UNIVERSITY OF KWAZULU-NATAL

An exploration of physical violence at a secondary school in Inanda, KwaZulu-Natal

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DECLARATION

This is to confirm that this thesis is my own work which has not been submitted to any other university for any purpose. The references used and cited have been acknowledged.

Signature of candidate……………………………………

On the ………………day of ………………………. 2019

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DEDICATION

This thesis is dedicated to Intshisekelo Secondary school those who are directly affected by school physical violence as well as those indirectly affected by school violence

ABSTRACT

Over the past years scholarly authors have focused on school violence in general with its specific focus to the contributing factors. However, studies have ignored to look physical violence as a specific phenomenon with regards to learner on learner physical violence in secondary school. The study was aimed to explore perceptions, experiences on physical violence and to give a better understanding of contributing factors to physical violence at two selected high schools with particular reference to those who witnessed violence as well as those who were victims of physical 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 physical violence. Learners 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 Intshisekelo Secondary School in the Inanda area in Durban, KwaZulu-Natal. Inanda is well known for community violence and the high rates of crime in the area. Reportedly, many learners in this school exhibit behavioural problems that are, in particular, due to that they are exposed to the physical violence in their community in which they live.

Key Words: Violence, Learner, physical violence, Educator.

TABLE OF CONTENTS

CHAPTER ONE
INTRODUCTION AND BACKGROUND

1.1 Introduction

The study of physical violence in South African schools is not a new phenomenon. It is predictable that as long as formal schools continue to exist, violence of some form has to take place within the physical walls of the school environment. Physical violence that occurs in the schools has undoubtedly predated the literature on safety in the schools and the initiatives that have been taken over the past years to deal with it.

Studies have shown that the experiences of learners and their exposure to violent conditions at school ensure the likelihood of later victimization just as young people take part in deviant activities (Burton, 2008a). In managing this problem, the South African Government passed pieces of legislation that are meant to ensure the security of learners in the school environment (Prinsloo, 2005). For instance, the crucial privileges and rights entitled to both learners and educators are enshrined in the Constitutions of the Republic of South Africa (Act number 108 of 1996). In addition, the South African Schools Act Number 27 of 1996 demands that all the schools must implement a learners' code of conduct to manage their discipline (Hamlall, 2004). The South African Schools Act Number 27 of 1996 also gives priority to the protection of learners against physical and mental abuse (Netshitahame and Van Vollenhoven, 2002). Notwithstanding the enactment of laws that seek to protect the rights of leaners against violence, the predominance of physical violence among South African secondary school learners raises alarm.

Under the auspices of the South African Schools Act of 1996, schools are obliged to lay a strong foundation for the development of all learners' talents and capabilities, advance the democratic transformation of society, combat racism and sexism and all other forms of discrimination and intolerance, contribute to the eradication of poverty through the fostering of the economic well-being of the society, preserve and advance cultural and linguistic diversity and uphold the rights of all learners, parents and educators. However, twenty-five years after the advent of the new democratic dispensation in South Africa, violence in South African high schools still manifests as one of the biggest obstacles to the development of learners. There has been an escalation of violence in the schools. As the violence increased, it became an integral part of people's lives particularly in South Africa's government schools.

According to the National School Violence Survey, 22% of South African secondary school learners have victim to physical violence occurring within the school boundaries (Burton and Leoschut, 2013). There are reports on incidents of violence perpetrated by learners in South African schools. In one of the numerous, gruesome incidents of violence, a pupil from Intshisekelo Secondary School in Inanda, KwaZulu-Natal, was brutally stabbed several times and this details a disturbing picture regarding the problem of physical violence in South Africa (Zungu, 2018).

Many researcher's attention has increasingly focused on schools as an incubation site for both violence and crime. A multiplicity of factors which include learners, the family, peers, the school and the community are postulated to contribute to youth violence. Many researchers who have focused specifically on the risk factors for school-based violence suggest that the strongest correlates of school disorder are the population and community contexts in which schools are located. Despite the fact that schools are a microcosm of society, they mirror the more extensive exercises that occur in the communities where these schools exist in this manner violations that happen in the school reflect by wrongdoings in the bigger community (Nisbett, 2018).

In order to examine the problem of school-based physical violence in South Africa, it is important to know what school-based physical violence entails and the factors which contribute to its occurrence. Therefore, the purpose of this study is to explore the perspectives and experiences of the learners and educators who witnessed physical violence with specific reference to those who reside in KwaZulu-Natal to understand the factors that are attributable to physical violence at selected high schools.

1.2 Background to the study
1.2.1. Understanding School-based Violence

Physical Violence at or around schools is arguably one of the greatest challenges facing young people in South Africa today. Its ramifications go beyond the immediate physical harm that affect the learner, or the psychological harm that results from either direct or indirect victimization. In fact, the long-term consequences of school-based violence are far reaching. Mngomas (2018), in an article, illustrates the looming danger in our schools where pupils were reported to have witnessed the cold-blooded stabbing of their school mate by another pupil. Research has stressed how difficult it is to obtain statistics on violence in South African schools (Dissel and Ngubani, 2003). Police stations were the only places where statistics on violence could be found. However, even such sources are unreliable as they only constitute reported

cases of violence and as such, a gap remains for all the unreported cases of violence (Dissel and Ngubane, 2003). This gap exists because most victims of this violence do not report the incidents to the police for fear of intimidation or further victimization. In addition, some victims fail to report the cases of violence because they either hold themselves responsible for the violence or they think no one would believe them and they are ashamed of coming out as victims (Bollen and Louw,1999). Some studies, however have tried to come up with statistics of physical violence in our society. According to Jewkes and Schreiber (1999), cases of school-based violence in South Africa are many. Dinan and Gibson (2004) also point out that interpersonal violence in South Africa has been on the increase with assault and stabbing breaking the record.

A broader perspective shows that all children are affected by exposure to violence, that is, infants, children of school-going age and teenagers in general (AMACSA 1993) However, it must be noted that as the children get older, they become less prone to physical injury in violent encounters (Margolin and Gordis, 2000). This is mainly due to the fact that as children grow older, they become less dependent on adults for their security since they are able to evade physical injury, unless the violence is directly inflicted upon them. Furthermore, the adverse effects of violence on teenagers may include an increase risk-taking behaviour, anxiety, depression, suicidal behaviour and drug abuse (Brown and Finkelhor 1986; Rossman and Rosenberg 1998a).

Research has shown that drug abuse further exposes the teenager to health problems. The teenagers can also react to violence by being violent themselves as they relate to other family members and the community. Also, as they try to prevent violence by attempting to stop a fight between parents, for instance, the teenager can end up being violent in the process. This mostly happens when the teenager realizes that he or she has to rely on himself or herself for protection from violence (Margolin and Gordis, 2000).

According to Margolin and Gordis (2000), when children are exposed to violence of any nature, they are affected in different ways. Some of the ways include a threat to their safety, failure to adjust psychologically, failure to enter into meaningful relationships and also failure to excel academically. In addition, the child's perception of the world is distorted especially his or her current ambitions and future expectations in life. For instance, a child who has been exposed to violence in the home setup will think that it is normal to live in a violent environment and

hence he or she will perpetrate violence. Similarly, a victim of violence will expect to be victimized in future relationships outside the home (Garbarino, Kostelny and Dubrow, 1991; Ney, Fung, and Wickett, 1994). This demonstrates the perpetuity of the effects of violence. Apparently, its side-effects go beyond the current situation and may last a lifetime. Very young children are affected by violence as well the main threat comes from physical injury which may result in death. The term school-based physical violence evokes a graphical picture of viciousness that happens around the physical outskirts of the school environs. However, this picture is not entirely reliable.

Incorporated into the definition is viciousness which characterizes the manner in which youngsters engage in physical encounter within and around the vicinity of the school. This encompasses acts of violence that are related to school activities, explicit fights that occur as learners head to and return from school or as they hang around outside the school grounds. The past research has established that exposure to violence may have enduring consequences on children's development from the pre-school through adolescence. The current research seeks to demonstrate that children who witness physical violence are likely to develop a negative view of the world; understanding it as hostile and dangerous (Medina et al., 2009).

Learners who may have witnessed acts of interpersonal violence which tend to target bystanders are in danger of developing a cluster of psychological symptoms related to post-traumatic stress. This incorporates an attempt to circumvent painful memories while, psychologically re-encountering the traumatic events (through play that conjures up "flashbacks" of the injury). Traumatized youngsters lack the capacity to manage formative difficulties they face, for example, performing dismally in school and failure to make and maintain companionships (Foy and Goguen, 2000).

Despite the fact that they are not completely mindful of the distraction they experienced in the past, children may experience other challenges (focusing on the "without a moment's hesitation") in the light of the fact that their enthusiastic vitality is directed towards maintaining a strategic distance from the past and battling the negative memories at the same time. According to Foy and Goguen (2000), it is vital to recall, however, that even after the underlying shock and fear that many children had been exposed to, physical violence may not develop symptoms related to post-traumatic stress and in some children, and symptoms may develop only later in life.

According to Stuart (2000), school-based physical violence results from a deliberate exercise of power by some individual, agency or social process over others in school related settings and that denies those who are subjected to it their humanity and the chance to make a difference, either by reducing their esteem or by barring them from realizing their potential.

What is evident in the South African society is that physical violence is a matter of serious concern in both primary and secondary schools and it occurs across age, gender, race and school categories.

The consequences of school-based physical violence that occurred recently include:

> In the most recent incident which occurred in Durban, two pupils were stabbed to death at a high school in KwaMakhutha (**Masuku, 2018**). At Masakhaneni High School, Mangaliso Mbatha (18), a pupil who was in Grade 10 and Sihle Mngadi (20), a pupil who was in Grade 11 had allegedly tried to separate fellow pupils who were fighting over a cell phone when they were stabbed to death (Masuku,2018). In another horrendous incident, a youngster from a secondary school in Inanda was reportedly stabbed a number of times by fellow pupils (Mngoma. 2018).

Research has found that school-based physical violence can erode the ability of victims and perpetrators to form healthy and trustworthy relationships with peers and adults. This is predominantly the case when violence is experienced at the hands of adults, educators for instance who are particularly responsible for caring for the children. Furthermore, such violence tends to reinforce the wrong perception among young people that physical violence is the most appropriate way of resolving conflict and instilling discipline. Finally, physical violence at school can erode young people's sense of hope and optimism in their future, and, consequently, their ability to cope with adversities and difficulties they may face as they grow up in challenging social and economic environments.

1.3 Research problem

The escalation of violence in South African schools has made scholars such as Prinsloo (2008) to conclude that schools are rapidly becoming arenas of violence, not only between pupils but also between educators and pupils. The phenomenon also manifests itself during interschool rivalries and gang conflict among learners. Currently, KwaZulu-Natal is one of the provinces where school-based violence is escalating to alarming levels.

This physical violence has become a very serious issue in schools in KwaZulu-Natal because violent activities of a physical nature have a negative impact on the lives of the learners in schools. For example, during the physical fights, learners in possession of weapons have the potential to cause death and such learners often formed gangs operating in and around the school. The research site will be Intshisekelo Secondary School where violent behavior of a physical nature is unequivocally escalating. Increasing violent behavior at Intshisekelo Secondary School has motivated the researcher's interest since the occurrence of several incidents in the area has dominated the mainstream news. Reports confirmed that at Intshisekelo Secondary School, learner was hacked with a machete in the head during school assembly (Motha, 2016). Soon after a learner was hacked with the machete, a paper article by Wolhunter (2017) announced that another learner at the same school was thumped by a fellow learner who claimed that his victim had likened his slender appearance to that of an HIV/AIDS patient.

The physical violence at Intshisekelo Secondary School has often been triggered by trivial issues that could have been easily avoided as suggested by the evidence from a news article by Goge (2013). Furthermore, at Intshisekelo Secondary School, a learner was killed near the gate to the school premises. Reportedly, the fight that ensued had emanated from an argument about a class register (Mngoma, 2018). This physical violence has affected the school's pass rate, since, in their quest for safety in the school, learners and educator have created gangs inside and outside the school premises.

The preponderance of violence in the school environs has not just fueled furor among educators who gripe that these violent activities have made conditions at schools hazardous for learners, but even the guardians are likewise grumbling about the physical viciousness which has made them felt that the wellbeing of their children is in danger. In an article The Sunday Times reported that parents and guardians are worried about the wellbeing of their children at school. This sentiment is born out of the fact that the school grounds have been turned into combat zones where learners fight one another, and the same newspaper has reported that what stresses parents and guardians the most is the safety of learners, educators and the security personnel since they are not protected from gate crashers. Nonetheless, internal security within the school cannot be guaranteed because learners themselves have turned out to be very wild making it a mammoth task to call them to order (Acornhoek, 2018).

1.4 The rationale for the study

Physical violence in schools is far from being a new phenomenon. During the Medieval Period, school-based violence often happened in public schools which were situated in townships where life was characterized by violence and poverty. There is a high prevalence of physical violence among learners at Intshisekelo Secondary School. In any case, violence has begun raising its terrible head in many different South African and groups and it has since extended to include both private and public schools in both poor and wealthier areas. Shootings, stabbings, and physical and emotional violence have been reported in both public and private schools (Akiba, LeTendre, Baker and Goesling, 2002; Zulu, Urbani and Van der Merwe, 2004). Even though violence happens in private and public schools, the extent to which it happens is remarkably different. At the end of 2017, a sensational video went viral via the web-networked media showing a secondary school male learner manhandling one of his school mates outside of the classroom while others were shouting spurring them into battle. The impact of physical violence on other learners, educators and the teaching environment negatively influences teaching and violates learners' right to education and this has to be addressed as a matter of urgency.

 The statement that was released in the media by the Department of Education showed that they had neither short-term nor long-term solution for school-based physical violence. My motivation for the study is to explore the experiences educators and learners went through with regards to physical violence at one selected high school in Inanda, KwaZulu-Natal. A study of this nature and its resultant findings and recommendations will make a positive contribution to current prevention and intervention strategies aimed at mitigating physical violence in South African schools. Having perused through various media reports detailing the high rates of school-based violence that was perpetrated learners and educators, I felt motivated to explore the perspectives around the violence of this nature and therefore proffer a better understanding of the factors that are attributable to its occurrence focusing on the two selected high schools mentioned earlier.

1.5 Clarification of terms

(i)   Violence

World Health Organization (2001:5) defined violence as "the intentional use of physical force or power, through threats 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".

(ii)   ***School***

According to Harber (2004), a school is an institution designed to provide learning spaces and learning environments for the teaching of students (or "pupils") under the direction of educators.

(iii)   ***Educator***

Rundell and 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. DuPlessis (2008:5) also defines an educator as "any person acknowledged as an individual who guides and assists learners in the learning process."

(iv)   ***Learner/s***

The term learner refers to an individual enrolled in a schooling system and someone who is learning something and an individual that goes to school (Rundell and Fox, 2002). With regards to this study, the term learner will be understood to mean a learner in a high school environment spanning from grades 8 to 12 in the South African context.

(v)   ***Physical violence***

Physical violence is the intentional use of physical force with the potential to cause death, disability, injury or psychological harm. Physical violence includes, but not limited to; scratching, pushing, shoving, throwing, grabbing, biting, choking, shaking, slapping, punching, burning, use of a weapon to inflict pain and use of restraints or one's body size or strength forcefully against another person (Stuart, 2002).

1.6 Aim of the study

The aim of this research is to explore the perceptions and experiences of various stakeholders regarding physical violence and to give a better understanding of factors contributing to the outbreak and perpetuation of physical violence at two selected high schools.

1.7 Objectives of the study

     1.7.1. To highlight the nature of physical violence in the selected high school

     1.7.2. To identify contributory factors to physical violence in the selected high school

     1.7.3. To explore the current measures put in place to mitigate physical violence in the selected high schools

    1.8. Key research questions

     1.8.1. What is the nature of physical violence in the selected high schools?

     1.8.2. What are the factors that contribute to physical violence in the selected high schools?

1.8.3. What are the current prevention measures put in place to curb physical violence in the selected high schools?

1.9 Theoretical Framework

The following paragraphs exhibit the theoretical framework adopted were relevant to the subject matter under exploration. The discourse will provide the reader with an overview of the main theories that supported this study, in particular; the Social Facilitation Theory, the Culture of Violence Theory and Self-Categorisation Theory. The rationale behind delving into these theories is to give background knowledge on violence in general and physical violence and the resultant victimization in schools. These theories were regarded as the most suitable for the purpose of this study.

1.9.1 Social Facilitation Theory

The Social Facilitation Theory, as cited in Triplett (1898), Allport (1920), Zajonc (1965), Cottrell (1972) and Leigh (2009) is concerned with how an individual's performance is affected by the 'mere presence' of others. For example; when individuals are not competing, one should not reward or punish since bystanders are present only physically as co-actors or as a passive and unresponsive audience.

According to the Social Facilitation Theory, there is a tendency among people to be aroused into better performance on simple tasks, well-learned tasks or ones which people perform automatically, when they are in the presence of others. This arousal is thought to be caused by cognitive processes such as evaluation, apprehension and distraction (which facilitate dominance, prevalence or most likely responses). As such, "an improvement in the performance of well-learned or easy tasks and a deterioration in the performance of poorly learned or difficult tasks in the mere presence of members of the same species" (Hogg and Vaughan, 2002 as cited by Leigh, 2009:90).

In addition, Kirby (2011) maintains that the mere presence of other people will enhance the performance in speed and accuracy in the performance of well–practiced tasks but this speed and accuracy tends to wane in the performance of less familiar tasks. Zajonc and Herman (1969) assert that the factors contributing to the audience effect could include the kind of crowd present; a supportive crowd, for instance (for example, the crowd at a team's home ground is supportive) or a hostile crowd (for example, the crowd when a team is playing an away game).

With particular reference to the study, learners at Intshisekelo Secondary School (Inanda area) tend to organize themselves into groups where they feel comfortable due to the similarities they share; for example, some of them come from the same community where they grew up together which allow them to engage in delinquent behavior in groups because they support each other. In the context of Intshisekelo Secondary School which is the site of the study, cases of physical violence or fights are committed collectively even though the actual fight could have erupted between two individuals, but it ends up involving huge numbers of learners. Also, the proximity or the size of the crowd could influence the result of the audience effect. More factors such as the nature of the task, coping skills together with the potential negative effects of the audience, and even the playing venue (home or away) are other things to consider when examining the audience effect.

This theory is appropriate to this study because it explains how individuals perform when they are alone and when they are in groups. At Intshisekelo Secondary School, most of the physical violence or fight is committed in groups. For example, in one of the incidents where a learner was hacked with a *panga* (bush knife) in the head, the perpetrator had initially been defeated by the victim. Reportedly, as soon as he realized that he was powerless, he went to seek reinforcement from his friends and they came with the weapon which enabled him to accomplish his mission. This theory is very crucial to this study in so far as it indicates that the presence of a group of learners motivates an individual to act in a way different from what she or she would do when he or she was alone.

1.9.1.1. Criticisms of this theory
The Social Facilitation Theory is criticized for failing to consider the context in which the individual is behaving or the nature of the audience, and for failing to account for the content of behaviors (Reicher, 1984b cited in Leigh, 2009); and The Distraction-Conflict Theory is also criticized for lacking falsifiability, Leigh (2009). Geen (1981) asserts that too many alternative explanations can be given to justify why performance effects may not be found.

1.9.1.2. The lasting value of this theory
The central principle of Social Facilitation Theory is that the audience leads to increased arousal that drives automatic and dominant behavioral responses that– are akin to the notion of place scripts, wherein individuals typically perform well-learned behaviors in familiar environments, with very little conscious attention (Donald and Canter, 1992 cited in Leigh, 2009).

1.9.2 The Culture of Violence Theory

According to Wolfgang et al. (1967: 2), 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 organizations that emphasize and justify the use of physical force above and beyond that which is regarded as 'normative' of the culture as a whole." The theory argues that violence and aggression are maintained in society; for example, they are used by parents as a way of enforcing obedience and conformity in young people within the family and in society. They are also used by educators as a 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, since it has been accepted by society and therefore considered as normal (Mkhize, 2012: 60). Learners may not complain or report for fear of being regarded   as disrespectful. Even if they are abused by other learners, they choose not to report the incident for fear being labeled cowards or even punishment by their parents. Therefore, young people act out in schools in an aggressive and violent manner towards their peers.

This type of behavior is accepted by school personnel as justification for and understanding of 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 hence perpetrators remain in school. These learners can only be expelled from school as the last resort, an occurrence that has often been happened very rarely. Theorists believe that the exceedingly high rates of violence among a race can be linked to that particular race's subculture of violence which is arguably "a potent theme of violence that is current in the cluster of values that make up the life-style that include the socialization process and the interpersonal relationships of individuals living in similar conditions" (Wolfgang et al., 1967:140).

Moreover, Barak (2003) states that probably the most natural component of these social learning theories is their clarification of the intergenerational transmission of family brutality: that is individuals who have seen or endured physical family violence when growing up have 60 times more likely to live in a violent household later in life than one who lived in a peaceful environment. He adds that there is an additional relationship between those individuals who have been sexually manhandled, particularly young men and what they are likely to do when they become adolescents and grown-ups.

According to the culture of violence theory, affected people, regardless of the specific cause of the violence that affected the, experience the ill effects or the kind of physiological or potentially mental imbalance(s) expressed by a combination of obsessive ideation, compulsive repetition, poor drive control, quick desensitisation to violence, diminished affective reactivity, inability to adjust to changing stimulus support affiliations, hyper dependence, depression, anxiety, low confidence, paranoia, separation from their own particular sentiments, anti-social tendencies, inability to understand the fear of intimacy (Wolfgang etal.,1967). The theory demonstrates that even though violence is standardized, it has consequences for individuals.

This theory is appropriate to this kind of study in so far as it gives clues as to the causes of violence and what accelerates it. In the Inanda community and Intshisekelo Secondary School, violence is regarded as 'normal'. Different forms of violence manifest in this society. These include domestic violence, gang-related violence and community violence and all these have, to some extent, been normalized in this community. Thus, violence has led to the exaggeration of masculine perceptions among young boys of this area who take violence into schools. Male learners are thus more likely to experience physical conflicts with other male learners than with female learners when it comes to issues relating to physical violence.

In addition, the Centre for the Study of Violence and Reconciliation (2011) remarks, thus; "given our history, given our experience of violence ... we have begun to see violence as normative. We find it acceptable to use violence ... we see it as legitimate". It is for this reason that most of the youths today are very violent because they have inherited the culture of violence from the society and families of which they are a part.

1.9.3 The Self-Categorisation Theory
The Self-Categorization Theory as a development of the Social Identity Theory, which refocuses attention on the role of categorization in the development of social identity, specifically in terms of in-groups and out-groups (Hogg, 1996; Hogg and Williams, 2000 in Leigh, 2009:103). According to the theory, social identity is able to regulate group behavior because it is underpinned by the process of self-categorization. Thus, self-categorization, which is the underlying principle of a shared social identity, provides the social psychological basis for group behavior (Turner and Oakes, 1986; Reicher, 1996a in Leigh, 2009:103). Researchers have described this further as follows:

When they are in a group situation, individuals create a 'prototype' - either recalled from memory or constructed according to the range of in-group and out-group individuals present – to represent their social category.

In addition, Turner (1982) states that according to the self-categorization theory, as social identities become salient, and depersonalization and self-stereotyping occur, people adopt the norms, beliefs, and behaviors of fellow in-group members. They also distance themselves from the norms, beliefs, and behaviors of comparative out-group members. At Intshisekelo Secondary School the nature of violence does not seem to correlate with this theory because some learners come from non-violent families; but due to the escalation of the physical violence, they have started gangs in their school, where they have developed their own rules and culture. For example, they smoke at the same time and they come and live school at the same time as well as walking in groups. When anyone of them notices a difference between themselves and a fellow in-group member, that member will be treated with subjective uncertainty. That uncertainty can be resolved by either; a) categorizing people or the situation to reflect those perceived differences, or; b) engaging in a social influence process whereby one person makes changes to become more like the other. The person whose views or behaviors are adopted by the other (i.e. who influences who) is predicted to be that person who is the most prototypical of the in-group. In other words, the person who exemplifies the norms, values, and behaviors of the in-group the most is regarded as the one who influences the rest.

This theory is appropriate for this kind of study since it gives clues as to how people categorize themselves in groups, how people gain identity in crowds and how violence accelerates in groups. At Inthsisekelo Secondary School, some forms of violence are initiated by individuals though they sometimes degenerate into gang fights amongst learners. This theory is very crucial to this study as it confirms the fact that crowds in schools do encourage violence.

1.9.3.1. Criticisms of the Self-Categorisation theory

The theory neither considers self-categorization in terms of self-esteem or self-enhancement motivations nor explores the wider social context of relationships between differing groups (Hogg and Williams, 2000; Leigh, 2009:104). The Self-categorization theory is also criticized for being overly cognitive, for example; although it does consider how social identities arise in varying social contexts, it does not consider how these identities are activated and presented in differing social relations (Reicher, *et al.,* 1995 cited in Leigh, 2009:104).

1.9.3.2. The Lasting Value of this theory

The Self-categorization Theory offers explanations that aid understanding of collective phenomena evident in crowd behaviors, such as group cohesiveness (Hogg, 1992 cited in Leigh, 2009) and intergroup distinctiveness (Ellemers et al., 1999 cited in Leigh, 2009).

Furthermore, the fundamental principles of the theory have been utilized in more recent crowd theories, such as the social identity model of crowd behavior (Leigh, 2009:105 cited in Reicher, 1984b; 1987) and the elaborated social identity model of crowd behaviour (Stott and Reicher, 1998a; Drury and Reicher, 1999 cited in Leigh, 2009).

The above cited extracts of the theories have 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 to explore perspectives on physical violence and to give a better understanding of the factors contributing to physical violence, the Culture of Violence Theory was used to demonstrate how the violent behavior is acquired by a particular individual. The discussion of this theory also highlighted the violent interaction among learners, educators and the community in which a school is situated. Violence was also illuminated from the social categorizing perspective in order to look at how adolescent learners living and growing up in disadvantaged and urban communities such as townships and towns manifest a high rate of behavioral and anti-social disorder.

1.10 Outline of the dissertation

Chapter One: The Introduction, background to study and the theoretical framework to this study are outlined to give an overview of the whole study. Here, the statement of the purpose, aim and objectives and the critical questions addressed in the study are presented. The chapter also focuses on the theories that guide this study and it provides the theoretical framework for the analysis and interpretations made in the subsequent chapter.

Chapter Two: **Literature review**. This chapter provides definitions of key concepts and a critical assessment of the physical violence occurring in schools. The literature review is presented from a wide spectrum of references drawn from both international and national sources that provide diverse insights into school-based violence in general.

Chapter Three: **Methodology.** This chapter covers the qualitative research methodology that was employed in the study and it looks at the study processes, the data collection tools and the different procedures that guided and gave direction to this study.

Chapter four (Part 1): Presentation of data and findings. These chapters are detailed presentations and discussions of the data obtained in the study. The chapters also analyze the data and explore the similarities among the participants' responses.

Chapter five (Part 2): Presentation of data and findings. These chapters are detailed presentations and discussions of the data obtained in the study. The chapters also analyze the data and explore the similarities among the participants' responses.

Chapter Six: **Summary and conclusions**. In this chapter, a summary and a conclusion of all the chapters that constitute this dissertation are covered. The findings and the results are also summarized and concluded since they are a key aspect of the dissertation. Finally, the chapter closes with a presentation of the relevant recommendations.

1.11 Summary
The purpose of this chapter was to detail the contextual basis of the issue of physical violence in secondary school in Inanda community. This chapter also provided an overview of this research, which will focus on the perceptions and experiences of learners, educators and community leaders   regarding physical violence that occurs among learners themselves. The chapter also presented the fundamental objectives of the study and the main research questions to assess the views of learners, educators and community leaders concerning the management of learner- on- learner physical violence. The chapter provided the insights proffered by the theories that are going to guide the study. The chapter concluded by providing an outline of the chapters that follow. However, the following chapter is dealing with the literature review.

CHAPTER TWO
LITERATURE REVIEW

2.1. Introduction

In this chapter, a review of the literature relevant the current study is presented. The nature and extent of physical violence is discussed by focusing on available studies, which were conducted internationally and nationally. Cooper (1998) believes that one of the purposes of a literature review is to describe, summarize, evaluate, clarify and/or integrate the content of the primary report. The literature review uses, as its database, reports of primary or original scholarship and does not report on the new scholarship itself (Cooper, 1998). The types of scholarship under review may be empirical, theoretical, critical, analytical or methodological in nature. Leedy (1989) believes that the function of the literature review is to reflect on the literature in an area, not necessarily identical with, but collateral to the current area of study. It is aimed at obtaining detailed knowledge on the topic being studied. The intention of writing reviews is to demonstrate a professional grasp of the background theory on the research being undertaken.

2.2. The highlights of physical violence nature in secondary schools

There were a number of objectives in this study. The first objective focused on the nature of physical violence prevalent in high schools. The following paragraphs are the detailed work of other researchers who engaged in the studies on physical violence.

2.2.1. Studies focusing on violence: a global perspective

This following sub-headings explore the topic of violence as presented by other scholars from across the globe. The Factors that contribute to physical violence, and their effects of the physical violence in schools are explore in-depth.

2.2.1.1. International surveys focusing on the nature and extent of school-based violence

In their study, Robers, Kemp, and Truman (2013) described the report by the United States Department of Justice on school crime and student safety. The study incorporated data from an assortment of sources supported by the government, including national studies focusing on students, educators, principals and post-secondary associations and other data gathered from state departments (Robers et al., 2013). They revealed that in 2011, around 7 percent of American learners in Grade 9-12 reported being threatened or hurt by a weapon while in the school environment. Referring to the Youth Risk Behavior Survey where learners in Grade 9-12 were asked about their involvement in physical fights, the findings indicated that 33 percent of the learners reported being involved in physical fights in the school environment in 2011 (Robers et al., 2013).

Alluding to the National Crime Victimization Survey, Robers et al. (2013) also point out that in 2012, occurrences of victimization which targeted learners between the ages 12 and 18 years took place at school than anywhere else. The study established that the rate of victimization stood at 52 for every 1000 learners who were attacked at school and 38 for every 1000 learners who were victimized while away from school (Robers et al., 2013). Lastly, they revealed that 4 percent of the learners learning at public schools reported being victimized while at school as contrasted with 2 percent of learners who attended private schools.

2.2.1.2. Central and West Africa

In a study conducted by Antonowicz (2010), there were three sources of information reviewed; (i) scholarly and non-scholastic ethnographic literature in West and Central Africa; (ii) national, and global reports on school-based violence in education settings from high school and (iii) general reports focusing on school violence.

According to Antonowicz (2010), in Ghana, 62% of girls between the ages of 14 and 17 have fallen victim to bullying in school. In Benin, 92% of the learners reported to have been bullied by both educators and fellow learners within the school environment (Antonowicz, 2010). In the Central African Republic, 50.7 percent of learners in high school ranked physical violence as the most frequent type of violence occurring within the school context (Antonowicz, 2010). Referring to the Global School-based Health Survey, Antoniwicz (2010), found that in Ghana, about 55.7 percent of male learners and 56.6 percent of female learners confirmed their involvement in a fight in the previous year.

2.2.1.3. The United Nation's report on violence in schools

The United Nations Special Representative of the Secretary General (SRSG) reported on violence against children and identified four categories of violence that are persistent in schools. These are: bullying, sexual and gender-based violence, physical and psychological violence, and lastly violence that is external to schools, including violence associated with gang culture, weapons and fighting (The Office of the Special Representative of the Secretary General on Violence against Children, 2012).

The United Nations Study Report suggests that approximately half of the children involved in bullying are both victims and perpetrators (The Office of the Special Representative of the Secretary General on Violence against Children, 2012). Among the perpetrators, male learners are more inclined to engage in physical violence, whereas girls are confined to verbal types of abuse (The Office of the Special Representative of the Secretary General on Violence against Children, 2012). The study presented evidence to the effect that school-based violence is

motivated by learners' gender stereotyping which results from socially obligatory roles, gender and inequalities that exist in societies.

Research has shown that males are by and large, more prone to frequent corporal punishment which may also be more severe than that administered on girls. Similarly, young women are harassed and/or punished if caught acting in a way perceived to be in conflict with their "expected" gender roles. Sexual harassment of female learners may be particularly prevalent in places where different other types of school-based violence are also common (The Office of the Special Representative of the Secretary General on Violence against Children, 2012). The reviewed literature complements Pinheiro and UNICEF (2006) in a study under the "Global School-Based Student Health Survey", which suggested that physical fighting and assault are more common among boys. Additionally, boys are also more likely to engage and be casualties of school-based physical violence than girls.

Concerning physical violence at schools, the United Nations study reported that boys encounter more recurrent and extreme physical disciplinary measures than girls in schools. Furthermore, corporal punishment in schools is more customary to kids belonging to groups that are predisposed to discrimination in public, such as learners of a different race, religion, gender and sexual orientation (The Office of the Special Representative of the Secretary General on Violence against Children, 2012).

According to the United Nations Study of Violence against Children (2012), globally, girls are in greater danger of missing school than boys. The reasons behind low enrolment and high dropout from school among girls incorporate financial factors and cultural perceptions; for instance, a belief that girls should remain at home to support the family (The Office of the Special Representative of the Secretary General on Violence against Children, 2012). Violence in schools or the threat of it is viewed as a noteworthy hindrance to the education of the girl child (The Office of the Special Representative of the Secretary General on Violence against Children, 2012).

2.3. Nature of school-based violence in South African Secondary schools

South Africa is viewed as one of the most violent countries in the world, having a homicide rate of 31.3 per 100 000 from 2012 to 2013 (Shields, 2014). It then does not come as a surprise that school-based violence is high in South African high schools. The nature and extent of school-based violence in South Africa has been documented by national surveys focusing on this phenomenon. National studies which were conducted by the National School Study that

focused on the nature and degree of school-based violence in the previous decade include the 2008 and 2012 surveys.

The first National School Violence Survey (NSVS) was conducted in 2008, and it was designed to be a national study representative of the whole spectrum of South African schools. The sample size consisted of ($n=264$) principals, ($n=521$) educators and ($n=12\ 794$) learners in primary and secondary schools in 245 schools throughout South Africa (Burton, 2008b).

He revealed that 15.3 percent of South African learners have experienced violence while at school between 2006 and 2007. This then translates to 1 821 054 learners when generalized throughout the country. The most common type of violence experienced by South African learners between 2006 and 2007 was threats of violence (Burton, 2008c). The latest study, the 2012 National School Violence Study, allows for the comparison and assessment of school-based violence to establish whether there is an increase or decrease in South African high schools. The results obtained from the 2012 NSVS established that educators ($n=239$), administrators ($n=121$) and learners ($n=5\ 939$) were in public high schools (Shields et al.., 2014, p. 2). Parallel to the 2008 NSVS is the 2012 NSVS which found that high school learners reported that threats of violence were the mostly reported incidents of violence in schools (Burton and Leoschut, 2013).

Although threats of violence have decreased by 2.3 percent from 14.5 percent, the percentage is still high as it translates to 560 869 of South African learners who have been victims of this form of crime (Burton and Leoschut, 2013). The second mostly reported type of violence occurring in high schools was assault. According to the 2012 NSVS, 6.3 percent of the sampled high school learners reported to have been assaulted between 2011 and 2012. This percentage is two percent higher than that observed in 2008 whereby it stood at 4.3 percent. Lastly, a total of 4.7 percent, or 216 072 South African learners have reported experiences of sexual assault while at school between 2011 and 2012. This figure was up by 1.6 percent from the 3.1 percent observed in 2008 (Burton and Leoschut, 2013).

As observed from the two national surveys reviewed, it is evident that school-based violence is a cause for concern in South Africa. According to Burton and Leoschut (2013), 1 020 597 (22%) of South African learners have experienced some type of violence within the school boundaries. Accordingly, school-based violence is apparently a serious problem in South African high schools as evidenced by the increase reflected by the two National School-violence Study surveys.

2.4 Selected incidences of physical violence in South African Secondary schools

The problem of violent behaviour in South Africa escalated to alarming levels when a learner stabbed an educator to death (Ntshingila, 2018). The perpetrator, a grade 10 learner at Ramatosheremoiloa High School, resides in the northwest of Dinokana Village. The learner was arrested by the police who suspected that he had stabbed an educator called Mr. Daniel Mokolobate. The victim was reportedly stabbed while invigilating a Geography paper. The problem started when the educator was disciplining the perpetrator (learner) who was jumping a queue. On the following day, the learner came with a knife and went straight to the venue where the educator was conducting invigilation and attacked the victim, stabbing him in the chest several times. According to Ntshingila (2018), at the beginning of the year, the learner had been caught caring a bag of dagga and he was warned by the educator and no police was involved in this case.

The violent behaviour in our schools has rendered our school an unsafe place for everyone due to the escalation of violent behaviour. Ngubane (2018) reported that one learner was arrested for stabbing another learner in the school premises in Inanda, Durban. The perpetrator was reported to be 19 years old and doing grade 11. The learner came to school with a knife and stabbed the other learner who, unfortunately passed away on arrival at the hospital. The factors contributing to the conflict between the victim and the perpetrator was not known. This learner already had pending cases in the school which were not yet resolved by the school management team.

Many parents trust that their children are safe in the school since they are under the guidance of educators, but such trust has been lost (Langa, 2018). Learners at Masakhaneni High School were refusing to go back to school due the violence that had taken place between learners. A learner was mugged, and his mobile phone was stolen by other learners in the school. When he demanded that they return his mobile phone, they refused to give it back to him and an argument ensued. In their argument, the perpetrators decided to be violent as they used a knife to scare the victim and as a result he was injured in the face. Shortly after this violent scuffle, the perpetrator came back in full force with a mob of other learners caring bush knives. They stabbed two learners who died on the scene. During this conflict, one learner and an educator tried to stop this violent behaviour and failed. They were finally overpowered. However, they were injured by the blazing knives.

2.5 School violence in context

2.5.1 Violence in schools

School-based violence is prevalent across the globe, with both developing and developed countries experiencing the phenomenon. Both localized and cultural factors influence people's perception of this phenomenon in different contexts (United Nations, 2006). Most of the researches conducted both internationally and locally have focused on the violence perpetrated against learners by educators and only a few researchers have focused on how school-based physical violence affects both educators and learners. When examining this phenomenon, it is important to explore it from a broader social context. South Africa has approximately 12 million public schools, with independent learners who attend close to 27 000 private schools (Kollapan, 2006). One must acknowledge the fact that some of these schools are situated in areas and communities that experience a great deal of crime and violence; thus, both learners and educators are frequently exposed to violence. The scene of pupils carrying knives, guns and other weapons as they arrive and leave school is common. Often, learners act under the influence of intoxicating substances such as drugs and alcohol and these have become part of their daily school life. Such incidences underline the magnitude of violence and crime that occurs in our communities, which generally impacts negatively on education in general and what happens in the schools in particular (Mncube and Harbor, 2013).

The normalization of violence has made it appear as if violence is necessary in conflict resolution. Violence in schools is born out of different circumstances, occurring in different forms, and it involves different role players. It may also involve different actors at different times inside the school. School-based violence in South Africa has become a serious problem with frequent reports appearing in the print and electronic media about shootings, stabbings and other forms of violence that occur in both public and private schools. Prinsloo (2005:5) defines a safe school as one "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."

2.5.2 Forms of school violence

A survey conducted on school-based violence against learners in EThekwini region revealed that there was high prevalence of school-based violence in the region (Singh, 2006). The violence is becoming more pervasive and it is on the increase in South African schools. Most of the learners and educators have experienced the violence in their school days, careers and the likelihood that new learners and educators who enter the system will become victims of

this violence is disturbing. The most common forms of violence experienced by learners and educators include verbal abuse, back-chatting, refusal to follow instructions and, in extreme cases, physical assault.

There are several factors that contribute to the increase of violence in schools and these include the abolition 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 (2006) study of violence against learners and educators underlines the fact that a lack of proactive support from stakeholders such as parents and the Department of Education in preventing violence exacerbates this problem in schools. School-based violence doesn't only have an impact on the learner's future and educators' careers, but it also generates emotional symptoms such as anger, frustration and stress. Health symptoms include insomnia, headache and a general decline in physical health.

2.6 Small-scale studies focusing on educators' perceptions concerning violence in South African schools

Shields et al. (2014) indicated that most frequently, analysts have been keen to research on the effects of school-based violence on children but little work has been done to unravel the impact of school-based violence on educators. Thus, sector specific studies which zero in on school-based violence that particularly investigate educators' experiences and opinions tend to be very seldom.

De Wet (2010) conducted a qualitative study using in-depth interviews, and focused on the bullying of educators by learners. The study consisted of a small number of educators ($n = 3$), Heads of Departments, ($n = 2$), and Principals ($n = 2$). In this study, De Wet (2010) indicated that educators were not only exposed to aggressive behaviour, but they were also victims of the bullying that targeted them, repeatedly exposing them to verbal, non-verbal, physical and psychologically distress.

Another qualitative study by Pahad and Graham (2012a) purposefully sampled educators ($n = 12$) from five public schools in Alexandra, South Africa. The study used individual interviews to investigate educators' experiences and understanding of issues which contribute to school-based violence. Employing the Ecological Model, the study found multiple, interconnected factors that contribute to the occurrence of school-based violence in such settings as Alexandra. At an individual level, the study indicated that the sexual orientation of learners, learners being in lower grades that do not correspond to their ages and age gaps between learners emerged as

factors that educators perceived as contributing to the probability of learners to be victims or culprits of school-based violence (Pahad, 2012b).

A qualitative study conducted by Netshitangani (2014) in four secondary schools from six provinces sought to delve into the prevalence of school-based violence in South African schools. The researcher used convenience sampling to identify the schools based on accessibility and proximity to the researcher. To identify the respondents, the researcher purposely interviewed 14-year-old learners categorized into two groups. One group consisted of learners who had been victims of violence and another group comprised those who had perpetuated violence; educators (n =2); representatives from the School Governing Body (SGB) and support staff (n =2) drawn from each school in each province (Netshitangani, 2014).

Using observations, semi-structured interviews and focus groups to collect data, Netshitangani (2014) examined the dynamics of violence in schools and suggested ways of preventing school-based violence. In an analysis of what he terms the 'unprofessional behavior of educators', Netshitangani (2014) relates in some detail the manner in which educators conduct themselves in and around the school environment and how this encourages violence in schools. The study found that the unprofessional behaviour of educators; nonattendance of classes by educators or lateness contribute to violence as this creates an environment where learners can do anything they wish to do. The study also found that failure by the educators to consider the individual needs of learners can result in violent rebelliousness (Netshitangani, 2014).

In 2011, an explorative study was conducted with educators (n=17) from township schools surrounding Cape Town, South Africa (Shields et al., 2014). The study used focus groups and in-depth interviews to examine the psychological effects of school-based violence on educators. The results showed that 82 percent of the respondents witnessed a learner being kicked or slapped. Additionally, 35 percent of educators have seen a learner being physically attacked or assaulted while 47 percent had seen a learner carrying a knife at school (Shields et al., 2014). Focusing on the victimization of educators by learners, the study found that physical threat by a student was the most common type of victimization.

Additionally, 29 percent of the educators had been kicked, pushed, shoved or slapped by a learner while 24 percent had been badly hurt. Complementing the explorative findings by De Wet (2010) on the bullying that targets educators, Shields et al. (2014) reported that psychological distress experienced by educators was caused by high levels of school-based violence.

From the focus groups and interview conducted, Shields et al. (2014) noted that frustration was the most dominant theme reported by educators. According to the study (Shields et al., 2014), reported that educators' frustration was a result of their inability to control the violence perpetrated by learners. The second most recurring theme identified by Shields et al. (2014) was that educators alleged being held responsible for the violence by learners which contributed to frustration. Lastly, educators reported that they were unable to talk about their experiences of violence with their own peers or individuals outside of the school (Shields et al., 2014).

While research focusing on educators' experiences and opinions concerning school-based violence is seldom, Shields et al. (2014) conducted a comparative research that is centred on learners. Unfortunately, the reviewed literature focusing on educators was based on a very small sample size (Pahad, 2012b; Netshitangani, 2014; Shields et al., 2014).

2.7 The contributing factors of physical violence in Secondary schools
The factors that contribute to the prevalence of physical violence in school it comes from different angles. Since this study's second object was to explore the factors which contribute to physical violence in high school. The following paragraphs reflect on the factors contributing physical violence in high schools.

2.7.1 Internal factors that influence violence
In a few examples, Mthiyane (2013) articulates how schools can sustain viciousness within their frontiers, owing to the absence of appropriate guidelines and directions that seek to control the way students should act around the school. Besides, measures to mitigate violence should incorporate an oversight on some type of sporadic conduct exhibited by a few students. It goes further to stipulate that if the approaches by the school and also if its tenets and directions are excessively frail, then the school will have a short sight in a portion of the sporadic conduct exhibited by students and educators will abandon teaching the students (Stewart, 2008).

As indicated by Prinsloo (2005), a sheltered school condition is the one that is described by absence of conceivable mischief to any person who communicates with that specific school. A school must be conducive for learning with no provocation (Prinsloo, 2005). Poor security in schools enables the untouchables to gain entrance to the classrooms and commit acts of violence. Be that as it may, there has been a requirement for change in the whole instructive framework to address the past encounters and furthermore reflect and propel the well-being of learners in the school and foster a conducive learning environment (De Wet, 2003). The

instructors in schools invest much energy in staff rooms and that demonstration enables learners to participate in reprobate conduct. The other issue is the absence of educators particularly in schools in township areas. The absence of instructors leaves students unsupervised and this breeds an unstable situation (De Wet, 2007).

Educators often fail to develop independent thinking amongst learners as they put in place inflexible conditions that do not allow learners to grow into independent thinkers (Mthiyane, 2013). According to Harber (2004), this system often includes the grading of learners into certain categories depending on their performance. The concept of grading prohibits the success of the majority of learners by failing to provide a conducive environment for slow learners. This later creates self-doubt which leads to subsequent dropping out (Mthiyane, 2013). Harber (2010) argues that schools are liable to the continuous spread of violence in the sense that the most educators teaching in these schools were trained during the apartheid era, thus they believe in using harsh forms of punishment for misconduct.

The South African Human Rights Commission (2006) revealed that schools have failed to develop learners intellectually and further give them equal opportunities to education. As Erika (2001) notes, schools have continued to promote the manifestation of racism, discrimination and inequality. Similarly, educators in schools have failed to safeguard learners against abuse from other learners as well as from other educators. All these actions by educators reveal the level of authoritarianism in the school systems. All these acts of abuse that occur within the school showcase the manner in which some forms of violence continue to take place because of the failure by educators to take these acts seriously since they were potentially lethal to the learners in the long run (De Wet, 2005).

Lack of proper education around sexual violence and how to report any form of assault has influenced the perpetuation of such forms of violence in schools (Mthiyane, 2013). Educators have little knowledge on life skills which have to encompass education on sexuality and how to deal with such a phenomenon in the school set-up. These areas need to be covered during the training periods for educators (Mthiyane, 2013). A report by UNISA (2012) on school-based violence states that a school that is properly managed has the potential to provide a safe environment for everybody in the school. Furthermore, a well-managed school which involves parents through School Governing Bodies has the potential to reduce cases of violence in the school (Mthiyane, 2013).

The School Governing Bodies (SGB) have a huge role in ensuring safety at school. Thus, its malfunctioning can exacerbate the magnitude of violence in the school. The school governing bodies are established in schools as prescribed by the South African Schools Act No. 84 of 1996. This body is responsible for developing policies as well as dealing with safety and security issues in the school to ensure proper teaching and learning and by promoting equal opportunities for all learners. Furthermore, the SGB represents all the stakeholders involved in making sure that the school functions properly (Mthiyane, 2013).

2.7.2 External factors that influence violence

Harber (2004) contends that schools are a microcosm of the general public which should demonstrate the genuine impression of what truly occurs in the public arena. Schools exist in poor groups and they will have poor framework that accepts students originating from poor families which experience the ill effects of various societal ills (De Wet, 2003). Neediness and joblessness are among other societal ills that form a portion of the external aspects that do not specifically impact savagery on schools though they are particularly compelling in causing viciousness in school. Educators have a part to direct the students' practices amid their formative years yet once the students leave the school; they have little control over their conduct. Brutality is a social ill that must be managed through managing causative societal ills (Mthiyane, 2013).

Acts of violence can be attributed to many factors, which are mainly biological, psychological as well as criminological or social (Harber, 2004). However, when analyzing violence between different groups in different contexts, it is evident that the conditions of its existence are mostly influenced by societal aspects. Further studies associate the violent behaviour of individuals with association rather than biological or scientific understanding. According to Burton (2008), South Africa is a society that is regarded as violent, where many people are murdered and most of them are children and women because of their vulnerability. Similarly, schools are not immune to the accepted societal culture of violence which is accompanied by gender-based violence and corporal punishment. That is why the state of the schools is a reflection of the state of the society in general (Harber, 2004).

According to De Wet (2007), school-based violence does not originate in the school. The greater parts of these activities are responses learnt from conditions and circumstances that appeared in the day-to-day activities in the community. The conditions obtaining in the learners' family heavily impact on their attitude towards any form of violence in the school together with their school performance. In the event that a child experiences bad treatment at

home where one of the parents is victimized, irrespective of the form of violence, be it verbally or physically, the child will take this as an accepted form of violence. Furthermore, a child living in an oppressive home will himself turn into an abuser because they view such an act as proper and accepted by societal standards. Children who witness violence see the vice as a panacea for any conflict resolution (Mthiyane, 2013).

The Centre for the Study and Prevention of Violence (1991) contends that there are four sorts of brutality that are more prevalent in townships and inward city and these are chiefly basic amid youth and pre-adulthood. These incorporate "adolescence hostility; for example, pack savagery, theft and dating-related violence"(Coleman, 1987:2). The physical animosity regularly incorporates pushing and pushing up close and personal verbal badgering and these frequently occur in the roads (Burton, 2008). These types of brutal acts are brought into the schools as the students adjust to savagery in groups. Some move toward becoming casualties and other culprits.

Due to the fluctuating degree of the effect of viciousness, some end up being culprits in school in view of the savagery they acquire from the group. The other factor which necessitates savagery in schools is the accessibility of drugs and liquor in the proximity of schools. Shebeens and bars open effortlessly to students and this further speaks to the absence of legal confinement barring the accessibility of alcoholic stuff and drugs by school going ages (De Wet, 2003).

The situation in South African schools exhibits an impression of an extensive society where there is heavy alcoholism and drug abuse. These ills are predominant among youngsters (Ncontsa, 2013). The accessibility of drugs in schools generally by the pack pioneers indicates the levels of viciousness in schools as some of these learners are responsible for fierce demonstrations when they are under the influence of drugs and liquor.

Furthermore, there is a high level of absenteeism when it comes to school attendance due to high acts of violence in the community as some learners fear for their lives. Notably, the high exposure to violent acts has long-term impacts which include serious psychological and physical implications for both educators and learners. According to Coleman (1987), when there is a high prevalence of violence in the community, learners tend to learn some of those forms of violence. Violence in communities often takes place during protests and it is characterized by the burning of tyres, vandalism and all other acts of hooliganism. In some

instances, anger compels communities to resort to mob justice as a way of solving crime, which is a response common in cases of theft.

The type of community, be it a rural, formal or informal settlement, tends to influence the type and level of violence that is likely to be common in that area. The type of crime that takes place there is likely to be influenced by the socioeconomic conditions of that community. Informal settlements register high levels of drunkenness, prostitution as well as fighting between different parties in the communities. All these aspects have a negative impact on the behaviour of children in those areas (Mthiyane, 2013). Schools in the urban areas are mostly exposed to crimes that include cyber bullying and theft that are largely influenced by the societal conditions. Those particular conditions then influence the nature of violence in a particular school. Protests over service delivery have been used as the most viable means of expressing dissatisfaction by the community.

During protest action, property is damaged, including schools that are burnt down among other forms of infrastructure (Zulu et al., 2004). It was expected that the approach to conflict resolution would have changed after the attainment of democracy in 1994 but things have remained the same as citizens have continued to use aggressive and violent acts in seeking an address to their concerns (Mthiyane 2013). The attitude of the children and the approach they tend to use to resolve any conflict are learned in the communities in which they reside, and those communities are faced with high levels of violence. Zulu et al. (2004) posit that there is a large influence that home socialization has on a child's behaviour and that behavior is later on transferred to other kids at school.

Family attachments also play an important role in shaping an individual's behaviour. Many youths fail to experience consistency at an early stage since they received fragmented care. Furthermore, lack of control and supervision causes such negative behaviour such as alcoholism, drug abuse, crime as well as unprotected sexual activities which all later contribute to school violence. Smith (2006) suggests that schools provide a vital point of access for young people in society who in this case are both perpetrators and victims of violence in schools. Furthermore, schools have been a contested ground because of the thin line separating the youths inside the classrooms and those whose criminality is more pronounced outside the school premises. The level of literacy among parents also contributes to children's attitude towards school and how they relate with their peers. Comparatively, parents who are illiterate

often view school as a waste of time. So the inconsistency between attitudes shown by the educators and parents towards school confuses the learner (Zulu et al., 2004).

The widespread availability of fire arms in South Africa together with poverty, social injustice, family instability and the high level of impulsiveness affecting the youths lead to a situation where such weapons are used to commit crimes, resolve conflicts amongst gangs and to prove one's status and power in the community and in the school.

The racial and ethnic differences in the community largely lead to the tragedy associated with ruling a community rendering it ungovernable, given the high levels of violence emanating from lack of harmony amongst the residents. That in turn becomes a bad lesson to the children living in that community. Lack of appropriate recreational facilities such as parks, especially in townships can create an opportunity for more learners to partake in deviant activities amongst other things. Violence is more prevalent in informal settlements mainly because of lack of service delivery. That violence is learned by children living in those communities and it later manifests in classrooms.

Most of the learners in South African schools especially in townships walk to and from school since their parents cannot afford their transport fees. However, some of these learners gain access to public transport like buses and trains (Zulu et al., 2004). The daily routine of going to school is often impeded by many challenges as some learners are subjected to violence by their peers or ordinary people from the community on their way to school. That then teaches them the violent traits that are later transferred to other learners in the school. Furthermore, the learners are often too terrified to go to school because of the fear of victimization along the way, which later impinges on their school performance. However, learners who are picked up from school by their parents are less vulnerable to violence than those who walk back home after school hours. The problem arising from the victimization of learners outside the school premises often leads to the formation of gangs. These gangs exacerbate the crisis of violence in schools.

According to Burton (2008), poverty in the communities where these learners reside determines the learner's ability to concentrate in class as it becomes difficult to concentrate when one is hungry. These factors create conditions for poor performance by those particular learners. That further compels learners to resort to violence to get lunchboxes from privileged learners and that creates an environment where abuse and bullying reign supreme. The poverty-stricken learners tend to absent themselves from schools on days when the dustbins are being collected

in town for them to scavenge for a few things they can consume or use for their sustenance (Mthiyane, 2013). Furthermore, Mthiyane (2013) argues that lack of government involvement in fulfilling people's aspirations has influenced the rise in violence against girls especially by males because men want to assert their manhood through criminal acts and hurting women for them to be regarded as powerful and respectful in the communities.

The dawn of democracy in South Africa created a perception among the citizenry that the problems that came with the apartheid government had ended. However, the traces of the apartheid regime have not ended (Mthiyane, 2013). South Africa continues to experience lack of social cohesion, which has also seen a rise in racist attacks. These are also evident in the school settings. All these are experienced due to the fact that our communities continue to suffer from post-conflict societal trauma. All these signs are reflective of the post conflict society create a situation that is even evident in a school setup where a simple misunderstanding can perpetuate a racial fight and this is attributable to the poor social relations. The learners often bring their family problems to school. Some learners might be experiencing bereavements or their parents could be going through divorce. Those particular stressful situations often breed anger and regression in children and these are later transferred to other learners in the school.

According to Coleman (1987), when communities where these learners reside lack proper social skills, learners who grow in them will be deprived of life skills necessary for survival. Further, lack of proper life skills by these learners creates a situation where they isolate themselves from the rest of the group. Apart from that, these particular learners are more prone to misbehaviour when they grow up (Mthiyane, 2013). Poor parental styles have the potential to allow children to have access to weapons, drugs as well as alcohol. Resultantly, those weapons are later used when fighting with other learners or educators in the school (Burton, 2008). The weapons that are used in schools are made available in communities where these learners reside. This is mainly because of the level of crime in those particular communities. The youths in those particular communities are frustrated because of unemployment and as a result, they tend to feel powerless (De Wet, 2007). According to Gottfredson (2001), most of the gangs that exist in these communities are largely joined by young people who dropped out of school and found themselves unemployed and these constitute the majority of the poor families. Furthermore, the presence of those gangs impedes proper teaching and learning because they often come with chaos.

2.7.3 Individual factors contributing to school violence

According to Ward (2007), the first level of the Ecology System Model comprises the individual components that influence the child's interaction with other settings. The individual factors contributing to school-based violence can be understood to be the individual's biological and unique characteristics that increase the chances of being a perpetrator of violence (Burton, 2008a).

The risk factors mentioned earlier by Hirsch (1969:7) include "poor school performance, disliking of school and disrespecting school authority." Predisposing young people to school-based violence focuses on the individual characteristics of adolescents. Reviewed studies (Pahad and Graham, 2012b; Mestry, 2015) revealed that the age of learners, attitudes, mental health and substance abuse emerge as individual factors that increase the probability of learners becoming either victims or perpetrators of violence in school. Age, as a risk factor influencing the perpetration of school-based violence is mostly associated with younger learners or learners in lower grades, grade eight and nine, for instance (Pahad and Graham, 2012b). School-based violence is often committed by male learners (Mestry, 2015). Learners' irate attitude is also seen as another factor contributing to school-based violence as frustrated and furious learners may develop an inclination towards instigating violence against other learners or educators (Pahad and Graham, 2012b). Mental illness could also be seen as an individual factor contributing to school-based violence (Pahad and Graham, 2012b). Other individual risk factors mentioned by Goebert, Chang, Chung-Do, Else, Hamagami, Helm, Kinkade and Sugimoto-Matsuda (2012) include poor coping and problemsolving skills, substance abuse, and exposure to peer delinquency.

As a way of mitigating school-based violence at the individual level, prevention initiatives are intended to directly change young people's "attitudes, beliefs and behaviors" (Dahlberg and Butchart, 2005:97). Punishments and school-based traditional initiatives meant to deal with school-based violence tend to focus on interventions that seek to address the misbehaviour of youths. For example, corporal punishment and detentions are aimed directly at the perpetrators' wrongdoing.

2.7.4 Relationship level: factors contributing to school-based violence

At the relationship level, the Social Ecological Model addresses the influence that close interpersonal relationships or interactions between individuals have on the occurrence of violence (Hong et al., 2011; Mncube and Harber, 2014). Elliott et al. (1979) argue that young people are at risk of getting involved in delinquent activities when they associate with

delinquent peers. This is a factor that is distinctive to the relationship level and it contributes to school-based violence. The reviewed literature complements the fact that young people are at a greater risk of being involved in crime when their behaviour is encouraged and approved by their friends (Dahlberg, 1998). A number of studies correlate peer association with youth misbehavior (Matsueda and Anderson, 1998; Thomas, 2015; Piquero et al., 2005; Salmivalli, 2010).

With regards to prevention of violence, Dahlberg and Butchart (2005), suggest that interventions at the relationship level ought to concentrate on changing the conduct of the adolescents by developing positive interpersonal relationships that can impact on the school environment. Interventions that concentrate on interpersonal relationships include those that are intended to change the nature of "peer interactions, peer-group norms or redirect peer-group activities" (Dahlberg and Butchart, 2005:98).

2.7.5 Community and societal level: factors contributing to school violence
The community level under the Ecological Systems Model focuses on the group settings in which social connections are embedded; for example, the neighborhood schools. It tries to recognize the attributes of these settings that are associated with violence (Dahlberg, 2007). The fourth level of the Ecological Systems Model incorporates the bigger societal elements that create a climate which promotes violence (Dahlberg, 2007).

The school, particularly educators, has the ability to socialize learners (Turner, Piquero and Pratt, 2005). Accordingly, school is an important predictor of youth offending (Farrington, Gallagher, Morley, Ledger and West, 1986). According to Loeber and Farrington (2000), school-based factors that expose young people to violence include: poor academic performance, being too old for the grade, low academic aspirations, low school motivation, a weak bond with school and having schools that are poorly organized and malfunctioning. Additionally, risk factors which increase the likelihood for young people to be involved in violent behaviour in South African schools include "poverty or poor environment; harsh, erratic parenting; poor supervision; early aggressive behavior; family violence; lack of facilities or jobs; and poor schooling, truancy, and exclusion" (Shaw and Tschiwula, 2002:61).

Maree (2000) investigated the types and the extent of violence in South African schools. According to the study, lack of transformation in schools; inadequate security measures; availability of guns and weapons to schools; lack of counselling services; intolerance towards people of other races, religion, gender and sexual orientation; presence of gangs; and boys who

are to emulate criminals and gang leaders were significant factors to school violence (Maree, 2000:4). In a different, more recent study, Ncontsa and Shumba (2013) found that violence in the neighborhood; disruptive behaviour by learners; intolerance; lack of recreational facilities; lack security in the school premises; unemployment; and overcrowding in classes were the main contributing factors to school-based violence.

Factors operating at the societal level and are associated with school-based violence include low economic status, low neighborhood attachment, the disorganization of the community and high mobility, influence of the media and complacent or permissive community laws and norms as risks associated with youth development (Bogenschneider, 1996:129). Where the degeneration of the norms of society occurs at a fast rate, there also tends to be high rates of violence, easy access to drugs, alcohol and guns (Mestry, 2015). Poverty within communities is also a contributing factor to school-based violence (Pahad and Graham, 2012b). Such factors increase learners' susceptibility to victimization and commission or perpetration of crime or of violence. The community could thus play a pivotal role in assisting schools to curb violence. Pahad and Graham (2012) reported that participants have criticized the community for not supporting the school in its efforts to combat school violence.

To prevent or reduce school-based violence, attention should be paid to changing the community features that make it possible for violence to occur (Dahlberg and Butchart, 2005). Dahlberg and Butchart (2005), postulate that social interventions should focus on cultural, social and economic factors to reduce violence and these include; addressing such issues as gender, financial or educational inequality and other interventions that focus on legislation and policy mandates (Dahlberg and Butchart, 2005).

Using the Social Ecological Model to understand the causes of learner-on-learner school-based violence, it becomes apparent that school-based violence may be caused by individual, peer and environmental factors. Thus, the Ecological System Model suggests efforts to prevent school-based violence should have significant impact on the individual, the family or peers, the neighborhoods and communities where young people live. Applying a multi-level analysis of school-based violence, Burton (2008b) supports that primary caregivers and influential adults at home and in the community have an influence on learners' social attitudes, behaviors and responses within school (Burton, 2008b:80). Accordingly, adolescents' exposure to and experiences of violence within and outside home is a potential risk factor to their chances of being perpetrators and/or victims of violence. The Ecological Systems Model is significant in

understanding school-based violence as the underlying factors contributing to school violence since it asserts that such factors often originate from multiple factors, both personal and the environment from which individuals come.

2.8 The measures put in place to mitigate physical violence in the school

This study intended to look to the existing scholarly work which dealt with physical violence in high schools with regards to measures that are in place to curb the violence in schools. The following paragraphs comprise the findings from previous research.

2.9. A change in mind-sets towards violence and tolerance of violent behavior

Osfsky (1995) reports that in the United States, an open position ought to be taken by legislators, policymakers, media practitioners and residents to demonstrate that violence is socially unacceptable and reassert America's societal emphasis on human values, responsibility and respect for the rights of others. He maintains that the media worsens the issue of violence that involves children and youth by glamourizing it. Therefore, the cooperation of television and the media is needed to change the people's mind sets regarding violence in the American society. In fact, the American society should view violence with disdain.

2.10. Placing school-based violence in a legal context

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

    1. All public schools are hereby declared drug free and danger free zones.

    2. No persons may:

    a) Allow any dangerous objects into the premises of a public school;

    b) Carry any dangerous object;

    c) Store any dangerous objects in the public-school premises except in officially designated places identified by the Principal of the school;

    d) Possess illegal drugs on public school premises;

    e) Enter a public-school premise under the influence of any drug or alcohol;

    f) Cause any form of violence or disturbance which negatively impacts on the activities of any public school;

g) Wittingly condone, hide, encourage and connive in, the possession of dangerous objects; or refuse, fail or neglect to report the sighting or presence of any dangerous object 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, lack of school safety is highlighted as a critical obstacle to learning. Reference is made to educators perpetrating violence on learners through corporal punishment, learner-on-learner violence, male on-female violence, as well as violence inflicted on school-going learners by youths outside the school. In terms of the common South African law, an educator cares for the child and acts in loco parentis– which means he or she 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 in the entire document, which is based on the 'safe schools' initiative driven by the desire to give support and guidance to the youth, but the safety and dignity of educators is side-lined. The entire document focuses on the youths as victims of violence and how the youths should be protected from violence within schools. Essentially, this initiative obligates educators and principals to uphold their duty of dealing with school-based violence while, on the other hand, 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, violence 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;

• receive a recommendation for expulsion, which can only be granted by the Head of Department in the Department of Education.

Notwithstanding these measures, Beckmann, Foster and Smith (1997), argue that the South African Schools Act does not specify:

• The seriousness of the misconduct that justifies 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 provides assistance to every employee who experiences personal as well as work-related problems. Although reference is made to workplace related violence and post-trauma counselling, it is not clear whether the violence perpetrated by learners on educators 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 from violence as part of its support programme.

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

• The safe school policy does not include learner-on-educator violence;

• The South African Schools Act does not include provisions that ensure that the rights of all school personnel are catered for;

• The South African Schools Act does not classify the serious acts of misconduct and thus there are no clear guidelines as to which category of 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 quell school-based violence; and

• None of the existing pieces of legislation and policies in education make provision for the safety of the educator.

2.11. Prevention and intervention

Prevention programs are also important to curb occurrence of violence in the school and communities (Sanders-Phillips, 1997). This involves the prevention of gangs. Furthermore, programs can help the youth at risk of violence to learn how to solve problems amicably. These programs work better if they are introduced to youngsters at an early age. Scheeringa and Zeenah (1995) concur with Sanders-Phillips (1997) by stating that past research on the intergenerational cycle of violence indicates that adults who were traumatized as children are more likely to commit crimes at a later age. To avoid this repetition, it is important to provide

intervention at an early age targeting children who are exposed to or are victims of community-based violence. Sanders-Phillips (1997) further point out that these programs can only be more effective if they are taught in the children's homes and schools. The programs should also try to prevent high-risk behaviours such as alcoholism, drug use and possession of weapons. Scheerinda and Zeenah (1995) assert that the goals of primary prevention of violence involving youths, particularly during early childhood, are to help children to:

- Develop pro-social ways of dealing with everyday frustrations and peer conflict.
- Learn problem-solving skills.
- Practice non-violent negotiation strategies.
- Talk about the painful memories and the need for the support of a caring adult in order to feel safe.
- Help the parents develop appropriate life skills and techniques that enhance family coping strategies.
- Access assistance from the community through upgraded services and the quality of the neighborhood.

Intervention programs may vary by type. They are:

- Indicated programs to focus on children already identified;
- Selective programs to focus on high-risk children by acknowledging the existence of community-based violence and understanding the additional risks that face children and these range from domestic violence to other aggressive interactions. These can effectively promote a child's positive outlook on life.

2.12. The South African legislative framework concerned with safety in schools

There are acts that seek to protect the rights of learners and establish safer schools in South Africa. These include the Constitution of the Republic South Africa; the Education Laws Amended Act (Act 31 of 2007) and the South African Schools Act (Act 84 of 1996). Accordingly, it was deemed important that the researcher should review the legislative measures as they complement the establishment of safety in South African schools and aim to address school-based violence in the South African context.

2.13. Focusing on the Constitution of the Republic of South Africa (1996)

Le Roux and Mokhele (2011) point out that the basic rights for both educators and learners are protected by the Constitution of South Africa in the Bill of Rights. Accordingly, Section 29 (1) of the Bill of Rights provides that everybody has the right to education and security and these rights incorporate the right to be free from all types of violence either from the general

population (i.e. schools) or private sources; freedom from harassment and debasing or inhumane punishment. Furthermore, Section 12 (1) expresses that everybody has the right to physical and mental integrity (South Africa, 1996). Section 28 (1) protects children's rights by expressing that each youngster has a right to be shielded from abuse, neglect or corruption (South Africa, 1996).

2.14. The South African Schools Act (Act 84 of 1996)
Section 10 of the South African Schools Act stipulates the following in relation to the prohibition of corporal punishment:

> *(1) "No person at a school may administer corporal punishment to a learner.*
>
> *(2) any person who contravenes subsection (1) is guilty of an offence and liable to conviction to a sentence which could be imposed for assault"* (South Africa, 1997).

Section 10 of the South African Schools Act (Act 84 of 1996) which is consistent with the South African Constitution, provides for the protection of learners from physical harm. In so doing, the South African Schools Act (Act 84 of 1996) prohibits corporal punishment at schools. Also, the South African Schools Act allows the Schools Governing Body to develop a school's Code of Conduct as a means to establish discipline and safe school environment (Mncube and Harber, 2013; Netshitahame and Van Vollenhoven, 2002).

2.15. Education Laws Amendment Act (Act 31 of 2007)
Supplementing the South African Schools Act (Act 84 of 1996), the South African government passed an amendment Act, the Education Laws Amendment Act (Act 31 of 2007) to deal with school-based violence. According to Section 8A of the Education Laws Amendment Act 31 of 2007, it is an offense for learners to bring hazardous objects, drugs or alcohol to school. Section 8A also allows for the Principal of a school or his or her staff to search learners for dangerous weapons if there is reasonable suspicion to do so (Republic of South Africa, 2007).

In short, Section 8A of the Education Laws Amendment Act 31 of 2007, prohibits learners from bringing hazardous objects or drugs to school. It also provides guidelines to be followed when searching learners for dangerous weapons.

2.16. Regulations for safety measures at public schools
Section 4 of the Regulations for Safety Measures at Public Schools, which is consistent with Section 10 of the South African Schools Act (Act 84 of 1996), provides for learners' protection from physical harm. The Regulations for the Safety Measures at Public Schools compels

schools to comply with the South African School Safety Act in establishing violence and drug free public schools.

Section 4 (3) of the Regulations for Safety Measures at Public Schools allows police officials, the principal of the school or if they are not present, their delegates may search without warrant, the school premises or any person if there is reasonable suspicion that there are drugs or weapons present. It is within the right of the police official, principal (or his/ her delegate) to confiscate dangerous objects or illegal drugs on school grounds or seize the person who disregards school regulations (Republic of South Africa, 2001).

Section 5 of the Regulations for Safety Measures at Public Schools gives allowance to the principal of a school to take steps to maintain the safety of the school premises or the people in the school premises by forbidding entry by anyone into the school premises without the principal's permission. According to Section 5 (2) individuals entering the school premises should avail their name, contact address and any other important information required by the principal; identification proof; declare whether they possess a dangerous object or drugs and subject him or her to searching if necessary. If they refuse, the principal has the right to remove them from the school premises (Republic of South Africa, 2001).

Section 9 (5) and (6) of the Regulations for Safety Measures at Public Schools instructs schools to advance a plan of action to mitigate the dangers of violence and that this plan must guarantee the wellbeing of all learners, staff individuals and guardians amid school activities (Republic of South Africa, 2001).

2.17. Why physical violence in high schools?

The physical violence in high schools has turned the school environments into a battlefield or war zone. The incidents that happen in high schools leave South African people in a state of shock due to the fatality of the fights. This study is supported by various sources which deal with violence occurring in schools. Scholars such Owoije and Ndubusi (2016) advocate the elimination of physical violence in schools based on the findings of the study on the youth physical violence among secondary school learners which revealed that exposure to physical fights and bullying was 47.9 percent. More males (54.9%) had been involved in physical fights compared to the females (39.4%), p=0.00. A study by Ncontsa and Shumba (2013) which sought to investigate the nature, causes and effects of school violence in four South African high schools showed that physical violence is escalating and there is need for special intervention. One of the news articles from 'The South African news' revealed a statement that

was said by the Minister of Basic Education, Angie Motshekga that there is need for law enforcement agencies to help quell and the recent spate of violence in South African (Luke, 2018).

The scholar suggests that the physical violence has made the Department of Education officials to feel that physical violence in schools is uncontrollable. An article from IOL news by Ana (2017) confirmed that physical violence in schools has become barbaric because during, the fights learners use dangerous weapons such a knives and this type of evidence was capture in the video that went viral showing Richards Bay High School learners brawling in KwaZulu-Natal. A study by Khuzwayo et al. (2016) aimed at investigating the prevalence of violence and the demographic factors associated with such violence among South African (SA) high school learners in the uMgungundlovu District, KwaZulu-Natal, South Africa revealed that 420 (23.9%) had been bullied, 379 (21.7%) had missed school because of feeling unsafe, 468 (15.4%) had been involved in physical fights and 41 (2.4%) had carried weapons to school. There was a significant association between being in a physical fight and missing school (odds ratio (OR) 2.5, 95% confidence interval (CI) 1.9 - 3.3; $p<0.001$).

In the existing literature based on physical violence in high schools are gaps that the researcher seeks to fill. With regards to the location of the study, the scholar noticed that there is no study that has been conducted on physical violence since the phenomenon had been occurring in the past years. The studies that had been done so far do not cover physical violence from all angles. Another gap that the researcher noted is related to the first objective of the study, which is to explore the nature of physical violence .They are no studies in the area of Inanda that have been conducted on physical violence which makes this study important for this area. They mainly scrutinized the violence under the umbrella of the different types of violence. The existing literature glosses over the current prevention strategies aimed at mitigating physical violence in high schools. The studies conducted that they do not present the detailed role of the community which they can play to curb the physical violence. They also do not present how the policies developed by different structures serve to curb violence in the location of this study.

2.18. Summary
In this chapter, the 2008 and 2012 National Survey on Violence in Schools was used to explain the nature and extend of school-based violence in South African schools. Dahlberg's Ecological Model for Understanding and Preventing Violence, was used to explain the multi-level causes of school-based violence. The Ecological Model was utilized to outline the individual, relationship, community and societal factors that influence young people to be

victimized and/or become perpetrators of school-based violence. This study also highlighted the legislative measures which address this kind of violence, focusing on the Constitution of South Africa; the Education Laws Amended Act and the South African Schools Act. Lastly, this section prevents the guidelines to ensure safety in schools by focusing on a whole-school approach that takes into account all significant components that make up the school.

The reviewed literature suggests that the nature and degree of school-based violence is a cause for concern in South African high schools. The National School Violence Study suggests that 22 percent of South African learners experience some kind of violence while inside the school environment. Even with legislative mandates available, school-based violence continues to be a challenge in South Africa. The Ecological Systems Model explains the etiology of school-based violence at different stages of a young person's life and it may give guidance in explaining the occurrence of this kind of violence. As such, there have been studies (van Jaarsveld et al., 2012, Khan, 2008; Dawes and Ward, 2011) that sought to provide comprehensive guidelines to assist schools in ensuring safety in their environments. The next chapter presents the methodology part of how the study.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

The focus of this chapter is on presenting the research methodology, highlighting the design and empirical techniques applied. The chapter describes how the data was obtained, the sampling method used, as well as the data collection and analysis techniques that the researcher used. An ideal plan for collecting and processing data was important in this study in order that the desired information could be obtained with sufficient precision. The study used purposive sampling method and the main data collection techniques used for this study were in-depth interviews and focus group discussions. The data analysis was done using thematic analysis as described by Braun and Clarke (2006). The chapter is structure in the following manner; location of the study, research approach, and research design, sampling, selection of participants, data collection, data analysis, ethical consideration and limitations of the study.

3.2. Location of the study

The study site is Intshisekelo Secondary School in Inanda, Durban. Inanda is one of the oldest townships in Durban, found on the east coast of KwaZulu-Natal. It is located near the M25 and a few kilometers north of Durban city Centre. Inanda is a half township and half rural area since it falls under the jurisdiction of a traditional authority and the eThekwini municipality. It is an African community with most Zulu speaking people and a few Xhosa speakers. The area is known for high levels of crime, and various forms of violence ranging from gang violence, taxi violence-related activities and political violence. The main source of crime in this area are gangs. During the 1980s, crime and violence in this community was so bad that people were afraid to walk on the streets at night. The police, non-governmental organizations (NGOs) and churches worked in partnership to fight crime and gang violence in the area (Majozi, 2016). Although the nature of crime is not as brutal as it was in the past, crime-related activities are still rife in the Inanda community. Some of the organizations that work to eradicate this scourge are the South African Police Service (SAPS) and community police forums. Representatives of these organizations work relentlessly in the area to help the community deal with crime, violence and drug-related problems.

Inanda has 11 secondary/high schools. The reason for choosing this area as the study site is that, during my undergraduate studies, I had the opportunity of doing practical work by observing human behavior using the theories learnt in Criminology to understand the various

crime activities that were happening when I was working as a taxi driver. Inanda high schools were some of the schools that had a high number of learners that had perpetrated acts of violence in their school. While working among the community in Inanda, parents using the taxis would highlight that they were seeking assistance with their children for various reasons. One reason that made to seek help was that the children were on drugs, showing signs of delinquent behavior both at school and at home.

3.3. Research approach

This study adopted a qualitative approach. The approach was the most appropriate for the purposes of gathering information to answer the study's key research questions. Newman (2000) argues that qualitative data is empirical as opposed to quantitative research where usually the researcher does not become close or familiar with the respondents. Qualitative research allows for interviews in a less structured setting and the researcher can observe non-verbal communication like facial expression, thereby providing an opportunity to probe further. According to Babbie and Mouton (2001), the main goal of qualitative research is to describe, explore and understand, rather than explain human behavior. The different techniques and data collection methods that were used to describe, observe, make sense or interpret the phenomenon under investigation were in line with the qualitative approach. The qualitative approach allowed the researcher to interact with research participants. A qualitative approach was therefore chosen because of its potential to allow the researcher to explore different perceptions and perspectives of physical violence at the selected school in Inanda.

3.4. Research design

The current study followed a phenomenological research design. Shenton (2004) claims that the goal of qualitative phenomenological research is to describe a "lived experience" of a phenomenon. The phenomenological design was appropriate because the researcher sought to examine the factors that were contributing to physically violent behavior among learners at Intshisekelo Secondary School. The study explores and describes the experiences of educators, learners and the broader community especially with a focus on the learner- on - learner physical violence that is taking place in the school.

3.5. Sampling

According to Steyn (2014), sampling refers to the question as to what the research unit of analysis is going to be. Purposeful sampling was employed in this study, which is a non-probability sampling technique. Non-probability sampling is a sampling process whereby the researcher specifically looks for units or participants that would serve the purpose of the

investigation (Jacqueline et al.., 2006). For this study, purposive sampling was adopted because this method of sampling enabled the researcher to select participants based on their ability to provide rich and relevant information to the phenomenon under study. This method was found to be suitable for the study because the researcher intended to select participant who had experiential knowledge of the phenomenon of interest. These were learners, leaders and educators from Intshisekelo Secondary School in Inanda, Durban. They had to comply with the primary inclusion criteria, which is that they had to be directly or indirectly affected by school physical violence. Since high levels of crime and physical violence had been reported in the school and in the community, the participants at the study site were most suitable in addressing the aims of the study.

3.6. Entry into the field

The researcher went the district office of the Department of Education to obtain gatekeeper permission. Issued with a letter, the researcher was assigned to a supervisor in charge of the selected high school. There were then introduced the researcher to the school where the study took place. The school principal then introduced the researcher to the heads of departments (HODs) who were able help to identify learner participants. Another strategy to supplement this process and encourage voluntary participants was through putting up posters around the school. Since educators and school governing body (SGB) members were part of the study, the researcher was assisted by the principal to identify these. In recruiting the community members, the researcher received got assistance from the chief and community ward chairperson. The researcher was introduced to the participants that included a traditional leader (induna) a ward counselor and several business leaders.

The research involves 37 participants who were from the one selected high school as well as community members. All the participants voluntarily agreed to participate in the study. Approximately 29 participants from the school were targeted. They comprise 24 learners (12 males and 12 females) either through direct physical violence direct or indirectly. To select the participants the school log book which is used by educators to record every incident that takes place in the school, was use used. In this way, the researcher chooses learners directly relevant to the objective of the study.

Table 3.1: Learners Distribution

This table below is illustrating how the learners were distributed in participating in the study. The learners were found from the school log book that records the incidents of violence. The

learners were not chosen specific to the class grades but were selected from the incident log book of the school

Learners Distribution		
12 Male learners		12 Female learners
Age group		
Below 18 years		Above 18 years
20 learners		4 learners
Total number of learners : 24		

Five school management team (SMT) educators were used because they had detailed information since the physical violence incidents are reported to them. To select the SMT members, the researcher used school hierarchy levels with relevant roles in ensuring safety in the school. There were eight community members that were selected as part of participants and they were as follows; (1) two members of school governing body (SGB). These were selected because they were accessible, and they represented the parents. It is those SGB members who had children who attending the selected school that were selected. The SGB were also selected based on the functioning of their position, which were the chairman and secretary.

The community participants were three business owners, a ward counselor and two traditional leaders (indunas). These were included because they are the personnel that offers interventions to the school when need arises. Although this small sample size seems insignificant in the context of the physical violence across schools in South Africa, Duncombe (2004:3) emphasizes 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 learner participants were selected with the assistance of the Principal and Educators (HOD) as they were more familiar with them and the experiences that they had in the School. The principal and HOD assisted by selecting those learners who had witnessed and experienced the physical violence indirectly or directly.

Table 3.2: Educators distribution

The table below illustrates the detailed information about the characteristics of educators as the participants in the study

Educators distribution	
2 Male educators	3 Female educators
Age group	
<u>30-40 Years</u> 1 Male 1 Female	<u>41-60 Years</u> 2 Male 1 Female
Total number of educators : 5	

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Table 3.3: Community leaders' distribution

The table below illustrates the detailed information about the characteristics of community leaders as study participants

Community leaders distribution	
4 Male community leaders	4 Female community leaders
Age group	
<u>30-40 Years</u> 1 Male 3 Female	<u>41-60 Years</u> 3 Male 1 Female
Total number of community leaders : 8	

3.7. Data collection methods

Data collection for this study relied on focus group discussions and individual interviews. Focus group discussions allow participants to give more information on how they witnessed physical violence because they are the ones with violence experience. The interviews were semi- structured, and the researcher used open-ended questions to allow the participant to lead the interview. The researcher used a combination of focus group discussions and one-on-one interviews to gain a better understanding of the experiences and perceptions on learner-on-learner physical violence.

3.7.1. 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 responsible for responding to the questions" (Lankshear and Knobel 2004: 198). Carpecken (1996) advocates that interviewers should take the opportunity to generate content about an event from an insider perspective. They must also, check the trustworthiness, the assurance and the careful importance of the subject's reply in a face to face interview, get to an individual's definitions and understandings of ideas and procedures that are interest to the researcher analyze both verbal and non-verbal responses, give immediate clarity if the interviewee was uncertain in his or her reply. Follow-up questions, which can emerge, to provide detailed or specific answers, tap into beliefs, values, perspectives and the like on the part of the interviewee.

Interviews were conducted with the 13 participants, both males and females during the month of October 2018. Semi-structured interviews were conducted to obtain information on the perceptions and experiences of physical violence on learners- on -learner physical violence in Intshisekelo High School in Inanda. The purpose of the semi-structured interviews was to gain in-depth responses from the participants without intimidating them with too formal procedures.

Another intended outcome of conducting these interviews was an attempt to gain an understanding of how the educators and leaders interpreted their experience of violence and to understand the meanings they attached to this exposure. All the interviews were conducted by the researcher. An interview schedule that was generated after a thorough literature search was used. The interview schedule was written in English (see appendix 2 and 3). However, the interview schedule was administered through translation into Zulu. This was meant to ensure that the participants give more information through an own expression of feelings, attitudes and understanding of the subject matter. This proved very effective as it allowed the researcher to elicit participants' perceptions on school-based violence.

The time of participation was negotiated between the participant, school educators and the researcher, which mainly ensured that the interviews were scheduled at the time convenient for educators. Thus, the interviews were mainly conducted when there were no scheduled lessons. The venues for interviews were also negotiated with the educator, although the educator preferred the classrooms as venues that the learners were used to, rather than offices. Thus, this allowed for a comfortable and non-threatening environment.

3.7.2. Focus group discussions

A focus group discussion "involves several participants in a group discussion, often with a facilitator whose goal is to keep the group discussion targeted on a specific topic" (Mackey and Gass, 2005:356). These individuals are expected to give opinions on a particular subject matter. Focus group discussions provide qualitative data through discussions with the help of a mediator who directs and controls the discussion (Breakwell, Hammond and Smith, 2006). The selection of participants in focus group discussions is done either randomly to ensure representation of segments of society, or non-randomly in order to elicit specific data (Morgan, 1997; Breakwell et al., 2006).

Table 3.5: Learners distribution for focus group discussions

This table below illustrates the breakdown of the focus group discussion and also provides the detailed characteristics of the discussion.

Focus group Learners distribution	

<u>Below 18 yrs.</u> (20 learners)
 	
 Gender: 10 males
       10 females
	<u>Above 18 yrs.</u> (4 learners)
	
	 Gender :2males
	     2 females

Direct victims : 12 learners	indirect victims : 12 learners
Total =24 Learners	

The table above it portrays that they were learners who were above 18 year of age and also learners who are below 18 year of age. The focus group discussions were broken into 4 groups. Each group consisted 6 members. The focus group discussion were made by 2 direct victim groups which were 6 males and 6 females learners and also 2 indirect victim groups which were mad by 6 male and 6 females learners. Each group were having discussion for limit of 60 minutes.

Denzin and Lincoln, (1994) summarized the more common uses of focus groups as follows: obtaining general background information about a topic of interest, generating research hypotheses that can be submitted to further research and testing using more qualitative approaches, stimulating new ideas and creative concepts, diagnosing the potential for problems with a new programme, service or product, generating impressions of products, programs, services, institutions, or other objects of interest, learning how respondents talk about the phenomenon of interest which may facilitate quantitative research tools

Merton, Fiske and Kendall (1990: 137) suggest that "the size of the group should manifestly be governed by two considerations: it should not be as large as to be unwieldy or to preclude adequate participation by most members nor should it be so small that it fails to provide substantially greater coverage than that of an interview with one individual". In this study, each focus group discussions were composed of six people. Four separate focus groups were conducted, two consisted of males and the other consisted of females. Denzin and Lincoln (1994) stress that smaller groups (four to six people) are preferable when the participants have a great deal to share about the topic or have had intense or lengthy experiences with the topic of discussion.

Merton et al. (1990) believe that one group is never enough as you may be observing the dynamics of that group and little else. Some studies require that several (three to four) groups are convened. Therefore, four focus group discussions of learners were conducted purposively. The types of question asked were open-ended questions, since the researcher wanted to allow the participants to tackle the questions from a wide range of perspectives.

3.7.3. Setting the scene for focus group discussions
It is important for the researcher to build rapport in the focus group discussions. Stewart and Shamdasani (1990) suggest that it is a good idea to have group members introduce themselves and tell a little more about themselves. This method can help "break the ice". The recommended pattern for introducing the group discussion includes the welcome of participants, overview of the topic, ground rules and the first question (Stewart and Shamdasani, 1990). This method was applied in this research and it encouraged participation from the learners since they felt like they really knew each other after introducing themselves.

3.8. Data recording
According to Stewart and Shamdasani (1990), a digital audio-recorder is invaluable for focus group discussions. This gadget was used because it selects voices and does not pick noise in the background. The microphones and recorder should be set up prior to the interview and should be visible to participants. Data for this study was collected through this method, but despite being told to speak one at a time, participants would sometimes forgot and often spoke simultaneously during focus group discussions. In this study the digital audio recorder was used to collect the data during the interviews and the focus group discussions. During data, there were two participants who did not want to be recorded and as a researcher I complied with ethics and interviewed them without a voice record device. As such, field notes were an alternative.

3.9. Data analysis

The audio recordings were transcribed and translated by the researcher who is a fluent isiZulu speaker. After transcription, the data was available in word format. It was then analyzed using thematic analysis. Thematic analysis is a process of analyzing data using themes emerging from the data (King, 2003). It is a method used for "identifying, analyzing, and reporting patterns or themes within the data" (Boyatzis, 1998 as cited in Braun and Clarke, 2006: 79). It does so, by "minimally organizing and describing the data set in rich detail and may go as far as interpreting various aspects of the research topic" (Boyatzis, 1998 as cited in Braun and Clarke, 2006: 79).

The qualitative data was transcribed and analyzed using themes emerging from the data collected. For instance, during transcription of conversations, patterns of experiences we listed, e.g. paraphrasing common ideas. Then all data that related to the already classified patterns were identified. The identified patterns were then expounded on and all the talks that fitted under the specific pattern were identified and placed in a corresponding pattern. Then the next step was to combine and catalogue related patterns into sub-themes. The themes that emerged from the participants' stories were then pieced together to form a comprehensive picture of their collective experience. To support the themes, the researcher then kept referring to the literature to link it with the findings.

For the purpose of data analysis, which primarily involved the recording, and organizing raw data into meaningful and manageable units for efficient interpretation, analyzing data for this study was based on the six steps of analytical procedure of Marshall and Rossman. These include:

> **Step 1:** Organizing data using a computer in a manageable and logical manner by performing minor editing. This was specifically a process of cleaning the data.
>
> **Step 2:** The second step was immersion. This method involves constant reading of data that was collected to enable the research to familiarize himself with the findings of the study. Marshall and Rossman (2006) pointed out that this process requires the researcher's active involvement, understanding and attention to the data, forcing the researcher to become intimate with the material.
>
> **Step 3:** The third step of data analysis involved generating categories and themes whereby similar ideas or language and pattern of beliefs were identified and grouped together.
>
> **Step 4:** The fourth step taken during analysis was coding the data which entailed organizing and making sense of textual data whereby data was demarcated according

to specific codes. Seidel and Kelle described the role of coding as noticing relevant phenomena, collecting examples of those phenomena and analyzing them in order to find commonalities, differences and pattern.

Step 5: The fifth step involved offering interpretations through analytic memoirs which according to Patton (2002) means attaching significance to findings, offering explanations, drawing conclusions and making inferences. This step focused on evaluating the data for their usefulness and centrality.

Step 6: The sixth step was to search for alternative understandings whereby the researcher had to scrutinize his own observations, asking where the researcher would apply his own biases and interpretations rather than those generated from the behavior interactions, words and sentiments of participants. The researcher had to ensure that data remained as authentic and reflective of participants' desires as possible.

3.10. Ethical considerations

There were many ethical considerations to make in conducting this study. These ethical considerations are discussed in the proceeding paragraphs.

3.10.1. Unpacking ethical considerations

According to Simons and Usher (2000), ethical issues can be viewed as imminent in any act of knowledge production. These authors assert that ethical issues are related to issues of rightness and justifiability, especially as they concern relations with others or consequences for others. This implies that the researcher should act responsibly. Ethics includes respect for self and others; due consideration for social justice, human rights norms and expectations interaction in a manner that does not exploit or harm others; and where there is conflict between various norms or values, seeking balance between these. Essentially conflicts are inherent in ethical considerations but rather than viewing these as a deterrent, the researcher should embrace such conflicts as they direct him or her towards seeking some sort of resolution in the research process.

According to LeCompte and Schensul (1999), ethics is a situated practice and ethical principles are best discussed in concrete contexts as there are a multitude of factors that can make a difference. Broad principles or codes to guide ethical decision-making are important as they provide an essential framework and reference point for checking integrity and consistency of our actions (others). This therefore fosters the building of trust. Ethics need to be interpreted

and applied in context, considering not only the politics but the interactions of specific persons and the relationships that are present in the study.

Simons and Usher (2000) contend that the research must be rational and virtue oriented. Values should be approached critically, that is, the facts, the methodology used, the theories and procedures employed in the research process should also be approached critically. Researchers need to explicitly reveal their values, assumptions and procedures as these invariably influence the research process. An ethical approach that advocates constant questioning, with and open grasp both of self and the other, is highly desirable. In conducting this study, the researcher was constantly careful in terms of ethical conduct.

Ethically, issues needed to be taken into consideration especially given that the study dealt with learners some of whom were under 18 years. Informed consent forms were given to parents before the research was conducted, and learners themselves were requested to provide assent. *(See appendix 3, 4, 5)*. But most significantly, the focus groups were conducted in the presence of the school counselor who availed herself to assist in case the learners experienced trauma.

3.10.2. Responsiveness to other(s)

According to Simons and Usher (2000), responsiveness refers to the researcher/participant relationship. The relationship of the researcher with all the parties associated in the research is of significance in this regard.

In this study, the role as of the researcher as well as his being a community member enabled him to deal with sensitive issues that had arisen in the process with more empathy than any other outsider researching in this school. Being part of the community, the researcher was able to identify with the concerns and challenges faced by the participants in the study. Similarly, participants were able to identify with him. This reciprocal relationship allowed for easier access to participants and data. Establishing a mutual relationship of trust was consequently much easier than it would have been, had the researcher chosen to conduct the research at any other school.

3.10.3. Informed consent

According to Simons and Usher (2000), informed consent implies participants to be free of coercion or deception and understanding the following: the process by which the data is to be collected; the intended outcome of the research process; the uses of the research; and as individuals or groups, having the capacity and competence to consent.

Simons and Usher (2000) view informed consent as a dialogue, where each participant in the study is informed of the purpose of the study and assured of confidence from other persons in the setting, whose private information might enable their identification, and the protection of the informants from the public. In this study, all the participants were made aware of the purpose of the study. They were also made familiar with the data collection procedure.

The process involved informing the participants of the tools and instruments to be used in the collection of data. The participants were also requested to express their concerns and raise any questions that might have had regarding the research process. In addition, the researcher assured the participants of confidentiality and anonymity in the data collection process, as well as in the reporting of the research. This was done by informing them that their information was not be discussed or revealed to anyone without their permission. Furthermore, participants were also assured that they could not be identified by anyone as the researcher would use pseudonyms instead of their real names and all the recording were to be stored secretly where no one could access them.

Furthermore, the participants were encouraged to be open about withdrawing their participation if they were not comfortable with any request made on them during the process of data collection. They were also reminded that their participation in research was voluntary and they could withdraw from the study at any time.

3.10.4. Ensuring trustworthiness
The researcher used several strategies to ensure   trustworthiness in this study. One of these was through "engagement" with the participants to gain an adequate understanding of the group and to establish a relationship of trust between the parties. Another way of ensuring trustworthiness was use of member checks. Guba and Lincoln cited in Shenton (2004) consider conducting member checks as the single most important provision that can be made to strengthen a study's credibility. Trustworthiness was also ensured through the use of a digital audio recorder during the interviews. To ensure that the findings of this qualitative study are trustworthy and applicable to other settings the following aspect were considered:

3.10.5. Confirmability
Confirmability was achieved by keeping evidence of all the material that was obtained. This included the audio recordings and field notes. 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 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.

3.10.6. Validating the accuracy and of the credibility of the findings

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 analyzing data to assess the identified proposition taken by the researcher. The researcher needs to maintain validity in the study to ensure that it 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 regarding the phenomenon at hand, which made part of the data analysis and finding in the research. In the data analysis section, the researcher ensured that the participants' 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.

3.11. Limitations of the study

Some limitations were evident during the study and these were cautiously monitored in order to ensure that validity and reliability were not compromised.

During the interview one leader was unable to answer all question because he believed that it was not his place to answer those questions. To conduct the study at the selected school I obtained the permission from the school principal and parents. This consequently became a time-consuming process. Although permission was granted, the researcher had to wander the area and walk long distance to reach some of the parents because they had to be made to understand the purpose of the research before they could give consent.

Even though most of the participants were familiar with me as a researcher who is also a community member, they were not comfortable, and some were shy to share their experience(s) in the presence of others in focus group discussions. Thus, I had to try to make them comfortable and active in the discussion, this also consumed a lot of time. Perhaps one-on one interview would yield richer data.

3.12 Summary

The research methodology section reflected in detail on the methodological approach that was employed to achieve the aim of the study. The chapter revealed that the study employed a qualitative approach and provided reasons for this decision. The processes of data collection and analyses were described, indicating that the methodology of utilizing semi-structured interviews and focus groups discussions as well as several sources utilized in the extensive literature review were illuminated helped explore the phenomenon under investigation. These data collection instruments were employed to address the objectives of the study and in answering the research questions. The chapter also focused on the nature of the research, the profile of the study setting (Intshisekelo Secondary School), sampling and data collection methods, data analysis procedures, ethical considerations, and the challenges and limitations of the study.

CHAPTER FOUR

PRESENTATION OF DATA AND DISCUSSION

Part 1: Typology of violence and factors contributing to physical violence

4.1 Introduction

This chapter present and discusses the findings of the study conducted to provide an insight into the perceptions and experiences of learners and educators regarding physical violence perpetrated by learners against fellow learners. It focuses on the factors that contribute to its occurrence at Intshisekelo Secondary School. To facilitate the analyses of the data, key ideas and information that emerged from the narratives of the participants were separated and categorized into themes, patterns and trends. Therefore, during the process of transcribing the conversations, the data were classified into different themes and sub-themes. The themes that were developed from the information provided by the participants were finally synthesized to form a holistic picture of the impact of violence on the lives of both educators and learners. 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 was analyzed in a manner that addressed the objectives and aim of the study, namely; to explore the perceptions and experiences of educators with regards to physical violence and to proffer a better understanding of the factors that contribute to physical violence at Intshisekelo Secondary School.

4.2 Presentation of data

After the analysis of the data, the researcher developed themes which emerged from the data. The following heading and subheading are the themes that were borne out of the data that was collected through one–on-one interviews with educators and community leaders, and focus group discussions with learners.

4.2.1 Forms and types of physical violence experienced and/or witnessed by the participants

According to the findings of the study, all learners, educators and community leaders had either directly or indirectly experienced or witnessed the physical violence that occurred at the school. However, the findings confirm that it was the learners who obviously experienced first-hand physical violence in the school. As such, the physical violence meted out to learners by other learners was the most prevalent in the school. The types of physical violence identified by the

learners, educators and community leaders, include verbal threatening, kicking and pushing, fist fighting and stabbing.

(i)Verbal threatening

According to the findings from interviews and focus group sessions, verbal threatening is the initial stage of the physical violence that occurs in the school. The following are the experiences packaged from the learner's focus group discussions and interviews with educators and community leaders.

Educators

During one-on-one interviews, educators shared that verbal threatening was the dominant form of violence that learners used in school. Of the five participants that participated in one-on-one interviews that were conducted, three of them had witnessed cases where learners verbally threatened each other. The educators revealed that through teasing each other, which would often result in one of them becoming annoyed, the learners' true violent personalities manifested.

An educator (participant number 2) reported the following:

> *I witnessed a learner who was verbally violent towards another learner while I was teaching.], Seeing a violent learner for the first time, I got nervous and shocked because my presence in that class was not even recognized by this violent and angry learner.*

Scrutinising the above experience of an educator witnessing verbal threats, shows that educators were scared even if the violence was not directed to them. This is consistent with the literature on the article by Langa (2018). Langa (2018) reported that one learner was stabbed while one learner and an educator were trying to stop violent behavior.

Learners

According to the findings, the learners revealed that these verbal threats would then influence and perpetuate the next level of violence which is physical fighting. There are learners who reported to have experienced verbal threatening that was directly aimed at them. One of the participants, (learner participant number 5), a female learner who felt that she was verbally attacked by another violent learner stated;

I experienced verbal violence meted out to me by a fellow female leaner when I tried to ask why she had pushed my sister. The argument could have resulted in me being physically assaulted if I had not restrained myself. I decided to keep quiet because her brother was problematic and habitually violent in school and I felt intimidated by that.

Learner (participant number 15) a male learner mentioned the following:

One day in our toilet, one boy took my watch without using any weapon, he just threatened

me using offensive language and I was scared to fight back.

The findings revealed that the verbal threats are a strong part of physical violence in the school. The findings also revealed that the use of verbal threats against other learners makes them to be uncomfortable and affects their capacity to concentrate when they are scared. This is supported by one of the researchers from the literature review who spoke about the risk factors of violence. Hirsch (1967) says that a learner that is not comfortable within the school environment is likely to result in poor school performance and also dislike school. It's also concurs with Mncube and Harber (2013) where they argue that the exposure to school-based violence could result in serious long-term physical, emotional and psychological consequences for both educators and learners. Such effects include symptoms of distress, reduced self-esteem, risk of slipping into depression and subsequent suicide, and reduced school attendance, impaired concentration, fear and a diminished ability to learn.

Community leaders

The data from the interviews with community leaders revealed that verbal violence in school manifest itself in incidents of a smaller magnitude but the impact often escalates and cascades into multiples of these violent activity which, regrettably, turn the school into warzones or battle fields. One of the community leader (participant number 6) mentioned the following:

I once attend a case of learners who had had a fight, when I asked why they were fighting, one shared that he was tired of being threatened by the other and felt that it was time to end this feeling of fear.

These comments from the participants revealed that the kind of behavior was being observed on a daily basis. Of the eight (n=8) community leaders who were interviewed, six (n=6) of them submitted that learners learnt this kind of violenceat their homes. This is confirmed by De wet (2007) who says that verbal violence does not begin in the school, adding that the greater part of these activities are learnt responses that resonate with the conditions and circumstances that are apparently prevalent in day –to–day activities in homes and the community at large. This was also shared by the theory that informs the study. The Culture of Violence Theory by Wolfgang et al. (1967) argues that violence and aggression are maintained in society. For example, these are used by parents as a way of enforcing obedience and conformity in young people within the family and in broader society.

(ii) Pushing and kicking

The findings revealed that school-based violence is often characterized by pushing and kicking, which happens every day during and after school hours and it resumes beyond the school frontiers. This was evident in the data from focus group discussions with learners and interviews with educators.

Educators

The educators revealed that the push and kick type of violence prevalent in their school had turned to be a norm among the learners. An educator (participant number 3) mentioned that in a single day his office recorded about two cases that involved physical violence of this nature. The interviews conducted with educators indicated that learners only report if there is a learner who has been pushed down or kicked by another learner or other learners but when there are verbal threats, they do not report. This is supported by the literature review where De Wet (2005) says that all these acts of abuse that occur within the school showcase the manner in which some forms of violence continue to take place because of the failure by educators to take these acts seriously since they were potentially lethal to the learners in the long run. Another educator (participant number 1) mentioned that as educators, they were not trained to deal with violence cases, an obligation that squarely falls under the jurisdiction of police officers. According to Mthiyane (2013), the lack of proper education around violence and how to report any form of assault has influenced the perpetuation of such forms of violence in schools.

Learners

The learners in focus group discussion were all aware that pushing and kicking takes place in their school. The findings showed that the learners had their own way of understanding this

kind of violence. The findings further revealed that pushing and kicking as a form of violence occurs when learners shadow-wrestle to ascertain who could be more powerful than the other. This type of violence, according to the findings happens because some learners are not only intolerant to others but they are also short tempered. A male learner (participant number14) who suffered the full brunt of violent pushing and kicking stated:

> *All sorts of things have been done by these thuggish learners towards me in this school. Pushing and kicking have been happening and targeted me while I am in the school. These bullies forcefully took my money, my school bag and even my lunch during break time. I was once kicked by another violent learner who possessed a knife and I was scared.*

Another male learner (participant number 20) reported the following;

> *I experienced pushing and kicking myself. I will never forget the day when I became a victim of violent kicks. I was kicked several times in the stomach. Even today, I do come across the perpetrators who beat me up.*

A learner (participant number 4) stated;

> *I was exposed to this kind of violence when a group of bullies demanded money from me. When I refused, they then pushed me and when I fell, they then kicked me several times in the back.*

A glance at the findings revealed that between male and female learners, pushing and kicking is usually more prevalent among male learners because they are intolerant to each other. This was mentioned by a scholar in the literature review who says nevertheless, female learners do engage in fights that emanate from pushing and kicking. The pushing and kicking escalates to another level, that is, fist fighting. The findings revealed that out of 24 learners, 16 of them did not reported incidences of this nature (pushing and kicking) to their parents due to the fear that their parents will label them as cowards. According to the Culture of Violence Theory by Wolfgang et al. (1967), learners may not complain or report for fear of being regarded as disrespectful. Even if they are abused by other learners, they choose not to report the incident for fear of being labelled as cowards or even punishment by their parents.

(iii) Fist fights and brawling

The findings revealed that fist and brawling also takes place in the school. In a fist fight, people fight without using weapons while brawling is when people fight in a rough, noisy, and uncontrolled way. The participants shared their experiences on this theme. The following data were extracted from focus group discussions with learners and interviews with educators and community leaders.

Learners

In the focus group discussions involving learners, all the learners indicated that they had witnessed fist fights, whether they were aimed at them or not and they had been affected by them in different ways. The fist fights actually escalate to the level of do or die, where learners call for reinforcement from their friends and siblings. Basing on the findings, during the fist fights, learners neither carry nor use any objects. During the data collection process, some participants mentioned that when there is a fist fight in the school, initially two individuals will be involved but it often ends up involving other learners or parties. This is supported by the Social Facilitation Theory which postulates that there is a tendency for people to be aroused into better performance on simple tasks, well-learned tasks or ones which people perform automatically, when in the presence of others (Leigh, 2009). A male learner (participant number 19) reported the following;

> *I have experienced physical violence that targeted me as a learner. I was punished by a group of learners for being responsible for the trouble. There was this learner who was making noise while we were studying with other classmates. I told him politely that he was disturbing because we wanted to study. He denied me the chance to finish. He threw an empty bottle of juice in my face while I was still talking and I became angry. I ended up fighting with him and I defeated him. I thought it was over. Surprisingly, he went out and came back with his friends. They slapped and punched me several times saying that they were teaching me a lesson to mind my own business.*

Another male learner (participant number 24) stated;

> *I have experienced fist fights before. I know the result of being involved in a fist fight. I got myself hurt and sustained a blue eye.*

A female learner (participant number 7) reported the following;

> *My friend slapped me because her boyfriend had called me during break time. I avoided her making her think that I was cheating around with her boyfriend.*

A female learner (participant number 2) stated:

> *I was involved in a fist fight because my boyfriend was jealous when he saw me in the company of male learners. He called me behind the toilets and slapped me twice on the cheek and I decided to retaliate. Then we started to fight using our fists and I finally gave up because he was more powerful than me.*

The fist fights that occur in the school premises create clear lines of demarcation between the learners. The findings that were gathered from the learners in the focus group discussions indicated that fist fights become a huge scene because there will be groups of learners fighting which becomes dangerous for either gang to stop them. The focus group discussions further revealed that regional (groups) wars start from outside but they end up spilling into the school premises because of its being a control area. This is supported by De Wet (2007), by saying that the school-based violence does not originate in the school. Learners continue to fight in the school even when the fight did not start inside the school.

Educators

The findings revealed that brawling makes it hard for the educators to control the situation as it normally turns noisy and hectic. The study revealed that during the fights, regional wars emerge where huge gangs get involved, a task which sometimes becomes insurmountable for the educators in their attempt to stop them because the number of learners who fight increases and at that point of time, the educator will be alone.

An educator (participant number 1) who witnessed one incident of these regional wars stated:

> *It was beyond the educators' control because as they were trying to stop the fight, they were outnumbered by the gangs that were involved in the fight and they had to call the police immediately.*

Sometimes fighting reaches a point where educators will have to call in assistance from the police. It is not learners only who fight in the school but sometimes parents do fight as well. An educator (number 3) mentioned that there was a fight between two learners and the one that

was defeated called his father and on his arrival in the school, the father went straight to the classroom and beat up the learner before going to the principal's office. Mthiyane (2013) says that parents they have a way on showing the violent behavior to their children and it can be direct or indirect.

Community leaders

The findings revealed that community leaders are very worried about the way learners conduct themselves in school. Basing on the interviews that were conducted with the community leaders, it emerged that the leaders believed that this kind of behaviour is learnt through cultural activities. For instance, during the ceremonies involving the slaughtering of a cow, a group of boys need to fight and the winner is usually awarded a certain part of the meat from the cow. Regarding the fist fights that occurred in the school, one would find that learners often fight over trivial things that are not even relevant to their studies. A community leader (participant number 7) stated thus: '*our kids just fight in the school as if they do not have rational minds.*'

Contributions from the community leaders show that learners in get involved in fights for unnecessary things and this is supported by the violent incidences that have been reported in the media. According to Ngubane (2018), a learner in this school was stabbed because he won the first battle over a paper. The community leaders shared that when its brawling fights it becomes hard for them to stop those who are fighting because they scared that they might get hurt in the process. The findings further revealed that sometimes the outsiders who gain entry into the school premises as backup exacerbate the situation as they squared up to the gangs to help their siblings or friends during the fights. The findings revealed that even community members demonstrate such violent tendencies in front of the children in their homes. This is supported by the Zulu et al. (2004) who posit that there is a large influence that home socialization has on a child's behavior and that behavior is later transferred to other kids at school. The learners witness fist fight between their parents on a daily basis.

(iv) Stabbing
Stabbing is a very sad part of violence in schools because sometimes it results in the death of a victim or the victim may get to a critical stage. Stabbing is an act or instance of wounding or killing someone with a knife (Hunt, *2013*). The participants explained that during the stabbing, some learners get fatally injured or they die instantly. The following are experiences that were shared by the participants on stabbing.

Learners

The findings revealed that in many cases, people who are involved in cases of stabbing are male learners. The male learners in the focus groups discussion shared that the reason there are incidences of stabbing in school occurs when learners seek to revenge. The findings revealed that the victim is often stabbed when he is not in the company of his friend. Stabbing shows that the perpetrator had enough time to plot against the victim. School-based violence that involves stabbing impacts negatively on the learners' lives. A male learner (participant number 2) who felt traumatized after he had witnessed the stabbing of a fellow learner stated;

> *I witnessed a learner being stabbed by a fellow learner and this affected me in a way that made me struggle to sleep at night because I see a replay of the whole drama while sleeping.*

A female learner (participant number 5) reported the following:

> *I witnessed a fellow learner being hacked with a huge knife (panga) in the head and such an incident traumatized me in such a manner that made me seek the services of a psychologist. I wasn't coping with my school work following that gruesome incident because the learner who was hacked was in my class and it transpired in our classroom.*

As far as stabbing is concerned, perpetrators do not merely use knives but they also arm themselves with other kinds of sharp objects they can lay hands on. The fights that result in stabbing may be fatal at times, as some learners used objects such a pens or pencils, pairs of scissors, stones, knives, belts and bush knives (*panga*). This is supported by Langa (2018) who reported that a learner used a knife to stab another learner in school where they were fighting.

Educators

During the interviews, some educators highlighted that the violence that involves stabbing takes place either in the school premises or outside the school grounds. From the findings, it was emerged that the actual people who stabbed other learners were the ones who might have been defeated during fist fights. Of the five (n=5) educators, three (n=3) of them had assisted learners who were stabbed. One of them shared that as an educator, one gets confused whether to first call the police or the parents of the victim.

Another educator (participant number 4) stated;

> *It is sad to see a learner struggling for his life, trying to hold on to his breath. I once transported a learner who was stabbed in the chest. It became hard for me to inform his parents that their son had passed on.*

The findings revealed that due to the escalation of stabbing in the school, pointed pairs of scissors and sticks had been banned from the school premises because learners would often use them as weapons during fights. Since violence was the only culture learners knew, they would resort to fighting to resolve differences. This is supported by the Culture of Violence Theory which states that some learners imbibe the culture of violence in their homes where the vice is perceived as a disciplinary tool or a normative strategy to resolve any problem that arises among their parents or siblings (Wolfgang et al., 1967).

Community leaders

Community leaders shared that as parents who have kids in school, they fear for the lives of their children as stabbing remains a common form of school violence. Langa (2018) indicated that many parents used to believe that their children were safe in the school setting since they are under the guidance of educators, but such trust has been lost. One of the community leaders (number 5) shared that he once saw a learner being stabbed by a fellow learner. The community leader shared that when learners reach a stage of stabbing it is very hard for another individual to stop that person or learner because the perpetrator of violence shows anger in a way that they are unstoppable.

The findings revealed that learners learn this culture of stabbing each other from their siblings and even in the community because it occurs in their community. This is supported by De Wet (2007) who says that the greater parts of these activities are responses learnt from conditions and circumstances that appear in the day-to-day activities in the community. Community leaders also shared that learners learn this type of violence behavior (stabbing) from their fellow school mates because such violent behavior has taken place before and it's recurring.

4.2.2 Gangsterism in school-based physical violence
The findings revealed that, gangsterism promotes physical violence in school-based physical violence. Educators and community leaders shared their experiences on the topic.

Community leaders

The findings of the study revealed that the physical violence that is taking place in the school translated to the emergence of gangsters in the school. These gangsters usually gang up amid the verbal fights. Basically, an individual will be involved in an argument with someone else and that particular individual who would have lost the argument would then summon his friends and fight their 'opponent'. It happens that other learners who stay around the individual who would have been victimized then regroup and square up to the other group. The study revealed that the formation of these gangs is based on the area or sections from which the members hail, and also the number of potential gangsters. In the interviews conducted with the leaders of the community, it emerged that these kinds of fights that involve groups do happen in the community. A community leader (participant number 3) mentioned the following;

> *During the construction that was taking place in the area, some people were complaining arguing that more people were hired from some areas at the expense of others. The argument then sparked violence between two groups of people demanding that no construction should proceed without justice being done. Attacks and counter-attacks involving concerned sections ensued during work time.*

Such group behaviour is supported by one of the guiding theories of this study which is the Self-Categorization Theory. The theory stresses that in a group situation, individuals create a 'prototype' - either recalled from memory or constructed according to the range of the in-group and out-group individuals who are present – to represent their social category (Leigh, 2009). This gangsterism that has emerged in the school was affecting the learners in a way that they could not function well without the presence of their gang mates.

Educators

The educators shared that they experienced the gangsterism in their school by attending to the violent cases and also by coming across group violence. The study showed that as individual learners fight in a group, it is the presence of others that motivates them to do better when they are fighting with others. This finding is supported by the Social Facilitation Theory. This theory asserts that there is a tendency for people to be aroused into better performance on simple tasks, well-learned tasks or ones which people perform automatically, when they are in the presence of others (Hogg and Vaughan, 2002). The educators shared that when physical violence involving gangs occur, the only option they have to stop it from going further is to let the learners go home early.. Of the five (n= 5), educators from one-on-one interviews, one educator (participant number 2)   stated the following:

66

There was a time where the school management team needed to try to stop a fight between groups of learners and it became a problem to us which lead to a decision to let the learners to go home early because the groups were uncontrollable and very violent. To us, it was a one of our safety precaution.

The findings revealed that gangsterism create an image of educators as people who are scared of learners. Yet educators are often thinking about the future of their families and seek to avoid the risk of falling victims to violent behavior that can be fatal.

Learners

The learners shared that as individuals, they were not condoning the gangsterism occurring in their school. The findings revealed that when gang violence occurs, learners are scared and they do not know where to stand safe because violent learners will be all over the school yard. One learner (participant number 24) shared that she gets scared whenever there is violence because the gangs carry knifes and they are often very brutal. **Masuku (2018**) reported that two pupils were stabbed to death during a fight at KwaMakhutha High School. The findings revealed that when gang violence occurs, learners only rely on the protection of the educators. It emerged that identifying the groups involved in the fight is easy since there are uniforms that gangs members have created to be distinct themselves from their opponents. For example, the wear certain hats, chains and rings and other they carry a similar brand of 'the' backpack.

There is this gang in this school and it has created the opportunity for them to do whatever they please, even if they are individual at the toilets they manage to cause havoc to other learners because they know they have a backup from their gang/groups. One learner (participant number 2) shared the following;

I was directly victimized through the use of violence, one of the learners from the gang pulled his knife thinking that I will be scared but I did not became scared I was brave enough to face him because he wanted to take my new school backpack (school bag).When he realized that I was not scared he started to stab me in the shoulder slightly and I gave him my bag.
The findings revealed that if this gang's violence takes place, there will be external gang members who will manage to gain access to the school to support their friends and their

presence in school often make the fight to escalate to another level because they will be coming in with very dangerous weapons.

4.2.3 Dangerous conditions posed by the school environment

The school has posed some dangerous conditions to the environment which makes people in the school to feel unsafe due to the escalation of physical violence .The following are the findings from the focus group discussion of learners and one-on-one interviews with educators and community leaders where they shared their experiences of the dangerous conditions posed by the school environment.

Learners

According to the learners, the physical violence they had experienced resulted in fear. Compounding the situation, the learners shared that educators were even afraid of confronting aggressive learners and thus, they were cautious in dispersing the fighting learners. This nervous disposition among learners was exacerbated by the fact that learners carried weapons to school and they were sometimes under the influence of drugs when they engaged in physical fights. According to Oosthuizen (1999), owing to the horrific conditions that obtain in many South African schools, learners' fears are genuine given the fact that some learners and an educator have been stabbed, assaulted and robbed during school hours. During the focus group discussions with learners, it emerged that physical violence had become a norm amongst the learners. However, the norm that learners have adopted its created by the fact that the school does not have a uniformed security service that ensure that the environment is safe.

Educators

During interviews, the educators indicated that the physical violence negatively impacts on the curriculum activities. The findings revealed that the physical violence that occurred in the school also involved the outsiders or person who had nothing to do with school .For instance, one educator (participant number 2) stated;

> *I was robbed of my car and other belongings during school hours and the worst part of the horror was that I was robbed in the school premises by outsiders who did not have anything to do with the school.*

The persistence of physical violence in schools has obviously increased nervousness and stress among educators, a state of affairs which has bred emotional as well as physiological

consequences which have gravely impinged on their everyday work and the teaching and learning situation (Hill, 2010). Weapons were frequently confiscated from learners, a scenario that magnifies the reality that educators and learners who dared to confront learners embodying deviant behavior were always at risk of having those weapons used on them. For instance, one of the educators, (participant number 5) mentioned the following;

When learners turn violent, as an educator, you do intervene but there is this feeling of fear because some learners show the anger on their faces and you are afraid of what might happen to you. As long as learners have weapons in their possession, I just keep imagining myself getting injured bearing in mind that I am the breadwinner in my family. If the worst may happen and I get harmed, nobody would assume my responsibilities.

Another educator (participant number 1) had this to say;

As an educator, I am scared of the learners and I am saddened by the fact that physical violence is the immediate solution to any kind of differences, rather than amicable communication.

The findings that emerged from the educator interviews indicated that the school environment itself is no longer a safer place to be due to the escalations of physical violence which involves dangerous weapons**.** The school building itself posed as a contributing factor because the school has some old buildings which are no longer in use and the leaners utilize those building as if they have title deeds. The school security system allows the learners to overpower the educators because there is poor security infrastructure such as poor fencing.

Community leaders

During the interviews, community leaders shared that the school environment posed dangerous conditions due to the contribution of the parents. The findings revealed that the most common causes of violence among learners stem from the attitudes and practices prevailing in the community and their families. Society has an effect on the children who live within it. At home, learners witness their parents fighting. Thus, physical conflict among family members or people reverting to violence as a means of resolving conflict tend to promote a culture of violence. The school environments also allows learners to practice the violent behavior that

they learn from their homes because the school does not have enough security. The learners even manage to access the school without using the main gate/entrance.

One of the community leaders (participant number 5) mentioned:

> *Sometimes our children have their own way of conducting themselves which is very violent. When children are out there smoking especially as a group, as a leader, I tend to feel too incapacitated to confront them, unless there are other leaders around who can accompany me to confront them.*

The findings from the community leaders showed that learners also witness violence in their community when they are going or coming from school. For most learners, the experiences of violence are omnipresent 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 resort to by their parents or siblings. Parents are summoned 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 violence was a defence mechanism. Abrahams (2004) argues that the family is one of the most, if not the only, influential socializing context in childhood and throughout adolescence. Therefore, parents play an important role in modeling their children's behavior.

The school, which was the study site, was situated in Inanda area which is known for violence and crime. This is resonating with the former Minister of Police, Nathi Mthethwa's speech during his term of office when he declared that Inanda occupies the second position on the list of areas with violence in South Africa (Motha, 2016). Most of the people living in the area are Zulus and Xhosas although a few foreigners. The weird situation compounded by the preponderance of physical violence in Inanda area could be attributed to the violent culture that exists in the area which has, to a large extent, normalized physical 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. The above statement is in line with previous literature, where Else (1991) postulates that violent acts in schools that are located in townships are inspired by township communities that have, to a large extent, embraced physical violence as a way of conflict resolution.

4.2.4 Perpetrators of physical violence

The perpetrators of physical violence are the ones that participate in harmful, illegal, or immoral act in school. The participants from the focus group discussions and those from the one-on-one interviews shared information regarding the perpetrators of physical violence in their school. The following are the experiences of learners from the focus discussions and the one-on-one interviews with educators and community leaders.

Educators

It emerged that the perpetrators of physical in the school were both learners and outsiders. The educators shared that the physical violence that has been happening at the school has never involved educators. The educators emphasized that the primary perpetuators of violence were the learners. The findings they revealed that most perpetrators were older in the school such as learners who have more than two years in the school. The educators shared that in most cases, the perpetrators were learners who are enrolled from grade 10 to 12. With regards to the grades mentioned male's learners constitute the bigger number of perpetrators of physical violence. This is in line with the study which was conducted by The Office of the Special Representative of the Secretary General on Violence against Children (2012) which revealed that among the perpetrators were male learners were more inclined to engage in physical violence, whereas girls were confined to verbal types of abuse. The findings revealed that even if the perpetrators are often suspended from school, they always return to school and perpetuate violence. However, even if they are suspended, they come back with the larger number of male friends to assist them in any fight at school. In addition, in the cases of physical violence, the male learners are the ones who have the high record in the registered cases at school.

A female educator (participant number 3) had this to say:

> At one time, when I was teaching a group of learners, a former learner and one bonafide learner who at that time had been suspended due to violent behavior went berserk, throwing stones targeted at my class while I was teaching. A number of other learners and I were injured.

The findings revealed that other perpetrators of violence in school were the ones that were old. The findings revealed that some of the perpetrators they supposed to be in their first years in university level but they are still in school.

Learners

The learners shared that the actual perpetrators of violence were the learners themselves. They also shared that they also that they are the ones who should take a stand up and lead in efforts to stop the escalation of violence in the school**.** The findings revealed that perpetrators of violence in the school are coming from the different spheres whereas they shared that they come from outside while others are inside the school. The learners shared that the perpetrators of violence are often those that seek to control others.

A Grade 11 female learner (participant number 5) had this submission to make:

> *I was beaten by my boyfriend.*

Another female learner doing Grade 12 (participant number 2) had this to say about physical violence;

> *I was directly victimized in a violent way when one of the learners from the gang flashed his knife thinking that I would be scared but I did not become scared. I was brave enough to square up to him because he wanted to rob me of my new school backpack (school bag). When he realized that I was not scared, he stabbed me slightly on the shoulder and I eventually surrendered the bag to him.*

Another female participant (participant number 4) from grade 10 said:

> *I directly experienced physical violence when one of the male learners was forcing me to be his lover or girlfriend. I turned down his request and he then slapped me on the cheek and he spat in my face.*

A Grade 9 female learner (participant number 8) also experienced a spate of physical violence:

> *I was exposed to physical violence when a group of bullies demanded money from me but when I rejected their demands, they knocked me down and I tumbled. They kicked me in the back several times.*

Furthermore, learners are also victims of physical violence instigated by the people within the community. It emerged that sometimes the perpetrators are strangers and former learners from

the school. For example, one female grade 12 learner (participant number 7) experienced physical violence at school and the perpetrators were strangers. Below is what she said:

A group of thugs jumped our school fence when I was coming from the toilets and they forcefully grabbed me. When I tried to scream, they hauled me down and kicked me at the back several times and took my cell phone and my money.

It emerged that the perpetrators of physical violence are either strangers or known learners. Among the known perpetrators of physical violence are members of the community, families and learners. Strangers find their way to the school grounds and attack learners. Learners also perpetrate physical violence in the form of fights which at times become deadly due to the weapons used. Most of the perpetrators of physical violence according to the findings are males and this is in sync with Stuart (2000) whose research revealed that males were the main perpetrators of physical violence.

4.3. The impact of physical violence on learners

The physical violence that has been happening at the school had affected the functioning of learners and educators, which disturbed the school curriculum because sometimes the learners had to knocked early and sometimes classes would be cancelled for the entire week due to the seriousness of the physical violence .The following are the findings from the focus groups of learners and also the one-on-one interviews of educators and community leaders where they have shared their experiences on the impact of physical violence on learners.

Learners

Physical violence has a major impact to the lives of learners, which becomes an obstacle to their future goals. The feelings of the learners after experiencing physical violence includes: low self-esteem, fear of going to school because they felt that the perpetrators will still be lingering in the school waiting for them, loss of interest in school because of felt trauma and feelings of confusion, feelings of being a target of physical violence and general vulnerability. Learners expresses feelings of insecurity and claustrophobia in school, a feeling of inferiority and they were also felt being embarrassed and degraded to be labelled as victims of physical violence in the school.

A learner (participant number 7), a girl from focus group discussion who was assaulted by her boyfriend in front of her friends had to say this about her feelings after she experienced the physical violence:

I felt inferior and lonely when I am in dark places. I felt like committing suicide.

Another learner (participant number 2), a girl who was bullied physical said:

I felt completely scared and I was always shivered when I came across perpetrators.

A male learner (participant number 20), who was beaten by other learners said:
At first, I felt like the entire world despised me and I felt vulnerable as well but as time went by, I recovered.

Another victim, a male learner (participant number 25) was also a victim of physical bullying in the school and this was instigated by a group of fellow learners. To that effect, he had this to say:

As a victim of bullying, I lost my self-esteem. Sometimes I used to blame myself. I thought maybe I deserved it I took it out on myself for being a coward. Because of this, I no longer trust other learners and it has become a challenge when it comes to socializing with other learners.

A fascinating response came from another male learner (participant number 23) who got caught up in a fight between his friend and a group of other learners. He said:

At first I felt good that I had helped my friend until I found out that he was the one who was wrong. Then I became so scared that I felt that these guys would come after me.

The feelings that the learners cherished were mainly negative while a few of them had positive feelings. The negative or bad feelings experienced by the victims of physical violence were a normal reaction to a bad encounter by the victim. The learners who experienced negative feelings were involved in experiences that violated their freedom.

The positive feelings experienced by some learners could be associated with the outcome of the violence they engaged in. Thus, all the learners who felt good after experiencing physical violence were involved in a fight from which they emerged victorious and may have earned some respect from those whom they cowed into submission.

Educators

During their one-on-one interviews, educators shared that the incidents of physical violence in their school had a major impact to learners. The findings revealed that educators themselves were helpless to other learners because they were unable to deal with some situation at some point because it required external help such as specialists for example psychologists. The findings revealed that for educators to provide extra class after school for learners it is difficult because they are afraid of violence because if the perpetrators of violence would come back, there will be no man power from the educators side to control that situation.

The educators also shared that they are forced to allow learners to leave early because they will be trying to get solutions on the incidences of physical violence. The findings revealed that learners were losing considerable to prepare for their tests and examinations because at some point educators are even scared to go to some classes to conduct lessons because those of the fear of learners who perpetuate violence in school   This is consistent with the literature review by the study of The Office of the Special Representative of the Secretary General on Violence against Children (2012) which indicated that violence in schools or the threat of it is viewed as a noteworthy hindrance to the education of the girl child. In addition the rise of physical violence at school also affect the pass rate of the school because learners cannot pay attention during classes as a result of violent incidences that occur in the school.

Community leaders

The community leaders felt that physical violence had a negative impact on their children because they have seen their children at home. The community leaders shared that the physical violence in the school had a negative impact on the learners because the pass rate had dropped. When compared to surrounding schools, the learners were no longer performing very well due to the fact that their space was occupied by perpetrators of violence and it makes other learners to be unable to concentrate during their studies. The study revealed that learners do not feel

happy to go to the school due to that they feared bullies. This above negative impact on learners is consistent with Mestry (2015) who averred that violence creates fear among learners to go to school. The findings revealed that learners leave their homes as if they are going to school of which they are not and they will be sitting in some bushes until knock off time. They would pretend as if they were in school. The findings also revealed that learners resort to drug use a coping mechanism to avoid the pain that is caused by the incidents of physical violence or the pain inflicted on them by bullies. The violence in the school has made learners to turn into gangsters, something they do not like but simply do for the sake of protection from perpetrators of physical violence. The learners have created the groups based on the different sections of their location so that they will be able to defend themselves from the perpetrators of physical violence at school.

4.4. Factors contributing to physical violence at school

They are number of things that can contribute to the perpetuation of physical violence in the school, which may affect the smooth functioning of the school. The school does not exist in a vacuum, but in a social context where many people who constitute a community interact. The factors that contribute to physical violence in the school are in two parts. The first part is the external part, which is the outside of the school which the broader community and families. The second part its internal which is the inside of the school, it entails the school environment. The following are the experiences shared by the participants of the study with regards to the contributing factors of physical violence in the school from the focus group discussions and one-on-one interviews.

4.4.1 External factors

(i)The Community as a problem
Many of the participants who were part of the study thought or believed that the physical violence that is happening in the school is due to the poor nature of upbringing in the local community frm which the learners originated. They also believed that the community is one of the major contributors to the physical violence at the school.

Educators

The educators shared that the families of the learners are the major contributing factor to the physical violence in the school. They shared that the families teach their children to be violent

as part of self-defence .The findings revealed that communities where the learners come from are not stable.

An educator (participant number 5) had this to say: *Some learners are from dysfunctional homes and this is seen in their behavior. As educators in the offices inquiring as to what happened, they just show their anger through their faces.*

The findings revealed that educators they blame the way the school is situated because of the surroundings. The school is situated to the community that has squatter *camp houses and they are overcrowding.* The educators they shared that community members they do not even bother to help if they is physical violence incidents and other community members they also offer support to the perpetrators by defending them if physical violence occurs. The findings from educators revealed that learners learn these kind of violent behaviors from their communities because it's an informal settlement where there are lots of criminal violent behaviors .for example, if it happens that the service delivery is poor the community members do not engage the authorities to solve the problems amicably but they use violent means such as, burning car tyres and counsellors' houses. The above concurs with De Wet (2003) who postulate that schools exist in poor groups and they will have poor framework that accepts students originating from poor families which experience the ill effects of various societal ills. And these findings are in line with the results of the study that was conducted by Zulu et al (2004) which postulated that physical violence is more prevalent in informal settlements mainly because of lack of service delivery.it says that physical violence is learnt by children living in those communities and can later manifest in classrooms at school. The findings revealed that there are violent incidents that occur in the school. Even educators witness this violence when driving to school. One of the educators (participant number 1) mentions: *Our school is located in a very poor community and with a high rate of criminal activity. It is easy for learners to smuggle prohibited things into the school grounds whenever they want to.*

> *In the school, not all learners are ill-disciplined, and you can see the background and you can see that this learner is coming from a good background t and that others have abusive parents. When they come to school, they end up being abusive to other learners, said an educator (Participant number 4)*

Therefore, the location of the school as well as the ethos underpinning learners' upbringing in their homes are understood as playing a significant role in influencing the manner in which learners behave at school. Some participants were of the opinion that if the majority of the community members originated from a non-violent locality, physical violence in the school and community would not be minimal. .

Community leaders

The findings revealed that community leaders blame lack of good leadership skills from community leaders. They said that, they don't have influential skills to influence their own communities to be part of the solution or prevention of violence at the school. The community leaders also shared that even in the community if they have programs that deals with physical violence members do not bother to participate and they only participate if there is food or money to gain for undertaking those projects. This statement reflects how some participants in Inanda Community blame school-based physical violence on those perceived to be alien to the community. In some cases, the whole community from which a learner comes should be blamed for the physical violence in schools. In other words, the blame is not on aliens or individual parents but on the kind of community from which a learner comes. For example: a community leader (participant number 1) said:

> *A school is reflective of the kind of society where it is situated and learners in that school are also a reflection of society. So, the society where the school is situated is poor, there is physical violence.*

The above comment concurs with the literature from the study by Mthiyane (2013) which says lack of proper education around physical violence and how to report any form of assault has influenced the perpetuation of such forms of violence in schools.

(ii)Parents' attitude towards school-based violence
The parents' attitude towards school-based violence plays a very important role in correcting the behavior of learners whose violent behavior was created by the way they were brought up. .The participants agreed that parents have certain attitudes when it comes to school-based violence .The following are the experiences shared by the learners focus groups and also educators and community leaders from the one- on- one interviews conducted.

Educators

Basing on the findings of this study, educators felt that parents were not doing enough to assist them in quelling physical violence in schools. They shared that when violent children/Learners were suspended from school, they would be required to come back to school with their parents in order to be allowed back into their respective classes. The educators revealed that some parents did come but this did not make any difference as the vicious cycle of violence continued unabated, whether it was the same learner involved or a different one altogether.

However, there were those rare cases where educators observed a positive change in the behavior of specific learners. About 90% of the participants from educator's interviews affirmed that the parents were not doing enough to assist them in disciplining their children adding that most of the parents were not even involved in their children's educational endeavors at all. One educator mentioned that summoning parents to school helped but some parents were apparently so naive that they could hardly control their own violent children.

An educator (participant number 2) had a discussion with a parent who expressed helplessness as follows:

> *Educators, I am giving up on this child. You can even use sticks to punish this child. I have had enough of his arrogant and disrespectful attitude towards me.*

The educators felt that learners thought that their parents did not care about them and they would do whatever they wanted. One educator (participant number 5) mentioned that harsh words had been said between parents and educators; one parent actually said, "My child behaves very well at home so; the problem must be the educators". This view is supported by educators who professed facing more complex problems when parents defended their children whenever they were wrong. This is further bolstered by the existing literature by Zulu et al. (2004) who stated that; children from a severely dysfunctional family structure face enormous adjustment problems which may lead to a variety of interpersonal, emotional and cognitive deficits and violence.

Learners

Most of the learners agreed that they are very concerned that their parents did not play their roles as guides in reducing violence at schools. Parents need to take part in mitigating the rise in violent behavior in school, but unfortunately this is not being done. In the focus group of

24 learners, 20 of them confirmed non-involvement of parents in the educational span of their children. One of the learners (participant number 23) had this to say:

> *Parents need to be more responsible for their children. They believe that educators should preside over all the disciplinary issues. Some parents commented the violent behavior exhibited by their children arguing that it is self-defense. Other parents do not even come to school when their child has been suspended.*

It was clear that learners felt that parents hardly played any significant roles in assisting school in eliminating violent behavior to learners. The findings reveal that when parents do not teach their children, it turns out to be a more serious issue at school in general and to instructors/educators in particular. This observation comes under spotlight considering the fact that parents do not consider themselves responsible for their children's activities. A few parents did not intentionally disregard their children but rather the conditions at work make them spend longer hours they would otherwise need to spend with children and quite often, kids are left alone at home and end up involving themselves with the wrong groups or wrong activities. The findings revealed that parents do engage with physical violence if their child got involved in the fight and they were defeated. It was noted by learners that parents only come in to assist when it's their actual children who are involved in issues to do with physical violence, but they are not prepared to assist when it's not their own children who are involved. i. During a focus group discussion focusing on the attitude of parents towards physical violence in schools, a learner (participant number 17) mentioned this:

> *"I have witnessed parents and their children coming to school in the morning with anger and fury written on their faces. They went straight to the classrooms asking for the other learner who had fought with their child circumventing the principal's office. The parent wanted to send a massage because the marks of the cane were visible. In my opinion, one of these days, things will end badly if these issues are not addressed."*

Another learner (participant number 12) stated:

> *"When parents are called to school to help instill discipline in their children, they defend them instead."*

When learners are unequivocally wrong, they should be disciplined in order for them to appreciate/acknowledge that what they did was not acceptable, and they should refrain from it. Nevertheless, parents conceal their children' wrong doing by shielding them as a result, learners will never learn. They will continue to perpetrate physical violence since they are assured of defense from their parents. As indicated by the educators, a few parents could teach their children since they were dissatisfied with physical violent behavior exhibited by their children. The above assertion is consistent with the guiding theory of this study, that is, the violence culture theory which says that families can likewise compound rough and forceful conduct in young people by mistakenly believing that such conduct among youths is a critical thinking strategy (Wolfgang et al., 1967).

On the contrary, the study established that not all parents defend their children. Some parents are very violent themselves and their children are actually scared of them. Therefore, calling such parents to school will do more harm than good. Another learner (participant number10) from the focus group discussion mentioned that some learners had taken the decision to stop calling their parents to school:

> *"Parents will come and tell their children that they will beat them up. They do not hold back their anger. Sometimes educators feel pity for such learners."*

The above learner's response shows that even the parents do not even respect the educators who would want to assist them in curtailing violent behavior at school. They just project violent behavior as if it's a norm to everyone.

Community leaders

The community leaders believed that the parent's attitude also depends on the type of their upbringing/ background. As some of the parents grew up during the apartheid era they have been exposed to too much physical violence and they see it as an alternative method to a particular situation. The findings revealed that it's not all the parents who behave negatively to the violent incidents but there are parents who are cooperative when educators are disciplining children when they engage in violent behavior. . Out of 8 community leaders, 7 of them shared that the parents attendance if there is a parents meeting there are only 20% of parents who will attend that meeting.

A community leader (participant number 2) stated:

> *"No, parents are not helpful in any way. They do not even attend parents' meetings neither do they support the school system in any form.*

Another community leader (participant number 3) mentioned the following:

> *Parents are not committed to their responsibility since they leave everything to the educators. Parents believe that it is the educators' duty to single-handedly discipline learners. They even say that they have to leave disciplinary issues solely to the educator.*

The findings revealed that parents blame the educators with regards to violence in school as they say how come there is physical violence in the presence of the educators. Parents are supposed to take part in the meetings that are called by the school or by the school governing body. The findings of this study revealed that community leaders believed that working in partnership with parents would be beneficial to everyone because there will be many ideas that will be given in order to contain the physical violence incidents at school. The South African School Act of 1996 (SASA) grants formal power in education to parents as well as communities to creates a platform where parents can be able to advocate their significant role as partners in the governance of schools (Smith ,2006). The absence of parental collaboration was frequently mentioned by community leaders who believed that this contributed to the physical violence that involve learners.

(iii) Drug lords

The existence of drug lords at school is linked to physical violence and this is one of the major of contributing factors to the physical violence incidents at school .The findings from the one on one interviews with educators and the focus group discussion of learners shared that they believe drug lords contributed to violence in schools in different ways. The following are the experiences of learners and educators when it comes to drug lords pertaining to it as a contributing factor of physical violence.

Educators

The drug lords system at the school environment has created an opportunity for physical violent incidents that have been occurring in the school from the educator's perspective. This study has found evidence of a link between drug abuse and physical violence in schools. In the interviews conducted for this study, one of the educators (participant number 8) mentioned the case of a male parent who gave dagga to the learners who reside in the area surrounding the school. This particular case became a cause for concern in the school prompting the school authorities to notify the police and the community. The educator (participant number 2) had this to say about the use of drugs by learners:

> *Most of the learners smoke before they reach high school. This year we had a learner who was given a pack of dagga by a parent at school during the school break time. The learner and the parent had planned that at an agreed time the parent would throw a pack of dagga and the learner would have to come and pick it up.*

Physical violence was partly perpetuated by drug dealing. It was particularly found to be rife in the school. The most common drugs identified were dagga and codeine (incika) because they are cheap and easily accessible.

> *Learners at our school often fight for territories of drug dealing in the school. We tell the security to bring the kids that are either found smoking or caught with dagga but the problem that we have is that the parents will always defend their children. I think learners sell drugs on behalf of these parents. I think outsiders use them to sell cigarettes and also it seems there are territories here. A certain boy stabbed another as the struggle for territory escalated (Educator, participant number 1).*

Indeed, drugs have the potential to influence the behavior of even some of the most responsible learners such as the head of the Representative Council for Learners. Another educator (participant number 2) said:

> *Not long ago a certain learner attempted to stab one fellow learner who was in Grade 12. This fellow slapped the other learner in his face and the victim opened his bag and took out a knife and attempted to stab the other fellow. For your information Lungelo, this fellow who attempted to stab the other one takes drugs which suggests the extent of the damage that this drug called "dagga" causes to the learners.*

However, dagga is not the only drug that is problematic in schools. One participant mentioned the issue of some learners selling another drug in the disguise of muffins. He states:

We had an incident where some learners were selling something they called muffins. When they make the drug, they mix dough with dagga. They sell the substance to the kids, who, upon taking it feel drowsy. Some of them even get sick. When you take them to the clinic, it is found that there is a drug in their food. The Principal intervened and stopped them from selling the muffins (educator, participant number 5).

The local community is justifiably blamed for being the source of drugs. The educator from the school (participant number 3) observed the following:

Just across the road, about 15 to 20 meters from the school, there is a bottle store and most of the people who sell drugs converge there. "Dagga" in particular is readily available there. So, during break time, learners just go and lean at the school fence which is adjacent to the bottle store and pretend to be talking to their friends, yet they will be planning to access those drugs.

Drug abuse also causes problems in the homes from which the learners come. One of the educators (participant number 2) confirmed thus:

Our learners are perpetrators of extreme physical violence because it is on record that in other cases, violence is committed by these learners when they are out of the school parameters in the residential areas and elsewhere. Whenever a learner, for example, was reported to have been in possession of drugs or something, it is often difficult to trace the location or residence of the learner making it an alternative to trace the culprit here at school. So those are some of the challenges. We have learners who stay with their grandmothers, but they often abuse them to that extremity where they even seek protection order. Such children abuse substances resulting in them abusing the old ladies, by assaulting when they need money and other things, and these are the kinds of violence that prevail in our community.

It is perhaps not surprising, therefore, that schools are concerned with lack of fence around the school:

The fence guarantees our own safety and that of our learners and if there is no fence we do not feel safe and we as educators feel that our safety has been taken away from us. This implies that our education cannot continue unabated. As learners sit in their classrooms, they imagine gangsters storming the school and suddenly open fire on the learners. That is what learners and educators think. The fence plays a big role in providing the safety of both learners and educators in our school. So that is one of the things that must be changed at the school (Educator, participant number 4).

Learners

The learner's findings on the drug lords as contributors to physical violence revealed that the most common drug that makes them fight in school is dagga. They agreed that its specifically dagga because there are types of dagga that make you to be on intoxicated level Where you feel untouchable and have courage to face/deal with any one you believe is in your way. The learners revealed that those who are no longer making the sale target always try to intimidate those who are doing well in their sales.

One male learner from Grade 8 (participant number 24) had this submission to make:

We have space muffins, "incika" (a new drug made out of soft drinks and cough syrup) and cigarettes these drugs work very well in blood system if you mix them with dagga. The dagga lords they become greedy if they see other making sales very fast

The existing literature indicated that hundreds of schools across South Africa are subjecting their learners to drug and breathalyzer tests because the problem of drug abuse in schools has become widespread (Leach, 2003).The findings revealed that drug sellers will engage in fight for their territory because they knew that they have the support from their drug lords and they are well known in the community even the community members are scared of them. In the focus group discussions, they shared that it's male learners who are specializing with the sales of drugs in the school. The findings revealed that females are the ones who are usually used by drug dealers to traffic drugs because they are least suspected to be involved in drug dealing. Also those female learners are dating those drug sellers at school.

4.4.2 The Township experiences and realities: drugs and gangs

The participants from the study acknowledge that the township experiences and realities have a major contribution to the school environment when it comes to physical violence .The following are the experiences that were shared by educator and community leaders on their one -on- one interview sessions.

Educators

The educators who were interviewed revealed that the community had a significant influence on how learners behaved in school. A school does not function in isolation or in a vacuum, but it is part of a broader community. Most of the learners in the school grew up in violent communities. Many of their family members are part of gangs, making physical violence an indispensable aspect of their upbringing. Most of the learners from the school under study had lived in informal settlements in Inanda for the entire part of their lives. This is consistent with the literature review where Burton, (2008) postulates that the neighborhood was riddled with crime, violence and gangsterism, Young people in South Africa live in communities where violent behavior is rewarded and where they feel that violence resolves conflicts or other problems. Violence makes them feel powerful and worthy. Sadly, the violence that rocks the community spills into schools.

All the educators who were interviewed believed that all physical violent incidents that happened or took place in the communities had a great influence on the learners' behavior. The above statement is in sync with the Bio-Ecological Systems Theory in so far as it posits that a person and the environment are independent units that dynamically interact and influence one another (Frazer, 2001). The study revealed that some of the learners in the school were gang members and there had been incidences where gang fights spilled into the school. De Wet (2007) explains that the presence of gangsters at school and in adjacent areas facilitates the relatively easy acquisition of illegal firearms and other deadly weapons, as well as the accessibility of drugs and alcohol by the youths, which may also exacerbate school-based violence.

In this context, an educator (participant number 2) commented:

> *"There was an incident when a group of thugs from the surrounding community entered the school with guns and proceeded to the school grounds. They were targeting educators. The thugs knew my car and where it was parked. When I was in my car, I*

saw them approaching me with ferocity. I tried to fight back but I was out-numbered and they were carrying guns. They took my car and while I was sprawling on the ground, I heard them saying, "you think you are clever. We will show you what makes the grass green".

Another educator (participant number 1) said:

"I once witnessed a group of learners who named their group after the name of their area, that is Namibia and Reservoir (Skokoko) before and it was an awful event."

The study further revealed that educators were always cautious when trying to discipline the learners. One of the educators (Educator participant number 3) revealed the following:

"I try by all means not to single out a learner in class because it can further aggravate the learner's situation."

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 five educators that were interviewed, four were aware of the selling and taking of drugs at school. According to an educator (participant number 1), the learners fight for things that do not benefit them academically and he mentioned one of the incidents that had occurred in the school four years ago in which one of the learners lost his life over a cigarette fight. They agreed that years went by, the use of far more dangerous substances became the norm and drugs were being peddled and overtly abused in the school. In the findings that were gathered from the interviews with educators it was revealed that some of the learners entered the school premises already intoxicated by whatever substance they would have taken. All the participants agreed that it had become extremely difficult for educators to teach or discipline a learner who is under the influence of drugs. Educator (participant number 5) stated:

"I once had a male learner who was so addicted to drugs that he was always intoxicated and in addition, he had lost weight significantly. I tried to assist the learner but he withdrew himself from others and he eventually dropped out of school."

An educator (participant number 1) who had been in the school for the past eighteen years had this to say:

> *"Yes, we have had the problem of gangsterism in the school years back, but I would say it has decreased over the years. Now we experience problems emanating from drug drug abuse. The learners buy drugs at flats. We have noticed that they recently started mixing dagga with some other chemical and these learners that take that substance tend to be very aggressive. They always say, 'Don't touch me,' and they become very aggressive."*

Another educator (participant number 3) stated:

> *"When it is break time, you notice that there is selling and buying that goes on among the boys. When you come towards them, they stash everything away quickly. By the time you get to where they are, the group has already dissolved. Or when you take one to go with you to the office, one of the friends will come and ask: "Sir, is there anything wrong that our friend has done?' They distract you and before you know what has happened, they have taken the culprit away."*

According to the educators, it was clear that the problem of drugs in the school was enormous. The findings revealed that some learners would be referred to the principal's office for being in possession of drugs. . Three of the five educators that were interviewed stressed the fact that there was little they or the principal could do to contain the situation because it's beyond their control and it's not their fight alone, it requires the support of the parents and also learners. The educators also agreed that learners could only be suspended for not more than a week or two, and then they had to be readmitted back into school as educators do not have powers to expel a learner from school. It's only the Minister of Education who has the powers to do so. They also said that a learner would only be expelled from school under extreme conditions. .. One educator who took part in the study felt that the government is focused 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 characterized by teaching and learning, and that all role players, in particular the Department of Education (DoE), 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 physical violence is

rife, trivializes not only the needs of educators, but also those of learners who want to learn and realize their career opportunities and attain fulfilling careers (De Wet, 2007).

Another educator (participant number 2) stated:

> *"As an educator you do what you can without resorting to corporal punishment. It is difficult to work with learners who apply violence to resolve issues. When learners are at home, parents use corporal punishment as a way of disciplining them but at school they know that educators are hardly in a capacity to apply it on them and you end up having to repeat yourself four to five times before you could be heard."*

Most of the educators felt left to their own devices by their employer, 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 be successful in their lives. One of the educators indicated that the government should reinstate corporal punishment. The educator argued that it was better to lash a learner with a ruler than having someone stabbed to death. Since learners can only be expelled under extreme conditions, educators commented that one day those 'extreme conditions' would be the death of an educator within the school premises. Four of the five educators who were interviewed believed the disciplinary measures sanctioned by the school's Code of Conduct fell far short and that there was very little that could be done by the educators to arrest the situation (De Wet, 2007.)

Community leaders

The findings revealed that the community leaders believed that the community contributed to school violence. The community leaders confirmed that in their community there is a lot of physical violence that is happening and the learners they get to be exposed to this type of physical violence for example in the community there has been a number of taxi violent incidents which learners get expose to if they are going to school and they internalize that type of violence. The above statement is consistent with the literature review from the study by Mncube and Harbor (2013) which postulates that the more learners get exposed to violence the more they will learn that violence. The findings revealed that in the communities there are many incidents of stabbing that are taking place and since the environment is not formal and is

overcrowded, it's very easy for the learners to come across such incidents and some of the perpetrators are their siblings. The findings revealed that drug dealers also come to school to support those who are selling for them. When outsiders get into the school premises, insecurity sets in. Community leader (participant number 2) says that this scenario shows how unsafe the educator and learners are within the school environs. Gangsters regard themselves as family, thus they give protection to one of their own. If a learner gets into a fight with a member of a gang, there is great possibility that the other gang members would enter the school and cause disruptions. According to Zulu (2004), as adolescents in dysfunctional neighborhoods identify role models, they are inclined to identify adults who model violent or deviant behavior as their heroes.

4. 5. Internal Factors

There are factors that contribute to physical violence in schools, which some learners, parents and educators are not aware of. Examples of these factors include; the school's security system among others. The following are experiences of learners from focus group discussions and educators and community leaders from one on one interviews with regards to internal factors that contribute to physical violence in the school.

(i)The School's security system

The school security system is a crucial matter which needs to be always maintained and sustained to create a conducive school environment. Poor school security system has been shown or portrayed as the major factor contributing to violence in the school basing on the findings of the participants.

Learners

The findings of the study revealed that there are growing concerns among learners in schools regarding easy access into the school by trespassers due to lack of proper fence or walls around the school. The findings confirmed that learners feel unsafe within the school premises because there is drug peddling and weapons are easily smuggled in and violent people from the community gain free entry into the school. From the focus group discussions, out of 24 learners, 16 of them believed that the unavailability of the school fence contributed to the occurrence of physical violence in the school. A female learner (participant number 7) mentioned the following:

> *If we are safe in our school, how come we have learners who jump the fence and come*
> *back with bush knives to terrorize other learners?*

Another learner from the focus group discussion stated that:

> *Our school has a good fence because in some areas it is made of brick but with the*
> *current incidents that have taken place in the school where the outsider gained entrance*
> *illegally by jumping the fence and cause havoc in the toilets, I no longer feel safe.*

The findings revealed that the securities that are in place in school are not even responsible for searching them when entering the school environments. The learners from the focus group discussions showed that these securities do not have the proper tools to search for weapon such as sensors to pick up any metal weapons like gun or knife .The learners   also said that they even smoke with the securities during school break times. How a security member who smokes with the learner in school can expects him to know that it's illegal to do so. . The learners also shared that the school fence is not protecting them from outsiders because they easily gain access without any difficulties. These findings are underpinned by Harber (2001) who admits that poor security in schools enables the intruders to gain entrance into classes to perpetrate acts of savagery and schools really lack the security system. There is no electric fence or even cameras for surveillance.

Educators

The educators raised their concern as well on the school security system as an internal factor that contributes to physical violence. Basing on the findings, it was not learners only who raised concern over the fence issue, but even the educators also attributed physical violence in the school to the lack of proper fencing. During the interviews, out of the five educators who were interviewed, three of them emphasized that the absence of a fence paved way for the emergence of gang fights in the school. One educator (Number 2) mentioned the following:

> *I was a victim of the hijacking that occurred in our school premises. A group of male*
> *gangsters robbed me of my car. It was during the school hours in the school yard. This*
> *incident traumatized me in such a way that I felt like transferring from the school*
> *because even when I bought a new one, I was still too scared to park next to the fence.*

Prinsloo (2005) defines a safe school as that which is free from danger and where there is no possibility of harm; a place where non-educators, educators and learners may work, teach and learn without fear of being subjected to ridicule, intimidation, harassment, humiliation or violence. The incidents that took place in the school reveal that generally, public schools have inferior security system in place. This means that this school scarcely has enough security guards, metal or even the security fence. The study revealed that easy access to the school due to poor security measures, to some extent contributes to some incidents of physical violence which involves stabbing with projected domestic tools and the occurrence of gang fights within the school premises. The findings revealed that the government or the department of education has put little effort to sustain the school security. The findings revealed that the actual securities who work on school reside in the community and they were employed because their children attend the same school. The findings revealed that having securities from the community jeopardies the purpose of having tight security.

(ii)The Attitudes of learners towards violence

Learners

The findings revealed that the escalation of physical violence in the school had its roots in the behavior or attitude of the learner. . Out of 24 learners who were in the focus group discussion, 18 learners agreed that when it comes to physical violence, they exhibit disrespectful and rogue behavior which proves that the unavailability of stable moral and behavioral teachings from home has a negative impact on the lives of the learners. The research findings established that some learners display attitudes that are pro-physical violence and they justify the use of physical violence daily. These learners consider violence as a valued activity and a part of their everyday life. This notion is supported by the Culture of Violence Theory that guides this study which argues that "within large and complex societies, sub-groups learn and develop specialized norms and values through differential associations and organizations that emphasize 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). As such, it can be presumed that some learners possess attitudes inclined to physical violence, which perpetuate the subsequent culture of physical violence amongst these learners. The main findings of this study included the following: some learners' exhibit pro-violence attitudes. The learners also showed different attitudes towards physical violence.

(iii) Negative attitudes

Educators

The educators say that negative attitude is something that each person should avoid because it is detrimental to development. The findings of the study revealed that in the school, for other learners it is not easy to avoid negative attitude when it comes to the physical violence in their school. With regards to negative attitudes, there are various elements that are present to other learners because of the differences in their personal backgrounds.

The first element is anger. The educators indicated that when it comes to physical violence, learners show anger which has turned to be an uncontrolled enemy. The educators revealed that during learners engagement in physical violence, for instance, fist fights, they do not just push and kick, but they end up using other objects that are very lethal like bush knives to vent the anger that they may have suppressed within themselves. . During the interview, an educator (number 4) reported that violent learners in the school are always angry even if you are trying to be nice to them. It is even hard for an educator to ask what could have gone wrong because you do not want to end up being caught up on the wrong side of the brawl in which the learner is part. This is confirmed by Zulu et al. (2004 who say that the attitude which influences the approach children tend to apply in resolving any conflict is learned in the communities in which they reside. Those communities are riddled with alarming levels of violence.

The second element of negative attitudes is frustration. The attitude of a person defines his or her disposition and that is why frustration manifests on an individual's face. The study found that in the school, learners are showing signs of frustration when it comes to physical violence. When such incidents take place, learners do not even bother to report the cases to the relevant educators and end up taking the law into their hands. This is supported by Frazer (2001) who says that when violence occurs, frustration becomes more prevalent in informal settlements. Mainly, the lack of service delivery fans violence which is later on learned by children residing in those communities. The physical violence manifests later in the classrooms. In the interviews, 3 out of 5 educators agreed that they are frustrated and that is why they end up stabbing each other in school. The study indicated that learners do feel unsafe and they do not think positively as they gang up to protect themselves, their siblings and friends.

93

The research studies by MacDonald and Da Costa (1996) and Collins (2003) attribute the increasing physical violence and violent behavior taking place at schools to the desensitization of learners towards this vice. The impact of physical violence and violent behavior among learners is misunderstood or underestimated as learners do not perceive violent behavior as serious and delinquent as it really is. Learners justify the use of physical violence for self-defense in the light of an actual or perceived threat. This finding is supported by the Culture of Violence Theory which asserts that people resort to the use of violence when fights break out because naturally, humans react to violence in a bid to protect themselves from threat. However, the findings also suggest that learners lack the necessary interpersonal skills which assist in protecting and defending themselves without falling back on violent behavior.

From one of the interviews with educators, there were views that were cross-cutting among the participants with regards to the cases of physical violence that occurred in the school:

An educator (participant number 5) stated the following:

This violent behavior among male learners and I see that some of them they will commit a crime related to physical violence in the near future.

Another educator (participant number 2) expressed the following sentiments when he was called when there was a massive fight in the school:

One day or future, these learners will join a violent gang.

Another educator (participant number 1) who eye-witnessed cases of physical violence thought, thus:

Our learners believe that it is acceptable to use physical violence to obtain what one wants.

During the interview, an educator (participant number 3) said the following:

Looking at the violence that characterizes life at the taxi rank around our area where drivers are fighting for routes and where one who gets defeated will no longer use that route, our children learn to use physical violence to gain both ground and respect.

The researcher believes that the above findings may imply that certain learners identify positively with physical violence and violent behavior. These pro-attitudes that learners have towards physical violence strongly support the idea that a culture of physical violence exists amongst these learners. The above findings derived from the interviews, suggest that the characteristics of a culture of physical violence indeed exists amongst these learners because physical violence is seen as legitimate and an acceptable part of everyday life. This is echoed in Garbarino (2006) as cited in Shafii and Shafii (2003) that a culture of violence exists in South Africa, where citizens who are violently discriminated against especially different races and minority groups respond violently to dishonor and affront and they have cultural values that promote violence. Having established that learners harbor attitudes inclined to physical violence and that a culture of physical violence is forming or has already been formed amongst learners, the underpinning causes of these attitudes need to be understood. Further research needs to be carried out to establish the exact nature and causes of a culture of physical violence amongst schools at Inanda

4.6. Reporting cases of physical violence

According to the findings of this study, 8 out of 24 learners who were in the focus group discussion never reported their experience of physical violence to anyone, 5 out of 24 reported to their educators, 4 out 24 reported to the prefects while 1 out 24 reported to the police. However, only 4 out of 24 learners in the focus group discussion reported to their parents while 2 out of 24 reported to their siblings.

The reporting of physical violence to authorities whether at home or school depends on the seriousness of the injury caused. For instance, a male learner (participant number 23), said:

I really do not report. I only talk about it when I am with my friends because they will assist me to deal with whoever stands in my way. To us boys, reporting that you were assaulted means that you are a coward. Even other guys only report when something is stolen or when someone is threatening them with a gun and that is when they report to the police.

For male learners, fighting is seen as normal and part of process of growing up and therefore they would not report the fights to the authorities at school or to their parents. This finding is consistent with the theory of the "Culture of Violence" by Wolfgang et al., (1967) which maintains that violence is considered as means of socializing people and therefore the learners do not report or complain as they may be seen as disrespectful. However male learners report physical violence only when they have been badly injured or if someone used a dangerous weapon on them. Learners generally do take the initiative to report physical violence to educators, parents and the police. For instance, a male learner (Learner participant number 1) who was mugged by three thugs reported his case to the police.

Most of the cases of physical violence that happening in the school go unreported due to the attitude of parents and educators towards the idea of learners dating at young age at school. The parents and educators do not consider dating-related physical violence that occurs in the school because they believe that at school there are only innocent learners who are in school for education and not dating. They least expect the physical violence of that nature to be happening in the school. In addition, domestic violence (physical) is usually difficult to report because the victims end up being re-victimized by their parents and educators by asking them why they are dating each other while in school in the first place. Learners detest being blamed for dating while they are still children. For instance, one female learner (participant number 4) who is usually beaten up by her boyfriend had the following to say:

> *I used to report to my sisters at first but I do not report anymore because my sister does not assist me and sometimes she denies saying that, it was my fault that resulted in me being beaten up by my boyfriend. Then I end up appearing like someone who was forward about love affairs every time I reported to her.*

Such reactions by the family members to the reports by victims could reflect the attitude of families towards domestic or physical violence.

Some learners however, do not report physical violence because of the nature of the situation obtaining at home in which they are involved. For instance, a female participant (learner 10) who was beaten up by her boyfriend had to say this:

> *I have never reported any of this because I have an affair and it is not acceptable both at home and at school.*

Due to the nature of physical violence, female learners do not report to their parents, educators or the police unless they have been injured so badly that they cannot hide it. However, male learners fight over anything and they are the habitual perpetrators of physical violence. They engage in fights and sometimes they join fights to help their friends while sometimes they fight on their own battles. This kind of physical violence is not reported as well, unless the injuries caused are severe.

Another perspective of physical violence, as far as reporting is concerned, is that experienced by another female learner (participant number 9) who was slapped in the face by her boyfriend. During the discussion, she mentioned this:

> *My mother heard that I was slapped by a boy at school. I did not report to her but someone told her that I was dating that boy and so she was not bound to be supportive. She did not ask me but she just accused me of dating boys in school and threatened that if I got pregnant, I would have dropped out of school because she said she did not have the money to send someone's wife to school. I kept it to myself because I believed that since my own mother who loved me will never believe me, so no one else would.*

Some learners do not report cases of physical violence simply because the people to whom they should report do not show any concern, worry or care. Therefore, they rationalize and accept the reality that their parents or relatives cannot believe them and as such no stranger can ever believe their story. Thus reporting experiences of physical violence is an insurmountable task for the learners, though it all depends on the circumstances surrounding the physical violence. Such circumstances include the sex of the learner. Masculinity or femininity of the learners, the nature of physical violence as well as the severity of the physical violence all determine whether the cases will be reported or otherwise. However, female learners are more likely to report physical violence than their male counterparts.

4.7. Summary

This chapter dealt with the data interpretation which underpins the study. The main findings were presented, discussed and analyzed using the thematic analysis. The themes followed from the major topics that emerged from the data. The study explored the experiences and perceptions of educators, learners and community leaders who had been directly or indirectly exposed to physical violence within the school environment. The factors contributing to physical violence were found to be both internal factors and external factors. All these influenced the processes and outcomes of teaching and learning over a period of time. In addition, the findings indicated that the community in which the school is situated contributed to the prevalence of physical violence in the school. Sometimes parents failed to perform their role of teaching and disciplining their children but rather leave these responsibilities in the hands of the educators. However, there was consensus among the participants that not much could be done by educators because the violence started outside the school premises before spilling into the school. For example, learners bought drugs in the community on their way to and from school. The next chapter will present and discuss the findings of the study that were packaged during data collection.

CHAPTER FIVE

DATA PRESENTATION AND DISCUSSION

Part 2: Measures to Prevent Physical Violence, Counselling and Recommendations.

5.1. Introduction

This chapter dwells on the presentation and discussion of the data that was packaged during the data collection and data analysis. It is going to present the findings by focusing on the major themes that arise from the data analysis. The two major themes will be the measures taken to prevent physical violence and counselling and recommendations. Each major theme has a sub-theme which has its own aspects. The first theme, that is; Measures taken to prevent physical violence encompass internal and external measures as its sub-themes. The last theme focuses on the counselling service and recommendations which were proffered by the participants. These themes are different from those in part 1.

5.2. Internal measures taken by the school to contain physical violence

The prevention measures are a very important aspect to any sectors in so far as they create a harmonious environment. The school in particular has put measures in place to eradicate physical violence in its entire environs. During the data collection, this study found that participants who advocated the introduction of the measures that ultimately decimate physical violence in the school. These are the prevention measures that are offered by the school in order to eliminate physical violence and violent behavior in the school.

5.3. Disciplinary measures

The measures for disciplinary action in the school environment is the key point which needs to be fulfilled and addressed by everyone present at school. The participants did emphasize on this point. The following are the responses based on experiences regarding disciplinary measures.

Learners

To keep the school in order for it to function properly, the effective disciplinary measures are indispensable. From the focus group discussions conducted with learners, the majority of the participants believed that the disciplinary measures that are in place in the school are not very effective. The reason for this is that the measures do not focus on responsibilities. According

to learners, there was inadequate effort that was made by the school and its management to help curb the physical violence within the school premises. With regards to the South African constitution which embodies learners' right to learn is violated. By implication, school management together with the parents should make every effort to keep the child in school. Two learners from the focus group discussions expressed the sentiment that they were constantly told by the educator that there was very little they could do to discipline learners since they are deprived of the right to expel a learner.

A learner (participant number 5) mentioned that:

> *Some of the Learners fight each other even when they know there are consequences but they are no longer afraid of those forms of punishment as disciplinary measures.*

Educators

In the interviews with the educators, it emerged that not all of them agreed on the ineffectiveness of the disciplinary measures. Out of 5 educators, 2 of them believed that school-based disciplinary measures were effective to a point that learners who deliberately misbehaved knew they were disobeying school rules though nothing would happen to them. The misbehaving learners would be suspended for a couple of days before coming back to school, and they would resume from where they left. The findings revealed that lack of effectiveness of disciplinary measures would contribute by influencing other learners to misbehave as they would be aware that only minor consequences would be suffered if school rules were broken. In this context, it may be strongly argued that lack the necessary mandate to apply effective disciplinary measures in schools needs to be urgently addressed to redress the current situation riddled with physical violence which entails stabbing, kicking, pushing and fist fights in schools. Only then will teaching and learning environment be effective.

Another educator (participant number 3) commented thus:

> *Our school code of conduct does highlight the disciplinary measures but it is not helpful in our context because we do not even have the right to expel a learner if he/she is not behaving according to the code of conduct. Learners still commit violent acts but they are still in school with us. No one was expelled to date.*

5.4. External Measures: Measures originating from outside the school

Community leaders

It is progressive for the community to be involved in the proceedings of the school. This creates a good relationship between educators and parents. The study revealed that community leaders do intervene in the school affairs only when there is physical violence incidents. The study further revealed that community leaders conduct meetings with parents furnishing them with issues that the school is facing due to physical violence and they also accept the submissions of parents when it comes to engagements. Based on the findings, it was revealed that the parents and their children do not offer 100% of their efforts when it comes to parental involvement in school affairs with regards to their children. This notion is supported by Strong (2013) who says that family attachments also play an important role in shaping an individual's behavior as many youths fail to experience consistency at an early stage. They receive only fragmented care.

Furthermore, the lack of control and supervision causes negative behavior such as alcoholism, drug abuse, crime as well as unprotected sexual activities which all later contribute to school-based violence. From the interview with the leaders from the community, out of the 8 participants, only 6 of them believed that the initiative that is taken by the community as intervention when there is physical violence in school is not very effective due to the fact that parents lack the necessary responsibility when it comes to their children's educational wellbeing. There were 2 leaders who said that these programs that are offered by the leaders in the school are so effective that they indeed put the situation to mild stage. The study revealed that the reason behind the failure of mitigation programs being offered by the leaders to eradicate physical violence not working adequately is because the parents do not invest sufficient time in their children's education. From the interview this was mentioned as follows:

> *The parents of the perpetrators do not attend meetings and they do not even bother to report why they do not attend. (Leader, participant number 4)*

> *After one of our meetings, I was on my way home when I came across some community members who told me that I was wasting my time because these children are mentally unstable. There is nothing that can be done to change their behavior because they learnt it from their parents. (Leader, participant number 8)*

5.5. Counselling services

Learners

According to the findings of this study, 13 out 24 learners were not sure whether the school offered any counselling service while the other 7 learners were sure that there were no counselling services offered in the school and there were 4 learners who were sure that there is counselling service being offered.

All the learners from the focus group discussion were either knowledgeable, not sure or they were sure that there is no counselling service at the school. Those who were sure that there is provision of counselling service, confided, during the focus group discussion that the counselling service is a once off session and there is one counselling personnel dealing with 50 learners in one day same time. This type of service is only offered when there is death involved. So whenever a learner is exposed to physical violence, learners have to deal with the after effects alone. At the point where learners are managing the impact, there is no expert counselling given as far as managing the effects is concerned. Without a formal guidance, learners have nobody to trust and hence they end up being fidgety about everything which influences their loss of concentration in class. Based on the literature of this study, one of the scholar Prinsloo (2013) demonstrated that the absence of proper counselling paves the way for anger and also low self-esteem among learners which makes them feel withdrawn from other learners. This assertion confirms the issues revealed in the findings, for example, learners do not attend classes due to the trauma that resulted from the situation of physical violence in their school. There is a need to address this vital perspective if learners are to be given a chance to shape their future careers. As discussed above, there are learners who abandon classes because of the terror wrought by physical violence. Some learners basically drop out of school without notice since they cannot adapt to the classroom environment after being exposed to physical violence.

5.6. Suggested measures to deal with school-based violence

During the data collection, the learners, educators and community leaders were asked to suggest ways of curbing physical violence. They provided countless suggestions. The following are their responses based on their experiences.

Community leaders

Based on the findings of the community leader regarding the measures to deal with the physical violence in school they indicated that the community leaders and the police should work in partnership in dealing with crime in the community and in school and also find the advanced measures to safeguard school premises against bullying of other learners and selling of drugs in and around the school premises, which is a societal problem that encourages physical violence. The community leaders they also felt that there is need for three police officials to police the school fulltime to search for drugs and weapons that the learners might have on them. One community leader (participant number 5) mentioned that as parents, they could not fight this war of uncontrollable children alone and added that they needed help from the government. This is consistent with the literature review and its confirmed by the theory of this study which is Social Facilitation Theory by Triplett et al. (1898) underpins the study by stipulating that other people cannot perform well alone hence they only perform well when there is presence of other .The findings revealed that community leaders they require the participation of the parents in full numbers as this violent incidents its concerned their children which requires their presence in every resolution that are needed to be implemented

Educators

During their one on one interviews, educators shared that they really need the external help in any cases or situations. An educator (Educator participant number 1) stated that they had no fixed external support since it only appears in their environment/school when they are being given torrid time by their learners especially when the physical violence resulted in stabbing. Basing on the responses of educators, one of the theories called the Social Loafing that was supporting or guiding this study outlined that there are people who are able to do better in the presence of others. In this case, the educators felt that without external help, for example, the police, they will not be able to cope in terms of disciplining the learners. This theory that guides the study confirms that some people behave or do better in the presence of others and this type of behavior was exhibited by educators and community leaders who called for external assistance and that resonates with the explanation of the Social Facilitation Theory (Triplett et al., 1898).

The educators indeed experienced the physical violence in school and basing on these experiences, they mentioned that it has become hard for them to control the situation without the external elements that they can use to control violent learners. The findings revealed that educators, believed that the Department of Education needs to reinstate corporal punishment for them to be able to control or reinforce good behavior in the school. By internalizing the wish by educators to revert to the caning methods in school, this sentiment is confirmed by the Culture of Violence Theory, one of the theories which guide this study (Wolfgang at.al 1967) which states that there are families who believed that using violent punitive actions are effective in controlling particular situations at all times. In the researcher's view, if the caning method was to be reintroduced in schools, it seems it's a desperate attempt or hope to maintain discipline among learners in the school. One of the educators (Educator participant number 3) mentioned the following:

During our early days, we were beaten-up by educators using canes and such discipline made us to be obedient. We never became rude.

Educator (participant number 1) also stated:

Since our government outlawed corporal punishment in our schools, it has paved way for learners to be ill-disciplined at all times because they know they will not be beaten-up.

All in all, the findings show that the participants, who were part of the study, felt that the school should be provided with proper security measures such as weapon sensors, cameras, qualified security personnel and proper fencing material. The participants believed that the presence of a proper security system is the panacea to the problem of physical violence that has, until recently rocked South African schools. This is confirmed by Ana (2017) who maintains that without a proper security system in a school, there will be an unprecedented increase in cases of stabbing in the school environment.

Learners

During the focus group discussions, many ideas were tendered in a bid to eradicate physical violence in the school. Basing on the findings from learners, the study established that all groups emphasized that the Department of Education really needs to act radically in order to

contain the physical violence at school. Learner (participant number 3) mentioned that the Department only implements laws, services and rules in the boardrooms and fails to monitor or investigate whether the context of the school environment will be able to accommodate those particular laws, services and rules. The findings also revealed that the learners felt that the Department of Education needs to appoint two school counsellors who will help address issues that the as learners might have that are beyond educators' capabilities. They can also assist both learners and educators on the spot whenever there are incidents of physical violence at the school. Some of the learners knew that they were not 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 learners sh the school needs counsellors, effective involvement by the Department of Education, supportive parents, effective police intervention and a secure teaching and learning environment.

5.7 Summary

This chapter dealt with the aspect of data interpretation which underpinned the study. The main findings were presented, discussed and analyzed using thematic analysis. Themes were created with reference to the major topics that emerged from the data. The study explored the experiences and perceptions of educators, learners and community leaders in order to understand the factors that contribute to physical violence.

The measures taken to prevent physical violence were found to be mainly external and internal, for example, internal measures included the suggested safety and security structure which is formed by educators. The external measures contributed by community leaders offer physical violence programs for learners. 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 in which the school is situated contributed to a large extent to the prevalence of physical violence in the school and there is really a need for proper counselling services for learners. Sometimes parents did not play their role of teaching and disciplining their children as they tend to shift these responsibilities to the educators. Also, by having a good counselling service, educators will get help in addressing the problem. However, there was consensus that not much could be done by educators because

the violence often started outside the school premises and spilled into the school. For example, learners bought drugs in the community on their way to and from school.

Finally, the participants were given the opportunity to offer suggestions for addressing physical violence in the school. Chapter Six which follows will focus on providing the summary of the findings.

CHAPTER SIX

INTEGRATIVE DISCUSSION AND RECOMMENDATIONS

6.1 Introduction

This study was conducted to explore the perceptions and experiences of educators, learners and community leaders with regards to physical violence and to give a better understanding of the factors that contribute to the occurrence and perpetuation of this phenomenon one selected high school in Inanda. After a critical consideration of the data, some conclusions emerged in terms of the research questions formulated in Chapter One. Basing the discussion on the findings as outlined in the previous chapter, this chapter presents the integrated discussion, general conclusions and appropriate recommendations.

6.2 The integrated discussion

Physical violence is a serious problem in the majority of South African schools. This study is supported by a wide range of scholarly work and a variety of research methods used to establish the different types of physical violence existing at school in Inanda. It has also found evidence of the consequences of violence on learners. Some types of physical violence affecting schools, for example gangsterism, clearly originate from outside the school as do the use of illegal drugs which facilitates physical violence. Some forms of physical violent behavior such as bullying, pushing and kicking, fist fights and, stabbing by learners are learned in families and communities which are beyond the school.

However, this does not imply that there is nothing that schools can do about such external violence neither can it be concluded that such violence is totally external in any case. Firstly, a well-organized, inclusive and well-run school can do a lot to reduce the incidents and impact of external violence because learners and educators are part of the community with a sense of purpose. There is a sense in which people feel they belong to that school or community and that is worth protecting. Such a well-organized school may as well have a Safety and Security Committee that makes sure that there are proper fences, locks and so on. However, the main strength of such a committee is that loyalty and commitment to the school will reduce internal collaboration with potentially violent external individuals and groups. As opposed to a

dysfunctional or laissez-faire school, such external threats will be more readily noticed and acted upon in a cohesive way.

Secondly, as this report shows, some "external" threats are also partly internal. Some learners who were participants reported that the failure of the school to recognize them as individuals or to boost their self-esteem promotes frustration and aloofness that makes them resort to physical violence. More obviously, schools are failing to deal with cases of bullying, fist fights or stabbing even when they are reported to educators. This is a case of violence by omission where schools know there is a problem of violence, which the evidence in this study clearly suggests it does exist and do little or nothing to try to prevent it. One educator even noted that the broader education system itself was partly to blame as many bullies were those whom the system has failed. As the report shows, these forms of physical violence which are prevalent in schools could have serious adverse educational, medical, social and economic consequences for learners.

However, the most disturbing part of the report is the evidence of direct forms of violence that originate within the school itself. From this study it is clear that a proportion of learners are verbally, physically and psychologically violent towards other learners and the violence includes the use of knives and guns which is illegal anyway.
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Such direct forms of violent behavior by learners demonstrate a serious problem with regards to a lack of proper upbringing. This is compounded by the glaring evidence in this report which graphically captures aspects of learners' attitudes and behaviors that also indirectly contribute to violence. In the report, there is also some evidence pointing to the failure by schools to take into account the needs of individual learners in an attempt to control them in a "one size fits all" manner, which in itself can result in violent rebelliousness if not addressed. However, ultimately it is the school management – the Principal and SGB – that is responsible for the day to day prevention of violence in schools, and there is considerable evidence in this report suggesting that schools are not being managed in an appropriate manner to reduce violence.

The study also proposes that the role of the police should be roped in for schools to deal decisively with physical violence. Admittedly, the role of the police in quelling school-based violence can be positive but it is haphazardly and inconsistently played. It is also interesting to try and envisage what a good example the police force that can deal with physical violence.

However, a key question originating from this study that policymakers and educationalists should ask themselves prior their attempt to eliminate physical violence in South African schools is: Does the nation need to proceed with policies and measures that underscore discipline, control and surveillance of learners (and staff) or adopt measures that accentuate the expansion of the viability of school association and culture?

6.3 General conclusions

The main conclusions which were reached in terms of the objectives of the study are as follows:

- To highlight the nature of physical violence in the selected high school.
- To identify factors contributing to physical violence in the selected high school.
- To explore the current preventive measures that are being taken to eliminate physical violence in the selected high school.
- To provide recommendations and strategies that help to prevent physical violence.

6.3.1. The nature of physical violence in the selected high school

The findings revealed that in the selected school, physical violence is rife, and it manifests itself in different forms. The study revealed that learners are pushing, kicking and stabbing each other in the school. The study revealed that weapons were frequently used during some of the fights that were happening in the school. The study found that the learners were affected by physical violence in different ways that is; emotionally, physically and psychologically. The learners were not able to fully concentrate in class because they were constantly thinking about what previously happened to them or fearing what would happen to them on their way from school. The study revealed that being exposed to physical violence or being a victim of the same vice proved to be a nightmarish experience for learners since it left most of them feeling vulnerable and unsafe within the school, the community and the neighborhoods because during the fights, there are different people who are involved, and they are coming from different backgrounds such as violent families.

6.3.2. Factors that contribute to physical violence in the school

The findings revealed that there are factors that contribute to the occurrence of physical violence in the school. Study revealed that there are two major factors that contribute to physical violence and these are internal and external factors. With regards to the internal factors, the study revealed that easy access to the school premises contributes to physical

violence in the school. The school has poor security system which allows learners to take over the school and turn it into a territory characterized by deviant behavior. Easy access into the school allows learners to come into the school with weapon which they later use as tools during the fights which occur during the school hours. The easy entry into the school allows the outsiders to gain access to the school premises to cause havoc whereas other outsiders come in as backup squads to assist their friends if there is violence. The study revealed that easy access to the school by unauthorized outsiders makes the learners feel unsafe in the school. The findings revealed that learners' behavior and attitude contribute to the violence because the learners have justification for using physical violence. These include earning respect, expressing a sense of belonging, hitting back at those who might have hurt them by targeting innocent victims, obtaining material things they (supposedly) cannot get via legitimate means and modelling of behavior learnt from family, friends and society.

In terms of the external factors that contribute to physical violence in the school, the findings revealed that community has a hand in shaping the physical violent behavior among the learners because some of the learners are coming from the dysfunctional families. It revealed that in the communities where learners are staying, they are exposed to violent behavior; for example, at taxi ranks violence is taking place. In the community there is violent behavior that is demonstrated in the local taverns where learners pass when they are going to school. The study revealed that the lack of parental involvement in their children's lives allows the children to learn other cultures outside of their homes which they perceived as normal to them. The findings further revealed that the parent's attitude toward physical violence contributes to the occurrence of the phenomenon in schools because some parents praise their children by claiming that they use physical violence as self-defense to those who threatens to harm them in the school.

6.3.3 Existing measures taken to deal with physical violence

For the school to be functional, it must have strong measures in place to curb any form of havoc that rears its ugly head in the school. Preventive measures are in two phases which are: the school (internal) and community (external). The findings revealed that in the selected school, there exists the safety and security structure which is responsible for observing the situation in the school and provide the necessary interventions in any issues arising in the school. The findings further revealed that the educators in the school believed that the structure has minimal effect because only a few educators are responsible for the safety and security of learners in

the school. It also revealed that the members of the structure do not have experience when it comes to observing or identifying the misbehaving learners because they are only able to tell that a learner is deviant once there is a case of physical violence. In the case of the selected school, the use of alternative disciplinary measures to prevent physical violence are apparently ineffective in preventing physical violence because the learners commit physical violence regardless of the application of these disciplinary measures. The study revealed that even the school principal does not have the power to expel the learners if they commit violence. It is the minister only who wields that power, but that official is not in contact with the school.

In terms of the external measures provided to the school by the community, the findings revealed that the police come to the school but their appearance in the school does not improve the situation because they only come to the school in the aftermath of the incidents of physical violence which have major injuries resulting from stabbing or gang violence. The study revealed that some community leaders offer orientation to parents. The leaders also hold meetings with parents and learners sensitizing them on physical violence. Nonetheless, the findings demonstrate that the majority of the leaders believed that these measures fall far short of being effective because parents do not even attend to their children. They do not attend meetings and they offer unreliable excuses for not attending the meetings.

6.4. Recommendations and strategies on the prevention of physical violence

After considering the findings of this study, the following recommendations can be made:

- There is need for crafting strategies and develop skills to be taught in order to deal with the effects of physical violence. In this regard, the learners suggested that the school authorities should devise ways or formulate policies that are effective in dealing with violence and then teach these to learners. This can be done through programs aimed at helping learners to deal with physical violence and its effects. Such strategies would equip them personally to use those skills or strategies for the benefit of their friends and themselves.

- A review of the policies by the Department of Education that will balance learners' rights with responsibilities and actively acknowledge the authority of educators has become essential. The power that learners wield because 'they have rights' and the manner in which this impact on education bodes ill for the future.

- The school should be equipped with proper security measures since there is an unqualified security guard who is situated at the main gate. Since 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 and security systems that will bar outsiders from entering the school premises.

- It is therefore important that learners should 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 educators and learners feel secure and motivated at school regardless of their domestic challenges, this will in turn impact positively on both job satisfaction and the effectiveness of the teaching and learning.

- There is an unquestionable need for counsellors to deal with the rampant physical violence in the Inanda area. There is need for School-Based Counsellors who can be trusted by the learners so that they can have somewhere to go to share their experiences of physical violence. Since some learners, especially victims of bullying and other forms of abuse, find it difficult to openly talk about their experiences with family members, therefore learners would benefit from the services of counsellors stationed at the school and in the community.

6.5. Conclusion

Apparently, the school does not exist in a vacuum, but it forms part of a broader society, which is the community in which it is situated. In exploring the perceptions and experiences of educators, learners and community leaders concerning physical violence, it is clear that this phenomenon is escalating in South African schools. The number of incidents that took place recently bears testimony to this scenario. Both internal and external factors drive physical violence in schools to an extent where it leaves the learners grappling with effects of a diverse nature: for example, some learners become too nervous to attend school. With regards to internal factors, the safety of learners within the school is not the educators' first priority. As Harber (2004) notes, educators in schools fail to safeguard learners against abuse from other learners as well as other educators and all these acts by educators reveal the level of authoritarianism that characterizes the school system. The external factors that cause physical violence can be attributed to many sub-factors which are mainly biological, psychological as well as criminological or social (De Wet, 2007). Clearly, school-based physical violence does

not begin in the school. Most of these activities are learnt responses to conditions and circumstances that obtain in the day to day activities in the community.

Since South African schools are riddled with the menace of physical violence that occurs within the confines of the school, it has become important to craft and implement radical measures to eliminate the vice, in relative terms, so as to make the school a conducive environment for teaching and learning and therefore advance both the learners' goals and vision.

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ACTS

Education Laws Amendment Act (Act 31 of 2007)

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National Education Policy Act (Act 27 of 1996)

South African Schools Act (Act 84 of 1996)

The Employment of Educators Act (Act 79 of 1998)

APPENDIX 1: **Informed Consent form For Principal**

Title of Study: **An Exploration of physical violence at one selected Secondary Schools in Inanda, KwaZulu-Natal.**

Researcher: Lungelo Ngcobo

Supervisor: Dr Jagganath

Faculty: Humanities

School: Applied Human Science

Contacts: 0738483295 | ngcobolungelo37@gmail.com

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am Lungelo Ngcobo, a Master's student from the Department of Criminology at the University of KwaZulu-Natal, doing research on the physical violence in selected high schools. This research is being conducted in order to take serious look at perspectives on the physical violence that are taking place in high school and also to give better understanding of contributing factors with regards to physical violence. I am interested in recording the educator's, learners and SGB member's perspectives, perception and experience, on physical violence in their school. 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 leaners misbehaving in schools.

Procedures

I will spend at least two 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 one on one in-depth interviews with educators and SBG members, which should take about an hour at a time depending on the data that is produced. I will also have a focus group discussion with Learners which should take an hour. 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 KwaZulu-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.

My supervisor is Dr Jagganath, who is located at the School of Social Sciences, Howard College Campus, Durban of the University of KwaZulu-Natal. Contact details: Email: Pattundeeng@ukzn.ac.za. Phone number: 083 645 5998.

The Humanities and Social Sciences Research Ethics Committee contact details are as follows: Ms Phumelele Ximba, University of KwaZulu-Natal, Research Office, Email: ximbap@ukzn.ac.za, Phone number +27312603587.

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……………………………………

SIGNATURE OF RESEARCHER   DATE……………………………………

APPENDIX 2: Interview Schedule Guide

Interview Questions- Principals, Teachers (HOD)

SEMI-STRUCTURED INTERVIEW

1. Demographics
   ➢ Occupation
   ➢ Gender
   ➢ Race

2. Is South Africa your country of citizenship?
3. If not where are you from?

Nature of physical violence

4. Based on your understanding, how would you describe physical violence in school? Please elaborate.

5. On your experience, what type of physical violence that occurs in the school? Please elaborate

6. In your view, what are the causes of physical violence in selected schools? Please elaborate

7. Based on your observation, do the learners use any weapons/objects when committing physical violence? Please elaborate.

8. On your own understanding, how many cases of physical violence you witness? Please elaborate?

Contributing factors to physical violence

9. Based on your own understanding, what are the motives of physical violence in the selected high school? Please elaborate.

10. In your own view, does community at large plays role to increase rate on school violence? Please elaborate.

11. What forms of violence exist in the community?

Prevention measures on physical violence

12. Do you have strategies that are in place to minimize physical school violence?

12.1 If yes what are those strategies,

12.2 are they effective enough? If no what needs to be done for improvement

13. How does parents and other relevant stakeholders (SAPS, SGB, Community leaders) response to incidents of physical violence in the selected high school?

14. How does school code of conduct highlight disciplinary measure on violence? , Are they effective

15. As an educator, are you able to identify misbehaving learners /if yes, how do you identify them?

Intervention /Recommendations

16. Are the any school support services that are currently available to educators to help in managing the effects of school physical violence?

17. How can you advice the department of education, community members including parents and learners in minimising physical violence in school?

18. Is there anything else you like to add?

APPENDIX 3: Interview Schedule Guide

Interview Questions- Community leaders, School Govern body

SEMI-STRUCTURED INTERVIEW

6. Demographics
   - ➢ Occupation
   - ➢ Gender
   - ➢ Race
7. Is South Africa your country of citizenship?
8. How did you become part of your organisation?

Nature of physical violence

9. Based on your understanding, how would you describe the physical violence in school of your area?
10. In your experience, what are the contributing factor to physical violence in school of your area?
11. What do you think are the measures that the school should take in curbing physical violence in your area?
12. Based on your observation, How do the people around you respond to leaner on leaner physical violence?

Responses on physical violence

13. Based to your experience, what are the emotional responses people have experienced as a result of the physical violence?
14. In your view, are there any physical responses that are experienced by leaners to being involved in physical violence?
15. Are there any security measures installed after physical violence occurred in the school?

Effects on physical violence

16. Is there any difference in the way male's learners and females leaners feel after the physical violence?
17. Is there any support needed as a result of the nature of physical violence in your school?

Intervention Programmes

18. Are there any intervention programmes offered by your organization in the school?

18.1 if any, who do you think participates in these programmes in your school?

18.2 So in your view, do you think these programmes are effective?

19. What are the measures that have been done to make these programmes known to the learners?

20. What successes have these programmes achieved?

21. Based on your understanding, whose responsibility do you think needs to prevent physical violence in your area schools?

22. What do you think can be done to improve these programmes in your area schools?

23. Is there anything else you would like to add?

APPENDIX 4: Ukuxhumana Umhlahlandlelo Weshedyuli

Imibuzo Yokuhlola- Abaholi bomphakathi, iSikole Sokulawula Umzimba

UKUQHUBA OKUHLELEKILE

1. Ukubalwa kwabantu

☐ Umsebenzi

☐ Ubulili

☐ Uhlangas

2. Ingabe iNingizimu Afrika izwe lakho lokuba yisakhamuzi?

3. Waba kanjani ingxenye yenhlangano yakho?

Uhlobo lobudlova obungokomzimba

4. Ngokusekelwe ekuqondeni kwakho, ungayichaza kanjani ubudlova obungokomzimba esikoleni sendawo yakho?

5. Ohlangenwe nakho kwakho, yini ebangela ukuhlukunyezwa ngokomzimba esikoleni sendawo yakho?

6. Ucabanga ukuthi yiziphi izinyathelo okufanele isikole sizithathe ekuvimbeleni ubudlova obungokwenyama endaweni yakini?

7. Yisekelwe ekuboneni kwakho, Abantu abakuzungezile basabela kanjani ekuvukeni kokuhlukumeza ngokomzimba?

Izimpendulo zobudlova ngokomzimba

8. Ngokusekelwe ekuhlangenwe nakho kwakho, yiziphi izimpendulo zomzwelo abantu abaye bazibonela ngenxa yodlame lomzimba?

9. Ngombono wakho, zikhona yini izimpendulo zomzimba ezitholwa ngabalandeli ukuba bahlanganyele ubudlova obungokomzimba?

10. Zikhona yini izinyathelo zokuphepha ezifakwe ngemuva kokuhlukunyezwa ngokomzimba esikoleni?

Imiphumela ebudloveni ngokomzimba

11. Kukhona yini umehluko endleleni abafundi besilisa nabesifazane abazondayo abazwa ngayo emva kokuhlukunyezwa ngokomzimba?

12. Ingabe kukhona ukusekelwa okudingekayo ngenxa yemvelo yodlova esikoleni sakho?

Izinhlelo zokungenelela

13. Zikhona yini izinhlelo zokungenelela ezihlinzekwa yinhlangano yakho esikoleni?

13, 1 uma kukhona, ucabanga ukuthi ubamba iqhaza kulezi zikole esikoleni sakho?

13, 2 Ngakho-ke, ucabanga ukuthi lezi zinhlelo ziphumelela yini?

14. Yiziphi izinyathelo ezenziwe ukuze lezi zinhlelo ziziwe kubafundi?

15. Yiziphi izimpumelelo eziye zafezwa lezi zinhlelo?

16. Ngokusekelwe ekuqondeni kwakho, ucabanga ukuthi unomthwalo wemfanelo obani okumele uvikele ukuhlukumeza ngokomzimba ezikoleni zakini?

17. Ucabanga ukuthi ungenzani ukuthuthukisa lezi zinhlelo ezikoleni zakini?

18. Kukhona yini enye ongathanda ukuyengeza

APPENDIX 5: Informed Consent form For Teachers

Title of Study: **An Exploration of physical violence at two selected secondary schools in Inanda, KwaZulu-Natal.**

Researcher: Lungelo Ngcobo

Supervisor: Dr Jagganath

Faculty: Humanities

School: Applied Human Science

Contacts: 0738483295 | ngcobolungelo37@gmail.com

Dear Sir/Madam

I am Lungelo Ngcobo, a Masters student from the Department of Criminology at the University of KwaZulu-Natal, doing research on the physical violence in selected high schools. This research is being conducted in order to take serious look at perspectives on the physical violence that are taking place in high school and also to give better understanding of contributing factors with regards to physical violence. I am interested in recording the educator's perspectives, on physical violence in their school. 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 leaners misbehaving in schools.

Procedures

I will spend at least two 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 KwaZulu-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. My supervisor is Dr Jagganath, who is located at the School of Social Sciences, Howard College Campus, Durban of the University of KwaZulu-Natal. Contact details: Email: Pattundeeng@ukzn.ac.za. Phone number: 083 645 5998. The Humanities and Social Sciences Research Ethics Committee contact details are as follows: Ms Phumelele Ximba, University of KwaZulu-Natal, Research Office, Email: ximbap@ukzn.ac.za, Phone number +27312603587.

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…………………………

……………………………………

SIGNATURE OF RESEARCHER   DATE

……………………………………   …………………………………

APPENDIX 6: Ifomu le-Consent Ka Thisha

Isihloko Sesifundo: Ukuhlola ukuhlukumeza ngokomzimba ezikoleni e-Inanda, KwaZulu Natali, Ucwaningo olusekelwe ezikoleni eziphakeme ezikhethiwe ezimbili.

Umcwaningi: uLungelo Ngcobo

Umphathi: UDkt Jagganath

Isikhungo: Abantu, Ukuthuthukiswa Nezifundo Zomphakathi

Isikole: Isayensi Yezemvelo Esetshenziswa

Oxhumana nabo: 0738483295 | ngcobolungelo37@gmail.com

Mnumzane/Nkosazana othandekayo

NginguLungelo Ngcobo, umfundi weMasters ovela eMnyangweni weCriminology eNyuvesi yaKwaZulu-Natali, ucwaninga ngokuhlukunyezwa ngokomzimba ezikoleni eziphakeme ezikhethiwe. Lolu cwaningo luqhutshwa ukuze lubheke ngokungathí sina imibono mayelana nobudlova obungokwenyama esikoleni esiphakeme kanye nokunikeza ukuqonda kangcono izici ezithintekayo ngokuphathelene nodlame lomzimba. Nginesithakazelo ekuqopheni imibono yomfundisi, ngokuhlukunyezwa ngokomzimba esikoleni sabo. Isizathu sami sokukhetha iSchool Secondary ukuthi esinye sezikole ezisezindaweni ezithola amazinga aphezulu okuhlukumezeka esikoleni kanye nabalandeli abahlukumezayo ezikoleni.

Izinqubo

Ngizochitha okungenani amasonto amabili emkhakheni wokuqoqa ulwazi. Lokhu kuzonginika ithuba lokuzibandakanya nalabo abaphendulayo nokuthuthukisa ubudlelwano nabo. Ngizoqhuba izingxoxo ezijulile ngaphandle kwamahora esikoleni, okumele kuthathe cishe ihora ngesikhathi ngokuya ngemininingwane ekhishwayo. Uma ngidinga ukuhlola imibono eyengeziwe ngizocela isikhathi esengeziwe kubaphenduli. Ngemuva kokuphothulwa komsebenzi wami ngizokwabelana ngemiphumela nabaphenduli kanye nabanye abasebenzi. Sicela uqaphele ukuthi ukubamba iqhaza kwakho kungukuzithandela. Uyoba nelungelo

133

lokuhoxisa esifundweni nganoma yisiphi isigaba uzizwa ungakhululekile. Ngeke kube nemiphumela emibi.

Ukuyimfihlo

Ulwazi lomuntu siqu aludingi ngakho-ke imfihlo yakho iphephile. Uma ukhetha ukubamba iqhaza kuzo zonke izingcingo zokuqopha izingxoxo kuzogcinwa endaweni ephephile eNyuvesi yaseKwaZulu-Natali futhi zilahlwe uma nje le nkulumo isiphelile. Akekho omunye ngaphandle kwami nomphathi wami oyokwazi ukufinyelela kulezi zirekhodi. Ummangalelwa ngamunye uzonikezwa inhlamba ekuqaliswa kocwaningo oluzosetshenziswa lapho ngibhala ingqikithi yami. Umhlanganyeli ngamunye uzoba nelungelo lokuyimfihlo futhi uzohlala engaziwa ekupheleni kocwaningo.

Ukugunyazwa

Ngifunde futhi ngayiqonda leli fomu lokuvuma, futhi ngivolontiya ukuhlanganyela kulolu cwaningo lokucwaninga. Ngiye ngaziswa ukuthi ngeke kube khona izingozi futhi ngiyazi ukuthi ngeke kube khona izinzuzo kimi noma esikoleni sami sokuhlanganyela kulolu cwaningo. Ngiphinde nginikezwe imininingwane yokuxhumana nomcwaningi kanye nomphathi wabo ongathintana kalula.

Umphathi wami nguDkt. Jagganath, otholakale eSikoleni Sosayensi Yezenhlalakahle, i-Howard College Campus, eThekwini eNyuvesi yaKwaZulu-Natali. Imininingwane yokuxhumana: Imeyili: Pattundeeng@ukzn.ac.za. Inombolo yocingo: 083 645 5998.

Imininingwane yokuxhumana yeKomidini yokuHlaliswa koLuntu neZenhlalakahle yilezi zilandelayo: Nks. Phumelele Ximba, University of KwaZulu-Natali, Ihhovisi Lokucwaninga, I-imeyili: ximbap@ukzn.ac.za, Inombolo yocingo +27312603587.

ISICELO

Mina .... (Amagama aphelele womhlanganyeli) ngalokhu ngiyaqinisekisa ukuthi ngiyaqonda okuqukethwe kwale dokhumenti kanye nemvelo iphrojekthi yokucwaninga, futhi ngiyavuma ukuthi ngihlanganyele kuphrojekthi yocwaningo.

Ngiyaqonda ukuthi nginelungelo lokukhipha iphrojekthi nganoma yisiphi isikhathi, uma ngifisa. Ngiyaqonda inhloso yocwaningo. Ngiyavuma ukuhlanganyela.

Ngiyavuma / angivumi ukuba le ngxoxo iqoshwe (uma ikhona)

SIGNATURE Ka Thisha   Usuku

…………………………… …   ……………………………………

SIGNATURE Ka Mcwaningi   Usuku

……………………………   ………………………………….

APPENDIX 7: Informed Consent form For Parents/Guardian

Title of Study**: An exploration of physical violence at one selected Secondary School in Inanda, KwaZulu-Natal**

Researcher: Ngcobo Lungelo
Supervisor: Dr Jagganath
Faculty: Humanities, Development and Social Studies
School: Applied Human Science
Phone: 0738483295

I am Lungelo Ngcobo, a Master's student from the Department of Criminology at the University of KwaZulu-Natal, doing research on the physical violence in high schools. Whenever undertaking a research study that involves children consent from parents or guardians must be obtain. I would like to ask you for permission for your child to participate in this particular research. However, you can raise any concerns and questions about the research which I will address them before you give your permission.

Procedure
Your child will be in discussion group with 6 young learners .I will ask a few questions related to the abovementioned topic .The discussion will be tape recorded and will be kept in strict confidence by my supervisor and no one else will have access to these tapes except me and my supervisor and there is no risk involved in participating also there will not be any direct benefits for their participation. The result will enable us to understand their experience and maybe the reasons for escalation of violence .Your child participation is voluntary, and they are free to withdraw from the study at any time without the fear of any negative or undesirable consequences to you or them .However if the child shows any signs of distress I will refer them to the counsellor available.

Authorisation

I have read and understood this consent form. I have been made aware that there will be no risks and or benefits for either my child or me. I have also been provided with the researcher's contact details and those of the supervisor who can be easily contacted during office hours.

My supervisor is Dr Jagganath, who is located at the School of Social Sciences, Howard College Campus, Durban of the University of KwaZulu-Natal. Contact details: Email: Pattundeeng@ukzn.ac.za. Phone number: 083 645 5998.

The Humanities and Social Sciences Research Ethics Committee contact details are as follows: Ms Phumelele Ximba, University of KwaZulu-Natal, Research Office, Email: ximbap@ukzn.ac.za, Phone number +27312603587.

Learner Name	Signature	Date
_____	_____	_____
Parent/guardian's Name:	Signature	Date
_____	_____	____
Researcher's Name	Signature	Date

APPENDIX 8: Incwadi Yesivumelwano Yomzali

Isihloko Sesifundo: Ukuhlola ukuhlukunyezwa ngokomzimba ezikoleni e-Inanda, KwaZulu-Natali, isifundo esekelwe esikoleni esiphakeme sase-Intshweni naseSthandimfundo esikoleni esiphakeme

Umcwaningi: Ngcobo Lungelo

Umphathi: UDkt Jagganath

Isikhungo: Abantu, Ukuthuthukiswa Nezifundo Zomphakathi

Isikole: Isayensi Yezemvelo Esetshenziswa

Ifoni: 0738483295

Sawubona Mzali

Ngingu Lungelo Ngcobo, umfundi weMasters ovela eMnyangweni weCriminology eNyuvesi yaKwaZulu-Natali, ecwaninga ngokuhlukumeza ngokomzimba ezikoleni eziphakeme. Noma nini lapho wenza ucwaningo olwenza ukuthi izingane zivunyelwe abazali noma abaqaphi kufanele bazuze. Ngingathanda ukukucela imvume yokuba ingane yakho iqhaza kulolu cwaningo oluthile. Noma kunjalo ungakwazi ukuphakamisa noma yikuphi ukukhathazeka nemibuzo mayelana nocwaningo engizobaphendula ngaphambi kokuba unikeze imvume yakho.

Inqubo

Ingane yakho iyoba yingxoxo yeqembu nabafundi abasha abangu - 6 .Ngizobuza imibuzo embalwa ehlobene nesihloko esilandelwe ngenhla .Ingxoxo izobe ibhalwe phansi futhi izogcinwa ngokuqiniseka okukhulu ngumphathi wami futhi akekho omunye ozokwazi ukuthola la makampu ngaphandle kwami nomphathi wami futhi akukho ingozi ehilelekile ekuhlanganyeleni futhi ngeke kube nezinzuzo eziqondile zokubamba iqhaza kwabo. Umphumela uzosisiza ukuba siqonde isipiliyoni sabo futhi mhlawumbe izizathu zokukhula kobudlova .Ukubamba iqhaza kwengane yakho ngokuzithandela futhi bakhululekile ukuhoxisa esifundweni nganoma isiphi isikhathi ngaphandle kokwesaba noma yimiphi imiphumela emibi noma engathandeki kuwe noma kunjalo .Nokho uma ingane ibonisa izimpawu zokucindezeleka ngizozidlulisela kumeluleki okhona.

138

Ukugunyazwa

Ngifunde futhi ngayiqonda leli fomu lokuvuma. Ngiye ngaqaphela ukuthi ngeke kube khona izingozi noma izinzuzo zomntwana wami noma mina. Ngiphinde nginikezwe imininingwane yokuxhumana yomcwaningi kanye neyomphathi okwazi ukuxhumana kalula phakathi namahora ehhovisi.

Umphathi wami nguDkt. Jagganath, otholakale eSikoleni Sosayensi Yezenhlalakahle, i-Howard College Campus, eThekwini eNyuvesi yaKwaZulu-Natali. Imininingwane yokuxhumana: Imeyili: Pattundeeng@ukzn.ac.za. Inombolo yocingo: 083 645 5998.

Imininingwane yokuxhumana yeKomidini yokuHlaliswa koLuntu neZenhlalakahle yilezi zilandelayo: Nks. Phumelele Ximba, University of KwaZulu-Natali, Ihhovisi Lokucwaninga, I-imeyili: ximbap@ukzn.ac.za, Inombolo yocingo +27312603587.

Igama lomfundi:…..   Isignesha…..   Usuku…….

Igama lomzali/umgcini:…….   Isiginesha……..   Usuku……..

Igama Lomcwaningi ………..   Isignesha………   Usuku…….

APPENDIX 9: Learner Assent Form

My name is Lungelo Ngcobo and I am from criminology and forensic studies department at University of KwaZulu Natal. I am conducting a research study entitled **An Exploration of physical violence at two selected secondary schools in Inanda, KwaZulu-Natal.** I am asking you to take part in this research study because I am trying to learn more about your experience, perceptions with regards to physical violence in school and also to give a better understanding of contributing factors to physical violence in high school. This will take one hour.

If you agree to be in this study, you will be asked to participate in a focus group discussion with other learners of your school.

However, the risk associated will be emotional feeling. You can stop participating at any time if you feel uncomfortable. No one will be angry with you if you do not want to participate.

Your information will be kept confidential. No one will be able to know how you responded to the questions and your information will be anonymous.

You may ask any questions about this study. You can call at any time: (0738483295/ ngcobolungelo@gmail.com).

My supervisor is Dr Jagganath, who is located at the School of Social Sciences, Howard College Campus, Durban of the University of KwaZulu-Natal. Contact details: Email: Pattundeeng@ukzn.ac.za. Phone number: 083 645 5998.

The Humanities and Social Sciences Research Ethics Committee contact details are as follows: Ms Phumelele Ximba, University of KwaZulu-Natal, Research Office, Email: ximbap@ukzn.ac.za, Phone number +27312603587.

Please talk about this study with your parents before you decide whether or not to participate .I will also ask permission from your parents before you are enrolled into the study .Even if your parents say "yes" you can still decide not to participate.

By signing below, it means that you understand and know the issues concerning this research study. If you do not want to participate.

This assent form which describes the benefits, risks and procedures for the research **An Exploration of physical violence at two selected secondary schools in Inanda, KwaZulu-Natal** has been read and or explained to me .I have given an opportunity to have any questions about the research answered to my satisfaction. I agree to participate

Learner Name ....   **Researchers Name** ……………………...

Learner Signature …………………….   **Researchers Signature** ………………………

Date:………………………………   **Date:** …………………………………..

APPENDIX 10:   Informed Consent form For Learners

Title of Study: **An exploration of physical violence at two selected secondary schools in Inanda, KwaZulu-Natal**

Researcher: Lungelo Ngcobo

Supervisor: Dr Jagganath

Faculty: Humanities

School: Applied Human Science

Contacts: 0738483295 | ngcobolungelo37@gmail.com

Dear Sir/Madam

I am Lungelo Ngcobo, a Master's student from the Department of Criminology at the University of KwaZulu-Natal, doing research on the physical violence in selected high schools. This research is being conducted in order to take serious look at perspectives on the physical violence that are taking place in high school and also to give better understanding of contributing factors with regards to physical violence. I am interested in recording the educator's perspectives, on physical violence in their school. 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 leaners misbehaving in schools.

Procedures

I will spend at least two 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 KwaZulu-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.

My supervisor is Dr Jagganath, who is located at the School of Social Sciences, Howard College Campus, Durban of the University of KwaZulu-Natal. Contact details: Email: Pattundeeng@ukzn.ac.za. Phone number: 083 645 5998.

The Humanities and Social Sciences Research Ethics Committee contact details are as follows: Ms Phumelele Ximba, University of KwaZulu-Natal, Research Office, Email: ximbap@ukzn.ac.za, Phone number +27312603587.

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 LEARNER   DATE

………………………………… …   ………………………………………

SIGNATURE OF RESEARCHER   DATE

…………………………………………   …………………………………

APPENDIX 11: Incwadi Yesivumelwano Kamfundi

Isihloko Sesifundofundo: Ukuhlola ukuhlukumeza ngokomzimba ezikoleni e-Inanda, KwaZulu Natali, Ucwaningo olusekelwe ezikoleni eziphakeme ezikhethiwe ezimbili.

Umcwaningi: uLungelo Ngcobo

Umphathi: UDkt Jagganath

Isikhundla: Abantu

Isikole: Isayensi Yezemvelo Esetshenziswa

Oxhumana nabo: 0738483295 | ngcobolungelo37@gmail.com

Isingeniso

NginguLungelo Ngcobo, umfundi weMasters ovela eMnyangweni weCriminology at

IYunivesithi yaKwaZulu-Natali, ucwaninga ngokuhlukunyezwa ngokomzimba ezikoleni eziphakeme ezikhethiwe. Lolu cwaningo luqhutshwa ukuze lubheke ngokungathí sina imibono mayelana nobudlova obungokwenyama esikoleni esiphakeme kanye nokunikeza ukuqonda kangcono izici ezithintekayo ngokuphathelene nodlame lomzimba. Nginesithakazelo ekuqopheni imibono yomfundisi, ngokuhlukunyezwa ngokomzimba esikoleni sabo. Isizathu sami sokukhetha iSchool Secondary ukuthi esinye sezikole ezisezindaweni ezithola amazinga aphezulu okuhlukumezeka esikoleni kanye nabalandeli abahlukumezayo ezikoleni.

Izinqubo

Ngizochitha okungenani amasonto amabili emkhakheni wokuqoqa ulwazi. Lokhu kuzonginika ithuba lokuzibandakanya nalabo abaphendulayo nokuthuthukisa ubudlelwano nabo. Ngizoqhuba izingxoxo ezijulile ngaphandle kwamahora esikoleni, okumele kuthathe cishe ihora ngesikhathi ngokuya ngemininingwane ekhishwayo. Uma ngidinga ukuhlola imibono eyengeziwe ngizocela isikhathi esengeziwe kubaphenduli. Ngemuva kokuphothulwa komsebenzi wami ngizokwabelana ngemiphumela nabaphenduli kanye nabanye abasebenzi. Sicela uqaphele ukuthi ukubamba iqhaza kwakho kungukuzithandela. Uyoba nelungelo

144

lokuhoxisa esifundweni nganoma yisiphi isigaba uzizwa ungakhululekile. Ngeke kube nemiphumela emibi.

Ukuyimfihlo

Ulwazi lomuntu siqu aludingi ngakho-ke imfihlo yakho iphephile. Uma ukhetha ukubamba iqhaza kuzo zonke izingcingo zokuqopha izingxoxo kuzogcinwa endaweni ephephile eNyuvesi yaseKwaZulu-Natali futhi zilahlwe uma nje le nkulumo isiphelile. Akekho omunye ngaphandle kwami nomphathi wami oyokwazi ukufinyelela kulezi zirekhodi. Ummangalelwa ngamunye uzonikezwa inhlamba ekuqalisweni kocwaningo oluzosetshenziswa lapho ngibhala ingqikithi yami. Umhlanganyeli ngamunye uzoba nelungelo lokuyimfihlo futhi uzohlala engaziwa ekupheleni kocwaningo.

Ukugunyazwa

Ngifunde futhi ngayiqonda leli fomu lokuvuma, futhi ngivolontiya ukuhlanganyela kulolu cwaningo lokucwaninga. Ngiye ngaziswa ukuthi ngeke kube khona izingozi futhi ngiyazi ukuthi ngeke kube khona izinzuzo kimi noma esikoleni sami sokuhlanganyela kulolu cwaningo. Ngiphinde nginikezwe imininingwane yokuxhumana nomcwaningi kanye nomphathi wabo ongathintana kalula.

Umphathi wami nguDkt. Jagganath, otholakale eSikoleni Sosayensi Yezenhlalakahle, i-Howard College Campus, eThekwini eNyuvesi yaKwaZulu-Natali. Imininingwane yokuxhumana: Imeyili: Pattundeeng@ukzn.ac.za. Inombolo yocingo: 083 645 5998.

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ISICELO

Mina... (Amagama aphelele womhlanganyeli) ngalokhu ngiyaqinisekisa ukuthi ngiyaqonda okuqukethwe kwale dokhumenti kanye nemvelo iphrojekthi yokucwaninga, futhi ngiyavuma ukuthi ngihlanganyele kuphrojekthi yocwaningo.

Ngiyaqonda ukuthi nginelungelo lokukhipha iphrojekthi nganoma yisiphi isikhathi, uma ngifisa. Ngiyaqonda inhloso yocwaningo. Ngiyavuma ukuhlanganyela.

Ngiyavuma / angivumi ukuba le ngxoxo iqoshwe (uma ikhona)

Seginesha yo Mfundi   Usuku

…………………………………… …   ………………………

Seginesha yo Mcwaningi   Usuku

………………………………………

APPENDIX 12: Focus Group Schedule Guide

Focus group QUESTIONS- Learners

1. Based on your understanding, how would you describe what is physical violence?

2. Have you ever been exposed to violence/how?

3. What is the attitude of your parents towards physical violence?

4. Based on your observation, what forms of physical violence exist in the school or community?

5. What impact do you think physical violence has on your school performance?

6. Have you ever witnessed any form of violence on the school premises? If yes how has this affected you?

7. Who do you report to if you have been violated or witness violence?

8. Are the school rules protecting you as a learner, e.g. No weapon entry?

9. Based on your experience, is there any services provided for physical violence exposed children and are they helpful. Describe those service.

10 .In your view, what needs to be done to curb/minimize violence in your school?

APPENDIX 13: Umhlahlandlelo Wesikhathi Sesikhathi

Iqembu lokugxila IMIBUZO- Abafundi

1. Ngokusekelwe ekuqondeni kwakho, Ungachaza kanjani ukuthi yikuphi ubudlova obungokomzimba?

2. Wake waba semdimeni wodlame / kanjani?

3. Isiphi isimo sengqondo sabazali bakho mayelana nodlame lomzimba?

4. Ngokusekelwe kokubona kwakho, yiziphi izinhlobo zobudlova emzimbeni ezikhona esikoleni noma emphakathini?

5. Yimuphi umthelela ocabanga ukuthi udlame lomzimba lunomsebenzi wakho wesikole?

6. Wake wazibonela noma yiluphi uhlobo lobudlova ezakhiweni zesikole? Uma ngabe kunjalo lokhu kukuthinte kanjani?

7. Ubani obika kuye uma uphuliwe noma ubona ubudlova?

8. Isikole siyakuvikela yini ukuvikela wena njengomfundi, isb. Asikho isikhali sokungena?

9. Ngokusekelwe kokuhlangenwe nakho kwakho, ingabe kunoma yiziphi izinsizakalo ezihlinzekwa ngodlame lomzimba ezidalulwe izingane futhi ziyasiza. Chaza lezo zinsuku.

10 Ngombono wakho, yini okudingeka yenziwe ukuze unciphise / unciphise ubudlova esikoleni sakho?

APPENDIX 14: Informed Consent form For Participants

Title of Study: **An exploration of physical violence at two selected secondary schools in Inanda, KwaZulu-Natal**.

Researcher: Lungelo Ngcobo

Supervisor: Dr Jagganath

Faculty: Humanities

School: Applied Human Science

Contacts: 0738483295 | ngcobolungelo37@gmail.com

Dear Sir/Madam

I am Lungelo Ngcobo, a Masters student from the Department of Criminology at the University of KwaZulu-Natal, doing research on the physical violence in selected high schools. This research is being conducted in order to take serious look at perspectives on the physical violence that are taking place in high school and also to give better understanding of contributing factors with regards to physical violence. I am interested in recording the educator's perspectives, on physical violence in their school. 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 leaners misbehaving in schools.

Procedures

I will spend at least two 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 KwaZulu-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.

My supervisor is Dr Jagganath, who is located at the School of Social Sciences, Howard College Campus, Durban of the University of KwaZulu-Natal. Contact details: Email: Pattundeeng@ukzn.ac.za. Phone number: 083 645 5998.The Humanities and Social Sciences Research Ethics Committee contact details are as follows: Ms Phumelele Ximba, University of KwaZulu-Natal, Research Office, Email: ximbap@ukzn.ac.za, Phone number +27312603587.

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.……………………………… …
SIGNATURE OF RESEARCHER..........   DATE……………………………………
………

Councillor
Mezzanine Floor, Shell House,
221 Anton Lembede Street, Durban, 4001
PO Box 1014, Durban, 4000
Tel: 031-3113458, Fax: 031-3113245
www.durban.eov.za

- **RE: RESEARCH STUDY: An exploration of physical violence in the selected High Schools in Inanda township, Durban KwaZulu-Natal**

Approval from the office of the Ward 44 (Inanda) Councillor is hereby granted to conduct research on condition that it does not hinder the functioning of the councillor's office.

For enquiries please contact Cllr B. W. Phewa
079 328 5935

Thank you

Councillor Xhakhosino Welcome Phewa
Ward No. 44

COMMISSIONER OF OATHS
ETHEKWINI MUNICIPALITY
EX OFFICIO DEPUTY OF DURBAN IN
TERMS OF SECTION 9 OF ACT 16 OF 1963
(AS AMENDED) COUNCIL SECRETARIAT

QADI TRADITIONAL COUNCIL

BOX 43473 INANDA

4310

DATE:29.06.2018

ENQUIRIES : INKOSI
CONTACT : 073 572 7425

RE: RESEARCH STUDY: An exploration of physical violence in the one selected High School in Inanda township, Durban KwaZulu-Natal

Approval from the office of the Qadi Traditional Council is hereby granted to conduct research on condition that it does not hinder the functioning of the Inkosi's office.

For enquiries please contact Inkosi M.B Ngcobo.

073 572 7425

Thank You.

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

CONFIRMATION LETTER

This letter serves to confirm that **Mr L. Ngcobo** student Number: 214525713 has been granted full approval to conduct research in our schools ,based on the letter from the institution where he is studying.

Your assistance will be highly appreciated.

Yours faithfully

RS Shangase
Circuit Manager
Inanda North Circuit

...Championing Quality Education - Creating and Securing a Brighter

26 November 2018

Mr Lungelo Ngcobo 214525713
School of Applied Human Sciences
Howard College Campus

Dear Mr Ngcobo

Protocol reference number: HSS/1109/018M
New project title: An Exploration of physical violence at one selected secondary school in Inanda, KwaZulu -Natal.

Full approval – Application for amendment

Your application dated 02 August 2018, in connection with the above has been reviewed and the protocol has now been granted full approval.

Change in title: from- An Exploration of physical violence at two selected secondary schools in Inanda, KwaZulu –Natal.

* To- An Exploration of physical violence at one selected secondary school in Inanda, KwaZulu - Natal.

Amendment to the protocol - Original application: 37 participants which were made by two schools including leaders in the community i.e. 3 teachers, 2 SGB members, 12 learners per school and 3 community leaders.
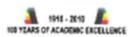
* New/proposed: To use one secondary school the total number of participants will be 37 made by 24 learners for focus group discussion , 5 teacher, and 8 community leaders for one on one interviews .
  - The community leaders will be made by SGB members ,Tuck shop owners, Ward counsellor and traditional leaders.

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

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.

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154

University of KwaZulu Natal

Best wishes for the successful completion of your research protocol.

Yours faithfully

Prof S Singh

cc Supervisor: Dr Jagganath cc Academic Leader Research: Dr Maud Mthembu cc Administrator: Ms Ayanda Ntuli

The Breakdown of Participants during Data Collections

Participants : total numbers	Category of Data collection	Venues	Date
Female Learners (12)	Focus group	School Library office	22 November 2018
Male Learners (12)	Focus group	School Library office	23 November 2018
Teachers (5) 2 Males : 3 females	One on one interview	Principal office	26 November 2018
Community leaders (8) 4 Males : 4 Females	One on one interview	Homes	28 November 2018