

**Handling of violent behaviour of learners
in secondary schools: A case study of
Vryburg Cluster in North -West province**

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DEDICATION

I dedicated the thesis to my wife, Precious Nhambura, my father, Rodger Nhambura and my late mother, Elizabeth Mlilo Nhambura, for their support and encouragement during my entire academic endeavours.

DECLARATION

I, **MICHAEL NHAMBURA** declare that the thesis entitled “**Handling of violent behaviour of learners in secondary schools: A case study of Vryburg Cluster in North -West province**”, hereby submitted for the degree of Doctor of Philosophy in Education (Education Management) has not been submitted by me for a degree at this or any other university. I further declare that this is my work in design and execution and that all materials contained herein are duly acknowledged.

Signature: *Michael Nhambura*

Date: 04/11/2019

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ABSTRACT

Schools in South Africa find it difficult to manage the problem of learner violence. Due to violence, the schools are no longer safe places for teachers and learners. Hence, the purpose of the study was to identify strategies on handling violence in Vryburg secondary schools.

The research follows a qualitative design, which utilised the case study to tap into the perceptions of teachers and principals on managing learner violence in secondary schools. Three secondary schools in Vryburg Cluster were selected for this study. Eighteen participants were purposively selected for the study. The data was collected through focus group in depth interviews with teachers and one-on-one in depth interviews with the principals. In the preliminary stages, data was collected from literature study and document analysis. The data analysis was done through the thematic approach. The study is underpinned by the psychosocial theory that recognises the social environment in shaping the behaviour of learners.

Five themes emerged from analysis thus: prevalence and nature of violence experienced by secondary schools, causes of learner violence, effects of learner violent behaviour, strategies applied by schools to curb violent learner behaviour and the form of support teachers need to curb learner violent behaviour. The empirical study found that schools currently experience various forms of violence. The major forms of violence experienced by schools are gang related violence as well as physical violence as well as the use of weapons. The empirical data and literature established that the girl child is a victim of Gender Based Violence (GBV). Literature study and empirical evidence confirm that the family organisation and structure, school environment and community environment have a great influence on the behaviour of learners. The findings from empirical data revealed that learners who engage in violence are mainly under the influence of drugs. The findings revealed that violence creates an environment that is unsafe for teachers and students. Violence affects the wellbeing of teachers and learners. Teaching and learning is adversely affected due to violence in the school. The study also found out that teachers are implementing various strategies on managing violence amongst learners. On managing learner violence, schools rely mainly on the school policies, the disciplinary committee and other stakeholders. The use of corporal punishment was highly debated in terms of its effectiveness by the participants in the study. In order to manage violence in secondary schools effectively, the findings revealed that teachers need support from the Department of Education (DoE), parents and other stakeholders.

To deal with violence in secondary schools, the study formulated an intervention programme based on literature and the research findings. This intervention programme is shaped by psycho-social and psycho-educational support systems that encompass the involvement of psychologists, social workers, counsellors and pastors, character education on behaviour modification, programmes on empowering women, strengthening of Quality Learning and Teaching Campaign (QLTC), parental training platforms, boys' and girls' fora in schools.

The key recommendation targeted secondary schools, DoE and teacher-training institutions is the offering of psychosocial and psycho-educational support systems to learners in order to manage learner violence at secondary schools. The main aim of psychosocial support is to help learners who are at risk because of social problems and drugs. Psycho-educational support targets all learners with the chief aim of creating law-abiding citizens through character education.

KEY WORDS

Behaviour, Quality Learning and Teaching Campaign, Intervention strategies, psycho-social support systems, psycho-educational support systems, violence, character education and sexual and Gender Based Violence.

LIST OF ACRONYMS

- ADHD- Attention Deficit/ Hyperactivity Disorder
- BACP- British Association for counselling & Psychotherapy
- CCL- Canadian Council on Learning
- CDC- Centre of Diseases Control and Prevention
- CDP- Child Development Project
- CEP- Character Educational Partnership
- CNS- Central Nervous System
- CSVR-Centre for the Study of Violence and Reconciliation
- DoE- Department of Education
- EDE- England Department of Education
- ELRC- Education Labour Relations Council
- FET- Further Education Training
- GBH- Grievous Body Harm
- GBV- Gender Based Violence
- GRV- Gang Related Violence
- HIV/AIDS- Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome
- KZN- KwaZulu Natal
- MAOA- Monoamine Oxidase
- NASUWT- National Association of Schoolmasters Union of Women Teachers T-
- OBPP- Olweus Bullying Prevention Program

QLTC – Quality Teaching and Learning Campaign

RSA- Republic of South Africa

SACS- South African Correctional Services

SADSS- South African Department of Safety and Security

SAHRC- South African Human Right Commission

SAPS- South African Police Service

SASA- South African School Act

SEL- Social and Emotional Learning

SGB- School Governing Body

SGBV – Sexual and Gender Based Violence

SGBV- Sexual and Gender Based Violence

SLT-Social Learning Theory

SMT- School Management Team

TEAM- Tech, Enforce, Advocate and Model

UNESCO- United Nations Educational, Scientific and Cultural Organisation.

WHO- World Health Organisation

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION TO THE STUDY, BACKGROUND AND MOTIVATION FOR THE RESEARCH

Indiscipline in schools worldwide invariably creates an environment that is violent and unsafe for learners and teachers. Therefore, different disciplinary strategies need to be explored and implemented to deal with learner behaviour in an ever-changing environment. It is imperative that teachers be equipped with skills to deal with disruptive behaviour. Although it is the responsibility of educators to maintain a culture of teaching and learning in schools, they are hindered by indiscipline and lack of safety in the school environment. Most of the young generation is not interested in undertaking a career in teaching, fearing the encounters with such an unwelcome environment as currently persistent in the schools. Park (2006:154) postulates that learners no longer consider teaching as a possible career due to the following factors: a decline in the levels of respect shown by learners to their teachers, poor discipline contributing to unpleasant working conditions and an increase in violence in schools, which makes the teaching environment an unsafe workplace.

Researches and commissions conducted in various countries have focused on learners' violent behaviour. In Great Britain, for example, there was the Elton Commission (1989) on learner discipline. In announcing the review, the Secretary of State Honourable Kenneth Baker voiced concerns about the behaviour of learners in some schools and pointed out that education could take place only if there was good order in educational institutions (The Elton Report, 1989:54). Wolhuter and Steyn (2003:525), state that the United States of America is unspared since the Gallup and Langdon surveys indicate that indiscipline in schools in America constitutes a major problem for teachers and the broader society. Wolhuter and Steyn (2003:525), referring to Fields (2000) state that 58% of teachers' classes are regularly disrupted by misbehaviour.

According to Miranda (2014:198), violence in South African schools is rampant and has been so for a while. As far back as 1999, Kader Asmal, former Minister of Education strongly condemned the unacceptably high levels of violence and directed that schools must be

reclaimed as places of peace and stability (Miranda 2014:198). Despite such intervention, Zulu and Wolhuter (2013:1) observe that learner misconduct continues to be a source of problems for teachers, principals and parents. This is an alarming problem to the teaching fraternity nationally and internationally, as its existence shall haunt future society (Zulu and Wolhuter 2013:1).

The violent behaviour witnessed in South African schools is mainly due to ill discipline of learners. Mashau (2015:287) finds that in most South African schools, learner discipline is out of control due to the abolition of corporal punishment. This is also supported by Maphosa and Shumba (2010:1) who base their argument on the research work done by Harber (2001). Zulu, Urbani, Van der Merwe and Van der Walt (2001) assert that learner indiscipline is escalating, and, in some cases, learners are murdered by other learners in the school premises. Mgijima (2014:198) established that multiple incidents of violence in South African schools have elevated violence as a national concern. Mgijima (2014:199) cites some incidents experienced in the school premises. One of the cases in the South African media in 2012 reported a learner who attacked a teacher with a chair and a broom. In another incident, a teacher was beaten unconscious after confiscating cellular phones during examinations. A learner fatally stabbed a fellow learner at a school in KwaZulu Natal. Such incidents demonstrate that the safety of learners and teachers is severely compromised and jeopardised. These incidents take place despite the fact that schools are equipped with codes of conduct on learner discipline as well as school safety policies. The code of conduct and safety policies are ineffective in curbing violent behaviour in schools, apparently.

Secondary schools in Vryburg Cluster in North West Province form a part of this scourge. Oosthuizen, Rossouw, Russo, Van Der Walt and Wolhuter (2007:33) similarly observed that educators have to contend with acts of anti-social and unruly behaviour and several forms of semi-criminal behaviour from learners.

Learners no longer respect their teachers, misbehave in the classroom, organise strikes, and engage in gangsterism in carrying of dangerous weapons to school with intentions of causing grievous body harm on teachers or other learners. Teachers who delay going to class provide learners an opportunity to fight or engage in acts of indiscipline. The learning environment is no longer safe for both learners and teachers.

This problem is not confined to South African schools only. Thapa, Cohen, Guffey and Higgins-D'Alessandro (2013: 1) observe that in the United States and around the world, there

is growing interest for reforms due to discipline-related problems. Educators and school administrators' energy is directed towards learner discipline, as a result, learner performance is compromised in the examinations. These incidents take place despite the fact that American schools are equipped with policies on learner discipline. Various studies conducted focus on the causes, effects and remedies on school violence yet very few studies relate the problem to the psychosocial perspective. UNESCO (2008:7) assert that, while teachers have a key role in stopping violence in schools, they cannot tackle violence alone since the causes of violence in schools are multi-faceted. A holistic approach is critically relevant; one that includes such stakeholders as parents, community, the business community, social workers, law enforcement agents (the police) and community leaders need to partake in dealing with violence. These stakeholders must work together with teachers, learners and school management team to come up with better schools (UNESCO, 2008:7).

This study assists educators and educational authorities in formulating policies related to learner discipline and creating new strategies for effective classroom management. An environment characterised by violence, chaos and unruly behaviour is not conducive to effective learning. Discipline is an integral component of successful teaching and learning. Therefore, it is important to examine different forms of disciplinary strategies that might form the basis of good classroom management and orderly schools (Botha, Rossouw and Smith, 2009:155).

1.2 PROBLEM STATEMENT

The problem of learner violent behaviour is of concern internationally. Mgijima (2014:198) asserts that school violence manifests itself in different forms: learner on learner violence, violence by teachers against learners and by learners against teachers. Teachers and learners no longer feel safe on the school premises. To have a positive culture of learning and teaching in South African schools, the learning environment must be safe, orderly, and conducive for learning (Botha, Ross, Rossouw and Smit, 2009:155). The banning of corporal punishment in many states in accordance with the United Nations Convention on the Rights of the Children has been met with mixed responses from both teachers and parents (Veriava and Power, 2017:336. Veriava and Power, (2017:338), argues that teachers still uphold the belief that corporal punishment was effective in maintaining discipline in the school.

The universal nature of human rights compelled the banishment of corporal punishment in South African schools, through the constitution of the Republic of South Africa in 1996 and the South African Schools Act 84 Of 1996 (RSA, 1996(b)). Teachers currently find it difficult to maintain discipline without infringing on the rights of children (Wolhuter and Oosthuizen 2003:438). Alternative disciplinary measures are extremely ineffective. In schools experiencing discipline problems, learner performance is also negatively affected. Department of Education officials regard such schools experiencing indiscipline of violent nature as trapped schools. These schools produce appalling results at the matriculation level. Teachers are required to account for such poor results every year. Teachers ' morale is very low in such schools as they are blamed for the poor results. Teachers need to be equipped with techniques to prevent and eradicate the violent behaviour prevailing in some schools. They need the support of all stakeholders in order to win the war against learner violent behaviour.

1.3 RESEARCH QUESTIONS

1.3.1 Main question

How do secondary schools in Vryburg cluster handle violent behaviour of learners?

1.3.2 Sub-questions

- What is the nature of the violent behaviour of learners in secondary schools in Vryburg cluster?
- What are the causes of learner violent behaviour in Vryburg cluster?
- What are the effects of violent behaviour on teaching and learning in secondary schools in Vryburg cluster?
- Which methods are used by secondary schools in Vryburg cluster in dealing with violent behaviour of learners?
- What form of support do schools need in order to create a conducive and safe environment for teaching and learning?

1.4 AIM AND OBJECTIVES OF THE STUDY

1.4.1. Aim of the research

The aim of this research is to investigate how secondary schools handle the violent behaviour of learners in Vryburg.

1.4.2. Objectives

- To determine the nature of violent behaviour of learners in secondary schools in Vryburg cluster.
- To identify the causes of learner violent behaviour in Vryburg Cluster
- To investigate the effects of violent behaviour on teaching and learning in secondary schools in Vryburg cluster.
- To determine the methods used by teachers in secondary schools in handling violent behaviour in Vryburg cluster.
- To determine the form of support schools need in order to create a conducive and safe environment for teaching and learning.

1.5 LITERATURE REVIEW

The theoretical framework that provides anchor to this study is the psychosocial theory on dealing with learners' problems. There is an urgent need to apply the psychological perspective and the sociological imagination (Mutekwe and Mutekwe 2013:320). Wright Mills (2008) defines the sociological imagination as, "the vivid awareness of the relationship between personal experience and the wider society."

It is within this understanding that an individual's behaviour is shaped by the environmental context that the researcher adopts the psychosocial perspective to establish why learners behave violently. The ultimate task lies in formulating intervention strategies to curb violence that is rampant in schools Vryburg and South African schools. The psychosocial theory combines sociological and psychological perspectives on studying human behaviour. Handling of learners' violent behaviour requires a number of psychological theories, which include cognitive-behavioural theory, family, and systems theories.

The combination of sociological theory and psychological theories build the psychosocial theory. Erick Erikson (2010) propounded this theory. Erikson extended Freud's work by describing stages of psychological and social development to include all of the spans from

infancy through old age. Erickson diversified Freud's theory of psychosexual stages by emphasising the importance of social interactions of an individual across the whole lifespan (Fleming 2004:43).

One of the main elements the psychosocial theory is the development of Ego identity, thus the conscious sense of self that develops through social interaction (Cherry 2016:1). Psychologists define identity as beliefs, ideas and values that help shape and guide a person's behaviour (Cherry 2016:1). According to Erikson, this identity constantly changes as an individual faces new experiences and as they interact with their environment.

Erikson developed eight human psychological development stages. Each stage facing opposing or conflicting forces and successful development at each stage is a prerequisite for successful development at later stages. If they fail, they will not develop the essential skills needed for a strong sense of identity and self (Cherry 2016:2). Hence, according to the theory, the successful completion of each stage results in a healthy personality and successful interactions with others.

The eight stages of Erikson are crisis based: each stage of life and each stage has a development task to accomplish and how this ought to be mastered. For example, adolescents from 12 to 18 years encounter challenges of basic conflict of identity versus confusion. During this stage, the child explores their independence and develops a sense of self. According to Fleming (2004:4), those who receive proper support such as encouragement and reinforcement on exploration emerge from this stage with a strong sense of self and feeling of being independent and having control. Those who remain unsure of their beliefs and desires feel insecure and confused about themselves and the future.

Hence, the psychosocial approach looks at an individual in the context of the combined influence of the social environment on their physical and mental wellness and their ability to function. Kourkoutas and Wolhuter (2013) elaborated this approach. In their research that purports to close the vacuum evident in literature, the researchers cite a host of techniques in a 'bag of tricks' fashion. Behaviourists treat the symptoms that is the bad behaviour rather addressing the causes of such behaviour. They fail to attend to the psychic and the social dynamics behind the behavioural manifestation of poor discipline (Kourkoutas and Wolhuter 2013).

Steyn et al (2003:526) states that the causes of learner discipline problems can be grouped into five categories thus: learner related problems, teacher-related factors, school-related factors, parent-related factors and society related problems. The environmental factors must be considered when addressing learners' violent behaviour. According to Mgijima (2014:200), community members cannot be spectators when violence threatens the lives of learners in the schools. There is a dire need for full engagement with the communities if the problem of violence in schools is to be fully addressed.

1.5.2 Causes of learner violent behaviour

There is a need for research examining why learners behave violently. Steyn (2003:526) asserts that the causes for such violence can be grouped into five categories: teacher-related factors, learner related factors, parent-related factors, school-related factors and society related factors. Many educators still hold the perception that the abolition of corporal punishment worsened the trends in violence in schools. Identifying key causes could assist in formulating the remedies in this case; the research identifies the key facets of discipline.

Dhlamini (2014:841) proposes the social and physical environments provide an integral part in providing guidance to behavioural patterns in schools. She further argues that behaviour can be instigated by socio-economic status, poverty, and violence within the community, the family set up and the guidance and counselling offered to. Van de Walt and Oosthuizen (2006) trace the problems of learner discipline in the North West to the general lack of discipline in the broader society and they link this phenomenon to the past experiences of fighting against apartheid (Oosthuizen et al 2007:333). A deeper understanding of these causes assists in formulating approaches to curb learners' violent behaviour.

1.5.3 Lawful procedures to curb unwarranted behaviour

Corporal punishment is regarded by other quarters as the best method to punish learners who transgress school rules. Parents use corporal punishment at home and they support its use at schools. Christians who uphold Christian teaching which say in Proverbs 13 verse 24, "spare a rod and spoil the child" also support the use of corporal punishment. According to Wolhuter and Oosthuizen (2003:438), as cited by Botha et al (2009:155), the abolition of corporal punishment left a definite vacuum in methods dealing with serious learner misconduct. Its use is tantamount to an offence, as it violates section 12 of the South African Constitution, which states that, "Everyone has the right not to be treated or punished in a cruel, inhuman and or

degrading way.” Botha et al (2009:15) state that, in line with the constitution of South Africa, section 10 of the South African Schools Act (SA 1996) corporal punishment is prohibited in South African schools. Consequently, an educator who administers corporal punishment is charged with assault. Besides being an offence, corporal punishment is associated with negative ripple effects. UNESCO (2009:8) state that corporal punishment has been linked to slow development of skills, depression, aggressive behaviour and a lack of empathy or caring for others. It also builds resentment and hostility resulting in distortion of teacher-learner relationship.

1.5.4 Schools code of conduct for learners

Schools are blamed for failing to instil discipline in learners. What is worrisome is that schools have a Code of Conduct for learners but they do not seem to use these codes effectively. According to the South African Schools Act 84 of 1996, in terms of section 8 of the South African Schools Act (SASA), the School Governing Body must adopt a code of conduct for learners after consultation with learners, parents and educators at school (Republic of South Africa, 1996). According to the South African Schools Act 84 of 1996, the code of conduct must contain school rules and classroom rules that regulate the conduct of learners. Hence, the code of Conduct is a set of written rules and principles concerning discipline with the aim of creating a user-friendly environment for education (Republic of South Africa, 1996). Given the fact that schools have drafted their own code of conduct after consultations with, educators, parents, School Governing Body (SGB) and learners why are learners not behaving accordingly. There is a need to analyse further on how the schools draft the policy and how they enforce it.

1.5.5 Other methods that assist teachers in curbing violent behaviour

There is a need to engage learners in order to mould their behaviour. External forces usually influence learners’ behaviour. Consequently, there is a need to equip the learners with coping strategies for the external world that has increasingly become violent in nature. The teacher’s role should not be on curriculum coverage only. A teacher must be a mentor, parent (acting in loco parentis) and a counsellor to the learners. Teachers must be equipped with skills on preventing discipline problems that are learner centred.

On dealing with learners behavioural problems, teachers must deal with each learner as a unique individual since learners are exposed to different environments. Hence, teachers must be equipped with counselling skills. There are underlying factors to each learner’s

behavioural problems, hence the need for counselling. According to Osipow (1970:10-11) cited by Rukuni and Maunganidze (2000:54), ‘Counselling [is] an attempt to facilitate the learning process by focusing on the relationship between the individual’s overt responses ...and his environment in order to aid in the development process and broaden the individual’s problem solving and coping repertoire’.

The definition above focuses on learning for behaviour change. Hence, the behavioural counselling theory is privileged. On the other hand, the cognitive approach becomes a complementary aspect of the theories which educators should master.

The school code of conduct and classroom rules must be integrated with guidance and counselling. The school’s duty is not to convict but to assist a learner grow into a responsible citizen who abides by the law. There is a need to understand why a learner behaves in a violent way through a counselling process.

1.6. THE RESEARCH DESIGN AND METHODOLOGY

1.6.1 The research design

The proposed study adopts a qualitative research design, utilising the case study as the study genre. According to Creswell (2013:47), qualitative design is most appropriate in exploring a specific research problem. The researchers who use qualitative design explore the behaviour, perspectives and experiences of the people they study. The complex issue the researcher is interested in is schools’ experiences on learner violent behaviour. The experiences are obtainable from talking with participants who experience and live the problem on a daily basis.

The choice of case study enables in-depth analysis of the phenomenon under study in its real-world context (Yin, 2009). Merriam (1998:9) defines a case study as being an examination of a specific phenomenon. Such a phenomenon may be an individual, a group, a program or an event, into which a researcher is interested in gaining insight through the interpretation of the case studied. In this study, the individual case is “a secondary school in Vryburg Cluster in North West Province” of South Africa. The study of individual cases brings fine-grained understanding of a larger collection of cases, leading to the identification of common themes on handling violent behaviour in secondary schools.

In order to achieve the aim of this study qualitative research underpinned by interpretive paradigm, which adheres to a constructivist philosophical epistemology and regarding reality as subjective was used (Ritchie, Lewis, Ormston and Nicholls, 2013:12). Hence, according to the interpretive researcher, there can be no true objective position. Phothongsunan (2010:1) asserts that interpretive researchers do not regard the social world, as ‘out there’ but believe that human beings construct it. This implies that people give meaning to their social world hence interpretive researchers seek to investigate how human beings perceive and make sense of their world. According to Ritchie, Lewis and Nicholls (2013:12), the researcher becomes part of the research as a meaning maker interacting with other meaning makers. In regard, the research becomes a construction of meanings between participants, the researcher coming in as a principal agent in the research process.

1.6.2 METHODOLOGY

1.6.2.1 Site and social network selection

One cluster in Taledi Area office, which is in Vryburg, was purposively sampled from the target population. Purposive sampling selected three secondary schools in Vryburg. Most of the schools in this cluster are situated in a predominantly black township. Mampane and Bouwer (2011:114) state that township residential areas in South Africa originated as racially segregated, low-cost housing developments, for black labourers to remain closer to places of employment within cities and towns. In the postcolonial space, township life is associated with poverty, crime and violence and is equated to a “war zone” when the safety of residents becomes compromised (Mampane et al 2011:114).

1.6.2.2 Participant selection

The participants to this study were interviewed in order to get their understanding of the research problem and the research questions. Creswell (2013: 156), suggests that researchers decide about who or what sample, what form of selection is done, and how many people or sites need to be sampled. The research selected three Principals from three different schools in Vryburg Cluster. Principals were interviewed face to face because they are at the helm of school management. Based on this hierarchy, principals have a better understanding of discipline in the school. Focus group interviews were for teachers. Each focus group comprised two teachers who were members of the school disciplinary committee, two class teachers and one teacher component in the School Governing Body (SGB). The researcher

considered gender balance in the selection of participants. The balance in gender minimised the patriarchal bias characteristic of most qualitative studies.

The researcher adopted the purposive sampling. According to Patton (2002:230), this technique is widely used for identification and selection of information rich cases. The participants selected for this study were individuals knowledgeable and are experiencing the problems of learners' violent behaviour. According to Braun and Clarke (2014:56-57), purposive sampling entails a wide range of sampling strategies. According to Patton (2002:230), the purpose of this sampling method is to review and study all cases that meet some predetermined criterion of importance. The schools selected were experiencing disciplinary problems and generally their performance at grade 12 is compromised hence the participants selected gave information which is rich and useful for the study.

1.6.2.3 Data collection strategies

This study used one to one, focus group interviews and documentary analysis. Interviews provided deeper insights into participants' views and perceptions of learner discipline. The in-depth interviews conducted were semi-structured. According to Leedy, (2014:156) semi-structured interviews are flexible and more likely to yield abundant information beyond what the interviewer had planned. The data was gathered through interviews. The sources of data consisted of principals and teachers. Interviews with teachers and principals from the three secondary schools in Vryburg cluster were done. Focus groups interviews were carried out on selected five teachers per school. According to Ritchie, (2003:180) focus group encourages interaction between the researcher and the interviewee and among the participants. Lichtman (2010:155) asserts that focus groups trigger thoughts and ideas among participants that do not emerge during an individual interview also save time.

Face-to-face interviews were carried out with three principals of the three selected secondary schools. All interviews were audio recorded. The interviews were approximately one hour at each person's workplace. Permission to tape record was granted from the participants.

Pilot interviews were held at two selected schools prior to the actual proposed research. The pilot interviews provided feedback regarding the effectiveness of the interview questions prior to the actual interviews. The pilot interview provided the researcher with experience on interviewing techniques.

1.6.2.4 Documents collection

The researcher did not rely only on face-to-face interviews and focus group for data collection. In a qualitative research, researchers often use multiple forms of data in any single study. This study collated and analysed written documents (Leedy, 2014:153). The researcher asked the principals for the following documents: Learners' code of conduct, Classroom rules, Records of learners' misconduct from the disciplinary committee (log books).

1.6.2.5 Data analysis

Data audio recorded from semi-structured interviews was transcribed into transcripts. Data was coded manually and developed into themes. The codes generated were organised into categories and then themes, which were in line with the research questions (Leedy, 2014, Creswell, 2013 and Merriam, 2009).

1.6.2.6 Trustworthiness

Trustworthiness was ensured through a number of mechanisms: long-term engagement with participants, triangulation, member checking, and debriefing. (Lincoln and Guba, 1985, Merriam 1998 as cited by Shenton (2004:64-70).

Long-term involvement and multiple contacts with participants during two years enabled the discussion of perspectives. Triangulation succeeded through using various methods on data collection, namely semi-structured questions, focus group interviews with teachers and one on one-interview with the principals. Documents included learners' disciplinary committee records and principal records of learner misconduct. Member checking and debriefing was utilised during the phases of data analysis to verify the emerging findings. The themes and categories emerging from data analysis were given to participants to ascertain whether the themes reflected the participants' perceptions.

1.7 RESEARCHER'S ROLE

The researcher planned for the interviews with principals and teachers. The planning stage involved, structuring the questions, kinds of interviews to be carried out and how many interviews to be done and time and dates when interviews were carried out.

Interviews were according to an interview guide designed by the researcher, outlining the information meant for investigation. The questions were open-ended to encourage the participants to give long and elaborated answers. All the interviews were tape-recorded. The researcher requested documents from the Principals and disciplinary committee on learners'

misconduct. After carrying out the interviews, the researcher analysed the data and drafted conclusions and recommendations.

1.8. ETHICAL CONSIDERATION

Cassell and Symon (2012:286), asserts that, before a researcher can carry out research with an individual or a group, consent is sought from that individual or a group that is engaged in the research. The researcher upheld this, by first obtaining a letter from the faculty of Education from North West University. This letter was used to seek permission from the Area Office Manager of Taledi to permit the researcher to conduct the research. Following the approval from the Area Officer Manager, letters were written to all schools which the researcher intended to carry out the research seeking consent to carry out the research.

The letter to the schools explained the purpose of the study and the procedures of the research process. Hammersley (2012:7) state that there is confidentiality and anonymity of information supplied by research participants. To uphold the ethical principle, the researcher assured the participants confidentiality throughout their participation in the study. Principals guaranteed the confidentiality of participants and schools' identities.

Participants involved in this study had the right to protection from harm and discomfort (Botma, Greef, Malaudzi and Wright, 2010:20). The researcher ensured that there is no harm to the participants in the research and the participants voluntarily fully aware of their own volition.

1.9. CONTRIBUTION OF THE RESEARCH

The National School Violence study 2012, asserts that violence in schools has garnered much attention in media citing even violent acts, which are fatal. The rate of violence is alarming and escalating as well. Hence, urgent action is called for. Zulu et al (2013:1), state that learners' conduct in public schools continues to be a problem of great concern to educationalists nationally and internationally. The research contributes to the body of knowledge regarding learner discipline in secondary schools. The study intended to curb the violence experienced in schools by developing a programme to reduce the violent behaviour of learners.

1.10 PRELIMINARY STRUCTURE / CHAPTER DIVISION

CHAPTER 1: Introduction and Background of the study

This chapter outlined the research background on the prevalence of violent behaviour in secondary schools and its effects on teaching and learning. The chapter identifies the research problem, research questions, research aims and objectives.

CHAPTER 2: Theory

The second chapter amplifies the theories that underpinned the study

CHAPTER 3: Literature Review

It also contains the literature review – which takes viewpoints of other authors regarding the research topic. The literature review addresses the research questions of the study.

CHAPTER 4: Research Design and Methodology

This chapter clarifies the research design and research philosophy and an explanation of the design or philosophy's suitability for the study. The chapter addresses the data collection strategies that include interviews with principals and educators, focus groups and collection of documents. The sampling aspect of the study and discussion of the ethical considerations make essential components in this chapter.

CHAPTER 5: Empirical results, Data interpretation and discussions

The chapter focused on data analysis and interpretation. Raw data collected from interviews of principals and educators as well as focus groups were analysed through coding, which involved sorting and classifying according to the research objectives. The chapter discusses the findings in comparison with what other researchers or existing theories have found.

CHAPTER 6: Programme for intervention on learner violence

Chapter 6 focuses on the programme designed by the researcher to curb learner violent behaviour in secondary schools.

CHAPTER 7: Summary of results, areas of further study, recommendations and Conclusion

Conclusions and recommendations arising from the study are developed and submitted to close the study. This chapter covers how the research makes a substantial and original contribution in eradicating violent behaviour of learners in schools.

CHAPTER TWO

THEORETICAL FRAMEWORK

2.1. INTRODUCTION

This chapter highlights the theories that anchor the study. The theories discussed analyse why learners are violent and propose remedies on violent learner behaviour. The phenomenon under discussion is learner violent behaviour. The theories provide guidelines on identifying the causes of learner violent behaviour as well as the strategies for curbing the problem.

2.2. THEORETICAL PERSPECTIVES ON VIOLENT BEHAVIOUR

The following theories explain why learners behave violently and they unpack the strategies for managing learner violent behaviour: psychosocial, behavioural-cognitive, social learning, humanistic, frustration – aggression, Bandura’s social learning theory, Family system theory, Bowlby’s theory of attachment and Bronfenbrenner’s ecological theory.

2.2.1 Psychosocial theory

The main theoretical anchor for the study is the psycho- social theory. In dealing with learners’ behavioural problems one need to employ both the psychological perspective and the sociological imagination (Mutekwe and Mutekwe 2013:320). Alves (2016:7), state that psychosocial perspective refers to the:

Dynamic relationship between psychological aspects of our experience (that is our thoughts, emotions and behaviours) and our wide social experience (that is our relationships, family and community networks, social values, and cultural practices).

It is within this argument that an individual’s behaviour is shaped by the environmental situation. Individual behaviour is entangled with the individual traits that include personal feelings, behaviours, intelligence, temperament and individual interests. Salkind (2008: 819) asserts that the psychosocial perspective seeks to find out why learners behave violently and the researcher focuses on formulating intervention strategies to curb violence that is rampant in South African schools. The psychosocial theory combines sociological and psychological perspectives on studying human behaviour. Handling of learners’ violent behaviour requires a number of psychological theories such as the humanistic, cognitive-behavioural, and behaviourist approaches.

The combination of sociological perspectives and psychological theories build the psychosocial theory. Erick Erikson (Cherry 2010 as cited by Mutekwe and Mutekwe, 2013:320) propounded the psychosocial theory. Erikson extended Freud's work by describing stages of development to include all of the human lifespan from infancy through old age. Erickson diversified from Freud's theory of psychosexual stages by emphasising the importance of social interactions of an individual across the whole lifespan (Fleming 2004:43).

One of the main elements within the psychosocial theory is the development of ego identity, thus the conscious sense of self that develops through social interaction (Cherry 2016:1). Psychologists define identity as all the beliefs, ideals and values that help shape and guide a person's behaviour (Cherry 2016:1). Therefore, according to Erikson identity constantly changes as an individual is exposed to new experiences and as they interact with their environment.

Erikson developed eight human psychological development stages. Each stage experiences conflicting forces and successful development at each stage is a prerequisite for successful development at later stages. If these forces opposing forces fail to reach consensus, the individual will not develop the essential skills needed for a strong sense of identity and self (Cherry 2016:2). Hence, according to the theory, successful completion of each stage results in a healthy personality and successful interactions with others. According to Mutekwe and Mutekwe (2013: 321), if a certain stage is not properly managed, the child will acquire a sense of inadequacy, referred to as personal inadequacies. Mutekwe and Mutekwe (2013: 321), assert that each stage plays a crucial role in the development of a child's personality and psychosocial skills.

The eight stages of psychological theory according Erikson are associated with a crisis at each stage of life and each stage has a development crisis. The individual person needs to overcome the crises in order to master achievement and full development. Each stage is associated with a developmental conflict task that a person must master. If a conflict at any stage is not resolved, the individual is likely to fail to adapt to later problems (Schultz and Schultz, 2009: 211).

The table below sheds light on Erickson' stages of psychosocial development stages.

Table 2-1: Erickson's stages of psychosocial development

Stage	Basic Conflict	Important Events	Outcome
Infancy (birth to 18 months)	Trust vs. Mistrust	Feeding	Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.
Early Childhood (2 to 3 years)	Autonomy vs. Shame and Doubt	Toilet Training	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.
Preschool (3 to 5 years)	Initiative vs. Guilt	Exploration	Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11 years)	Industry vs. Inferiority	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.
Adolescence (12 to 18 years)	Identity vs. Role Confusion	Social Relationships	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.
Young Adulthood (19 to 40 years)	Intimacy vs. Isolation	Relationships	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65 years)	Generativity vs. Stagnation	Work and Parenthood	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity (65 to death)	Ego Integrity vs. Despair	Reflection on Life	Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair.

Adapted from Mutekwe and Mutekwe (2013: 322)

Infancy contact marks the beginning of the relationship the child enters and negotiates from birth. According to Erickson, this stage is associated with trust versus mistrust. During this stage, the mother's role is paramount. If the mother responds to the child's needs by providing ample affection, love and security, the infant will attain a sense of trust, an ability for the child to view himself / herself or others within proximity (Shultz and Schultz (2009:213). On the other hand, if the mother is not caring, rejecting or inconsistent in her behaviour, the infant is bound to attain a mistrust and she or he will become suspicious, fearful, and anxious (Shultz 2009: 213).

During this stage, attachment with the mother is crucial as it forms the basis of the child's future relationships and behaviour. Salkind (2008:821), assert that if attachment is inconsistent in responding to the child's needs and there is little physical contact, such unhealthy attachment could lead to aggression, insecure adult relationships including even psychopathology. Shultz and Shultz (2009: 213) argue that the attachment gap created by earlier childhood upbringing must be adjusted later in life through loving and patient teachers or peers.

Childhood stages, stretching from early childhood, preschool and school age, are associated with the growth of the child's self-understanding as she engages with the friends, peers, teachers groups as well as the parents (Salkind, 2008:821). The stage of childhood, a child must acquire certain traits. One of such traits is self-esteem. Self-esteem is an important attribute in creating a stable mind (Salkind, 2008:821). For a child to succeed in a given task, she must have positive esteem. She must believe in herself, specifically the sense that she can accomplish the task. In order for the child to acquire the self-esteem, there must be parental relationships and teachers' warm and supportive relationships. (Salkind, 2008:821, Shultz and Shultz, 2009:215). During these stages, the child has to deal with negative forces triggered by peer pressure. According to Salkind (2008:821), research has shown that the youth are more likely to go along with prosocial pressure than pressure to engage in antisocial activities.

The most crucial stage of human development is adolescence. The strong challenge adolescents encounter is the conflict of identity. During this stage, children explore independence and develop a sense of self. According to Fleming (2004:4), those who receive proper support such as encouragement and reinforcement on exploration will emerge from this stage with a strong sense of self and feeling of being independent and having control. Those who remain unsure of their beliefs and desires will feel insecure and confused about themselves and the future. Adolescents must be prepared to face the challenges of this stage. Parents, teachers, and the community at large must assist the child to overcome the obstacles associated with this stage. Communities, especially those that pursue cultural traditions, have initiation rites to prepare adolescents for the challenges associated with the stage (Kowalski and Western, 2011:490).

Kowalski and Western (2011:490), argue that it is necessary to prepare adolescents, since they have significant challenges in establishing a positive identity, sometimes they may be

performing poorly at school, or lack models of successful adults to identify with. Kowalski and Western (2011:490), further argue that adolescents may label themselves as unworthy or as bad, and this route is often adopted by gang members, delinquents who take pride in their unruly behaviour.

Not every child overcomes the antithesis posed by each psychosocial stage. Some will develop in a problematic way. Salkind (2008:825) cited some links that are associated with problematic development such as negative or absent attachment, child abuse, negative and inconsistent parenting styles. Other distracters include exposure to violence, especially from television and in the current global sense facets such as cyber-use.

2.2.2. Humanistic theory

The person-centred approach is also known as the person-centred counselling, client-centred therapy or Rogerian psychotherapy. The approach owes its existence to the psychologist Carl Rogers who developed a consistent exploration of human development in the 1940s and 1950s (Jayan, 2011:45).

According to Jayan (2011:45), the person-centred approach provides clients with an opportunity to develop a sense of self, then they can realise how their attitudes, feelings and behaviours are negatively affected and make strides to identify their positive potential. The person-centred approach helps learners to solve problems that instigate violent behaviour. Gatogi (2007:205) submits that the person-centred approach: “Provides a way of understanding and solving issues of relationships, emotional development and ethical behaviour that seem to be at the root of most of the problems in school and society.”

In order to inform learners of their problems and guiding them to find solutions to their problems the person-centred approach upholds the assumption that an individual is capable of directing their own life. On driving the individual to understand herself, the counsellor creates a comfortable, non-judgemental environment by creating empathy, congruence, and unconditional positive regard (Jayan, 2011:450). The counsellor who adopts the person-centred approach is expected to apply the three values, thus; empathy, congruence (genuineness), and unconditional positive regard.

Rowan (2005:16), says empathy means getting inside the world of the one counselled. The counsellor who adopts the approach understands what the learner is going through. Rowan

(2005:16), further asserts that empathy is paramount, as it brings the learner and the counsellor closer. In such empathetic situations, the learner feels accepted and understood. The learners are likely to stay in the helping relationship when they feel that someone cares about their welfare. Being in the counselling relationship helps the learners to discover the action they should take in order to modify their behaviours.

Gatongi (2007:206) defines congruence (genuineness) as a characteristic of being transparent, real, and honest in helping the client (learner) during the process of counselling. Gatongi (2007:206) says congruence is fostered through listening to oneself. Rogers (1966: 185), says:

“Genuineness in therapy means that the therapist is his actual self during his encounter with his client. Without facade, he openly has the feelings and attitudes that are flowing in him at the moment. This involves self-awareness; that is, the therapist's feelings are available to his awareness and he is able to live them, to experience them in the relationship, and to communicate them if they persist.”

Rogers (1966:185) further says, on the role of the therapists;

“The therapist encounters his client directly, meeting him from person to person. He is being himself, not denying himself. Since this concept is liable to misunderstanding, let me state that it does not mean that the therapist burdens his client with overt expression of all his feelings. Nor does it mean that the therapist discloses his total self to his client. It does mean, however, that the therapist denies to himself none of the feelings he is experiencing and that he is willing to experience transparently any persistent feelings that exist in the relationship and to let these be known to his client.”

In the process of helping the violent learner, the counsellor must not fake the relationship but she engages fully in the process leading to a learner finding a solution to the problem. During the process the counsellor shares with the learner his/her life experiences that will help the learner to be closer to him or her. If the counsellor provides this self-disclosure, then it will pave the way for the learner to talk about his experiences that might be fuelling the antisocial behaviour.

According to Rogers, unconditional positive regard involves the counsellor showing complete support and acceptance to the person undergoing counselling, no matter what he or she says or does (Jayan 2011: 46). Gatongi (2007:207) asserts that, despite a client's behaviour, feelings, or thoughts, bad or good, the counsellor should remain non-judgemental. Gatongi (2007:2017), further says, the counsellor will entertain and assist the client without considering their race, religion, political orientation, sexual or personal background. Violent learners are usually outcasts, as teachers and learners do not want to be associated with them. The counsellor who adopts the person-centred therapy is likely to gain trust by learners regarded as outcasts as he accepts them despite the bad label they might be carrying.

2.2.3 Cognitive-behavioural theory

The cognitive behavioural theory is a by-product of two theories, thus, the cognitive theory and the behavioural theory. The theory owes its existence to the work of two psychologists in the 1960s, Aaron Beck and Albert Ellis (Salkind, 2008:160). Salkind (2008: 160), assert that the theory combines the goals of the cognitive and behavioural theories. The cognitive-behavioural theory focuses on the cognitive approaches that seek to identify and modify maladaptive behaviour. According to the cognitive theory, the maladaptive behaviour and disturbed moods are due to irrational thinking called automatic thoughts (Salkind, 2008: 160). These irrational thoughts drive someone to be violent, so there is a need to identify these thoughts in order to find a remedy. The assumption is that these irrational thoughts are learned and can be modified by new learning (Corey, 2008: 339).

The behavioural approach, on the other hand, incorporates various theories of learning. The approach trains an individual with the aim of substituting undesirable behaviour with desirable behaviour (Salkind, 2008: 160). Hence, the approach's focus is on teaching new behaviours to learners in order to control the emotions that drive them to be violent. The behaviourists are not much concerned about why the learner is violent; their focus is to teach the learner not to be violent. The theories are therapeutic since they intervene on the maladaptive behaviour with the aim of bringing change to the maladaptive behaviour.

2.2.4. Frustration –aggression theory

Frustration – aggression theory is one social psychology approach applied in this study. The theory is the brainchild of Dollard and his Yale colleagues in 1939. The theory builds on Freud's early psychoanalytic theory that posits that many actions are determined by instincts, particularly sexual instincts. In cases where these instincts are disturbed or frustrated, an

aggressive drive develops (Rand Momtaz, 2013: 3030). Dollard et al (1939:1), says, “The occurrence of aggressive behaviour always presupposes the existence of frustration and contrariwise, that the existence of frustration always leads to some form of aggression.”

Dollard theory enjoyed some support from the circles of social psychologists as from 1939. According to Warburton and Anderson (2015), Dollard’s statement that says frustrations always lead to aggression, needed some modification and revision, as it is not always the case that frustration will lead aggression. Miller in collaboration with Sears, Mowrer, Dollard and Doob (1941: 338), argues that the second statement by no means suggests that frustration has no other consequences based aggression and it fails to consider that other responses may be dominant and inhibit the occurrence of aggression. Miller and his associates further argued that the unfortunate statement could be rephrased as follows: “Frustration produces instigations to a number of different types of responses, one of which is an instigation to some form of aggression” (Miller et al, 1941: 338).

To a large extent, a frustrated person is likely to react violently to the hindrances that block him or her from achieving the intended goals. Rahmati and Momtaz (2013:3030), argue that suffering and frustration emanating from failing to achieve intended goals cause hate and enmity in the frustrated person.

From the 1940s, many studies were conducted to find out whether there was a relationship between frustration and aggression. That led to the development of Frustration – Aggression Displacement Theory. This theory is applicable in cases where someone annoys one then there is displacement of anger to another innocent person. If someone behaves in a like manner, it reflects the displacement of aggressive inclination towards the initial provocateur (Miller, Pedersen, Earleywine and Pollock, 2003:75). Miller et al (2003:75), further says, “The actor would not have responded aggressively toward the innocent party had he not previously provoked.”

Displacement targets a person who is, according to Rahmati and Momtaz (2013:30310), generally innocent and socially acceptable and such behaviour is equated to Freud’s process of, ‘Sublimation. ’Rahmati and Momtaz (2013:30310), define sublimation as a process of transference of unwanted impulses into something less harmful.

If not given the necessary support, it is most likely these learners react violently to other learners, teachers and members of school staff. Some of the problems that trigger frustration

and eventually aggression are beyond the control of the school, but innocent teachers and learners have to bear these frustrations. The school is also responsible for triggering the frustrations that eventually haunt them.

2.2.5 Buss's theoretical perspective on violence

Arnold. H. Buss founded this theory in 1961. The basic theory owes its existence to the behaviourists. Buss defines the term aggression by applying the principles of behaviourists such as B.F Skinner's Stimulus – Response theory. Buss (1961:1) defines aggression as “*a response that delivers noxious stimuli to another organism*” (Buss, 1961:1).

(Bushman and Anderson, 1998: 24) clarified the definition by adding two elements thus:

- The aggressor delivers the noxious stimuli with the intent to harm the victim
- The aggressor expects that the noxious stimuli will have their intended effect.

According to Buss (1961:4), the noxious stimuli is delivered in three ways that is the one involving physical versus verbal aggression. The second one involves indirect aggression and versus indirect aggression. The last one involves active and passive aggression. This discussion is centred on the first two thus, physical versus verbal aggression and indirect and direct aggression.

Physical aggression

Forms of aggression can be defined as an assault on the other organism by means of body parts for example limb, hands, teeth or use of weapons such as knives, guns (Buss, 1961:5). Physical aggression is associated with such consequences as injuries or even death of the victim. The bullies and gangsters enjoy inflicting pain or injuries to their victims; as a result, they apply physical aggression.

Verbal aggression

Buss (1961:6), defines verbal aggression as a vocal response that delivers noxious stimulus to another organism. Buss (1961: 6) states two forms of verbal aggression: threat and rejection. Rejection assumes two forms: nonverbal and verbal. Non-verbal rejection is associated with the use of gestures exhibiting signs of shunning someone. Verbal rejection involves use of hostile remarks directed at the victim. Verbal aggression may take the form of threats delivered verbally with a promise of delivering bodily or psychological harm (Bhateri and Sign, 2015:44)

Direct aggression

The aggression can be verbal or physical directed towards the source of anger or frustration.

Indirect aggression

According to Buss (1939: 8), indirect aggression involves attacking an individual through objects that are associated with the person. It may take a verbal form when the aggressor spreads malicious gossip or it may be physical, when someone at school destroys someone's books. The whole intention of these acts is to ruin someone's academic progress or reputation (Bhateri and Sign, 2015:44).

The theory is applicable in unpacking the various forms of learner violent behaviour. The approach facilitates an informed discussion of the effects of various forms of learner violent behaviour in South African schools.

2.2.6 Social Learning Theory (SLT)

Albert Bandura proposed the SLT as a learning theory that considers the environment as influential in shaping the behaviour of an individual (Nabavi, 2012: 4). The theory considers that biological factors are influential in instigating violence. It assumes that children are not born violent, but they learn it through others through direct experience or by observation (Bandura, 1971:3).

According to Herbert, (2000:105) learners acquire various forms of violent behaviour by observing the behaviour of exemplary models. These models might be figures they observe every day or certain symbolic figures they might be reading about or watching on television or film (Herbert, 2000:105). These figures are portrayed by society as role models and they are held in high esteem by the society.

Nabavi (2012:6), posits that people learn from others through three principles: observation, imitation and modelling. To reinforce the idea that aggressive behaviour is learned through observation, Bandura and his colleagues in 1961 and 1963 carried out experiments popularly known as the Bodo doll experiments. The experiments demonstrated that children learn new behaviour by observing the actions of models (Bandura, Ross and Ross, 1963:9). The results of the experiments reinforced that exposure to filmed aggression influences aggression in the children. According to the results of Bandura's experiments, children who watched aggressive human and cartoon models on film exhibited nearly as much as the aggression than

participants in the control who were not exposed to the non-aggressive models. Hence, children exposed to violent influential figures like community leaders, celebrities, teachers, and other role models are more likely to acquire the violent behaviour through observing their aggressive behaviour.

On the other hand, children learn new behaviour by observing its consequences from someone else (Kowalski and Western 2011:192). This is called vicarious learning. Bandura and his colleagues' classic study of 1963 reinforces learning through vicarious conditioning. Kowalski and Western (2011:192) in this study made nursery school children to observe an aggressive model called Rocky. Rocky took Johnny's food and toys. In one situation Rocky punished John by packing all John's toys singing "Hi, ho, hi, ho, ho off to play go", at the end of the scene. In an analogous situation, the child who had seen Rocky punished displayed little aggression while those who saw Rocky rewarded behaved aggressively (Kowalski and Western 2011:192). Hence, the behaviour that is associated with positive rewards tends to attract admiration and assimilation whilst negative rewards attract punishment by society.

The studies of Bandura, Ross and Ross in 1963 demonstrated that children learn to imitate the behaviour that they would have observed in others (Nabavi, 2012:8). Bandura and his colleagues identified three types of models that shape the behaviour of someone thus; a live model that involves someone demonstrating the behaviour, then, verbal instruction model that involves descriptions and explanations of behaviour and symbolic model which include real and fictitious characters, whose behaviour might be depicted in television or online media (Navabi, 2012:9).

Hence, learners observe the violent behaviour depicted in society through various figures who are models. After observing these violent behaviours, children imitate their behaviour and they act out the behaviour at school.

2.2.7 Family system theory

Christian (2006:1) states that the family system theory was generated from the work of individuals like Ackerman (1959), Jackson (1965), Minuchin (1974) and Bowen (1974). According to Vanvelsor and Cox 2000 as cited by Christian (2006:2) the family system theory examines the family as a constellation of interconnected members, and each member influences the others in predictable and recurring ways.

According to DeHart et al (2004) as cited by Alastair and Fiona (2009:6), the immediate environment for child is home. According Alastair and Fiona (2009:6) in the home the child interacts with parents and other children in their family. The child's upbringing has a great influence on the child's behaviour. Studies carried out on misbehaviour in British and Turkish families by Atici and Merry (2001) found out that most teachers regard family background as the most prominent cause of behaviour problems in children. (Alastair and Fiona, 2009:6). There is a familial link to young people's antisocial behaviour such as being violent. Cross and Barnes (2014:294), suggest that one of the models to identify a familial link to young people's antisocial behaviour like bullying is the systems theory. The major assumption of this group of theories is that individuals develop in a family system and behaviour is understood meaningfully in the family context (Cross and Barnes, 2014:294). The systems approach on violent behaviour established that, aggression is "a systemic product rather than a product of individual behaviour pathology" (Strauss, 1973). Hence, a learner as an individual is perfect but the circumstances push him or her to be antisocial. To a large extent, learner's violent behaviour should be contextualised within the family set up and relationships that exist between the parents and siblings.

Papalia, Olds and Feldman (2009:415), argue that parents of children who become chronically antisocial, by contrast, may have failed to reinforce good behaviour in early childhood and through harsh or inconsistent practices or both in punishing misbehaviour. They further argue that, through the years of the child's growth these parents may not have been closely and positively involved in the child's life. Their argument is further supported by Cross and Barnes (2014:296) who highlighted that numerous studies have linked dysfunctional relationship and maladaptive behaviour in the family to children and young people's involvement in peer aggression and bullying behaviour. Schwart, Dodge, Pettit and Bates 1997 as cited by Cross and Barnes (2014:296) identified other family traits that are closely linked to aggressive behaviour among children that include punitive parenting, parental hostility and lack of warmth, exposure to aggressive adult role model, exposure to marital conflict and exposure to parental conflict.

2.2.8 Bowlby's theory of attachment

Ainsworth (1967, 1969), Bowlby (1958, 1988) as cited by Fitton (2012:122) regard attachment as an approach that seeks to explain how close relationships provide a secure base for infants and children and its effects on the life journey. In studying the attachment, much emphasis is directed to the nature of an infant's attachment to the mother and its effects on

other relationships (Evans and Crowley 2016:260; Alstair and Fiona, 2009:8). The study on the bonding between the parents and infant owes its existence to the work of John Bowlby (1988, 1960) who formulated the theory, referred to as “attachment theory”. The theory postulates that the quality of early parent-attachment has implications on future relationships with friends, romantic partners and other people (Sigelman and Rider 2006:387). Fitton (2012: 132) regard attachment as the cornerstone of infant and child development and has a great influence on all areas of a person’s functioning throughout one’s life span.

One of the studies by Harlow (1958) anchors Bowlby’s attachment theory, which emphasise the importance of early bonding between parents and infant. Harlow’s studies focused on the effects of disrupted attachments on the neurobiological and behaviour of the primates. According to Fitton (2012:133), Harlow’s study and other studies on controlled animals and clinical studies of maltreated children showed that children who have been abused, neglected, and had a disruption on their bonding with parents have a pattern of lifelong challenges.

Other studies for example Coleman (2003) and Ooi et al (2006) support Harlow’s studies. These studies also concluded that children with poor parent-child attachment were mostly likely to exhibit behavioural problems (Alastair and Fiona 2009:8). Hence, a secure attachment is crucial in a stable and confident individual who is able to adapt to his or her environment. Keenan, Evans, and Crowley (2016:264) support the assertion basing their argument on Bowlby’s work of 1969. They argue that infants who acquired secure attachments develop into a competent and a healthy child who is able to create stable relationships with others. Those with an insecure attachment develop a mistrust of their social world associated with feelings of anxiety and guilt and they encounter problems in forming cordial relationships with the others.

The attachment theory originally focused on the bonding of the child to the mother but it has now been revolutionised to focus on the father figure. Both parents roles in attachment are crucial as they offer different roles that help the healthy development of the child. According to Keenan, Evans and Crowley (2016:425) the father’s role is of being a playmate, who specialises in tickling, poking, bounding and surprising the infant while the mother’s role is centred on holding, talking and playing quietly with the infant. Such interactions between the infant and the parents result in bonding between the child and the parents. According to Pietromonalo and Barret (2000:15), the bond created will enhance the development and maintenance of mental representation of the self and others called “internal working models”

and these help the child predict and understand his or her environment. According to Bowlby (1979) as cited by Pietromonalo and Barret (2000:155), the “internal working models” created because of the bonding between the caregiver and the infant will be carried forward and will have a great influence on thoughts, feelings and behaviour in adult relationships.

Children surrounded by warm interactions of both parents are likely to be socially competent as compared to individuals who are in the company of neglectful parents or having only one parent and or child parent. Keenan, Evans and Crowley (2016:425) argue that children will have few psychological disorders or problems if their fathers are caring, involved, and effective parents than if they are not. Keenan, Evans, and Crowley (2016:425) argue that the situation on the ground is different given the fact that the rate of separation and divorce is escalating. Hence, children do not have quality time with both parents to build the attachment. The burden will fall on one figure mainly the mother, father or the other child. Being a single parent, usually, is difficult for her to play the role of the father/mother. As a result, the child will not have a secure attachment to protect the child from aggressive behaviour (Alastair and Fiona 2009:8).

2.2.9 Bronfenbrenner’s ecological theory

Bronfenbrenner’s 1977 paper, “*Towards an experimental Ecology of Human development*” unpacks how a child’s development takes place in terms of correlative influences between the child and his or her environment (Bronfenbrenner 1977: 514). Bronfenbrenner argues that,

---the human development demands going beyond the direct observation of behaviour on the part of one or two persons in the same place, it requires examination of multi-persons systems of interaction not limited to a single setting and must take into account aspects of environment beyond the immediate situation containing the subject

Bronfenbrenner identified different levels that have an effect on the development of the child. Paquette and Ryan (2001:1) illustrate the levels, through a graphical presentation below in Figure 2.1.

Bronfenbrenner identified different levels that are having an effect on the development of the child. Paquette and Ryan (2001:1) illustrate the levels, through a diagrammatic presentation below.

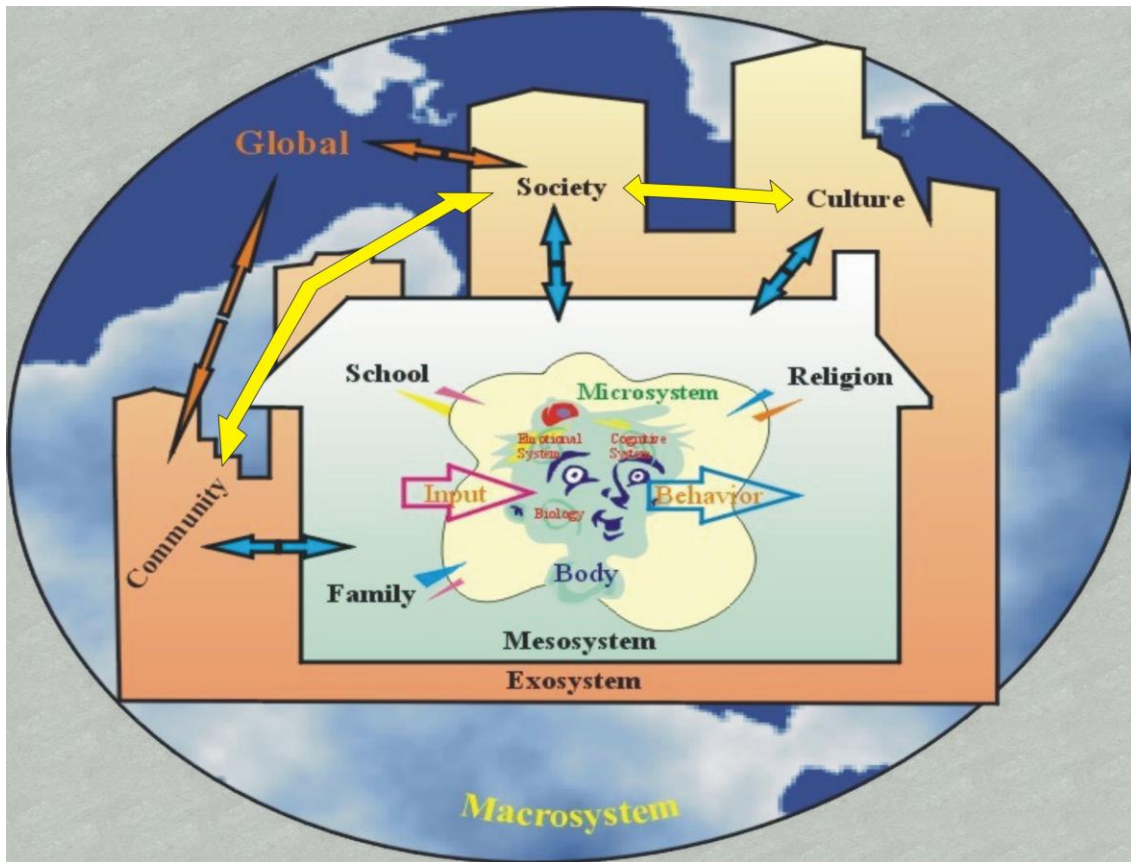


Figure 2.1: A model of Bronfenbrenner's ecological system (1979)

The diagram illustration above states that in order to understand the child's behaviour there are interactional factors to be considered thus his or her immediate family, community environment and the society.

Blake, Barenboim and Liben (2009:188) highlighted Bronfenbrenner's first system, which is the micro system, as the one closest to the child for example, parents, siblings, peers and teachers. The interaction that exists between the child and these segments has an impact on the child's behaviour. According to Berk (2000) as cited by Paquette and Ryan (2001:2), the second layer is the mesosystem that provides a linkage between the structures of the child's micro system. One example given by Alastair and Fiona (2009:5) is the relationship between the child, its family, and the school. Bronfenbrenner argues that if parents, parents of peers,

teachers and members of religious organisations worked together, that would bring a positive impact on the child's development (Blake, Berenbaum and Liben, 2009:189).

The third layer according to Bronfenbrenner is the exosystem. According to Paquette and Ryan (2012:2), this layer defines a large social system in which the child has no control over. Examples given are parent workplace schedules or community-based family resources. Even the child will not have a direct involvement at this level, but it has some impact on his interaction with his own system (Alastair and Fiona, 2009:5). The fourth level is macrosystem. According to Berk (2000) as cited by Paquette and Ryan (2001:2), the layer encompasses the cultural values, customs, and laws and it has a cascading influence throughout the interactions of all other layers.

Bronfenbrenner in 1986 proposed another level called the chronosystem. The level considers life transitions as entry into puberty, school entry, death in the family, severe illness in the family and divorce. Such transitions occur throughout the lifespan and often serve as a direct impetus for development change (Bronfenbrenner, 1986:724). Due to these changes Paquette and Ryan (2001:2) state that children react differently to these changes. Given the various circumstances surrounding the learners they are bound to behave differently. It is the duty of the teachers to understand each learner in the context of the environmental factors influencing their behaviour.

2.3 CHAPTER SUMMARY

The chapter presented the theories anchoring the study. The psychosocial theory and associated theories were explored relative to how they are complemented the study. The associated theories are; humanistic theory, cognitive – behavioural theory, Buss's Theory on violence, social learning theory, family system theory, Bowlby's theory of attachment and Bronfenbrenner's ecological theory. The next chapter unpacks the literature related to the study.

CHAPTER 3

LITERATURE REVIEW

3.1 INTRODUCTION

The previous chapter focused on the theoretical framework. The focus of this chapter is literature review is to develop an informed understanding of learners' violent behaviour. The researcher consulted literature in order to establish the extent and nature of learner violent behaviour, causes of learner violent behaviour and strategies on managing learner violent behaviour.

3.2 PREVALENCES AND NATURE OF LEARNER VIOLENT BEHAVIOUR

Learners' violent behaviour stems from disciplinary problems in the schools. It is necessary to understand the extent and nature of disciplinary problems. Schools worldwide experience various forms of violent behaviour due to related disciplinary problems and this has a ripple effect on teaching and learning, as well as the safety and security at schools. These acts of violent behaviour pose a danger to the life of teachers and learners and affect the smooth running of the school. According to Cotton (1990:1), many educators and students are gravely concerned about the disorder and danger in school environments. According to the Centre of Diseases Control and Prevention (CDC 2010:1), victims of violence can suffer serious injuries, significant social and emotional damage or even death.

In USA, the learner violent behaviour is a topical issue and they have had to involve various organs of the government like the Department of Education and the Department of Justice to gather and analyse data from a variety sources to gain a more complete understanding of school based violence (CDC: 2010:1). Working in collaboration with the Centre of Diseases Control and Prevention the two organs discovered that, in 2007, a staggering 23% of students reported gangs at their school. From 2003-2004, a total of 10 % in city schools reported that teachers were threatened with injury by students, compared with 6 % of teachers in sub-urban schools and 5% in rural schools. In a 2007, nationwide survey of students in Grade 9-12 reported the following risk behaviours: 5, 9% of students carried weapons like a knife or gun to school 30 days before the survey. A total 7, 8 % of students were threatened or injured with a weapon on the school premises. A staggering 12, 4% of students were in a physical fight on school property 12 months before the survey (CDC 2010: 1).

The situations witnessed in the USA schools are scary. The incidents are scary because teachers and learners are shot often to death. One such incident took place on the 14 February 2018. Elizabeth Chuck, Alex Johnson, and Corky Siemczko reported on *NBC News* on the 15 February 2018 on a shooting incident that resulted in 17 people killed and 14 injured, after a former student, Nikolas Cruz who was expelled from the school for disciplinary reasons went on a shooting spree at Marjory Stoneman Douglas High School in Parkland, Florida. ABC News, 15 February 2018, reported that the Florida shooting was not the first in 2018 in USA schools. According to EveryTown for Gun Safety Support Fund, America has an average of one school shooting weekly since 2013. The year 2018 recorded the highest school shootings at 17 before the Florida attack (Time, 22 February 2018). The deadliest shooting rampage happened in USA, on the 16th April 2007, when a 23-year-old Virginia Tech student killed 32 people before shooting himself (Papalia, Olds, Feldman, 2009:414).

Reports of violence are a regular feature in South Africa as well. The South African Human Rights Commission (SAHRC: 2008) reported that the most severe forms of violence occurred at school level, not only by pupils to pupils but also teachers against pupils. Mgijima (2014:198) asserts that violence in South African schools is rampant and has been so for a while. The assertion is further supported by the results of the 2012 National School Violence carried out by Burton and Leoschut (2012: xii). Their study sample comprised 5 939 learners, 121 principals and 239 educators. The results from this research revealed shocking levels of violent behaviour in South African schools. In total, more than a fifth of learners experienced violence at school (Burton and Leoschut: 2013: xi). They also found out that, 12, 2% learners were threatened with violence at school. 6.3% had assaulted. 4.7% had been sexually assaulted or raped. 4, 5% were robbed at school. The research further established that one in five (20%) learners had experienced some form of cyber bullying. Alcohol, drugs and weapons were easily accessible to many learners: One in seven learners reported easy access to alcohol, one in ten reported easy access to drugs, one in five learners claimed having access to knives or other weapons at school (Burton and Leoschut: xii)

In a study carried out by Mhlongo, in uMgungundlovu District in KwaZulu-Natal the report reflects that 65% of students and 64% of educators reported seeing a weapon at school (Mhlongo, 2017: 67). Mhlongo (2017:67) elaborated that such statistics suggest that learners can easily access weapons and even bring them to school.

The media is suffused with unbelievable incidents of teachers fighting literally with their students. The Daily Sun for 31st July 2017 carried a headline, “Pupil, teacher fight causes stir online.” The incident captured on a video took place in Krugersdorp, Mongale city. Apparently, the teacher had to manhandle the learner by the collar after he had refused to hand over a weapon, which was in his school bag. De Wet, (2009); Mncube and Harber, (2012) as cited by Mgijima (2014:198), say both learners and teachers are equally at risk, as victims but also perpetrators of violence. Learner violence is also getting a lot of attention in KwaZulu Natal Province (KZN) and Gauteng Province as reported by the *Daily Sun* of 21 August 2017. The level of violence in the schools reported got the attention of KZN Education MEC, Mthandeni Dlungwane, and Gauteng Education MEC, Panyaza Lesufi. The incident in KZN was recorded on an 11 seconds video showing students violently attacking each other and other learners cheering. The Department of Education in KZN alleged that during the incident, pupils produced knives, guns, and fired gunshots. The MEC of Education in Gauteng intervened after a video of a fight between learners went viral at the school in Kempton Park High School in Ekurhuleni. During the incident, one of the learners pulled out a gun but others restrained him from shooting. The MEC was discussing the matter with matter with the principal at the school when a learner attacked a teacher. At this school teachers and learners are not safe. Due to the incident at Kempton Park High School 10 girls were suspended and 2 boys were expelled for taking part in the fight (Daily Sun, 21 August 2017)

The Daily Sun of 8 September 2017 reported on the gruesome murder of a learner killed in the principal’s office. The incident took place at Solomon Mahlangu High School in Modimole in Limpopo. A fellow learner stabbed the learner to death in the principal’s office over an argument of twenty rand he had won playing dice in the school premises. Learner violent behaviour has reached alarming proportions as portrayed by *The Star* newspaper for 11 September 2017, which carries a headline, “School of shame” referring to Klipspruit secondary school in Gauteng Province. Under the headline there is a sub-heading written, “Some pupils harass educators shamelessly.” *The Star* reporter spoke to teachers and members of school patrol team who confined to him that two learners received restraining orders after harassing a staff member and in 2016, a pupil slapped a teacher after reprimand by the teacher. Due to the state of indiscipline in the school, the MEC of Education was considering relocating the grade 12 pupils to another place in order to shield them from the school environment, which was not conducive for effective learning. According to the

reporter, due to indiscipline in the school, it has an average pass percentage of 45% for the past years.

The Times Live of 20 October 2017 reported on the arrest of 34 high school learners. The learners threw stones and condoms filled with urine, faeces and eggs at the teachers at a matric farewell party at Eastwood High School in Pietermaritzburg. During the commotion, learners damaged school property and vehicles and one learner was injured and taken to the hospital. During the commotion, teachers were not able to contain the learners and had to invite the police to curb the violence.

The Daily Sun reporter, Bongani Mthimunye, covered a story with the headline, “Siya killed over a chair” The story reports on one, Siyabonga Mabhena, a grade 9 learner at Senzangakhona Secondary School near KwaMhlanga who was stabbed three times by a classmate. The incident took place in the classroom in the absence of the teacher. A classmate stabbed Siyabonga over a misunderstanding over a chair (Daily Sun, 26 January 2018)

The Citizen Newspaper of 19 January 2018 carried a news headline, “Motshekga horrified by fatal stabbing of teacher from Zimbabwe.” The staff reporter reported that a grade 8 learner stabbed a Zimbabwean national mathematics teacher Mr Vhiya, at Bosele Middle school in Manyeding village near Kuruman, Northern Cape, to death. The student accused the teacher of failing him in his examinations. The Minister of Basic Education, Angie Motshekga, reiterated that:

...the area in Kuruman, where the learner is from faces a number of social challenges, such as a high number of child headed households, the breakdown of the family structure, poverty and, substances (The Citizen, 19/01/2018)

The Daily Sun of 28 February 2018 had a headline “Bullets fly at school”. A 16 old learner shot an 18-year-old learner with an unlicensed firearm at a school in Denga Tshivhase High School in Phiphidi village, Limpopo, after a misunderstanding.

On the 12th March 2018, the *Daily Sun* writer, Zamokule Mdluli, covered an incident in which a learner in a classroom attacked a teacher. The incident was video captured and went viral on social media. The video showed a girl child throwing a book in the face of a teacher. The incident prompted the Gauteng MEC for Education to investigate the circumstances that triggered the incident.

Burton and Leoschut, (2012: xii) assert that this violence creates an atmosphere of fear and apprehension which interferes with one's ability to learn. Burton and Leoschut (2013: 4), further says those who are victims of violence while at a young stage are at great risk in engaging themselves in violent and anti-social behaviour, as they grow older.

3.3 FORMS OF VIOLENT BEHAVIOURS AND THEIR CONSEQUENCES

UNESCO (2009: 8) states that violence at schools occurs in physical and psychological forms. The Guide further cited "The World Report on Violence against Children" by identifying the main forms of violence as follows:

- Physical and psychological punishment
- Bullying
- Sexual and gender-based violence
- External violence effects of gangs, conflict situations, weapons and fighting.

In discussing each form of violent behaviour, the research discusses its prevalence in schools and the consequences it has on teaching and learning, psychological effects and physical aspects.

3.3.1 Bullying

De Wet (2006:62), says;

"bullying can be defined as an intentional, repeated hurtful acts, words or other behaviour such as name calling, threatening or shunning, committed by an individual or individuals against another individual or individuals".

Du Plessis and Conley (2007:43), assert that bullying is a form of abuse and bullying is dependent on an imbalance of power. A perceived stronger individual bases the imbalance of power on the domination of the weak. According to UNESCO (2009:11), the perpetrators strive to intentionally inflict injury, or discomfort on the victim. The whole intention therefore is to dehumanise and make the victim feel inferior. Bullying creates an unsafe environment for learners and is associated with other ripple effects such as injuries, trauma, poor concentration on academics, as well as students dropping from school.

Chaux, Molano and Podlesky (2009:525), state that 10-15% school age children and adolescents around the world suffer from bullying at least twice a month. Learner bullying is a problem that is present in most schools and in a wide variety of countries (De Wet

2006:61). The rate of bullying in South African schools is high. Nesser et al (2003:5) found that 60.9% of the 207 participants in a research project in Gauteng indicated that learners were bullied during the 2002 school year. Du Plessis and Conley (2007:44), also argue that the rate of bullying in South African schools is high basing their argument on a survey carried out in Pietermaritzburg on previously model C schools. From the survey 38% of educators reported having encountered bullying every day, 32% reported observing bullying at least once per week, while 8% indicated they were aware of more than 6 bullies in their classes.

According to De Wet (2006: 62), the main forms learner bullying are; emotional bullying (e.g. terrorising, extorting, defaming, humiliating, blackmailing, ranking or rating of personal characteristics such as race, disability, or ethnicity, manipulating friendships, ostracising and peer pressure), verbal bullying (e.g. hurtful name calling, persistent teasing, gossiping and racist remarks), physical bullying (e.g. punching, poking, strangling, hair pulling, beating, biting, excessive kicking and direct vandalism).

3.3.1.1 Cyber bullying

Due to developments in the technological world, a new form of bullying has emerged. According to Roberts Jr, (2006:41) bullies have gone into cyberspace to keep intimidation going on for 24 hours a day. Cyber bullying employs the use of electronic media to harass and intimidate the victims through use of e-mails, instant messaging, instant messaging, demeaning websites and use of cell-phones (Roberts 2006:41). Some of the school bullies abuse the social media platforms such as WhatsApp, Facebook, Twitter and Instagram. According to UNESCO (2009:11), certain individuals who post hurtful images, in a bid to make online and physical threats by sending hurtful emails or texts to damage others, are abusing cyberspace.

Russo (2015:75), assert that nearly one in five United Kingdom youngsters have been a victim of cyberbullying with the girls mostly affected more than boys, according to the research carried out by Anglia Ruskin University in which academics questioned almost five thousand young people between eleven and nineteen years. Results from the research indicated that 18, 4% admitted that they have been victims of cyber-bullying and the experience damaged their self-confidence and mental health. This resulted in absence from school and affected their socialisation even outside the school premises (Russo 2015:75).

The South Africa National School Violence Study of 2012, revealed that 20.9% of the respondents reported having experienced cyber-bullying. The study established that 35, 3% of the respondents experienced on line violence through pictures or videos. A total 27, 2% of the respondents encountered online violence through instant messaging platforms such as Mixit, BBM, WhatsApp or MSN or Yahoo (Burton and Leoschut: 2013:69). There was a large number of learners now having cell phones, tablets and an increase in computer usage in schools; its abuse is also likely to increase. Students can also direct this form of bullying towards their teachers if they get access to the contact number or email address of the targeted teacher.

3.3.1.2 Consequences of bullying

The effects of learner bullying are quite devastating to the victims and individuals witnessing it. According to Roberts (2006:39), if the victims do not get immediate assistance, studies have shown the victims are susceptible to feeling as if they are not in good health, anxiety, or not enjoying daily activities. Burton and Leoschut (2013:70) asserts that there are high chances of the victims experiencing long-term mental health issues such as anxiety, depression, self-injuries, and suicidal idealisations. Burton and Leoschut (2013:70), further stress that victims are likely to behave differently from their normal conduct, some can become passive and may isolate themselves from their peers. When an individual is isolated from peers, it makes someone vulnerable as a result, one might commit suicide. There are several documented cases of learners who committed suicide as result of bullying. For example, James (2009) documented a case of Eric Mohat a seventeen-year-old boy who committed suicide after being mercilessly harassed in high school in 2009 in the United States in America. The bully said to him “Why don’t you go home and shoot yourself no one will miss you”, and he did exactly that. James (2009), further says, Mohat also claimed that bullying was a “significant factor” in the death of other three students in Eric Mohat’s class in 2007. The Mentor High school officials confirmed that a girl and other two boys in Erick’s class had killed themselves in 2007. Researchers at the Yale University of Medicine in new studies from 13 countries have found out signs of an apparent connection between the bullies and bullied who end up committing suicide (James, 2009).

UNESCO (2009:11), states that the victims can respond aggressively out of frustration, humiliation and anger to bullying. Hence, the vicious cycle of violence continues at another level, as the victim senses the need to retaliate. Roberts JR (2006:45), cited incidents where

victims of bullying resort to deadly violence as a form of revenge after being bullied. These are some of the examples given:

1985: A 14-year boy killed a principal and wounded three others.

1988: A 16-year boy in Virginia took a pistol and firebombs to school. One teacher was killed, and the other teacher wounded.

1996: A 14-year boy in Washington killed a peer who had teased him, another student, and a teacher (Roberts JR, 2006:45).

Learner violence through use of guns surfaced among South African students as reported by Monama in *The Star* newspaper of 15 September 2017. The story ran the headline "Schoolboy shoots rival." The rival learner was shot three times and fatally wounded in the leg. Such situations need addressing by the Department of Education (DoE) before classes can resemble war zones.

The Daily Sun of 29 September 2017 carried a headline "Grade 2 kid wanted to shoot a bully." The reporter, Sifiso Jimta, reported that a grade 2 learner at Dalpark Primary School in Gauteng Province brought a gun to shoot another learner who had bullied him previously. The police attended the scene and they managed to confiscate the gun from the learner. What is worrisome in this incident is that the child is so young but still got access to his father's gun.

Roberts JR (2006:38), asserts that bullying can affect the academic performance of the victim as they concentrate much on mechanisms to escape from tormentors. The victim in this case loses concentration in the class and this has a negative effect on the learner's academic performance.

3.3.2 Sexual and Gender-based Violence (SGBV)

Burton and Leoschut (2013:20) states that both males and females are victims of violence, but certain types of violent behaviours are more strongly associated with women. Such forms of violent behaviour are gender-based violence. Bloom (2008:14) as cited by Centre for the Study of Violence and Reconciliation (CSRV), (2016:4) says SGBV is a term used to capture violence that occurs because of the normative role expectations associated with each gender, as well as the unequal power relationship between the genders within the context of a specific society. The primary targets of gender-based are women and adolescents. Girls are not only exposed to certain forms of SGBV they also suffer exacerbated consequences as compared to

what man endure (CSRV: 2016:4). A girl child is vulnerable to the most common form of SGBV involving rape, sexual harassment, sexual exploitation and trafficking for sexual purposes and other forms of gender-based violence (CSRV 2016:5).

The South African School Violence Study of 2012 (Burton and Leoschut, 2013:20) observed that female learners experienced sexual assault including rape which was at 7, 6% compared to male learners which was at 1, 4%. The study further found the girl child was also a victim of other forms of violence that included unwanted touching at 70%, being pushed or shoved into toilets at 14,9%, being subjected to verbal abuse or teasing at 6,8%. The study also found out that 90% of the perpetrators tended to be primarily males. This is further supported by Mncube and Harber (2012) as cited by Mgijima (2014:199) who found that sexual harassment of female learners by males is prevalent in many South African schools. Mgijima (2014:305) also cited the report of Prinsloo (2006: 305), who pointed out to shocking reports in newspapers from 1999-2004, which have shown that sexual harassment of female learners is a problem in many schools in South Africa.

3.3.2.1 Consequences of sexual abuse and Gender Based Violence (GBV)

Donald, Lazarus, and Lolwana (2012: 231) argue that with the current rate of HIV/AIDS pandemic, given the increase of child sexual abuse in South Africa that contributes to increase in HIV infection among the learners. Bon (2012:92) states that children who suffer from abuse and violence show immediate signs of distress, including high rates of anxiety, eating disorders, suicidal thoughts, behavioural problems at the school, deterioration of academic performance and relationship problems with peers. On the other hand, there are long-term effects such as poor adult health, poor personal relationships and being at high risk of committing violent crimes (Bon 2012:92). Bon (2012:92) further states that sexually abused victims are likely to end up abusing alcohol and drugs. The reason why they tend to abuse drugs and alcohol is to cover up the emotional wounds created as result of the rape. With such situation, it is likely that the girl will drop out from school. Sexual violence and sexual harassment on the girl child may result in teenage pregnancy. According to the report on public hearing on school-based violence carried out by the South African Human Rights Commission in 2005 and published in 2006, teenage pregnancy was a matter of concern, accounting for a third of all births in South Africa (Report of the Public Hearing on School-based Violence 2006:7). Pregnant learners who are not granted maternity leave are likely to drop from school or miss lessons or even important school formal tasks. Consequently, they fail at the end of the academic year.

3.3.3 Gang related violence

De Wet (2016:2) asserts that school-based violence and gangsterism are interlinked. She further says that gangsterism accounts for the escalating levels of learner violence inside and outside school premises. Gangsterism is the use of tactics associated with gangsters such as intimidation or violence in order to achieve something. Collins Dictionary defines it as a culture of belonging to organised gangs of criminals who depend on violence. Veriava, Thom and Hodgson (2017:298) define a gang as “a group with a sense of unity that seeks to intimidate and commit violent acts or other crimes, and which defends itself physically against violent acts of other groups. The gangs are a phenomenon in the schools but mainly they have their roots emanating from the community gangs. The ripple effect of their activities permeates into the schools, spreading violence in the school premises since some of them belong to the street gang groups.

Mncube and Madikizela- Madiya (2014:48) from their research in the Western Cape they found that learners engaged in gangsterism. One learner interviewed in Western Cape has this to say:

Many learners in our school are in gangsterism in the community. The gangs are fighting each other, and then the learners cannot come home, because they are going to get hurt. Some learners...are gangsters come to school and we as learners we don't know what gonna happen because he is in the class and he is a gangster and the other gang is going to come and hurt him while I am in the class because we are in fear and we don't know what is going to happen because they can come anytime and hurt him.

The findings of Mncube and Madikizela-Madiya in 2014 the Western Cape concur with de Wet's study based on the published articles from Cape Times newspaper published between 1 January to 31 June 2014 that explore violence in the Western Cape particularly in the Cape flats (de Wet, 2016:3). From the study, de Wet found out those young children, some of who are only nine years old, were already affiliated members of gang groups (De Wet, 2016:5). One of the articles reported by Damba (2012:5), state that there were “groups of school going teenagers” and” about 100 gang members aged 12 to 19 were fighting” (De Wet, 2016:5). Gangsterism is not only experienced in the Western Cape in South Africa. One of the respondents in the research that was carried out by Van de Walt and Oosthuizen in 2006 in the Southern Region of North West stated that, "Some learners are involved in gangs from townships so they bring some of the outside issues into school, because they don't want to let

down their peers"(Van der Walt and Oosthuizen, 2007:332). Ncosta and Shumba (2013:6) research on school violence in Eastern Cape Province found out that 37, 5% of the 80 participants identified gangsterism as prevalent in their schools.

Research identified gangsterism as a thriving phenomenon in schools. Existence of gang related violence in the schools fuels violence as it is associated with rivalry among different gang groups. There are various reasons why learners are caught in the web of gang violence at school and why learners join such notorious groups. The results of research done in Rochester and Seattle on Youth Development, showed that low attachment and commitment to school, school anti-social behavior, low achievement, poor grades, association with delinquent peers, little belief in conventional rules, and positive attitudes towards drugs were associated with the probability of joining a gang (Centre for Mental Health in Schools at UCLA:2007:6). Studies of de Wet (2016:5) in Western Cape flats attribute the growth of gangsterism to a lack of recreational facilities as well as the socio-economic in Western Cape townships traceable to the country's history of apartheid that brought inequality and poverty in the townships. Because of poverty, people in the Western Cape had to seek economic and social survival through selling alcohol and drugs and these individuals become the role models of the young people of the school going age.

3.3.3.1 Consequences of gang violence

The Melbourne study carried out by Rob White in Australia included 50 youths under the age of 25 and over above the age of 15. The study showed that gangs are a problem in the sense that they are associated with "a gang" that usually means involvement in some kind of conflict with another group or gang. In some cases, the gang would involve in "mobbing" thus surrounding members of another gang group and violently assaulting them (White 2007:25). Esbsensen, Winfree and Taylor (2001:123) state that research shows that young people who are affiliated with a gang tend to engage substantially in more anti-social and criminal behaviour than those who are not affiliated to a gang group. Due to engagement in violent activities, they are more likely to get hurt compared to other learners who are not gangsters. The assertion is supported by the Perth research conducted in Malaysia with the objective to gather information on the nature and prevalence of youth gangs in Perth Metropolitan area, and identifying ways of curbing gangsterism in the community. The Perth study showed that gang members are more likely to be victimised and injured more than non-gang members (White 2007:26).

De Wet (2016: 3) stated that gangsterism stirs a negative impact on the learners, teachers, parents, authorities as well as the community. Mncube and Madikizela-Madiya (2014: 49) revealed that gangsterism instills fear into learners and teachers, not only in the school premises but also even on their way to and from school. They further attribute the fear of one's safety at school to negative implications on the learners' commitment to school, school attendance, and relationships with other learners. These negative implications have adverse effects on the quality of teaching and learning. According to World Health Organization (WHO),1997) as cited by Alagappar, Leu, Lee and Wong (2017: 1) gangsterism is associated with long standing effects such as physical, emotional, and psychological implications for both learners and teachers. The implications also include "distress, reduced self-esteem, risk of depression and suicide, reduced school attendance, impaired concentration, fear and diminished ability to learn" (Alagappar, Leu, Lee and Wong (2017:1).

Gangsterism creates situations of conflicts in schools. Such conflicts can be disastrous, leading even to death of some learners and teachers. UNESCO (2007: 13) which says, "When learners are involved with gangs or live in communities where gangs and drugs are part of the culture, this can directly lead to fighting, weapons and drug related violence within the school"

3.4 CAUSES OF LEARNER VIOLENT BEHAVIOUR

The factors that cause violence are discussed as hinging on Bronfenbrenner's ecological theory. The factors are grouped into teacher related factors, learner related factors, parent related factors, and school related factors and societal related factors. The identification of the key causes formulating the remedies to the problem of learner violent behaviour.

Dhlamini (2014:841) concurs with Bronfenbrenner's ecosystem approach and argues that the social and physical environments provide guidance to behavioural patterns in schools. She further contends that behaviour can be instigated by socio-economic status, poverty situation and violence within the community, family set up and the guidance and counselling given to a learner. Van de Walt and Oosthuizen in their research in North West Province in 2006 trace the problems of learner discipline to the general lack of discipline in the broader society lingering due to the experiences in fighting against apartheid (Oosthuizen and Va de Walt 2007:333). Deeper understanding of these causes should assist to formulate approaches to curb learners' violent behaviour.

3.4.1 Individual risk factors

Bronfenbrenner's central point focuses on the body with special attention on the biological aspects and behaviour of that individual. Bronfenbrenner's analysis is echoed by Kearney (2010:92) who asserts that many cases of conduct problems disorders are related to the genetic or neurological factors and culminate in a dysfunctional family. Kassin, Fein, and Markus (2017:468) emphasise the role of biological factors as crucial in explaining why certain individuals are aggressive. Biological factors are genes, gender, age and natal birth complications. Other factors that contribute to behaviour change for example, the abuse of alcohol drugs, lack of self-control and prenatal and low esteem are discussed.

3.4.1.1 Genes

Schultz and Schultz (2009:211), state that development is by epigenetic principles of maturation, which means that inherited traits determine the characteristics of each development stage or behaviour. The genes influence all genetic characteristics for example being violent. Sunstad and Simmons (2009: 774), state that the genes are responsible for transmitting hereditary characteristics and regulating the behaviour of any organism. The line of argument states that being violent is genetically inherited from one's parents. Hence, one is born with genes of aggression. Researchers focusing on human violent identified a certain gene called Monoamine Oxidase (MAOA), which is associated with violent behaviour (Kassin, Fein, and Markus, 2017:468).

The assertion of behaviour determination due to genes is traced to children who start to exhibit violent behaviour at a young age and continue to exhibit the aggression in older age. According to Kassin, Fein and Markus (2017:468), researchers who utilised the studies on identical twins, non-identical twins and adopted children support the notion. The studies of identical twins and non-identical twins seek to explain the role of genes in determining why certain individuals behave violently. On the findings, the identical twins, who shared the same genes, were more similar in their aggression compared to non-identical twins, who share only part of their genes. On the adopted children, they resembled their biological parents in terms of aggression. Analyses from this study suggest that heritability is crucial in explaining a third and half of the variation in children (Kassin, Fein, and Markus 2017:468).

3.4.1.2 Attention-Deficit/ Hyperactivity Disorder (ADHD)

Family, twin and adoption studies have been utilised genetics to show that ADHD is hereditary (Biederman 2005:1216-121; Ward (2000) as cited by Anderson (2007: 115). Paraone et al (2005) as cited by Bierderman (2015:1215), state that ADHD is a multifactorial disorder with complete etiologic and strong genetic underpinnings. Hence, the disorder is passed on to the offspring from the parents at conception.

Ward (2000), as cited by Anderson (2007:114), says, “Children with ADHD display disruptive behaviour, poor ability to sustain attention, are hyperactive and impulsive with a low frustration tolerance, and have drastic, rapid swings.”

Biderman (2005:1215), states that an ADHD adolescent is at high risk for academic failure, low-esteem, poor peer relationships, parental conflict, delinquency, smoking and substance abuse. Other forms of behaviour associated with ADHD include defiant disorder, conduct disorder and learning disorders (Biderman 2005:1216). ADHD affects at least 5% to 10% of children worldwide (Biderman, 2005:1215). This revelation shows that a large of number of students in classes could be affected with ADHD.

Learners affected by ADHD have many features that trigger violent behaviour at the school, even outside the school premises. Hence, learners with the disorder are likely to react violently to many situations at school even those, which do not threaten an individual. On the other hand, Kaiser and Rasminsky (2009: 23) argues that genes do not operate in isolation as they operate within a particular environment to trigger disorders like ADHD. He argues further that some genes are due to physical, social or cultural factors in the environment. Hence, according to Kaiser and Rasminsky (2009: 23), heredity is not destiny. Given the right environment at the right time, any behaviour influenced by genes such as violent behaviour is changed. The individual interaction with the environment is crucial in shaping someone’s behaviour largely.

3.4.1.3 Age

Eisenbraum (2007:462) argues that school violence follows a pattern based on the age of the student. Such violent behaviour as fighting on school grounds are high among senior students, thus mainly learners in grade eight and nine exhibit behaviours such as weapon possession and drug use. Students in is prevalent among high school learners thus those in the FET phase are therefore more prone to exhibitions of violence (Furlong and Morrison, 2000:462).

On the other hand, it is prevalent in schools that older students harass the young students. Shumba and Ncontsa (2013:462) who state that older students from the upper grades tend to terrorise students from lower grades and older students attending the same class with young learners support the notion. The Department of Education's policy age cohort is blamed for creating such a situation where old students are integrated into the same class with the young learners with the correct age for those grades. In a study carried out by Steyn and Singh (2013:7) revealed that age cohort is a contributing factor to learner violent behaviour. In this study, the learners and teachers assert that age is a contributory factor to learner aggression behaviour. Another teacher stated that, "many learners (who display aggression) are much older than the other learners in the grade."

3.4.1.4 Sex or gender

Boys at school are more likely to be perpetrators of violent behaviour. This assertion is supported by Harris (1992) as cited by Shaffer and Kipp (2007:549), who state that the data from one hundred countries around the world shows that boys and men are more physically and verbally aggressive on average as compared to girls and women. The study conducted by Nconsta and Shumba (2013:11) in Buffalo City in the Eastern Cape Province revealed that older school boys are mostly blamed for violence in the school. The study also revealed that boys who have recently gone through initiation into adulthood (*amakrwala*) terrorise the girls at school. They even extend their terror to the other young boys.

Eisebraum (2007:462) and Myers (2013:358) argue that males are likely to be perpetrators of violence due to their high level of testosterone compared to women. Testosterone is a hormone that signals the body to build muscles, male red blood cells and initiate the production of sperm (Anderson 2007:27). Males have higher levels of testosterone compared to females as from the stage of adolescence. Certain body features like being muscular and development of deep voice gives a male an urge over the female. Men feel the superior figure that can use such features to undermine others, especially women.

Research conducted on a variety of animals has found a strong link between testosterone levels and aggression. In another study on human participants, this study found out those participants with high testosterone levels were more rambunctious and showed crude behaviour than those with low levels of testosterone (Kassin, Fein and Markus (2017:468). Testosterone levels were high among prisoners convicted of serious and violent crimes (Myers, 2013:358). On the other hand, members with low levels of testosterone tend to smile

more and were academically successful and socially responsible (Kassim, Fein and Markus, 2007:468)

However, testosterone does not operate in isolation. Bear (2003:10) states that another hormone, cortisol, works cordially with testosterone. The studies have found out that the testosterone-violence relationship was strongest when cortisol level was low (Bear 2003:10). Hence, the two hormones regulate one another and they work antagonistically. Hence, lower levels of cortisol promote an increase in violent behaviour.

Kaiser and Rasminsky (2009:23), state that boys are likely to be perpetrators of violence due to their high association with difficult temperament, Attention Deficit Disorder (ADH), learning disabilities and nervous dysfunction. The environment in which the boys grow also plays a pivotal role inculcating violent behaviour. Parents who reinforce aggressive behaviour especially on boys perpetuate the violent behaviour. Zahn-Waxler and Polanichka (2004) as cited by Kaiser and Rasminsky (2009:23) assert that parents tend to treat their sons and daughters' anger and aggression differently. They take it as normal when a boy is exhibiting anger and aggressive behaviour and with girls, they regard it as antisocial. Kaiser and Rasminsky (2009:23), further state that boys tend to spend much of their time on rough and tumble than girls.

3.4.1.5 Prenatal factors and birth complications

The behaviour and deeds of the mother during pregnancy have ripple effects on the behaviour of the child. Wolfe (2013:183) asserts that children born from mothers consuming alcohol are likely to develop foetal alcohol syndrome or other effects of being born to a mother who is addicted to alcohol. Foetal alcohol syndrome may lead to mental retardation and in cases when it is slight the children might attend school with other children not having the disorder but the school environment might be challenging to him or her as he or she needs to adapt to it (Anderson, 2007: 160). Anderson (2007:160) further says the child will confront school environment that requires him or her to cope with academic work and be acceptable with other learners. The child will not cope with schoolwork as a result will develop low self-esteem and these factors will pull him or her into anti-social behaviour.

On the other hand, children who are exposed to lead before or after birth and the mother's use of nicotine, marijuana and other substances during with pregnancy are associated with later behaviour problems or conduct problems (Wolfe, 2013:183). Some birth complications can result in brain damage because of head injuries. Anderson (2007:206) focuses on the

importance of the brain, arguing that it is the basis of all behaviour whether learned or genetic. Hence, the brain regulates all activities of the body, even behaviour. Therefore, brain damage can be disastrous to a child later in life. Anderson (2007:207) argues that head injury damages the brain or the central nervous system (CNS) and, as a result of the injury, it can influence behaviour and later predisposes the person to be violent and crime. The assertion that violent behaviour is influenced by birth complications is supported by a study done in Copenhagen where 847 children were randomly drawn from a birth cohort of more than 9000 babies (Anderson, 2007:157). Their teachers assessed the selected children for aggression and the results confirmed that the children with high levels of birth complications were more aggressive compared to those without birth complications (Baker and Mednick, 1984 as cited by Anderson, 2007:157).

3.4.1.6. Low self-esteem

Kassin, Fein and Markus (2017:465) argues that people with low self-esteem are more likely to be aggressive in comparison to people with an average or high self-esteem. Gouws, Kruger and Burger (2000:83) define self-esteem as the value individuals place on themselves. Most learners at secondary school fall within the category of adolescents and according to Gouws, Kruger, and Burger (2000:83), at this stage the young people tend to compare themselves to their peers. Adolescents tend to compare each other in aspects such as physical appearance, intellectual abilities, talents, and social skills. Young people, according to Bowlby's theory of attachment, are affected if self-appraisal is negative and this leads them to self-conscious and embarrassed behaviour (Gouws, Kruger, and Burger, 2000:83). Leary and Baumeister (2000:9) regard self-esteem as a sociometer that monitors the quality of personal relationships and motivate behaviours that assist an individual to maintain a level of acceptance by others (Leary and Baumeister, 2000:9). Hence, the results from the comparison can be dangerous to the young people. Essentially, if someone value herself or himself lowly it induces embarrassment that can drive someone towards anger and isolation. On the other hand, positive self-appraisal results in the adolescents gaining feelings of self-worth and the individual acquiring high self-esteem (Gouws, Kruger and Burger (2000:83).

With high self-esteem, the learners will acquire confidence and self-worthiness. These positive aspects pave a way for the learner's ego to grow and the child will be emotionally stable (Gouws, Kruger and Burger (2000:83). An emotionally stable learner is able to engage other learners and work cordially with them and even with teachers. Due to the character, they are bound to get a good reception from their peers and their teachers. Within the group,

they are likely to feel secure and they do not feel threatened by anyone. On the other hand, low self-esteem can be disastrous to the child, as they have to deal with their low confidence, isolation, and anger. If they are criticised for any wrongdoing they are easily upset and disturbed (Gouw, Kruger and Burger, 2000:84). The nationwide study conducted in Ireland showed that children who are bullies or victims of bullies had a low self-esteem compared to other children, and are associated with delinquent behaviour (Mann, Hosman, Schaalma & de Vries, 2004:362).

On the other hand, extremely high esteem is likely to instigate violent behaviour. Extremely high self-esteem results in the growth of narcissism. According to Kassin, Fein, and Markus (2017:465), narcissism is associated with an inflated sense of self-worth and self-love, having low empathy for others. Narcissism is also associated with little regard to other people's feelings and being very sensitive to any provocation. Chester & De wall 2015; De Wall et al, 2013; Krizan & Johar, 2015 as cited by Kassin, Fein and Markus (2017:465), argues that narcissism is correlated with violent behaviour because a slight dent by provocation especially in public will make someone to react violently in order to maintain that self-worth. Largely narcissism is an extreme self-pride and as result one will not consider the views or feelings of others. As a result, a person is likely to react violently while seeking to uphold the self-pride with a slight perceived provocation.

3.4.1.7 Poor self-control

Kassin, Fein and Markus (2017:465) argue that poor self-control is one of the strongest factors instigating crime, bullying and aggression towards others. They further argue that individuals with strong self-control are likely to resist impulses of anger and are able also to behave in ways that are consistent with their personal and societal standard norms on appropriate behaviour.

3.4.1.8 Drugs and substance abuse

De Wet (2013: 170) writes that, "Compared to the abstaining teenager, the drinking, smoking and drug taking teen is much more likely to be getting into fights, stealing, hurting other people, and committing other delinquencies"

Hence, learners who take drugs and consume alcohol are likely to get into trouble with the school authorities, as they are likely to be violent to other learners as well as to the teachers. WHO (2016:2) state that alcohol affects the cognitive and function of an individual after consuming it. It further says the abuse of alcohol reduces the self – control, risk assessment

and increase emotional impulsivity. The behaviour change will make a person likely resort to violence with any slight provocation. Because of the effects of alcohol consumption, schoolchildren intoxicated by alcohol are likely to fight with other learners at school and even with teachers. The assertion is complemented by a study which found out youth who reported being under the influence of drugs at school at least seven times within a year were ten times more likely than other students to bring weapons to school (Eisebraun,2007:462).

As alcohol distorts the normal cognitive functions, decrease self-control and increase the risk assessment, learners under their influence pose danger to other learners and to the teachers. While under the influence of alcohol, their chances of engaging in violent confrontational attacks is high within the school premises.

Cross and Barnes (2014:293) argues that learner violent behaviour from young people should not be perceived as problematic individual behaviour but instead be understood as complex behavioural patterns that emerge in the context of various environmental, social and community factors. There is a need to consider other factors instead of blaming an individual learner. The environment plays a crucial role in determining the behaviour of students. The other factors are the family, society and the school as the factors surrounding a learner and with a great influence in shaping their character

3.4.2 Family related factors

Pretorius (2000:39) regards the family as an institution, based on the organised and legally determined unit of a father, mother and children. The African perspective defines a family as a unit of closely related individuals that include nuclear family members, which is the father, mother and children as well as the extended family members. Kendall (2010:358-359) defines an extended family as a unit that is made up of relatives in addition to the nuclear. The extended include grandparents, aunties, uncles and other relatives that are close to the nuclear family (Kendall 2010:359). The most crucial function of the family is to ensure the upbringing of children according to the norms of the society, which most people uphold and abide by. Hence, it is through the family that a child learns socially acceptable or unacceptable behaviour in relation to the behaviour, attitudes, and views of his or her fellow man (Pretorius, 2000:41).

In order to understand why individual learners, behave aggressively, theoretical perspectives were consulted. Systems theory is one such theory. One branch of this is the family systems theory.

3.4.2.1 Parental styles

The Canadian Council on Learning (CCL) define parental styles along two dimensions thus:

- Responsiveness: how well the parent is attuned to the child and able to respond to the child's needs and interests.
- Control: how much the parent supervises and disciplines the child and requires obedience and self-control.

(CCL: 2008:2)

Therefore, a parent plays a crucial role in instilling a sense of security and as well as discipline to the child at home. The way the parents respond to the child's needs and instil discipline in the child determine the parental style. CCL (2008:2) identified four parental styles and it further offered a brief explanation on each parental style.

- Authoritative: demonstrating high levels of both control and responsiveness
- Authoritarian: demonstrating a high level of control and a low level of responsiveness
- Indulgent/permissive: demonstrating a low level of control and a high level of responsiveness
- Neglectful: demonstrating low levels of both control and responsiveness

(CCL: 2008:2)

Positive attributes are associated with the authoritative parenting style. Sigelman and Rider (2012:502) argues that children raised by authoritative parents are the best adjusted; they are associated with cheerfulness, socially responsible, self-reliant and work cooperatively with adults and their peers. The parents who adopt an authoritative style are able to raise children who function properly in their society because of the norms and values they instil in them. The parents prepare their children for the future challenges. According to Underworld and Rosen (2011:132), these parents are successful in raising a socially adjusted individual since they adopt a firm and consistent discipline and they encourage discussion with their children. Such parents offer a warm atmosphere to their children and this is important in the socialisation of children. Such children will abide by the rules and will not be violent towards fellow learners and the teachers at school.

Steinberg and Silk (2002) as cited by Underworld and Rosen (2011:132), argues that authoritarian, permissive as well as neglecting or rejecting parenting styles are associated

with a variety of children's problems including aggression, depression, delinquency and diminished social competence.

3.4.2.1.1 Permissive parenting

In permissive parenting, also referred to as laissez-faire child parenting style there is minimum parental control. The child who grows up under such a family will have too much freedom, as there are no or few rules applied (Pretorius 2000:65, Eisenbraun 2007:464). Although these parents are loving and lenient their major defect is not setting established rules or limits leading to aggressive behaviour that may be regarded as permissible (Eisenbraun 2007:464). Largely, children from permissive parents are not prepared well to function in the larger society. Sigelman and Rider (2012:503) argue that children of permissive parents are "often impulsive, aggressive, self-centred, rebellious, aimless and low in independence and achievement". Children from permissive parents are spoilt kids since they lack self-control and morals and these are likely to engage in confrontations with other fellow learners and teachers at school. The child is likely to make mistakes in his decisions and choices, as the child is not adequately prepared in his progression towards social reality by the parents (Pretorius 2000:53). It is difficult for a child to adapt to the environment, especially the school environment, as societal norms and values were not conveyed to him from home.

3.4.2.1.2 Authoritarian parents

Eisenbraun (2007:464) posits that too little parental is detrimental and too much control is harmful. Too much control is associated with authoritarian parents. Oliver and Oaks 1994:200 as cited by Eisenbraun (2007:464) describe the attributes of the authoritative parents by stating that, "rigidity is often found in maintaining the order that is present through use of domineering, authoritarian child-caring methods, possibly with excess physical punishment, and angry emotional outbursts"

Hence, in authoritarian parenthood, there is use of force and a child is not allowed to express his or her views. Such parenting does not help the personality growth of the child. Underwood and Rosen (2011:137) argues that the use of punitive disciplinary protocols does not promote the development of the child's ability to regulate emotions and behaviour. Fieldman (2009:415) assert that open hostility will build between the parent and child if there is constant criticism, angry coercion, or rudeness. The family situation will result in breeding a child associated with anger and the child will easily burst on any silent provocation from

other learners at school or teachers at school. Sigelman and Rider (2012:502), who argue that children from authoritarian parents tended to be moody, seemingly unhappy, and easily annoyed, support this. These are signs associated with people who engage in violent behaviour.

3.4.2.1.3 Neglecting/ rejecting parenting style

The worst development occurs when parents neglect or reject parenting style. Underwood and Rosen (2011: 132), postulate that parents who are rejecting and neglecting are less involved in the personal development of the child and are characterised by exhibiting low levels of warmth as well as setting few expectations from the child. As the parent cut the lines of communication this will have negative effects on the socialisation of the child. The child will not be prepared to fit in the society since the parents would not have played their part of instilling values and norms of the society. As children from such a family lack parental support, Sigelman and Rider (2012:503) assert that they are likely to display behavioural problems such as aggression and tantrums as early as 3 years.

In a study carried out by Mestry, Moloï & Mahomed in six inner city primary schools in the city of Johannesburg, the participants mentioned the problem of non-involvement of parents as well (Mestry, Moloï & Mahomed, 2007). They also found out that schools not getting the support of parents encounter disciplinary problems, poor safety and the morale of learners was also low (Mestry, Moloï & Mahomed, 2007).

3.4.2.2 Marital conflicts or parental hostility

Eisenbraun (2007:464) asserts that the most violent institution in the society beside the military and law enforcement agencies is the family. Indeed, given the level of domestic violence in South Africa, the assertion is acceptable. Exposing children to domestic violence has a ripple effect on their behaviour. Studies done on the effects of domestic violence on the learner's behaviour and emotional functionality report that indeed children exposed to domestic violence exhibit many behavioural and emotional problems compared to other children (Bartol 2002:240). Bartol (2002:240) focused his argument on such studies carried out by Achenback and Edelrock in (1983), Fantuzzo et al. (1991) and Parkington & Vargo in (1989). These studies found that children exposed to domestic violence display more aggressive and antisocial behaviours as well as fearful and inhibited behaviour. The studies also show that such children show lower social competence and interpersonal skills in comparison with other children.

A home is a crucial institution for socialisation therefore; children will copy that violent behaviour from their parents. Alastair and Fiona (2009:6) further reinforce Bandura's social learning theory (Bandura 1977) and state that we learn from the example of others. Alastair and Fiona (2009:6) state, "The way the family at home act and behave therefore has a direct impact effect on how a child will model viewed behaviour and subsequently display similar behavioural traits."

3.4.2.3 Family decadence and family instability

Pretorius (2000:55) regards a family as a community in which children learn the social virtues such as respect and spirit of solidarity of communal belonging. Hence, children partaking in the social virtues become part of the broader society (Pretorius 2000:55). To a large extent, the family institution has a responsibility to shape the character of its siblings and prepare them to fit in the larger community. In the absence or in some dysfunctional family institution children will not be well prepared to function properly in the larger society.

The family structure has been affected by the advent of modern industrial society. Pretorius (2000:56) argues that the structure of the society has been vigorously revolutionised due to scientific and technological advancements. Emile Durkheim (1858-1917) believed that anti-social behaviour or deviant behaviour is traced to the rapid social change and lack of social integration among the people (Kendall 2010:179). According to Durkheim, the upheaval was brought about by Industrialisation (Kendall 2010:179). These changes have been responsible for family decadence. During the pre-industrial society, the structure of the family was intact, and the extended family played a crucial role in fulfilling the various family roles (Pretorius 2000: 56). The child was isolated from one of an important socialising agent, which is the extended family.

With the onset of industrialisation men had to leave family to look for work in urban areas and compromised family life for the sake acquiring money to support the family. Eventually with the growth of urban areas, the nuclear family had to join the father who was working in town. The migration of a nuclear family into urban space brought a change in the traditional family set up. The family has become isolated from the extended family and it started to work as a separate unit, thereby becoming vulnerable (Pretorius, 2000:57). Before industrialisation, the nuclear family was linked to the extended family. The upbringing of a child was a collective effort between the extended family and the nuclear family. The society played a crucial role in instilling societal values and norms in a child. A child was regarded as

a community child and each of the community assumed the role of a parent to the child. Children become vulnerable due to modern capitalist society, which emphasises individualism not collectivism that was upheld by the old African society. The youths are currently cut off from the large society's control.

Richter and Morrell (2006:151), argue that the nuclear family in South Africa has been disturbed due to the rise of single parenthood households mainly headed by women. They further state that the majority of black children are born out of wedlock and a minority dwell in two parent households. The majority of scholars hold an assumption that single parenthood headed by women as "dysfunctional family" (Richter and Morrell 2006:151). The absence of the father brings about a negative effect on the social development of the children, especially the boys. Richter and Morrell (2006:153), argue that it is usually difficult for black single mothers to raise a black male into a respectable and responsible black man.

3.4.2.4 Divorce

According to Ryan, Claessens and Markowitz (2013:11) family instability is associated with the child's antisocial behaviour. They further argue that children whose parents have divorced have more behaviour problems than those in intact families and children living with a stepparent tend to have more behaviour problems. Fagan and Churchill (2012:13) argues that children who are engaged in fighting at school are from broken homes. Divorce has been associated with many negative effects. Divorce affects the upbringing of the children. During divorce, children are neglected as the parents concentrate on their misunderstanding. The process of divorce and final separation leaves children with long-term emotional and psychological scars. Parental divorce contributes to what some studies call "externalising behaviours" which include weapon carrying, fighting, and substance abuse (Fagan and Churchill, 2012:36).

After divorce, children are separated from both parents' guidance. The separation will result in family disruption and according Buker (2011:269) this will affect the children's self - control. He argues that children from single headed family are more likely to have low self-control. For a child to acquire high self-control the family must be stable with both parents effectively playing their role as socialising agents to their children. Blackwell and Piquero (2005); Vazsonyi (2003) as cited Buker (2011:269) assert that patriarchal and matriarchal families have an impact on the formation of self-control and studies usually state that in patriarchal families there is more effective monitoring and disciplining than in matriarchal

families. This is supported by Moynihan's (1965) "pathology of patriarchy" hypothesis stating that the absence of a father is destructive to children because the children will lack the economic resources, role models, model discipline, structure and guidance that the father provides (McGuirk, 2016:2). Hence, divorce has devastating effects especially for the mothers who are unemployed or in less paying jobs as they carry all the burden of taking care of the children with limited resources. Divorced mothers are mired in emotional and financial strain.

3.4.2. 5 Influence of family's socio-economic situation on the child

The American Psychological Association, Task Force on Socio-economic Status, 2007, as cited by McGrath and Elgar (2015:477) state that the socio-economic status (SES) is a concept that refers to an individual's social class position in society. The social stratification depends on material gains, income, occupation, and education. Hence, the family's economic status measures a family's income and educational level of the parents and their occupations. Families are low, middle or high class in terms of their socioeconomic status based on the parents' earnings and materials they acquired to support their families.

According to Atici and Merry (2001) as cited by Alastair and Fiona (2009:17), parents within the low socio-economic scale are not able to supply material support at home and this has a ripple effect on the behaviour of the children. Poverty is associated with families of low socio-economic status. Jenson and Fraser (2011:25) highlighted that poverty is a risk factor for many problems experienced by children and youth. Larsson and Frink's 1999 study on Swedish schoolchildren found that children from lower socio-economic groups were considered by teachers as having more emotional or behavioural problems more than their peers from high-income households (Alastair and Fiona, 2009:17). McGrath and Elgar (2015:478), in support of Alastair and Fiona's assertion, argues that children from economically disadvantaged families are strongly associated with behaviour disorders such as defiant disorders or attention hyperactivity disorder.

Sigelman and Rider (2006: 427:428) analysed why children from lower socio-economic experience behavioural problems. They identified stress as one major factor. Jenson and Fraser (2011:32) argues that economic strain and hardship indirectly affect children as economic hardship result in parental depression. They further hypothesised if mother and father are in depression or stress there will be an increase in marriage hostility and there will be a decrease in children nurturing and parental involvement. The vicious cycle of poverty is

explained by Rand Conger and his associates (1992, 1995, and 2002) through the model below as shown in

Figure 3.1. The model illustrates the effects of family's socio-economic situation on the child.

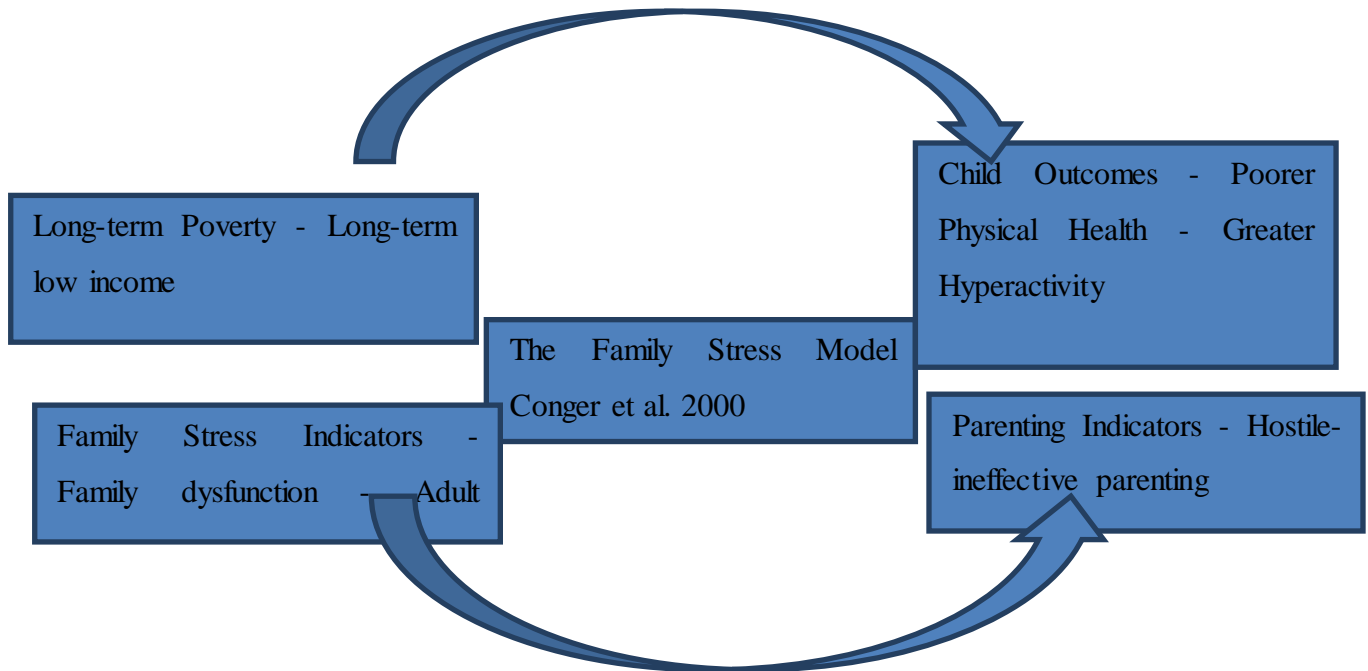


Figure 0-1: A model adopted from Ahmed (2005:2)

The model illustrates that parents experiencing economic hardships also encounter an increase of stress between them and that will bring marital conflicts. Such stress disrupts partners' abilities to be supportive, and they will become less involved in children's development. According to Sigelman and Rider (2006:428), the breakdown of parenting will then contribute to negative child outcomes such as low self-esteem, poor school performance, poor peer relations, and adjustment problems such as depression and aggression.

3.4.3 Societal influence on learner violent behaviour

According to UNESCO (2007:13) the violence taking place outside the school environment, for example, gang violence, political conflicts, police brutality, and domestic violence is replicated in the school environment. The South African National Violence Study of 2012, assert that South African societies are considered as the most violent in the world (Burton and Leoschut: 2013:4) The assertion is supported by the crime statistics of 2016/2017 given by the police minister, Fikile Mbalula, on the 24th October 2017 to the parliament. According to the police minister, 39 828 rape cases were reported to the police in 2016/2017 and murder

cases handled by the police were 19 016 in 2016/2017. According to *The Sowetan* newspaper of 25 October 2017 under the title, “Crime stats paint a picture of mayhem”, and *The Daily Sun* of 25 October 2017, under the title “Murder on the rise” murder cases increased by 1, 8% and this implies the country is experiencing 52 murders per day. The average figure of 52 murders per day, according to the *Sowetan* Newspaper, is five times higher than the global rate.

Analysts studying the societies have examined South African society in order to find out why they are violent and prone to high crime rate. The South African Department of Safety and Security (2007:166) avers that the country is confronted with high levels of unemployment, poverty and inequalities with the affluent class acquiring abundant wealth while the poor are sinking deep into the quagmire of poverty. It further says the society is still replicating the old apartheid system, which grouped people into two classes, even though the system now has been deracialised. The society has witnessed the emergence of a few elite classes leading a luxurious life and the poor who struggle to make ends meet.

According to the South African Department of Safety and Security (2007:170), a community that is widely affected by poverty and unemployment is highly associated with conflicts between community members. Confrontations are the order of the day, especially in black townships and informal settlements. The places also witness high crime rates. According to Jenson and Fraser (2011:33), children growing up in poor communities witness frequent acts of violence and are victims of violence. The exposure to violence reinforces the message of violence amongst the children.

Mass media is loaded with reports of community protests and most of these are violent in nature. On many occasions, properties are vandalised during protests. Some even lose their lives during protests. *The Daily Sun* of 25 July 2007 had a title “Vuwani troubles continues.” Reported by Armando Chikhudo. It further reports that the community had experienced violent protests for many months that left a trail of destruction, which resulted in 30 schools being burnt or damaged. Learners were involved in these protests triggered by the members of their communities. For the most part of 2016, schooling was seriously affected. *The Daily Sun* of 25 July 2017 had a headline, “Squatters demand stands.” Sifiso Jimta, the news reporter, covered a story of a protest in Sicelo and Silahliwe squatter camps, just outside Midvaal, south of Johannesburg. The protest also turned violent. Violence is not only focused on service delivery protests only but also labour organisations and students at universities.

Communities resort to violent protests whenever they meet problems related to service delivery. Rocque (2011), regard this approach as breeding violence in the children as they copy the behaviour of their community members. The South African Department of Safety and Security (2007:169) says, “The high levels of acquaintance and other violence reflected a situation where violence is regarded as a viable and legitimate way of resolving problems and asserting or protecting one’s interest.” The South African Department of Safety and Security (2007:170), further assert that, “Violence has come to be as a valid means of self-assertion, and obtaining cooperation, respect and compliance from others, particularly among young men.”

Hence, a culture of violence emanates from the community and it spreads to the school. There is need for analysts to dig deeper and establish the origins of the culture of violence in South African communities. Van de Walt and Oosthuizen (2006:333), assert that the society violence is due to the ripple effects of the struggle against apartheid system as well as the diverse socioeconomic conditions prevalent in many South African communities. The South African Department of Safety and Security also took a historical perspective from colonisation and apartheid by saying, “The overall process of social dislocation, dispossession, institutionalised violence, and informal racialised violence, was directed against black people during much of the 20th century in South Africa” (The South African Department of Safety and security (2007:170).

The presence of assault weapons in the society stimulate violence in the schools. The South Africa Institute for Security Studies (Schonteich and Louw, 2001:6) state that South Africa is a heavily armed society. From the records of Central Firearms Registry, 3 5 million South Africans possess firearms and about 4.2 million circulate illegally in the society (Schonteich and Louw, 2001:6).

The black townships have seen an increase in gang activity, drugs, and substance abuse. As members of the community, learners are also engaged in gangs as well as drug and substance abuse. Mhlongo (2005a, 1) as cited by Masitsa (2007: 133) with his team of reporters in different townships and suburbs around Durban discovered that during break time learners buy alcohol from local taverns and shebeens. Some of the learners get so drunk to an extent of failing to get back to school. Another primary school principal told the reporters that 80% of the behavioural problems he encounters at school for example, learning difficulties,

violence, and antisocial behaviour emanate from alcohol abuse. Kassin also upholds the principal's assertion, while Fein and Markus (2008:413) concur that alcohol is the major cause of violent crimes, suicide and car accidents. Baron and Byrne (2003:453) also assert that alcohol increases aggression, all supported by the fact that nightclubs and bars are hot spots in terms of violence scenes.

Masitsa (2007:133) states that the use of drugs is on the increase in schools. Mhlongo and his team of reporters in their investigative journalism in different townships and suburbs around Durban discovered that learners carried weapons and drugs to school after a raid was conducted by the police as a result of the death of two drug related issues (Masitsa 2007:133). What contributed to the learners getting access to drugs was the supply line from the community as the investigation revealed that getting drugs in the township was easy (Masitsa 2007:133). Largely the community was responsible for the widespread usage of drugs by school learners. The UNESCO (2007:13) asserts that when students are part of gangs or live in communities where gangs and drugs are part of the community culture, this will directly lead to drugs, weapons and gang related violence in the schools.

3.4.3.1 Sex roles and gender stereotypes

Kendall (2010:322) define sex roles as “attitudes, behaviour, and activities that are socially defined as appropriate for each sex and learned through socialisation process.” One example given by Kendall (2010:322) highlights the expectations of men and women in the society where males have to demonstrate aggressiveness and toughness whereas females are stereotyped to be passive and nurturing. According to Lazarus and Lolwana (2012:227), it is a norm for men to be dominant and women to be subservient in many cultural settings.

Hanich and Usta (2012: 5) assert that social learning theory can be adopted to explain gender socialisation and the behaviour of men towards women. The social learning theory on gender socialisation states that people learn through observation, imitation, and modelling. Hanich and Usta (2012:5) argues that the individual and society depend on socialisation for the renewal of culture and perpetuation of society. Hence, many choices we have do not depend on our own open choices but habitual practices (Bauman and May. 2001:7 as cited by Hanich and May. 2012:6). Hence, the behaviour of pupils abusing girls is inculcated in them by observing and imitating the behaviour of the elderly men in their society.

The power control theory also seeks to explain why men are violent towards women. According to Pilcher and Whelehan (2004) as cited by Hanieh and Usta (2011:5) the power

control theory holds that individuals use violence as an approach to maintain control and power over the other person. Men apply the control theory in dominating the women to an extent that they use violence to coerce women into submission.

3.4.4 Media influence

Much of the effects of media is explored by Bandura's social learning theory, that suggest that one way in which an individual learn is through modelling. According to Bandura (1971:7), models that possess interesting and winsome qualities are vital, while those that are unpleasant are rejected. Bandura (1971:7) says models that are exhibited on television are effective in getting the attention of the viewers who are bound to learn the depicted behaviour. The depicted models can have a positive or negative influence on the behaviour of the viewer.

3.4.4.1 Experiments on the effects of watching a violent media

Bandura's laboratory experiments confirmed that media aggression influences violence among children. In the experiment, pre-school children watched a film with adults acting aggressively, attacking a large doll or acting peacefully with the other toys and the other subjects were made to watch a cartoon with a female acting as a black cat, which acted aggressively on the Bobo the doll (Bandura, Ross and Ross, 1963:5). After the short-term laboratory experiments the participants' aggression was measured was tested in a different setting. The results depict a positive relationship between media violence and real aggression. The results of the study established that the participants who watched films of aggression increased their aggression. Participants in the cartoon model exhibited almost double aggression than the other participants who were in the control group that did not watch the aggressive films (Bandura, Ross and Ross, 1963:9). The subjects in the experiments imitated the behaviour of the models they watched on the films. Hence, in real life situation the media, especially television can instil violent behaviour as depicted by Bandura, Ross, and Ross experiments carried out in 1963.

Bandura, Ross and Ross's studies on the influences of films are reinforced by other later research that uphold the assertion that media violence influences children's violent behaviour. One of such research work depicts strong correlation between exposure to media violence and real aggression involved different methods of collecting data, thus; laboratory experiments, field experiments, cross-sectional surveys and longitudinal studies (Kassin, Fein

and Markus, 2008:417). The results of the research on Figure 2.3 below depicts a strong relationship of being violent after exposure to violent media.

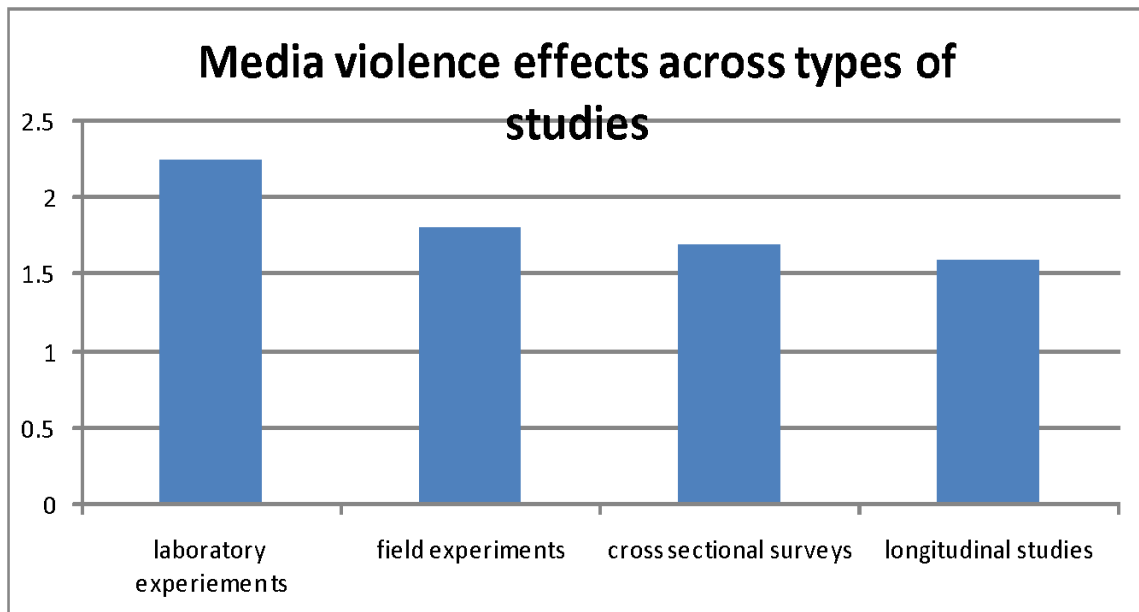


Figure 0-2: Media violence effects across different studies (adapted from Kassin, Fein and Markus, 2008:417).

According to the results illustrated above, there was a strong relationship between exposure to media violence and real violent behaviour and this was consistent throughout the four studies. The laboratory experiments show the strongest effects and the other three show slightly weak relationship than the laboratory experiments (Kassin, Fein and Markus, 2008:417).

Greitmeyer and Mugge (2014) also support the assertion that media violence influences later violent behaviour in children. They examined 100 different studies that focused on playing violent or prosocial video games. The study involved nearly 4000 participants. The results suggest that violent video games were associated with increased violent behaviour and decreased prosocial behaviour while playing prosocial had an opposite trend. (Kassin, Fein and Markus, 2017:489).

3.4.4.2 Studies carried out in South Africa on the effects of media violence

The study focuses on two longitudinal studies carried out by Conradie et al and Botha and recorded by Botha (1998). Conradie et al investigated the long-term effects of viewing television for a prolonged time on the aggression of white learners (Mynhardt, Baron and Bryne 2009:97). The period of the study stretched for five years and it started two before the

launch of the South Africa television in 1976. A sample 2000 learners participated in the study. According to Mynhardt, Baron, and Bryne (2009:97), the results from the study showed that learners who viewed the television had increased aggression. The aggression traits identified mostly were physical and verbal in nature.

3.4.4.3 Viewing of violent films and their impact on children's behaviour

With the advancement of technology, the amount of violence children consume is increasing. According to Kassin, Fein, and Markus, (2008:415), children are heavily exposed to violent depictions in movies, video games and virtual reality games. It is also established fact that children have access to a variety of videos through uploading on various websites and such videos may contain violent scenes that include fistfights, beatings, and violent pranks.

As children are exposed to media violence from different quarters, this situation makes them vulnerable to the effects of violent media. According to Kassin, Fein, and Markus (2017: 491), exposure to media violence "triggers aggressive and hostile thoughts, which in turn can lead individuals to interpret other actions in hostile ways and promote aggression." The individual tends to view the society as hostile as a result they are equally prepared to act aggressively to any perceived threat at the school.

Mynhardt, Baron and Bryne (2009:97), argues that if people are exposed to violent media they become less sensitive to it. Myers (2000:230) also supports the assertion and Van Vuuren and Gouws (2007:354), contend that children will become desensitised to the pain of others if they are exposed to violent television material for a prolonged period. As children, are desensitised to cruelty, their values, attitudes towards violence will change as they now regard violence as legitimate in society and a means of solving societal conflicts (Kassin, Fein, and Markus, 2017: 491).

Based on Albert Bandura's 1963 experiments, children imitated the characters they observed. What comes into consideration is the 1999 shooting spree incident by Dylan and Eric Harris at Columbie High School in the United States of America where 12 students and one teacher were killed and many others were injured (Pittaro, 2007:3). The report from the incident reported that they based their plan for the massacre from their favourite video game called Doom (Kassin, Fein, and Markus, 2008: 416).

3.4.5 Peer pressure

At the adolescent stage, there is a natural tendency in young people to belong to a certain peer group. The peer group association is an agent of socialisation and, within this group, the young people learn novel social codes (Esiri, 2016:8). The peer groups or associations are designed with their own pattern of culture, sanctions or rituals of which members must abide with the patterns in order to be part of the group (Esiri, 2016:8). Each adolescent must find a peer group and become a member. While being a member he or she must stick to the traditions of the group. Avci and Gucray (2013:2006) argue that peer groups may have a positive or negative effect on young people. The peer relationship can consolidate positive behaviour such as the promotion of academic excellence and setting goals, which promote good behaviour (Avci and Gucray, 2013: 2006). On the hand peer, group relationship can promote anti-social behaviour. Learners belong to either of the two peer groups - the other one that encourages its members to abide by school rules and the other that encourages its members to be rebellious.

While in a peer group, there is pressure on the members to stick to group stipulations and this constitutes peer pressure. Esiri (2016:10) regard peer pressure as the power or influence a social group has on an individual. Esiri (2016:10) further says peer pressure becomes a disturbing and worrisome social problem as learners take their peer group members as role models. As the young people take on the traits as the role models they copy their behaviour and as a result, the parents have difficulties in exercising social control over the (Esiri 2016:10). If a child is associated with a problematic peer group, this leads to indulgence in violent behaviour (Avci and Gucray, 2013:2006).

Esiri (2016:11) illustrated how children eventually join a group of peers that promote antisocial behaviour in the diagram below. The diagram in Figure 3.3 shows the progression of antisocial behaviour

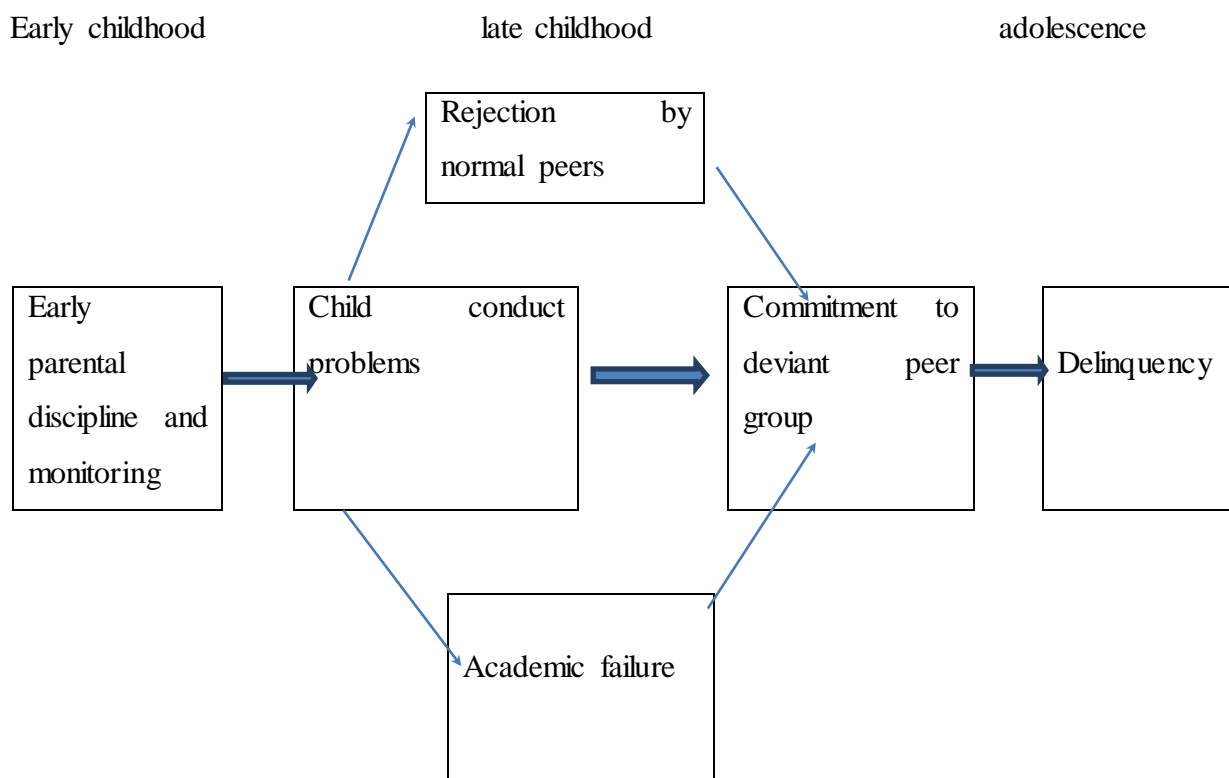


Figure 0.3 : Diagram adapted from Esiri (2016:11)

The diagram above illustrates how delinquent behaviour develops. Delinquency behaviour also encompasses learner violent behaviour. The diagram exhibits that if there is a lack of parental guidance children end up having problems with their behaviour, especially at school. Due to their bad behaviour, classmates and schoolmates are likely to isolate the individual learner.

According to Desbiens and Royer (2003:120-121), children with behavioural problems at school are likely to be associated with poor academic performance, anti-social, crime and drug abuse. Further, such children tend to lack social skills to be accepted in the school as they are portrayed as "socially incompetent." The teachers and other peers at schools reject such children for their anti-social behaviour. Desbiens and Royer (2003:121), argue that rejection will lead to marginalisation, which will aggravate the behavioural problems, and such learners will find themselves with a limited number of playmates. As a result of isolation from other peers who are mannered, they will team up with other peers who are anti-social as well and are anchored by their violent behaviour. In the new group, they will encourage and foment the violent behaviour and it strengthens their marginalisation others

labelled as "normal peers" (Desbeiens and Royer 2003:121). The deviant peer group will adopt new forms of violent behaviour even at an accelerated rate since they will encourage each other to be deviant.

3.4.6 The school environment

There is a tendency among teachers to shift the blame to other external factors when faced with the problem of learner disruptive behaviour. They shift the blame mainly to the individual learner and his immediate environment, specifically the home. Mr Tom Burkard as cited by House Commons: First report (2011: 17), says:

The endemic problem that we have had for too long is that we are looking at the child and what is wrong with the child. We are not looking at what is wrong with the learning environment [...] Anyone who ran a business by trying to decide what is wrong with their customers rather than what was wrong with their services would soon be out of business.

Alastair and Fiona (2009: 9) assert that educationists hold a view that the educational setting has an effect on the learners' behaviour rather than locating the problem within the individual learner. These researchers echo Tom Burkard's line of thinking. Eisenbraum (2004: 464) identified several factors that make a school more conducive to violent behaviour, thus school size, location, physical condition, ethnic distribution, and school policies.

The House of Commons: First Report (2011:17), emphasise the impact of teaching quality as a factor that can promote learner anti-social behaviour. Alan Steer's 2009 report concluded "consistent good quality teaching is the most significant factor in raising standards and reducing low levels of disruption (House Commons: First report, 2011: 17). Teachers who fail to establish order in the classroom may lack classroom management skills. Burden (2010:4), states that classroom management involves teacher actions that enhance a good learning environment which "encourages positive social interaction, active engagement in learning, and self-motivation."

Mayer (2002:85) identified some of the variables that contribute to a negative school atmosphere that promote antisocial behaviour. These are:

- An over-reliance on punitive method of control
- Unclear rules
- Lack of administrative support given to teachers, little support for one another.

- Academic failure experiences
- Students lacking critical social skills that form the bases of doing well academically and relating positively to others, such as persistence on task, complying with requests, paying attention, negotiating differences, handling criticism and teasing.
- Lack of student involvement
- Lack of understanding or inappropriately responding to students' differences.

Another factor identified in the schools is the lack of support given to new qualified teachers by the School Management Team. The University of Leicester undertook research for the National Association of Schoolmasters Union of Women Teachers (NASUWT), in which they examined the experiences of new or recently qualified teachers on learner challenging behaviour. The research established the following:

“Teachers were very consistently reporting that they were being left to their own decisions. Where senior management were coming in was to monitor and critique the quality of their practice within a classroom, not necessarily to offer development support, leadership and professional guidance about how to do things differently or how to get things better” (House of Commons, 2011:26).

Lack of student involvement is cited as one of the factors promoting violence in schools. One of the ways to engage learners is through their participation in sports activities or any form of entertainment. Bailey, Armour, Kirk, Jess, Pickup, Sandford and British Education Research Association (BERA) Physical Education and Sport Pedagogy Special Interest Group (2009:9), assert that sports activities address a number of social issues relating to youth behaviour such as depression, crime, truancy, and alcohol or drug abuse. Besides, promoting social issues, sports activities especially physical education promotes acquisition of personal, social, socio-moral skills that enable the youth to function successfully in the large society (Bailey et al, 2009:9). Sports activities are therefore, responsible for building a positive character. The nature and organisation of sport activities enhance positive character building. Bailey (2009: 9) says, “In sports there is a social element of participation and the need to work collaboratively, cohesively and constructively”. These attributes are responsible for promoting development of skills such as trust, a sense of community and cooperation (Bailey, 2009: 9). A child with such skills will be able to function effectively in the school environment and in the broad society.

Largely the school environment has a great influence on promoting learner anti-social, disruptive, violence and bullying. Hence, schools must strive to create such an atmosphere that promotes good mutual relationships between the students, teachers, as well as the parents.

3.4.6.1 Size of the classroom

Blatchford, Bassett and Brown (2011: 718) assert that the size of the classroom has ripple effects on learner behaviour. They argue that many studies carried out to analyse the impact of classroom size have indicated that large classrooms tend to be difficult for dealing with negative learner and learner violent behaviour. On the other hand, smaller classes were found to be quieter and more easily managed.

The problem of classroom overcrowding affects a number of schools in South Africa, despite the picture given by the Minister of Basic Education, Angie Motshekga, in the National Assembly on the 12th September in 2012. The Minister stated that the learner-teacher ratio was at an average ratio of 1 to 30 (Motshekga, 2012). The figures given by the minister surpass the Education Labour Relations Council (ELRC) resolution of 1995, which provided the guidelines for learner-educator for ordinary South African Schools of 40:1 and Ordinary secondary schools with have 35:1 (Motshekga, 2012). A report from John (2013) as cited by Marais (2016:1) gave a different picture as some schools in Eastern Cape have three to four learners share a desk which is supposed to accommodate only two learners. In the same Province, another school had twenty-four teachers and an enrolment of 1300 learners. To bridge the gap of teacher-learner enrolment some schools hire their own teachers through their SGBs. Not every South African school has adequate resources to recruit teachers on SGB teaching posts, hence, the problem of overcrowding will continue to haunt some schools.

3.4.6.2 Studies done on the impact of overcrowding in the classroom

Several studies carried found that it is impossible to conduct meaningful learning in overcrowded classrooms. In a study carried out by Khan and Igbalin in 2016 in Pakistan in the district of Peshawar, all the teachers who participated in the study, 40 (100%) responded that effective teaching and learning was not possible in overcrowded classrooms (Khan and Igbal, 2016: 10164). They stated that overcrowding would result in discipline, instructional, and evaluation problems (Khan and Igbal 2016: 10164). Marais (2016:2), also echo the assertion by pointing out that large classrooms affect classroom management and discipline.

Marais (2016:2) further says, large classes “are noisier and more prone to pushing, crowding, and hitting, to the extent that this can impact negatively on classroom discipline.”

Teachers with overcrowded classes find it difficult to apply teaching methods that engages learners for example the use of group work. Mainly they make use of the lecture method and this method usually does not engage learners. If learners are unattended, they tend to be disruptive. Marais (2016:2) who assert that in overcrowded classrooms teachers find it difficult to implement learner centred learning activities that promote learner active participation support the assertion. Marais (2016:2) further states that teachers with overcrowded classes are confined to “chalk and talk method”. The “chalk and talk” method, on the other hand is regarded as a lecture method, this method does not engage, and it instigate learners to misbehave. The teacher will be mainly turning his back on learner while writing on the board and without that eye contact with the learners; it will be difficult for the teacher to identify disruptive learners.

3.4.7 Use of corporal punishment.

Veriava and Power (2017: 336), argues that corporal punishment has enjoyed endorsement from cultural groups. Christians who uphold Christian teachings, from Proverbs 13 verse 24 which says, “*Spare the rod and spoil the child, have also supported its use*” and this implies that if a whip is not used it will be difficult to instil discipline and children become spoilt (Veriava and Power, 2017:336). According to Botha, Ross, Rossouw and Smit (2009:155), the abolition of corporal punishment left a definite vacuum in methods dealing with serious learner misconduct. Teachers feel that other alternative methods are not effective and they still resort to its usage. The general house surveys produced by Statistics South Africa (StatsSA) found out that even though the incidents of corporal punishment are decreasing from 2011-2014, they are still high as in 2014, about 1,7 million were exposed to corporal punishment (Veriava and Power, 2017:338). Veriava and Power (2017:336) further states that in provinces such as Limpopo, Western Cape and Northern Cape the practice of corporal punishment was increasing.

Despite the schools still upholding corporal punishment, its use is tantamount to an offence as it violates section 12 of the South African constitution, which states that everyone has the right not to be treated or punished in a cruel, inhuman, and degrading way. Botha et al (2009:15) state that, in line with the constitution of South Africa, section 10 of the South African Schools Act (SA 1996) prohibits corporal punishment. Consequently, an educator

who administers corporal punishment is guilty of assault offence. Besides being an offence, corporal punishment it is associated with negative ripple effects.

UNESCO (2009:14), Gibbs (2012:112) and Naker and Sekitoleko (2009:13), argue that corporal punishment is counter-productive and an ineffective form of curbing unwanted behaviour. They argue that it breeds children who will become violent. It teaches learners that hitting, pushing, and shoving the other learners is acceptable. By hitting the learners, the teacher is sending a message that violence is an acceptable way of imposing their views on someone less powerful (Naker and Sekitoleko, 2009:13). Gibbs (2012:112), argues that if violence is done by the teacher while administering corporal punishment that are held in high esteem by learners as role model, it teaches learners that violence is a method that can be used to solve problems. According to Gibbs (2012:113), violence is used to solve conflicts and such views are supported by research work that demonstrates that the lesson is not transmitted to the learners receiving the corporal punishment but also to others witnessing the incidents.

Naker and Sekitoleko (2009:13), Gibbs (2012: 112 & 113), assert that learners who are punished through corporal punishment feel humiliated, ashamed, helpless, depressed and angry. Largely, the impact of corporal punishment affects the emotional wellbeing of the learner. Baron and Byrne (2003:443), argues that corporal punishment provokes learners. They further argue that when one is at the receiving end of some form of aggression from others, which one considers unfair, one does not take it lightly. Instead, people tend to reciprocate by returning aggression with aggression. The person who is at the receiving end of corporal punishment will accelerate aggression when one considers that the other person intended to hurt them (Baron and Byrne, 2003:443).

Hart, Durrat, Newell and Power (2005: 113), posit the use of corporal punishment creates a negative school environment where learners' security is compromised in unsafe environments. As a result, learners' academic performance will be affected, as they feel marginalised and disengaged from school (Hart, Durrat, Newell and Power, 2005: 113).

Gibbs (2012: 112) argues that corporal punishment is not an effective method in managing learner behaviour. His argument is based on studies showing that its use brings immediate compliance or stops unwarranted behaviour momentarily but does little in promoting and teaching learner appropriate behaviour. Administering corporal punishment does not show the learner where he had gone wrong and what was expected of the learner (Gibbs, 2012:

1120). According to seminal studies examining the effectiveness of corporal punishment on children, it was discovered that it reduces children's internalisation of moral rules (Gibbs, 2012: 112). Hence, the use of corporal punishment promotes antisocial learner behaviour such violence.

3.5 Strategies of handling learner violent behaviour

Taylor and Adelman (2007:8), argues it is myopic to consider a single factor such as learner violent behaviour and link this to several factors that range from significant barrier to development, learning, parenting, teaching and social institutions. Hence, various strategies and approaches must be adopted that include school wide prevention, intervention and emergency response strategies, positive school climate, collaboration with law enforcement agencies, mental health and social services and family and community involvement (Taylor and Adelman, 2007:8).

The intervention strategies in this study confirm those suggested by Culley, Conkling, Emshoff, Blakely and Gorman (2006:220). The first seeks to change the student's behaviour through conflict resolution, impulse control, bonding to school, and raising the students' self-esteem or teaching of pro-social skills. The second step focuses on changing the climate of the physical and social environment such as the classroom, and school environment that encompasses school reforms and improving the relationships amongst learners with teachers, other adults, and other learners. The strategies seek to assist learners already caught in the web of school violence and focus on the preventative to curb learner violent behaviour. The strategies go beyond the use of physical punishment, learner expulsion, and use of security measures such as metal detectors and CCTV cameras on dealing with learner behaviour. According to Peterson and Skiba (2001:156), such strategies create a negative school atmosphere together with fear and intimidation even though they are initially designed to curb such inclinations. On the other hand, Larson (2008:14) regards administrators who use suspension and expulsion as frustrated administrators. They operate on the illusion that these approaches will convince learners to change their violent behaviour. Larson (2008:14) further proposes that dealing with violent behaviour requires a set of cognitive and behavioural skills that must be systematically learned over a longer period.

Strategies to be discussed, mainly emphasis on improving the climate at the school, learner and adult relationship, mentoring programs, counselling, violence-prevention and conflict

resolution curriculum and establishment of programmes and policies that curb learner violent behaviour.

3.5.1 Psycho-social support

The term psychosocial support implies a series of factors responsible for the child to acquire an antisocial behaviour such as being violent. According to Alves (2016:7), these factors are biological, emotional, spiritual, cultural, mental and material experience, which are inseparable. The major aim of the psychosocial support is to offer solutions and rescue someone from life disruptions caused by adverse situations (Alves, 2016:8). The psychosocial support is through counselling or through offering programmes that impart life skills to the learners. In dealing with learners behavioural problems, teachers must deal with each learner as a unique individual. Hence, teachers must be equipped with counselling skills. There is an underlying factor to each learner's behavioural problem, hence the need of counselling. Dale (2017:1) adopted the British Association for Counselling & Psychotherapy (BACP) logic that views counselling as help given by trained practitioners on people over a term with the objective of bringing effective change or enhance their wellbeing.

On the other hand, England Department of Education (2016: 17) says counselling "... is an intervention that children or young people can voluntarily enter into if they want to explore, understand and overcome issues in their lives which may be causing them difficulty, distress and/or confusion.

From the definitions, counselling is voluntarily therapeutic process and its aim is to assist learners have a better understanding of their problems. During the course, counselling a learner provides an opportunity to find solutions to individual problem(s). School can have school-based counselling programmes.

According to England Department of Education (2016: 17), the aims of such programmes are:

- Reduce the psychological distress that children and young people may experience as a result of facing a range of life difficulties, such as being bullied or experiencing bereavement;
- Support young people who are having difficulties within relationships, for example with family or with friends;

- Young people who are having difficulty managing their emotions, such as anger.

Counselling assists a learner to deal with issues that can drive them to be violent. Hence, each school must establish counselling programmes for its learners. According to UNESCO (2007:19), for these programmes to run effectively, there is a need for trained school counsellors to offer support on teachers and students in preventing and addressing violence by:

- Acting as mediators in situations that seem to be regressing towards violence
- Assisting in reaching peaceful resolution before a situation escalates into physical violence
- Working with both victims and perpetrators of violence and provide psychosocial support
- By promoting proactive programmes designed to address issues such as bullying, drug abuse and gang activity (UNESCO, 2007:19)

Largely, counselling helps students to make well-informed decisions about their behaviour. According to Burden (2010:254), counselling sessions must be organised with the aim of providing guidance and care on a one-on-one conference setting. The counselling sessions should be organised privately and issues discussed must be confidential. In these sessions the teacher, who is a counsellor or a professionally trained counsellor, must listen to the student's concerns or problems without being judgemental. After listening to the concerns of the learner, the teacher must work with the student on a practical solution to the root causes of the problems (Burden, 2010:254). There are several factors leading students into violence. Some factors are home, peer related, teacher and alcohol and drug abuse related. These factors come to the fore if a learner has confidence in the teacher or a counsellor who will promise confidentiality of the information.

In the United Kingdom, school based counselling programmes are the most prevalent forms of psychological therapy for school learners with at least 70 000 to 90 000 attending counselling sessions per year (Copper, 2013:1). The counselling sessions in United Kingdom secondary schools are done individually. They usually take a "humanistic" approach. According to the Copper (2013:8), the humanistic approach is relevant counselling since it offers learners the opportunity to discuss their difficulties in a warm, welcoming, supportive environment, and to find ways of resolving their own problems. One of the approaches of the

humanistic movement is the person centred approach. School counsellors are not confined to one theoretical approach as learners present different problems. One of the intervention theories that school counsellors can apply is the cognitive behaviour modification.

Counselling is associated with many benefits for the students and for the school in averting school violence. According to England Department of Education (2015:9), school staff, children, and young people evaluate school counselling positively, regarding it as an effective way of bringing about positive improvements in mental health and wellbeing. They also view it an optional service aimed at helping students deal with their problems. The school based counselling service collaborates with other stakeholders. The school counsellor can refer the learners to the doctors, psychologists, social workers, and other health personnel or services that support the wellbeing of learners. The referral is for the benefit of the learner who needs help. According to England Department of Education (2015:10), school based counselling has gained much support and an increase in prevalence within the schools in England. Baker and Gerker (2001) as cited by the American Counselling Association (2007) reported that students who participate in school counselling sessions had significantly less inappropriate behaviour and attitudes that are more positive towards school than those who did not. In another study, group counsellors decreased learners' aggressive and hostile behaviours (American Counselling Association, 2007).

3.5.2. Collaboration of teachers, learners, community, and other stakeholders

Peterson and Skiba (2001:156), Colvin (2009:60) and House of Commons (2011:25), state that modification of learners' behaviour should hitch on school's engagement with parents. The House of Commons further argues that, although some other factors are beyond the school's control such as the parenting and family breakdown, that should not stop the schools from supporting parents and learners' guardians in promoting the good behaviour of their learners. Colvin (2009:60), state that there is a need for parents and schools to work together on developing and implementing intervention strategies. According to Colvin if intervention is one sided it will not assist in modifying the behaviour of a learner. Colvin's assertion is based on the view that students who display non-compliance behaviour, for example being violent, they exhibit the same behaviour sometimes in a different way at home (Colvin 2009:60).

For intervention programmes to be successful, the parents must support schools. The parents will assist in monitoring and supporting the child at home while the teachers will offer help to

the learner at school. Hence, each intervention approach must not leave out the parents or guardians of the learners. The assertion is upheld by the House of Commons (2011:25), which state that Beaumont Leys School and New Woodlands School’s success stories on its discipline intervention programs was lingering around the relationship they have with parents and guardians of their learners. The schools prioritise on making their school premises welcoming to the parents and they have a regular contact with them. Mike Griffiths, the Head teacher of Northampton for boys, echoed the role of parents as pivotal on effective behaviour management at his school. He went further to compare the relationship as “a triangle of parent, child, and school” with all the three entities working together for maintaining discipline in the school (House of Commons, 2011: 25).

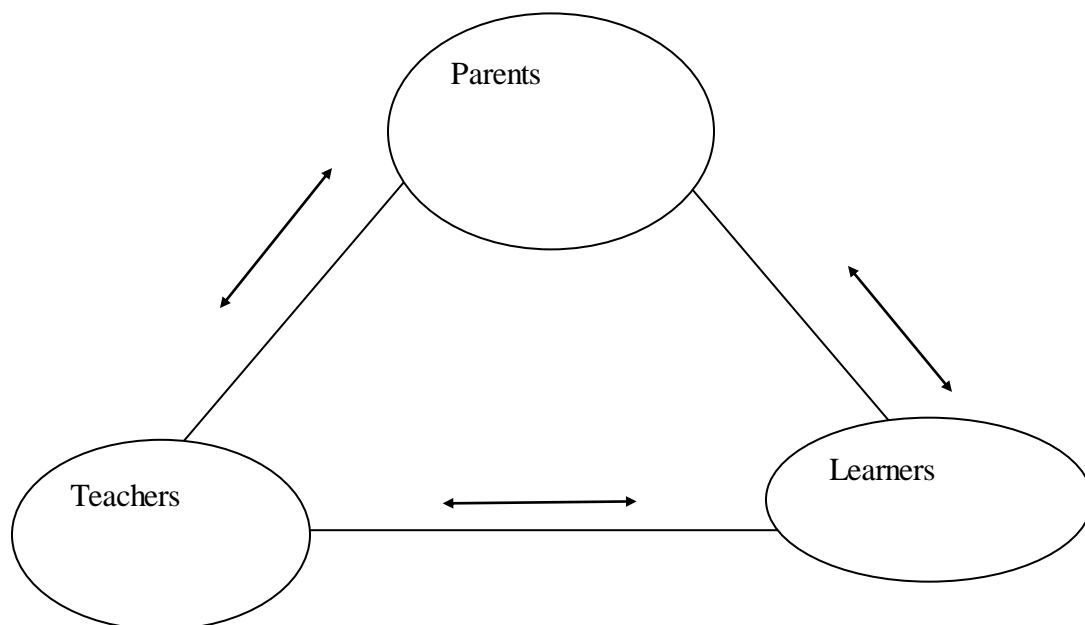


Figure 3.4: Mike Griffiths’ ideas on collaboration of teachers, learners, and parents (House of Commons, 2011: 25).

The diagram above illustrates Mike Griffiths’ ideas on collaboration of teachers, learners, and parents (House of Commons, 2011: 25). From the illustration, each entity must not operate in isolation since parents, learners and teacher relationship are crucial in curbing learner violent behaviour. To foster parental involvement, the schools must initiate programmes that engage the parents. The school can use platforms such as school consultation days, parent-teacher and learner meetings. Such platforms accelerate the improvement of communication lines and consistency between the school and the parents (Peterson and Scuba, 2001: 156). When

communication lines are open between the school and home, learners consequently get help from home and the school. According to Character Org. (2015:20), the schools that reach out to families have a greater chance of success on character moulding. The schools can communicate with parents through e-mails, family nights, school website, and parent conferences with the major goal of building the character of learners.

Schools and parents cannot solve the problem of learner violent on their own without the assistance of other influential stakeholders such as social workers, psychologists, nurses, politicians, non-governmental organisation and law enforcement agencies. On many occasions, schools have resorted to the South Africa Police Services (SAPS) and South African Correctional Services. Such collaboration is also echoed by Adelman and Taylor (2007: iii), who argues that the school safety committee require the entire community of educators, students, parents, law enforcement agencies, businesses, and faith –based organisations in the fight against school violence. By adopting a comprehensive approach, schools prevent, intervene, and respond on issues on safety and security of students. Furlong, Felix, Sharkey and Larson (2005: 14), recommend the collaboration of parents, community and school safety team to coordinate the input and expertise of these large groups. The incorporation of various views from different sections of people could propel the school in the correct path on handling learner violent behaviour. Such an approach sends a strong message that the school safety is a shared community concern (Furlong, Felix, Sharkey and Larson 2005: 14). Emphasising the collaboration of various stakeholders, KwaZulu- Natal MEC for Education echoed, “Even if we install state of art security in our schools, we won’t win the war against school violence. Parents and communities must come on board and take responsibility for instilling a sense of what is right and wrong in their children” (*Daily Sun*, 21 August 2017).

The Department of Basic Education introduced Quality Learning and Teaching Campaign QLTC to enhance the collaboration of the schools, parents, communities and other stakeholders. According to Modisane (2014), QLTC was launched in 2009 as a recognition that children’s education should be a shared responsibility and a societal issue. The Department of Basic Education (2015: 2), regard QLTC as a social pact between the Department of Basic Education, stakeholders and communities. The collaboration aims to provide the communities with full participation in the improvement of learners’ education (Department of Education of Basic Education, 2015: 2). Modisane (2014) argues that if

parents, unions, the business community, religious leaders, traditional leaders and other stakeholders collaborate learners' academic performance is likely to improve. Modisane (2014) further says, in schools where QLTC is fully implemented, there has been demonstrable improvement in parental support and involvement in school activities and improvement in learner behaviour. Department of Basic Education (2015: 5), assert that in communities where QLTC structures are operational they have reaped benefits in provinces such as North West, Mpumalanga and Free State. Department of Basic Education (2015: 5), further says the Provinces have seen improvements in teaching and learning as well as upholding of the non-negotiables in schools e.g. late coming of learners, bullying of learners and others.

Despite the benefits associated with QLTC implementation, there are several challenges. The report from the Director of QLTC, Thula Nkomo, identified these challenges: QLTC is not properly implemented uniformly in all the Provinces, constant QLTC structural meetings are not convened in other schools and resources are inadequate (Department of Basic Education, 2016: 18).

The police officers make important stakeholders in the law enforcing agents in particular. In carrying out their mandate of protecting the citizens, the police officers extend it to teachers and learners. According to Lamont, Macleod & Wilkin (2011:3), Na & Gottfredson (2013:25) and South Africa Police Service (2009: 3), the police officers help schools with maintaining safety and order. The police officers teach the learners the acceptable behaviour for law-abiding citizens; teach aspects on personal health, substance abuse and consequences of criminal activities (Lamont, Macleod & Wilkin, 2011:3; South Africa Police Service, 2009: 3). The police assess and respond to different anti-social behaviours such as bullying, harassment and victimisation (Lamont, Macleod and Wilkin, 2011: 11). The South Africa police Service (SAPS) rolled out various programmes and projects to help schools in maintaining order and security for learners. The SAPS have programmes and projects for schools such as Adopt-A-Cop and Top Cops. The aim of those programmes as Adopt-A- Cop is to fight prevent anti-social behaviour such as violent behaviour.

Eisenbraun (2004:466), observes that the cycle of violence in schools can be broken if the schools spearhead the creation of school-based teams. The team must be comprised of teachers, administrators, and professional social workers, school psychologists and counsellors. According to Eisenbraun (2004:466), the team's mandate will be to instruct staff

members on the standardised and child- focused strategies that deal with learner behaviour and academic achievement. The team will assist the school in monitoring and devising strategies for those learners identified as at risk on academic and emotional matters. Eisenbraun (2004:466) further says the team must serve as liaison between the school and the parents. The success of the team is a major milestone in dealing with learner violent behaviour. The success of the team is determined by its approach of integrating various stakeholders. The professionals will bring their expertise on managing learner violent behaviour. The professionals such as social workers offer threat assessment (Bent- Goodley, 2018: 199). Bent- Goodley (2018: 199), further state that after assessment of the potential they will formulate systemic programs on responding to school-based violence through an interdisciplinary coordinated response.

According to Peterson and Skiba (2001:157), the school can diverse programs, such as Parent management training. The Program will impart skills, which they can adopt to deal with their children's aggressive behaviour. The management training also teaches the parents on parenthood and their role in the upbringing of their children. The platform teaches parents on the parenting styles that will breed responsible children.

3.5.3 Psycho-educational support

Kourkoutas and Hart (2015:445), refers psycho-educational as a specialised form of education that delivers knowledge and awareness in supporting individuals experiencing emotional and behavioural challenges. The programme seeks to provide cognitive-behavioural strategies for problem solving as well as social skills that assist an individual to handle their emotions (Kourkoutas and Hart, 2015:445). Lukens and McFarlane (2004: 206), consider psycho-educational support as a form of treatment that combines psychotherapy and education interventions. Lukens and McFarlane, assert that psycho-educational support embraces several theories such as ecological system theory, group practice models, stress and coping models and social support models. The study will focus mainly on Character education, Social and Emotional Learning (SEL) programmes, Bullying Prevention programmes and Gender Based Violence (GBV) programmes.

3.5.3.1 Character education

Learners come from different homes and some are from dysfunctional homes and others broken as a result they cannot offer the relevant moral teachings to the learners. The school must close that gap by providing a platform to instil positive discipline on the children. The

school must play a parental role on educating the schoolchildren on coping with challenges they encounter, for example; how to manage anger, frustrations, peer pressure, bullying, and relationships. The role of teachers is not on subject content mastery only but also encompass character education. Public Schools in the United States of America have used character education with much success, “to transform their schools, improve school culture, increase achievement for all learners, develop global citizens, restore civility, prevent antisocial and unhealthy behaviours, and improve job satisfaction and retention among teachers” (Character.org.2015: i)

Character education is aimed at developing in young children core ethical values that are acceptable in all cultural groups. Schools that adopt the approach of character education incorporate in all dimensions of its activities. According to Battistich (2005: 3), the strategy adopts a comprehensive approach that makes use of every aspect of school life, such as, the content of curriculum, process of instruction, quality of relationships, handling of discipline, conduct of co-curricular activities as well as the ethos of the school environment. Character education incorporates as well all the stakeholders in the community (Character org.2015: i)

Since the character education assumes a comprehensive approach, it is associated with a wide range of approaches that aim at building the character of the learners. There are many factors instigating learners to be violent, as result character, education must devise various concepts that will assist learners to be responsible citizens. Discipline is a major component that the character is expected to tackle. Character education incorporates a variety of sub-components such as social skills instruction, curriculum, moral development instruction, and caring education, co-operative learning, positive school culture, just communities, social emotional learning, positive youth development, civic learning and service learning (Peterson and Skiba, 2001:157. Character education covers a wide range of concepts and sub-components largely in helping the children to deal with life challenges as well as situations that drive them to be violent. The programmes are helpful as well on preventing violent situations from escalating at schools.

Battistich (2005: 1) proved that high quality character education is associated with promotion of good character. Besides moulding the character of learners, it is also responsible for intervening on contemporary problems such as alcohol and drug abuse, peer pressure, gangsterism, antisocial and aggressive behaviour, criminal activities, academic under-achievement, and school failure (Battistich, 2005: 1). Largely, character education is

responsible for inculcating in learners personal and social attitudes and skills that assist them to lead a satisfying and productive lives (Battistich, 2005:2). If learners can acquire character education, they will be able to live harmoniously with their teachers, peers, parents and other members of the community. The program teaches learners to be able to deal with ethical issues and moral issues. The program will raise the learners' self-esteem; if they can acquire the component, they will not be violent at school. Self-esteem drives them to be competent in the tasks they undertook at school. Good character is associated with many positive attributes. Battistich (2005:2) purports that these entails being:

Concerned about the welfare of others, intellectual capabilities such as critical thinking and moral reasoning, behaviours such as being honest and responsible, and standing up for moral principles in the face of injustice, interpersonal and emotional skills that enable us to interact effectively with others in a variety of circumstances, and the commitment to contribute to one's community and society.

If learners can have the attributes, such as being respectful, responsible, interpersonal, emotional skills, they will not be a threat to other learners or teachers but instead they will assist other learners who are antisocial to reform.

Public schools in the United States of America, have adopted character education in their curriculum and they have witnessed significant impact in transforming their schools. According to Character org. (2015: i), public schools, in the United States of America, have been transformed largely as they have shown improvement in their school culture, increase in academic performance, development in being good global citizens, restoration of civility, prevention of anti-social and unhealthy behaviours and a marked improvement in job satisfaction and retention of teaching staff.

Character Education Partnership (CEP), founded in 1993, is the leading advocate for character education. The CEP developed the Eleven Principles of Effective Character Education. According to Character.org (2015: ii), the 11 principles serve as the guideposts that schools and others advocating for youth character development and they can use for executing an effective and comprehensive character education programs.

3.5.3.2 Eleven principles of character education

Charcter.org (2015), listed 11 principles of character education and these are:

-Principle 1: Promotes core values.

- Principle 2: Defines “character” to include thinking, feeling, and doing.
- Principle 3: Uses a comprehensive approach.
- Principle 4: Creates a caring community.
- Principle 5: Provides students with opportunities for moral action.
- Principle 6: Offers a meaningful and challenging academic curriculum.
- Principle 7: Fosters students’ self-motivation.
- Principle 8: Engages staff as a learning community.
- Principle 9: Fosters shared leadership.
- Principle 10: Engages families and community members as partners.
- Principle 11: Assesses the culture and climate of the school.

The eleven principles adapted from Character.org. (2015).

3.5.3.3 Character education programmes

There are several character educational programmes, which a school can adopt, such as:

- Positive coaching
- Peace builder
- Character Plus
- School value statements
- Character counts!
- Child development project (CDP)

From the examples of character, education programmes such as peace builder and character plus, one of the most successful programmes called Character Counts! are discussed below.

3.5.3.3.1 Character counts!

Peter, O’Connor and Fluke (2014:1) state that Character counts! is an ethics and character building curriculum meant for learners aged 4- 19 and is the brainchild of the Josephson Institute formed in July 1992. The programme is meant to teach and pursue a set of ethical values that caters for people with different cultures, political affiliations, creed, gender and socio-economic status. The program employs a model referred to as, “TEAM”. According to

Peter, O'Connor and Fluke (2014:1), the acronym, "TEAM" stands for, Teach, Enforce, Advocate and Model. The program even captured the attention of the US senate, in 2012, they declared a week in October as a, "National Character Counts! Week" with the aim of encouraging schools and learners to practice good character (Peter, O'Connor and Fluke, 2014:2)

The Character counts! Program was introduced into schools in the districts across the United States because of the increased incidence of violence in the schools (Josephson Institute Centre for Youth Ethics, 2008 as cited by Graff, 2012:13).

The Character Counts! Program, is centred on six core values. The core values are called the six pillars of Character Counts!

3.5.3.3.2 The six pillars of character counts!

Peterson, O'Connor and Fluke (2014), outlined the six pillars of character counts as;

- **Trustworthiness:** Is the first pillar in the Character Counts! Programme. This pillar encourages students to build trust and credibility with their peers by keeping promises, being honest, and being sincere.
- **Respect:** The second pillar is Respect, in which students should treat others the way that they would like to be treated. This pillar also emphasises the need to be accepting of others and tolerant of their differences, as well as being courteous and acting in a civil, nonviolent manner.
- **Responsibility:** Responsibility encourages students to think for themselves and act independently. Students must also be held accountable for their words and actions, as well as being proactive, persistent, and hard working in their duties.
- **Fairness:** Fairness is the fourth pillar of the program, which encourages children to treat all people equally, play by the rules, and overall, pursue justice over injustice.
- **Caring:** Caring is the fifth pillar, which encourages students to be kind, compassionate, empathetic, forgiving, and grateful.
- **Citizenship:** Citizenship is the final pillar in the program. This pillar instructs children to obey laws, help other citizens, volunteer and protect the environment, and participate in the political actions of society, such as voting.

3.5.3.3 Evaluation of the “Character counts!” program

An evaluation, done through reports and surveys by schools and organisations which adopted the program showed a positive outcome. In a 3-year state-wide evaluation study done in South Dakota in the US, it found that approximately 8 419 participants on a survey showed overall very positive results compared to a baseline (Peter, O’Connor and Fluke, 2014:3). The Institute Josephson in 2014 reported that due to the implementation of the program, crime and drug use dropped significantly from a period of 1998 to 2000 and there was a drop on various risk and criminal behaviours by 25% to 56% (Peter, O’Connor and Fluke, 2014:1).

Beside a decrease in anti-social behaviour, the implementation of the program has shown a significant improvement of learners’ academic performance. The Josephson Institute in 2014 reported that, the program has shown an increase of learners’ test scores. They cited the, Maryland Department of Education report that states that Easton Schools using Character Counts! have shown a significant improvement in their academic performance. The Josephine institute further reported that, the High school graduation rates also increased by over 92% since the inception of the program, compared to the nationwide graduation rate of 68,3%. (Peter, O’Connor and Fluke, 2014:4). If learners are doing well in their academic work, it raises their self-esteem and confidence. They will be attracted to maintain discipline and order in the school for any disruption might hinder with their academic performance.

3.5.4 Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL), framework, serve a crucial purpose of offering comprehensive approach for prevention of violence and youth development by emphasising on the healthy social and emotional development of learners (Ragozzino and O’Brien, 2009:2). Its major focus is on the systematic development of a core set of social and emotional skills that assist learners to deal effectively with life challenges in their school environment and their social environments (Ragozzino and O’Brien, 2009:2). The program can be offered on learners from preschool up to high school and lessons can be delivered in the classrooms, during out of school activities and even at home (UCLA: 2015:6). The program offers an opportunity for schools and families to work together on promotion of the learner’s social and emotional wellbeing.

Collaborative Academic, Social and Emotional Learning (CASEL, 2015:5), define SEL as

the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set

and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Social and emotional skills are critical to being a good student, citizen, and worker, and many risky behaviours (e.g., drug use, violence, bullying, and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills.

If learners can acquire the social skills as illustrated by CASEL (2015:5), it is more likely that learners will not engage in antisocial behaviour such as violence, vandalism, drug abuse, cruelty, or gangsterism. Classrooms will be safe and caring environments and in such an environment, learners are bound to respect each other and their teachers.

Herbert (2000:110) asserts that children in many times lack skills on choosing which course of action to take during misunderstandings with their peers, teachers and other members of the community. Instead, they are entangled "into narrow, rigid and perhaps self-destructive modes of action aggression being a classic example" (Herbert 2000:110). Largely, learners must get a platform at the school to learn skills on the possible actions they take if they are in conflict with other learners or their teachers. The learning of social skills equips learners with skills of sustaining relationships with other learners, teachers, and other members of the community. Herbert (2000:110) argues that children must be taught how to diffuse social complicated issues that degenerate into violent confrontation by teaching them to formulate alternative solutions to their self-defeating strategies. Hence, SEL, teaches learners to avert violent situations and deal peacefully with situations that drives them to be violent by improving their social and emotional competencies (WHO, 2009:4).

SEL framework, teach learners, cognitive, interpersonal and social skills that fosters, self-awareness, self-management skills, social awareness, relationships and responsible decision-making (Ragozzino and O'Brien, 2009:7 and, WHO 2009:4).

3.5.4.1 Self-awareness and self-management

According to Ragozzino & O'Brien (2009:7), self-awareness and self-management, teaches learners to recognise and manage emotions and handling of conflicts effectively. During the sessions, learners recognise when they are getting angry, and how to manage that anger by being calm before they start to react. Ragozzino and O'Brien (2009:7) argues that children who engage in violence tend to have a problem with managing their anger, usually they react violently to any perceived provocation. Learners who do not have the skills to control their anger they quickly rush into conclusions without considering the consequences of their

action. Calming down offer them the opportunity to consider other methods they can use in solving besides being violent.

3.5.4.2 Social awareness

Social awareness teaches empathy, active listening, recognising, and appreciating individual, and group differences (WHO 2009:3)

3.5.4.3 Relationship skills

The sessions teach learners skills to sustain friendship, through negotiation, networking and conflict management and impart skills on resisting inappropriate social pressure, such as peer pressure (WHO 2009:3). Many learners who engage in violence, they have a difficulty in maintaining friendship; usually they are isolated as other learners regard them as outcasts. Being outcasts drives them to join other groups regarded as outcasts as well. While in that new group, they are likely to challenge other learners violently.

3.5.4.4 Responsible decision –making

Responsible decision making refers to skills on decision-making based on ethical standards of conduct, safety concerns, respect for others and likely consequences of various actions one undertook (WHO, 2009:3 and Rogozzino and O'Brien 2009: 8). If learners can acquire skills on responsible decision-making, they can apply them at school as well in their communities. Equipped with responsible decision-making skills it is unlikely for them to engage in violence, as they will consider the consequences accompanying it.

3.5.4.5. Social and Emotional Learning (SEL) programmes

There are several programs, which impart social skills on learners such as Preschool enrichment programmes, Academic enrichment programmes, and social development programmes. Emphasis is on the social development programmes as a strategy applied by schools to curb learner violent behaviour.

3.5.4.5.1 Social development programmes

According to WHO (2009:7), social development programmes are designed to enhance prosocial behaviour with the aim of curbing aggression in children by imparting social skills such as anger management, moral development, empathy, developing and sustaining healthy relationships, problem solving and conflict resolution. The social development programmes encompass programmes such as second step and social development training.

3.5.4.5.2. Second step

Second step, is Violence prevention program was developed in 1986 by an American, non-profit organisation named the Committee for children with the aim of preventing and reducing aggression and violence and substance abuse through propagating social and, problem solving, anger management and impulse control on children (Strawhun, Hoff and Peterson, 2014:1, Beland 2002:7, Rogozzino and O' Brien, 2009:8).

Around 32, 000 thousand schools in the United States have implemented the programs since its inception in 1986 and roughly eight million learners have participated in the second step program (Strawhun, Hoff and Peterson, 2014:1). The program was encountered in other States and is now regarded as a universal program. The program is offered at three different levels, thus Preschool/ Kindergarten level curriculum, Elementary level Curriculum and Middle school level curriculum. The elementary school curriculum covers five themes, which are, empathy and communication, bullying prevention, emotion management, and goal setting and substance abuse prevention (Strawhun, Hoff and Peterson, 2014:3). The lessons are delivered through, use of different methods, thus, observation, modelling and rehearsal. Strawhun, Hoff and Peterson (2014:2), says the use of role-plays and realistic dilemmas, the program will be seeking to generalise newly acquired skills to other domains such as home.

Rogozzino & O' Brien (2009:8) and Korpershoek, Harms, de Boer, van Kuijk and Doolaard (2014:23) assert that evaluations which were done universally showed that after implementation of the program, there was a reduction in problem behaviour such as being violent, and improvements in social competency amongst children. Korpershoek et al (2014:23) and Rogozzino and O'Brien (2009:8) assertions are supported by a large- scale longitudinal, randomised controlled trial (RCT) study conducted by Espelage, Media violence effects across different studies in 2013 in 36 middle schools. According to Strawhun, Hoff and Peterson (2014:4) Espelage study in 2013 investigated the impact of second step in reducing negative and maladaptive student behaviour after undergoing 15 weekly lessons that covered lessons on, empathy, communication, bullying prevention and problem solving. After administering the lessons, the schools reported a 42% decrease in physical aggression over a 3-year period. The study did not find significant changes in other outcomes such as verbal/ relational bullying, peer victimisation, homophobic teasing and sexual violence. Strawhun, Hoff and Peterson (2014:4), argues that, there was no significant changes on other outcomes, due to the limited time given on the program under study. They argue that such behaviours may require an intense intervention that is long in duration.

3.5.4.5.3 Social development training

According to the WHO, (2009: 8), social development training programmes meant to prevent family-based violence, one example of such a programme is the Strengthening Families Program: For Parents and Youth 10-14 (SFP-10-14). The program is suitable for learners who about to be enter secondary school. Learners entering this stage will be facing challenges associated with adolescence. (SFP- 10-14) is designed to train learners in problem solving, and emotions management and refusal skills accompanied by concurrent sessions for parents to develop skills in disciplinary practices, effective communication with their children and managing strong emotions (WHO:2009:8). The program caters for both parents and learners as it reinforces good parenting practices that will lead to the up grooming of learners. The family will be also be ready to deal with challenges related to adolescents such as peer pressure, exposition to media, alcohol and drug abuse, and, dealing with physiological changes taking place. As the programs combine both the parents/guardians and children it assists in refurbishing the relationship between both parties. Parent-child attachment is of paramount importance in the upbringing of a child. Children with good parental attachment are bound to extend such attachment to the teachers, other learners, and other community members. Attachment serves as an epicentre for maintaining a sustainable relationship. A family is meal recommended prior to program to promote bonding and facilitator modelling.

Below is one example of Strengthening Families Program: For Youth and Parents 10-14 (ISFP or SFP 10-14), adapted from EPIS Centre, Logic Model, 2014).

Strengthening Families Program: For Parents and Youth 10-14 (ISFP or SFP 10-14)

The original version of this program was developed through Project Family by the Social and Behavioral Research Center for Rural Health at Iowa State University.

Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University

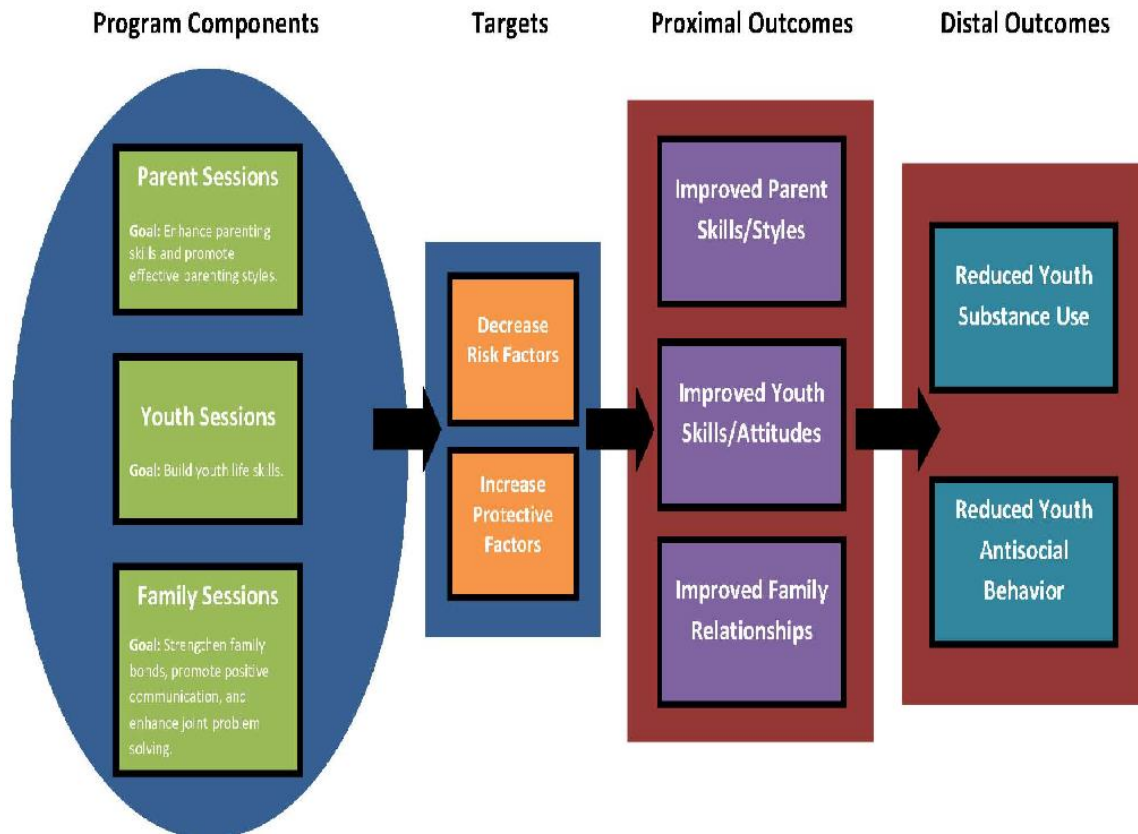


Figure 3.5: Adapted from EPIS Centre, logic model, 2014.

3.5.4.5.4 Evaluation of the strengthening families programmes

The programmes are having outcomes that are research based. The outcomes are grouped as proximal and distal. Proximal outcomes are the results witnessed immediately after completion of the program and distal outcomes are results that witnessed several months or years after the completion of the program (Fact Sheet created by Epicentre, 2014). According to Fact sheet by Epicentre (2014), research demonstrates that immediately after completion of the program the youths reported increase in peer pressure resistance, understanding the value of rules and responsibilities and on understanding the harmful impact of problem behaviour and substance use.

According to Epicentre (2014) the impact of the program after several months and years have shown that among learners, there was a reduction on youth antisocial behaviour, less reported

aggressive and destructive behaviour, a more likely delay onset of problematic behaviour and an increase in academic performance.

Kumper, Alvarado, Smith and Bellamy (2011:4) also echo the successes of the program by saying:

Multiple replications of SFP in randomised control trials with different ethnic groups by independent evaluators have found SFP to be an effective program in reducing multiple risk factors for later drug use, mental health problems, and delinquency by increasing family strengths, children's social competencies, and improving parent's parent skills

In another study, conducted by Sport, Redmond, and Shin (2000), noted in Child Trends (2011), it examined the impact of the SFP program on the aggressive behaviour of adolescents after participation in the program. The aggressive and hostile behaviour of learners were measured by independent observations, family reports of parent –child interactions, and adolescent self-reports of aggressive and destructive behaviour towards people and property. The results from the study showed that there was a reduction for the intervention group in adolescent self-reported aggressive and destructive behaviour. At Grade 10, there was a reduction in self-reported aggressive and destructive conduct ranging from 32% to 77% (Child Trends, 2011)

To a larger extend the program is comprehensive in its approach on dealing with matters related to learner violent behaviour for it focus on improving the home environment as well as targeting the learner who is at risk or those not at risk. The home is an important institution on modelling the learner's behaviour; hence, a program that seeks to empower and teach the parents is bound to assist the learner as well.

3.5.6 Bullying prevention programmes

In order to eradicate bullying in schools, there is a need for a holistic school approach, modelled to send a strong message that bullying is unacceptable. According to Peterson and Skiba (2001:162), effective prevention programs depend on improved supervision, well formulated classroom rules with consequences for violating them, counselling the victims and the bullies and creation of school environment that is characterised by warmth and adult participation.

Jones, Doces, Swearer and Collier (2012: 3), on the other hand, state that bullying prevention program should encompass SEL components teaching learners the following skills: self-regulation, emotion management, problem solving, communication skills and friendship skills. Beside the SEL skills, Jones, Doces, Swearer and Collier (2012:4), contend that the ideal bullying prevention programs include training of parents and school staff on handling bullying and policies dealing with the phenomenon.

3.6.5.1 Evaluation of bullying preventing programmes

Several programs designed to prevent bullying, have shown to have a positive impact on reducing, eliminating and prevent bully-victim problems and they assist in creating a school environment which is conducive for teaching and learning (Peterson and Skiba, 2001:162). One such program, which help greatly on reducing and eliminating, bullying in school, is the Olweus Bullying Prevention Program (OBPP). According to Limber (2011:71), the OBPP is regarded as a school wide program which was designed by Dan Olweus in the mid-1980s with the aim of reducing bullying and to achieve an improvement on peer relations. The program caters for learners at Primary school up to secondary school. Olweus et al (2007) as cited by Limber (2011:72), the program was hinged on four principles being spearheaded by teachers and other adults. The four principles focus on showing warmth and interest in learners, setting of firm limits to unacceptable behaviour and application of consistent, nonphysical negative consequences for violation of rules and acting as authorities and as positive role models.

The OBPP was evaluated more than other bullying prevention programmes (Hazelden Foundation, 2007). The Hazelden Foundation (2007), state that, in six large-scale evaluations carried out that had more than 40 000 students it documented these results; there were average reductions by 20-70 percent in student reports of being bullied, tremendous reduction in student reports of general anti-social behaviours such as vandalism, fighting, theft, and truancy. There were marked improvements in classroom climate and this was reflected in students' reports on improvement of order and discipline, social relationships as well as the development of more positive attitudes towards school and school work (Hazelden Foundation, 2007).

In the United States and Norway where the program has been largely entrenched, the research done in those countries confirmed the positive results on reduction on bullying and building of a sense of cohesion and community hood among learners (Limber, 2011:83).

3.6.6 Gender Based Violence (GBV) intervention programmes

According to PSI Health lives (2016), the 2015 review on the effectiveness of gender based violence prevention programs, found out that the most effective programs are those which harness the entire community mainly boys and elderly men by means of meaningful dialogue and mass mobilisation. The approach of talking with boys and men will help people to identify and deconstruct Gender Based violence, address harmful gender norms, and development of gender equality and protection of women and girls (PSI. Health lives, 2016).

The aim of gender based violence intervention programs which target boys, is to change their masculinity formations, which instigate them to regard women as inferior and the use of violence as a strategy to make them submissive. It is necessary to address issues concerning gender norms and equality while boys are still at school (UNESCO, 2008:20). UNESCO (2008:20) state that, teachers must be role models by speaking out against sexual and gender based violence. (WHO: 2008:20), further state that teachers should raise awareness on gender biases in the classroom, and he should not be biased with one gender group as boys and girls are both victims and perpetrators of school violence.

For teachers to be able to respond effectively to gender based violence they must be equipped with the necessary skills. The Department of Education and the School Management Teams should prepare platforms for their teachers to acquire training on managing sexual violence and gender based violence. WHO (2007:20), says, the form of training programme to be given to teachers, should hinge on gender biases, which lie at the root of gender based violence and it should be linked to violence against girls at school and lower numbers at school as well as the high numbers of girls that drop out from school.

3.6.6.1 Evaluation of gender based violence programs

One of gender based violence programme called mentors in violence prevention's evaluation showed a positive inroad in preventing gender based violence in the schools. The programme offers six to seven two hours educational sessions and were structured to cater for male and female learners in high schools and college students (WHO, 2009:6). This program teaches learners different types of abuses, gender stereotypes, and society's attitude towards violence against women (WHO, 2009:6). The lessons were accompanied by role-plays where learners are helped to deal with sexist attitudes and violence. WHO (2009:6), says the evaluation of the program in ten schools in United States, examined the knowledge, and attitudes of participants before and two to five months after the programme, found out that members in

the experimental group their knowledge of violence against women increased compared to those in the control group. The study also indicated that the learners who participated in the program there was an improvement in their attitudes towards violence against women and they had great confidence to intervene wherever violence is directed against women.

3.6.7 ADVOCATING FOR SCHOOL SAFETY MECHANISMS

The schools must devise mechanisms that deal with bullying, gender based violence, drug abuse and gang activities. The school must formulate a code of conduct and rules that address various forms of violence at the school. The Department of Education must spearhead the implementation of school safety mechanisms.

3.6.7.1 Code of conduct

In order to manage learner violent behaviour schools must devise “a discipline policy that specifies the rights and responsibilities of students and staff members, identifies desirable and unacceptable behaviours, and is actively taught to all parties” (Larson 2008:14).

According to the South African Schools Act (SASA) 84 Of 1996, in terms of section 8 and subsection 1 of the south African Schools Act (RSA, 1996), state that the School Governing Body (SGB) must adopt a code of conduct for learners after consultation with learners, parents and educators at school. South African School Act 84 Of 1996 section 8 and subsection 2 (RSA, 1996), further stipulates that the code of conduct is aimed at establishing and a purposeful school environment that will enhance an improvement and maintenance of the learning process. Hence, the code of Conduct is a set of written rules and principles concerning discipline with the aim of creating the conducive teaching and learning environment. The code of conduct for learners’ adoption is complemented with General Notice, 776 of 1998, that spelt out that serious violations of the code of conduct of conduct can warrant suspension or expulsion after disciplinary hearing (RSA, 1998). Given the fact that, schools have drafted their own code of conduct after consultations with, educators, parents, School Governing Body and learners the question need to be addressed why learners not behaving accordingly and violence is being witnessed in the school premises. There is need to analyse further on how the schools draft the policy and how enforce it. To enforce the implementation of the Learner code of conduct, a school must have disciplinary committee.

SASA 84 of 1996 Chapter 7 Act 7.5. Stipulates that, serious learner misconducts must be referred to the principals (RSA, 1996). The act further states that, due to principal’s workload

on disciplinary issues, the school must set up a method of handling serious disciplinary issues. Hence, the school must set up a disciplinary committee in order to reduce the principals' workload that. The disciplinary committee will operate within the parameters of the learner code of conduct. Mestry and Khumalo (2012:98), posits that, in order to enforce the code of conduct, the school should establish a disciplinary committee, which is sub-committee of SGB. Mestry and Khumalo (2012: 98), further says, it's a duty of disciplinary committee to make sure that, the code of conduct is consistently and fairly enforced. According SASA 84 Chapter 13 Act 13.2 the disciplinary committee must be comprised of members appointed by SGB (RSA, 1996).

3.6.7.2 Evaluation on the impact of policies

In a study done by Mohapi in the four schools in Nkangala District of Education, South Africa, during interviews with the SGB she discovered that in the four schools those parents do not honour the invitation by the schools on formulating the school policies (Mohapi, S.J, 2014:269). During the interviews, one teacher remarked, "parents do not assist us to implement the code of conduct" (Mohapi, 2014:269). Even schools are having the code of conduct for learners, but parents are not assisting the school on upholding and honouring it, hence it becomes difficult for the schools to enforce it on learners.

In other circumstances, the schools are to blame as they fail also to involve the parents in the early stages of drafting the policies such as the code of conduct. Hence, the school must involve all the stakeholders mentioned in the SASA 84 of 1996, section 8 and subsection (1). If people take part in the drafting of the policy, they are more likely to receive it and adopt it. In another research carried out by Mgiijima (2014) on violence in South African schools with 698 participants, one SMT member commented, "It is non-negotiable for parents to be involved in fighting violence. The question is how to bring them into the school because without them, we will not succeed" (Mgiijima, 2014: 202).

In other cases, the schools have the code of conduct policy but do not use it effectively. They only produce it in cases when Departmental officials demand to see it as part of their monitoring on school policies. In a survey which was organised by NASUWT, 93% of teachers responded that their schools had a behaviour policy but even so Roach of NASUWT cautioned in House of Commons, 2011: 26) that:

Having a policy and what happens in practice are two different things [...] where policies do exist and everybody is familiar with that policy happens to be, around half of classroom teachers are actually saying that those policies are not being applied consistently, largely by the school managements where the judgement of the class teacher isn't always backed up in terms of leadership and management decisions.

The school leadership therefore must take a leading role in the drafting of the code of conduct as well as enforcing implementation at the school. The Centre for Justice and Crime Prevention (2012: 9) echoes the role of school leadership. They insist that the Principal and School Management Team (SMT) need to ensure that policies dealing with learners are affected and learners are dealt with fairly and consistently. The school leadership should take a leading role in ensuring that the code of conduct addresses issues related to learner violence, gender violence, gangsterism, drug related violence, bullying and dangerous weapons that are used in school fights. The school leadership should widely disseminate the code of conduct to the learners, parents and other teachers and advocate for its adoption as a reference point for staff, parents and learners (The Centre for Justice and Crime Prevention, 2012:11).

According to The Centre for Justice and Crime Prevention (2012:11), the code of conduct should remain "living" documents; reviewed and updated regularly to ensure that they capture the dynamics in relation to learner violent behaviour in the school environment. The code of conduct informs all classroom rules and such programs like bullying prevention programs and gender based violence awareness.

3.6.7.3 Classroom rules

Teachers have a compulsion to maintain discipline in the class and to create a safe environment for every learner in his class. In order to avert violence in the class he or she must understand the statues contained in the school code of conduct. In order to prevent learner violent behaviour, the teacher should devise classroom rules with the class.

For classroom rules to be binding and acceptable, according to, Barbetta, Norona and Bicard (2005:14), students should actively be involved in the processing of designing the classroom rules. They further argue that, if learners are directly involved in the process of drafting classroom rules they are likely to have an ownership of these classroom rules, and they will have a better understanding of these rules (Barbette, Norona and Bicard, 2005:13). The

process of rulemaking must be spearheaded by the class teacher and every learner who is the class must be directly involved. Alter and Haydon (2017:118), emphasises the role of the class teacher on spearheading the process. They state that, the class teacher should bring to class a framework of classroom, and then consultation with the class is done for collaborative construction.

Nooruddin and Baig (2014:14) state that for successful enforcement the classroom rules teachers need the support of the school leadership. They further argue that, if teachers are given the necessarily supported from the school principal, deputy principal, HODs and senior teachers, they will feel more confident on maintaining discipline in the classroom. Before they can implement disciplinary measures for learners who transgress the classroom rules, teacher must seek the support of the principal or members of School Management team or disciplinary committee. The class teacher's framework must direct learners on aspects considered on the classroom rules. Simonsen, Fairbanks, Briesch, Myers and Sugai (2008:358), assert that, rules expectations should be wider to incorporate all desired behaviours and the rules should be framed with these major expectations, "Be Safe, Be Responsible, and Be Respectful". These are major virtues on creating a safe classroom, which is free from violence

3.7 CHAPTER SUMMARY

The chapter consulted various sources from other researchers on the various forms of violence, prevalence of violence in schools and causes of violence. Several factors instigate violence, thus, individual, media influence, family set up, school related, societal related and peer pressure. Various authors also explored the effects of learner violence. The chapter unpacked various strategies applicable in managing learners. The chapter discussed various programmes such as second step, counselling, character education programmes, bullying prevention programmes, Gender Based Violence (GBV) intervention programmes and Social and Emotional Learning (SEL) and Strengthening families program. The role of policies was explored on prevention of violence in schools. The next chapter focuses on the research design, data methodology, data analysis and ethical considerations.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1. INTRODUCTION

The previous chapter focused on the literature that is pertinent to the study. This chapter provided a detail on the qualitative research design. The study adopted a qualitative research design, utilising the case study as the study as the study genre and Interpretivist as a research paradigm. The chapter presents the methodology shading light on the methods applied on data collection. Under the methodology, the study examines the study population, sample and sampling method, instruments used on data collection, data analysis, ethical considerations, and measurements on data credibility.

4.2 Research paradigm: Interpretivist

Glesne (2016: 5) defines a paradigm as, "Philosophy of science that makes assumptions about the nature of reality and truth, the kinds of questions to explore and how to go about doing so." Hennink, Hutter and Bailey (2012: 11), regard a paradigm as viewpoints or ways of looking at reality. They are "the frames of reference we use to organise our observations and reasoning". On the other hand, Denzin and Lincoln (2008: 31), define a paradigm as a, "net that contains the researchers' epistemological, ontological and methodological premises." Hesse-Biber and Leavy (2011:4), state that the epistemological and ontological positions shape the philosophical basis of the study. They further state that the philosophical positions influence every process of the study ranging from selection of topic, type of questions formulated, method selection, research design and sampling techniques.

Hesse-Biber (2010: 16), stresses that qualitative research methodologies consider multiple subjective realities as sources of knowledge construction. Hesse- Biber (2010: 16), further state that the epistemology on this paradigm is based on the assumption that knowledge and truth are partial as the values and feelings of the researcher are not completely detached from the research relationship. Instead, the values and feelings of the researcher are at play in the interpretation of data gathered from the participants. Hence, the researcher has a crucial role to play in constructing the knowledge generated from data analysis. On knowledge construction processes, some approaches argue that the researcher is expected to create a

reciprocal relationship with the research participants in order to enhance, interact, co-operate in the co-construction of meanings (Hesse- Biber, 2010: 16)

In order to achieve the aim of this study a qualitative research that underpinned by an interpretive paradigm was adopted, and it adhered to a constructivist philosophical epistemology and regards reality as subjective (Ritchie, Lewis, Ormston and Nicholls, 2013:12). Hence, according to the interpretive paradigm, there can be no objective position. Phothongsunan (2010:1) assert that interpretive researchers do not regard the social world as ‘out there’ but believe that human beings construct it. On the other hand, the quantitative research perspective regards knowledge as “out there” to be discovered, by a trained researcher and knowledge is empirical and accompanied by reality that can be dismantled (Johnston, 2009: 165. Hence, the ontological belief that is associated with the interpretive paradigm considers the world in which reality is socially constructed, complex and ever changing. From this perspective, the only entities that can give meaning to this reality are the people who are actors in the knowledge construction process (Glesne, 2016: 9).

Since people give meaning to their social world, interpretive researchers seek to investigate how human beings perceive and make sense of their world. Maree (2014: 59) argues that social life is distinctively human product. Humans are responsible for giving meanings to their daily social experiences. Hence, humans are understood within their own environment. People have a better understanding of their situations and can better explain their actions. According to Ritchie, Lewis and Nicholls (2013:12), the researcher also becomes part of the research as a meaning maker interacting with other meaning makers. In this regard, the research becomes a construction of meanings between participants and the researcher. In order to understand the realities of the participants, the researcher interacts with people and enquire into their perceptions. .

4.2.1 Advantages of interpretive paradigm

The paradigm assumes that reality is socially constructed; hence, the data collected from the participants reflects their experiences on learner violent behaviour. Maree (2014: 59) argues that listening to the people while in their social environment gives a greater opportunity to understand their perceptions on their activities. The study explored the richness and complexity of learner violent behaviour through talking with the teachers and principals to gain in depth understanding of the phenomena examined in the study.

The interpretive paradigm states that the human behaviour is influenced by the knowledge of the social world (Maree, 2014: 59). In the study, the researcher strives to understand the social environment of the learners and identify what external and internal factors influence their behaviour. The researcher contacted various participants. The participants gave different interpretations of their own experiences with regards learner violent behaviour within their social systems. Such interactions widened the horizon in understanding the issue and this concurs with the interpretive paradigm that proposes there are multiple realities and not a single reality. Certainly, these realities differ across time and place (Johnston 2009: 165 and Maree 2014: 60)

4.3 RESEARCH DESIGN

Conrad and Serlin (2011: 148), posits that research design takes a different meaning in different studies and in some cases it is used interchangeably with research method. Conrad and Serlin (2011:148), further states that in some studies the research design reflects the entire research process, from a research problem, research questions, literature review, methods and conclusions. In other studies, design refers to methodology only that encompasses data collection and analysis. The study adopted the first approach where research is reflection on the entire process. Conrad and Serlin (2011: 148) highlighted that research design communicates the key features that is epistemology, philosophical stance, methodology and techniques used on data collection that differ for qualitative, quantitative and mixed methods.

4.3.1 Qualitative research design

Researchers adopt one of three types of research designs: the qualitative, quantitative, or mixed methods. According to Brynard, Hanekom and Brynard (2014:39), in quantitative design the researchers assign numbers to what is observed. The researchers who make use of quantitative research design produce data by counting and measuring “things” or objects” (Brynard, Hanekom and Brynard, 2014:39). Creswell (2014: 4) states that what distinguishes the quantitative research design from the qualitative research design is that the former design is framed in terms of numbers while the qualitative design is framed in words. The mixed methods employ both the qualitative and quantitative research designs (Creswell, 2014: 4). This study applied the qualitative research design.

The data produced by qualitative research is descriptive rather than numerical or statistical in nature. Brynard, Hanekom and Brynard (2014:39), postulates that the data is descriptive in

that it is generated from participants' own words either written or spoken pertaining to their experiences or perceptions. The data captured cannot be assigned numbers or statistical data as it based on the real life experiences of the individuals. Yin (2011: 7), Patton (2015: 56) and Hesse-Biber and Leavy (2011:4), argue the data generated from qualitative research is based on the meanings people assign to their real life situations and experiences. People give the data as the researcher interacts with them during data collection, thus representing the views or perceptions of the people.

In order to get the perceptions of the participants, the researcher must engage with the people. The researcher must be active in engaging the people and identify issues from the perceptions of the participants. In order to understand why learners behave violently, challenges which they encounter in curbing learner violent behaviour as well as which strategies can be adopted to curb learner violence, the researcher visited schools and teachers and principals who experience the phenomenon in their schools. Creswell (2014: 185) and Patton (2015: 56), regard the researcher as a key instrument they directly engage people by gathering data through examining documents, observing the behaviour or interviewing the participants. Patton (2015: 56) admits that the direct contact the researcher has with the participants creates empathy and sympathetic introspection, and these are important traits in understanding human behaviour.

The data was collected in the schools at participants' workplace as advised in Creswell (2014: 185), who assert that in qualitative research data is gathered at the site where the participants experience the problem under study. Unlike the quantitative researchers who set up experiments and bring the individual to the laboratory or distribute instruments for completion, the qualitative researcher contacted participants individually. The researcher collected the documents written by the participants bearing their own words. Hennick, Hutter and Bailey (2012: 9), approve this approach and state that by studying people in their own setting, it enhances the researcher to understand how the participants' experiences and behaviour are shaped by their surroundings that encompass the social, economic, cultural or physical context.

The qualitative research design relies on multiple data collection methods such as interviews, observations, documents and audio-visual instead of depending on only one method. The researcher collected data from the participants through one on one interviews with principals, focus group interviews with the teachers then documents.

4.3.1.1 Advantages of qualitative research design

Hennink, Hutter and Bailey (2012: 10) and Patton (2015: 56), argue that qualitative research design generates in-depth information on research issues that consider people's perspectives in the context of the environment they live in.

In qualitative research, the researcher is connected to the participants who are the source of the data. The use of such data collection methods like face-to-face interviews and observations enables the researcher to know the participants personally. Brynard, Hanekom and Brynard (2014: 39), assert that as the researcher experiences the daily struggles encountered by the people that enables him to interpret and describe their actions. Besides being able to interpret and offer a description of people's perceptions, Patton (2012: 56), argues that direct encounter with participants generates empathy and sympathetic self-examination. Patton (2012:56), regards empathy and self-examination as important traits helping the researcher to understand human behaviour. The use of various data collecting methods enhances triangulation. Patton, 2012:316) Bloomberg and Volpe (2016: 46) and Sargeant (2012: 2), state that triangulation allows for data validation and ensures research credibility and rigour.

4.3.1.2 Disadvantages of qualitative research

The reliability of the findings is questioned since if the study is repeated the results are likely to be different. This stems from the fact that the qualitative study is based on the interpretivist assumption (Rossman and Rallis, 2017: 53). On the other hand, Rossman and Rallis (2017: 53), argues that replication is impossible, taking into consideration the dynamic nature of the social world and given the role of researcher, who is not able to manipulate the set up as in the experiments. Merriam and Tisdell (2015) as cited by Rossman and Rallis (2017: 53), note that:

“...because what is being studied (in qualitative research) is assumed to be in flux, multifaceted, and highly contextual, because information gathered is a function of who gives it and how skilled the researcher is at getting it, and because the emergent design of a

qualitative study precludes a priori controls, achieving reliability in the traditional sense is not only fanciful but impossible”

4.3.2 The genre: Case study

The major genres of qualitative research are ethnographic, phenomenological, sociolinguistic and case studies. The study utilised the case study. According to Yin (2014:16), Robson (2011:136) and Lapan, Quartaroli and Riemer (2012:243), a case study is an investigative approach that seeks to describe the case in depth within its world context. Creswell (2007:73) defines it as a qualitative approach that explores a bounded system or several bounded systems (cases) over time through various detailed in depth data collection methods. The data collection methods encompass interviews, audio-visual documents and reports. The case(s) under investigation can be individuals such as teachers, students, school principals, minister or parent, an organisation such as a school, university, a programme or an event and these must be investigated within their environment (Coe, Waring, Hedges and Arthur, 2017:114 and Patton, 2015:384).

In this study, the school setting was investigated, specifically secondary schools in Vryburg Cluster in North West Province. The study of individual cases brings a better understanding of a larger collection of cases, leading to identification of common themes on handling violent behaviour in secondary school.

Coe et al (2017: 115), state that there are various types of case studies, such as single case study, multiple case studies, reflective case study and longitudinal case study. The study made use of multiple case studies approach. A multiple case study involves a study of several cases, which are interrelated for comparison; hence, it is sometimes referred to as comparative case studies (Lapan, Quartaroli and Riemer, 2012: 247). When cases are compared issues under discussion are discussed in-depth as opposed to studying only one case. The study was conducted in three secondary schools in Vryburg cluster. The different experiences of Principals in the three secondary schools were tapped through one on one interview. The study selected participants for focus group discussion from the three secondary schools. Teachers with similar roles in their schools were selected for focus group discussions. The findings from each school were compared. Such an approach enriches the study's findings.

In order to acquire rich information on how the secondary schools in Vryburg handle violent behaviour the study made use of in-depth interviews with the principals and the teachers and

documents, collected from the schools and the disciplinary committee records, learner disciplinary code of conduct and School Safety Policy. The use of interviews and documents paved way for investigating learner violent behaviour in secondary schools.

4.3.2.1 Advantages of case studies

Maree (2014: 76), Creswell (2007:73) and Rossman and Rallis (2017: 92), argue that the strength of case studies lies with its integration of several sources and techniques it applies on data collection. The techniques may encompass interviews, observation, document review, reports, and collection of artefacts. Such an approach enhances data trustworthiness as well as generating rich information on the phenomenon.

On the other hand, Zainal (2007:4) argues that case studies provide a detailed qualitative account explaining complex real life situations that cannot be captured by surveys and experiments. Zainal (2007: 4) further argues that in case studies the participants are studied in their own environments without manipulation. Hence, it was easier to understand the humans' perceptions in their natural environment. They responded freely, as they were comfortable in their natural environment.

4.3.2.2 Challenges of using case studies

Despite generating rich information, case study is associated with some challenges. Yin (2009:61), state that a single case study is vulnerable since the researcher puts in "all eggs in one basket". Since the single case focuses on only one case, it cannot be used to generalise conclusion on all other cases (Rossman and Rallis, 2017: 92 and Bryman, 2016: 62). Rossman and Rallis, 2017: 92, further argue that case studies are contextual dependent; hence, what is applicable in one environment might not be applicable to another environment. Hence, conclusions generated by one case cannot be applied to other cases since the cases are different.

4.4 METHODOLOGY

4.4.1 SITE SELECTION

Below is a map showing the position of Vryburg in the North West Province where the study was conducted.



Figure 4.1: Map of positioning Vryburg in North West Province. Source: <https://www.bing.com/saves?type=images&FORM=IRFVLP>.

The secondary schools selected for the study are in the North West Province of South Africa. One cluster in Taledi Area office, which is Vryburg, was conveniently sampled. A systematic random sampling was done to select three secondary schools in Vryburg for the study. The Cluster consists of schools in Schweizer-Reneke, Stella and Vryburg. Most of the schools in this cluster are in black townships and farms. Mampane and Boucher (2011:114), state that township residential areas in South Africa originated as racially segregated, low-cost-housing developments for black labourers to remain closer to places of employment within cities and towns. Today township life is associated with poverty, crime and violence and is equated to a “war zone” when the safety of residents become compromised (Mampane et al 2011:114). The National School Violence Study of 2012 highlighted the extent to which family and community factors intersect with the levels of violence occurring at schools.

4.4.2 PARTICIPANTS’ SELECTION

Sergeant (2012:1) states that selecting participants in quantitative study “requires standardisation of procedures and random selection to remove the potential influence of external variables and ensure generalisability of results”. The standard procedure requires the quantitative researcher to utilise statistical calculations in order to create a sample size before

the study is carried out in order to ensure that indeed the results are attributed to the intervention (Sargeant, 2012:1). Qualitative study, on the other hand, do not require statistical calculations in deciding on a sample size. According to Sargeant (2012:1), the number of participants selected is not predetermined, the sample size depends on the number required to offer the important information relevant to the study. Cohen, Manion and Morrison (2018: 218) and Bryman (2016:407) suggest that the best method is purposive sampling.

Cohen, Manion and Morrison (2018: 218) state that in purposive sampling the researcher handpicks the participants based on researcher judgment of the suitability of the participants. Bryman (2016: 408) says the participants and sites are chosen based on their relevance to answer the research questions.

Purposively selected participants are chosen based on their depth knowledge on the issues that the study addresses. Cohen, Manion and Morrison (2018: 219), assert that the qualitative researcher benefits little from random sampling as such an approach does not guarantee knowledgeable participants in matters of interest to the specific study.

The participants in this study were selected for interviews in order to get full understanding of the research problem and the research questions. Creswell (2013: 156), suggests that decisions must be made about who or what to sample, what form of selection is done, and how many people or sites need to be sampled. The researcher selected three Principals from three different schools in Vryburg Cluster. Principals were chosen by virtue of being at the helm of school management. In this position, principals have a better understanding of the context of discipline in the school. Face to face interviews were conducted with the Principals. Focus group interviews were conducted with teachers. Each focus group comprised of two teachers who were members of the school disciplinary committee, two class teachers and one teacher in the School Governing Body (SGB). The researcher considered gender balance in the selection of participants. The gender balance minimised the patriarchal influence on the research process.

The researcher adopted the purposive sampling. According to Patton (2002:230), this technique is widely used for identification and selection of information rich cases. The participants selected for this are knowledgeable and experience the problem of learners' violent behaviour. According to Braun and Clarke (2014:56-57), purposive sampling entails a wide range of sampling strategies. For this study, the researcher adopted the criterion sampling. According to Patton (2002:230), the purpose of this sampling method is to review

and study all cases that meet some predetermined criterion of importance. The schools selected experience disciplinary problems and generally, their performance at grade 12 is compromised.

4.4.3 DATA COLLECTION STRATEGIES

The study takes the interpretive paradigm and therefore focuses on group interviews and document analysis. Interviews were chosen in order to dig deeper into participants' views and perception on learner violent behaviour. All the interviews were audio recorded.

4.4.3.1 Semi-structured interviews: one-on-one interviews and focus group interviews

Creswell et al (2014:87), defines interview as “two-way conversation by which the interviewer asks participants questions to collect data and to learn about ideas, beliefs, views, opinions, and behaviours of the participants.” Creswell et al (2014: 87) and Hancock, Ockleford and Windridge (2009: 579), identify three forms interviews thus: open-ended, structured and semi-structured interview. The study utilised the semi-structured interviews with principals and focus groups with the teachers.

The interviews conducted were semi-structured in-depth interviews. The study utilised the semi-structured interviews in order to generate in depth knowledge on, handling learner violent behaviour in secondary schools. According to Harrel and Bradley (2009: 27), semi-structured interviews are used to generate detailed information as they deeply delve into a topic and to understand thoroughly on the answers provided. Hancock, Ockleford and Windridge (2009:16), state that semi-structured interviews are composed of open-ended questions that focus on the topic the researcher wanted to cover. Hancock, Ockleford and Windridge (2009:16), further assert that, the open ended nature of the questions posed, will dig deeper into the topic under discussion as it offers an opportunity to the participants and the interviewer to explore the topic in detail. In this study the interviewer used probes to stimulate the participants to divulge more on the issues under discussion. The study made use of open-ended questions written on the interview guide (see Annexure A and D attached)

4.4.3.2 Advantages of semi-structured interviews

According to Leedy, (2014:156) semi-structured interviews are flexible and more likely to yield abundant information beyond what the interviewer had planned. The interviewer has the opportunity to make a follow up on whatever issue they feel it is of importance such an approach is not found on structured interviews (Denzin and Lincoln, 2018: 579). Denzin and Lincoln, 2018: 579), further state that, in comparison with unstructured interviews, semi-

structured interview the interviewer has a great say in directing the interview on issues that are important on the study.

During the semi-structured interviews, the interviewer is an active participant as well, Denzin and Lincoln (2018: 579), says, “*the interviewer has a great chance of becoming visible as a knowledge producing participant in the process itself, rather than hiding behind*”

4.4.3.3 Limitations of semi-structured questions

Face to face interviews were carried out with three principals of the three selected schools. On all interviews the audio tape recorder will be used. The interviews will be approximately 1 hour and are face to face at each person’s workplace. Permission to tape record will also be sought from the participants.

Pilot interviews will also be held on two selected schools prior to the actual r proposed research. The pilot interviews will provide feedback to the researcher regarding the effectiveness of the interview questions prior to the actual interviews. The pilot interview will provide the researcher with experience on interviewing techniques.

4.4.3.2 Focus group interviews

Hennink, Hutter and Bailey (2012: 135), define a focus group interviews as an, “interactive discussion between six to eight pre-selected participants, led by a trained moderator and focusing on a specific set of issues”. Hennick, Hutter and Bailey (2012: 135), splinted the words, Focus group into focus and group. With focus implies focusing on certain issues with a selected group of participants. Patton (2015: 475), state that, the focus must be made of small number of participants sharing a common background. In the focus group interviews, the participants are grouped with the intention of gathering data from them through an interview being controlled by the interviewer. The focus group interviews offer the participants opportunities to interact among themselves and with the moderator/ interviewer on discussing a topical issue. Patton (2015: 475), assert that in the focus group, participants will have time to hear each other’s responses and they will get an opportunity to make additional comments. Hence, the interviews are interactive and offer an opportunity to discuss issues. The study carried out focus interviews with School A, School B and School C. Focus group interviews were conducted with teachers. Each focus group will be comprised of 2 teachers who members of the school disciplinary committee, two class teachers and one teacher component in the School Governing Body (SGB) and one Life Orientation Teacher.

4.4.3.3 Advantages of focus group interviews

Hesse- Biber and Leavy (2011: 164), Maree (2014: 91) and Hennick, Hutter and Bailey (2012: 137), argue that the focus groups are conducted with the assumption of generating rich in depth information since it brings together many participants who will interact in a group and share a wide range of experiences that may activate forgotten details of other experiences. That interaction will activate even some members who are inhibited to share their experiences as well.

The use of focus group interviews as a method of data gathering cut costs. According to Hesse-Bibber and Leavy (2011:164), Cohen, Manion and Morrison (2018:532), and Patton (2015: 477), within a short period of one hour the researcher can gather rich information from a relatively voluminous data from multiple participants. The researcher will acquire key issues, ideas, and perspectives from multiple participants at one setting. Hesse- Bibber and Leavy (2011: 165), concur by saying focus group interviews, “*contribute to data that is not comparable to the sum total of individual interviews result in data that is not comparable to the sum total of individual interviews...*” Hence, the method is economical in terms of time as well as costs for the researcher and for the participants.

Patton (2015: 478), assert that, focus group interviews highlight diverse perspectives and that enhance data quality as participants tend to provide checks and balances on each other as they make their contributions. The participants will dissect an issue and analyse it deeply before reaching a consensus. Hesse- Bibber and Leavy (2011: 164) argues that, due to the way issues analysed in the focus group interviews, it can be best utilised when evaluating the effectiveness of certain programs to find out its strengths and weaknesses as well what is working or what is not working.

As members in the group debate issues it adds detail, depth and uncover unique viewpoints that cannot be generated on one on one interviews (Creswell et al, 2014: 91) 2014: 90 and Patton, 2015: 23). Hesse-Bibber and Leavy (2011:167) emphasised that, “*unique data is generated as participants disagree, explain themselves and query each other, often negotiating their original ideas with new thoughts resulting from conversation*”. Due to the debate, the participants will bring out new ideas in relation to the issues under discussion.

Hesse-Bibber and (2011: 165) regard focus group as a “safer spaces” as it acts as a platform for participants to interact and share their experiences and perspectives. Patton (2015: 478), the interaction brought by focus group, tend to be enjoyed by participants as there is tendency

for humans as social animals to enjoy while interacting with other humans. In that relaxed environment, the participants will contribute freely.

4.4.3.4 Limitations of focus group interviews

The focus group interviews are associated with some limitations as argued by, Patton (2015: 478), who says, the researcher must be skilful in conducting such type of interviews so that they will not be degenerated to a one person or two people's show and that will hinder in acquiring full participation and coverage of the issues under discussion. Creswell et al (2014:91), argues that, if one person dominates the focus group discussion the information will be biased. Patton (2015: 478), realised that, individuals perceive their views as minority perspective they may fear to speak up as they want to avoid negative reactions. The interviewer overcome this, by encouraging all participants to participate.

Creswell et al (2014: 91), assert that, focus groups are small samples and as a result, they may not be representative. On the other hand, Creswell et al (2014:91), argues that it is difficult to gather people from different locations at a single venue. The interviewer overcame this by congregating six teachers in the focus group and all the participants were recruited from one school in each focus group that was conducted on this study.

The interviewer assumed the role of the moderator while conducting focus group interviews, as too much control would have resulted in the participants being reluctant to open up on important information (Creswell et al, 2014: 92).

4.4.4 Documents collection

The researcher used multiple forms of data collection, including written documents. According to Creswell et al (2014: 82), written documents may include "published and unpublished documents, memoranda, agendas, administrative documents, company reports, email messages, faxes, newspaper articles, or any documents that is connected to the investigation."

The researcher asked the principals to provide the following documents: learners' code of conduct, classroom rules and records of learners' misconduct from the disciplinary committee. The researcher collected these documents to garner a better understanding on how secondary schools handle learner violent behaviour.

4.4.4.1 Advantages of documents

Creswell (2014:192) asserts that documents enable a study to grasp the language and words of the participants in their written versions. Such information is original and not influenced by the circumstances such as the presence of the interviewer in interviews. The documents collected in this study captured the prevalence and forms of violence experienced by schools as well as the strategies adopted in curbing learner violence.

Data that was captured through the documents collected and this was rich considering that the participants had taken time to compile the learner code of conduct that dealt with all forms of violence likely to be experienced at school. The disciplinary committee records stated various forms of learner violent behaviour experienced by schools and how these were resolved.

Creswell (2014: 192) argues that written information is easily accessible to the researcher; hence, it saves time collecting it. Creswell (2014: 192) further argues that the data, which is collected, is already transcribed saving the researcher time in transcribing. The research collected the learner misconduct records, learner code of conduct as well as the classroom rules.

4.4.4.2 Limitations of documents

Creswell (2014: 192) argues that, some of the information may be incomplete. The information may not be informative since some administrators have difficulties in communicating through writing (Creswell, 2014: 192). Some of the documents may be not accurate and the subsequent analysis generates distorted information.

If records are sensitive, the participants might refuse to share these with the researchers (Creswell, 2014:192). The researcher did not encounter many challenges, as the documents were articulate and expressed well. The schools made photocopies of the documents that the researcher requested.

4.4.5 DATA ANALYSIS

Merriam (2009:175) says, “Data analysis is the process of making sense out of the data. And making sense out of the data involves consolidating, reducing and interpreting what people have said and what the research has seen and read - it is a process of making meaning.”

Information gathered from the interviews and from the disciplinary committee records was voluminous. This was summarised and condensed to make sense. Data was sorted and classified according to research objectives and tentative theory in the research.

Charmaz (2006:46) says, “Coding is the pivotal link between collecting data and developing an emergent theory to these data. Through coding the researcher defines what is happening in the data and begins to grapple with what it means.”

Interviews were recorded and the process of coding started by writing down what was said in a transcript with several pages. According to Merriam (2009:178), the process of analysing data begins with open coding. This happens when the researcher begins reading the interview transcript, field notes, and documents collected in the study. According to Creswell (2013:184) the process of annotations entails winnowing, as some data was discarded the other was assigned labels formulated by the researcher.

After open coding, the next stage was scrutinising and re-examining the codes formulated. Merriam (2009: 179) says this axial coding or analytical coding involves going back to the codes and comments made during open coding and establishing connections. According to Creswell (2013:89), axial coding entails identifying the central phenomenon, followed by exploration of causal conditions that is, categories of conditions that influence the central phenomenon, then followed by identifying the context and intervening strategies and finally delineating the consequences of the strategies.

Leedy (2014: 149), states that after axial coding the next step is selective coding; this involves combining the categories and their interrelationships in order to create a storyline that describes what happens in the phenomenon studied. This final coding must build themes that answer the research questions. Verification of information was done by referring to the axial coding and the participants.

The same process was applied to the documents collected for the research thus, the records of learners’ misconduct from disciplinary committees. The themes from both interviews and documents were merged. The themes and categories identified were compared with relevant literature to validate consistency. After analysis of data, the findings were interpreted to get a holistic picture of the research.

4.4.6 TRUSTWORTHINESS

This research enhanced trustworthiness through a number of mechanisms: long-term engagement with participants, triangulation, member checking and debriefing (Lincoln and Guba, 1985, Merriam 1998 as cited by Shenton, 2004:64-70).

4.4.6.1 Member checking

According to Creswell (2014:201), member checking involves communicating with the participants in the final report of the study in order to check accuracy. The researcher achieved this through a long-term involvement and multiple contacts with participants over two years and issues emanating from the interviews were discussed with the participants. The themes and categories that from data analysis were shared with participants to ascertain that they reflected their perceptions.

4.4.6.2 Triangulation

Creswell (2014:201), Houghton, Casey, Shaw and Murphy (2013:13), state that triangulation can be achieved by using different methods of data collection in order to formulate coherent themes and bring consistency to the findings. Creswell (2014:201) further says, if themes are created based on several sources that adds validity to the study. Triangulation was achieved through using various methods of data collection, namely semi-structured questions, focus group interviews with teachers and one on one interviews with principals and document analysis.

4.4.6.3 Peer debriefing

Creswell (2014:202), suggests that peer debriefing process entails the researcher sharing the study with another knowledgeable persons for reviewing purposes. Such an approach can yield another interpretation that could have been overlooked by the researcher (Creswell 2014: 202). The researcher shared the process of data analysis with a fellow student. The final report of the study was also shared with the fellow students. Ryan-Nicholls and Will (2009) as cited by Houghton, Casey, Shaw and Murphy (2013:14), recommend that the use of peer debriefing in qualitative research must be done cautiously. Houghton, Casey, Shaw and Murphy (2013:14) states that the aim should not be for the colleagues who analyse to arrive at the exact same coding and themes as the researcher, but to check whether the data labels and the logical paths taken to arrive at those labels confirm the logic of the analysis (Graneheim and Lundman 2004 as cited by Houghton, Casey, Shaw and Murphy (2013:14).

4.5 ETHICAL CONSIDERATIONS

According to Cohen, Manion and Morrison (2018: 11), ethics “concerns what is good and bad, right and wrong”. They further state that ethical research deals with what the “researchers ought not to do in their research”. On the other hand, Rallis and Rossman (2017: 59), regard ethics as moral principles of what we consider “to be good or bad, right or

wrong”. Hence, ethical issues are moral principles followed by a researcher in the endeavour to protect participants from any form of harm. Cohen, Manion and Morrison (2018:112), assert that, ethical issues should be considered and reviewed at all stages of the research, in planning, conducting the research, reporting and disseminating the results of the study.

Yin (2009:73) argues that the highest ethical standards should be considered as all case studies deal with human affairs. Yin (2009:73), argues that all case studies call for special care and sensitivity. The research design applied in this study was a case study, hence the researcher was cautious and upheld the ethical guidelines applied while collecting data and reporting. Deploy and Gitlin (2016:26), Yin (2009:73), Botma, Greef, Malaudzi and Wright (2010:20), and Creswell (2014:188), state that there are ethical guidelines that a researcher must respect while carrying a study involving human beings. These ethical guidelines are informed consent, full disclosure, confidentiality, voluntary participation and protection from harm and getting permission from gatekeepers.

4.5.1 Getting permission or approval from gatekeepers

Cassell and Symon (2012:286) and Creswell (2014:188), assert that before a researcher carries out research with an individual or a group consent must be sought from that individual or group engaged in the research. Creswell and Poth (2018: 54), state that before a research is carried out, the researcher must acquire a letter of approval from the institutional review board. The researcher obtained a letter of approval from the Faculty of Education from North-West University Ethics committee. This letter was used to seek permission from the Area Office Manager of Taledi Area Office to conduct the research in their schools. Following the approval from the Area Officer Manager, letters were written to all participating schools.

The letter was addressed to the school principals and explained the purpose of the study and the procedures of the research process.

4.5.2 Informed consent

Depoy and Giltin (2016: 33), Cohen, Manion and Morrison (2018: 122), define informed consent as a process where prospective of the Office of Human Subjects Research (OHRS) and the Office for the Protection of Research Subjects (OPRS), state that informed consent “is merely a form that is signed but a process, in which the subject has an understanding of the research and its risks. Informed consent is essential before enrolling a participant (Shahnazarian, Hagemann, Aburto and Rose, 2017:3). Hence, the process goes beyond

signing of the consent form, but implies explaining to the potential participant(s), the protocols and processes of the engagement in such research. The choice must be genuinely free, without any negative repercussions if one refuses to participate in the research (Cohen, Manion and Morrison, 2018: 126).

Cohen, Manion and Morrison (2018:125), Depoy and Gitlin (2016: 34), Rossman and Rallis (2017: 65), assert that the potential participants must be informed about all the procedures of the study. The researcher explained the purpose of the research, procedures for collecting data and reporting. The researcher clarified that there were no risks involved in participating, and should any have arisen in the process, there were measures in place to mitigate the risks. Their right to voluntarily participate and withdraw from the study at any time without repercussions and how anonymity was assured (Cohen, Manion and Morrison, 2018:125, Depoy and Gitlin, 2016: 34, Rossman and Rallis, 2017: 65). Rossman and Rallis (2017: 65), argues that if the procedures are explained fully, the research ceases to be deceptive and such a step serves to protect the privacy and identities of the participants.

Before the participants committed themselves to sign the consent form they were given ample time to assess the information such that they genuinely understood their roles as participants (Cohen, Manion and Morrison, 2018:125). Before, collecting data, the participants agreed to participate and a consent form, containing all the procedures of the study was signed. Depoy and Gitlin (2016: 34) state that the researcher must read and explain the contents in the consent form and if the participant agrees to undertake the study, they sign the form.

In this study, the researcher, sought consent from all the participants in the study: the principals and the teachers from the three secondary schools in Vryburg. The procedures of the study were explained to the participants. The consent forms (Annexure G and H), were used to seek consent from participants. The participants and the interviewer endorsed participation by signing in the spaces provided.

4.5.3 Confidentiality and anonymity

Hennick, Hutter and Bailey (2012:71), reckon that confidentiality and anonymity are used interchangeably in research literature, but in research ethics, they are distinct words. Confidentiality entails not disclosing to anyone the information gathered from the participants that could lead to their identification or link to the reported information and only

specified member of the research team can access to the data (Cohen, Manion and Morrison, 2018: 130, Hennick, Hutter and Bailey, 2012: 71, Depoy and Gitlin, 2016: 28). In contrast, anonymity implies participants can be identified from the research data without knowing their exact identities; names are not disclosed in the reporting of the findings (Hennick, Hutter and Bailey, 2012: 72; Cohen, Manion and Morrison, 2018: 129).

Rallis and Rossman (2017:65), state that researchers must uphold the confidentiality in order to ensure two elements: protecting the privacy of the participants (identities, names, and specific roles) and holding in confidence what they share with the researcher (not sharing it with others).

The confidentiality of the participants was respected by the researchers. Failure to honour confidentiality leads to researchers having difficulties in acquiring data from the participants and gaining the cooperation of participants. Although the researcher has information about the various contributions made by participants and their identity, the researcher must not make the link public (Cohen, Manion and Morrison, 2018: 130). In order to ensure confidentiality, Hennink, Hutter and Bailey (2012: 72), suggest that only the research team and those transcribing must have access to the recordings. Hennink, Hutter and Bailey (2012: 72), add that the interview recordings must be kept in a safe place where only authorised researchers can have access.

To uphold the ethical principle of confidentiality, participants in this research were assured of confidentiality throughout. Principals and teachers were assured of their confidentiality and the identity of their schools. The researcher transcribed the recordings with the assistance of the supervisor. The recordings were kept safely, with the supervisor only having access to the recordings. The reported information respected the identity of the participants as well as their schools. The schools were given labels for anonymity and each school is referred to as School A, School B and School C in the study.

Yin (2009: 73), demonstrates that ensuring the privacy and confidentiality of the participants constitutes a critical step in research. On the other hand, Hammersley (2012:7) state that the confidentiality of information supplied by research participants and anonymity must be respected.

4.5.4 Protection from harm

Participants involved in this study had the right to be protected from harm and discomfort (Botma, Greef, Malaudzi and Wright, 2010:20). The researcher ensured that there was no harm to the participants in the research and participation was voluntary. The researcher used data collection methods that did not put the life of participants at risk. The researcher respected the dignity of teachers and principals. The researcher therefore full respected the privacy of the participants.

4.6 CHAPTER SUMMARY

The chapter focused on the research design and methodology. The study made use of qualitative research design in order to identify and categorise the perceptions of participants on learner violence. The study used the interpretive paradigm as well as case study approach. The advantages and disadvantages of the qualitative design, case study and interpretive paradigm were explored. The chapter examined the methods applied in data collection. Vryburg cluster secondary schools were selected purposively for the study. The researcher used interview guides and interviews as tools for data collection. The process of data analysis was illustrated. The advantages and disadvantages of in depth interviews and document analysis were explained. The chapter highlighted concerns with respect to credibility and ethical principles.

The subsequent chapter focuses on data presentation, analysis, interpretation and discussions.

CHAPTER 5

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

5.1 INTRODUCTION

After the interviews with teachers in focus groups and one-on-one interviews with principals, the researcher transcribed the information verbatim. The researcher collected the school learner code of conduct, disciplinary committee records and classroom rules as documents for analysis. According to Merriam (2009:75), the process of data analysis entails making sense out of the data collected. Merriam (2009:175), further says the aim of data analysis is, “to make sense from the data collected by consolidating, reducing, and interpreting what people have said and what the research have seen and read...it is the process of making meaning.”

The researcher abided by the procedures stated by Merriam (2009: 75) in analysis of data. In order to make sense of the data collected from the participants, the researcher assembled the transcripts and documents, identified the segments from the data that answered the research questions. By creating the segments, the transcripts and documents were reduced. The segments that had common trends were grouped to form categories. In line with Merriam (2009:177), some of the categories were subdivided into sub-categories. The categories that emerged were further analysed and grouped into themes. In the final discussion, the study linked the findings to the literature review as well as the theories elaborated in chapter two.

This chapter focuses on the data presented by the participants and subsequent analysis.

5.2 DEMOGRAPHIC COMPOSITION

The demographic pattern of participants shows the respective schools from they were drawn. The participants’ role in the school, work experience and gender is presented in the demographic composition table below. Various codes were used in order to hide the identity of the participants. P stands for Principal, S, for School and the last letter, thus A, indicates participant from school. B indicates that the participant is from school B and C implies that the participant was from school C.

Table 5.1: Participants' role in the school, work experience and gender

School	Participant	Role in school	Work experience	Gender	Code
A	Principal	School head	12 years	Male	PSA1
	Teachers in the focus group	Member of disciplinary committee	15 years	Male	TSA1
		Class teacher	4 years	Female	TSA2
		Class teacher	2 years	Female	TSA3
		Class teacher	18 years	Male	TSA4
		Class teacher	12 years	Male	TSA5
B	Principal	School head	2 years	Female	PSB2
	Teachers in the focus group	Class teacher and member of the disciplinary committee	17 years	Female	TSB6
		Member of the disciplinary committee	8 years	Male	TSB7
		Class teacher	3 years	Female	TSB8
		Class teacher	9 years	Male	TSB9
		Class teacher	7 years	Male	TSB10
C	Principal	School head	18 years	Male	PSC3
	Teachers in the focus	Class teacher	6 years	Female	TSC11
		Class teacher	14 years	Male	TSC12
		Class teacher	11 years	Male	TSC13
		Class teacher	21 years	Female	TSC14
		Member of the disciplinary committee	19 years	Male	TSC15

5.3 EMERGING THEMES

After analysis of data five themes emerged as illustrated in Figure 5.1. These themes emerged from the analysis of data presented by the principals in interviews and teachers in the focus groups in the three secondary schools in the Vryburg Cluster. Thematic analysis was utilised to generate the themes.

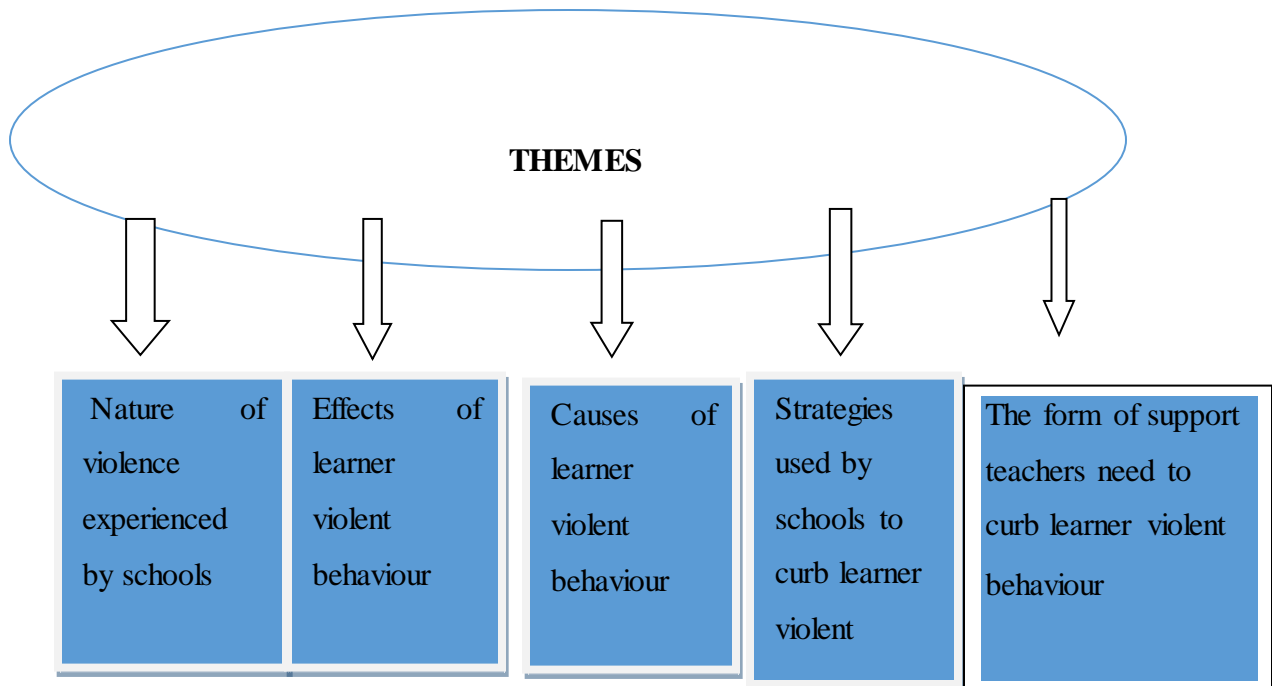


Figure 0-1: Illustration of the themes from data analysis

5.4 THEME ONE: NATURE OF VIOLENCE EXPERIENCED BY SECONDARY SCHOOLS

Schools experience different forms of violence frequently. Data gathered from one-on-one interviews with principals, focus group interviews with teachers and disciplinary committee records revealed these categories:

- Prevalence of learner violence
- Gang related violence
- Physical attack and the use of weapons and sharp instruments
- Vandalism of school property
- Bullying
- Gender Based Violence (GBV)

- Violent resistance
- Verbal abuse directed at teachers and learners,

5.4.1 Prevalence of learner violence

From the interviews conducted with the principals of the three schools, the findings show that schools find it difficult to deal with the problem of learner violent behaviour. It emerged that teachers now focus on attending to disciplinary issues related to learner violent behaviour rather than the teaching mandate. All schools encounter the problem of learner violent behaviour frequently. The records from the disciplinary committee concur with what teachers said during interviews. From the disciplinary records, the major challenge connects directly to learner violent behaviour. On a daily basis, the schools encounter learner violent behaviour. Some of the incidents take place outside the school premises but eventually the schools end up intervening.

The participants from the three schools submitted the following observations with regard the extent of learner violent:

Participant TSA3 said: *“Learner violent behaviour is such a big issue that we have to deal with on a daily basis given the great lack of moral culture amongst our pupils.”*

Participant TSA 5 submitted the following: *“Yes, we do experience learner violent behaviour in and around the school. Quite often, learners fight each other but sometimes this problem affects the neighbouring school and teachers also as they are forced to intervene most of the times in settling these altercations”*

The observation of PSA1 concurs with the observation from PSA2, who said, *“Yes, to the other learners but fortunately not to the teachers.”* Their observations are echoed by PSA3 who said, *“Then there will be boys against boys and girls against other girls.”*

The secondary school in question is adjacent to a primary school: when fights break out at that school they spill over to the primary school. Due to the proximity of the two schools, their learners fight with the learners from the neighbouring school. In such a circumstance, teachers at school A have to intervene.

The problem is not confined to school A only. School B and C encounter the scourge of learner violent behaviour often as well.

From school B, one participant TSB7 said, *“The problem is usually being experienced at the beginning of the year they will be fighting from right, left and centre and I don’t know why it is like this and towards the end of the year it becomes better.”*

The impression is that are learners fight unabatedly but it is difficult to explain why they fight in this manner. Another participant TSA11 from school C echoed the same sentiments on the extent of learner violent behaviour: *“Given the complexity of the matter, it would be a fair statement to say that learner violent behaviour happens on a weekly basis and more often in that week than just once a day.”*

In school B, teachers have to deal with confrontations between their learners and other community members. These community members follow the learners to school in order to settle matters and scores. One participant said, *“The problem starts in the location and these learners come with the problem into our school. They continue to fight while others will be at the gate.”*

School C was not coping with the problem. On arrival at the school, the researcher observed that this school had invited the Area Office Manager due to the problem of learner violent behaviour. Teachers were already busy in the morning attending to learners who had fought.

One participant PSC3 submitted the following vignette:

I had another case early in the morning and that one you saw me addressing was the second one, it was about two girls, which were fighting. The other girl completed matric last year. They fought outside the school but the other parent had to come to school to see the other learners ...the one attending school here. Instead of solving the problem as parents at home, they bring the issues to the school.

The presence of the Area Office Manager on an intervention mission to bring sanity confirms that the school has literally failed to handle violence. PSC 3 said, *“We have our District Manager. He was with us this morning at assembly and he stated that if these learners continue to fight they must be brought to his office.”*

The findings indicate that learner violent behaviour is escalating, corresponding to findings by the South African Human Rights Commission (SAHRC). The South African Human Rights Commission (SAHRC: 2008) reported that the most severe forms of violence occurred at school level, not only by pupils to pupils but also teachers against pupils. Mgijima

(2014:198) established that violence in South African schools is rampant and has been so for a while. The assertion is further supported by the results of the 2012 National School Violence carried out by Burton and Leoschut. Their study sample comprised 5 939 learners, 121 principals and 239 educators. The results from this research revealed shocking levels of violent behaviour in schools. In total, more than a fifth of learners experienced violence at school (Burton and Leoschut, 2013: xi). They also found that 12, 2% of learners were threatened with violence at school and 6.3% had been assaulted.

The results concur with the print media reports that indicate incidents of learner violent behaviour are on the rise. *The Daily Sun* of 8 September 2017 reported on an incident of gruesome murder of a learner in the principal's office by another fellow after a misunderstanding. *The Star* newspaper of 11 September reported on incidents of learner violent behaviour taking place at Klispruit Secondary school in Gauteng Province. At this school, learners harass teachers. Due to the indiscipline, the MEC for Education was considering relocating the Grade 12 class from that school environment. A learner stabbed a teacher according to *The Citizen* newspaper of 19 January 2018. This was an incident of a Zimbabwean teacher, Mr Vhiya, who was stabbed to death. *The Daily Sun* of 26 January carried a story of a student who was stabbed to death by a fellow over a misunderstanding over a chair. On the 28th March 2018, *The Daily Sun Reporter* reported on an incident of a learner who threw a book on the face of a teacher and the MEC for Education of Gauteng Province initiated an investigation to the circumstances that triggered the incident.

5.4.2 Gang related violence

The findings from the interviews concurred with the findings from the disciplinary committee records. The major form of violent behaviour is gangsters, and schools battle to deal with this phenomenon. One of the schools, which is a farm school, reported that they experience the problem. Gang-related violence is therefore not a problem confined in township schools only.

PSB2 lamented:

In our school, the problem is gangsterism. The problem starts in the location and the learners come with the problem into our school. They continue to fight while others will be at the gate during school hours. They will stab one another, and they will fight using dangerous weapons. Since the beginning of the year, we have been experiencing such fights. Other gang members come to school with bruises on the head; others with blue eyes

TSB 6, echoed the same sentiments:

It seems we have two groups of gangs in the school. They normally start a fight in the location over the weekend and they will bring it to school. Monday, they will continue to fight in the school premises. We realised that in the school we have groups of people fighting each other in the location but this spills into the school

School A is not spared in this cycle of violence. Despite being located on a farm, they experience the problem of gangsters as well. TSA 3 said, “A lot of learners group themselves into gangs and if you don’t belong to a group, you may become a victim of violence from those in groups.”

The problem of gangsters was echoed by PSA1, who went to great lengths to explain that it was a new phenomenon. PSA1 reported that such forms of violent behaviour were reaching his office very often. He said:

Now of late the issue of groups has also emerged. Boys will cluster and form a group and then give them a name but is a group of friends and they will be working together after school in the community. Once you have an issue with one, the whole group will attack the poor learner. These are some of the cases that come to my office (sic). So there is this new culture of gangsters that is sort of emerging and we are trying to liquidate it but there is a lot of violent behaviour that we experience

From school A, the disciplinary records show that this school ran disciplinary hearings from 25 January to 26 January 2018, on gangsterism. The disciplinary committee compiled one list of learners who are members of gangs. The list had fifteen learners and it included even learners from the neighbouring primary school.

Gangsterism has ravaged school C to such an extent that the two-gang groups are terrorising the whole school. In response to the question on which forms of learner violent behaviour the school experiences, PSC 3 said:

Yes, very much sir. The main problem is we have this school; we have violent groups, which call themselves gangsters. We have the OBF- it stands for One Big Family. But the main group that gives us a big problem is D16. It stands for dangerous 16s. They are giving us an indication sir that they are dangerous soccer players but actually, they are violent pupils.

PSC 3 went further to say, *“The D16 is a formidable gang that is always giving the school a torrid time. The school came to halt at one time when they were fighting with the other rival gang. When they start to fight their fight goes unabated unless there is a serious intervention, mainly from the police.”*

TSC 13 supported the observations made by his principal and said, *“And you know what sir if one is provoked at school and a fight happens at school you can be assured that the fight is going to continue after school. And this escalates from the day it started for simply looking at somebody and this can last for two weeks at this school and it involves a circle of other learners.”* TSC15, who sits in the disciplinary committee, added, *“Tonight sir we are having a disciplinary hearing for the D16s. So that they can explain what happened last week Tuesday...”*

On that Tuesday, the school came to a halt when the gang was fighting with their archrivals. TSC 15 was even eager to invite the researcher to the disciplinary committee meeting which was going to start at six on that day, so that I could have a better understanding of the situation.

TSC 15 said, *“We welcome you to our disciplinary hearing at 6pm. We want you to see exactly what happens at this school. We will be having the SGB, in the disciplinary hearing, the Principal, deputy, teachers and parents of children who were involved in that fighting.”*

TSC 15 further said, *“We have the highest authority of police in our SGB, a lieutenant Mashaba, who resides here in Vryburg. He used to talk to these guys especially the D16s and is going to speak with them again tonight.”*

Due to the time scheduled for the disciplinary committee, I was not able to attend the disciplinary hearing.

Contrary to the researcher’s perception that girls are always victims of men’s violent tendencies, and in contrast to the literature data that portrays girls to be on the receiving end of man’s violent nature, this study found startling revelations. Eisebraum (2007:462) and Myers (2013:358) state that men’s violent nature is due to their high levels of testosterone as compared to women. PSC3, pointed out that girls are members of these gangsters; *“Girls are also involved in gangsterism”*. Mere membership to gangs suggests that some girls perpetuate violence. From the findings, this problem of gangsterism is a major form of violent behaviour

that schools encounter, reaching proportions where the schools in the Vryburg area can no longer contain the problem.

The empirical data concurs with the literature findings. Mncube and Madikizela- Madiya (2014:48), from their research in the Western Cape, found that female learners were engaged in gangsterism. The findings of Mncube and Madikizela-Madiya in the Western Cape concur with de Wet's study based on articles from Cape Times newspaper published between 1 January to 31 June 2014 that explore violence in the Western Cape particularly in the Cape Flats (de Wet, 2016:3). From the study de Wet found that, these young children, some of who are only nine years old, were already affiliated members of gang groups.

The problem was highlighted by Van der Walt and Oosthuizen in 2006 in the Southern Region of North West, said, "*Some learners are involved in gangs from townships so they bring some of the outside issues into school, because they don't want to let down their peers*" (Van der Walt and Oosthuizen, 2007:332). On the research carried out by Ncosta and Shumba in the Eastern Cape Province they found out that 37, 5% of the 80 participants identified gangsterism as predominant in their schools (Ncosta and Shumba, 2013:6).

In the Perth research conducted in Malaysia by White in the Metropolitan area on identifying ways of managing gangsterism they found that gang members are more likely to be injured and victimised compared with other learners who are not affiliated to any gang (White 2007:26).

5.4.3 Physical attack and the use of weapons and sharp instruments

Schools in the Vryburg cluster are experiencing problems of learners fighting in and out of the school premises. During the violent process, students use weapons and instruments or fight with bare hands. The records from the disciplinary committees from the three schools illustrate that schools are now battlefields. Teachers spend most of their time attending to learners fighting. Students even fight in the presence of a teacher while in the classroom. From the interviews carried out the problem also surfaced frequently in the submissions by the participants.

PSB 2 said: "*They continue to fight while others will be at the gate during school hours and they will stab one another and they will fight using dangerous weapons. Others come to school with bruises on the head others with blue eyes.*"

PSC3 has this to say, “...but in this regard they did not have any form of weapon like knife, pangas and other dangerous weapons but they had a weapon what I call scissor, sharp scissors.”

TSA1 stated, “Quite often, learners fight each other but sometimes this problem affects the neighbouring school and teachers also as they are forced to intervene.”

From the empirical data, even primary schools are experiencing the problem of learners fighting in the school premises. Learners fight in the school premises and outside their schools. Learners fight and use dangerous weapons as indicated by the participants. The learners physically attack each other using bare hands. PSC3 mentioned that learners also weapons such as knives, pangas and scissors. Vryburg cluster schools are not the only schools affected. Literature data reveals what the empirical data confirms and validates. Section 3.2, shows that students use dangerous weapons such as knives and guns on other learners and even on school staff. UNESCO (2009: 8), identify the use of weapons as one form of violence in schools. In countries such as the USA, learners bring guns to schools and the mass media have reported striking incidents of mass shootings within school premises. On 14th February 2018, Nicholas Cruz as stated on 2.3 killed 17 people. The deadliest shooting that took place in 2007, where a Virginia Tech. student killed 32 people (Papalia, Old and Feldman, 2009:414)

In the USA, in a 2007 nationwide survey, they found out that learners from Grade 9 – 12 carried weapons such as knives and guns (CDC, 2010:1). The survey found that 5, 9% of students carried weapons and that 7, 8 % of students were threatened or injured with a weapon on school premises, and 12, 4% of students were in a physical fight on school property 12 months before the survey (CDC 2010: 1).

Some recent incidents of shootouts in USA schools in 2018 alone are shocking. Teachers and learners have become fodder to these shooters who are learners. Examples of such incidents include Nikolus Cruz, who killed 17 people and injured 14 at Marjory Stoneman Douglas High School (*NBC News*: 15 February 2018). In 2018, schools in the USA recorded the highest school shootings at 17 before the Florida attack (*Time Magazine*, 22 February 2018). Considering that Marjory Stoneman Douglas High school shooting took place in the middle of the month February, barely six weeks into 2018, that implies the USA experiences three shootings every week. Despite various intervention strategies by the USA government, the nation had to cope with learner violent behaviour resulting even in the death of students.

Reports of learners carrying and using dangerous weapons are a regular feature in South African schools as reported by literature evidence and print media. Burton and Leoschut found out that approximately one in four learners (24.1%) claimed to know people at school who had brought weapons such as firearms or knives to school (Burton and Leoschut, 2013: 48). In another study carried out by Mhlongo, in Umgungundlovu District in KwaZulu – Natal, learners bring weapons to school (Mhlongo, 2017: 67).

Weapon carrying, and usage has also been reported in the print media and social media in South Africa as stated in 2.3. *The Daily Sun* for 31st July 2017, *The Daily Sun* of 28 February 2018, *The Daily Sun* of 21 August 2018 and other media reports all confirm the evidence of violence in schools. The use of weapons such as guns to school could initiate mass shooting of teachers and learners if a solution is not found. This problem calls for concerted surveillance to avoid such incidents escalating to such school shooting rates as in the USA, which witnessed 17 school shootings in 2018 by mid- February. Although in Vryburg Cluster, no learners brought guns to school, but they brought dangerous weapons such as scissors and knives. Such weapons could eventually pave routes for more dangerous weapons such as guns if this is not controlled. The presence of gangs in these schools creates a volatile environment.

5.4.4 Vandalism of school property

Learners are reported to be destroying school properties. From the disciplinary committee records of school, A, learners broke into the local crèche and they forcibly entered into the room and trashed the materials used by infants. The parents of the learners were summoned on the 24th May 2017, and they committed themselves to repair the damages. The problem of vandalism was reported by *The Times Live* of 20 October 2017, which reported on the arrest of 34 high school learners. The learners threw stones and condoms filled with urine, faeces and eggs at the teachers at a matric farewell party at Eastwood High School in Pietermaritzburg. During the commotion, learners damaged school property and vehicles and one learner was injured and taken to the hospital. During the commotion, teachers were unable to contain the learners and they had to invite the police to contain the situation. Such behaviour, if not controlled, could leave schools in a state of disrepair. Learners might destroy the school furniture, windows other learning support materials such as textbooks and computers. The cost of repairs may be beyond the schools' capacity. Much of the money spent on repairs essentially affects other areas of major priority such as purchasing of

learning materials, textbooks, Information Technology equipment, computers and projectors that promote teaching and learning.

5.4.5 Bullying

Schools in the Vryburg circuit reported that they have to deal with variations of bullying. School C's disciplinary committee records of 26th January 2018 captured a report on a grade 8 learner who was bullying other learners. According to the report, the learner insulted and swore at other learners. The learner also disrespected the teachers in front of other students and refused punishment by teachers.

Even school A's disciplinary records indicated that the problem of bullying is prevalent among learners. The records of 05 September 2017 captured a hearing of a Grade 10 learner, who was bullying other learners at school and at home. The learner talked back to teachers in rude and churlish ways.

The findings of the literature study also reveal that bullying is also rife in the schools. The literature in 3.3.1 states why learners bully other learners. Literature evidence in section 3.3.1 cited studies showing that bullying is prevalent in South Africa schools and even in other countries. One such study is Du Plessis and Conley (2007:44), based on a survey done in Pietermaritzburg. The survey reported that 38% of educators encountered bullying every day, while 32% of the teachers witnessed bullying at least once every week and 8 % accounted for six bullies in their classes (Du Plessis and Conley, 2007:44). *The Daily Sun* of 29th September 2017 reported on an incident of a Grade 2 learner at Dalpark primary school in Gauteng Province who brought a gun to school with the intention of shooting another learner who had bullied him.

From the disciplinary records of the three secondaries, there are no reports of cyber bullying. Even during interviews, none of the research participants discussed cyberbullying. Although this form of bullying was not discussed, it is paramount to interrogate such manifestations of bullying. In the literature study on 3.3.1.1, cyber bullying is rife in schools. Roberts Jnr (2006:41), states that cyberbullying involves the use of electronic media to send messages that hurt someone. Cell phones are easily available to learners and some of the schools provide free WIFI to their learners. As a result, learners have access to social media platforms such as Facebook, WhatsApp and Twitter. The learners mostly use these platforms as a means of communicating with each other. According to UNESCO (2009:11), the learners abuse such platforms by posting hurtful messages, images and threats to each other.

In section 3.3.1.1, the literature evidence suggests that in England, most of the learners have fallen victim to cyber bullying. The study carried out by Russo found that nearly one in five United Kingdom youngsters have been a victim of cyberbullying (Russo: 2015:75). The use of cell phones and computers is a modern phenomenon that has not spared many quarters of Africa. The electronic media is for disseminating educational content, but learners tend to abuse it as illustrated by the South Africa National School Violence Study of 2012 under section 3.3.1.1. The study revealed that some learners experience cyber bullying. The study found out that, 27, 2% of the respondents experienced online violence through instant messaging platforms such as Mix, BBM, WhatsApp or MSN or Yahoo (Burton and Leoschut: 2013:69). With a large number of learners now having the cell phones, tablets and an increase in computer usage in schools, its abuse is also likely to increase. Students can also direct this form of bullying towards their teachers if they get access to the contact number or e-mail address of the targeted teacher.

5.4.6 Gender Based Violence (GBV)

To a large extent, gender-based violence mainly targets a girl child. This is attributed to cultural practices that promote violence against women. From the records of disciplinary committee from school A, the disciplinary committee sat over an issue of a boy child who beat a girl child who happens to be his girlfriend after accusing her of cheating on him with another learner.

PSA 1, sheds light on the behaviour of some girls who hold the belief that it is normal for them to be beaten by their boyfriends as it is a sign that the boy really loved them. The participant said; *“I mean, you find a situation where a girl is comfortable to be beaten by a boy and when you quiz further, she would say it is because the boy loves her, and that is what is basically happening in their location.”*

From the empirical evidence, the girl child is a victim of violence in the schools. The boy child holds a belief that they have a right to terrorise the girl child. The girl is a victim of various forms of violence with the men being the chief perpetrators; girls are usually abused physically and sexually in a number of families by stepfathers and gangsters. What the girl child in the study experiences is a universal problem. On the literature data by CSRV (2016: 4) and Burton and Leoschut (2013:20), complements the reality that the girl child is a victim of common forms of gender based violence such as rape, sexual harassment, sexual exploitation, and even trafficking for sexual exploitation, notwithstanding the unwanted

touching. Verbal abuse is also common in communities such as Vryburg and men are largely the perpetrators.

Mgijima (2014:199) assert that sexual harassment of female learners by males is rife in many South African schools. Mgijima (2014:305) also cites the report of Prinsloo (2006: 305), who pointed out to shocking reports in newspapers from 1999-2004, which have shown that sexual harassment of female learners is a problem in many schools in South Africa. In a study done by Nconsta and Shumba (2013:11) in Buffalo City in the Eastern Cape Province, they found that older boys were the perpetrators of violence at the school. The study also found out those boys who had recently gone through adult initiation schools (*amakrwala*) physically abuse the girls at school as a show of their entry into a toxic masculinity.

There is a need to find out why men are violent to the female gender group. The basis of men's violent nature is due to socialisation and the biological traits that are inherent in men. Myers (2013:358) argues that males are likely to be perpetrators of violence due to their high levels of testosterone compared to women. Due to high levels of testosterone certain body features like being muscular and development of deep voice gives a male an edge over the female. Men feel superior figures that can use their masculine features to undermine others, especially women.

The way boys and girls are socialised differently undermines girls as stated by Kendall (2010:322) and Donald, Lazarus and Lolwana (2012:227), who posit that males are expected by societal norms to display aggressiveness and toughness while females are expected to be passive and nurturing. Men's dominance is promoted by the laws of some countries and religions, which promote inequality. The inequalities perpetuate violence gender violence. The gender-based violence promoted by society permeates into the school as well.

Hanich and Usta (2012:5), argues that Bandura's social learning theory can best explain why men are violent on women. This school of thought maintains that violence by male learners on girls is due to society stereotypes and what they observe from their fellow men doing to the women in their communities. High profile community figures are role models to the young people but they also engage in such violent acts. Violent abuse of women sends a message to the young people that it is acceptable to abuse women.

Another theory that explains why men are violent towards women is the power control theory (Hanich and Usta, 2012:5). In this theoretical perspective, it is habitual for men to use

violence in order to maintain their patriarchal dominance. As young people grow up in a society that uses violence against women, they tend to adopt this behaviour, extend it to the class, and apply it on the girl child. Largely the environment plays a crucial role in shaping male learners' attitudes towards the girl child at school.

5.4.7 Violent resistance

Learner violent resistance acts are related to the nutrition programme which schools offer to learners. The resistance resulted from the change of the usual menu given to learners or a delay in the preparation of food.

Such form of violence was witnessed by school C. PSC3 said:

The gas came late, we informed all learners about the problem, and we told them that they had to get fruits only. They had a choice of getting a pear, banana, apple or bunch of grapes. Sir believe me they ate the bananas and the apples and they started to throw the skins all over the corridors. What disgusted more was when they started to throw the grapes at each other ... those green sweet ones

Food offered in the school for the nutrition programme can make learners to resist violently, in cases when there are delays, not properly prepared or and fairly distributed to students. To some of the learners from poor families, the nutrition programme provides the only meaningful meal. The frustration – aggression theory explains why learners behave violently on issues related to food. Some learners depend on this food, since at home they might not have enough or nutritious food. Dallard (1939: 1) says, “*the occurrence of aggressive always presupposes the existence of frustration and contrariwise....*” If learners are deprived of food, which is the main motivating factor for many coming to school, some learners become frustrated with the teachers and even the staff that is responsible for cooking that food.

According to the model adopted from Rahman, poverty is one of the factors that instigates frustration, eventually leading to violent behaviour (Rahmati and Momtaz, 2013:3035). Jenson and Fraser (2011: 25), also regard poverty as a risk factor pushing an individual to violent behaviour. In other cases, the learners might not be from low social-economic home environment but might join others in the protest due to peer pressure. The learners might do that in order to be accepted among their peers at the school. Hence, if the school fails to handle the distribution of food properly it may push learners to be violent.

5.4.8 Verbal abuse directed at teachers and other learners

The disciplinary records dated 20 January 2017 from school A stated that, a learner came to school on a sports day drunk and used vulgar language directed at the principal and other members of the staff members at the sports fields. In their disciplinary records, school A set for a hearing on the 5th September 2017 over a learner who had verbally assaulted the teachers at school. The parent representing the concerned student attested that boy was a bully even at home.

From the interviews conducted, it emerged that the learner in this disciplinary hearing verbally abused fellow learners as well as teachers. TSA3 said: “More often than not, the violence begins with simple acts of swearing at each other and in that process, others join in and take sides thereby heating up an already tense situation which degenerates into a fight which may result in injury.”

TSB 8 said, *“The same child who swore at us went home to fetch her mother and upon arrival, the mother shouted and swore at teachers as well. The mother told us that she was going to open a case against us at the police station for wrongfully accusing her child of smoking dagga.”*

TSC14 also stated that the learner verbally abused other learners, *“They will say all these vulgar words ...”*

Literature concurs with the empirical data that learners use abusive language targeting teachers and other learners. Bush (1961: 6) refers to this form of abuse as verbal aggression involving the use of hostile remarks to the victim. The teachers in Vryburg attested that acts of verbal aggression were common against them and their learners. The acts of verbal aggression degenerate into physical confrontation resulting in injuries as stated by TSA3. Teachers are prone to verbal abuse from the parents of their learners. Bhatari and Sign (2015: 44), concur with the teachers’ observation that the aim of this form of aggression is to inflict bodily and psychological harm.

The acts of verbal abuse trigger anger in the victim and often the victim reacts by fighting the abusive person. As a result of these physical confrontations, some learners involved get physically injured. The use of abusive language might lead to psychological effects on the victim and recovering from that form of abuse might take some time.

5.5 THEME TWO: CAUSES OF LEARNER VIOLENT BEHAVIOUR

After the analysis of the data from one-on-one interviews with the principals and the focus group interviews with teachers as well as document analysis, a third theme emerged thus; the causes of learner violent behaviour. Various categories emerged on the responses to the question what causes learners to be violent? Categories that emerged are:

- Peer pressure
- Lack of respect for teachers
- Alcohol and drug abuse
- Lack of conflict resolution skills
- Age cohort
- Dysfunctional family structures
- Lack of parental involvement and support
- Culture of violence in the communities
- Low socio-economic status
- Lack of recreational facilities
- Lack of support from the Department of Education psychologists
- Overcrowding in classes
- Political influence
- Lack of support from other staff members

The causes that emerged uphold the theories expounded in literature data. The theories are linked to the empirical data supplied by the secondary schools in the Vryburg cluster. The psychosocial theory and Bronfenbrenner's ecological theory assert that biological and social factors or the environment plays a crucial role in influencing the behaviour of learners. The other theories utilised are the social learning theory and frustration aggression theory in explaining why learners behave violently towards their learners and school staff members.

5.5.1 Peer pressure

Empirical data identified peer pressure as a contributory factor to learner violent behaviour. Learners are attracted by their peers to bad habits of violence. Learners tend to get attracted by a member of a certain group. Learners want to be associated with fellow peers in order to fit into peer groups. Often they end up indulging in bad habits. During one-on-one interview with PSB2 on the question why learners misbehave, the participant said, "*It might be due to peer pressure.*"

TSC 9, responded by saying

Substance abuse and peer pressure ...that feeling that one feels that he must belong to a group. It's just joining a group and one will not be aware of what exactly is it to be belong to a group and you only realise afterwards then you had to fight with other people. They don't know what it entails to be a member of the group. When you join a group you have to fight, smoke, and, drink alcohol and other things which are anti-social. So peer pressure contributes a lot.

According to the participant, the learners succumb to bad habits the moment they join peer groups that are indulging in bad habits such as drinking alcohol, smoking and other anti-social behaviours.

The study found out that learners' violent behaviour is triggered by peer pressure. Learners at the secondary schools under study fall within the human development stage of adolescents thus 12-18 years. According to Erickson's stages of human development, there is a natural tendency among learners to belong to a peer group. In the selection of peers, other learners choose wrong peer groups. If a student joins a group indulging in drug and alcohol abuse, they are likely to get influenced to abuse drugs and alcohol as well. If a student joins a peer group of gangsters he also becomes a gangster in order to fit perfectly and be acceptable in the peer group.

The literature data concurs with the empirical data. Esiri, (2016:8), emphasised that adolescents put value on belonging to a peer group. Esiri (2016: 8), regards it as a socialising agent, where the young people learn the social codes. Each peer group has its traditions and a pattern of behaviour and members must abide by the pattern of behaviour and group traditions in order to be acceptable in the group (2016:8). Since different peer groups have different patterns of behaviour, a learner can choose a peer group perpetuating antisocial behaviour or the others promoting positive character (Avci and Gucray, 2013: 2006). The character of the individual is determined by the group depending on the type of peer group chosen by the learner. Avci and Gucray (2013:2006), argues that if a child is affiliated to a problematic peer group, violent in nature, that leads the member to indulge in violent behaviour as well.

5.5.2 Lack of respect for teachers, other learners and members of the society

Learners are no longer respecting their teacher and other people. They disrespect anyone even at other occasions where they are supposed to show respect. They will use all forms of violence on one another, as it is acceptable behaviour. One participant in the focus group interviews said; *“Quite often, it doesn’t matter who is present and where they are. They just tear each other apart as if whatever they are doing is legal”* [TSA2]

In other circumstances, they even fought in the presence of the teacher in the classroom during contact time. One participant from one on one interviews highlighted that learners they will sometimes fight in the class in the presence of the teacher. The participant said; *“In many instances, they want to take a chance and fight before the teacher. In one class they will behave well and may not even try to fight in the classroom”* [PSA1]

The empirical data unveiled that; learners are no longer giving respect to their teachers, learners and to all other people in the society. They even have the guts to fight with other learners in the presence of teachers. They take violence as acceptable behaviour. One can conclude that; learners lack the moral fabric of respect for the rules that govern interactions among human beings. The general tendency of violence might emanate poor self –self-control as stated from 3.4.1.7 or from what the learners visualise frequently, the family and the societies in which they belong. Some of the exposure to the media and society which do not have respect for human life and this is inculcated to them. The literature data, through Bandura’s experiments depicted that observing violent scenes on television make the learners to be violent (Bandura, Ross and Ross, 1963: 5). Bandura’s experiments supported the study that applied different methods of data collection, thus, experiments, cross-sectional surveys and longitudinal studies (Kassin, Fein & Markus 2008:417).

The lack of respect might be a result of the industrial revolution as stated by Emile Durkeim on 3.4.2.3, that destroyed the family unit and fabrics (Kendall, 2010:179). Due to the changes, families and the society lost its capability to instil values and morals that incarnates respect for others.

5.5.4 Lack of conflict resolution skills

Learners do not have the skills to resolve their misunderstanding or conflicts. Learners they resort to fighting when they are in conflict with other learners. Learners use some forms of violence on matters that do not warrant a misunderstanding to degenerate into any form of violence TSC 10, has this to say;

They would then erupt first as a small matter often in the classroom and sometimes in the open grounds of the school. It would then take a lot of restraining acts from the teachers to try to stop the violence, which would have resulted out of those differences. It was difficult despite interventions from teachers for the learners to stop fighting or to resolve their differences with fellow learners

The empirical data found out that learners were not able to handle their misunderstanding. Learners are fighting on issues that do not warrant physical confrontation. Teachers lamented that it was also difficult to stop fight outbreak at school. They have to take a lot of effort to control the fight.

The literature data, states that learners fight unabated and for minor issues because they lack social and emotional skills that assist them to deal with conflicts amicably (Ragozzino and O'Brien (2009:2). It is not that the problem is confined to Vryburg Cluster as the literature data indicates as Herbert (2000:110), acknowledges that children many times lack skills on resolving their conflicts with their peers, teachers and other community members. Herbert (2000:110), further says due to lack of skills on solving conflicts they end up immersed *“into narrow, rigid and perhaps self-destructive modes of action aggression being a classic example”*

Largely learners' lack conflict resolution skills and therefore they fight on issues they could resolve amicably without resorting to violence.

5.5.5 Age cohort

The teachers blamed the Department of Basic Education's policy of integrating over-aged learners with learners of a younger age group in the same class. They stated that such a policy instigates violence as the older learners terrorise the others who are younger. TSA1 reiterated that *“They must also consider age separation for learner levels so that adults must not be in a school environment where they have the potential to terrorise other learners. They must be put in a learning environment that suits their age.”*

TSC 13 also raised the point that over aged learners are responsible for the violence taking place in the school environment. TSC13 said *“Another contributing factor it is learner age. Most of them come to school very old and at that age; they would have been exposed to a lot of negative encounters which they will bring into the school environment.”*

TSA2 asserted, *“The issue of age contributes also in that those who come to school old normally want recognition from young learners and teachers that they are big boys who must be treated with respect and fear as adults.”*

The empirical data shows that some over aged students are responsible for the violence-taking place in the schools. Usually these over aged students harass young schoolmates. Teachers blame the age cohort, which bunch older and younger learners in one classroom. The empirical findings support the literature data. Shumba & Ncosta (2013: 462) established that older learners terrorise young learners if they are in the same class. Sign and Steyn (2013:7) who cite the age cohort as responsible for fuelling violence in the school also corroborate this. Besides the older learners terrorising their classmates who are younger, literature confirms that they even apply their violent behaviour on other learners in other classes and grades and they are responsible for other behaviours such as weapon carrying and drug use (Eisebraun, 2007: 462) and Shumba & Ncosta (2013: 462).

5.5.6 Dysfunctional family structures

Participants stated that they inherit learners who are brought up poorly. They lay the blame on the structure of some families, which they refer as dysfunctional. They blame the families for failing to instil good morals in the children. They also castigated the behaviour of some of the parents, which influences learner to be violent.

Two participants from school A highlighted the problem of lack of family structures as a contributory factor to learners' violent behaviour: *“Apart from the lack of sound family structures that can instil good moral values and behaviours...”* [TSA4]

A fellow participant in that focus group from school A further echoed the participant's assertion: *“This is the worst contributing factor. Given the dysfunctionality of the family structures, learners have no role models to copy any morals. Most of them live alone or have one absent parent or guardian, which makes their upbringing dysfunctional too.”* [TSA3]

Some of the learners do not come from a family composition where they have both parents, implying they are brought up in single parent families. Some have parents who are not present in their lives. Some of the learners do not have both parents and guardians. The family structures are an important institution, which impart good morals on children. The role of the family structure was also emphasised by the participant in a one-on-one interview from school C, who said; *“Due to the lack of family structures and good morals principles to learn*

in their community, learners display challenges related to norms and behavioural expectations [PSC3]

The findings of the study established that some families' structures are compromised, hence fuelling violent behaviour. Some learners are from single parent families and others from child headed families. In some families, both parents might be there but they are unable to instil morals and values in their children. Some family structures are not functional; as a result, such families are unable to discipline and teach their children how they should conduct themselves. To understand better why other learners are violent the family system was consulted. The family system theory states that a person must be understood within the context of the family. Christian (2006: 2), regards the family as a unit where families influence each other's behaviour.

The participants of the study regard the family background as influential in shaping the behaviour of the learners. The findings concur with the studies carried out in Britain and Turkey. In these teachers regard family's family background as the most prominent cause of behaviour problems in children (Alastair & Fiona, 2009: 6). Pretorius (2000:41) analysed the role of a family and found out that families have a responsibility of teaching the children socially acceptable behaviour in the society in which the child functions. A family with proper structures must socialise its members to function in society but those families without are likely to fail in socialising its children.

The empirical study focused on the family structures without interrogating why the family structures have changed drastically in recent times. In the literature, Emile Durkheim and Pretorius argues that the upheaval in family structures was due to industrial society and technology and scientific advancement (Kendall, 2010: 179; and Pretorius, 2000:56). Prior to the modern industrial society, nuclear families intertwined with their extended families. The upbringing of a child was a collective effort between the extended family and the nuclear family. The society played a crucial role in instilling societal values and norms in a child. A child was regarded as belonging to the community and each of the community assumed the role of a parent to the child. Children become vulnerable in the present as they are immersed in modern capitalist society, which emphasises individualism rather than collectivism that was upheld by the old African society. The youths of today are free from the conventional communal reproach and value constructs cherished by the large society's control dynamics.

The nuclear family is now isolated from the extended family and its traditional African society. This change has dramatically altered the ways in which children are socialised and groomed for full participation due to the rise of single parenthood, child headed families and absent parents in the life of a child (Richter and Morrell (2006:151). Richter and Morrell (2006:153), argue that it is usually difficult for black single mothers to raise a black male into a respectable and responsible black man. The father is expected to teach the boy child how to cope with challenging situations and how an individual should conduct himself at home, school, peers and in the community. If the fathers neglect their roles, this leaves a vacuum in the social upbringing of the child.

With progression of modern society, some women have become involved in the world of work and the responsibility of taking care of the children relegated to the child keepers. Parents now have less time with their children to impart norms and values, which prepare them to function effectively when they are outside their home. The situation is worsened with the advent of social media platforms like WhatsApp, Twitter and Facebook. Some parents tend to give more time to these platforms rather than cementing their relationship with their children while at home.

The family structures are compromised by the high levels of divorce taking place. Ryan, Claessens and Markowitz (2013:11), associate the family structure instability brought by divorce with the child's antisocial behaviour. The process of divorce and final separation will likely leave children with long-term emotional and psychological problems and if they are not contained, such challenges instigate violence.

From the literature data, Bowlby's attachment theory states that children surrounded by the warm interactions of both parents are likely to attain social competence compared to an individual who is in the company of neglectful parents or only one parent. Cabrera et al (2000) as cited by Keenan, Evans & Crowley (2016) argues that children will have few psychological disorders if their fathers are caring, involved, and effective parents than if they are not. Keenan, Evans & Crowley (2016) argues that the situation on the ground is different given the fact that the rate of separation and divorce is escalating. Hence, children do not have quality time with both parents to build the attachment. The burden falls on the mother. Being a single parent is difficult for her to play the role of the father figure. As a result, the child will not have a secure attachment that inhibits a child's aggressive behaviour (Alastair & Fiona 2009).

5.5.7 Behaviour of family heads

The behaviour of family heads is in the spotlight. Some families abuse alcohol in the presence of children. Some parents do not monitor their children. Some are not able to control their children and they expect the schools to do that on their behalf. In some cases, the father and the mother fight in the presence of children. PSA1 said:

More often than not, you find that the father and the mother are taking alcohol and are abusing it. Now, from home, these learners will experience violence of any form. Maybe mom and dad are fighting in a community. So for them, it would be like that is like the only way of resolving problems whenever they have problems they fight.

The participants indicated that children learn the violent behaviour from their parents at home. By resolving problems through fighting at home, the parents are sending a wrong message to their children. From focus group interviews with school B, TSB 7, the effects of domestic violence were also highlighted. The participant said, *“They see from their fathers, mothers, brothers, and sisters that the way to resolve any issue is through fighting and they extend it to the school”*

Some parents allow their children who go to school to smoke in their homes, even to the extent of sharing the hookah pipe with these children. It is a difficult situation for teachers as they have regulations that have to be enforced in their policies. TSC3 f school said, *“Our code of conduct, states that it is illegal to smoke at school or to be seen smoking hookah pipe but I go to a house and find a parent and the child sharing the hookah pipe. Where do you draw the line?”*

Some of the parents are not able to monitor and control their children. One participant from one on one interviews narrated an incident that took place in the community. From the incident, one can conclude that some parents are not monitoring their children. Girl children visit taverns even during night time. The participant said,

Now of late, we had three of our learners kidnapped by somebody. 3 o'clock in the morning, on a Saturday morning and when you interrogate them they were from the tavern. Now girl children at 3 o'clock from the tavern in [...]. I mean three 3 o'clock is almost in the morning, towards the sunrise. It means they never slept. Now can you have a situation where in the morning you get report from the police telling you as a

Principal that your three learners had been kidnapped. It shows you that the part of the parent is not done [PSA1].

Parents fail to discipline their children yet they expect the schools to take the role on that issues which call the parents to intervene and resolve without the school. In one interview with the participant from school C, he found it difficult to understand why parents bring to school matters they can resolve at their homes. The participant has this to say,

I had another case early in the morning and that one you saw me addressing was the second one, it was about 2 girls fighting. The other completed matric last year. They fought outside the school but the other parent had to come to school to see the other learner; the one attending. Instead of solving the problem as parents at home, they bring the issues to the school. That is why I am emphasizing parental involvement [TSB8].

When learners are in conflict, some parents lack conflict resolution skills. Instead of solving the issue amicably, they encourage their child in conflict with another learner to fight back physically. The participant in one on one interview in school C, said, “A parent will come to school to say there is a child from this school who hurt my child, so he must also get hurt. We don’t get any parental support or help.” [PSC3]

The empirical data found that the family heads are not acting as good role models to their children. Some parents get drunk and fight in the presence of their children. Some of the parents do not have time to monitor and teach their children how they should conduct themselves. One participant in this study cited an incident of students who were kidnapped in the early hours of the day, precisely at three in the morning. That incident implies that these students were at the tavern the whole night and to make matters worse they were girls. As a girl child not working, they are prone to physical and sexual abuse. The parents failed in their duty of monitoring their children.

Bandura’s social learning theory argues that although biological factors are influential in instigating violence, children are not born violent, but they learn it through others on how they behave, through direct experience or by observation (Bandura, 1971:3). Herbert (2000:105), in support of Bandura, asserts that learners acquire violent behaviour by observing exemplary models. The children regard their parents as role models. Children learn by observing, imitating and modelling (Nabavi, 2012:6). By observing their parents fighting and getting drunk, they take it as acceptable and practice it in school. The assertion of Nabavi

(2012: 6) is upheld by PSA1, who stated that, “*Charity begins at home. More often children or learners are copying what their parents are doing. So if there is a lot fight. I will tell you have to take stats from the local police station here, you definitely find out that most of the reported crimes are domestic violence ...*”

Some parents fail in their major duty of teaching their children morals and values that will prepare them to function effectively in the society and at school. Children need teaching on how they should relate to other learners and their teachers at home. Parents must discipline their children at home in case of any wrongdoing. Instead, some parents expect the teachers to play the role of disciplining their children. The parents must monitor children who are under their custody. Contrary to that, the empirical study found that some parents are sharing a hookah pipe with their children. Such parents are promoting their children to smoke and to use drugs.

The way a parent instils discipline and monitors the child, according to the literature, depends on parenting style in upbringing their children. CCL (2008:2), identified four parental styles thus; authoritative: authoritarian, indulgent/ permissive and neglectful. According to the literature, parents who do not teach their children morals, values, and do not monitor their children apply the permissive or neglecting / rejecting parenting stated in 3.4.2.1.1 and 3.4.2.1.3. Sigelman and Rider (2012:503), state children under permissive parents often lack direction and are aggressive. What makes the children from permissive parenting styles to be aggressive is their inability to insist on knowing what is wrong and right. The parents are to blame for not teaching the child what is right. Such children do not know how they should treat other learners and teachers. According to Pretorius (2000:53), such learners from permissive parents are likely to make decisions and mistakes, as they are not prepared on the progression toward social reality. If faced with challenging situations at school such children are likely to respond aggressively. It is difficult for a child to adapt to the environment, especially the school environment, as societal norms and values have never been conveyed from home.

Underwood and Rosen (2011: 132), regard neglecting or rejecting parenting style as associated with worst development outcomes. Children from such families lack parental support. Sigelman and Rider (2012:503) assert that they are likely to display behavioural problems such as aggression and tantrums as early as 3 years.

Another problem identified is men's non-participation on discipline matters, which need their input and support at school. On disciplinary hearings records their mothers represented most of the learners during hearing sessions. The participant from school C, in one on one interview stated that women collaborate and assist with school in some activities organised by the school, although it was difficult to bring all of them on board. The participant said,

Yaah, even when you call parents meeting mostly, you will see the mothers will come. It's very rare to see fathers outnumbering the ladies. Therefore, women in this case, they play their role. They seem to be playing their role more than guys but even having said that, you will also have a struggle before they come. Look, as a school, we need to play our part in moulding the behaviour of the child [PSC3].

The empirical data suggests that parents are not giving schools the necessary support to curb the problem of learner violent behaviour. The blame is who shoulders the blame, as they are not forthcoming in supporting the schools on matters of discipline. Men do not feature in school events or programmes where they are needed most, especially at parents' school meeting and the disciplinary committee proceedings. The absence of men leaves a void on learner discipline and literature data echoes that it is difficult for black single mothers to raise a responsible boy child (Richter & Morrell, 2006:153). Besides not supporting the schools some men are completely absent in the life of the child. Ritcher and Morrell (2006: 151), regard such families as "dysfunctional".

The father is expected to teach the boy child about how to cope with challenging situations and how an individual should conduct himself at home, school, peers and in the community. If the fathers neglect their roles, this leaves a vacuum in the social upbringing of the child.

5.5.8 Lack of parental involvement and support

Teachers expect to get the support of parents on issues of discipline. Some of the parents are not supporting the teachers. If a child commits an offence at school, some parents take the side of the child, which will be defensive. In that case, teachers end up having a misunderstanding with such parents and at the end the child will not get the proper help from the school. The participant from one on one interview from school B narrated an incident where they caught a learner smoking upon asking her she went home to call the mother. The participant said;

The same child who swore at us went home to fetch her mother and upon arrival, the mother shouted and swore at teachers as well. The mother told us that she was going to open a case against us at the police station for wrongfully accusing her child of smoking dagga. We called the police, they took the samples and went with urine to the clinic and 99, 9% tested positively for a drug. This was a girl sir [TSB8]

TSB8 further said; *“I think I am finishing this year, this is stressful. I want people to hear this. If I can get 50% parental support the school can go back to its previous results”*

This problem was not for school B only on one on one interview with PSA1 from school A, the issue resurfaced as well. The participant said,

Yea. You see, you only get it when the child is wronged. I mean when somebody has wronged his child that is when you see the mom coming flying but when you ask them to come to school for support, you will have difficulties. Nonetheless, we are trying our best also to involve them

From focus group at school, A one participant also has this to say;

It is quite complex many times to manage learner violent behaviour because if you try to intervene to solve the dispute, it would be as you are taking sides if you try to lay the blame on one child against another. This often end up provoking the intervention of parents who will be taking the sides of their kids and given the lack of moral values in the kids and the families, it would be very difficult to deal with learner violent behaviour as no side will be willing to concede defeat [TSA5].

PSC3 lamented as well on the lack of support from parents. PSC 3 said, *“A parent will come to school to say there is a child from this school who had hurt my child, so he must also get hurt. We don't get parental support or help”*

From the empirical data gathered, some parents do not give the schools the necessary support on issues on learner violence. On that issues where teachers want to intervene their efforts were fruitless as parents take the side of their children. They shield their children and blame teachers and a result it become difficult for teachers to assist the concerned learner. Resultantly their defence on their children brings hostility between the teachers and parents.

The results of empirical data concur with literature by Mestry Moloji and Mahomed who identified the problem of learner non-involvement (Mestry, Moloji and Mahomed, 2007). Parents who overprotect their children promote indiscipline. From literature, such parents practice defective parental style termed permissive According to Pretorius (2000: 65) and Eisenbraun (2007:464), although such parents provide affection to their children their greatest weakness is their inability to set rules and limits on their children. Due to overprotection and not respecting established rules, such children continue to engage in violent behaviour. Rider (2012:503) argues that children with overprotective parents are “often impulsive, aggressive, self-centred, rebellious, aimless and low in independence and achievement”.

5.5.9 Culture of violence in the community

The culture of violence, which is a matter of concern for the country, has permeated into the schools as well. Almost on a daily basis, the schools are witnessing different forms of violence. Teachers spend most of their time attending to disciplinary sessions on issues of learner violent behaviour. All the three schools selected by the researcher echoed the same sentiments and concern about the culture of violence in their schools. From empirical data, the violence witnessed in the schools emanates from the communities where these learners are members of these communities.

Other major forms of learner violent behaviour and causes are deep rooted in their communities. The community from which the learners grew up influences such forms of learner violent behaviour as gangsterism and gender-based violence. Schools are steeped in the problem of gangsterism. The emergence of such groups as gangsters in the school is traceable back to the communities in which the learners reside. All three secondary schools selected for the research are affected by gangsterism. TSB4 attested that the gang related violence emanates from the communities where the learners stay and what the schools experience are the ripple effects. TSB6 said, “*It seems we have two groups of gangs in the school. They normally start a fight in the location over the weekend and they will bring it to school. Monday, they will continue to fight in the school premises*”

In support of TSB6, PSB2 said;

In our school the problem is gangsterism. The problem starts in the location and they come with the problem into our school. They continue to fight while others will be at the gate during school hours and they will stab one another and they will fight using dangerous weapons

Learners are socialised in a violent environment and as a result, they regard violence as acceptable. Literature states that due to the level of violence in society, it was perceived as a means of gaining respect and compliance for young people (Department of Safety and Security, 2007: 170). The empirical data concurs with the literature data as illustrated by PSA 1, who stated that, *“On the other hand, the behaviour of most learners is propagated from community patterns. They copy the manners and ways of response to everyday situations from the ways they see matters being addressed in the community”*

On the other hand, PSC3, mentioned also that learners are copying the behaviour of fellow community members on how they solve their conflicts *“They see from their fathers, mothers, brothers and sisters that the way to resolve any issue is through fighting and they extend it to the school”*

PSA1 highlighted that, learners have adopted the approach of solving issues through fighting but this approach emanates from poor policing in their area. Committing crime in the area has become socially accepted in the community. The participant echoed these sentiments,

Now, given their background, the fact that they come from farms where police presence is rare and where cases of domestic violence often go unreported, they have assumed a mentality of thinking it is right to resort to violence in solving disputes because they are used to seeing violence in their homes and immediate community and no police action is taken against such behaviours, making them copy and live or relate to others in the same manner.

The ripple effects of violent culture in the communities are felt at schools in Vryburg. The school managers emphasised that the level of violence in the communities is extremely high and is spreading even to their schools. Consequently, the behaviour learners display at schools emanates from what they see and experience in their communities. Communities deal with their conflicts through using violence and learners are imitating the approach when at school when in conflict with teachers or other learners. In accordance with Bandura’s social learning theory, children learn through observation and they imitate the behaviour observed (Bandura 1971:3). Hence, learners observe the community members indulging in violence and they imitate their behaviour at school.

The violence in the school in Vryburg mirrors the violence in the community. The findings concur with the with the literature data the UNESCO (2007:13) state that the violence taking

place outside the school environment that is gang violence, political conflicts, police brutality, and domestic violence. The assertion is supported by the South African National Violence Study carried out in 2012, which established that the violence in the schools is due to the prevalence in the South African societies (Burton and Leoschut, 2013:4). The crime rate in the country is extremely high as given by the police minister, Fikile Mbalula, to the Parliament on the 24th October 2017. The police minister stated that 39 828 rape cases were reported to the police in 2016/2017 and 19 016 murder cases handled by the police were in 2016/2017. On analysing the crime statistics given the police minister, the *Sowetan* newspaper of 25 October 2017, and *Daily Sun* of 25 October 2017, found out that the murder cases increased by 1, 8%, that is an average 52 murders per day and that is five times high than the global rate.

The empirical data showed that the communities where learners stay are vicious cycles of violence. The finding is supported by the mass media that is congested with community protests for poor service delivery, which many times are violent in nature. An example of such protest is the Vuwani Protests reported by The Daily Sun of 25th July 2017. During this protest, properties were destroyed; almost 30 schools were destroyed. For the large part of 2016, learners were not able to attend school. Since learners could not go to school, it is likely that they also participated in these violent protests.

It is becoming a norm that for authorities to pay attention to people's grievances properties have to be destroyed first. According to Rocque (2011), such an approach to solving problems foments a culture of violence on the children. Ultimately, when school children are confronted with a problem at school they will resort to the same approach which their community members are using which is violence. The South African Department of Safety and security (2007:169) also echoes the same sentiments that in a situation where violence is applied to solving conflicts, it makes violence a legitimate way of resolving problems.

From the literature, South African communities are violent due to the legacy left from the struggle against apartheid (Van de Walt and Oosthuizen, 2006: 333 and South Africa Department of Safety and Security, 2007:168). The violence applied by the Apartheid system was exhibited by the Soweto uprising of 1976, where the police used excessive force on learners by massacring them in the protest. It is understandable that "Violence breeds violence" (South Africa Department of Safety and Security, 2007:168). The majority of the black masses and other concerned citizens had to resist this form of violence perpetuated by

the Apartheid system through violence. The aim was to make the Apartheid government ungovernable and for the state to listen to the wishes of the black masses.

From literature, the violence in the schools is due to the weapons that are easily accessible from the community. According to the empirical studies, learners bring dangerous weapons such as knives and guns into the schools. According to literature evidence, South Africa is a heavily armed nation. The South Africa Institute for Security Studies, state that South Africa is heavily armed society (Schonteich and Louw, 2001:6). The records of Central Firearms Registry illustrated that 3, 5 million South Africans possess firearms and about 4.2 million firearms circulating illegally in the society (Schonteich and Louw, 2001:6). Given the numbers of weapons in the society, there are high chances of learners of getting access to them and they will carry them to their schools. Even very young learners can get access to these guns for example a Grade 2 learner reported by *The Daily Sun* of 29 September 2017 who carried an unlicensed gun to school.

The empirical data found that drug and alcohol abuse among learners instigates violence at school. The learners get the drugs and alcohol from the communities, which is ready to supply them. The literature data revealed that getting drugs in some townships was as easy as buying sweets at a shop (Masitsa, 2007: 133). Masitsa (2007: 133) found that during break time learners would get out of school premises and visit local taverns and shebeens to buy beer. Hence, the tavern and shebeen owners are responsible for selling beer to the learners during school hours in the Durban area in which the study was conducted.

Empirical data revealed that the girl child is a victim of violence at the school. The boy child is the perpetrator of violence on the girl child. From the empirical data, the girl is a victim of physical and sexual abuse at the schools. The violent behaviour of the boys concurs with the literature as Kendall (2010:322) shows societies expect men to demonstrate their aggressiveness on the females, while on the other females are passive and nurturing. Donald, Lazarus and Lolwana (2012:227), assert that many cultures promote the dominance of men and requires the women to be subservient.

Bandura's social learning theory best explains the violent behaviour of the boys at school on the girl child. The theory states that, the environment is crucial in shaping the behaviour of a person (Nabavi, 2012: 4). The theory considers people are not born being violent, but they learn this behaviour by observing others in their environment (Bandura 1971:3). The theory

considers that Albert social learning theory argues that, although biological factors are influential in instigating violence, it assumed that children are not born with being violent, but they learn it through learning from others on how they behave, through direct experience or by observation (Bandura, 1971:3). Nabavi (2012:6), concur with Bandura, by stating that people learn from others through three principles that is observation, imitation and modelling.

This school of thought maintains that violence by male learners on girls is due to the way they are nurtured in the society and what they see done by their fellow men to the women in their communities. High profile community figures are regarded as role models to the young people they also engage in such acts. By violently abusing women, they send a message to the young people that it is acceptable.

The culture of violence of men on women is also echoed by the power control theory (Pilcher and Whelehan, (2004) as cited by Hanieh and Usta, 2011:5). This is the same theory that instigates the young boys in the school to claim domination by coercing the girl child into submission by applying violence on them.

5.5.10 Low socio-economic status

To some extent, the family's economic status influences learner violent behaviour. All the schools interviewed are located in Black-African communities. Two of the schools are located in high-density locations and the other one on a farm. Such communities are associated with low socio-economic status. As illustrated by two participants from school A in the focus group, the community has high levels of illiteracy rate. TSA 2 said, *“There are very high levels of illiteracy amongst our people around here which makes it even more difficult for the pupils because they don't have good role models as far as behaviour is concerned.”*

TSA 2 further said, *“They rarely support us. Most of them do not see any value in the school which might be a reason stemming from illiteracy.”*

TSA5 added by saying, *“This illiteracy compounds the ignorance of the kids and their parents to an extent.”*

Many people are unemployed, and they depend on support grants that are paid by the state. Some people do not have proper accommodation, they dwell in shacks and those who are fortunate have houses built by the South African government through Reconstruction and

Development Programme (RDP). The TSA 4 stated, *“The source of income is on grants. People are living in shacks and RDP houses. The number is greater.”*

PSA1 highlighted the socio-economic status of the contributory factors on influencing the behaviour of the learners. PSA1, said, *“Now, given their background, the fact that they come from farms where police presence is rare and where cases of domestic violence often go unreported, they have assumed a mentality of thinking its right to resort to violence in solving disputes.”* The community is disadvantaged given its location; it is in the farms and has no basic services as stated by PSA1.

The socio- economic situation of the communities and families where the learners come from is one of the factors influencing learner violent behaviour. The learners reside in disadvantaged black – African communities and others were from economically disadvantaged families. Some of the families rely on government social grants as a source of income. The empirical data reported that, there are high levels of illiteracy among the people in the communities. Due to high levels the illiteracy, only a few individuals in the communities will become successful and act as role models to the learners.

The empirical data that assert that, the socio- economic status of the community or family have an influence on the learner behaviour especially violent behaviour and this concur with the literature data. The poverty in the community is felt at home level. The literature concurs with empirical evidence that poverty is associated with poverty. Alastair and Fiona (2009:17), assert that parents within the low socio-economic status find it difficult to provide the necessities to their children due to shortage of necessities. In this case, the families wallow in poverty. Jenson and Fraser (2011:25), consider poverty as a risk factor for many problems experienced by children and youth. Alstair and Fiona (2009: 17) used Larsson and Frink’s 1999 study to reinforce the assertion that children from lower socio-economic status have more emotional or behavioural problems more than their peers from high-income households. In support of Alastair and Fiona, McGrath and Elgar (2015:478) indicate that children from poverty-stricken families are strongly associated with behaviour disorders such as defiant disorders or attention hyperactivity disorder.

The Frustration Aggression theory highlighted poverty as breeding source of aggression. The frustration is caused by the shortages or deprivation of certain basic commodities or facilities. According to Rahmati and Momtaz’s model (2013:3035), the frustration will produce two forms of violence: physical and verbal. The model is reinforced by Ahmed’s (2005:2) that

illustrates that poverty in the home ushers in stress. Due to stress, family relationships are affected, and this generates a negative impact on the personality growth of the child as parents will pay less attention as a consequence of marital problems caused by poverty.

Due to parental hostility, it will affect parenting. Sigelman and Rider (2006:428), in the literature data argue that the breakdown of parenting contributes to negative child outcomes such as low self-esteem, poor school performance, poor peer relations, and adjustment problems such as depression and aggression. To a large extent child from poverty stricken families are most likely to be violent at school as they are from a home that is not offering them support on their development. What makes the matter worse are the hostilities in their homes and that breed anger in them. Any slight situation even not threatening the life of child it will make him or her to bust easily and become aggressive.

5.5.11 Political leadership

School A, stated that the political leadership was working with learners to promote anarchy in the school. PSA1 said, *“There is the challenge of political influence. Most of the learners here come from politically affiliated families. Therefore, once a problem arises, the learners try to use political leverage to get away with their wrong doings.”*

PSA1 went further to state that, *“Often, the townships will be turned into battle grounds on a political affiliation scale to settle the differences that simply began among learners and the community into the school.”*

The community leadership spearheaded by the politicians particularly councillors voted into power by the community. The councillors provide leadership to the community. TSA4 said concerning community leadership,

One more contributing factor to the challenge of managing learner violent behaviour is the leadership structures of the community. They often disregard the guiding principles of the school in support of the behaviours of their kids and as a result, kids see such support as a green light to committing violent behaviours against one another or against teachers.

School A is also worried about the political influence; PSA 1 highlighted the issue of COSAS, which he regards as a political organisation not for learners. PSA 1

Look, for a fact that there is an issue of COSAS at school, it also means there is a lot of political influence. My worry about COSAS being a congress or a movement for people and not for learners creates really an indictment on the department. Look, we have got RCL, a very good constituted body of learners. Learners will elect their own representative who would be their mouthpiece on issues of code of conduct and so forth. COSAS more often than not, is an affiliate to SANCO or ANC

The participant is worried about learner organisations such as COSAS for their role in schools. The participant holds a feeling that its role is not helping a lot in the school efforts in instilling discipline on learners. The empirical data concur with Bronfenbrenner's ecological system, which states that the society has an influence on the behaviour of learners. Political leaders spearhead the society's leadership. Their policies and laws can promote positively or negatively on learners' behaviour (Alastair and Fiona, 2009:5).

5.5.12 Overcrowding in the classroom

Some of the factors instigating learner violence have directly to do with the organisation of the schools. The Department of Education influenced some of the problems as well. Problems identified which were related to schools were overcrowding of learners in classes, age cohort, teachers not given support on dealing with issues of learner violent behaviour and teachers not working as a team on learner discipline. Burkard (2011: 17) in the literature posits there is tendency of focusing on the learner and overlooking the school environment as a factor that influences behaviour. The empirical evidence concurs with Burkard in the literature data that the school environment can instigate learners to be violent.

Teachers in these schools selected for the study are having large classes, from one on one interviews with principals they supplied the researcher with the figures of the average number of learners in their classes. The average number of learners in the classes for selected secondary for research below.

The table on the next page illustrates the average number of learners in the classes for selected secondary for research.

Table 5-2: Average number of learners in the classes for selected secondary

School	Average number of learners in a classroom
A	40-50
B	48
C	55

TSC11 lamented the effects of having such large classes. TSC11 said,

...you might end up having overcrowded classes and we are not former Model C schools, where you have 26 learners in a class. With us 26, we will rejoice and be so happy. So the problem we are having is that it is difficult to identify and to get to know your learners better and with other learners are going through difficulties you are able to tell that this one there is something terribly wrong. However, when you have 45 in a class the moment they leave you just say thank you Jesus and you be relieved.

TSC 11 further said; *“let us say you have that number of 26 it will be ideal so that you are able to identify learners going through difficulty. Other learners go through a lot.”*

With large classes, it is very difficult for teachers to identify learners experiencing social problems that may trigger violence.

The schools are equally to shoulder the blame as well on instigating violence. The school is a socialising agent on the upbringing of a morally upright child but on the other, the school might fall short of its duties. The structure and the organisation can propel learners to be violent, according to empirical data. The empirical data, found out that the classes are overcrowded. Teachers are finding to maintain discipline in such classes. Teachers are not able to identify learners going through torrid times socially easily. The classes have a range of 40- 55 learners. The participants stated that the size of the class has an impact on classroom management. The literature as well highlighted that the size of the class can have a negative impact on maintaining discipline (Blatchford, Bassett and Brown, 2011: 718).

The classrooms are overcrowded, considering the average numbers expected in a classroom by the Department of Education. According to Minister of Basic Education Angie Motshekga, in her presentation to the National Assembly on the 12th September 2012, she stated that an average classroom should have learner – teacher ratio of 30, 4: 1 (Motshekga, 2012). Yet in Vryburg, a teacher has an average class of 50 learners. The problem of overcrowding in classes does not affect only schools in Vryburg. Marais (2016:1), citing a report by John (2013), states that some schools in Eastern Cape, three to four learners share a desk which is supposed to accommodate only two learners.

Participants in the empirical study stated that, it is difficult to control overcrowded classes and identify learners who need psychosocial support. Khan and Iqbal (2016: 10164) argue that, overcrowding would result in discipline, instructional and evaluation problems. Marais (2016: 2), argues that such large lack discipline, since it is difficult management. It is difficult for teachers to engage each learner in a large class. It is difficult even to conduct group work activities and teachers tend to rely too much on the lecture method. This method does not engage learners and they become disruptive. Usually large classes are filthy, and it is difficult to identify learners are disruptive. Such an environment makes learners to be frustrated and as a result of frustration, they engage in disruptive behaviour.

5.5.13 Teachers not working as a team on disciplining learners

From an interview with the participant from school B, the participant categorically stated that what was hampering their progress on learner discipline is the other teachers who regard discipline as a specific task for School Management Team (SMT) only. PSB2 said,

The main problem with us is that we do not speak with one voice. One teacher will be doing this and the other one will not. As for example, we might agree that will not allow learners to have caps. As a school, we have our own cap and they are navy. If a learner wears any other colour the cap must be confiscated but other teachers will have learners will leave these learners with these caps we do not want at school

PSB2 went further to say,

...other teachers, even if the learners are outside the class, they do not care. They just pass those learners. They say it is not our baby. They say it is a problem of SMT. So the SMT are the ones, which are facing the problem. Therefore, other members of the

staff do not assist only one or two will assist. They want the principal to see that everything is fine.

On the contrary, school A devised a strategy to bring every teacher on board when dealing with such serious disciplinary issues as learner violent. The approach is called frontal attack, where they go to attack a class that is a threat to the safety of other learners and teachers.

The empirical data shows that some teachers do not support the SMT in the curbing of learner violent behaviour. Some teachers turn a blind eye; some learners are disruptive in their presence. Due to the behaviour of such teachers, schools find difficulties in enforcing the school code of conduct on learners. Teachers who enforce the code of conduct may end up hated by students and become victims of violence. The findings by Mayer (2002: 85), assert that, school experiencing learner indiscipline, and may be due to lack of support among teachers on issues learner discipline. The school which making important strides on learner discipline on the empirical data they work as a team on dealing with disciplinary issues

5.5.14 Teachers not being good role models

One of the factors identified by the schools is the teachers do not play their roles effectively. Some teachers visit places where they mix with learners especially taverns and clubs. One participant from one on one interviews from school C, mentioned the following: “*Other teachers are responsible for the anarchy that is haunting the schools. Some of the teachers they drink at certain areas where they mix with learners.*” [PSC3]

The participant further said it was difficult for teachers to instil discipline in the learners if they meet and mix in such places like clubs. The participant mentioned that the problem was prevalent with young teachers who are just starting to work. PSC3 said,

I spoke to one of the young teachers here and I told him this is a small community. On Friday, you are at the club but remember you are a young teacher and you are only starting to work. At the club, these learners will surround the teacher then on Monday these learners will tell the teacher we enjoy together at that place. The places where these young teachers are going are filled with learners

PSC3 further cited a bad experience he had when he once passed the place where learners were drinking. The participant said, “*I once passed through a place where these learners were drinking and one of the learners stood in front of my car and he was totally drunk. As a teacher you can't go to such places where children are having their good time.*”

The empirical data shows that teachers are to blame for some other forms of learner violent behaviour taking place at school. Some other teachers do not act as good role models to their learners. Some teachers visit places of entertainment such as taverns and clubs and in those spaces, they mix with students. The students regard teachers as role models and they are likely to mimic their behaviour. Teachers drinking alcohol in the same premises with learners send a message that it is acceptable to drink yet alcohol is instigating learner violent behaviour.

The social learning theory covered in literature can best reinforce the empirical data that, learners look upon to teachers as role models and they copy their behaviour. Hebert (2000: 105), state that children acquire various forms of behaviour such as violent behaviour by observing the exemplary models. Learners as young people regard teachers as role models and they respected teachers in their communities and consider them as fountains of knowledge. It is difficult for teachers to reprimand learners who are drinking alcohol at school if they are drinking alcohol with other learners.

5.5.15 Lack of recreational facilities

Lack of entertainment facilities at the school as well at schools, was cited as one contributory factor for learner violent behaviour. PSB 6 said;

Believe the absence of good entertainment facilities is also another contributing factor. The pupils around here have no entertainment facilities at school and in the community which automatically force them to resort to drinking places where they end up drinking and abusing substances

PSA 1 identified this problem of lack of facilities for entertainment. PSA1 said;

I think schools must have enough recreational facilities to keep learners busy, focused on school and to love the school. They need such things as can motivate them to desire to come to school without compulsion for example tennis, basketball, volleyball and other recreational games that engage them to love the school and furnish their talents and give them hope, the kind which can disengage them from unruly behaviour

PSA1 went further to compare his school with other former model C schools, which are having all the recreational facilities, he said;

In our school, unlike our white counterparts, we don't have much to offer in this area of recreational facilities and services yet it is key in moulding learner behaviour [....] At our very own school, we don't even have a soccer pitch and a ball which can stimulate some fun and unity in learners like in white schools. Thus, the spirit of individualism, which these learners grow with in the skill, leads to bullying and all acts of selfishness which are associated with bad behaviour

The schools from townships and farm areas they do not have good sports facilities, unlike their counterparts who are in former model C schools. Some schools do not have even sport facilities at all, like school A, which does not have a sports field.

The empirical data found out that the schools in black- African communities and in farms in Vryburg Cluster do not have proper or no sport facilities for sport activities such as soccer, tennis, volleyball and basketball. The study revealed that learners were not given the opportunity to play and to interact with one another. Due to non- availability of sport facilities, learners are now entertaining themselves by drinking alcohol and abusing drugs.

The empirical data revealed that sports enhance the spirit of togetherness and personality. Hence, the participation of learners in sports acts as psychosocial approach on curbing learner violent. Therefore, its absence will leave a devoid on the fight against learner violent behaviour. As learners play together in one team, it teaches unity and tolerance. Such learners acquiring traits like tolerance are less likely to engage in any form of violent behaviour. The literature data emphasised the role of sports on curbing violence behaviour and building of positive character on the learners. Bailey et al (2009: 9), assert that, sport activities promote the attainment of personal, social, socio-moral skills that promote learners to function effectively at school and in their communities. Bailey et al (2009: 9), further says, sports enhance positive character by promoting the development of such skills as trust, a sense of community and cooperation.

Non-participation in sports, for other learners gifted in a sport discipline, may breed frustration that will result in aggression. Some learners are academically disadvantaged but can excel in a certain sport disciplines if not exposed to opportunities of expressing their talents, they get frustrated with school. Such learners will become rebellious and aggressive in order to get attention.

5.6 THEME THREE- EFFECTS OF LEARNER VIOLENT BEHAVIOUR

Effective teaching can only thrive where teachers and learners feel that they are safe. Violence is associated with many ripple effects from the study these categories emerged; Absenteeism, lessons disturbed, stress and depression on teachers and learners, new teachers not coping and learners' academic performance is affected.

5.6.1 Academic performance

From the in depth interviews carried in the three all schools pointed out that, learner violent affected the academic performance of the learners. PSC 3 said; *“Yes, Sir you know what, sir just to give you a glimpse our grade 9 results last year we had 267 learners only 3 of them passed at the end of the year and the majority were progressed”*. PSC3 proceeded to say;

Sir, this school was brilliant better than Kismet and Vryburg High. They were not able to compete with us. We used to have an average of 45 learners in a class and a total enrolment of about 800 learners but there was no sign of violence. We were having nutrition program but they were given food without fighting for it

PSB2 reiterated that, on a question on the effects of learner violent behaviour on learners' academic performance;

Yes, because learners end up absenting themselves from school. Therefore, if a learner is attending, he will not write the class work, homework, a test or examination. At the end, the learner will fail. The learner will be afraid to attend the same class with the person he is fighting with

One of the identified effects of learner violent behaviour is poor academic performance by the learners. The teachers stated the academic results of their schools were not pleasing due to the deteriorating discipline in their respective schools. In another school in the 2017 grade 9 group which had about 267 only three passed and a larger number was progressed to grade 10. The teacher in that school stated that before the problem of learner violence, they competed academically with those schools around Vryburg cluster. This implies that, the school used to do well academically, when they were not having the problem of learner violent behaviour. They were able to compete with the schools, which are their cluster, that are having exceptional results at Grade 12.

Due to fighting or bullying learners will end up being not attending school consistently due to fear. As a result, they miss informal and formal tasks given at school. These tasks are important in the progression of a learner.

The empirical data concur with the literature data that violence culminates into learners' poor academic performance. Due to the violence in the school, teachers and learners do not feel safe in the school premises or even outside. According to Mncube and Madikizela- Madiya (2014: 49), due to insecurity, learners have no desire and commitment to school, school attendance and relationships with other learners. On the other hand, Roberts (2006:38), asserts that bullying can even affect the academic performance of the victim as they decide to concentrate much on mechanisms to escape from tormentors. The victim in this case loses concentration in the class and this has a negative effect on the learner's performance. In the literature, Alagappar, Leu, Lee and Wong (2017:1) and Bon (2012:92) assert that learner violence leads to deterioration in academic performance. Due to fighting or bullying learners end up not attending school consistently due to fear. As a result, they miss informal and formal tasks given at school. After a student has missed a lesson, it is difficult for teachers to find time to assist the learner. As a result, the learner lags behind other learners who attend regularly.

Men sexually and physically abused girls and other people due to that abuse, the girl child may fall pregnant. The number of pregnant learners is skyrocketing that might be due to sexual they are enduring. The South African Human Rights Commission in 2006 found that, teenage pregnancy was a national matter of concern of which it accounts for a third of all births in South Africa. During that time, when a learner is pregnant she will not be able to attend classes normally. The pregnant learners are not allowed maternity leave. The time is about to give birth schools tend to take her as a risky learner and they advise the learner to stay at home while waiting to give birth. During that time, the learner will miss lessons even important tasks for her continuous assessment as result the learner will fail the exams since she will have missed other topics and tasks, which form part of continuous assessment.

5.6.2 Smooth running of the school is disturbed

The interviews with teachers and principals from the three schools, all raised that, the smooth running of the school is disturbed. When a fight erupts at school, the whole school will come to a halt, as teachers have to attend to the situation. Learners make the situation blown out of

proportion as they make a lot of noise thereby affecting the lessons of other classes. Teaching and learning only prevail where there is peace.

TSB 7 stated that; *“The smooth running of the school is disturbed because once there is a fight the whole school will be affected you will hear noise the whole school uuuuuuhhhh uuuuuuhhhh. As result of that noise all lessons will be disrupted”*

Teachers instead of concentrating on attending their lessons in some cases, if a learner is injured they have an obligation to take the injured to the clinic or hospital. The focus of the whole school will be on the injured, as a result, other learners are unattended. PSC3, said; *“... even if they fight during break time, instead of now focusing on a class, you have to now take care of the injured. You take either the boy or the girl to the clinic”*

In other situations, the school disciplinary committee or the principal will have to attend to the case immediately. Other cases will acquire the attention of the police immediately, during the process of investigations and taking statements, the smooth running of the school will be disturbed. The participant from one on one interviews from school A, emphasised that;

You spent time as a Principal or as a disciplinary committee on disciplining listening to cases of violent behaviour erupted in the school situation. So you spent a lot of time on such issues; and Nhambura, you will see the Police as well, coming in and out of the school could be because our learners could have behaved badly in the community
[PSA1]

From school B, the participant from one on one interview, highlighted that, lessons are disturbed when teachers are attending to cases of learner violent behaviour. He said; *“I lost 2 classes, I had another case early in the morning and that one you saw me addressing was the second one, it was about 2 girls which were fighting”* [PSC3].

The findings illustrated that there is no smooth running of the school when teachers are attending to issues related to violence. In other circumstances, learners are injured, and the teachers must attend to the injured immediately. Other disciplinary issues need immediate attention and the teachers had to abandon their classes. The noise erupting whenever learners are fighting affects the lessons.

The empirical data concur with the literature data. Such forms of violence for example, gangsterism creates situations of conflicts in the schools. Such conflicts can lead to some

learners and teachers injured or even killed. The assertion is supported by UNESCO (2007: 13), which says, forms of violence such as gangsterism is associated with fighting, weapon carrying and drug related violence. Whenever such forms showed up in school, they affect the smooth running of the school.

Whenever there is fighting, people may get injured or even killed. In circumstances where a teacher or a learner is dead due to school violence, it affects the school programmes. The school has to undergo counselling because such incidents will leave learners traumatized. As the school will be receiving the counsellors and psychologists, the learning is affected. The school has to go through a healing process. In most, a memorial service will be held at the school premises and requires preparations and resources. During the preparations, teaching and learning is affected.

When a learner is injured at the school, it is the prerogative of the school to attend to the injured. In other circumstances, the learner should be rushed to the hospital immediately and teachers have to ferry the learner to the hospital or to the clinic. The teacher had to abandon his classes and the other learners unattended. The school has to summon the Police immediately on other incidents and the rhythm of learning and teaching will be affected as the teachers and learners had to go through interrogations as the police will try to gather evidence on what transpired.

5.6.3 Stress and depression

From the findings the study found out that, teachers and learners are going through stress and some to the extent of culminating into depression due insecurity as a result of violent learner behaviour. Teachers are not coping with the violence in the schools. As a result of stress, which is extreme some teachers are even hospitalised. In this case, the teachers will require medical attention and support from counsellors and psychologists. If the affected teacher does not have a medical aid to cover for such situations, they might not get the necessary help and some may eventually not recover or they might even die.

PSCB2 stated that due to the violence in schools some of the teachers were not coping, as result some are hospitalised due to depression. The participant said, *“Teachers are succumbing to depression that might be the reason. Some they will be even hospitalised due to depression because of this work environment”*

Teachers are concentrating much on learner behaviour. In school C, they hold their disciplinary hearings late after school that can have an effect on their health. TSC 15's contribution highlighted that teachers sometimes attend to disciplinary issues after school hours. TSC15 said; *"Tonight sir we are having a disciplinary hearing for the D16s. Can explain what happened last week Tuesday"*

Considering the amount of work teachers have in the classes and staying in the school after school hours to deal with disciplinary issues might have a toll on their health that might result in depression since they will not have time to rest. What the teachers are going through in Vryburg is with other teachers in South Africa as evidenced by the literature reviewed. In another research carried out in five rural schools in the Empangeni District in Kwazulu – Natal by Singh (2014:8), it was found out that, teachers were going on leave that stretch from 3 to 6 months. One principal made this remark,

Every year I have an educator –one or two who will be on leave for 3-6 months, now therefore this absenteeism, ill health among my educators is becoming a problem. Most of my educators are sickly. I do not have normal people anymore

The effects also echoed by, the WHO (1997) as cited by Alagappan, Leu, Lee and Wong (2017: 1) violence is associated with long standing effects such as physical, emotional, and psychological implications for both learners and teachers.

The findings also concur, with Burton and Leoschut (2013:70)'s assertion that, says there is high chances of victims of bullying, to experience long-term mental health issues such as anxiety, depression, self-injurious and suicidal idealisations. Due to the long-term mental health issues some learners who are victims might commit suicide or even bring dangerous weapons to school in order to defend themselves. This assertion concurs with results of the research carried out at Yale University of medicine done in 13 countries that concluded that there were signs of an apparent connection between bullying, being bullied, and suicide (James, 2009). The presence of bullies in the schools in Vryburg, creates a vicious cycle of violence, as the victim will have to find ways of defending themselves. The incident of a grade 2 at Dalpark Primary school in Gauteng Province, covered by the, *The Daily Sun* of 29 September 2017, reported by Sifiso Jimta. The boy was not able to withstand bullying as a result he brought a gun to school to shoot the bully.

The girl child is a victim of sexual and physical violence, perpetrated by other students in Vryburg cluster and this has detrimental on the mental and physical wellbeing of the girl child. Bon (2012:92) state that victims of sexual abuse's mental wellbeing is affected, degenerating into stress and depression that will result in the victim abusing drugs and alcohol.

5.6.4 New teachers not coping

Due to the violent nature of learners in the schools, new recruited are not able to withstand it, they end up living such schools which are violent. PSB2, said;

Last time we had a teacher born in 1996, she was only here for only a week and she is gone because of learners who are violent. It affects even teachers. When will try to call to come back, she will say, your learners are violent. I am afraid of them

Newly recruited teachers are finding it difficult to survive in the teaching profession due to the violent nature of the classes. The young and those just graduated as teachers. Consequently, junior teachers leave other schools. Hence, certain schools are failing to attract new teachers due to the behaviour of their learners. Therefore, schools end up losing good teachers due to the behaviour of learners. The finding supports the claim of Park (2006:154) who says that the young generation have lost interest in joining the teaching profession due to the increase of violence in schools. Such violence makes the teaching environment an unsafe workplace. This has a disastrous impact if the teaching field cannot recruit more teachers. The teachers going on pension need to be replaced with the young and energetic teachers. If there is a shortage of teachers, classes will be overcrowded. In an overcrowded classroom, teaching and learning will be adversely affected and this is also stated by Mustafa et al (2014:178) as cited by Marais (2016:2), who found that large classrooms affects classroom management and discipline.

5.7 THEME FOUR: STRATEGIES USED BY SCHOOLS TO CURB VIOLENCE

The schools use the following strategies on managing learner violence: police intervention, involvement of all stakeholders, supervision of learners at break time and in cases where a teacher is absent in the classroom, use of policies, support from the disciplinary committee, use of corporal punishment, boys' and girls' forums at schools.

5.7.1 Police intervention

Police intervention is regarded important by all schools. All schools have an adopted cop who assists the school in maintaining discipline. The adopted police duties range from being a mentor to a law enforcement agent when they are transgressions of law at school. All the schools interviewed reiterated the importance of adopted cop's work in managing learner violent behaviour.

PSB5 said, *"But, normally what we normally do, we have our adopted co-op. He sometimes come to our school, assists us, and tells us on how we can manage such incidents"*

School C had even had a police official in their SGB, who assisted them even in the disciplinary committee. PSC3 said, *"We have the highest authority of police in our SGB a lieutenant who reside here in Vryburg. He used to talk to these guys especially the D16 and is going to speak with them again tonight"*

The D16 is a violent group, terrorising learners at the school. The school was going to have a disciplinary hearing for the group. The school was pinning their hopes on the police officer in a volatile situation because of the D16. The role of the police official is crucial as his presence in the school has a lot of impact. With his visit to school, learners expected a random search. The participant from one on one interviews said, *"Last week I was at the gate with the lieutenant Mashaba, after he left we picked 16 packets of dagga, they thought that, there was going to be a random search in the school"* [PSC3]

Hence, the mere presence of police officers in the school dramatically affects those who do not respect school rules and break the law. With the presence of police officer at the gate made students to throw away the dagga they were carrying.

A participant from school A on one on one interview stated that despite the efforts of the adopted cops there is need to define their roles when they are assigned to a school. PSA1 said,

...my part is, you see; it doesn't look like they have a clear-cut instruction from their station to say what their role is exactly. Mentoring instrument of some kind, to say how often they will visit the school at what time. Can't they have programmes that make them sort of attached to the school? Report stats of how many learners have they spoken to? How many learners have they taken out of the taverns and so on? Are they monitoring the taverns and what rights do they have because our learners are full in the tavern? [PSA1]

The school A acknowledges the existence of the Adopted Cop in their school although he felt that there was a need for clarification of their specific roles in the school.

The empirical data shows that each school have an adopted cop. These cops assist the school in managing learner violence. The other school has a police officer in their SGB, who assists the school in the disciplinary committee as well. The adopted cop performs various duties at school ranging from teaching the learners about the acceptable behaviour, solving volatile situations and carrying out searches on learners. In one of the schools, the police officer modifies the behaviour of learners involved in gangsterism.

The literature data emphasised the crucial role of the adopted cop in the school as in the empirical data. Lamont, Macleod and Wilkin, (2011: 25) and, Na, and Gottfredson (2013: 25), highlighted that, the adopted cops help the schools on maintenance of order and safety for learners and teachers. School put trust in the adopted cops, as a result every school it's having an adopted cop. There was concern from one participant, who need to be furnished with the clear cut roles of the adopted cops. The SAPS spearhead the program of Adopted –A Cop, as part of their program of cementing the relationships with the schools. The Adopted Cop is expected to visit the school more often to address issues of learner and security and intervene on issues of violence (South African Police Service, 2009: 3 and Na and Gottfredson, 2013: 620). Maybe the Adopted cops in school A, they might not be active as in other schools thus, why the participant, was not aware of their clear cut roles.

5.7.2 Involvement of all stakeholders

To manage violence in the schools the schools rely of other stakeholders such as the pastors, ex-convicts, adopted nurse, business people and social workers. The schools invite religious leaders to their schools to assist them with instilling religious values that promote peace and harmony among learners. Schools value the importance of pastors, PSB 2 said, *“The Pastor who is coming this Friday was once given a 30-year jail sentence. He will be coming to speak*

to the boys on Thursday and he will tell them about the effects of drugs and violent behaviour. The girls' session will be on Tuesday.”

The use of ex-convicts is also emphasised by school B. On their disciplinary records on the 16th March 2018, a boy was caught in possession of dagga, and that week they had invited an ex-convict to their school to address learners on gangsterism and the dangers of drug and alcohol abuse.

In other cases, the stakeholders spearhead the programme of Quality Learning and Teaching Campaign (QLTC). The schools rely also on the Quality Learning and Teaching Campaign (QLTC) in maintaining discipline in the schools. Out of the three schools selected for the study, school B relies much on QLTC. From one on one interviews the participant said,

Sir, we have QLTC its helping us a lot. Have a look on this file were have records of events lined up by the QLTC school steering committee. In this campaign, we have important community members like businesspeople, social workers, police officers, community leaders and all people who can assist on discipline [PSB2].

On the literature, The Department of Education (2015: 2), says, QLTC is a social compact that encompass the Department of Education, Stakeholders and communities According to the Department of Education (2015:5), by 2012 every Province, District and schools had established the QLTC committees. In these committees, they incorporate such partners as the business community, religious groups, non-governmental organisations and various government departments.

If all these stakeholders such as businesspeople, police officers, community leaders, councillors and mayors came together under one umbrella of QLTC, they will share expertise on learner violent behaviour and how they can curb it by focusing also on the societal ills that instigate the problem. In school A, such structure of QLTC that is in school B is not visible. One participant from school A in focus group interviews said; *“We have the adopted cop and the adopted nurse, but these are not enough compared to the challenges on the ground. There must be a means to engage all stakeholders in a manner that can address the challenges holistically.”* [TSA 2].

School C uses non-government as partners and other government departments in fighting learner violent behaviour. PSC3 said, *“We do have some people at SASSA Mr Hendricks. We*

do bring motivational speakers. We used to have SANCA sanpark here in Vryburg, and we used to refer pupils to them and they had sessions, unfortunately that office closed down.”

The coming together of various stakeholders is emphasised by Furlong, Felix, Sharkey and Larson (2005:14), who hold a view that the collaboration of parents, community and school safety team serves as a vehicle of coordinating the input and expertise of these groups. The incorporation of various views from different sections of people will propel the school in the correct path on handling learner violent behaviour. Such an approach that involves the community sends a strong message that school safety is a shared community concern (Furlong, Felix, Sharkey and Larson, 2005:14).

School are eager to acquire the support of their communities in the fight against learner violence. Kwazulu Natal MEC for Education has this to say, *“Even if we install state of art security in our schools, we won’t win the war against school violence. Parents and must come on board and take responsibility for instilling a sense of what is right and wrong in their children”* (Daily Sun, 21 August 2017).

Schools need the support of such organisations SANCA sanpark as they provide social support to learners. Such organisations should target the youth, who are vulnerable to peer pressure, drug and substance abuse. The Department of Education should collaborate with such organisations.

5.7.3 Supervision of learners at break time and in the absence of a teacher

The schools are not taking seriously the matter of supervising learners at break time. The Schools do not have a proper well-structured guideline to follow on monitoring students at break time or in cases where another teacher is absent from school. School A and B do not have a proper monitoring of learners at break time. From one on one interviews the participant from school C said; *“To make sure that our learners are safe every time we have a rooster to monitor learners during break time. The problem we got is that we got 961 learners with one general assistant”*

School C designed a duty roster for teachers to monitor learners at break time. The school general assistant assists the teachers who are on duty.

School A, do not have a proper monitoring plan in place. Although they say they occupy learners by placing another teacher in the class in case one teacher is absent, but they do not give a proper plan on how they will implement it. Participant TSA 4 has this to say;

When one teacher is absent for example, we visit his or her class to deliver lessons on their behalf and often keep an eye on the learners to maintain discipline. It would be recommendable of course to have school supervision staff, as sometimes it is difficult to monitor a class on behalf of an absent teacher

5.7.4 Use of policies

All schools were having policies that relates to learner safety and serious misconduct like bullying, fighting and verbal abuse. The researcher collected the learner code of conduct policies and the safety policies from the three schools. The policies were almost similar in the way they were structured. Offences were graded into four grades, Grade two covered offences such as vandalism, verbal abuse, bullying. The serious misconducts covered on offence number three and four that warrant for a disciplinary hearing. Some of the offences covered on grade three include, possession of weapons that can cause physical injury such as knives, cases of assault and engaging on a strike.

The schools differed on the times of reviewing the policies. An enquiry on the reviewing of policies was posed on the participants in the one on one interviews for school A, B and C. Thus participants; PSA1, PSB2 and PSC3.

PSC3 said; *“Every quarter these policies are revised. We have rules on incidents and what we are going to do about it. If you fight its number 3 offence, it warrants a disciplinary hearing. We are busy working on a policy on drugs and alcohol and learner violence”*

The school is reviewing its policies every term and they were busy working on additional policies that deals only with learner violent behaviour and the other one focusing only on alcohol and drug abuse.

On the other hand, a participant from school B, responded that; *“After every two years”* [PSB2].

PSA1, said they revised their policies at the beginning of each year. The participant explained about the people who are involved in the process of reviewing and adopting the policies. The participant said;

From the RCL we will take the executive plus the SGB members and we will be going out for bosberaad from Friday to Sunday. More often than not, we are able to book a space, get a donor or sponsor. We book a space at the lodge from Friday until

Sunday. Now that gives all the stakeholders time to look at policies among other things in that programme

PSA1, explained on the process reviewing and adopting policies especially learner code of conduct.

Now, we will give learners a chance before we go for the bosberaad. We will print the code of conduct and distribute it to them, which allow them to consult with the student board before we go for the bosberaad. They will be able to look at the code of conduct as it speaks to them. This gives them a chance to look at issues and underline them for consideration and amendment at the BB. The same will apply to educators and SGB

The participant went further to say;

All stakeholders will be there at the bosberaad presenting various issues, which need attention, and thereafter they will be allocated various commissions to handle. In that respect, learners will have their own commission to deal with their code of conduct and all academic policies which will be represented in each of the various commissions. The same applies for SGB and all other stakeholders, and then through these commissions, the general populace is informed in one session. Once their recommendations are accepted, we endorse them where necessary. Thus, during one weekend, policies are reviewed

From the empirical data presented, all schools are armed with policies and that relates to learner code of conduct as well as the safety policy. The other school was in the process of formulating separate policies dealing with drug and alcohol abuse and violence in particular. Another school takes an inclusive and consultative approach on reviewing the policies at the beginning of each school year. The school review at the beginning of the year allows new learners and teachers in the school being acquainted with the policies. All schools are compliant with South African Schools Act (SASA) 84 of 1996 in terms of section 8 and subsection 1(RSA, 1996b) that requires every school to have a learner code of conduct. The schools are consulting the parents, learners' teachers and SGB members during the process leading to the final adoption of the policy. The process which the schools undertake are aligned to the South African School Act 84 of 1996 subsection 2 (RSA, 1996b). All the Policies on learner code of conduct collected from the schools stated various offenses and the various forms of punishment for transgressions. Level three and level four transgressions are

serious offenses such as various forms of violence. Offences of serious nature warrant expulsion or suspension after a disciplinary hearing, and this concur with the guidelines stated in the General Notice, 776 of 1998 (RSA, 1998).

Despite the learner code of conduct and learner safety policy, schools are haunted with different forms of violence. The question is why schools are still sites of violence. The major problem identified in the empirical data is the implementation and enforcing the policies on parents, learners and other stakeholders. The learners, parents and other stakeholders in the political circle resist some disciplinary procedures such as suspension and expulsion.

The schools felt that the policies such as the learner code of conduct were not very much effective in managing learner violent behaviour. They were even sceptical about their use. The participant from school C in the one on one interview, narrated that, even if students are taught about the contents of the learner code of conduct they don't give it due respect. The participant said;

Learners are taught about the contents of the code of conduct but it seems it doesn't help especially the code of conduct we do not allow cell phones but still learners still bring these cell phones to school. We ended up saying they will pay R120, but they are not afraid to pay that amount [PSC3].

The other participant from focus group in the focus group felt that, the learner code of conduct was effective to a certain extent. The participant said,

Little bit, in the sense that, there must be parental involvement. When we call the parent, we sit with them, a learner might be given a warning, and a parent will sign. A warning to say, that if they commit the same offence again they have to be suspended. Therefore, it does assist [TSC 12].

The participant from school A in the focus group explained that there were various policies on managing learner violence, but these policies do not yield the desired results. Some forms of punishment such as suspension are usually met with resistance from the parents or learners they perceive them as unfair. The participant said,

There are various policies available towards resolving learner violent behaviour. However, many of these mechanisms do not produce the desired results. The most common are suspensions and punishments but often, they provoke resentment and

non-cooperation from both learners and parents as they often see these reprimanding acts as unjust [TSA 1]

The findings given in the empirical data concur with literature data, as stated in 3.6.7.2. The study carried by Mohapi in South Africa in Nkangala, it found out that parents were not helping the schools in implementing the school policies (Mohapi, 2014:269). Mgiijima (2014:202), argues that the problem can be traced to the schools for not involving the parents or other stakeholders like the councillors on the initial process of drafting the policies such as code of conduct for learners. If learners, parents and other stakeholders like the councillors they are likely to resist, the outcomes of disciplinary hearings such as expulsion and suspension since they will be not aware about such sanctions.

On the other hand, the Centre for Justice and Crime Prevention (2012:9) and the House of Commons (2011:26), shoulder the blame on the school leadership in failing to ensure that learners are dealt with consistently and fairly. The Centre for Justice and Crime Prevention (2012: 11) further states that, the code of conduct must be disseminated to all learners, parents, SGB and other stakeholders, so that, they will own the by-product. If all members are consulted, they will not resist its implementation.

5.7.5 Support from the disciplinary committee

The school rely on the disciplinary committee on managing learner violence. Each school was having a disciplinary composed of teachers, learner representative, school governing body members, principal and the deputy principal. Serious issues such as fighting, bullying and engaging in protests warrants the attention of the disciplinary committee. The participant from school A during one on one interview highlighted that, they were discouraging the use of corporal punishment; they encourage teachers to forward issues of learner misconduct to the disciplinary committee. The participant said;

From the school level, we still discourage corporal punishment, reminding teachers that these are the dos and these are the don'ts in terms of policy. Apart from this golden principle, there is no other skill teachers can resort to other than approaching the disciplinary committee [PSA 1].

School B, also emphasised the pivotal role being played by the disciplinary committee in their school. The disciplinary committee sat with the parents of the learner who have transgressed and weigh the case and pass the verdict. TSB 8 said; “*When we call the parent,*

we sit with them and a learner might be given a warning and a parent will sign. A warning to say, that if they commit the same offence again they have to be suspended. So, it does”

School C, they rely on the disciplinary committee as well on serious issues such as fighting. The school even invited the researcher to one of their disciplinary sessions. The participant in the one on one interview said; *“I welcome you to our disciplinary hearing at 6pm. We want you to see exactly what happens at this school. We will be having the SGB, in the disciplinary hearing, the Principal, deputy, teachers and parents of children who were involved in that fighting”* [TSC15].

School A, although they have a disciplinary committee, but they have an obstacle on its functionality as the disciplinary committee had to sit after school. Some of the learners are staying in surrounding farms and they are using buses provided by the Department of Basic Education. As result, it is impossible for the learners to wait for Disciplinary committee hearings. PSA1 said;

The answer is no because the situation is different from other places, other districts, other provinces or other schools. Look, my learners are walking a distance from here to different places where they stay. They are staying in the farms; some have to commute on a bus. So obviously it is like once you decide to have your cases after school, you will delay a lot of things. The bus will have to live late and they will arrive late where they are going. Therefore, you cannot have it after school

The empirical findings concur with the literature data. The schools are aligned with the stipulations laid on SASA 84 of 1996 thus Chapter 7 Act 7.5, as stated in 3.6.7.1. The schools are within the confines of the law by setting up disciplinary committees. The responsibility of these disciplinary committees as stated by schools is for conducting hearing on learner misconducts of serious nature. Hence, their duty is in line with what Mestry and Khumalo who stated that the duty of the disciplinary committee is to make sure that the code of conduct is fairly enforced (Mestry and Khumalo, 2012:98).

5.7.6 Use of corporal punishment

The participants gave varying opinions on the question of whether corporal punishment should be brought back. School A, agreed that, that corporal punishment must be reinstated. They felt that, it was the best method to eradicate learner violent behaviour. After deliberations on the question, one participant said in the focus group at school A;

Yes. We unanimously agree that corporal punishment should be brought back. It is the only means by which we can instil discipline in the learners and motivate them to learner because the absence of it have left a vacuum which make learners stubborn and unwilling to cooperate during lessons and other school activities

From school B, in the focus group interviews they were having divergent opinions on the question. The other participant felt it was necessary to reinstate corporal punishment. The participant felt that, the other options that substituted corporal are ineffective. The participant said; *“Because there is no other way of discipline these kids will respect without corporal punishment and teachers do not have power to control the learners if they do not use the whip”* [TSB 7].

The other participant at school B, in the focus group, stated that corporal punishment must never be brought back. TSB10 said;

Because certain teachers tend to abuse corporal punishment. It tends to make learners rebellious. Even at home, if you beat children you make them to be stubborn. It's good that corporal punishment has been done away with. Because sometimes you are going to beat a learner and you are angry and when you are angry you don't realize what the extend of the force which you are going to use will do to the learner, for me it's a blessing that corporal punishment has been done away with

According to the participant, other teachers were abusing it. During its usage, teachers tend to injure learners. According to the participant the usage of corporal, tend to make learners to be more rebellious. Hence, it does not bring the desired results. The participant further stated that, instead it makes learners to be more violent as they can retaliate violently to the teacher who is applying it. The participant has this to say; *“They might even fight you back. My main issue is that certain teachers tend to abuse it. You might be having your own issues and you beat the child mercilessly”* [TSB10].

From empirical data, the participants have divergence on reverting the corporal punishment in the schools. Some they support the idea of bringing back in the schools although it is abolished, and they regard it as an effective method compared with the other methods that substituted it. The other participant felt that that corporal punishment instigates violence and other teachers are abusing it resulting in injuring learners. The literature data concur with the findings from the empirical data. The other section of literature supports the abolishment

while the other section felt that, its abolishment has negative repercussions on maintain discipline in the schools.

The literature data on 3.4.7, concur with empirical data that says, corporal punishment is still receiving wide support from other sections of cultural groups and some Christians (Veriava and Power, 2017: 336). Although corporal punishment was banned (RSA, 1996), still some other teachers they want it to be legalised in the classrooms. Some teachers are still adamant on its ban as the StatsSA, found it that it was administered to 1, 7 million learners in 2014 (Veriava and Power, 2017:338). The continuity usage and teacher agitating for uplift of ban illustrates that teachers are finding it difficult to apply other methods that are alternatives to corporal punishment.

TSB10 stated that corporal is prone to abuse by some teachers to the extent of injuring of learners. The application of corporal punishment breeds violence according to TSB10 as learners will retaliate. The assertion from TSB10 concur with the literature data on 3.4.7, that posits that the use of corporal punishment sends a message that violence is acceptable and make learners to be angry and due to anger they will engage in violence (Gibbs, 2012:12, Baron & Byrne, 2003:443 and Hart, Durrat, Newell and Power, 2005:113)

5.7.7 Boys and girls' sessions at school

Schools hold sessions earmarked to deal with the challenges that girls and boys encounter as they grow up. In other schools, they use pastors while the other schools deploy teachers within the schools as facilitators. PSA1 explained on how they run such sessions and the benefits of such sessions. The participant has this to say:

Despite that, we have the girls talk and the boys talk. That is another way of trying to talk to the boys about their behaviours. ...I mean, general behaviour of boys, is good if it is told by men. It should be boys to man kind of issue. So we have boys talk where teachers or male staff will talk to boys about their attitude and have a good session where we interact and get to know their frustrations and we get to understand them as they ask. We guide them and were necessary we will bring somebody who will further tell them about legislation that relates to whatever the issue that we be tackled [PSA1].

PSA1 went further to say, *“The girls as well, we have the female teachers talking to girls about their behaviour; how they should contact themselves as girls, what rights do they have and what responsibilities goes with those rights.”*

The participant from school C stated that the school used a pastor to facilitate such sessions for boys and girls. *“The Pastor who is coming this Friday was once given a 30-year jail sentence. He will be coming to speak to the boys on Thursday and he will tell them about the effects of drugs and violent behaviour. The girls’ session will be on Tuesday”* [PSC3]

Schools use these forums to discuss issues pertaining to girls and boys. Girls have their own challenges and boys as well. Some of the issues are sensitive hence, they cannot be discussed on a platform that is composed of boys and girls. The literature data on 3.3.2, Burton and Leoschut (2013: 20) and CSRV (2016:5) states that all sexes are victims of violence but are more vulnerable to certain types of violent behaviours such as GBV. Such girls’ platforms offer the girls the opportunity to discuss their experiences and ways of combating GBV. On the other Boys as mostly, perpetrators must be taught on what constitutes GBV, on its effects and how to protect the girl child from GBV. The sessions can be used to discuss issues related to growth and challenges of adolescents, which Erickson termed as a stage of identity and role confusion (Mutekwe and Mutekwe, 2013: 322). That stage is crucial in the life of an adolescent hence the need for social support from parents, school and other stakeholders.

The sessions are important given that other learners are from broken families and such families do not have time to inculcate morals and values, so such programs take the role of the father to the boy child as well the roles the mother have on a girl child. Single mothers raise other learners, others are from child headed families and other families are engulfed into violence.

Such forums are used to discuss issues such as drug and alcohol abuse. Drug and alcohol abuse is one of the factors identified by the study as the major cause of violence in the schools.

5.5.3 Alcohol and drug abuse

According to the findings of empirical study, the problem of learner violent behaviour is instigated by abuse of drugs and alcohol. One participant from school C on one on one interview highlighted that, learners who are in gangsterism take drugs like dagga and Nyaope. The participant said; *“I don’t want to hide anything sir. The use of drugs. This is the*

only thing. Drug related issues. Dagga. They will never tell you where they are getting the stuff from... (sic)” [TSC 14]

The community members are responsible for supplying learners with drugs. Learners are now the major customers of the drugs from drug dealers. Due to intimidation they instil in these learners, they cannot even divulge the names of these drug dealers.

The participant from school B, on one on one interview also cited substance abuse as a contributory factor to learner violent behaviour. The participant said;

Another contributing factor is the use of substances. Due to the lack of family structures and good morals principles to learn in their community, pupils indulge in alcohol and substance abuse so much that most of them are addicts. Unfortunately, these substances influence them to do a lot of harm for them and others [TSB 10]

PSC 3 highlighted the influence of drugs such as dagga and Nyaope on the behaviour of learners. PSC3 stated that “... *Most of the people in the community smoke especially dagga and now they have a drug called nyaope. I can assure you that 90% of our learners in the school smoke dagga.*”

PSC 3 further stated “*Last week I was at the gate with Lieutenant Mashaba, after he left we picked 16 packets of dagga... they thought that, there was going to be a random search in the school.*”

TSB8 stated that even girls are not spared in the abuse of drugs. TSB8 said, “...*we called the police, they took the samples and went with urine to the clinic and 99, 9% tested positively for a drug. This was a girl sir*” [TSB8]

Clearly, the schools under study experience violence due to their learners who abuse drugs and alcoholic substances. The empirical data concurs with the literature data on 3.4.1.8. Alkers (1984) as cited by De Wet (2013:170) that state that young people who take drugs and intoxicating substances are likely to engage in fights and other delinquencies. WHO (2016:2), highlight the effects of alcohol, saying alcohol affects the cognitive and mental function. Learners under the influence of drugs and alcohol are likely to react violently to situations where they might have been provoked or not provoked at all. Eisebraun (2007: 462)’s study found out that youths under the influence of drugs at school for at least seven times within a year were ten times more likely than other students to bring weapons to school. Hence,

learners under the influence are likely to be violent in their contact with other learners or even teachers.

5.8 THEME FIVE: THE FORM OF SUPPORT TEACHERS NEED

The categories that emerged on the theme what form of support teachers Need were the following:

- Support from the Department of Education
- Support from other teachers on discipline
- Provision of sports facilities
- Programmes on behaviour modification
- Involvement of social workers
- Teacher training institutions to prepare student teachers who we handle learner violence.
- Parental support

5.8.1 Support from the Department of Education

The participants highlighted that they need the support of the Department of Basic Education to tackle the problem of learner violent behaviour. The participants felt as if the Department does not assist them much on curbing learner violent behaviour. They identified areas which they need the support from the Department of Basic Education.

One participant from focus group in school C offered that some of the students pose danger to the lives of other students, especially those abusing drugs and alcohol. Such students must be institutionalised and get professional help although the process might not yield immediate results. The participant said, *“The Department must identify such learners who are violent and abusing drugs and alcohol and take them to centres. The process does not take time for us to see changes”*. On 5.5.3, the participants highlighted that what instigates learners to be violent is abuse of drugs and alcohol. Some of the learners are now drug addicts and the Department must assist schools in isolating such learners to rehabilitation centres. The isolation must not be associated with discrimination as such learners pose a danger to other learners and teachers. Expelling such learners without giving them help is just sending them to the streets.

The teachers are urging the Department of Basic education to formulate policies that will help the schools to manage the problem of learner violent behaviour. The participants hold a view that the policies formulated by the Department they are ineffective on dealing with the problem of learner violent behaviour. One participant from focus group in school C, hold an opinion that, the Department of Basic Education must formulate policies on learner discipline that can be easily implemented and that yield positive results. The participant said the Department of Basic of education must *“Implement practicable policies to help teachers deal with all the challenges that arise in the school environment”* [TSC14]

In order to formulate policies that are effective the Department of Basic Education must consult with the teachers who have a better understanding of the situation in the schools. The participant from focus group from school A said;

They should also consult with teachers on the best ways that can be adopted to deal with learner issues as they are the ones on the ground and know the everyday challenges that need be surmounted instead of imposing policies and ways, which promote learner indiscipline by their inflexibility....[TSA4]

One of the participants in the focus group from school A, highlighted that the Department of Basic Education tends to be on the side of the learner many times in cases where there is a confrontation or a misunderstanding between the teacher and the learner. TSA 2 said; *“They should avoid propagating policies that support the pupils against the teacher in event of a learner behaviour issue against a teacher”*

One of the policies which participants felt must be revised is the age cohort. The felt that, older learners in the same class with relatively young learners tend to terrorise the young learners. The participants suggest that, learners who are in the same generational group must be batched in the same grade. One of the participant from school A, in the focus group said; *“They must also consider age separation for learner levels so that adults must not be in a school environment where they have the potential to terrorise other learners. They must be put in a learning environment that suits their age”* [TSA1]. Such a policy, viewed from another angle, labels other learners and it might affect the self-esteem of other learners especially the overaged. When overaged learners are grouped in the same class, teachers might develop a negative attitude towards them and as result, they will not receive the necessary support and their right to receive quality education.

Schools lamented on shortage of teachers resulting in overcrowding in the classes. Such large classes are associated with learner antisocial behaviour since they are difficult to manage. On participant from school C on focus group, Suggested the Department must revise the formula, which they use on allocating a number of teachers for each school, the participant said; *“The department must revise the formula they use of allocating teachers to a school thus PPM.”* [TSC 11]. If the Department of Basic can revise its formula on deploying teachers to schools that will solve the problem of overcrowding as stated on 5.5.12 by the participants. Some of the schools do not have the capacity to hire teachers and pay them from their coffers.

5.8.2 Support from other teachers on discipline

The problem of learner violent behaviour is influenced by set up at the schools. One of such factors is that teachers are not united in their fight on antisocial behaviours in the school. The participants are holding a view that if all teachers can fight as a united force on curbing learner violent they will win the battle. The participant from school B, in the one on one interview said, *“Yes, the whole school approach not principal alone. Then what if the principal is not in? What if two members of SMT are not in? The smooth running of the school will be affected”* [PSB2]

The approach applied by school A, take on board every teacher on issues of learner discipline. Their approach starts at designing the learners’ policies on discipline. They involve every teacher even the new recruited teachers when they are designing the school policies. Such an approach will make teachers to uphold the policies since they are a product of their effort as well. The school hold their forums on revising policies early at the beginning of the year. According the hold, the forum at such time in order to cater for the newly recruited teachers so that they will be acquainted with the policies as stated on 5.7.3, in this study.

School A staff are working as a team on instilling discipline in their school. School A, they rely on what they call *frontal attack*, this approach targets a class which is troublesome. All teachers will go to the class identified as problematic. They single out those learners who are problematic. They talk to those learners as a team. That involves every teacher at that school. PSA1, has this to say, *“We have what we call frontal attack. If we tend to understand the class is unruly and learners in that particular class are not doing well, we go to that class all of us as staff members. We attack the class. We talk to the class and it has proved to be working.”*

The school's approach showed that discipline it is not a responsibility of members of SMT, or the discipline committee. According to the school, the strategy has proved to be effective in controlling learner violent behaviour.

5.8.3 Provision of sports facilities

The participants highlighted that their schools do not proper sports facilities or other sports disciplines. Participant from school A in one on one interview, emphasised the role of sports in assisting in moulding learners' behaviour. The participant holds a belief that, if learners are kept busy with sports it distracts them from unruly behaviour such as violent behaviour. The participant said,

I think schools must have enough recreational facilities to keep learners busy, focused on school and to love the school. They need such things as can motivate them to desire to come to school without compulsion for example tennis, basketball, volleyball and other recreational games that engage them to love the school and furnish their talents and give them hope, the kind which can disengage them from unruly behaviours [PSA1].

The participant from school A further stated, the problem of sports facilities mainly affected public schools which are mainly congested with black learners. The participant said, *"In our school, unlike our white counterparts, we don't have much to offer in this area of recreational facilities and services yet it is key in moulding learner behaviour"*

The participant further said the Department of education must pay attention on the problem by allocating a budget for provision of sports facilities in schools. The participant said;

The department of education must allocate enough funds on the budget to boost recreational facilities and services in schools as this is the most efficient way of diverting learners' attention from the streets and all random behaviours which amounts to violence [PSA1].

To a large extent, sports activities can act as an opium for the learners in secondary schools. If learners are not playing, they will end up engaging in drugs. Sports entertains the young people. If sports activities are not provided by the schools, learning becomes monotonous and some learners will become frustrated and engage in violence as stated in the Frustration-Aggression theory on 2.2.4.

The nature and organisation of sport activities instil certain attributes such as trust, sense of community and co-operation on the learners. Every sport discipline has well defined rules, which participants have to abide by. Participation in sports is done on collaboration with teammates in order to be a member of that team. For a team to win, teamwork is encouraged. As a result of abiding by rules it built discipline and team work promotes collaboration and respect on others in all spheres of life. Hence, a learner who participate in sport activities will acquire the attributes such as discipline and socio- moral. Therefore, such a learner will work cordially with the teachers and other learners at school and respect school rules.

5.8.4 Programmes on behaviour modification

The participants felt that there should be programs and facilities to promote the personality growth of students. Beside the facilities, the Department of Education should design subjects, which impart morals and values on the learners. The participant in the focus group in school A said; *the department should create facilities that promote not only academic education but growth and socialization also. As for quality education, they should offer subjects, which orient good culture* [TSA5]

A participant in school B in the focus group echoes the idea of programs that mould learner behaviour especially those regarded as problematic. The participant said, *“Let’s be a programmes in schools that will deal with problematic children”* [TSB 7]

The participant from School B, in the focus group suggested that learners must be taken to other places such as the prisons in order to have first-hand information about the repercussions of some their violent behaviour. TSB 9 said;

“We once had a trip, we identified learners that we could see that they were abusing the substances and were fighting a lot. We went to a place called Rooigrond prison, so that the learners could see where their behaviour will them. Because sometimes you hear about prison but for the mere fact that you never been there, it does not have much impact. By going there, it might make them to think that, I do not want to end up being here. Let’s have such programs that we identify problematic children and have some kind of program like going to the prison or it might be something else just to transform them”

The participants are eager for the Department of Basic Education to introduce programmes or subjects that targets the learners who likely to engage in violent activities. The participants are eager to see the Department introducing subjects that will teach learners values and

morals. From the literature, there are programmes that schools can introduce to inculcate morals and values. After acquiring morals and values, they will respect their teachers, fellow learners and other community members. Character education covers a wide range of concepts and sub-components that will assist largely in helping the children to deal with life challenges as well as situations that drives them to be violent. The programs are helpful as well on preventing violent situations from escalating at schools. According to 3.5.3.3, on literature data public schools in United States incorporated character education in their school curriculum spearheaded by CEP. According to Character org. (2015: i), due to introduction of character education, schools witnessed tremendous increase in academic performance, restoration of civility, prevention of anti-social behaviour and improvement in job satisfaction staff retention.

There are several character education which schools can incorporate in their curriculum such as positive coaching, peace builder, character plus and character counts! One of the most successful program is Character Plus! is anchored by six core values, which are referred as six pillars of character counts! The six pillars are trustworthiness, respect, responsibility, fairness, caring and citizenship. Such core values are lacking in learners that is why they will engage in antisocial behaviours such a being violent. Such a programme will augur well with the aspirations of TSA5, who is agitating for programmes that will inculcate good cultural values on learners. An evaluation of character Plus! indicated reduction of drug abuse, risky and criminal activities by 25% to 56% (Peter, O'Connor and Fluke, 2014:1).

One of a psychological programme that schools can introduce is SEL, which promote youth development and reduction violence (Ragozzinno and O'Brien, 2009:2). SEL promotes social skills such as conflict resolution skills (WHO, 2009:4). SEL social skills encompass, self-awareness, self-management skills, social awareness relationships, and responsible decision-making (Rogozzino & O' Brien, 2009:7 and, WHO 2009:4). Within SEL, several programmes can be offered at school to curb violence at school such as social development programmes, which encompass programmes such as second step and social development training. The literature data on 3.5.4.5.2, elaborates on how Second step program is conducted. According to Strawhun, Hoff and Peterson (2014:1), Beland (2002:7), and Rogozzino and O' Brien (2009:8) Second step is a violence prevention programme and substance abuse. The success of the second step by a study carried out by Eselage in 2013 after administrating lessons on empathy, communication, bullying and problem solving there

was a decrease in physical aggression, bullying, sexual violence and homophobic teasing (Strawhun, Hoff and Peterson, 2014:4).

Schools can introduce social development training programmes such as Strengthening Families Program: Parents and Youth 10-14 (SFP10-14) on 3.5.4.5.3. EPIS Centre, logical model (2014), illustrates how SFP10-14 is implemented and the expected results. According to EPIS Centre logical model (2014) the adoption of SFP 10-14 there will be improvement in parental skills or styles, youth skills and family relationships as well as reduction on youth substance and youth antisocial behaviour. To a larger extent the program is comprehensive in its approach on dealing with matters related to learner violent behaviour for it focus on improving the home environment as well as targeting the learner who is at risk or those not at risk. The home is an important institution on modelling the learner's behaviour; hence, a program that seeks to empower and teach the parents is bound to assist the learner as well.

5.8.5 Involvement of social workers

Professional help is important in the day-t-day functioning of the schools. Learners are exposed to various situations that drive them to be violent. Hence, there is to identify those learners who are a threat to the safety of teachers and other learners and offer them professional help. Social workers can play such a crucial role. One participant from school A in the focus group yearned that the Department of Education should rope in the help of social workers. TSA3 said,

It would be a good starting point for the department to appoint social workers to assist with many of the learner challenges as they arise from psychological issues. Some of these arise from drug, alcohol and substance abuse and the social workers would be in the best place to deal with this matter

The empirical data indicates that schools are advocating for the Department of Education to employ professionals like social workers to assist students to deal with social and psychological issues that might lead learners to be violent. Other learners are drug addicts and abusing alcohol, hence the need of professional help. The social workers by virtue of being professionals they are relevant people to offer help to learners who are likely to be violent. The literature concur with what teachers are suggesting. Bent- Goodley (2018: 199), state that, the social workers can provide a threat assessment, by identifying potential risky learners and providing programs to counter the threats. The literature study holds a view that, for the social worker to be successful in assisting he must work hand with the school based

team. That team must be comprised of teachers, the SMT, school psychologists, and counsellor (Eisenbraun, 2004: 466). The team has the mandate of identifying and offering programs to those learners identified as risky on emotional matters.

As shown in the empirical data and literature, learners who are risky are unstable and can be identified by professionals such as social workers. Learners who have some genetic disorders and encountering social challenges are identified as at-risk on academic and emotional matters. As stated by 3.4.1.2, genetic disorders such as ADHD are at high risk for poor academic performance, low esteem, poor peer relationship, delinquency and drug and substance abuse (Biderman, 2005:1215). Such learners suffering from ADHD can be identified by professionals such social workers. On 3.4.1.5, other antisocial behaviours might be prenatal and birth complications. Anderson (2007: 206) identified Foetal Alcohol Syndrome as one of prenatal factors that will result in mental retardation and due to that disorder, a learner with condition's academic performance is affected and will have poor social skills that can trigger violence. Anderson (2007: 207), state that during birth there might be some complications leading to brain damage and the nervous system dysfunctional on the child. In a study done in Copenhagen, it confirmed that, children with levels of birth complications were more aggressive compared with those without birth complications (Anderson, 2007:157).

As stated in 3.4.1.6, other learners are experiencing extreme low self-esteem. In a nationwide study out in Ireland it found out those children who are bullies or victims had low self-esteem and delinquent compared with other learners (Mann, Hosman, Schaalma, 2004: 362). According to literature study, extremely high self-esteem will give birth to narcissism is associated with low empathy on other people that triggers violence when one is even silently provoked or perceive to be undermined. On the other hand, most of learners in secondary schools fall within the category of adolescents. According Fleming (2004: 4), the adolescents, need proper support in order in order to acquire a strong sense of self, as those who fail to discover their self will feel insecure and confused. The insecurity and the confusion is disastrous to the adolescents, which affects their interactions with their peers as well with the teachers at school. The insecurity will lead to carrying dangerous weapons to school for defence.

As stated in the empirical data, other learners are from dysfunctional families. According to Ryan, Claessens and Markowitz (2013: 11), such families are associated with the child's anti-

social behaviour. The learners are going through various challenges and teachers are not able well trained to deal some of the challenges, Hence, the need of professional helpers such, social workers to identify students with extreme self-esteem, ADHD, Foetal Alcohol syndrome or learners experiencing, ripple effects of adolescents and children from broken homes. If such these learners are not detected early and given help, the pose as a risky to the security of teachers and learners. Professionals such as social workers as stated in literature, they can identify such learners facing such challenges and they can intervene promptly (Bent-Goodley, 2018: 199). The literature further state, for the social workers to be effective on threat, that must work within a team which is referred to as school based team which is made up of teachers, school psychologists, administrators and counsellors (Bent-Goodley, 2018: 1990) and Eisenbraun, 2004:466). According to Eisenbraun (2004:466) and Bent- Goodley (2018: 199), the school-based team's main function is to identify and formulate strategies to on responding to potential threats. Such a team can go as far as involving the parents, on the challenges that, may trigger aggression (Bent-Goodley, 2018:197 and Eisenbraun, 2004:466).

5.8.6 Teacher training institutions and preparation of student teachers of the handling of learner violence.

As new graduates, most teachers are not coping with the prevailing violent environment in the schools. The participants suggest that the teacher training must teach the student teachers on discipline, particularly on violent behaviour. Such a module is anticipated to teach conflict management or conflict resolution. The participant from school B in focus group said,

The universities are trying we understand our children; they are not like us nowadays, especially the young ones who are from the university. I think they must be taught discipline in general at the university. They must be taught about conflict resolution or conflict management [TSB2]

One participant felt that, the universities mainly focus on equipping student teachers with content without much exposing them to the real situation in the schools. The participant on one on one face interview said,

I think universities do more of theoretical education, but they must do more and equip learners with practical knowledge so that these graduates can be safe and effective in executing their duties in the fraternity. They should be taught the skills of relating

with learners and how to effectively handle the various fraternity situations, which may arise at work [PSA1]

The teacher training institutions have a crucial role to play on preparing a teacher who will manage to deal with issues of learner violence in schools. The participants felt that the current structure of teacher training programme is not preparing the students to face the challenges of discipline in schools.

One participant from school A felt that the new graduates are not coping with the violence in the schools hence, the schools have to complement the work done by training institutions. The participant holds a view that schools must expose new graduates to the school code of conduct. The participant said:

They are honestly struggling. They are not exposed to learners' code of conduct and that makes it difficult for them to handle learner violent behaviour related matters. In this regard, I think we have a responsibility to induct them so that they can function effectively in dealing with learner violent behaviour matters whenever they arise

To complement the work done by the teacher training institutions, the schools must offer induction for the new graduate teachers.

5.8.7 Parental support

Schools are finding it difficult to instil discipline in learners since they lack parental support. Parents are not playing their roles effectively. Parents are expected to teach their children values and morals at home. These values and morals must equip the children to be good citizens who respect other children and other figures such as teachers and community members. The parents are not monitoring their children. One of the participants from school B, during one on one interview said, *“However, if the parents can help manage child behaviour at home, it would be less a burden to manage it also at school” [PSB2]*

The study found out some parents are failing to discipline their children they expect the schools to play that role. That is stated in 5.5.7 and 5.5.8. Some parents are not supporting the schools' efforts on upholding discipline in the school. PSB2 hold an opinion that if can play their role effectively of disciplining the schools were not going to struggle in maintaining discipline. If there is parental, support at home, such disciplinary problems such as learner violence will be minimal. PSB2's ideas are also echoed by PSA1 who stated that, “charity

begins at home....” As stated in 5.5.8 some parents take the side of children if the child is wrong. Due to such behaviour, the learner does not get the necessary help.

The participants’ call for support from parents is upheld by literature data as well on 3.5.2. Colvin 2009:60 and House of Commons (2011:25) assert that for schools to succeed on discipline of learners they must have support from parents. The relationship is captured in Mike Griffiths’s ideas, which emphasise collaboration of parents, learners and teachers (House of Commons, 2011:25). The relationship is illustrated in a triangle format. Structures such the roof of buildings have a triangle structure and some towers. Such structures in such a design are strong. The triangle relationship implies a strong relationship as well. If a school established that structure or bond between parents and learners, they would succeed in managing learner violence. On the other hand, the schools must open their doors and welcome the parents. On literature data, character org. (2015:20), assert that schools that work collaboratively with parents have a greater chance of success on building the character of a child.

The participants echoed the sentiments that men are general not supporting the schools especially when many matters which require their inputs. As a result, of the absence of men participants highlighted that many times women are taking up the roles of men in supporting the schools. The participant from school B on one on one interview stated that, when the school summons the parents to come to school to offer their contributions it is mainly the women who give heed to the school’s call. The participant said;

Sir, every time if we call the parents to come to school for meetings or for the disciplinary committee it’s the women who are forthcoming. Men rarely come. It seems men are leaving everything now to the women. There is need to empower them now for them to take the role of me [PSB2]

The participant holds an opinion that, since women are forthcoming they is need to empower them rather than on relying on men on issues to school discipline in particular on curbing learner violent behaviour.

5.9 CHAPTER SUMMARY

After thematic analysis, themes and categories emerged from data collected from interviews with teachers and teachers and the documents collected. The five themes are the nature of violence in secondary schools of Vryburg cluster. The other themes that arose are causes of

violence in secondary schools in Vryburg cluster, the effects of violence, strategies applied by secondary on managing violence in schools and what form of support do schools need on curbing violence in secondary schools in Vryburg cluster. The findings from the study were interpreted with a focus on the categories that encompasses each theme. The findings were discussed in relation to the literature gathered in Chapter two of this study. The findings concur with the theories that underpinned the study as well as other findings from other researchers and other authors.

From the study, the major form of violence schools encounter is gangsterism. The major cause of violence in schools is family related factors as well as drug and alcohol abuse. The violence has a negative effect on teaching and learning. The teachers use school learner code of conduct in managing learner discipline. The method of corporal punishment was debated with teachers offering divergent ideas of whether it should be completely abolished or reinstated.

The schools were eager for the support from the parents, community, Department of Basic Education and other stakeholders. Schools also need programmes that help in preventing violence. One such programme is character education that instils morals and values into the learners. The programmes should offer psychological support to learners.

In the following chapter, the study focuses on one programme that secondary schools could use in order to manage violence in schools. The programme is a combination of psychosocial support and psycho-educational programmes.

CHAPTER 6

A PROPOSED PROGRAMME ON LEARNER VIOLENT BEHAVIOUR IN VRYBURG CLUSTER SECONDARY SCHOOLS.

6.1 INTRODUCTION

The previous chapter focused on data presentation, analysis, interpretation and discussion from data collected from interviews with principals and teachers and well as document analysis.

This chapter presents a proposed programme on learner violence. The programme owes its existence from literature review, findings and discussions developed in this study. The chapter offers recommendations targeting mainly the Department of Basic Education. The adoption of the programme could assist the teachers, principals, families and the community on managing of learner violence in secondary schools. The chapter interrogates further the suggestions for further study.

6.2 What the Programme seeks to achieve and likely challenges on implementation of the programme.

The programme designed mitigates learner violence in secondary schools in South Africa secondary schools. It is an integration of already existing programmes on learner discipline in South African schools and from countries such as United States of America. In addition, it is shaped by psychosocial and psycho-educational approaches on managing learner violence. The thrust of the designed programme is to assist learners, teachers, school administrators, Department of Basic education and policy designers and other stakeholders on managing various forms of violence experienced in secondary schools.

The programme took into cognisance the literature findings and empirical data. It took into consideration the various factors that instigate learners to be violent. Various factors such as socio-economic background, family structure, media influence, gender, sex roles, peer pressure, biological, community influence, school environment and alcohol and drug abuse.

In addition, the programme took note of the various forms of violence experienced by learners and teachers in schools such as physical attack and use of weapons and sharp objects, gender based violence, gangsterism, verbal attack, vandalism and violent resistance. Due to

these various forms of violence, learners and teachers are injured, killed and traumatized. Due to this violence, properties are destroyed and the learning and teaching is adversely hampered.

Furthermore, the model incorporated literature findings, on strategies such as collaboration of teachers, community, stakeholders, character education, social and emotional programmes, counselling, bullying prevention programs and gender based violence intervention. The participants played a crucial role in the development of the programme. The participants stated strategies that they apply and gave opinions on other strategies they deemed appropriate to implement in managing learner violence. The participants offered strategies such as engagement of learners in sports activities, boys and girls forums, QLTC, use of other stakeholders, whole school approach, intervention of social workers, empowering of women and programmes on behaviour modification.

Schools are equipped with all the policies to deal with violence but violence in schools continues to soar in South African schools. As a result, there is need to have a paradigm shift on handling violence in schools since policies have to curb the violence. The programme designed here incorporates the data from literature and what the teachers suggested as the best strategies that schools should adopt. Some of the programme features infused are running programmes in other countries. The study modified the programmes to suit the South African context. It was born out of the empirical evidence and literature data that castigates the use of corporal punishment. The use of corporal punishment sends a message to learners that violence solves issues. Corporal punishment does not teach and bring a change the behaviour of the learner but nurtures anger in the child who might even retaliate during its application. Hence, corporal punishment breeds violence.

The success of this programme depends on the resources adopted for a new curriculum education. Success depends on financial support in terms of manpower, professional staff such as counsellors, psychologists and psychologists. There is a need to buy in from the teacher training institutions, as they are required to prepare a guidance and counselling modules that prepares students to deal various encounter that instigate them to be violent. The trained are expected to implement the new curriculum develops character education. Its success also depends on the cooperation from other stakeholders such the SAPS, businesspersons, pastors, political leaders, health personnel and other government departments such as correctional services.

6.3 The collaboration of activities and programmes for psychosocial and psychoeducational approaches on managing learner violence.

The integration of activities and programmes enhance the success of psychosocial and psychoeducational approaches on handling learner violence in schools. Given that are several factors influencing the behaviour of learners, there must be various approaches in dealing with violent behaviour. The activities and programmes entail character education, involvement of professionals such as psychologists, social workers, counsellors and pastors to offer therapeutic help, strengthening of QLTC, parental training platforms, active participation in sports activities and boys’ and girls’ forums in school.

The delivery framework of the psychosocial and psycho educational support system on violence of learners

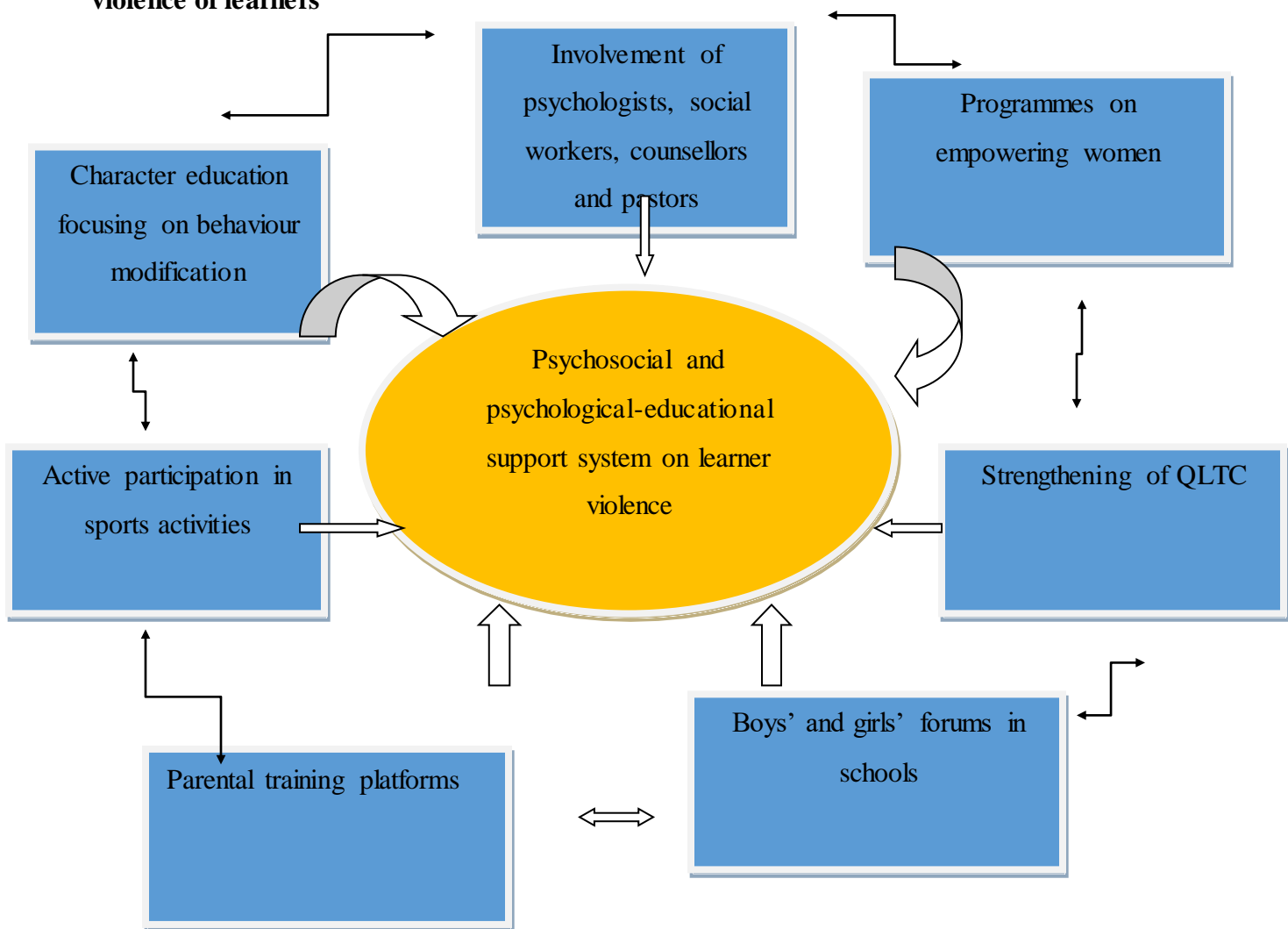


Figure 6.1: Framework of the psychosocial and psycho -educational support system

6. 3.1 Character education on behaviour modification

The communities and the families have failed to instill moral values in its children. Some of the families fail to teach their children how they should interact with other children and other members of the community. Some of the families are broken and they lack moral timbre. Some parents have no adequate time to monitor and support their children. Children growing in such families are more likely to be violent since they are not taught at home what is right and wrong. In some families, they use violence to solve their problems. Children tend to duplicate the behaviour of their immediate figure. The full character of an individual is built at home. When the family fail in its core duty of building the character there is need of another institution to take the task. The child spent most his or her time at school. The school can be tasked to close the void of moral education from families.

The traditional African society was able to groom its siblings into good members of the society. African traditional society performed its duty effectively by instilling moral values in its children. Today's society corrupts its own children. The society members spearhead gangsterism, drug peddling, gender based violence and other forms of violence. There is lack of good role models in the society. The children are exposed to community members who do not respect the law and use violence on solving their community grievances.

Since the family system and the community have failed in preparing the children to be responsible citizens, it is the duty of the school to undertake the task. The school can design a curriculum that moulds the behaviour of learners. There are certain virtues, which learners lack such as respect, honesty and tolerance. These virtues must be taught to learners in the school environment. When learners acquire such virtues, they will respect each other and other staff members at the school. Situations that lead to physical confrontation may be avoided if learners they have tolerance to each other.

There are several reasons why learners behave violently. One is that they are not able to solve their misunderstandings amicably. The learners lack conflict resolution skills. Learners fought for no apparent reason because they could not resolve their issues. The curriculum must include topics such as conflict resolution skills, focusing on creating law-abiding citizens who respect the laws of the country. Learners must be taught about the country's constitution and their rights as enshrined in it. The curriculum should include aspects of human growth and challenges associated with adolescent stage and how to overcome these.

The curriculum for character education develops some ideas from Character.org. Which runs a series of programmes, especially in public schools in United States of America. This character education proposal took a leaf as well from one of character education called character Counts! The Character counts program was introduced in United States of America in order to deal with the increase of incidences of violence in schools. Furthermore, the character education programme designed for South African schools incorporates the six pillars of Character counts! thus; trustworthiness, respect, responsibility, fairness, caring and citizenship.

The other aim of the programme is the promotion of a healthy social and emotional development of learners through Social and Emotional Learning (SEL). The curriculum aims at creating a learner with social and emotional skills. The social skills incorporated in the curriculum are sustenance of relationships and responsible decision-making. On maintenance of relationships, learners will be taught about the importance of relationships, anger management and conflict resolution. The curriculum is designed along the social development programme such and it incorporates all the five themes in second step: empathy, communication, bullying prevention, emotion management, goal setting and substance abuse prevention.

The success of character education depends on the teachers' capability in offering the curriculum. The teacher training has a big role to play on training teachers who can deliver the curriculum to the students. The Department of Education must be taking a leading role in offering in-service staff development sessions where teachers are trained on the content of the curriculum and how this is delivered to the learners. The Department of Basic Education should hire experts in the field of character in education such as character org. based in United States of America to train and share their experiences and the study materials with teachers. Another approach the Department could incorporate character education is the introduction of guidance and counselling into the school curriculum.

6.3.2 Parental training platforms

The school has a crucial role to play on training parents on their roles. It must collaborate with the parents in every sphere of activities they undertake. The schools must promote platforms where they will contact the parents, organise opportunities for them to visit and participate in other activities. During such visits, the school must talk to parents on what form of support they require to mould the behaviour of learners.

The schools should incorporate the help of parents in organising and training of learners for sports activities. Parents must be invited to schools during sports activities to render their support. The interactions emanating from school activities could enhance bonding between the parents and their children as well as with school. In addition, schools should create forums where they will meet with parents frequently. Schools can organise community outreach programmes, for examples community clean up campaigns.

6.3.3 Men's fora on parenthood

Some men are not visible in the life of their children. The schools need to mobilise men to stand up be counted when it comes to support their children, by giving guidance at home and even supporting their children financially. The fathers must be mobilized to be actively support schools when their input is needed. Men's fora organised by schools provide an opportunity of sharing good parental styles. The forums are designed along the lines of churches' men gathering.

The forums could offer braai with the ideal time being the evening or weekends when they are not preoccupied with work. Depending on the availability of sports facilities, schools can avail their sports fields to them. Sports binds different personalities into a team. Such a team easily shares information on what being a father entail. The fora will be open to all men of all age groups as long they have a child in the school. To cement their relationship, men can continually open lines of communication by making use of social media platforms such as WhatsApp, Twitter and Instagram. In order to foster the spirit of oneness at such gatherings, a prescribed men's outfit could be designed and recommended. Each school's men forum decides on the type of clothes, but it must cater for all age groups.

Schools should work hand in hand with men on the planning the occasion. For men to effectively benefit from such forums they should invite guest speakers who are well versed with the subject of parenting. The schools can also collaborate with organisations that promote the affairs of men. For these forums to be, successful they need the support of schools especially the School Governing Body (SGB) and School Management Team (SMT) and the DoE must fully support such activities taking in their schools.

6.3.4 Adopting the Strengthening Family Program for Youth and Parents 10-14.

One problem instigating violence is family instability and decadence. Although the problem is detached from the school environment, the effects are felt at school. Teachers complain that they receive learners who are not properly brought up in a moral sense. The schools

have a role to play in filling the gap. One of the programmes they can introduce is Strengthening Families Program: For Youth and Parents 10-14 (SFP- 10-14). SFP -10-14, trains targeted learners on emotions management, refusal skills and other behavioural problems as discussed in the literature study on 3.5.4.5.3.

The Basic Department of Education must spearhead the adoption of SEP-10-14. The programme must be disseminated to the schools. The programme requires facilitators, who will be send by the DOE to run the programme. The schools' duties are on identifying the learners and the parents that need support. The structuring of the sessions enhances, an opportunity for parents to share good parental practices. The sessions promote the family unit and bonds as they offer an opportunity for parents and their children opportunity to open up on their relationship. The success of the programme depends upon the support from the schools as they are supposed to arrange the venues, facilitators and financial support.

6.3.5 Boys and girls' forums in schools

The African traditional society had its own way of teaching children morals and values. The aunts held these lessons for the girl child while the uncles offered these lessons to young boys. The lessons centred on nurturing the boys and girls into responsible members of their community. Such platforms prepared men at fireplaces while for girls it was done in the kitchen. Due to industrialisation and family disintegration, such gathering is no longer possible. School is the only place where children can meet and conduct such lessons. The schools must set days within their school calendar to hold such sessions. These gatherings must teach boys on the dangers of using drugs and consuming alcohol, gender based violence, respect and leading a healthy life style.

For the boys' sessions, the school could invite pastors, community leaders, guidance and counselling teachers, high profile figures in the society, such as the professional sports person and successful young entrepreneurs or even organisations that work with the youth. These platforms should be interactive in nature where the boys openly discuss matters affecting them. The school must play a leading role in planning for such gathering. All male in the schools should participate in these sessions. To spice such events, the school can organise snacks or braai with cheaper food stuffs such as marshmallows. Such an approach of braaing will diffuse the tensions and resistance for formal platforms. Such an environment will create a conducive atmosphere to discuss issues in depth and freely.

Such programmes can fill the void left by other family figures who are not providing the young people the necessary social skills, norms and values. Other boys come from homes where the father figure is absent. This platform can bring fathers into the life of such children who live in homes where the father figure is absent. The boys learn about the physical changes and how to cope with challenges associated with adolescents. One such topic for boys is gender-based violence. Man is at the forefront in abusing the girl child. The boys must be taught what constitutes gender-based violence. The boys must not abuse the girl child. They must be taught about the effects of gender-based violence. The programme must diffuse the societal gender roles and stereotype that consider women as inferior. With such teaching, the boy child will protect the girl child be it at school premises or even outside school. If the boys are taught about gender violence at school, they will respect and consider women's rights throughout their life.

The boys and girls gathering must run concurrently at different venues but within the school premises. Female teachers must spearhead the girls' gathering. Female teachers have a better understanding of the challenges affecting girls that will instigate them to be violent. The girls' sessions can be graced by organisations spearheading for the rights of women. For such gathering the school can invite role models who have made it in life despite the challenges associated with women. Some elderly teachers in the schools they can take that role that was played by the aunts. The teachings should be centred on creating a girl child who is going to grow into a responsible citizen who respect her body and living harmoniously with other learners and the community members. Such platforms can be used to teach the girls about the physical body changes and how to cope with the changes. The role of religious leaders should be not be overlooked in these gatherings. The religious teachings have widely considered to be imparting values and norms. Hence, the school must invite pastors to grace such gatherings. On such gathering girls must be taught about gender based violence. Such platforms should equip the girls with skills of preventing gender violence and which measures they must in case that they are caught in the web of gender violence.

6.3.6 Active participation in sports activities

Sport activities need the same attention as academic matters. This requires the involvement of various stakeholders in building the necessary sport facilities. The Department of Basic Education must play a leading role in availing sport facilities for various disciplinary. Sports is one key issue that schools are neglecting due to shortage of sports facilities. The Department must make sports compulsory for all schools. Working hand in hand with various

stakeholders and organisations such as South African National Lottery, South African Football association (SAFA), Athletics South Africa (ASA), South African Rugby Union (SARU) and Cricket South Africa. The partnership with such organisations with the Department of Basic Education infuses various sports discipline in the school that are currently missing. The availability of sports discipline in schools will give learners a wide option of selecting a sport discipline they might have interest or competency.

If learners are given the opportunity to play and compete in sports activities, they are less likely to be frustrated comparing with a learner who is idle. Learners who are idle are likely to preoccupy with other entertainments that instigate them to be violent such as visiting taverns and bars where they drink alcohol and abuse drugs. Again, learners who abuse drugs are most likely to be in trouble with the school authorities and even the police. Therefore, participation in sports will distract learners from abusing abuse and alcohol consumption.

The hampering factor may be the money to build modern sport facilities such as stadium, tennis courts, netball courts, volley courts and basketball courts beside that the sports must be visible in the school. Schools can fully participate in indoor games that do not need many resources. Students can use their classrooms for games such as table tennis, chess, draughts and video games for schools with computers. The schools can introduce and fully participate on South African indigenous games such as *morabaraba*, *kgati*, *diketo* and *Kho-Kho*. These games are associated with entertainment and simultaneously the learner preserves their heritage. The games emphasise teamwork and this is crucial for learners to assimilate. They teach learners to work as team and this will translate into the classroom patterns. In such classes where team spirit prevails, it is unlikely for students to hurt each other.

The unavailability of sports facilities such as stadiums should not dampen the schools' spirit in fully participating in sports activities. The gap can be sealed by introduction of clubs in the school. The club affiliation should be compulsory for the teachers and learners. The school can introduce vibrant clubs such as young farmers club engaging in gardening, music club, chess club, debate club, table tennis club, traditional dance club, drama club and club for boys' scouts. The clubs should be given a slot in the school timetable usually Wednesday afternoon that is reserved for sports activities. Schools can introduce modern South African dances and classical dances school competitions.

To reinforce fully participation of schools on sports activities the Department of Basic of Education must make participation of schools compulsory for Athletics during first term of

the academic year and music and traditional dance in the second term. The Department must fully support the schools financially in order to guarantee their participation in all the sports trips. The main idea is to build in school the spirit of sportsmanship. The Department of Basic education should set aside a special budget for erecting new sports infrastructure or upgrading already existing sports infrastructure structure especially in non-fee-paying schools such as farm schools, rural schools and black township schools.

6.3.7 Programmes on empowering women

From the study, the women take a leading role in assisting schools on issues of learner discipline. The women avail themselves whenever the schools need them. Historically, especially women are disadvantaged economically and academically. Some of the women are single mothers raising children without the support of the fathers. Raising a boy child for a single parent is a mammoth task. Since some men decides not to take a role in raising the children it's the duty of the mothers to provide leadership to the family. Women are left alone to take care of children and they are expected to teach the boy child and girl child on the challenges of life.

Women are mostly responsible on the upbringing of the children and schools regard them as actively involved in children's education as compared to men. The researcher recommends that there must be programmes to empower women to be financially independent. Such government programmes, like Expanded Public Works Programme (EPWD), should recruit more women. On the other hand, women must be fully supported financially to establish income-generating activities.

In order for women to take leading roles role in helping the school on management and discipline, they must be educated. Women were previously disadvantaged especially on accessing education due to Apartheid policies. Women's education status need improvement so that they can offer meaningful contributions on learner discipline. To bridge the gap of illiteracy, women must be mobilized to enrol for adult education at ABET. The centres for ABET are found in almost every township, town and rural areas. The government must support fully women's by supplying well-trained teachers to teach at ABET schools.

6.3.8 Involvement of psychologists, social workers, counsellors, pastors, community leaders and other stakeholders.

Despite the policies such as learners' code of conduct and safety policies schools are still haunted with the problem of violence that manifests itself in different forms. Hence, there is

need of new approach for dealing with the scourge of violence in schools as portrayed by media reports in the study. Teachers are not coping in managing the scourge. Therefore, there is need of professionals, psychologists, social workers, counsellors and pastors who are trained on dealing with learners' problems and behaviour. The Catholic Institute of Education (2013:2) argues that communities play a crucial role on the behaviour of a learner. It further says that environmental factors such as family instability, rate of unemployment, levels of criminality, substance abuse are some of the factors that influence learners' behaviour. School policies fall short on addressing such forces influencing learner violent behaviour, therefore the need for psychosocial approaches offered by professional counsellors and psychologists in curbing learner violent behaviour.

Some of the problems instigating learners are beyond the capability of teachers for example learners with disorders such as ADHD and foetal alcohol disorder. Teachers are anticipated to diagnose and offer therapeutic assistance even though their form of training did not equip them with such skills. This is a study that teachers must undertake. Due to lack of training in that field, teachers are not able to offer the necessary help. Many times, learners who are involved in serious forms of violence such as gun shooting are linked to some psychological problems. Learners such as Nikolas Cruz and Seung-Hui Chao in the deadliest gun shooting the study.

Each school must have such professionals fully employed and stationed at the school. The Department of Education should make use of students completing their studies in study areas such as psychology, counselling and social work. Although the Department of Basic are having psychologists but they are completely from the schools as one participant stated that they are visible only during times of crises. If these professionals were stationed at schools, such incidents of violence of serious could be avoided. Many times, focus is paid on the sickness without focus on the causes. Well-trained professionals such as psychologists and counsellors could easily identify the likely potential violent learner and they can offer the necessary help before the situation became volatile. The professionals could detect the signs and offer help before teachers and learners lose their lives or get injured.

Professional help is now a requirement in schools so that teachers can concentrate on their major task of teaching. Learners and teachers need a safe learning environment hence the DoE should support schools by remunerating such professionals stationed at all schools.

6.3.9 Strengthening of QLTC

The involvement of community members helps deal with violence at community level. Since the society has some influence on the behaviour of learners, hence there is need to tackle the violence using the community leadership. The community leaders such as traditional leaders, political leadership and church leaders should be taking a leading role in strengthening the QLTC. The advantage of having such leadership in the school QLTC is that people in the community highly respect them, so the information they share with them is mostly welcomed. In QLTC they discuss with community members on such issues as GBV, drug and alcohol abuse, parental roles on the upbringing of the children and support schools need on managing violence. The business community must be part of the QLTC. Such business people as tavern owners must be part of QLTC. The tavern owners will assist the issues of substance abuse. They must assist in that matter by not selling alcohol to learners and as well by not entertain at their outlets. Shop owners they can assist the school financially on sports activities and facilities. There is need for church leaders to speak against perpetuation of violence by community members or even through their church members. Hence, church leaders need to work together with the school QLTC.

The social workers, psychologists and counsellors must be incorporated as well into the QLTC committee. The social workers, psychologists and counsellors' role assists teachers on identifying learners and parents that need professional help. Some families are sinking into the economic quagmire and such families need to identified by social workers and provided with the necessary help. Some families are going through social problems and they must be identified by social workers and given the necessary professional help. Teachers need support on managing violence at their schools. The counsellors, psychologists and social workers need to assist the teachers on how they should deal with issues that culminate into violence at schools. There are certain issues that are beyond the capacity of teachers and need to be referred the counsellors, psychologists and social workers. The QLTC school committees must be fully supported by Department of Basic Education. The Department of Basic Education must have a fully-fledged personnel to establish and monitor the functions of the QLTC in the schools.

6.4 Implementation of the programme

In order to implement the programme the researcher calls for an opportunity to share the findings with the Department of Basic Education officials. A round table platform with District officials, school principals, SGBs, teachers Unions, teachers' component in the SGBs

and the QLTC for specific district schools would make an ideal platform. The inputs of the round table would then focus on strengthening the programme. Its acceptance at district level offers an opportunity for discussing the programme at Provincial level before it can be accepted at national level. The researcher will use platforms such as conferences and policy briefs on learner discipline to share the ideas with the Department of Basic Education officials and other academics. To capture the attention of other researchers and students the researcher will publish the programme through media coverage, flyers, posters and study letters.

6.5 CHAPTER SUMMARY

The chapter unpacked a proposed programme of intervention on managing violence in secondary schools. The programme is anchored on psychosocial and psycho-educational support system on learner violence. The success of the psychosocial and psycho-educational support system programmes depends on the support of the Department of Basic Education.

CHAPTER 7

SUMMARY OF MAJOR FINDINGS, RECOMMENDATIONS, AREAS OF FURTHER RESEARCH AND CONCLUSIONS

7.1 INTRODUCTION

The previous chapter focused on a proposed programme on managing learner violence. In this chapter, the main findings from the study are presented, followed by conclusions drawn from the study. The chapter offers suggested recommendations on handling of violence in secondary schools targeting National government, the Department of Basic Education, secondary schools, policy designers, curriculum designers, teacher training institutions and other stakeholders. The chapter highlights areas for further research, ultimately.

7.2 SUMMARY OF MAJOR FINDINGS

The findings in the study were generated from the research sub-questions. The sub-questions are:

- What is the nature of the violent behaviour of learners in secondary schools in Vryburg cluster?
- What are the causes of learner violent behaviour in Vryburg cluster?
- What are the effects of violent behaviour on teaching and learning in secondary schools in Vryburg cluster?
- Which methods are used by secondary schools in Vryburg cluster in dealing with violent behaviour of learners?
- What form of support do schools need in order to create a conducive and safe environment for teaching and learning?

In response to the sub-questions, five themes emerged from the analysis of data collected from the participants and documents. The themes are prevalence and nature of violence experienced by secondary schools, causes of learner violence, and effects of learner violent behaviour, strategies applied by schools to curb learner violent behaviour and what form of support do teachers need to curb learner violent behaviour.

Theme one: Nature of violence experienced by secondary schools.

The participants and document analysis revealed various forms of violence experienced by learners. All the three secondary schools selected for the study are encountering various forms of violence on a regular basis. The various forms of violence experienced by schools are gangsterism, physical attack and use of weapons, bullying, GBV, violent resistance, vandalism of school property and verbal abuse. One of the major form of violence experienced by all three secondary schools is gangsterism. Due to rivalry, learners belong to various gang groups that fight in the school premises and out of the school premises. The girls are victims of GBV committed by the boys at the school. The violence is mainly learner on learner in nature. At other times, violence is also directed towards teachers. Although girls are victims of GBV, they also engage on some forms violence directed on other girls and even on boys.

Theme two: Causes of learner violence.

The participants underscored that environmental factors instigate learner violence at secondary schools. The perception of the participants concurs with the theories in study such as psychosocial, Bronfenbrenner's ecological theory and the social learning environment stating that the environment is crucial in shaping the behaviour. According to the participants is influenced by, family environment, school environment, community environment, personality disorders, abuse of alcohol and drugs and lack of support from the Department of Basic Education.

The major causes of violence in secondary schools as highlighted by the participants are the influence of family structures and alcohol and drug abuse. The participants blamed the parents on failing to instil good morals and values into their children. Some families are dysfunctional, driving learners to be violent. The participants revealed that there was lack of parental support and involvement on their efforts on instilling discipline on learners. The participants stated other factors such as the school environment. The school environment that lacks recreational facilities, where teachers do not work as a team, teachers not being good role models to learners, with overcrowded classrooms and that lack support from DoE, propels learners to be violent. The community's role was emphasised by the participants. The participants states that the violence-taking place in the community had a direct impact on the

behaviour of learners at school. Such forms of violence such as GBV and gangsterism emanates from the communities where these learners reside. The communities resort to using violence in solving their disputes and learners observe this and apply the same approach to resolve individual conflicts with other learners and teachers. Some of the community political leaders apply their political influence negatively by subverting teachers' intention on disciplining learners.

Theme three: Effects of learner violent behaviour.

The participants stated that the violence they experience in their schools adversely affects the smooth running of the schools. Teaching and learning processes are affected as lessons are disturbed. When teaching and learning activities are affected, the entire academic performance of learners is also negatively impeded. According to the participants, some learners abscond from school if they cannot withstand the violence. Due to violence, some teachers and learners experience stress and depression. Other new teachers just joining the teaching profession cannot cope with the violence in the schools.

Theme four: Strategies applied by schools to curb learner violent behaviour

The participants specified various strategies on managing violence in secondary schools. The school used school policies especially learner code of conduct. To enforce the code of conduct stipulations, the schools use the disciplinary committees. All the three secondary selected for the study have learner code of documents endorsed by School Governing Body (SGB) and functional disciplinary committees. All schools selected for study had records of learners' misconduct that the disciplinary committees resolved. The participants hotly debated the corporal punishment. Some participants agitated for its reinstatement in schools, but others argue that it builds resentment among the learners.

In order to manage violence in the schools the participants highlighted the role of law enforcement, such as SAPS and Department of Correctional services. The other stakeholders schools are organisations such as SANCA, Sanpark to assist learners who addicted to drugs and alcohol and pastors. One school is effectively making use of QLTC, which encompasses various stakeholders such as the nurses, police officers, businesspersons, pastors, social workers and parents to handle learner violence.

Theme five: What form of support do teachers need to curb learner violent behaviour?

The participants require support from the Department of Basic Education and parents. They highlighted that the Department of Basic of Education must assist schools on designing and implementing policies that will help on curbing learner violent behaviour. Participants perceive that Department of Education must devise programmes that are preventative and therapeutic in nature. Participants want the Department to be more involved by offering professional support to school. The participants echoed that the new graduates entering in the teaching field are not coping with the situation in the schools; hence, they felt that teacher-training institutions must prepare its students on coping with the situation in the schools, thus, learner violent behaviour. The participants highlighted that schools must initiate the new teachers and equip them with strategies on curbing learner violent behaviour.

7.3 RECOMMENDATIONS

The recommendations suggested are based on the literature findings, empirical data and the programme designed on Chapter 5 in this study. The recommendations targeted mainly National government, the Department of Basic Education in South Africa, Policy designers, schools, teacher training institutions, curriculum designers and other stakeholders.

7.3.1 Recommendations for Department of Basic Education.

One of the factors instigating violence is overcrowding in the classrooms. The Department of Basic Education must revise its formula for allocating teachers to a school. The schools differ in the way they collect and utilise financial resources. Other schools were previously disadvantaged due to inequalities imposed by the apartheid system especially black African township schools, rural schools and farm schools. Such schools are finding it difficult to hire teachers on SGB posts since their financial allocation is inadequate leaving no surplus to pay for teachers on SGB posts. The formula for allocating teachers to schools should consider schools' situational circumstances. The DoE of should consider the schools needs working hand in hand with the school principals. The DoE should financially support for schools to build sports facilities. Special attention and financial resources should be given to previously disadvantaged schools such African black township schools, rural schools and farm schools. There is need to recruit more sports personnel at Provincial and District level to run sports efficiently. The DoE should hire coaches to train teachers and learners in all schools. Sport participation should be compulsory. First term of the school calendar is reserved for

Athletics. Through coordination from Provincial level, all schools must fully participate in athletics competitions. Second term must be reserved for indoor and outdoor ball games competitions and indigenous games. Learners must participate in ball games such as handball, soccer, rugby, basketball, tennis, volleyball, netball, cricket, table tennis and table-top games. During third semester, all schools must fully participate in music and dance competitions. The fourth term is a busy term as learners will be preparing for examinations and it is not feasible for learners to travel for sports activities. Despite examinations, learners should engage in other activities that do not involve travelling. Learners can be engaged in school club activities such as young farmers club where students can participate in gardening. In order to promote the competitiveness of sports activities the DoE should seek sponsorship for all sports disciplines learners are going to participate.

The DoE must employ social workers, psychologists and counsellors. These professionals must be stationed at schools, working hand in hand with the teachers. The service of psychologists, counsellors and social workers should be easily accessible to learners. Learners are encountering many social issues which need drives them to be violent. Some of the problems teachers encounter with learners are beyond their capacity to handle. The presence of counsellors, psychologists and social workers will alleviate the burden teachers have on dealing with learners' social issues. The counsellors, psychologists and social workers could easily identify learners who are a risk to other learners and teachers. Upon identifying such learners, they can offer the necessary help before such students can kill, injure other students or teachers.

There is need for the need for the DoE to assist schools financially during the process of reviewing school policies. The DoE must monitor the process of reviewing. There must be a policy formulated by the DoE stating the specific period on which the policies must be revised. The study recommend that the revision of policy should be done at the beginning of the year between February and March in order to cater for newly recruited teachers.

Drug addicts to Nyaope and dagga need to rehabilitated at drug and alcohol rehabilitation centers. Their presence in the school poses a danger to other learners and teachers. Hence, there is a need to separate them from other learners. The isolation must not be seen as discriminatory but an approach leading learners to get professional help on their drug addiction. These drug and alcohol centers are very expensive and most of the parents cannot afford to send their children who are drug addicts to these centers. Hence, the DoE must

assist learners identified as addicts by paying all the costs incurred at the rehabilitation centers by learners.

Although the structures do exist for QLTC at provincial and district levels in the Department of Basic Education, there is need to strengthen the structures. There is need for the District teams to set up QLTC school teams in every school. The District QLTC team must support and monitor the activities of QLTC school teams frequently. To effectively set up strong and vibrant school QLTC teams there is need for financial support from the DoE. The finances will be used on setting up monitoring and supporting the QLTC school teams.

7.3.2 Recommendations for secondary schools

The girl child is a victim of various forms of violence. Hence, there is need to protect the girl from GBV at schools. The schools should set up forums for boys and girls. At such for a, girls will be taught on different forms of GBV and how they can get the necessary help. On the other hand, on Boys forums they must be taught on how they must treat the girl child at school even after school. In order to conscientise all learners on violence on girl child, schools must honour and commemorate such days as, 16 days for activism for non-violence on women and children that takes place as from 25th November, which is regarded as an International day dedicated to non-violence against women. The schools should have activities to commemorate and dedicate the month of August as a women's month. During that month of August, schools should invite various organisations that spearhead the rights of the women. During the women's month, schools should have banners in its environment sending a message that promote the dignity and respect that should be given to women. Every assembly at the school in August must be dedicated to the struggles of women on GBV.

Schools must have a strong collaboration with parents, community, non-governmental organisations and other stakeholders such as the law enforcement agencies, for example the South Africa Police Service (SAPS) and Department of Correctional services. The collaboration of various stakeholders will offer on sharing ideas on managing learner violence. The collaboration of parents and community offers an opportunity for the schools to discuss with them on how they can assist on bringing up a child who is morally upright and who respect others and the laws. There is need for SAPS to work hand in hand schools, for they understand on how to handle volatile situations that may take place at the school. The close cooperation with SAPS should be enhanced through Adopt- A - Cop initiative. The

Department of Correctional Service can conscientise learners about the repercussions of committing crime. Working hand and hand with schools, they can provide an opportunity for learners who problematic to visit prisons. The Department of Correctional Services can spearhead a programme of bringing reformed ex- prisoners to schools to talk to learners about behaviour change and effects of committing a crime. The schools to desist from using corporal punishment, as there is a temptation to apply it on students by teachers. The use of corporal punishment, send a message to learners that violence can solve issues. On the other hand, the use of corporal punishment may make violence escalate as learners might retaliate.

Teachers do not support one another on issues of discipline at school. In order to make teachers pull in one direction on the agenda on promoting discipline in the school the schools should come out with activities and programmes that promote teamwork.

7.3.2 Recommendations for the curriculum designers

The DoE must spearhead the process of creating an effective curriculum that focus on inculcating a culture of tolerance, mutual respect, fairness and good citizenship. One such ---- Character education curriculum that can be adopted is character counts! which was formed in 1992 by the Josephson Institute (Peter, O’connor and Fluke, 2014:1). The curriculum content should be enshrined by character counts! Six pillars and these are; trustworthiness, responsibility, respect, fairness, caring and citizenship. These pillars must be integrated in other learning areas being taught at school and all school activities. The curriculum should also incorporate the effects of drug and alcohol abuse, peer pressure, effects of media, social problems, Various forms of violence, challenges violence, challenges of adolescence stage and conflict resolution.

7.3.3 Recommendations for teacher training institutions

Teachers training institutions should strive to produce teachers who can cope with the situations at schools mainly learner discipline. There must be an overhaul in their training programme to effectively prepare student teachers for violence in the schools. Student teachers must be equipped with skills on managing violent learners. The teacher training institutions train teachers on conflict resolution, identifying and intervention strategies after identifying learners who are likely to be a danger to other learners and school staff members.

The behaviour of learners is influenced by several factors. Student teachers must be taught about these factors in order for them to provide proper guidance to learners. Mostly the teachers need counselling skills. These counselling skills will assist them to identify learners

who are likely to be violent. After being equipped with counselling skills, the student teacher will be able to offer professional help to the students who are likely to be violent. Therefore, a module that deals with Guidance and counselling must be designed focusing on social challenges learner encounter and what form of support they must need. Some of learners lack proper parental guidance and the teachers must fill that gap.

7.3.4 Recommendations for policy makers.

The schools are armed with the learner code of conduct, safety policies, and the disciplinary committee. Despite having learner code of conduct, safety policies and the disciplinary committee schools are still haunted by incidents of violence. There is need to adopt a new policy on learner discipline that incorporates psychological and psycho-educational support systems. The Policy makers can adopt the programme designed by the study that is on chapter 5. The programme seek to address various causes of violence by learners.

7.4 AREAS OF FURTHER RESEARCH

The study studied violence in secondary schools in Vryburg and for further research, the researchers should focus on discipline in general, in order to have a broad understanding of various forms of disciplinary problems schools encounter.

The study confined was to one district or cluster, so the results are not applicable in other Districts or clusters in South Africa. Further research could extend to capture the perceptions of principals and teachers on violence from other Districts or Provinces in South Africa. This study focused only on teachers and principals and further study could capture the perception of learners, parents and the Departmental officials. The contributions from the other group of participants, parents and Department to enhance reliability of the results. The study, took only side of the teachers and principals, disregarding the other voices who were partly blamed for the violence taking place in the schools.

This was a qualitative study only on the extent and prevalence of learner violence: further study must focus on the statistics of prevalence of violence in schools. In order to understand the extent of violence, the study could add a quantitative design as well. In order to understand the causes and the strategies on managing violence in schools and the extent both qualitative design and quantitative aspects could be incorporated into the design. Hence, the future study must use a mixed method design that accommodates perceptions and statistical information.

7.5 CONCLUSION OF THE STUDY

Schools find it difficult to deal with violence of learners. Due to violence, the learning environment is no longer safe for teachers and learners. Although the schools are fortified with the school policies on learner discipline, but they are approving to ineffective in managing violence in schools. The study contributes to other approaches the Department of Basic Education could adopt on handling learner violence. The approach taken by the study exonerates the learner as problematic but the environment around them and psychological disorders. The remedy lies in correcting the environment in creating a law-abiding citizen. In order to manage learner violence, there is need to involve the parents and various stakeholders. In order to create a conducive environment for learning, schools should adopt psychosocial and psycho educational support systems to its learners. The study advocates for adoption of character education curriculum in schools. Violence can be managed in schools by creation of non –violent home, society and school.

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Annexure A: Interview guide for principals

INTERVIEW GUIDE

Participation in this research is voluntary and anonymity will be protected. Identify of participants will not be linked to their experiences, views or opinions that they provided.

INTERVIEW GUIDE FOR PRINCIPALS

INTRODUCTION

1. How many years do you have as a Principal of this school?
2. How many learners do you have at your school?
3. What is the average number of learners in each class?

Main questions

1. Question 1, Will determine the nature and extent of violent behaviour of secondary learners in Vryburg cluster.

Probes:

- Is your school experiencing any form of violent behaviour from learners? If, can you elaborate on the various forms of violent behaviour your school is experiencing?
- What might be the possible causes of learner violent behaviour in your school?

2. Question 2, will provide an opportunity to investigate the effects of violent behaviour on teaching and learning in secondary schools in Vryburg Cluster.

Probes:

- Is the academic performance of learners affected as a result of learners' violent behaviour? If yes can you elaborate further on how learners' academic performance is affected?
- Besides academic performance what are the other ripple effects the school have to cope with due to learners' violent behaviour?

3. Question 3, will determine the effectiveness of the methods applied by secondary school teachers in Vryburg cluster on curbing learner violent behaviour.

Probes:

- Which disciplinary methods do you use in your school to manage learner violent behaviour?
 - Do you think they are effective in dealing with learners' violent behaviour
4. Question 4, investigate the legal alternatives that secondary schools in vryburg can apply in order to curb learners' violent behaviour.

Probes:

- Does your school have these policies: A. learners' code of conduct?
B. learners' safety policy?
 - How often does the school review these policies: A. Learners' code of conduct?
B. Learners' safety policy?
 - According to your opinion are these policies assisting you as a Principal to curb violent behaviour of learners?
5. To determine whether secondary schools teachers are given the necessary support and skills on handling learners' violent behaviour in Vryburg cluster.

Probes:

- Which programmes the school have to equip teachers with skills on managing learners' violent behaviour?
 - What form of support does the Department of Education (DoE) offers to your school on learner discipline?
 - What types of support are most likely to be effective in assisting your staff members to manage learners' violent behaviour?
 - Are the new graduates joining your staff possess the skills to deal with learners' violent behaviour? If not, according to your opinion which skills should the tertiary institutions instil on students who are training to be teachers?
6. Is there anything else you would want to add?

Thank you for your time

Annexure B: Interview guide for teachers

FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS

Participation in this research is voluntary and anonymity will be protected. Identity of participants will not be linked to their experiences, views or opinions that they provided.

FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS

INTRODUCTION

Facilitator: The researcher

- i. Welcome and introductions of the participants
- ii. Overview of the research topic
- iii. Anonymity
- iv. Ground rules: - no right or wrong answer
 - One person speak at a time
 - listen respectfully as the other share ideas
 - negative views are welcomed
 - turn off cell-phones

Guiding questions

1. What are your experiences with learner violent behaviour in your respective school?
2. How do these factors contribute to learners' violent behaviour: -student's home life, the school environment, peer relationship, teaching methods and community?
3. Does your school have a plan to monitor learners at break time or in case another teacher is absent?
4. Is there any school Policy on learner behaviour management? If yes, how can be used to manage learners' violent behaviour?
5. What are the challenges you face as teacher in managing learner violent behaviour?
6. Do you think that corporal punishment should be brought back?
7. What systems or professional development programs does the school have for you teachers in order to support you on handling violent behaviour of learners?
8. What form support other than the one from your school, would like in order to curb learner violent behaviour ?

Summary

-Suppose you have been given one minute to talk to your District Director on the topic under discussion, what would say?

-Of all the things discussed, what to you is the most important?

Final question

The researcher reviews the purpose of the study and asks participants “Have we missed anything”

Thanks and dismissal

Annexure C: Ethics Approval certificate for project



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Private Bag X6001, Potchefstroom,
South Africa, 2520

Tel: (018) 299-4900
Faks: (018) 299-4910
Web: <http://www.nwu.ac.za>

Institutional Research Ethics Regulatory Committee
Tel: +27 18 299 4849
Email: Ethics@nwu.ac.za

ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the Human Resource Research Ethics Committee (HRREC) on 03/08/2017, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: Handling of violent behaviour of learners in secondary schools: A case study of Vryburg Cluster in North-West province	
Project Leader/Supervisor: Dr PJ Dhlamini	
Student: M Nhambura	
Ethics number:	N W U - 0 0 6 5 4 - 1 7 - A 9
	<small>Institution Project Number Year Status</small>
	<small>Status: S = Submission, R = Re-Submission; P = Provisional Authorisation; A = Authorised</small>
Application Type: Single Study	
Commencement date: 2017-08-03	Expiry date: 2020-08-03
Risk:	NA

Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the HRREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the HRREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

<p>General conditions:</p> <p>While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:</p> <ul style="list-style-type: none"> • The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC via HRREC: <ul style="list-style-type: none"> - annually (or as otherwise requested) on the progress of the project, and upon completion of the project - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project. - Annually a number of projects may be randomly selected for an external audit. • The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the HRREC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited. • The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via HRREC and new approval received before or on the expiry date. • In the interest of ethical responsibility the NWU-IRERC and HRREC retains the right to: <ul style="list-style-type: none"> - request access to any information or data at any time during the course or after completion of the project; - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process. - withdraw or postpone approval if: <ul style="list-style-type: none"> • any unethical principles or practices of the project are revealed or suspected, • it becomes apparent that any relevant information was withheld from the HRREC or that information has been false or misrepresented, • the required annual report and reporting of adverse events was not done timely and accurately, • new institutional rules, national legislation or international conventions deem it necessary. • HRREC can be contacted for further information via Estie.Emtsch@nwu.ac.za or 018 289 2873.

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or HRREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA
Du Plessis

Digitally signed by
Prof LA Du Plessis
Date: 2017.09.01
13:05:46 +02'00'

Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

Annexure D: Letter from North West University for project

The District Official
Vryburg Cluster
Taledi Area Office
Vryburg



Education Leadership Development

Tel: 018 3892500 (Secretary)

Email: eliza.senne@nwu.ac.za

08 July 2017

Dear Sir / Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that **Mr M Nhambura, Student No: 29743869** is a PhD student registered at the North-West University, Mafikeng Campus. The title of the dissertation is: Handling of violent behavior of learners in secondary schools: A case study in Vryburg cluster in North West Province.

Permission is hereby kindly requested to enter three secondary schools in Vryburg cluster, at Taledi Area Offices to collect data from the School Management Teams and School Governing Bodies in the schools. Data collection will be by way of interviews and document analysis.

Collection of data will occur outside school contact time so as not to interfere with teaching and assessment processes or office duties. The dates and times of the collections are to be agreed upon by the principal and all other participants.

Participants will participate voluntarily in the data collection. The identity of the participants and the school and district will be kept confidential and anonymous. The information collected therefore cannot and will not be used to evaluate the District/school in terms of its performance in comparison with others, because the information collected will not be about academic results or teachers' teaching performance in specific schools.

Should you enquire more information about the project, kindly contact the supervisor for this project: Dr Dhlamini at 0183892079.

Herewith permission is kindly requested to perform this research in your district. It would be appreciated if you would kindly grant **written** permission to this student. Any assistance given to the student to perform the research will be appreciated.

Yours sincerely



Prof P N. Diko (Director)

School for Education Leadership Development

North-West University (Mafikeng Campus)

Annexure D: Permission letter from Department of Education



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sport Ontwikkeling
Lefapha la Thuto le Tihabololo ya Metshameko
NORTH WEST PROVINCE

30 Emmanuel Street
Colridge
Private Bag x 10
Vryburg 8600
Tel: +053 928 7503
Fax: +086 582 5044
E-mail: gvaltyn@nwpg.gov.za

DR RUTH SEGOMOTSI MOMPATI DISTRICT NALEDI SUB-DISTRICT OFFICE

Date : 05 September 2017
To : Mr Mike Nhambura
From : Mr G.P. Valtyn
Naledi Sub District Manager

SUBJECT : REQUEST FOR RESEARCH AT NALEDI SUB DISTRICT SCHOOLS

Your submission requesting permission to conduct research around Naledi Sub District schools was studied and the contents thereof noted

You are hereby informed that permission has been granted as requested.

Kindly ensure that this activity does not interfere with Teaching and Learning.

Thanking you in advance

Yours in service.

G.P. VALTYN
Naledi Sub District Manager



"Towards Excellence in Education and Sport Development"

Annexure E: Letter for permission from Principal to conduct the research

The Principal

Dear Sir/ Madam

RE: Request to carry out a research at your school

I am a student busy studying for a PhD degree at the University of North West – Mafikeng campus, in the department of education management. My research topic is: **HANDLING OF VIOLENT BEHAVIOUR OF LEARNERS IN SECONDARY SCHOOLS: A CASE STUDY IN VRYBURG CLUSTER IN NORTH WEST PROVINCE.**

The objective of this study is to investigate how secondary schools in Vryburg handle the violent behaviour of learners. This is a noble topic in the field of education. The findings will be used to recommend possible intervention strategies of addressing learner violent behaviour in schools.

In order to achieve my objectives, I kindly request your school to participate in this research. The first part of the research involves one on one interview with you and the second part interview schedule involves your teachers in a focus group. The interviews will be carried at the most suitable time according to you.

I also request to audio record the interviews. I assure you to complete anonymity and confidentiality of your participation in this research.

I am willing to share my findings with your school should you be interested.

If you feel you want to understand more you can contact my supervisor, Dr Dhlamini PJ at North West University- Mafikeng campus. If you want further information and clarification you can contact me on this cell-number: 0782674133.

I have attached 2 Interview guides. One is for you and the other one is for the teachers who will form the focus group.

Thank you for helping me to achieve my aims as this will also contribute to my own professional development.

Yours faithfully

Michael Nhambura

Annexure F: Consent form for teachers in focus group

Consent Form for Participation in a Research Study

North West University

Title of Study: Handling of violent behaviour of learners in secondary schools: A case study in Vryburg cluster in North West Province

Introduction

You have been asked to be in this research study, which has been explained to you by Michael Nhambura. This study is being conducted by Michael Nhambura in the Department of Education Management at North West University-Mafikeng campus.

This research is being conducted to fulfil the degree requirements of PHD in Education Management at North West University, under the supervision of Dr. Dhlamini PJ.

Purposes of the Study

The purpose of this study is to learn more about learner violent behaviour in secondary schools in Vryburg cluster.

Description of Procedures

This study involves a focus group interview and will take approximately 1 hour. The interview will be audio recorded.

You will have the opportunity to see the questions on the interview guide before signing this consent form.

Risks and Discomforts

There are no known or expected risks for participating in this study, except for the mild frustration associated with answering the questions. You may decide at any time to quit the study.

Benefits

You may not receive any direct benefit from this study. The knowledge gained from this

study may eventually benefit others.

Financial Considerations

No payments will be made for participating in this study.

Confidentiality

Any information about you that is obtained as a result of your participating in this research will be kept as confidential unless disclosure is required by the law. Audiotapes will be kept locked and will be destroyed as soon as possible after the research is finished. Your identity will not be revealed in any publication resulting from this study.

Voluntary Participation

Your participation in this research study is voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study.

You have been given the opportunity to ask questions about the research, and you have received answers concerning areas you did not understand.

I willingly consent to participate in this research.

_____ Signature of Participant

Date _____ Time _____

_____ Signature of Researcher

_____ Printed Name

Date _____ Time _____

Annexure G: Consent form for principals

Consent Form for Participation in a Research Study

North West University

Title of Study: Handling of violent behaviour of learners in secondary schools: A case study in Vryburg cluster in North West Province

Introduction

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You have been given the opportunity to ask questions about the research, and you have received answers concerning areas you did not understand.

I willingly consent to participate in this research.

_____ Signature of Participant

Date _____ Time _____

_____ Signature of Researcher

_____ Printed Name

Date _____ Time _____

Annexure H: Editing certificate



Office: 0183892451

FACULTY OF EDUCATION

Cell: 0729116600

Date: 5th November, 2019

TO WHOM IT MAY CONCERN

CERTIFICATE OF EDITING

I, **Muchativugwa Liberty Hove**, confirm and certify that I have read and edited the entire thesis submitted **Handling of violent behaviour of learners in secondary schools: A case study of Vryburg Cluster in North -West Province**, by **Nhambura Michael**, **Orcid.org 0000-0002-4459-2541**, submitted in fulfilment of the requirements for the degree **Doctor of Philosophy in Education Management** at the **North-West University**

Michael Nhambura was supervised by **Dr Joyce Phikisile Dhlamini**.

I hold a PhD in English Language and Literature in English and am qualified to edit such a thesis for cohesion and coherence. The views expressed herein, however, remain those of the researcher/s.

Yours sincerely

Dr M.L.Hove (PhD, MA, PGDE, PGCE, BA Honours – English)



