

First year male students' personal experiences of senior male students' aggression in residences

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SUMMARY

This qualitative research study explores and describes first year male students' personal experiences of senior male students' aggression in residences. In recent years, the aggressive behaviour of male university students has become a matter of concern for university staff. The aims of this study were (i) to explore and describe the nature of aggression as experienced by first year male students in the residences; (ii) to explore how first year male students' experiences of aggression influence their day-to-day lives; (iii) to explore and to gain an understanding of how first year male students feel about living in the same residences as senior male students; and (iv) to make suggestions to assist first year male students to cope with aggression in residences. A qualitative design situated within an interpretive paradigm and employing a phenomenological approach to inquiry was employed in order to achieve the aims of the study. The research focused on exploring, understanding and describing the lived experiences of particular first year male students; the study was thus explorative, descriptive and contextual in nature.

A purposeful random sampling strategy (Patton, 2002) was used to select the sample of first year male students who live in on-campus residences at the North West University (NWU) Potchefstroom campus to participate in this research study. A number of ethical requirements were met in this research study: approval was obtained from the Ethics Committee of the NWU Faculty of Education Sciences (Potchefstroom campus); and permission to conduct research was obtained from the Dean of Students on the (Potchefstroom campus), wardens of nine on-campus residences, the student council representative chairperson (SRC) and the residence primarius (chairperson) of each residence. In addition, participants' interests were protected by ensuring their anonymity and obtaining their informed consent in writing before the research data generation process began. Visual ethics were strictly observed in taking the photographs which were used during the data generation process.

The data generation process consisted of two phases: (i) photo-narratives (written) and (ii) photo-narrative-elicitation-interviews. Data saturation occurred after the fourteenth photo-narrative-elicitation-interview.

The data analysis of the generated data was done by means of interpretative phenomenological analysis (Griffin & May, 2012). After a consensus meeting with independent coders, the two main themes that emerged were clarified. Theme 1: first year male students associate senior male students' aggression in residences with feelings and emotions that vary from indifference to negativity, but they remain optimistic about the outcome of living with them. Theme 2: first year male students suggest strategies to cope with experiences of senior male student aggression in residences.

In the last chapter, the researcher provides suggestions that could help first year male students to cope with senior male students' aggression in residences. Limitations of this research study are also discussed and recommendations are made for further research.

Key concepts: Male; Gender; Student; Experience; Aggression; Residence

OPSOMMING

Hierdie kwalitatiewe navorsingstudie ondersoek en beskryf eerstejaar-mansstudente se persoonlike ervarings ten opsigte van senior mansstudente in residensies se aggressie. Manlike universiteitsstudente se gedragpatrone het 'n knelpunt vir opvoeders en universiteitsake geraak in die laaste jare, veral hul gedrag en ontwikkeling, sowel as die uitkomst van mansstudente se welstand. Die doelwitte van hierdie studie was (i) om die aard van die aggressie soos deur die eerste-jaar mansstudente in residensies ervaar, te ondersoek; (ii) om ondersoek in te stel na hoe eerstejaar-mansstudente se ervarings van aggressie hul elke-dagse bestaan beïnvloed; (iii) om te ondersoek en te verstaan hoe eerstejaar-mansstudente oor hul inwoning in dieselfde residensies as senior mansstudente voel; en (iv) om voorstelle te maak oor hoe om eerstejaar-mansstudente te help om die aggressie in residensies baas te raak. 'n Kwalitatiewe ontwerp, 'n interpreterende paradigma en 'n fenomenologiese benadering van ondersoek is gebruik om die doelwitte van die studie te bereik. Die navorsing het op die ondersoek, begrip en beskrywing van die beleefde ervarings van die eerstejaar-mansstudente gefokus; die studie was dus ondersoekend, beskrywend en kontekstueel van aard.

'n Doelbewuste steekproefstrategie (Patton, 2002) is gebruik om die steekproef van eerstejaar-mansstudente wat in op-die-kampus residensies van die Noord-Wes Universiteit (NWU) se Potchefstroom-kampus woon, te kies om aan die navorsingstudie deel te neem. Etiese oorwegings wat die etiese vereistes van hierdie navorsingstudie gelei het, het etiese goedkeuring en uitklaring van die NWU Fakulteit van Opvoedkundige Wetenskappe (Potchefstroom Kampus) se etiese komitee ingesluit. Toestemming om die navorsing te doen is ook van die studentedekaan, huismeesters van die nege op-die-kampus residensies, die studenteraad verteenwoordiger voorsitter (SR) en die residensieprimarius (voorsitter) van elke residensie verkry. Die beskerming van deelnemers se belange het die vermyding van stres en ongemak, asook oormatige inbreuk behels. Die deelnemers se konfidensialiteit en anonimiteit is verseker deur hul identiteit te beskerm. Visuele etiek is in ag geneem aangesien visuele materiaal, soos foto's, tydens die datainsamelingsproses gebruik is. Die ingeligte toestemming van die eerstejaar-mansstudente om vrywilliglik aan hierdie studie deel te neem, te wete deelname aan

die datagenerende proses, wat uit twee fases bestaan het, het die volgende behels: (i) foto-narratiewe (geskryf) en (ii) foto-narratiewe uitlokkingsonderhoude. Dataversadiging is na die veertiende foto-narratiewe uitlokkingsonderhoud bereik. Die data-analise van die gegengereerde data is deur middel van interpreterende fenomenologiese analise gedoen (Griffin & May, 2012). 'n Konsensusvergadering is met die onafhanklike kodeerders gehou, waarna die volgende twee hooftemas wat voortgespruit het, opgeklaar is. Tema 1: Eerstejaar-mansstudente assosieer senior mansstudente se aggressie in koshuise met gevoelens en emosies wat wissel van afsydigheid tot negatieweit, maar hulle bly optimisties om saam met hulle te leef. Tema 2: Eerstejaar-mansstudente stel strategieë voor om hul ervaring van senior mansstudent se aggressie in die residensie te bestuur.

Ten slotte is voorstelle gemaak ten einde eerstejaar-mansstudente te help om die aggressie van senior mansstudente in residensies baas te raak. Die beperkings van hierdie navorsingstudie is aangedui en voorstelle vir verdere navorsing gemaak.

Sleutelkonsepte: Manlik; Geslag; Student; Beleving; Aggressie; Koshuis

TSHOBOKANYO

Patlisiso e ya thuto ya boleng e utolola le go tlhalosa maitemogelo a namana a baithuti ba bongtona ba ngwaga wa ntlha ka ga kgeriso ya baithuti ba bongtona ba bagolo ba mafelong a bodulo. Mo dingwageng tsa sešweng, maitsholo a kgeriso go baithuti ba bongtona ba yunibesiti a fetogile tlhoba boroko go badiri ba yunibesiti. Maikaelelo a thuto e ke (i) go utolola le go tlhalosa tlholego ya kgeriso jaaka e itemogelwa ke baithuti ba bongtona ba ngwaga wa ntlha ba mafelong a bodulo; (ii) go utolola gore maitemogelo a baithuti ba bongtona ka kgeriso a tlhotlheletsa jang matshelo a bona a letsatsi le letsatsti; (iii) go utolola le go oketsa go tlhaloganya gore baithuti ba bongtona ba ngwaga wa ntlha ba ikutlwa jang ka go nna mo mafelong a bodulo a le mangwe le baithuti ba bongtona ba bagolo; le go dira ditshitshinyo tsa go thusa baithuti ba bongtona ba ngwaga wa ntlha gore ba kgone go phela ka kgeriso mo mafelong a bodulo. Popo ya boleng e e mo tebong ya thanolo mme e dirisa mokgwa wa tiragalo (fenomenoloji) mo patlisisong gore go fitlhelwe maikaelelo a thuto. Patlisiso e lebile mo go utololeng, go tlhaloganyeng le go tlhaloseng maitemogelo a a tshetsweng a baithuti ba bongtona ba ba rileng ba ngwaga wa ntlha; ka jalo thuto e ka tlholego e ne e le e e utololang, e e tlhalosang e bile e lebile fa go rileng.

Mokgwa wa go tlhopha dikao tsa ditiragalo ka maikaelelo (Patton, 2002) o dirisitswe to tlhopha dikao tsa baithuti ba bongtona ba ngwaga wa ntlha ba ba nnang mafelong a bodulo a mo khampaseng ya Potchefstroom ya Yunibesiti ya Bokone-Bophirima go tsaya karolo mo patlisisong e ya thuto. Ditlhokego tsa maitsholo tse mmalwa di fitlheletse mo patlisisong e ya thuto: thebolo e bonwe go tswa kwa Komiting ya Maitsholo ya Legoro la Disaense tsa Thuto la YBB (khampaseng ya Potchefstroom); mme tetla ya go diragatsa patlisiso e bonwe go tswa kwa go Modini wa Baithuti mo khampaseng ya Potchefstroom, balebeledi ba mafelo a madulo a mo khampaseng ba robongwe, modulasetulo wa lekgotla la baemedi ba baithuti (SRC) le modulasetulo wa lefelo le lengwe le le lengwe la bodulo. Gape, dikgatlhegelo tsa batsayakarolo di ne tsa sireletswa ka go tlhokomela gore e nna botlhokaina le go bona tetla e ba e dumetseng e e kwadilweng pele, le pele tirego ya go batla tshedimosetso ya patlisiso e simolola. Maitsholo a a bonagalang a lebilwe ka gakgametseng ka go tsaya ditshwantsho tse di neng di diriswa ka nako ya tirego ya go batla tshedimosetso.

Tirego ya go batla tshedimose tso e ne e na le dikgato tse pedi: (i) kanelo ya ditshwantsho (e e kwadilweng) le (ii) go tshwara ditherisano tsa go anya tsa kanelo ya ditshwantsho. Tshedimose tso e e loileng e diragetse morago ga go tshwara ditherisano tsa go anya tsa kanelo ya ditshwantsho ya bosomenne.

Tshekatsheko ya tshedimose tso e e bonweng e dirilwe ka tiriso ya tshekatsheko ya phenomenological thanolo (Griffin & May, 2012). Morago ga kopano ya tumelano le batsaya-tshedimose tso ba ba ikemelang, dithitokgang-kgolo tse pedi tse di neng tsa tlhagelela di ne tsa rarabololwa. Thitokgang ya 1: Baithuti ba ngwaga wa ntlha ba bongtona ba amanya kgeriso ya baithuti ba bongtona ba bagolo ba mafelong a bodulo le maikutlo le dikhuduego tse di farologanang go tswa go farologaneng go ya go go nna kgatshanong mme ba tswela go itse dipelo tsa go nna le bona. Thitokgang ya 2: Baithuti ba bongtona ba ngwaga wa ntlha ba tshitshinya maano a go kgona ka maitemogelo a kgeriso ya baithuti ba bongtona ba bagolo mo mafelong a madulo.

Mo kgaolong ya bofelo, mmatlisisi o neela ditshitshinyo tse di neng di ka thusa baithuti ba bongtona ba ngwaga wa ntlha gore ba kgone go tshela le kgeriso ya baithuti ba bongtona ba bagolo ba mafelong a bodulo. Ditlhaelo tsa thuto e ya patlisiso le tsona di tlhalositswe mme dikatlenegiso di tlhagisitswe go tswela patlisiso.

Mafoko-magolo: Bongtona; bong; Moithui; Maitemogelo; Kgeriso; Lefelo la Bodulo

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

In this chapter I introduce the research study. In other words, I explain the intellectual conundrum (identified problem) that I explored. Next I provide the rationale for the study, and brief description of the research design as well as the methodology used in the empirical research study. I conclude this chapter by outlining the rest of the chapters.

1.2 PROBLEM STATEMENT

In recent years, certain trends among male college and university students' have become a matter of concern to university staff, especially the behaviour of male students' health and well-being (Harris III, 2008:453). According to Harris III (2008:453), this is evident from the different professional development programmes being introduced at colleges and universities. Harris III (2008:453) refers to Courtenay and Keeling (2000) who describe an investigation into male students' behaviour and well-being. This included research on "engaging in physically violent altercations" (*Ibid.*).

Violence and aggressive behaviour are on the increase among university students in the United States of America (USA) (Foley, 2004). As Lackie and De Man (2000:1) note, aggression, especially sexual aggression, such as initiating sexual contact by using sexual coercion or physical force is common on campuses in the USA. Lackie and De Man (2000:1) note that sex role stereotyping, fraternity membership, athletic participation, hostility towards women, aggressive drive and masculinity are associated with aggressive behaviour.

It seems that about one in five university students have experienced aggression and violence in the USA and Canada (Saewyc, Brown, Plane, Mundt, Zakletskaia, Wiegel & Fleming, 2009:587). However, it is not easy to understand where the violence stems from or why the level of violent and aggressive behaviour is increasing in the everyday life of students on campus of the University of British Columbia (Saewyc *et al.*, 2009).

Furthermore, aggression precipitates further aggression and it seems that “many violent behaviors are the result of a defensive response to perceived aggression” (Perry, 2010:1).

Heavy drinking and alcohol-related violence, including aggression, are significant problems on USA college campuses (Engs & Hanson, 1994; Nicholson, Maney, Blair & Wamboldt, 1998; Perkins, 2002; Wells, Mihic, Tremblay, Graham & Demers, 2008). According to Parada, Corral, Mota, Crego, Rodríguez-Holguín and Cadaveira (2012:167) binge drinking or heavy episodic drinking is becoming more frequent. Wells and Graham (2003) and Wells, Graham, Speechley and Koval (2005) highlight the link between drinking and aggressive behaviour. It seems that “[w]hen people are intoxicated, they are less able or inclined to resolve conflict situations peaceably” and heavy drinking also awakens interest in the opposite sex and encourages sexual arousal (Wells *et al.*, 2005:939). Alcohol related aggressiveness depends on factors such as the size of the drinking group, the type of drinking setting and the presence of a partner (Wells *et al.*, 2005:935). Gliksman, Adlaf, Demers and Newton-Taylor (2003), Kypri, Langley and Stephenson (2005) argue that heavy drinking and other risky behaviours among university students appear to be linked to sororities, fraternities and dormitories or residences. Page and O’Hegarty (2006:19) agrees by arguing that “[f]raternities and sororities tend to promote a culture of excessive drinking and risky behavior” among students in the USA. But the practice is not limited to dormitories or fraternities or sororities. Wechsler, Lee, Kuo and Lee (2000:201), who studied binge drinking by students, conclude that “[b]eing drunk is accepted, encouraged and regarded as normal cultural practice and students who go to university believe that binge drinking is a social norm”, even although it negatively influences their behaviour.

Writing about the South African context, Masango (2004:993) posits that “[t]he last few decades have created a culture of violence because of the suppression or oppression of [people’s] feelings” and that “[t]here is little doubt that aggression and violence are true realities that are experienced by South Africans”. Myburgh, Poggenpoel and Du Plessis (2011:591), who support this notion, stress that the implication is that “aggression is part of everyday life and is therefore part of South African society”. The overview report of school-based violence in South Africa by the South African Council for Educators 2011 reflects a similar view: the “problem and difficulty [with aggression and violence] is that with increased exposure and reinforcement acting aggressively becomes a normal way

of relating, in turn contributing to the rates of violence in schools as well as the pervasive problem of violence in South African society” (SACE, 2011:9). Du Plessis (2011) notes that the Director of the Anger and Stress Management Centre in Cape Town views South Africans as among the most aggressive people in the world.

Three senior male students of the University of Pretoria were expelled after being found guilty of misconduct. According to the media release of the University of Pretoria (2009:1), the students were “expelled from the residence and prohibited from taking part in any residence activities during their period of study”. The misconduct apparently occurred after these senior students discovered first year students at a venue where they “were not supposed to be” because they had not asked the permission of the senior students at their residence. According to Grobler (2009:6) who reported on this incident, the senior students decided to “punish” the first year students. They offered them the choice of either having their hair shaved off or being given a few blows with pipes on the buttock. According to Rademeyer (2009:1), there were mixed feelings among fellow residents. Some of them felt that the first year students knew what was coming to them because they had ignored the rules and undermined the traditions of the residence. Others felt that it was not right to hit first year students and so were opposed to this act. The latter view was shared by the acting principal who stated in the media release that “... such behaviour is totally unacceptable to the University of Pretoria and no degrading behaviour towards first years is tolerated” (Rademeyer, 2009:1).

At the University of Johannesburg, two first year male students were attacked and their room in the residence was ‘trashed’ (Serrao, 2008). At 03:00, while the victims were asleep there was a bang on the door. They were too afraid to open the door. They explained later that it was not the first time this had happened, so they went back to sleep. After about two hours, the 19-year-old students woke up coughing because there was thick smoke filling the room. The contents of a fire extinguisher had been emptied into the room through a hole above the door. When the residents of the room opened up the door to get some air, two senior male students allegedly assaulted them by bashing their heads against the wall. Serrao (2008) reported that this was also not the first time this had happened to the students. On a previous occasion, some students had urinated against the door of this same room. A first year student made the comment that the incident was part of initiation, but it had gone too far.

Vreken, Vreken, Rens, Rens and Du Plooy (2003) provide evidence that 40.9% of students on the North-West University (NWU) Potchefstroom campus, especially male students, find the use violence as a way of getting rid of aggression and frustration acceptable. According to their findings, 65% of male students said they made use of crude or vulgar language and 26.9% indicated that they use physical violence on campus.

Du Plooy (2008) describes an incident at one of the residences on the Potchefstroom campus of NWU which led to the suspension of three resident committee members. These senior male students sat on first year students, swearing at them and hitting them while they did so. This incident was videotaped by other senior male students.

On another occasion, NWU senior male students took a first year male student to a house. There they assaulted him after they had drunk some alcohol (Cilliers, 2012:4). They used a belt to beat the first year student on the buttocks. Later they used the flat of their hands to hit his stomach. Wondergem and Victor (2011:3) point out that the Rector of the NWU Potchefstroom campus had already declared war on initiation practices in residences in 2011: “[W]e don’t (sic) want to destroy traditions that have been established here at the NWU university, but if we do not act against initiation practices, [the NWU Potchefstroom campus] will become [our] biggest problem”. It seems that resident committee members there were often guilty of initiation activities, including physical, verbal and emotional aggression. In their account, Wondergem and Victor (2011:3) refer to rumours about an incident at the same institution (NWU Potchefstroom campus). It seems that first year students were hit with hockey sticks and canes. In condemning the incident, the authorities at the Potchefstroom campus declared that value systems are often distorted so offences are sometimes even lauded in a country like South Africa; but the young people should know that this is wrong – they “must be the conscience of the nation” (Wondergem & Victor, 2011:3). On the same campus, another incident came to light when five resident committee members of a male residence were suspended from the university and temporarily from the residence while awaiting the disciplinary hearing (Web, 2012). In addition to these five resident committee members, three senior male students were also suspended while another four committee members were discharged from their duties in the residence. This (temporary) suspension happened after an event called “gang-aksie” (passage action) which involved the committee members and senior students on a specific floor in the

residence (Web, 2012). Subsequent investigation led to charges of illegal consumption of alcohol and cigarette smoking, damage to the residence, breaking several bottles, and reckless behaviour that endangered fellow residents (Web, 2012). It seems that abuse of alcohol in the residence leads to aggressive behaviour.

Kruger (2013:1) reported on a disciplinary hearing where 48 senior male students of two respective residences on the NWU Potchefstroom campus were accused of engaging in prohibited practices. The events contributing to the decision to suspend the senior students included beating younger students with cricket bats and pipes during initiation. The primarius of one of the residences said that the perpetrators had realized that their actions constituted assault and would like to offer advice to other residents and ask them to reconsider their actions and traditions, because the risk that something could go wrong was far too great (Kruger, 2013:1). The primarius added that “students should also realise that their behaviour has far greater consequences for themselves” (Kruger, 2013:1).

According to Mokgethi (2009:12), it is alarming that alcohol remains the most commonly abused drug in South Africa, with frequent binge drinking among young people, especially males. It seems that excessive drinking is the central activity at a variety of social events throughout the academic year (Mokgethi; 2009). These include binge drinking parties, sports matches, and first year orientation activities (Mokgethi, 2009:20). One of the secondary effects of this alcohol consumption among university students is verbal insults or abuse (Mokgethi, 2009:22). As Fiske (2010:400) points out, when people drink they ignore the possible effects of aggression whereas when people are sober they do not, because when “...they see both sides of the response conflict they inhibit their aggressive impulses.” However, Fiske (2010:400) concludes that alcohol does not create aggression; but it does aggravate it.

The issues stated above indicate that students at university campuses particularly male students are regularly exposed to different forms of aggression as perpetrators or victims. It seems that aggression in its different forms is not only escalating on university campuses in other countries, but also in South Africa (Rademeyer, 2012; Wondergem & Victor, 2011; Roos, 2006; Cilliers, 2012; Du Plooy, 2008).

This made it important to investigate and understand the aggression of senior male students in residences. The most appropriate way of doing so seemed to be through accounts of personal experiences provided by first year male students.

1.3 PURPOSE AND SIGNIFICANCE OF THE STUDY

As indicated in the general problem statement of this study the phenomenon of aggression among male students seems to be escalating in residences at universities in the South African context. The purpose of this qualitative research study, which took a phenomenological approach was to explore, describe and gain an understanding of the nature of first year male students' personal lived experiences of senior male students' aggression in residences at the NWU Potchefstroom campus. I wanted to gain an understanding of how first year male students felt about living in the same residences as senior male students and the possible influence this has on their everyday life. I also wanted to provide suggestions to assist first year male students to cope with aggression in residences.

1.4 RESEARCH QUESTIONS

The research question that directed this study was:

How do first year male students experience senior male students' aggression in the residences?

The subsidiary research questions were:

- What is the nature of first year male students' experiences of senior male students' aggression in residences?
- How do first year male students' experiences of senior male students' aggression influence their day-to-day life?
- How do first year male students feel about living in the same residence as senior male students?
- What suggestions can be provided to assist first year male students to cope with aggression in residences?

1.5 AIMS OF THE RESEARCH STUDY

The aims of this research study were outlined as follows:

- To explore and describe the nature of aggression as experienced by first year male students in the residences;
- To explore how first year male students' experiences of aggression influence their day-to-day lives;
- To explore and to gain an understanding of how first year male students feel about living in the same residence as senior male students;
- To make suggestions to assist first year male students to cope with aggression in residences.

1.6 CLARIFICATION OF CONCEPTS

The following concepts relevant to this research study will now be clarified within the context of this research study.

1.6.1 Student

A student is someone who has registered to do a course of academic study at a Higher Educational Institution (HDI). In this context the HDI is a university. According to the North-West University General Academic Rules A.1.31 (NWU, 2010:4), a full-time student is: "a student for whom study is the predominant activity and who follows a curriculum which can be completed within the prescribed minimum period". In the context of this study 'first year' refers to the first year that the student has enrolled at a university. Thus 'first' indicates that it is a student who has enrolled as a student at a Higher Education Institution for education after completing Grade 12 in the Further Education and Training Band of the Department of Basic Education (DoBE). In a South African context we refer to such a student as a 'first year student'.

1.6.2 Gender: male

To clarify the concept 'male' within the context of this study, it is first necessary to clarify terms such as *gender*, *maleness* and *masculinity*. Botha (2012:154) argues that: "people are born male or female [and] they learn to become men or woman". According to Baron and Byrne (2000:185), gender is everything else that is associated with an

individual's sex, like roles, behaviours or any other features that define whether one is a male or a female in a certain culture. For Wineman (2010:8), gender "is one of the foundations around which a person's identity is formed, along with race and class" so it "describes those biological components with cultural definitions of what it means to be a man or a woman". Wineman (2010:8-12) adds that gender determines behavioural norms, constraints and opportunities while masculinity involves independence, assertiveness, competitiveness, and learning how to get ahead.

According to Mankayi (2010:591), there are different forms of masculinities "within a given setting". He points out that these could be social or institutional and that they "might include gender power inequalities and how these intersect with conceptions of masculinities, sexuality and reported violent behaviour" (Mankayi, 2010:591). Levant (2011:766) notes that masculinity emphasises dominance, aggression and extreme self-reliance. It is important, however, to recognise that there is not only one definition for masculinity, as men form their own meanings of maleness themselves (Wineman, 2010:1). For the purpose of this study, I included a review of literature on gender and aggression (see 2.2.1.1.3); bullying and violence and conceptually explored the construction of masculinities with regard to the interrelatedness of aggression. However, in the context of this study, 'male' refers to the identity of a person as determined by the cultural class and race attributions attached to being a man or viewed as a male.

1.6.3 Experience

Experience as a general concept comprises knowledge of or skill of something or some event gained through involvement in or exposure to that thing or event (*Oxford English Dictionary*, 2005:59). Fowler and Fowler (2004:339) define experience as an actual observation of or practical acquaintance with factors or events that affect a person. For them experience is a cognitive process where the individual interprets information from an internal and external environment. According to Beard and Wilson (2002:13-14), experience is "the fact of being consciously in a subjective state or condition; of being affected by an event, a state or condition viewed subjectively; and knowledge resulting from actual observation or from what one has undergone". Beard and Wilson (2002:14) use an example to illustrate how experience works as they refer to people having a joint experience on a certain incident when there will be parts of the experience that either one or both of the persons do not remember at all and the two people may also have different interpretations or different points of the event that occurred. Rooth (2005:77)

argues that people “learn from one another” and thus build on their experiences of what people know, think and feel and behave. Similarly, Beard and Wilson (2002:14) make the point that “it is evident that no two people experience the same event exactly the same way”. Poggenpoel and Myburgh (2009) refer to experience as knowledge that an individual has gained through an event in his or her life in which this person participated. According to Fiske (2010:123), “experience means that the [individual] feels things, has consciousness, and possesses a personality”. In explaining the nature of experience, Dewey (1998:23) sets out the two principles of the *Longitudinal* and *Lateral* aspects of experience namely:

- *continuity* that refers to experiences a person has that will influence the person’s future experiences; and
- *interaction* that refers to a person’s present experiences of the relationship and interaction between the present situation and the past experience.

Forlizzi and Ford (2000:419) refer to three ways in which experience can be ‘talked’ about: experience, an experience, and experience as story. Forlizzi and Ford (2000:419) indicate that experience “happens during moments of consciousness” where *an experience* “has a beginning and an end”. They note that an experience can change ‘users’ and sometimes the context of an experience can also change as a result of the experience itself. Experience as story describes “stories [as] the vehicles that [are used] to condense and remember experiences and to communicate them in a variety of situations to certain audiences” (Forlizzi & Ford, 2000:420). They further explain that a “singular experience” is made up of endless “smaller experiences” (*Ibid.*).

For the purpose of this study, experience refers to the personal involvement of a first year male student in the environment of his residence. This includes first-hand experiences or knowledge gained about his feelings and emotions as a result of exposure to activities or events in the residences.

1.6.4 Aggression

Baron and Byrne (2000:440) define aggression as a “behavior directed toward the goal of harming another human being who is motivated to avoid such treatment”. Similarly, Berkowitz (1993), Botha (2006), Fiske (2010), and Kassin, Fein and Markus (2011) define aggression as behaviour or an emotion with intent to hurt or harm. More

specifically, aggression is “destructive or punitive behaviour directed towards people or objects, which includes physical assaults such as, hitting, kicking, biting and shoving and verbal assaults involve making threats and name-calling” (Botha, 2006:24).

According to Fiske (2010:391), researchers traditionally distinguish “between two forms of aggression: instrumental aggression and hostile aggression”. Instrumental aggression refers to seeking harm “as a means to another end” including money and status, whereas hostile aggression “seeks harm as the primary goal” which is an impulsive-aggressive-automatic behaviour (Fiske, 2010:391). The taxonomy of aggression has three dimensions: physical-verbal; active-passive and direct-indirect (Fiske, 2010:392). People generally associate aggression with “active, direct and physical” action as it is “face-to-face bodily harm” (*Ibid.*). Passive aggression is more unusual as it involves “not speaking to someone or failing to help”, and indirect aggression includes “harm via a third party or after a delay” (Fiske, 2010:392). In the context of this study, aggression refers to a human behaviour with an intent or a specific goal to hurt, harm or injure another human being.

1.6.5 Residence

According to the NWU’s internal rules and regulations for residences (2011:3), a campus residence is “a physical building designed and equipped for the accommodation of students (not older than 25 years) on the campus or on its satellite [of campus]”. In the context of this study a residence refers to a place (building) on the NWU Potchefstroom campus which provides accommodation for full-time undergraduate – and/or post-graduate male students on campus.

1.7 LITERATURE REVIEW

As Punch (2011:38) points out, all social researchers have a responsibility to identify the literature which is relevant to their study and relate it to the existing literature. I therefore used search engines such as Google scholar. My key words were ‘students’; ‘aggression’; ‘aggression on (South African) University campuses’; ‘aggression in residences’; and ‘aggression among students’. Data bases such as Ebscohost, Science Direct, Academic search premier, e-thesis and dissertations were consulted to identify literature which would help me to contextualise this study.

The purpose of this review was to identify literature on aggression as a human behaviour with an intention to hurt or harm another individual or object (Botha, 2004; Botha, 2006; Poggenpoel & Myburgh, 2009). It should be noted that thought alone does not constitute aggression – it requires actual behaviour (Fiske, 2010: 390). According to Poggenpoel and Myburgh (2007:161), aggression “is an integral part of a human being in relationship with his/her self, other persons and the environment”. Similarly, Ramírez (2011:263) argues that aggression is widespread and it affects not only interpersonal relationships and inter-group relationships but society in general. Poggenpoel and Myburgh (2009:446) posit that “constructive intrapersonal, interpersonal and environmental relationships” are related to the rationale of well-being. When individuals are exposed to aggression it challenges their sense of being or feeling safe; impedes negatively on their learning environment; constructive relationships; human dignity; and personal skills (Donald, Lazarus & Lolwana, 2006:115). It can have far reaching effects as Botha (2012:149) points out, aggressive behaviour “threatens the realization of human rights culture or safe spaces”.

The literature reveals that men are much more likely than women to be aggressive (Berkowitz, 1993:163; Fiske, 2010:402; Graham & Wells, 2002:596; Sergeant, Dickins, Davies & Griffiths, 2006:476). It seems too that men are more likely to exhibit aggression when a same-sex opponent is involved (Graham & Wells, 2002:596), and that “male-male aggression is more frequent than male-female aggression” (Fiske, 2010:403). An explanation for this male-on-male violence according to Graham and Wells (2002:598) is that “aggression is seen as a normative for males and for some even considered a pleasurable activity in certain settings such as bars and certain subcultures”. It seems that aggression may “be viewed as an effort to control others, but who and how differs by gender” (Fiske, 2010:402).

According to McAndrew (2009:330), one of many contributors to aggression is the pain of frustration: someone experiencing frustration is more likely to be aggressive. Breet, Myburgh and Poggenpoel (2010:511) contend that all human beings “express their frustrations and emotions in various aggressive ways”. Earlier Berkowitz (1993:32) referred to the *Frustration-Aggression Relationship Hypothesis* to posit that “every aggressive action could ultimately be traced back to a previous frustration”. McAndrew (2009:330) points to other factors identified by social scientists that can also increase the likelihood of aggression: hot temperatures, a lack of care as a child, the availability

of weapons, the consumption of alcohol, personality traits, extreme competitiveness and irritability and level of self-esteem. Baumeister, Smart, Boden (1996) and Watkins (2003:9) are others who see self-esteem as linked to aggression, arguing that people with a high self-esteem are more likely to be aggressive because of the way in which they respond to their failures and criticism than people with a low self-esteem. On the other hand, Watkins (2003:9) contends that “negative affect has also been identified as a contributor to aggressiveness”. According to Berkowitz (1993: 56), “virtually any kind of negative affect, any unpleasant feeling, is the basic spur to emotional aggression” and argues that if the feeling of displeasure is strong, the result of aggression will even be stronger (Berkowitz, 1993:56). McAndrew (2009) and Berkowitz (1993) add that an unpleasant condition heightens aggressive tendencies. According to Botha (2012), the *Drive Theory* suggests that drives such as irritation, frustration and provocation may cause behaviour with aggressive intent. It seems that “aggression develops from childhood and continues into adulthood” (Poggenpoel & Myburgh, 2007:161). As Breet *et al.* (2010:511) argue, aggressive behaviour becomes part of the individual’s everyday life. Botha (2012:153) refers to the *Cognitive Neo-Association Theory* as a theory which “provide[s] an understanding of the way in which people use their cognition to learn how and when to behave aggressively”. Fiske (2010:409) supports this notion and adds that “the model hinges on association in memory”. Anderson and Bushman (2002:30) state that the cognitive neo-association theory links the memory of aggression with “aggressive thoughts, emotions, and behavioural tendencies”. Botha (2012:153) explains that when human memory is ‘triggered’ to recall previous experiences of aggression, “aggressive tendencies” are aroused. Anderson and Bushman (2002:30) note that these cognitive ‘triggered’ responses can happen “during an aversive event” when “cues present” can be associated and “emotional response” is evoked. According to Anderson and Huesmann (2003:301), “experience leads to the development of links among elemental nodes”: the complex level of the knowledge of the ‘concept’ is being determined by “how many links to [the concept] have been activated, as well as the strength of associations among the active links”. Another theory which refers to aggression as a ‘learned’ behaviour is the *Social Learning Theory* (Botha, 2012; Fiske, 2010). Kassin *et al.* (2011:449) contend that the Social Learning Theory also explains that “we learn from the example of others” through observation “as well as from direct experience with rewards and punishments”. It also explains “how and when to aggress” Fiske (2010:409).

Since male students' aggression was explored in this research study, it was important to look at theories which underpin and explain the role of gender in aggression. According to the *Sex Role Socialization Theory*, gender is divided into "two opposing social categories", namely "masculinity and femininity", which are linked to the respective sexes (MacNaughton, 2006:128). This theory assumes that gender roles are socially learned from "observation, imitation and modelling" (MacNaughton, 2006:128). As explained above, the Social Learning Theory also assumes that individuals learn certain behaviours from observation. However, the Sex Role Socialization Theory sees sex/gender as central in the socialization process of individuals. According to Burke (2000:3), sex role identity refers to a particular "set of behaviors and attitudes". These attitudes and/or behaviours reflect what is appropriate for males or females, and in other respects what is appropriate exclusively for males or for females. Archer (2009:253) refers to the *Social Role Theory* to explain that "sex differences in aggression occur because aggressiveness is a component of masculine roles and because traditional feminine roles discourage it, although both sets of roles involve norms that encourage and discourage aggression under different circumstances". In section 2.4 I elaborate on a contemporary view by Richardson and Hammock (2007:417) that that "gender has relatively weak effects on aggressive behaviour" so "the role of gender in aggression can be better understood by examining the context in which aggressive action takes place".

1.8 RESEARCH DESIGN AND METHODOLOGY

Creswell (2009:4) defines a research design as "a plan or proposal to conduct research". According to Punch (2011:48), a research design should consist of five main components: a conceptual and theoretical framework that underpins the research (see Chapter Two); methodology (strategies) used in order to execute the research; the site and sample of participants from whom and where the data are generated; the data generation strategies; and the data analysis to be used, indicating the data analysis strategies. A brief discussion of the research design and methodology follows.

1.8.1 Research design

The research design of this study was qualitative in nature. Creswell (2009:173) explains that qualitative research is an investigative process that uses specific methods

and guidelines to explore and understand a specific social or human phenomenon such as aggression in its natural context. I chose to do qualitative research as I wanted to explore, understand and describe the meaning first year male students assign to their lived experiences of senior students' aggression in residences (Creswell, 2009:4). The paradigm of this research study was interpretivist (see section 3.3.1 and Table 3.1 for characteristics of interpretivist paradigm) as it was underpinned by the following assumptions provided by Nieuwenhuis (2010a:59):

- human life can only be understood from within;
- social life is a distinctively human product;
- the human mind is the purposive or origin meaning;
- human behaviour is affected by knowledge of the social world; and
- the social world does not 'exist' independently of human knowledge.

Lindlof and Taylor (2011:9) add that research underpinned by the interpretivist paradigm should be generated by verbal (interview) and written (narrative) evidence. In 1.8.3 and 3.3.5 I elaborate on the multiple data generation strategies I used in order to generate data: visual (photographs), written (narratives) and verbal (individual interviews).

Furthermore, a qualitative phenomenological approach was chosen to provide me as the researcher with the "the essence of human experiences about a phenomenon" (Creswell, 2009:173). According to Howell (2013:56), "[m]eaning and conscious experience are central to phenomenology" as by making meaning one is "presented with a structured world which includes [oneself]". In the context of this study, I explored the nature of first year male students' lived experiences of senior male students' aggression in residences and how first year male students' experiences of senior male students' aggression influence the students' everyday life as well as how the first year male students feel about living in the same residence as senior male students. Therefore I placed myself in the first year male students' natural world (in the context of residences) as "the natural world is all around us and experienced directly" which includes "the past, the present and extends into the future [experiences]" (Howell, 2013:59). According to Lester (1999:1) and Seabi (2012:83), personal and subjective experiences of an individual are essential in a phenomenological approach. This is commensurate with an interpretivist paradigm. This was the appropriate choice for this study which aimed to explore, describe and gain an understanding of the lived experiences of the first year male students, clearly emphasizing the importance of

personal perspectives, interpretations and experiences within a particular context thus making meaning of multiple realities.

1.8.2 Site and Sample

The site (setting) of the research was the NWU Potchefstroom campus, which included nine on-campus male residences. I used the following criteria for my purposeful selection:

- the residence had to be an on-campus residence; and
- the residence had to be a male student residence in which first year male students reside.

I requested permission to conduct the research on the NWU Potchefstroom campus from the Research Committee, the Ethics Committee of the Faculty of Education Science, the Dean of Students, wardens of the nine on-campus male residences; the Student Council Representative Chairperson (SRC); and the residence primarii (Chairperson) of each residence (See addenda A-D).

It is important to note that the Ethics Committee (NWU Faculty of Education Sciences, Potchefstroom) requested that the sample of first year male students be randomly selected to ensure that I did not create the impression that there are problems relating to aggression in the residences. I was therefore compelled to randomly select first year male students who were willing to participate voluntarily from the list of names at nine on-campus residences. The name lists that were used included only the first year male students' names and contact details. The names of each of these residences was removed and the codes A-I were used instead.

The qualitative research design of this research study is grounded in non-probability and purposeful sampling to obtain the richest possible source of information (Nieuwenhuis, 2010b:79), it was thus necessary to investigate various sampling strategies in order to find an avenue that provided an appropriate sampling strategy for this qualitative research study (Nieuwenhuis, 2010b:79). Coyne (1997:623) asserts that sampling in a qualitative research study is “a very complex issue” as there are “many variations of qualitative sampling described in the literature.” Patton (1990) cited in Coyne (1997:627) considers that “all types of sampling in qualitative research may be

encompassed under the broad term of ‘purposeful sampling’’. Patton (2002:230-231) adds that the purpose of sampling in a qualitative research study “[lies] in selecting information-rich cases” to fit the research study in order to enable the researcher to yield “insight and in-depth understanding rather than empirical generalizations.” In addition, Patton (2002: 243-244) provides sixteen strategies in order to purposefully select information rich cases which include:

- Extreme or deviant case sampling
- Intensity sampling
- Maximum variation sampling
- Homogeneous sampling
- Typical case sampling
- Critical case sampling
- Snowball or Chain sampling
- Criterion sampling
- Theory-based sampling
- Confirming and disconfirming cases
- Stratified purposeful sampling
- Opportunistic or Emergent sampling
- Sampling politically important cases
- Convenience sampling
- Combination or mixed purposeful sampling
- Purposeful random sampling.

I chose to do purposeful random sampling. Its aim is to select a smaller random sample (subset) of participants from a larger population of interest (Kemper, Stringfield & Teddlie, 2003). This sampling strategy enabled me as the researcher to select a site and sample which was “not based on advanced knowledge of how the outcomes would appear” but was about the “credibility, not [the] representativeness” of the participants since the aim was not to generalize (Patton, 2002:241). In section 3.3.4 the purposeful random sampling process is discussed in detail.

1.8.3 Data generation

According to Punch (2011:48) data generation 'strategy' refers to "the reasoning, or the set of ideas, by which the study intends to proceed" in order to address the research question. In this phenomenological research inquiry I generated data in two consecutive phases by using multiple data generation strategies namely: photo-narratives (written) and photo-narrative-elicitation-interviews (individual). I chose to use photographs which the participants took as a visual medium because of the way in which photographs can become "a prominent way in which life is documented and shared easily and accessibly with user-friendly and diminutive cameras and/or telephones" (Butler-Kisber, 2010:123). Photographs were also very appropriate to use as life in the 21st century is fast and visual (Butler-Kisber, 2010:123). The photographs were used to enhance the narrative writings by the participants and to evoke memory on the phenomenon and their lived experiences. I gave the participants a prompt which set out what they needed to do during phase one (see 3.3.5.1). The photo-narratives that were generated were used as elicitation material in the second phase of data generation where the participants participated individually in the photo-narrative-elicitation-interviews (see 3.3.5.2). I also made field notes during each of the two data generation phases including observational notes, theoretical notes, methodological notes and reflective notes (see 3.3.5.3). In 3.3.5, I elaborate on the two phases of data generation. This includes the prompts given to the participants, the process used, and the appropriateness of the respective strategies used in each phase.

1.8.4 Data analysis

According to Nieuwenhuis (2010c:99), the purpose of analysing generated data in a qualitative research study comes down to making meaning of the participants' experiences of the specific phenomenon of aggression. In keeping with the interpretivist paradigm, I used inductive approach to the generated data. This meant I "let codes emerge from the data" (Nieuwenhuis, 2010c:107) by using Interpretative Phenomenological Analysis (IPA) as data analysis strategy to analyse the data generated in both the phases (phase one – photo-narratives (written) and phase two – photo-narrative-elicitation-interviews) of data generation. According to Smith and Osborn (2008:66), IPA gives the researcher the opportunity to engage in an "interpretive relationship with the transcripts". Making meaning of the participants' accounts of their lived experience through an inductive approach is central to IPA, since "theory arises

from the exploration of the lived experience and a study ought not to be driven by pre-determined theoretical perspectives” (Griffin & May, 2012:448). There are four stages in IPA namely: looking for themes; connecting the themes; producing a table of the themes; and writing up (Griffin & May, 2012:450). I provide more detail on these in section 3.3.6.

As noted earlier, the interpretivist research study had the purpose of making meaning of the lived experiences of first year male students’ personal experiences on the phenomenon of aggression and to “provide a rich, contextualised understanding of [the experience as told by the participants]” but not aim to generalise the findings of the generated data (Polit & Beck, 2010:1451). Although some researchers such as Williams (2000:209) argue that generalisation in interpretivist research studies is “inevitable, desirable and possible” this was not my concern in undertaking this research study.

1.9 LITERATURE CONTROL

After the themes and categories emerged from the data analysis process, I controlled, validated and supported my findings by citing the existing literature. I constantly moved between existing theories and the insights from the generated data in order to find the aspects in the data that “corroborate theory and those aspects that may enhance or question existing theory” (Nieuwenhuis, 2010c:112). According to Nieuwenhuis (2010c:111), this is the stage in the research study where the researcher should begin to interpret the findings by explaining “why things are as [one] have found them” to be. Thus the analysed data is related to the existing theories and “reveal[s] how it corroborates existing knowledge or new understanding to the body of knowledge” (Nieuwenhuis, 2010c:111). Not only did I engage in finding connections within the data, but I was also able to provide explanations for the phenomenon of aggression in this context. By checking my findings against the literature, I also addressed the trustworthiness of the findings by using literature to highlight the similarities and differences in existing theories and other research studies in the same field.

1.10 TRUSTWORTHINESS

Lindlof and Taylor (2011:271) emphasize that all researchers need to ask themselves how they can be sure that their interpretations of data are true, correct and dependable. To ensure trustworthiness in this research study, I used Guba's (1981) model which has four criteria and strategies of trustworthiness: truth value (*credibility*), applicability (*transferability*), consistency (*dependability*) and neutrality (*confirmability*) (Rolfe, 2006:305). These criteria are discussed in detail in section 3.4.

1.11 ETHICAL CONSIDERATIONS

Punch (2011:56) emphasises the importance of being aware of the ethical issues to be addressed in all research studies. In the case of this research study, I drew on Denscombe (2010:60) to draw up the following list of ethical requirements:

- Approval of Ethical Committee: Formal approval and clearance was obtained from the NWU Faculty of Education Sciences (Potchefstroom campus) Ethics Committee (ethical number NWU-00098-12-A2)
- Permission to conduct the research: Permission to conduct the research was obtained from the Dean of Students, the wardens of nine on-campus residences; the Student Council Representative Chairperson (SRC); and the primarius (chairperson) of each residence.
- No misrepresentation or deception: Students were given a clear account of what the research entailed.
- Protection of the interest of participants: The interests of the participants were protected throughout. This included their having access to a psychologist. I also ensured that their identities remained confidential and that any activities they undertook did not draw attention to them. The data were securely stored.
- Informed consent from participants: The first years were briefly fully on the nature of the research and how it would be conducted before they were asked to give written consent.
- Strict observance of visual ethics: Participants were briefed on the ethical issues involved in taking and using visual material (such as photographs).

These ethical requirements and how they were met are discussed in section 3.6.

1.12 CHAPTER DIVISION

This research study which aimed at exploring, understanding and describing personal experience of senior male students' aggression in the residences by particular first year students is presented in the following five chapters:

- **CHAPTER ONE** Introduction and background to the study
- **CHAPTER TWO** Conceptual and theoretical framework of the study
- **CHAPTER THREE** Research design and methodology
- **CHAPTER FOUR** Data analysis and discussion of the findings of first year male students' personal experiences of senior male students' aggression in residences
- **CHAPTER FIVE** Conclusions, Contribution of the study, Suggestions, Recommendations for further study, Limitations and Summary

1.13 SUMMARY

This chapter provided an overview of the research study. It began with an introduction and the background to the study as well as the problem statement. The research questions and aims of this qualitative, phenomenological approach of inquiry were then outlined and the main concepts relevant to this study were clarified. This chapter also provided a brief discussion on the research design and methodology, the sampling method, the data generation and analysis strategies, and the measure taken to ensure trustworthiness and meet the ethical requirements.

CHAPTER TWO

CONCEPTUAL AND THEORETICAL FRAMEWORK OF THE STUDY

2.1 INTRODUCTION

As I moved forward on this research 'journey', it was important to have a 'map' or 'travel plan' to know where I was going to with my investigation. "A theoretical framework can be thought of as a map or travel plan" (Sinclair, 2007:39).

Chapter Two sets out the conceptual and theoretical framework that underpins this research study. In the first section the conceptual framework and theoretical framework are defined and clarified. I describe how the qualitative design of this research study, which is situated in an interpretivist paradigm, uses a phenomenological approach and draws on theories related to the phenomenon of aggression. I describe the key concepts of this study and address the relevant ontological and epistemological questions. I also elaborate on the interrelatedness of these theories and concepts in order to conceptualize the phenomenon of aggression.

2.1.1 Guidelines for the conceptual and theoretical framework

Camp (2001:8) explains that a conceptual framework is a "structure of what has been learned to best explain the natural progression of a phenomenon that is being studied" while the theoretical framework is the "explanations about the phenomenon" such as aggression.

According to Miles and Huberman (1994:18), a conceptual framework explains the key concepts to be studied in the research study either in a graphic or narrative way. In this research study I explain the conceptual framework that acted as a map to guide the study to address the research aims of this study in both graphical and a narrative way. I consulted existing literature on aggression and gender to assist me to contextualise my research. The theoretical framework that was developed "guide[d] every aspect of [my] study" (Simon & Goes, 2011:1). The seminal role of theory in a research study is clarified by Kerlinger (1979:15): "[t]he purpose of science is theory". Camp (2001:10) argues that theory offers "a set of interrelated constructs, definitions, and propositions that present a rational view [conceptual/holistic relationship] of phenomena by

explaining or predicting relationships among those elements” in context. He also notes that a certain theory or theories may result “from direct observation and measurement of variables or may arise from a contextual examination of the data itself” (Camp, 2001:10). Without theory a researcher cannot provide the context necessary to give meaning to a phenomenon under investigation (Camp, 2001:11).

Babbie (2010:32) sets out three main functions of theory in research:

- to prevent a researcher from ‘being taken in by flukes’;
- to provide meaning making of observed patterns which can suggest other possibilities; and
- to give direction and shape the research study.

According to Goes (2002:3), Einstein refers to theory as “a statement about how reality works”. The theoretical framework assisted me not only to conduct the research but also to help the reader to understand the perspective taken in this research and have the assurance that the investigation was not “solely on [my] own personal instincts or guesses, but rather informed by established theory and empirical facts obtained from [a] credible study” (Simon & Goes, 2011:1).

I first identified the key concepts of this study which are: *male*, *experience* and *aggression*. Next I identified possible factors and links to the phenomenon of aggression in existing literature. I took one concept at a time and brainstormed related and most relevant aspects which had an influence or contributed to the phenomenon of aggression (Vaughan, 2008:12). In developing the conceptual and theoretical framework, my ultimate aim was to “move beyond descriptions of ‘what’ to explanations of ‘why’ and ‘how’” (Vaughan, 2008:22). According to Babbie (2010:32), the question of ‘why’ is directly relevant to theories. Gay and Weaver (2011:25) explain that theories have a descriptive function as they aim to give a causal explanation the ‘why’ of a certain phenomenon. Vaughan (2008:23) suggests that it is important for a researcher not to be influenced by his or her own experiences and knowledge (initial bias) of the phenomenon when developing the conceptual and theoretical framework to prevent “some [issues] being given prominence and others being ignored” thus creating an on-going bias.

Finding the conceptual space in this research study not only helped me to highlight the purpose and significance of the study as stated in 1.3, but also assisted me to identify the gap in the field of research with regard to experiences of aggression of first year male students in residences at Higher Education institutions. The focus of this research is first year male students' personal experiences of senior students' aggression in the residences in a South African context. In Diagram 2.1, I indicate the identified gap and the various links between the identified conceptual space, chosen design and methodology; the paradigm and relevant theories that underscores 'aggression' and 'gender' within this research study.

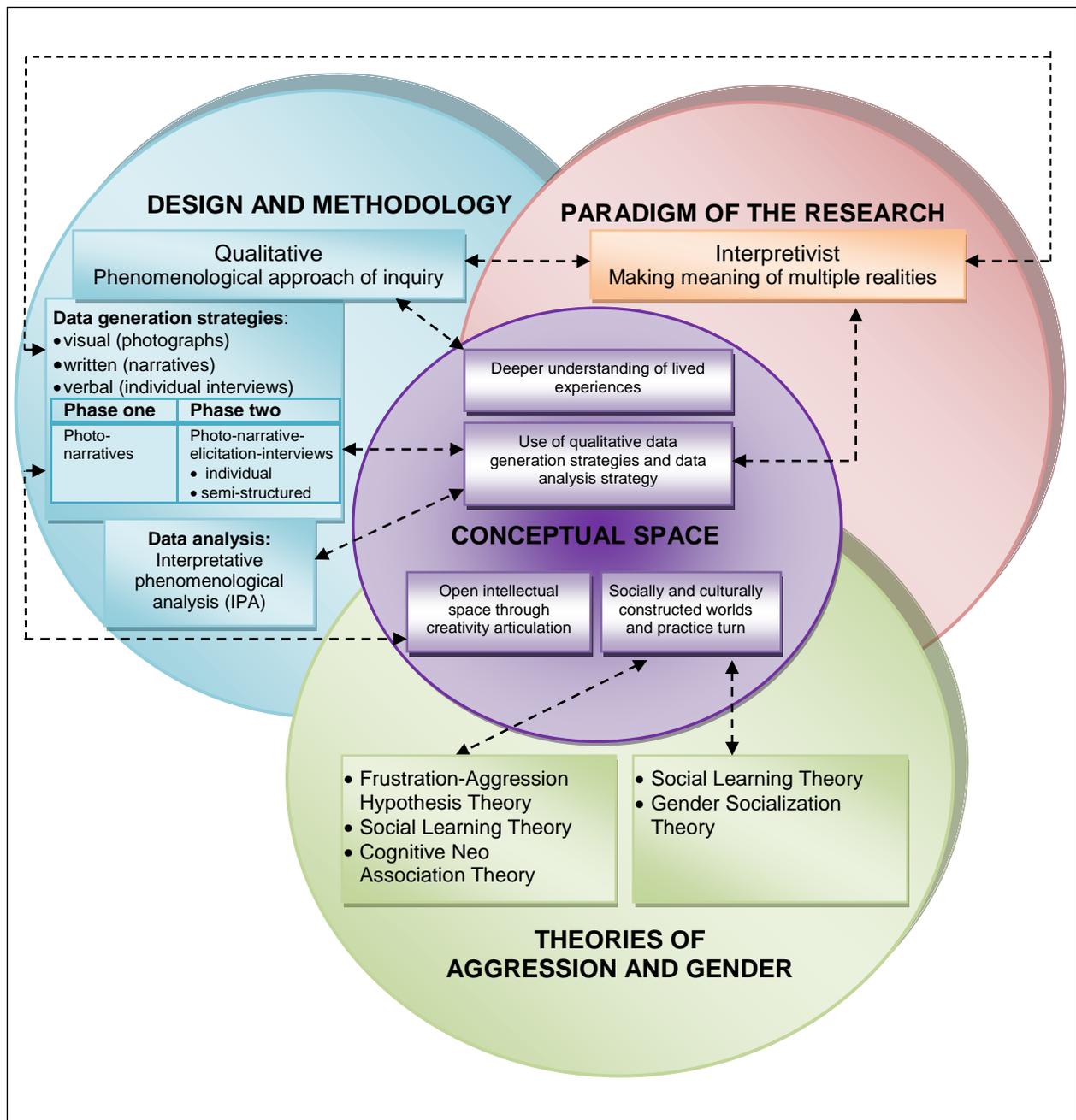


DIAGRAM 2.1 IDENTIFYING THE CONCEPTUAL SPACE

For the purpose of this qualitative study, I adopted a phenomenological approach of inquiry (see 3.3.2) as qualitative research is rooted in exploring and understanding the meaning of a phenomenon such as aggression as assigned by people. It does not set out to explain or predict or try to test a theory (Loftus, Higgs & Trede, 2011:3). According to Loftus *et al.* (2011:3), researchers have shown more interest in what people do rather than what people know - 'the world of practice'. Hence they argue that "[t]here is a need to creatively open up intellectual spaces so that we can explore and articulate this world of practice" (Loftus *et al.*, 2011:3). In this research study I therefore aimed to gain a better understanding of how first year male students experience senior male students' aggression in the residences (see Chapter One, Section 1.5).

Loftus *et al.* (2011:5) argue that qualitative researchers "need some degree of creativity", so that intellectual spaces can be opened up through creativity articulation in order to enhance the trustworthiness of the qualitative research. In this case, I made use of photo-narratives (written) and photo-narrative-elicitation-interviews as creative data generation strategies. My aim was to explore the phenomenon of aggression in a creative way which would open up a new way of thinking and thus provide a nuanced understanding (Loftus *et al.*, 2011:5). Most qualitative research studies on the phenomenon of aggression in South Africa have used individual and group interviews to generate data. International studies on aggression are situated in colleges and universities (Davies-Joseph, 2008; Klem, 2008; Meyer, 2008; Oldford, 2002; Watkins, 2003) while national studies are situated in secondary schools (Botha, 2006; Botha, 2004; Myburgh & Poggenpoel, 2009; Naicker, 2009). The gap in the field of this phenomenon in a South African context is thus at tertiary level. Loftus *et al.* (2011:6) posit that using creative qualitative methods and strategies "[n]ew ways of articulating a practice can open up so that we can see what were formerly hidden depths and help us to be sensitive to new and better ways of conducting practice". Using photo-narratives (written) and photo-narrative-elicitation-interviews allowed participants to engage creatively so they were able to see the world differently. This also enabled them to share their new visions in the photo-narratives (written) and photo-narrative-elicitation-interviews.

Guba and Lincoln (1994) refer to interpretation as an enquiry paradigm. According to Miller, Nelson and Moore (1998:378), "interpretivistic studies tend to be characterized in the research vernacular as qualitative research". According to Mackenzie and Kriepke

(2006:196) and Mertens (2005:12), the interpretivist paradigm originates from “the philosophy of Edmund Husserl's phenomenology and Wilhelm Dilthey's and other German philosophers' stud[ies] of interpretive understanding called hermeneutics”. The interpretivist paradigm was most appropriate for this research as my intention was to understand the socially constructed world of these participants (Cohen & Manion, 1994:36; Mertens, 2005:12; Morgan & Sklar, 2012:73). Mackenzie and Knipe (2006:196) and Morgan and Sklar (2012:73) posit that the interpretivist researcher relies on qualitative data generation methods. Unlike postpositivists, the researcher does not begin with theory, but focuses on investigating lived experience or the phenomenon itself. In this case, I relied on photo-narratives and photo-narrative-elicitation-interviews strategies to generate data in order to interpret and arrive at a deeper understanding of the lived experiences of the participants.

According to Wettstein (2012:141), research done on aggression “focuses almost exclusively on the aggressive individual so that aggression is usually described as an individual-centered event”. Although this research study focuses on personal experiences of aggression, it also focuses on the way in which aggression influences each of the individuals' experiences of day-to-day life which they share with other individuals. Wettstein (2012:141) argues that there are still conceptual and empirical research gaps concerning “inter-individual aggression and aggression in social interaction in natural settings”. First year male students in their natural setting (residences at NWU Potchefstroom campus) were therefore selected as participants so I could make meaning of their experiences of aggression in the context of social interaction with senior students.

Some theories on aggression indicate that aggression is either biologically or psychologically constructed. The theories used in this research study address aggressive behaviour in the context of aggression and gender as socially constructed (Botha, 2012; Richardson & Hammock, 2007). According to Loftus *et al.* (2011:4), social theories generally fall under the umbrella term of “practice turn” which entails studying and understanding practice in specific contexts. Since practice is shaped by meaning, knowledge, social environments and situations the field of practice is “the total nexus of interconnected human practices” (Schatzki, 2001:5). In 2.2.2.1 and 2.2.2.2, I elaborate on the learned/ innate assumptions of aggression.

Wettstein's (2012:142) model was used as "a conceptual device that addresses conceptual problems in research on aggression in social interaction that arise because of the complexity of factors involved in aggressive interactions in natural settings". This model "offers a systematic and methodical approach to empirical research on the complex interrelations and co-evolution of different individual and social processes and systems which are involved for aggressive behavior and behavior patterns to emerge" (Wettstein, 2012:142). The danger of focusing on only on one aggressive individual is that one "overlooks social processes involved in aggressive interaction" (Wettstein, 2012:142).

The theories that are elaborated on in 2.3 were the most appropriate to describe, explain, predict, or understand the socially constructed phenomena of aggression and gender in a specific context. These are: Gender Socialization Theory, The Social Learning Theory, The Frustration-Aggression Hypothesis Theory, The Cognitive Neo-Association Theory and The Systems Theory.

2.2 THE KEY CONCEPTS

The key concepts that form the basis of this research study are discussed first. After that, various theories that intersect with the phenomenon aggression are highlighted.

2.2.1 Male

According to Roughgarden (2009:23), biologists view 'male' as "making small gametes" which is called a sperm. Ratele (2008:3) posit that if an individual is to be a male "one needs to possess the Y chromosome or testicles" and if an individual is to be a man "a person needs ideas". According to Davis (2012:5), maleness is "biological, psychological and dictated by appetite (feelings, instinct and urge), emotional (passion and pleasure), and dependent (unable to be self-sufficient)". To better understand the concept 'male', the interrelated concepts gender and masculinity, are often used synonymously, are discussed.

2.2.1.1 Gender

Heasley (2011:234) believes that "[m]en's studies is the study of gender as it applies to the experience of boys and men". According to Afifi (2007:385), it is unfortunate that the

concept of gender is used inappropriately in some literature as a substitute for “sex”. Afifi (2007:385) explains that “[s]ex denotes biologically determined characteristics, while gender indicates culturally- and socially-shaped variations between men and women”. Afifi (2007:385) adds that “[g]ender is related to how [individuals] are perceived and expected to think and act as women and men because of the way society is organised, and not because of [their] biological differences”.

In conceptualising the concept of gender for this research study I refer to Knaak (2004:302) who outlines “four interlocking strategies” on the “gender=male/female” variable: firstly to shift away from the biological foundationalist paradigm, secondly to “address gender as multilayered and multivariable”, thirdly to give more attention to “gender as active and as an outcome of social forces, and fourthly to “reconfigure the standard gender variable to one reflecting a continuum of positions”. According to Knaak (2004:305), shifting from the biological paradigm to the social construction of gender means that we “move beyond the strictures of the nature/nurture debate”. Knaak (2004:306) also argues that “[g]ender operates on multiple levels, including the subjective and intrapsychic, the interactional, the organizational and institutional, and the cultural”. According to Knaak (2004:306), gender cannot be understood accurately when it is viewed in isolation from social hierarchies such as race and class. In other words, “gender must be understood at multiple levels of meaning”. In 2.2.1.1.2, I examine the relationship between gender and hierarchy.

In this research, I used an adapted form of the Multidimensional Gender Framework that Knaak (2004:304) created. Diagram 2.2 illustrates this framework.

Knaak (2004:307) refers to Alsop, Fitzsimons and Lennon’s (2002) who “delineate three interconnected parts of the term gender that could be applied to research contexts”. The first of these components is “gender as a feature of subjectivity” or the sense one has of being a man or a boy or a woman or a girl (Knaak, 2004:307). On the basis of evolutionary selection processes, Devor (2007) posits that “persons who are males, boys, or men deserve greater social status, authority and power than those who are females, girls, or women”. The second component referred to by Knaak (2004:307) is “gender’s existence as a social institution”, in this case the society in which a man and a woman live in. Viney (1999:86) emphasises that “gender identities are constructs of a society or culture within [a] particular era and location” thus they are shaped by a

specific environment context or situation. Haslanger (2000:38) notes that different categories are defined by the way an individual is socially positioned. This is shaped by the various views the community and others have on a specific individual and how that individual is treated as well as how the individual's life is socially structured, including economic and legal aspects. Therefore gender is not defined by an individual's physical or psychological features alone (Haslanger, 2000:38). The third component Knaak (2004:307) refers to is "cultural understandings". This component "deals with multiple patterns of masculinity and femininity". Similarly, Botha (2012:152) posits that "people are born male or female [but] they learn to become men or woman" and develop their gender roles.

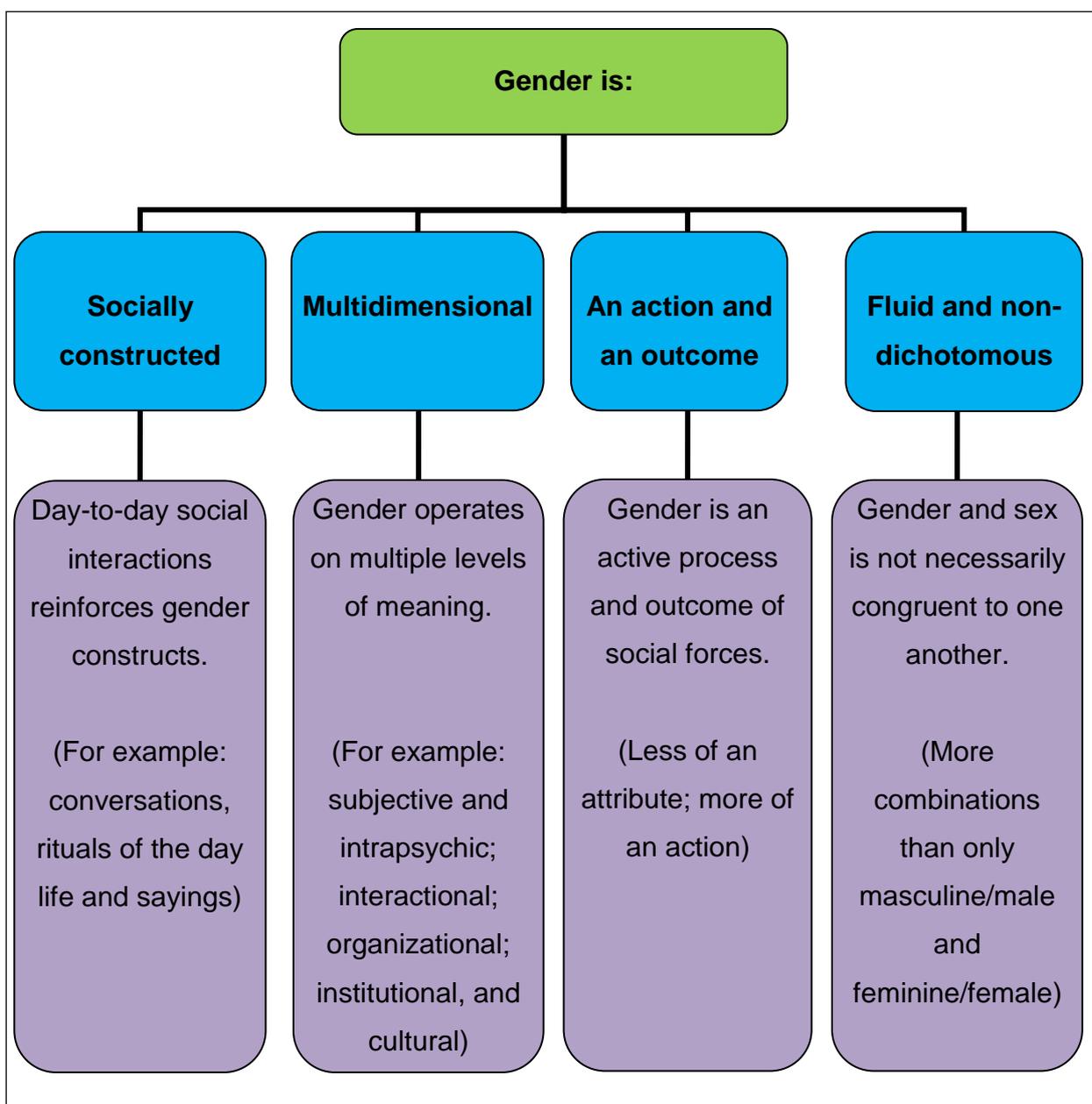


DIAGRAM 2.2 A MULTIDIMENSIONAL GENDER FRAMEWORK
(Adapted from Knaak, 2004:304)

Pilcher and Whelehan (2004:56) argue that gender became a colloquial concept in the 1970s when it was used to categorize and draw a line between “biological sex differences and the way these are used to inform behaviours and competencies, which are then assigned as either ‘masculine’ or ‘feminine’”. Schrock and Schwalbe (2009:279) support this view and add that “males are taught and expected to identify themselves not only as biological males, but, depending on age, as either boys or men”. Friedman (1996:18) argues that the concept of gender “includes psychological qualities, intellectual traits, social roles, grooming styles, and other modes of self-presentation”.

The principles of materialist strategy as set out by Haslanger (2000:38) provide a better understanding of the concept of gender:

- Social positioning

Different categories are defined by the social positioning of an individual. As noted above, this is affected by the various views the community and others have on a specific individual and how that individual is treated as well as how the individual’s life is socially structured, including economical and legal aspects. An individual’s physical or psychological features are not definitive (Haslanger, 2000).

- Hierarchical positioning

Different gender categories are defined hierarchically, for example, one group (women) may be subordinate to another (men) with a result of economic and social oppression (Haslanger, 2000).

- Sexual functioning

In the different gender categories different sexual functions (physical marker) distinguish the two groups (women and men), justifying the way in which an individual of each gender group is treated (Haslanger, 2000).

Devor (2007) states that the rules of the “dominant gender schema [are] learned social beliefs [and] generally carry the weight and moral authority of the description of reality”. Diagram 2.2 illustrates the ‘rules’ of the dominant gender schema theory as provided by Devor (2007) who refers to:

- two sexes: male and female which are biologically constructed and all people are either one or the other;

- two genders: which are socially and culturally constructed; and
- two gender role styles: which are culturally constructed.

Kimmel (2008:1) emphasises that “[w]hen [one] speak[s] about gender [one] also speak[s] about hierarchy, power and inequality, not simply difference”. The following section provides a brief overview on the intersectionality of gender as well as gender and hierarchy.

2.2.1.1.1 Intersectionality perspective: Gender

According to Shields (2008:301) intersectionality is “constructive relations among social identities” that was contributed by Feminist theory to the “present understanding of gender”. Shields (2008:301) add that one’s social identity influences the “beliefs about and experience of gender” and gender must be understood “in the context of power relations embedded in social identities”. In qualitative research such as this research study, intersectionality covers the topic of the individual’s experiences as a set of social categories that others respond to as well as the connection of individuals and their community (Shields, 2008:307). Haslanger (2000:37) underlines that it is possible for a male to have feminine gender identity; this could as well be the case with self-identification, as males can identify with feminine gender but by coming in contact with other human beings, they may identify themselves with a masculine gender identity.

2.2.1.1.2 Gender and hierarchy

Connell and Messerschmidt (2005:829) argue that masculinity has influenced the way in which people think of men, gender and social hierarchy. Gender is intertwined with hierarchy, power and inequality (Kimmel, 2008:2). Zink, Tong, Chen, Bassett, Stein and Meyer-Lindenberg (2008:273) posit that social hierarchies feature strongly in different social settings and emerge “spontaneously” in children as young as two years old. This is a reflection of the fact that “[s]tatus within a social hierarchy is often made explicit [for example] uniforms, honorifics, verbal assignment, or in some languages even through status-specific grammar but can also be inferred from cues such as facial features, height, gender, age, and dress” (Zink *et al.*, 2008: 273).

According to Anderson and Brown (2010:57), hierarchy is “a rank ordering of individuals along one or more socially important dimensions”. They argue that there are different

forms of hierarchies including group members being ranked in order of their power or the ability to influence; status or respect members gain from the group and; leadership to a degree of influencing others in the group to reach a specific shared goal. A recent study conducted on masculinity by Willer, Rogalin, Conlon and Wojnowicz (2013:980) found that “threatened men expressed greater support for, and desire to advance in, dominance hierarchies”.

2.2.1.1.3 Gender and aggression

From a biological perspective, high testosterone can be one of the causes for aggression as Bushman and Huesmann (2010:846) state that “testosterone has repeatedly been linked to aggression”. The literature on multiple research studies on male versus female aggression indicate that men are generally more aggressive than women and that physical aggression is more commonly associated with males and verbal and/or relational aggression to be a typical behaviour of females (Kokko & Pulkkinen, 2005:487; Fiske, 2010; O’Leary, 2000:686; Vandello, Bosson, Cohen, Burnaford & Weaver, 2008:1334; White & Kowalski, 1994). However, Botha (2013) makes the point that “[p]eople learn to become men and woman” since gender is socially constructed and aggression is a learned behaviour in different social contexts. The notion of gender and aggression as a social and cultural construct are given more attention in 2.4.

2.2.1.1.4 Masculinity: a gender role style

According to Kahn, Holmes and Brett (2011:67), definitions of masculinity “differ across time, culture, and among individuals”. However, according to Connell and Messerschmidt (2005:853), when one conceptualizes ‘masculinity’ it “should explicitly acknowledge the possibility of democratizing gender relations, of abolishing power differentials, not just of reproducing hierarchy”.

Connell and Messerschmidt (2005:836) state that “[m]asculinity is not a fixed entity embedded in the body or personality traits of individuals”. Ratele (2008:3) supports this notion by stating that “masculinity is not something individuals are born with [and] [t]he facts of maleness are well-known, drilled into [men] from biological textbooks [and] repeated in the media”. Masculinities are configurations of social practices, social action or socially grounded ideas and cultural representations which shape and associate an

individual with being a man in a particular social setting (Connell & Messerschmidt, 2005:836; Ratele, 2008:3; Pilcher & Whelehan, 2004:82). According to Kimmel and Messner (2010:1), “[m]en are divided along the same lines that divide any other group: race, class, sexual orientation, ethnicity, age, and geographic region”.

Diagram 2.3 below illustrates the social construction and influences of the performance of masculinity as set out by Kimmel and Messner (2010:1).

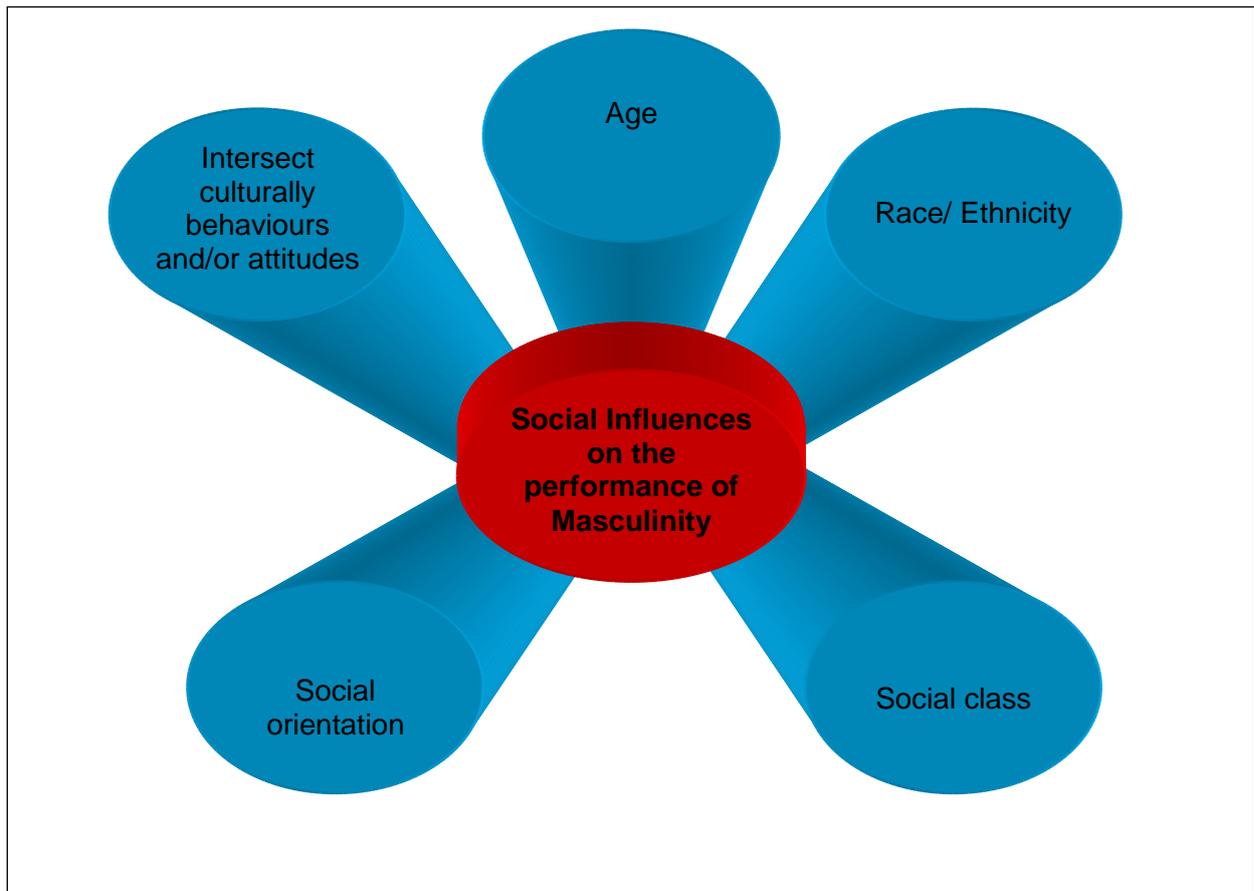


DIAGRAM 2.3 THE SOCIAL CONSTRUCTION AND INFLUENCES OF THE PERFORMANCE OF MASCULINITY

(Adapted from Kimmel and Messner, 2010:1)

The various meanings of masculinity are associated with a dominant social group as their “values, beliefs, attitudes, and behaviors” identify them as male or having “characteristics associated with maleness” (Kahn *et al.*, 2011:68). According to Kimmel and Messner (2010:xvii), the social constructionist perspective shows that “masculinity is neither transhistorical nor culturally universal, but rather varies from culture to culture and within any one culture over time”. For Harris III (2008:458), “the social construction

of masculinity perspective focuses on the ways in which male gender identity develops by way of socializing practices that take place within social structures, such as school settings, sports culture, popular culture, and families” - “[males] learn to perform masculinity” within these social constructs. Dowd (2008:209-210) supports this notion and adds that masculinity is “men’s relationship with other men”, as well as “men’s relation to women” that is “consistently achieved on a daily basis”. Ratele (2008:4) argues that “there is no singular definition of what it means to be a man, but rather many different cultural, regional, and ethnically diverse definitions of masculinity” thus individuals need other human beings and the society in order to “learn how to be a man”.

Kimmel and Messner (2010) set out several assumptions on the perspective of the social construction of masculinity and view masculinity as a performed social identity and not a biological trait. When it comes to race/ethnicity and age Kimmel and Messner (2010:xviii) argue that a black man’s masculinity differs from a white man’s masculinity, and is also “modified by class and age”. They give this example of influence of race/ethnicity and age on the performance of masculinity: “[a] 30-year-old middle-class black man will have some things in common with a 30-year-old middle-class white man that he might not share with a 60-year-old working-class black man, although he will share with him elements of masculinity that are different from those of the white man of his class and age” (Kimmel & Messner, 2010:xviii).

Dowd (2008:210) contends that one “intense part of masculinity” can include “competition and hierarchy with other men”. In addition, Connell and Messerschmidt, (2005:846) state that “[t]he fundamental feature of [masculinity] remains the combination of the plurality of masculinities and the hierarchy of masculinities”. Hearn and Morrell (2012:4) argue that hegemonic masculinity seeks to explain how power gives men in a certain group their hierarchical position in society. Multiple masculinities were identified in numerous research studies in different countries and in different contexts and the findings showed that “certain masculinities are more socially central, or more associated with authority and social power than others” (Connell & Messerschmidt, 2005:846). Similarly, Ratele (2008:6) notes that “with the help of masculinity, society and its sub-groupings are managed by those in ruling positions” meaning that “masculinities are about fluid, practices of power that constitute relations males, specifically, have in the world”. Mankayi (2010:591) support this notion: “there

are diverse forms of masculinities within a given setting” and some of these forms might include gender power inequalities.

According to Harris III (2008:458), “when men are unable to perform masculinity according to stereotypical expectations, they are likely to view themselves as less masculine and assume others will do the same”. According to Harris III (2008:458) and O’Niel (1981), the theoretical concept of male gender role conflict argues that when males must resolve conflict they are pressured to use masculine behaviour such as violence, physical powers, alcohol abuse and “other stereotypically masculine behaviors” even if these behaviour are “inappropriate and undesirable”.

2.2.2 Aggression

Kassin *et al.* (2011:436) define aggression as “behaviour that is intended to harm another individual”. This is similar to the earlier definition provided by Anderson and Bushman (2002:28): “any behaviour directed toward another individual” with the “proximate intent to cause harm” is human aggression (see 1.6.4). DeWall, Anderson and Bushman (2013:450) see aggression as having “three important features”. As shown in Figure 2.1, I used these three features to clarify the concept of aggression.

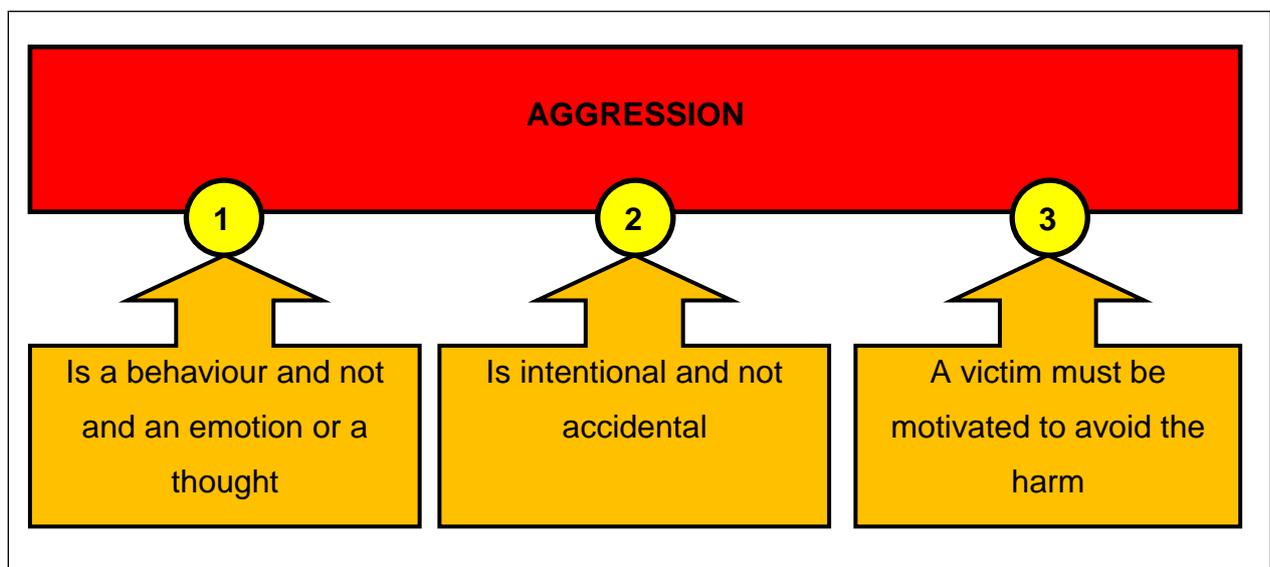


FIGURE 2.1 THREE FEATURES IN THE CONCEPT AGGRESSION

(Adapted from DeWall *et al.*, 2013:450).

Aggression is not a thought, thus an individual does not show aggressive behaviour by thinking or feeling: “[a] person can only behave aggressively by doing something”

(DeWall *et al.*, 2013:451). Secondly, aggression is intentional and not accidental; there is an intention to cause harm (DeWall *et al.*, 2013:451). Thirdly, for the behaviour to be viewed as aggressive “the victim must be motivated to avoid the harm” intended by the perpetrator (DeWall *et al.*, 2013:451).

According to DeWall *et al.* (2013:452), researchers in the field of social psychology often refer to the term violence as aggression whose goal is “extreme physical harm”. They stress the notion that “in general all violent acts are aggressive acts but not all aggressive acts are violent (only those that are likely to cause extreme physical harm)” (DeWall *et al.*, 2013:252). According to Snethen and Van Puymbroeck (2008:347), an individual is capable of showing aggressive behaviour through origin, instigators and maintenance. ‘Origin’ refers to the aggressive behaviour that must first be learned; ‘instigators’ refers to various situations that trigger the aggressive behaviour; and ‘the maintenance of aggressive behaviours’ is “internal and external situations that reinforce the aggressive behaviour” (*Ibid.*). Snethen and Van Puymbroeck (2008:347) and Bandura (1973:93) state that “earliest behavior is often representative of the behaviors and values of the individuals closest to [a person]” and this behaviour is limited and similar “to those of the persons with whom [an individual] most frequently associates [with]”.

The literature refers to aggression as a behaviour, learned behaviour, or as innate to human beings (DeBord, 2000:1; Kassin *et al.*, 2011:444; Snethen & Van Puymbroeck, 2008:347; Tremblay, 2000:129). In the following section I elaborate on the notion of aggression as a learned behaviour and the view of aggression as an innate behaviour.

2.2.2.1 Aggression as learned behaviour

Bushman and Huesmann (2010:833) state that aggression is an external *behaviour* (which one can see) that involves at least two people with the “intended to harm [a] person who does not want to be harm”. For Van den Aardweg and Van den Aardweg (1993) and Botha (2013), however, aggression is a destructive, antisocial or punitive behaviour (verbal or physical) that is not always “directed towards people but also to objects” (see 2.2.3.2.1).

According to the Oxford English Dictionary (2005:840) ‘learned’ is defined as something “not existing at birth”, “developed by training or experience”. In this case one can

assume that 'learned' is the opposite meaning of 'innate'. As mentioned earlier in 2.2.2.1, an aspect that plays a major role in learning aggression is observation and the modelling of aggressive behaviour. According to Snethen and Van Puymbroeck (2008:347), "[o]bservation not only allows the individual to learn the directly modeled behavior, but individuals also expand on observed behaviors to develop innovative but related behaviour". According to Kassin *et al.* (2011:449) Albert Bandura's Social Learning Theory (SLT) entails that an individual "learn from the example of others". Individuals learn behaviour from three sources namely; *direct* from the people close to them such as family and peers, from the community like the neighbourhood and from the media such as the television and newspapers (Snethen & Van Puymbroeck, 2008:347) (see 2.3.2). Werner and Crick (2004:499) found that there is a substantial connection between an individual and his/her friends: "aggressive individuals were more likely to have aggressive friends".

Tremblay (2000:132) discusses the 'onset' of aggression: "[f]rom a developmental perspective the word 'onset' generally refers to the age at which an individual first starts to engage in a type of behaviour that will persist for a relatively long period of time". According to Lahey, Loeber, Quay, Applegate, Shaffer, Waldman, Hart, McBurnett, Frick, Jensen, Dulcan, Canino and Bird (1998:439), "the early onset form appears to be characterised by physical aggression". According to Tremblay (2000:133), "as children become older they are increasingly influenced by their environment, and are thus more likely to learn to be aggressive from such bad environmental influences as deviant families, deviant peers and the media". Kassin *et al.* (2011:480) support this notion of 'bad environmental factors' but add that human behaviour, biological influences, social factors, as well as situational factors, have an influence on interaction which "can promote and inhibit aggressive thoughts and actions" of people. One of these situational factors according to Kassin *et al.* (2011:454) and Anderson and Bushman (2002:37) is frustration. According to Berkowitz (1993:31), frustration can have many different meanings as some refer to the concept as "an external barrier that keeps someone from reaching a goal", and others sees frustration as "an internal emotional reaction that arises from the thwarting" (see 2.3.3).

2.2.2.2 Aggression as innate behaviour

The Oxford English Dictionary (2005:769) refers to 'innate' as something "that you have when you are born", in other words an individual is born with these characteristics as

they are “produced by the mind rather than learned through experience”. Kassin *et al.* (2011:444) argues that although innate characteristics can be “influenced by learning, culture and other factors” they are initially not dependent on learning development.

Montagu (1973:10) notes that the notion of an “aggressive instinct” was inspired by “Social Darwinism and ideas such as ‘the survival of the fittest’ [and] ‘the struggle for existence’”. According to Buss (1961:185) cited in Heleta (2007:2), one of Freud’s (1973) most important theories, the ‘death instinct’, suggests that “the organism’s wish is to return to the state of nothingness whence it emerged ... the stronger the death instinct in a person, the more necessary is it for that person to direct aggression outward against objects and people”. Berkowitz (1993) refers to Freud’s ‘psychoanalytic theory’ that shows that aggression is innate. Smith (2008) explains that, according to Freud, children’s aggression is instinctive and that this aggression should diminish when children become adults. According to Berkowitz (1993:378), Freud and Lorenz both saw aggression as a single and aggressive drive which is inborn and holds the “urge to destroy someone”. Similarly, Wallach (1996) cited in Myburgh *et al.* (2011:591) states that “[a]ggression is inborn [and] as an instinct it supplies the physical energy for maturation, learning and the exploration of the outside world”: aggression is “an inherent part of every human being”.

2.2.3 Conceptual types of aggression

There are various forms of aggression and they are used in many different contexts not only to describe individuals’ personalities and attitudes but also to characterize human behaviour. Table 2.1 illustrates the forms of aggression and dimensions of aggression in the taxonomy set out by Fiske (2010). I have included the varieties of human aggression Buss (1971) suggests, as well as the two types of aggression, overt and covert acts of aggression.

According to Liu (2004:694), “theoretical perspectives on aggression suggest that typographically and functionally distinct subtypes of aggression exist”; “it is important to consider the multidimensional nature of aggression, because different stimuli combine with different types of physiological and mental processes to create distinct forms of aggression”.

TABLE 2.1 CONCEPTUAL TYPES OF AGGRESSION

FORMS OF AGGRESSION					
Hostile aggression <i>(also known as reactive aggression)</i>			Instrumental aggression <i>(also known as proactive aggression)</i>		
DISTINCTIONS OF AGGRESSION THAT CREATES A TAXONOMY (Fiske, 2010)					
Dimensions of aggression that creates taxonomy	Biological dimensions of aggression	Physical (body)	vs.	Verbal (words)	
	Social dimensions of aggression	Direct (targeted)	vs.	Indirect (roundabout)	
	Situational dimensions of aggression	Active (by doing)	vs.	Passive (not doing)	
VARIETIES OF HUMAN AGGRESSION (Buss, 1971; Fiske, 2010)					
		Active		Passive	
		Direct	Indirect	Direct	Indirect
Physical	Punching the victim	Practical joke, booby trap	Obstructing passage, sit in	Refusing to perform a necessary task	
Verbal	Insulting the victim	Malicious gossip	Refusing to speak	Refusing consent, vocal or written	
TWO TYPES OF AGGRESSIVE ACTIONS (Loeber & Stouthamer-Loeber, 1998)					
Differ between		Overt act of aggression		Covert act of aggression	
	1. Behaviour patterns	Direct confrontation with victims and the administration of physical harm or threats of physical harm.		Concealment, dishonesty, or sneaky behaviour.	
	2. Emotions	Anger as an important ingredient in overt acts of aggression.		More neutral, less emotional acts in covert aggression (such as fraud, theft, embezzlement).	
	3. Development	Overt aggression decreases with age. More often in boys, but not all overt aggression starts early. Also influenced by pro-social models (modelling).		Covert aggression increases with age.	

2.2.3.1 Forms of aggression

According to Fiske (2010:391-392), Bushman and Huesmann (2010:834-835), and Ramírez and Andreu (2003:278-279), there are different forms, kinds or types of aggression. Bushman and Huesmann (2010:834) explain that the forms of aggression refer to “how the aggressive act is expressed”. This could be in a physical versus verbal form; direct versus indirect or active versus passive (Botha, 2013; Bushman & Heusmann, 2010; Fiske, 2010; Ramírez & Andreu, 2003).

2.2.3.1.1 Hostile and instrumental aggression

According to Ramírez and Andreu (2003), some researchers traditionally distinguish between hostile and instrumental aggression (Anderson & Huesmann, 2003; Botha, 2013; Fiske, 2010) while others refer to reactive and proactive aggression (Bushman & Huesmann, 2010) as well as premeditated and impulsive aggression. Bushman and Huesmann (2010:834) argue that “reactive aggression is ‘hot’, impulsive, angry behavior that is motivated by a desire to harm someone”. Ramírez and Andreu (2003:278) posit that *hostile aggression* “is an act primarily oriented to hurt another individual”. Anderson and Bushman (2002:29) emphasise that hostile aggression is “driven by anger”. Fiske (2010:391) supports this notion by arguing that hostile aggression is “angry, impulsive, and automatic” and “seeks harm as the primary goal”. It is clear from the above notions that the primary goal of hostile aggression is to hurt or harm another person. This may be impulsive or automatic as a result of anger.

According to Ramírez and Andreu (2003:278) *instrumental aggression* “is a means or tool for solving problems or for obtaining a variety of objectives”. Anderson and Bushman (2002:29) explain that instrumental aggression is when a person wants to obtain some goal “other than harming the victim”. Bushman and Huesmann (2010:835) believe that in contrast to hostile (reactive) aggression, instrumental (proactive) aggression “is ‘cold’, premeditated, calculated behavior that is motivated by some other goal” as they use the example of “obtaining money, restoring one’s image [or] restoring justice”. This suggests that instrumental aggression is aimed at the goal to be achieved rather than aiming to harm another individual.

Ramírez and Andreu (2003:279) argue that hostile (reactive) aggression and instrumental (proactive) aggression is constructed and included in “situational

dimensions of aggression”. According to Anderson and Bushman (2002:37), the situational dimensions or factors refer to “any important feature of the situation, such as presence of a provocation or an aggressive cue” which “influence aggression by influencing cognition, affect, and arousal”.

2.2.3.2 Dimensions of aggression that creates taxonomy

According to Fiske (2010:391) the three dimensions that create the taxonomy of aggression are *physical-verbal*, *direct-indirect* and *active-passive*. In what follows, I elaborate on these three dimensions.

2.2.3.2.1 *Physical aggression versus verbal aggression*

Fiske (2010:392) explains physical aggression versus verbal aggression as “body versus words”. Similarly, Ramírez and Andreu (2003:278) distinguish between whether a person “uses physical means or words to harm another person”. Being more specific about physical aggression, Bushman and Huesmann (2010:834) posit that it “involves harming other physically” by “hitting, kicking, stabbing or shooting them”. According to Breet *et al.* (2010:515), “verbal aggression entails the emotional and psychological harm done to another individual through negative and degrading communication’. Botha (2013) provides examples such as “verbal harms such as name-calling, shouting, swearing and gossiping”.

2.2.3.2.2 *Direct aggression versus indirect aggression*

Anderson and Heusmann (2003:298) argue that although the difference between physical and verbal aggression is obvious, distinguishing between direct and indirect aggression is not easy. Bushman and Heusmann (2010) suggest that the difference between direct and indirect aggression lies in the way in which the aggression is expressed. According to Anderson and Heusmann (2003:298), direct aggression occurs when the aggression happens “in the presence of the target”, while indirect aggression is “outside the presence of the target”. In other words, direct aggressive acts happen when both parties (aggressor and the victim) are present during the aggressive incident whilst indirect aggression occurs when the victim or target is not present. In both situations the intent remains to harm the victim (Botha, 2013). Fiske (2010:392) postulates that indirect aggression occurs as harm is done “via a third party or after a delay”. Botha (2013) usefully explains that verbal aggression can be either direct or

indirect, while physical aggression can only be direct in nature as the victim or target needs to be present. It is interesting to note females are more likely to engage in indirect aggression than men, while men are more prone to engage in direct and physical forms of aggression (Anderson & Heusmann, 2003; Bushman & Huesmann, 2010; Fiske, 2010).

2.2.3.3 Varieties of human aggression

The third dimension of aggression that “refers to the extent to which the aggressor actively engaged in a behavior aimed at harming someone” is the active-passive dimension (Ramírez & Andreu, 2003:278). As Fiske (2010:392) explains, the active-passive dimension is about what is being done versus what is not being done: active aggressive behaviour is more of a “face-to-face bodily harm”. This includes active, direct, indirect, physical and verbal aggression. Passive aggression, on the other hand, is less usual behaviour, such as “not speaking to someone [or] failing to help” (Fiske, 2010:392).

Buss (1961, 1971), Baron and Richardson (1994) Fiske (2010) and Botha (2013) refer to active-passive aggression by providing examples:

- Active-direct (physical): When individual A hits, stabs or shoots individual B.
- Active-indirect (physical): When individual A gets individual C to hit, stab or shoot individual B.
- Active-direct (verbal): When individual A insults individual B by calling B insulting and hurtful names.
- Active-indirect (verbal): When individual A gossips or spreads malicious rumours about individual B with the intent of hurting or harming individual B.
- Passive- direct (physical): When individual A physically tries to prevent individual B “from obtaining a desired goal or performing a desired act” (Fiske, 2010:392).
- Passive-indirect (physical): When individual A refuses to perform or carry out given tasks.
- Passive-direct (verbal): When individual A refuses to speak or answer a question asked by individual B or purposely avoids acknowledging individual B.
- Passive-indirect (verbal): When individual A refuses to deny false rumours spread about individual B.

2.2.3.4 Two types of aggressive actions

Loeber and Stouthamer-Loeber (1998:248) see aggressive actions as either overt or covert. Connor (2002:10) defines overt aggression as “an openly confrontational act of physical aggression” such as “physical fighting, bullying others, using weapons in hostile acts, and open defiance of rules and authority figures”. According to Putallaz, Grimes, Foster, Kupersmidt, Coie, and Dearing (2007:524), “boys are generally found to be more overtly aggressive and victimized than girls, and girls more relationally victimized than boys”. On the other hand, covert aggression is “any hidden, furtive, clandestine act of aggression” including behaviours such as “stealing, fire setting, truancy, and running away from home” (Connor, 2002:10).

2.2.4 Possible causes of aggression

Geen (2001:6) argues that the “causes of human aggression tend to be varied and complex, and discussions of [it are] most often inconclusive”. Since aggression is a destructive, punitive or anti-social behaviour that is socially constructed, Botha (2013) argues that it is important to refer to the root causes of the aggressive behaviour of individuals when trying to understand it. These may include individual personal factors, environmental factors and psychological factors. The discussion in the next section briefly illuminates some possible causes of aggression.

2.2.4.1 Individual/ personal factors

Byamugisha, Ntare, Martin, Ilukor, Owens and Dube (2000:9), whose research was concerned with the root causes of behaviour differences, conclude that people change as they grow up and develop as individuals. These changes include personal and emotional changes. According to Anderson and Bushman (2002:35), “person[al] factors include all the characteristics a person brings to the situation”. As Byamugisha *et al.* (2000:10) point out, individuals have different interests, beliefs, attitudes and personality traits from one another and any failure to live up to these may result in emotional outbursts that may lead in feeling desperate or frustrated. As already indicated, frustration may increase aggressive behaviour but it is generally viewed as a situational factor since it influences the cognition and affect of an individual (Anderson & Bushman, 2002:37). Frustration as a situational factor is discussed later (See 2.2.4.2). Anderson and Bushman (2002:35) posit that certain personality traits “predispose individuals to

high levels of aggression”, however, they do not support the view that a person with “[a] type of high self-esteem produces high aggression”.

Österman, Björkqvist, Lagerspetz, Charpentier, Caprara and Pastorelli (1999:61) argue that “[l]ocus of control is a consistent personality trait, from an individual point of view”. Breet *et al.* (2010:512) posit that it is important to distinguish between an external and an internal locus of control: if individuals believe that they have no control over their lives, they “[function] from an external locus of control” and will therefore act “according to such beliefs”. In contrast when individuals are in control of their lives (an internal locus of control), they will display signs of their taking responsibility for their actions. Österman *et al.* (1999:61) confirm that aggression is associated with an external locus of control and “is characterized by feeling that outcomes are more a result of fate, luck, chance, control of powerful others, or are unpredictable due to the complexity of situations”. In line with this, Breet *et al.* (2010:513) contend that the belief that external control will have negative outcomes “causes feelings of anger, frustration and aggression”. Breet *et al.* (2010:512) also posit that an individual’s dominant type of locus of control, either external or internal, is determined by his or her behaviour and motivated by his or her actions.

2.2.4.2 Environmental and situational factors

According to Byamugisha *et al.* (2000:15) the “[e]nvironment has a significant influence on the development of the individual and on his/her subsequent behaviour and attitudes”. For an individual to be able to develop as well as adjust “there must be a good environment”; hence “[a] bad environment will adversely affect normal development and behaviour” (Byamugisha *et al.*, 2000:15). Anderson and Bushman (2002:37) explain that “[s]ituational factors include any important features of the situation, such as presence of a provocation or any aggressive cue”. Davis-Joseph (2008:15) supports this notion and adds that as an individual tries to adapt to the environment “the combination of cognitive, physiological, and behavioural cues lead to the expression of anger in the form of aggression”. Anderson and Huesmann (2003:304) refer to frustration as “the classical aversive instigator”. Frustration can be seen as a “blockage of goal attainment” as “most provocations [are] a type of frustration in which a person has been identified as the agent responsible for the failure to attain the goal” (Anderson & Bushman, 2002:37). In 2.3.3, this point is given further attention.

2.2.4.3 Social factors

Interpersonal provocation in an social environment may be “the most important single cause of human aggression” when one individual provokes another individual through behaviour such as insulting them, interfering in attaining goals to be achieved, bullying and different forms aggression (Anderson & Bushman, 2002:37). Socially learnt behaviour is another factor which can contribute to a possible cause of aggression (see Section 2.2.2.1 and 2.3.2). Bandura’s (1973) Bobo-doll experiment revealed that children show much more aggressive behaviour in play after watching a model being aggressive towards a Bobo doll. Thus observational learning is another social factor and possible contributor to aggressive behaviour (Liu, 2004:698). According to Liu (2004:698), literature repeatedly shows that “children who are exposed to violence in the family are more likely to grow up to become violent and aggressive themselves”.

2.3 THEORIES OF GENDER AND AGGRESSION

According to Botha (2013:368) theories “provide one with multiple perspectives on [a] phenomenon [such as gender and aggression]”. Richardson and Hammock (2007:418) argues that “gender differences in aggression might be conceptualized as a response to one’s gender role”. As previously noted in 2.2.1.1.3, the male gender role is more associated with tendencies such as “dominance, aggressiveness and power” (Richardson & Hammock, 2007:418). In the sections to follow, I discuss various theories relevant to gender and aggression in this research context.

2.3.1 Gender Socialization Theory

Socialization is a “fundamental concept for sociologists in general” and is defined as “the ways in which [one] learn to become a member of any group” (Ryle, 2012:119). Stockard (2006:215) argues that socialization as a process starts the moment an individual is born and continues throughout the individual’s life until the very end: as children grow up “they form a general sense of self and the ability to relate to others and play a part in society”. Stockard (2006:215) argues that not only does one (as a child) grow up and develop as a person, he or she also learns through the process to “develop beliefs about the roles and expectations that are associated with each sex group (gender roles) and self-identity as a member of one sex group or the other (gender identity)”. Ryle (2012:119) adds that an individual “constantly learn[s] how to

successfully belong to a new group or adjust to changes in the group to which [the individual] already belong[s]”. According to Andersen and Taylor (2006:305), gender identity is formed through social interaction. They argue that in an all-male group, men are more likely to use commands and threats, less likely to comply and more likely to be physically aggressive than in a mixed group containing males and female.

2.3.2 Social Learning Theory

DeWall *et al.* (2013:456) and Bushman and Huesmann (2010:839) cite Bandura (1973) as theorizing that “the more powerful learning processes in understanding social behavior (including aggression) were observational learning or imitation, also called social learning, in which people learn how to behave aggressively by observing and imitating others”. According to Fiske (2010:409), the Social Learning Theory “explains the ways people develop an understanding of *how* and *when* to aggress” by means of modelling. Snethen and Van Puymbroeck (2008:347) see Social Learning Theory as “one of the first [theories] to suggest that aggression was a learned behavior, rather than an innate trait”.

The basic assumption of Social Learning Theory is that “aggression is learned, by means of modelling and symbolic modelling via the media facilitates the social diffusion of ideas, values and behaviors occur” (Hart & Kritsonis, 2006:3). According to Papa, Singhal, Law, Pant, Sood, Rogers and Shefner-Rogers (2000:74), “group interaction is central to the social learning process” and so is modelling. Fiske (2010:238) also sees modelling as having an influence on socially learned behaviour; he sees the process of modelling as “roughly parallel[ing] classical conditioning”. Snethen and Van Puymbroeck (2008:348) are others who argue that “[m]odeling plays a major role in an individual's learning of aggression”. This is in contrast to Berkowitz (1993:234) who saw aggression that was witnessed as holding the possibility of only “a small to moderate influence on subjects’ behaviour”.

The Social Learning Theory regards the modelling of aggressive behaviour as an indication that experience of learning can result from direct experience or from observing the aggressive behaviour of others (Anderson & Bushman, 2002:31; Jasinski, 2001). In other words, individuals learn from observation and mimicking aggressive behaviours from the life model which is an actual person demonstrating the aggressive behaviour (Hart & Kritsonis, 2006). Miller (2009:242) notes that someone who witnesses

aggression that is not punished is more likely to emulate that behaviour and become more aggressive. The opposite is also true. According to Fiske (2010:406), “[w]hen children see aggression rewarded, they are more likely to imitate it”. DeWall *et al.* (2013:256) explain that “behaving aggressively not only increases [individuals] sense of reward they receive from aggression, but it also increases their feelings of confidence that they have what it takes to successfully carry out an aggressive act”. As Hart and Kritsonis (2006:3) point out, “[t]he element of reward is essential to the Social Learning Theory of aggression”.

It also seems that frustration may trigger aggressive behaviour (Berkowitz, 1993). According to Hart and Kritsonis (2006:3), Bandura’s “infamous Bobo Doll Study” provides evidence that “children’s observation of aggressive models increase[s] the likelihood that aggressive behaviors would be used during times of frustration”.

Fiske (2010), Kassin *et al.* (2011) and Snethen and Van Puymbroeck (2008:347) posit that The Social Learning Theory suggests that the individuals learn from three modelling sources namely: direct (from family and close influential persons); community (from the town or neighbourhood) and media. According to Snethen and Van Puymbroeck (2008:348), and Bandura (1973), media violence, specifically violence witnessed on television, has “at least four types of effects” on an individual:

- it teaches aggressive behaviour;
- it reduces the individual’s natural restraint of aggression;
- it decreases the individual’s sense of sensitivity with respect to violent behaviours, increasing his or her tendency to act or react aggressively; and
- it roots the individual’s perception of reality on aggressive and violent behaviour.

Snethen and Van Puymbroeck (2008:347) note that video games, the Internet and reading books can also influence an individual’s perception of violent and aggressive behaviour. Verbal instruction (the individual engage in aggressive behaviour after the model described and instructs the behaviour in detail) is another form of modelling which can influence the behaviour of individuals. According to Miller (2009:242), an aggressive model can “cause imitative behaviors in several ways”: an aggressive model can teach new behaviours to a person, for example new forms of aggression; the model can strengthen or weaken a person’s inhibitions; the model can “[draw] attention to particular objects and thereby [increase the] use in various ways”; and the aggressive

model can “increase emotional arousal, which typically increases responsiveness”. Miller (2009:242) also points out that even if people do not “immediately reproduce [modelled] aggression, they may store it for future use”.

Hart and Kritsonis (2006:3) refer to the three essential features of vicarious learning in the Social Learning Theory as identified by Eyal and Rubin (2003): homophily, identification and parasocial interaction. ‘Homophily’ refers to the “similarity between the actor and observer”; ‘identification’ is how the observer is being able to identify with the actor or model and is able to “share the actor’s experience” and ‘parasocial interaction’ refers to the friendship or bond the observer has toward the actor (Hart & Kritsonis, 2006:3).

2.3.3 Frustration-Aggression Hypothesis Theory

According to Fiske (2010:415), the original frustration-aggression hypothesis assumes that “frustration typically leads to aggression in some form, and all aggression results from frustration of some kind”. Anderson and Huesmann (2003:304), and Anderson and Bushman (2002:37) state that “frustration is [a] classical aversive instigator”, as a result of “blockage of goal attainment” and is experienced as provocation. In general the Frustration-Aggression Hypothesis Theory claims that frustration always leads to aggression and that aggression is always based on frustration (Berkowitz, 1993). Gasa (2005:26) concludes that “frustration is one of the aversive stimuli that may instigate aggression if suitable aggressive cues are present”.

2.3.4 Cognitive Neo-association Theory

The Cognitive Neo-association theory “describes *why*, the immediate conditions that instigate aggression” (Fiske, 2010:409). According to Anderson and Huesmann (2003:301) the assumption of this theory is that “human memory can be represented as a complex associative network of nodes representing cognitive concepts and emotions”; the theory thus “hinges on associations in memory” (Fiske, 2010:409). Anderson and Bushman (2002:30) explain that any unpleasant experience such as “frustration, provocations, loud noises, uncomfortable temperatures, and unpleasant [odours] produce a negative effect” and “automatically stimulates various thoughts, memories, expressive motor reactions, and physiological responses associated with both fight and flight tendencies”. In other words, an unpleasant experience unleashes negative

feelings which may either 'brew' angry thoughts and feelings that are associated with fight tendencies or fearful thoughts and feelings that are associated with a response of flight tendencies. Diagram 2.4, which was adapted from Paciotti (2005), illustrates the events in the Cognitive Neo-association theory.

Anderson and Bushman (2002:31) note that this theory explains “why aversive events increase aggressive inclinations” and that it is “particularly suited to explain hostile aggression but the same priming and spreading activation processes are also relevant” to various forms of aggression. Fiske (2010:409) refers to a more general cognitive neo-association model that takes the view that “[a]utomatic priming does result from exposure to a weapon”. Fiske (2010:410) further explains that if a person has just seen a weapon name or a picture of a weapon, one is much faster to “identify aggression-related words” which suggests that “weapons make aggressive thoughts more accessible”. The violent media have the same effect on people’s aggressive thoughts; “aggressive cues do seem to activate aggressive associations” just as the model predicts it would (Fiske, 2010:410).

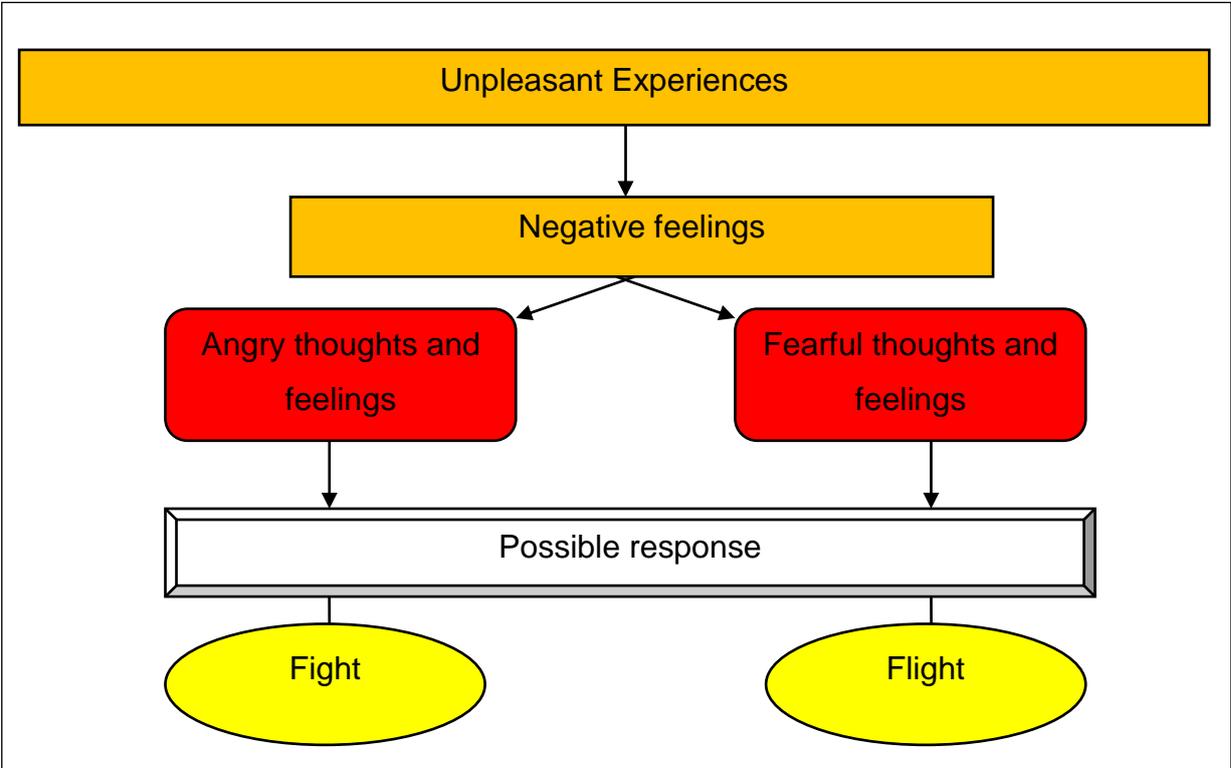


DIAGRAM 2.4 EVENTS IN THE COGNITIVE NEO-ASSOCIATION THEORY
 (Adapted from Paciotti, 2005)

2.3.5 Systems Theory

Bio-ecological Systems Theory assumes that the development of an individual is the result of the relationships between the individual and his or her environment (not only the immediate environment, but the interaction amongst the larger environments one develops in). Edalati and Redzuan (2010:144) note that “Bronfenbrenner is the primary contributor to the ecological systems theory” in which the “roles, norms and rules that shape development [and] can explain individual behaviour” are situated in the four layers in the system. The original four layers, according to Darling (2007:203), were micro-system, meso-system, exo-system and macro-system. Boon, Cottrell, King, Stevenson and Millar (2012:389) describe the Bio-ecological Systems Theory as “the hypothesis that one’s well-being is influenced by social context and the function and quality of relationships one has with others such as family, neighbours and institutional systems”.

There are five levels that are all “interrelated and intersect with one another” (Boon *et al.*, 2012:390):

- **Microsystem:** This situates the individual where he or she is exposed directly to family, friends and peers. According to Härkönen (2007:7), “a microsystem is a pattern of activities, roles and interpersonal relations experienced by developing person in a face-to-face setting with particular physical and material features”. Most children learn their behaviour in this system.
- **Mesosystem:** This is where different micro-systems interact with one another but remain independent of the central individual.
- **Exosystem:** Here the influence on the individual is not necessarily direct but affects the people situated in the micro-system level of the individual. This could be people or organizations such as the workplace of the individual’s parent.
- **Macrosystem:** According to Härkönen (2007:12), the definition of this level has undergone the most change. In the light of Vygotsky’s theory, “[t]he macrosystem [now] consists of the overarching pattern of micro-, meso-, and exosystems of a given culture, subculture, or other broader social context”. Härkönen (2007:12) adds that this level “can be thought of as a societal blueprint for a particular culture, subculture or other broader social context”. Not only culture but also politics or views influence the individual and his or her society.

- Chronosystem: Boon *et al.* (2012:390) argue that “time as it relates to events in the individual’s environment” has an effect. The chrono-system level can thus influence the individual over a short or a long period of time. This influence “includes roles and rules that can have a strong influence on [the individual’s] development” (Härkönen, 2007:13).

2.4 GENDER AND AGGRESSION: SOCIALLY AND CULTURALLY CONSTRUCTED

A more contemporary view of gender and aggression is provided by Richardson and Hammock (2007:417). They argue that both male and female aggressive behaviour depends on “contextual factors, such as the cultural milieu, the relationship between the interactants, or the situation in which the interaction occurs”. This study draws strongly on this view of aggression as a social and cultural construct: individuals learn aggressive behaviour within various contexts and situations as they share their lives with other individuals at different levels.

2.5 SUMMARY

The chapter provided the conceptual and theoretical framework that underpins this research study. The first part of the chapter identified the gap in research on aggression at South-African tertiary institutions as well as the need for more creative qualitative strategies on researching the phenomenon aggression. In order to gain a better understanding of the phenomenon of aggression, I surveyed the literature and created a conceptual and theoretical framework based on it. The research design and methodology that were used to guide the research process are discussed in the next chapter.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research design and methodology used in this research study, and the reasons for choosing this blueprint. This includes the data generation strategies I applied during the two respective phases, the method used to analyse the data and the measures used to ensure trustworthiness and to meet the ethical requirements.

3.2 RESEARCH DESIGN

I chose a qualitative research design so I made use of words and open-ended questions rather than numbers and closed-ended questions used in a quantitative research study (Creswell, 2009:3). According to Creswell (2009:4), qualitative research is concerned with “exploring and understanding the meaning individuals or groups ascribe to a social or human problem”. Similarly, Morgan and Sklar (2012:72) see qualitative research as “concerned with the interpretation and meaning” of participants’ experiences’ constructed in their own social worlds. As a researcher, my aim was to explore and describe the participants’ lived experiences in order to view the world through the eyes of the participants. This study was explorative, descriptive and contextual (see 3.3.3).

According to Cheek (2008:761), a research design refers to “the way in which a research idea is transformed into a research project or plan that can then be carried out in practice by a researcher or research team”. A qualitative design has more to it than the methods or strategies used to generate data; it includes the “decisions about how the research itself is conceptualized, the subsequent conduct of specific research project, and ultimately the type of contribution the research is intended to make to the development of knowledge in a particular area” (Cheek, 2008:761). According to De Vaus (2001:8), “[t]he function of a research design is to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible”. Diagram 3.1 provides an illustration of the research design and methodology used in this research study.

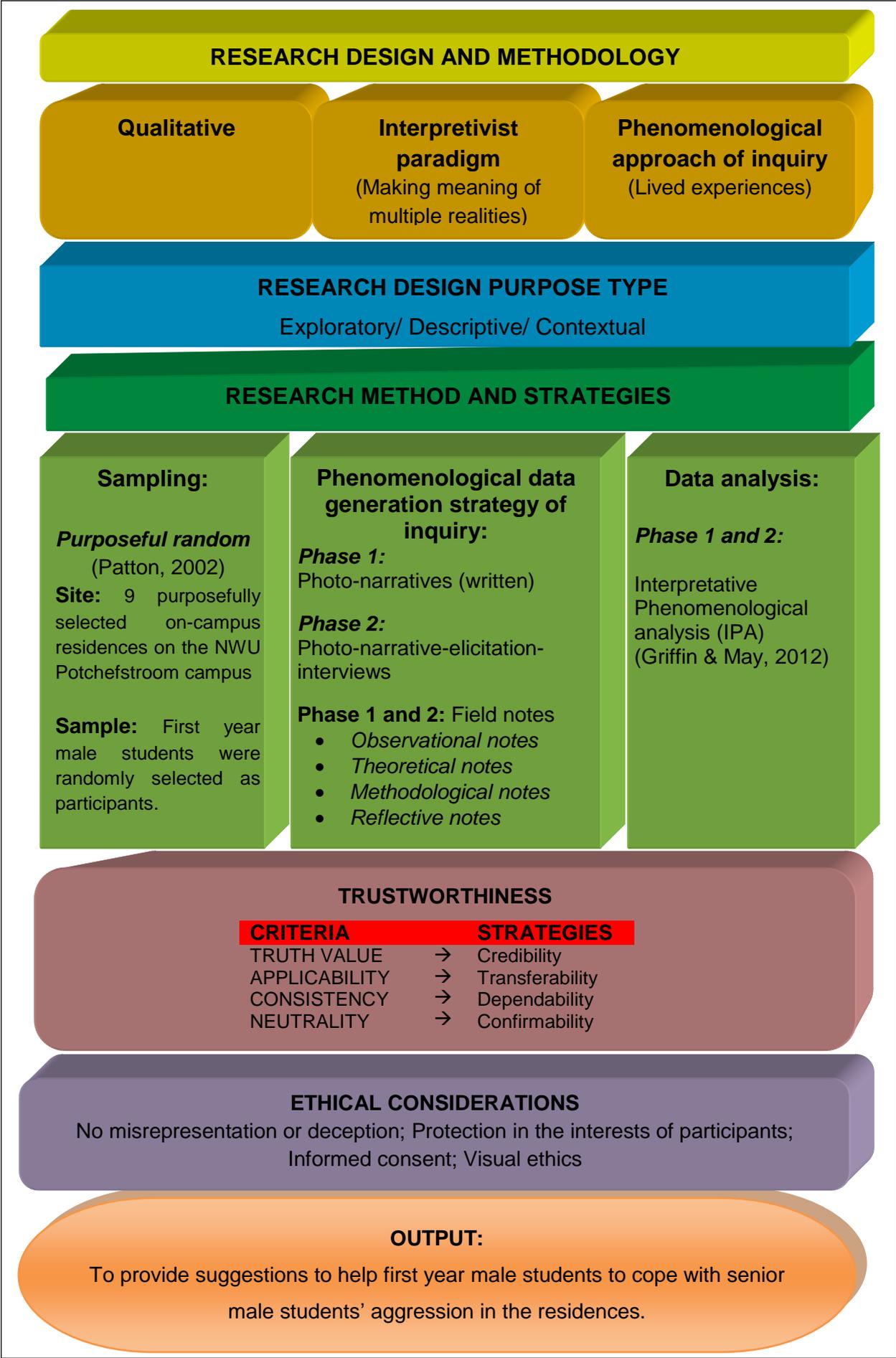


DIAGRAM 3.1 RESEARCH DESIGN AND METHODOLOGY

3.3 RESEARCH METHODOLOGY

Research methodology, especially in the case of qualitative research, consists of the following components: “guiding paradigms, aspects of research design, methods of data collection, and analysis and dissemination” (Schensul, 2008:516). I therefore needed to describe the actions that were followed as well as the reasons for doing so.

3.3.1 The nature and purpose of the Interpretivist paradigm

This research study is situated in an interpretivist paradigm. Table 3.1 sets out an adapted version of Weber’s (2004:iv) description of the characteristics of this paradigm.

TABLE 3.1 CHARACTERISTICS OF THE INTERPRETIVIST PARADIGM OF THIS STUDY (Adapted from Weber, 2004:iv)

Meta-theoretical assumptions about	Interpretivism
Ontology	First year male students (participants) and their reality (life-worlds) are inseparable.
Epistemology	Knowledge of the life world is intentionally constituted through their lived experiences.
Research Object	Research purpose is interpreted in light of the first year male students’ meaning assigned to their personal lived experiences.
Methodological approach	Phenomenology (Hermeneutics) – strategy of inquiry into the lived experiences.
Theory of Truth	Truth as intentional fulfilment: interpretations of the phenomenon of aggression matched with the lived experiences of the first year male students and recontextualized in literature.

- Ontology of the interpretivist paradigm

According to Weber (2004:v), “interpretivists believe that reality and the individual who observes it cannot be separated”. As Benner (2008:459) explains, the interpretivist paradigm focuses mainly on understanding or making meaning of people’s actions as

well as their interactions with others. Jansen (2010:21) argues that interpretivism is based on “the meaning that individuals or communities assign to their experiences”.

- Epistemology of the interpretivist paradigm

Weber (2004:v) stresses that interpretivist researchers “recognize that the knowledge they build reflects their particular goals, culture, experience, history ...” Nieuwenhuis (2010a:59) argues that interpretive researchers first make assumptions about a phenomenon and then generally attempt to understand it using the data generated by the participants in the research study. Accordingly, constructing the phenomenon of aggression in this context formed a central part of this research study. The data generated in this research study were used to explore, describe and make meaning of the phenomenon that was under investigation. According to Weber (2004:v), “[k]nowledge is built through social construction of the world”. Similarly, Broom and Willis (2007:17) maintain that “[a]n interpretivist researcher will maintain that knowledge is socially constructed and reality is ultimately subjective”. Knowledge of the phenomenon was thus gained by constructing the lived experiences of the participants.

3.3.2 The nature and purpose of the Phenomenological approach

Groenewald (2004:4) believes that the aim of phenomenology is “the return to the concrete” and “the science of pure phenomena” in order to get “[b]ack to the things themselves”. According to Adams and Van Manen (2008:614), ‘phenomenology’ made its debut in the twentieth century as the name of a major philosophy and humanities movement in Europe. Later phenomenology was developed by philosophers such as Merleau-Ponty (1968), Husserl (1970), and Heidegger (1975). They introduced different ways of viewing knowledge: Transcendental Phenomenology which is based on how knowledge comes into being in consciousness; Existential Phenomenology which focuses on the “inquiry from consciousness onto lived experiences”; Psychological Phenomenology which focuses on “describing and understanding the experiences of participants rather than the interpretations of the researcher”; and Hermeneutical Phenomenology which focuses on “the study of lived experience, and on interpreting ‘texts’ of life” (Butler-Kisber, 2010:51). According to Adams and Van Manen (2008:615), research studies that take a phenomenological practice approach are very useful as “they offer an alternative to managerial, instrumental, and technological ways of understanding knowledge”. For the purpose of this study, Heidegger’s (1962)

hermeneutical phenomenology was the most appropriate approach as it “concentrates on the lifeworld, and uncovering, clarifying and illustrating the importance for understanding and meaning of what may be considered as trivial elements of human existence” (Howell, 2013:56). Furthermore, Hermeneutical Phenomenology works holistically: “[c]onsciousness and world are not separate entities but a holistic construction of lived experiences” (Howell, 2013:56).

Butler-Kisber (2010:52) argues that “there has been a longstanding awareness about the importance of the research questions, the need for empathetic understanding and trust-building with participants” to have “the ability to enter into the lived experience and perspective of the other person, to stand not only in their shoes, but also in the emotional body – to see the world with their eyes”. The term *lived experience/s* refers to the experience as lived by the participant in his or her everyday lives through his or her own eyes and how he or she participant responds to and lives through this experience/s (Adams & Van Manen, 2008:616; Boylorn, 2008:490; Butler-Kisber, 2010:52; Groenewald, 2004:5).

Howell (2013:56) explains that in a research study with a phenomenological approach, the participants express themselves in the first person as they “describe or give meaning to the components of [their] experiences”. In order for me as the researcher to understand the lived experiences of the participants, I needed to “state [my] assumptions and bias up front, and ‘bracket’ [preconceived ideas], as [I strove] to understand the essence of the lived experiences” (Butler-Kisber, 2010:50). According to Gearing (2008:63), bracketing helps the researcher to focus on the phenomenon itself without the influences of natural attitudes such as presumptions or assumptions and “lead to the ideal description and understanding of the universal essence of the investigative phenomenon”. I therefore bracketed my thoughts and preconceived ideas on the phenomenon of aggression.

In this research study the use of phenomenology was the appropriate approach as it made it possible for me to explore, describe and understand the first year male students’ lived experiences on senior male students’ aggression in the residences.

3.3.3 The nature of the research study

According to Kumar (2011:10), when a researcher “examine[s] a research study from the perspective of its objectives” it can be descriptive, exploratory, correlational or explanatory. Adopting an exploratory, descriptive and contextual type of research helped me to describe the phenomenon systematically and in context. In the following sections, I will elaborate on the nature of the study by referring to the explorative, descriptive and contextual perspective of the research study.

3.3.3.1 Explorative

I explored the phenomenon because although I “possess[ed] little or no scientific knowledge” about the first year male students’ experiences, I “nevertheless [had] reason to believe [it had] elements worth discovering” (Stebbins, 2008:327). However, according to Denscombe (2010:11), when exploring the phenomenon under investigation, the researcher not only seeks to collect facts on the phenomenon but also to describe these situations or events (describe how things are rather than how they will or should be). These “detailed accounts of events or situations” allow the researcher “to gain a clearer picture of what is going on” (Denscombe, 2010:10).

3.3.3.2 Descriptive

In an important sense, ‘describe’ is “the operative word in phenomenological research” Groenewald (2004:5). In this study I needed to gain a clearer picture of how first year male students’ experiences of senior male students’ aggression influence the students’ day-to-day life so I could offer suggestions to assist first year male students to cope with aggression in residences.

3.3.3.3 Contextual

According to Ambert, Adler, Adler and Detzner (1995:881), all qualitative research is contextual research in nature. Thus this research study was contextual in nature as I explored and described the first year male student participants’ personal experiences of senior male students’ aggression in the specific context of particular residences on the NWU Potchefstroom-campus. Therefore the findings cannot be generalized.

3.3.4 Sample

The following section describes the procedure that I followed during the application of purposeful random sampling (see 1.8.2), and the rationale for adopting this sampling strategy. The key informants were first year male students who reside in one of the nine on-campus male residences on the NWU Potchefstroom campus. These participants were randomly selected from the name lists of first year male students in the nine residences on the NWU Potchefstroom campus, provided by the Dean of Students. I selected every fourth first year male student from each of the lists.

I contacted one first year male student at a time and met on neutral ground away from their residences. Once a student agreed to meet with me I set a date, place and time for a meeting. During this meeting, I discussed the aims of the research with the prospective participant and explained what the data generation process entailed. Once he had consented to participate, I provided him with detailed information on how to proceed (see 3.3.5.1 and 3.3.5.2). After he had participated in the two data generation phases, the process described above was repeated with the next participant. This process continued until data saturation occurred after fourteen participants had voluntarily participated in the entire data generation process.

3.3.5 Data generation strategies

According to Garnham (2008:186), data generation refers to “methods used by researchers to create data from a sampled data source in a qualitative study”. In this research study the sampled source was the human participants and the products of the sources consisted of photographs, narratives, transcripts, verbatim quotations and my field notes which are described in greater detail in this section. During these data generation processes, I chose photo-narratives (written) and photo-narrative-elicitation-interviews (individual) as data generation strategies. This combination of narratives with the visual aspect of photographs provided “a valuable, interpretive text” (Ketelle, 2010:548; 550).

3.3.5.1 Phase One: Photo-narratives (written)

Creswell (2007:54) explains that narratives as a data generation strategy begin with “the experiences as expressed in lived and told stories of individuals”. According to Squire (2009:41), experience-centred (personal) narrative research makes it possible for the

experiences of each individual to be told through a story so the researcher can become aware of these experiences. Ultimately “storytelling” in the terms of Riessman (2003:332) is a collaborative practice which gives the listener (the researcher) the ability to interact with the tellers (participants) and to listen with empathy. According to Holstein and Gubrium (2000:1) “[n]arratives may be elicited or heard in interviews, during fieldwork, or in naturally occurring conversation”. Therefore narratives can be told in spoken or written form. Bach (2001:7) states that a (visual) photo-narrative “is an intentional, reflective, active human process in which researchers and participants explore and make meaning of experience both visually and narratively”. (Visual) photo-narratives serve as “the layer of meaning so that photographs and visuals become ways of living and telling one's stories of experience” (Bach, 2001:7). Lemon (2006:2) takes the view that research done in a visual narrative way, especially with the use of photography, “evoke[s] memory in our lives, a memory that can be used to construct and reconstruct stories”. The photo-narratives as a strategy of data generation helped me to understand that photographs are not only technically constructed, but also socially constructed (Ketelle, 2010:549). According to Radley, Chamberlain, Hodgetts, Stolte and Groot (2010:39), written or spoken words are only one of the forms of communication that is thus why “photography [visual] has emerged as an influential communication method”. For the purpose of this research study, I made use of photo-narratives (written) as a data generation strategy. The photographs that the participants took (as the visual aspect) were used along with the written narrative for human sense-making purposes (Squire, 2009:43). Stories which focus on aspects of life such as experiencing a phenomenon such as aggression are called personal narratives because of the strong element of ‘individual experience’ (Holstein & Gubrium, 2000:1). Creswell (2009:176) makes a strong case for using narrative as a strategy in research involving the experiences of individuals. Combining a written narrative with the photographs the participants took provided an opportunity for reflection on experiences which helps participants to “acknowledge what has previously been resisted and repressed” (Bach, 2001:7). The photo-narrative was not a substitute for the text narrative but rather a tool to help the participants narrate their lived experience. According to Palibroda, Krieg, Murdock and Havelock (2009:16), photographs can be used to elicit valuable information because participants reveal their experiences “from behind the lens”. Bach (2001:7) explains the influence a photograph can have on a narrative: “[p]hotographs in themselves do not narrate” but “[p]hotographs help to unfreeze memories” which ultimately helps the researcher “see a part of [the participant’s] worlds – through their

eyes". The use of photo-narratives (written) in the first phase of this qualitative research study proved very effective. It also helped me "focus on retrospective meaning making which is central to photo-elicitation", a strategy used in phase two of the data generation process (Ketelle, 2010:550).

- *Data generation process: Phase One*

The data generation process in phase one began with my meeting each participant individually to provide an overview of the purpose of the research. I explained what their voluntary participation would involve as set out in the participants consent form (Addendum E). After they gave their consent to participate voluntarily in this research study, each participant was asked to use his cell phone camera during this first phase of data generation. I trained the participants to operate it and how to compose the photographs. I also gave them clear ethical guidelines. The following photo-narrative (written) prompt was posed to each participant: "*Do you have any experiences of senior students' aggression in the residence where you live? If so, take three photographs that depict your experiences and write a narrative on your personal experiences*". The participants were also asked to send their photographs to me via email, MMS (Multimedia Messaging Service) or any other 'smart phone' application. I printed the photographs once I received them. The next step was to give each participant printed copies of their three photographs and asked them to write a narrative on their personal experience of senior male students' aggression in the residence. I provided the participants with three questions to assist them to take account of the photographs when writing their personal narratives. These questions were:

- *What is shown in the photograph?*
- *What does it mean to you?*
- *What can we do about it?* (This question was helpful when narrating possible ways of reducing senior male students' aggression in residences).

In phase two, the photo-narratives served as elicitation material for the photo-narrative-elicitation-interviews.

3.3.5.2 Phase Two: Photo-narrative-elicitation-interviews

Photo-narrative-elicitation-interviewing was an individual semi-structured interview used to get an in-depth understanding of the participants' personal experiences of senior

male students' aggression in the residence as depicted in their photographs and written narratives. Photo-narrative-elicitation is based on the idea of inserting a photograph(s) and written narratives into the interview to "evoke deeper elements of human consciousness", as a possible means of leading the conversation (Harper, 2002:13). Karlsson (2007:185) explains that this data generation strategy 'triggers' conversation and calls to mind memories during the interviews. According to Keegan (2008:619), photographs can serve as a stimulus and provide the researcher with prompts to use during a discussion. In this case the photo-narratives (taken and written in phase one of data generation) served as a starting point for the interview. The questions in the semi-structured interview were predetermined in order to allow me to probe and clarify the questions answered by the participant (Nieuwenhuis, 2010b:87). Using the suggestions made by Nieuwenhuis (2010b:87), I drew up a semi-structured interview schedule (Addendum G).

- *Data generation process: Phase Two*

After I briefly read through the written photo-narratives myself, I made brief notes on what was written by the participants. I then asked each participant during the individual interviews to explain their written photo-narratives of phase one (see Interview schedule: Addendum G). After clarifying the photo-narratives I asked the participant to identify the one photograph out of the three that best portrayed their experience of senior male students' aggression in the residence and to say why. Thus the photo-narratives (written) served as elicitation material. I also asked the participants the following research questions during the individual interviewing:

- *What are your experiences of senior male students' aggression in the residence where you live?*
- *How does senior male students' aggression influence your day-to-day life?*
- *How do you feel about living in the same residence as senior male students?*
- *What suggestions can you make to assist first year male students to cope with senior male students' aggression in residences?*

The transcriptions of the audio recordings of each of the interviews were used during the process of data analysis.

3.3.5.3 Data saturation

My aim was to generate rich data from the participants. Data saturation occurred after conducting the fourteenth photo-narrative-elicitation-interview. It was important to reach the point where “no new information or relevant information emerged”: because “[i]f the researcher does not attain data saturation, any resulting theory may be unbalanced, incomplete, and essentially untrustworthy” (Saumure & Given, 2008:196). In a research study such as this, where phenomenology is the approach of inquiry, the principle of data saturation is common. Bryman (2012:18) argues that when a research study focuses on the participants’ lived experiences and uses IPA, as is the case in this research study, it is “likely to entail a much smaller sample size because of the fine-grained analysis”. It is therefore “not necessary to generate a large corpus of data for such research” since rich data is of importance rather than the quantity of the data generated (Bryman, 2012:18).

3.3.5.4 Field notes

Groenewald (2004:13) explains that field notes provide a record of what the researcher “hears, sees, experiences and thinks in the course of collecting and reflecting” on the data generation process. Since there was a distinct risk that I could forget some information during the research process and the data generation phases, I made field notes during each of the two data generation phases (Wolfinger, 2002:88). According to Groenewald (2004:13), “it is important that the researcher maintain a balance between descriptive notes and reflective notes, such as hunches, impressions, feelings, and so on”. These field notes “must be dated so that the researcher can later correlate them with the [generated] data” (Groenewald, 2004:13). Although Newbury (2001:4) maintains that there are no “rules” on how to write field notes, I chose to use Schatzman and Strauss’s (1973) strategy for recording as set out by Newbury (2001:4). This entailed the use of: *observational notes*, *theoretical notes* and *methodological notes* during the data generation phases. In addition to these notes I also made *reflective notes* as suggested by Groenewald (2004:14) so that I could include the feelings and thoughts that I as the researcher experienced through the data generation phases. The field notes that were taken will be discussed in the sections to follow.

3.3.5.4.1 Observational notes

According to Groenewald (2004:15), observational notes can be described as the “what happened notes”. Newbury (2001:5) adds that observational notes consist of the “who, what, when, where and how of human activity” in the research process. These notes were made as I observed the participants in person on what happened, what I heard in person through the interviews as well as made notes on the experiences of the participants (Nieuwenhuis, 2010b:86). I therefore made use of a strategy named the salience hierarchy where I wrote notes on “whatever observation [struck me] as the most interesting or the most telling” (Wolfinger, 2002:89). These notes included notes on the body language of the participants as well as the way in which participants answered questions during the photo-narrative-elicitation-interviews. I jotted down observational notes during the data generation phases to help me make meaning of the texts as well as other related issues that could represent a repeated pattern or relate to something else that appeared in my notes (Schutt, 2012:335).

3.3.5.4.2 Theoretical notes

Theoretical note-taking “attempts to derive meaning” thus ensuring that I as the researcher kept referring back to the main research questions and aims during the research study (Groenewald, 2004:15).

3.3.5.4.3 Methodological notes

Methodological notes were made to serve as a constant reminder of why I chose the various data generation and data analysis strategies. Apart from reminding me to obtain informed consent from the participants, these notes provided a record of instructions and a critique of the research process. This helped me to reflect on the effectiveness and appropriateness of the planned research design and methods.

3.3.5.4.4 Reflective notes

Reflective notes were made to enable me to reflect on each phase of the data generation to find better insights, ideas and perspectives on the raw captured data (Groenewald, 2004:15). Reflective notes also included my own (the researcher’s) feelings and insights on the generated data as well as hunches, impressions, feelings, broad ideas or themes that came from the data (Creswell, 2009; Groenewald, 2004).

The field notes used during the data analysis process are included in Chapter Four (see 4.5).

3.3.6 Data analysis

Nieuwenhuis (2010c:99) points out that qualitative data analysis is an “on-going and iterative process”. According to Creswell (2009:183), it is necessary for the researcher to analyse data in order to make sense of the text and visual data. For the purpose of this study, I made use of IPA to analyse both the photo-narratives (written) and photo-narrative-elicitation-transcripts. These two phases were merged: when the photo-narratives written in phase one had been clarified, they served as elicitation material to proceed in the second phase of photo-narrative-elicitation-interviews (for an excerpt of a transcript see Addendum J).

According to Griffin and May (2012:442), when using IPA researchers “are interested in meaning and understanding, that is, in how individuals interpret and make sense of their experiences, as well as understanding how the context in which accounts are produced influences the telling of the stories”. I followed the four stages step by step in the procedure of IPA as set out by Griffin and May (2012:452), and Smith and Osborn (2008:67):

- Stage One: Looking for Themes
 - After I had read through the transcripts a few times to become familiar with the account, I inserted line numbers in the transcripts and placed two wide margins on both sides of the text;
 - I used the left margin to record my initial thoughts about the participants experience;
 - I started the interpretive phase by building on the already identified and described notions about the participants’ lived experiences. I documented these ideas and interpretations in the far right margin of the text.
 - Next I double-checked and questioned the interpretations made thus far.

After the themes had been identified in each of the transcripts, I began the next stage of analysis.

- Stage Two: Connecting the Themes
 - I listed the identified themes on a sheet of paper that had emerged from the transcripts;
 - Next I made sense of the connections between the different identified themes and clustered them together. I also identified sub-themes in some of the main themes.
 - At this point, I went back to the transcripts and checked to make sure that the connections I had made were correct by linking phrases (direct words of the participants) from the primary source (the transcribed interview). This also allowed me to constantly check my own sense-making of the data against the actual experience the participant described. According to Smith and Osborn (2008:72), “[t]his form of analysis is iterative and involves a closer interaction between the reader and text”. Linking the phrases lent support the themes that had been identified.

- Stage Three: Producing a Table of the Themes
 - This stage entailed drawing up and producing a table of coherent themes. The table contains the identified themes and its sub-theme/s as well as an identifier. According to Smith and Osborn (2008:72), “[t]he identifier indicates where in the transcript instances of each theme can be found by giving key words from the particular extract plus the page number of the transcript”.
 - Another step in this stage was to drop certain themes. Smith and Osborn (2008:72) suggest that “those which neither fit well in the emerging structure nor are very rich in evidence within the transcripts” (See Table 4.1 for themes).

- Stage Four: Writing Up
 - The final stage of the analysis is concerned with writing up the final themes and sub-themes which supports the participants’ experiences. Smith and Osborn (2008:76) stress that “[t]he division between analysis and writing up is, to a certain extent, a false one, in that the analysis will be expanded during the writing phase” (see Chapter Four section 4.4).
 - This stage deals with expanding the analysis again “as the themes are explained, illustrated and nuanced” (Smith & Osborn, 2008:76).
 - According to Smith and Osborn (2008:76), “the table of themes [see Table 4.1] is the basis for the account of the participants’ responses, which takes the form of

the narrative argument interspersed with verbatim extracts from the transcripts to support the case". By using the extracts and/or quotations in the discussion in Chapter Four I took care to distinguish between what the participant himself said and referred to and my own interpretation or account of it (Griffin & May, 2012:453).

3.3.6.1 Intertextual relation of generated data

In phase one of data generation (photo-narratives written) the aim was to see the world through the eyes of the participants. The use of photographs helped the participants to recall memories as well as articulate and give further meaning to their account during the photo-narrative-elicitation-interviews in phase two. The two sets of data generated during the two phases were brought together. This not only helped the participants to see and write about their lived experiences with the aid of photographs taken, but it also assisted the participants to explain their lived experiences in spoken words during the photo-narrative-elicitation-interviews. According to Keats (2009:188), "[e]ach text tells its own story, yet all texts share a relationship in documenting the experiences of a single person". By generating data in the way that I have, I acquired different texts (visual, written and spoken) that could serve as two data sets, generated in the two data generation phases. However, in the end these sets of data captured the intertextual relationship between each other. Keats (2009:188) also further explains that "[d]uring research interviews, to help the researcher understand, participants may connect one text to another by presenting stories about particular incidents or people through the perspectives of their photographic images and [narratives]".

3.4 TRUSTWORTHINESS

In a research study, qualitative researchers think of trustworthiness as a way to go about to ensure that "transferability, credibility, dependability and confirmability are evident in their research" (Given & Saumure, 2008:895). According to Weber (2004:viii), "[r]esearch methodologists within the interpretive tradition propose criteria for evaluating knowledge claims like credibility, transferability, dependability, and confirmability". Shenton (2004:64) supports this view, emphasising that the credibility of the data plays an important role in establishing its trustworthiness. To ensure the trustworthiness of

this research study, I applied Guba's (1981) model of trustworthiness that includes the criteria and strategies illustrated in Figure 3.1:

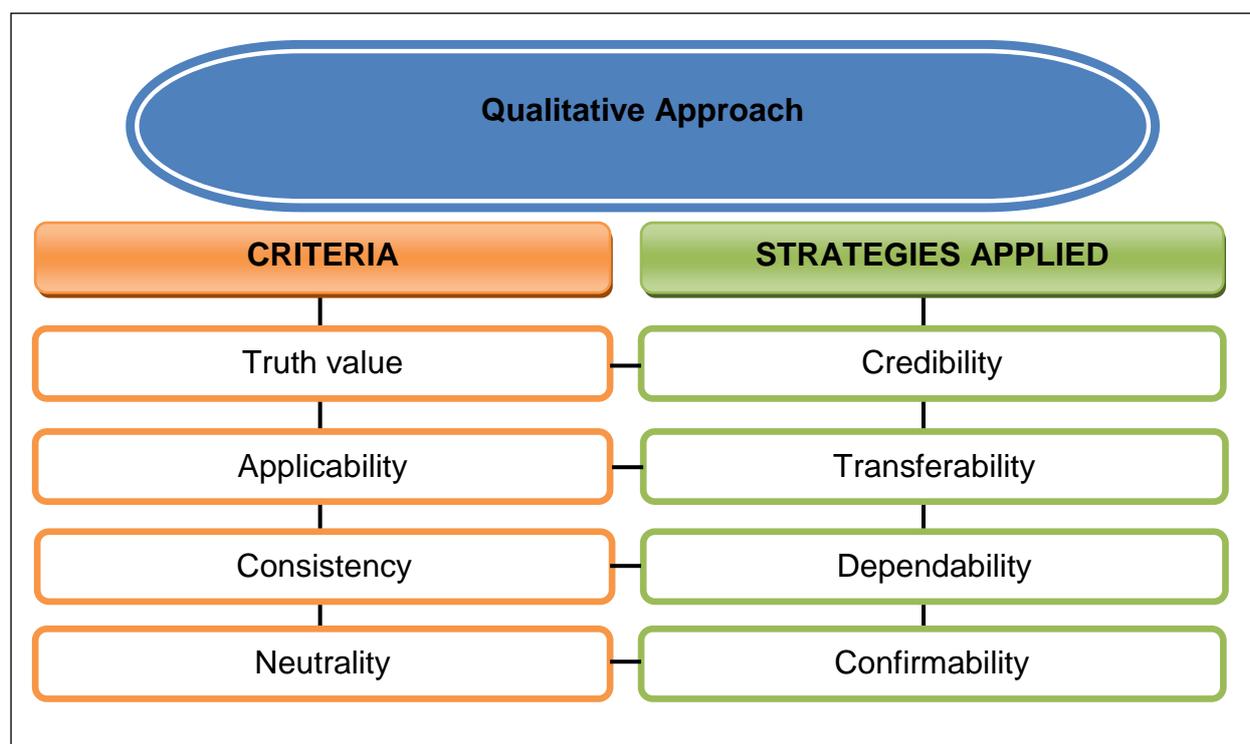


FIGURE 3.1 MEASURES TO ENSURE TRUSTWORTHINESS

(Adapted from Krefting, 1991:217)

3.4.1 Truth value (Credibility)

Multiple data generation strategies were used (Maree & Van der Westhuizen, 2010:38; Nieuwenhuis, 2010b:80). In this research study the multiple data generation strategies were the use of photo-narratives (written) and photo-narrative-elicitation-interviews. According to Ellingson (2009:22), “triangulation seeks a more definitive truth” whereas “crystallization problematizes the multiple truths it presents”. For this reason, I adapted crystallisation which provided me as the researcher “with a complex and deeper understanding of the phenomenon” (Nieuwenhuis, 2010b:81) and created the opportunity to “celebrate multiple points of view of [the] phenomenon” (Ellingson, 2009:22). It is important to have not only physical evidence of the data that were collected but also a record of the expressions and non-verbal functions of the participants. Truth value was achieved by member checking, when I took the transcripts and analysed data back to the participants for clarification and control of correctness.

3.4.2 Applicability (Transferability)

According to Chow and Ruecker (2006:3), “[t]ransferable means that knowledge can be passed to others and used by them”. In other words, transferability “is concerned with the extent to which the findings of one study can be applied to other situations” (Merriam, 1998:55). As suggested by Shenton (2004:70), the following aspects were carefully considered to ensure the transferability of this research:

- the selection criteria that were used to identify participants who provided “dense background information” (Krefting, 1991:220);
- the use of multiple data generation strategies;
- the number of different data generation phases;
- enough time for rich data to be collected; and
- the use of crystallisation (see 3.4.1), employing several investigators, sources and methods when comparing the findings (themes, categories and sub-categories) with one another.

3.4.3 Consistency (Dependability)

Krefting (1991:221) states that dependability “relates to the consistency of findings”. To achieve the consistency of the findings, I made use of overlapping strategies (photo-narratives, and photo-narrative-elicitation-interviews) during data generation. I also provided a dense description of the multiple strategies of data generation (See 3.3.5). A principle issue for me as an interpretivist was ‘consistency and integrity’. I therefore provided a detailed description of the research design and I kept field notes.

3.4.4 Neutrality (Confirmability)

It was vital for me to ensure that the research findings were “the result of the experiences and ideas of the [participants], rather than the characteristics and preferences of the researcher” (Shenton, 2004:72). I used ‘bracketing’ to make the process of data generation and data analysis as objective as possible. I consciously set aside my own thoughts and experiences on the phenomenon of aggression. I also used independent coders to verify the transcripts, and the themes and sub-themes that emerged during my data analysis. The independent coders confirmed and verified the correctness and clarity of the data presented by the researcher (Zhang & Wildemuth, 2009:6).

3.5 THE RESEARCHER'S ROLE

Patton (2002:473) refers to the researcher as the 'instrument' of the research study. I had to enter a 'collaborative partnership' with the participants who generated the data, since my main aim was to explore, describe and understand the phenomenon of aggression as experienced by the first year male students (Maree & Van der Westhuizen, 2010:41). Another role was to request permission to conduct the research as well as to gain the consent of the stakeholders concerned (Addenda A-E). I also had to ensure that I met the ethical criteria set out in section 3.6.

I also used played the following roles suggested by Joubert (2005) cited in Maree and Van der Westhuizen (2010:41):

- I prepared and structured the prompt that was given during the data generation phase one (photo-narratives written) as well as the questions asked in phase two (photo-narrative-elicitation-interviews);
- I played the role of the interviewer who conducted the interviews;
- Since I used photo-narratives as a data generation strategy, it was important to explain the ethical constraints when taking photographs; and
- I analysed the data according to the IPA strategy as indicated in section 3.3.6.

As mentioned above, I as the researcher aimed to 'bracket' my own thoughts and preconceived ideas and understandings on the phenomenon of aggression in order to be open minded. As I am a female researcher with no experience of living in a male residence and, in fact, I do not even live on the NWU Potchefstroom campus, this 'bracketing of thoughts' was easier to achieve.

3.6 ETHICAL CONSIDERATIONS

The relationship between the individual and the social world is a central issue in ethics (Ali & Kelly, 2012:61). Therefore when doing social research, an important question is of "how the rights of the participants (and researcher) are to be balanced against the potential benefits of society" (Ali & Kelly, 2012:73). In the sections to follow I elaborate on the ethical issues related to this research study.

3.6.1 No misrepresentation or deception

I did not use misrepresentation or deception to generate data for this research study or mislead participants in any other way. I was careful to inform prospective participants fully, both in discussion and in writing (see 3.6.3 and Addendum E) what the purpose of the research was and what their involvement in the data generation process would require of them. Their decision to participate was thus an informed one.

3.6.2 Protection in the interests of participants

According to Denscombe (2010:63) “there is the possibility that [participants’] lives [can] be affected in some way through [participation]” in a research study. Therefore the researcher needs to be sensitive and protect the participants. I took the following precautions to ensure that the interests of participants were protected.

3.6.2.1 Avoiding stress and discomfort

There was no intention to hurt or harm participants by causing pain or distress. In the case of possible victimisation or re-experiencing of trauma or traumatic events during the data generation phases, I arranged for a psychologist to be available to provide the participants with a debriefing or counselling session, where necessary.

3.6.2.2 Avoiding undue intrusion

Both the Ethics Committee and the Dean of Students requested me not to interrupt the first year male students’ academic programme and not to hinder students from meeting their obligations at the residence. I complied fully with their request. I also respected the participants’ right to privacy and their right to make their own decisions. I made contact with them after academic hours and scheduled the meetings at the times that suited them.

Denscombe (2010:64) stresses that the researcher should avoid being intrusive. According to Ogden (2008:811), a sensitive topic can be a threat not only to the participant but also to the researcher and it is “important that researchers recognize that individual topics are not inherently sensitive, but that their social contexts make them so”. I adapted some of the strategies suggested by Ogden (2008:811) in order to reduce the sensitivity of the topic. Before I asked participants to give their written consent, I

explained the aim of the research study to them fully (see 3.6.3 and Addendum E). Ogden (2008:811) states that the researcher should build a relationship of trust with the participants. I first explained the purpose of the research and the valuable contribution they could make to it. Next I gave participants my complete assurance that their names and the names of the residences would be omitted in all transcripts as well as in the data presentation (see 3.6.2.4). I also assured them that the topic would be handled sensitively as would their shared experiences. According to Ogden (2008:811), “[r]esearching sensitive topics demands careful consideration and management of ethical issues in order to maximize data quality while minimizing harm”.

3.6.2.3 Confidentiality and security of data

Wiles, Crow, Heath and Charles (2006:3), and Denscombe (2010:64-65) stress that both the identity of the participants and the discussion during the data generation process need to be treated as confidential. Information obtained from the participants was not disclosed to anyone other than my supervisor and the independent coders. It was presented in a format that could not be traced back to the participant who provided it. I also ensured that the raw data (voice recordings, photographs, narratives and transcripts of the photo-narrative-elicitation-interviews) were securely stored.

3.6.2.4 Protection of identities: anonymity

For the purpose of this study, anonymity was achieved by assigning code names to them to disguise their identities. I numbered the participants and used alphabetical letters to refer to the residences (example participant A1, B1). I explained what would be done to ensure confidentiality and anonymity to the participants before the commencement of the data generation process.

3.6.3 Informed consent

Participants were fully informed about what the research entailed and what they were consenting to as well as why they had been selected to participate in the research (Mitchell, 2011:17) before they were asked to give their consent. The purpose and aims of this study were clearly discussed with each participant before they were asked to read the consent form. They had to indicate clearly that they had read and understood the content of the consent form before they signed the form to indicate their consent (Addendum E). Their participation was entirely voluntary and they were free to withdraw

from the research process at any stage (Creswell, 2009:89; Denscombe, 2010:69). I also discussed their roles as participants as well as my role as researcher. I pointed out the benefit of being able to voice their experiences during the research process: the information voiced by them as with regard to their personal experiences as first year students could contribute to the development of future training programmes for residence committee members (senior students). This could help to establish residences as safe environments in which the human rights of others are acknowledged and respected. This could have a positive effect on the overall well-being of all students.

The ethical aspects discussed above, which included informed consent, voluntarily participation, confidentiality and anonymity, were crucial to the success of this research study. The next section focuses mainly on the visual ethics. It was of utmost importance in this research study to avoid possible ethical dilemmas.

3.6.4 Visual ethics

According to Karlsson (2007:185), the researcher has “a minefield of ethical dilemmas” to consider when doing visual research. I met the following ethical practices in this research study:

As the researcher, I limited possible pitfalls by giving a detailed description of the research design, specifically the data generation phases. I also used the guidelines on ethical practice recommended by Karlsson (2007:195): I obtained written informed consent after providing the participants with consent to participate in this research study (Addendum E). Other authorities and gatekeepers, specifically the Dean of Students, the Student Representative Council Chairperson, and the warden as well as the primarius of each residence were asked for their consent only after they had been fully informed on how ethical concerns relating to visual research would be met. According to Wiles, Prosser, Bagnoli, Clark, Davies, Holland and Renold (2008:14) consent relates not only to taking part in research but also to permitting the use of the images. According to Karlsson (2007:195), it is important to negotiate the issue of ownership of the data (especially the photographs). I therefore referred participants to Addendum E when they were asked to give me, as the researcher, permission to use the photographs in different forms and documents such as in this dissertation. Hence in this research study, issues regarding consent to use the visual data (in this case

photographs) provided by the participants themselves (not by the researcher) were not problematic.

I stressed that codes would be used to ensure the anonymity of participants (see 3.6.2.4). I also explained to the participants that no other person's identity could be captured or revealed in the photographs taken. They were advised to take photographs of objects to portray their experiences and to avoid taking photographs of faces or parts of the body that could reveal the identity of any person. Since the participants had the right to decide whether photographs could be used for publication purposes, special consent was requested (Addendum F).

3.7 SUMMARY

This chapter provided a clear in-depth description of the research design, methodology and approach used in this research study to explore, describe and understand the lived experiences of the first year male students. The data were generated in two phases: photo-narratives written (phase one) and photo-narrative-elicitation-interviews (phase two). The strategy used to analyse the data were interpretative phenomenological analysis. The chapter also described the criteria used to ensure trustworthiness and to meet ethical requirements, as well as my role as the researcher. The next chapter will describe the salient features of the data analysis as well as the findings of my research study on first year male students' personal experiences of senior male students' aggression in residences.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF THE FINDINGS OF FIRST YEAR MALE STUDENTS' PERSONAL EXPERIENCES OF SENIOR MALE STUDENTS' AGGRESSION IN RESIDENCES

4.1 INTRODUCTION

This chapter presents the findings based on the data that I analysed using Interpretative Phenomenological Analysis (IPA). During the discussion of these findings, I refer to the literature reviewed in Chapter Two to substantiate my findings (Table 4.1). The discussion of my field notes includes observational notes, theoretical notes, methodological notes and reflective notes.

4.2 BIOGRAPHICAL PROFILE OF THE PARTICIPANTS

The process of selecting the male participants was discussed in detail in 3.3.4. Data saturation occurred after the fourteenth photo-narrative-elicitation-interview (see 3.3.5.3). Of the 14 male volunteers who participated in this research study, eleven two were black, and one was coloured. At the time of data generation all the participants were bona fide first year students at the NWU Potchefstroom campus aged between 18 and 21. Afrikaans was the language of preference of eleven of the participants, and English was the language of preference of three of the participants. Addendum H presents salient biographical information on the participants.

4.3 DATA ANALYSIS

Qualitative data analysis was done using IPA (see 3.3.6). As discussed in 1.8.4, data analysis was done inductively; I did not use a preconceived theoretical framework. The data analysis was based on the data generated when participants shared their lived experiences on the phenomenon of aggression.

4.4 DISCUSSION OF THE FINDINGS¹ OF FIRST YEAR MALE STUDENTS' PERSONAL EXPERIENCES OF SENIOR MALE STUDENTS AGGRESSION IN RESIDENCES

In this section, each of the themes and categories that emerged during data analysis are discussed and supported by verbatim quotations from the participants as well as relevant literature. According to Griffin and May (2012:453), “the presentation of analysed data [in IPA] should contain substantial verbatim quotations which illustrate the importance of the participant’s voice”. The quotations used in the sections which follow are verbatim, the original words spoken by the participants during the data generation phases are used. Doing so “[allows] the reader insight into the basis of [the researchers’] interpretation” and to glimpse the lived experiences of the participants (Griffin & May, 2012:453). The codes² assigned to each participant are used after each verbatim quotation in order to ensure the anonymity of the participants.

Photographs taken by the participants are shown in this chapter to provide the reader with further insight into participants’ lived experiences. These photographs are used with the consent of the participants concerned (Addenda E and F).

The following two themes emerged during data analysis: Theme 1 indicates that first year male students associated senior male students’ aggression in residences with a range of emotions. These varied from indifference to negativity. Nevertheless, first year students remained optimistic about the outcome of living in the same residence as senior students. Theme 2 comprises the strategies participants suggested to help first year male students cope with their experience of senior male student aggression in residences. Table 4.1 provides an overview of the two major themes, and the categories and sub-categories that emerged during the data analysis.

¹ The present tense has been used to capture students’ lived experience at the time when the research was done and to suggest that it held true until the end of the first year.

² Participant: P
Residence: A-I
Participant: 1/ 2

TABLE 4.1 IDENTIFIED THEMES, CATEGORIES AND SUB-CATEGORIES

<p>THEME 1</p>	<p>FIRST YEAR MALE STUDENTS ASSOCIATE SENIOR MALE STUDENTS' AGGRESSION IN RESIDENCES WITH FEELINGS AND EMOTIONS THAT VARY FROM INDIFFERENCE TO NEGATIVITY, BUT THEY REMAIN OPTIMISTIC ABOUT THE OUTCOME OF LIVING WITH THEM</p> <p>Category 1: First year male students remain optimistic about living with senior male students</p> <p>Category 2: First year male students' experience senior male students' aggression as being associated with a range of emotions varying from indifference to negativity</p> <p><i>Sub-category 2.1: First year male students perceive senior male students' behaviour towards them as reflecting indifference</i></p> <p><i>Sub-category 2.2: First year male students experience negative feelings and a range of emotions as a result of the senior male students' behaviour towards them</i></p>
<p>THEME 2</p>	<p>FIRST YEAR MALE STUDENTS SUGGEST STRATEGIES TO COPE WITH EXPERIENCE OF SENIOR MALE STUDENTS' AGGRESSION IN RESIDENCES</p> <p>Category 1: First year male students suggest that one must focus firmly on the purpose for coming to university</p> <p>Category 2: First year male students suggest having an independent confidant available</p> <p>Category 3: First year male students suggest that all future first year students attend an orientation or preparatory camp</p>

4.4.1 Theme 1: First year male students associate senior male students' aggression in residences with feelings and emotions that vary from indifference to negativity, but they remain optimistic about the outcome of living with them

Theme 1 reflects the participants' experience of senior male student aggression in residences as varying from being indifferent to negative. Ironically, first year male students remain optimistic about being in the same residences as senior students. I will elaborate on these two categories in the sections to follow.

4.4.1.1 Category 1: First year male students remain optimistic about living with senior male students

The first year male students who participated in this research study are reasonably optimistic about the outcome of being in the same residence as senior male students. Although the participants have only lived with the senior students for six months (at the time of data generation), most of them see living with senior students as improving in the course of time despite its being 'rough' at first. Statements made by the participants in this regard are:

[P A2] “... *nee ek like dit om saam met die seniors te bly.*”

(... no I like it to be in the same residence as seniors.)

[P E1] “... *elke dag raak dit darem bietjie beter ...*”

(... it gets a bit better every day ...)

[P F1] “... (the) *more living with them* (senior male students) ... *it's getting better and better than the first time ...*”

[P H1] “... *dis oraait want daar is ouens wat 'n voorbeeld is ... en dan is daar nou die ander wat ek ... kan ek maar sê die* (vloek woord) *is... maar positiewe mense gaan ek gebruik en ek gaan myself motiveer.*”

(... it's okay because there are guys that set an example ... and then there are the others ... can I say the [swear word] ... but I will use positive people and I will motivate myself ...)

In this context, the participants' optimistic perception that living with senior male students in the same residence improves in the course of time refers to a tendency to believe and hope that things will be better in the future (Augusto-Landa, Pulido-Martos & Lopez-Zafra, 2011:465). Being in a residence at a university is a "notable transition" for first year students "due to the changes students experience" (Maunder, Cunliffe, Galvin, Mjali & Rogers, 2013:140). Not only do first year students have to adapt to the academic demands of university life within a short time, but they also have to adapt to a new lifestyle and new social contexts in this environment (Madjar, McKinley, Deynzer & Van der Merwe, 2010:58). The participants showed that they are optimistic about the changes in lifestyle and the new environment; they believe and hope that no matter what transitions they have to adapt to, there will be future gains. According to Simmons and Massey (2012:630), however, there are cases where people "falsely express optimism" as they believe that "making optimistic forecasts will motivate them to improve their performance".

The participants also reflected a positive attitude to having senior male students living in their residence when they explained what they had learnt from the senior male students. They expressed the view that they have not only gained personally from the senior students, but have also gained socially and academically from the senior students' knowledge of different aspects of university life. The participants voiced having greater respect for others, especially women, as well as their being more religious. The women referred to here are the female students at the university. During the reception and introduction programme (R & I) for all first year students every year, each of the men's residences is paired with a women's residence for the various campus activities. This is where the participants learned to greet the female residents whom they worked with every day during the period of the R & I. The following statements reflect these attitudes:

[P A2] *"... ek het soveel baie goed geleer by die seniors."*

(... I have learned so many things from the seniors.)

[P B1] *"... it (living with the senior students) teaches us a lot actually ..."*

[P B2] *"They are helpful ... I think we are more respectful, especially like ... to women ... they are also religiously as well ... they are quite strong with that stuff ... everyone comes down ... we like go and pray ... like for the hostel ..."*

[P D1] *“... hulle help jou baie. Hulle leer jou hoe om die kampus truuks te kry ... cheaper kos te kry en hoe om goed te doen in klasse ...”*

(... they help you a lot ... They teach you the campus secrets ... to get cheaper food and how to do well in class ...)

A study by Astin (1993) indicates that the most powerful influence on a male student's maturation and development is his fellow students. According to Astin (1993:4), student-student interaction is not limited to academic content, but also includes the interaction with those who share a common future profession and are part of male student society in a university.

Participants voiced the hope, and even the belief, that positive changes would result from living in the same residence as senior male students. They also revealed their perception of the possible reasons for the current dynamics in the residences.

[P B2] *“I think it (pressure from the senior male students) happens in all the hostels ... everyone want to ... especially the head of our hostel ... the HK (House committee [HC]) ... they want us to be the best first year group out of all of the hostels... they want to get it into our heads that we are the better group ... I think the whole first year group stand together as a whole ... they are a lot stronger together than what they are like in a few ... the more united you are ... the more you'll get through things easily ...”*

[P E1] *“... hulle doen dit (wys aggressiwiteit) eintlik net om soos outoriteit te bewys ... hulle het maar 'n tipe van 'n standaard en alle eerstejaars moet so (aan die senior studente se standaard voldoen) wees ... die seniors het 'n prentjie in hulle koppe nog voor jy daar ingestap het. Hulle verwag van jou om goeie eerstejaars te wees ... dit gee hulle ook natuurlik 'n goeie naam ... ek verstaan dit en ek verstaan dat ons eerstejaars is.”*

(... they actually do it [show aggressiveness] to prove authority ... they have a kind of standard and all the first years must meet that [comply with the senior students standards] ... the seniors have a picture in their heads before you even walk in. They expect you to be good first years ... it gives them a good name ... I understand it and I understand that we are first years.)

Participants expressed the view that the group of first year students needs to gain acceptance by the senior students in the residence. They experience the process of undergoing orientation as preparing them to work with the seniors and others in the residence as equal partners. The participants voiced the belief that this promotes social

cohesion of the first year groups in residences. One of the participants described his experience of social cohesion as a positive outcome when referring to his photographs and photograph-captions of his own experience of senior male students' aggression in his residence. He explained that "O & B" (Reception and Introduction Programme for first year students) had been difficult at first. Senior students were hard on the first year students and made the first year male students do demeaning tasks such as doing the cleaning or learning the seniors' names. The participant justified this as acceptable because the seniors had also had to do similar tasks when they were first years.



FIGURE 4.1 PHOTOGRAPH B2 A

CAPTION³ Being used to dispose of things that don't need to be used anymore and cleaning things in a positive light.

He explained that performing menial tasks during the orientation process had made him feel as if he had been in a washing machine: he came out a better person, clean and ready for use. He explained that: "... it was just like getting out of a washing machine, your stuff is clean and you can use it again ..." [P B2]. In the last picture he explained that the washing line and "clean shirt" represent rebirth. Now "washed clean", he can

³ The written caption as provided by the participant

“serve with the seniors side by side” and be a real part of the residence. The following three photographs with the captions he provided reflect his perception of his experience:



FIGURE 4.2 PHOTOGRAPH B2 B

CAPTION	O # B being rushed around and mixed up not knowing what to feel, being brought out as something good to use again.
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FIGURE 4.3 PHOTOGRAPH B2 C

CAPTION

After O & B, being hung up to start a new journey as something positive for the hostel

Some of the other participants also acknowledged that although first year students or newcomers to the residence find it difficult to be accepted by the senior students as a part of the residence, they remain optimistic about the future and accept the need to conform:

[P D1] *“... eintlik staan jy nog buite (buitestander) en om aanvaar te word as een van hulle moet jy 'n lang pad stap, een wat hulle seker maak is nie maklik nie ...”*

(... actually you are still outside [an outsider] and to be accepted as one of them you have a long way to go and they will certainly not make it easy for you ...)

[P E1] *“Eers die dag wanneer hulle (seniors) ons as deel van hulle sien dan sal dinge dalk verander en ons sal meer worthy voel.”*

(Only when they [seniors] see us as part of the group will things perhaps change and we will feel more worthy.)

These verbatim quotations indicate that the participants' see their experience of living in the same residence as senior students in relatively optimistic terms. They find that the

orientation activities for first year students in a residence teach them to work in a group and to become a part of the group.

In discussing the nature of group dynamics, Forsyth (2010:4) refers to the connection that is developed between the members and with the group as a whole. However, Forsyth (2010:6) notes that groups are usually formed for a particular reason and usually aim to outperform other groups when they are in competition with each other. The participants in this research study are aware that the senior students and especially the House Committee (HC) of the residences expect them to outperform other first year groups. They voiced the view that senior students are justified in doing things that prepare them as individuals to perform well as a group. Forsyth (2010:18) notes that dominant members of groups can effect changes in other members by coaxing them to adapt their attitudes and values so they conform to those of the group. The participants experienced being shaped to meet group norms as a positive change in and influence on their own behaviour. Forsyth (2010:18) adds that individuals become conditioned to modifying/changing their behaviour in response to social norms and other expectations such as group principles, values and skills.

Tuckman's five stages of group development provides an insight into the group dynamics of the participants' experiences. Most groups move through various stages over time that include: forming, storming, norming, performing, and adjourning (Bonebright, 2010:113). Each stage builds on the previous stage. This process repeats itself with every new challenge that is faced. In the first stage (forming), the members of the group have no prior experience of working with one another. They 'check one another out', not knowing what is expected of them as individuals in a group; there is no trust as yet between the group members. The group members look to the leaders of the group for guidance and acceptance. In the second stage (storming), roles and responsibilities are articulated and boundaries are set. Although team spirit is low, the competition between the individuals is high and conflict in the personal-relations is evident. In stage two the individuals in the group adapt their own feelings, ideas and behaviours in order to fit in with the group. In stage three (norming) the first signs of trust are shown and more individual motivation is seen. The group members adapt to the challenges of problem solving and they are willing to change their own ideas. In stage four (performing), there is a strong sense of trust between all the group members and their focus orientation shifts from the 'I' to 'we'. In the last stage (adjourning), the

group or members of the existing group disengage from the group and from the relationships.

The shift from an 'I' to a 'we' perspective in the process of group development, which is a sign of conforming, is difficult to attain. Every first year student entering a university or residence comes with his own way of knowing and doing. Individualism is something that cannot be ignored, not even in when group conformity is prized. Every individual remains unique with his own needs, culture and background. It seems that senior students do not see the first year students as individuals. Their sole concern is to achieve conformity and to make the first years in their residence better than those in any other residence. This is evident in the following quotations:

[P H1] *"... verstaan dat ons verskillende mense met verskillende agtergronde en lewens is ... ons kom van verskillende plekke af ... en al is dit soms moeilik, laat ons voel ons behoort aan 'n groter, breër gemeenskap van broers en susters in die koshuis ..."*

(... treat us like people, treat us with respect and understand that we are different people with different backgrounds and lives ... we come from different places ... and although it is sometimes difficult, make us feel we belong to a bigger, wider community of brothers and sisters in residence ...)

[P D1] *"... net omdat ons anders lyk sal hulle dadelik besluit of hulle van jou hou of nie ... hulle vooroordeel jou en net omdat ek sê nou maar anders aantrek as hulle ..."*

(... just because we look different, they immediately decide whether they like you or not ... they judge you just because you dress differently from them ...)

[P E1] *"... sy (eerste jaar student) menswaardigheid word naderhand aangetas dat hy nie eers meer in homself glo nie. Dit beteken dat daardie persoon iemand word wat hy nie regtig is nie."*

(... his [first year student] dignity is eventually affected to the point that he does not even believe in himself anymore. This means that that person is becoming someone he really is not.)

[P I1] *"Ek dink soos almal is uniek ... jy kom nou van verskillende plekke af, so jy is maar gewoon aan jou ... sê nou jy kom van 'n klein dorpie af, dan is jy gewoon almal ken mekaar ... dit dat ... hierdie ou kom byvoorbeeld nou weer van 'n ander plek af ... so hulle agtergronde verskil en dit kan baie keer tot ... umm ... uitval of so iets lei."*

(I think everyone is unique ... you come from different places, so you are used to your ... say you come from a small town, then you are accustomed to everyone knowing everyone else... this that ... for example, this guy comes from a different place ... so their backgrounds are different and it can often lead ... umm ... to a fall out or something.)

Individualisation takes account of uniqueness and accepts that individuals are free to act and think as they would like without having to conform to the expectations of a group (Forsyth, 2010:67). Collectivism, on the other hand, views the individual needs as subservient to those of the group; the individual must adapt to the actions and reactions of the other members of the group (Forsyth, 2010:67). Group members' needs are paramount. Both Individualism and collectivism, however, recognize that an individual has the need to belong. In sub-category 2.2, I will elaborate on the social motive of belongingness.

Category 2 of Theme 1 reflects the first year male students' perceptions of the emotions and feelings associated with their experience of senior male students' aggression in residences. These vary from indifference to negativity.

4.4.1.2 Category 2: First year male students experience senior male students' aggression as being associated with a range of emotions varying from indifference to negativity

While participants do not perceive living in the same residences as senior male students as a problem, they find it difficult to cope with the senior male students' acts of aggression. Participants experience senior male students as being indifferent to them. As a result, they themselves experience negative feelings and emotions.

4.4.1.2.1 Sub-category 2.1

First year male students perceive senior male students' behaviour towards them as reflecting indifference

The participants experience senior male students as being indifferent to them. They describe this as taking the form of a lack of empathy on the part of the senior male students as well as a lack of interest. They indicated that the senior students do not really care about them even though as first year students they try to impress the senior

students by greeting them deferentially and by participating in residence activities. The following quotations reflect their perceptions:

[P H1] *“... as jy hom (senior student) groet, dan vra hulle miskien ... hoe dit gaan? Maar dan bly hulle nie om die antwoord te hoor nie ... daai no-care-houding ... hulle sit nie 'n stukkie effort in nie, ons moet alles doen ...”*

(... if you greet him [senior student] then they would ask you, how are you? But then they do not stay to hear your answer ... that couldn't-care-less attitude ... they do not make any effort, we have to do everything ...)

[P E1] *“... partykeer voel dit vir my hierdie seniors trap so hard op jou dat ek self nie eers weet of ek op wil staan nie. Ek voel verlep ... dis nie lekker nie ... beteken die feit dat ek rugby speel niks vir hulle nie, beteken dit feit dat ek die koshuis se naam dra en ek probeer dit regtig goed doen, niks vir hulle nie?”*

(... sometimes it feels as if these seniors trample on you so hard that I myself do not even know if I want to get up. I feel drained ... it's not nice ... does the fact that I play rugby mean nothing to them, the fact that I bear the residence's name and I really try to do it well mean nothing to them?)

Individuals who are indifferent to others show a lack of empathy for, interest in and concern about other individuals. Rowling (2003) states that indifference and neglect often do more damage to people than utter dislike does. In some contexts, however, such as a working environment, acts of indifference are not seen as a serious problem as they often motivate individuals in the workplace to work more productively so they can impress the individual/s who do not recognise their worth (Vaknin, 2008). However, in the field of psychology and sociology acts of indifference towards another individual are viewed as a matter of concern because they can have a negative effect on that individual's feelings and emotions (Vaknin, 2008).

Vaknin (2008), who views indifference as a form of narcissistic aggression, argues that like individuals who are indifferent to others, the narcissist lacks empathy. As a result he is not interested in the lives, emotions or needs of others. The literature reveals that narcissistic features and traits are associated with aggressive behaviour (Muñoz Centifanti, Kimonis, Frick & Aucoin, 2013:473). Minor narcissistic traits include the tendency to get what you want in order to achieve a specific goal. The literature on narcissism reveals that individuals, especially young people with narcissistic traits, have

a tendency to engage in proactive aggression in order to pursue a desired goal or social status (Muñoz Centifanti *et al.*, 2013:474; Barry, Thompson, Barry, Lochman, Adler & Hill, 2007). In the context of the first year male students' experience, the senior male students' attempts to establish dominance over first years display narcissistic tendencies, in that they do so to reinforce their self-image and social status in the residence. It is worth noting that males are more likely than females to be concerned with gaining power or improving their social status (Vaknin, 2008:39). Muñoz Centifanti *et al.* (2013:480) see a definite link between narcissism and manipulation which is related to social dominance. There is a similar link between narcissism and features of bullying as a form of aggression. People who constantly bully others and target weaker people are perceived as proactive aggressors (Fiske, 2010:147). Coleman (2007) describes bullying as the act of dominating or humiliating a weaker person or someone who has little or no power.

As a result of experiencing senior male students' acts of indifference, the participants experienced negative feelings and emotions. In sub-category 2.2 below I will elaborate on the negative feelings and emotions participants said they experienced.

4.4.1.2.2 Sub-category 2.2

First year male students experience negative feelings and a range of emotions as a result of the senior male students' behaviour towards them

As a result of the senior male students' acts of indifference to them, participants experience a variety of negative feeling and emotions. They voiced their negative feelings including feeling unwelcome, isolated, intimidated, singled out, repressed, helpless, worthless, scared, irritated, frustrated, belittled, overwhelmed/challenged, angry, disillusioned, hurt and confused. The participants stated that they feel unwelcome in the residence where they reside because of the way senior students treat them. Senior students are in an informal position of power (a position not officially accorded to these students) and some in a more formal position of power (by virtue of having an official position such as the students on the Student Representative Council [SRC] and House Committees [HC]) expect the first year students to show them due respect (De Kock, 2010:6), but the participants feel that these students do not reciprocate. As a result the participants feel unwelcome:

[P E1] *“Partykeer dan voel dit nie of mens daar (koshuis) hoort nie ... jy voel left out en jy voel soos ’n mislukking ... dan is dit sommer wanneer ek huistoe verlang na die mense wat my regtig lief het.”*

(Sometimes it feels as if you do not belong there [in the residence] you feel left out and feel like a failure ... that is when I miss home and the people who really love me.)

[P F1] *“... you feel you do not belong in the res (residence), or you feel you want to move because their words ... you don’t feel comfortable ...”*

[P A1] *“... jy voel nie meer welkom in die koshuis nie ... so dit krap jou redelik om ... en dan wil jy nie eers sommer meer daar wees nie.”*

(...you no longer feel welcome in the residence ... so it is quite upsetting ... and then you do not want to be there anymore.)

Feeling unwelcome in a social setting makes people feel that they are not wanted or that they do not belong. Belonging is one of the five core social motives required for survival in a group. The other four motives are understanding, controlling, self-enhancing and trusting (Fiske, 2010:14-15). Feeling unwelcome or excluded from a group, jeopardizes an individual’s ability to feel a sense of belongingness and has a negative effect on the individual’s sense of well-being. De Kock (2010), whose research explored first year students’ well-being during an orientation programme, argues that a sense of well-being is the criterion that individuals use to assess the value of their lives. This is based on their experiences, relationships, feelings and overall purpose in life. For the participants in this study, doing well and having a positive attitude to themselves are affected by the way the senior students behave towards them. The participants explained that senior students’ behaviours include isolating and excluding them as a means of exercising control over them. The following quotations express the participants’ experiences of isolation and exclusion:

[P B1] *“... ja (yes) well, sometimes at the hostel I don’t feel like a part of the group.”*

[P E1] *“As jy nie die dinge reg in die koshuis doen nie, dan is jy ’n goner (verwoestende man) in hulle oë, dan beteken jy absoluut niks nie ... hulle beheer jou ... jy behoort aan hulle ...”*

(If you do not do things right in the residence, then you are a goner in their eyes, then you mean nothing to them ... they control you ... you belong to them ...)

[P A2] “... ja nou dat ek daaraan dink, daar is hierdie een individu en dan voel dit partykeer bietjie of hy op my pik ...”

(... yes now that I think about it, there is this one individual and then sometimes it feels as if he picks on me a bit ...)

[P I1] “... hulle (senior studente) hanteer jou net as deel van die meubels of iets ...”

(... they [senior students] treat you just as part of the furniture or something ...)

Research done on first year students in university found that students leave university or colleges for many reasons such as financial issues, poor academic performance, lack of encouragement by others, adjustment (to adapt) into universities academic and social community or feelings of isolation or exclusion (DeWitz, Woolsey & Walsh, 2009:20). Excluding an individual from a group or ignoring them is a characteristic form of aggression known as indirect, relational or social aggression (Archer & Coyne, 2005; Fiske, 2010). According to Coyne, Archer and Eslea (2006:294) there are some “subtle differences between indirect, relational, and social aggression”, but they see more similarities between the three than differences. Steyn, Myburgh and Poggenpoel (2011:125) state that social aggression has a “clear intention to do social harm” in friendships, social relationships, social standing, self-concept and peer status. It is directed at social aspects in the form of an individual such as “damaging another’s self-esteem, social status, or both” and may occur in either a verbal form of rejection or negative facial expressions and body movements (Coyne *et al.*, 2006:295). By using social aggression, the senior male students damage the first year students’ self-esteem and social status. The literature reveals that females typically use non-physical forms of aggression unlike males (Crick & Grotpeter, 1995). However, the findings of this research study suggest that this is not true. Due to the social context of the residence in which the students live, gender has a less important effect on their behaviour than the context in which they live in (Richardson & Hammock, 2007:418). Senior male students use social aggression to exclude and isolate the first year male students and as a result the participants experience a feeling of being unworthy and a feeling of being repressed, helpless and hurt.

[P E1] “... jy voel soos 'n mislukking ... dan voel jy sleg en dis nie lekker nie ... ek bedoel dit maak seer ... dis maar swaar ... mens voel jy is niks werd nie ...”

(... you feel like a failure ... then you feel bad and it is not nice ... I mean it hurts ... it is hard ... you feel you are worth nothing ...)

[P I1] *“... soos jy is maar net daar ... dis meer die innerlike ding van jy is nie werd hier nie ...”*
(... like you're just there ... it is more of an internal thing of you are not worthy here ...)

[P F1] *“... you don't feel freedom ... you don't feel free ... when they tell you, you must not question, you must just say yes ... you don't feel comfortable with them around ... even if you have a problem ... you can't even talk to them freely ... you can't approach them ... even if you have your own personal problem, you can't talk to them ... and tell them your personal problem ... you don't even walk freely in die koshuis (residence) ... that thing is little bit stressful for me ...”*

[P H2] *“... die beteken vir my dat my eie woonplek hier op kampus vir my soos 'n tronk voel ...”*
(... it means to me that my own place here on campus feel like a prison to me ...)

[P C1] *“... en hoe jy soos 'n hulpelose skaap tussen hulle voel ... en jy weet nie waarna toe of na wie toe om te gaan nie ... want jy kan nie net enige iets doen nie ...”*
(... and how you feel like a helpless sheep amongst them ... and you do not know where or to whom to go ... because you cannot just do anything ...)

There is considerable evidence in the literature that students find their first year difficult and stressful and that most first year students experience feelings of loneliness, isolation and depression (American College Health Association, 2006; Sisk, 2006; Wei, Russell & Zakalik, 2005:602). A change in mood to a sense of being unworthy, repressed, helpless, hurt, sad and lonely is considered to be a sign of depression. In this case, the attributes of depression affect the sense of well-being of the participants are rarely psychiatric in nature (Beck & Alford, 2009:8). However, this kind of depression not only affects the well-being of students, but it is also one of the barriers to successful academic performance at the institution (Sisk, 2006:17). Depression is the second greatest reason why students visit support services on campuses or turn to social support systems (Sisk, 2006:17). I will elaborate on social support systems in theme 2, section 4.4.2.2.

Participants voiced being disheartened and feeling discouraged as a result of being excluded by the senior students and made to feel unwelcome in the residence. They even feel disaffected:

[P A1] “... *net deur daai een aanmerking* (wat 'n senior student maak) *breek dit mens se hele aand af, en dit maak jou dag sommer nie lekker nie, en dan voel ek sommer net moedeloos ...*”

(... just that one comment [a senior student makes] destroys one's whole evening, and it makes your day just not nice, and then I just feel discouraged ...)

[P A1] “... *ek het al op daai punt gekom van ek worry* (bekommer) *nie meer nie ...*”

(... I came to that point where I just do not worry anymore ...)

[P E1] “... *ek voel moedeloos en soos ek gesê het ... dan wil ek net my goed vat ek gaan.*”

(... I feel discouraged and like I said ... then I just want to take my stuff and leave.)

Discouragement of this kind makes an individual lose confidence or enthusiasm. Warren (2002) argues that four key causes of discouragement are fatigue, frustration, failure and fear. Discouragement is viewed as one of the most powerful and distressing feelings known to a person; it is difficult to overcome and can lead to and cause depression (Rice, 2000:57).

Individuals experience negative feelings and emotions when they are isolated or excluded from the larger group as the need to belong is integral fundamental part of human nature (Forsyth, 2010:65). This is supported by evolutionary theory that explains why people as individuals “act, feel and think the way that they do” (Forsyth, 2010:65). Thus as a result of the participants’ experiences of isolation and exclusion by the senior students, they experience a feeling of being unwelcome or worthless.

When an individual/s is being socially excluded from a group the flight-or-flight response comes into play. This suggests that either the individual fights his exclusion by becoming hostile and aggressive towards the group members who exclude him or the individual tries to escape the situation he is in by accepting the rejection and withdrawing from the rest of the group (Forsyth, 2010:62). In this context the participants show a strategy of avoidance when they isolate themselves from the senior students and their behaviours. They dissociate themselves from the senior male students by keeping their distance in order to protect themselves. Some of the participants explained that they stay away from the residence (where the seniors are during day time) and remain on campus, using the excuse that they are attending

academic classes. They also isolate themselves by staying in their residence rooms. The follow quotations illustrate the participants' use of voluntary isolation:

[P A1] *"... wil jy net omdraai en wegloop ..."*

(... you just turn around and walk away ...)

[P C1] *"Ek het soos aan die begin vroeg (in die oggende) al uit die koshuis uitgegaan en gesê ek moet klastoe gaan, net om soos uit die koshuis te wees en dan gaan bly ek die hele dag lank weg tot die laaste einde van die dag (’n vasgestelde tyd wat gegee word vir eerste jaar studente om terug te wees in die koshuis) en dan gaan ek eers terug (koshuis toe) ... mense het soos in hulle kamers gebly en nie uitgekome nie ... selfs mense het uit die koshuis gegaan (uit getrek) want dit raak te veel ... mense moet my nie bang maak nie, want dan voel ek net ek sal jou afsny en my nie aan jou steur nie."*

(At the beginning I left the hostel early [in the morning] and told them I must attend classes, just to be like away from the hostel and then I stayed away until the very end of the day [a set time given for the first year students to be back in the residence] and only then did I go back [to the residence] ... people stayed in their rooms and did not come out ... people even leave the residence because it gets too much ... people should not scare me, because then I just feel I will cut you off and you will not disturb me.)

[P G1] *"... ek dink jy probeer hulle (die senior studente) maar vermy, soos ... jy sal eerder in die oggend klas toe gaan, jy sal nie terug gaan koshuis toe nie, jy sal eerder heelyd op kampus rondhang tot dat jy vanaand moet teruggaan (koshuis toe) ... en dit beïnvloed jou lewe."*

(... I think you try to avoid them [the senior students], like ... you would rather go to class in the morning, you will not go back to the hostel, you hang around on campus the whole time until you have to go back [to the residence] tonight ... and it affects your life.)

[P H2] *"... jy sal eerder nog drie klasse wou draf voordat jy moet terug gaan koshuis toe ..."*

(... you will rather attend three more classes than go back to the residence ...)

[P A2] *"... jy hou maar jou afstand ..."*

(... you rather keep your distance ...)

As a result of protecting or defending themselves and avoiding the senior students, the participants show that they voluntarily isolate themselves. Freud (1896) describes the multiple defence mechanisms an individual uses to isolate himself. A defence

mechanism is used by an individual when there is conflict between two or more individuals. The defence mechanism used most often by the participants in this study when they are under pressure is avoidance (Freud, 2011:5; Phaneuf, 2008). As a result of using the avoidance strategy, which is a short term solution, the participants try to reduce the pain of the negative effect (exclusion), adapt to and/or tolerate difficult situations by isolating themselves. Significant to the phenomenon of aggression, individuals also use avoidance as a defence mechanism to defend themselves against socially unacceptable drives such as aggressiveness (Phaneuf, 2008). The use of a defence mechanism such as avoidance is not only seen as a strategy to protect the self from strong negative feelings and exclusion by others, but also as a strategy in order to cope in an undesirable situation or environment (Carr, 2004:230).

The participants became irritated and frustrated with not only the circumstances in the residence but also with the senior male students. Some participants stated:

[P B1] *“... I just feel like irritated and I don't want to bump into any seniors ...”*

[P C1] *“... ons kan die onnodige geskree laat ophou deur hulle te laat verstaan dit is meer 'n irritasie as iets wat respek gaan kry.”*

(... we can stop the unnecessary screaming by letting them understand that it is more of an irritation than something that will earn respect.)

[P F1] *“... they (senior students) make you frustrated, because they don't talk well with you.”*

Some participants voiced their experience of a build-up of anger inside themselves towards senior students as a result of the lack of respect they display.

[P C1] *“... hulle aggressie van die begin af en dan maak dit vir ons ook kwaad ...”*

(... their aggression from the get go and then it makes us angry as well ...)

[P E1] *“Mense is net mense en partykeer dan kom dit op 'n punt waar als net te veel raak en soms dan, dan wil ek net ontplof ...”*

(People are just people and sometimes then you come to that point where everything gets too much and sometimes then I just feel like exploding ...)

[P H1] *“... een of ander tyd gaan daai eerstejaar gatvol word en dit net verloor.”*

(... some time or another that first year is going to get fed-up and is just going to lose it.)

Irritation, frustration and anger are closely linked to aggression as they are often the reason for aggressive behavior and actions (Berkowitz, 1993; Fiske 2010). In the case of these participants, it is irritation and frustration. This is an internal emotional reaction which arises from being thwarted by the senior students in the residences (Berkowitz, 1993:31). Unlike females who would rather focus on the tend-and-befriend response, males are more prone to focus on the fight-or-flight tendency (Fiske, 2010:403). In the case of an unpleasant event, situation or negative effect, both flight and fight tendencies are generated (Berkowitz, 1993:57). As discussed previously the flight tendency (escape) is evident in participants' use of the defence mechanism of cutting themselves off from the unpleasant effects of the senior students' behaviours. In this instance, participants' experience of feeling anger towards senior students reflects a fight tendency.

A negative emotional state, such as becoming frustrated and irritated sets off an immediate emotional reaction, and this emotion is experienced as anger (Botha, 2006:56). However, Naidoo (2012) posits that anger differs from aggression as anger is "influenced by one's cognitive and moral functioning" whereas aggression is "goal directed behaviour intending harm". This is where the fight-or-flight tendency once again occurs as "a consequence of anger arousal" (Naidoo, 2012). The participants show different ways of coping with their experiences of feeling irritated and frustrated because of their lack of power. They restrained themselves from acting out their frustrations and irritations (had they wanted to) in the form of anger. Some of the participants even experienced fellow first years leaving the residence, not only because they could not adjust but also because their levels of frustration and irritation were so high.

Some participants voiced their experience of being intimidated by senior students' nonverbal and verbal behaviours:

[P C1] "... *hulle sal dan die healtyd hierdie demented smile* (waansinnig glimlag) *vir jou gee ...*"
(... they will always give you this maniacal smile ...)

[P A2] "... *mens voel bietjie geintimideerd, veral as mens eerstejaar is ...*"
(... one feels a little bit intimidated, especially when you are a first year ...)

[P E1] "... hulle gebruik woorde om jou te intimideer... dan smile hy maar met so ... (vloek woord) uitdrukking op sy gesig ... soos dai ou se gesigsuitdrukking ... ag enige iemand kon sien daai ou was erg die ... (vloek woord) in."

(... they use words to intimidate you ... then he smiles with that ... [swear word] expression on his face ... like that guy's face ... ah ... anyone could see that guy was ... [swear word] angry.)

[P H1] "... die feit dat hulle intimideer jou, hulle sê hulle gaan goed doen aan jou, maar hulle kan niks doen nie ... wat my kwaad maak want ek kom van 'n agtergrond af waar, as 'n mens vir jou sê hy gaan jou ... (vloek woord), dan gebeur dit."

(... the fact that they intimidate you, they say they will do things to you, but they cannot do anything ... it makes me angry because I come from a background where, if a person tells you he is going to [swear word] of you, then it happens.)

Lamontagne (2010:57) explains that intimidation is used by individuals in super ordinate positions in the hierarchical system. In this case, the participants are in a subordinate position while the senior male students are in a super ordinate position in the residence. Senior male students are thus in a good position to intimidate the first year students. An intimidator uses intimidation to appear dangerous because he wants to inspire feelings and emotions of fear and distress (Fiske, 2010:218). Lamontagne (2010:56) adds that intimidators aim to let other individuals know that "they can make things difficult for them if they are pushed too far" and therefore deal aggressively or in a forceful manner with individuals who get in their way. The following quotation provided by a participant shows his experience of senior male students' making clear their intention to make the lives of first years difficult.

[P D1] "... hulle (senior studente) gaan uit hulle pad om jou lewe hel te maak ..."

(... they [senior students] go out of their way to make your life hell ...)

In the context of the participants' experiences, the senior students use intimidation as a mode of control (Lamontagne, 2010). Typically senior students use nonverbal signals such as facial expressions of anger. Fiske (2010:218) explains that manifesting anger is a way of frightening or overawing others and that it strengthens rank in hierarchical systems.

Referring to the behaviour of senior male students, the first years voiced their sense of being unfairly judged or belittled. The following quotations expressed this:

[P D1] *“... hulle vooroordeel jou en net omdat ek sê nou maar anders aantrek as hulle ... net omdat ons anders lyk sal hulle dadelik besluit of hulle van jou hou of nie.”*

(... they judge you and just because say for instance I dress differently from them ... just because we look different, they will immediately decide whether they like you or not.)

[P E1] *“... sal hulle op mens skree en hulle sal jou klein maak ... hoekom moet ek so verkleineer word?”*

(... they will scream at you and belittle you ... why should I be so belittled?)

[P F1] *“... they will treat you like a little child ...”*

[P H1] *“... dit beteken nie hulle (senior student) moet ons as eerstejaars verkleineer of afdruk of minderwaardig laat voel nie ...”*

(... that does not mean they [senior students] have to belittle or put us down or make us feel inferior ...)

Unfair treatment or judgement threatens an individual's self-concept and causes psychological damage because it shows a lack of respect for someone's social identity and basic worth. This has a fundamentally negative impact on the well-being and health of individuals and affects their ability to strive to meet goals (Oyserman, Uskul, Yoder, Nesse & Williams, 2007:505). Unfair treatment can take different forms including bullying (by humiliating, undermining or threatening another individual); discriminating (treating an individual less well than others); harassment (in a way that is threatening or offensive to make individual/s feel belittled, unwelcome, intimidated, insulted or offended); victimisation or vilification. In this context the unfair treatment the senior students mete out to participants can be regarded as an abuse of the power they hold because of their rank in the residence. It is clear that participants experienced senior students' acts of intimidation as negative, but they made particular mention of the unpleasantness of being shouted at and the vulgar language that senior students used:

[P F1] *“... because this aggression of the seniors ... it is not good ... it is not pleasant ... you cannot even feel happy when you go to your res (residence), when you come from classes ... or when you come back from holidays ... when you come back ... you cannot*

feel happy ... I'm going to have fun ... no you can't have that happiness ... they don't talk well with you."

[P H2] *"... kyk dis nie soos fisiese aggressie nie ... hulle gebruik woorde om jou soos af te kraak hulle skree op jou en probeer jou verniel ... dis nie lekker as iemand jou ... (vloek woord) nie ..."*

(... look it is not like physical aggression ... they use words to like break your spirit by yelling at you and trying to destroy you ... it's not nice when I get ... [swear word] ...)

[P G1] *"... dit (die geskree) was nie lekker nie ... ek het nou nie emosionele skade daaroor nie maar dit is definitief nie lekker nie ..."*

(... it [the shouting] was not nice ... I have no emotional damage but it is definitely not nice ...)

[P H2] *"... hier word jy suddenly (skielik) op geskree vir niks ... jy's sleg en jy hoort nie hier nie en al daai tipe goed ..."*

(...here you suddenly get yelled at for nothing ... you are bad and you do not belong here and that type of stuff ...)

To emphasise that the first year male students should fear them, the senior male students shout and swear at the first year male students. Edwards and O'Connell (2006) explain that verbal abuse often includes yelling, offensive language, swearing and name-calling.

Some participants voiced their confusion because of the erratic behaviour of senior students:

[P E1] *"... hulle is heeltyd anders ... dit maak ons deurmekaar voel man."*

(... they are different the whole time ... they make us feel confused man.)

One participant explained his experience of feeling confused in this way:

[P F1] *"... you become confused because, two minutes these people (senior students) was like happy and two minutes again ... they are like this ... they are angry now ... you don't know ... where did I go wrong ... because you cannot understand them. Everyday change, today they ... he will be friendly with you ... tomorrow he is no longer that ... I don't know ... you no longer understand them ..."*

According to the participant his photograph below illustrates his confusion; the senior male students' moods or as he refers to as "... emotions ..." constantly change over time. He therefore finds it difficult to understand the senior students because of the change in their moods. He said that he is unsure of what the senior students expect of him and therefore he is confused.



FIGURE 4.4 PHOTOGRAPH F1 C

CAPTION

Change of emotion

The following quotations represent the participants' experiences of disillusionment:

[P E1] "... dis veral moeilik as mens soos gedink het die koshuislewe gaan lekker wees en dan is dit nou net soos 'n ... dis nie wat jy gedink het nie ... ek het gedink dit gaan fun wees ... nuwe ouens wat jy ontmoet en fun goed wat mens doen. Ek het nie geweet seniors gaan so op mens skree en op mens trap (figuurlik) nie."

(... it is especially difficult when you thought that residence life would be pleasant and it is just like a ... it's not what you thought ... I thought it would be fun ... new guys you meet and fun things that you do. I did not know seniors were going to shout at people [us] us or trample on people [figuratively] like that.)

[P F1] *“... the first years have left the koshuis (residence) because that treatment they give you ... that shouting ... it's not what you ... some of us come from different backgrounds ... at home they don't hold you like that ... they don't do that things for you ... it becomes difficult for you to adjust ...”*

[P B1] *“I heard of like Potch-res (Potchefstroom campus residence) and I was excited, I thought we were going to bond and be friends but when you actually get here ... it gets too much ...”*

In the context of the participants' experiences, disillusionment refers not only to the participants' disappointment in the senior male students' behaviour towards them, but also their disappointment in and shattered expectations of the dynamics of the university's residences. First year male students' expectations of university life are influenced by various issues such as social, financial, environmental, occupation and relationship factors (Nadelson, Semmelroth, Martinez, Featherstone, Fuhriman & Sell, 2013:50). These participants came to university and entered the residence as first year students with a range of expectation of what university life would be like. Some of the participants stated that their hopes are being crushed by the behaviour of the senior students; the way they are treated as first year students is not what they expected. Other participants explained that although family and friends had warned them about the residences and the practices in the residence they still did not think that it would be that disillusioning. Literature on first generation students reveals that first year students whose families have post-secondary experience are inclined to have different expectations of their [university] experience when compared to their peers (Nadelson *et al.*, 2013:52). One of the participants even went as far as discouraging any of his friends who expressed the wish to enrol at the university and come to the residence in which he currently resides. He explained that he did not want his friends to be treated in the way that he is treated and that he would rather be untruthful to his friends by telling them that the residences are full and that there is no more space for newcomers. The following statement was made by him:

[P F1] *“I did not expect that rude behaviour of the seniors and stuff ... I just expected everything to be good ... to ... to live well with each other ... not that kind of behaviour ... I thought I'm in a res (residence) ... it will be a fun thing ... I will just study and enjoy the campus and enjoy the university but nah (no) ... is not that at the moment ... they just change*

that perspective ... you cannot recommend (a residence for) a person to stay here ... you just make an excuse saying it (the residence) is full ...

Another participant explained his experience of feeling disillusioned by illustrating his experience by the following photograph.



FIGURE 4.5 PHOTOGRAPH I1 A

CAPTION

Saam as 'n eenheid?

(Together as a unit?)

This photograph depicts a participant's experience that things are not always as they seem:

[P I1] *"... dit beteken daar is nie regtig 'n eenheid nie ... of kyk, almal bly in dieselfde ... almal is veronderstel om saam as 'n eenheid op te tree maar dit kom nie ... of dit gebeur nie soos dit moet nie ... so jy as 'n buitestaander, nou net na die koshuis kyk, lyk als goed en wel ... kyk nou die opedag ... almal kom in, almal lyk na vriende, maar hierso op 'n gang gebeur dit ... die ou slaan vir die ou ... dit is nou maar net wat ek basies gesê het ... dit is die problem, dit is wat jy nie altyd weet of sien nie ..."*

(... it means there is not really a unit ... you see ... everyone lives in the same ... everyone is supposed to act together as a unit but it doesn't happen ... or it does not happen as it should ... so if you as an outsider, just look at the hostel, it seems okay ... look the open day ... everyone comes in, everyone seems to be friends, but here in a

corridor it happens ... this guy hits that guy ... that is just what I basically said ... this is the problem, it is that you do not always know or see ...)

The participants experience covert aggressive behaviour from senior male students as is evident in the following quotations:

[P E1] *“... die aggressie is op so 'n manier ... jy kan dit nie altyd sien nie. Dis nie aggressie soos slaan of iets fisies nie ... maar die manier wat hulle op jou emosies speel, dis hoe hulle aggressief is teenoor jou ...”*

(... the aggression is such that ... you cannot always see it. It is not aggression like hitting or physical ... but the way in which they play on your emotions that is how they are aggressive towards you ...)

[P A2] *“... die aggressie wat ek beleef kan mens nie uitbeeld nie, dit is liewer innerlik, as ek dit so kan sê.”*

(... the aggression I experience cannot be depicted, it is rather internal, if I can say it like that.)

Bjorkqvist, Österman and Lagerspetz (1994:27) argue that the verbal and social skills of an individual develop over the life span and may be used not only for effective communication, but also to harm other individuals. Covert types of aggression include social, relational or indirect aggression, which means that social manipulation is used in order to harm the other person without being physically or personally involved in the attack (Garandean & Cillessen, 2006:612). In a group context such as in residences, indirect forms of aggression are a crucial component and serve as a means for attack (Garandean & Cillessen, 2006:612).

It seems as if the covert aggressive behaviour adopted by the senior students often takes the form of underhanded behaviour, as the following quotations indicate:

[P D1] *“... hulle sal nie aan jou raak nie, omdat hulle ... hulle is baie bang vir wat kan gebeur ... Hulle kan geskors raak ... hulle kan tronk toe gaan ... hulle mag jou nie vloek nie ... maar ... hulle vloek.”*

(... they [senior male students] will not touch you, because ... they are very afraid of what might happen ... They can get suspended ... they can go to jail ... they may not swear at you ... but ... they swear.)

[P E2] *“... jy het menseregte en daai tipe van goed ... dis hoekom soos ek dink nie daar is so baie fisiese aggressie in ons koshuis nie ... hulle is bewus (daarvan dat) hulle kan tug (verhoor) kry en so en dan kan hulle geskors word ...”*

(... you have human rights and that kind of stuff ... that is why I think there isn't that much physical aggression in our residence ... they are aware that they can get a disciplinary hearing and so on and then they can get suspended ...)

These comments are an indication that the senior students concerned are aware of the consequences of physically aggressive behaviour towards other students and so they avoid using such behaviour.

The following quotation gives insight into the possible reason for the senior male students' covert aggression:

[P E1] *“... hulle mag nie aan ons eerstejaars raak nie ... ek dink hulle weet dit ook. Dalk as die universiteit se reëls nie so streng was nie, dan sou hulle ons dalk sommer rond gestamp het of gegooi het met goed ... maar hulle sal in groot moeilikheid kom.”*

(... they are not allowed to touch us first years ... and I think they know it. Maybe if the university's rules were not so strict ... then they would maybe just push us around or throw stuff at us ... but they will get in to big trouble.)

According to Forsyth (2010:58), the need to belong is one of the basic psychological factors in human behaviour in a variety of situations and settings. The participants expressed a feeling of worthlessness and their frustration at being excluded by the senior students. Forsyth (2010:62) states that being left out accidentally is one thing, but being deliberately excluded is distressing. This distress can take the form of nervousness, loneliness and even pain. Forsyth (2010:62) adds that the pain of being excluded is almost identical to the pain caused by physical injury. MacDonald and Leary (2005:202) term a situation when a relational partner (as in the case of a group member) feels less valued as relational devaluation. In their view, this devaluation is met with a sense of hurt and abhorrence as it could signal the chance of eventual omission or ultimate exclusion (MacDonald & Leary, 2005:202).

However, those who (like the first years in this research study) are on the receiving end of aggressive behaviour experience negative feelings and emotions, research findings reveal the surprising fact these very people often want to hurt others when they are given the opportunity to do (MacDonald & Leary, 2005:213). The participants are not in

the position to hurt others at present because of their lowly position in the hierarchical system in the residence. However, it is possible that when they become second year students, and thus have a higher status in the hierarchy, they may emulate the behaviour of the current senior students. Some of the participants stated that second year male students tend to be more aggressive than some of the third and fourth year male students.

[P D1] *“... en dan soos nou die tweede jaars, hy het nou onthef geraak en nou omdat hulle daai nuwe ... kan ek sê krag het oor die eerstejaars, nou vat hulle soos hieper soos advantage daarvan en goed ... en hulle maak jou net alles doen.”*

(... and then now like the second years, he has just been recently released and now because they have that new ... can I say power over the first years, now they take like hyper advantage thereof and stuff ... and they make you just do everything.)

[P G1] *“... die ergste seniors is vir seker die tweede jaars ... ek dink dis soos ouderdom. Hulle word groot ... die vyfde jaars wil nou nie meer eintlik iets met die eerste jaars te doen het nie.”*

(... the worst seniors are definitely the second years ... I think it is age. They mature ... the fifth years do not actually want anything to do with the first years.)

[P H1] *“Nou die ouens wat die ergste is van die seniors is die tweede jaars. Want veral die tweede jaars, die klem val veral op die tweede jaars, hulle maak asof hulle ook HK (Huis Komitee) is ... die tweede jaars is nie belangrik nie, hulle het nie 'n sê in die koshuis nie, maar dan is dit meestal die tweede jaars wat so aangaan.”*

(Now the guys who are the worst among the seniors are the second years. Especially the second years, the emphasis is on the second years, they pretend they are also HC [House Committee] ... the second years are not important, they do not have a say in the residence, but it is mostly the second years that go on like that.)

Although the literature provides evidence that social learning has its advantages (Schultz & Schultz, 2013:352), it is evident a cycle of aggressive behaviour may be set up that reinforces destructive or anti-social behaviour. Diagram 4.1 illustrates this cycle of aggressive behaviour in the context of this study.

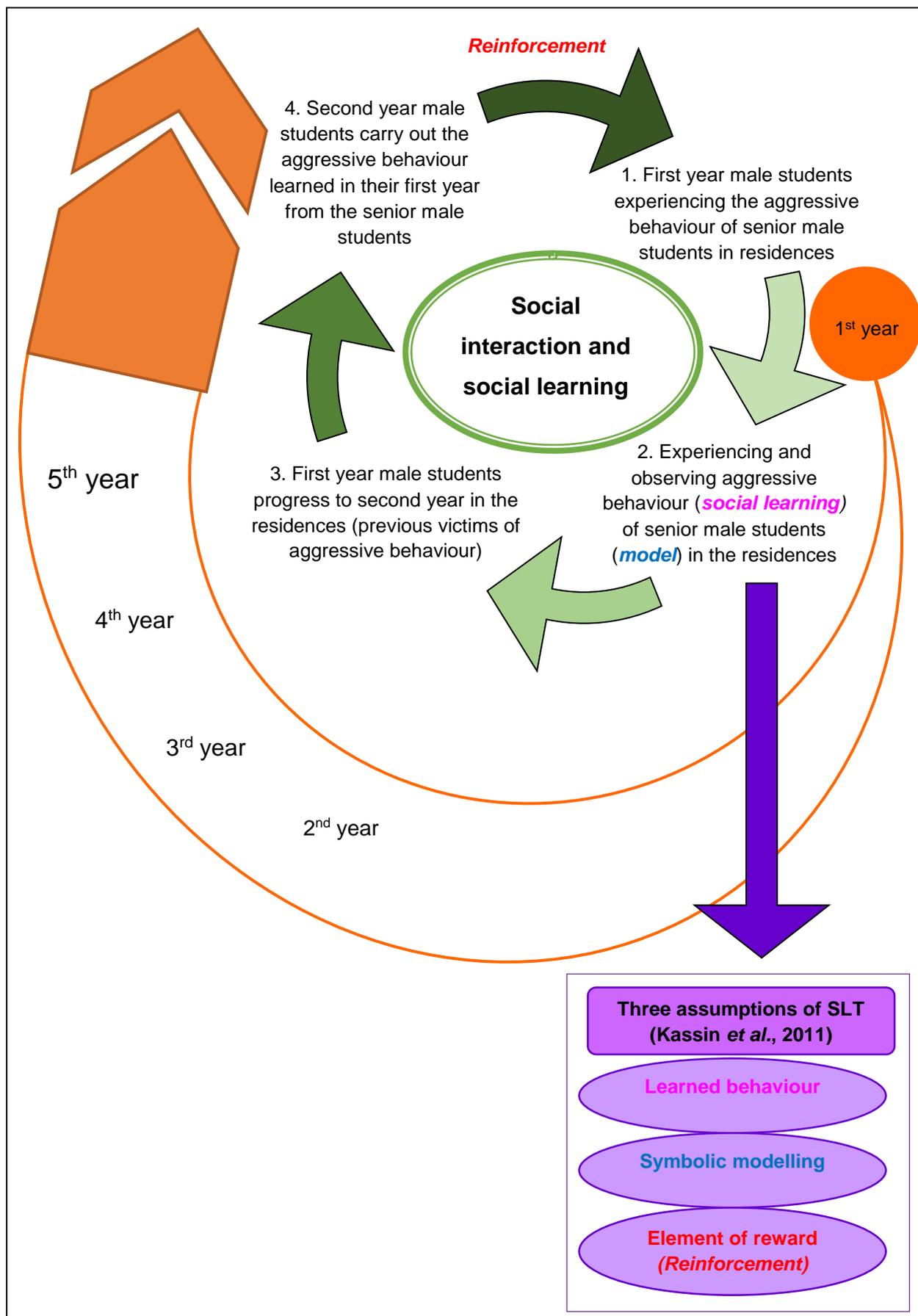


DIAGRAM 4.1 CYCLE OF LEARNED AGGRESSIVE BEHAVIOUR

In the first year of being in a residence, the first year male students experience senior male student aggression in various ways. In other words, they observe the senior male students' behaviour towards first year male students. Social learning becomes evident when some of the first year male students who progress to their second year carry out or act out the learned aggressive behaviour that they have seen modelled in their first year in the residence.

Senior male students hold an informal social position of power and authority (as discussed in 4.4.1.2.2) and as a result they are in a position to control the actions of the first year students. French and Raven (1959) refers to six formal types of power which includes reward power, coercive power, legitimate power, referent power, expert power and informational power (Forsyth, 2010:223). However, the power that senior male students hold is not officially vested in them or something that goes along with being given a title, but is acquired as the students move up in the hierarchal structure in residences. Thus the power or influence can be said to be informally obtained by the senior male students themselves by virtue of having a higher status: they are a second, third or fourth year male student in the hierarchical structure of the residences (Fiske, 2010:545).

4.4.2 Theme 2: First year male students suggest strategies to cope with their experience of senior male students' aggression in residences

First year male students suggested strategies that will enable future first year male students to cope with their experiences of senior male students' aggression in the residences. The participants in this study, who live in the same residence as senior male students, suggest that first year students need to focus firmly on the reason for coming to university and being in residence. The participants also suggest that first years should have someone in whom they can confide. This confidant should be readily accessible so students can make contact with him or her on a regular basis; but the person must be someone who is outside the residence. Lastly they suggest that first year male students should attend a camp at the beginning of the year which would prepare them for university and residence life.

4.4.2.1 Category 1: First year male students suggest that one must focus firmly on the purpose for coming to university

The participants explained they do not see the current situation of senior student behaviour in the residences changing soon. Since they are powerless to change the situation, they suggest that first year male students should focus firmly on why they came to the university. Some participants stated:

[P E1] *“Ons moet seker maar net leer om met dit saam te leef ... ek bedoel ... dit (die situasie) gaan nie verander nie ...”*

(We should probably just learn to live with it ... I mean ... it [the situation] will not change ...)

[P H1] *“... hulle (die senior studente) het my nou net weereens (laat) beseef dat ek hier is vir belangriker dinge. Ek is hier om te studeer, ek is nie hier om vriende te maak nie.”*

(... they [the senior students] just made me realize once again that I am here for more important things. I am here to study; I am not here to make friends.)

[P F1] *“... they (first year students) must focus on why they came here rather than focusing on the seniors and their stuff ...”*

Many different definitions and explanations of the concept of ‘purpose’ are to found in the literature. Bronk, Finch and Talib (2010:133-134) argue that a purpose in life represents a steady and prevailing plan to achieve something significant to the self and prepares the way for abundant encounters with some elements of the world apart from the self. They go on to explain that that having a purpose includes three dimensions: the intention to progress towards an ultimate aim, the dimension of active engagement in order to achieve the purpose in life; and the desire and motivation in order to make a contribution.

In this context, the participants suggest that one should focus on the purpose (intention) of coming to university and why they live in a residence on campus. They as first year students enrolled at the university for the purpose of attending classes, learning, gaining knowledge in a field of study and at the end obtaining a qualification. Although there is a lot of debate about the purpose of higher education, as an institution, the focus is primarily on the participant as an individual. According to Bitzer (2009), the main

purpose of academic work in higher education is to increase a student's sensitivity towards historical, contemporary and future issues. It also aims to make the student in higher education become independent, intrinsically motivated and able to engage in self-monitored life-long learning. However, this cannot be achieved when the first year students are hampered by the senior male students.

The purpose of being in a residence will be achieved in the future. As Carr (2004:2) points out, the future is one of the determinants of positive emotions. Positive emotions associated with the future including emotions such as optimism, hopefulness, faith and confidence (Carr, 2004:2). Thus if the participants focus on the main purpose of being at university and why they are living in a residence, they could remain optimistic.

4.4.2.2 Category 2: First year male students suggest having an independent confidant available

The participants expressed the need to speak to someone and although they mentioned that there are support systems available to support them, such as the house committee members (HC) and the warden of the residence, they are sometimes loath to approach them. They are also not certain that they can trust them. The participants also said that they do not feel confident about approaching the senior students with their problems. As previously discussed, the first year male students are confused because of the changes in mood that the senior students exhibit.

[P G1] *"Jy moet ... met iemand gaan praat ..."*

(You must ... go and speak to someone ...)

[P I1] *"... die liggame binne in die koshuis wat jou (as eerste jaar student) moet beskerm sal seniors se kante kies, ongeag wat werklik gebeur het ... (dit) beteken vir my dat ons nie altyd toegang het tot mense of liggame wat as die vredemakers moet optree nie ..."*

(... the bodies inside the residence which should protect you [as a first year student] will choose the seniors' side regardless of what actually happened ... [it] means to me that we do not always have access to people or bodies to act as peacemakers ...)

[P F1] *"... even if you have a problem, you can't even talk to them (senior male students), because you don't know how to approach them ... you can live with them freely ... you can't approach them ... even if you have your own personal problem, you can't talk to them ... and tell them your person problem ..."*

De Kock (2010:7) argues that the members of the HC are viewed as guardians and mentors of the first year students. If this is true, they could be possible confidants. However, the participants expressed the need for an independent confidant, whom they would feel more comfortable about approaching and could trust. The participants also explained that even if they wanted to talk to the HC or other senior students, they did not know how to approach them because of the way in which the senior students and HC behave. The first year male students say they are hesitant or anxious about approaching senior students as they do not know how the senior will react when they are approached (Forsyth, 2010:431). One of the participants described his experience with a senior student. He wanted to approach the senior student but an argument ensued between the two of them although the intention had been to clear the air over the matter. He explained that he wanted to approach the senior student but was afraid of what the action of the senior student might be: [P A2] “... *ek hoop maar net hy trek nie* (sy vuis) *terug en* (vloek woord) *my nie.*” (... I just hope he doesn't pull back [his fist] and [swear word] me).

Communication is a crucial dimension of any relationship between individuals in a group setting as carries the messages that individuals or group members want to exchange with one another (Steyn *et al.*, 2011:125). The first year male students in this group evinced their lack of trust in the senior students; they suggested that there should be an independent confidant that they could use.

A confidant is a person is a male or a female in whom an individual confides secrets or problems, because he or she trusts the confidant not to repeat or discuss the information with anyone else. A confidant forms part of a social support system. This refers to social resources provided by non-professionals or personal network systems identified by the individual himself to help improve relationships, cope with different challenges and provide emotional support (Gottlieb & Bergen, 2010:512). Social support is important in relationships, especially for groups such as these first year male students. It helps the group members to protect themselves against more powerful figures such as the senior students, as well as to cope with adjustment (in a specific context such as the residence) and improve physical and emotional well-being (Glanz & Schwartz, 2008:222). Social support could help first year students make the transition to university and adjust to the change in social life style (Friedlander, Reid, Shupak, & Cribbie, 2007). The quality and quantity of support systems also has a strong effect on

the well-being of the group member (Carr, 2004:218). If the support system is high in quantity and the quality of the relationship between the support system and the individual is strong, the outcome is better physical and mental health, less depression and fewer psychological problems (Carr, 2004:218). The support system also serves as “a mechanism for downward comparison” and most likely bolsters an individual’s self-esteem and coping abilities in times of stress (Glanz & Schwartz, 2008:222). The literature reveals that individuals who are facing a transition in life such as entering a university or going to live in a ‘new’ abode away from the life they know or experiencing stress benefit from support systems, including emotional support, instrumental support, informational support and appraisal support (Heaney & Israel, 2008:199). Ramirez (2012:9) posits that the availability of social support will lower the likelihood of a student’s becoming depressed should he or she be faced with overwhelming stressors. Research done on disclosure to and choice of confidants reveals that males disclose more intimate and personal information to female friends than male friends (Barstead, Bouchard & Shih, 2013:794; Consedine, Sabag-Cohen & Krivoshekova, 2007; Komarovsky, 1974). Why they do so is debatable, but the woman’s traditional role as a caretaker may provide part of the explanation, as might the notion that women are more physiologically responsive to contradictory viewpoints of social relationships than men (Ryff & Singer, 2000:39).

An independent type of support system or relationship is by definition free of control or influence by others. In this context the participants’ suggestion that an independent support system be offered would mean that the first years would have a confidant that would not be influenced by other members of the existing authority figures at the residence.

4.4.2.3 Category 3: First year male students suggest that all future first year students attend an orientation or preparatory camp

The participants suggested that first year male students should attend an orientation camp before they start living in the residence. One of the participants shared his view on an orientation camp he attended before he went into the residence. In his view, it helped to prepare for the life in residence that lay ahead:

[P B2] *"I was prepared going into it (the residence) when we went to the ... (name of camp) ... I think to go on that camp (preparatory camp) or another similar camp, just to know what to expect ..."*

A preparatory camp is usually held to prepare individuals for something specific. In this case, the preparatory camp offered prepares first year students for and facilitates their transition to university life and culture. Research on orientation programmes shows their effectiveness. They not only help first year students to meet and connect with other first year students and create friendships (social integration), but they also increase the retention rates of first year students, the personal and spiritual growth of first year students, and raise levels of achievement during their degree programme and after graduation (Gass, Garvey & Sugerman, 2003; Huber, 2012). Mudhovozi (2012:258) argues that it is very important for universities to help first year students reorganize their priorities in order to enable the first year students to reach their full potential and adjust to their new environment. Modhovozi (2012:258) contends that universities should strengthen their orientation programmes so that help first year students to adjust easily and quickly.

In addition to the findings discussed above, I also made field notes which include observational, theoretical, methodological and reflective notes. In the next section, I present these field notes.

4.5 DISCUSSION OF THE FIELD NOTES

According to Brodsky (2008), taking field notes is a crucial part of every qualitative research study regardless of other data generation strategies and tools used to generate data. In a qualitative research study, field notes are used to "record in-depth descriptive details of people (including themselves), places, things, and events, as well as reflections on data patterns, and the process of research" (Brodsky, 2008:22). "There are no rules as to how research diaries or field notes should be compiled" Newbury (2001:4). In this case, field notes were taken throughout each of the two data generation phases. I drew up my own field notes check list (see Table 4.2), and made the notes accordingly. The field notes consisted of: observational notes, theoretical notes, methodological notes and reflective notes (Newbury, 2001:4). In the sections to follow I elaborate on the field notes I made.

TABLE 4.2 FIELD NOTES CHECK LIST

Researcher in the field	Observational notes	Theoretical notes	Methodological notes	Reflective notes
Initial meeting				
Phase One				
Phase Two				

4.5.1 Observational notes

During the initial meeting and throughout phase one and phase two of the data generation process, I met the participants in a safe environment away from the residences to protect them from any identification or victimization. When I first met with the participants, a few of them were nervous as they did not know who I (the researcher) was and what they could expect. Some of the participants’ first reactions struck me as odd. One, for example, asked me if he was in trouble. When I assured him he was not, he sighed with relief and said that he had not slept the previous night as he had been afraid of this meeting. Another participant thought that the meeting was set up by the senior students in his residence as part of another attempt to catch him out and beat him up in the room.

It seemed as if the participants were scared or reluctant to voice their experiences as they wondered whether they were free to do so; some participants stated that they were forbidden to talk to others about their residence or the senior students. As the researcher, I repeatedly assured them that participation was voluntary and that that I had obtained full consent (from all the authorities concerned, even from the wardens of the residences), to do the research study.

Most participants expressed the view that they were not respected as human beings. This had affected each of them in a number of ways. It was clear that the participants needed debriefing by and counselling from a psychologist (see 3.6.2.1). I therefore referred the participants to the psychologist on campus with whom I had made the necessary arrangements before the data generation process commenced. Whenever the participants needed to talk to someone this psychologist was available.

4.5.2 Theoretical notes

The semi-structured interview questions set out in the semi-structured interview schedule (see Addendum G) helped the participants to share their experiences of the senior male students' aggression in their residences.

4.5.3 Methodological notes

The phenomenological approach used during this inquiry helped me to make meaning of and understand the participants' lived experiences in a specific context as revealed in the 'stories' they told. Had the study taken another perspective such as a critical phenomenological approach of inquiry, I could have included a pedagogical dimension in it. In that case, I would have been able not only to learn about the participants, but also to conduct phenomenological interventions during the interviews (Guedes & Moreira, 2009:247-257). This approach could also have led to social transformative praxis.

I did not find that being a female researcher made it hard to work with the male participants. The data generation strategies that I chose proved effective: the participants took their own photographs and wrote their personal lived experiences in the form of a photo-narrative already elicited some of the experiences with regards to the phenomenon. The use of photographs as a photo-elicitation data generation strategy had a positive influence on the data generation process. The participants came to the second meeting with their own photographs. They had done some careful thinking before taking these photographs and they could show clearly how the photographs related to the topic. The prompt that I gave to the participants: *"Take three photographs that depict your experiences and write a narrative on your personal experiences"* gave them a fairly clear idea of what they had to do. In the initial meeting when the participants were given the prompt as stated above as to what the photographs should depict. They were also reminded not to take any photographs of any person's face for ethical reasons. Delineating these ethical considerations not only helped the participants to decide which photographs to take, but also made my task as the researcher easier: none of the photographs provided by the participants had to be precluded from the study or from being used in publications. The use of the participants' own cell phone cameras to take the three photographs made them feel more comfortable as they already knew how to use their cell phone cameras. It also meant

they could take photographs without drawing attention to themselves. The use of cell phone cameras instead of disposable cameras was also one of the requests made by the Ethical Committee (NWU Potchefstroom Faculty of Education); if the participants walked around with cameras, their behaviour might seem suspicious or arouse the curiosity of other students. Since one of the participants had a technical problem with his cell phone camera, I provided him with a cell phone to use to take the photographs. When the participant returned the cell phone, I printed the photographs. All the other participants were able to send their photographs via MMS, WhatsApp or email. I printed these photographs as soon as I received them.

Despite being given the referred to above, a few of the participants told me that they had found the task difficult at first. They had to spend some time thinking about what to photograph. One of the participants (A2) did not take any photographs at all, because he said that the aggression that he had experienced was not something that could be seen.

The next step was the semi-structured interview questions. One of the participants (B1) said that he had enjoyed taking the photographs and stated that: *“It gives you the chance to think about what you want to take a picture about and then to put it into words. That was the nice part, because I’m a picture person, I like to take pictures. It gave me the opportunity to think ... Ok now what can I choose ... walking around looking at stuff ...”*

Using the photographs as elicitation material during the photo-narrative-elicitation-interviews made the participants not only write about the photographs in response to the three prompts (see 3.3.5.1 data generation process: Phase One), but also link the photographs with the narrative. The aim was to help them reach a better understanding of their experiences. I once again want to highlight the fact that the photographs were not analysed diagnostically since my aim was to use the photographs as elicitation material in the photo-narratives (written) only. After the participants had written their photo-narrative, I asked them questions where necessary to clarify any parts of the narratives so that I could be sure that I understood what the participants meant. I also noted that in the second phase of data generation most of the participants spoke about what they had written during the photo-narratives phase in response to the first semi-structured interview question: *“What are your experiences of senior male students’*

aggression in the residence where you live?” While some of the participants added to the experiences that they provided in the photo-narrative, others stated that the narrative and photographs summed up their experiences.

4.5.4 Reflective notes

In my personal file, I had divisions for each of the participants which contained the following documentation:

- The participants’ written and signed consent forms;
- The three printed photographs taken by each of the participants with the caption provided in each case;
- The written narrative on the three photographs;
- My field note checklist (see Table 4.2) and all of the field notes that I made during the initial phase and phases one and two of the data generation process;
- Any additional information that the participants offered during the two phases of data generation;
- The dates and times when I had met with each participant at a neutral venue on campus;
- The draft ‘transcription’ of the photo-narrative-elicitation-interview that I presented to the participant for validation and clarification;
- The confirmation of correctness and the comments made on the transcript by me and/or the participant; and
- Any additional communication such as emails and text messages between the participant and myself.

This system made it easy to keep accurate records and also to ensure that I was prepared and familiar with the data generation strategies and data analysis processes as set out in the context of this research study’s design and methods. The way of communicating with participants via email, text messages and WhatsApp (cross-platform instant messaging application for smartphones) had a positive influence on the researcher-participant relationship throughout the data generation process. Most of the participants responded and interacted with me via WhatsApp. I used it to arrange dates and time slots and to send out reminder messages to the each of the participants, individually, thus ensuring confidentiality. It also allowed the participants to send

images, video, audio and text messages in real-time at no cost (Church & De Oliveira, 2013).

4.5.4.1 Initial thoughts on data

When I initially listened to the audio recordings of the photo-narrative-elicitation-interviews and read through the transcripts to familiarize myself with the data, I thought that the participants had not experienced the typically male physical aggression described in the literature. It seemed clear that the aggression that participants had experienced had evoked a variety of negative feelings and emotions.

4.6 SUMMARY

In Chapter Four, the main themes, categories and sub-categories of the findings were discussed. Theme 1 describes the feelings and emotions associated with the participants' experiences of the senior male students' aggression. This varied from indifference to negativity. Despite their negative experiences, the first year students remain optimistic about living in the same residences as senior students. Theme 2 describes the strategies the participants suggested to enable first year students to cope with the aggression of the senior male students in the residences. Verbatim quotations from the data and references to the literature and the field notes were used to strengthen the trustworthiness of the interpretation.

The next chapter presents the factual and conceptual conclusions, offers suggestions and makes recommendations for further research. It also explores the limitations of this study.

CHAPTER FIVE

CONCLUSIONS, CONTRIBUTION OF THE STUDY, SUGGESTIONS, RECOMMENDATIONS FOR FURTHER STUDY, LIMITATIONS AND SUMMARY

5.1 INTRODUCTION

The primary aim of this qualitative phenomenological research study was to explore the phenomenon of aggression and to gain a nuanced understanding of first year male students' lived experiences of senior male students' aggression in residences. The research study was situated in a higher education setting, more specifically at a diverse university environment. In the previous chapter I described the findings of the first year male students' personal experiences in terms of how senior male students' aggression influenced their day-to-day lives and how they felt about living in the same residences with the senior male students. I also described the suggestions provided by the first year students to help them other first year students cope with senior male students' aggression in the residence.

In this chapter, I provide an overview of this research study. I also explore the contributions of this research study with regard to knowledge, education and practices. In the rest of the chapter is devoted to providing suggestions to help first year male students cope with senior male students' aggression in the residences; making recommendations for further study; and discussing the limitations of this research study.

5.2 FACTUAL AND CONCEPTUAL CONCLUSIONS

The conclusions are directly related to the research question and subsidiary research questions as well as the aims of this research study which provides a synthesis between the theories of aggression and gender. These conclusions are divided into factual and conceptual conclusions (Trafford & Leshem, 2008:140).

5.2.1 Factual conclusions

The factual conclusions are the facts obtained from the investigation which state exactly the conclusions derived as evidence of the generated data and findings (Trafford & Leshem, 2008:140). Based on the findings, the following conclusions can be made in terms of the aims of the research study:

5.2.1.1 Exploring and describing the nature of aggression as experienced by first year male students in the residences

The main research question directed to the participants entailed: *“How do you experience senior male students’ aggression in the residences?”* In their responses to this question, the participants voiced their experience of a range of negative feelings and emotions as a result of senior male students’ aggression in the residences. The participants said that the aggression they experience is often not physical aggression. The aggression is covert. This includes the senior male students’ treating them with indifference, using intimidation to scare them, and isolating them or excluding them from the larger group (the senior male students). The participants also voiced their experience that the second year senior male students are the most aggressive of the senior male students.

5.2.1.2 Exploring how first year male students’ experiences of aggression influence their day-to-day lives

Findings indicate that the participants’ experiences of senior male students’ aggression have a profoundly negative influence on their day-to-day lives. The participants voiced having negative feelings and a range of emotions such as feeling unwelcome, isolated, intimidated, singled out, repressed and helpless, worthless, scared, irritated and frustrated, belittled, overwhelmed, angry, disillusioned, hurt and confused that affect their well-being and make them feel depressed. The participants explained how they protect themselves from the senior male students by staying away from the residences and spending time at other places on the campus or hiding in their own rooms. They use this defence mechanism to try to protect themselves from the senior male students’ destructive behaviour.

5.2.1.3 Exploring and gaining an understanding of how first year male students feel about living in the same residence as senior male students

The participants' responses to the question of "*How do you feel about living in the same residence as senior male students?*" are reasonably optimistic. They voiced their enjoyment of having the senior male students in the same residence because they are able to learn from them. The first year male students expressed the view that since they are still 'first year students' and new comers to the residences, they see the need to conform to what the senior male students' value as important in order to be accepted and to become part of the 'bigger' group of students in the residence. This optimism resonates with Tuckman's five stages of group development as involving a process of conforming to a group. This process occurs in different stages for various reasons (section 4.4.1.1).

5.2.1.4 The participants' suggestions to assist first year male students to cope with senior male students' aggression in residences

Most of the participants voiced their difficulty in making suggestions as they do not see the current situation changing soon. They suggested that first year male students should just accept the behaviour of the senior male students and do and say everything that the senior male students request them to do. Some of the participants suggest that the first year male students should stay focused on the reason why they came to the residence and university which is to obtain an academic degree. Another suggestion was that first year male students should attend preparatory camps in order to help them be prepared and be ready for what residence live would be and what will be expect of them as first year students in a residence. The participants also suggested that an independent confidant should be available to first year male students as they do not trust the current care takers (the house committee members) of the residence.

5.2.2 Conceptual conclusions

The conceptual conclusions will be aligned with the conceptual framework and the components thereof in order to reinforce the foundations of the research design and methodology as well as the intellectual context of the study (Trafford & Leshem, 2008:140). The conceptual conclusions to be presented will also "demonstrate the relationship and relevance" of the research study to other research and theories that

were highlighted in the findings presented in Chapter Four and which form part of the conceptual framework that is provided in Chapter Two (Trafford & Leshem, 2008:172).

The Cognitive Neo-Association theory explains that when an individual experiences something unpleasant, negative feelings and affect are produced or evoked. There are two possible responses or reactions to negative feelings and affect, namely fight-and/or-flight tendencies. This theory is relevant to the findings of this research study as the participants' experiences show both fight and flight tendencies when experiencing the unpleasant behaviours of the senior male students. They show the fight tendency as they become angry because of the senior male students' behaviour towards them and they also show the flight tendency when they cut themselves off from the negative effect of the senior male students' behaviour.

Kassin *et al.* (2011:451) argues that the Social Learning Theory is one of the most precise theories used in the field of the phenomenon of aggression. The three assumptions of the Social Learning Theory provide an understanding of how and why aggression, a form of destructive behaviour, occurs. Its first assumption is that aggression is a socially learned behaviour. In the context of this research study, the first year male students learn how to behave by observing the behaviours of the senior students in the residences. The first year male students, who are the observers, identify with the senior male students, who model aggressive behaviour in a variety of ways. The level of identification is high, because the observer and the model are in the same residence. In such a situation, learning the behaviour is likely to be more successful. Learning from others' behaviour means that a model (another individual) should be involved in the learning process, which is the second assumption of Social Learning Theory. The symbolic models in the context of the residences are the senior male students; these senior students are perceived as more popular and higher in social status. Although social aggression is atypical male behaviour, Du Plessis (2012:94) argues that relational aggression (social aggression) is seen as the most suitable form of aggression to use as it is hard for authorities to detect this form of aggression. Authorities in the context of the residence may include House Committee members and the warden. The third assumption of Social Learning Theory is that behaviour can be reinforced. Evidence of this can be seen in the participants' confident and explicit statements that the second year male students are the most aggressive of all the senior male students in the residences.

The Social Interaction Theory assumes that the aggressors use aggressive behaviour to influence other in a social setting in order to bring change in another individuals' behaviour (Anderson & Bushman, 2002:34). In this context aggressive behaviour by senior male students are used to get something of value. The senior male students use social aggressive behaviour in order to gain or feed their senior status and informal power in the residences. This theory further explains why individuals choose to adopt a type of aggressive behaviour that threatens the self-esteem of other individuals.

The contemporary view that both gender and aggression are socially and culturally constructed (Richard & Hammock, 2007) is evident in the senior male students' use of an atypical form of physical aggressive behaviour. In this social context of residences they resort to aggressive acts that are generally associated with female aggressive behaviour. In the context of the male residences, the senior male students make use of socially aggressive acts such as intimidating and excluding the first year male students. In this situation, senior male students' behaviour takes on a form of social aggressive behaviour that is related to the social context and their gender.

5.3 TRUSTWORTHINESS OF THE DATA

I applied the criteria and strategies as set out in 3.4 to enhance the trustworthiness. The use of multiple data generation strategies (photo-narratives and photo-narrative-elicitation-interviews) enhanced the truth value of the findings. After the photo-narratives had been written, the content of the narratives were verified during the photo-narrative-elicitation-interview where the participants elaborated on the written photo-narrative. Another dimension that contributed the truth value of this research study was the clarification and the checking of the correctness of the transcripts by doing member checking. The findings in Chapter Four were also supported by references to the literature and accompanied by verbatim quotations. Applicability of this research study was accomplished as multiple aspects such as the selection criteria of participants, number of different data generation phases and enough time to generate the rich data. As a result of the overlapping strategies I achieved consistency in the findings during the data generation process. The field notes taking during the data generation process also contributed to the consistency of the findings. By bracketing my own preconceived ideas on the phenomenon of aggression, I ensured the neutrality of the data.

5.4 CONTRIBUTION OF THE STUDY

The research study set out to gain an understanding the first year male students' personal experiences of the senior male students' aggression in residences. The findings of this research study contributed to the existing field of knowledge on the phenomenon of aggression. The findings of this study provide evidence that aggression exists in this specific context. It also contributes to the argument that aggression is experienced daily and that it represents behaviour that has the intent to hurt or harm another individual in a destructive manner.

The research study provides further support for the contemporary view that aggression is not only associated with gender, but is also socially constructed and influenced by particular environments. It was evident in the findings that relational/social aggressive behaviour is not only limited to women, but is evident in male behaviour as well. In the context in which this research was conducted, the participants' experiences indicate that the senior male students' daily acts of social aggression are as destructive as physical aggression and negatively effect on the first year male students' overall well-being. The various negative feelings the participants experienced include feeling unwelcome, isolated, intimidated, singled out, repressed and helpless, worthless, scared, irritated and frustrated, belittled, overwhelmed, angry, disillusioned, hurt and confused are associated with depression, which could lead to poor academic performance.

This research study also provides a detailed account of the value and use of photo-narratives and photo-narrative-elicitation-interviews as data generation strategies. The use of photographs to elicit narratives and the use of these photo-narratives in the photo-narrative-elicitation-interview were a means of generating data. The interview gave the participants time to think about and reflect on their personal experiences and the 'story' the photographs depicted.

5.5 THE RESEARCHER'S SUGGESTIONS TO HELP FIRST YEAR MALE STUDENTS COPE WITH SENIOR MALE STUDENTS' AGGRESSION IN RESIDENCES

Mertens (2005:319) advises researchers to include suggestions that can serve as guidance or be used as tools so that particular information can be used proactively in

future. I therefore provide suggestions which can serve as a means to assist future first year male students so they can cope with senior male students' aggression in the residences.

First year male students should become aware of and be sensitized to various aspects of life in a residence before they move into residence or shortly after that. Some of these are:

- Awareness of the dynamics of group development

Awareness of how a group is formed and developed would mean the first year male students have an understanding of the different stages involved in becoming part of the rest of the group in the residence. Tuckman's theory on group development can be used to sensitize the first year male students to the way in which a group is formed, as well as the basic dynamics of a group.

- Awareness of diversity and human rights

First year male students should become more aware of the human rights they have, so they recognize violations of human rights in the social context of the residence. They also need to be aware of and understand the variety of structured human interaction that is possible, given the influence of factors such as cultural background, race, ethnicity and gender identity. This will enable first year male students to adapt to the social mores of other individuals, thus creating an attitude of 'I see you, I hear you, I celebrate what makes you unique and I respect you'. The Diversity Wheel created by Loden (1996:16), could be used to sensitize students to diversity (Tanner, Turner, Greenwald, Munoz & Ricks, 1996:2) and give them an appreciation of the uniqueness of every individual. The Diversity Wheel, which includes seventeen factors that influence values, behaviours, ideas and the interpretations of a situation, can be used by first year male students to examine how the different factors relate to themselves and to other individuals (Tanner *et al.*, 1996). These factors include: education, sexual orientation, racial/cultural/ethnic identification/ class, age, spiritual/religious identification, physical appearance and attributes, geographic area of origin, caretaker/family composition, views and experiences on health, illness and disability, gender, psychological/social influences, language, immigration status, political views, perception of power, privilege, place in society and level of acculturation.

The following three questions, suggested by Tanner *et al.* (1996:2), should be applied to every factor in the Diversity Wheel:

- What are my significant experiences, beliefs and emotional attachments in this area?
- How do they affect how I view the world and how I interact with others?
- In what ways might these experiences, beliefs, and emotional attachments play an unconscious role in how I perceive others?

Although not all of the first year male students are aware of that their human rights were being violated by the senior students, others revealed that they are:

[P H1] “... ’n senior mag nie eers aan jou raak nie, hy mag nie eers aan jou stamp nie ... hy mag nie eers in jou kamer kom nie want ons het menseregte ...”

(... a senior may not even touch you, he may not even bump you ... he is not even allowed to come into our rooms because we have human rights ...)

[P E2] “... jy het menseregte en daai tipe van goed...”

(... you have human rights and that type of stuff ...)

[P I1] “... almal het mos mense regte en ek voel net soos ... soms gee hulle net regtig net nie om daar oor nie ...”

(... everyone has human rights and I just feel like ... sometimes they just do not really care about it ...)

Most of the first year male students who are aware of their rights tend to focus on the right to privacy and their right to freedom and security. The first year male students should become more aware of what it means to have the right not to be tortured, victimised in anyway or punished in an inhuman or degrading way, and that they have the right to an environment that is not harmful to their health or well-being. The aggressive behaviour that senior male students display is not always physical. Therefore first year male students need to be made aware of the harm that aggressive social acts, including intimidation, isolation and exclusion can have. I therefore suggest that first year male students become aware that these forms of ‘treatment’ are indeed a type of aggressive behaviour that is as destructive to their well-being as physical aggressive acts are.

- Development and improvement of coping self-efficacy skills

Coping self-efficacy strengthens the ability to respond to social aggression (Singh & Bussey, 2009:972). A first year male student who has self-efficacy coping skills is in a position to begin to believe that he can be a proactive agent who is able to shape his own life circumstances (Singh & Bussey, 2009:972). This will help the first year male students to respond more confidently to the aggressive behaviour of senior students, and it will thus be less distressing for them. Their coping self-efficacy should thus be developed or improved.

- Provision of social support systems

If first year male students build their own social support systems, they would be better able to cope with negative peer interaction (Kochenderfer & Ladd, 1997; Kochenderfer-Ladd & Skinner, 2002). In this context, a social support system can be provided by any other person that can be trusted or can be approached for help or emotional support. The first year male students especially need support from individuals who are not part of the residence set up.

- Improvement of assertiveness skills

First year male students' should be sensitized to the importance of assertiveness skills. This could be done and their assertive skills could be developed during a training programme. Assertive skills will be beneficial to the first year male students' well-being as they can then begin to express their opinions, needs and emotions in a positive way without hurting the feelings of fellow students. They will also be able to identify with other students' viewpoints and needs. This should result in more constructive interaction with other students and greater sensitivity to his peer students' problems (Paezy, Shahraray & Abdi, 2010:1450).

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

Trafford and Leshem (2008:145) argue that secondary findings of a study may highlight areas that could usefully be explored in further research. I therefore recommend the following for further research:

- The data show that the participants came to the university and went into residence with their own expectations of what it was going to be like. I recommend that research be conducted on the social expectations first year male students have of life in a university residence.
- One of participants referred to women's residences when he said: "... *aggressie in 'n dames koshuis sal erger wees as die manskoshuise ...*" (... aggression in a women's residence would be worse than in the men's residences ...) [P G1].

It would be important to test this assumption by doing research on the phenomenon of aggression in the context of women's residences at universities.

- Many participants mentioned that the second year male students are worse than any other senior students as far as aggressive behaviour is concerned. A research study on the reinforcement of aggression by second year male students should be undertaken.
- As the house committee members and the wardens (huisvaders) are seen as the 'guardians' of residents, it would be valuable to gather data on the house committee members' and wardens' experience of aggression in residences.
- Some of the participants stated that they cope with life in residence despite the displays of aggressive behaviour by the senior students because of the advice and guidance their family members (fathers, and/or brothers), who had experience of being in a male residence, were able to provide. I therefore recommend that further research should investigate the difference between first generation students (first year students who do not have family members who have some experience of life in a residence) and non-first generation students' (first year students who had family members with experience of being a resident in a residence) experiences of aggression in a residence.
- One of the participants shared that it was difficult for him to understand the senior male students as he did not understand Afrikaans at all. "... *I don't know Afrikaans ... they* (Afrikaans male students) *scream in Afrikaans ...*" He also said that the way in which the senior students treated him as a first year male student was not what

he was used to as he got a different type of treatment at home. “... *at home they* (his family) *don’t hold you like that* (bad treatment) ... *they* (family) *don’t do that things for* [to] *you ...*” The reason he gave therefore is that “... *some of us* (referring to black African students) *come from different backgrounds ...*” [F1 BM].

The recommendation therefore is to investigate how resident traditions originating in and from previous all white male dominated residences have an influence on the new era of diverse first year male students and what can be done to transform the current traditions in male residences to embrace a diverse group of students.

- The extent to which senior students’ is influenced by the “traditions” established by previous residents (see Addendum K) is another area of research.

5.7 LIMITATIONS

Although I carefully prepared every aspect of this research study, I am aware that it has limitations. Firstly, although data saturation occurred after the fourteenth participant’s photo-narrative-elicitation-interview, the sample size was too small to represent the whole population of first year male students who have experienced senior male students’ aggression in the residences. Therefore the findings cannot be generalised. Furthermore, because the Ethics committee compelled me to use purposeful random sampling, it is possible that I did not engage with the first year students who had the ‘richest data and experiences’ on the phenomenon of aggression.

Secondly, although the communication media used between myself and the participants were effective for sending the photographs (see section 4.5.4), I had to wait for some time for the participants to respond to my messages via SMS, WhatsApp and email. Some participants initially found it hard to find the ‘right’ objects to photograph and had to ask for some extra time to take these photographs.

5.8 SUMMARY

Chapter Five concluded this research study aimed at the exploration and description of first year male students' personal experiences of senior male students' aggression in the residences. The factual and conceptual conclusions resonated with the findings and theories that were highlighted in the literature. In this chapter I re-established and verified the trustworthiness of this research study in terms of the criteria and strategies that were set out in 3.4. The contributions of the study were also discussed. Particular attention was given to suggestions that could help first year male students cope with senior male students' aggression in residences. The limitations of this research study were also discussed.

In my view, if a phenomenon such as aggression as a destructive behaviour is not addressed, especially in the context of male residences, it will have a snowball effect. The kind of aggressive behaviour described here will continue to grow and be reinforced. This will have a negative effect not only on first year male students' academic performance but also on their personal well-being.

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Date

The Dean of Students
North-West University
Potchefstroom Campus

Dear Professor

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am Corlia Twine, an MEd student (Faculty of Education Sciences) at the North West University Potchefstroom campus. I intend to do a research project entitled: First year male students' personal experiences of senior male students' aggression in residences.

The aims of the study are:

- To explore and describe the nature of aggression as experienced by first year male students in the residences;
- To explore how first year male students' experiences of aggression influence their day-to-day lives;
- To explore and to gain an understanding of how first year male students feel about living in the same residence as senior male students;
- To make suggestions to assist first year male students to cope with aggression in residences.

Request:

I would like to collect data from first year male students at residences on the NWU Potchefstroom campus. The data collection process will have two phases: (a) the participants take photographs which illustrate their experiences of senior male students' aggression in the residence. Then they will use the photographs as a prompt to produce narrative writing on their personal experiences; (b) participants are interviewed individually using to photo-narratives as elicitation materials. The participants will be invited to participate voluntarily in this study. The

ADDENDUM A

interviews will be audio taped and transcribed verbatim by me as the researcher and the findings will be verified by independent coders.

The photo-narratives will be securely stored after they have been used as elicitation tools during the interviews. The entire research process will meet the ethical criteria set by NWU such as ensuring the anonymity of all participants as well as that of the residences. The first year male students are under no obligation to participate in the study. Those who agree to participate reserve the right to withdraw at any stage of the research process if they so wish.

The following questions and prompts will be used:

- Photo-narrative (written):

“Do you experience senior male students’ aggression in your residence? If so, take three photographs that depict your experiences and write a narrative on your personal experiences.”

- Photo-narrative-elicitation-interview:

I will base the questions used to elicit responses during the interview on the photo-narratives (taken and written in Phase 1) and explore issues that emerge from the photo-narratives.

Yours sincerely



Corlia Twine
MEd Student
072 289 7462



Dr A.J Botha
Supervisor
(018) 2852265

Date

Dear Warden (name of warden and residence on the NWU Potchefstroom campus).

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am Corlia Twine, a MEd student (Faculty of Education Sciences) at the North West University Potchefstroom campus. I intend doing a research project entitled: First year male students' personal experiences of senior male students' aggression in residences.

The aims of the study are:

- To explore and describe the nature of aggression as experienced by first year male students in the residences;
- To explore how first year male students' experiences of aggression influence their day-to-day lives;
- To explore and to gain an understanding of how first year male students feel about living in the same residence as senior male students;
- To make suggestions to assist first year male students to cope with aggression in residences.

Request:

In order to do this research, I need to collect data from first year male students at residences on the NWU's Potchefstroom campus. The data collection process will have two phases: (a) the participants take photographs which illustrate their experiences of senior male students' aggression in the residence. Then they use the photographs as a prompt to produce narrative writing on their personal experiences; (b) participants are interviewed individually using photo-narratives as elicitation materials. The participants will be invited to participate voluntarily in this study. The interviews will be audio taped and transcribed verbatim by me as the researcher and the findings will be verified by independent coders.

ADDENDUM B

The photo-narratives will be securely stored after they have been used as elicitation tools during the interviews. The entire research process will meet the ethical criteria set by NWU such as ensuring the anonymity of all participants as well as that of the residences. The first year male students are under no obligation to participate in the study. Those who agree to do so reserve the right to withdraw at any stage of the research process if they so wish.

The following questions and prompts will be used:

- Photo-narrative (written):

“Do you experience senior male students’ aggression in you residence? If so, take three photographs that depict your experiences and write a narrative on your personal experiences.”

- Photo-narrative-elicitation-interview:

I will base the questions used to elicit responses during the interview on the photo- narratives (taken and written in Phase 1) and explore issues that emerge from the photo-narratives.

If you are willing to give me permission to randomly select first year male students from this residence list, please complete the form below. Participation in this research study is entirely voluntary.

Yours sincerely



Corlia Twine
MEd Student
072 289 7462



Dr A.J Botha
Supervisor
(018) 2852265

.....
I herby give permission to Corlia Twine to randomly select first year male students, who reside in this residences on the NWU’s Potchefstroom campus, to voluntary participate in this research study.

Name: _____

Date: _____

Signature: _____

Date

The Student Council Representative Chairperson
University of the North West
Potchefstroom Campus

Dear

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am Corlia Twine, a MEd student (Faculty of Education Sciences) at the North West University's Potchefstroom campus. I intend to do research entitled: First year male students' personal experiences of senior male students' aggression in residences.

The aim of the study are:

- To explore and describe the nature of aggression as experienced by first year male students in the residences;
- To explore how first year male students' experiences of aggression influence their day-to-day lives;
- To explore and to gain an understanding of how first year male students feel about living in the same residence as senior male students;
- To make suggestions to assist first year male students to cope with aggression in residences.

Request:

In order to do this research, I need to collect data from first year male students at residences on the NWU's Potchefstroom campus. The data collection process will have two phases: (a) the participants take photographs which illustrate their experiences of senior male students' aggression in the residence. They will then use the photographs as a prompt to produce narrative writing on their personal experiences, (b) participants are interviewed individually using to photo-narratives as elicitation materials.

ADDENDUM C

The participants will be invited to participate voluntarily in this study. The interviews will be audio taped, transcribed verbatim by me as the researcher and the findings verified by independent coders.

The photo- narratives will be securely stored after they have been used as elicitation tools during the interviews. The entire research process will meet the ethical criteria set by NWU such as ensuring the anonymity of all participants as well as that of the residences. The first year male students are under no obligation to participate in the study. Those who agree to participate reserve the right to withdraw at any stage of the research process if they so wish.

The following questions and prompts will be used:

- Photo-narrative (written):

“Do you experience senior male students’ aggression in you residence? If so, take three photographs that depict your experiences and write a narrative on your personal experiences.”

- Photo-narrative-elicitation-interview:

I will base the questions used to elicit responses during the interview on the photo- narratives (taken and written in Phase 1) and explore issues that emerge from the photo-narratives.

If you are willing to give your permission, please fill in the form below.

Yours sincerely



Corlia Twine
MEd Student
072 289 7462



Dr A.J Botha
Supervisor
(018) 2852265

.....
I herby give permission to Corlia Twine to randomly select first year male students from a list, who reside in residences on the NWU’s Potchefstroom campus to voluntary participate in this research study.

Name: _____

Date: _____

Signature: _____

Date

The Primarius
North-West University
Potchefstroom Campus

Dear

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am Corlia Twine, a MEd student (Faculty of Education Sciences) at the North West University Potchefstroom campus. I intend to do a research project entitled: First year male students' personal experiences of senior male students' aggression in residences.

The aim of the study are:

- To explore and describe the nature of aggression as experienced by first year male students in the residences;
- To explore how first year male students' experiences of aggression influence their day-to-day lives;
- To explore and to gain an understanding of how first year male students feel about living in the same residence as senior male students;
- To make suggestions to assist first year male students to cope with aggression in residences.

In order to do this research, I need to collect data from first year male students at residences on the NWU's Potchefstroom campus. The data collection process will have two phases: (a) the participants take photographs which illustrate their experiences of senior male students' aggression in the residence. They will then use the photographs as a prompt to produce narrative writing on their personal experiences, (b) participants are interviewed individually using to photo-narratives as elicitation materials. The participants will be invited to participate voluntarily in this study.

ADDENDUM D

The interviews will be audio taped and transcribed verbatim by me as the researcher and the findings will be verified by independent coders. The photo- narratives will be securely stored after they have been used as elicitation tools during the interviews. The entire research process will meet the ethical criteria set by NWU such as ensuring the anonymity of all participants as well as that of the residences. The first year male students are under no obligation to participate in the study. Those who agree to participate reserve the right to withdraw at any stage of the research process if they so wish.

The following questions and prompts will be used:

- Photo-narrative (written):

“Do you experience senior male students’ aggression in you residence? If so, take three photographs that depict your experiences and write a narrative on your personal experiences.”

- Photo-narrative-elicitation-interview:

I will base the questions used to elicit responses during the interview on the photo- narratives (taken and written in Phase 1) and explore issues that emerge from the photo-narratives.

If you are willing to give me permission to purposefully select first year male students from the residence where you are the Primarius, please fill in the form below.

Yours sincerely



Corlia Twine
MEd Student
072 289 7462



Dr A.J Botha
Supervisor
(018) 2852265

.....
I herby give permission to Corlia Twine to randomly select first year male students, who reside in residences on the NWU’s Potchefstroom campus to voluntary participate in this research study.

Name: _____

Date: _____

Signature: _____

CONSENT TO PARTICIPATE IN RESEARCH

Title of the study:

First year male students' personal experiences of senior male students' aggression in residences.

I am an MEd student at NWU and would like to invite you to be one of the possible participants in my research study as I need to explore the experiences of first year male students who live in a residence on campus.

1. WHY ARE YOU BEING ASKED TO VOLUNTEER TO TAKE PART IN THIS RESEARCH STUDY?

This study aims at exploring first year male students' personal experiences of senior male students' aggression in university residences. You fit the selection criteria as you are a first year student, and you live in a residence on the Potchefstroom campus of the NWU. This project will give you the opportunity to voice your experiences, and gain an understanding of the phenomenon of aggression. You will also contribute to the process of providing suggestions to assist first year male students to cope with aggression in residences and changing behaviour.

2. DO YOU HAVE TO TAKE PART IN THIS RESEARCH STUDY?

Participation is voluntary. You may withdraw at any time/phase of the research process.

3. WHAT WILL HAPPEN TO YOU IF YOU CONSENT TO PARTICIPATE IN THIS RESEARCH STUDY?

You will be requested to take part in two phases of the data collection process.

Phase 1: Photo-Narrative (written)

You will be asked to use your cell phone camera during this phase of data generation. I will explain ethical constraints on taking photographs indicated below.

“Do you experience senior male students’ aggression in your residence? If so, take three photographs that depict your experiences and write a narrative on your personal experiences.”

Please do not take photographs of a person’s face or any part of his or her body which can be identified by anyone.

You can you either email, MMS (multimedia message service) or use any ‘smart phone application’ to send your photographs to me. I will have your photographs printed and then give them back to you. You will then need to provide a caption for each of the photographs you took as well as write a narrative your own experiences. You will be given the following questions to assist you to write the narrative/s:

- *What is shown in the photograph?*
- *What does it mean to you?*
- *What can we do about it?* (This question will be used mainly be helpful when narrating possible ways of reducing senior male students’ aggression in residences.)

I will use the photographs in the next step of data collection when we meet up again so I can interview you on the photo-narratives you wrote. Unless you would rather not have this done, a recording will be made of the interview so valuable information is not lost. It will then be transcribed verbatim for analysis purposes.

I AGREE TO TAKE PART IN PHASE 1 (PHOTO-NARRATIVE) OF THE RESEARCH STUDY.

Name of the participant _____ Date _____

Signature of the participant _____

Phase 2: Photo-narrative-elicitation-interview

The photo-narrative-elicitation-interviews will be recorded for transcription purposes. The recording will be erased when the data are transcribed so they can be analysed. I will base the questions used to elicit responses during the interview on the photo-narratives (done in Phase one) as well as the following:

- What is your experience of senior male students' aggression in the residence where you live?
- How does senior male students' aggression influence your day-to-day life?
- How do you feel about living in the same residence as senior male students?
- What suggestions can you provide to assist first year male students to cope with senior male students' aggression in residences?

If you are willing to take part in this photo-narrative-elicitation-interview (one-to-one), please fill in the relevant part of the form below. You also need to indicate whether or not you are willing to have the interview audio-recorded.

PLEASE TICK THE APPROPRIATE BOX:

- I do not want the interview to be audio recorded.
- I give my consent to the interview being audio recorded.

Please note that you may ask for the recorder to be switched off at any point during the interview if you want to say something that you do not want to be recorded.

I AGREE TO TAKE PART IN PHASE 2 (PHOTO-NARRATIVE-ELICITATION-INTERVIEW) OF THE RESEARCH STUDY.

Name of the participant _____ Date _____

Signature of the participant _____

4. ARE THERE ANY SPECIAL INSTRUCTIONS DURING THE RESEARCH STUDY?

You will be asked to use your cell phone camera during Phase one of data generation. You will be given instructions before you take photographs making it clear that you must not take photographs of any part of a person's body which can be identified.

5. ARE THERE ANY BENEFITS TO TAKING PART IN THIS RESEARCH STUDY?

You will be able to voice your experiences and so help me understand first year male students' personal experiences of senior male students' aggression in residences and aid the process of providing suggestions. These suggestions are designed to assist first year male students to cope with aggression in residences and change behaviour.

6. ARE THERE ANY COSTS ATTACHED TO BEING IN THE RESEARCH STUDY AND WILL I BE PAID FOR PARTICIPATING IN IT?

No.

7. WHO CAN ANSWER YOUR QUESTIONS ABOUT THE RESEARCH STUDY?

If you have more questions about this study at any time, you can call:

- Corlia Twine (Researcher) 072 2897462
- Dr. A.J Botha (Supervisor) (018) 285 2265 (office hours)

By signing my name below, I confirm the following:

- I have read (or had read to me) the entire consent document.
- All of my questions have been answered to my satisfaction.
- The purpose of the research study, procedures to be used, risks and possible benefits have been explained to me.
- I agree to let the researcher use any information that was given by me for this study in a research report, a dissertation, thesis, book chapters, and journal articles or in conference presentations.
- I voluntarily agree to participate in this research study.
- I agree to follow the study procedures as directed by the researcher.
- I have been informed that I can withdraw from the study at any stage during the research process.

ADDENDUM E

I AGREE TO TAKE PART IN THE RESEARCH STUDY AS EXPLAINED IN THIS CONSENT FORM.

Name of the participant _____ Date _____

Signature of the participant _____

Name of the researcher _____ Date _____

Signature of the researcher _____

IMPORTANT: You will receive a signed and dated copy of this consent form.


BIOGRAPHICAL INFORMATION AND SPECIAL CONSENT

RESIDENCE/ <i>Koshuis</i>	A	B	C	D	E	F	G	H	I
PARTICIPANT/ <i>Deelnemer</i>	1	2	3	4					
AGE/ <i>Ouderdom</i>									
THE LANGUAGE YOU CONSIDER AS YOUR MOTHER TONGUE/ <i>Die taal wat jy oorweeg as u moedertaal</i>	Afrikaans	English/ <i>Engels</i>	Tswana	Zulu	Sepedi	Venda	Sotho	Other/ <i>Ander</i>	
ETHNICITY / <i>Etnisiteit</i>									
RELIGIOUS COMMITMENT/ <i>Godsdienstige verbintenis</i>	Christian/ <i>Christen</i>	Islam	Hindu		Jewish/ <i>Joods</i>	None/ <i>Geen</i>	Other/ <i>Ander</i>		
SPECIAL CONSENT									
MARK WITH A X/ Merk met 'n X									
	Please use my full name in the credit whenever you use the photograph/s I provided for this research. My full names are: _____ <i>Gee my asseblief erkenning met my volle name ten alle tye wanneer u die foto/s wat ek vir die navorsing verskaf het gebruik. My volle name is: _____</i>								
	Never disclose my name when you use or publish the photograph/s I provided for this research. <i>Moet asseblief nooit my naam bekend maak wanneer u die foto/s wat ek verskaf het publiseer nie</i>								
	Please use my nickname in the credit when you use the photograph/s I provided for this research. My nickname is: _____ <i>Gebruik asseblief my skuilnaam om my erkenning te gee wanneer u die foto/s wat ek vir die navorsing verskaf het gebruik. My skuilnaam is: _____</i>								



SEMI-STRUCTURED INTERVIEW SCHEDULE

This photo narrative elicitation interview (individual) formed part of Phase 2 of the data generation process. In Phase 1 the participants took three photographs that depicted their personal experiences of senior male students' aggression in residences and wrote a narrative on the three photographs using the questions to guide them (see 3.3.5.1). The questions asked in the photo-narrative elicitation interview focused on the photo-narratives as well as other semi-structured questions.

Photo- narrative- elicitation- interview questions		
	Questions as they were asked in the interview	Probes
1.	Please give a caption/slogan or heading for each of the 3 photographs you took to reflect your personal experience of senior male students' aggression in the residence. <i>(Gee asseblief 'n titel/slagspreuk of 'n opskrif vir elk van die 3 fotos wat jy geneem het ten opsigte van jou persoonlike ervaring van senior manstudente se aggressie in die koshuis.)</i>	Instruction (Opdrag)
2.	<p>Clarification of the captions/slogans/headings (<i>Verduideliking van die titels/slagspreuke/opskrifte</i>):</p> <ul style="list-style-type: none"> Explain each of the captions/slogans or headings that you gave to your photographs. Why did you choose it? How does it reflect your experience of senior male students' aggression in the residence? <i>(Verduidelik vir my die opskrifte wat jy gegee het vir elk van die fotos. Hoekom het jy dit gekies? Wat beteken dit vir jou ten opsigte van jou ervaring van senior mansstudente se aggressie in die koshuis?)</i> Which one of the photographs describes senior male students' aggression best? <i>(Watter een van die fotos beskryf senior studente se aggressie die beste?)</i> What does the photograph which you have chosen show what the other two don't show? <i>(Wat illustreer die foto wat jy gekies het wat die ander twee fotos nie illustreer nie?)</i> 	Why? (<i>Hoekom sê jy so?</i>)

<p>3.</p>	<p>Other questions (<i>Ander vrae</i>):</p> <ul style="list-style-type: none">• What is your experience of senior male students' aggression in the residence where you live? (<i>Wat is jou ervaring van senior mansstudente se aggressie in die koshuis waar jy bly?</i>)• How does senior male students' aggression influence your day-to-day life? (<i>Hoe beïnvloed dit jou elke daaglikse lewe?</i>)• How do you feel about living in the same residence as senior male students? (<i>Hoe voel jy om saam met senior mansstudente in 'n koshuis te bly?</i>)• What suggestions can you provided to assist first year male students to cope with aggression in residences? (<i>Watter voorstelle kan jy maak om eerstejaar-studente by te staan om senior studente se aggressie te hanteer?</i>)	<p>Tell me more ... (<i>Vertel my meer ...</i>)</p>
-----------	--	--

SUMMARY OF BIOGRAPHICAL INFORMATION OF THE PARTICIPANTS

Participant	Age	Race/ Ethnicity	Spoken language (interview)	Mother tongue	Religious commitment	Degree enrolled
1 (A1)	18	White	Afrikaans	Afrikaans	Christian	B.Com
2 (B1)	19	Black	English	Tswana	Christian	B.A (H.R)
3 (C1)	18	White	Afrikaans	Afrikaans	Other	B.A
4 (D1)	19	White	Afrikaans	Afrikaans	Christian	LLB Law
5 (E1)	19	White	Afrikaans	Afrikaans	Christian	BSc
6 (F1)	21	Black	English	Tswana	Christian	LLB
7 (G1)	18	White	Afrikaans	Afrikaans	Christian	B.Com
8 (H1)	19	Coloured	Afrikaans	Afrikaans	Christian	B.Ed
9 (I1)	19	White	Afrikaans	Afrikaans	Christian	B.Com
10 (A2)	19	White	Afrikaans	Afrikaans	Christian	BSc Psyc
11 (B2)	19	White	English	English	None	B.Ed
12 (E2)	18	White	Afrikaans	Afrikaans	Christian	B.Com
13 (F2)	19	White	Afrikaans	Afrikaans	Christian	B.Com
14 (H2)	19	White	Afrikaans	Afrikaans	Christian	B.Ed
DATA SATURATION OCCURRED						

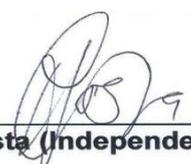
LETTER FROM INDEPENDENT CODERS

Dr Marina Velma Snyman	
DEd, MPhil, Honours BA, BA, HED (PG), HED (PG Pre-Primary), DSE (Remedial Education)	
PMT Independent Practice (PMT 0073687)	
PO Box 252	Tel: 011 84- 0631
BENONI	Fax: 011 849 0631
1500	Mobile: 083 450 3850
E-mail mvsnyman@gmail.com	Date: 2 October 2013

First Year Male Students' Personal Experiences of Senior Male Students' Aggression in Residences

Corlia Twine's research data on **First Year Male Students' Personal Experiences of Senior Male Students' Aggression in Residences** was analysed by Drs Marina Velma Snyman and Hester Costa. The researcher and the independent coders coded the collected data adhering to a prescribed protocol. A consensus discussion was held between the researcher and the independent coders to refine the identified themes.

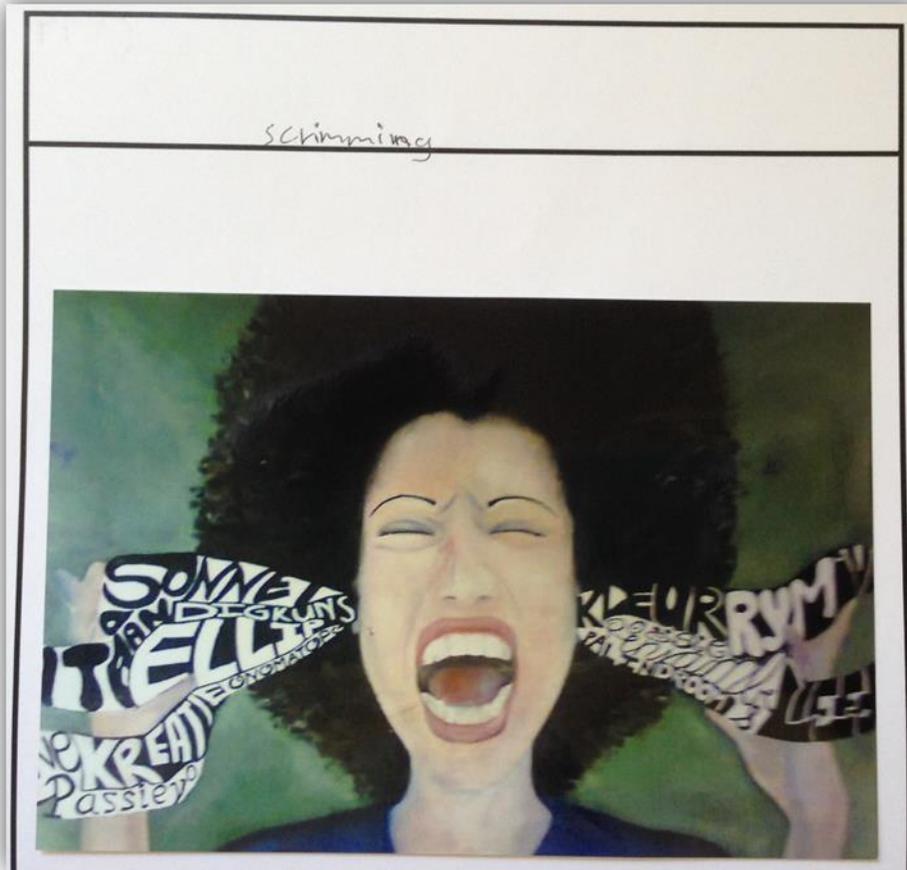

 Dr MV Snyman (Psychometrist)


 Dr H Costa (Independent Coder)

EXCERPT OF TRANSCRIPT: PARTICIPANT F1 [BM]

Phase one: Photo-narrative (written)

Photograph F1 A "Scrimming"

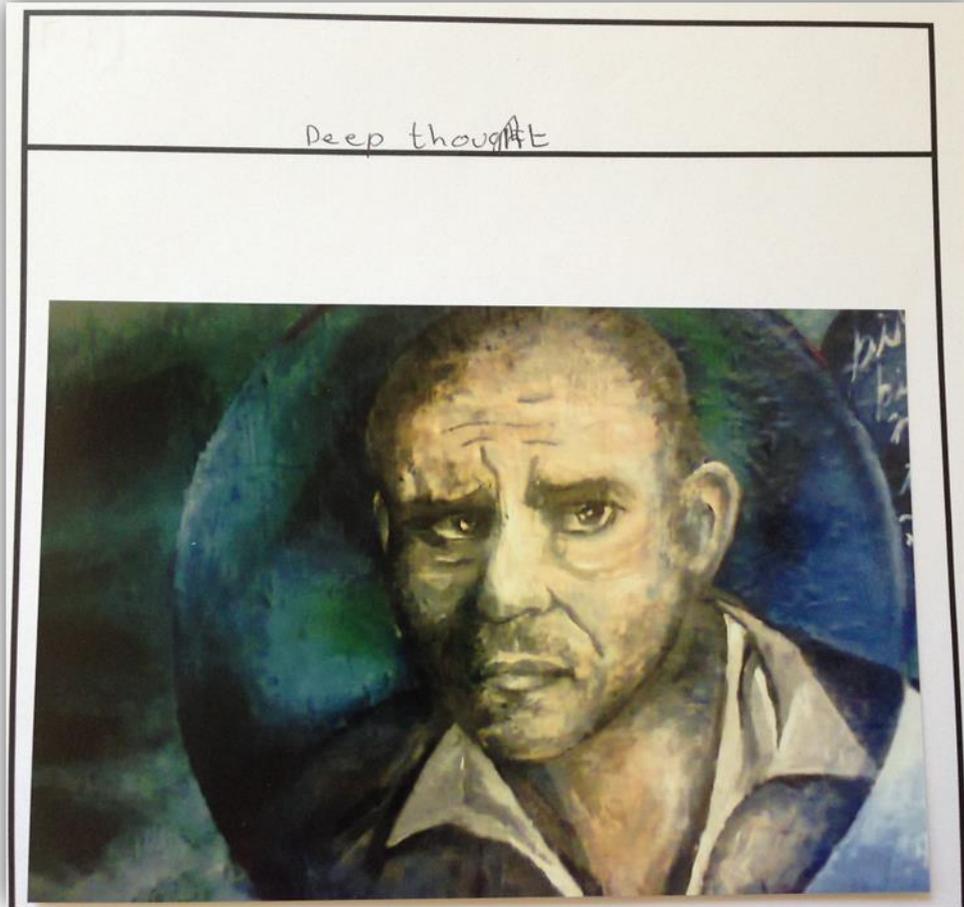


A, Shows the person is expressing his emotions, about something that he/she don't like and that borders the person. The person is shouting out the feelings that borders him inside.

This means to me that the person is not happy at all, and is showing off the dissatisfaction that he/she has inside. The person is freaking out to other people with a way of screaming out loud, this behaviour is not good to others, it cause frustration to people that he/she is freaking out on them.

What he done is people must not freak out on others, and cause them frustration in that moment.

Photograph F1 B "Deep thought"

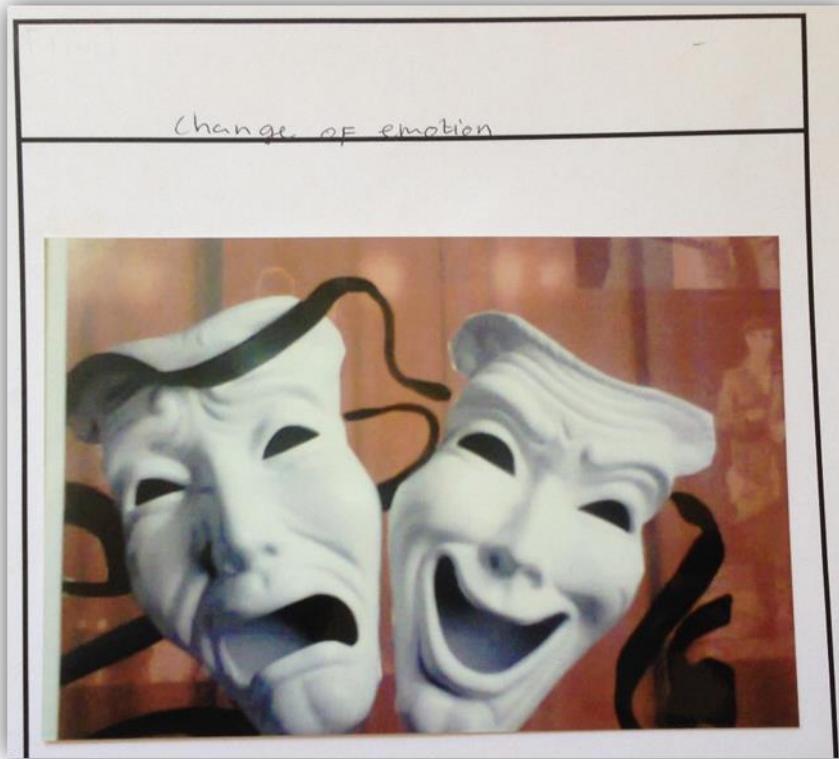


B, shows that the person is unhappy and serious. for that reason, looks like this person emphasises by his emotion if he don't want something.

To me the person makes himself clear that he don't want or like what you doing. The facial expression tell you that you must fear him and listen to what he tells you.

what must be done is you must have a freedom to choose, if you don't want to participate in something.

Photograph F1 C “Change of emotion”



(C) It shows people that change their emotion over time, you can not understand what this person need or want.

This shows that people change every minute for no reason and you are affected by their emotion over time.

I find it difficult to understand what are the person's expectation from me, because one minute is happy and the other is sad.

People must always try to make you comfortable with them, stop to change their their emotions over time. If everyone is happy then that will make you to be free around them.

Phase two: Photo-narrative-elicitation-interview

<i>Description</i>	Explanation of the caption given and clarification of the photo-narrative (written)	<i>Interpretation</i>
	<p><i>R) Explain the captions that you gave to each photograph. Why did you choose the caption? What does it mean to you in terms of senior male students' aggression in the residence?</i></p> <p><i>R) F1A, Screaming?</i></p> <p>F1) Because they ... they often like to scream at you ... they make you frustrated, because they don't talk well with you... they actually scream at you ... Hey ... what what ... And they even talk with Afrikaans ... and I don't even understand with Afrikaans ... ja ... but they ... they scream ...</p> <p><i>R) So you don't understand Afrikaans?</i></p> <p>F1) Yes, I don't know Afrikaans ...</p> <p><i>R) And they scream in Afrikaans?</i></p> <p>F1) Yes, they (<i>Afrikaans male students</i>) scream in Afrikaans, but they facial expression, you know this person is not ... is not ... happy ...</p> <p><i>R) And how do you feel about that?</i></p> <p>F1) It's not good ... because some of the first years ... they ... they leaving the koshuis ... every ... every koshuis you will find that ... they ... the first years have left the koshuis because ... that treatment they give you ... that shouting ... it's not what you ... some of us (<i>referring to black African students</i>) come from different backgrounds ... at home they (<i>his family</i>) don't hold you like that (<i>bad treatment</i>) ... they (<i>family</i>) don't do that things for [for] you ... it becomes difficult for you to adjust ... to ... to that they do ...</p> <p><i>R) You say ... those things??</i></p> <p>F1) The ... the screaming ... the change of emotion ... two minutes they like this ... two minutes they like that ... ja ... you don't actually get him ... those things ... what do they actually want from ... what do they expect from you ... what must you do to please them. Everything ... anything ... they will... that will make them happy ... what must you do to please them ... anything that they will ... that will make them happy ... you don't want ... for them just to not scream at me ... for them just ... ja ... to feel free around them ...</p>	

	<p>R) <i>I just want to know ... where this first years going that is leaving the koshuis, why are they leaving.</i></p> <p>F1) I don't know where they going ... they just leaving because of the koshuis things ... it's not what they expected ... naa ... now they leave.</p> <p>R) <i>So what did they expect?</i></p> <p>F1) Maybe ... I did not expect that rude behaviour of the seniors and stuff ... I just expected everything to be good ... to ... to live well with each other ... not that kind of behaviour ...</p> <p>R) <i>The seniors' behaviour?</i></p> <p>F1) The seniors behaviour ... yes ... It is not that good but it gets better ... better every day ... but at first ... first times it was not that good</p> <p>R) <i>Ok this one F1 B, you named it "deep thought" ... why?</i></p> <p>F1) I named it because, when you are at the res, you tend to think that why did I choose ... the expectation that you ... you expecting when you come to res ... they don't ... it is not that one when you ... get there ... You also think why, why do they do this, why is this things necessary. Is this what I wanted to is? You know you ask yourself many feelings ... things ...</p> <p>R) <i>What did you expect?</i></p> <p>F1) When I come here I thought ... I am in a res it will be a fun thing ... I will... I will just study and enjoy the ... ummm ... campus and enjoy the... the... university ... but naaaa ... it's not that at the moment ... they just change that perspective ...</p> <p>R) <i>Why did you made this one, change of emotion?</i></p> <p>F1) Because, their emotion change over time ... two minutes they are like this, two minutes they are like that ... they change ... they ... you don't even know what you did wrong ... they just change ... You become confuse because two minutes these people was like happy and two minutes again ... they are like this, they are angry now ... you don't know ... where did I go wrong now ...</p> <p>R) <i>Angry like in?</i></p> <p>F1) Angry like ... in their speech ... when they talk ... ja ...</p> <p>R) <i>Which one of the photographs describes senior male students' aggression the best?</i></p> <p>F1) F1C – Change of emotion</p>	
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R) What does the photograph which you have chosen show that the other two doesn't show?

F1) I say this one ... because you cannot understand them. Every day they change, today they ... he will be friendly with you ... tomorrow he is no longer like that ... I don't know ...

R) How do they change?

F1) You no longer understand them, they do not talk well with you ...

R) What does it mean when they don't talk well with you?

F1) Ummm ... how can I put it ... You get the sense that ... you don't belong in the ... in the res ...

R) So you say you don't belong?

F1) Ja, you will feel like you don't belong in the res, or you feel like you want to move because tha ... the ... their words, you don't feel comfortable with it ...

R) What words?

F1) Like ... you feel like ... like you a child ... everything that they say that you must do and you must not question ... you must always do what they say ... and they will treat you like a little child ... because you know when you talk like a little child ... you will get everything that you want ... and they make you feel uncomfortable in the res.

R) Uncomfortable ... what do they do to make you feel uncomfortable?

F1) What do they do? Ummm ... when they speak with you, you feel like you nobody in the res... like a first year you feel like ... uhhh ... this is not ... this is not ... you won't feel like first year is something big for you, because when you are for high school and you come to varsity ... it's something big for you ... for them ... it's nothing ... you are like nothing to them ...

R) Ok ... so what does this picture give that the other do don't give.

F1) This one and this one is the same. This one gives me another impression because when you are under them, you don't feel freedom ... you ... you feel you are ... are ahhh...how can... can say it. You don't feel free. They will tell you, do this, do that ... When they tell you, you must not question, you must just say yes... and they won't tell you nicely, they tell you with this angry face. They show you with their facial oppression ... expression that you must not do this. And you don't feel comfortable with them around ... even if you have a problem, you can't even talk to them, because you don't know how to approach them ... you can live with them freely ... you can't approach them ...

	... even if you have your own personal problem, you can't talk to them ... and tell them your person problem ...	
Description	Semi-structured interview questions	Interpretation
	<p><i>R) What is your experience of senior male students' aggression in the residence where you live?</i></p> <p>F1) The aggression in not good ... I see unnecessary ... I don't know why the do it ...</p> <p><i>R) What do they do?</i></p> <p>F1) I don't know why ... why do they get aggress ... angry to us ... because the aggression ... ahhh</p> <p><i>R) What aggression?</i></p> <p>F1) They will just ... like I said...they scream at you ... like ... you are nothing here in this koshuis ... you are just first year ... ja ... even now they will just chase you away ... you are a first year, you must at hear to what we say ... you must not question ... you must just at hear to what they say ... Some things ... if maybe you don't want to do it ... you won't actually say – I don't want to do it ... because you are afraid ...</p> <p><i>R) Afraid of what?</i></p> <p>F1) Afraid of them ... because they give you this attitude and shouting at you ...</p>	
	<p><i>R) How does senior male students' aggression influence your everyday life?</i></p> <p>F1) My everyday live ... because ... let me see ... you don't actually feel free ... around the koshuis ...even in the campus ... you don't feel ... that campus mood ... because everytime that you meet with them ... there is a senior ... ahhhhh ... you don't even walk freely in the koshuis ... that thing is little bit distress for me ...</p> <p><i>R) Walking free like....</i></p> <p>F1) Free around the campus... to go everywhere ... certain rules that ... you must not go there, you must not go there ... eh ... jaa ... Those things affect me, because sometimes when I am with my friends ... they ... maybe we buy food and stuff... then they want to maybe sit at the (name of a place) .. .and maybe we are not allowed to sit at the (name of a place) ... That's not good for me because I cannot feel free, cause I want to sit there ... just because I cannot sit at the (name of a place) ... it's becoming ...</p>	(sug)

	<p>R) <i>You say it makes you stressful</i></p> <p>F1) Yes it stresses ... because every time ... everyday ... actually when you have to ... when you ... when you meet a senior ... you just think of ... ahhh ... what he will say to me ... When you go and greet him ... he will greet you with an attitude so then ... you don't actually feel nice ...</p> <p>R) <i>Attitude?</i></p> <p>F1) That attitude ... maybe you greet him, then he doesn't greet you, he just look at you with that bad face ... or he doesn't greet you at all.</p> <p>R) <i>Why is this?</i></p> <p>F1) I don't know ... why they do this unnecessary things ... I ahhh ... no I don't know ...</p>	
	<p>R) <i>How do you feel about living in the same residence as senior male students?</i></p> <p>F1) Ummmm ... as I say ... it's getting ... as you actually ... more living with them ... it's getting better and better then the first time ... ahhhg ... it wasn't good ... because I just to ... always stay at the campus ... go at the res ... it was my sleeping place actually ... wake up early ... come to the campus ... come back late when I know I will not see them, and just sleep ... It was everyday routine ...</p> <p>R) <i>And now? Because you said it was?</i></p> <p>F1) Ja ... but now ... I can actually go earlier in the koshuis ... ja it's getting better and better ...</p> <p>R) <i>Why do you think it gets better now?</i></p> <p>F1) Ahhh ... I don't know because maybe it was just to ... to welcome us ... maybe it is their way of foundation to welcome us ...</p>	
	<p>R) <i>What suggestions can you provided to assist first-year male students to cope with aggression in residences?</i></p> <p>F1) For first years? They must ... when ... when ... they experience that aggression, they must not take them into consideration. They ... mmm ... they must focus on why they came here rather than focusing on the seniors and their stuff because I don't think it's necessary to do all that shouting ... ja ...</p> <p>R) <i>I am done with my questions. Is there something else that you would like to add about your experience of senior male students' aggression in the residence?</i></p>	

ADDENDUM J

	<p>F1) The seniors aggression ... eish ... this aggression it's not ... ahhh ... it's not well at all ... they must never ... they must stop with it ... because ... it made ... it made some of the children ... it made some of the first years go away ... in the koshuis to go ... because they ... they don't feel like ... its, it's good for them ... some of them ... they don't ... because they had in previous ... even in home ... you are ... you are used to that things ... some of them they are not used to them ... so they cannot cope such stuff ... ja ... it made them to lose people in the koshuis ... Ja ... they must stop it, because people are getting the wrong impression of the koshuis.</p>	
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NEWS PAPER ARTICLES

Local News

-redakteur glo aangerand

14:48 (GMT+2), Mon, 09 September 2013

<http://www.ofm.co.za/article/136125/Wapadredakteur-glo-aangerand>

Dane Beisheim

- Die redakteur van die se - studentekoerant, is glo die afgelope naweek deur 'n inwoner van -manskoshuis aangerand.

Die rede wat volgens deur die mansstudent aangevoer is, is dat volgens hom geen koshuistrots het nie.

Die beweerde voorval het vroeg gisteroggend plaasgevind in die -area van .

Intussen is produksie van die vandag gestaak, waarskynlik tot die einde van die jaar. Die koerant is glo R80 000 in die rooi en is daarom gesluit.

Kommunikasie-dosent sê die voorval word as ernstig beskou.

, wat tot verlede jaar 'n inwoner van was, het aan -nuus gesê dat sy aanvaller vir hom gesê het dat hy nie van die voorval in die wil lees nie.

het 'n klag van aanranding aanhangig gemaak.

NWU-Pukke paper closure: Cash constraints or censorship?

10 SEP 2013 10:32 BONGANI NKOSI

10 Sep 2013 10:32 Bongani Nkosi

Journalism lecturers at the are up in arms over a bombshell decision by the university's management to halt publication of a campus newspaper, which they maintain amounts to censorship and trampling on media freedom.

, editor of – a paper whose first edition was published in 1946 – received the news on Monday morning that the marketing department decided to suspend publication of the newspaper. The reason given was that the paper was in debt of nearly R80 000, a bill that the department is not prepared to foot.

ADDENDUM K

The timing to pull the plug on the paper also raises eyebrows as it comes during a week [REDACTED] was to publish a story about his assault last weekend, allegedly by a second-year student. [REDACTED] told the Mail & Guardian his alleged assailant accused him of failing to endorse patriotism promoted at [REDACTED] students' residence in the paper.

Lecturers in the journalism department do not buy the story that debts are an issue behind closing the newspaper. "On the surface it's about money but I don't believe it for a minute," [REDACTED], lecturer in journalism and media ethics at the campus since 1991, told the M&G in an emailed response.

"The real issue is that [REDACTED] is trying to be an independent voice, while critics believe it should be part and parcel of a sanitised media that serve the reputation of the university in a very particular way," added [REDACTED].

"By closing the paper down, even if only temporarily, the impression was possibly transmitted that we don't care about freedom of speech on this campus. Well, we do. Therefore, my journalism colleagues and I have come out strongly in support of the editor and the paper. Should we fail in this duty, we fail as journalism teachers. If we can't stand up for freedom of the media, even in the confines of a campus, should we have a journalism programme? Remember, we are the oldest journalism department in the country. We simply have no choice but raise our voices."

'Compromised' teaching [REDACTED], a lecturer in the journalism department, confirmed her colleagues were against [REDACTED] closure. "We feel our teaching itself is being compromised," she said.

[REDACTED] hinted that the next edition would have turned the spotlight on the "indoctrination" prevailing at the residence. "The culture that reigns in this res[idence] is concerning. I don't blame him [the attacker] because he himself is a victim of the pride that's indoctrinated at the residence."

But [REDACTED], spokesperson of the [REDACTED] campus, said the decision to halt the paper's publication was purely based on financial constraints. It can publish at any time if its editorial and advertising team settles the debt, he said.

It "is definitely not the case" that there is plot within management to censor [REDACTED], [REDACTED] said. "We stand for media freedom and actually promote it. It's up to them to put the funds as soon as possible."

Assault and paper's closure not connected
The alleged assault on [REDACTED] and decision to close the paper are not connected, [REDACTED] added. The decision about the future of the paper was "already taken on Friday, [and] we learnt of the assault only on [Monday] morning", he added. "These are two different incidents. They have nothing to do with each other."

But what appears to be a spanner in the works is that [REDACTED] is not even allowed to publish its next edition on its website. The edition was to hit the campus, nicknamed [REDACTED], on Wednesday.

ADDENDUM K

"I don't understand why we can't publish electronically, at least. My biggest argument is that no matter what's the finances state, an electronic issue wouldn't cost a cent," said [REDACTED].

He also denied the paper's arrears were up to R80 000. According to their current financial statement, [REDACTED] only owes debts to the tune of R7 000, said [REDACTED].

'A mouthpiece of the university' [REDACTED] said the paper cannot publish online because its website version is only supplementary to the hard copy. "If the paper is subtracted, the other should be subtracted as well. These two go hand-in-hand with each other."

He rejected that [REDACTED] editorial independence should put it in a position to decide to publish online at any time. "They are not independent, [but] are a mouthpiece of the university. It's for the university's internal communication," he said.

"It remains the school of communication's task to train journalists. The department of marketing and communication gives the platform [via] [REDACTED] newspaper to also exercise management and financial skills. Wapad is an internal communication vehicle where not all editorial staff are journalists," [REDACTED] added.

[REDACTED] said while he accepts that a campus newspaper is "not totally independent and should serve the students with balance and care, I also believe the paper should be critical within the confines

of the Press Code and the university's set of values".

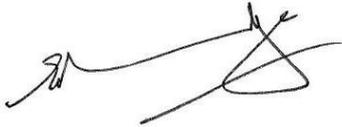
"In other words, they should be responsible journalists, but never lapdogs of a particular vision of student life and what the [REDACTED] [REDACTED] should be. Certainly they should challenge old conventions and find new ways of expressing themselves as independently-minded citizens."

LANGUAGE EDITOR: CERTIFICATE

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TO WHOM IT MAY CONCERN

This is to attest that I have edited the language of the dissertation, "First year male students' personal experiences of senior male students' aggression in residences", by Corlla Twine.



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Freelance Editor and Translator

4 October 2013