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INYUVESI YAKWAZULU-NATALI

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SCHOOL OF APPLIED HUMAN SCIENCES

AN EXPLORATION OF THE EXPOSURE OF HIGH SCHOOL TEENAGERS TO GENDER-BASED VIOLENCE WITH SPECIFIC FOCUS ON INTIMATE PARTNER VIOLENCE: A CASE OF A SELECTED SCHOOL IN INCHANGA, KWAZULU-NATAL.

By

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School of Applied Human Sciences

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DURBAN, 2024

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 ……. 2024

DEDICATION

The study is dedicated to all high school teenagers who have been affected by gender-based violence, particularly intimate partner violence, at the selected school in Inchanga, KwaZulu Natal and across the country.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my deepest gratitude to my heavenly Father, who has been an unwavering source of guidance and fortitude throughout my academic journey.

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ABSTRACT

Intimate partner violence (IPV) is defined as abuse or aggression that occurs within a romantic relationship. It is a pervasive issue affecting individuals across various age groups and demographics. It falls under the umbrella of Gender-Based Violence (GBV) and is a global pandemic which is also prevalent in South Africa. This study focuses on exploring high school teenagers' exposure to intimate partner violence in a selected school at Inchanga, KwaZulu-Natal. From the data gathered, it is evident that intimate partner violence (IPV) exists in a vicious cycle among teenagers, and there is limited research on the experiences of high school teenagers who have been exposed to IPV. This study aims to shed light on the prevalence of intimate partner violence among high school teenagers at Inchanga. Therefore, to gain insight into the exposure of high school teenagers on IPV specifically at the selected school in Inchanga. A qualitative study was conducted using individual interviews with participants. The participants were purposively sampled from different grades and genders to ensure representation. The participants included 5 males and 5 female high school learners aged between 15 and 18 years, four teachers, and a school principal. The findings were then thematically analysed and they revealed that IPV is influenced by various dynamics, including historical patriarchal cultural factors, socio-economic factors, the misconception that violence demonstrates love, and peer influence. It is also evident that domestic violence contributes significantly to the perpetuation of this phenomenon. Based on the findings, the study recommends that the school should implement comprehensive education programs that focus on healthy relationships, conflict resolution, and the prevention of IPV. These programs can help raise awareness among teenagers about the dynamics of healthy relationships and empower them to recognise and address signs of abuse. Furthermore, it is also recommended that there should be Collaboration with community organisations that specialise in intimate partner violence prevention to enhance their efforts in addressing this issue.

- **Keywords**: *Intimate Partner Violence, High School Teenagers, Psychosocial effect, Gender-Based Violence, , High School, Teenagers*

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LIST OF ACRONYMS AND ABREVIATIONS

1. **GBV** - Gender-Based Violence
2. **IPV** - Intimate Partner Violence
3. **HS** - High School
4. **SA** - South Africa
5. **UNICEF** - United Nations International Children's Emergency Fund
6. **WHO** - World Health Organization
7. **NGO** - Non-Governmental Organization
8. **DV** - Domestic Violence
9. **UN-** United Nations
10. **CEDAW-** Convention on the Elimination of All Forms of Discrimination Against Women
11. **HRW-** Human Rights Watch
12. **VAW** - Violence Against Women
13. **SMT**- School Management Team
14. **SAPS**- South African Police Services
15. **DBE**- Department of Basic Education
16. **KZN**- KwaZulu-Natal
17. **PTSD**- Post-traumatic stress disorder
18. **CJS**- Criminal Justice System

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CHAPTER ONE
INTRODCUTION AND BACKGROUND TO THE STUDY

1.1 Introduction

Intimate partner violence (IPV) is abuse or aggression that occurs in a romantic relationship. Intimate partner refers to both current and former spouses and dating partners.IPV can vary in how often it happens and how severe it is. It can range from one episode of violence to chronic and severe episodes over multiple years. Intimate partner violence (IPV) is a crime that falls under the umbrella term of 'gender-based violence' (GBV). This particular phenomenon is seen as a human rights violation and an act of unacceptable discrimination based on the victim's gender. The Human Science Research Council (2014) describes IPV as an infringement on the safety and human dignity of the affected person or persons. According to Jewkes and Dartnall (2019), GBV is a broader concept as it is defined as harmful actions committed against an individual based on gender. This form of violence is a prevalent issue that impacts people of various ages, ethnicities, and economic statuses. GBV encompasses a broad spectrum of abuse that causes physical, sexual, psychological, emotional and economic abuse whereas IPV causes similar harm but is narrowed down to abuse in a relationship. Heise and Kotsadam (2015) allude that GBV and IPV both violate human rights and pose significant public health challenges with widespread repercussions for individuals, families, and communities. GBV is a phenomenon that occurs widely on a global scale, but it is in South Africa where the highest femicide (the murder or harm of women) rate in the world has been recorded (Beyene, Chojenta and Roba, 2019). According to Wahlang (2018) due to its acute and persistent effects on women's health, GBV is now recognised as a major global public health problem. GBV is commonly understood as violence against women and girls (VAWG), intimate partner violence (IPV), domestic violence (DV), and sexual violence (SV), while the factors that cause GBV vary as they are embedded in the social, economic, cultural, political, and religious conflicts that commonly erupt between two people who are in a relationship (Sanjel, 2013).

Of the estimated 736 million women globally, as many as one-third were estimated to have endured physical or sexual violence from either an intimate partner or a non-partner (World Health Organization, 2018). This statistic has shown little change over

the past decade. The findings from the World Health Organization(2021) study confirm the earlier estimate, stating that approximately one-third (30%) of women worldwide have experienced either physical or sexual violence by an intimate partner or a non-partner at some point in their lives. This statistic remains largely unchanged over the past decade, indicating that progress towards eliminating gender-based violence has been slow.

According to the World Health Organisation (World Health Organization, 2018), the prevalence of this form of gender violence even affects girls of a young age, and this organisation estimates that one in four young women experienced, or will have experienced, violence from an intimate partner by the time they reach their mid-twenties. The Department of Justice: Bureau of Justice and Statistics (2016) in the United States of America further argues that girls and young women between the ages of 16 to 24 experience the highest rate of intimate partner violence, which is almost triple the national average. A survey that was conducted in 2001 found that, of all the reported cases of female victims of intimate partner violence, 94% of those aged 16 to 19 years and 70% of those aged 20 to 24 had been victimised either by a current or former boyfriend or girlfriend (Rennison, 2001, cited in Dating Abuse Statistics, 2018).

Various national and international policies advocate for prevention and intervention strategies to curb gender-based violence globally. To this end, member countries and related organizations have been urged by the United Nations (UN) to develop frameworks and conventions to address GBV (United Nations, 2021). According to Article 4 of the United Nations Declaration on the Elimination of Violence Against Women (United Nations, 2021), gender-based violence is recognised as a violation of human rights, and this Declaration calls on governments to take action to prevent and respond to such acts of violence. Additionally, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) obligates state parties to take measures to eliminate discrimination against women and to eradicate gender-based violence (ESCAP, 2023).

Many countries of the world have enacted laws and policies to address gender-based violence. For example, the Violence Against Women Act (VAWA) of the United States provides funding for programs that support victims of domestic violence, dating violence, sexual assault, and stalking (cited in Government of Canada, 2021). Locally,

South Africa's legislative and policy frameworks stem from international conventions of which the country is a signatory. For instance, it has promulgated the Domestic Violence Act (DVA) No. 116 of 1998 and the Criminal Law (Sexual Offenses and Related Matters) (SOA) Amendment Act No. 32 of 2007 that came into operation at the end of 2007. The latter are two prominent laws that address violence against women. The Domestic Violence Amendment Act No. 14 of 2021 came into effect on 14 April 2023 as per Proc R117 GG48419/14-4-2023. This Act criminalises domestic violence and provides for protection orders for victims. Moreover, the National Directives and Instructions in South Africa guide the forensic examination of survivors of sexual offences as per the Criminal Law (Sexual Offences Amendment Act) and the Children's Act of 2005, to mention a few.

The response by various states was to update and strengthen their legal frameworks, guidelines, programs, and services to curb GBV, which affirms their focus on this issue and their intention to protect and ensure justice for the victims of GBV and IPV crimes (Anderson & Claes, 2022). However, the literature also emphasises challenges such as the absence of appropriate laws and policies, poor implementation, delays in law enforcement, and lack of resources that have all had detrimental impacts on victims who have sought justice (Anderson & Claes, 2022). Various scholars underscore the significance of effective legislation, enforcement mechanisms, and support services in the quest to address and curb gender-based violence and to bring perpetrators to book.

The laws and regulations that guide GBV are very comprehensive and all aim to encourage and assure women's equal participation in all aspects of life. The South African Constitution Act 108 of 1996 (Republic of South Africa, 1996) is a pivotal guiding document that articulates the freedom of all citizens and their right to a life that is free of violence and harm. It also urges the dismantling of patriarchal ideologies that uphold women's inequality under the guise of culture and faith if gender equality is to be achieved as articulated in Section 9 of the South African Constitution Act 108 of 1996.

IPV is a pervasive issue that affects individuals of all ages, including children (Johnson, Smith-Enoe, Lou, Pacilli & Pagliaro, 2023) and it is a common and unfortunate phenomenon on the South African landscape. One example is an incident that was reported by the South African Medical Association (2019). This report narrates the

incident of 10-year-old Thandi who witnessed her mother being physically abused by her partner, Sipho. The violence escalated to a point where Thandi could no longer tolerate it, and the trauma she experienced resulted in long-lasting mental and emotional effects. She experienced anxiety, depression, and difficulty forming healthy relationships. The trauma of the incident stayed with Thandi long after the physical wounds had healed.

In South Africa, IPV is a pervasive issue that affects individuals across various demographics. Due to this scourge, people of all races and genders are influenced by factors such as financial status, sexual identity, cultural affiliation, and age. Research has shown that these power dynamics can play a significant role in the perpetuation and perpetration of IPV. Pokharel, Hegadoren, & Papathanassoglou (2020).highlights the complex interplay of these factors in driving intimate partner violence and sheds light on the dark reality faced by many individuals in abusive relationships.

GBV is thus a significant concern that affects individuals across all sectors of society. South Africa has a history of high rates of this form of violence, with IPV being a particularly prevalent form of abuse. Despite the enactment of legislation aimed at protecting individuals against gender-based violence, such as the Domestic Violence Act and the Sexual Offences Act, the wide gap between policy and practice in addressing this issue remains unaltered (Graaff , 2021). Moreover, societal norms and traditional attitudes often perpetuate a culture of silence around GBV, and this leads to underreporting and inadequate responses from institutions that could otherwise have supported the victims of this crime and brought the perpetrators to justice.

In higher educational institutions, and even recently in schools, intimate partner violence is a pressing issue that requires urgent attention. Schools and higher education institutions play a crucial role in shaping societal norms and values, yet many of these institutions fail to effectively address incidences of GBV among learners and learners. This lack of response and support perpetuates the cycle of abuse and victimisation, with harmful behaviours going unchecked and survivors lacking adequate support. According to a survey titled *Break the Silence* that was conducted by Fifth and Pacific Companies (2014), nearly half (43%) of dating high school learners reported experiencing violent and abusive dating behaviours. It was evident that these high school learners were not equipped to deal with dating abuse, as 57% said it was difficult

to identify the threat and 58% said they did not know how to help someone who was experiencing partner violence (Dating Abuse Statistics, 2018).

IPV occurs as various forms of abuse, but the most common are physical assault and sexual, psychological, and economic abuse. According to Kelly and Johnson (2008), these forms of abuse are committed to emphasise the perpetrator's power and control and are key indicators of partner violence. Abusive partners, according to Kelly and Johnson (2008), use a system in which intimidation, manipulation, and control are escalated to retain power in their relationships. Przekop (2011) agrees with the former notion, and highlights that existing literature has predominantly focused on cases of physical, psychological, sexual, and financial abuse to describe and understand partner violence. However, Przekop (2011) also emphasises the importance of considering the impact of partner violence on other individuals, apart from the primary partners, who are also involved in abusive partner dynamics.

Mak, Garcia-Moreno, Petzold and Falder (2013), Lim, Bacchus, Engell, Rosenfeld, Pallitto, Vos, Abrahams and Watts (2013), and (Vetten, 2014) support the former scholars, and argue that a large body of research on IPV has concentrated primarily on physical and sexual violence. They highlight a notable lack of exploration into other forms of IPV that are equally crucial in understanding the complexities of abusive relationships. Overall, it has become essential that researchers broaden the scope of their understanding of this phenomenon by delving deeper into the various dimensions of IPV and to explore this phenomenon beyond physical and sexual violence. Such investigations could provide a more comprehensive understanding of this pervasive issue which is a complex social problem that requires collaboration among various stakeholders in the health, education, community, and law enforcement domains.

1.2 Background to the Study

Intimate partner violence is a global pandemic whose roots are embedded in patriarchal societies where GBV is reportedly fostered. According to Weingarten (2016), IPV is an international human right and a public health concern. Numerous statistics have been published to reveal the impact of IPV on women, men, and their families (World Health Organization, 2012; 2013). For instance, statistics released by the South African Police Service (SAPS) (2018) indicated that 50% of murdered women in South Africa had come to their demise at the hands of their own partners.

Although IPV among high school teenagers is a serious issue, it has only been highlighted to a limited degree as a research focus. A South African national survey on youth risk behaviour suggests that a significant percentage of high school learners experience physical and other forms of abuse in their romantic relationships. According to the survey, 14.1% of high school girls reported being hit, smacked, or physically abused by their partners, while 18.3% of high school boys admitted to physically assaulting their partners. It is concerning that many of these teenagers seemed to be unaware that such behaviour is not only harmful, but also illegal and could result in legal charges. Yet, the latter survey proposes that violence in intimate relationships is a common and normalised crime among teenagers (Rasool, 2022). According to a study Cong (2010), 10 to 12% of South African teenagers reported physical maltreatment and 33% reported other forms of abuse while being in romantic/physical relationships. Therefore, it seems pertinent to argue that even though IPV is prevalent and results in a plethora of negative associated consequences, there are still high incidences of this type of violence among the youth, especially in high schools (Artz, Jackson, Rossiter, Nijdam-Jones, Géczy & Porteous (2014). Rasool (2022) argues that there is very strong evidence that IPV and GBV persist in a vicious cycle among teenagers.

In corroboration of the above statement, some examples are presented. In 2017, for instance, an incident occurred in the Inanda township outside Durban in KwaZulu-Natal when a 19-year-old schoolboy physically assaulted his girlfriend on the school premises (Enca News , 2017). The incident was filmed by other learners who were present during its occurrence. The South SAPS had to intervene to resolve the matter and the video clip went viral on social media (eNCA News, 2017). Another incident that went viral in 2018 was when a female learner from a high school in Khayelitsha (Cape Town, Western Cape) severely stabbed her boyfriend on the school premises using a pair of scissors. She believed that he was cheating on her with another female who was standing next to him at that time of the attack. Security was called to intervene and the boy was rushed to the nearest clinic (eNCA News, 2018). Another incident occurred in 2019 at a high school located in the Gauteng province in which a female high school learner was physically assaulted by her current boyfriend. She sustained severe injuries as she had been kicked and punched to the extent that she was unable to get up. The Gauteng Department of Basic Education (DBE) soon arrived to intervene and to resolve the conflict (Savides, 2019).

Rasool (2022) purport that, despite numerous examples such as those cited above, the trauma and abuse that large numbers of high school teenagers suffer due to toxic relationships have received slow recognition as a critical public-health and policy concern. Research on the relationship consequences (other than pregnancy) involving high school teenagers is sparse, and there have been signs that the negative consequence of dating relationship of teenagers are not taken seriously enough regardless of the fact that such relationships are often associated with risky and even life-threatening behaviours (Artz et al, 2014).

As a member of the community the researcher witnessed the brutality of such abusive and threatening behaviours herself, particularly at the selected secondary school where she also knew the victims and perpetrators of such attacks. She witnessed the devastating consequences of such crimes and lamented the inability of the School Management Team (SMT), the SAPS, and even the Traditional Court system to eradicate such behaviours. Although limited in scope, the related body of literature suggests unanimously that there is a growing culture of GBV and IPV among high school teenagers and that these two phenomena occur increasing across all nine provinces of this country, possibly because the perpetrators commit these acts with relative impunity as they are soon back in the classroom with the victim and other potential victims.

1.3 Motivation

Intimate partner violence (IPV) among high school teenagers is a critical area of study due to its profound impact on individuals and society. Conducting research in this area is essential for several reasons. Firstly, high school teenagers are at a vulnerable stage of development, and experiencing IPV can have long-lasting effects on their physical, emotional, and psychological well-being. Understanding the prevalence, causes, and consequences of IPV among this demographic is crucial for developing effective prevention and intervention strategies. Secondly, studying IPV among high school teenagers can contribute to the existing body of knowledge on adolescent development and behavior. Research has shown that experiencing IPV during adolescence can lead to a higher likelihood of perpetrating or experiencing violence in future relationships. By focusing on this age group, researchers can gain insights into the factors that contribute to the cycle of violence and identify opportunities for early intervention and support.

Furthermore, conducting a study on IPV among high school teenagers can help identify the unique risk and protective factors specific to this demographic. Factors such as peer influence, social media, and family dynamics play significant roles in shaping teenagers' attitudes and behaviors related to relationships and violence. Understanding these factors is essential for tailoring prevention programs and support services to effectively address the needs of high school learners. In support of this argument, a study by Exner-Cortens, Eckenrode, and Rothman (2013) found that adolescents who experience dating violence are at an increased risk of a range of adverse outcomes, including substance abuse, mental health issues, and future victimization.

This underscores the importance of addressing IPV among high school teenagers as a public health priority. Additionally, research by Taylor, Mumford, and Stein (2015) highlighted the role of social and environmental factors in shaping adolescents' attitudes towards violence and relationships. Their findings emphasize the need for comprehensive school-based interventions that address not only individual behaviors but also the broader social context in which teenagers navigate their relationships. Therefore, the researcher was motivated by such factors to conduct a study on intimate partner violence among high school teenagers as it is crucial for understanding the unique challenges and opportunities for intervention in this demographic. By shedding light on the prevalence, risk factors, and consequences of IPV among high school learners, the researcher can contribute to the development of targeted prevention and support programs that can make a meaningful difference in the lives of young individuals.

1.4 Location of the Study

The study was conducted in a village called Inchanga which is situated in the Outer West region of Durban in KwaZulu-Natal (KZN). Inchanga was established in 1895 and is famous as a halfway mark for travellers as it nestles among undulating hills between Durban and Pietermaritzburg (Main Place Inchanga, 2011). The population size is estimated at 15 000 (South African Census, 2011). There are several high schools in or near this village such as Siphesihle High School, Rietvallei Combined School, Nogunjwa High School, Obed Mlaba Technical High School, and Zifikele High School. There are also six primary schools in the area. This research study focused on one selected public high (or secondary) school that offers its learners basic education as per the related policy statement (Department of Basic Education [DBE], 2011). The

selected school offers a secondary school education for learners from Grade 8 to Grade 12. For the purpose of confidentiality, the name of the selected school where the participants were recruited will not be disclosed. Moreover, the participants will be referred to by pseudonyms for ethical reasons.

1.5 The Aim, Objectives and Research Questions

This research aimed to understand the scope of exposure to and the nature of intimate partner violence experienced by high school teenagers. To achieve this aim, various objectives were formulated, such as the identification of risk factors for victimisation and to determine the consequences of any exposure to IPV on the well-being of affected school learners (victims, perpetrators, and peers). Recommendations are later offered to mitigate and hopefully eradicate this scourge among learners.

1.5.1 Objectives of the study

The objectives that gave impetus to this particular investigation were to:

- Determine the scope and frequency of high school teenagers' exposure to intimate partner violence; This objective aims to determine the prevalence and frequency of intimate partner violence (IPV) experienced by high school teenagers. The research will gather data on the extent of IPV within high school, including the types of violence experienced and how often it occurs.

- Ascertain the perceptions of the high school teenagers on intimate partner violence; This objective focuses on understanding the attitudes and beliefs of high school teenagers regarding intimate partner violence. It seeks to explore their perceptions, knowledge, and understanding of IPV, including factors that may influence their attitudes towards such behaviour.

- Describe and assess the psycho-social effects of IPV on teenagers affected personally by or as observers of IPV; This objective aims to study the psychological and social impact of intimate partner violence on teenagers who have directly experienced it, as well as those who have witnessed it. The research will seek to understand the emotional, mental, and social consequences of IPV on the affected individuals.

- Highlight effective strategies to combat intimate partner violence in the selected school. This objective focuses on identifying and presenting effective

interventions and strategies to address and prevent intimate partner violence within the selected high school. It aims to provide actionable recommendations for combating IPV, including potential educational, support, and intervention programs tailored to the school environment

1.5.2 Key research questions

The critical questions that guided this study were derived from the main research question below:

Are high school teenagers from the selected school exposed to intimate[1] *partner violence?*[2]

The key questions that had to be answered were:

- *To what extent are high school teenagers exposed to IPV*? This question aims to assess the prevalence of intimate partner violence (IPV) among high school teenagers. This involves determining the regularity and severity of IPV experienced by teenagers within the school setting. The researcher used interviews to tell the extent of exposure to IPV among high school learners.

- *What perceptions do high school teenagers have of IPV*? This question seeks to explore the attitudes, beliefs, and understanding of IPV among high school teenagers. The researcher may study how teenagers perceive different forms of IPV, such as physical, emotional, or verbal abuse. Understanding teenagers' perceptions can provide insights into their awareness of healthy relationships and potential misconceptions about IPV.

- *What psycho-social effects do teenagers experience when they have been exposed to IPV either as victims, perpetrators, or observers?* This question focuses on the psychological and social impact of IPV on teenagers in various roles: as victims, perpetrators, or witnesses. The researcher may examine the emotional, behavioral, and mental health consequences of IPV exposure, including trauma, anxiety, depression, and changes in social interactions.

[1] This term is defined in Chapter two.
[2] The phrase ‘gender-based violence’ is also defined in Chapter two. The two terms are referred to as IPV and GBV respectively for brevity.

Understanding these effects is crucial for developing appropriate support and intervention strategies.

- *What strategies are available at the selected school to assist learners and other affected persons during or in the aftermath of IPV incidences?* This question aims to assess the existing support systems and resources within the selected school for addressing IPV incidents. The researcher may study the availability of counseling services, crisis intervention protocols, peer support programs, and staff training on recognizing and responding to IPV. Understanding the school's response capacity is essential for enhancing support for affected individuals.

- *What preventive strategies could be employed to curb and eventually eradicate IPV at the school under study*? This question focuses on identifying proactive measures to prevent and eliminate IPV within the school environment. The researcher may explore educational initiatives, awareness campaigns, peer education programs, and policy interventions aimed at promoting healthy relationships, conflict resolution skills, and bystander intervention. Developing effective preventive strategies is crucial for creating a safe and supportive school environment.

1.6 Significance of the Study

This study's significance is indisputable as it endeavoured to address the potential long-term impacts of IPV (and by implication, GBV) on the mental and emotional well-being of learners. By exposing the prevalence and realities of IPV among teenagers and expressing understanding for the plight of young people in relationships, the findings of this study may contribute to the development of interventions and support systems that will address this issue more effectively. As the study involved learners of a high school who willingly and frankly answered the interview questions, future researchers, educationists, and policy designers may utilise detailed and specific data to inform policy development/amendment and to offer educational programmes at local level that will potentially lead to a safer and healthier school environment for leaners.

While the study will contribute to valuable insights into IPV, its limitations are acknowledged, and it is therefore urged that the gaps are filled by future research endeavours. Future academics can build upon existing knowledge to address any unanswered questions in the quest to advance our understanding of IPV and improve

interventions aimed at preventing and addressing this form of violence among our country's young people.

1.7 Limitations of the Study

Some limitations impacted the study's findings:

- **Limited generalizability**: As the study focused on the views of learners recruited at only one selected school, the findings may not be deemed representative of the broader population of high school teenagers. The characteristics and dynamics of the selected school may not be reflective of other schools, leading to limited generalizability of the results.
- **Sample bias**: The learner sample selected from this school may not have been sufficiently diverse to capture the full range of experiences of and perspectives on intimate partner violence among high school teenagers. This could have introduced some bias into the study results and might limit the validity of the findings to some degree.
- **Social desirability bias**: High school learners may generally be reluctant to disclose their experiences of intimate partner violence due to social stigma or pressure to provide socially desirable responses. This could have led to the underreporting of incidences and the results of the study could be skewed to some degree.
- **Lack of cultural diversity**: South Africa is a country of diverse cultures, traditions, and religions, and all these affect its residents' willingness to enter into relationships. This study was conducted in a school that lacked cultural diversity as all its learners generally hail from a relatively homogenous isiZulu-speaking community. It is therefore acknowledged that the voices of culturally diverse learners were silent in this study.

1.8 Ethical Considerations

Conducting research on a sensitive topic such as intimate partner violence/gender-based violence involving minors requires careful ethical considerations. The researcher thus ensured that all ethical considerations were rigidly adhered to in order to safeguard the participants' confidentiality and well-being throughout the data collection process and thereafter. To respect the principles safety, privacy, confidentiality, anonymity, and to ensure harmless research, I also informed the participants not to disclose information they regarded as sensitive if they did not wish to since I am not trained to deal with the issues under study but having encountered such during the interviews; I referred them to the school based social worker. The participants were continuously reminded that they could pull out of the study if and when they wished to do so without any repercussions involved. These considerations will be unpacked in more detail in a later section.

1.9 Chapter Outline

Chapter one: Introduction

This chapter serves as the introduction to the research study and provides the background and information on which this study was constructed. The aim and objectives of the research are succinctly presented while the research questions that it set out to address are also listed. A brief summary of each chapter is also provided.

Chapter 2: Literature Review

This chapter presents an in-depth deliberation on gender-based violence with specific focus on IPV. A brief narrative of the history of these phenomena is presented, and the different forms of GBV, of which IPV is one, are outlined and explained. Each objective is discussed with reference to existing literature.

Chapter 3: Theoretical Framework

This chapter provides an overview of the two theories that were used to underpin this study. The first theory that is unpacked is the differential association theory, which was employed to show how criminal/deviant behaviour is learned. The second is the ecological systems theory, which was used to show how the interplay of different factors can lead to deviant behaviour.

Chapter4: Methodology

This chapter expounds the research procedures that were employed to execute the study at an advanced scholarly level. The researcher explains why the qualitative research approach was adopted and describes the data collection tools and process. The sampling techniques and the data collection and analysis methods that were employed are explained in detail.

Chapter 5: Data Presentation, Analysis and Discussion

In this chapter, the data are presented, analysed, and discussed according to various themes that emerged. To ensure validity, the findings are related to the theoretical framework as well as the reviewed literature.

Chapter 6: Conclusion and Recommendations

In this chapter, the researcher elucidates how the objectives were achieved. Key findings and conclusions are presented and various recommendations that emerged from the findings are presented.

1.10 Conclusion

Chapter one was an introductory chapter that provided the background to the study, while particular attention was given to the phenomena of gender-based and intimate partner violence. The aim of the study was clarified and the objectives and research questions were clearly stipulated. The chapter thus provided an overview of what the study entailed and highlighted key elements in the literature that will be discussed in greater depth in the chapter that follows.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter therefore highlights various views and findings on the studied phenomenon and exposes the gaps that previous researchers have left when studying IPV .The nature and extent of intimate partner violence amongst high school teenagers will be discussed with reference to the findings of studies that were conducted both internationally and nationally. Researchers such as Boote and Baile (2005, cited in Ngubane, 2016:13) believe that a researcher needs to have an understanding of the concepts a study will address, therefore he/she needs to know what was done before, what the strengths and weaknesses of other studies were, and what the phenomenon they wish to explore actually entails. Furthermore, the main purposes of reviewing earlier literature are to describe, summarise, evaluate, clarify, and assimilate the content of such primary reports in the current study (Cooper, 1998, cited in Ngubane, 2016:13). Therefore, the main aim of a literature review is to gather all the information required that will illuminate the articulation between the literature and the researcher's field of study. The main intention of the current researcher was to gain a deep background understanding of how GBV has perpetuated violence in the South African concept, and to focus this understanding on IPV to grasp its complexities in more detail. The review also explored the extent to which the young people have been exposed to intimate partner violence in order to pose pertinent questions and to better understand the perceptions that the high school teenagers might present about this phenomenon. The review also explored earlier incidences of IPV and the psycho-social effects that affected teenagers after their exposure to IPV either as primary or secondary victims. Furthermore, international and local statistics were perused and the results motivated the critical questions the study posed to determine the prevalence and nature of IPV amongst teenagers in the study area. Finally, existing strategies that are available to combat the spread of IPV in high schools were explored, and these findings were used as a platform for the questions that were posed in this regard, with the intention of ensuring that high schools will remain a safe and conducive environment for the education of all learners.

2.2 Conceptualization of Terms

The study involved the extensive use of various terms that will be unpacked below. Some are used interchangeably, as will be discussed.

Violence: According to the World Health Organisation (2002, cited in Sibisi, 2016:17), violence is "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation.

Gender-based violence (GBV): This form of violence is the umbrella term that is used to describe any sort of harm a person inflicts on another as a result of power inequalities and conflict based on gender roles. According to the Inter-Agency Standing Committee (IASC, 2015, 12), GBV is any action that is harmful and that is perpetuated against the will of a person of the opposite gender; thus it is male-on-female or female-on-male violence. Harmful acts may include physical, sexual, or mental suffering due to threats, coercion, and other deprivations of liberty. Such acts can occur either in public or in private. Research has shown that teenagers often face various forms of gender-based violence in schools where it occurs, as in the broader public, due to the societal construction of masculinity and femininity (Truscott, 1994, cited in Nkani, 2006).

Intimate Partner Violence (IPV): This form of violence is a concept that conveys multifaceted meanings and does not contain a single explanation. Thus, many theories and perspectives have contributed immense information to disentangle the idea regarding its nature, causes and consequences, among other aspects. There are numerous terms used to describe IPV such as spouse abuse, domestic violence, partner violence, and marital violence (Lawson, 2012). Various theorists have affirmed that it mostly occurs when women and teenage girls experience violence at the hands of their partners (Jewkes, 2002; Suffla, 2004; Flood and Pease, 2009; Abrahams, Martin, Mathews, Vetten and Lombard, 2009; Albertyn, 2011; Gevers, 2013; Vetten, 2014; Myende, 2017). Furthermore, the term 'intimate', according to Mackey, Diemer and O'Brien (2000, cited in Myende, 2017) refers to "the feeling of closeness and affection between interacting partners". The term also means a state of having revealed one's innermost thoughts and feeling to another person either by touching, eye-to-eye contact, close physical proximity, and specific types or relations such as marriage and dating.

2.3 Perspectives on Intimate Partner Violence

2.3.1 IPV as a global phenomenon

Intimate partner violence is a worldwide phenomenon that affects both males and females from all backgrounds. A study that was conducted in 2011, reported that more than 4 million women in the United States of America had experienced physical assault from their intimate partners prior to the study (Black, 2011). A population survey-based report by WHO on survivors of IPV has provided the most accurate estimates of the prevalence of intimate partner and sexual violence (World Health Organization, 2018). The latter report traced the prevalence of IPV from 2000 to 2018 across 161 nations and regions on behalf of the United Nations Interagency Working Group on Violence against Women and Children. The report revealed that almost 1 in 3, or 30% of women, had been subjected to physical and/or sexual violence by an intimate partner (United Nations. Violence Against Women Prevalence Estimates, 2018).

In more recent years, girls as young as 15 also reported being exposed to intimate partner violence while they were still in high school (Mathews, Eggers, Townsend, Aarø, de Vries, Mason-Jones, & De Vries ,2016). The pervasiveness of lifetime intimate partner violence ranges from 20% in the Western Pacific, 22% in high income countries and Europe, 25% in the Americas, 33% in the African region, 31% in the Eastern Mediterranean region, and 33% in the South-East region (World Health Organization, 2021). Furthermore, it has been reported that 1 in 3 women in a life time the estimate of women murdered by their intimate partners is 38% while 7% of women reported have been sexually violated by people other than their partners (World Bank, 2019). Only a few countries have been mentioned above due limited availability of credible data regarding IPV, particularly as underreporting due to social and traditional customs is a reality. The data that are available from countries that record such incidences are often disturbing, but what stood out was that Africa had a notably high rate of reported cases of IPV against young girls and women in the study period (33%) give details, hence this study focused on a rural secondary school in KZN, South Africa.

The COVID-19 pandemic (2020 to 2021) heralded many societal changes and challenges, such as the lockdown period which played a significant role in increasing the exposure of women to abusive partners and other risk factors, while there was limited access to health services. Situations of humanitarian crises and displacement

also exacerbate rates of violence between intimate and non-intimate partners, and may conflicts have prompted new forms of violence against women and girls (WHO, 2021).

The Youth Risk Behaviour survey report (2021) found that almost 1 out of 11 females and approximately 1 out of 14 males in high school had experienced physical violence at the hands of their partners in the year preceding the survey (i.e., 2020 during COVID-19). Moreover, about 1 in 8 females and 1 in 26 male high school learners reported having encountered sexual dating violence in 2020, while 26% of females and 15% of males who had fallen victim to contact sexual violence, physical violence, and stalking by an intimate partner first experienced these forms of violence at the age of 15 (Centres for disease control and prevention, 2021). Some teenagers are at greater risks than others for victimisation, while some minority groups are also more readily impacted by all forms of violence. Race/ethnicity has been highlighted as a factor that can prompt excessive types of violence (National Health Instutute,2010).

2.3.2 A South African perspective in IPV

Machisa (2011) argues that between 25 and 40% of South African women will have encountered sexual and/or physical violence in their lifetime. The latter study also purports that approximately 50% of women who reported abuse had been emotionally or economically abused by an intimate partner. IPV is a serious issue not only Globally, and South Africa is no exception. A South African national epidemiological review in 2009 reported that 50% of the homicides of 3 797 females had occurred as a result of IPV. The death rate was 8.8 per 100 000 women (Abrahams, Jewkes, Martin, Mathews, Vetten and Lambard, 2009). Other South African studies on IPV have shown that men were usually the perpetrators of IPV, mainly because they had been exposed to violence in their families and communities as young children (Collins, 2013). Moreover, Wood and Jewkes (2004) argue that men are socialised into violence by the people they socialise with such as family members and friends, while culture and community values also play a role.

Collins (2013) argues that most men absorb stereotypical views of how a man and a women should behave in society and in their relationships. Traditionally, the man is superior to the woman as he is the breadwinner and should be strong manly while she is the carer and nurturer who should be gentle and caring and remain inferior to the man. Often, when women do not behave according to these stereotypical perceptions,

violence erupts (Abraham, Jewkes, Hoffman and Luabsher, 2004). Use either and or and in brackets, not both.

Apart from these stereotypical roles, other factors also play a role in the perpetration of partner-on-partner violence (Wood and Jewkes, 2004). For instance, tradition demands that men should never feel powerless as power is associated with being strong, masculine, independent, autonomous, and competitive. When a man feels powerless due to being uneducated, unemployed, and poor, he might thus exert his manliness on the woman closest to him in an effort to prove his masculinity and manliness.

Another factor that prompts violence in relationships is the fact that South Africa was exposed to much violence during the apartheid era due to oppressive government policies. Therefore, many gender roles, political viewpoints, and social and economic conditions were shaped by the apartheid era. The government utilised violence to persecute people and people also retaliated with violence to have their voices heard. Females were also oppressed as they had specific duties assigned to them by traditional African society and when they did not fulfil them, men retaliated physically, which was what they had been exposed to. Violence was thus condoned was exacerbated as society became accustomed to it. It was also practised at school as the ‘spare the rod and spoil the child’ motto was a driver of corporate punishment. Violence was thus imbibed at school where teenagers witnessed it every day (Mkhize, 2012).

2.3.3 Different forms of IPV

IPV can occur in various forms, but the most common are physical abuse, psychological abuse, economical abuse, and sexual abuse. Some perpetrators utilise aspects of all these forms to intimidate and subjugate, but the impacts always have terrible outcomes. According to Kelly and Johnson (2008), the urge to exert power and to control is a main driver of IPV (Figure 2.1). They argue that abusive partners adopt a pattern of intimidation, coercion, and control to maintain power in their relationships.

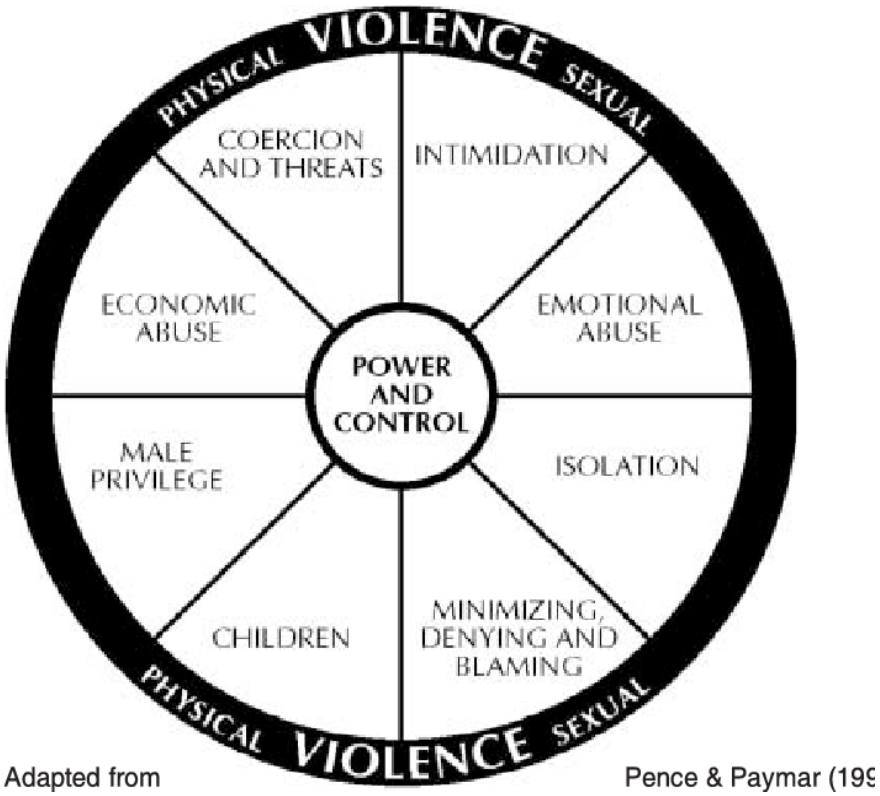

Figure 2.1: Illustration of the impacts of IPV

Physical Abuse: Jewkes (2002) alludes that the most common form of partner violence is physical abuse. Physical abuse involves actions such as hitting, beating, chocking, slapping, punching, and kicking, to mention a few (World Health Organization, 2012, cited in Kelly and Johnson, 2008). The Center for Disease Control (2021) reported that the intention behind physical abuse is to harm or even to kill the targeted person. Peltzer and Sengpid (2013) argue that one of the generators of physical abuse against women is substance abuse, particularly in South African the abuse of alcohol and other substances has almost become uncontrollable in some communities.

Psychological Abuse: WHO (World Health Organization, 2012) explains that psychological abuse is inclusive of emotional abuse, and it is a form of abuse that involves insults, humiliation, intimidation, isolation, harm, stalking, and demeaning words and phrases. Most abusers use power, control, and psychopathic ways to gain control over their victims (Hennessey, 2012). Vetten (2014) further raises the point that the South African Domestic Violence Act of 1998 asserts that psychological abuse constitutes jealous behaviour that also threatens, intrudes, and violates another person's privacy, safety, and liberty.

Economic Abuse: Economic abuse is when a partner is financially controlling the other partner by regulating their expenses, withholding cash, and denying them access to resources (Kelly and Johnson, 2008). Many also restrict family expenses, sponge off family funds instead of contributing to the household, and control the victim's access to resources such as money, medical aid, transportation, employment, and even childcare (Przekop, 2011). Vetten (2014, p.25) defines economic abuse as "the unreasonable denial of economic resources to family members who are legally entitled to them".

Sexual Abuse: Sexual violence is defined as "forced or coerced sexual intercourse, including the acquisition of sex without the agreement of the individual being violated" (World Health Organization, 2012; Muehlenhard and Kimes, 1999). Similarly, Fileborn (2011, p.135) defines sexual assault as "intentionally or carelessly participating in a sexual act, whether or not it entails penetration of the vagina by the penis without the victim's permission".

According to research by Nicholson and Jones (2013), statistics suggest that 144 women report a case of sexual assault to the SAPS per day, which translates to six cases of rape every hour. South Africa was notorious as 'the world's rape capital' in 1995 (Human Rights Watch, 1995) and this situation has not changed much as sexual offences are still recorded among the highest crimes in South Africa. This is because there is tremendous stigma associated with being raped, forced sex by an intimate partner is frequently not regarded as rape; as a result, women are unable to resist sex forced by an intimate partner and many do not report it (Jewkes, Sikweyiya, Morrell and Dunkle, 2010).

2.4 The Role of Family, Peer, and Societal Influences.

In contrast to research on sociodemographic and broad contextual factors, there is a body of dating-abuse literature that focuses on immediate risk factors as drivers of IPV (Smith, 2017). Prior exposure to violence, whether in the family, among friends, at school, or on the street, is one of the more immediate aspects that researchers are particularly interested in.

Family: Literature that focuses on dating violence reveals the significant relations between family or parental factors that contribute to teenage IPV. Gorman-Smith, Tolan, Sheidown and Henry (2001) argue that negative interactions between teenagers

and their parents, corporal punishment, severe disciplinary measure, and aggression towards children with the aim to harm are among the family-violence factors often investigated. Another factor is children witnessing intrafamilial violence, particularly between parents. Wekerle and Wolfe (2009) further argue that other family characteristics include a lack of closeness in the parent/child relationship and slack parental supervision, which are both often associated with single-parent homes.

Chase, Treboux and O'Leary (2012) state that there is much evidence linking IPV to bad interactions between teenagers and their parents. A history of parent-to-child maltreatment or physical abuse (i.e., being hit or smacked with the purpose to hurt) is linked to verbal, physical, and sexual IPV in which both the victim and offender and both sexes are complicit. Foshee, Reyes, Agnew-Brune, Simon, Vagi, Lee & Suchindran, (2014). argues that punitive parenting is a risk factor for increased levels of dating violence by male children. In the case of females, studies have linked a history of childhood sexual abuse to significantly higher rates of teen IPV perpetration and victimisation compared to non-abused peers, with physical victimisation rates as high as 45% and reciprocal psychological abuse rates as high as 90% (Foshee et al, 2014). Moreover, the duration of sexual abuse, as well as actual penetration, bolstered the correlations.

Witnessing and being a victim of family violence encourages dating abuse, particularly in cases of persistent parental violence. Wekerle and Wolfe (2009) argue that teenagers' exposure to domestic violence has strong correlations with IPV, particularly where girls are the victims. Foshee (2014) further supports this argument, stating that exposure to interparental conflict is a substantial predictor of verbal and physical dating violence perpetrated boys.

Another family-related factors that is frequently explored for its impact on dating violence is parental monitoring or supervision, or the lack thereof. Adequate parental supervision seems a protective factor and it related to low levels of victimisation for both sexes, while low levels of supervision are associated with date-violence perpetration by boys (Browning, Leventhal, and Brooks-Gunn, 2005).

Peer and societal influences: In addition to researching the influence of family-of-origin variables, most notably intrafamilial violence, the literature has recently paid substantial attention to another sort of exposure to violence, namely interactions in an

individual's peer group. Peer violence, such as fighting among friends or peer involvement in violent dating relationships, greatly predisposes teenagers to become involved in relationship violence (Chase et al., 2012). For example, evidence suggests that boys and girls who associate with antisocial friends are more likely to commit partner violence. According to a study by Schnurr (2009), having acquaintances in violent relationships increases the likelihood of participating in dating aggression as either the perpetrator or the victim.

Arriaga and Foshee (2004) posit that peer violence can be linked to sexual aggressiveness in boys. Involvement by a male in a deviant or violent peer networking often results in male sexual harassment and physical fighting, which are factors that predict dating victimisation perpetration more frequently by boys than by girls. Moreover, the most intriguing finding in the literature concerning violence-dating is that aggressiveness in a peer group is a greater predictor of involvement in IPV than exposure to violence in the teenager's family (Gorman, et al., 2001).

Aside from peer-group violence, community-level street violence, or violent crime exposure, is another type of extrafamilial violence that has been shown to predispose teenagers to dating violence. Exposure to community violence, including exposure to weapons and severe injuries, has been demonstrated by studies to amplify the impact of interparental violence and hostile peers. According to a study by Schnurr (2009), teenagers who had observed violent crimes were more likely to become a perpetrator of relationship violence than those who have lived a more peaceful life as young people. Barkhuizen (2013) examined the relationship between spouse abuse and street crime among boys aged 15 to 19. According to the findings of the study, the participants were more likely to report using violence in relationships if they were also engaging in violence and other illegal activities. Approximately one-third of the teens who engaged in violence also engaged in both relationship and street violence.

2.5 Exposure of Teenagers to IPV

According to research, dating violence among high school learners is more common than previously thought. Temple et al. (2013) propose that teenagers are highly vulnerable to violence or abusive behaviour from their partners, with the probability of 10% of teenagers being physically harmed due to such relationships. A survey that was conducted at Massachusetts high school found that 3.8% reported exposure to sexual

relationship violence, while 5.3% reported both physical and sexual relationship violence. Furthermore, males and females in the United States exposed to violence in the previous year had identical rates of psychological abuse (38.3 percent among females and 33.7 percent among males) and physical abuse (28.8 percent among female's vs 32.6 percent for males). Further, Bonomi, Anderson, Nemeth, Bartle-Harin, Buettner, and Schipper, (2012) reported dating violence exposure rates among teenagers that ranged from 36 to 44% of males to 88% of females experiencing harassment during their teenage years. Moreover, one in every five high school female teenagers reported being exposed to physical and sexual assault from their dating partner (The Lindsay Ann Burke Memorial Fund, 2015).

In addition to the negative consequences of IPV on women, exposure to IPV is increasingly being recognised as a significant risk factor for children, who are highly likely to develop depression, anxiety, aggressiveness, behavioural problems, attention deficit, and hyperactivity because of the effects of partner violence. Martino, & Pallota-Chiarollo (2009) argue that growing up in an abusive home is linked to future violent intimate relationships. Barkhuizen (2013) support the latter argument, and state that according to estimates from high-income countries, 8 to 25% of adults were exposed to IPV as children.

A growing body of research has indicated that children who witness/ed IPV are more likely to be victimised in other ways. In the United States, nationally representative data show that 33.9% of young people who witnessed IPV had also experienced another form of maltreatment (neglect, sexual abuse by a known adult, physical abuse, and psychological abuse) in the previous year, compared to only 8.6% of young people who did not witness IPV (BMJ, Volume issue 2, 2020). These types of victimisation such as kidnapping, bullying, and property crime are similarly linked to witnessing IPV in this article.

2.6 The Sociocultural Influences of IPV on Teenagers

IPV among teenagers is influenced by environmental and societal factors. For instance, gender roles appear to have a significant impact on dating relationships. In terms of gender roles, society tends to adhere to certain stereotypes. Males are traditionally thought to be autonomous, forceful, and dominating, whereas feminine duties entail behavioural constraint and protection of oneself, as well as being submissive, sensitive,

or cautious (Owen, 2005). If such roles are adhered to by one partner while the other has abolished such ideals, it is no wonder that some relationships erupt in violence. Furthermore, a high prevalence of violence in early childhood influences relationships later, while violence in teenagers' early family life also affects them psychologically, as they would mimic what they experienced later in their own lives. As teens go through a series of unique developmental stages, it is critical to consider the causes that lead to IPV. It is common for teenagers to feel that they will be socially significant if they have a dating relationship, which may bestow fame and influence on them; however, a toxic teenager relationship is at greater risk of IPV than the impact of interparental violence. Furthermore, Logan (2013) argues that those who believe in the myth that violence is normal and acceptable in relationships, probably perpetrated or suffer from dating violence.

2.7 Forms of Violence that are prevalent at school

IPV is quite prevalent among teenagers, regardless of ethnicity, caste, or social status. IPV may take many forms, such as hitting, shoving, kicking, slapping, or physical imprisonment. The perpetrator is also likely to cause emotional or psychological trauma to the victim by verbal or nonverbal acts such as purposely humiliating or frightening the partner, calling him/her names, and isolating the partner from friends and family. Furthermore, IPV can lead to a sexually abusive relationship that is forged at school, such as coercing the partner to engage in dangerous sexual behaviours after school and sometimes on the school premises (Centers for Disease Control and Prevention, 2012).

2.8 The Effects of Witnessing/Experiencing IPV

Teenagers who have been exposed to violence, whether at home, in the community, or at school, can suffer from significant effects as they grow up and they can also end up doing the same thing to another, whether he/she is a friends or partner (de la Rey, Duncan, Shefer and van Niekerk, 1997, cited in Mkhize, 2012). Moreover, teenagers who were directly assaulted or who have witnessed several incidents of violence are more likely to manifest major unfavourable behaviours than those who grew up in safe and secure environments or who were exposed to a single violent event. The section below will examine the psycho-socio effects on high school teenagers who have been victims of IPV or witnessed IPV.

2.8.1 Educational effects

Exposure to violence and abuse has been linked to lower IQ scores, poorer language skills, decrements in visual-motor integration skills, and problems with attention and memory (Carroll-Lind, Chapman, and Raskauskas, 2011). Inadequate attention regulation, poor language skills, and memory issues weaken a teenager's ability to accomplish the fundamental requirements of academic achievement and school adaptation. Exposure to violence in schools causes anger and aggression, which very often lead to behavioural and disciplinary problems at school (Medina, 2015). Some may withdraw and become depressed, which is behaviour that seriously affects their ability to concentrate. They also suffer from a low self-esteem which adversely affects their performance. Academic performance suffers when teenagers who are or were exposed to violence attempt to cope with the anger they feel or with the frustration they experience, and many thus withdraw and become aloof while others become disruptive and challenging (Mkhize, 2012).

According to Medina, (2015), many adults exposed to violence during their childhood dropped early out of school and reported many episodes of trauma during schooling. It is also believed that many learners who are traumatised or still feel the effects of trauma will skip school or call in sick because of their fear of impending violence, which is detrimental to their education.

Furthermore, according to Jones (2001:p15), “whether a learner's fear of violence is real or overblown [exaggerated], it frequently hinders learning". It is reasonable to expect learners to be distracted if they are concerned about their own safety. Is there any evidence to support the notion that? Jones (2001) further argues that there is proof violence and the effect of violence may impede learning. He mentions a 1995 study conducted by mental health professionals who found that “being exposed to violence had a poor impact on memory, focus, abstract thinking, and emotional response, making learning harder" (Jones, 2001, p113).

2.8.2 Behavioural effects

Violence does change the attitude and behaviour of young people who are exposed to it. Teenagers who are physically and verbally aggressive in the classroom have a negative impact on the education of their classmates. This is supported by research conducted by Medina, Canaval Erazo, Burgos Dávila, & Carrol Humphreys (2011),

who observe that exposure to violence is related to difficulties in regulating anger, frustration, and other negative feelings. High school teenagers who are exposed to violence in school are highly likely to exhibit violent and aggressive behaviour that leads to behavioural and disciplinary problems at school. Some teenagers get depressed, which seriously affects their ability to concentrate, creates low self-esteem, and impedes their performance. Adults exposed to intra-familial violence in childhood are at great risk of arrest for violent crimes and chronic involvement in criminal behaviour (Medina & Martin, 2009).

According to Philp (2008), the problem of violent anti-social behaviour has escalated in the United Kingdom. Some children are raised in dysfunctional households and are either victims or witnesses of domestic abuse (Philp, 2008). "The actual motivation for Britain's surge of juvenile chaos is retaliation for loveless and violent upbringings, as well as the general neglect of children…" (Philp, 2008: 22). Children will learn that violence is acceptable behaviour based on what they see, and they may assume that fighting and aggressive behaviour are appropriate in their intimate relationship/s (Krefting, 2000). Instead of learning to negotiate while addressing difficulties, they just lose control of their emotions and retaliate in anger, as they witnessed it the family environment.

Furthermore, Shakoor and Chalmers (1991) argue that one of the consequences of exposure to violence is aggressive conduct, stating that it leads to dissatisfaction, substance abuse, and emotional distress. These negative consequences affect their academic achievement as well. Teenagers' early reaction as the victim of IPV is likely to be a combination of helplessness, fear, wrath, and high irritation, according to Margolin & Gordis (2000). If repeated episodes occur, the teenager may be affected by chronic, high levels of irritation that interfere with his or her attempts to appease the aggressor. The victim will then very likely retaliate violently.

The effects of violence on teenagers do not cease in childhood but are frequently carried through into maturity (Medina et al., 2009), and the long-term ramifications of childhood exposure to violence are often evident in adults who were exposed to it. Such individuals are highly likely to flare up and be arrested for a violent crime or become involved in criminal regular behaviour (Medina et al., 2009).

2.8.3 Psychological effects

Post-traumatic stress disorder (PTSD) is a severe consequence when children or teenagers are abused (Linares, Heeren, Bronfman, Zuckerman, Augustyn & Tronick, 2001). Teenagers who witness acts of interpersonal violence are at great risk of having a cluster of post-traumatic stress symptoms (Linares et al., 2001). Teenagers who are the victims of violence are frequently exposed to chronic and multiple events (Linares et al., 2001). Researchers discovered that both chronic and acute exposure to violence is associated with increased levels of PTSD symptoms such as impaired concentration, sleep disturbance, and unexpected startling and intrusive thoughts (Merriam, 1998). Teenagers with PTSD also experience nightmares and may be easily startled. They can become depressed, angry, distrustful, fearful, and isolated. Many do not feel they have a future and believe that they will not reach adulthood. This is especially common among teenagers who are chronically exposed to domestic violence. Other trauma-related reactions can include impaired self-esteem and body image, learning difficulties, and delinquent behaviour (Lane, 2001, cited in Mkhize, 2012).

Furthermore, research has revealed that teenagers who are physically abused tend to score lower than non-abused children in tests of verbal ability and understanding, reading, and mathematical skills (Hamblen, n.d.). Shakoor and Chalmers (1991) argue that such children experience deleterious effects in terms of cognition, memory, school performance, and learning. Some teachers have observed that many traumatised learners are judged to be bright but cannot learn easily; they are thus often labelled as learning-disabled. Lynch (2003) believes that the combination of exposure to violence and subsequent symptoms of traumatic stress may create challenges for academic achievement. One of the most direct consequences of witnessing violence may be the attitudes a teenager develops concerning the use of violence and conflict resolution. In this context, it was found that Boys who had witnessed domestic abuse were significantly more likely to approve of violence than girls who had also witnessed it.

Moreover, psychologist Dr Beverely Killian, Head of the School of Psychology's Child and Family Centre at the University of KwaZulu-Natal (Pietermaritzburg), opines that life in South Africa is not safe. Killian argues that children live in a cycle of anxiety and insecurity which causes stress that is compounded by crime. She argues that to improve the lives of teenagers who have experienced a violent and traumatic criminal occurrence, the child will need to regain a sense of security. The means by which this

may be achieved include improving security and engaging in ritual measures to show that safety has been restored (Demi-Dimitriour, 2008).

2.8.4 Social effects

According to Ratner et al. (2000), there is a relation between feeling protected and academic performance. Teenagers who report feeling safe, for example, may outperform those who do not. The latter researchers explored the links between violent exposure and problems, the way teenagers think about social networks, and their social adjustment in school. They found that teenagers who had been exposed to violence were less interpersonally sensitive and attentive to social cues, less competent at social perspective taking, less able to identify other people's emotional expressions and understand complex social roles, and more likely to attribute hostile intentions to others' neutral behaviour than those who had not witnessed any such events. Carole (2006) posits that suboptimal social information processing may lead to the abnormal behaviour found in teenagers who were exposed, or who are constantly exposed, to violence.

Furthermore, Carole (2006) argues that exposing children to violence affects the way they view the world, themselves, their expectations for future happiness, and their moral development. Even children who do not directly suffer from or witness violence are affected because they are often indirectly exposed to repeated accounts of violence from peers and the media. For instance, apartheid negatively impacted African children by structurally locating them outside areas that were easily accessible to employment and adequately resourced schools. Donald (1994, cited in Simpson, 1993) argues that apartheid policies incited a cycle of violence and therefore it is important to consider the effects of violence on teenagers, especially as domestic violence may have similar effects on young people now than it had on the young people of apartheid. These effects include mistrust of adults and increased aggressiveness. Teenagers learn by example, and some may feel that violence is justified and they may see violence as a valid way of dealing with interpersonal conflicts.

2.8.5 Emotional effects

Exposure to violence almost always carries emotional consequences for teenagers, as it has been shown that it is linked to depression and a more negative self-concept (Medina et al., 2009). Studies have shown that witnessing and/or being a victim of domestic

violence may put teenagers at risk for increased anxiety and depressive symptoms (Medina et al., 2009). Violence exposure can be interpreted by the child to mean not only that the world is unsafe, but also that he/she is unworthy of being kept safe. Whether related to violence in the home or in the community, such an attitude can undermine a child's school adjustment and academic achievement by contributing to a negative self-perception and problems with depression and anxiety (Medina et al., 2009). Medina et al. (2009) further argue that the emotional effects of violent exposure may impede school adaptation and academic progress. According to research, children employ both behavioural diversion and attention disengagement to deal with unmanageable tension and worry (Carole, 2006).

The emotional distress that can result from exposure to violence may also lead some individuals to engage in behaviours that reduce negative internal states. Some researchers have suggested that substance use may represent one such strategy to cope with the stress produced by violence exposure (Lynch, 2003). Conversely, some teenagers may respond in anger and temperamental outbursts. The researcher suggests that, as parents and teachers sometimes do not pay attention to the deep trauma young people experience, their emotions can turn into violent behaviour. All teenagers should thus be closely observed and immediately assisted if the show signs of withdrawal or unnatural anger outbursts.

2.9 Strategies that Schools Employ to Support Teenagers in Crisis

Schools have the right to issue student conduct rules and regulations, while they also have the obligation to enforce laws to safeguard children and employees. Administrators have the authority to address on-campus and school-related conduct. Student handbooks, board regulations, and state legislation give administrators direction in dealing with student behavioural difficulties. They have the authority to address school violence, and most districts employ this authority to safeguard staff and learners. Unfortunately, even though dating violence is a legal offense, it is rarely addressed in legislation. However, if a school fails to deal with an instance of IPV, the District Office may incur significant legal consequences on the principal (Carlson, 2003). There are three legal doctrines that allow school systems to be held accountable for student dating violence. For example, a student may assert under Title IX that she was subjected to a hostile educational environment because of the abuser's actions and the school's failure to address the issue. Second, a student may file a constitutional claim

alleging that the school or district violated the victim's constitutionally protected rights. Third, under tort responsibility, a student can sue the school and District for negligent infliction of mental distress or third-party tort liability. Therefore, schools need to employ effective legal-based intervention and prevention strategies to address and curb IPV.

2.10 Conclusion

In conclusion, the literature review on intimate partner violence (IPV) has illuminated various critical aspects. The exploration of perspectives on IPV underscores the complexity of this issue and the different lenses through which it can be viewed. By examining intimate partner violence (IPV) both internationally and specifically within South Africa, a comprehensive understanding of the global and local contexts surrounding this form of violence has been achieved. The discussion highlighted the different forms of IPV, the impact of exposure to IPV, the socio-cultural influences contributing to IPV, the effects of witnessing IPV on individuals, and the existing strategies in high schools that address IPV-related issues. It is evident that addressing IPV requires a multifaceted approach that considers cultural contexts, individual experiences, and systemic interventions.

CHAPTER THREE
THEORETICAL FRAMEWORK

3.1 Introduction

A theoretical framework is a foundational structure that supports the nature of the investigation and the findings of a research study (Kivunja, 2018). Employing a theoretical framework means that the researcher needs to demonstrate understanding of theories and concepts relevant to the research topic and broader areas of knowledge. Tibbetts and Hemmens (2009: 12) define a theory as "a set of concepts linked together by a series of statements to explain why an event or phenomenon occurs". The purpose of utilising the chosen theories in this study was to explain, predict, and understand the underlying challenges associated with the topic under investigation, and to add arrive at valid findings that would augment the existing body of knowledge in the field of study. Over the years, numerous theories have been developed in the Criminology discipline to understand crime and deviance and to devise suitable crime prevention strategies based on in-depth understanding of related phenomena (Akers, 2013). This is because these theories help to elicit a better understanding of how and why offences are committed.

The current study was guided by two theories, namely the differential association theory as posited by Sutherland (1947) and the ecological systems theory as posited by Bronfenbrenner (1979). These theories were deemed useful in eliciting understanding of the IPV phenomenon under study.

The differential association theory of Sutherland (1947) focuses on how individuals learn deviant behaviour through social interactions, and the directives offered by this theory were utilised to understand the factors that contributed to the exposure of high school teenagers to GBV, with specific focus on IPV. This theory thus illuminated in-depth understanding of learning from social interactions, norms, values, reinforcement, and socialization.

The ecological systems theory examines how the microsystem, mesosystem, exosystem, macrosystem, and chronosystem of human existence influence an individual's development and behaviour. This theory was therefore used to provide

insights into the multiple influences on high school teenagers as it guided the researcher to focus on the complicity of individual, relationship, school, and societal factors in the IPV phenomenon.

3.2 The Differential Association Theory

The differential association theory was developed by Edwin Sutherland in 1939 and was later modified in 1947 (Gaylordand and Galliher, 2020). According to Sutherland (1947, cited in Ngubane, 2018), this theory postulates that criminal behaviour is learned through social interactions. Therefore, individuals who are exposed to or are associated with others who engage in deviant behaviour are more likely to commit criminal or deviant behaviour than those who do not have such associations. According to this theory, the rudimentary part of learning and adopting criminal behaviour occurs within close personal groups such as the family, social, and peer settings (Sutherland, 1974: 11). Sutherland argues that if an individual directly interacts with people who are complicit in different forms of misconduct, that person is exposed to the norms, values, and attitudes that support such activities, and this exposure plays a pivotal role in influencing the initial 'outsider's' decision to also engage in the deviant behaviour, whatever it may be (Mkhize, 2012).

3.2.1 Principles of the differential association theory

Nine principles underpin the differential association theory. The focal point of these principles is to highlight the importance of social interactions and how the social environment plays a role in influencing an individual to engage in criminal behaviour. Therefore, by understanding these principles and the societal factors that contribute to the perpetuation of criminal behaviour, researchers and policymakers can come up with strategies to prevent and reduce criminal behaviour.

- The first principle states that all criminal behaviour is learned. Sutherland (1947) argues that individuals learn criminal behaviour through interacting with people who are close to them. These people may be family members, peers, or schoolmates. Harro (2000) also affirms that individuals are socialised unconsciously even before they are born, so when they grow up, they are socialised according to the behaviour of those who are around them.

- The second principle states that learning occurs through communication. Thus, criminal behaviour can also be transmitted through communication interactions which can either be verbal or non-verbal. Forms of communication include direct communication such as teaching as well as indirect communication, observing, and imitating what others are doing.
- The third principle states that criminal behaviour is learned in intimate groups. The primary groups an individual is exposed to are the close-knit social circles where he or she is surrounded by family, friends, and peers. These groups of people may play a significant role in exposing an individual to opportunities that encourage criminal behaviour. In this context, Harro (2000:15) articulates that, "immediately upon our births, we are socialised by the people we love and trust the most which can be our families or society and they impact us intra-personally and interpersonally; therefore, we end up observing their behaviour and further imitate it".
- The fourth principle is that learning includes techniques and motives. This means that when individuals learn criminal behaviour, they don't only learn the techniques of committing the crime, but they also learn the motives and rationalisation that justify engaging in a criminal act. This principle is expounded by the rational choice theory which states that before a person will engage in a criminal act, he or she weighs the costs and benefits of the outcomes, and this rationalisation process is used to justify or refrain from engaging in deviant behaviour (Cornish and Clarke, 2016).
- The fifth principle states that learning involves both favourable and unfavourable definitions. This means that the direction of and motives for criminal behaviour are learned by the interpretation of legal codes in one's geographic area. Such codes are either favourable (supportive of criminal behaviour) or unfavourable (opposed to criminal behaviour), and balancing the outcomes of these influences determines an individual's choice of engaging in a criminal behaviour or not.
- The sixth principle states that when the potential criminal weighs the cost (unfavourable outcomes) and the benefits (favourable outcomes) of a criminal act and finds that the benefits of violating the law will outweigh the possible unfavourable outcomes, the person will most likely commit that criminal act.
- The seventh principle states that differential associations are not equal. This is because they may vary in frequency, duration, priority and intensity. It thus means that the more frequently, intensively, and longer an individual spends with deviant people, the more likely it is that he or she will engage in criminal behaviour.

- The eighth principle states that the process of learning criminal behaviour is the same mechanism that is used to learn any other behaviour, and this learning occurs through interactions with others.
- The last and ninth principle states that criminal behaviour can also be an expression of generalised needs and values. However, they don't explain the behaviour because non-criminal behaviour also expresses the same needs and values as criminal behaviour does.

The differential association theory proposes that adolescents may learn to emulate the violent behaviours of their peers, family members, and/or cultural groups, while the media also impacts young minds, particularly when IPV is perpetrated by their peers with relative impunity. Like various other social learning theories, the differential association theory has been applied to understanding teenagers' IPV behaviour. According to Pusch (2022), who conducted a meta-analysis by integrating the tenets of the social learning theory with teen dating violence perpetration, the study revealed that intimate partner violence among teenagers is highly prevalent and a matter of significant concern. Li (2022), who analysed the applicability of social structure and the social learning theory to IPV perpetration across national contexts, argues that social learning variables, like differential association, play an important role in mediating the effect of gender equality on IPV perpetration. Furthermore, the differential association theory can assist in explaining the extent to which high school teenagers are exposed to IPV by focusing on the social learning process involved.

By observing and engaging in social interactions, young individuals who lack appropriate guidance may learn to adopt violent behaviours that manifest in their daily interactions with people who are close to them, such as family members, friends, and their peers. The passive condonation of such behaviours when little is done to amend them play a role in shaping the attitudes and beliefs of young people about the acceptability of violence in intimate relationships. This theory therefore posits that individuals who adopt the norms and values of their social group are exposed to a social environment where IPV, and perhaps many other forms of violence, are normalised and justified. There is thus a high probability that such young individuals will internalise these beliefs and engage in violent behaviours themselves.

Moreover, the theory further highlights the role of reinforcement in shaping behaviour. Therefore, if high school teenagers observe that violence leads to desired outcomes such as control and power, they are most likely to engage in IPV. Conversely, if they are exposed to negative consequences where IPV is not condoned, they may be less inclined to engage in such behaviour. Individuals are socialised into specific roles and behaviours, and in this context the individuals may learn and internalise gender roles and live up to expectations that contribute to a power imbalance and the justification of violence within an intimate relationship. A study of IPV among adolescents Cape Town by Russell, Cupp, Jewkes, Gevers, Mathews, Lefleur-Bellerose and Small (2014) revealed that 78.5% of the participating teenagers admitted that they were in abusive relationships. In the majority of cases the male partners were the perpetrators as they felt superior to and wanted to gain control over their female partners. These incidents occurred both on the school premises and outside the school setting.

3.2.2 Limitations of the differential association theory

Although the differential association theory provides valuable insights into the social learning processes that impact high school teenagers' exposure to GBV and IPV, it also has some limitations.

The first is that it does not consider individual differences and personal factors and the role they play in influencing the likelihood of engaging in IPV. For instance, the theory disregards mental health issues and previous experiences of trauma. Another limiting factor is that it does not fully address the complex dynamics of power and control within an intimate relationship. The theory also does not explain why some individuals may be exposed to pro-violent attitudes yet are able to choose not to engage in IPV, which demonstrates that there should be additional factors that have to be taken into account to understand the IPV phenomenon more comprehensively.

3.3 The Ecological Systems Theory

3.3.1 The tenets of the ecological systems theory

The ecological systems theory was developed by Urie Bronfenbrenner (1979) whose ideas were influenced by the school of Psychology of the time. His theory was adopted by this study to understand the IPV phenomenon among young people more comprehensively. The main argument of this theory is that violent behaviour occurs as a result of the dynamics and interaction of various factors. The theory emphasises the

importance of studying children in multiple environments, also known as ecological systems, in the pursuit of understanding their development. The ecological systems theory highlights five different systems: the individual or microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem. It is posited that it is primarily within these systems where personal, situational, and socio-cultural factors combine that cause the type of abuse that is associated with the perpetration and consequences of IPV. When the ecological systems theory is applied in a study, it allows the holistic analysis of various factors that contribute to a person's decision to use violence (Heise, 1998).

This theory has been used to demonstrate that violent behaviour stems from the complex interplay of individual, relational, communal, and societal dynamics. It asserts that violence does not occur as a result of only one factor in one of the four spheres of influence, but that it is more complex as multiple factors within different spheres influence a person's attitudes, behaviours, and choices (Bronfenbrenner, 1979). The ecological systems theory in essence explains how the environment influences human behaviour and thus elucidates the interaction between the personal and environmental spheres of the individual's life. These interrelated systems impact an individual's life from childhood to adulthood (Bronfenbrenner, 1979). The environment consists of the social, cultural, psychological, and cultural aspects of a person's life. For instance, the social environment is where we look at the relationships a teenager has with his/her family, peers, community, and church, whereas the cultural environment is where we look at the interplay of the teenager's values, morals, and the impact of the traditions of the society in which he/she lives. Moreover, the psychological environment is explored to determine the attitudes that people display in the world of the teenager, while the economic environment is shaped by commerce, industry, and formal and informal employment opportunities (Swanepoel and de Beer, 2006). To better comprehend the impact of hierarchical environmental aspects on an individual, the following diagram shows how the five layers of the ecological systems theory are connected (Figure 3.1).

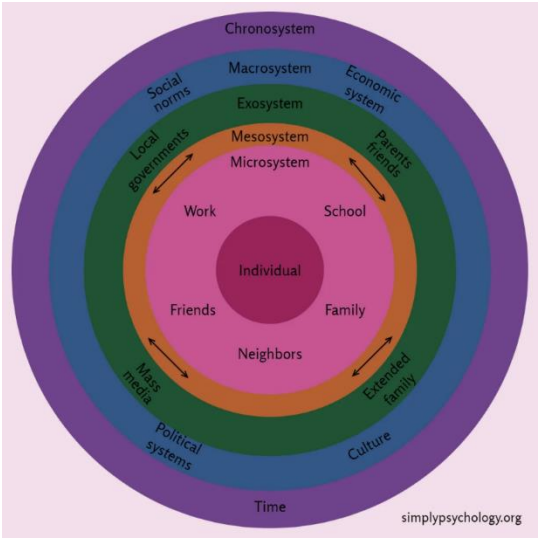

Figure 3.1: Bronfenbrenner's ecological systems theory

Source: simplypsychology.org, 2013

3.3.2 The five layers of the ecological systems theory

- **The individual** is in the centre of various systems and personal characteristics and factors will determine if he/she will resort to violence or not. The first level thus refers to the biological and personal history of the person that will determine the probability of this person being a victim or perpetrator of violence, or if he/she will abstain from such behaviour. Age, education, income, substance use, and a history of abuse are some of the factors that drive IPV (Crawford, 2020). For instance, at the individual level, a teenager could have decided to engage in IPV due to a range of contradictory emotions. Individuals may also act impulsively when they are angry and express the emotions held within them by exploding in violence.
- It is thus in **the microsystem,** or an individual's immediate environment, where it is determined whether the teenager has been exposed to IPV at home either directly or indirectly. In the context of IPV, the family microsystem can directly impact teenagers who may be exposed to such violence at home. This exposure can have significant implications for their well-being and mental health (Evans, 2020). This level explores close relationships that may increase the risk of encountering violence as either a victim or an offender. A teenager's closest social circle is his/her peers, partners, friends, and family, and the people in these circles will impact the teenager's behaviour and potential to fall victim to or to be the perpetrator of IPV.

- **The mesosystem** refers to the interactions between different microsystems in which social relationships occur, such as in the school, church, and community. Elements within these settings interact and these elements determine if a teenagers will become either a victim or perpetrator of violence, or abstain entirely from such behaviour. In the case of high school teenagers, the mesosystem can influence how their experiences of intimate partner violence at home may affect their functioning and relationships at school. Bullying experiences at school can also contribute to the development of aggressive behaviours and the normalization of violence.
- **The exosystem**, which affects an individual indirectly, is the third level where a teenager is likely to become a violent person because of external forces or because of indirect exposure to intimate partner violence. The exosystem involves external settings that indirectly influence the individual, such as the parents' workplace or the broader community. Exposure to various media platforms that glamorise or normalise violence can also shape teenagers' perceptions of relationships and contribute to the occurrence of IPV. Additionally, societal norms that condone or minimise the seriousness of IPV may create an environment where teenagers feel justified or less accountable for their violent behaviours.
- **The macrosystem** refers to the political, cultural, social, and economic forces that affect individual functioning and to the broad societal issues that contribute to an environment that encourages or discourages violence (Crawford, 2020). Social and cultural norms that encourage violence as an acceptable approach to resolve conflict are among these factors**.** The macrosystem thus encompasses the broader cultural values, laws, and customs that shape an individual's experiences. Understanding the cultural attitudes and societal responses to IPV can provide insights into the challenges and support available to high school teenagers in such situations (Evans, 2020). For instance, societies that perpetuate traditional gender roles and norms may contribute to power imbalances and the acceptance of violence within relationships. Cultural beliefs that prioritise male dominance or discourage open communication can also contribute to the prevalence of IPV among teenagers.
- According to Bronfenbrenner's ecological systems model, time is a critical factor in determining an individual's development at **the chronosystem** level. In this dimension, historical events, personal experiences, and major life transitions are acknowledged as influential factors that determine an individual’s development. This level thus refers to

the dimension of time and how environmental events and transitions can impact an individual's development. In the context of high school teenagers, the chronosystem may include changes in family dynamics, legal interventions, or community responses to intimate partner violence over time.

3.3.3 The limitations of the ecological systems theory

When exploring high school teenagers' exposure to intimate partner violence, using the Ecological Systems Theory these are some of the limitations the theory had in fully capturing the complexity and dynamics of such experiences.

The Microsystem Level: Although the theory emphasizes an individual's immediate environment, such as family and peers, it did not adequately address the influence of social media and online interactions that can also impact teenagers' exposure to intimate partner violence. The mesosystem level of the theory, which emphasizes interactions between various microsystems, neglected systemic issues within institutions such as schools that could influence or alleviate exposure to intimate partner violence among high school learners. In Addition, The Exosystem and Macrosystem levels in Ecological Systems Theory did not adequately consider the broader societal norms, cultural influences, and policies that shape attitudes toward relationship violence among teenagers.

3.4 Conclusion

IPV refers to any form of physical, sexual, or psychological harm inflicted by a current or former romantic partner on the other. In the context of teenagers, IPV can occur due to various factors as posited by the ecological systems theory. When considering the high exposure of high school teenagers to IPV in this study, the ecological systems theory provided a framework for understanding the various factors that could have influenced their experiences and well-being. By applying the ecological systems theory to the exposure of high school teenagers to intimate partner violence, the researcher wanted to gain a comprehensive understanding of the multiple levels of influence that had shaped the participating teenagers' experiences and well-being. This understanding resulted in findings and recommendations that may inform the development of interventions and support systems to address the complex interplay of factors within the various ecological systems to promote the well-being of teenagers exposed to IPV, which is a notion that is supported by Sheerin, Brodell, Huey and Kemp (2023). The

differential association theory offered a theoretical framework which assisted in understanding the extent to which high school teenagers were exposed to intimate partner violence. The role of social interactions and the transmission of attitudes and values in shaping violent behaviour within intimate relationships were highlighted by focusing on social learning processes, norms, and the drivers of behavioural reinforcement. Furthermore, the ecological systems theory provided a comprehensive framework for understanding the dynamics of intimate partner violence in the lives and relationships of teenagers. By examining the five levels of influence (i.e., the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem), the researcher gained in-depth insight into the factors that contributed to the occurrence of IPV among teenagers in the study area.

CHAPTER FOUR
METHODOLOGICAL ORIENTATION

4.1 Introduction

In the field of Criminology, which is closely associated with the Criminal Justice System (CJS), it is critical to always have proof of a case and to verify information, and in this regard research facilitates the exposition of new information or the affirmation of prior findings (Higgins, 2009). Higgins (2009) further argues that "research needs to be scientifically based because it requires the researcher to employ precise methods that can also be applied by another researcher to obtain the same accurate results". Therefore, the purpose of this chapter is to outline the methods that were employed to answer the research questions and achieve the objectives of the study as outlined in Chapter one. The aim of this study was to explore the exposure of high school teenagers to gender-based violence (GBV), with a specific focus on intimate partner violence (IPV).

According to Mukherjee (2019), the research methodology is a technique that is used to conduct research and obtain findings pertaining to a particular issue. Pandey and Pandey (2021) argue that "there are three main research approaches that can be employed in a study, namely qualitative research, quantitative research, and mixed-methods research". For the purpose of this study, only the qualitative research approach was utilised as it was the most appropriate research design to meet the study's aim and objectives. Neuman (2003) asserts that "it is crucial to make informed decisions about the research process that will be utilised, mainly because the research methodology is an instrument that can be used to transform social research into scientific information". The advantages of research in the social sciences is that it gives contextualised and reliable interpretations of the phenomenon under study by employing a variety of methods that can systematically generate new social discoveries (Bhattacherjee, 2012).

The objectives of this study were met by obtaining data collected from high school teenagers, teachers, and the principal of a selected school. A non-probability sampling method was applied and the researcher used the purposive sampling technique to recruit the participants. This was to ensure that knowledgeable participants were recruited whose responses could be analysed to address the study's objectives. Crow and

Semmens (2008) iterate the importance of "utilizing an appropriate procedure to collect data as it increases the validity and dependability of the outcomes". Data were collected by interviewing 10 high school teenagers and 5 teachers, one of which was the principal of the selected school.

Thematic data analysis was conducted in six phases, and all ethical considerations were adhered to in the execution of this study.

4.2 Research Paradigm

The literature defines a research paradigm as "the structure, approach, and a comprehensive overall plan to be utilised in the investigation of the phenomenon at hand" (Kivunja, 2017). According to Denzin and Lincoln (2011: 48), a research paradigm is "a set of essential beliefs that signifies a world view". Creswell (2009) and Kumar and Kamalanabhan (2014) assert that a research paradigm is inclusive of the criteria that determine the nature and characteristics of the participants that need to be selected, how the data will be collected and analysed, and what methodologies and procedures will be used during the research process. Kumar and Kamalanabhan (2014) also note that a research plan is essentially a blueprint for conducting a research study. In qualitative research, one of several study designs may be employed, and this study used the interpretative paradigm as it enhanced the research quality by guiding the researcher to gain in-depth insight into the exposure of high school teenagers to GBV, with specific focus on IPV in the selected school.

As no other South African studies could be traced that had been conducted to investigate the same topic, the current study was exploratory. It thus gave high school teenagers a platform from which they could narrate their insights into and even discuss their experiences of GBV and IPV. It was clear that earlier studies on IPV had mainly focused on domestic violence and adults' experiences, therefore an interpretative research paradigm was employed to comprehend the exposure and experiences of teenagers in a high school by listening to their real-life stories. This approach was highly suitable for this study as it enabled the researcher to interact with the participants in their natural setting, which was the selected school. By using this approach, the researcher was able to build a relationship with the participants and trust was therefore established with them. This encouraged the participants to freely express their views and to generously share their experiences of and insights into IPV within the school environment.

4.3 Research Approach

According to Creswell, Clark, Gutmann and Hanson (2003), there are generally three approaches to conducting research, namely the quantitative, qualitative, and mixed methods approaches. As the primary goal of the researcher was to explore the views of learners and teachers and the nature of exposure of teenagers to IPV, the qualitative research approach was adopted. This assisted the researcher in obtaining in-depth knowledge about the high school teenagers' knowledge and experiences of GBV and IPV. Qualitative research seeks to explain and elicit enhanced understanding of a social phenomenon that is presented as a research problem. Brynard and Henekom (2006) state that the qualitative approach enables enquiry into subjective experiences by eliciting opinions and exploring the emotions, feelings, frustrations, and ideas of selected participants. When these subjective experiences are analysed, the researcher is able to better understand the phenomenon under study and is able to shed more light on it. As this approach was the key driver of the current study, the participants were given the opportunity to offer rich responses due to the flexibility and openness of the questions that were posed.

4.4 Research Design

According to Sileyew (2019: 28), a research design "intends to provide an appropriate framework for a study". One of the crucial aspects of the research design is choosing an appropriate research approach as it will determine how the information that will best address the objectives of the study will be obtained. Moreover, a successful study design gives a detailed explanation of the proposed techniques that another researcher can easily replicate (Sileyew, 2019). In selecting the research design, the researcher considered the fact that extensive research had been conducted on GBV, IPV, and domestic violence. However, there was limited information about high school teenagers' experiences of and exposure to these forms of violence. Thus, it was deemed appropriate to use an exploratory research design as it is embedded within the qualitative research approach. Creswell (2014: 158) advises that an exploratory research design be used when explaining "the occurrence of certain phenomena and predict future happenings". The exploratory research design was chosen as it is adaptable and would assist the researcher in understanding high school teenagers' exposure to GBV, with specific focus on IPV. The researcher thus purposively recruited

participants who had been exposed to GBV/IPV either as primary or secondary victims. As the topic was sensitive, all ethical considerations were rigidly adhered to.

4.5 Study Area

A vicinity investigation into human ecology aims to collect and relate data on various aspects in a geographic region and its population which includes the institutions, the language, history, and more (Hewitt, 2019). This study was conducted in Inchanga which is located in a relatively rural area in the Outer West region of Durban in KwaZulu-Natal. Inchanga was established in 1895 and is known as the halfway mark for travellers between Durban and Pietermaritzburg (Main Place Inchanga, 2011). Inchanga has a population of about 15 000 inhabitants. There are several schools in the area, but this research focused on one school only. It is a public high school institution that specialises in basic education for learners from Grade 8 to Grade 12. The name of the school and the names of the participants are not disclosed for ethical reasons. Figure 4.1 is map that indicates the location of Inchanga and its surrounding areas.

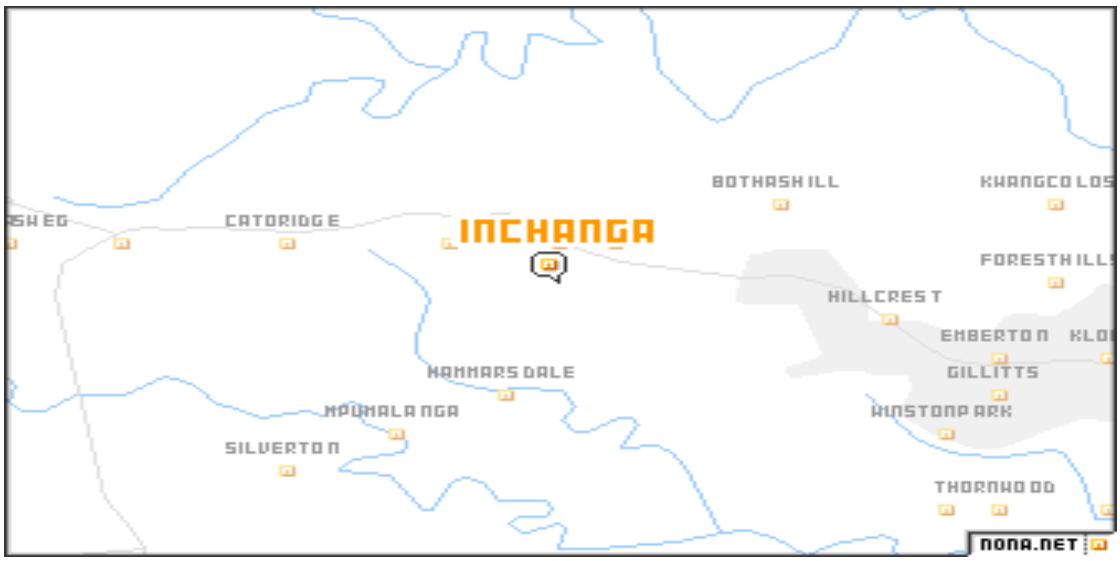

Figure 4.1: Map of Inchanga near Durban, KwaZulu-Natal

Source: Google Images, 2019

4.6 Target Population and Sample

A target population is an actual group that a study utilises to gather the desired outcomes (Zhao, Cia, Claggett and Wei, 2013). In this study, the target group comprised all the high school teenagers and teachers at the selected school in Inchanga village. As it was

impossible to interview all the learners and teachers at the school, a sample of 15 participants was purposively selected as this number was deemed suitable for the purpose of the study. These high school teenagers and teachers were selected with the approval and assistance of the principal. Learners who had been exposed to GBV/IPV and were willing and able to share their experiences were purposively recruited.

4.7 Sampling and Sampling Techniques

According to Steyn (2014, cited in Sibisi, Mkhize and Singh, 2019), sampling refers to the question of what the research unit of analysis will be. It answers questions such as *Is the researcher going to interview individuals, groups, or companies?* Due to the sensitive nature of this research study, sampling was crucial as it was important to find suitable research participants from whom rich data could be elicited to answer the research questions. Non-probability sampling was therefore used as the individuals were chosen and their perspectives were explored depending on the researcher's discretion. Non-probability sampling is a sampling process where the researcher specifically looks for units or participants that will serve the purpose of the investigation (Campbell, Greenwood, Prior, Shearer, Walkem, Young, Bywaters and Walker, 2020).

The researcher needed to recruit participants whose perspectives and contributions would answer the research questions and address the objectives of the study, and the information they provided thus had to reflect in-depth knowledge concerning the research topic. Moreover, to achieve the research goal/aim, the participants who were chosen were learners who were in Grade 9, Grade 10 and Grade 11, as well as teachers who were knowledgeable of learners' experiences of GBV/IPV. Suitable participants were identified with the approval and assistance of the principal who had been informed of the nature and purpose of the study.

4.7.1 Purposive sampling inclusion criteria

A purposive non-probability sampling method was used. According to Arikunto (2010: 183, cited in Omona, 2013), purposive sampling is the process of selecting a knowledgeable sample that will address the specific purpose of the study. A sample of 15 participants was thus selected, and it consisted of learners of both genders aged between 15 to 18, 4 teachers, and the principal of the school. Individual one-on-one interviews were conducted with the learners who had been either primary or secondary victims of GBV/IPV, teachers who had worked with such learners, and the principal

who was mandated to deal with all reported cases of GBV/IPV. The rationale for choosing these participants was to ensure that the researcher lessened the collection of ambiguous information and irrelevant data.

4.7.2 Exclusion criteria

As purposive sampling was used to select the participants, some learners were automatically excluded. The exclusion criteria included learners who had never experienced IPV, learners who had never been in a romantic relationship, as well as learners in Grade 12 as they were already preparing for their National Senior Certificate examination.

4.7.3 Sample size

Determining the sample size is an important aspect of any empirical research study whose purpose is to draw conclusions about a population from a sample (Lakens, 2022). If a sample is not truly representative of the target population, the results may be unreliable. Therefore, Lakens (2022) suggests that the sample size should be determined by a variety of criteria, including the study's objectives, population size, etc. Various formulae can be applied to determine the appropriate sample size. This research recruited 15 participants in total, ensuring a learner mix of both genders aged 15-18. According to Denscombe (2017), “a small sample size is perfectly in line with the nature of qualitative data collection”. Studies involving extensive and in-depth analyses frequently do not draw large or random samples but, instead, “employ purposeful (that is, non-random or non-probability) sampling procedures” (Steyn, 2014). The table below summarises the sample composition:

Table 4.2: Sample composition (n = 15)

Gender	Learners	Teachers	Principal
Females	5	2	1
Males	5	2	
Total:	**10**	**4**	**1**

(Source: By Author)

Table 4.2 shows that the sample consisted of both genders to limit biased information. The ages ranged from 15 to 18 years. Teachers who were knowledgeable were selected as they would be able to provide in-depth and accurate information.

4.8 Data Collection

As was discussed earlier, the data were obtained by means of qualitative methodologies. Qualitative data collection usually includes interviewing, observing, recording, transcribing, and analysing information to learn more about what individuals do, know, think, and feel (Patton, 1990). The researcher used a combination of the above methods to gain in-depth understanding of high school teenagers' exposure to and experiences of GBV/IPV and to ensure the credibility of the research findings.

Individual interviews were conducted with the learners, the teachers, and the principal. The interviews were tape-recorded with the permission of the participants, transcribed, and classified based on the many themes that emerged from the data. Tape recordings, according to Crawage (2005, cited in Sibisi, 2016), do not only give a thorough and accurate record of the entire interview, but also aid in the preservation of the emotional and vocal aspects of the responses. Another advantage of tape recordings it that they may be played again and converted into written text (Tessier, 2012). Furthermore, observational data derived from interviews, transcripts, and recordings are highly reliable as the researcher can always go back and generate new hypotheses (Silverman, 2000).

4.8.1 Research instruments

The researcher used different instruments to capture data for this study. This allowed extensive understanding and in-depth analyses and interpretations. According to Silverman (2000: 61), research instruments "…are measuring tools designed to obtain data on a topic of interest from research subjects". It was therefore important that an appropriate research instrument was used for this particular study to ensure its reliability and validity. The following instruments were used to generate the required data:

- Primary data collection
  - Semi-structured interviews with 10 selected learners, 4 teachers, and the school principal
  - Observations

- Secondary data collection
  - Books, articles, journals
  - Public sources (official statistical reports and legal documents such as Acts and regulations)
  - Commercial sources (newspapers)
  - Content analysis (media reports).

The utilization of several methods for collecting information resulted in inter-related sets of information that served to boost the study's authenticity and provided depth to the investigation that explored the exposure of high school teenagers to IPV (Singh, 2006). The study's validity was strengthened by using both primary and secondary data collection methods. This approach was also deemed suitable as the strengths of each method complemented the findings as the limitations of certain methods were neutralised. Thus, to verify reliability and validity, the interview data were triangulated and correlated with data from other academic publications based on comparable study approaches and samples as well as journalistic reporting (Natow, 2020). It must be acknowledged at this point that triangulating the primary data with those of earlier studies was a challenge as no studies that had investigated this topic among teenagers in a rural setting could be traced.

4.8.2 Semi-structured interviews

The researcher used semi-structured in-depth interviews to generate the data. The term ‘semi-structured interview’ refers to a qualitative interviewing approach that enables the researcher to get a full understanding of the subject under investigation (Boyce and Neale, 2006). Such interviews involve predetermined but reflectivity-prone questions that may be altered according on the researcher's perception of what appears to be more appropriate (Boyce and Neale, 2006). This method of data generation was very useful as it provided the elicitation of detailed information about the participants’ views, feelings, perceptions, and experiences about the exposure of learners to IPV within the school environment. Moreover, as the study required in-depth information and knowledge of the participants' experiences and perspectives, this method of interviewing was employed as the primary data collection approach. Furthermore, the semi-structured interviews allowed the participants to express themselves in their own language and to share their experiences openly and honestly without fear of intimidation

or coercion. It also gave them a platform to share their experiences in an environment where they felt comfortable and secure. Given the context of the interviews, this was the preferred technique for data collection as, in group discussions, some participants might not have talked openly about their experiences and thoughts in fear of being judged or intimidated by their peers.

During the planning stages, the principal from the selected school assisted in identifying the participants for this study. A list was prepared and the researcher ensured that the learners who were identified were representative of the group that had been exposed to IPV either as primary or secondary victims. The researcher further ensured that ethical codes were adhered to and permission was granted from all relevant stakeholders.

The second stage was to develop the necessary instruments for the interview, such as establishing the interview procedure and interview schedule (Creswell et al. (2014;87). The interview protocol detailed the procedures used in the administration and implementation of the interviews, and the interview schedule included the questions that the researcher intended to ask the participants in accordance with the study's objectives. Reviews and probing were used in order to acquire more in-depth knowledge when necessary, as proposed by Denzin and Lincoln (2011). A different interview schedule had been prepared for the learners and the teachers, but the general purpose of the questions were the same. The interviews were conducted in either English or isiZulu, as the interviewee preferred. The recordings were then transcribed and translated into English if in isiZulu by the researcher who is proficient in both languages

4.9 Thematic Data Analysis

Glass (2004) defines data analysis as the art of ordering and organizing raw data so that valuable information may be recovered. Creswell (2009) claims that qualitative processes need a number of phases for data processing. The purpose of qualitative data analysis is to analyse the data so that profound knowledge and insights may be revealed. The researcher must become a part of the environment and be aware of what is happening during this process (Kvale and Brinkmann, 2015). It is vital that the researcher understands and revisits the data on a frequent basis. For the information to be effective and valuable, the researcher must be emotionally intelligent and able to set aside his or her personal ideas, feelings, perceptions, or biasness.

Thematic analysis was thus used to find, analyse, and report patterns (or themes) that emerged from the data, and all the codes were organised to emphasise emergent themes (Braun and Clarke, 2006). The six phases of thematic analysis as proposed by Braun and Clarke (2006) followed to avoid prescriptive, linear, and rigid norms.

4.9.1 Becoming familiar with the data

According to Braun and Clarke (2006), the first step requires the researcher to transcribe the data, read and re-read the transcripts, and listen to the audio-recorded interviews several times to gain a thorough understanding of the content and ensure reliability in decoding the information.

4.9.2 Generating initial codes

The researcher began by discovering preliminary codes, which were aspects of the data that appeared to be interesting and relevant at first glance. The researcher then identified critical components and themes that were appropriate in resolving the problem, questions, and objectives of the study. The essential information that emerged from the participants' data was reviewed to determine similarities and contradictions, and the significance of these findings was determined.

4.9.3 Identifying themes

The interpretive analysis of the collected codes began by searching for themes. Common denominators and differences were identified during this stage, which generated themes. The information was organised into themes, while non-applicable themes were deleted and relevant themes were matched with findings revealed in the literature where possible.

4.9.4 Reviewing themes

The next step was to merge, improve, separate, or eliminate basic themes. This was done in two stages: first by checking the themes in connection to the coded extracts (phase 1), and then by checking the entire data set (phase 2). This stage led to the creation of a thematic map. The researcher analysed the themes to ensure they were coherent and matched the coded information.

4.9.5 Defining and naming themes

This step required refining and identifying emerging themes and potential subthemes from the data. The researcher designated the themes and offered specific working

definitions that reflected the substance of each core theme concisely and succinctly. In this phase the most relevant themes were thus established.

4.9.6 Producing the report

The researcher translated her analysis into an interpretable piece of writing, as proposed by Braun and Clarke (2006). She double-checked all her interpretations to ensure that the data were presented as logical arguments, and provided a thorough and accurate description of the participants' viewpoints in line with the research questions. This was one of the most crucial stages of the data analysis process as the researcher had to ensure that the study objectives were addressed.

4.10 Ethical Considerations

When conducting this research, there were numerous aspects that needed to be considered and various ethical requirements that needed to be adhered to in pursuit of the moral conduct of the study (Dich, McKee and Porter, 2013). These codes and strategies addressed concerns such as objectivity, confidentiality, and authenticity. Simons and Usher (2000, cited in Mkhize, 2012: 45) elucidate that "ethical considerations are very important in knowledge production [as] ethical considerations are mainly grounded to address righteousness and justifiability when dealing with issues that are related to others or their consequences". According to Steyn (2014), ethical considerations consist of obtaining informed consent which was issued and signed by the participants before the commencement of the interviews (Appendix A). The researcher also obtained a gatekeeper's latter from the Department of Basic Education (DBE) and ensured that she adhered to all relevant confidentiality issues and being competent to administer the study (Appendix G). The researcher also applied to the UKZN Ethics Committee for ethical clearance to conduct the research, which was granted (Appendix F). The principal's, teachers' (Appendix C) and learners' (Appendix E) consent was also obtained in writing prior the interviews, while the permission of a parent/guardian was obtained for the participation of learners younger than 18 years (Appendix B). The interviews were conducted in a safe venue at the school.

4.11 Methods to Ensure Trustworthiness

Trustworthiness in qualitative research is what is generally referred to in quantitative research as validity and reliability. This is because the instruments that are used in qualitative research cannot measure the metrics of validity and reliability. Therefore,

trustworthiness is used to ensure that research measures are measuring what they are supposed to measure and to ensure credible, transferable, confirmable, and dependable findings (Anney, 2014). The steps that were followed to achieve trustworthiness are outlined below:

- **Credibility:** Gunawan (2015) states that credibility is a metric for determining if qualitative research findings are valid and reliable. The main goal of credibility is to show that the research study was conducted accurately and that the participants were accurately identified and described. It also assists in confirming how confident the researcher is about the accuracy of the findings. This was achieved as will be summarised in Table 4.2 below.
- **Transferability:** Gunawan (2015) proposes that the researcher should provide a detailed explanation of why the findings of a study cannot be generalised. The researcher should also explain why the findings cannot apply to another context. This is where the qualitative researcher will have to provide a thick description to enhance the study's validity and transferability and use different sources to relate context circumstances and situations. Unfortunately, it was not possible to triangulate the primary data with those of other South African high school studies as no such data could be traced. This suggests that future studies should explore the exposure of high school teenagers to IPV on a larger scale to enhance scholarly information on this phenomenon and to possibility generalise the findings for effective interventions across a wide range of high school across South Africa.
- **Confirmability:** This term refers to the extent of neutrality when it comes to the research findings. Scholars such as Butch (2005: 85, cited in Chung, Biddix and Park, 2020) argue that to obtain confirmability, "the researcher tries to capture some elements of objectivity in the research study" so that the qualitative criterion can then be addressed "by asking whether the data can assist in confirming the general findings and lead to implication". This can only be achieved if the findings are based on the responses that were given by the research participants and if they were not influenced by any personal motive of the researcher. Again, this was achieved as will be summarised in Table 4.3 below.
- **Dependability:** Dependability refers to "the stability of the findings over time which involves participants evaluating the findings and the interpretations and

recommendations of the study to make sure that they are all supported by the data received from the participants of the study" (Gunawan, 2015).

The table below summarises how trustworthiness was achieved in this study.

Table 4.3: Achieving trustworthiness

OUTLINE	CREDIBILITY	TRANSFERABILITY	CONFIRMABILITY	DEPENDABILITY
Researcher	The criteria for inclusion and exclusion of the participants recruited for this study were outlined.	The triangulation of data collected (primary and secondary data) was employed, including the descriptive data field notes and observations	The researcher used probing questions to address the research questions to ensure no bias and no personal motive.	The researcher used all the raw data that had been collected inclusive of the data gathered through field notes and observations.
Participants	The participants were selected based on particular characteristics that rendered them suitable for answering the research questions. The researcher did not know the participants prior to the study and they were chosen with the assistance of the school principal.	The participants were diverse in terms of gender and age and grades in the case of the learners.	Ethical considerations were strictly adhered to.	Participants will be provided with the link where they can access a copy of the research report.
Research Instruments	The purposive sampling technique was applied in the selection of the participants.	Semi-structured in-depth interviews were conducted to collect the primary data which contained open-ended questions	The research questions were semi-structured and allowed for open-ended and frank responses.	A comprehensive discussion about the research design and the implementation is presented in this study report.

		to allow for further probing.		

(Source: By Author)

4.12 Challenges and Limitations

Some challenges were faced when this study was conducted. The first challenge was that interviews were conducted during the fourth school term which was close to the final examinations. Secondly, the timing schedule posed a challenge because the researcher could only see the learners during recess or when the teachers had a free period. Thirdly, some learners who had been directly impacted by IPV were at first very reluctant to share their experiences because they felt it was private, but after assuring them that they would be protected, they participated voluntarily. All the challenges were therefore overcome.

The main limitation of the study was the relatively small sample size when the large school population in South Africa is considered. Therefore, the researcher acknowledges that the results of this study cannot be generalised to the larger school population. However, the validity of the data was assured by employing the process of triangulation (Leedy and Ormrod, 2005, cited in Sibisi, 2016) to compare the interview data with available observational data and the data obtained in the literature.

In terms of the value or significance of the study, the researcher contends that the results of the study may provide school management teams with valuable findings that they may use in their fighting against gender-based violence, with specific focus on intimate partner violence in schools. Moreover, the findings may also assist provincial and national policymakers in their attempt to curb and eventually eradicate GBV in South African schools.

4.13 Conclusion

This chapter was designed to reflect in detail on the methodology that was employed to achieve the aim of this study. The justification for using a qualitative study design was provided and the data collection process was also elucidated. A detailed description of the instruments that were employed to collect the data to answer the research questions and to address the objectives of the study was outlined. This chapter further highlighted the nature of the study, the profile of the Inchanga community, the sampling procedure,

the data collection methods, the data analysis procedures, ethical considerations, and the challenges and limitations that were experienced in executing the study.

CHAPTER FIVE
DATA ANALYSIS AND DISCUSSION

5.1 Introduction

The purpose of this study was to explore the impacts of GBV, and more specifically IPV, on high school teenagers in a selected school. The research methodology that was used to execute the study was discussed in the previous chapter, therefore this chapter will present, analyse, and discuss the findings that emerged from the qualitative data that had been generated, as explained by Harding (2013). According to Marshall et al. (1999), data analysis involves organising, structuring, and interpreting the collected data for synthesis and interpretation. This study used the thematic data analysis process to detect, analyse, organise, characterise, and report the themes that emerged from the data according to the process that was discussed in the previous chapter (Braun and Clarke, 2006).

Pseudonyms are used to refer to the participants. The learner girls are referred to as Zama, Snenhlanhla, Anele, Sandisiwe and Londeka while the boys are referred to as Njabulo, Philani, Syanda, Sihle and Ayabonga. Surnames are used for the teachers preceded my Mr/Ms/Mrs. In accordance with thematic analysis procedures, the findings are presented and analysed under different themes and sub-themes. The main themes that are discussed are:

- Understanding IPV and its different forms;
- The dynamics of IPV;
- Violence as a demonstration of love and peer influences that exacerbate IPV;
- The psychosocial effects of IPV; and
- Recommended strategies to curb IPV at the school under study.

Some of these themes overlap somewhat and therefore it should be expected that there will be a repetition of information in some areas. Some words (such as gender and sex) will also be used interchangeably.

5.2 Profiling the Participants

The demographic information below provides a brief background of each of the 15 participants who participated in the study. It is reiterated that pseudonyms are used in this report.

Female (girl) learner participants

- Zama was a 15-year-old girl who lived in Inchanga. She was enrolled in Grade 10 and was dating a boy from the same school who was in Grade 12.
- Snenhlanhla was a 17-year-old girl. She was in Grade 11 and was in a relationship with a young man from Hammarsdale, who was 5 years older than her.
- Anele was a 15-year-old girl. She was in Grade 10 and was not in a relationship at the time of the study.
- Sandisiwe was a 17-year-old girl. She was in Grade 11 and was in a relationship with a young man who was a first-year student at university.
- Londeka was a 16-year-old girl. She was in Grade 11 and was in a relationship with a young man who had completed his schooling the previous year (2021).

Male (boy) learner participants

- Njabulo was an 18-year-old boy. He was in Grade 11 and was in a relationship with two girls; one from the same school and another from a neighbouring school. He said he loved them both.
- Philani was a 19-year-old boy. He was in Grade 11 and was in a relationship with a girl from another school in the area.
- Sihle was a 16-year-old boy. He was in Grade 10 and was in a relationship with a girl who was in Grade 9 at the same school.
- Syanda was a 17-year-old boy. He was in Grade 11 and was in a relationship with two girls from the school under study.
- Ayabonga was a 15-year-old boy. He was in Grade 10 and was not in a relationship as he had recently ended his relationship with the girl he had dated.

Teachers

- Mr Khanyisani Ngcobo taught Grade 8, Grade10, Grade 11 and Grade 12 learners. He had been teaching for the previous 10 years.

- Mr Scelo Mbuthu taught Grade 10, Grade 11 and Grade 12 learners. He had been teaching for 12 years.
- Miss Thandeka Madlala taught Grade 9, Grade 10, Grade 11 and Grade 12 learners. She had been teaching for almost 10 years.
- Miss Nokuthula Sitole taught Grade 8, Grade 9, Grade 10, Grade 11 and Grade 12 learners. She had been teaching for almost 14 years.
- Mrs Hlengiwe Chiliza was the principal and had taught both in the Foundation Phase and the Further Education and Training Phase (FET, Grade 10 – Grade 12 phase) prior to being appointment as a principal. She had been with the DBE for 25 years.

5.3 Presentation of the Data

Data were generated by means of one-on-one interviews that were conducted in a safe venue at the selected school. The questions in the interview schedules (one for learners and one for teachers) elicited responses that would answer the research questions. Once trust had been established, all the participants spoke voluntarily and freely about their intimate relationships as well as other relationships they had experienced. They also referred to what they had heard and observed in the school and among young dating teenagers.

5.3.1 Understanding IPV and its different forms

5.3.1.1 General understanding of IPV

This theme elicited findings that illuminated how the learners and teachers understood IPV in the school environment where teaching and learning are supposed to be the main business. The data from which this theme emerged revealed the perceptions and understandings the participants had about IPV. The narratives and viewpoints they shared were based on their lived experiences both as secondary and primary victims of IPV. The learners seemed to have some understanding if GBV, although they thought it was primarily physical and sexual. They were not aware of the different forms of GBV (such as IPV) until the researcher referred to emotional, economical, psychological, and other forms of abuse as well. It was evident in the learners' demeanour as they answered the questions that they thought the IPV phenomenon was 'normal' and 'bound to happen' in relationships. According to Anele, violence between partners was normal at school and nobody saw it as something out of the ordinary as it

was commonly accepted that two people would forge and intimate relationship and that most will go awry.

Anele (Grade 10): *"This is something that happens frequently at the school, and I am quite aware of the cases of intimate partner violence within the school."*

Sihle (Grade 10): *"IPV is so common on the school premises. Nothing is done to address that it so possibly there is nothing wrong with males beating their girlfriends."*

Miss Madlala: *"According to my understanding, IPV has to do with being violated by men in a certain way, and it can occur among heterosexual, homosexual, and transgender people and more."*

Mr Ngcobo: *"IPV has to do with being violated physically or emotionally and in most cases, it has to do with women being violated by men with whom they are in a relationship."*

Miss Sitole: *"IPV has to do with men abusing women, and it is not only limited to physical abuse but can also occur in different forms such as psychological and financial abuse."*

The above responses revealed that IPV was deemed quite common in this high school as both the teachers and learners were aware of it. A matter of concern was that some argued that it had been normalised as there were no measures in place to address this phenomenon in the school. It was also evident that the participants understood that IPV entailed a dominant-subordinate relationship where abuse or violence was commonly inflicted by males on females, while the nature or form of the abuse could vary. The responses revealed that the participants understood IPV as sexual, psychological, emotional, and financial abuse and that they were in agreement that it was prevalent on the school premises.

5.3.1.2 The sexual nature of IPV

The participants argued that sexual IPV occurred when one partner felt that she/he was entitled to demand sexual relations as they were in a relationship. This kind of IPV was perceived to be generally male induced. On the other hand, it was argued that girls felt obliged to engage in sexual intercourse with their male partners in the belief that this would demonstrate their love. What many learners did not realise was that such coercion is a form of violation.

Njabulo (Grade 11): *"Peer influence plays a role when it comes to this form of IPV because if you are a guy and you have been dating a girl at school for quite a while and you haven't had any sexual intercourse with her, you become a joke to the guys."*

Sandisiwe: "In most cases, men would ask to sleep with women and say that this is a sign that the girl really loves the guy, which is wrong."

5.3.1.3 The psychological/emotional nature of IPV

This was another form of abuse that was prevalent and problematic at the school under study. The participants said that this form of abuse would include being humiliated, cyberbullied, harassed, stalked, and being pressured to continue an unwanted relationship.

Snenhlanhla (Grade 11): *"The previous guy I was involved with was abusing me emotionally and psychologically, making me believe I am not beautiful and everyone during break time laughed when they saw me. He further humiliated me by saying I did not know how to kiss properly."*

Zama (Grade 10): *"At one time there was a learner who was stalking me by drawing a heart on all my pictures [on social media], even those posted as far as five years ago. When I confronted him during school break, he got angry and started to trash me where he could until I blocked him."*

Londeka (Grade 11): *"I was once involved with a guy who had lots of insecurities. He demanded that I should stay with him during the whole break time and when I wanted to call it quits the guy blackmailed me. He said he would share my pictures that I had sent to him privately with the whole school if I broke up with him."*

The participants were at first not aware of psychological IPV but after some discussion, without any coercion from the researcher, they admitted how prevalent it was. They also raised concerns about not knowing which precautions to take if they experienced this type of abuse, because it affected almost everyone who was in a relationship.

Emotional abuse among couples was also highly prevalent in the school. The participants emphasised the use of force, jealousy, humiliation, and stalking to maintain a relationship or abuse an ex-partner. Female learners reported that they had to deal with emotional scars that had an impact on their academic performance as well as their psychological well-being.

5.3.1.3 The nature of financially inflicted IPV

The participants understood this form of IPV because they were able to provide examples that were an ongoing issue at the school. They were also able to showcase that such incidences could affect both male and female learners and agreed that IPV was not limited to emotional, physical, and verbal abuse.

A Grade 11 learner said: *"One of my friends came from a rich family and her boyfriend was taking advantage of her because he would always ask her to bring home cooked food and some money to buy snacks. This was an ongoing thing until she finally left him.*

Anele (Grade 10): *"At certain times couples at school are experiencing jealously of one another. It gets problematic if one of them has more money than the other [it looked as if females often had more money than their partners]. This is typically an issue for boys, whereas girls feel that they need to put in more work to save the relationship. After that, girls will be up buying them food and other necessities, and they don't realise how mistreated they are."*

The participants demonstrated understanding of the diverse nature of IPV and the negative impacts it might have on young people. They also agreed that such matters were shockingly under-reported. This suggested additional repercussions as they agreed that the victims would not be offered proper assistance because of their limited knowledge of the different forms of IPV and, more particularly, emotional and financial abuse. The physical nature of IPV was clearly more prevalent among the learners at the school and they were thus more conscious of it. According to Abrahams and Watt (2013), the exclusion of other forms of IPV other than sexual abuse has a significant impact on the reliability and validity of data, particularly as most research studies have focused on physical and sexual abuse while the psychological and financial impacts of this phenomenon have been mostly ignored. When the researcher suggested to the participants that there were also other forms of IPV that they might consider, they were able to expand their previous definition and consider various steps that could be taken at school to address this menace.

5.3.2 The dynamics of IPV

This sub-theme exposed the dynamics of intimate relationships in the school under study and showed how gender roles shaped the way victims and perpetrators were

perceived. Bapat and Tracey (2012) argue that both partners should feel safe and protected from harm and danger within their intimate relationship. This is inclusive of all intimate relationships whether they are homosexual, heterosexual, married partners, cohabiting, or dating. Niolon (2017) argues that an intimate relationship is not only limited to being sexually active for it to be considered an intimate relationship. However, contrary to this notion, the majority of the participants in the current study associated intimate relationships with sexual interactions between couples. The participants also indicated that it was mostly women who were victims of IPV while men were regarded as the perpetrators. The latter finding is supported by a study that was conducted by the World Health Organization (2013) that revealed that, worldwide, 30% of IPV victims were women while 18% of such acts were committed by women against men and the remaining 52% includes male victims who experience IPV, acts committed by male perpetrators against female partners and cases where both parties may be involved in mutual violence.

Of the 15 participants, 8 indicated that men inflicted violence on women while two argued that IPV can be inflicted by either women or men.

Snenhlanhla (Grade 11): *"Men are usually the perpetrators of violence in a relationship because when they tend to fight with their partners, they become angry and end up resorting to hitting them up"*

Sandisiwe (Grade 11): *"Men tend to use physical abuse on women because they are stronger, they use harsh words and pressure women into submitting."*

Londeka (Grade 11): *"I have never seen a case where a girl was hitting the boy at school or even in my community."*

Philani (Grade 11): *"Most boys believe and are taught that a woman is straightened up by a beating her.*"

Mr Mbuthu: *"Intimate partner violence is violence is inflicted by one partner on the other. It can be a male abusing a female, or a female abusing a male. IPV is not only limited to opposite genders, because we do have homosexuals, meaning it can also be inflicted by same gender partners when one partner inflicts it on the other."*

Mr Mbuthu, a Grade 10 to Grade 12 educator, had worked as a teacher for 12 years. His in-depth explanation was that research tended to focus more on abuse against women,

but that there was limited research on the abuse against men as well as against people of the same sex. He further stated that the issue of men being the victims of IPV might be under-reported, hence GBV and IPV were associated with the abuse of women. He argued that it was difficult for men to report such incidents or to speak out and ask for assistance.

The following quotes will show how the participants viewed the perpetrators of IPV.

Ayabonga (Grade 10): *"It is always guys who beats up their girlfriends after school."*

Anele (Grade 10): *"When taking a walk around the school premises after school there's 3 in 10 chances that you will see a couple arguing, or a girl crying, since men also abuse women emotionally."*

Zama (Grade 11): *"This one time my friend and I came early at school and her boyfriend came to her and asked why she did not visit him the previous day after school. When she responded, he became violent and smacked her in the face and said she wasn't even beautiful enough to be his girlfriend; he was just helping her to experience something she will never experience."*

The above excerpts demonstrate that IPV is a serious issue that affects individuals of both genders, particularly as boys will resort to physical violence against their girlfriends if they do not get what they want. The findings suggest that this behaviour is rooted in power dynamics and control, where the perpetrator seeks to assert dominance over the partner by reverting to abusive actions. It is crucial that such behaviour is condemned and rectified to protect victims and prevent further harm.

Miss Sithole (a Grade 8 to Grade 12 teacher who had been teaching for 14 years): *"At one point after school when I was driving back home, I came across this couple and you could see that the girl had been beaten up by her partner. I then asked the girl what was happening, and the guy said nothing, she had just received some bad news. This was when I decided to give the girl a lift in the hope that she would open up and speak. However, she just vented how much she loved the guy and how much she kept disappointing him, which made it evident that this guy had some sort of psychological power over the girl."*

This excerpt shows that 'love', or what is perceived as love, is a reason why the victims of abuse may wish to stay in abusive relationships. According to the World Health

Organization (2012), such a relationship is characterised by periods of denial, self-blame, long-suffering, and female victims trying to relate their circumstances with those of other women in similar situations. The above excerpt also reveals that victims sometimes tend to blame themselves for the abuse, and they thus do not see the danger they are putting themselves in.

Furthermore, some participants revealed that they grew up in a cultural setting where the man should be respected as the head of the household and the leader in a relationship, therefore he is allowed to use any sort of disciplinary mechanism to maintain that power in the relationship.

Miss Madlala (Grade 9, 10, 11 and 12 teacher who had been teaching for 10 years): *"It is so unfortunate that as much as we can blame the new society, but we also need to look back at how the apartheid era impacted the people more especially since violence was the only approach used to discipline an individual."*

The above excerpt links IPV to the culture of violence that developed historically due to the impact of the apartheid era on society. The is a poignant observation that highlights the deep-rooted consequences of historical injustices on contemporary social issues. The use of violence as a means of discipline during the apartheid era has undoubtedly left a lasting imprint on the psyche of individuals and communities, contributing to a culture of violence that persists to this day. The normalisation of violence as a tool of control and oppression during that period has had far-reaching effects on how conflict is resolved and power is exercised within societies even today.

Mr Ngcobo (a Grade 8, 10, 11 and 12 teacher who had been teaching for 10 years): *"We grew up being beaten by our parents as a form of disciplinary mechanism to avoid further wrongdoing."*

This comment reflects a common but controversial child-rearing practice that has been prevalent in various cultures and societies for many years. This form of discipline, generally referred to as corporal punishment, involves the use of physical force to correct or control a child's behaviour. While some parents believe that this method is necessary for instilling discipline and obedience in children, others argue that it can have negative long-term effects on a child's emotional and psychological well-being. Furthermore, individuals who were raised in environments where corporal punishment was the primary disciplinary method may have difficulty expressing emotions,

communicating effectively, or establishing healthy boundaries in their relationships (Holden, Williamson and Hollard, 2014). The normalisation of violence as a means of resolving conflict or enforcing compliance can contribute to a cycle of abuse that is perpetuated across generations. It thus seems evident that the child-rearing practices used by parents, such as corporal punishment, play a significant role in shaping how individuals navigate their romantic relationships and interact with their partners.

Mrs Chiliza (the school principal who had been teaching for 25 years): "*Apparently, in the deepest rural areas when a woman has done something wrong, the husband will beat her even in front of the kids and send her back home so she can be disciplined. I tend to believe that maybe this is where these learners got the perspective that if they beat their partners, they will gain some sort of control over them."*

Evidently, witnessing domestic violence at home can have profound and lasting effects on individuals and shape their behaviours, attitudes, and relationships in significant ways. Men and women who grow up in environments where intimate partner violence occurs may experience a range of emotional, psychological, and social consequences that can impact their own romantic relationships and contribute to broader societal issues. Hamby and Grych (2013) argue that, in terms of societal impact, the cycle of intimate partner violence perpetuated by witnessing such behaviour at home can contribute to larger patterns of abuse and dysfunction within communities. Thus, witnessing domestic violence at home can have far-reaching consequences for both men and women, influencing their behaviours and attitudes in romantic relationships and contributing to broader societal issues related to abuse and violence.

Mr Mbuthu (a Grade 10, 11 and 12 teacher who had been teaching for 12 years): *"I once confronted someone I knew who had beaten up his girlfriend. I then enquired what led to that and he said that she had scolded him in front of people, and regardless of how much he had tried to avoid her since then, he could not scold her back. She took advantage and disrespected him even further. He then got so angry that he lost control over his emotions. He further stated that he believed a woman is supposed to respect him and obey him as that was how he had been raised."*

Lau (2009) and Jewkes (2002) argue that using violence in a relationship is not an act that occurs out of the blue; rather, it develops from a system of learned behaviour that is influenced by a variety of socializations, especially in the family from a young age.

The high school teenagers admitted that, because IPV was typically experienced in their homes, it had become easy to resort to violence 'to resolve' partnership issues.

A key finding is that the female participants maintained that males invariably resorted to violence when furious. This suggests that the learner participants perceived violence as the only method for males to express their anger in a relationship. Mrs Chiliza's comments also suggest that deep rural regions are a primary backdrop for conveying conventional gender stereotypes where women are perceived as inferior to men. Her comment that society should urgently address this form of inequality is noteworthy.

The findings suggest that IPV is more likely to occur in societies where gender inequality is widespread, and this is supported by Wood and Jewkes (2004) and Collins (2013). The notion that gender inequality creates a context in which violence is likely to occur is therefore supported by the findings of the current study. The argument is that stereotyped gender roles and expectations of typical male and female behaviour within relationships perpetuate and reinforce IPV (Collins, 2013; Boonzaier and de la Rey, 2004; Lau, 2008; Jewkes, 2002; Abrahams, Jewkes, Hoffman and Laubsher, 2004). This suggests that, instead of viewing gender inequality as an isolated phenomenon, it should be considered as part of the broader structural and cultural context (Gordon and Collins, 2013; Morrell, 2007). Our norms and beliefs may, in one way or another, contribute to violence against women, and therefore it is important to reflect on our socially constructed norms and beliefs that shape gender dynamics. This gendered expectation was viewed by the participants as a major problem due to its oppressive nature and potential for normalising the concept of male domination in relationships. The implications of such behaviour are far-reaching, as it perpetuates a culture of sexism and inequality and will of necessity hinder both female and male learners from reaching their full potential. As a result, gender roles must be properly understood and addressed in order to reduce the IPV phenomenon that remains prevalent in our society today. The lesson that society seems to teach young girls is that they must learn to respect and take care of men, while the lesson that boys are taught is that they should be strong and be in control, and maybe this is where we need to begin to teach boys the same lessons that we teach girls.

Philani (Grade 11) shared how he had been groomed and what he expected from his partner: *"I grew up knowing that a woman should listen to me, obey me, and not talk*

back. This is how our mothers treated our fathers and that is what I expect from my girlfriend."

Sandisive (Grade 11): *"Here at school you will find that a girl will end up doing her boyfriend's assessments because he has to play soccer and she has nothing to do, or sometimes you will see a girl going to dish up for a guy because apparently it's a woman's job to take his food to him even at school."*

The way that society has constructed gender roles plays a vital role in how men believe they should be treated in an intimate relationship. From the above excerpts it is evident that societal construction teaches men that they are more powerful than women and that women are their subordinates who should obey and serve them.

5.3.3 Violence as a demonstration of love

It is apparent in the literature that most abused women take a long time before they decide to leave an abusive partner (Lahav, 2022). This decision usually depends on what is available for them at that time or what they stand to lose if they leave the relationship. In assessing their situation, women go through a process of denial, self-blame, and considering the consequences of leaving the relationship (World Health Organization, 2012). The participants considered the reasons why women chose to stay in abusive relationships and some of those reasons included thinking that being beaten, controlled, and abused are signs or demonstrations of love.

Londeka (Grade 11): *"Girls have this perspective of thinking that when a guy hits you, it's another way of expressing how much they love you."*

Sandisiwe (Grade 11): *"He kept on telling me I am stupid, not worthy and ugly, but when he saw a guy approaching me and asking me out during the school break, he chased him off and started beating me and said he was protecting me with the mean stuff he used to say."*

Anele (Grade 11) disputed the latter by sharing what had happened to her friend*: "He used to beat my friend repeatedly until she admitted that she had been allowing guys to ask her out at school, even thought my friend was always with me in class."*

It is noteworthy that none of the victims reported these incidents to authorities at school because they viewed them as private and as a demonstration of love. It can be argued that this behaviour stemmed from their acculturation in a patriarchal society where they

had learnt to always protect and respect men and to accept that what happens between a couple should remain private.

Ayabong (Grade 10): *"This one time there was a girl in class who was consistently abused by her boyfriend and the guy would even come to her class and smack her if she did not do as she was told. we tried to intervene and inform teachers, but she would just deny everything, and you will see them together after school as if nothing had happened."*

A question that emerges based on situations such as the one narrated above is why it is that women fear leaving abusive relationships. Does it have to do with not loving yourself fully and not caring enough, so you just throw your life in the hands of someone who doesn't care about you in the name of love? This further raises the complex issues of some women's low self-esteem and their misguided belief in sacrificing themselves for 'love'. This phenomenon is commonly referred to as 'battered woman syndrome', which encompasses the psychological effects of prolonged abuse on victims (Stark, 2007). Understanding the reasons why women fear leaving an abusive partner can shed light on the challenges they face in abusive relationships and inform efforts to support them in seeking help and finding safety.

Sihle (Grade 10): *"She was so vindictive and together we were toxic for each other. She did not respect me or anything and every time we tried to communicate, she threw punches here and there".*

Sinenhlanhla (Grade 11): *"He would beat me up and then apologise and affirm that he wouldn't do it again, but he still did it again and again and I kept on forgiving him and getting back with him over and over again."*

This type of love is the main reason why IPV remains prevalent in schools as 'needy' victims tend to choose to stay instead of leaving such unhealthy relationships. They tend to believe that if the perpetrator apologises, it means that he is sincerely sorry and won't do it again. However, they are not aware that once they start the abuse, and the girl tolerates it and does not report it, then there is absolutely nothing stopping them from doing it again.

Another reason such toxic relationships turn violent is peer influence. The excerpts below will demonstrate how school friends may influence the behaviour of perpetrators.

Njabulo (an 18-year-old boy in Grade 11 who attributed his violent behaviour to the influence of his peers): *"She kept provoking me in front of my friends. She spoke harshly and in a very disrespectful manner during sport at school. I became a joke to my friends and ended up slapping her because they kept saying I was a weak man."*

Philani (a 19-year-old boy in Grade 11 who explained how peer influence played a role in why he felt he had to admonish his girlfriend): *"My friends saw my girlfriend walking with a guy from Grade 12 and they were busy laughing and flirting so they told me, and I then asked her, and she said that thy were just walking, nothing more. My friends then told me she was cheating on me with a guy in grade 12and they suggested that I slap her to teach her a lesson not to even consider cheating on me, and I did that after school."*

The findings emerging from these data suggest that peer influence in school can affect learners' perceptions of what is considered acceptable behaviour in relationships. If learners are exposed to peers who condone or engage in violent behaviour towards intimate partners, they may be more likely to view such behaviour as normal or acceptable. This normalization of violence can contribute to the perpetuation of IPV.

Zama (a Grade 10 girl who was 15 years old reacted as follows when she found out her partner was cheating on her)*: "I asked my friends to accompany me to confront a girl who was dating the same guy as me, and when she said they were dating my friends told me to slap her and go punch my boyfriend, so I went to him during his free period and I punched him in front of his classmates."*

The findings that emerged under the subtheme 'violence as a demonstration of love' suggest that girls may tolerate abuse because they associate such behaviour with being loved, and that is why they also allow themselves to endure the violence and humiliation. They perceived that love was deeply embedded in the belief that when you love someone, you must be strong enough to endure all the hardships and pain that come with it. Essentially, it seems that love means to endure all hardship. When I asked three participants why they stayed in abusive relationships, they offered the following responses:

Snenhlanhla (a 17-year-old girl in Grade 11: *"I love him, and he loves me too, this was just a passing phase."*

Sandisiwe (a 17-year-old girl in Grade 11): *"There's a lot I stand to lose if I were to break up with him, so ending this relationship is absolutely the last thing on my mind. he will change."*

The above responses suggest that some teenagers, particularly girls, will find a coping mechanism to stay in an abuse relationship. One such mechanism is the perception that, if they leave, they have much more to lose than should they stay and tolerate the abuse. They thus seem to eradicate the fear of the consequences of the abuse and this stoic demeanour also prevents them from seeking help or ending the relationship.

Njabulo (Grade 11, 18 years old): *"She is not as bad as it sounds. Besides the verbal abuse and physical abuse, she's very kind and loving. She is the one person I can always rely on. I just don't know what triggers her random anger."*

The responses above shed some light on why young people tend to take long before deciding to leave an abusive relationship. Many young people seem to stay because they believe the abusive act was a mistake and it won't happen again, while others stay because when they weigh the costs against the benefits, it is clear that staying in the relationship is better than leaving and facing the harsh realities of the world on their own without the significant other. According to Snenhlanhla, Sihle and Sandisiwe, the moment their partners inflicted violence and pain on them, it was a demonstration of their love. The negative aspects of the relationships were therefore denied and it appeared that these young people focused on the positive aspects of their relationships to make them work for the sake of love.

Dare, Guadagno and Muscanell (2013) contend that focusing on the positive aspects of a relationship allows the victim to endure the abuse because, should they leave, they will experience intolerable dissonance. Hayes (2015) agrees, arguing that women who are abused may feel as though they have no other alternative than to remain in the relationship and endure the hardship as the alternatives are loneliness and rejection. This behaviour correlates with the notion of the 'battered woman syndrome'. In African societies, there is often a cultural stigma attached to divorce or returning to one's parents' house after a failed relationship. Women are frequently encouraged to persevere through difficulties in their marriages even if they are experiencing abuse or unhappiness. The pressure to maintain the appearance of a stable family unit can be overwhelming for many women, leading them to stay in harmful relationships rather

than face the shame or disgrace associated with divorce (Lahav, 2022). This perception also seemed to be prevalent in the teenager relationships under study.

5.3.4 The effects of IPV on victims

When a learner is exposed to violent or threatening behaviour or abuse by an adult who is, or has been, an intimate partner or family member, this is called child maltreatment which is associated with psychological, social, emotional, and behavioural problems (Gilberte et al., 2009). The definition of intimate partner violence (IPV) includes not only physical violence such as hitting, slapping, kicking and beating, but also emotional abuse such as humiliation, intimidation, and control (e.g., isolating the victim from family and friends). Previously, children were described as 'witnessing' IPV, but more recently 'exposure to' is preferred because 'witnessing' is perceived by some to focus on direct observation (Johnson and Dowson, 2011). Even if children have never observed any violence between their parents, they can still experience harm associated with IPV due to their awareness of violence between their parents or among adults.

The term 'intimate partner violence' refers to patterns of physical, sexual, psychological, or stalking behaviour between intimate partners and it may involve violence or threats by one or both partners in the relationship. Its severity can range from mild to extreme life-threatening acts (WHO, 2021). Whether intimate partner violence is threatened or actual, it can cause intense fear and a sense of horror and helplessness. Due to the consequences of IPV, such acts are considered traumatic events. The sub-theme below thus focuses on the psychological, physical, and socio-educational effects of IPV.

5.3.4.1 Psychological effects of IPV

Psychological abuse in intimate relationships is a serious issue that affects millions of individuals worldwide. Data from the Centers for Disease Control and Prevention indicate that over 61 million women and 53 million men have experienced psychological aggression by an intimate partner in their lifetime in the USA (Leemis et al., 2022). Psychological abuse can have profound and long-lasting effects on victims such as emotional trauma, anxiety, depression, and other mental health issues. It can also impact the victim's ability to trust others and form healthy relationships in the future. Common effects include injury, symptoms of post-traumatic stress disorder (PTSD), anxiety, terror, requesting police assistance, and missing at least one day of

school (Friedman, 2015). Leaners usually start feeling guilty about the psychological abuse they are exposed to in a relationship, and they also begin to engage in self-blame. Their behaviour varies because some begin to lose close friends, some become disorientated, and some become self-absorbed and refrain from engaging in school activities, while many do not get good grades. The excerpts below demonstrate how psychological abuse impacted some of the participants in the current study:

Zama (a 15-year-old girl in Grade 10): *"I started to have a low self-esteem. I did not see myself as beautiful enough. I started to become self-absorbed, and I knew I needed his attention more than anything."*

Sandisiwe (a 17-year-old girl in Grade 11): *"School was the last thing on my mind. I had lost interest in academics as I would rather leave class and be with him."*

From the above findings it is evident that experiencing IPV can have profound effects on learners' academic performance, mental health, and overall well-being. When a learner prioritises being with her abusive partner over attending school or focusing on academics, it may indicate a significant disruption in her life due to the abusive relationship. The loss of interest in academics could stem from emotional distress, fear, and trauma associated with IPV. Furthermore, learners may struggle to concentrate in class, experience feelings of worthlessness or hopelessness, and have difficulty maintaining relationships with peers and teachers.

Sihle (a 16-year-old male learner in Grade 10): *"She was good at manipulating me into believing I couldn't survive without her. When she wanted me, I had to drop everything and that was when my grades started going down."*

The above experiences suggest that abusive teenagers could have a strong hold over their partners. The partner may either be psychologically abused into believing they are not good enough or they have to cater to every whim of the partner at the cost of their own achievements. It was also evident that witnessing or being exposed to IPV made the learners engage in risky behaviours such as fighting at school, using drugs and alcohol, and engaging in unprotected sex. This was due to the fact that when they started having a low self-esteem, they engaged in these behaviours in the attempt to keep their partners or to cope with the situation they were facing.

Anele (Grade 10, two years in a relationship with a previous partner): *"They start to become depressed and very suicidal."*

Njabulo (Grade 11, arguing that victims tend to change as the abuse is prolonged): *"They begin to believe that they have no other reason to live besides submitting themselves too their bullies"*.

Ayabonga (Grade 10): "*They distance themselves from other people and they have the notion that when a person is trying to help, they are not really helping but ruining their relationship."*

The above comments suggest that the effects of psychological abuse due to IPV need to be taken seriously because they can include verbal threats, intimidation, isolation, victim-blaming, and humiliation. Human rights are often violated, such as the right to control daily activities, contact with friends, and access to transportation, communication, and money. Victims become depressed and withdrawn, and they fail to reach their full potential. They seek acceptance with everything they do and when they do not acquire their hearts' desire, they become suicidal.

5.3.4.2 Physical effects of IPV

Violence in schools, whether it is physical or psychological, has an impact on learners and can further cause psychological distress or permeant disability (Durrant, 2005). In cases of IPV, physical effects are usually the most obvious as they range from small to serious injuries such as bruises and bone fractures. In severe cases suicide or even death have been reported (Durrant, 2005). Gershoff and Grogan-Kaylor's (2016) study found a correlation between corporal punishment within the family and school settings and IPV. Another study by Smith, Ireland and Thornberry (2018) supports the notion that individuals who were physically disciplined as children are at higher risk of becoming perpetrators of violence in their intimate relationships than those who were not exposed to corporate punishment. Furthermore, Taylor, Lee, Guterman and Rice (2015) also argue that there is a clear association between exposure to physical discipline in childhood and the perpetration of violence against partners in adulthood. Durrant (2005) also discusses how victims of corporal punishment were physically and psychologically impacted. The findings of the current study also revealed that corporal punishment at school and at home sometimes triggered abusive behaviour in learners who in turn became perpetrators of abuse. It was evident from the participants' responses that

learners who had experienced physical punishment struggled to develop moral principles. Additionally, they were less likely to withstand temptation, act benevolently, develop empathy for others, or use moral judgment (Gershoff and Grogan-Kaylor's, 2016). Instead, they had a high propensity to engage in chaotic and violent behaviour, including assaulting their peers and romantic partners. Moreover, they had the potential to grow up to be violent adults who would physically punish their own children and thus pass on their violent behaviours to the next generation, thus perpetuating the culture of violence within society. Some of the participants had this to say:

Anele (Grade 10): "*My friend was once beaten so severely that she did not attend school for the whole week."*

Zama (Grade 10): *"I also have a scar on my thigh which was left when I was trying to run away from my partner."*

Philani (Grade 11): *"Once you start doing it [physical abuse], there is nothing stopping you from doing it again and again"*

Siyanda (Grade 11) shared how he was disciplined at home: *"When I've done something wrong, at home my parents would punish me by beating me. At school they used to do the same thing until corporal punishment was banned. That is why many believe there is nothing wrong with physical punishment."*

From the excerpts above it is clear that, regardless of how big or small an injury is, it is still wrong to inflict violence or pain on anyone. It is true that once someone starts to physically assault another, there is nothing stopping them from doing it again and again, thus further exacerbating the cycle of violence.

These findings further support what the differential association theory argues, which is that individuals learn deviant behaviours through their interactions with others, particularly within intimate or close-knit social groups. In the context of intimate partner violence, a perpetrator may have been exposed to and learned violent or abusive behaviours through their family dynamics and social environment. This learned behaviour is reinforced through ongoing interactions and has become normalised within the individual's social circle. As a result, the individual is highly likely to engage in intimate partner violence due to the influence of these learned behaviours and associations (Gershoff and Grogan-Kaylor's, 2016). The participants also revealed that,

in most cases, the physical effects of physical abuse were visible, and their injuries ranged from mild or severe, as in one case when a learner missed school for a week.

The participants further supported Mrs Chiliza's argument that violence stems from patriarchal and societal beliefs. The learners were exposed to these customs as they grew up in an environment where corporal punishment was applied both at home and at school. It was therefore inevitable that they adhered to the idea that there was nothing wrong with resorting to physical punishment to sort out differences between two or more people or punishing someone who had wronged them.

Mr Ngcobo: *"When I see a student physically unwell, I tend to approach them and enquire what is wrong privately or refer them to other teachers they can talk to, so that if it happens that there should be interventions put in place to assist the child, and we can refer them."*

A key finding regarding the physical effects of IPV is that children who grew up in a violent environment, or who were physically abused as a punitive method, may grow up thinking that violence is acceptable and that, if they want to express themselves or punish someone, they should physically assault them. This is concurrent with the belief that violence demonstrates love. Similar trends were noted by Shefer, Strebel and Foster (2000) in their University of Cape Town research. They observed that because female learners believed they were loved, they frequently tolerated the abusive behaviour of their partners. It is customary for a parent who has beaten a child to sit them down and say, "I did what I did because I am trying to protect you and I love you". Thus, children grow up with the mentality that physical punishment is curative.

5.3.4.3 Socio-educational effects of IPV

Learners who experience abuse may have trouble relating to their classmates. Some learners will purposefully keep their distance as they are concerned that their friends will learn about the abusive circumstances they face. Learners who have been exposed to violence tend to feel restricted and often look defensive or submissive. Due to the instability and unpredictability of their partners, they can decide against having friends. On the other hand, some learners can be overly clinging, insecure, or controlling if they have friends. They may also become possessive in their relationships and have a hard time keeping friends (Sterne and Poole, 2010: 29).

Mrs Sithhole: *"In a situation where a learner has been physically assaulted in front of other learners, they tend to choose not to come to school. This may be because, sometimes, they are physically strained or because the perpetrators are within the school such as their intimate partners. Thus, in order to avoid them, they tend to choose to stay at home until they are well."*

In such instances, the educational effects of IPV on victims become apparent because the learners are afraid to go to school, and absenteeism interferes with their right to basic education. They start finding it difficult to concentrate in class or participate in school activities. These socio-educational effects are often severely detrimental because their consequences include, but are not limited to, missing classes, avoiding participation in classroom activities, abstaining from communicating with their peers, and some may even drop out of school. All these have a negative effect on these learners' academic performance as well as their potential to seek a fulfilling career.

5.4 Suggested Strategies to Curb IPV at School

Both the learners and the teachers, including the principal, suggested various strategies that may be employed to combat IPV at the selected school. They argued that change could be brought about if the learners were well informed about IPV and the consequences of engaging in toxic relationships.

- Learners should be informed of the threat of GBV and all the forms in which it manifests. The Life Orientation curriculum could be adapted to include this topic because it was found that most of the participants were not familiar with all its forms such as IPV and domestic violence.
- Age-appropriate awareness programs should address GBV and IPV at all levels in schools. Different stakeholders, such as the SAPS social and crime prevention units and social workers should be invited to address learners on these issues.
- Empowerment programs that focus on female learners should be introduced in the school.
- A school-based counsellor should be appointed to assist teachers when faced with issues that are beyond their training and capabilities.
- Learners should be invited to speak to teachers they feel they can trust.
- There should be a school-based forum to educate boys on how to treat and respect women.

Reducing and eventually eradicating incidences of IPV at high school is crucial for learners' social and personal well-being. Historical and social injustices, inequities, and disadvantages that have disproportionately marginalised girls and women should be addressed. The participants agreed that significant action is needed to reduce the scourge of IPV, particularly in regard to how boys and men should treat school girls and women. Elderly men should also set an example by treating women with dignity and respect and not as their subordinates. The participants were adamant that women also needed to be mentored, empowered, and directed about who they are, how to behave, and how to stand up for themselves.

5.5 Conclusion

This chapter presented, analysed and discussed the data. The key findings were thematically summarised and debated by integrating the findings with those of other studies in the field. The main themes that emerged from the data served as the foundation for the creation of sub-themes. The study explored the views of high school teenagers who had been directly or indirectly exposed to intimate partner violence at school, while experienced teachers' views were also elicited. The sub-themes that were explored illuminated more in-depth understanding of IPV, and it was evident that learners were not well informed about the nature and forms of GBV. When these aspects were mentioned during the interviews, many teenagers realised that they had indeed been or were being abused by their partners or their close friends. The second theme explored the different forms of GBV, with specific focus on IPV, and it emerged that some participants had been abused psychologically at some point in their lives. Most of the learners acknowledged that they had suffered or were suffering emotionally and even socially due the way they were treated by their partners. They understood that IPV does not only occur as physical violence, but as other forms of violence as well. The third theme explored the dynamics of IPV, and the findings revealed that aspects such as gender roles, financial stability or instability, traditionalism, and entrenched views of masculinity and male superiority converge in shaping IPV. The study underscored the danger of the widely accepted norm that women should obey men and that men have power over women, which stemmed from the beliefs of an outdated patriarchal society in which these learners were raised. The remaining themes highlighted that violence was perpetuated by the belief that it is a demonstration of love, negative peer influences, and psychosocial effects of IPV. It was clear that many learners, particularly

the girls, would stay in an abusive relationship in the belief that this would demonstrate her love, that violence in intimate relationships is normal, and the abuser will change his/her behaviour and attitude as the violence was only ‘a phase’. The findings also showed the abused teenagers suffered psychologically, physically and educationally. Finally, the participants were given an opportunity to recommend strategies to combat IPV.

The next chapter will present an overview of the findings and conclusions and recommendations are offered for future studies that may wish to explore IPV in high schools in more depth.

CHAPTER 6
CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The previous chapter presented and discussed the main findings of this study while this chapter will discuss how the study responded to the main research objectives. The discourse thus presents the various conclusions that were drawn as well as pertinent recommendations and suggested areas for future research. The discussion will indicate how the research questions, the literature, and theoretical framework were connected. This study sought to uncover the impact of GBV on teenagers from one selected school by exploring the nature of their exposure to various forms of IPV. The study thus focused on their understanding of the concept of IPV, their perceptions of the nature of this form of abuse, the psychosocial effects they faced, and their suggestions for curbing this phenomenon in the school under study. Data were also obtained from five experienced teachers, including the principal of the school.

6.2 General Conclusions

The main conclusions emerged from addressing the research questions and the objectives of the study were therefore achieved as the it successfully and comprehensively:

- Assessed the learners' exposure to IPV;
- Ascertained the perceptions that these teenagers had on IPV; and
- Assessed the psycho-social effects experienced by teenagers who had been or were currently victims of IPV.

The study was also successful in proposing strategies that may be adopted to combat IPV in the selected school.

6.2.1 Understanding the nature of learners' exposure to IPV

This question sought to understand if the learners aware of what IPV is, if they were or had been exposed to intimate partner violence, and if they understood the implications of such experiences. However, prior to posing the questions in the interview schedule, the researcher had to determine if the learners understood the term and forms of IPV. At first the learners vaguely understood the IPV phenomenon as exclusively physical

and sexual abuse while other forms of IPV, such as psychological abuse, financial abuse, and stalking, were overlooked. It was therefore only after the researcher had informed them about other forms of IPV that they understood the full consequences of this form of abuse and they were then able, without any coercion, to provide more information about their experiences. The findings revealed undeniably that the learners were exposed to IPV at school, in their homes, and in the community. Conversely, the teachers and principals were better informed and understood the true nature of IPV.

First, the learners outlined that the issue of boys physically assaulting girls was an 'in-thing' that had been normalised. Over the years, nothing had been done to address this issue. Secondly, the study found that the manner in which the learners were groomed at home had an impact on how girls viewed men and vice versa. This acculturation caused girls to feel inferior to men and they were also treated in this manner by boys and men. According to the literature (Jeong, Adhia, Bhatia, McCoy, & Yousafzai, 2020) men tend to view IPV as a tool to discipline women and children,-- and the rationale for this perception is clearly embedded in traditional child-rearing practices. Therefore, the boys and some girls held the notion that physical violence was a fitting mechanism to discipline and control women and children. In this context, the literature states that the perception that violence is acceptable when perpetrated by a man on a woman is deeply entrenched in some communities (Jeong, Adhia, Bhatia, McCoy, & Yousafzai (2020), and the learners admitted that they tended to emulate this behaviour. The findings that emerged from this theme were supported by the differential association theory that posits that criminal behaviour is learnt; the high school learners thus imitated what they observed on a daily basis.

6.2.2 High school teenagers' perceptions of IPV

When this theme was addressed during the interviews, the learners were quite familiar with the general concept of IPV and understood its nature and implications. The findings revealed that high school teenagers perceived IPV as a token or symbol to demonstrate love. Some girls even understood that if they were physically abused, it was because 'he cared'. It was also evident that most girls stayed for a long time in an abusive relationship before they escaped. This was driven mostly by denial, self-blame, and the perceived negative consequences of leaving the relationship. Again, it was evident that the participants chose to stay in abusive relationships as they thought they were loved or could 'cure' their abusers.

The learners agreed that, in the school setting, the physical form of IPV was the most prevalent; however, it was underreported as it had never been addressed. This implies that abusers exhibit such behaviours and commit these acts with impunity. It was disturbing to find that psychological abuse also occurred on the school premises and in the classrooms, but the school community seemed unaware of its extent as a blind eye was turned because it usually occurred between two learners involved in a romantic relationship.

The majority of the participants associated intimate relationships with sexual interactions between couples. Moreover, the findings revealed that IPV could not be predicted; rather, it developed from a system of learned behaviours that were prompted by a variety of socialisations. Additionally, the findings suggested that gender inequality created a context in the school in which violence was likely to occur. In turn, the prevalence of violence perpetuated and reinforced stereotyped gender roles and expectations of male and female roles and behaviour within learner relationships. Grounded on the latter finding, one can argue that gender roles must be properly understood and addressed to reduce the intimate partner violence that is so prevalent in schools today.

The study also uncovered a strong emphasis on coercion as girls tended to be pressured by men/boys to engage in sexual intercourse with them as proof of their love. However, prior to the interviews with the girls they were not aware that coercion is a form of IPV. The World Health Organization (2013) revealed that IPV against women was 30% worldwide at the time of the 2013 survey, and this organisation thus proposes that IPV is a prevalent phenomenon that affects women more than men. Apat and Tracey (2012) elucidate that both partners should feel safe and protected from harm and danger within their intimate relationship. They argue that a sense of safety should be experienced in all intimate relationships, whether the participants are homosexual, heterosexual, married, cohabiting, or dating. However, the implications of IPV are far-reaching as they perpetuate a culture of sexism and inequality that hinder both female and male learners from reaching their full potential.

6.2.3 The psychosocial effects of IPV on secondary school victims

The findings suggest that IPV has a negative impact on both primary and secondary victims. These impacts vary from psychological and emotional to behavioural harm,

and school-going victims' academic performance is seriously compromised because they are persistently concerned about their health and mental conditions and about the reaction of their partners; hence, they tend to lose focus in class. The majority of the participants stated that they had been exposed to some form of physical abuse and that it had left them feeling vulnerable and uncomfortable around the perpetrators as well as in their school. Moreover, the current study and the literature presented in (Sibisi, 2016) argues that learners who have been exposed to domestic violence as witnesses or victims are likely to engage in risky behaviours such as school fighting and being abusive towards their partners. This may be attributed to the entrenched perception that conflict has to be resolved using abuse and violence. Some participants revealed that psychological abuse effects were so unfavourable because they included verbal threats, intimidation, isolation, victim-blaming, humiliation, or a combination of these outcomes. In such instances, victim's human rights, such as the right to control their daily activities, maintain contact with friends, and have access to transportation, communication, and money are violated. Victims become depressed, withdrawn, and many seek acceptance of everything they do. It can only be concluded that the socio-educational impact of IPV is negative because its effects include, but are not limited to, skipping class, refraining from engaging in classroom activities and associating with peers and, to a lesser but concerning extent, dropping out of school. These impacts, singly or combined, have a detrimental impact on affected learners' academic achievement and future educational and employment chances.

6.3 Proposed Strategies to Combat IPV at the Selected School

Reducing IPV in the school under study, and indeed in any other school where it is prevalent, is of paramount importance, and the participants offered various suggestions for achieving this goal. The strategies they proposed included sensitising high school learners about the threats posed by IPV by launching awareness campaigns and inviting relevant stakeholders to address learners about these issues. Other strategies included introducing age-appropriate programs in the syllabus that will better inform learners about gender-based violence and its different forms as well as ways to deal with violence within the school. This also means that the school should have measures in place to address IPV-related issues to make it easy for learners to report it without fear of retaliation. The participants also suggested the appointment of a permanent school-based counsellor who will assist teachers to deal with issues that are beyond their

control and expertise. Such a strategy is envisaged to also cater for learners who are exposed to violence within their homes.

6.4 Recommendations

- Implement comprehensive education programs: The school should implement comprehensive education programs that focus on healthy relationships, conflict resolution, and the prevention of IPV. These programs can help raise awareness among teenagers about the dynamics of healthy relationships and empower them to recognise and address signs of abuse.
- Provide support services: The school should ensure that there are support services available for teenagers who have experienced or witnessed intimate partner violence. This could include access to counsellors, social workers, or other mental health professionals who can provide support and guidance to learners in need.
- Create a safe and supportive environment: The school should strive to create a safe and supportive environment where learners feel comfortable reporting incidents of IPV. This could involve implementing clear reporting procedures, training staff members to recognise signs of abuse, and fostering a culture of respect and empathy among learners.
- Engage parents and caregivers: The school should engage parents and caregivers in conversations about IPV and provide resources for families to support their teenagers in developing healthy relationships. By involving parents in such prevention efforts, schools can reinforce positive messages learners receive at school about relationships and create a more cohesive approach to addressing this issue.
- Collaborate with community organisations: The school should collaborate with community organisations that specialise in intimate partner violence prevention to enhance their efforts in addressing this issue. By partnering with local agencies, schools can access additional resources, expertise, and support services to better meet the needs of learners affected by IPV.

Overall, the findings of this study emphasise the importance of prevention, education, support services, creating a safe environment, engaging parents, and collaborating with community organisations to effectively address the scourge of IPV among learners.

6.5 Implications of the study

After thorough analysis of the findings, the following implications of the study are highlighted:

6.5.1 Implications for policy

- According to the findings, the high school teenagers under study were exposed to IPV, yet such incidences were not reported because they were deemed acceptable and the perpetrators thus went unpunished. Therefore, policy implications are highlighted as the school, supported by the DBE, will have to ensure that policies and regulations are issued and implemented to make the school a violence-free environment that is conducive for teaching and learning.
- The syllabus should have a section that addresses issues such as GBV, IPV, and domestic violence.
- The school should implement a policy that prohibits GBV and IPV in all their forms. Therefore, should a learner report victimisation of any kind, immediate steps should be taken to report the incident, establish the facts, and deal with the perpetrator after his/her guilt has been confirmed. The key approach is to prevent IPV from happening in the first place.
- The school should abolish patriarchal customs and promote gender equality. This should begin with classroom and other duties where girls and boys are treated equally.
- The school should also ensure that incorruptible security staff members are on patrol 24/7 to prevent and detect any acts of violence on the school premises. This is important as many acts of abuse tend to occur after school.
- The school should have a policy to guide teachers and support structures when a learner has been victimised by another learner. This policy should address procedures to support the victim and discipline the perpetrator. Such a policy, when effectively and visibly implemented, will deter acts of IPV and ensure that learners' right to education is not violated.

6.5.2 Implications for practice

- Awareness programs: Such programmes should be devised to address IPV. Relevant stakeholders should particate to make learners aware of the pitfalls they may encounter in toxic relationships.

- The school should appoint peer 'counsellors' to assist learners who might find it easier to talk about their experiences to other young people.
- During parents' meetings, the school governing body (SGB) can sensitise the parents about the issue of IPV. They should be tactfully guided to promote parent-child relationships and improve communication with their children.
- There should be a safe space in the school where victims can go to report perpetrators.

6.6 Conclusion

This chapter outlined the general conclusions that emerged from the thematic data analysis process and the objectives and aim of the study were achieved. Recommendations for preventing and combating the exposure of high school teenagers to GBV and IPV were offered. Moreover, the theoretical framework was employed to better understand IPV and to highlight the findings. The discourse in this chapter also outlined the implications of the study, with specific emphasis on policy and practice interventions that could be effectively implemented to curb the underreporting of IPV, support victims, and bring the perpetrators to book. Furthermore, implications for improved preventative practices were outlined such as launching awareness programs aimed at addressing IPV and inviting relevant stakeholders to sensitise learners to the forms of IPV and the hazards associated with this phenomenon.

As limited research has been conducted in South Africa on high school teenagers' exposure to and experiences of IPV, this study opened a significant portal for further research of this topic, as was acknowledged when its limitations were discussed earlier. It was evident that learners as young as 15 were exposed to various forms of IPV, and if this scourge is not addressed as a matter of urgency, these forms of violence will be perpetuated to the detriment of our high school learners now and in the future.

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APPENDICES

Appendix A- Child Assent Form in English

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

ASSENT FORM FOR MINORS

TITLE OF THE RESEARCH PROJECT: An exploration on the exposure of high school teenagers on gender-based violence with a focus on intimate partner violence. A case of a selected High School, Inchanga, KwaZulu Natal.

RESEARCHERS' NAME(S): Noxolo Peaceful Sibisi

RESEARCHER'S CONTACT NUMBER: [redacted]

What is RESEARCH?

Research is something we do find **NEW KNOWLEDGE** about the way things (and people) work. We use research projects or studies to help us find out more about children and teenagers and the things that affect their lives, their schools, their families, and their health. We do this to try and make the world a better place!

What is this research project all about?

The project is about exploring the exposure that high school teenagers have on gender-based violence with a focus on intimate partner violence. When referring to intimate partner violence it is not only limited to being intimate but referrers to someone you are close with, it can be a friend, a classmate or even someone you are dating.

Why have I been invited to take part in this research project?

You were selected as one of the participants because you firstly one of the learners from this school and you were considered as one of the learners who are well knowledgeable and informed about gender based violence with a specific focus on intimate partner violence so it might be that you were once exposed to this within a school environment, maybe you experienced it or s friend of yours did experience this and you saw it.

Who is doing the research?

I am doing the research and I am currently enrolled as a Masters candidate of the University of KwaZulu-Natal within the discipline of Criminology and Forensic Studies.

What will happen to me in this study?

I will be asking you a few questions where you will answer them openly, and if at any point you do not feel like continuing with the interview you are allowed to stop and leave.

Can anything bad happen to me?

It might happen that if you had been exposed to gender based violence specifically intimate partner violence you can feel a bit of discomfort emotionally maybe while sharing your responses.

Can anything good happen to me?

You will be given an opportunity to Take an Active Role by assisting in ensuring that the school remains a holistic, conducive learning area with no exposure to Intimate partner violence

Will anyone know I am in the study?

Your participation in the study will be kept confidential, and when the study is publicised, and a fake name will be used. The information about you will be given to my supervisor and will further be kept in a protected area.

Who can I talk to about the study?

If you experience any sort of discomfort you can contact the school based social worker

What if I do not want to do this?

You should know that you can refuse to take part even if your parents have agreed to their participation. Moreover, you should know that you can stop being in the study at any time without getting in trouble.

Do you understand this research study and are you willing to take part in it?

YES	NO

Has the researcher answered all your questions?

YES	NO

Do you understand that you can STOP being in the study at any time?

YES	NO

_____ _____

Signature of Learner Date

Appendix A- Child Assent Form in Isizulu

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

IFOMU LOKUVUMA KWABANCANE

ISIHLOKO SEPROJEKTHI YOCWANINGO: Ukuhlolwa kokuvezwa kwentsha yasesikoleni samabanga aphezulu ngodlame olusekelwe kubulili okugxile odlameni lozakwethu abasondelene nabo. Icala lesikole samabanga aphezulu esikhethiwe, Inchanga, KwaZulu Natal.

IGAMA LABACWANINGI: Noxolo Peaceful Sibisi

INOMBOLO YOMCWANINGI: [redacted]

LUYINI UCWANINGO?

Ucwaningo luyinto esiyitholayo ULWAZI OLUSHA mayelana nendlela izinto (nabantu) abasebenza ngayo. Sisebenzisa amaphrojekthi ocwaningo noma izifundo ukuze usisize sithole okwengeziwe ngabantwana nentsha nezinto ezithinta ukuphila kwabo, izikole zabo, imindeni yabo nempilo yabo. Senza lokhu ukuzama ukwenza umhlaba ube indawo engcono!

Imayelana nani le phrojekthi yocwaningo?

Le phrojekthi imayelana nokuhlola ukuchayeka okukhona kwentsha yasesikoleni samabanga aphezulu ngodlame olusekelwe kubulili kugxilwe odlameni olusondelene nozakwethu. Uma kukhulunywa ngodlame olusondelene nozakwethu akugcini nje ngokusondelana kodwa kubhekiselwa kumuntu osondelene naye, kungaba umngane, ofunda naye esikoleni noma umuntu othandana naye.

Kungani ngimenywe ukuthi ngibambe iqhaza kulo msebenzi wocwaningo?

Uqokwe njengomunye wababambe iqhaza ngoba okokuqala ubungomunye wabafundi bakulesi sikole futhi uthathwa njengomunye wabafundi abanolwazi oluningi futhi abanolwazi ngodlame olusekelwe ebulilini okugxile kakhulu odlameni olusondelene nozakwethu ngakho-ke kungenzeka ukuthi wake wabhekana nalokhu esikoleni, mhlawumbe uke wabhekana nakho noma umngane wakho wakubona lokhu futhi wakubona.

Ubani owenza ucwaningo?

Ngenza ucwaningo futhi njengamanje ngibhalise njengomfundi we-Masters eNyuvesi yaKwaZulu-Natal ngaphansi komkhakha weCriminology and Forensic Studies.

Kuzokwenzekani kimi kulolu cwaningo?

Ngizobe ngikubuza imibuzo embalwa lapho ozoyiphendula khona ngokukhululekile, futhi uma kwenzeka ungazizwa ungafuni ukuqhubeka nenhlolokhono uvunyelwe ukuthi ume uhambe.

Ingabe kukhona okubi okwenzeka kimi?

Kungenzeka ukuthi uma uke wabhekana nodlame olusekelwe ebulilini ikakhulukazi udlame lozakwethu obuseduze ungase uzizwe ungakhululekile emoyeni mhlawumbe ngenkathi wabelana ngezimpendulo zakho.

Kukhona okuhle okungase kwenzeke kimi?

Ukusebenzisa Ukuzimela Komuntu kanye Nokuthatha Iqhaza Elisebenzayo ngokusiza ekuqinisekiseni ukuthi isikole sihlala siyindawo yokufunda ephelele, efanelekile ngaphandle kokuchayeka odlameni lwabalingani

Ingabe ukhona owaziyo ukuthi ngisocwaningweni?

Ukuhlanganyela kwakho ocwaningweni kuzogcinwa kuyimfihlo, futhi lapho ucwaningo selusakazwa, futhi kuzosetshenziswa igama-mbumbulu. Ulwazi ngawe luzonikezwa umphathi wami futhi luzoqhubeka lugcinwe endaweni evikelekile.

Ubani engingakhuluma naye mayelana nocwaningo?

Uma uhlangabezana nanoma yiluphi uhlobo lokungakhululeki ungathintana nosonhlalakahle osesikoleni

Kuthiwani uma ngingafuni ukwenza lokhu?

Kufanele wazi ukuthi ungenqaba ukuba nengxenye ngisho noma abazali bakho bevumile ukuthi bahlanganyele. Ngaphezu kwalokho, kufanele wazi ukuthi ungayeka ukuba socwaningweni nganoma yisiphi isikhathi ngaphandle kokungena enkingeni.

Uyaluqonda lolu cwaningo futhi uzimisele ukubamba iqhaza kulo?

YEBO	CHA

Ingabe umcwaningi uyiphendule yonke imibuzo yakho?

YEBO	CHA

Ingabe uyaqonda ukuthi UNGAYEKA ukuba socwaningweni nganoma yisiphi isikhathi?

YEBO	CHA

_____ _ _____

Ungasayina Usuku

Appendix B- Informed consent for parent/ guardian in English

UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)

APPLICATION FOR ETHICS APPROVAL

For research with human participants

INFORMED CONSENT FORM

Information Sheet and Consent to Participate in Research

Date: 01 June 2023

Greeting: Dear Parent of a prospective participant

My name is Noxolo Peaceful Sibisi I am a Masters student at the University of KwaZulu Natal in the discipline of Human Applied Science, department of Criminology and forensic studies. I can be reached on this email address: 216044068@stu.ukzn.ac.za and my number is [redacted].

I am currently conducting a research study titled: 'An exploration on the exposure of high school teenagers on gender-based violence with a focus on intimate partner violence. A case of a selected school at, Inchanga, KwaZulu Natal'. Your child's school was purposively selected to be one of the schools to participate in the study and your child was also selected to be one of the learners to participate, I therefore request your permission to allow your child to take part in the study.

The aim and purpose of this research is to explore if the learners have been exposed to gender-based violence with specific focus to Intimate partner violence within the school environment. Firstly, I would also like to outline the term Intimate partner violence which in this study will mean "Those the learner is closer too, which can be friends or classmates, etc). The study is expected to enroll 15 participants who will be interviewed at the school. The procedure for this study will include asking the child a few questions within a time frame of 15 minutes during their break time.

The study may involve the following risks and/or discomforts such as emotional distress if the participant has been exposed to IPV within the school. However, should the child

feel any discomfort they will be aware that they can leave the interview at any given time. can We hope that the study will create benefits such as finding new strategies that can be employed in schools to curb the exposure learners might have on IPV within the school premises. Furthermore, should the learner experience any discomfort there is psychosocial support which the school based social worker will provide.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number_____).

In the event of any problems or concerns/questions you may contact the researcher at (provide contact details) or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

please note that:

- Your Childs confidentiality is guaranteed as their inputs will not be attributed to them in person but reported only as a population member opinion.
- The interview may last for about 10-15 minutes
- Any information given by the child cannot be used against them, and the collected data will be used for purposes of this academic research only.
- Data will be stored in secure storage and destroyed after 5 years.
- Th child has a choice to participate, not participate or stop participating in the research. They will not be penalized or held responsible in any way for taking such an action.
- The child involvement is purely for academic purposes only, and there are no financial benefits involved.
- This research is based solely for academic purposes and the researcher will present the research findings to the University of Kwa-Zulu Natal.

CONSENT

I_____have been informed about the study entitled an exploration on the exposure of high school teenagers on gender-based violence with a focus on intimate partner violence. A case of a selected school at, Inchanga, KwaZulu Natal by Noxolo Peaceful Sibisi

I understand the purpose and procedures of the study.

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at (provide details).

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

If you are agreeing for your child to be interviewed, please indicate (by ticking as applicable) whether, or not you are willing to allow the interview to be recorded by the following equipment:

	Willing	Not Willing
Audio Equipment		

_____ _____

Signature of Participant **Date**

(Parent)

_____ _____

Signature of Witness **Date**

(Where applicable)

Appendix B- Informed consent for parent/ guardians in Isizulu

IKOMIDI LEZENQUBONHLE KWEZOCWANINGO LEKOLISHI LEZESINTU ESIKOLENI SEZIFUNDO NGENHLALO YOMPHAKATHI (HSSREC)

ISICELO SOKUGUNYAZWA NGOKWEZENQUBONHLE

Okocwaningo olusebenza ngabantu

IMVUME ENOLWAZI

Umbhalo Wemininingwane Nokuvuma Ukubamba Iqhaza Ocwaningweni

Usuku:1 kuNhlangulana 2023

Ukubingelela: Mzali Othandekayo womntwana ongase abe ingxenye

Igama lami nginguNoxolo Peaceful Sibisi ngingumfundi weMasters eNyuvesi yaKwaZulu Natal ezifundweni zeHuman Applied Science, umnyango weCriminology kanye nezifundo zeforensic. Ngitholakala kuleli kheli le-imeyili: 216044068@stu.ukzn.ac.za futhi inombolo yami ithi [redacted].

Njengamanje ngenza ucwaningo olunesihloko esithi: 'An exploration on the exposure of high school teenagers on gender-based violence with a focus on intimate partner violence. A case of a selected school at, Inchanga, KwaZulu Natal'. Isikole sengane yakho sikhethwe ngenhloso ukuthi sibe ngesinye sezikole ezizobamba iqhaza ocwaningweni futhi ingane yakho nayo yakhethwa ukuthi ibe ngomunye wabafundi abazobamba iqhaza, ngakho-ke ngicela imvume yakho ukuze uvumele ingane yakho ukuthi ibambe iqhaza ocwaningweni.

Inhloso nenjongo yalolu cwaningo ukuhlola ukuthi ngabe abafundi bake babhekana nodlame olusekelwe kubulili yini kugxilwe kudlame lozakwethu obuseduze esikoleni. Okokuqala, ngithanda futhi ukuveza igama elithi Intimate partner violence kulolu cwaningo elizosho ukuthi "Labo abafundi abasondelene nabo, okungaba abangani noma abafundi afunda nabo, njll). Lolu cwaningo kulindeleke ukuthi lubhalise ababambiqhaza abangu-15 okuzoxoxwa nabo esikoleni. Inqubo yalolu cwaningo izobandakanya ukubuza ingane imibuzo embalwa phakathi nesikhathi esibekelwe imizuzu eyi-15 ngesikhathi sayo sekhefu.

Ucwaningo lungase lubandakanye izingozi ezilandelayo kanye/noma ukungaphatheki kahle okunjengokucindezeleka ngokomzwelo uma umhlanganyeli echayeke ku-IPV esikoleni. Kodwa-ke, uma ingane izwa noma yikuphi ukungakhululeki iyoqaphela ukuthi ingashiya inhlolokhono nganoma yisiphi isikhathi. singakwazi yini Sethemba ukuthi ucwaningo luzodala izinzuzo ezifana nokuthola amasu amasha angasetshenziswa ezikoleni ukuze kunqandwe ukuchayeka kwabafundi ku-IPV ngaphakathi kwamagceke esikole. Ngaphezu kwalokho, uma umfundi ezwa noma yikuphi ukungaphatheki kahle kukhona ukwesekwa ngokwengqondo nosonhlalakahle osesikoleni azokunikeza.

Lolu cwaningo lubuyekezwe ngokokuziphatha futhi lwagunyazwa yiKomidi le-UKZN Humanities and Social Sciences Research Ethics (inombolo yokugunyazwa_____).

Uma kwenzeka kuba nezinkinga noma ukukhathazeka/imibuzo ungathintana nomcwaningi ku-(nikeza imininingwane yokuxhumana) noma iKomidi le-UKZN Humanities & Social Sciences Research Ethics, imininingwane yokuxhumana kanje:

EZOKUPHATHWA KWEZENQUBONHLE KWEZOCWANINGO EKOLISHI LEZESINTU ESIKOLENI SEZIFUNDO NGENHLALO YOMPHAKATHI

Ihhovisi LezoCwaningo, iKhempasi i-Westville

Govan Mbeki Building

Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA

Ucingo: 27 31 2604557- Fax: 27 31 2604609

I-imeyili: HSSREC@ukzn.ac.za

sicela uqaphele ukuthi:

- Ukugcinwa kuyimfihlo Kwezingane zakho kuqinisekisiwe njengoba imibono yazo ngeke ifakwe kuzo mathupha kodwa kubikwe kuphela njengombono welungu labantu.
- Inhlolokhono ingase ithathe imizuzu eyi-10-15
- Noma yiluphi ulwazi olunikezwe ingane ngeke lusetshenziswe ngokumelene nayo, futhi idatha eqoqwe izosetshenziselwa izinjongo zalolu cwaningo lwezemfundo kuphela.
- Idatha izogcinwa endaweni evikelekile futhi yonakaliswe ngemva kweminyaka emi-5.
- Ingane inokukhetha ukubamba iqhaza, ukungahlanganyeli noma ukuyeka ukuhlanganyela ocwaningweni. Ngeke bajeziswe noma bathweswe icala nganoma iyiphi indlela ngokuthatha leso senzo.

- Ukuzibandakanya kwengane kungokwezinjongo zemfundo kuphela, futhi azikho izinzuzo zezezimali ezihilelekile.
- Lolu cwaningo lwenzelwe izinjongo zemfundo kuphela kanti umcwaningi uzokwethula imiphumela yocwaningo eNyuvesi yaKwaZulu-Natali.

UKUVUMA (Hlela ngendlela obona ifanele)

Mina_____ngazisiwe mayelana nocwaningo olunesihloko sokuhlola mayelana nokuchayeka kwentsha yasesikoleni samabanga aphezulu ngodlame olusekelwe kubulili okugxile odlameni lozakwethu obuseduze. Icala lesikole esikhethiwe e-Inchanga, KwaZulu-Natal ngu Noxolo Peaceful Sibisi

Ngiyayiqonda inhloso nezinqubo zocwaningo.

Nginikezwe ithuba lokuphendula imibuzo mayelana nocwaningo futhi ngibe nezimpendulo ngokwaneliseka kwami.

Ngiyazisa ukuthi ukuhlanganyela kwami kulolu cwaningo kungokuzithandela futhi ngingahoxa noma nini ngaphandle kokuphazamisa noma yiziphi izinzuzo engivame ukuba nelungelo lokuzithola.

Ngazisiwe nganoma yisiphi isinxephezelo esitholakalayo noma ukwelashwa uma kwenzeka ngilimala ngenxa yezinqubo ezihlobene nokufunda.

Uma ngineminye imibuzo/izinto ezingikhathazayo noma imibuzo ehlobene nocwaningo ngiyaqonda ukuthi ngingaxhumana nomcwaningi kokuthi (nikeza imininingwane).

Uma nginemibuzo noma ukukhathazeka mayelana namalungelo ami njengomhlanganyeli wocwaningo, noma uma ngikhathazekile ngendawo ethize yocwaningo noma abacwaningi ngingathintana:

EZOKUPHATHWA KWEZENQUBONHLE KWEZOCWANINGO EKOLISHI LEZESINTU ESIKOLENI SEZIFUNDO NGENHLALO YOMPHAKATHI

Ihhovisi LezoCwaningo, iKhempasi i-Westville

Govan Mbeki Building

Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA

Ucingo: 27 31 2604557 - iFeksi: 27 31 2604609

I-imeyili: HSSREC@ukzn.ac.za

Uma uvuma ukuthi kuxoxiswane nengane yakho, sicela ubonise (ngokumaka njengoba kufanele) ukuthi uzimisele noma cha ukuvumela inhlolokhono irekhodwe yile mishini elandelayo:

	Ngiyavuma	Angivumi
izinto zokuqopha zokulalelwayo		

_____ _____

Ukusayina kobambe iqhaza **Usuku**

(Umzali)

_____ _____

Ukusayina Kowufakazi **Usuku** **(Uma kunesidingo)**

Appendix C- Informed consent for Teachers in English

UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)

APPLICATION FOR ETHICS APPROVAL

For research with human participants

INFORMED CONSENT

Information Sheet and Consent to Participate in Research

Date: 01 June 2023

Greeting: Dear prospective participant

My name is Noxolo Peaceful Sibisi I am a Masters student at the University of KwaZulu Natal in the discipline of Human Applied Science, department of Criminology and forensic studies. I can be reached on this email address: 216044068@stu.ukzn.ac.za and my number is [redacted].

I am currently conducting a research study titled: 'An exploration on the exposure of high school teenagers on gender-based violence with a focus on intimate partner violence. A case of a selected school at, Inchanga, KwaZulu Natal'. Your school was purposively selected to be one of the schools to participate in the study and you were also selected to be one of the learners to participate, I therefore request your permission to to take part in the study.

The aim and purpose of this research is to explore if the learners have been exposed to gender-based violence with specific focus to Intimate partner violence within the school environment. Firstly, I would also like to outline the term Intimate partner violence which in this study will mean "Those the learner is closer too, which can be friends or classmates, people they are dating, etc). The study is expected to enroll 15 participants who will be interviewed at the school. The procedure for this study will include asking the child a few questions within a time frame of 15 minutes during their break time.

The study may involve the following risks and/or discomforts such as emotional distress if the participant has been exposed to IPV within the school. However, should you feel any discomfort you can leave the interview at any given time. can We hope that the

study will create benefits such as finding new strategies that can be employed in schools to curb the exposure learners might have on IPV within the school premises. Furthermore, should you experience any discomfort there is psychosocial support which the school based social worker will provide.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number_____).

In the event of any problems or concerns/questions you may contact the researcher at (provide contact details) or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

please note that:

- Your confidentiality is guaranteed as their inputs will not be attributed to them in person but reported only as a population member opinion.
- The interview may last for about 10-15 minutes
- Any information given by the you cannot be used against you, and the collected data will be used for purposes of this academic research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized or held responsible in any way for taking such an action.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- This research is based solely for academic purposes and the researcher will present the research findings to the University of Kwa-Zulu Natal.

CONSENT

I_____have been informed about the study entitled an exploration on the exposure of high school teenagers on gender-based violence with a focus on intimate partner violence. A case of a selected school at, Inchanga, KwaZulu Natal by Noxolo Peaceful Sibisi

I understand the purpose and procedures of the study.

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at (provide details).

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

If you are agreeing for your child to be interviewed, please indicate (by ticking as applicable) whether, or not you are willing to allow the interview to be recorded by the following equipment:

	Willing	Not Willing
Audio Equipment		

_____ _____

Signature of Participant **Date**

_____ _____

Signature of Witness **Date**

(Where applicable)

Appendix C- Informed consent for Teachers in Isizulu

IKOMIDI LEZENQUBONHLE KWEZOCWANINGO LEKOLISHI LEZESINTU ESIKOLENI SEZIFUNDO NGENHLALO YOMPHAKATHI (HSSREC)

ISICELO SOKUGUNYAZWA NGOKWEZENQUBONHLE

Okocwaningo olusebenza ngabantu

IMVUME ENOLWAZI

Umbhalo Wemininingwane Nokuvuma Ukubamba Iqhaza Ocwaningweni

Usuku:1 kuNhlangulana 2023

Ukubingelela: Mzali Othandekayo womntwana ongase abe ingxenye

Igama lami nginguNoxolo Peaceful Sibisi ngingumfundi weMasters eNyuvesi yaKwaZulu Natal ezifundweni zeHuman Applied Science, umnyango weCriminology kanye nezifundo zeforensic. Ngitholakala kuleli kheli le-imeyili: 216044068@stu.ukzn.ac.za futhi inombolo yami ithi [redacted].

Njengamanje ngenza ucwaningo olunesihloko esithi: 'An exploration on the exposure of high school teenagers on gender-based violence with a focus on intimate partner violence. A case of a selected school at, Inchanga, KwaZulu Natal'. Isikole sakho sikhethwe ngenhloso ukuthi sibe ngesinye sezikole ezizobamba iqhaza ocwaningweni futhi ingane yakho nayo yakhethwa ukuthi ibe ngomunye wabafundi abazobamba iqhaza, ngakho-ke ngicela imvume yakho ukuthi ibambe iqhaza ocwaningweni.

Inhloso nenjongo yalolu cwaningo ukuhlola ukuthi ngabe abafundi bake babhekana nodlame olusekelwe kubulili yini kugxilwe kudlame lozakwethu obuseduze esikoleni. Okokuqala, ngithanda futhi ukuveza igama elithi Intimate partner violence kulolu cwaningo elizosho ukuthi "Labo abafundi abasondelene nabo, okungaba abangani noma abafundi afunda nabo, abantu abathandana nabo, njll). Lolu cwaningo kulindeleke ukuthi lubhalise ababambiqhaza abangu-15 okuzoxoxwa nabo esikoleni. Inqubo yalolu cwaningo izobandakanya ukubuza ingane imibuzo embalwa phakathi nesikhathi esibekelwe imizuzu eyi-15 ngesikhathi sayo sekhefu.

Ucwaningo lungase lubandakanye izingozi ezilandelayo kanye/noma ukungaphatheki kahle okunjengokucindezeleka ngokomzwelo uma umhlanganyeli echayeke ku-IPV

esikoleni. Kodwa-ke, uma uzwa ukungakhululeki ungashiya inhlolokhono nganoma yisiphi isikhathi. singakwazi yini Sethemba ukuthi ucwaningo luzodala izinzuzo ezifana nokuthola amasu amasha angasetshenziswa ezikoleni ukuze kunqandwe ukuchayeka okungenzeka abafundi babe nakho ku-IPV ngaphakathi kwamagceke esikole. Ngaphezu kwalokho, uma uhlangabezana nanoma yikuphi ukungaphatheki kahle kukhona ukwesekwa ngokwengqondo okuzonikezwa usonhlalakahle osesikoleni.

Lolu cwaningo lubuyekezwe ngokokuziphatha futhi lwagunyazwa yiKomidi le-UKZN Humanities and Social Sciences Research Ethics (inombolo yokugunyazwa_____).

Uma kwenzeka kuba nezinkinga noma ukukhathazeka/imibuzo ungathintana nomcwaningi ku-(nikeza imininingwane yokuxhumana) noma iKomidi le-UKZN Humanities & Social Sciences Research Ethics, imininingwane yokuxhumana kanje:

EZOKUPHATHWA KWEZENQUBONHLE KWEZOCWANINGO EKOLISHI LEZESINTU ESIKOLENI SEZIFUNDO NGENHLALO YOMPHAKATHI

Ihhovisi LezoCwaningo, iKhempasi i-Westville

Govan Mbeki Building

Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA

Ucingo: 27 31 2604557- Fax: 27 31 2604609

I-imeyili: HSSREC@ukzn.ac.za

sicela uqaphele ukuthi:

- Ukugcinwa kuyimfihlo kwakho kuqinisekisiwe njengoba imibono yabo ngeke ifakwe kubona mathupha kodwa izobikwa kuphela njengombono welungu labantu.
- Inhlolokhono ingase ithathe imizuzu eyi-10-15
- Noma yiluphi ulwazi olunikezwe wena ngeke ulusebenzise ngokumelene nawe, futhi idatha eqoqiwe izosetshenziselwa izinjongo zalolu cwaningo lwezemfundo kuphela.
- Idatha izogcinwa endaweni evikelekile futhi yonakaliswe ngemva kweminyaka emi-5.
- Unokukhetha ukubamba iqhaza, ukungahlanganyeli noma ukuyeka ukubamba iqhaza ocwaningweni. Ngeke ujeziswe noma ubekwe icala nganoma iyiphi indlela ngokuthatha leso senzo.
- Ukuzibandakanya kwakho kungokwezinjongo zemfundo kuphela, futhi azikho izinzuzo zezezimali ezihilelekile.
- Lolu cwaningo lwenzelwe izinjongo zemfundo kuphela kanti umcwaningi uzokwethula imiphumela yocwaningo eNyuvesi yaKwaZulu-Natali.

UKUVUMA

Mina _____ngazisiwe mayelana nocwaningo olunesihloko sokuhlola mayelana nokuchayeka kwentsha yasesikoleni samabanga aphezulu ngodlame olusekelwe kubulili okugxile odlameni lozakwethu obuseduze. Icala lesikole esikhethiwe e-Inchanga, KwaZulu-Natal nguNoxolo Peaceful Sibisi

Ngiyayiqonda inhloso nezinqubo zocwaningo.

Nginikezwe ithuba lokuphendula imibuzo mayelana nocwaningo futhi ngibe nezimpendulo ngokwaneliseka kwami.

Ngiyazisa ukuthi ukuhlanganyela kwami kulolu cwaningo kungokuzithandela futhi ngingahoxa noma nini ngaphandle kokuphazamisa noma yiziphi izinzuzo engivame ukuba nelungelo lokuzithola.

Ngazisiwe nganoma yisiphi isinxephezelo esitholakalayo noma ukwelashwa uma kwenzeka ngilimala ngenxa yezinqubo ezihlobene nokufunda.

Uma ngineminye imibuzo/izinto ezingikhathazayo noma imibuzo ehlobene nocwaningo ngiyaqonda ukuthi ngingaxhumana nomcwaningi kokuthi (nikeza imininingwane).

Uma nginemibuzo noma ukukhathazeka mayelana namalungelo ami njengomhlanganyeli wocwaningo, noma uma ngikhathazekile ngendawo ethize yocwaningo noma abacwaningi ngingathintana:

EZOKUPHATHWA KWEZENQUBONHLE KWEZOCWANINGO EKOLISHI LEZESINTU ESIKOLENI SEZIFUNDO NGENHLALO YOMPHAKATHI

Ihhovisi LezoCwaningo, iKhempasi i-Westville

Govan Mbeki Building

Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA

Ucingo: 27 31 2604557 - iFeksi: 27 31 2604609

I-imeyili: HSSREC@ukzn.ac.za

Uma uvuma ukuthi kuxoxiswane nengane yakho, sicela ubonise (ngokumaka njengoba kufanele) ukuthi uzimisele noma cha ukuvumela inhlolokhono irekhodwe yile mishini elandelayo:

	Ngiyavuma	Angivumi
izinto zokuqopha zokulalelwayo		

_____ _____

_____ _____

Ukusayina kobambe iqhaza **Usuku**

_____ _____

_____ _____

Ukusayina Kowufakazi **Usuku**

(Uma kunesidingo)

Appendix D- Interview Schedule for Learners

INTERVIEW SCHEDULE

NAME: Noxolo Sibisi

PROJECT TITLE: An exploration on the exposure of high school teenagers on gender-based violence with a focus on intimate partner violence. A case of a selected High School in Inchanga, KwaZulu Natal.

Introduction (2 minutes)

- Greet participant.
- Review the agenda and explain the research procedure.
- Inform them our sessions will be recorded.

INTERVIEW QUESTIONS

1. Which name would you like me to use as your pseudonym (fake name)?
2. Are you in a relationship?
3. Do you feel safe with your partner?
4. What is your understanding of intimate partner violence?
5. What are the different forms of violence that you know?
6. What are some of the reasons for partners in a relationship to fight?
7. Who is usually starts the fights when partners fight?
8. Do you think intimate partner violence occurs often at the school?
9. Who do you think commits intimate partner violence at the school? Why?
10. Do you have any information about intimate partner violence that occurred here in the school?

11. What does/should learners do should they experience violence at the school?
12. Do you understand the procedure of reporting violence here at the school?
13. What are the psychosocial effects do victims usually experience?
14. What would you suggest be done to reduce violence at the School?

Conclusion (10 minutes)

- Ask participant how they experienced the interview and if there is anything else they would like to add.
- Remind them they can also see the school based social worker should they feel any discomfort after the session.
- Then thank them for their time.

Appendix E- Interview Schedule for Teachers

INTERVIEW SCHEDULE

NAME: Noxolo Sibisi

PROJECT TITLE: An exploration on the exposure of high school teenagers on gender-based violence with a focus on intimate partner violence. A case of a selected High School in Inchanga, KwaZulu Natal.

Introduction (2 minutes)

- Greet participant.
- Review the agenda and explain the research procedure.
- Inform them our sessions will be recorded.

INTERVIEW QUESTIONS

15. Which name would you like me to use as your pseudonym (fake name)?
16. Which grades are you teaching?
17. What is your understanding of intimate partner violence?
18. What constitutes forms of violence?
19. Who is usually the perpetrator or victim when these incidents occur?
20. Do you have any information about intimate partner violence that occurred here in the school?
21. What is the procedure for reporting experience violence at the school?
22. What are the visible psychosocial effects do victims usually experience?
23. What are the psychosocial effects that you might have experienced as a person after witnessing such?

24. What would you suggest be done to address such violence at the school if theres any?

Conclusion (10 minutes)

- Ask participant how they experienced the interview and if there is anything else they would like to add.
- Remind them they can also see the school based social worker should they feel any discomfort after the session.
- Then thank them for their time.

Appendix F- Ethical Approval letter

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

01 November 2023

Noxolo Peaceful Sibisi (216044068)
School of Applied Human Sc
Howard College Campus

Dear NP Sibisi,

Protocol reference number: HSSREC/00005845/2023
Project title: An exploration on the exposure of high school teenagers on gender-based violence with a focus on intimate partner violence. A case of a selected school at Inchanga KwaZulu-Natal
Degree: Masters

Approval Notification – Full Committee Reviewed Protocol

This letter serves to notify you that your response received on 30 October 2023 to our letter of 08 September 2023 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**

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

This approval is valid for one year until 01 November 2024
To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Yours faithfully

[redacted]

Professor Dipane Hlalele (Chair)

/dd

Appendix G- Gatekeepers Letter

KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 392 1063
Email: Phindile.duma@kzndoe.gov.za

Enquiries: Phindile Duma **Ref.**: 2/4/8/4017

Miss N Sibisi
[redacted]
3680

Dear Miss Sibisi

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"AN EXPLORATION ON THE EXPOSURE OF HIGH SCHOOL TEENAGER'S ON GENDER-BASED VIOLENCE WITH A FOCUS ON INTIMATE PARTNER VIOLENCE. A CASE OF ZIFIKELE HIGH SCHOOL, INCHANGA, KWAZULU-NATAL"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 15 March 2022 to 02 March 2025.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

PINETOWN DISTRICT

[redacted]

Mr GN Ngcobo
Head of Department: Education
Date: 16 March 2022

GROWING KWAZULU-NATAL TOGETHER

Appendix H- Letter to the principal

Dear School Principal

I am Noxolo Sibisi, a Masters candidate from the Department of Criminology and Forensic Studies at the University of KwaZulu-Natal. In order to complete this degree. I am conducting research study titled: 'An exploration on the exposure of high school teenagers on gender-based violence with a focus on intimate partner violence. A case of Zifikele High School, Inchanga, KwaZulu Natal'. The chief aim of the study is to explore the exposure that high school teenagers have toward intimate partner violence. Specific area of focus is on the high school teenager's views on the prevalent Gender based violence within intimate partner violence cases in South Africa. Permission to access the school was granted by the KwaZulu-Natal Department of Education (see attached letter).

The co-operation of your students will assist me in reaching my aims. Furthermore, the knowledge and information gained will help make recommendations towards what support is needed with regards to classroom discipline. In completing the individual interviews, the confidentiality of your students and the school is assured as the students and teachers remain anonymous.

Rationale

Should you require further clarity you can contact my supervisor Dr. L.P Ngubane on this number [redacted] or email her: NgubaneL2@ukzn.ac.za

Your cooperation will be greatly appreciated.

Yours sincerely

Noxolo Sibisi

Masters in Criminology and Forensic Studies

Appendix I- Psychosocial Letter

TO WHOM IT MAY CONCERN

This letter served as a confirmation that;

I Thobile Phewa I am a registered Social Worker in South African Council for Social Service Professions (SACSSP) and my registration number is 1047708. I am currently working at Zifikele High School, and I have been with the school since 2016 working as a school based social worker.

The researcher Miss N.P. Sibisi requested for assistance which she will require when she comes to collect the data and a letter confirming that when she comes to collect her data for the research titled: An exploration on the exposure of high school teenagers on gender-based violence with a focus on intimate partner violence. A case of a selected High School, Inchanga, KwaZulu Natal. Should there be any form of discomfort the learners may get during the interview of post the interview due to the sensitivity of the study, I Thobile Phewa will provide support for those learners as a school based social worker.

For any enquiries I can further be contacted on this number: [redacted].

My email address is: [redacted]

[redacted]

Social Worker
Zifikele High School

Date: 10/07/2023

Appendix J- Editors certificate

lindac@skytec.co.za | 083 344 0706

Research Skills Development Services CC

SARS Income Tax No. 9249355208; CC Founding Statement No. CK94/16841/23 SARS; Tax Clearance Certificate No. 1994/016841/23
SACE REGISTRATION NUMBER: N.D. COERTZE – 1082433 (2003)

DECLARATION OF PROOF-READING

TO WHOM IT MAY CONCERN

I, Nicolina D. Coertze, declare that I meticulously perused the Master's dissertation referred to below for language editing and proof-reading purposes. I identified and corrected linguistic and stylistic inaccuracies to the best of my knowledge and ability. Using the *Word* Tracking system, I kept track of the changes that I made. I also offered additional annotations for consideration by the author should she deem it necessary to address areas that I considered might need attention. I declare that I adhered to the general principles that guide the work of a language editor and that I remained within my brief as had been agreed with the author of the manuscript.

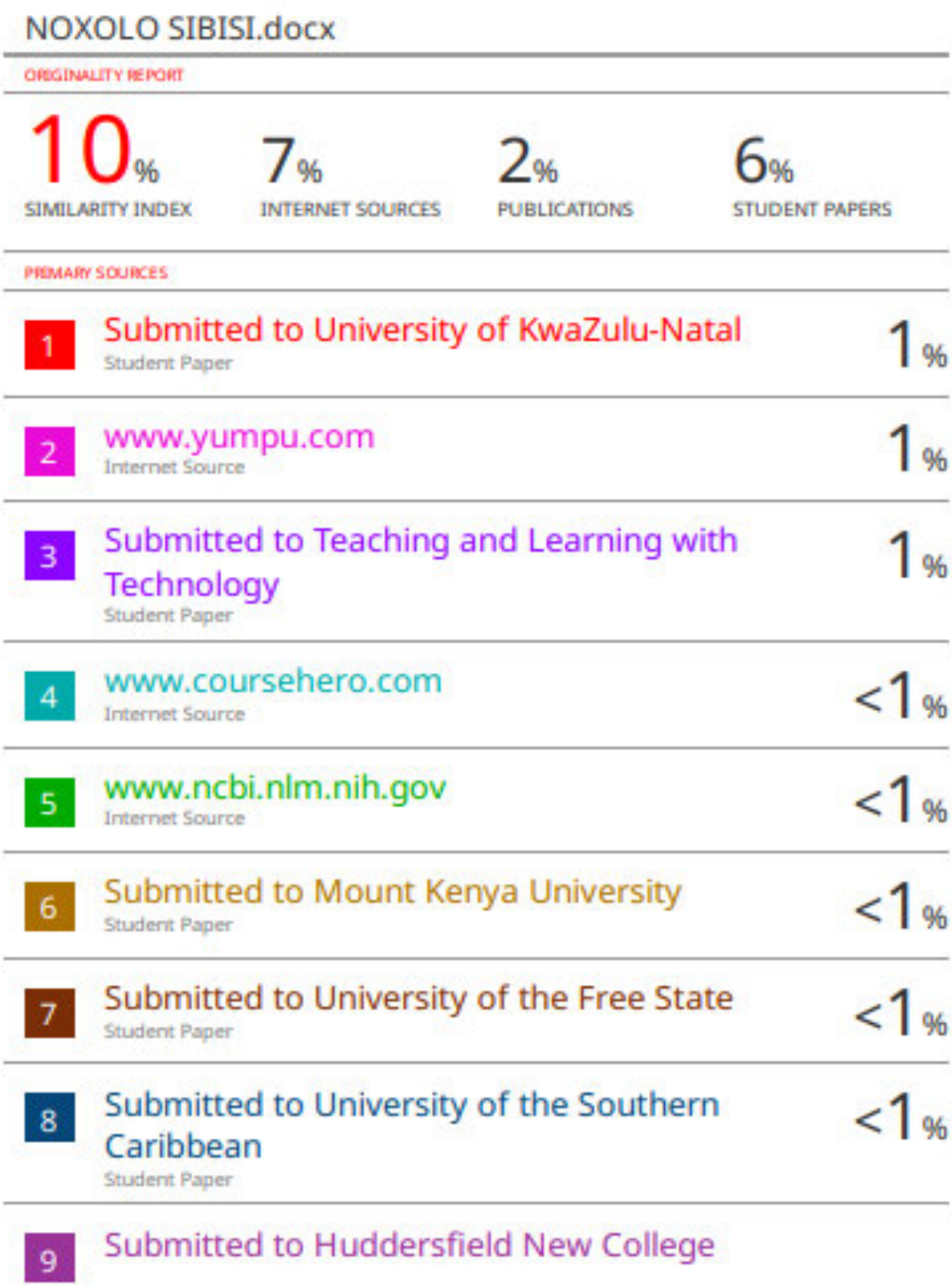
Details

TITLE	An exploration of the exposure of high school teenagers to gender-based violence with specific focus on intimate partner violence: A case of a selected school in Inchanga, KwaZulu-Natal.
NAME OF CANDIDATE	Noxolo Peaceful Sibisi
STUDENT NUMBER	
PROPOSED QUALIFICATION	Master of Social Sciences
DEPARTMENT	Criminology and Forensic Studies, School of Human Sciences
TERTIARY INSTITUTION	University of KwaZulu-Natal
[redacted]ly submitted on:	24 July 2024

(MRS) N.D. COERTZE
LANGUAGE EDITOR

DISCLAIMER: The Editor was not responsible for the final presentation of this manuscript. It was the author's/supervisor's prerogative to format the manuscript and to make additional changes after editing without referring the document back to the language editor.

Appendix K- Turnitin report



NOXOLO SIBISI.docx

ORIGINALITY REPORT

10%	7%	2%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of KwaZulu-Natal Student Paper	1%
2	www.yumpu.com Internet Source	1%
3	Submitted to Teaching and Learning with Technology Student Paper	1%
4	www.coursehero.com Internet Source	<1%
5	www.ncbi.nlm.nih.gov Internet Source	<1%
6	Submitted to Mount Kenya University Student Paper	<1%
7	Submitted to University of the Free State Student Paper	<1%
8	Submitted to University of the Southern Caribbean Student Paper	<1%
9	Submitted to Huddersfield New College	