SCHOOL OF APPLIED HUMAN SCIENCES

AN EXPLORATION OF SCHOOL VIOLENCE IN INANDA TOWNSHIP: A CASE STUDY OF MQHAWE HIGH SCHOOL

by

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DECLARATION

This is to confirm that this

Thesis is my own work which

I have never previously submitted to any other university for

any purpose. The references used

and cited have been acknowledged.

Signature of candidate……

On the ……day of ……. 2018

DEDICATION

This dissertation is dedicated to my late husband, Sihle Sibongiseni Thusini, I know you would appreciate my effort. You were my brother, friend, husband and everything. You left an indelible mark on my heart. "Mlotshwa omuhle" May your soul rest in peace.

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ABSTRACT

School violence is by no means a new phenomenon in South Africa, nor is it limited to KwaZulu-Natal, as it is prevalent throughout the country (Ntuli 2015). A noteworthy requirement for learning and developing is to feel safe at all times, yet the issue of school violence in South Africa is a regrettable reality. Many different factors are root causes of violence in schools and they sometimes have catastrophic consequences for learners. In South Africa where crime and violence are rife, the drastic increase in the levels of violence in schools mirrors a complex combination of past history and current stresses on individuals, schools, and wider communities. The culture of violence has become deeply entrenched in our society and has led many to embrace violence as a means of obtaining their goals. Schools are not exempt from this scourge, and the Safety Framework Report indicates that schools have commonly applied physical interventions as part of their school safety plans. Measures include increasing police presence in schools, the installation of burglar bars on school doors and windows, hiring of security guards, and erecting walls and fences. Less importance seems to be placed on non-physical violence reduction methods which include measures such as the implementation of school safety policies and disciplinary measures, as well as other interventions targeted at transforming and managing learner behaviour. The violence that is experienced in schools has numerous negative underlying factors and these experiences at school level have a deep impact on children and on their development into adulthood. Not only are such events expected to impact a child's attachment to a school, but they lead to escalating levels of drop-out and absenteeism rates, low self-esteem and low levels of academic performance. School violence is also likely to negatively impact young people's later susceptibility to violence, and there is a strong probability that the victims and/or perpetrators if school violence will resort to serious acts of violence as they grow older.

Even though South Africa has made noteworthy progress in establishing a culture of human rights among its citizens, the continuous exposure to violence has had a damaging impact on learners in most South African schools. In this context, the researcher strongly believes that it is only through the joint efforts of school authorities, parents, community leaders and government that school violence can be addressed effectively. Efforts put in by all these stakeholders must be situated within a comprehensive framework of a concentrated social crime prevention strategy that should

address much of the violence that occurs outside the reach of police and that generally transpires within the home setting.

The study aimed to understand the phenomenon of school violence as a manifestation of crime, and it sought to illuminate the consequences that school violence has on learners. The study was a qualitative in nature as in-depth data were verbally generated by the research participants. Twenty school learners from Mqhawe High school were interviewed by the researcher. The researcher made use of a tape recorder to record the narratives of the participants. The findings indicate that school violence impacts negatively on learners' academic performance as well as their emotional and psychological well-being. This research was conducted at a secondary school in the Inanda Township in Durban, KwaZulu-Natal. This township is notorious as one of the most violent areas in the eThekwini municipal area. Purportedly, many learners who reside in this area have developed a fear of going to school as many have been attacked on their way to school, when they were inside the school premises and even when they were on their way back home.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS iii

ABSTRACT iv-v

CHAPTER 1: INTRODUCTION

1.1	Introduction	1
1.2	Perspectives on school violence	1-3
1.2.1	An international perspective on school violence	3-4
1.3	Background and outline of the research topic	4-6
1.4	Aims and Objectives of the research study	6-7
1.5	Key research questions	7
1.6	Conceptualisation of relevant terms	7
1.7	Study site and research sample	8-9
1.8	Data analysis	9
1.9	Structure of Dissertation	9-10

CHAPTER 2: LITERATURE REVIEW

2.1	Introduction	11
2.2	Definition of violence	11
2.2.1	Violence in general	11-12
2.2.2	School violence	12-13
2.2.3	Community violence	13
2.3	The nature of school violence	13

2.3.1	Forms of violence perpetrated in schools	13-14
2.3.2	Perpetrators of school violence	13-16
2.4	School violence on an international context	16
2.4.1	School violence in Australia	16-17
2.4.2	School violence in the United States	17-18
2.4.3	School violence in England	18-19
2.4.4	School violence in China	19
2.4.5	School violence in Queensland, Australia	19-20
2.4.6	School violence in Israel	20-21
2.5	School violence in Africa	22
2.5.1	School violence in Botswana	22
2.5.2	School violence in DRC	22-24
2.5.3	School violence in Swaziland	24-25
2.5.4	School violence in Nigeria	25
2.6	Incidences of violence in South African schools	25-27
2.7	Factors contributing to violence in schools	30
2.7.1	Behaviour	30
2.7.2	Drugs, alcohol and weapons	31
2.7.3	Social influences on school violence	32
2.7.4	Family influences	32-33
2.7.5	Peer pressure	33-34
2.8	The impact of school violence on victims	35
2.9	Prevention of school violence	35
2.9.1	A South African perspective	35-37
2.9.2	Prevention of school violence: An international perspective	37-38

2.10 Services available for victims of school violence 38-39

2.11 conclusion 39

CHAPTER 3: THEORATICAL FRAMEWORK

3.1 Introduction 40

3.2 The social disorganisation theory 40-41

3.3 The social theory and perspectives on crime 41-42

3.3.1 The symbolic interactionist perspective 43-45

3.3.2 The culture of violence theory 45-46

CHAPTER 4: METHODOLOGICAL ORIENTATION

4.1 Introduction 47

4.2 Nature of study 47-48

4.3 Narrative inquiry 49-51

4.4 Profile of Inanda 51

4.5 Research instruments 51

4.5.1 Administration of the interview schedule 51

4.5.2 Data collection 51

4.6 Ethical considerations 52-53

4.7 Validity and trustworthiness of study 53

4.8 Methodological procedure 53

4.8.1 Selection of the study site 53

4.8.2 Sampling 53

4.9 Challenges and limitations of the study 54

4.10 Conclusion 55

CHAPTER 5: DATA ANALYSIS

5.1 Introduction 56

5.2 Data presentation 56-58

5.2.1 Learners understanding of school violence 58-61

5.2.2 Learners exposure to school violence 61-63

5.2.3 Gender and crime 63-66

5.2.4 Community members and their involvement in perpetrating violence in the school 66-67

5.2.5 Educators as victims of school violence 67-68

5.2.6 Support services and remedial program 68-69

5.3 Suggested measures to combat school violence 69-70

5.4 Conclusion 70

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Introduction 71

6.2 General conclusions 71-72

6.2.1 The consequences of school violence 72

6.2.2 The impact of school violence on academic performance 73

6.2.3 The emotional and psychological impact of violence on learners 73-74

6.2.4 The availability of programmes and services to assist learner victims of school violence 74

6.2.5 Recommendations 74-75

6.3 Conclusion 76

77-93

REFERENCES

APPENDICES – English and Zulu versions

Appendix A: Informed consent for participants in English 94-95

Appendix B: Informed consent for participants in IsiZulu 96-97

Appendix C: Letter to school principal 98

Appendix D: Interview Schedule for key informants 99

Appendix E: Interview Schedule for key informants in IsiZulu 100

Gatekeepers Letter 101

Ethical Approval Letter 102

CHAPTER ONE
INTRODUCTION

1.1 Introduction

Violence in schools is recognized as a major social problem as it impacts not only learners' educational achievements, but also the community as a whole. Violence in school's accounts for more than a quarter of international school-related news. Within the South Africa a context, crime and violence represent more than 10% of news on schools, and 15% of school-related news on public television focuses on school violence (Janse van Rensburg, 2010). According to Harber and Muthukrishna (2000:424), violence is a major problem in schools in urban areas, particularly in townships where they become regular prey to gangsterism, poverty, unemployment, and rural-urban drift. The availability of guns and the general legacy of violence in this this country have created a context where gangsters loot schools and attack, kill and rape teachers and students in the process. Incidences of shooting, stabbing and physical and emotional violence have occurred in both public and private schools (Akiba, LeTendre, Baker & Goesling, 2002; Zulu, Urbani &Van der Merwe, 2004:70). A report by the South African Institute of Race Relations (SAIRR) (2008) suggested that only 23% of South African learners felt safe at school at the time. Van den Aardweg and Van den Aardweg (1988, cited in Zulu et al. 2004:70), define school violence as "any undesirable behaviour of learners, educators, administrators or non-school persons within the school property".

1.2 Perspectives on School Violence

1.2.1 An international perspective on school violence

In 2007, a survey that was conducted by the Center for Disease Control and Prevention (CDCP) which involved a representative sample of US high school students, found that 5.9% of students carried a weapon such as a gun or knife on school properties. During the 30 days antedating the survey, 7.8% of high school students reported having been threatened or injured with a weapon on a school property at least once, with the prevalence rate among males being twice that of females (Zulu et al., 2004). Moreover, in the 12 months antedating the survey, 12.4% of students had been in a physical fight on school properties at least once. The rate for males was twice the rate for

female students. In the 30 days antedating the survey, 5.5% of the students reported that they had not attended school on at least one day because they did not feel safe. The rates for males and females were approximately equal.

In Australia, the Minister of Education of Queensland said in July 2009 that the rising levels of violence in schools were "totally unacceptable" and he admitted that not enough had been done to combat violent behaviour (Zulu et al., 2004). Shockingly, as many as 55 000 students had been suspended in this state's schools in 2008, with nearly a third of these suspensions caused by physical misconduct (Chilcott & Odgers, 2009). In Western Australia, 46% of school principals were either physically assaulted or witnessed physical violence in their schools during 2012. Moreover, in 70% of the schools that were surveyed, threats of violence had occurred. It was found that schools in Western Australia, South Australia and the Northern Territory were rated far higher than schools in other states in terms of threats of violence (Hiatt, 2012).

School violence has been on the increase in China, which is regarded as a developed nation. Weiming (2015:25) of the East China University of Political Science and Law states that "violence in schools has been on the rise in recent years, with attacks becoming crueller and more arbitrary". Weiming (2015) argues that the effects of the internet, particularly online games, are partially to blame for this phenomenon. Millard (2010:2, cited by Gina, 2013) reported that on 23 March 2010, a knife-wielding Chinese man went on the rampage and stabbed primary school children, which was the third incident in a month. He attacked a class of four-year-olds and slashed and terrified 28 pupils in eastern China just after they had arrived for class. This incident was one of many that occurred in China, indicating that a lack of security in schools is without a doubt a problem in this country. According to *The Daily China* (2015), 43.7% of the respondents in a survey, translating to 1 002 people from all walks of life, attributed school violence to improper family education, and 50.9% suggested that enhanced school-family collaboration could help curb school violence.

The United Nations Convention on the Rights of the Child (1989) requires states to take every appropriate measure to protect children against violence. The Council of Europe aims to eliminate violence in schools through educating children about human rights and democratic citizenship (Sandy 2005). However, as violence in schools increases internationally, the pressure for safe and orderly schools is on the rise on a global scale.

1.2.2 School violence in the South African context

The South African Human Rights Commission (1995) found that 40% of children that were interviewed had been victims of violence at school and that more than a fifth of sexual assaults on South African children had occurred at schools. The Department of Education and the Centre for Justice and Crime Prevention collaborated to initiate a programme entitled "Hlayiseka" (a Tsonga word that means "be safe"). The purpose of this project was to staunch the epidemic of school violence in South African schools (Macupe 2017).

As far back as the early 1990s, with the advent of democracy in South Africa, school violence had escalated to 55% in cities and 41% in rural areas (Lauren, 1994). Ten percent of teachers and nearly one-fourth of students in public schools claimed at the time that they had been victims of violence in schools (Hamburger, 1993). In 1993, one fourth of surveyed high school seniors reported they had been threatened with violence (Stop the violence, 1994).

By the early 20s, in a post-apartheid context, school violence had not abated. Wordes and Nun'ez (2002) considered that school violence was a subset of community violence and that it could range from something as serious as school shooting to something as simple as students' perception of feeling unsafe. Common incidents of school violence included bullying, victimisation, fighting, possession of weapons, teacher injury, and the availability and use of drugs or alcohol on campus. Considering the amount of time children spend at school and the influence of school on a child's life, Wordes and Nun'ez (2002) opined at the time that efforts should be made to create schools that are as safe as possible, and therefore this study focused on what can be done to reduce violence at schools.

On face value, the warning issued by Wordes and Nun'ez (2002) had not been heeded, because Ntuli (2015) recently reported that incidents of violence at schools in KwaZulu-Natal rated second in the world to Jamaica. The National School Violence Study (2012) revealed that learners were perpetrators of 90% of the violence that occurred in schools, whether these acts were perpetrated against other learners or teachers. In particular, school violence has been on the rise in the Inanda area near Durban. For example, Mqhawe High School in Inanda experienced horrific acts of violence in 2015. Ntuli (2015) reported one incident when a community member from Umzinyathi had entered the school in an attempt to rape school girls and to steal cellular phones from learners.

School violence occurs widely and has become a more serious problem in South Africa than ever before (Burton and Leoschut (2012). The use of violence in schools includes the use of physical force against individuals, groups or the community and has the likelihood of causing physical and/or psychological harm. Schools are supposed to be safe places where all learners have equal access to equal education opportunities and where they are treated with respect; however, this is not the case for many learners as most of the areas they live in experience high levels of violence that spill over into schools, which often makes it impossible for many learners to attend school as they live in fear of becoming victims of crime. Section 8 of the South African Constitution (1996), makes provision for a school 'code of conduct' that should establish a disciplined and safe school environment. This code of conduct should also place the obligation on learners to comply with the rules and it should make provision for due processes to safeguard the interests of the learners through disciplinary procedures. A disciplined school environment is one that is free of danger and there is an absence of any form of violence. Such a school is a place where learners can acquire knowledge to become worthy citizens in the future.

1.3 Background to and Outline of the Research Topic

(Crime & Courts 2011) reported that Inanda Township had emerged as one of the most violent places in the eThekwini municipal area and that the mushrooming of violence in the area affected schools as well. However, various scholarly studies and media reports have confirmed that school violence is not limited to Inanda or Durban, but that it has a long and tragic history in South Africa (Zulu et al., 2004:170-175). Despite the introduction of a new democratic political dispensation in 1994, violence in schools has not abated and this violence unfortunately impacts negatively on the culture of teaching and learning in schools (Zulu et al., 2004:170-175). The latter study on the nature and extent of violence in schools reveals that school violence is indeed a serious problem among learners and that it impacts deleteriously on the culture of teaching and learning.

The mass media also regularly exposes school violence as a most harmful phenomenon in many schools. For instance, different forms of the mass media such as radio, television and newspapers regularly inform the populace that violence and aggression are common forms of conflict among both learners and teachers in today's school environment. Reports of assault, random aggression, gun fights, violent threats, bullying and other forms of attack are continually headlined (Morrison 2000, Msani, 2007, Gottfredson (2001). Considering the latter, one can argue that learners are

currently living in a world where violence is not only on the increase, but is escalating out of control. Recent reports of random school shootings and killings in the US (Maphalala, 2012) and aggressive acts in schools have shocked the world, and the involvement of the youth in violent activities is prevalent in almost every South African school. These acts of violence have attracted great media attention in South Africa in recent years. In the past year alone, local media coverage of blatantly violent acts – which were at times confirmed to be serious – has fuelled public opinion that school violence in South Africa is ever-increasing at a frightening rate and that something needs to be done about it.

In 2012, the National School Violence Study (NSVS) was launched to investigate the true nature and extent of violence in South African schools. According to Burton and Leoschut (2012:ix), the first NSVS which was conducted in 2008 revealed the following:

> *"…22% of the secondary school learners surveyed had succumbed to some form of violence in the 12 months preceding the study. In 2012, 22.2% of high school learners were found to have been threatened with violence or had been the victim of an assault, robbery and/or sexual assault at school in the past year. While this figure extrapolates to 1,020,597 learners who had encountered violence at school in the past year, it does suggest that the levels of violence in secondary schools had remained relatively constant over the past four years."*

Subsequent to the exploration of changes and trends in violent victimisation at schools, a second phase of the NSVS of 2008 provided the chance to discover new and developing forms of violence affecting young people, such as cyber violence. Burton and Leoschut's (2012:ix) key findings revealed that more than a fifth of learners had experienced violence at school, and that:

- 12.2% had been threatened with violence by someone at school;
- 6.3% had been assaulted; and
- 4.5% had been robbed at school.

Similar to the 2008 study, the 2012 NSVS also emphasised the extent to which family and community factors were interconnected with the levels of violence occurring at schools. The results of the 2012 study indicated that "by the time young people enter secondary school, many of them have already been exposed to violence, either as victims or witnesses, in their homes or

communities" (Burton & Leoschut, 2012: 35). Moreover, it was found that "more than a tenth of the participants had seen people in their family intentionally hurting one another; one in ten learners had themselves been assaulted at home; while less than a tenth had been robbed or sexually assaulted at home – a situation that significantly increased their risk for violence in the school environment" (Ibid.). It was also revealed that close to half of the sample participants had witnessed a physical fight in their community. It was shocking to find that both victims and perpetrators were often known to the respondents.

In South Africa as well as in other parts of the world, young people are a fundamental focus in discussions around crime, with specific reference to violence-related issues. Burton and Leoschut (2012: 36) state:

> "*It has been known for some time now that young people succumb to violence at much higher rates than their adult counterparts, [and a] considerable amount of the violence they experience occurs within the school environment, a setting where young people spend a considerable amount of time. School violence is a multifaceted occurrence. Notwithstanding the mounting attention that this subject has gathered in the media over the past few years, studies on the nature and extent of school violence in South Africa are lacking – even in the face of the grave costs to the country's youth, and society as a whole, if the issue is not fully understood and addressed.*"

It is against this backdrop that the study sought to close the existing gap in knowledge about the causes of school violence and to contribute to the body of scholarly investigations into this phenomenon, with specific reference to the extent of the violence that learners at a notoriously violent school experienced this phenomenon and the manner in which school violence impacted their academic performance.

1.4 Aim and Objectives of the Research Study

The aim of this research was to understand school violence and the impact it has on learners' ability to perform academically. To achieve this aim, the researcher took cognisance of the fact that school violence continues to be a social issue in today's society and that learners are exposed to various forms of violence. Therefore, in view of the aim of the study, the research objectives were to:

1. Determine the nature and consequences of school violence;
2. Assess whether school violence impacted learners' academic performance;
3. Investigate the extent to which school violence impacted the emotional and psychological well-being of affected learners; and
4. Determine whether programs and services were offered to assist learners who were victims of school violence.

1.5 Key Research Questions

- What is the nature of school violence at the study site?
- What impact does school violence have on learners' academic performance?
- To what extent does school violence impact the emotional and psychological well-being of learners at the school under study?
- Are support programmes and services offered for the victims of violence at the school under study, and what impact do these programmes – or the lack thereof – have on the learners of the school under study?

1.6 Conceptualisation of Relevant Terms

1.6.1 School

According to section 76 of the Employment of Educators Act (Republic of South Africa, 1998) the concept "school" refers to "an educational institution at which education as well as training, including pre-primary education, is catered for and which is sustained, managed and controlled or subsidised by a provincial department". In terms of the South African Schools Act No. 84 of 1996 (South Africa. Department of Education, 1996:4), the term "school" means "a public school or an independent school which enrols learners in one or more grades between grade zero and grade twelve. Universities and other tertiary institutions are not included under the concept. For the purpose of this research study, the definition of a school which is provided by the South African Schools Act (Ibid.) was adopted.

1.6.2 Urban school

An urban area is the region surrounding a city or town and is characterised by high population density and amenities such as a school, hospitals, shops, government offices, and commercial enterprises (South Africa. Department of Education, 1996:4). In comparison, areas known as peri-urban, semi-rural or rural are not densely populated and often lack basic amenities such as those that are available to urban dwellers. For the purpose of this study the school that was selected was situated in an urban area.

1.6.3 Learner

Mothata, Lemmer, Mda and Pretorius (2000:94) define a learner as any person, ranging from early childhood to about 18 years of age, "who is involved in any kind of formal or non-formal education and training activity, and any person who receives or is obliged to receive education". In the context of a school, "learner" refers to a young person studying in a public or private school. This particular study refers to a learner as someone who is being educated at a high school which generally offers education to learners from grade 8 to grade 12.

1.7 Study Site and Research Sample

One school in Inanda that was notorious for acts of violence was purposively selected as the study site, whereas the learner population was represented by a learner sample that comprised twenty participants. These participants included Grade 11 and Grade 12 learners. Ten (10) learners (5 males and 5 females from Grade 11) and 10 learners (5 males and 5 females from Grade 12) were identified by their form teachers and agreed to participate in the study. The reason why learners from the senior grades were selected was because they had been at the school for much longer than junior learners and were thus in the best position to provide information on school violence at the school. To select the research participants, a purposive sampling method was utilised, thus assuring the representation of all groups with the sample characteristics of each stratum that could be estimated and enabling comparisons to be made (Activist Guide to Research and Advocacy, 2003:60). Purposive sampling is also known as judgement sampling, which is the deliberate choice of an informant due to the qualities and the knowledge that the informant possesses. The researcher

decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of their knowledge and/or experience (Tongco, 2007:147). The researcher was supported by the principal and his staff representatives to identify the 20 learners after formal and written consent had been obtained to do so.

1.8 Data Analysis

The study adopted a qualitative approach and the data that were obtained from the learners were transcribed verbatim. The qualitative, analytical method of thematic analysis was utilised to analyse the data that were generated during the fieldwork phase of the study. Thematic analysis is defined as "a method for identifying, analysing and reporting themes within the data. It minimally organises and describes your data as set in (rich) detail" (Braun & Clarke, 2006:6). It also often goes further than this and allows the researcher to interpret various aspects of the research topic (Boyatzis, 1998) in the quest to "unearth the themes salient in a text at different levels" (Attride-Stirling, 2001:387). Braun and Clarke (2006: 6) note that this method is advantageous because "through its theoretical freedom, thematic analysis provides a flexible and useful research tool which can potentially provide a rich and detailed yet complex account of [the] data". In this process, trends and patterns that emerged from the data were identified and themes were developed from these patterns.

1.9 Structure of the Dissertation

Chapter one: General Orientation and Problem Formulation

This chapter gives an overview of the background to the study and presents the problem statement as well as the aim, objectives and research questions that directed the study. The research methodology and the study design as well as the data analysis procedures were briefly described.

Chapter two: Review of Related Literature

This chapter offers an in-depth review of information on the topic that was obtained from the works of other scholars. This review elucidates a profound understanding of the notion of school violence

and its impact on school learners, and the information was used as a springboard for the investigation that was conducted at a high school in Inanda Township, KwaZulu-Natal.

Chapter three: Theoretical Framework

This chapter outlines the theoretical framework within which the study was located. The three theories that underpinned the study were the social disorganization theory, the social theory of crime, and the theory of the culture of violence. All three these theories were utilised to create a link with the topic under study in order to generate a broad yet in-depth understanding of the school violence phenomenon.

Chapter four: Research Methodology

This chapter provides an account of the methodology that was used to collect the data. A thorough description of the research design and the methods that were used in the study is thus provided. Whereas Chapter one briefly refers to the research site and the study sample, these elements of the study are discussed in more detail in this chapter.

Chapter 5: Data Analysis

This chapter reports the results that emerged from the data analysis. The analysis of the data was framed within the social disorganisation theory, the social theory of crime, and the theory of the culture of violence. This chapter unpacks the impact school violence has on learners' emotional and physical well-being, their academic performance, and on school attendance. The findings are further explored in order to suggest workable solutions to curb the scourge of school violence.

Chapter 6: Recommendations and Conclusion

This chapter concludes the report by summarising the main findings and providing recommendations and offering suggestions for further research on school violence.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the literature that was pertinent to the aim and objectives of the current study. The review first seeks to determine the types of violence that learners are generally exposed to. Secondly, it seeks to determine the causes of violence in schools through the lens of earlier literature in this field. Thirdly, this chapter explores coping strategies (if any) that learners who experience violence may employ. Finally, programmes and services that are offered in schools for victims of violence are discussed and strategies that are available to reduce violence in schools are illuminated.

2.2 Definitions of Violence

2.2.1 Violence in general

The term violence refers to any type of crime where the use of threat or the commission of actual violence exists (Australian Crime Facts & Figures, 2007: 8). In addition, Nicholas, Kershaw and Walker (2007:56) define violence as "any offence resulting in death, regardless of intent, where serious injury was intentionally caused or attempted". In South Africa, violence includes those crimes where the following elements are present: a threat to or the actual injury/death of a person, threat or use of force, and violence or threat by using a weapon (Van der Hoven, 2004).

The following definition of violence was adopted from the World Health Organisation (WHO) (2002:4) for this study: Violence is "the intentional use of force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation" (WHO, 2002:5).

Clearly, violence manifests as an action or actions aimed at purposely hurting another or others. It includes roughness, inhumanity and unlawful acts with the purpose of hurting another either

physically or emotionally and psychologically. Burton and Leoschut (2012:2) opine that not all crimes are violent and not all violence is criminal; for example, bullying in particular can be viewed as a form of violence, but it is difficult to recognise the damage – psychological, emotional or physical – that it can cause.

2.2.2 School violence

According to Burton and Leoschut (2012:2), the terms 'violence at school' and 'school violence' conjure up a picture of violence that is contained within a particular environment – that is, "violence that occurs within the physical borders of the school environs". However, this definition is not complete, as it should include the fact that school violence is also associated with the way young people experience school. School violence therefore includes acts that are, on a daily basis, associated with school, specifically when learners are travelling to and from school, or arriving at or waiting outside the school grounds.

Lambert (2013:17) is of the opinion that there is no single definition of school violence. Some researchers define school violence as every act from scratching another with a paper clip to a mass event such as shooting that causes many deaths. Some acts include verbal abuse such as insults, while other acts are social behaviours such as bullying and ostracising, which is to stop accepting someone as a member of a group and refusing to talk or listen to the targeted person (Lambert, 2013). According to the National Crime Prevention Council (NCPC, 2004:1), children around the world experience violence as a regular part of their school experiences. Schools have changed and have become spaces for violence and crime, which are phenomena that contribute to poor academic results. Burton and Leoschut (2012:2, in Dahlberg and Krug, 2002) view school violence as an international phenomenon which they define as "the use of physical force or power, threatened or actual against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation". Clark (2011:01) states that students who have been victims of school violence report some of the following symptoms: an increase in believing they are too unsafe to attend school and suicidal thoughts. Moreover, such students experience more psychological distress than students who are seldom or never victimised. In addition, school violence is an experience that affects students, teachers, school management, the educational process and the community (Goldstein, Apter, & Harootunian, 1984; Stephens, 1997).

Many researchers have found that schools in urban areas, particularly in townships or poverty-stricken residential areas, are regularly prey to gangsterism (Mkhize, 2012, Ferdon, 2014, Crawage 2005). Poverty, unemployment, rural-urban drift, the availability of guns and a general legacy of violence have collaborated "to create a context where gangsters rob schools and kill and rape teachers and students in the process" (Contsa & Shumba, 2013:2).

2.2.3 Community violence

Scarpa (2003:2, cited in Mkhize, 2012:18) defines community violence as "violence that is experienced as a victim or witness in or near homes, schools and surrounding neighbourhoods ". Mkhize (2012) further asserts that community violence is more comprehensive in the sense that it covers violence that takes place within and outside of community members' immediate families or homes.

2.3. The Nature of School Violence

2.3.1 Forms of violence perpetrated in schools

School violence is a subset of youth violence and has been described as a public health problem (Ferdon, 2014). Crawage (2005:12) believes that "school violence is a social process while the Government views school violence as a serious threat to effective teaching and learning".

Van Jaarsveld (2008:178) argues that violence in schools is caused by a societal culture that promotes tolerance for violence, which is known as "a culture of violence". Violent and aggressive school learners are modelling what they are directly witnessing and being exposed to in their homes and communities (Burton & Leoschut, 2012). Emotional, verbal and psychological forms of school violence include insults, name calling, threats to cause emotional pain, and jealousy of bright or hard-working learners who wish to achieve their goals.

Burton and Leoschut (2012:34) found that, in the case of threats of violence (48.7%) and sexual assault (41.2%), less than half of those who had been exposed to these crimes in the preceding year reported only a single experience. In fact, 30.3% of learners who had been threatened with violence had been exposed to these threats at least twice, while 21% had experienced these threats three or more times. A total of 28% of sexual assault victims recounted at least two incidents of sexual assault in the year preceding the study, while close to a third (30.5%) of sexual assault victims had

been subjected to such violence three or more times in the same period. The researchers also found that repeat victimisation resulted in elevated levels of fear and anxiety, and that these fears were associated with a range of harmful consequences for young people. Although the majority of assault (53.2%) and robbery (54.1%) victims had been exposed to these crimes only once, a fairly large proportion had still been victims of other forms of school violence such as bullying and assault (Burton and Leoschut 2012:34).

Table 2.1 presents the findings of the second National School Violence Study (NSVS) which was conducted in 2012 by Burton and Leoschut (2012)

Table 2.1: Frequency of Victimisation at Schools - 2012

	Occurrence in the year (12 months) preceding the survey		
	Once (%)	**Twice (%)**	**Three times or more (%)**
Threats of violence	48.7	30.3	21.0
Assault	43.2	22.3	24.5
Sexual assault	41.2	28.0	30.5
Robbery	54.1	27.4	18.0
Theft of personal belongings	27.9	29.1	42.9

Source: Burton and Leoschut (2012)

The high levels of acts of violence that were exposed in the study, and more particularly the repeat frequencies of these events, send out a strong warning signal that school violence is out of control and should be addressed with vigour.

2.3.2 Perpetrators of school violence

The National School Violence Study (2012:40) suggests that awareness of who the aggressors are who commit acts of violence in schools enables school authorities to respond appropriately and to address the needs of both victims and perpetrators to prevent further victimisation. The current

study took cognisance of this suggestion, and learners were asked whether they knew the individuals who had perpetrated the violence against them, as it was argued that such knowledge would go a long way in devising intervention strategies that target the perpetrators and the victims. The findings of the NSVS (2012:42) revealed that, in most cases, the learners were acquainted with the individuals who had perpetrated violence against them. Familiarity with the offender was reported in approximately nine of out ten cases of threats (93.6%), sexual assault (90%) and the cases of assault (87.5%) that were reported. However, the perpetrators seemed to be less known in the case of property-related crimes "with one in two (55.8%) victims of robbery and less than a quarter (23.4%) of theft victims claiming to know the person who had robbed or stolen goods from them" (Ibid.). The findings further revealed "that much of the violence encountered by learners at school was perpetrated by pupils, [who were] either classmates of the victims or other learners at the school" (Ibid). Furthermore, the findings revealed that "school pupils were responsible for approximately 90% of the threats, sexual assaults, robberies and thefts of personal belongings that were reported. In the case of assault, only 69.8% of the crimes were perpetrated by fellow learners at the school" (NSVS, 2012:41).

A noteworthy finding was that educators were also implicated as perpetrators, although to a much lesser degree than learners. Teachers were identified as perpetrators in 25% of assaults, 9.1% of robberies, 6.9% of thefts, and 6.8% of cases in which learners had been threatened with harm while at school (NSVS, 2012:43). A shocking finding was that educators were identified as the aggressors in 3.9% of sexual assault cases. Although uncommon, crimes perpetrated by gang members were present in the threats and robberies reported by the learners in the NSVS study.

Table 2.2: The Perpetrators of Various Types of Violence (%)

	School teachers	**School pupils**	**Family members**	**Persons from outside the school**	**Other persons of authority**	**Gang members**	**Total**
Threats	6.8	90.3	0.9	0.7	1.0	0.1	100
Assault	25.0	69.8	0.9	0.6	3.7	0.0	100
Sexual Assault	3.9	90.9	1.2	0.0	0.4	0.0	100
Robbery	9.1	86.0	1.4	0.7	2.7	0.7	100

Theft	6.9	91.3	0.7	0.3	0.8	0.0	100

Source: National School Violence Study (2012)

Table 2.2 indicates that the perpetrators of school violence are teachers, pupils, family members, persons from outside the school, persons of authority, and gang members. The fact that such a wide range of actors are implicated as perpetrators of school violence strongly indicates the vulnerability of the learners in the school context.

2.4 School Violence in an International Context

By exploring the occurrence of school violence internationally, the researcher aimed to illuminate and possibly suggest some strategies used in other countries (if any) to curb or to deal with school violence within the South African context. The following countries were included in the literature review: Israel, France, China, Queensland (Australia), England, and the United States of America (USA). The reason that these counties were selected was because South Africa has strong economic and political ties with them.

2.4.1 School violence in Australia

A study conducted by Luke Adams (2013) under the auspices of the Luke Adams Foundation states that violence in Australia is on the rise. Whether violence occurs among fighting learners or when students assault teachers and staff, the findings suggest that the problem is growing – and it is growing rapidly. According to Adams (2013), violence in Australian schools is a problem that is having an effect not only on schools, but on society as a whole, and they assume that if left unchecked it could do long-lasting harm. Farrington and Ttofi (2010) found that more and more children were coming to school with weapons, and that this phenomenon was escalating. Thus the tendency among school children to carry knives is increasingly scrutinised as the rate of stabbings has soared (Farring & Ttofi, 2010). In this context, John Toumbourou, the Deakin University Chair of Health Psychology, stated that detectors at schools might be the most effective way of dealing with this problem (Siobhan, 2014). Toumbourou et al. (2005) argue that violence in the Australian school system should be dealt with sooner than later as assault rates and bullying continue to draw headlines in newspapers across the country.

Grunseit, Weatherburn and Donnely (2005) refer to high levels of assault in schools both in Australia and overseas. This study reports the following types of violent activities that students engaged in over a 12-month period:

- pushing
- grabbing
- kicking
- biting
- hitting with fists
- throwing items
- using sharp instruments
- pulling hair
- hitting with an object.

Toumbourou (2005) opines that it is important to establish a violence-free environment at schools so that young people are aware of how to relate to one another. One important factor is to ensure that there is no alcohol involved that causes unnecessary violent incidences. Toumbourou (2013) suggests that alcohol use and abuse are high amongst adolescents.

Studies such as the ones mentioned above clearly show that violence is escalating in Australian schools at a rapid rate, and it seems as if nothing has been done, or is currently being done, to reduce this phenomenon in this country.

2.4.2 School violence in the United States of America (USA)

According to Lambert (2013:23), violence is not a new phenomenon in American schools. His study cites a report dating back to the 1800s which reported that students killed someone else in a school. The victim was a teacher whom the students thought had administered discipline unfairly. According to this researcher, the first mass shooting in an American K-12 (Kindergarten to Grade 12) school occurred in 1974 when a 17-year-old entered his high school in Olean, New York, over the Christmas break and fired randomly onto the street below, killing three and wounding eleven.

Lambert (2013:14) reports that thirteen adolescents are murdered every day in the United States and that numerous children and teens die in gun-related incidents. The Center for Disease Control (2007, 2010) reports that each year mass shootings occur in elementary or secondary schools, and

Gina (2013:38) confirms that large scale attacks on students in schools and on college campuses demonstrate that mass violence involving school going children is not new. For instance, a school attack occurred as far back as 1927, when a 55-year-old man named Andrew Kehoe murdered his wife and then used dynamite to blow up a school in Bath, Michigan. Kahoe killed 45 people and wounded 58, most of whom were children (Langman, 2009:160).

The 1970s and 1980s were not exempt from school violence. In 1979, a teenage girl named Brend Spencer opened fire on an elementary school across the street from her home in San Diego, California (Gina, 2013). She killed two adults and wounded eight children and a police officer (Langman, 2009:168). Ten years later, in 1989, a 26-year-old man named Patrick Purdy opened fire on an elementary school playground in Stockton, California. He killed five. American history is rife with multiple homicides at schools. However, school shooters did not go on a rampage in American schools until the late 1990s (Langman, 2009:168).

For example, Andrew Golden, age 11 and Mitchell Johnson, age 13 lived in Jonesboro, Arkansas. On March 24, 1998 the two boys carried out a sniper attack from outside the school as students and teachers exited the building after Andrew had set off a fire alarm. They killed four girls and a teacher and wounded nine other students and one teacher. Andrew and Mitchell were too young to be tried as adults in Arkansas but were convicted as juveniles. They served their time until they turned 21. Both were released and are now free men (Khosla, 2009:43). Andrew Wurst, age 14 lived in Edinboro, Pennsylvania. On April 24, 1998 Andrew went to a school dinner-dance. Before leaving home, he left a suicide note and picked up a pistol. At the dance, he shot and killed a teacher and two students. Andrew was still in prison in 2004 (Newman, 2004:30).

The above studies confirm that school violence is prevalent and escalating in the USA. In this researcher's view, the government's inability to curb these mass shootings sends a strong message of incompetence and a lack of political will to address this issue through the strongest measure possible, which is rigorous gun control in all the American states.

2.4.3 School violence in England

Although some countries seem to experience an escalation of school shootings, England seems to experience stabbing as a form of school violence among the youth (Gina, 2013:42). According to

Phaneuf (2009:53), in 2008 there was a 39% rise in violent crime among children under 18. Over 900 deadly weapons such as guns, knives, knuckle-dusters and claw hammers were seized by police on school premises in that year. On dozens of occasions such weapons were used to attack fellow students and teachers.

Learners become violent either at school or outside school premises and British authorities blame parents for their children's antisocial behaviour (Gina, 2013:42). This author further mentions that government is trying its utmost to curb youth violence and argues that it is time that the government delivers on its promises of tougher sentencing for youths who carry knives. The government has responded to youth violence and aggression by introducing the Safer Schools Partnership Project (SSPP) (which originated in the USA) and other initiatives like Parenting Wisely (Parenting Wisely Fact Sheet, 2012).

2.4.4. School violence in China

School violence is prevalent in countries around the world (Smith & Brain, 2001; Benbenishtl & Astor, 2005). Millard (2010:2) reports that on 23 March 2010, a knife-wielding man went on a rampage in a city in China, stabbing primary school children. This was the third incident in a month. He attacked a class of four-year-olds and slashed 28 terrified pupils in eastern China just after they had arrived for their class. This incident is only one of the many that occurred in China, indicating that school violence is still a huge problem in this country (Beijing, 2015). According to Xinhua (2015), China's prosecutors nationwide need to unite with all forces to eradicate school bullying and especially school violence.

The Chinese newspaper, *The China Daily (*2015), surveyed 1 002 people at various educational levels. Of these respondents, 43.7% attributed school violence to improper family education, and 50.9% suggested that enhanced school-family collaboration could help curb school violence (Xinhua, 2015).

2.4.5. School violence in Queensland, Australia

School violence in Queensland, Australia is reportedly on the increase. For example, O'Chee (2015) argues that, in the past when learners went to school, they were likely to be killed or injured

by being hit by a car as they crossed a road, but once they arrived inside the school grounds they were relatively safe. However, it now seems that the increasing use of weapons in schools causes acts of violence that may soon spiral out of control. He believes that school premises in this state are no longer safe. Doneman (2013) reported that the number of assaults by school children on fellow students in Queensland schools had risen in 2012, and that the authorities grappled with measures to improve the dismal literacy and numeracy standard. Queensland police statistics that were obtained by the *Sunday Mail* newspaper in 2009 also revealed that violence in both state and private schools was at the highest rates ever, with girls among the worst offenders.

The following incidents that were reported by the *Sunday Mail* of 13 September 2009 indicate that violence was rife in Queensland schools at the time:

- A 12-year-old girl was charged after allegedly stabbing a 13-year-old boy in the chest at a Gold Coast high school.
- In March 2009, 383 high school students, including 111 girls, were arrested for assault. This was an increase of more than 150% from previous surveys. Assaults by boys rose 76%.
- Even primary schools were riddled with violence, with more than 130 attacks reported to police.
- Queensland Deputy Police Commissioner Ian Stewart reportedly said that there had been a "worrying" increase in school-related assaults, including fights outside school hours and away from school premises. "We are seeing more assaults [in schools] with more children coming to school with weapons," he said. He stated that youths were copying adult behaviour by using technology inappropriately and thus they were incited and got involved in fights. According to the Commissioner, gangs were involved in petty street crime, and police had launched a project to collect intelligence on gangs with members as young as 10. Mr Stewart said that police were working with the Youth Violence Taskforce, the government and community agencies to tackle youth violence.
- Figures released by the report showed that 2 870 girls were among 16 694 state primary and high school students who had been suspended for "physical misconduct" in the financial year 2008. Physical misconduct included violent assault and poking and pushing

among students and staff. In 90% of the cases, the students were suspended for one to five days.

The Queensland authorities made concerted attempts to curb school violence. For example, an Education Department spokeswoman who was quoted in the same article said state schools had a "responsible behaviour plan" that outlined expected standards for and consequences of behaviour. Queensland Teachers' Union president Steve Ryan said that the increase in arrests for school violence was a reflection of what has happening in society.

2.4.6 School violence in Israel

A study by Nesher (2012) found that high school students in Israel tended to engage in heavy drinking, with as many as 47% of the respondents habitually drinking vodka, whiskey and other forms of alcohol. Substance abuse was also a problem, with 5% attesting to using Ecstasy or amphetamines. This study also found that almost 50% of learners between the fourth and sixth grades of the surveyed schools had been exposed to verbal violence.

According to the Health Ministry (2011), a study among senior high school students that included close to 25 000 pupils in state and state religion schools showed that there was no apparent change in levels of violence from 2009 to 2011. However, rates of school violence seemed to decrease, as Kedar (2009) found that 26% fewer elementary school students and 27% fewer junior high school students complained about dangerous and violent incidents in 2011 compared to 2009. Education Minister Gideon suggested at the time that the improvement stemmed from measures taken to "stiffen discipline and order" in schools and to the support provided to teachers and principals in the campaign against violence (Nesher, 2012:5). To address school violence, laws affirming students' rights were changed to enable schools to suspend a pupil immediately in response to violence infractions without having to wait until a pupil exercised the option to appeal.

However, school violence still occurs, as these shocking statistics (Nesher, 2012:5) suggest:

- 27% of students aged 6 to 9 are bullied at least every week.
- In 87% of these cases, onlookers were present yet did nothing.
- Bullying is most prevalent among learners around the ages of 5 to 8 years.

2.5 School Violence in Africa

The literature appears unanimous in its evaluation that school violence in countries in Africa has increased and manifests in various social problems (Msani, 2007). Ruto (2009) states that physical punishment occurs not only in homes, but also in schools in African countries. Most school children are familiar with bruises and painful wheals resulting from whipping, caning and slapping. However, while school violence occurs across the continent, many acts of violence are not reported because the victims are afraid to come forward as they may be stigmatised (Leach, Mandonga & Machkanja, 2000). School violence may manifest in any form ranging from corporal punishment to bullying, verbal abuse, harassment, and criminal behaviour such as assault, gender-based violence, arson and even murder − all of which have occurred in classrooms, hallways, school playgrounds, or school restrooms (Holan, Flisher & Lombard, 2007).

The following African countries will be briefly reviewed: Botswana, the Democratic Republic of the Congo (DRC), Swaziland, Nigeria, Zimbabwe, Namibia, and Mozambique.

2.5.1 School violence in Botswana

Reportedly, Botswana also experiences violence in schools "that manifests in multiple ways, including physical fights amongst learners, sexual assault, theft, vandalism, and the use of corporal punishment by teachers" (Mabasa, 2013:99). It would seem that no particular programme has been developed to deal with these problems (Gina, 2013:44). According to Matsonga (2003:178), one response has been the sanctioning of the use of corporal punishment by the Botswana Penal Code (section 26) and the customary court, although there are certain restrictions. In some cases learners who have been found guilty of misdemeanours are forced to do manual labour. This country adopted Guidance and Counselling as a subject in schools as a measure to sensitise learners to the harmful effects of violence, but the emphasis is mostly on preparing learners for the work place (Gina, 2013: 44)

2.5.2 School violence in the Democratic Republic of Congo (DRC)

School violence in the DRC is also escalating rapidly. The Human Rights watch (2015) reported that children were highly likely to be attacked while on their way to school, and children and

parents told Human Rights Watch that they feared being abducted or raped which kept them from attending school. Sheppard (Deputy Director of a children's rights organisation) (2012) suggested that students should be kept safely in schools and that "schools should be at the heart of efforts to build durable peace in Congo".

Evan Watt (2017), online Editor for *Global Coalition to Protect Education from Attack*, stated that there were high levels of violence in Congolese schools. This editor provided the following information that pertained to the period 2016/2017:

During the ongoing conflict that originally erupted into full-blown war in the DRC in 199/7:

- More than 150 000 children went missing from educational settings because of violence and attacks that saw over 600 schools damaged in the Democratic Republic of Congo.
- Even where schools had not been directly affected by the external violence, many children and teachers have been unwilling to attend classes because of the fear of ongoing violence or attacks, particularly in regions in the eastern parts of the DRC.
- Dr Tajudeen Oyewale, Acting Representative in the DRC for a United Nations Children's agency (UNICEF), suggested that it was essential to give children the opportunity to return to the classroom as quickly as possible, adding that schools should be safe places where children can learn and begin to recover from the stress of displacement or the memories of what they might have seen (UNICEF 2015).
- More than one in ten primary school children's education was interrupted as a result of violence. At the time of the Human rights watch report (2015) many schools in the region had not been operating for more than 100 days.
- An estimated 400 000 children in the Greater Kasai area were at risk of severe malnutrition and attacks on schools. More than a third of the health centres run by non-governmental organisations (NGOs) were forced to close following looting, thus depriving children of vital services and medicine.

The above information suggests that school violence in the DRC is primarily instigated by political violence in the country. The data seem to suggest that rape is the most common act of physical

violence that is perpetrated against both girls and boys (Watt, 2017). However, many of these acts are instigated by warring factions from outside the schools, and not by school children themselves.

2.5.3 School violence in Swaziland

According to Tumwine (2014), subsection 29(6) of the Constitution provides that every Swazi child shall, "within three years of commencement of the Constitution, have the right to free education in a public school at least up to the end of primary school". The right to a primary education is thus ensured, with the added provision that the learning environment must be free from violence.

Tumwine (2014: 03) cites the following evidence about violence in Swaziland schools:

- The sports educator at Malamulela High School in Northern Swaziland broke a child's arm by severely and physically assaulting him (Ndlovu, *Times of Swaziland*, 05 March 2011).
- In an incident that happened at Edoropen High School in Southern Swaziland in 2011, an educator was attacked by one of the learners while he was administering corporal punishment to a group of male students (Maziya, *Times of Swaziland*, 25 March 2011).
- At Mhlatane High School in Northern Swaziland, corporal punishment was used. Educators caned the students in addition to kicking, slapping and hitting them with the fist (Dlamini, *Times of Swaziland*, 26 September 2011).
- At Ncabaneni High School, Scelo Dlamini, a 22-year-old male marijuana addict, stormed into the classroom wielding a spear and stabbed 13 learners. A 13-year-old girl died on the spot and the other children stoned Sicelo to death (*Times of Swaziland*, 16 July 2009.)

It is noteworthy that children and youths under the age of 19 years make up 52% of the Swazi population (Kingdom of Swaziland, 2012:09). Learn without Fear (2010:16) stated that if school violence was not properly managed, it could cost children their future by "keeping them poor and eventually preventing the country from developing". By guaranteeing children an education, they will not only be empowered later in their lives, but it will also will pave the way for economic

development of the country. While UNICEF (2012:01) recognises that Swaziland has made a difference by creating safer schools, the world is advancing technologically and educators are under severe public scrutiny. They face the mammoth task of making sure that children's right to education and a safer environment is guaranteed. However, schools have faced increasing external pressures such as drugs and gangsterism, both of which encourage violent behaviour.

The above findings seem to suggest that violence in schools in this country does not only emanate from the learners, but that educators are also complicit in perpetrating violence in Swaziland schools.

2.5.4 School violence in Nigeria

Violent behaviour in schools in Nigeria has unacceptable consequences (Egbochuku, 2007). The display of violent behaviour causes pain and the loss of lives and property (Brown & Merrit, 2000:47). Incidents of violence have also resulted in reduced school attendance and in impaired academic ability (Ibid.). A study conducted by the Nigeria Federal Ministry of Education (2007) revealed that physical violence and psychological violence accounted for 85% and 50% of the bulk of violence against children in schools respectively. According to the latter study, physical violence was more prevalent (90%) in rural than in urban areas (80%), and physical violence was higher in Southern Nigeria (90%) than in the Northern region (79%). Furthermore, psychological violence was found to be almost evenly distributed among males and females in Nigerian schools (Aluede, 2006:141).

2.6 School Violence in South Africa

The Constitution of the Republic of South Africa (1996) guarantees all people's right to freedom from violence, which is mutatis mutandis (meaning "necessary changes have been made"). Section 12 (12)(c) in particular makes provision for freedom from violence in schools as places of education. Section 28 (1)(d) of the Constitution also specifically affirms the right of children to be protected from any form of maltreatment and their right to education is protected under section 29. Sedibe (2011:129) advocates that the new South African Constitution states that everyone has the right to a basic education. Also, the South African Schools Act (1996) states that schools must admit all learners without discrimination or prejudice. However, the reality of violence in South

African schools is not congruent with explicit and fundamental human rights (Prinsloo, 2005). Masitsa (2011:164) argues that "violence is deep-rooted in South Africa" as equality and access to education for all is still problematic and has remained a major problem and a challenge in South Africa. This view is corroborated by Burton (2008), Burton and Leoschut (2013) and Ncotsha and Shumba (2013), who are of the opinion that violence in South African schools is so severe that schools are rapidly and increasingly becoming arenas of violence, not only among learners, but also between educators and learners. This violence is exacerbated by interschool competition and gangsterism.

According to Mncube (2013), school should be the place where children can learn about things that can be an investment for the future. Rossetti (2001) concurs, arguing that education is not only associated with lessons in science, but that students also learn to socialize with others and to respect the environment. In this context Burton (2008:01) states that schools, if considered holistically, are environments where children not only acquire knowledge, but they are also environments where they learn "to know, to be, to do, and to live together". However, the impact of violence in schools is one of the most challenging issues that educators, parents, policy makers, learners and the community in South Africa face (Shabalala, 2016; Mncube, 2012). Incidences of shootings, stabbings and physical and emotional violence have occurred in both public and private schools (Urbani & Van der Merwe, 2004:70) and various authors agree that violence has become part of everyday life in some schools in South Africa (Ngqela, 2012:87; Kgobe & Mbokazi, 2008). Bullock (2007) argues that school violence is a "scourge in South African schools and [that it] needs to be addressed" as a matter of urgency. Smith (2004:173) recognizes that violence is a major social problem that not only affects the well-being and educational achievement of students, but that it can undermine democratic values and education for citizenship. Burton (2008) is of the opinion that violence in schools impacts negatively on all educational processes, creating instead a place where children learn fear and distrust, where they develop distorted perceptions of identity and self-worth, and where they acquire negative 'social capital'. Conversely, Lambert (2013:06) states that children are far safer at school than almost everywhere else, including their own homes or their parents' cars, as many more children die in violent incidents outside school than in school. However, in this researcher's opinion Lambert disregards the harm that psychosocial and emotional violence can cause a child, such as the violence that occurs through bullying, threats, ostracism, rejection and mockery.

A study by Burton (2008, cited in Contsa & Shumba, 2013:2) on school violence in South African schools found that about 1.8 million of all pupils between Grade 3 and Grade 12 (15.3%) had experienced school violence in one form or another. For example, the study revealed that in 2013, 12.8% of learners in South Africa had been threatened with violence; 5.8% had been assaulted; 4.6% had been robbed; and 2.3% had experienced some form of sexual violence at school. These findings clearly suggest that learners are victims of school violence because it takes place in the classroom or on the school grounds. It was against this background that this study sought to investigate the following: (a) What forms of violence are prevalent in a school that is situated in a notoriously violent area in South Africa?; (b) What are the causes of violence in this school?; and (c) How does violence in this school impact both learners and educators?

For comparative purposes based on the literature review, incidences of violence that occurred in schools outside the Inanda area (which was the study area) were reviewed.

2.6.1 Incidences of school violence in schools in South Africa

Going to school is more than just learning to read and write. Schools are places of learning where every student should have multiple opportunities to develop their capacity for nonviolent problem solving (Rossetti, 2001). KZN circular no. 32 of 2012 acknowledges that every parent is concerned with the life of his/her child, therefore the issue of violence in schools cannot be the responsibility of the Department of Basic Education (DoBE) alone.

According to the DoBE (2017), parents should also play an active role in ensuring that the safety of their children inside and outside school premises is guaranteed and therefore all role players in education must ensure that violence in schools is under control. However, Payet and Shaikh (2013) reported that Durban schools in KwaZulu-Natal had become dangerous playgrounds for gangs and that violence was used to solve disputes and disrupt lessons.

The General Household Survey (2011) showed that schools in KwaZulu-Natal experienced the highest rates of violence, verbal abuse and corporal punishment compared to schools in seven other provinces in the country. Hofmeester, Deputy President of the South African Democratic Teachers Union (SADTU), said that while pupils in the Western Cape said it was easy to bring weapons into schools, KwaZulu-Natal pupils said they had easy access to drugs and alcohol at school (Ntuli

2015). The Centre for Justice and Crime Prevention (2012) found that 22.2% of high schools had been subjected to some form of violence in the survey period. A study by the same organisation found an alarming increase in school violence in 2013:

- 22.2% of high school pupils had been subjected to some form of violence;
- 12.2% had been threatened with violence;
- 4.7% had been sexually assaulted or raped; and
- 4.5% had been robbed at school.

According to Enoch (2013) who reported on eNCA, a trend in South Africa is an ever increasing number of fatal attacks on teachers and pupils with weapons such as guns, swords, bottles and knives. A related trend is that such crimes are captured on cellular phones (or cell phones) and posted on social sites such as Facebook and on the web.

The following incidents were reported by Enoch (2013) on eNCA in different schools:

- In February 2009, a school pupil was shot dead in a classroom in Imbali near Pietermaritzburg in KwaZulu-Natal. Sphamandla Dlamini Hlubi (15) was shot in the head after he had brought a 9 mm pistol to class. It was reported that another pupil took the gun and when Hlubi tried to get it back, the gun went off and he was killed.

- On 22 October 2012, two Western Cape teenagers, Xolisani Thomas (18) and Siyabulela Mbalula (18) killed Thabani Mntini (19) by stabbing him in the face and chest during an altercation at a Mossel Bay school.

- In September 2013, a 15-year-old schoolboy killed a fellow pupil in a fight allegedly over a pencil during lunch break. Donald Molefe died at the school after being stabbed several times in the chest with a pocket-knife. The *Sunday Times* reported that Molefe's death was filmed on cell phones by his friends and was circulated on YouTube (Enoch 2013). According to Molefe's principal, children were regularly searched for weapons at the school gates before classes commenced.

- In October 2012, the Western Cape High Court found a dance teacher guilty of raping seven young girls. Lawrence Gagu (49) was found guilty of one incident of sexual grooming and three of exposing young girls to pornography. The crimes were committed with girls aged 12 between June 2009 and March 2010. When the girls testified against him, they revealed that Gagu had lured them to his Makhaza shack after dance lessons on the pretext of wanting them to clean the shack or run errands. He would ask two girls to go home with him, send one of them on an errand and then rape the remaining child.

- In November 2012, an East Rand Grade 11 pupil shot dead a fellow pupil he accused of bullying him. In that same month, a grade 9 and 10 teacher, Ngcebo Lubisi, was knocked unconscious by a pupil whose cell phone she had confiscated during an exam.

- A 52-year-old teacher was killed for allegedly failing a pupil. The teacher, Maureen Luck Khuzwayo, was shot at a school in Maphumulo. A relative of the pupil stormed into Khuzwayo's office and allegedly shot her twice in the stomach, asking her why she had failed the learner.

According to Payet and Shaikh (2013), gangsters and bullies are also active in schools:

- A pupil was hospitalized after being assaulted by bullies early in 2013 at Marklands Secondary School.
- In Pretoria, a schoolboy from Langenhoven High School had his ear chopped off with a machete and three others were injured.
- At Suid Natal Hoërskool in Port Shepstone, two pupils were assaulted by a gang after numerous threats.
- Fighting erupted between rival gangs at Umlulama Secondary School in Thornville near Pietermaritzburg. A 16-year-old pupil was fatally stabbed.

According to Osborne (2004), school violence may be broadly considered as a set of undesirable behaviours that result in a significantly negative outcome for another student or entity (such as the school building itself). These behaviours may include acts that are aimed against:

- same-sex peers (intimidation, bullying, assault, battery and homicide);
- objects (theft, vandalism and arson);
- staff and faculty (intimidation, bullying, assault, battery, theft, sexual offences of various types, homicide); and it may involve
- other deviant or undesirable behaviour that is victimless, such as truancy and skipping classes.

The above incidences of violence were merely cited to illustrate the occurrence of violence in schools in South Africa, and the list is by no means exhaustive.

2.7 Factors Contributing to Violence in Schools

Findings by the US Department of Education in conjunction with the US Department of Justice (2000) indicate that factors contributing to school violence are numerous, complex, and include the following:

2.7.1 Behaviour

According to Rodgers (1951), behaviour may be brought about by organic experiences and needs which have not been symbolised. Such behaviour may be inconsistent with the structure of the self but in such instances the behaviour is not "owned" by the individual. Anti-social behaviour is a behavioural pattern in which an individual shows a history of disregard for authority and such behaviour is devoid of guilt (Hadad, 2009:413). De Wet and Jacobs (2009:55) believe that violent behaviour encompasses all behaviours that may be malicious in intent and that cause mental, physical or material damage or injury to persons. In general, delinquent behaviour defeats and defies the norms and values of society. Walker (2004:11) concludes that behaviour is the single best predictor of delinquency in adolescence. However, learners' behaviours have different results and causes. The following are some such causes (Walker, 2004:04):

- Learners make relatively poor adjustment to the demands of schooling and to instructional environments controlled by teachers.

- Some learners put extreme pressure on school management and teachers because they disrupt the instructional process for other learners.
- Anti-social learners are difficult to work with because they are not able to stay in the classroom peacefully with other learners.

Furlong and Morrison (2000) state that individual factors (poor academic performance, unstructured free time and personality traits), environmental factors (immediate environment including schools, communities and families) and the influence of the media play a role in contributing to school violence.

2.7.2 Drugs, alcohol and weapons

According to Burton and Leoschut (2012:47), the issue of school violence is often compounded by community factors such as alcohol and drug availability as well as access to firearms and other weapons. The National School Violence Study (2012) alludes to a link between violence at schools and access to substances and weapons. In the latter study, it was found that learners were acutely aware of other learners who were involved in various drug-related activities, ranging from the use of to the purchasing and selling of drugs. With regard to the use of substances, 47.1% – nearly half of the sample – reported personally knowing people at their school who smoked marijuana, while 12.2% – more than a tenth of the sample – were personally acquainted with people at their school who used illicit drugs such as mandrax, tik, ecstasy, heroin, cocaine, whunga or nyaope. This was consistent with the proportion of learners who claimed to know people at their school who bought drugs (12.7%). Fewer (6.3%) learners claimed to know people at their school who sold drugs. What was even more telling was the percentage of learners who were personally acquainted with people at their school who were involved in violence-related activities. In addition, approximately one in four of the learners (24.1%) claimed to know people at school who had brought weapons such as firearms or knives to school. Clearly, the proximity of such offenders to other learners significantly enhances the risk of violence erupting at school.

2.7.3 Social influences on school violence

School violence is a multi-faceted social ill and may arise because of a variety of reasons. Personality problems may be among these reasons, as the psychological insufficiencies created by dysfunctional homes may erupt in violent behaviours at school. "Worry, hatred, an inferiority complex, anger and other negative emotions which fuel violent behaviour could develop in people when they are exposed to poor parenting or disaccord amongst family members" (Enyinna ya, 2016:1). Similarly, because of home environments where parents/guardians exhibit violent behaviour, children frequently adopt violence as a way of asserting authority and as a way of solving problems. For example, bashfulness may cause a learner to feel out of place amongst his peers, thus influencing him/her to be disobedient or try to get noticed. Such behaviour may also result in undesirable responses such as bullying and gangsterism.

2.7.4 Family influence

According to Myers (1999, in Eistenbaun, 2006:464), the most violent institution in our society, aside from the military and law enforcement agencies, is the family. This phenomenon may exist because problems within the family are often resolved by using aggressive and violent behaviours (Studer, 1996). Children who are bullies grow up in families where similar characteristics are displayed. Lack of structure, limited family rules and inconsistently observed limits are also evident among at-risk families. When the few established rules or limits are not consistently enforced, aggressive behaviour may be viewed as permissible (Oliver & Oaks, 1994). It is noteworthy that changes in a school day, such as an assembly, may act as catalysts for violent behaviours because the established structure is being altered (Craig, 1992). Therefore, when family life is unstable and prone to changes, children may be more apt to commit violence. When rules are inconsistent and unpredictable, children learn to function only after the parental mood has been determined. What these children learn at home is carried over into their school behaviour. For example, in a classroom setting these children may not express their attitudes until after the teacher's mood has been established (Craig, 1992). Moreover, just as too little parental control can be detrimental, too much control may also be harmful. Thus family background plays a vital role in the lives of learners. A positive family environment is associated with a greater sense of self and, therefore, puts the learners in a more confident position to refuse drugs. As the use of drugs

has been established as one of the main drivers of school violence, "it stands to reason that a strong family background can help protect learners from violence in schools" (Bray, McQueen & Nash, 2005).

Today, many learners in South Africa live with a grandparent or are members of child-headed households, which are factors that contribute to the use of drugs. Grandparents are generally too old to detect the use of drugs, or they are afraid of the volatile mood swings of the grandchild, and thus these learners are potentially available for drug use. Moreover, many learners grow up in single-parent households where the mother is working and the father is absent and non-supportive. Such children do not get as much support as those who are growing up under the supervision of both parents (Dodge et al., 2009). Bray et al. (2005) suggest that when parents effectively communicate their expectations regarding avoidance of certain risk behaviour to their children, there is a significant, positive correlation between parental expectations and adolescent behaviour.

Parental illiteracy is also a contributing factor in the drug use phenomenon among learners. If parents cannot offer support with homework, learners can easily pretend that they are going somewhere (like school) to study, which provides them with the opportunity to indulge in drug use. Poverty is another contributing factor why learners use and particularly deal in drugs. Poor children see others buying expensive things which they also desire, and this desire lures them to the lucrative business of selling drugs in schools.

2.7.5 Peer pressure

Peer pressure occurs when a certain group of friends pressurises another to do as they are doing. According to Loop (2016), as children grow up and reach the teenage years, the role peers play in their lives grows as well. He states that although not all peer influences are negative, the pressure to fall in with the crowd can lead to risky behaviour. He admits that not all youth violence is peer-led, but children and teens may be more likely to follow the lead of friends who engage in negative behaviour. According to Gottfredson (2001) and Sugai, Horner and Greshman (2002), the most consistent characteristic of students who are violent is having friends who are violent. "Peers have a significant effect on many aspects of youth behaviour, and when the peer norm is machismo,

bravado, anti-authoritarian or violent behaviour, this has a strong link with an individual's tendency to be violent. However, the mechanism is not well understood".

Gottfredson (2001) argues that children who are rejected by prosocial peers for whatever reason do not experience opportunities to learn appropriate ways to interact; or it could equally be that a peer group in which antisocial behaviours is considered normal is more accepting. Gottfredson (2001) cautions that peer programs have not been found to be effective. In fact, some research suggests there is potential harm in peer-based programs, as suggested by Farrington and Ttofi (2010). However, positive peer relationships appear to be a mitigating factor for becoming a victim of school violence (Clack, 2011:09). David and Demaray (2007) concur, stating that social support from peers serves as a buffer that support victims of bullying from internalising distress caused by victimisation. Andreu, Vlachou and Didaskalou (2005) believe that students with more positive peer interactions experience lower rates of victimisation. Clack (2011) suggests that peer relationships and involvement in extracurricular activities also become important because extracurricular activities provide middle and high school students with opportunities to interact more frequently with their peers. Participation in extracurricular activities that involve physical activity has been shown to increase students' social self-esteem over time (Stein, Fisher, Berkey & Coldits, 2007). For high school students, being involved in extracurricular activities is a positive factor that enhances academic achievement, but in some instances it may also lead to risky behaviours (Eccles & Barber, 1999).

Based on a study that was conducted by Hawker and Boulton (2000), Salmivali (2003:2) states that it is evident that children who are exposed to systematic victimisation by their peers suffer from adjustment problems. The latter study, which was conducted over two decades, found that victimisation is associated with depression, loneliness, anxiety, a low self-esteem as well as limited feelings of social- and self-worth. The strongest effect that was observed was depression. Card (2003) found that victimisation that was internalised (but also externalised) resulted in problems such as school avoidance, low academic achievement and lack of school enjoyment.

2.8 The Impact of School Violence on Victims

In relation to experiences of violence at school, a substantial percentage of the victims experienced emotions in the short-, medium- and long term. All were impacted in negative ways which were likely to influence their well-being and quality of life. The Burton and Leoschut (2012:92) study found the following:

- Nearly two out of five (37.9%) victims of violence reported that they felt sad and hurt once or twice, while one in ten (10.3%) victims reported feeling sad and hurt many times following their experience(s) of violence.
- Similar proportions of learners reported feeling angry (37.3% once or twice, 13.3% many times) and embarrassed (36.9% once or twice and 8% many times) following the violence they had experienced.
- Three out of ten felt afraid once or twice (30.7%) immediately following the incident, while more than a tenth (14.2%) felt afraid a few times following the event.
- In one in five cases (21%), the victim reported crying after the incident once or twice, while 8.9% cried a few times.
- One in five victims blamed themselves for the violence immediately following the incident once or twice, while 5.8% blamed themselves a few times.

The impact that violent victimisation had on school attendance and performance was also explored in the latter study. While the majority of young people who had experienced violence reported that there was no impact on their school attendance, concentration or marks, there was still sufficient evidence of a negative impact on learners to directly reflect the relationship between the experiences of violence and school performance and attendanace (Burton & Leoschut, 2012:92).

2.9 Prevention of School Violence

2.9.1 A South African perspective

Skiba and Peterson (2000, in Eisenbraun, 2006:466) state that if schools "are to break the cycle of violence, educators and policy makers must begin to look beyond stiffer consequences to long-term planning designed to foster nonviolent school communities". Although research on school

violence is still somewhat limited in South Africa, some strategies have been taken in order to curb and eventually eradicate violence. Nelson (2013) argues that prevention strategies and intervention techniques are key to the success of improved social and academic performance among disruptive and violent students. Some long-term strategies that can be implemented to break the cycle of school violence include a team-based approach, improving the physical school environment, diversifying teaching strategies, social skills training, adult involvement, and cultural sensitivity.

Before implementing policies and procedures to curb school-based violence, it is essential that a school-based team is created that comprises teachers, administrators and professionals such as social workers, school psychologists and counsellors. One of the tasks of the team is to inform other staff members of standardised and child-focused methods for dealing with behavioural delinquency. The team can provide monitoring and intervention strategies for the children that they can identify as being at risk of academic or emotional problems. They should identify and synthesise research findings with those of their school district and they should also liaise with parents (Dwyer et al., 2000). The team's progressive perspective and cooperative actions are critical for the success of new procedures and programs that can decrease school violence. Burton and Leoschut (2012:5) add that school safety programmes and interventions should address a wide range of issues that tend to reinforce violence within the school and community, including behaviours, attitudes, patterns and forms of communication, policies and norms. Examples of such interventions include conflict mediation and resolution approaches, programmes that embrace cultural diversity, and healthy masculinity interventions. Furthermore, through participation in local safety forums and structures, schools can play an important role in steering communities towards school safety programmes.

Eisenbraun (2016:476) elaborates that it is important that learners develop appropriate social skills and beliefs. Appropriate social skills will not only increase the success of a student's social relationships, but will also play an important role in successful academic performance and in avoiding negative responses from others. Successful school-based programs typically include several characteristics and goals such as the following (Elliott et al., 2002, cited in Eisenbraun, 2016:476):

- Promotion of positive relationships among students and staff;
- Open discussions of safety matters;

- Treating students with respect;
- Opening avenues through which students can share their concerns;
- Helping children feel comfortable and safe when expressing their feelings;
- Emphasising good character and citizenship.

There are numerous specific skills that children can learn through social skills programs. Proper anger control techniques should focus on at-risk students and assertiveness training can help students stand up for themselves and for others. A distinction between assertive, aggressive and passive techniques should be emphasised. Problem-solving techniques should focus on how a problem can be resolved instead of focusing on the end answer. A student's understanding of his or her own thought processes can be achieved through this training. Teaching students more effective ways of communication may decrease bullying and students should be made aware of the miscommunication that frequently occurs in cases of bullying. Many students think that teasing is only a form of having fun when it is actually very harmful to the victim (Oliver & Hoover, 1994). When these social skills are taught in combination, it may help to reduce violence in schools. The belief that students, teachers and parents need to change is known as the 'it's NOT going to happen to us' notion. Also referred to as the 'optimistic bias', this attitude is required when addressing school violence. All members of the school community need to take any threat seriously and learn to take protective measures instead of assuming that severe incidences of school violence could not happen to them (Chapin & Coleman, 2003). Responding quickly and effectively to threats can stop violence before it begins. The involvement of parents in a constructive manner is also vital.

2.9.2 Prevention of school violence: an international perspective

Pereznieto, Harper, Clench and Coarasa (2010:42) assert that there are multiple prevention programmes in Sierra Leone to reduce sexual violence against girls in school, although they have not been systematically evaluated and there is no published information about their costs. Nevertheless, their grassroots focus is to work with schools, parents and children, and this suggests that they are relatively inexpensive, particularly in relation to the scale of the impact of school violence in Sierra Leone. One such initiative is a project that was implemented by the Federation of Women Educationalists (FAWE). This organisation is supported with a grant from ActionAid International and is working in fifteen schools to create "an enabling environment for girls'

learning" (Pereznieto, Harper, Clench and Coarasa (2010:43). School clubs are organised to train girls and teachers and to encourage attitudinal change to promote the protection of girls. The report notes that the initiative is promising from a political standpoint because "there is little resistance to promoting education, particularly given the government's commitment to the MDGs and universal primary education, and it can provide a useful entry point for targeting more controversial issues such as sexual harassment in schools" (Ibid.).

Pereznieto, Haper and Coarasa (2010:56) argue that it is crucial that government and non-government stakeholders, including education authorities, schools and civil society, promote a nonviolent culture through:

- The development of context-specific codes of conduct for schools;
- Ensuring the participation of children in prevention measures through their knowledge and empowerment;
- Broadening school curricula to include learning about gender equality, conflict resolution, children's rights, participation and active citizenship;
- Enabling children, as the main victims and perpetrators of school violence, to play a critical role in shaping the resolution of violence issues in schools;
- Promoting support for children's families and the communities in which they live by taking measures to reduce school violence through the dissemination of positive forms of discipline and by fostering an atmosphere of peace;
- Involving relevant opinion shapers such as the local media, traditional and religious leaders and CBOs in order to challenge norms that are conducive to the violation of children's rights.

The above statements support the idea of an effective code of conduct and good discipline at home. Moreover, when the family environment and the community are free of violence, school violence will become a thing of the past.

2.10 Services Available for Victims of School Violence

Burton and Leoschut (2012:96) explored two specific national organisations, namely Childline and the Soul City Buddyz programme. Childline offers an online counselling facility in partnership with Mxit. It is currently one of South Africa's online counselling services available to young

persons and it deals specifically with issues of violence and abuse, both online and offline. Safety and child protection, as well as children's health and well-being, are its primary objectives. It was encouraging to see that the vast majority of young people who were interviewed at schools had heard of Soul City (80.9%) and Childline (59%). Awareness of both services was highest in urban areas (Soul City: 86.5%; Childline: 74.8%), followed by metropolitan areas (Soul City: 81.8%; Childline: 73.7%) and then rural areas (Soul City: 78.8%; Childline: 51.6%) (Burton & Leoschut, 2012:95).

2.11 Conclusion

The discourse in this chapter focused on the far-reaching consequences of violence in schools. Victims of school violence suffer from embarrassment, shame, fear, anxiety, self-blame and anger, and these negative experiences ultimately affect their ability to concentrate and achieve and at times result in severe absenteeism. The effects of violence extend even beyond adverse emotions and also influence how young people think about violence. Exposure to violence conveys the message that violent and aggressive behaviours are permissible ways of interacting with others, whether to resolve problems or to assert dominance over others. This message is clearly reinforced, as was exposed by School Violence in South Africa: Results of the 2012 National School Violence survey (Burton and Leoschut 2012). Violence among young people is often perpetuated because the line between being a victim and a perpetrator of violence is often blurred. However, despite the pervasiveness of violence in schools, learners who possess a positive self-concept are often able to protect themselves against violence. This provides a key intervention area for violence prevention.

CHAPTER THREE

THEORATICAL FRAMEWORK

3.1 Introduction

This chapter centres on the theories that were employed to frame this research study. The social disorganisation theory, the social theory and the theory of the culture of violence were utilised to explain the phenomenon of school violence in a selected school in Inanda Township near Durban.

3.2 The Social Disorganisation theory

Social disorganisation is one of the most significant theoretical approaches in Sociology. This theory was developed by Clifford Shaw and Henry McKay in 1942. Though it is a sociological theory, criminologists have used it to explain various aspects of social order, and it was thus appropriate to the criminological focus – i.e., school violence – that drove this research study.

In essence, this theory upholds that, amongst the determining factors of a person's later illegal activities, residential location is more important than the person's biological characteristics (Kubrin & Charis, 2009). These scholars further advocate that "youths from disadvantaged neighbourhoods participate in a subculture which approves of delinquency, and these youths thus acquire criminality in this social and subcultural setting" (Kubrin & Charis, 2009:1). The theory directly associates crime rates to an environment's characteristics, and a central principle of social disorganisation is that "place matters" (Kubrin, Charis, Weitzer & Ronald, 2003). Essentially, this theory maintains that "a person's residential location is a substantial factor shaping the likelihood that the person will become involved in illegal activities" (Kubrin & Charis, 2009:1). According to Bezuidenhout (2011), social disorganisation symbolises a normless society/environment, or a state of anomie. It differs from social control, where formal institutions (government, the criminal justice system) and informal groups (family, school, community and peers) utilise different avenues to encourage group members to abide by the laws and standards of society. Once the numerous parts of civilization are accurately adjusted, social order results and a well-organised society is established. However, when they fail to adjust themselves to shifting conditions, the result is social disorganisation which often leads to societal problems.

According to Thomas and Znaniecki (n.d., as cited in Shah, 2016:13), when the rules and regulations of society fail to keep individuals under control, social disorganisation sets in. In society there are always individuals who violate social rules. This has a disorganising effect upon social institutions, and unless the violations are checked, they may eventually lead to the collapse of societal institutions. This can be related to social dynamics that have a major impact on school violence. These social dynamics constitute the dangerous features of the school environment, such as a large number of risky student behaviours and non-existent school safety policies. When school rules and regulations fail to keep learners under control and social order is lost, fear among learners increases, confidence in school administrators or other adults diminishes, and informal social control to curb violence is weakened. Thus learners will, for example, resort to carrying weapons. Conversely, schools where learners feel safe foster high-quality relationships among learners and teachers and the probability of violence is diminished (Loukas, 2007). According to Bezuidenhout (2011), this theory accentuates the change in individual behaviour that is imposed by the surrounding physical and social environment in which the individual exists. The theory does not perceive individuals as aggressive beings, but it poses the argument that the environment in which the individual exists is the driver of delinquent and violent behaviour.

The apparent upsurge in student violence originates from a wider culture in which violence is used as part of being tough and as a means of settling differences and resolving conflict. The authorisation and encouragement of violence "occur on football fields, on the roads and, as young people start to go out, at parties and clubs" (Shabalala, 2016:20). The latter scholar further maintains that this might be strengthened by a peer group in which alcohol use and masculinity are highly valued. Learners' understanding of and attitude towards violence are therefore shaped in environments other than the school. Learners may receive messages from the school of no tolerance for physical violence at the same time as receiving messages of its normalisation and acceptance outside the school context.

The school violence that was explored in this study occurred in an environment that was socially disorganised. It was apparent that many learners at the selected secondary school were individually disorganised and took recourse in the rejection of school rules, norms, values and beliefs. Ultimately, delinquency becomes an unconventional method of socialisation and learners become engrossed in aberrant lifestyles (Bezuidenhout, 2011).

The school that was central to this study was a microcosm of society and reflected the often violent behaviour of the broader society in Inanda Township. This is worrying not only because it suggests that the school was unable to educate learners to adopt values that were better than those of the society from which they came, but it also suggests that the school could not protect these children from the negative elements of the broader society.

One element that is closely associated with school violence and delinquency is the use and abuse of illicit substances. Whoonga is a relatively new drug that has become very popular among learners in township schools, and the school that was the study site was no exception as many acts of violence that were committed by learners reportedly occurred due to the use of this drug. This implies that the school can be cited as an emblematic example of the many schools that experience school violence and theft. It has often been alleged that people who once attended this school have a tendency to break into the school and to vandalise it and steal school equipment. The principal and educators blame drugs − whunga in particular − for theft-related problems in the school.

According to Le Roux and Mokhele (2011), another form of violence that impacts severely on educational provision is gang violence involving theft, drugs and weapons. Harber (2001:23) argues that gangsterism extends from the surrounding community into schools where learners are seen as fair game, and "acts of violence take place when learners are on their way to and from school, on the school premises, and when gang members enter schools to sell drugs, steal or extort money".

3.3 The Social Theory and Perspectives of Crime

The social theory is a framework of experiential evidence used to study and interpret social phenomena (Seidman, 2016). The roots of the social theory are difficult to identify; however, arguments often return to ancient Greece (Berberoglu, 2005:xi). The social theory as a separate discipline developed in the twentieth century and was chiefly associated with an attitude of critical thinking that is based on rationality, logic and objectivity, and the desire for knowledge through a *posteriori* method of discovery, rather than a *priori* method of tradition. This theory provides enlightenment of actions and the behaviour of society as a whole (Mowlana, 2001). The social

theory is employed to make distinctions and generalisations amongst dissimilar types of societies and to analyse modernism as it has developed in the few past centuries (Callinicos, 1999).

There are three major perspectives within the social theory that are used to analyse social phenomena at different levels and from different perspectives (Harrington, 2016). However, for the purpose of this study only two perspectives will be referred to, namely the symbolic interactionist perspective and the functionalist perspective. Harrington (2016:1) propagates that "…from concrete interpretations to sweeping generalisations of society and social behaviour, sociologists study everything from specific events (the micro level of analysis of small patterns) to the 'big picture' (the macro level of analysis of large social patterns)". However, revolutionary European sociologists also offer a comprehensive conceptualisation of the rudiments of society and how it functions. Their interpretations form the foundation for today's theoretical perspectives, or paradigms which offer sociologists with an orienting framework – i.e., a philosophical position – for asking certain kinds of questions about society and its people (Harrington, 2016).

In the present day, sociologists employ three primary theoretical perspectives, namely the symbolic interactionist perspective, the functionalist perspective and the conflict perspective. According to Harrington (2016), these perspectives offer sociologists theoretical paradigms for elucidating how society influences people and vice versa. Each perspective distinctively conceptualises society, social forces, and human behaviour.

3.3.1 The symbolic interactionist perspective

Symbolic interactionism accentuates that human behaviour is influenced by definitions and meanings that are shaped and maintained through symbolic interactions with others (Mooney, Knox & Schacht, 2007). This perspective perceives society as a product of everyday social interaction of individuals and it provides a framework for understanding observations on topics such as deviance (Harrington, 2016). When studying deviance, these theorists evaluate how people in everyday circumstances define deviance, which differs across cultures and backgrounds (Harrington, 2016). This perspective further argues that people commit deviant acts because they associate with individuals who act in a deviant manner. This perspective was appropriate for this study as it could be linked to the social realities of school violence in South African schools. School

violence, in most situations, does not originate in the school as most behaviours that learners display at school are learnt responses to circumstances and situations that are exhibited in our everyday life. Home life settings influence all children. If a child grows up in a home where one of the parents is abused, whether verbally or physically, the child will take this as a norm. Studies have demonstrated that a child living in an abusive home will himself become an abuser. Moreover, children who witness violence view it as a solution to a problem, and thus "the violence that they see and experience may sometimes spill over into the very public places like our schools" (Anon., 2004: l).

3.3.2 The functionalist perspective

According to functionalism, "society is a system of interconnected parts that work together in harmony to maintain a state of balance and social equilibrium for the world" (Mooney, Knox & Schacht, 2007). This viewpoint accentuates the interconnectedness of society by concentrating on how each of its parts impacts and is impacted by other parts. For example, "the increase in single parent and dual-earner families has contributed to the number of children who are failing at school because parents have become less available" (Mooney, Knox & Schacht, 2007). Factionalists make use of the terms 'functional' and 'dysfunctional' to define the effects of social elements on society (Mooney, Knox & Schacht, 2007). According to functionalism, elements of society are functional if they contribute to social stability and dysfunctional if they disrupt social stability. Some aspects of society can be both functional and dysfunctional. The former can be related to social dynamics that have a major impact on school violence in most South African schools. Osborne (2004) views schools as restrictive institutional environments that rigidly impose laws on students, leaving them with little choice and freedom. According to Van der Aardweg (1987), teachers who respond to learners with either authoritarian or coercive behaviours, followed by manipulation and persuasion, reduce the learners' self-esteem and this behaviour often results in the persistence of disruptive behaviour. Gable et al. (1996) explain that learners' aggressive behaviour often results from flawed educational practices. The principal is also mentioned as a determinant of educator misconduct. For example, the behaviour of principals who are unable to control staff or who adopt an authoritarian approach leads to resentment. Van Wyk (2001) suggests that the lack of support of principals by education departments and the power of unions are factors that contribute to ill-

discipline in schools. Moreover, frustration builds up in some students, especially in those who misidentify with the academic identity held dear by academic institutions.

3.4 The Culture of Violence Theory

This theory specifies that, in the social order, dissimilar groups learn and develop norms and values that highlight and validate physical force as acceptable behaviour that is practised as a fragment of their culture (Wolfgang et al., 1967). The theory also holds that hostility and violence (e.g., slapping a child and corporal punishment) are part of the social order as they are used throughout the childhood phase as a socialisation approach to ensure youngsters' compliance and to safeguard conformity within the family and society. This means that violence in families and in societies is used as the main tool for keeping young people on the straight and narrow, and violence then becomes their way of life. Its effects might remain unidentified or undiscovered as it is regarded as normal and acceptable in the societies where it is used.

According to Wolfgang et al. (1967, cited in Mkhize, 2012:61), the culture of violence theory further maintains that individuals who are affected by violent situations, notwithstanding their particular source of violence…

> "suffer from some kind of physiological and/or psychological imbalance(s) expressed by combinations of obsessive ideation, compulsive repetition, poor impulse control, rapid desensitization to violence, diminished affective reactivity, failure to adapt to changing stimulus-reinforcement associations, hyper dependence, depression, anxiety, low self-esteem, paranoia, dissociation from their own feelings, anti-social tendencies, failure to empathize and a fear of intimacy."

This theory thus posits that even though violence is normalised in families and societies, it does have adverse effects on people.

This theory was deemed appropriate for this study as it assisted in identifying the causes and drivers of violence. In the Inanda community, some forms of violence have been normalised and these behaviours have resulted in increased incidences of violence and crime. In black township communities, violence has a powerful historical background and is thus still encouraged, and this

in turn leads to the exaggeration of masculinity among young people who tend to take violence to the streets from where it spills over into school premises. On the other hand, learners might be violent and aggressive because they imbibed violence and aggression at an early age as they witnessed family members' violent behaviour at home on a daily basis.

CHAPTER FOUR

METHODOLOGICAL ORIENTATION

4.1 Introduction

In this chapter the methodological processes that were employed are discussed. The research design and the empirical techniques that were applied during data collection are elucidated and the sampling method that was employed, the manner in which the data were obtained in the field, and the data analysis techniques are presented. The study employed a purposive sampling method and the key data collection technique that was utilised was semi-structured, one-on-one interviews. The data that emerged were organised and analysed thematically.

4.2 Nature of the Study

The study was a qualitative in nature as in-depth data were verbally generated by the research participants. Marshall and Rossman (2006:01) strongly recommend a qualitative approach for studies of this nature and argue that it is "a genre that is becoming increasingly important modules of inquiry for the sciences and fields such as education". Dantzker and Hunter (2006:67) advise that qualitative research should make use of methods such as observation and in-depth interviews in order to capture social life as the participants experienced it. Through a qualitative approach, the researcher becomes part of the research world (Cohen et al., 2011). According to Lichtman (2010:20), the purpose of qualitative research is to examine the participants' understanding and views of their social environment, and this author defines qualitative research as "a general term that represents the way a researcher collects, organizes and interprets information that has been acquired from humans, using their eyes and ears as filters". This validates the choice of the qualitative approach in the current study as the researcher was physically present to collect the information from the participants. Moreover, the secondary school that was chosen as the research site was located in the community where the researcher resided at the time of the study, and the researcher had also conducted her social work practicals in this school. In addition, the school had a long record of school violence and the researcher could delve into prior knowledge and experiences of this phenomenon. This was also particularly useful in that the researcher was able to use her previous experiences to generate data from selected learners, which in turn benefited the

researcher's study as she was not a stranger to the school and thus permission was readily granted by the gatekeepers to conduct the study. The generation of in-depth data was ensured.

4.3 Narrative Inquiry

Narrative inquiry is based on the premise that, as human beings, we come to understand and provide meaning for our lives through stories (Yardley, 2013). Nelson (2013) further explains that narrative inquiry is a method of qualitative research that involves the gathering of narratives (written, oral or visual) and, by doing so, the investigator thus focuses on the meaning that people assign to their experiences in order to provide insight into those experiences. This approach to scholarly inquiry strives to elucidate the ways in which a story is structured, for whom and why it is appropriate, and which cultural discourse it can draw upon. Narratives therefore serve "as interpretive devices through which people represent themselves and their life-world" (Bachman & Schutt, 2011:291). According to Cohen at al. (2011), narrative inquiry enables the researcher to obtain a profound understanding of the phenomenon under study from the participants' perspective. Narrative inquiry was appropriate for this study because the aim was to understand school violence in the selected secondary school. The researcher was able to engage with twenty participants during one-on-one semi-structured interviews using open-ended questions.

D'amant (2010:44) clarifies the use of narrative inquiry by stating: "If we want to find out how people create identities and make sense of the world and their place within it, and if we want to find out how they interpret the world and themselves, we will have to attend to the stories they tell". D'amant (2010:44) further states that narratives have the ability "to incite readers to enter vigorously into a world of experience [that is] different from their own, and afford the reader the opportunity to engage in experiential understanding regarding perspectives, realities and experiences encountered". In this study, narrative inquiry was the most appropriate methodological approach because the researcher was investigating realities and experiences from the actual perspectives and experiences of learners. Hart (2009) affirms that narrative inquiry often focuses on the experiences of one or a few participants rather than on those of a larger group and it also explores life experiences using the language of the story. By utilising this approach, the researcher found that the relationship between herself and the participants was strengthened because there

needed to be trust between the researcher and the participants who shared their life experiences with candour.

4.4 Profile of Inanda

According to the Department of Provincial Local Government (DPLG) (2013), Inanda is one of the oldest settlements in the Inanda, Ntuzuma and Kwamashu (INK) area. Inanda was established in the 1800s as a "reserve" for African people. "A sizable local Indian population also resided in the area until 1936, when it was designated a "Released Area for exclusive occupation by Africans" (DPLG, 2013:4). The area includes mainly informal settlements and has a widespread formal housing backlog. Inanda is a residential area and is situated 20 km north-west of the eThekwini (Durban) city centre (Ibid.). This area is characterised as "both a high-level poverty node within the Urban Renewal Programme (URP) as well as one of five Area Based Management (ABM) Learning Areas within the eThekwini Municipality" (Ibid:5).

Table 4.1: Areas within the Greater Inanda Township

Name	Type	Population	Area (km^2)
Amatikwe	Sub Place	23374	7.51
Amatikwe Area 10	Sub Place	859	0.38
Amatikwe Area 8	Sub Place	3568	1.15
Amatikwe Area 9	Sub Place	1797	0.68
Bhambayi	Sub Place	15141	1.07
Ezimangweni	Sub Place	12310	0.65
Glebe	Sub Place	9965	2.42
Goqokazi	Sub Place	1905	1.19
Inanda A SP	Sub Place	17864	2.11
Langalibalele	Sub Place	11727	2.08
Lindley	Sub Place	12060	1.99
Mshayazafe	Sub Place	6293	0.64
Newtown B	Sub Place	6131	0.87
Newtown C	Sub Place	6765	0.89
Nhlungwane	Sub Place	5708	0.37

Shembes Village	Sub Place	10017	1.26
Soweto	Sub Place	10969	0.89
Tafula	Sub Place	2168	0.66

Source: Statistics South Africa (2011)

The study site (a selected secondary school) was located in the Goqokazi area. According to Statistics South Africa (2011), Inanda had a total resident population of 158 619 (5 915.36 per km²) and 39 105 (1 458.34 per km²) households according to the 2011 survey. Inanda is further characterised by a scarcity of land as it has a hilly topography that is covered by dense housing. "Housing in the area is largely formal (52%), while informal housing accounts for 43% and traditional housing 5% of the area" (DPLG, 2013:7). The DPLG (2013:7) further states that "households without access to basic services are as follows: 26% are without electricity, 30% are without piped water, 2% are without waste removal services, and 67% are without fixed line telephones". While land is scarce in the area, some regions of undeveloped land still exist on the outskirts of Inanda. "There are some small vegetable-growing co-operatives operating in Inanda, as well as a small start-up dairy farm. However, a significant scale [of residential development] cannot be achieved due to a shortage of land" (DPLG, 2013:7). Inanda is situated "close to Durban's CBD as well as the growing suburban commercial and industrial areas of Springfield, Umhlanga and La Lucia" (DPLG, 2013:6). The area's main transport hub, which includes a rail station and taxi rank, is in KwaMashu, which lies 20 km from the Durban city centre. About 70% of the residents in Inanda commute to the city using rail transport, while the rest travel by minibus taxis and buses.

About 40% of the population in Inanda are unemployed, with a further third (33%) recorded as not being economically active (DPLG, 2013). Additionally, some 75% of all households earn below R9 600 per annum, and 93% of those who are employed are paid employees. Furthermore, the frequency of poverty in this area is directly related to the low rate of employment of only 27% (DPLG, 2013). According to the Department of Provincial and Local Government (2013:8), "within the 0- to 24-year-old Inanda population, 34% have never attended school. Of the 64% that have attended preschool and school, 22% have a Grade 12 education. Only 4% of those educated have attained a tertiary qualification. Pass rates and university exemption rates are low. Inanda currently has no tertiary education facility. However, Inanda has great potential as a tourist

attraction for heritage locations such as the Gandhi Settlement, the Ohlange Institute, Inanda Seminary, and the Shembe Church (DPLG, 2013:9). Sadly, these attractions have created little tourist interest to date, and only a few jobs have been created to cater for tourists. Tourists who wish to visit this area must make use of largely of self-guided day travel facilities. In addition, there are no restaurants or accommodation that particularly cater for the tourism sector.

4.5 Research Instruments

The research instrument that was employed was individual (or one-on-one) interviews. The interviews were semi-structured and the researcher made use of open-ended questions to allow the participants to lead the interview and to make contributions that might not have been anticipated by the researcher.

4.5.1 Administration of the interview schedule

The twenty participants who had been purposively selected were asked to share their experiences. Their narratives were prompted by a set of predetermined but open-ended questions. Cohen et al. (2011:236) state that such interviews are conducted after a schedule has been prepared "which is sufficiently open-ended to enable the contents to be re-ordered, digressions and expansions [to be] made, new avenues to be included, and further probing to be undertaken."

During the interviews, voice recordings were made which were later translated by the researcher into English from the isiZulu mother tongue of the participants. IsiZulu was used to allow for relaxed communication and a better understanding of the questions that would generate frank and insightful narratives. In order to have access to the intended data, the researcher invited the participants to share their experiences of incidences of violence that had occurred in the school.

4.5.2 Data collection

The researcher made use of a tape recorder to record the narratives of the participants. According to Stewart and Shamdasani (1990, cited in Mkhize, 2012:71), "tape recorders are invaluable for interviews; however, they are prone to pick up background noises". The researcher encouraged the participants to speak loudly and clearly so that background noises would not hinder the quality of

the recordings. Moreover, a safe and relatively protected venue was used for the interviews, and this helped to diminish background noises and restrict interferences.

4.6 Ethical Considerations

Because the research topic addressed a very sensitive issue in the lives of vulnerable young persons, ethical considerations had to be rigorously adhered to. The researcher thus requested written consent from the parents (Appendix A) as well as the principal of the school (Appendix B) to interview the twenty learners. Prior to conducting the study, approval was sought and obtained from the Ethics Committee of the University of KwaZulu-Natal. A request to conduct the research study in a provincial public school was also submitted to the Department of Basic Education, and the relevant official authorised the study at the school (Appendix C).

The participants and their parents and guardians were all established as stakeholders. Thus permission to conduct the research was obtained from all these stakeholders and the gatekeepers. They were contacted and presented with a clear outline of the research and the aim and objectives were explained in an unambiguous manner. The participants were assured of their anonymity and their right to withdraw from the study at any time should they choose to do so. They participated voluntarily and were not remunerated in any manner for their contribution. Consent forms were signed voluntarily by the participants and they agreed to participate freely and autonomously.

Pseudonyms and codes were allocated to each participant and the confidentiality of the data that they would supply was assured. This was done to improve the validity of the data. The researcher judged that the participants were willing to enter into this agreement with confidence, as they knew that their real names would not be used. The researcher informed them of her availability should they have any questions regarding the information that would be revealed during the interview process. The researcher provided the participants with her personal phone number so that they could contact her any time after the interviews. An arrangement was made that the participants could send a missed call so that they could be called back, thereby saving them the cost of making a phone call.

Due to the sensitive nature of the topic under discussion, there was a real danger that some of the participants might be traumatised during or because of the discussion. To support the participants in such an event, they were informed of the researcher's qualifications as a counsellor and that

they could revert to her or to any other support structure that the researcher could refer them to should they require trauma counselling. It must be noted that one participant showed signs of severe stress and was treated accordingly.

4.7 Validity and trustworthiness of the study

Van Rensburg, Landman and Bodenstein (1994:560) define validity as follows:

> "Validity is the extent to which a measuring instrument satisfies the purpose for which it was constructed. It also refers to the extent to which it correlates with some criterion external to the instrument itself. Validity is the quality of a data gathering instrument or procedure that enables it to determine what it was design to determine. In general terms validity refers to the degree to which an instrument succeeds in meaning what it has set out to measure."

The researcher thus made sure that the data that were generated were accurately recorded and safely stored. The participants were given the assurance that the data would only be used in the study and not for any other purpose. After translating the narratives, the researcher consulted the participants and presented the data as they had been narrated to her, to make sure that the information was presented in the way that they had formulated it originally. The researcher urged the participants to feel comfortable to edit and delete whatever they were not comfortable with. They could also add anything they felt was missing. This process is advised by Van der Westhuizen and Maree (2007) when they suggest that validity and trustworthiness are the foundation of qualitative studies.

4.8 Methodological Procedure

4.8.1 Selection of the study site

A secondary school in Inanda that was notorious for violence was selected as the study site where the interviews would be conducted. The selection of this school was prompted by the researcher's experiences there as a trainee social worker. Learners who had spent at least four years at the school (i.e., Grade 11 and 12 learners) were required as they were deemed to have the most experience of the topic under investigation. The twenty participants were recruited by the Life Orientation teacher who had been authorised to do so by the Principal of the school.

4.8.2 Sampling

Purposive sampling was utilised to select the participants. This form of sampling assures representation of all groups with the sample characteristics of each stratum that can be estimated, enabling comparisons to be made (Activist Guide to Research and Advocacy, 2003:60). Purposive sampling is also known as judgment sampling, which is the deliberate choice of an informant due to the qualities the informant possesses. The researcher thus decides what needs to been known "and sets out to find people who can and are willing to provide the information by virtue of their knowledge or experience" (Tongco, 2007:147). Purposive sampling occurs when the researcher selects the units with some purpose in mind (Activist Guide to Research and Advocacy, 2003:58). This sampling procedure was appropriate for this study because a representative sample of Grade 11 and Grade 12 learners was selected to share their perceptions, attitudes and feelings towards school violence. This guaranteed the collection of empirical data and avoided the use of assumptions about learners' experiences of school violence. According to Cohen et al. (2011), the quality of a research project is determined by the sampling strategy that is adopted. In this context, all the participants showed an interest in the research and, on the day of their respective interviews, they were prepared to answer the questions frankly after I had explained the purpose of the research as a whole. They were assured that participation was voluntary and that pseudonyms would be used.

4.9 Challenges and Limitations of the Study

From the onset, it was clear that this research study might present some challenges, but the researcher was prepared to overcome them.

It was assumed that the participants would not be comfortable to express their feelings freely because violence not only occurred in their school, but it was rife in the community where they resided. The second anticipated limitation was that the atmosphere in the school might not be conducive to an interview process. This was proved to be true, as some participants were afraid to speak freely about incidents of violence in the school and they opted for short answers to key questions. In these instances, the researcher respected their privacy, considering the possibility that there might have been a valid reason why they would choose not to share. The researcher was extremely grateful and appreciated the responses of those who chose to share in-depth information about their experiences.

4.10 Conclusion

This chapter illuminated the research design and methodology. The qualitative approach was discussed and information was given about the research site where the study was conducted. The selection of the study sample was outlined, the selection criteria were discussed, and the data collection methods were outlined.

CHAPTER FIVE

DATA PRESENTATION AND DISCUSSION

5.1 Introduction

This chapter presents and discusses the findings of the study based on the data that was collected. The aim of this research was to understand school violence and the impact it has on learners' ability to perform academically. The data that are first presented and discussed were obtained by means of individual one-on-one interviews that were conducted with a sample comprising twenty boys and girls. During the transcription of the conversations between the researcher and the respondents, similar patterns emerging from the participants' experiences were classified and grouped together. A list of related patterns was compiled and categorised into sub-themes. Themes emerged from the participants' narratives that subsequently formed an all-inclusive representation of their shared experiences of school violence. Pseudonyms are used to refer to the participants for ethical reasons.

5.2 Data Presentation

5.2.1 Learners' understanding of school violence

The learners were asked to express their understanding and experiences of school violence as clearly and as frankly as they could. Their responses were in isiZulu but were transcribed and are presented verbatim in this report. The following responses defined what they understood as school violence:

> *Nokwanda: From my knowledge, school violence is when certain incidents take place inside the school premises and disturb the teaching and learning process.*

> *Nomcebo: My understanding of school violence is the continuation of corporal punishment after it was nationally banned by the South African government.*

> *Mnqobi: It's violence that occurs within the premises of the school.*

Nomcebo touched on a very important issue that has been debated by academics both nationally and internationally. The use of corporal punishment on learners continues to be the most commonly used disciplinary approach in some schools in South Africa despite a ban on this practice in 1997. In most townships schools, this disciplinary approach has persisted as poor discipline and misbehaviour make it almost impossible for educators to teach effectively in school environments that have become progressively unsafe. For educators to efficiently do their job – which is to teach – their working environment must be conducive to this process which requires that learners behave in a disciplined manner in class. Thus, they inflict physical punishment on learners to maintain discipline and order in the school where they teach.

Considering the above responses, school-based violence has been affecting learners negatively over a prolonged period of time. As this form of violence occurs inside the school, it has many detrimental effects on the academic performance of learners. Most high schools in South Africa are situated in townships or semi-urban areas where communities are ravaged by high levels of crime and violence that spill over into schools, and the school under study was no exception.

> *Nkululeko: It's any action that can cause an interruption within the school. It includes verbal or physical altercations, bullying through social media, threats or gang activity.*

> *Fezeka: It's usually the physical fighting of students, including verbal abuse, sexual harassment and the carrying of weapons to school.*

> *Professor: School violence is the disturbance in the educational system.*

The above responses by Nkululeko, Fezeka and Professor confirm MacNeil and Steward's (2000:232) argument that attests that school violence "…is any intentional act, verbal or physical, that result [sic] in pain to another individual". Du Plessis (2008) further maintains that several different factors, or social tribulations, act as contributing factors to the rise in and intensity of school violence in our society nowadays. Among these factors are social network factors such as a poor social support network, high family stress, deviant peer-group membership, unsuitable

educational placement, social disadvantage, a high crime rate, few employment opportunities, and violence in the media.

5.2.2 Learners' Exposure to School Violence

The findings indicated that the violence that occurred in the school under study had a negative impact on the learners' academic performance. All the learners who were interviewed narrated experiences of being negatively affected by school violence. The following are what some of them had to say:

> *Nomcebo: Corporal punishment is used here at school even though it was nationally banned by the South African government.*

This comment by a senior learner suggests that the prevalence of corporal punishment in (some) schools remains high in the South Africa. Despite many educational and other national groups calling for corporal punishment in schools to be abolished, South Africa remains one of the few developing countries that struggle because of the continued use of this disciplinary approach. Corporal punishment is inflicted on a child with the intention of causing some degree of pain or discomfort. In most South African schools that are located in low-income urban communities such as Inanda Township, most educators often express their frustration over the time and energy they spend in controlling learners in the classroom − time and energy that could have been used for teaching and learning (Geiger, 2000:383). As a result, the use of corporal punishment is regarded it as a quick, effective and less time-consuming disciplinary approach than other measures that are used to remediate delinquent behaviour.

Some comments alluded to thuggery by former learners of the school:

> *Nokwanda: A few years ago, there were thugs who mugged school students. They took our cell phones, accessories and money.*

Nokwanda's comment alleged that people who once attended this school had a tendency to break into the school to vandalise it and steal school equipment. In earlier studies, principals and educators blamed drugs, and whunga in particular, for theft-related problems in their schools. For

example, Le Roux and Mokhele (2011) and Harber (2001:23) were in agreement that gangsterism was a severe form of school violence. Paulson (011:130) states this finding as follows:

> "Another form of violence that impacts severely on educational provision is gang violence involving theft, drugs, and weapons. Such forms of violence extend from the surrounding community and streets into schools where learners are seen as fair game. Acts of violence take place when learners are on their way to and from school, on the school premises, and when gang members enter schools to sell drugs, steal or extort money."

The respondents of this study echoed their fear of those who lurk in the vicinity of schools to prey on learners:

> *Mnqobi: The school bell rings at 06:30. In winter it is very dark and usually when we arrive at school there are thugs who take our transport money and other belongings.*
>
> *Nomcebo: Knowing that going to school means I am subjecting myself to the likelihood of becoming a victim of school violence has made me lose interest in my studies. I'd much rather stay at home than go to school and wait to be stabbed, mugged or beaten.*
>
> *Mnqobi: There was a time when the teachers prevented the learners to participate in any sporting activities in the school. As a result, the learners decided to set the staff room on fire, and all the documents that comprised students' work and records were lost. The school had to close down for an entire term and we were just sitting at home while others went to school.*

From the participants' responses above it was clear that violence occurred both in the community and in the school. Some learners were exposed to acts of violence that were perpetrated by thugs who mugged them on their way to school, while they were also exposed to victimisation within the school premises by violent learners who most probably learned to be violent by interacting with thugs. This is what the symbolic interactionist perspective states, and thus the above comments can be linked to the symbolic interactionist perspective. This perspective further argues that people commit deviant acts because they associate with individuals who act in a deviant manner (Mooney, Knox & Schacht, 2007). This perspective was found applicable to this study.

Moreover, the social realities of school violence in South African schools as was exposed by various scholarly studies on this topic in this country. School violence normally does not originate at school, but most behaviours that learners display at school are learnt responses to circumstances and situations that are exhibited in people's everyday lives (Mkhize 2012). Home life settings influence all children. If a child grows up in a home where one of the parents is abused, whether verbally or physically, the child will take this as the norm. Studies have demonstrated that a child living in an abusive home will himself become an abuser and children who witness violence view it as a solution to the problem. "The violence they see and experience may sometimes spill over into the very public places like our schools" (Anon., 2004:l).

The impact of violence on children is described in the literature as devastating, and this was reflected by the following narrative:

> *Sinazo: Thugs once attacked learners here at school, so the learners retaliated and started throwing stones at the thugs and there was blood everywhere. I was scared because two of the thugs died at the scene and their friends wanted revenge. I was afraid to go to school, and my marks ended up dropping because during class I would lose focus thinking they would come back.*

When children grow up in environments where they are frequently exposed to violence, they are often unable to regulate anger, frustration and other negative feelings. It also causes them to fail to empathise with the feelings of others and thus they may revert to violence as the 'voice' of their anger and frustration − or often their fear. Exposure to violence makes children learn through observation that violence is acceptable both in- and outside the classroom. This then results in their failure to solve disputes using dialogue because violence is seen as the only way out. This statement may be applied to the learners of the Ngoqokazi community in Inanda who have lived all their lives with violence in their homes, community and schools. The fact that physical conflict is very common among learners means that they could be failing to manage their anger and/or tend to take out their frustrations that originate at home on their fellow learners.

Conflict between learners and educators was also highlighted by the respondents:

Nkululeko: A teacher once used an illegal method to discipline learners. The entire incident was captured on a cell phone and the video was circulated on social media. The teacher was fired from work and that is when things got worse. Students from her class protested, demanding that their teacher returns to work. School property was vandalised and teaching and learning came to a standstill until the teacher returned to school.

The above response reveals that the violence that occurred in the school had various causes and was often paradoxical. On the one hand the learners protested that they wanted a teacher fired, while on the other hand learners became violent because they respected (or needed) her and wanted her back. The teacher was fired because she had allegedly used illegal means of punishment. This interesting case exposed the conflicting and contradictory dynamics that exist in schools in the modern area, as the rights of children are emphasised yet their lack of discipline and the absence of a sense of responsibility more often than not impact the rights of others negatively. Learners who were offended claimed the right to get rid of the teacher, while those whose education were impacted by her absence claimed the right to have her back in the classroom. Both claimed entitlement without thinking of the consequences for others. Learners naturally do not want to be punished at all; yet in this case they reverted to violent protest when they wanted their teacher back in the classroom regardless of the fact that she had exercised discipline illegally.

5.2.3 Gender and Crime

According to the findings, the learners of the school under study all shared similar views regarding the idea that the violence that was directed at them inside and outside the school was gender based. For instance, the learners stated the following:

Nokwanda: Girls are more sensitive than boys and some of us cannot stand the sight of violence and watching someone get hurt. Boys on the other hand fight while girls emotionally fall apart.

Professor: We have different needs and wants, and school violence transpires in most cases because we are demanding something.

Sinazo: We experience violence differently because boys are encouraged to defend themselves at all times. If someone hits you, you are expected to hit them back or else you

will be called a 'sissy' and all the other boys will laugh at you and question your sexuality. Even some girls have learnt to fight and have become really good at it as they have to defend themselves since they are always targeted by criminals.

The above responses comply with the theory of the subculture of violence as they provide some information on the causes of violence. In the Inanda community, some forms of violence have been normalised and this has resulted in an increase in incidents of violent crime. This suggests that violence is strongly encouraged in the black community, which in turn leads to the exaggeration of masculinity among young people where both boys and girls tend to use their physical strength to attack or defend themselves. Acts of violence thus occur outside the home environment which means that violence is taken to the streets from where it inevitably spills over into school premises. Moreover, learners may revert to violence and aggression because they are raised in homes where violence is the norm. They are thus taught to be violent and to revert to aggression at an early age by family members or because they witness violent behaviours at home on a daily basis. The responses of the participants indicated that the problem of violence in this community was grave as some females reverted to violence in order to defend themselves. Self-defence may thus be employed by females as a main solution to violence because they are easy targets, especially as it may be argued that first-time offenders or chancers will target girls before they may target physically stronger males. Girls may thus argue that if they could learn to defend themselves, perpetrators will think twice before attacking them. The necessity for self-defence thus perpetuates and exacerbates violence.

However, the issue of violence that is aimed at vulnerable girls was strongly emphasised:

Nomcebo: Girls are more prone to becoming victims as they cannot defend themselves in the way that boys can.

Amanda: We experience violence differently because boys usually fight back but girls are fragile, they cannot fight back when they are attacked by criminals. Boys are able to defend themselves.

Fezeka: Females are too soft to retaliate and this makes them easy targets to violence such as rape, while men know how to defend themselves.

The participants' responses suggested that female learners were frequently exposed to violent situations inside and outside the school. Amanda and Fezeka viewed most girls in the school as targets. The data thus suggest that the phenomenon of school violence is gender based as the odds of violence aimed at female learners appeared to be high.

5.2.4 Community members and their involvement in perpetrating violence in the school

A school does not function in isolation as it is an integral part of the wider society. Many learners are plagued by various challenges in society, but they are especially vulnerable because of violence. According to the learners who were interviewed in this study, some community members are perpetrators of violence. Moreover, the participants were familiar with some initiators of violence in the school. Many young people in South Africa come from backgrounds where they learn that violent behaviour is an acceptable means of solving day-to-day challenges. When making inferences based on school-based violence, it is of paramount significance that one not only looks at what happens inside the school, but one should also assess the nature of the communities in which these schools exist. In this context, it is noteworthy that schools in townships experience higher rates of school violence compared to schools in other areas because violence is more widespread in township communities (Hurd et al., 2011). The latter author emphasises that youths in low-income communities may be strongly influenced by the behaviour of non-parental adults who are perceived as strong and powerful because they instil fear among law-abiding members of the community. The learners commented as follows regarding community involvement in school violence:

> *Amanda: Yes, community members do get involved because they have to protect their children and mostly it is criminals from the community that harm the learners.*

> *Pamela: Unfortunately, our community is one of those still stuck in the old ways, so they would much rather support the violence than find more effective ways of dealing with issues.*

> *Fezeka: Yes, because it is mostly community members that harass the learners".*

Sinazo: Yes, they do get involved. Sometimes you find that a group of boys and girls forming a forum at school are also involved with the people who perpetrate violence in the community. They do this so that if it happens that they get defeated by whoever they fight with inside the school, they will know that they can go and ask for help from their friends. They also leak important information.

Amanda's response suggests that revengeful or protective parents/relatives may perpetuate violence because she experienced and incident when parents took revenge when their children had been violated or attacked. Such acts exacerbate the level of violence as no one will stand by passively while their relatives are being bullied. However, violent acts of revenge are against the law as the law should take its course and no one in South Africa is allowed to take the law into their own hands. Perpetrators should be reported so that they can be arrested and duly prosecuted. However, the violent incidences that occur in townships and unbridled acts of revenge may be attributed to apartheid laws that gave rise to the development of a generation of parents who were products of an anomalous society and broken family structures (Hurd et al., 2011). It is in this context that a large number of parents lack important childrearing skills, and thus many societies are faced with the challenge of violence in schools. According to Krishnan (2010:8, cited in Sibisi, 2016:75), "the connection between large community structures such as the church or community clubs with families should employ distal processes to help provide the necessary support children need."

Another cause for violence that was revealed by Sinazo is the formation of cliques or gangs in school. These groups form strong bonds that may extend to gangs outside the school, and these gangs may retaliate if their friends inside that school may have been harmed in any way. Moreover, when learners join gangs in the community, those gangs gradually make their way into the school community. The abuse of illegal substances and the use of weapons to commit acts of violence in the community are also utilised in acts of violence that are committed in schools. The above comments thus clearly demonstrate that learners who are involved with perpetrators of violence in

the community also have a hand in the commission of violence as they leak information and thus put the lives of their educators and peers in danger.

Some comments strongly reflected the social disorganisation theory; for example:

> *Nokwanda: Yes, they do get involved because the thieves who rob us are usually armed with weapons. In such situations, we become vulnerable and defeated so the members usually get involved and help us.*

The above comment can be enlightened by the social disorganisation theory which holds that, amongst the determining factors of a person's later illegal activities, residential location is more important than the person's individual biological characteristics (Kubrin & Charis, 2009). The latter scholars further advocate that "youths from disadvantaged neighbourhoods participate in a subculture which approves of delinquency, and these youths thus acquire criminality in this social and subcultural setting" (Ibid:1). In this context, schools are microcosms of society and reflect the often violent behaviour of criminals operating in the broader society, particularly in settings such as Inanda Township. This is worrying as not only does it indicate that schools are no better than the society they serve, but also that they cannot protect children from the negative elements that exist in the broader society. The school under investigation may thus be regarded as an emblematic example of the many schools that experience school violence in forms such as theft and fighting, as has been reported in the literature (See Zulu et al, 2004, Berton & Leonschut 2012, Lembert 2013, Mabasa 2013). For example, it has often been alleged that people who once attended this particular school have a tendency of breaking into the school to vandalise and steal school equipment. For example, one participant narrated an incident of arson that severely damaged the school:

> *Nkululeko: Community members assisted learners when they were burning the staffroom. Some were parents of students but some were just interfering; just 'having fun' by causing destruction without using any weapons.*

Violence has permeated the lives of South Africans, especially Black populations, since the advent of apartheid. It is important to recognise that the realities of apartheid and its structures did not transpire overnight, but that it took years to fester like a wound among communities and thus left

mutilations on the oppressed which will take time to obliterate (Mabasa 2013). The regime's structural inequalities entrenched overcrowded townships that became places of severe poverty and violence. The culture of violence is robust among the victims of apartheid, and thus it will not be easy so eradicate it from the youth who are now their children. The burning of the school by parents and learners thus demonstrates the entrenched perception that this is the way to solve problems.

5.2.5 Educators as Victims of School Violence

As is the case in other occupations, teachers devote the majority of their time in their place of work, and whatever transpires in their working milieu will influence their lives. The findings revealed that educators in the school under study were affected by violence both at a professional and at a personal level as the proceedings at the school were disrupted on a daily basis. The learners narrated the following:

> *Nokwanda: Educators do get involved as the children of most of them attend my school so they have to get involved for the safety and well-being of their children.*
>
> *Professor: Educators do get involved.*
>
> *Nkululeko: Teachers are victims in my school as some were beaten by the principal. Some teachers even decided to transfer.*

Nkululeko stated that educators were slapped by the principal in front of learners, which is humiliating and must have affected those teachers' self-esteem negatively. Moreover, the learners lost respect for these teachers and for the principal, of whom they developed an intensified fear because of his authoritarian and cruel disposition. It is also evident that the teaching and learning process was disrupted as educators would stay away from school and some even transferred to other schools where they perceived that the principals would treat their staff members with respect and dignity.

Teachers were also affected physically and emotionally, as the following statements revealed:

Fezeka: Teachers are also victims of violence as they also get mugged when they walk to school in the morning.

Mnqobi: They are victims of violence as they are the ones who look after us. If we want to have our way and they refuse, we become angry and disturb the teaching and learning process so that we can have our way.

Nokwanda: Their job as educators becomes affected as school violence disturbs lessons. Each time there is a fight, learners will push and run out to see what is happening. It becomes very difficult for the teachers to calm them down again once they have returned to class.

Fighting during lesson time was apparently common at the school, and whenever there was a fight, the learners got excited and ran out of their classrooms, which means that valuable teaching and learning time was lost. This finding suggests that whenever a fight erupted, educators had to drop everything to attend to the issue immediately. Ncontsa & Shumba (2013:9) notes that the effects of school violence impact learning as learners become uncontrollable and difficult to manage, and urges that such an environment is not favourable for teaching and learning. Moreover, the few teaching and learning opportunities that are available are unproductive due to disturbances, non-attendance and learners' unruly behaviour, and these in turn aggravate poor school attendance and ultimately lead to a high failure rate. Thus educators are faced with the responsibility of being more than educators; they end up performing the roles of social workers, counsellors and policemen and often have to neglect the job that they were employed to do.

Educators in this school were victims of both community and school violence. By all accounts, their lives were often at risk as some were mugged by thugs on their way to school. They were also exposed to violence that was perpetrated by selfish and inconsiderate learners who behaved like delinquents only so that they could have their way. Learners also lost respect for some of the teachers who were bullied by the principal and criminals who entered the school premises.

Sinazo: Their cars are sometimes vandalised during disruptions in the school, therefore they become victims.

Amanda: Teachers are affected by violent incidents that occur in the school in the sense that they get intimated. Situations get out of control leaving them feeling helpless. The situation is worse here in Inanda because violent outbreaks take place almost every day.

The latter comment can be associated with the social disorganisation theory which emphasises that changes in individual behaviour are imposed by the surrounding physical and social environments in which the individual exists at a particular point in time. The theory does not perceive individuals as aggressive beings; rather, it poses the argument that the environment in which the individual exists is a precursor for violence (Bezuidenhout, 2011).

5.2.6 Support Services and Remedial Programs

The findings revealed that fifteen of the twenty learners who were interviewed thought that the school offered support services and programs to assist learners in dealing with violent incidences that occurred at the school. However, these learners seemed uncertain about the support offered at the school while five respondents were confident that there were no counselling services or programmes offered to traumatised learners at the school.

Amanda: No, my school does not offer any services and programmes that help students cope with violence.

Fezeka: No, there are no support services to help students to dealing with the trauma caused by violence.

Mnqobi: Sometimes my friends and I gather before school commences to pray. We often come to school in fear because anything can happen at any time and there is no-one to help us deal with the aftermath of violence that occurs in the school.

Based on these comments, it was established that the learners were in dire need of support services and programs to help them cope with the fear and stresses caused by violence. However, experience has taught that the odds are that the Department of Basic Education will not make these services available to the learners on a regular basis.

The school was also blamed for the persistent violence that plagued the learners:

Pamela: No, my school does not provide any services for students. The school is the very same institution that subjects us to violence.

Considering the above comment, it is evident that the learners also blamed the school for the violence that they were exposed to on the school premises. This may have been because the school did not have an efficient security system. For example, the researcher observed that there were no security guards at the gate to regulate those who entered and exited the school premises. Due to the cost implications and the school's disadvantaged background, there were also no CCTV cameras to monitor activities. Therefore, each time learners were exposed to violence in the school, they had to retaliate violently as there was no-one else to protect them or to fight for them. The learners also had to deal with the aftermath of violence either singly or in groups, which was a recipe for the development of gangsterism within the school. Many individual learners had no one to confide in and therefore they ended up keeping everything bottled up inside; consequently they lost concentration during lessons as their minds were elsewhere.

Regardless of the many incidences of violence experienced by the learners – some which ended in tragedy − there were reportedly no counselling services at the school or even in the community. Urgent attention should therefore be given to the issue of school violence as it negatively impacts learners' academic progress. Moreover, many learners live in fear, not only at school but also at home and in the community, and many attend school intermittently or simply abscond because they fear what may happen to them. Some learners feel compelled to drop out of school as they cannot cope with the stresses that they have to endure at school.

5.3 Suggested Measures to Combat School Violence

The learners were asked to offer suggestions of what could be done to reduce school violence. Their suggestions included the following:

- Those involved in such acts should be dealt with accordingly. The government should take a stand and apprehend those who are guilty of such acts.
- Tight security should be implemented at all public schools.
- Learners need to be educated about the dangers of violence and what could happen to them if they are found guilty of perpetrating violence.

- Community members must run programs and campaigns that fight against school violence instead of convincing learners to participate in protests.
- Parents should be involved in the activities of the school and attend school meetings where important issues such as the issues around school violence, dangerous weapons and illegal substances are discussed.
- Counselling services should be provided by the Department for learners so that they can have a safe place to go and where they can report incidences of violence without the fear of retaliation.

5.4 Conclusion

This chapter presented and discussed the data that were obtained from Grade 11 and 12 respondents. The study explored the effects of school violence on learners who had been directly or indirectly affected by violence within the schooling environment. The major findings were presented, discussed and analysed using a thematic analysis process. Themes were identified with reference to the key topics that emerged from the data. The main findings revealed that the effects of violence were largely traumatic, physiological and behavioural. Collectively, these effects must have had a negative impact on the progression of learners through the school system as they negatively impacted the processes of teaching and learning over a period of time in the school.

The next and final chapter will present a summary of the main findings and will illuminate the suggestions offered by the learners on ways to address the issue of school violence.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The previous chapter presented an analysis and discussion of the data that were obtained from twenty participants of a secondary school in the Inanda Township near Durban in KwaZulu-Natal. Ten Grade 11 and ten Grade 12 learners of both genders formed the study sample. The aim of this explorative study was to investigate the effects of violence on learners and to assess the impact of violence on the academic performance of learners at the school under study. The research questions and objectives that were presented in Chapter One were addressed and the findings were presented in Chapter Five. Based on these findings, it is argued that school violence may be viewed as one of the most devastating challenges at this school in Inanda. It is at this point acknowledged that the small scale of the study precludes the findings from being generalised across schools in South Africa, but because schools are a microcosm of the society they serve, it may be posited that violence is a scourge in many schools in this particular township, and by implication in many townships in South Africa. Fighting, assault, bullying, intimidation, and drugs and alcohol abuse were reportedly prevalent among learners. The following section presents the main conclusions, followed by relevant recommendations.

6.2 General Conclusions

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

- identify the nature and consequences of school violence;
- assess whether school violence impacts learners' academic performance negatively;
- investigate the extent to which school violence impacts learners emotionally and psychologically; and to

- determine whether there are programs and services offered to learners who are victims of school violence.

6.2.1 The consequences of school violence

The study found that the prevalence of violence in school leads to a multitude of serious consequences. Because these consequences are negative for learners, it is of paramount importance to identify and deal with the consequences of violence before they get out of control. The study revealed the following main consequences of school violence:

- Violence in schools has a major impact on the safety and security of all learners at school, particularly those who are law-abiding and desirous of completing their school education satisfactorily. The increasing number of incidents of violence contributes to parental complicity in acts of violence as they fear for their children's safety and the standard of their education and then tend to take matters into their own hands – either as a method of retaliation or revenge. Some parents remove their children from a school where acts of violence have become untenable. It must be noted that fewer learners means less funding from the Government and, as a result, the school will be unable to provide quality education for those learners who remain in the school.

- The study also found that learners do not pay attention to teachers during the lessons. Violence on the premises is a powerful magnet that draws learners' attention away from academic endeavours and once distracted, few learners manage to calm down and focus on their work. Increasing acts of violence and delinquency also distract educators' attention and they have to spend an inordinate amount of time solving conflict and delinquency among learners. This limits the amount of time teachers have to educate their learners.

- Community involvement was confirmed as powerful precursor to school violence. The participants were familiar with delinquents inside the school as well as habitual perpetrators of crime in the community, and this raises the question of the extent to which learners are involved in gangs that operate both inside and outside the school premises.

6.2.2 The impact of school violence on academic performance

The study found that learners were affected by school violence to the extent that many were concerned about their own and their friends' poor results and their deteriorating academic performance. Poor performance was not only influenced by violent occurrences at school, but also by the violence they witnessed at home. It was revealed that, due to poor security at the school, outsiders gained unrestricted entry to the school premises at any given time, and because gangsterism is rife in Inanda Township, learners felt compelled to carry weapons to protect themselves. The study also revealed that the use and abuse of drugs, alcohol, whunga, nyaope, marijuana and cigarettes played a role in the eruption of violent acts at school, and they also impacted negatively on learners' academic performance. Due to the use of these toxic drugs and substances, learners ended up getting low marks and many failed their grades.

6.2.3 The Emotional and psychological impact of violence on learners

The study found that it was almost impossible for learners who experienced or witnessed school violence on a regular basis to concentrate fully on their education and learning. The participants confirmed that younger learners, especially those in Grade 8 and Grade 9, were vulnerable to school violence as it was more difficult for them to protect themselves against school bullies and other forms of violence in the school. For example, the participants admitted that young learners did not use the school toilets because they were scared of Grade 11 and 12 learners who forced them to pay R1.00 (one rand) if they wanted to use the toilets. This ill-gotten money would be used to buy cigarettes and drugs during recess, while the experience was humiliating for the younger learners in the extreme – especially if they did not have the money and were therefore unable to use a toilet. The finding suggests that younger learners would be emotionally traumatised by any such incidents and that they would live in constant fear at school knowing that they will be bullied and humiliated by senior learners. The participants confessed that some learners carried R1.00 to school even though they came from impoverished backgrounds. This means that if the money has to be paid as a bribe to use a toilet, they are left with no lunch money and they thus go hungry. Concentrating in class on an empty stomach contributes negatively to a child's psychological well-being as the child's cognition skills are affected. These findings of the study are in line with those

of the Basic Education Rights Handbook, Chapter 17 (ABEH, 2017) which points out that some learners:

- Drop out of school prematurely because they fear going to school;
- Skip school because they don't see school as a safe environment;
- Join gangs in order to be protected;
- Learn to become aggressive towards others.

Similar situations were eminent at the school under study and the respondents also referred to such incidents. The participants were also aware of many students who could no longer tolerate the situation and thus dropped out of school due to violence and feelings of insecurity. Some often played truant, which caused them to lag behind. Moreover, these learners never caught up and this was deemed a contributing factor to poor academic performance.

6.2.4 The availability of programs and services to assist learner victims of school violence

The study revealed that no programs or services were offered to learner victims of school violence. Instead, learners reverted to violence and aggression as a means of seeking revenge or protecting themselves from secondary victimisation. The study participants indicated that the school offered no protection and no support services for learners who were victims of school violence.

6.3 Recommendations

Based on the findings, the following recommendations may be implemented in order to reduce school violence:

Education regarding school violence and its impact on learners should commence at primary school level. Programmes should be implemented to sensitise young learners to the harm that violence does when they are in higher grades.

Parents should play a supportive role in addressing any violence that has been committed against their children at school. However, not only parents should respond actively to the issue of school violence, but the school itself, through the management team and representative educators, should take the initiative to educate learners about the forms of violence prevalent in schools. Schools

could conduct awareness programs about different forms of school violence to equip learners with skills to protect themselves and to limit their chances of becoming victims of school violence. Learners should be encouraged to leave their cell phones at home and to report perpetrators of crime, even if they are their relatives or known community members.

It was noted that boys tend to be more violent than girls, and thus communities should form awareness groups that could help boys deal with school violence. Churches as community institutions could play an important role in this regard.

It is important that the Department of Basic Education should resurrect the efficient services of trained counsellors in all schools to assist learners who have been traumatised by school violence. The constant excuse that the Department has no funds is no longer tenable; better financial management should address this problem as a matter of urgency, as our traumatised and devastated learners should be a priority for all stakeholders in education.

It is important to recognise and address factors that contribute to school violence such as poverty, family disintegration and ineffective school facilities. All schools should be fenced off and security guards should be placed at all entrances to school premise. The Department of Basic Education should play an active role in this regard.

It is recommended that police presence in the vicinity of schools and regular random searches are arranged by school management teams to confiscate drugs and weapons from learners and community members with nefarious intentions who lurk around schools. Such a strategy will reduce the number of weapons and the drugs being carried to school and it will make schools safer.

6.4 Recommendations for Further Research

It is acknowledged that the data that were elicited by this study were by no means exhaustive of the school violence phenomenon. It is also acknowledged that the findings cannot be generalised to a larger school population. Therefore, studies of a similar nature should be conducted using a larger sample of schools in township settings not only across the KwaZulu-Natal province, but across South Africa.

It is also recommended that comparative studies be conducted to identify measures that can be utilised successfully in order to curb the violence that erupts consistently in some schools in townships.

6.5 Conclusion

Violence among learners attending high schools in Inanda, and more particularly the school under study, seemed to be a major problem that impacted learners' academic achievements and social lives as well as the security and safety of educators. Urgent intervention is required to strengthen the fight against the seemingly uncontrollable rates of violence among high school learners. This study revealed that collaboration among parents, educators and the community can curb and even eradicate violence in schools. The study urges that the safety of learners should be the first priority of every school management team and that it should be strongly supported by the Department of Basic Education, counselling services, and relevant law enforcement structures. Moreover, community members should intervene through awareness and sensitising programmes to curb school violence in the areas where learners live. The findings supported those of other scholars who bemoaned the fact that learners have such easy access to alcohol and drugs, which are closely linked to violent crimes that occur in schools. The abuse of drugs and alcohol by learners − and in some instances by educators as was revealed by the literature − is a scourge that should be rooted out because it exacerbates school violence.

The overt use of weapons and drugs also suggests that matters have taken a turn for the worst and, if these phenomena are not addressed, violence in our schools will be unbridled and untameable in a few years to come. As it stands, school violence and indiscipline among learners seem to be continuing unabated regardless of the safety measures (albeit very limited in some instances) that schools have implemented. It is a travesty that the challenge to curb school violence is squarely placed on the shoulders of principals and educators, as this phenomenon is a beast that affects the Department of Basic Education and every citizen of this country directly or indirectly. It is therefore the responsibility of every South African to protect our children and to safeguard the future of our schools.

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APPENDIX A

Informed Consent

My research project is entitled "An analysis of School Violence in Inanda Township: A case study of Mqhawe High School". This research study seeks to investigate the impact of school violence on learners. The broader purpose of this study is to investigate the impact of school violence on academic performance as well as the extent to which it may impact emotionally and psychologically on learners. This research project is part of my Master's degree in Criminology and Forensic Studies and will be conducted by me (Zanele Maphumulo). The information provided will be used solely for academic purposes. Participation is voluntary and anonymity and confidentiality will be guaranteed in this research. No personal information such as names or contact numbers will be used. All responses will remain anonymous. If you feel uncomfortable, you may wish to withdraw from the interview.

Should you have any questions/queries, do not hesitate to contact me or my supervisor on the following contact details:

Name: Zanele Maphumulo
E.mail:zanelethusini78@gmail.com
Name of Institution: University of KwaZulu-Natal
Faculty: Humanities
Discipline: Criminology & Forensic Studies
Supervisor: Dr. Sazelo Mkhize Email: Mkhizes1@ukzn.ac.za
Co-Supervisor: Ms. Londeka Ngubane Email: ngubanelp@gmail.com

If you give consent to participate, please sign this form below:

I…….. (Full name) hereby give consent to participate in this research project.

Signature of Interviewee…….

Thank you for your participation

APPENDIX B

Isingeniso

Igamalami ungingu Zanele Ntombeyningi Maphumulo, umfundi owenza I Masters Kwi Department yakwa Criminology e University of KwaZulu-Natal, ngenza uwcaningo ngomthelela wodlame ezikoleni zaselokishini laseNanda. Ucwaningo lwenziwe esikoleni samabanga aphezulu okuthiwa nguMqhawe. Ngithanda ukuzwa umbono wakho ekutheni uphazamiseka kanjani ezifundweni zakho, Ngikhethe lendawo ngoba ingezinye zezindawo ezinganakiwe njengoba isimakhaya

Ilungelo loku vuma nokwala

Unelungelo lokukhetha ukuba yingxeye ne lungelo lokwala.Unelungelo lokwala ngaphami kokuba kuqalwe nanoma sekuqaliwe

Ukufuhlwka kwebiningwano

Konke okuqoshiwe kugcinwa endaweni ephephile e nwuvesi yakwa Zulu Natal kuphinde kulahlwe uma usuphelile umsebenzi wakho.Ngizonikeza nagmunye ngamunye ingame elizosetshenziswa ekuphalweni kwalomsebenzi.Lokho kwenzelwa ukuthu kungabibikho owaziyo ukuthi kwashiwo ngubani

Ukuvumela

Ngifundile ngaqondisisa lencwadi yesivumelwano, ngiyazikhethela ukuba yigxenye yalomsebenzi.Ngiyaqondisisa ukuthi okukho engizokuthola ngokuba yigxenye yalomsebenzi ngiyaqonda nokuthi akukho bungozi engizobhekana nabo ngokuba yigxenye yalomsebnzi.

_____	_____	_____
Participants Name:	Signature	Date
_____	_____	____
Researcher's Name	Signature	Date

APPENDIX C

Letter to school principal

To whom this may concern,

My name is Zanele Ntombeyiningi Maphumulo, Student no: 216069137 from the University of KwaZulu-Natal Howard College campus within the Criminology and Forensic Studies Cluster. I am currently completing my Master's thesis in fulfillment of the following topic: *An Analysis of School Violence in Inanda Township: A case study of Mqhawe High School* and would be interested in undertaking a project in the area of criminology.

The envisaged study will attempt to achieve the following objectives:

1. To identify the nature and consequences of school violence.
2. To assess whether school violence impacts on academic performance.
3. To investigate the extent to which school violence impact emotionally and psychologically on learners.
4. To determine whether there are programs and services offered to learners who are victims of school violence.

The success of this project will be dependent on investigating and assessing school violence at Mqhawe High School in Inanda Township. This will therefore require collecting of data by conducting qualitative research which will include semi-structured interviews with Grade 11 and Grade 12 learners of the school. Your assistance in permitting access to your school for purposes of this research will be most appreciated. Please be assured that all information gained from the

research will be treated with the highest guardedness. Further, should you wish the result from the thesis to be "embargoed" for an agreed period of time, this can be arranged. Please also indicate any further conditions or requirements. Confidentiality and anonymity will be strictly adhered to. Academic publishing describes the subfield of publishing which distributes academic research and scholarship. Most academic work is published in a journal article, book or thesis form. This project will be published in a form of a thesis and will be kept in both the hard and electronic copies within the University of KwaZulu-Natal libraries. In the form of finished thesis, oral presentations in public, anonymity/confidentiality will be protected by not recording names and other data at all that might lead to the identification of respondents, or by removing names and identifying details of resources. Assurance will be provided that information collected will be used only for research purposes. Generally, this confidentiality goes together with the assurances of anonymity that is, the individual will not be identifiable from the way in which the finding will be presented. Effort will be made to prevent anyone outside of the project from connecting individual subjects with their responses.

If permission is granted, the UKZN requires this to be in writing on a letterhead and signed by the relevant authority.

Thank you for your assistance in this regard.

Yours sincerely

Miss Zanele Maphumulo

APPENDIX D

Interview Schedule

1. What is your understanding of school violence?
2. Have you been a victim of school violence?
3. Has school violence impacted on your academic performance? Explain
4. Do community members get involved in violence at your school?
5. Are staff members victims of violence at school? If so, how and why?
6. Do you think boys and girls experience violence differently? Explain
7. How has your experience of violence affected your emotional and psychological well-being?
8. Does your school offer any services and programmes to help students cope with violence?
9. In your opinion what can be done to reduce school violence?

APPENDIX E

Interview in IsiZulu

Imibuzo

1. Uqondani ngodlame olwenzeka ezikoleni?

2. Wake waba umhlukunyezwa lapha eskoleni?

3. Udlame leskole lunamuphi umphumela ezifundweni zakho?

4. Ngabe abafana kanye namantombazane bazwela ngokufanayo udlame eskoleni?

5. Ngabe umphakathi unnamuphi umthelela ekulwisaneni nodlame leskole?

6. Ngabe abasebenzi besikole ziyabandakanyeka odlameni lesikole?

7. Ngabe udlame lesikole luyakuhlukumeza kangakanani ngokwemizwa nangokwenqondo?

8. Ngabe isikole sinalo uhlelo lokulwisana noma ukweluleka abafundi maqondana nodlame eskoleni

9. Ngokubona kwakho yini engenzeka ukuze kunciphe udlame eskoleni?