997 and about 2002.

2.8 School Violence and Educators: a National and International Perspective

Based on the terrifying media reports and untenable conditions in some South African schools, educators genuinely feel unsafe as some educators have been stabbed, assaulted and robbed during school hours (Bezuidenhout & Joubert, 2003:65). In certain parts of KwaZulu-Natal, educators often have to abandon their classes in fear of robberies and hijackings on the school premises. Several learners took guns to school that were later involved in shootings that left educators and learners injured (Mhlongo, 2007:1). Such schools can't retain educators because no one wants to work in an environment where one doesn't feel safe. Educators will remain in such a school for only a couple of months or a few years until they get a transfer to another school. Mhlongo (2007:1) stated: "Another KwaZulu-Natal teacher has been murdered in front of his primary school pupils, less than 24 hours after a Dassenhoek teacher was stabbed by a pupil in her class". Such incidences traumatize the learners and the colleagues who had to witness the whole ordeal . When they do remain in those schools, they do not perform to the best of their ability because they live in constant fear of what their students can actually do to them. Some educators despair and stop putting their honest efforts into educating the learners, and others quit teaching for other jobs (Thabethe, 2010:55).

According to Orr (1987:6 cited in Thabethe, 2010:30), rule of law violators are often malingers who come to school late and wander the hallways looking for trouble. Sometimes members of the school community, including angry parents, come to the school to beat up a 'maligned' child's educator or peers. Some suspended learners who prefer to be in a warm, dry school building rather than on the streets also come to school where they make further trouble (Kruger & Van Schalkwyk, 1993:134). Educators constantly face threats of violence on a daily to weekly basis (Dinkes, Kemp & Baum, 2009). School violence is therefore often perpetrated by students or other outside individuals who enter the school premises and make trouble. This creates an environment of physical harm and emotional distress. According to Van den Aardweg and Van den Aardweg (1988 cited in Mncube & Harber, 2013:3), school violence is "any behaviour of learners, educators, administrators or non-school persons who attempt to inflict injury on another person or who do damage to school property". For instance, learners may verbally assault each other, educators may verbally assault learners, learners may verbally abuse educators, parents may verbally assault educators, and principals may verbally assault teachers or be verbally assaulted by them. Therefore, one can conclude

that school violence occurs in different ways and in different contexts, and that nobody is exempt from it.

According to a survey conducted in the United States (Crime, Violence, Discipline and Safety in US Public Schools, 2007; Teacher Attrition and Mobility, Results from the 2004-2005 Teacher Follow-Up Survey, 2007) involving 7,400 educators, it was found that nearly 10% of middle school students and 12% of high school students verbally abused teachers daily or weekly. More than 43% of public educators and 25% of private educators who had left the field rated “safety of environment” as better in their new positions outside the field of education. The survey confirmed that public schools are regarded as unsafe not only in South Africa, but throughout the world. More than 32% of public school teachers and 21% of private school teachers rated ‘dissatisfaction with workplace conditions’ as ‘very important’ or ‘extremely important’ in their decision to move to another school.

2.9 Effects of School Violence on Teaching

- No effective teaching takes place when learners are uncontrollable, ill-disciplined and unmanageable in the classroom, as educators spend too much time trying to keep the learners calm and ready for the day’s lesson. By the time the class is quiet, the time is up and time for the lesson has been wasted.
- The educators find it difficult to complete the syllabus in time because of uncontrollable classes and poor attendance by learners. Also, time is wasted on resolving problems resulting from school violence.
- The rate of theft is very high and learners steal textbooks, calculators and other learning property. Sometimes these unruly learners deliberately damage school property which negatively affects educators’ morale.
- Lack of respect of learners towards each other results in infighting which affects teaching. Learners are always at loggerheads and the atmosphere in the classroom is unbearable.
- Educators go to class unprepared because most of the time the classes get interrupted by the consent misbehaviour of the learners.
- Learners end up lacking respect for their educators and other education officials due to school violence and the unruly behaviour of misbehaving learners.

2.10 Conditions in Schools that are Conducive to Violence

One may argue that the banning of corporal punishment and the lack of effective alternatives have exacerbated the rates and the nature of crime and violence in schools. This aggravates the lack of discipline that exists in public schools and has a negative impact on both learners and educators. Kruger and Van Schalkwyk (1993:107) argue that a schooling environment with little or no order can lead to the downfall of the teaching and learning culture. It becomes impossible to get any work done in an environment filled with constant disruptions. Furthermore, Mncube and Harber (2013) argue that the exposure to school violence could result in serious long-standing physical, emotional and psychological implications for both educators and learners which includes symptoms of distress, reduced self-esteem, risk of depression and suicide, reduced school attendance, impaired concentration, fear, and a diminished ability to learn. Educators work and learners perform best in an environment which is organised and safe. It is the duty of the principal and educators to maintain order and discipline in a school and, in order to do that, there must be a written code of conduct that applies to both educators and learners to ensure that the school operates smoothly.

In this context, Thabethe (2010:31) states the following:

“The South African Schools Act, Act No 84 of 1996 (RSA 1996:31) states that the school governing body of a public school must adopt a code of conduct with the aim to establish a disciplined and purposeful environment to facilitate an effective culture of teaching and learning in the school. The code of conduct must promote the civic responsibilities of the school and it must develop leadership with the code of conduct’s main focus on positive discipline.”

Sometimes it becomes difficult for educators to enforce discipline in an environment in which they feel unsafe. Unstable discipline in schools negatively influences the learning environment and results in a low pass rate in these particular schools. This in turn results in the Department of Education and parents putting constant pressure and blame on the educators, implying that their performance is not of a good standard. Most schools that underperform at the end of each year, especially in terms of Matric (grade 12) results, are from disadvantaged areas (e.g., schools in rural areas) and schools that have a high level violence resulting in the disruption of teaching and learning. However, the Department and parents demand results without paying any attention to the root causes why educators underperform in schools.

2.10.1 Causes of school-based violence

There is no single cause of violence, but there are a number of factors that contribute to the culture of violence in schools. Burton (2007:12) argues that “a series of interrelated factors impact on young people in different ways, one of which will be in the perpetrating of violent acts against other young people and society in general”. In order for one to understand the causes of violence, one needs to critically look at the broader context in which the school is situated, such as the community. According to Singh’s (2006) study on the effects of violence on educators, academic tension, lack of consequences for poor behaviour, and violence modelled by society were revealed as the main causes of violence in schools. There is a strong relationship between academic underachievement and antisocial behaviour, particularly aggression (Keller & Tapasak, 2004). Learners who underperform are more likely to be associated with violence than learners who do well at school and who are ‘top achievers’. Factors such as low educational ambition are also associated with violence in adolescence.

Bezuidenhout and Joubert (2003:62) identify the following causes of crime which have a negative impact on the culture of teaching and learning in South African schools:

- ✓ Involvement in gang activities;
- ✓ Lack of transformation in schools;
- ✓ Negative perceptions of crime amongst black, coloured and white learners;
- ✓ The presence of guns and other weapons at school;
- ✓ The use of cannabis and other substances;
- ✓ A lack of counselling services;
- ✓ Intolerance towards learners of other races, religion and gender;
- ✓ Parental apathy and the hero worshiping of criminals and gang leaders.

2.10.2 The Root of Violence in Schools.

- *Individual, biological, and demographic factors.* Individuals who have a history of being abused either by family members or other members of society are likely to become violent towards others, more especially if they are teenagers. Substance abuse also contributes to persons becoming violent towards others

- *Relationship factors.* An individual's family is a form of a relationship, thus a relationship that one has with one's family contributes to whether one shows attributes of violence or not. For instance, teenagers who come from home environments that are abusive are more likely to become violent to others than teenagers who come from homes where they were nurtured and loved.
- *Acceptability of violence.* If violence is accepted in the home as a behavioural norm, it implies that is acceptable to use violence to mistreat others, to disrespect others in one way or another, and that it is okay to physically assault other individuals because it is what is done at home.
- *Community.* The communities that we live in have become institutions of violence. In some neighbourhoods values are very low, which is not good for a child's upbringing. Communities where there are high levels of crime and violence will have a negative effect on teenagers. In some of these communities teenagers are forced to become gang members and they get involved in illegal activities.
- *Societal norms and values.* Cultural acceptance of violence in today's society has become common practice in many communities. We live in a society where the violence that takes place in communities is justified. This implies that people who are violent have a certain level of power over other community members.

2.10.3 Community violence

Violence that occurs in the community spills over to schools which then turns schools into places for violence rather than being the safe havens we think they are. Mkhize (2012) defines community violence as the "...frequent and continual exposure to the use of guns, knives, drugs and random violence". Violent incidences at schools are reported from time to time and reflected in the media. These reports indicate the extent of violence in South Africa and how schools, educators and learners are exposed to violence. Those learners who take weapons into schools are most likely engaged in outside activities related to violence and they then bring weapons to protect themselves or harm others. Having a weapon on you at any time, whether it is within or outside the school premises, means you are ready to use it at any given moment, which poses a danger to other learners and educators in the school. This has a negative effect on educators because they always have to be on guard of what their learners might do to them school. The safety of learners as well as that of educators can no longer be guaranteed in our schools (Bucher & Manning, 2003). School violence presents educators with many challenges and is now a threat to teaching as a profession. Smith

(2007:53) notes the following: “Securing the school premises and being strict about who is admitted to the school grounds is a practical way of solving the problem that demands practical solutions”. Easy access to schools by outsiders makes learners and educators easy victims of people who enter the premises unnoticed and leave after assaulting learners or educators. Vally, Dolombisa and Porteus (2002:85) argue that the extensive violence against learners and school personnel has been omnipresent and disruptive and has severely hindered South African schools in their efforts of trying to improve education and address issues of equity in communities where it is most needed.

Schools that are situated in areas that experience high levels of crime or gangsterism will have incidences where violence that occurs outside will spill over into the school. Crawage (2005) defines gangsterism as “the evolution of an urban identity determined along racial and economic lines”. Gang violence is often born out of need and a social disadvantaged situation (Donald et al., 2006) to which, due to the influence of a free market democracy, our schools might unwittingly be contributing.

Teenagers that associate themselves with gangs will state that the gang is like family to them and often these teenagers who form or become part of a gang come from poor communities. In a study conducted by Du Plessis in 2010, one of the respondents stated:

“I wouldn’t say that we have gangsters at school. They may have connections, but we don’t really have gangsters like in the earlier days. And yes it does contribute to the violence at the school, because you bump me, I will bump you back, then I go and I tell my brothers about you and tomorrow they come and wait at the bus terminal and they frighten you a little.”

Gang members are products of a weak broken family structure and thus gang members find a family among their peers. In many communities gang membership gives the youth status, rank and prestige (Bezuidenhout & Joubert, 2003:68). Gang-related activity is sometimes broadly defined as “any antisocial behaviour committed by or among gang members”, and sometimes it is more restrictively defined as “antisocial behaviour occurring as a discernible function of gang membership or for a discernible benefit to the gang itself” (Kodluboy, 2004:45). 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). Gangs often engage in criminal violence to maintain power and control (Du Plessis, 2008).

Learners are exposed to violence at school and in the community at a very high level. For example, two violent incidents occurred in Heidelberg, south of Johannesburg. In the first a 17-year-old youth allegedly stabbed a 16-year-old classmate in the arm at the Hoër Volksskool. In Westbury Secondary School, Heidelberg, 12 pupils were involved in a gang fight. Police said the gang fight started in the township and spilled over into the school (Kamaldien, 2008).

The above examples illustrate how community violence has a way of making its way from the community into schools. One may define community violence as violence that encompasses all types of violence that are characterised by “frequent and continual exposure to the use of guns, knives, drugs and random violence”. Linares et al. (2001:12) believe that community violence is “exposure as a witness or through actual experience, to acts of interpersonal violence perpetrated by individuals who are not intimately related to the victim, for example sexual assault, burglary, use of weapons, muggings, sounds of bullet shots, social disorder, issues such as graffiti, teen gangs, drug trafficking, abuse, and racial divisions. Community violence is by no means a new phenomenon in South Africa (Straker et al., 1996:48). Community violence has been present in South African societies for a long time because of the political struggles that occurred during the apartheid era. It didn’t stop after its abolition but has occurred at increasing rates to this day. In the past, community violence had strong links to politics in South Africa and this had a devastating impact on both children and adults (Barbarin et al., 2001). Due to what the country has been through with regards to political struggles and what was done in order to obtain freedom or victory, people are left with the belief that in order to solve conflict one must resort to violence. Apartheid is thought to have contributed largely to the violent culture in South Africa (Simpson, 1993). Hence, every now and again violent mass actions that take place in communities are witnessed. These mass actions sometimes result in some people being badly injured, and death. Thus, due to the long and violent nature of the struggle for liberation from the apartheid regime in South Africa, many people perceive violence to be normal (Simpson, 1993). They view violence as a means of conflict resolution or even a means of bringing about change in society (Simpson, 1993). The effects of such violence on children as victims or as witnesses may impact the child’s physical health, mental or psychological health, social relationships and academic performance (Margolin & Gordis, 2000). In South Africa, the rate of exposure to violence for children is very high (Ward, Martin, Theron & Distiller, 2007). Moreover, children are more frequently exposed to violence within Black and Coloured communities. In

Cape Town alone, the rate of violence against children exceeds the world rate by 59.2 per 100 000 (Mkhize, 2012). Collective violence has largely been replaced by interpersonal violence (Thaler, 2011). Collins (2013) argues that interpersonal violence is rooted in and reinforced by South African culture and many forms of violence, such as domestic violence, corporal punishment in schools, violent sports, and media violence have been 'normalized'. According to the study conducted by Shields, Nadasen and Hanneke (2014), Western Cape had the highest rate of learners under threat of violence (18.5%). In addition, 41% of the teachers had been verbally abused by learners and 7.9% had been physically victimised.

The insecurities or the feelings of helplessness caused by social, political or economic pressure are other aspects contributing to a violent culture in South Africa (Simpson, 1993a). Dissel and Ngubeni (2003) seriously question available statistics on violence in South Africa, as they state that police stations are the only sources on any statistics on violence that can be found, but that these sources are unreliable as they only constitute reported violence and a gap remains for all the unreported acts of violence. This gap also exists because many victims of violence do not report the incidences to the police for fear of intimidation, retaliation and a lack of trust in the police. In addition, some victims fail to report violence because they blame themselves, or they think no one would believe them and they are ashamed to come out as victims (Bollen, Artz, Vetten & Louw, 1999).

Another link to community violence is that of peer relationships (Margolin & Gordis, 2000). It is believed that children who have been exposed to violence usually have insecure and dysfunctional attachments with their guardians and they face problems when relating to their peers as they are overwhelmed by feelings of anger (Margolin & Gordis, 2000). Such learners tend to get in confrontations with other learners at school or outside school which results in violent fights. According to researchers (Davies & Cummings, 1994; Howes & Espinosa, 1985 cited in Mkhize, 2012), many children lack good role models, especially in situations where violence occurs within the family in the form of domestic violence which impacts their socialisation skills.

2.11.4 The availability of alcohol and drugs

In the past ten years schools have seen an increase in the number of learners who use different types of drugs. Searll (2002:145) states that the incidences of substance abuse in South African schools have increased dramatically over the last few years. The media has reported numerous about drug use and the distribution of drugs on school premises. These

reports reflect an alarming trend among South Africa's youth (Brijlal, 2006:3) who have easy access to different harmful drugs such cocaine, 'nyaope', 'whoonga' and 'ecstasy', which are also easily available in their communities. It is very common to find high school learners who are already chronically addicted to drugs (Sookha, 2006c:5). Close to half the inpatients under the age of thirty who seek help at Durban's South African National Council on Alcohol and Drug Dependence (Sanca) offices, are younger than 17 years of age and come from local schools (Sookha, 2006d:2). The increase in drug and alcohol abuse in urban areas and townships is very concerning. Moreover, as long as drugs are still a problem in our communities, there will forever be a drug problem in schools.

Bezuidenhout and Joubert (2003:56) argue that the high level of substance abuse by learners not only contributes to crime, but the existence of profitable criminal activities also means that the expected loot from crime is more attractive in South African schools. The most important example of profitable criminal activity is the illicit drug trade. This profitable criminal activity also involves the elements of violence and official corruption required for it to occur. Learners in need of an income easily fall prey to involvement in drug dealing (Shone, 2007:27).

Mbuya (2002:11) and Gwynne (1988:22) believe that drugs are freely available in many areas and locations such as clubs, coffee bars, dance halls and youth clubs that schoolboys are likely to visit. They base their beliefs on the following opinions:

- ✓ The more people that learners know who have taken or are taking drugs, the more likely they (the learners) are to take drugs.
- ✓ The time learners have been in the company of other boys or girls who have taken drugs, the more likely they are to take drugs as well.

Fourie (2000:33) maintains that property crimes committed by learners are widely associated with an addiction to illegal substances. Drug abuse and even alcohol use, if taken in excess, directly contribute to violent learner crime, especially when taken in a group context where there is strong social pressure to conform to the group's rules. Gwynne (1988:9) points out that acute alcohol intoxication is related to aggression in many individuals when they are provoked. This heightened aggression happens when alcohol causes changes within a person that increase the risk of aggression from an intoxicated learner or educator. These changes include (Perumal, 2006:43):

- reduced intellectual functioning;
- reduced self-awareness;
- selective lack of inhibition; and
- the inability to inaccurately assess risks or threats.

High doses of alcohol in learners result in a lack of judgment and inhibition which leads to that particular learner committing a criminal offence. In terms of developmental consequences for the adolescent, regular and high doses of alcohol intake makes it impossible to succeed in learning (Trojanowicz & Morash, 1992:395). Murders frequently occur when people are under the influence of drugs and alcohol in and around 'shebeens', where there is no age restriction for buying alcohol. This means that learners can walk into a 'shebeen' wearing a school uniform and still be able to buy alcohol. It is when they are under the influence of alcohol that most teenagers become perpetrators of crime (Bezuidenhout & Joubert, 2003:57). Compared to the abstaining learner, the drinking, smoking, and drug-taking learner is much more likely to be getting into fights, stealing, hurting other learners and educators, and committing other acts of delinquency (Alkers, 1984:4).

Research has thus shown that there's a strong relationship or connection between substance abuse and criminal activities and violence. High rates of alcohol and drug use increase the level of aggression in an individual and therefore the probability of such learners committing crime is increased. With reference to the school context, it is evident that learners have easy access to drugs and alcohol as increasing numbers of learners arrive drunk on school premises and/or bunk school to have house parties where they consume large quantities of alcohol and drugs (Burton, 2008). The National Schools Violence Study by SACE (2011:11) found that 34.5% of secondary school children and 3.1% of primary school children knew learners who had come to school drunk, and a similar percentage knew of fellow learners who had come to school high on drugs.

Drugs have different effects on individuals. Dagga or marijuana impairs judgment and motor skills and people who are under the influence of these substances may lack control over what they are doing. Drugs often destroy relationships between friends and family members. Hallucinogens can cause strange and sometimes violent behaviour among teenagers; the more frequently they use drugs the more intense their violent behaviour gets. When teenagers start to use drugs or drink alcohol, they lose interest in their school work and activities and start focusing more on their substance use and the circle of friends they use the substances with.

Such learners will frequently miss school which will result in them missing tests and assignments and eventually falling behind from the rest of the class. When their educators question them about their absenteeism, they will deny that anything is wrong but, as time goes by, they will misbehave and eventually drop out of school.

2.10.5 Negative peer relationships

The strong relationship teenagers have with their peers has the potential of influencing them to engage in acts of violence. According to Nofziger and Kurtz (2008), “children and the youth who are brought up in violent communities tend to interact and spend most of their time with delinquent, criminal or antisocial peers.” Because teenagers bond deeply with their friends, it can be argued that it is this strong bond of friendship that can either increase the probability of a teenager being involved in violence or in becoming a victim of violence in society. Teenagers who have friends who are involved in anti-social behaviour, such as those who have dropped out of school, take drugs or are engaged in criminal activities, have a greater chance getting involved in criminal activities than those who are engaged in positive friendship groups such as sports teams. Problematically, the high rates of crime and violence within South African society mean that there is a very high possibility that children and the youth will be exposed to criminal and violent individuals or peers with whom they may bond in friendship (SACE, 2012:10).

2.10.6 Access to weapons.

Another characteristic of communities in which there are high levels of violence is not only the accessibility of alcohol and drugs (illegal or addictive substances), but weapons as well (Leoschut, 2008). Apart from the high levels of exposure to violence in dysfunctional communities, what also became evident from Burton’s (2008) study is that those children whose family members use illegal drugs or have been incarcerated are twice as likely as other children to experience and commit school-based violence.

Increasingly, the media has reported evidence that the youth have no trouble getting hold of illegal weapons which they use to harm other learners and teachers. According to the South African Council for Educators survey (2011:11), “three in ten learners at secondary school knew fellow students/learners who had brought weapons to school; three in ten reported that it was easy to organise a knife, and one in ten reported that it was easy to organise a gun.

Easy access to alcohol, drugs and weapons makes schools one of the most dangerous places to be in South Africa.”

People in the community, especially older gang leaders, provide learners with weapons which they bring to school to intimidate other children. Such situations can lead to fatal accidents. According to findings from a study conducted by Ncotsha and Shumba in 2013, one of the learners claimed to have witnessed other learners selling drugs in school and that intruders from outside the school came to beat learners on the school premises. Such incidents of school violence are disturbing and, as a result, learners find it difficult to concentrate on their schoolwork. Not only does it have a negative effect on learners, but when learners carry weapons it also results in fatal events, such as in reported incidents in which educators lost their lives (Sace, 2011).

2.10.7 Influence of culture

Socio-cultural factors are alleged to contribute to the exhibition of violence by locating the causes of violence within the broader society (Mkhize 2012). Society establishes its own norms of what is acceptable and what isn't. People learn and abide by the norms of a particular group that they belong to. Therefore, in violent circumstances, children may be taught the norm that violence is acceptable in order to achieve a particular outcome (McKendrick & Hoffman, 1990). Culture plays an important role in the lives of young people in the sense that it impacts on how they behave in the broader society.

One of the issues that has been overlooked for many decades is the impact of violence on females. Weiner and Freedheim (2003) argue that the main cause of violence against women is the “historically unequal power relation between women and men in public and private life (i.e., patriarchy and men’s control over women)”. It underscores that violence against women is both a means and a consequence of women’s subordination. As a result, young people who grow up observing these traditional, normalised behaviours turn them into practice and abuse their female educators at school because they come from a society where it is ‘acceptable’ to mistreat females. Researchers have identified the effects of violence on young people ranging from the social to the behavioural, psychological to academic domains. In maintaining such cultural practices, young people repeat the same behaviour in schools and in their communities by either becoming perpetrators or victims of violence, which has been normalised by their elders (Weiner & Freedheim, 2003). According to Lyre (2007), this is how aggression is passed on from one generation to another. Young people, more especially

boys, grow up to disrespect females and find it hard to obey a woman's authority within the school context.

2.10.8 The normalisation of school violence

Within dysfunctional communities there tend to be high rates of exposure to violence. Research conducted by the National Schools Violence Study (2007) found that schools that are situated in a community with high levels of violence or crime-related violence will have greater incidences of school-based violence. For example, the media reports regularly on shooting incidents that happen in schools on the Cape Flats in South Africa due to the high rates of violence, which are associated with gangsterism, drugs and alcohol. Exposure to high levels of violence and being brought up in violent communities has a negative effect on the psyche of children and their ability to be functional members of society. Educators' sense of safety in the schools in these particular areas is reduced, causing them to experience feelings of anxiety and fear.

In order to cope with these feelings and also as a result of exposure to violent behaviour, children may come to learn that acting violently is the normal or legitimate way of handling conflict and keeping safe (Schwartz & Hopmeyer Gorman, 2003). The problem is that the increased exposure and reinforcement to act aggressively become normal ways of relating to society which, in turn, contributes to the rates of violence in schools as well as the pervasive problem of violence in South African society (Leoschut, 2008). Aggression may be defined as an attack or harmful action, especially an unprovoked attack, by one person on another.

Another manner in which children in the South African society are able to deal with such high exposure to crime is through its normalisation. For example, many children may report that they feel safe at school despite having to often come face-to-face with violence. According to Burton (cited in Serrao, 2008), the answer to the question why children feel safe in spite of all this violence is "the normalisation of crime in South Africa".

Apartheid is thought to have contributed largely to the violent culture in South Africa (Simpson, 1993). Thus, due to the long and violent nature of the struggle for liberation from the apartheid regime, many people perceive violence to be normal (Simpson, 1993). They view violence as a means of conflict resolution, or even a means of bringing about change in society (Simpson, 1993). In relating violence to apartheid, Simpson states:

“The racially-based, hostile stereotypes generated by apartheid, coupled with the resultant political intolerance, have continued to articulate closely with the experiences of economic impoverishment and encroaching poverty for the majority of South Africans. In the absence of an effective social welfare net and in the context of dramatic levels of unemployment, conditions are created which offer a solid foundation for the social, political and criminal violence which pervades South Africa.”

According to Singh (2006), the South African youth actively campaigned in the transformation which came with a lot of sacrifices by putting their lives at stake as well as losing out on formal education. Zwane (1997) discusses the implications of marginalised youth and argues that school-aged youth who took up violent protest around 1976 are the parents that influence the youth today. This generation of parents has witnessed that violence brings about desired change from their very own life experiences. Parents transfer their beliefs to the following generation which is their children and the next generation which is their grandchildren. Singh (2006:10) argues that parents “generally shape and influence the direction that their children embark on; therefore, if the current generation of parents sees violence as a means of achieving rewards, it has far reaching implications not only for the current generation of youth, but for future generations as well.” The cycle of violence then continues into the next generation to come. Every generation has its own challenges that are different from those of the generation before. Hence, the cycle of violence of the current generation will be aggravated by unemployment, crime, broken homes and substance abuse.

The emerging issues that have been highlighted at this juncture fall into two broad categories:

- Apartheid South Africa

In brief, the effects of the violent struggle in apartheid South Africa have been entrenched in three main factors that impact schools and schooling in the country today: (1) The unpleasantness associated with resistance movements due to the imposition of inferior education; (2) organised agencies introducing a militant culture into schools, thereby stepping up danger to untenable levels; (3) schools being used as the base agent to form sites for change.

- Post-apartheid South Africa

The era is now characterised by: (1) A culture of entitlement that emerged in anticipation of the sweetness associated with victory; (2) unfulfilled expectations that polluted the original joy of freedom and that has result in marginalised youth.

- Media violence

While violence is not new to the South African society, it is still an increasing problem that all communities of this county must face. The easy access to illegal firearms and other deadly weapons and the scope of violent behaviour have serious consequences (Beresin, 2011). However, the media also plays a very big role in what happens in the society. While there a number of causes to youth violence, research has indicated that children's exposure to media violence plays an important role in the etiology of violent behaviour in society. Media violence is publicised on television, over the radio, in magazines, newspapers, etc. It is difficult to determine which children who have been exposed to television violence are at greater risk than others, but there is a strong connection between media violence and aggressive behaviour within vulnerable 'at risk' segments of the youth (Beresin, 2011).

One of the most common television programmes that appeared on South Africa's television screens was '*Yizo Yizo*'. The theme of this series was based on violence in schools and in the community. Many adults did not approve of this television show because they felt it didn't have any positive message and should not be aired on television. '*Yizo Yizo*' showcased adolescent learners who were unruly at school and who vandalised property and victimised other learners and well as educators. It also showed how much power is yielded by unruly learners within a schooling environment. It is argued that this programme could have contributed to a certain rebelliousness among the youth who watched it, as research has also shown that aggressive behaviour and violence can be activated through exposure to media violence, which may in turn 'prime' other aggressive thoughts and have important consequences for how learners are likely to behave in a social setting such as the school (McAleer, 1997; Mendolowitz, 2003 cited in Crawage, 2005).

Furthermore, researchers theorise that being exposed to television violence can lead to two potential harmful effects: increased anti-social or aggressive behaviour; desensitisation to violence. "Most young people tend to imitate what they see on television as they grow and their behaviour is altered to become violent, especially if their role models on the screen are violent people" (Strasburg & Wilson, 2002:333). Watching violent scenes on television will affect some young people's behaviour, because they will behave in the manner they witness

on television. According to (Crawage, 2005), studies have indicated that there is an underlying link between childhood exposure to violent television programmes and subsequent behaviour in adolescence and young adulthood. Television programmes show how people commit crimes and get away with it. Adolescents who come from disadvantaged communities learn how crime and violence can be rewarding when it comes to making easy money. Exposure to violence also numbs learners to violence and other anti-social activities with the danger that instead of fearing violence, they will see it as a commonplace, essential part of life (*City Press*, 18 March 2001:1 cited Crawage, 2005).

2.11 Responses to School Violence

2.11.1 Emotional Response

Any form of violence, whether it is domestic violence or school violence, has a psychological impact on victims and bystanders. Educators are affected psychologically, whether they are victims or bystanders when violence is inflicted upon their learners. According to Du Plessis (2008:26), psychological harm is caused by violence or situations in which there is a threat of violence, whereas developmental harm may also occur in the form of anxiety about the threats of harm. Anxiety that occurs causes disruption in the educational process, which affects both the teaching and the learning processes. The literature predominantly focuses on how educators should assist learners in dealing with traumatic events that occur within the school environment, but very few scholars actually focused on how educators should be assisted in dealing with what they witness and experience on a daily basis in the different schools where they work. Educators are under constant pressure from the Department of Education and parents in terms of the performance of learners in school, but neither of these roleplayers actually have the courage to acknowledge that many learners themselves have a hand in their poor results.

2.11.2 Physiological response

Any individual who is confronted by violence will respond as he/she would to any other threat; that is, by experiencing hyper arousal or an acute stress response which is known to bring on the 'fight or flight' response (Du Plessis, 2008:26). When an individual is confronted with a potentially life threatening event, s/he can either take flight (run away) from the situation or stay and 'fight', which has the potential of fuelling and escalating the violence, which may result in death. Men and women respond differently to potentially life

threatening events when it comes to the flight or fight response. Researchers believe that men are more likely to respond by fighting and women are more likely to take flight from the situation. Female educators are more likely to walk away or back down in confrontations with violent learners, while male educators are more likely to get into physical confrontations, more especially with male learners.

2.12 Effects of Stress on Educators

McGrath (1984:6) defines stress in terms of a set of conditions that leads to stress: "Stress involves an interaction between person and environment. Something happens out there which presents a person with a demand, or a constraint, or an opportunity for behaviour."

Stress in this study will refer to a state manifested by a specific syndrome of biological events that can be both pleasant and unpleasant. Being a victim or witnessing violence on a daily basis would affect most people, either at a personal or at a professional level. Social stress theory is based on the idea that persons experience social stress which is different to the psychological diagnosis of stress (Aneshensel, 1992). Social stress supports the fact that educators work in a stressful environment due the presence of school violence. The constant presence of school violence and stress increases educators' arousal to a stressful response which has a negative effect on the emotional as well as physiological reaction to their everyday work situations (Hill, 2010:13). One may not be constantly aware of the impact of the daily stress that is experienced in the workplace. Educators work in environments where they are constantly disrespected and violated by their learners. This stressful working environment therefore affects educators' personal health, work performance and their attitude towards their profession and the learners that they teach. The fact that learners are ill-disciplined and abusive is also a significant source of stress. Lewis (1999) argues that educators' level of stress rises from not being able to discipline learners in a manner that they prefer.

It comes as no surprise that educators endure occupational stress due to the high number of learners they have in class and the workload with which they have to cope. This is especially true for those educators working in public schools where there are staff shortages. The educator to learner ratio is constantly under pressure due to the reduction of staff members and some classes have as many as forty to fifty learners (Bezuidenhout & Joubert, 2003:65). Trojanowicz and Morash (1992:116) maintain that educators' failure to control misbehaving learners is a result of the high level of instability in some schools.

2.12.1 Post-traumatic stress disorder (PTSD)

According to Daniels, Bradley and Hays (2007), PTSD is characterised by four clusters of symptoms following exposure to an extremely traumatic event. The first set includes intense fear, a sense of helplessness or horror, which are common reactions to lethal or potentially lethal school violence (Ardis, 2004; Nims, 2000). The second set of symptoms associated with PTSD is a persistent re-experiencing of the event through dreams, invasive memories, or 'flashbacks' in which the person relives the physiological arousal of the event with accompanying intrusive fear. Third, individuals experiencing PTSD persistently avoid stimuli associated with the traumatic event and feel a numbing of their general responsiveness. This may manifest in absenteeism or even career change for school personnel (Daniels, 2002). Finally, individuals with PTSD experience persistent increased arousal such as sleep disturbance, irritability, difficulty concentrating, hyper-vigilance, or being easily startled.

These symptoms may arise within three months of the event (acute reaction) and may persist for longer than three months (chronic reaction). Symptoms of PTSD may be delayed in their onset, sometimes not surfacing until six months or more after the traumatic experience, such as violence at school.

Recurring intrusive recollection of the trauma manifests in instructive thoughts, dreams, flash-backs, dissociate events, intense emotion and physiological distress when re-exposed to trauma associated stimuli.

Avoidance of trauma is associated with numbing, or a sense of detachment, or restriction from a range of events.

Persistent, physiological hyper-arousal results in sleeping difficulties, hyper-vigilance, difficulty concentrating, increased startle response, impulsiveness, and irritability.

2.10.2 Secondary trauma

Secondary trauma can occur when an individual sees or hears about a traumatic event.

Secondary trauma, or vicarious trauma, does not happen to one directly, but one can feel its effects. The symptoms of this form of trauma are:

- anger
- anxiety
- depression

- sadness
- low self esteem
- headache or body ache
- changes in sleep habits

2.13 Prevention and Intervention

2.13.1 The need for psychological services for school personnel

After a violent incident at school, multiple measures should be taken to calm, counsel, and provide assistance to learners and educators/school personnel within the school. However, such services may not also be available as the government lacks the necessary funds to provide each public school with a professional to assist victims of violence. After incidents of school violence, not only learners, but educators too are in need of critical stress and trauma debriefing. Psychological debriefing is a group counselling approach in which members receive information about the crisis response, share their experiences, explore different coping strategies, and provide information about additional resources (Brock & Jimerson, 2004). These and other services are frequently provided by school psychologists, school counsellors, or local mental health professionals who are brought into the school after a violent event (Brock, Sandoval & Lewis, 2001; Daniels, 2002). However, because services rendered by these professionals cannot be provided to educators, they have to deal with the after effects of the traumatic incident in the school on their own. According to the findings of an impact study of school violence on school personnel, the negative consequences were that teachers often felt hurt, abandoned, and not validated (Newman et al., 2004). However, experience has shown that the main concern of the DoBE after a traumatic event that has occurred within a school is to seek for inappropriate and unprofessional behaviour among the educators and to resume classes as quickly as possible, while ignoring the long term effects of the incident on the educators involved.

Salmarsh, Robison and Davies (2012:194) identified practices associated with developing effective programmes for violence prevention targeted at young people:

- Violence prevention programmes need to focus on awareness building and behavioural change such as gang awareness programmes. Prevention programmes are also important to keep community violence from happening (Sanders-Phillips, 1997 cited in Mkhize, 2012:53).

- Programmes need to be developed based on a critical analysis of gendered relationships, a strong emphasis on the best practice research and a clear conceptual framework with an undertaking of inclusive, relevant and culturally sensitive practice and programme development and delivery.
- Effective evaluation strategies and appropriate educator training are critical to the success of violence prevention programmes.
- Schools need to work collaboratively with violence prevention advocates in order to build networks of support to ensure the continued success of school programmes. According to Mkhize (2012:53), programmes should also try to prevent high-risk behaviours such as alcohol and drug use and carrying weapons.
- Development programmes involving parents should focus on building healthy relationships which are essential for ethical and respectful relationships in the lives of children and young people. Mkhize (2012:53) states that it is important to provide intervention at an early age for children who are exposed to or are victims of community violence. Sanders-Phillips (1997) further points out that these programmes are also more effective if they are taught in the children's homes and schools.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 Introduction

This chapter presents the theoretical framework that was employed in the study. The discussion will provide the reader with an overview of the main theories that underpinned this study, namely the Victimology (deviant place theory), Social Work theory (bio-ecological system perspective), and the sub-culture of violence theory. The aim of illuminating these theories is to provide insights on violence, school-based violence, and the victimisation of educators. These theories were deemed the most appropriate for the purposes of this study.

3.1.1 Deviant place theory

The deviant place theory states that “greater exposure to dangerous places makes an individual more likely to become the victim of a crime” (Seigel, 2006:76). Unlike the routine or lifestyle theory, this theory posits that victims do not influence the crime by actively or passively encouraging it, but are rather victimised due to the fact that they are in a ‘bad area’. For example, Wentworth is a disreputable area known for high rates of crime and gangsterism. The crime and violence that occur in this setting in the community spill over into the schools, leaving the educators vulnerable to victimisation. Also, the more individuals are exposed to conditions in the Wentworth area, the greater is the probability of them being victimised. The deviant place theory also suggests that taking safety precautions in affected areas may be of little use because it is the conditions in the neighbourhood, and not the lifestyle choices, that affect victimisation (Seigel, 2006). Thus working in a setting such as this, educators are never able to predict when a violent incident might occur or when they might be in danger, which makes it very difficult to prevent exposure to violence. In a nutshell, if a neighbourhood is ‘deviant’ in the sense that it is dangerous, to lower your chances of victimisation the best option would be to leave that place. In relation to the study, the best option for educators would be to leave the school and to find a post in another school situated in a ‘better’ or ‘safer’ neighbourhood.

Seigel (2006) verbalises the deviant place theory as follows: “This theory holds that victims do not motivate crime but rather are prone to becoming victims simply because they live in

social areas that are disorganized and contain high crime rates and therefore have the highest risk of coming into contact with criminals, regardless of their lifestyle or behaviour.”

Victimisation of educators doesn’t only mean that they will be victimised by their own learners. They can also be victimised by non-school persons who enter the school premises with the aim of causing disruptions. In relation to this study, educators spend their working time on the school premises which is a semi-private/public space. Here they come into contact with potential offenders who, at any time of the day, may be in a classroom, on the school grounds during lunch breaks, or even on the premises after school. Educators are easily victimised by learners when the classroom is filled with misbehaving and uncontrollable learners who will intimidate or bully their peers and the educator. This is very easy because there is often only one educator to 30 or 40 or even more learners in a class.

Direct victims are those persons who are directly victimised by the offenders; they thus experience victimisation by the offender first hand. As a form of indirect victimisation is when the underlying motive of the offender is directed not only against the directly victimised person, but also against all members of a certain social category (Peacock, 2012). For example, when aggressive learners make threats against one educator or physically harm one, this implants fear in other educators working in the same environment. This form of victimisation is a problem for the discriminated minority (Strobel, 2004), as this sort of victimisation usually puts people who belong to a certain group (such as educators) in fear of direct victimisation which can also reduce their quality of life. When learners or other non-school persons have certain views about educators - for example, they may perceive them to be weak - they might deliberately bully them because they are aware that they might be vulnerable in the sense that they will not fight back.

The ‘deviant’ environment in which educators work thus makes them vulnerable to being assaulted by aggressive learners. In this context, the gender of the victims and their capacity for being able to defend themselves also play a big role in whether they are likely to be victimised. There are a number of factors that will drive a learner to physically assault an educator, one of which is the desire to obtain good grades regardless of the efforts put in to do so. Thus, when an educator is trying to discipline the learner, confiscate the learner’s property (weapons/ drugs), or if the learner is under the influence of drugs and the educator confronts the learner, the situation can erupt into violence.

3.1.2 Bio-ecological systemic perspective

Urie Bronfenbrenner (1977; 1979; 1986; 1989) formulated the theory known as the ecological systems theory to make the point that development cannot be explored or explained by any one single concept such as biology, but rather by a more multidimensional and complex system. An individual's development is shaped by various systems within the environment and also by the interrelationships among the systems. The current study explored how educators were affected by violence in the school community. Therefore, although the theory would focus more on learners, the significance of this theory was that it indicated how educators were affected by violence that was perpetrated by learners and young people due to the manner in which they had been brought up and the impact of the environment on their behaviour.

For the purpose of this study, violence was therefore viewed from a bio-ecological systemic perspective. In the context of the study, this integrative theory allowed for the consideration of multiple factors that influenced the development of violent behaviour over a period of time in the area of study. It is important to note that this theory is one that understands a person and environment to be independent units that dynamically interact and influence one another (Stead & Watson, 2006). The ecological theory as the basis of the eco-systemic principle, views the interdependence of and relationships between different organisms and their physical environment as very important (Crawage, 2005). Ecological perspective theory thus places an individual within a social context. With reference to the current study, educators were placed within a township school community and environment. The theory thus presupposes that the way in which the adolescent learner living in a township thinks, feels, behaves and develops will be influenced by relationships with peers, community, and family as viewed in the systems theory (Donald et al., 2002).

Individual factors (microsystem)

The 'microsystem' is the most basic unit of any system. It consists of the patterns of activities, roles and internal relationships of the home, school, and peer settings experienced by the developing person (Du Plessis, 2008:19). Learners' behaviour is thus informed by what happens around them socially or it can be learned through people who are close to them. According to Ward (2007:17), "Violent behaviour in young people results from a complex

interaction of risk and protective factors in different environments and over time, which influence how children learn behaviour.” When a child is exposed to an environment with high levels of violence, the greater the chances are that the child will engage in aggressive or violent behaviour at some point in their childhood. Certain types of characteristics might, at an early age, place an adolescent learner on a path towards violent behaviour, such as a history of being a victim of violence (Crawage, 2005). A learner’s reaction to violence will differ depending on what happened, the intensity, duration and the degree in which the learner was directly involved in the incidence of violence. A learner who is exposed to trauma and violence at school every day could thus eventually surrender because of the intensity of his/her experiences and will therefore also start to participate in violent activities such as bullying or gang-related activities (Evans ,1996:45 cited in Crawage, 2005). This type of children whose lives have been characterised by violence become problematic within the classroom and it becomes very hard for educators to discipline them. The only corrective discipline they understand is through violence and when an educator isn’t violent or aggressive towards them, they tend not to take that educator seriously.

Relationship factors/mesosystem

It has been argued that the family is one of the most, if not the most, influential socialising contexts in childhood and throughout adolescence; therefore parents play an important role in modelling the behaviour of their children. Dentemaro and Kranz (1993:30) maintain that home-learning is a powerful factor both before and after schooling has commenced. It is highly unlikely that a child will act out behaviour that s/he doesn’t observe from their parents or guardians. Family factors that place a learner at risk include aggressive and violent behaviour from parents or guardians and alcohol or substance abuse. It becomes very difficult for educators to discipline a learner that comes from a family context that is characterised by violence, in a sense that the learner sees violence as a way of solving problems. Some young people are exposed to domestic violence and sometimes they are victims of it. When they get to school they act the behaviour they learn from home: They back-chat educators, get into physical confrontations with them, and when parents are called in they defend rather than reprimand their children.

Families can also contribute to adolescents’ violent, aggressive behaviour by accepting the adolescent’s use of such behaviour as a problem solving strategy (Crawage, 2005). It becomes very problematic when parents are not good role models as they get involved in

criminal activities such as theft, drugs and illegal firearms themselves. Children that have experienced domestic violence or come from families where violence is justified and accepted and has become a norm in their households tend to view violence as an appropriate manner of dealing with conflict. Research has shown that it is more problematic for children to have violent parents or a parent involved in criminal activity than to have lost a parent (Ward, 2007). The theory indicates that young people who are growing up in the absence of one or both parents are most likely to be problematic in school and in society. Educators most experience difficulties with learners that come from dysfunctional families. Thabethe (2010:38) states that learners from “a single-headed household, from families with ruptured family ties and from families without a father figure, are more at risk of involving themselves in antisocial behaviour.”

The second most influential factor in a teenager’s life is his/her peers. Adolescents may turn more to their peers and siblings for social support than to their parents, especially if there is family discord (Govender & Killian, 2001:1). What their peers say and think about them will play a very important part in their lives, especially when they are in high school. Particularly when there is discord in the family, adolescents associate themselves with negative peers, start using substances, become disruptive in the classroom, and abscond from school. Educators find it difficult to teach in a classroom with disruptive learners that are under the influence of alcohol or other illegal substances. According to Mathews, Griggs and Caine (1999), the need for status and power among peer groups can be understood to be one of the causes of violence amongst the youth, more especially so when it comes to males. For instance, boys are expected to be tough, brave and masculine in order for them to be accepted in a specific group. According to Crawage (2005), when adolescent learners in township schools are without status, respect or prospects, they are at high risk of being recruited into criminal gang activities. Learners become violent and abusive towards their educators because they wish to prove a point to their peers and achieve a certain status within the school.

Community factors/exosystem

South Africa’s young people live in an environment where they learn that violent behaviour is rewarded and where they feel that violence is likely to solve their problems and will make them feel powerful and worthy (Ward, 2007:36). When looking at school-based violence, one should not only look at what happens in school but one should also critically look at the

community in which the school is situated. The social context in which children spend most of their time plays a vital role in how children behave socially. Learners join gangs in the community and those gangs end up making their way into the school community. Drugs, illegal firearms and weapons that are used in acts of violence in the community are also used in acts of violence that are perpetrated in schools. No one can ever predict what gang members are capable of because not all are in school anymore. However, learners who may or may not be involved in gangs are frequently found with weapons in schools; even a pair of scissors may be used as a lethal weapon. Educators have to frequently look over their shoulder because anything can be used by learners as weapon that can result in a fatal attack. Communities that educators work in continually put the lives of educators at risk because whenever learners are fighting, educators have to intervene and break up the fight. However, breaking up a fight can result in an educator being stabbed in the process. Schools in townships experience more incidences of school violence than schools in other areas because violence is more prevalent in township communities. In this context, Hurd et al. (2011) assert that early adolescents residing in low-income communities may be influenced strongly by the behaviour of non-parental adults in their day-to-day lives. Some parents work long hours and only make it home late in the evening and leave early in the morning for work. Some work far away and can only make it home on weekends, therefore they don't have time to properly parent their children. According to Krishnan (2010:8), the connection between large community structures such as the church or community clubs with families should employ distal processes to help provide the necessary support children need.

Social factors/macrosystem

Aspects of the macrosystem that influence other lower layers include cultural characteristics, political upheaval or economic disruption, all of which can solely or collectively shape development and influence all the lower layers of the ecosystem. Violence has forever been present in the lives of South Africans, especially among the Black and Coloured populations since the apartheid era. The study site was situated in one of the largest Coloured communities in Durban. One should acknowledge that apartheid and its structures didn't happen overnight; it took decades to come to full fruition and therefore it left scars on the oppressed which will take time to erase. The democratic government has been left with the duty of having to manage the effects of the apartheid regime which promoted high levels of poverty. The regime's structural inequalities embedded on South Africa resulted in townships being overcrowded and becoming places of severe poverty and violence. After the

democratic government took over in 1994, young people of colour had to shift away from being ‘warriors’ to being functional members of a different struggle. It can be argued that apartheid groomed a generation that believed violence is a way of resolving problems. Apartheid also resulted in the development of a generation of parents who were products of an abnormal society and broken family structures, therefore many of these parents tend to lack the vital parenting skills needed to raise healthy children. As a result, educators are faced with the problem of being confronted by disrespectful and violence-prone learners (Kipperberg, 2007). Figure 3.1 provides a diagrammatic presentation of the bio-eco systemic model:

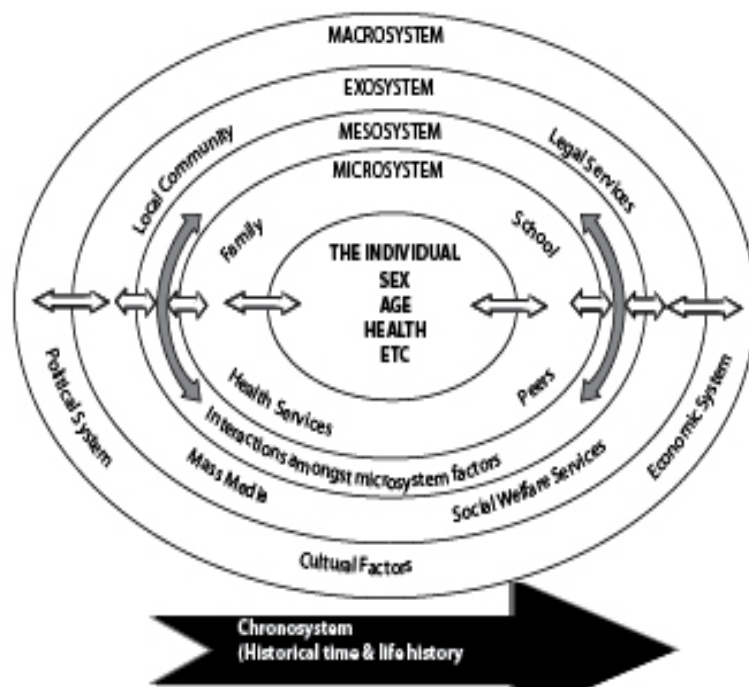


Figure 3.1: Bio-Eco Systemic Model

3.1.3 *The culture of violence theory*

The culture of violence theory argues that “within large and complex societies, sub-groups learn and develop specialized norms and values through differential associations and organisations that emphasise and justify the use of physical force above and beyond that which is regarded as ‘normative’ of the culture as a whole” (Wolfgang et.al, 1967:2). The theory argues that violence and aggression are maintained in society; for example, they are used by parents as a form of enforcing obedience and conformity in young people within the family and in society. They are also used by educators in the form of corporal punishment to discipline learners. While violence is used in the family and society as a way of ‘socializing’ young people, the effects of violence on young people remain mysterious, due to the fact that it has been accepted by society and is considered as normal (Mkhize, 2012:60). Therefore, young people act out in school in an aggressive and violent manner towards their educators. This type of behaviour is accepted by school persons as a means of justification for and understanding the societal backdrop from which these young people come. Therefore, even if educators report incidences of aggression and violence, the government states that every young person has the right to education therefore they remain in school. These learners can only be expelled as a last resort, which experience has shown to happen very rarely. Theorists believe that the exceedingly high rates of violence among a particular race can be linked to that particular race’s subculture of violence which is arguably "a potent theme of violence current in the cluster of values that makes up the life-style, the socialisation process, [and] the interpersonal relationships of individuals living in similar conditions" (Wolfgang et al., 1967:140).

In addition, Crawage (2005) argues that the social context that an individual is placed in promotes resilience; it is dynamic, meaning that it can be communicated and learned. Educators therefore learn to approach violent experiences from a position of strength. Educators can draw their strength from different resources of social support such as the family, religion, other educators and parents who are supportive. They can accept the challenges impersonated by violence within the schooling environment and deal with them positively rather than to run away. Support structures are essential resources for educators who attempt to cope with the stress and trauma of working in an environment characterised by violence. When educators take charge and present themselves in a calm and positive manner, they are more likely to cope with a great deal of violence. They might be traumatised

by their experiences of violence, but their support structures are able to help them deal with the long term consequences of violence.

However, according to the culture of violence theory, “affected individuals, regardless of their particular origin of violence, suffer from some kind of physiological and/or psychological imbalance(s) expressed by combinations of obsessive ideation, compulsive repetition, poor impulse control, rapid desensitisation to violence, diminished affective reactivity, failure to adapt to changing stimulus-reinforcement associations, hyper dependence, depression, anxiety, low self-esteem, paranoia, dissociation from their own feelings, anti-social tendencies, failure to empathise, and a fear of intimacy” (Wolfgang et al., 1967). The theory indicates that even though violence has been normalised in the community, it still has an effect on people, more especially those who are constant victims and not perpetrators of it.

In the community of Wentworth, violence is considered as ‘normal’. Different forms of violence manifest in this particular society, such as domestic violence, gang-related violence, and community violence which have all, to some extent, been normalised in this community. Thus it has led to the exaggeration of masculinity perceptions among young boys who take violence into schools in the area. Educators are thus more likely to experience difficulties with male learners rather than with female learners when it comes to issues relating to violence. This theory was decisive for this particular study as it supported the hypothesis that the Coloured culture in this townships or suburbs would in fact encourage violence.

3.2 Conclusion

This chapter has indicated how a variety of socio-economic factors and other pressures that are being experienced by young people in South Africa today motivate school violence. Because the focus of the study was on how educators were affected by school violence, the victimisation theory was used to highlight the challenges faced by educators and their vulnerable position during and after school hours. The discussion of this theory also highlighted the interaction among learners, educators and the community in which a school is situated. Violence was also illuminated from the bio-ecosystem perspective to look at how adolescent learners living and growing up in poor, disadvantaged communities such as in townships manifest a high rate of behavioural and anti-social disorder.

CHAPTER FOUR

METHODOLOGICAL ORIENTATION

4.1 Introduction

The purpose of the chapter is to outline the research paradigm, design and methodology employed in the study. The chapter will outline how the data were obtained, the sampling method used, as well as the data collection and analysis techniques. A purposive sampling method was used and the main data collection technique used for this research study was a process of in-depth interviews with purposively selected, voluntary educator participants. The data analysis was done thematically by highlighting the themes that emerged from the data.

4.2 Nature of the Study

This study drew upon the qualitative method of obtaining and analysing data. Because the study was principally qualitative, it therefore employed semi-structured interviews that were conducted on a one-on-one basis. A purposively selected group of educators from a secondary school in Wentworth, Durban was interviewed for data collection purposes.

The study employed the qualitative method because the researcher wanted to understand the participants' subjective views and experiences about the phenomenon of school violence as opposed to just gathering figures and numbers quantitatively. Therefore, this study report presents educators' day-to-day experiences of violence in a narrative manner. The data of these experiences were obtained by means of semi-structured interviews. The aim of the research was to discover the impact of violence on educators and the learning environment in which they functioned. According to Dhunpath (1998), biography presents rich opportunities for individuals to re-examine and reconstruct their own perceptions of personal experience. To address the requirement for trustworthiness of the study, the researcher employed both primary and secondary sources of data collection. Primary data sources were obtained from the in-depth interviews with the educators whereas secondary data were obtained from journals and official documents and guidelines.

Qualitative research methods shaped an imperative foundation to create an emerging picture from the study as the participants' narratives revealed their experiences as affected by school violence. Lichtman (2011, p.240) postulates that qualitative researchers investigate "...

human experiences and realities studied through sustained contact with persons in their natural environments and producing rich, descriptive data that help us to understand those persons' experiences." The researcher gathered that the participants understood and interpreted school violence in different ways; some participants reflected a broad, more encompassing understanding while others' understanding was very narrow and therefore more personal. Terre-Blanche, Kelly and Durrheim (2006) state that qualitative methods try to describe and interpret people's feelings and experiences in human terms. In this particular study the aim was to understand the effects of school violence on educators in a secondary school in a community plagued by violence. The qualitative research methodology matched the study aim and objectives effortlessly as the researcher sought to understand the phenomenon under study from the educators' perceptions and their experiences of school violence.

4.3 Profile of Wentworth

Study site was a secondary school in Wentworth in Durban. Wentworth is one of the oldest townships in the city on the east coast of KwaZulu-Natal. It is located near the M4 and M7, a few kilometres south of Durban city centre. Wentworth is mostly a Coloured and Indian community with a few African people living in the area. The area is known for high levels of crime, violence and gang-related activities within the community. The main source of crime in this area comes from gang members. During the 1980s, crime and violence in this community were so bad that people were afraid to walk on the streets at night. The police, together with other non-government organisations and churches, worked in partnership to fight crime and gang violence in the area. Currently, even though the nature of crime is not as brutal as it was in the past, crime-related activities are still rife in the community. Organisations that work to eradicate this scourge are the Addiction Recovery Centre, the Victim Friendly Centre, Brothers for Life, and the Violence Free Zone organisation. Representatives of these organisations work relentlessly in the area to help the community deal with crime, violence and drug problems.

Wentworth has six primary schools and four secondary/high schools. The reason for choosing this area as the study site was that, during the researcher's studies for her undergraduate degree, she had an opportunity of doing practical work in social studies in the Social Development Offices in Durban. Wentworth was one of the schools that had a high number of learners that visited the Social Development Offices. While working among the

community in Wentworth, parents came seeking assistance with their children for various reasons. One reason was that the children were on drugs and showing delinquent behaviour both at school and at home. A fact that came out clearly was that the parents only spent a few hours a day with their children during the week, whereas it was the educators who spent more time with them. I was struck by the notion that if parents found these youngsters' behaviour intolerable, then educators might be at the end of their tether. When the opportunity presented itself for further studies, the plight of educators was foremost in my mind, and their experiences and possible coping strategies became the main theme of the study.

4.4 Sampling

According to Steyn (2014), sampling refers to the question as to what the research unit of analysis is going to be. Is the researcher going to use individuals, groups or companies? Purposeful sampling was employed in this study, which was a non-probability sampling technique. Non-probability sampling is a sampling process whereby the researcher specifically looks for units or participants that are going to be used in the study because they would serve the purpose of the investigation (Jacqueline et al., 2006). For this particular research, purposive sampling was therefore used in the selection of the participants because this method of sampling enabled the researcher to select participants based on their ability to provide rich and relevant information that would be related to the phenomenon under study. This method was found to be suitable for the study because the researcher intended to select only educators from a particular secondary school in Wentworth, Durban and they would comply with the primary inclusion criterion which was that they had to be directly or indirectly affected by school violence. As high levels of crime and violence had been reported in the school and in the community, the participants at the study site would be most suitable in addressing the aims of the study.

4.5 Selection of Participants

The research involved sixteen educators who were teaching at the school and who voluntarily agreed to participate in the study. Although this small sample size seems insignificant in the context of the violence across schools in South Africa, Dencombe (2004) emphasises that a "small sample size is quite in keeping with the nature of qualitative data collection. Studies that are concerned with detailed and in-depth analysis typically do not draw large or random

samples”, but employ purposeful (that is, on-random, or non-probability) sampling strategies (Steyn, 2014). The sixteen participants were selected with the assistance of the Deputy Principal as she was more familiar with them and the experiences that they had had in the school. Data were collected from a range of different educators in terms of age, gender and years working at the school from a cross sectional population. Participants were chosen on the basis of their ability to provide the research with the information on the topic at hand.

4.6 Collection of the Data

As mentioned in the beginning of the chapter, the research process of gathering data from the participants was done by means of qualitative methods. Qualitative data collection methods are ways of finding out what people do, know, think and feel by interviewing, observing, recording, transcribing and analysing the data (Patton, 1990). The researcher used a combination of the above methods to gain a better understanding of the impact of school violence on educators and in an attempt to increase the credibility of the research findings. To meet this requirement, data were collected from a range of different educators of different ages and of both genders.

As part of the interviewing process, individual interviews were conducted with the educator participants who had been directly or indirectly affected by school violence. The interviews were tape-recorded, transcribed and categorised according to the different themes that emerged from the data. According to Crawage (2005), tape recordings provide not only a complete and accurate record of the entire interview, but also facilitate the preservation of the emotional and vocal character of the responses. The tape recordings can be replayed and transcribed into written records (Heerden, 2000). Moreover, observation information obtained from interviews, transcripts and recordings are highly reliable because the researcher can always go back and develop new hypotheses (Silverman, 2000).

4.6.1 Research instruments

Different instrument were used in this study to capture the data. This allowed for greater understanding and more in-depth analyses and interpretations. The following instruments were used:

- semi-structured interviews;
- a comprehensive books, journals, articles;
- content analysis: media reports;
- observations

The use of different data collection techniques yielded inter-related sets of data that served to increase the study's authenticity and added depth to the investigation of exploring violence in schools (Singh, 2006).

Semi structured interviews

In this study interviews were the main source of data gathering because of the complexity and the personal nature of the research topic (i.e., the impact of school violence on educators). Interviewing the participants involved not only narrative descriptions of their experiences, but also a reflection of the descriptions (Greeff, 2005:287). The interviews were conducted by using open-ended questions for the purpose of elaboration. This proved to be a most appropriate method as the researcher could probe for more in-depth answers pertaining to certain contexts that yielded appropriate responses. The interviews were tape-recorded so that the researcher would be able to listen to the recordings more than once and to pick up information that might have been missed previously, without distorting the original information.

The semi-structured and open-ended questions created a platform for the researcher to probe for deeper responses. These in-depth interviews opened the door to discussions that guided the participants to provide useful information that the researcher had not considered earlier. In this context the interviewer became a facilitator rather than a questioner. A questionnaire would not have been beneficial in this particular study because it would not have reflected the respondents' authentic feelings, nor would it have allowed for an interpretation of how the participants made sense of their world. Therefore, the semi-structured, open-ended interviews

helped the researcher become aware of and eradicate any misconceptions she might have had about the research topic before conducting study. The interviews helped fill the gaps in existing knowledge (Patton, 2006).

May (2006:123) maintains that “semi-structured interviews enable the interviewer to have more latitude to probe beyond the answers and thus enter into a dialogue with the interviewees”. Mkhize (2012) argues that the purpose of semi-structured interviews is to gain in-depth responses from the participants without intimidating them with unnecessary formal procedures. In-depth interviews also allow the participants to express themselves in the way they feel is best for them while giving them the opportunity to share their experiences in their own words. Marshall and Rossman (1989:82) argue that such a process allows participants to elaborate freely from a position of choice on what is usually a very sensitive issue and in defining priorities leading to change. In addition, an in-depth interview is a platform that should allow individuals to voice their experiences and feelings in an environment in which they feel comfortable and safe, rather than in group sessions where individuals might hold back some information. In the current study, the educators described how they were affected by school violence in relation to incidences that had taken place in the school where they were presently working as educators. The researcher utilised communication skills such as active listening, a non-threatening tone of voice and body language, clarification, and probing to elicit meaningful and unambiguous responses. According to de Vos et al. (2010:348), at the root of unstructured interviewing is an interest in understanding the experience of other people and the meaning they make of that experience.

The responses to the questions that had been scheduled (see Appendix I) for the semi-structured interviews were recorded with the consent of the involved participants. Interviews were conducted in English, which was the language that all the participants were comfortable with. The interview sessions were conducted for 30 minutes each. Prior to this process, the researcher had made contact with the principal of the school and obtained his consent as the gatekeeper of the school (See Appendix II). With the principal’s permission, the researcher started the process of gaining the trust of the educators by having an introductory conversation with them at the school. Once the ethical clearance letter had been obtained, the researcher then submitted a formal letter requesting for permission for the educators to participate in the study. Participation in the study was voluntary. Informed consent letters were signed by the participants before their inclusion in the proposed study (see Appendix III). The confidentiality of the participants and the study site was assured.

4.7 Administration of the Interview Schedule

Interviews are “planned, prearranged interactions between two or more people, where one is responsible for asking questions pertaining to a particular theme or topic of formal interest and other(s) is/are responsible for responding to the questions” (Lankshear & Knobel, 2004:198 cited in Mkhize, 2012). By using various instruments to gather the data, Carpecken (1996) advises that interviewers should take the opportunity to:

- generate content about an event from an insider perspective;
- check the honesty, the certainty and the exact meaning of the subject’s reply in a face-to-face interview;
- access a person’s definitions and understandings of concepts and processes that are of interest to the researcher;
- analyse both verbal and non-verbal responses;
- give immediate clarity if the interviewee was uncertain in his or her reply;
- ask follow-up questions to provide detailed and/or specific answers;
- tap into beliefs, values, worldviews and the like on the part of the interviewee.

The interviews were conducted with 16 participants who were both males and females during the month of September in 2016. The time of participation was negotiated with the principal and educators that were going to take part in the interviews, which ensured that the interviews were scheduled at times that were convenient for the educators and wouldn’t interrupt their classes. Therefore, the interviews were conducted outside teaching hours which was during break time, after school and during the educators’ non-teaching periods. The interviews were conducted in the school library, which was not functioning at the time, rather than in classrooms where the noise when learners changed classes might have been disruptive.

4.8 Observation

The researcher observed the participants' non-verbal cues during the interviews. Yin (2012) states that observations usually consist of detailed notations of specific human actions/behaviours, physical environments, real-world events and the contexts surrounding the events and behaviours. The researcher thus observed the participants' non-verbal cues in terms of their body language, the voice tempo and tone, as well as their facial expressions during the interviewing sessions. The researcher also took notes of impressions that might not appear in the tape-recordings; such notations referred to non-verbal signals in most instances. These notes were intended to harness some of the contextual factors that were not verbalised, such as gestures, facial expressions, tone of voice, change in tempo of speech and general body language (Du Plessis, 2008). When the researcher reported on the findings, the non-verbal gestures were linked with the information provided by the participants and this assisted in reaching general conclusions from the interviews. The researcher employed this strategy because the lack of reaction to a question cannot be captured by the voice recorder when such a reaction is non-verbal. Studying the notations of the non-verbal gestures at the end of each session helped to guide the researcher during the data analysis and interpretation processes. When the observation was combined with the interview data and the document analysis, it allowed for a holistic interpretation of the phenomenon under investigation (Marriam, 1998).

During the time that the researcher spent at the school, the following general observations were made:

- *Setting:* The physical condition of the school was noted, such as the buildings, fences and the daily functioning of the school. The size of the school and the appearance of the environment the school was situated in were also noted.
- *Activities and interaction:* The activities the learners and staff were involved in as well as informal interactions between the learners and educators were noted. (Note: The researcher did not attend any formal classroom lessons.)
- *Body language:* During each interview, the researcher listened to the discussion and examined the participant's body language such as facial expressions as well as the physical reaction to the questions asked.

4.9 Data Analysis

Data gathering involves the development of ideas and theories about the phenomenon being studied. By the time one reaches the data analysis phase, one should already have a preliminary understanding of the meaning of the data. In this study thematic analysis was employed. According to King (2003), thematic analysis is a process of analysing data using themes that naturally emerge from the data. It is a method used for “identifying, analysing and reporting patterns or themes within the data” (Braun & Clarke, 2006:79 cited in Mkhize, 2012:71). The data analysis process began shortly after the researcher had completed the 16 interviews.

4.9.1 Procedures in conducting the research

Simons and Usher (2000) see gaining access as an important first stage in planning any educational research. Gaining access to the school presented no problem because the researcher had worked with some learners in the school before on a drug awareness program when she did field work placement in social work. The researcher then visited the school principal at the beginning of 2016 to inform him of the intended research. After resolving some logistical issues, the principal signed the gatekeeper’s letters right away and we agreed to meet again when I had obtained ethical clearance from the university. After obtaining the ethical clearance I then went back to the school to have a discussion on what my research was about and what I wanted to achieve at the end of the research process. The Deputy principal was in charge of selecting staff members that would be able to the required information. She drew up a list of educators that agreed to take part in the study. The educators then provided the researcher with the times when they would be available to do the interviews. Before starting each interview, the researcher gave an explanation of the project to the interviewee and gave them the opportunity to sign the consent letter.

4.10 Ethical Considerations

Ethical considerations include obtaining informed consent, adhering to confidentiality issues and being competent to administer the test (Steyn, 2014). Before commencing the interviews, the point of entry was to obtain a gatekeeper’s letters from the school where the research was

going to be conducted. In this case it was the school principal as he was the person in charge of running the school where the interviews would be conducted. The researcher then applied to the UKZN ethics committee for ethical clearance to conduct the research, which was granted. On the second meeting with the participants, the researcher distributed the consent forms to the participants so that they had a chance to read it and make sure they felt comfortable about participating in the study. Hakim (2000:143) considers informed consent a necessary condition rather than an impediment. The informed consent form included the project title, a brief statement of the project's aims and objectives, and affiliations of the researcher with her qualifications and contact details, the contact details of the supervisor, a brief explanation of how the subject had been chosen to participate, a clear explanation of what the subject would be required to do during the interview, permission to make tape-recording, and the confidential nature of their participation. It also included information about the time that would be required from the participant.

4.10.1 Confidentiality and anonymity

The researcher ensured the participants that their confidentiality and anonymity would be protected both verbally and in writing. Information that was gathered through the course of the interviews was going to be ethically protected as stated in the consent form and each participant's identity would remain anonymous. Aguinis and Henle (2002) argue that the most honest and open responses can be expected by guaranteeing the confidentiality of a participant. Furthermore, the research was conducted in the school library which was non-functional and the participants were able to report for their interviews at times that were convenient to them. This strategy worked best because the participants had the opportunity of coming to the interview without the fear of their colleagues overhearing what they shared during the interviews. Personal information was not required, therefore the participants' anonymity remained secure. For this reason the participants' real names will not be revealed, and pseudonyms are used instead in this report. The tape-recordings of the interviews were stored in a safe place at the University of KwaZulu-Natal and disposed of once the thesis was completed. No one else except the researcher and her supervisor had access to these recordings.

4.10.2 Protection from harm

The researcher was aware that psychological reactions might occur in some participants during the course of the interviewing session due to the fact that the topic was a sensitive

matter. Even though the researcher was a skilled care giver (i.e., a qualified social worker), it was deemed necessary to have another social worker available who would not be involved in the study at all. The person who was used had a lot of experience in dealing with emotional trauma. The fundamental ethical rule for social research is that it must bring no harm to the participants (Babbie, 2007:27). There was a great possibility of that happening due to the fact that some educators had been directly affected by the impact of violence on school premises. The educators were given contact details of a professional social worker that would assist them if they felt they had unresolved matters they would wish to talk about. This was a way to ensure that the research project would not cause any harm but, instead, would be beneficial to the participants.

4.11 Trustworthiness

The researcher ensured that trustworthiness through “engagement” between the investigator and the participants in order to gain an adequate understanding of the group and to establish a relationship of trust between the parties. Another way that trustworthiness was maintained is through member checks. Guba & Lincoln, cited in Shenton (2004) consider as the single most important provision that can be made to strengthen a study’s credibility. Trustworthiness was also ensure, through the usage of tape recorders as the interviews are going on, if the participant is in agreement with the recording. In order to ensure that the findings of this qualitative study are applicable to other settings the following will be considered for trustworthiness:

4.11.1 Confirmability

Confirmability was achieved by keeping evidence of all the material that had been obtained. This included the journal, the audio recordings, articles and other used sources of literature such as books. The researcher maintained the requirement for neutrality throughout the study. Neutrality entails that a researcher does not take sides or drive the participants to respond in a way that will support the researchers’ assumptions or views. Therefore, the researcher’s findings will not be biased in order to achieve the objectives of the study. In this context, the participants were only asked questions that were in line with the research topic and these questions had been formulated around the research questions and the research objectives.

4.11.2 Validating the accuracy and of the credibility of the finding

Taking into consideration that validity refers to the degree to which the research conclusions are sound and the fact that this is an interpretive study. Validity in a qualitative research seeks to address issues of accuracy when analysing data to assess the identified proposition taken by the researcher. The researcher needs to maintain validity in the study in order to ensure that the study is credible. Credibility is referred to as the degree to which the research conclusions are sounds (Terre blanche et al., 2006). In this study validity was maintained by not relying on the researchers underlying assumptions but on the responses given by the participants during the interviews. The facts, perceptions and experiences of the participants were effectively integrated in the study. The interviews were conducted in a manner that the participants were able to show their thoughts the phenomenon at hand which made part of the data analysis and finding in the research. In the data analysis section the researcher tried to make sure the participant's thoughts and experiences were expressed as accurately as possible. The interviewees views were all integrated in a manner that depicted the true picture and in a way that validated the scope of the research.

4.12 Limitations and Challenges

Some challenges were faced when this particular study was conducted. The first challenge that the researcher faced was that the educators were not available at all times; they were available only at certain times. Conducting the interviews was therefore a time-consuming process; however, it was overcome and all 16 envisaged interviews could be conducted. Second, the educators who had been directly affected by school violence were reluctant to share their experience. Third, the response to the application to the university's ethics committee took longer than anticipated. This delayed the research as the interviews could not be conducted while the school had already granted permission to interview the educators. However, the challenges were all overcome.

A limitation of the study was the relatively small sample size when the large school population in South Africa is considered. Therefore, the researcher acknowledges that the results of the study cannot be generalised to the larger school population. However, as the validity of the data was assured by means of the process of triangulation (Leedy & Ormrod, 2005) in which interview data were compared with observation data and the data obtained through the literature review, it is the contention of this study that the results of the study may be utilised to inform both school management teams in violence-ridden communities as well

as the efforts of provincial and national policy makers in their quest for violence-free schools (Leedy & Ormrod, 2005).

4.13 Conclusion

The research methodology section reflected in detail on the methodology that was employed to achieve the aim of the study. The chapter revealed that the study employed a qualitative study design and provided reasons for this decision. The processes of data collection and analyses were introduced in that the methodology of utilising semi-structured interviews, observations of respondents' non-verbal signals and the sources utilised in the extensive literature review were illuminated. These data collection instruments were employed in an effort to address the objectives of the study and in answering the researcher questions. The chapter also focused on the nature of the research, the profile of the Wentworth community, sampling and data collection methods, data analysis procedures, ethical considerations, and the challenges and limitations of the study.

CHAPTER FIVE

DATA PRESENTATION AND DISCUSSION

5.1 Introduction

The aim of this chapter is to discuss and analyse the data and to present the findings of the study that was conducted to investigate the effects of school violence on educators in a secondary school in the Durban area. To facilitate the analyses of the data, key ideas and information that emerged from the narratives of the respondents were separated and categorised under themes, patterns and trends. Therefore, during the transcription process of the conversations, the data were classified into different themes and sub-themes. The themes that were developed from the information that had been provided by the participants was finally synthesised to form a holistic picture of the impact of violence on the educators' lives. According to (Mouton, 2001), data analysis helps the researcher to answer the research questions in a systematic way. During the transcription and reporting processes, the anonymity of the participants was maintained. The data were analysed in a manner that addressed the objectives and aim of the study, which was to investigate and determine the effects of school violence on secondary school educators.

5.2 Presentation of the Data

5.2.1 Forms and types violence witnessed/experienced by respondents

According to the findings of this study, all the educators that were interviewed had witnessed violence among learners at the school. Two distinct forms of school-based violence were identified by the educators, namely verbal and physical abuse that had been aimed at them. Of the 16 educators that were interviewed, 14 experienced verbal abuse whereas only three of the 16 interviewees experienced physical abuse.

The findings revealed that the most common type of violence that was prevalent was learner-on-learner violence. The educators had experienced either direct violence aimed at them or had witnessed violence on the school premises. Some educators had witnessed violence among learners in their classrooms and others had witnessed it among groups in the school. The respondents reported that violence among the learners became so severe that one of the learners was killed during an incident at school which traumatised both learners and educators.

Some educators had experienced violence that was directly aimed at them. Ms Naidoo, an educator who felt that she had been targeted by the learners, stated:

“All sorts of things have been done by the learners towards me in this school. Fire cracker and water bombs have been thrown into my classroom while I was teaching. Learners have vandalized my classroom door and written vulgar messages on the walls. I was once threatened by a boy in school who had a stick with nails in it. I have even had a learner push me on my forehead.”

Ms Grey reported the following:

“I have experienced violence towards myself as an educator in the form of abuse. Learners questioned my teaching capabilities; they told me that they weren’t interested in what I was teaching and they knew everything. I addressed the matter by telling one learner that the lesson was for those who wanted to learn. The learner got up while I was writing on the board and wiped everything off.”

Mrs Kumar stated:

“I have experienced verbal violence from a learner when I was trying to discipline them. The argument could have resulted in me being physically assaulted if I had not backed down. I kept quiet because I felt that I was intimidated by the learner because it was a boy.”

All the educators who were interviewed had witnessed violence, whether it was aimed at them or not, and they had been affected by it. The educators had witnessed learners stabbing, fighting and bullying. Learner-on-learner violence was the most prevalent in the school which had a negative effect on the educators and the other learners in the school. Some educators mentioned that the fights that occurred among learners could happen for petty reasons that could easily be resolved. Most of the incidents of violence that occurred among learners involved boys. These fights threatened to be fatal at times, as learners used objects such as pencils, scissors and belts during these fights. Pointed scissors and belts with big heavy metal buckles had been banned from the school premises because learners had used them as weapons during fights. Because violence was the only culture learners knew, they would resort to fights to ‘resolve’ differences and conflict at the drop of a hat. The study also revealed that violence had become a ‘norm’ to learners.

5.2.2 *Dangerous working conditions*

According to the participants, the violence that they had experienced resulted in fear. Educators were afraid of confronting aggressive learners and thus they were cautious of assisting in dissolving a fight between learners. This feeling of being afraid was exacerbated by the fact that learners carried weapons to school and that they were sometimes are under the influence of drugs when they engaged in fights. According to Bezuidenhout and Joubert (2003:65), “based on the terrifying conditions in many South African schools, educators’ fears are genuine as some educators have been stabbed, assaulted and robbed during school hours”.

The findings revealed that the violence that occurred in the school also involved non-school persons. For instance, Mrs Talker stated:

“Two school boys once fought in the school - they were carrying knives. The fight resulted in one of them passing away. That incident was a traumatic experience for educators that witnessed the whole thing. Those that tried to assist when one got injured...”

The constant presence of school violence and stress obviously increased educators’ state of stress, which had emotional as well as physiological consequences for their everyday work situation (Hill 2010:13). Weapons were frequently confiscated from learners which reinforced the reality that educators who dared to confront learners manifesting deviant behaviour were always at risk of having those weapons used on them. For instance, Mr Govender mentioned the following:

“As an educator you feel afraid of what might happen if you try to discipline or assist and you get injured in the process. I have a family and children to take care of; if I get harmed my family stands to lose. I am not willing to put myself in a life threatening situation again... Who will take the responsibility?”

During the interviews with the educators it was revealed that violence had become a ‘norm’ to the learners. The educators mentioned that the learner’s first reaction to a disagreement or a misunderstanding was violence. They didn’t realise that there were means of resolving conflict other than aggression and violence.

Mrs Kumar mentioned the following:

“As an educator I am afraid of the learners and saddened by the fact that violence is like the immediate solution to any differences, rather than communication.”

Mr Msibi mentioned :

“Sometimes in this community Coloureds have their own behaviour which is very violent. When learners are on the field smoking or whatever in a group, one as an educator tends to feel afraid to confront them. You feel more at ease when there other educators around that can go with you to confront the group.”

The most common causes of violence among learners are the attitudes and practices within the community and the families that they come from. Society has an effect on the children who live within that particular community. Learners witness their parents fighting at home, conflict among family members or people reverting to violence as a means of solving conflict. Learners also witness violence in their community whether they are going or coming from school. For most learners the experiences of violence are forever present in their lives. Family members also encourage learners to fight: “If he hits you, then hit back!” This is the solution these learners are advised to use by their parents or siblings. Parents are called in to school and they defend their children’s actions because if another learner was hurt because he had attacked their child then it is understandable that they reverted to violence. Bronfenbrenner (1989) argues that the family is one of the most, if not the most, influential socialising contexts in childhood and throughout adolescence; therefore parents play an important role in modelling behaviour for their children.

The school which was the study site was situated in Wentworth which is well known for violence and crime. Most people living in the area are Coloured people but a few African people also reside in this area. The situation of widespread violence in the Wentworth area could be attributed to the Coloured culture which has, to a large extent, ‘normalised’ violence and gangsterism. Therefore, children who grow up in this community aspire to be tough, be part of a gang, and be able to intimidate other people. Because of the prevalence of poverty in the Wentworth area, the conditions may, to a certain extent, be compared with those in township areas. Violent acts in townships schools are inspired by township communities that have, to a large extent, embraced violence as a way of resolving conflict (Else, 1991).

5.2.3 Social ills that exist in the community

According to the educators, the community had a significant influence on how learners behaved in school. A school does not function in a vacuum but it is part of a broader

community. Most learners in the school grew up in a violent community. Many of their family members are part of gangs, and therefore violence has forever been present in their lives. Most of the learners from the school under study had lived in Wentworth all of their lives in a neighbourhood that is riddled with crime, violence and gangsterism. South Africa's young people live in communities where they learn that violent behaviour is rewarded and where they feel that violence is likely to solve their problems and make them feel powerful and worthy (Ward, 2007:36). What happens in the community spills over and makes its way into schools.

All the educators that were interviewed believed that what happened in the community had a great influence on the learners' behaviour. This finding is supported by the bio-ecological systems theory as it posits that a person and the environment are independent units that dynamically interact and influence one another (Stead & Watson, 2006). The study revealed that some of the learners in the school were gang members and there had been incidences where gang fights spilled over into the school. De Wet (2007) explains that "the presence of gangs at school and in adjacent areas facilitate the relatively easy acquisition of illegal firearms and other deadly weapons, as well as the accessibility of drugs and alcohol by the youth, which may also lead to school violence".

In this context, Mrs Russel commented as follows:

"There was once an incident when gang members jumped over the fence with big knives onto the schools grounds. From what the educators gathered, the boys knew in which class the boy they wanted was in. The learner that they were looking for saw them and ran to the office. The educators mentioned that the gangsters didn't follow him to the office but they heard them saying, "You won't run forever...we are still going to find you."

Another educator said:

"...I have had gang members in my classroom before and it was a horrific event."

Having people from outside the school entering the school premises indicates how unsafe the educators and learners within the school really were. Gangs regard themselves as family, thus they give protection to one of their own. If a learner got into a fight with a member of a gang there was a great possibility that the other gang members would enter the school and cause disruptions. As adolescents in dysfunctional neighbourhoods identify role models, they may

be more likely to identify adults who model violent or deviant behaviour as their heroes (Anderson, 1999).

The study revealed that educators were always cautious when trying to discipline the learners. One of the educators, Mrs Russel, revealed the following:

“I try by all means [sic] not too single out a learner in class because it can further aggravate the learner.”

From what was gathered in the interviews, gangsterism does not come alone: it comes with a number of other social issues which include violence and drugs. Of the sixteen educators that were interviewed, fourteen were aware of the selling and taking of drugs at school. According to Mrs Russel, an incident that had occurred four years before in the school and had resulted in a learner losing his life had been about cigarettes. As the years went by, the use of far more dangerous substances became the norm and drugs were being used and sold overtly in the school. What was also gathered from the interviews was that some of the learners arrived on the school premises already high from whatever substance they had taken. All the respondents agreed that it had become extremely difficult for an educator to teach or discipline a learner that was high on drugs. Mr Smith stated:

“I once had a learner (a boy) that was so hooked on drugs to the point that he was always high and had lost large amounts of weight. I tried helping the learner but he was far gone and dropped out of school.”

Mr Shongwe, an educator who had been in the school for the last eighteen years, had this to say:

“Yes, we have had a gangsterism problem in school years back, but I would say it has decreased over the years. Now we experience drug problems. The learners are stopping at flats and buy drugs. We’ve noticed that they recently started mixing the dagga with some other chemical and these learners that take that substance are more aggressive. They always say ‘Don’t touch me’ and become very aggressive.”

Mrs Botha stated:

“When you are on duty at break you notice that there is selling and buying that goes on among the boys. When you come towards them they stash everything away and quickly, by the time you get to where they are the group has already dissolved. Or when you take one to the go with you to the office, one of the

friends will come ask what's wrong: "Ms, is there something that he did?" They distract you and before you know what has happened they have taken the culprit away..."

According to the educators, it was clear that there was an enormous problem of drugs in the school. The findings revealed that some learners would be arrested by the police (SAPS) for possession of drugs. When their parents were called, only then would they be allowed to go back to school. Thirteen of the 16 educators that were interviewed stressed the fact that there was little they or the principal could do to control the situation. Learners could only be suspended for a week or two, no more, and then they had to be allowed to come back to school. Some learners, with the assistance of their parents, would change their behaviour but in most cases they did not change. A learner would only be expelled under extreme conditions. The educators that took part in the study felt that the government focused too much on what was 'best for the learners and their rights' while ignoring the circumstances that educators had to work under. They expressed the view that the school environment was supposed to be about teaching and learning, and that all role players, in particular the DoBE, should do everything in their power to ensure that such an environment was created. However, the lack of consideration of educators' plight in schools where violence is rife ignores not only the needs of educators, but also those of learners who want to learn and improve their opportunities for a fulfilling career.

Mr Talker stated:

"As an educator you do what you can without corporal punishment. It is difficult to work with learners who understand violence as a way of solving issues. When learners are at home parents use corporal punishment as a way of disciplining them but at school they know that educators can't do anything to them and you end up having to repeat yourself four to five times."

Most of the educators felt neglected by their employer, which is the Department of Basic Education. They were placed in a school where they were exposed to a great deal of danger without personal or psychological protection. The school did not have proper security that would safeguard educators and learners who wanted to make a success of their lives. One of the educators believed that the government should bring back corporal punishment because, this person argued, it was better hitting some with a ruler than having someone stabbed to death. Learners can only be expelled under extreme conditions and educators commented that one day those 'extreme conditions' would occur when an educator was killed on the school

premises. Twelve of the sixteen educators that were interviewed believed the disciplinary measures allowed by the school's Code of Conduct were not enough and that there was very little that could be done by the educators to control the situation.

5.2.4 The role of parents

According to the findings of this study, educators felt that parents were not doing enough to assist them. Whenever a child was suspended, s/he would be required to come back to school with their parents in order to be allowed back into class. It was reported that parents did come, but often it did not make a difference as the same cycle would repeat itself all over again, whether it was the same or a different learner. However, there were those few cases where they saw a change in the child's behaviour. All 16 of the educators agreed on the point that the parents were not doing enough to assist them in disciplining their children and that most were not involved in their children's education at all. One educator mentioned that calling parents in helped but some parents could not control their own children.

Mrs Du Plessis had an incident with a parent which she narrated as follows:

“They are also like this with me at home, ‘I don't know what to do anymore’; ‘You have my blessing, you can do whatever needs to be done.’ Most of these learners find school a place to get away from parents – ‘free time’ where they come to enjoy themselves rather than to actually study.”

From the educators' understanding, some parents had actually implied that they could use corporal punishment on their children, but this practice is no longer allowed. One respondent mentioned that educators needed to be careful because parents might come back later to question you about it. The South African Schools Act No. 84 of 1996 states that (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.”

Mr Naidoo stated:

“No, parents are not helpful in anyway, they don't even come for parents' evenings and they don't support the school and the system.”

Mrs Samuels mentioned the following:

“Parents don’t want to take responsibility; they leave everything to the educators. Parents believe that it’s educators’ duty to discipline. They even say, ‘I leave it up to you’.”

Mr Hunter agreed that parents were not engaged in their children’s education. He mentioned the following:

“Parents need to take more responsibility for their children. They believe that the educator should do all the disciplining. Some parents supply their children with cigarettes to sell on the school grounds; some of them are also aware that their children are part of gangs and they do not do anything about it.”

It was clear that the educators felt that parents played no significant role in assisting educators with their problematic children. When parents did not discipline their children, the latter became a bigger problem at school and to educators because no one would hold them accountable for their actions. Some parents didn’t deliberately ignore their children but due to circumstances of great poverty they had to work long hours and night shifts and most of the time their children would be alone at home and get involved with the wrong crowd. The respondents felt that children had the notion that their parents didn’t care and they could do as they pleased. Mr Msibi mentioned that harsh words had been said between parents and educators; some had actually said, “My child behaves at home so the problem must be here at school”. Educators were faced with a bigger problem when parents defended their children whenever they were in the wrong. Le Roux and Mokhele (2011) and Edwards (2008) also state that “children from severely dysfunctional family structures face enormous adjustment problems which may lead to a variety of interpersonal, emotional and cognitive deficits and violence”.

Mr Talker, an educator who had witnessed a disturbing incident involving a parent, said:

“I have witnessed a parent and their child coming with firearms to school when the parents had been called in. They wanted to send a message because the firearms were visible with their shirts hanging out at the back. In my head I said, ‘One of these days things will end badly if these issues are not addressed’.”

Mrs West stated:

“Some parents are called to school and instead of disciplining their children, they defend them.”

When a child is in the wrong, they should be disciplined in order to learn that what they did was not acceptable and they shouldn't do it again. However, if parents support their children by defending them, learners will never learn. They will continue with their wrong doings because they know that their parents will defend them. According to the educators, some parents couldn't discipline their children because they were engaged in unacceptable behaviour along with their children. Families can also contribute to adolescents' violent, aggressive behaviour by accepting that the adolescent's use of such behaviour as a problem-solving strategy (Crawage, 2005).

Not all parents will defend their children. Some parents are very violent themselves and their children are actually terrified of them. Therefore, calling them to school will actually do more harm than good. One respondent mentioned that she had taken the decision to stop calling parents to school:

“Parents will come tell their children, ‘I’m going to beat you up!’ and they don’t hold back their anger. Sometimes as an educator you feel afraid for the learner.”

The findings of that study revealed that the educators believed that working in partnership with parents would be beneficial to everyone. The South African Schools Act of 1996 (SASA) provides formal power in education to parents as well as communities as it generates a platform where parents can be significant partners in school governance (Duma, 2013). The absence of parent-school collaboration was frequently mentioned by educators who believed that it contributed to the learners' deviant behaviour.

5.3 Effects on Educators

As in many other professions, educators spend most of their time in the workplace, and whatever happens in their working environment will significantly impact their lives. The findings of the study revealed that educators were affected both at a professional and at a personal level by violence in the school where they taught. However, not all the educators were affected in the same way because the challenges they encountered were different in some instances. Thirteen of the 16 educators who were interviewed mentioned that they were affected professionally in terms of their work morale and productivity; only two said that they weren't affected by the violence at all. The educators who mentioned that they were affected stated that it was very demotivating. Six of the educators were left traumatised by violent incidences that had occurred in the school.

Ms Grey felt that there should be some distance between her professional and private lives and managed to deal with violence in her professional capacity:

“It doesn’t affect me on a personal level. I don’t allow the situation that occurs at school[to affect me]; I leave everything at school.”

Ms Hunter also did not allow violence to affect her:

“It doesn’t affect me on a personal level. Learners can’t tamper with my professionalism - they can only enhance it. Whatever happens in this place is about them. It does affect some educators - it all depends on one’s personality.”

Mrs Du Plessis found the incidences of violence a severe challenge, not only for herself but for her family as well:

“Because of the violent environment that I’ve been working in I have nightmares. I dream of a child chasing me with a knife and I keep on running and they don’t get to me. My family worries about me because of the environment that I work in.”

When comparing the educators’ reaction to violence to actual experiences of violence, the findings revealed that most of the educators who stated that they were not affected by violence had not witnessed incidents that could have made them afraid; or they had had no encounters with learners that placed them in a dangerous position. Mr Talker, an educator who assisted when a learner got killed on the school premises, mentioned that when he watched television or saw teenagers playing with weapons, he would have flashbacks of the day of the incident. This was emotionally disturbing.

Ms Naidoo admitted that she suffered harsh effects:

“It has affected me in the worst possible way professionally because I had to leave the educating profession for some time and I only came back after a while. This was after the incident of a boy that was stabbed to death and I was directly involved. My health was also affected. I developed bleeding ulcers, my levels of stress increased; insomnia increased and I had a minor heart attack.”

Mrs Kumar mentioned the following:

“It affects me personally in the sense that you feel intimidated, out of control and helpless when you are directly involved in a confrontation. Particularly if you are working in disadvantaged communities where a violent outbreak can randomly take place.”

It was clear from the respondents' narratives that the violence that occurred in the school caused disruption and trauma, because when learners started fighting it was the educators who had to step in and separate the learners. However, it didn't end with merely stopping the fight: the matter had to be addressed at a disciplinary level as well. In the meantime, teaching and learning time was lost. One educator mentioned that whenever a learner was late, the issue had to be addressed before the lesson could be started. This meant that teaching time had to be disrupted for many while one delinquent learner's behaviour was attended to. According to Shumba (2013:9), the effects of school violence as perceived by educators impact learning. Learners become uncontrollable and difficult to manage and the environment is not conducive to teaching and learning. Furthermore, the little teaching and learning that do take place are ineffective due to disruptions, absenteeism and misbehaviour which in turn exacerbates poor school attendance and eventually leads to a high failure rate. Educators end up having to do more than one profession: they are social workers, counsellors, policemen - while the job that they were hired to do is neglected.

Mrs Russel further added that there were certain classes that you just couldn't leave alone even when called to the office. This happened when parents were called in for a meeting. Ironically, the educator would then have to leave the class which would become disruptive while the teacher consulted with the parents - so that a disruptive learner could be allowed back into the class.

Mrs Jacobs commented:

“As a head of department, a lot of cases have to be first reported to me before they actually proceed to the principal. This requires a lot paper work. I still have to do my own work and teach, do marking and all of that must be done in the time. It adds a lot of pressure.”

Mr Mkhize stated:

“Professionally it disturbs the lesson. Whenever there is fight children will want to run out and see what is happening. It becomes very difficult for you to calm them down again. Sometimes an entire lesson gets wasted because of those disruptions.”

Ms Kings mentioned the following:

“Its demotivating. Teaching is supposed to be done in a peaceful and conducive environment but more time is spent on dealing with misbehaving learners and the teaching process suffers. You can't complete the syllabus on time because of

all the interruptions and end up having to push by dishing out notes without taking into account whether the learners actually understand the work.”

In a school that has high levels of violence and disruptions learners don't get the same quality of education as their peers in other schools where the issue of violence is absent. It becomes very difficult for educators to do their job when they are demotivated. One of the educators (Mrs Russel) mentioned that she had once taught in one of the top schools in Durban North and it had required a big paradigm shift to adapt to the school in Wentworth . She mentioned that even though learners came from rich families and were spoilt, they never disrespected their educators in the way that learners in the public school did. In this context it must be commented that educators remain in problematic schools because it is not easy to move to other school; however, if given a choice they will leave at the drop of a hat.

5.4 Support Services

According to the findings, the educators felt that they were in great need of support services in the school. Educators' main duty is to teach, but due to a lack of resources in government schools they also have to take on duties that fall within the ambit of other professions. The learners in the study school came from different backgrounds and experienced different challenges which could have been addressed by support services. All 16 of the educators agreed that support services would have been very beneficial to them and the learners, as they would then have been able to focus on teaching instead of counselling, policing and disciplining. The educators that had been present during the incident in which a learner was stabbed and died mentioned that they only received counselling long after the incident.

Mr Hunter said:

“Psychologists came after the incident when a learner died due to violence within the school, but it was during a bad time. It was exam time and every educator was busy with marking and the principal still wanted marks captured and submitted.”

Mr Mkhize commented:

“The DoE doesn't provide the schools with any support services. The only time they come to the school it is when something horrific happened. Each cluster is only given one psychologist; that person can't rotate to every school within a year which isn't effective and beneficial to schools.”

Most of the educators needed psychological help such as counselling, but this kind of service is hardly ever available. The few who had received counselling stated that it wasn't very beneficial because they had only had one session with the professional. Educators need to draw on other people for support just like their family members and other professionals: however, there are very limited measures in place to offer any support to traumatised educators.

Mrs Du Plessis mentioned the following:

“I have never received any support services from that school but I have a good support system at home.”

Mrs Samuels referred to her faith as a source of strength:

“I am a strong believer in my faith and that is what helps me get through tough situations. I normally start the day with prayer with the learners and ask the Lord to guide us throughout the day, which has been very helpful.”

The findings confirmed that educators are in need of support services in schools, more especially in schools that experience violence. However, the chances that the DoBE will provide them with relevant support services on a regular basis are nil.

Mrs Samuels offered the following comment:

“Having other professions within the school premises will help but it is highly impossible (laughs)... What are the chances of that happening? (She addressed the question to the researcher.) It might happen in the distant future!”

Mrs Russel stated:

“We need counsellors in disadvantaged schools. They had one in the previous schools where I taught and it was very helpful.”

Ms Naidoo mentioned the following:

“Support services will help with learners who have disorders like bipolar. They will get the necessary help that they need which will help change their behaviour. Learners from dysfunctional homes will also get an opportunity to get help.”

Even though educators knew about the causes and influences of learners' disruptive behaviour, there was little that they could do to help such learners because they had not been trained for it. The findings revealed that the educators who had studied psychology were able

to assist where they could in terms of counselling learners. One of the educators stated that it was much easier for her to handle troubled students because she had studied psychology and had been applying her knowledge for years. There were certain things that learners might not feel comfortable talking about with their educators, but they might be willing to share their burdens with a school psychologist. Psychologists and therapists could conduct workshops that will address the different challenges that educators face in the school.

5.5 Gender-based violence

According to the findings, the educators shared different views about the suggestion that the violence that was directed at them was gender based. The male educators believed that it was partly gender based because learners would normally verbally abuse female educators by saying things to them that they wouldn't say to male educators. Of the 16 participants, three female educators believed that the violence was predominantly directed at female educators. The remaining seven female educators believed that the violence in the school was not gender based and could occur randomly involving any educator. The findings indicated that whenever a violent incident occurred in the classroom, the male educators would be called to assist.

Mr Talker mentioned the following:

“The only time it gets gender based is when the violence progresses to the point that it gets physical and occurs between a male educator and a male learner.”

Mr Msibi stated:

“Learners take female educators for granted. Sometime you are called to a class where a learner has been using vulgar language which he or she is unlikely to use in the presence of male educators.”

Ms Naidoo said:

“A lot of verbal abuse and intimidation is mostly directed towards female educators. Learners don't respect or treat them in the same way they treat male educators.... The issue of abuse has also gone to some male educators. They have been shown a lot of disrespect but female educators suffer more.”

One of the findings revealed that it was mostly female educators who were subjected to aggressive behaviour by learners. Mr Naidoo mentioned that most the boys viewed female educators as targets. As there were more female educators than male educators in the school,

it was an interesting finding open to interpretation. However, it may be argued that this phenomenon was gender based because the probability of violence aimed at female educators was higher. Although most respondents commented that this was the case, a more in-depth qualitative investigation, which was beyond the scope of this study, was not conducted. However, the gender-based probability of violence was questioned by some educators.

Ms Singh stated:

“I would say there’s an equal balance between male and female educators. The learners normally target new educators that come into the school. One cannot predict in which or whose class the violent events will occur.”

Ms Kings agreed:

“It is never gender related - it is more related to the personality of the educator. When the learners see you as weak then they will direct that violence towards you.”

5.6 Long-term Consequences

According to the educators, if school violence weren’t addressed any time soon the epidemic would have severe consequences in the long term. This finding corroborates Sookha’s (2006a:2) argument that “if learner-crime is not brought under control in South Africa, this will have far-reaching consequences”. The finding revealed that school violence resulted in learners stabbing one another and this violence was so severe that one learner lost his life. Educators were concerned that it would not end there but that an educator might one day lose his or her life in a similar incident. They also feared for innocent learners who weren’t part of the violence.

Ms Singh stated:

“If the school violence problem isn’t dealt with sooner, then South African schools will become like American school where a learners come in [sic] the school property with a firearm and start shooting at people.... The government has to address the number of rights learners have for as long as learners have these rights they feel untouchable. Also address the accountability and responsibilities of those rights.”

Mr Hunter also feared what might happen in the future:

“In the near future there will be guns involved.”

The most important finding revealed that the main purpose of a school, which is teaching and learning, was most affected by violence. Violence interrupted and disrupted the proper functioning of the school which had a negative effect on both educators and learners. Educators who had been directly affected by violence within a school context indicated that at some point they wanted to put their tools down and leave the teaching profession.

Mrs Naidoo said:

“Educators will leave the profession. It’s becoming medically unsound; the older you get the more prone you are to diseases. Learners will also be at a disadvantage because good teachers will leave the schools and the profession. Good learners will leave the school and go where it is safer and good learners will be affected because they become targets and they live in fear.”

Ms Grey agreed, and added:

“If the issue of school violence is not addressed soon it will result in a high rate of failure among the learners because less teaching will take place. Instead, more time will be spent on addressing issues of violence within schools.”

Mrs Botha commented:

“Schools that experience a lot of violence will have a shortage of staff members. No one wants to come to a job where they are threatened by learners.”

Little can be done in a school that is plagued by disruptions of violence on a regular basis. The educators believed that nothing much could be done from their side to control the situation. They felt that most of the issues that they encountered in schools were caused by social issues that needed to be addressed within the broader society. Mr Mkhize mentioned that a drug problem was a community problem. A learner who was in possession of drugs would be suspended, but they would buy the drugs on their way to and from school. Suspension may take the learner out of the school for a short space of time, but it does not even begin to address the problem because they still have access to this ruinous substance that is craved by many learners. For educators to be able give it their all and to give their best to their profession, they need an environment that is conducive to effective education that results in desirable outcomes for all learners.

5.7 Disciplinary Measures

In order for a school to function, effective disciplinary measures have to be put in place. The majority of the educators that were interviewed believed that the disciplinary measures put in

place by the school weren't very effective. The reason given was the issue of learners' rights without the accompanying focus on responsibilities. According to the educators, there was little that could be done by the school or the principal to help control the situation of violence within the school. In South Africa, one of the fundamental rights states that every child has the right to an education, which means that school personnel and parents should make every effort to ensure the schooling of children. One of the educators mentioned that they were constantly told by the principal that there was little that they could do to discipline learners as they have the right to be in school. A few educators believed that the school's disciplinary measures were effective to some extent as learners who deliberately misbehaved knew they were disobeying school rules and that nothing much would happen to them. Misbehaving learners would get suspended for a couple of days and come back to school, and the cycle would start all over again. This lack of effective measures would influence other learners as they would be aware of the fact that few consequences would be suffered if school rules were disobeyed. In this context, it may be strongly argued that schools' lack of a mandate to apply effective disciplinary measures needs to be urgently modified to address the current situation of gangsterism, violence, drugs and weapons in schools. Only then will teaching and learning become effective.

Ms Naidoo commented by:

“the school disciplinary measures are very effective, learners can be suspended from school for a short period of time and come back to school, they can only be expelled under extreme condition so they take advantage of that and do as they please.”

Mr Talker mentioned that:

“some learners enjoy no coming to school and staying at home so suspending them doesn't really change anything because they want to stay away from school. “

5.8 School Environment

The school where this investigation was conducted is situated at the far end of the suburb of Wentworth. Most of the learners reside in the area and walk to school. On their way to the school they pass hostels where gangs reside and where drugs are sold. Some learners actually stay in these hostels. The community is unsafe and plagued by violence which is predominantly instigated by gangsterism. Learners frequently witness a lot of crime and violence on the way to school and become accustomed to it. They buy drugs at these hostels

on their way to and from school. Some learners join these gangs and end up missing school on a regular basis because they leave home and never get to school. Instead, they spend the day with their fellow gang members doing what gangsters do: rob, intimidate, threaten, hurt and injure. The older gang members give the youngsters drugs to sell at the school. Gang members thus gain easy access to the school because one of their own members has the right to enter the school premises, which makes the educators and other learner vulnerable. The school under study is a very big school with many classrooms and a big open field. There are trees in the field where the learners can sit in the shade during recess. However, it is here where most drug dealing occurs. Learners will abscond to go and sit under the trees. The educators cannot chase them all the time because their first priority is the learners in their classroom. The school doesn't have a proper security system. The school has one security guard who remains at the main gate. The other access gates are closed immediately after school has started and are opened again after school. Throughout the day the gates are left unattended which provides an opportunity for outside elements to enter the school premises. The school fence isn't high enough and learners easily jump over it when they want to abscond or when gang members want to enter the school premises.

5.9 Suggested Measures to Deal with School Violence

The educators were asked to offer suggestions for effectively dealing with school violence. The following suggestions were given:

- The police should visit the school on a regular basis to search for drugs and weapons that the learners might have on them.
- Appoint a school counsellor that will help address issues that the learners might have that are beyond educators' capabilities. They can also assist both the learners and educators on the spot whenever there is a violent incident at the school.
- The Department of Basic Education should provide violence-riddled schools with proper security measures such as cameras and install a proper gating system.
- The community and police should work in partnership in dealing with crime in the community and find measures to safeguard school premises against the buying and selling of drugs on school premises, which is a societal problem.
- Parents need to take responsibility for their children by being more involved in their children's education by attending school-based information sessions where issues of

school violence, drugs and weapons are discussed. They should also ensure that their children get the necessary help for drugs and behaviour modification.

Some of the educators were aware of the fact that they weren't coping with the traumatic events that they had experienced in the school and that they required therapeutic intervention to help them deal with what had happened in the past. The school was in need of counsellors, supportive parents, effective police intervention, and a secure schooling environment.

5.10 Conclusion

This chapter dealt with the data interpretation of the study. The main findings were presented, discussed and analysed using thematic analysis. Themes were created with reference to the major topics that emerged from the data. The study explored the effects of violence on educators who had been directly or indirectly exposed to violence within the schooling environment. The effects of violence were found to be mainly traumatic, physiological and behavioural. All these had an effect on the processes and outcomes of teaching and learning over a period of time. In addition, the findings indicated that the community that the school is situated in contributed to a large extent to the prevalence of violence in the school. Sometimes parents didn't play their role by teaching and disciplining their children and then shifting these responsibilities to the educators. However, there there was consensus that not much could be done by educators because the violence started outside the school premises and from there spilled over into the school. For example, learners bought drugs in the community on their way to and from school. Finally, the educators were given the opportunity to offer suggestions for addressing violence in the school. All these findings are presented in summary in Chapter Six.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This study was conducted to investigate the effects of violence on educators who were exposed to it on a regular basis in a secondary school in Wentworth. After critical consideration of the data, some conclusions emerged in terms of the research questions formulated in Chapter One. Based on the findings as outlined in the previous chapter, this chapter presents the conclusions and appropriate recommendations.

6.2 General Conclusions

The main conclusions were reached in terms of the objectives of the study:

- To investigate the effects of school violence on educators at a secondary school. Any exposure to violence has an effect on the functioning of an individual.
- To establish whether school violence has an impact on educator's attitude toward the learners and their profession.
- To investigate the mechanisms used by educators to cope with the effects of school violence.
- To establish if any structures/programmes are available to help educators cope with or manage schools violence.

6.2.1 *Effects of violence on educators who had been direct victims of/witnesses to violence*

The study found that the educators were affected by school violence psychologically, emotionally, physically and professionally. The educators' professionalism was affected in the sense that the violence interrupted their lessons and their sense of professional achievement as educators was impacted. It happened often that educators had to deal with issues based on violence, or their lessons were interrupted halfway and they had to stop and address these issues. Teaching and learning time was then lost and they pushed in order to finish the curriculum, not taking into account if the learners understood the work or not. Some educators changed their attitude to the learners by withdrawing and putting distance between themselves and the learners in fear of being victims of further abuse. Others who had

been traumatised by the incidents of violence that they had been exposed experienced flashbacks, nightmares and disorientation. These educators felt vulnerable, afraid and unsafe in the school environment. The constant presence of school violence and stress also increased their arousal state for a stress response which resulted in emotional as well as physiological reactions to their everyday work situation. These findings corroborated those by Hill (2010:13).

6.2.2 The impact of school violence on educators' attitude towards the learners and their profession

The findings revealed that school violence affected educators' attitudes towards learners and their profession to some extent. The educators believed that their needs were not considered by the employer (i.e., the Department of Basic of Education) in the sense that their call for a safer school had been ignored. Some educators believed that the imbalance in the acknowledgement of learner rights and learners' equally important responsibilities associated with these rights was why they disrespected and abused educators. There was agreement that the issue would only be solved when not only the rights of learners, but also the rights of educators are addressed. Educators strongly believed that their colleagues working in private schools got far better treatment as they didn't have to deal with issues of violence in their schools. The findings also revealed that, if given the chance, most of the educators would leave the education profession or seek employment in private schools. However, the educators' attitude towards all the learners was only slightly impacted because not all revealed a negative attitude towards schooling. There was strong commitment towards the positive learners who did well and out-shone the bad. Their attitude towards the community in which the school is situated was affected. The community greatly contributed to the violence that occurred in the school because in most instances violence spilled over from the community into schools, particularly after weekends.

6.2.3 Coping strategies used by educators to counteract violence

To a certain extent, the educators showed the ability to employ coping strategies, even though some measures were not very effective. The measures that the educators used demonstrated their professional sense of responsibility to cope with school violence in order to fulfil their professional duties.

One of the coping mechanisms was to distance themselves from violent learners by not stepping in during fights, avoiding getting into confrontations with violence-prone learners, and to back down during one-on-one confrontations. Some educators ‘fought fire with fire’ by building a wall and becoming so strict that the learners were afraid of them. They would report any misbehaviour to the Head of Department or the principal. Sometimes these unruly children were suspended and their parents were called in.

Another coping strategy was to revert to the ‘pack’ instinct. This occurred when an educator felt threatened by delinquent groups of learners and, rather than confront the learners individually, educators would approach them in a group. This group context made the educators, particularly female educators, feel safer and the situation was often more easily resolved in this way.

Female educators acknowledged that they used gender-based power relations as a coping strategy in the school context. In applying this coping strategy, female educators would call on male educators to deal with a confrontational situation with boys. In this context boys were more cautious of males as cultural beliefs and attitudes often see the female position of authority as below that of the male.

Because of the high rates of violence in Wentworth, a lot still needs to be done to address violence other than school disciplinary measures. The community and the parents also need to step in and help reduce violence in the school and in the community, as the findings suggested that most parents left the responsibility of disciplining their children to the educators. Ironically, there were those parents who would defend their children’s behaviour when they were taken to task, which compromised the educators’ role as disciplinarians *in loco parentis*.

6.3 Support Structures Available to Educators

The study found that there weren’t any support structures available to educators in the school such as a psychologist, social workers, or other counsellors to help educators cope with or manage school violence. Services provided by such professionals only become available when drastic incidents occurred and then only for a short period of time. The findings further indicated that these services weren’t very effective in the sense that they were provided for a short period of time and that not all educators were able to make use of them because of their professional responsibilities. All the educators agreed that having one of these professionals

as mentioned above as part of the school staff would be beneficial to the staff and the learners. The introduction of counselling services will decrease the epidemic of school violence in the sense that these professionals will be able to address issues that educators aren't trained for and don't have the time to engage in.

6.4 Recommendations

After considering the findings of this study, the following recommendations are offered:

- There is an unquestionable need for counsellors due to the flourishing violence in the Wentworth area in the school under study. The educators expressed a need for counselling services as a way of helping them deal with the effects of violence and to help the learners change. Some educators had to use their own funds to obtain professional help, which can be costly. It is therefore recommended that support services be made available on a regular basis to traumatised educators and learners by the DoBE.
- Although the effects of school violence on learners was not the aim of the investigation, a study on educators' position in a school cannot be divorced from that of the learners. It is therefore important that learners also have recourse to support services to help them deal with issues that they might not wish to discuss with their educators. There are learners who will misbehave because of psychological deficiencies that can only be addressed by psychologists. Moreover, if learners feel secure and are motivated at school regardless of their domestic challenges, it will in turn impact on the job satisfaction and effectiveness of educators.
- The school is not equipped with proper security measures as there is only one security guard who is situated at the main gate. Other gates are left unattended. Learners manage to enter the school grounds with weapons and drugs because no one searches them when they enter the school premises. Therefore, the school should have secure fences that will prevent access by outsiders to the premises.
- There is an urgent need for parents to change their attitude and take more initiative in the lives of their children. Parents shift the responsibility of disciplining their children onto educators, but the educators can only do so much. Some parents are aware of their children's behaviour and their involvement in gangsterism but don't do anything about it. Instead, they defend their children when they are called to school. Parents need to work

together with school personnel in order address violence within the school and to make it a safe environment that is conducive to teaching and learning.

- Departmental review of policies that will balance learners' rights with responsibilities and actively acknowledge the authority of teachers has become essential. The power that learners wield because 'they have rights' and the manner in which this impacts education bodes ill for the future.

6.5 Conclusion

It is clear that no school exists in a vacuum but is part of a broader society, which is the community it is situated in. Social ills that exist in the community become a problem in schools where drug use and trafficking as well and gangsterism are community issues that spill over onto school premises. Most of the violent outbreaks in schools occur as a result of spill-over from the community, especially on Mondays. Learners anticipate what will happen during the course of the school day and become very restless because they are excited about or fearful of this potential for violence.

Like all other public servants, educators spend most of their time at work, and therefore acts of violence that occur on school premises are bound to have an effect on them. Incidences of school violence have increased drastically over the years, making some of South African schools unsafe places to be. Violence creates an atmosphere of fear and paranoia in any environment. Yet, despite the fact that the government has launched some programs to address the effects of school violence on learners, it has neglected, and continues to neglect, educators as victims of school violence.

References

- Altbeker, A. (2007). Selective crime statistics do not reassure a terrified people. *Sunday Times*, 18 February, 29.
- Aneshensel, C.S. (1992). Social stress: theory and research. *Annual Review Sociology*, 18, 15.
- Astor, R.A., Pitner, R.O. & Duncan, B.B. (1996). Ecological approaches to mental health consultation with teachers on issues related to youth and school violence: educating children in a violent society, Part I. *Journal of Negro Education*, 65(3), 336-355.
- Augustyn, M.D., Frank, D., Posner, M. & Zuckerman, B. (2002). Children who witness violence and parents' reports of children's behavior. *Journal of Consulting & Clinical Psychology*, 156, 800-803.
- Babbie, E. (2007). *The practice of social research* (11th ed.). Belmont: Thomson Wadsworth.
- Bartollos, C. (1993) *Juvenile delinquency* 3rd ed. New York: Macmillan Publishing Company
- Bartol, A.M. & Bartol, C.R. (2005). *Criminal behavior: a psychological approach*. Englewood Cliffs, NJ : Prentice Hall.
- Beckmann, J.L., Foster, W.F. & Smith, W.J. (1997). *Analysis of the South African Schools Act, 1996*. Montreal-Johannesburg: CSAENP.
- Beresin, E.V. (2011). The impact of media violence on children and adolescents: opportunities for clinical interventions. *American Academy of Child and Adolescent Psychiatry*, The DevelopMentor. New York
- Bezuidenhout, C. & Joubert, S. (2003). *Child and youth misbehaviour in South Africa: a holistic view*. Pretoria: Van Schaik.

Brock, S.E. & Jimerson, S.R. (2004). School crisis interventions: strategies for addressing the consequences of crisis events. In E. R. Gerler (Ed.), *Handbook of school violence* (pp. 285–332). Binghamton, NY: Haworth Press.

Brock, S.E., Sandoval, J. & Lewis, S. (2001). *Preparing for crises in the schools: a manual for building school crisis response teams* (2nd ed.). New York: Wiley.

Bronfenbrenner, U. (1989). Ecological systems theory. In R. Vasta (Ed.). *Annals of child development*, Vol. 6. *Six theories of child development: revised formulations and current issues*, 187-249. Greenwich, CT: JAI Press.

Buchner, K.T. & Manning, M.L. (2005). Creating safe schools. *The Clearing House*, 79, 55-60.

Buck, C.A. (2006). Effects of direct and indirect experiences with school crime and violence on high school teacher burnout. Dissertation, Georgia State University.

Burton, P. (2007). Someone stole my smile. An exploration into the causes of youth violence in South Africa. Centre for Justice and Crime prevention, *Monograph Series*, No. 3.

Burton, P. (2008). Snapshot results of the CJCP National Schools Violence Study. Centre for Justice and Crime Prevention Research Bulletin, 2. *Monographic Series*, No. 4, Cape Town. Retrieved 23 October 2008 from <http://www/cjcp.org.za/admin/uploads/NSVS-final-internetready.pdf>.

Cooper, H.M. (1988). The Structure of knowledge in thesis in knowledge synthesis, 104-126.

Crawage, M. (2005). How resilient adolescence learners in a township school cope with school violence: a case study. Thesis submitted for the degree of Doctor of Education, University of Johannesburg.

Crews, G.A. & Counts, M.R. (1997). *The evaluation of school violence in America*. Westport, C.T: Praeger.

Daniels, J.A., Bradley, M.C. & Hays, M. (2007). The impact of school violence on school personnel: implications for psychologists. *Professional Psychology: Research and Practice*, 38, 652–659. doi:10.1037/0735-7028.38.6.652

De Vos, A.S. (2010). Scientific theory and professional research. In A.S. De Vos, H. Strydom, C.B. Fouche & C.S.L. Delport. *Research at grass roots for the social sciences and human service professions* (3rd ed.). Pretoria: Van Schaik.

Duma, S.I (2013) Dynamics of school violence and the role of school leadership in reducing it in two umlazi township school. University of KwaZulu-Natal

Dentemaro, C. & Kranz, R. (1993). *Straight talk about student life*. New York: Facts on File.

Department of Education. (2000). *An implementation plan for Tirisano*. Pretoria: DoE.

Dhunpath, R. (1998). Tapestry of teacher development in KZN through the eyes of Cynthia Mpati. Unpublished co-ordinated Masters dissertation in Education and Training, University of Durban-Westville, Durban.

Dinkes, R., Kemp, J. & Baum, K. (2009). *Indicators of school crime and safety: 2008*. (NCES 2009-022/NCJ 226343), NCES, Institute of Education Science, US Department of Education and Bureau of Justice Statistics, Office of Justice Programs, US Department of Justice, Washington DC.

DoE (Department of Education) 1996. The National Education Policy Act, Act No 27 of 1996. Pretoria: Government Printer

Du Plessis, A.H. (2008). Exploring secondary school educator experiences of school violence. Unpublished MA dissertation, University of Pretoria.

Durkheim, K. (2006). Research Design. In K. Terre Blanche, M. Durrheim & D. Painter (Eds.). *Research in practice: applied methods for the social sciences*. Cape Town: University of Cape Town Press.

Durrheim, K. & Wassenaar, D. (1999). Putting design into practice: writing and evaluating research proposals. In K. Terre Blance, & M. Durrheim (Eds.). *Research in practice, applied methods for the social sciences*. Cape Town: University of Cape Town Press.

Else, N.P. (1995). Educators' perception of physical violence in secondary schools of Port Elizabeth. Dissertation, Department of Sociology, University of Port Elizabeth.

Emmett, D. & Nice, G. 1996. *Understanding drugs: a handbook for parents, teachers and other professionals*. Bristol: Jessica Kingsley.

Firmin, M.J. & Santoro, T.M. (1983). Correlates of occupational stress as reported by full time special educational teachers. *Exceptional Children*, 540-543.

Govender, A. (2006). Burglars strike again. *The Phoenix Tabloid*, 11 July, 3.

Graaff, J. (2004). South African explanation of political violence: 1980-1995. *South African Journal of Philosophy*, 20,1.

Greeff, M. (2005). Information collection: interviewing. In A.S. De Vos, H. Strydom, C.B. Fouché & C.S.L. Delpont (Eds.). *Research at grass roots: for the social sciences and human service professions*. Pretoria: Van Schaik, 286-313.

Hill, T. (2010) The Impact of School Violence on Teacher Performance and Attitudes. The Temple University Graduate Board (Dissertation).

Hakim, C. (2000). *Research design: successful designs for social and economic research* (2nd ed.). London: Routledge.

Hoadley, U. 2007. The reproduction of social class inequalities through mathematics pedagogies in South African primary schools. *Journal of Curriculum Studies* 39(6):679-7

Jeffrey, A., Daniels, M., Bradley C. & Hay, M. (2007). Impact of school violence on school personnel: implications for psychologists. *Professional Psychology: Research and Practice* Copyright 2007 by the American Psychological Association, 38(6), 652–659.

Jefthas, D. & Artz, L. (2007). Youth violence: a gendered perspective. In P. Burton (Ed.). *Someone stole my smile: an exploration into the causes of youth violence in South Africa. CJCP Monograph No. 3, Cape Town, 37.*

King, L.A. (2003). Measures and meanings: the use of qualitative data in Social and Personality Psychology. In C. Sansone, C. Morf & A. Panter. *Handbook of methods in Social Psychology*, 173-194. New York: Sage.

Kipperberg, E. (2007). The TRC structures and resulting violence. In P. Burton (Ed.). *Someone stole my smile: an exploration into the causes of youth violence in South Africa. CJCP Monograph No. 3, Cape Town, 69.*

Kollapan, J. (2006). School violence. Report for the Helen Suzman Foundation, South African Human Rights Commission.

Kratcoski, P.C. & Kratcoski, L.D. 1996. *Juvenile delinquency*. New Jersey: Prentice-Hall.

Krishnan, V. (2010). Early child development mapping project (ECMap). Community-University Partnership (CUP), Faculty of Extension, University of Alberta, Edmonton, Alberta, Canada.

Kuppan. I. 2006. Umlazi church vandalized, R15 000 damage caused. Daily News, 10November 2006:16.

Kruger, A.G. & Van Schalkwyk, O.J. (1993). *Classroom management*. Pretoria: Academica.

Leedy, P.D. & Ormrod, J.E. (2005). *Practical research: planning and design* (8th ed.). New Jersey: Pearson Prentice Hall.

Lichtman, M. (2011). *Understanding and evaluating qualitative research*. London: Sage.

Lyon, D.R. & Douglas, K.S. (1999). *Violence against British Columbia*. Teacher Report of the Simon-Fraser University/British Columbia Teachers' federation. Mental Health, Law and Policy Institute, Simon-Fraser University.

MacNeil, G. & Steward, C. (2000). Crises intervention with school violence problems and volatile situations. In: A. Roberts (Ed.). *Crises intervention handbook: assessment, treatment and research*. New York: Oxford University Press, 229-248.

McKendrick, B. & Hoffman, W. (1990). *People and violence in South Africa*. Cape Town: Oxford University Press.

McCormick, J. (1992). Teachers' attributions of responsibility for occupational stress and satisfaction: an organisational perspective. *Educational Studies*, 18(2): 201-223.

Mdhuli, D & Zwane, W. (1994) Final Report of Learners & Violence Intervention Project. Johannesburg: Centre for the Study of Violence Reconciliation

Mkhize, S. (2012) The Effects Of Community Violence On Learners In A Rural Context. University of KwaZulu Natal

Merriam, S.B. (1998). *Qualitative research and case study application in education*. Sage Francisco: Jossey-Bass.

Miller, A. (1987). *For your own good*. London: Virago.

Mncube, V. & Harbor, C. (2013). *Dynamics of violence in South African schools: report*. Printed and published by the University of South Africa, Muckleneuk, Pretoria.

Morrell, R. (2001). Corporal punishment in South African schools: a neglected explanation for its persistence. *South African Journal of Education*, 21(4), 292-299. Retrieved 7 October 2008 from <http://cat.inist.fr/?aModele=afficheN&cpsidt=13708216> .

Mwahombela, L. (2004). Perceptions of violence in a secondary school. Unpublished Master's dissertation, Faculty of Education, University of KwaZulu-Natal, Durban.

Ncontsa, V.N. & Shumba, A. (2013). Nature, causes and effects of alcohol violence in South African high schools. *South African Journal of Education*, 33(3).

Neuman, W. (2000). *Social research methods: qualitative and quantitative approaches* (4th ed.). Boston: Allyn and Bacon.

Newman, J. & Newman, G. (1980). Crime and punishment in the schooling process: a historical analysis. In K. Baker & R.J. Rubel (Eds.). *Violence and crime in schools*. Lexington, MA: Lexington Books.

Newman, K.S., Fox, C., Harding, D.J., Mehta, J. & Roth, W. (2004). *Rampage: the social roots of school shootings*. New York: Basic Books.

Oosthuizen, I.J. (2003). *Aspects of education law*. Pretoria: Van Schaik.

Patton, M.Q. (1990). *Qualitative evaluation research methods* (2nd ed.). Newbury Park: Sage.

Pierce, C.M.B. & Molloy, G.N. (1990). Relations between school type, occupation stress, role perceptions and social support. *Australian Journal of Education*, 34, 330-338.

Prinsloo, I.J. (2005). How safe are South African schools? *South African Journal of Education*, 25(1), 5–10.

Prinsloo, S. (2006). Sexual harassment and violence in South African schools. *South African Journal of Education*, 26(2), 305-318.

Putter, L. (2003). Stress factors among teachers in schools of industry. Unpublished Master's dissertation, Faculty of Education, University of Zululand.

Robson, C. (1993). *Real world research: a resource for social scientists and practitioners in research*. Oxford: Basil Blackwell.

Rundell, M. & Fox, G. (2002). *MacMillan English dictionary for advanced learners*. International student edition. Oxford: A & C Black Publishers.

SACE (2011) School-Based Violence Report An overview of School-based Violence in South Africa. Available at

<http://www.sace.org.za/upload/files/School%20Based%20Violence%20Report-2011.pdf>

Access date 23/09/16

Saptoe, C.W. (2000). Factors which cause stress to teachers in the Southern Cape. Unpublished thesis, University of Port Elizabeth, Port Elizabeth. T

Scarpa, A. (2003). Community violence exposure in young adults. *Trauma, Violence, Abuse*, 4, 210.

Schwandt, T.A. (2007). *The SAGE dictionary of qualitative inquiry* (3rd ed.). London: Sage.

Shields, N., Nadasen, K. & Hanneke, C. (2014). Teacher responses to school violence in Cape Town, South Africa. *Journal of Applied Social Sciences*, 1–18.

Siegel, L. (2006). *Criminology* (9th ed.). Belmont, CA: Thomson Wadsworth. Available at <http://prawntail.com/theories-of-victimization-victim-precipitation-lifestyle-deviant-place-and-routine-activities/> Access date 12/11/16.

Siegel, L.J & Senna, J.J. (1988). *Juvenile delinquency*. New York: West Publishing Company.

Silverman, D. (2000). *Doing qualitative research: a practical handbook*. London: Sage.

Simons, H. & Usher, R. (Eds.). (2000). *Situated ethics in education research*. London: Routledge and Falmer.

Singh, S.K. (2006). Violence in schools: a recipe for disaster. Thesis submitted for the degree of Doctor of Education, University of KwaZulu-Natal, Durban.

Sookha, B. (2006c). Children addicted to new horror drug. *Daily News*, 30 October, 5.

- Sookha, B. (2006b). Teachers concerned over safety. *Daily News*, 1 November, 2.
- Sookha, B. (2006a). Youth of addicts is a cause for concern. *Daily News*, 19 June, 25.
- Steyn, J. (2014). Research methodology. University of KwaZulu Natal. Reprinted in Criminology course pack.
- Strasburg, D. & Wilson. C. (2002). Television violence and deviant behavior. *Family Psychology Review*, 9, 322-336.
- Sureshrani, P. (2007). Banning corporal punishment of children. *Childhood education*, January 1st. Retrieved 7 October 2008 from <http://www.bookrags.com/news/banningcorporal-punishment-of-moc/>.
- Swart, E. & Pettipher, R. (2005). Framework for understanding inclusion. In E. Landsberg, D. Krüger & N. Nel (Eds.). *Addressing barriers to learning: a South African perspective*. Pretoria: Van Schaik.
- Terre Blanche, M., Durrheim, K. & Painter, D. (2006). *Research in practice: applied methods for the social sciences*. Cape Town: University of Cape Town Press.
- Thabeth, B. (2010) *The Effect of Crime in Schools in A Culture of Teaching and Learning*. University of Zululand
- Thaver, S. 2006. Success at school starts with family. *Daily News*, 25 October 2006: 14-16
- The Constitution of the Republic of South Africa, Act No 108 of 1996.
- Trojanowicz, R.C. & Morash, M. (1992). *Juvenile delinquency: concepts and control*. New York: Prentice Hall.
- Marais, J.L. (1992). Faktore wat stress veroorsaak by onderwysers in die Oranje-Vrystaat en Kaapprovinsie. *South African Journal of Education*, 12(3): 305-312..

Simpson, G. 1993. Women and Children in Violent South African Townships. Centre for the Study of Violence and Reconciliation (CSVr)

Wachs, T.D. & Evans, G.W. (2010). Chaos in context. In T.D. Wachs & G.W. Evans (Eds.). *Chaos and its influence on children's development: an ecological perspective*, 3-13. Washington, DC: American Psychological Association.

Ward, C. (2007). Young people's violent behaviour: social learning in context. In P. Burton (Ed.). *Someone stole my smile: an exploration into the causes of youth violence in South Africa. CJCP Monograph No. 3*, Cape Town, 9-35.

Wenar, C. & Kerig, P. (2006). *Developmental psychopathology: from infancy through to adolescence* (5th ed.). New York: McGraw-Hill.

Wilkinson, R.G. (1988). Teacher stress and coping strategies: a study of Eastlake Comprehensive. *School Organization*, 8(2), 185-195.

World Health Organization. (2002). *World report on violence and health*. Geneva: WHO.

Yin, R.K. (2012). *Applications of case study research*. Los Angeles (CA): Sage.

Zulu, B.M., Urbani, G., Van der Merwe, A. & Van der Walt, J.L. (2004). Violence as an impediment to a culture of teaching and learning in some South African schools. *South African Journal of Education*, 24(2), 170-175.

Zwane, W. (1997). Restoring the social fabric. *Recovery*, 2(12), 6-11

APPENDIX I

Questions

1. How does school violence affect one as an educator on both a professional and personal level?
2. Does the crime and violence that occurs in this particular community in which in school is in situated have any effect on the learners behavior on school premises?
3. Have you ever experience violence (verbal or physical) on school premises if so, how did you address it?
4. As an educator are you afraid of confronting misbehaving learners?
5. How does violence in the school affect your performance in the work place?
6. What do think will be the long term consequences of violence in school if this issue isn't addressed sooner?
7. Does the epidemic of school violence demotivate you as an educator in any way? If so how?
8. What are the schools disciplinary measures and are they effective? Please give an explanation for your answer.
9. Are the any school supports services that are currently available to educators to help them manage the effects of school violence?
10. How do you think will be a solution to addressing school?

APPENDIX II:

Informed Consent form For Principal

Title of Study: Impact of School Violence on Educators: A case study of Fairvale Secondary School in Wentworth Durban

Researcher: Nomakhosi Sibisi

Supervisor: Dr Mkhize

Faculty: Applied Human Sciences

School: Criminology and Forensics

Cell number: 0735052367

Dear Madam/Sir,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am Nomakhosi Sibisi, a Masters student from the Department of Criminology at the University of KwaZulu-Natal, doing research on the impact of school violence on educators. When undertaking a research study that involves the participation of educators consent from

the educators as well as the school principals. The research entails conducting one on one interviews with the educators in relation to the topic mentioned above. My intention is to look at the impact school violence on educators and make future recommendations on how the issue can be dealt with. I will like the opportunity to first introduce myself to the educators and explain the aim and objective of the study and answer any questions they might have before conducting the study.

Procedure

Educators will be randomly selected in-depth interviews on their willingness to participations. I will ask a few questions in relation to above mentioned topic. The interviews will be recorded and these tapes will be kept under lock and key and no one else will have access to these tapes except my supervisor and me. There is no risk or benefit involved in participating. However, the result will enable us to understand their experience and probably the reason behind educators attitudes towards learners and their profession. Please note that your participation is voluntary. You have the right to withdraw from the study at any stage you want. There will be no rewards for participation, nor would there be any negative consequences should you decide to withdraw.

Authorization

I have read and understood this consent form, and I volunteer to participate in this research study. I have been informed that there will be no risks and I am aware that there will be no benefits for me, educators or my school for participating in this research. I have been given an opportunity of asking questions about the study and all of those questions have been answered to my satisfaction. I have however been provided with the researcher's contact details and those of their supervisor who can be easily contacted.

Sincerely

[Nomakhosi Sibisi]

[Email 212521280@stu.ukzn.ac.za

Cell number 0735052367]

Principal's Name:

Signature

Date

Researcher's Name

Signature

Date

APPENDIX III:

Informed Consent form For Educators

Title of Study: Impact of School Violence on Educators: A case study of Fairvale Secondary School in Wentworth Durban

Researcher: Nomakhosi Sibisi

Supervisor: Dr Mkhize

Faculty: Applied Human Sciences

School: Criminology and Forensics

Cell number: 0735052367

Dear Sir/Madam

I am Nomakhosi Sibisi, a Masters student from the Department of Criminology at the University of KwaZulu-Natal, doing research on the impact of violence on educators. This research is being conducted in order to take serious look at how school violence may impact on educator's performance and attitudes towards the learners and their profession. I am interested in recording the educator's opinions, on how violence in school has affected them in their professional and personal wellbeing. My reason for choosing Secondary School is that it's one of the schools located in area which experiences high levels of school violence and learners misbehaving in schools.

Procedures

I will spend at least three weeks in the field collecting information. This will give me an opportunity to engage with the respondents and develop rapport with them. I will conduct in-depth interviews outside of school hours, which should take about an hour at a time depending on the data that is produced. If I need to explore further ideas I will request additional time from the respondents. After the completion of my project I will share the results with the respondents and other staff members.

Please note that your participation is voluntary. You would have the right to withdraw from the study at any stage you feel uncomfortable. There will be no negative consequences.

Confidentiality

Personal information is not being required therefore your confidentiality is secure. If you chose to participate all tape recordings of the interviews will be stored in a safe place at the University of Kwa-Zulu Natal and disposed of once the thesis is completed. No one else except me and my supervisor will have access to these recordings. Each respondent will be given a pseudonym at the inception of the research which will be used when I write up my thesis. Each participant will have right of confidentiality and will remain anonymous at the completion of the research.

Authorisation

I have read and understood this consent form, and I volunteer to participate in this research study. I have been informed that there will be no risks and I am aware that there will be no benefits for me or my school for participating in this research. I have also been provided with the researcher's contact details and those of their supervisor who can be easily contacted.

DECLARATION

I..... *(full names of participant)* hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire. I understand the intention of the research. I hereby agree to participate.

I consent / do not consent to have this interview recorded (if applicable)

SIGNATURE OF PARTICIPANT

DATE

.....

1 August 2016

Miss NN Sibisi 212521280
School of Applied Human Sciences
Howard College Campus

Dear Miss Sibisi

Protocol reference number: HSS/0726/016M

Project Title: Impact of School Violence on Educators: A case study of Fairvale Secondary School in Wentworth

Full Approval – Expedited Application

In response to your application received 01 June 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL 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 discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

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

Yours faithfully



.....
Dr Shamila Naidoo (Deputy Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Dr SM Mkhize
Cc Academic Leader Research: Dr Jean Steyn
Cc School Administrator: Ms Ayanda Ntuli

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohung@ukzn.ac.za

Website: www.ukzn.ac.za



APPENDIX II:

Informed Consent form For Principal

Title of Study: Impact of School Violence on Educators: A case study of Fairvale Secondary School in Wentworth Durban

Researcher: Nomakhosi Sibisi

Supervisor: Dr Mkhize

Faculty: Applied Human Sciences

School: Criminology and Forensics

Cell number: 0735052367

Dear Madam/Sir,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am Nomakhosi Sibisi, a Masters student from the Department of Criminology at the University of KwaZulu-Natal, doing research on the impact of school violence on educators. When undertaking a research study that involves the participation of educators consent from the educators as well as the school principles. The research entails conducting one on one interviews with the educators in relation to the topic mentioned above. My intention is to look at the impact school violence on educators and make future recommendations on how the issue can be dealt with. I will like the opportunity to first introduce myself to the educators and explain the aim and objective of the study and answer any questions they might have before conducting the study.

Procedure

Educators will be randomly selected in-depth interviews on their willingness to participations. I will ask a few questions in relation to above mentioned topic. The interviews will be recorded and these tapes will be kept under lock and key and no one else will have access to these tapes except my supervisor and me. There is no risk or benefit involved in participating. However, the result will enable us to understand their experience and probably the reason behind educators attitudes towards leaners and their profession. Please note that your participation is voluntary. You have the right to withdraw from the study at any stage you want. There will be no rewards for participation, nor would there be any negative consequences should you decide to withdraw.

Authorization

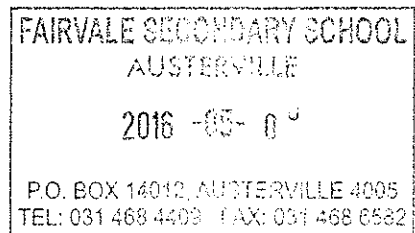
I have read and understood this consent form, and I volunteer to participate in this research study. I have been informed that there will be no risks and I am aware that there will be no benefits for me, educators or my school for participating in this research. I have been given an opportunity of asking questions about the study and all of those questions have been answered to my satisfaction. I have however been provided with the researcher's contact details and those of their supervisor who can be easily contacted.

Sincerely

[Nomakhosi Sibisi]

[Email 212521280@stu.ukzn.ac.za

Cell number 0735052367]



D. C. SEIRE.

Principal's Name:



Signature

06/05/2016.

Date

N N S. bisi

Researcher's Name



Signature

06/05/2016

Date