

Residence students' experiences of aggression in on-campus residences at a university

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DECLARATION

I, the undersigned, hereby declare that the work contained in this dissertation is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.



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SUMMARY

In the past few years, nationally and internationally, there has been growing concern over the way in which a culture of aggressive behaviour and violence became prevalent in society. The literature highlights the alarming level of aggression at various universities and its negative impact at various levels. Little has been done to address this urgent problem in South Africa. This study explored residence students' experiences of aggression in on-campus residences at a university in a South African context.

This qualitative research, which was situated in an interpretive paradigm, was guided by phenomenological strategies of inquiry. Two students were purposively selected from each of the 20 on-campus residences (11 female residences and 9 male residences) at a South African university. The 40 participants voluntarily participated in the semi-structured individual interviews that were used to generate data. The audio recorded interviews were transcribed and then analysed by means of the Interpretative Phenomenological Analysis (IPA). The following main themes emerged from the data analysis process: Theme 1: Students' lived experiences of aggression in on-campus university residences reflect various forms of aggression and their experiences of aggression are viewed as reactions to a diverse range of biological, psychological and socio-cultural factors. Theme 2: Suggestions to manage aggression in on-campus residences included students' suggestions for residence students to address aggression in on-campus residences as well as for the university to address aggression at on-campus residences. In addition, some suggestions were provided for future residents who may experience aggression in on-campus residences in order to enhance their well-being.

The findings highlight that aggression is a reality and exists in on-campus residences which has a negative impact on students. If aggressive behaviour continues to be present in on-campus residences without being dealt with, this would lead to students leaving the residences, depression, self-harm and in severe cases, suicidal ideation.

Key concepts: aggression; campus; experience; residence; students; university; well-being.



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CHAPTER ONE

INTRODUCTION AND SCOPE OF THE RESEARCH STUDY

1.1 INTRODUCTION

In this chapter, the problem statement, as well as the literature review is provided. The clarification of relevant concepts, research questions, aims that guided this research study on the phenomenon of aggression in a Higher Education Institution context (university), as experienced by on-campus residence students are highlighted. This chapter also provides an outline of the research design, methodology and a description of the ethical considerations, as well as the trustworthiness of this research study.

1.2 PROBLEM STATEMENT

In the past few years, many more voices claim, that the present civilisation is becoming a civilisation of aggressive behaviour (Pikula, 2012:38). According to Louw and Louw (2014:211), “behaviour that intends to bring harm to other people, to injure or hurt” (verbally, relationally, psychologically or physically), is defined as aggression. Aggression can be noticed in many different aspects of life beginning in the family environment through quarrels of various types of societal groups till it causes not just conflict in a national context, but also in an international context (Pikula, 2012:38). This statement is underlined by Bronfenbrenner’s eco-systemic perspective which states that a person’s well-being can be influenced by different social contexts and relationships between individuals or groups (Boon, Cottrell, King, Stevenson & Millar, 2012:389). These social contexts interact with one another in terms of five levels such as microsystem, mesosystem, exosystem, macrosystem and chronosystem (Botha, 2014:246). These interactions between different contexts help individuals to develop and make meaning of information shared within these social contexts (Botha, 2014:246).

In today’s society, research shows that aggression reveals itself in different contexts such as in schools (Mncube & Harber, 2013; Mtshali, 2011; Peters, 2014; Psunder, 2009), the workplace (Aquino & Thau, 2009; Bentley, Catley, Cooper-Thomas, Gardner, O’Driscoll, Dale & Trenberth, 2012; Estes & Wang, 2008; Merez, Drabek & Moscicka, 2009), various institutions such as colleges and universities (Haden, Scarpa & Stanford, 2008; Sisco & Figueredo, 2008), as well as in families, households and nursing homes (Margolin,

Vickerman, Oliver & Gordis, 2010; Zeller, Hahn, Needham, Kok, Dassen & Halfens, 2009). The presence of aggression in the above contexts has an influence on the well-being of individuals, whether it is in a direct or indirect manner (Keyes, 1998:121). The problem regarding aggression is that it seems that screams, shouts, outbursts of anger and fury are replacing the ability to talk, because people think that these are the only ways to address problems (Pikula, 2012:38). This misinterpretation could lead to the absence of effective communication, relationships, positive conditions and feelings, so that individuals cannot adjust and adapt in their social worlds (Keyes, 1998:121).

In order to provide a problem statement, it is necessary not only to provide an overview of current and relevant information regarding the phenomenon, but also to identify a gap in literature that is between what is researched about the phenomenon and what is not researched (Maree & Van der Westhuizen, 2007:26). I therefore consulted previous literature, and after doing this, it occurred to me that scant research has been done about the presence of aggression in universities, but more specifically in campus residences. Universities are to lead to socialisation, which refers to the “process by which persons acquire the knowledge, skills and dispositions that make them more or less effective members of the society” (Padgett, Goodman, Johnson, Saichaie, Umbach & Pascarella, 2010:99). For the purpose of this study, I briefly illuminate aggression in universities, firstly at international level and secondly at national level: South African context.

Referring to international contexts, the U.S. Department of Education (2008:3) states that “various education institutions reported 55 homicides, five negligent manslaughter, 3287 forcible sex offenses, 49 non-forcible sex offenses and 5026 aggravated assaults” were reported in that year. This problem is difficult to pinpoint, because many colleges and universities underreport such crimes, because of a lack of competence to cope with aggressive behaviour and feelings of failure (Tay & Zacharias, 2013; Zeller *et al.*, 2009). The most reported form of aggression that has been reported on campuses and universities is sexual harassment also known as sexual assault (Bales, 2015; Haden *et al.*, 2008; Hagopain, 2015; Sisco & Figueredo, 2008; Stone, 2015).

According to Stone (2015:1) “there is a real problem on college and university campuses, and it is a problem that must be taken seriously” for aggression and violence are intolerable whenever and wherever it occurs. An official record reported that sexual assaults occur at all the 1570 college campuses of America (Hagopain, 2015). Hagopain (2015) also claims that the frequency of forcible sexual offences on college campuses in 2012 have increased to 50% in just three years. It has been said that in recent years, a sexual crime epidemic on

college campuses has been alarmingly observed mainly leaving women as the victims (Stone, 2015:1). Four out of five women faced some sort of 'dating violence' such as controlling, abusive and aggressive behaviour in a romantic relationship while attending college or university and 29% of these women faced some sort of sexual assault (Bales, 2015:1).

In modern society, "sexual aggression seems to be the norm" (Sisco & Figueredo, 2008:253). It has been reported that 34-79% of US-college women experienced some form of sexual aggression in their first year of college and throughout their studies till their final year (Sisco & Figueredo, 2008:253). Sisco and Figueredo (2008:253) stated that 88% of women reported that they have been "threatened, physically abused or sexually violated and 63% experienced all three." Men are also commonly victimized (Sisco & Figueredo; 2008:253). Three to sixteen percent of male students experience sexual victimization perpetrated by another man and 70% of male students reported that they experienced some type of harassment by a woman (*Ibid.*).

Turning to a South African context, over 2000 students at a university in KwaZulu-Natal claim that they are being sexually assaulted annually – this means more than 10 students every single day for a whole academic year (Gordon & Collins, 2013:93). According to the *University World News* (2007), a professor at the University of Cape Town was murdered while walking home to his flat, and in the same year, an American exchange student at the University of KwaZulu-Natal was raped in her residence's bathroom. Another incident recorded that three students of the Tshwane University of Technology (TUT) were arrested after a student was killed and another badly injured during a fight (Beukes, 2014). According to Ngqola (2014) a protest that took place at the Tshwane University of Technology (TUT) lead to aggressive behaviour on the Soshanguve Campus where students set vehicles on fire in order to gain attention. Another incident took place at the North-West University on the Potchefstroom Campus where a student was stabbed in the arm, shoulder and hip with a scissor, after complaining about loud music in the residence (Wakefield, 2015).

More incidents took place recently such as the "fees must fall" protests in 2015 and 2016 (Nicolson, 2016:1), as students protested for a 0% increase in next year's tuition fees. At the North-West University's Mafikeng Campus, students were burning tyres outside the Campus's entrance, damaging the student centre, as well as a book store because of the increase of tuition fees (Nicolson, 2016; *The Citizen*, 2015b). The protesting students only allowed the health facility to remain open in case of an emergency but every other facility was forced to shut down (Nicolson, 2016). According to *The Citizen* (2015a), 41 students

were arrested due to public violence at the Tshwane University of Technology. This caused the university to close as a result of nationwide protests over fee increases for 2016. These protests carried on, even though the decision was made that there will be no tuition fees increase in 2016 (Tau, 2016). Protesters disrupted registration at Wits University which led to the suspension of campus registration because they want free tertiary education and they want the university to scrap registration fees for all students (Tau, 2016). These protests that are characterised by students' aggressive and violent behaviour, have a definite impact on tertiary education for they minimize students' optimal study opportunities and have a negative impact on their well-being.

Although some literature focuses on aggressive behaviour within universities, scant research really focuses on the 'lived experiences' of aggression in on-campus residences (Botha & Twine, 2014:421). Thus, for the purpose of this study, I focused on the 'lived experiences' of on-campus residence students' aggression, in order to improve their well-being in on-campus residences.

1.3 REVIEW OF RELEVANT LITERATURE

According to Fouché and Delpont (2011:134), a literature review contributes "to a clearer understanding of the nature and meaning of the problem that has been identified". In other words, it identifies characteristics that have an impact on the phenomenon under study (Richie, Lewis, Elam, Tennant & Rahim, 2014:132). It is also evident that a literature review sets the research in context and provides a clear "rationale for the current investigation" (Hays & Singh, 2012:115).

I made use of the following key words in order to gain information regarding aggression in a university context: "aggression", "aggressive behaviour", "aggression on South African university campuses", "aggression AND campus residences" and "aggression among university students". A detailed conceptualisation of aggression in general will be provided in Chapter Two which elaborates on the conceptual and theoretical framework.

Late adolescence to young adulthood are a crucial part in one's life because of the many social changes and adjustments of each individual (Tay & Zacharias, 2013). Such changes are as follows: leaving the parental home, finding employment, living arrangements, attending a college or university and getting married or dating (Drysdale, Modzeleski & Simons, 2010:5). This leads to the fact that college students may be placed in social situations with peer groups that encourage risky behaviours resulting in aggression (Drysdale *et al.*, 2010; Tay & Zacharias, 2013). Research adds that young people usually

experience less aggressive interacts when living with their parents compared to the young individuals who live in residences on campus such as hostels (Tay & Zacharias, 2013). Research indicates that an individual's background can precipitate being a victim or offender of physical and verbal aggression (Tay & Zacharias, 2013).

Sociological theories suggest that "location plays a major role in aggressive behaviour" (Tay & Zacharias, 2013:1). In other words, if a campus is located in high crime areas or if a student commutes from one of these areas, chances of crime, victimization, violence and aggression are increased. According to Tay and Zacharias (2013), alcohol consumption can cause aggressive behaviour and they mean that some people expect that when you consume alcohol, it increases aggressive behaviour, but some people also tend to believe that alcohol does not have an effect whatsoever on aggressive behaviour. This statement was taken further by Wells, Speechley, Koval and Graham (2007:67) as they state that "consuming alcohol increases the chance of aggression among those [who] believe that alcohol consumption results in aggressive behaviour." It is also evident that sociological factors such as sex, ethnicity, residential status, alcohol consumption and sexual orientation contribute to the likelihood of being a perpetrator or a victim of aggression (Tay & Zacharias, 2013).

According to Botha (2014:240), aggression is a type of behaviour, referring to the way in which individuals behave, act or conduct themselves or the way in which they treat others and handle objects. Thus, it is necessary to view behaviour in context (Botha, 2014:240). Behaviour can be seen as "either bad or good, normal or abnormal according to society norms", but it is important to remember that the "society will always try to correct bad behaviour and try to bring abnormal behaviour back to normal" (Botha, 2014:240). Botha (2014:240) also states that in order for behaviour to take place, people need to "interact with other individuals in their different social contexts." During these interactions, people make meaning of other people by forming types of 'scripts' based not only on their judgements but also on the interpretations they make of others' behaviours in specific contexts and situations (*Ibid.*).

Bondü and Richter (2015:1) state that aggression can be seen as "the intentional infliction of physical or psychological harm on another person that strives to avoid this harm". Since the definition of aggression indicates behaviour by an individual with a specific intention, it is important to explain two types of aggression: instrumental and hostile aggression (Botha, 2014:241). Instrumental aggression is used to obtain power, control, status or money by acting aggressively towards other people (Anderson & Bushman, 2002:28; Botha,

2014:241). This is not an act out of anger, but it is a deliberate act (Papalia, Olds & Feldman, 2009:338). In other words, the aggressor wants to achieve a sense of reward, personal gain, self-defence or attention, but if the aggressor believes there is an easier way to obtain a reward, aggressive behaviour will not occur (Kassin, Fein & Markus, 2008:391, Siegel & Victoroff, 2009:214). Instrumental aggression is also seen as a planned behaviour that is neither associated with frustration nor immediate threat but is planned with a clear set of goals in mind (Siever, 2008:429). Hostile aggression, on the other hand, refers to the psychological functioning of a person that desires to harm another person in a way to express negative feelings (Krahé, 2013:11). The primary goal of hostile aggression is that the act is always impulsive and automatic for the aggressor does harm with a conscious or unconscious drive (Botha, 2014:241, Siegel & Victoroff, 2009:214). It is important to know that when aggressive responses are exaggerated “in relation to the emotional provocation”, pathological functioning will occur (Siever, 2008:429). Pathological functioning occurs when a person acts in a way that his/her socially threatening stimuli are heightened (Rosell & Siever, 2015:18). It is also evident that a person with pathological functioning may experience or rationalise his/her aggressive behaviour as being within the boundaries of normal behaviour (Siever, 2008:429).

According to Krabbendam, Jansen, Van de Ven, Van der Molen, Dreleijers and Vermeiren (2014:1573), aggression can also be divided into covert and overt aggression. Covert aggression refers to emotional aggression such as anger which is not acted out, but is rather hidden and this makes it easily overlooked (Krabbendam *et al.*, 2014:1573). In contrast to covert aggression, overt aggression refers to a direct way of acting out emotions and this is a typical way for males to act out aggression (Krabbendam *et al.*, 2014:1573).

Pikula (2014:43) provided a list of other forms in which aggressive behaviour can be divided:

- **Pseudo aggression:** aggressive behaviour which may cause harm to a victim but does not have such intention.
- **Assertive aggression:** this occurs when a person wants to obtain a goal, without useless hesitations, doubts or fears.
- **Defensive aggression:** this occurs when a person is willing to act according to motivations programmed by his/her body directed at defensive aggression, when life, health, freedom or property is jeopardized.
- **Conformist aggression:** this occurs when actions which are not a result of aggressive drives pushing the aggressor to construction, but actions that come from the exterior “orders”.

- **Constructive aggression:** this type of aggression will occur when a person wants to develop, move forward, or reach for something in life. It also might lead to criminality, when actions opposing the existing laws and rights occur, but in accordance with the expectations of society.
- **Destructive aggression:** this refers to violent behaviour, behaviour aiming at the honour of a human being, not always having the criminal character (Pikula, 2014:43, 45).

The purpose of this literature review is also to demonstrate key theories that can contribute to a broader understanding of the phenomenon in context (Gray, 2009:53). According to Lucea, Glass and Laughon (2011:3), theories can be classified into two groupings namely domain-specific and integrative. Domain-specific theories refer to areas such as biology, psychology and sociology that focus on one specific aspect of destructive behaviour, whereas integrative theories refer to a combination of these domains in order to form the theoretical basis of destructive behaviours (Lucea *et al.*, 2011:3). As I processed the literature, it occurred to me that Social Learning Theory greatly contributes to the broader understanding of aggression for Social Learning Theory refers to learning through observation (Botha, 2014:245). At the outset of this study the following theories are also relevant to the understanding of aggression (anti-social or destructive behaviour) and were thus explored in the context of this research study in order to provide me with an understanding of how, what and why aggression occurs. These theories will further be discussed in Chapter Two.

- Social Learning Theory

Botha (2014:245) states that people “acquire social behaviour through the process of social learning.” In other words, people who tend to observe destructive behaviour construct mental scripts in their minds about the actions they observed and these scripts then influence the ways in which people interpret their own behaviour in similar situations (Botha, 2014:246).

- Cognitive neo-association Theory

This theory suggests that aversive stimuli, such as frustrations, “provocations, loud noises, uncomfortable temperatures and unpleasant odours [can] produce a negative effect [that] stimulates thoughts”, memories and emotional expression and physiological response (Anderson & Bushman, 2002:29; Gul & Ahmad, 2014:110). These physiological responses are associated with fight (anger) and flight (fear) tendencies (Lucea *et al.*, 2011:11).

- **Social Cognitive Theory**
According to Gannon (2009:98) the Social Cognitive Theory claims that individuals cognitively construct their social experiences by means of the content and organisation of their beliefs. In other words, individuals interpret other people's behaviour "in a logical, deliberate and careful manner" in order to make meaning of their behaviour (Gannon, 2009:99).
- **Frustration-aggression hypothesis**
Lucea *et al.* (2011:11) postulated that when an individual's goals are thwarted by another person, frustration and anger arise which tend to result in aggressive behaviour. Frustration and anger, therefore, enable individuals to "hold aggressive intentions over time" which then activate aggressive thoughts, behavioural scripts, and physiological responses (McCall & Shields, 2008:4).
- **Social Interaction Theory**
This theory argues that aggressive behaviour is guided by "expected rewards, costs, and probabilities of obtaining desired outcomes" (Vandello, Ransom, Hettinger & Askew, 2009:1209). This means that individuals use aggressive behaviour in order to produce some kind of change in the target's behaviour in order "to bring about desired social and self-identities" such as competence and toughness (Anderson & Bushman, 2002:32).
- **Social Norms Theory**
This theory refers to perceptions people have about behaviour that seems to be 'normal' because of their peers' influences (Baumgartner, Valkenburg & Peter, 2011:3). Thus, individuals' actions are based on misperceptions which are perceived as real (Berkowitz, 2010:34).
- **Complexity Theory**
This theory suggests that interactions among different systems not only produce predictable behaviour, but also behaviour "that is impossible to forecast" (Anderson, 1999:217). In other words, complex causes can produce simple effects that cannot be predicted but can be implied by "a set of alternatives greater than one" (Aldrich, 2008:148).

- Intersubjectivity Theory

According to Zanotti (2007:119), intersubjectivity is regarded as persons “who have relationships that are characterised by their purposes”, as well as every human action. People conceive conscious and unconscious mental states such as goals, emotions, desires and beliefs in themselves and others in order to explain or predict certain behaviours (Drozek, 2010:544).

- Hedonic or subjective perspective of well-being

This perspective simply consists of the need to feel good, regardless of “whether psychological needs are met or not” (Steger, Kashdan & Oishi, 2008:24). This perspective thus assumes that by providing pleasure or removing pain will let a person experience subjective well-being (Ryan, Huta & Deci, 2008:139).

- Eudaimonic or psychological perspective of well-being

This perspective refers to seeking and developing the best in oneself (Huta & Ryan, 2010:735). Eudaimonic well-being is achieved through “participating in activities that are congruent with one’s personal values or characteristic personality traits or strengths” so that the fulfilment of people’s potential can be built (Steger *et al.*, 2008:23-24). In other words, psychological well-being can only be experienced when self-realisation of the individual occurs (Ryff & Singer, 2008:14).

1.4 PURPOSE OF THE RESEARCH STUDY

The purpose of this phenomenological inquiry, seen as uncovering meaning of a specific phenomenon, was to understand, explore, explain and describe aggression as experienced by residence students in on-campus residences on the Potchefstroom Campus of the North-West University in South Africa. This study also adopted an interpretivist approach, in order to provide a rich interpretation of what the participants experienced without the influence of the researcher or recent literature. These interpretations helped me to interpret suggestions on how to improve residence students’ well-being in on-campus residences. Thus, the participants were limited in terms of resident students registered on the Potchefstroom Campus, who may have observed or experienced aggression in their residences. In the context of this study, aggression refers to any behaviour of residence students “that has the intent to harm or injure another person in a physical, verbal or psychological manner” (Botha, 2014:241).

1.5 RESEARCH QUESTIONS AND AIMS OF THE RESEARCH STUDY

According to Jansen (2007:3) a research question is a focal point which guides the researcher through a research study. Providing research questions has two main reasons: to *direct* the researcher to use suitable literature as resources, in other words, it helped me to save time by only searching for relevant literature that is needed to answer the stated research question(s), and secondly, the research question/s helped me to *clarify* the data that were generated. This assisted me in obtaining relevant data by keeping the specific research question in mind. In view of this particular study, the main research question posed was: *How do residence students experience aggression in on-campus residences at a university?*

To approach this research question, a few secondary questions were formulated in order to gain a holistic view of the research phenomenon as experienced by the participants. The secondary questions that guided this study were:

- How do on-campus residence students conceptualise 'aggression'?
- To what extent do on-campus residence students experience aggression in on-campus residences?
- What are the causes of aggression in on-campus residences?
- What could be done to address aggression in on-campus residences?
- What suggestions can on-campus residence students provide in order to enhance well-being?

The research aims for this study were:

- to explore and describe how on-campus residence students conceptualise aggression;
- to explore, describe and understand how on-campus residence students experience aggression in on-campus residences;
- to describe the causes of aggression in on-campus residences;
- to explore, explain and describe ways to address aggression in on-campus residences; and
- to provide suggestions for future on-campus residence students that will help them to enhance their well-being.

1.6 CLARIFICATION OF CONCEPTS

1.6.1 Residence

In South Africa, the demand for on-campus residences has increased, especially in higher learning environments (Najib, Yusof & Osman, 2011:52). Residence, in this context can be described as “any building or property owned or controlled by an institution within the same reasonable contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution’s educational purposes” (U.S Department of Education, 2011:12). According to Najib *et al.* (2011:53), residences are considered to be essential because they cater for students’ needs, and therefore also provide lodging and “give[s] students an option to stay on-campus if they have nowhere else to reside” (Willoughby, Carrol, Marshall & Clark, 2008:2).

Van der Klis and Karsten (2009:236) state that even a home can be seen as “dual-residence situation in which one dwelling is near the workplace and the other is the family residence (hometown).” On the other hand, literature refers to a residence as a densely populated building that contains many rooms with several beds in it that offer housing for undergraduates, postgraduates, faculty members and staff members (Khozaei, Hassan & Khozaei, 2010:517; U.S. Department of Education, 2011:17-18). It is evident that residences are known by many names such as student dormitories, catered halls, university halls, student housing and hostels (Khozaei *et al.*, 2010:517). For the purpose of this study, a residence refers to on-campus housing for students at the North-West University, Potchefstroom Campus.

1.6.2 Student

According to the North-West University General Academic Rules A.1.31 (NWU, 2010:4), a student is a person whose predominant activity is to study at an institution by completing a curriculum “within the prescribed minimum period”. According to the South African Schools Act 84 of 1996 (South Africa, 1996:2), a student can also be viewed as a learner for a learner is “any person receiving education”. In terms of a university, a student can be classified as an undergraduate or a postgraduate student (Monroe, 1925:19,646). For the purpose of this research study, the term ‘student’ refers to a person who is studying at the North-West University, and can either be an undergraduate or a postgraduate student. Thus, for this study I focused on students, who reside in on-campus residences on the Potchefstroom Campus at the North-West University.

1.6.3 Experience

The concept 'experience' can be explained as an event by which one is affected; and, "knowledge resulting from actual observation or from what one has undergone" (Botha & Du Preez, 2014:40). According to Beard and Wilson (2006:9) "one of the most fundamental [dimensions of experience] is that experience can be considered as a synonym for learning." Thus it is not only by considering past and present experiences that we learn, but also through imagining multiple scenarios in people's minds (Beard & Wilson, 2006:13). No "two people experience the same event exactly the same way", but "experience is sometimes referred to as if it were singular and unlimited by time or place" (Beard & Wilson, 2006:16-17). There can also be a distinction between primary and secondary experiences (Jarvis, 2009:27). Primary experiences refer to unconscious sensations that people have throughout their entire lives in which they cannot take words such as beauty and wonder for granted (Jarvis, 2009:27). Secondary experiences refer to conscious and mediated experiences of the world (Jarvis, 2009:28). For the purpose of this study, experience refers to the way in which on-campus residence students make meaning of their lives and the knowledge and skills they have gained through living in on-campus residences at a university.

1.6.4 Aggression

Aggression is defined as a "behaviour that intends to bring harm to other people or to injure or hurt them in a verbal, relational, psychological or physical manner" (Louw & Louw, 2014:211). Aggression is also a destructive behavioural expression which inflicts pain and discomfort to others and can also be seen as an effort to maintain one's power, dominance or social status (Botha, 2014:241). Not only must the victim be motivated to avoid being harmed, but the aggressor must believe that the behaviour will harm the victim (Anderson & Bushman, 2002:28; Gvion & Apter, 2011:94). In order to understand aggression as a destructive behaviour, it is important to highlight that aggression does not only affect people, but can also be directed towards objects (Botha, 2014:241). Aggression can be verbal, as well as physical (Botha, 2014:241). According to Garcia-Ferero, Gallardo-Pujd, Maydeu-Olivares and Andrés-Pueyo (2009:40) aggression is "a goal-directed motor behaviour that has a deliberate intent to harm or injure another object or person." It has also been stressed that aggression is the "intention to harm another living being, and not simply the delivery of harm" for this intention seems to be denied by some perpetrators (Ramirez & Andreu, 2006:278). For the purpose of this study, aggression refers to any intentional destructive behaviour experienced by on-campus residence students at the North-West University, which causes discomfort, hurt or harm in a physical, verbal or psychological manner (Fiske, 2010).

1.6.5 University as a Higher Education Institution (HEI)

A Higher Education institution (HEI) is a public space “where students can learn the power of questioning authority, [to] recover the ideals of engaged citizenship, [to learn] the importance of the public good”, as well as how they can expand their capacities to make a difference (Jacoby, 2014). According to Ondari-Okemwa (2011:1449), Higher Education “drives and is driven by globalisation.” In other words, it facilitates international collaboration and “focuses on developing critical thinking and creativity as much as intellectual capacity and which also provides significant opportunities for lifelong learning” (Yakoboski, 2010:1). Higher Education institutions are also places where not only qualifications, but also values are transferred to the new generations, on which degrees are being bestowed, where education of young adults is being completed and where knowledge is produced (Daxner, 2010:15). It is also evident that Higher Education institutions refer to numerous types of institutions such as universities, junior colleges, colleges of technology, training colleges, correspondence schools and even some institutions that are founded by companies or corporations (Huang, 2012:258).

Lepori and Bonaccorsi (2013:279-280) and Ondari-Okemwa (2011:1450) claim that Higher Education institutions are recognisable as distinct organisations where the activity is not only providing education at the tertiary level but also produces educated citizens, new knowledge, and highly qualified and/or skilled personnel. In other words, the academic level has a significant influence on whether students acquire the necessary skills to enter the occupational world (Darnon, Dompnier, Delmas, Pulfrey & Butera, 2009:120). These skills also refer to social skills an individual needs to acquire in order to be socially competent (Mo Sung Yu, 2013:2). It is said that a socially skilled person tends to understand where, when and in what way to behave appropriately in society and they can get other people to cooperate more effectively (Bandelj, 2012:185; Mo Sung Yu, 2013:3) For the purpose of this study, a Higher Education institution refers to universities, more specifically, the North-West University.

1.6.6 Well-being

According to Kiefer (2008:244) well-being can be defined as an individual’s physical, mental, social, and environmental status which interact with each other and has different levels of importance. These different aspects of well-being have an impact on each individual’s behaviour or performance of a task or activity (Kiefer, 2008:244). Kirsten, Van der Walt and Viljoen (2009:5) on the other hand, claim that well-being also includes the “mind, spirit, emotions, meaning, behaviour, social relationships, as well as an inherent interconnectedness of [an individual] with the environment.” Thus, well-being can be

enhanced by the experience of personal (physical and psychological attributes) and context factors (home environment, social networks and support) which is seen with everyday activities such as social interactions and personal goals (Kiefer, 2008:245). Well-being also refers to subjective experiences and feelings, as well as living conditions, and is therefore not subject to the moment, but can be seen as something that lasts over a period of time (Ben-Arieh, Casas, Fronès & Korbin, 2014:1; World Health Organisation, 2014).

Although well-being represents itself in different forms, the most applicable forms that will most likely represent the nature of student life are relational and social well-being. Relational well-being refers to relationships between people for relationships “are one of the most important aspects of individuals’ lives and a significant contributor to well-being” (Cross & Morris, 2003:514). Therefore, relational well-being refers to the care and support individuals experience in their relationships (Watkins, Roos & Van der Walt, 2011:5). It is said that relational well-being derives from the sense of satisfaction and happiness due to confidence and perceived competence in order to overcome adversity and respect so that there can be harmony in nature through “cultural practices, the management of financial resources, family commitment, access to quality health care, and [the] involvement and contributing to one’s community” (McCubbin, McCubbin, Zhang, Kehl & Strom, 2013:362). Thus, relational well-being helps individuals to improve their physical, psychological and interpersonal health (McCubbin *et al.*, 2013:363).

Social well-being, on the other hand, is “the appraisal of [a person’s] circumstance and functioning in society” (Keyes, 1998:122). According to Cicognani, Pirini, Keyes, Joshanloo, Rostami and Nosratabadi (2008:100), social well-being can be considered as an important component of well-being, for it focuses on the well-being of individuals in their social structures. Cicognani *et al.* (2008:100) are also of the opinion that social well-being represents the following five dimensions within the self, namely: social integration, social contribution, social acceptance, social coherence and social actualisation. For the purpose of this study, I explored the experiences of on-campus residence students’ aggression, in order to make suggestions for on-campus residence students to be able to improve their overall well-being in on-campus residences.

1.7 RESEARCH DESIGN AND METHOD

The following section focuses on the research design, paradigm, and methodology that were used to conduct this study. This section also highlights the site where the study took place, the sample selection of how the participants were selected as well as the sample of

participants who voluntarily participated in the study. The ethical considerations, as well as the measures to ensure the trustworthiness of this study are briefly discussed.

1.7.1 Research design

According to Arolker and Seale (2012:591) a research design contains a collection of decisions regarding the type of method and methodology the researcher must consider in order to begin the research study. This particular study followed a qualitative research design, to “explore and understand the ways individuals give meaning to social or human problems in their society” (Creswell, 2014:4). I also conducted this study in a natural setting (Potchefstroom Campus’ on-campus residences) so that I could develop a holistic view of the participants’ descriptions regarding their lived experiences of aggression (Ivankova, Creswell & Plano-Clark, 2007:265). Therefore this study was exploratory, descriptive, explanatory and contextual in nature.

According to Charumbira (2013:53) and Mokwena (2011:10) an *exploratory* nature of a study is to develop a rough understanding of a certain phenomenon and is therefore useful when not enough is known about a particular phenomenon. It was relevant to the phenomenon under study, as I wanted to know more of the participants’ lived experiences of aggression. The *descriptive* nature of a study tends to describe a certain phenomenon, as well as the real-life context in which it occurs, so that a clearer picture can be gained of *what* is happening and will therefore be useful in presenting information regarding areas where little research has been conducted (Baxter & Jack, 2008:548; Charumbira, 2013:53; Denscombe, 2010a:10; Fouché & Schurink, 2011:321). Fouché and Schurink (2011:321-322) and Jansen (2007:11) claim that the *explanatory* nature of a study is about generating a theoretical insight of real experiences and transcends what happens and seeks to explain behaviour. In other words, theories are useful to explain *why* things happen (Denscombe, 2010a:10). In this study, I therefore integrated various theories in order to assist me into explaining and understanding the phenomenon of aggression within the context of this study. The *contextual* nature of this research study refers to the sociocultural setting in which the participants experience the phenomenon (Kuper, Lingard & Levinson, 2008:1035). I therefore explored, described and explained how residence students experience aggression in their context of their on-campus residences.

This study followed an interpretivist paradigm, for it “regards our knowledge of the social world as something that relies on human capacities to literally make sense of a reality which has no inherent properties, no order, and no structure” (Denscombe, 2010a:119). Only through interpreting do people come to know anything about the world (Denscombe, 2010a:119). When an interpretivist paradigm is used, a perspective is formed in order to

understand the “way in which a particular group of people [comprehend] their own situation they encounter” (Nieuwenhuis, 2007a:59). Nieuwenhuis (2007a:59) is also of the opinion that interpretivism focuses on people’s experiences and the way in which they construct their ideas and social worlds through “sharing meanings, and how they interact with or relate to each other.” An interpretivist paradigm was relevant, as I wanted to explore and describe how residence students encounter aggression and I wanted to understand their lived experiences and how they make sense of aggression in their on-campus residence context.

1.7.2 Research methodology

The research methodology that was used in this particular study is embedded in a phenomenological approach. Phenomenology refers to the lived experiences of individuals about a specific phenomenon, such as aggression (Creswell, 2014:14). During this qualitative research, I strove to assess participants’ internal experience of being conscious of something (Hays & Singh, 2012:50). Delport, Fouché and Schurink (2011:316) and Denscombe (2010b:94) state that a phenomenological approach is based on the idea of how meanings, perceptions, attitudes, beliefs, feelings and emotions are described by means of the lived experiences of individuals regarding a particular phenomenon, such as aggression. The phenomenological approach resonates with this study, since I was interested in on-campus residence students’ ‘lived experiences’ of aggression and on how they make meaning of the phenomenon themselves.

1.7.3 Site, sample and sampling

The site, as well as the sample of the research study was of utmost importance in order to make sampling decisions to ensure effective and reliable data generation processes (Nieuwenhuis, 2007b:79). These sampling decisions are usually made with the purpose of obtaining the richest information to answer the proposed research questions. Diagram 1.1 illustrates sites, as well as the sample and sampling strategies that were used in this research study. The following sites were identified:

- The *primary site* in which the study was conducted is the North-West University due to convenience and to the media reports pertaining to aggression and violence of students at this particular campus. According to Flick (2009:122), a convenient sampling strategy refers to sites or participants that “are the easiest to access under given conditions”.
- The *secondary site* was the Potchefstroom Campus situated in the North-West province in South Africa also due to convenient conditions (Flick, 2009:122; Gray, 2009:153).
- The *tertiary site* entails all the on-campus residences at the Potchefstroom Campus. Both male (9) and female (11) on-campus residences were included, as I was interested

in the lived experiences of these students' aggression and the inclusion of both male and female on-campus residence students added to a nuanced understanding of the phenomenon under study.

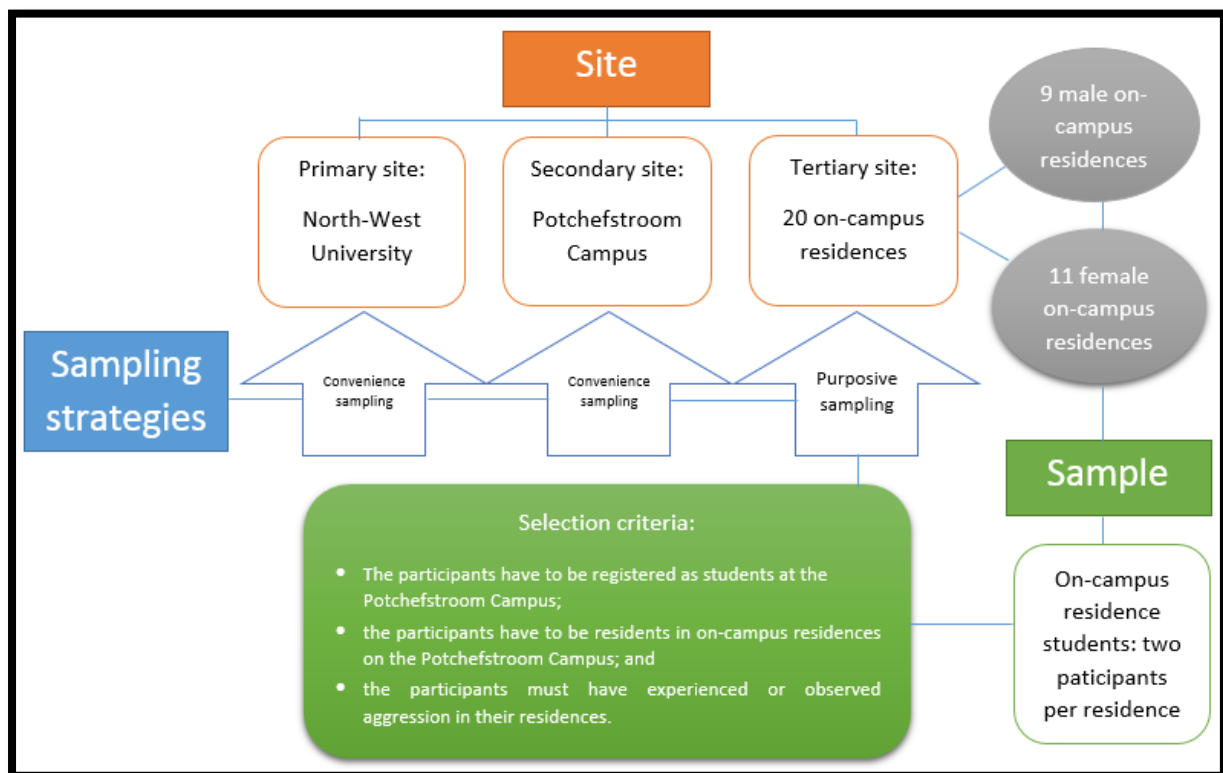


Diagram 1.1 Site, sample and sampling strategy

I also used purposive sampling as it provided me with the opportunity to select the participants “that can purposefully inform [and provide me with] an understanding of the research problem of the study” (Strydom & Delpont, 2011:392). I distributed an invitation letter to 20 on-campus residences where wardens (house parents) distributed the invitation letters to all the residents in order to give all students the opportunity to voluntarily participate in this research study (See Addendum A1). This invitation letter consisted of a brief description of the research study, as well as my contact details so that any student who is interested in participating in this research study could contact me. This invitation letter also provided selection criteria that were used in order to select individuals (students) who could provide useful information about the phenomenon under exploration. The participant selection criteria entailed:

- The participants have to be registered as students at the Potchefstroom Campus;
- the participants have to be residents in on-campus residences on the Potchefstroom Campus; and
- the participants must have experienced or observed aggression in their residences.

Although qualitative research is about the quality of data and not the amount of participants selected, I conducted interviews in all 20 on-campus residences. Two residents per on-campus residence were interviewed. I continued until data saturation occurred (Hays & Singh, 2012:4). This means that I continued to interview participants until no new information emerged during the data generation process (Nieuwenhuis, 2007b:79). Data saturation occurred after the 35th interview, but I continued until I had interviewed two participants of all the residences. Although I have planned to approach the residence by addressing all students in that residence during a residence meeting if there was no interest in a whole residence to participate in the research study, all residences voluntarily took part.

1.7.4 Data generation

According to Fouché and Delport (2011:65) a qualitative research approach for data generation is a process based on the fact that it must take place where the participants experience the phenomenon. Data generation is when the researcher produces data which is gained during an interaction between the researcher and the interviewee(s) (Byrne, 2012:208). For the purpose of this study, semi-structured individual interviews were used to generate data for data analysis purposes.

1.7.4.1 Semi-structured individual interviews

Greeff (2011:342) claims that interviews are “the predominant mode of data or information collection in qualitative research.” Nieuwenhuis (2007b:87) defines an *interview* “as a two-way conversation in which the interviewer asks the participant questions to collect data and to learn about ideas, beliefs, views, opinions and [behaviours] of the participant.” A qualitative interview entails that the researcher “see[s] the world through the eyes of the participant” (Nieuwenhuis, 2007b:86). The interview can also be seen as a social relationship between the researcher and the participants and the quality of the information exchanged depends on the way in which the interviewer understands and manages the relationship during the interview (Greeff, 2011:342). In this study the focus was on the way in which the participants experience aggression in a campus residence rather than what I know about the phenomenon (aggressive behaviour / aggression). For this reason, I interviewed the participants *individually* and not as a group since I am interested in the lived experiences of each participant and also to give them a ‘voice’ in a space where they can share their lived experiences in a confidential manner. This provided me with a clearer understanding of each participant’s lived experience regarding aggression in on-campus residences and it minimised the possibility that another participant could influence their own understanding and/or experience (Greeff, 2011:342). In this study, the choice of using semi-structured individual interviews was that it was important to get every participant’s own

meaning of aggression (conceptualisation) and how the participants experience aggression themselves in their own residence environment.

These interviews were *semi-structured* in nature, so as to “gain a detailed picture” of the participants’ lived experiences of this particular topic of aggression in on-campus residences (Greeff, 2011:351). This data generation method lend more flexibility to the interview as each participant was “perceived as the expert on the subject and should therefore be allowed maximum opportunity” to be so (Greeff, 2011:352). Thus, I set pre-determined questions (see Table 3.1) and used probing as a way in order to guide the interview process (Greeff, 2011:352). Each interview was audio-recorded and transcribed verbatim, for data analysis purposes.

1.7.4.1.1 Data generation process

The data generation process consisted of two phases namely the introduction phase and the interview phase (Chapter Three, section 3.3.3.1.2). The outline of the phases of the data generation is set out in Diagram 1.2 below.

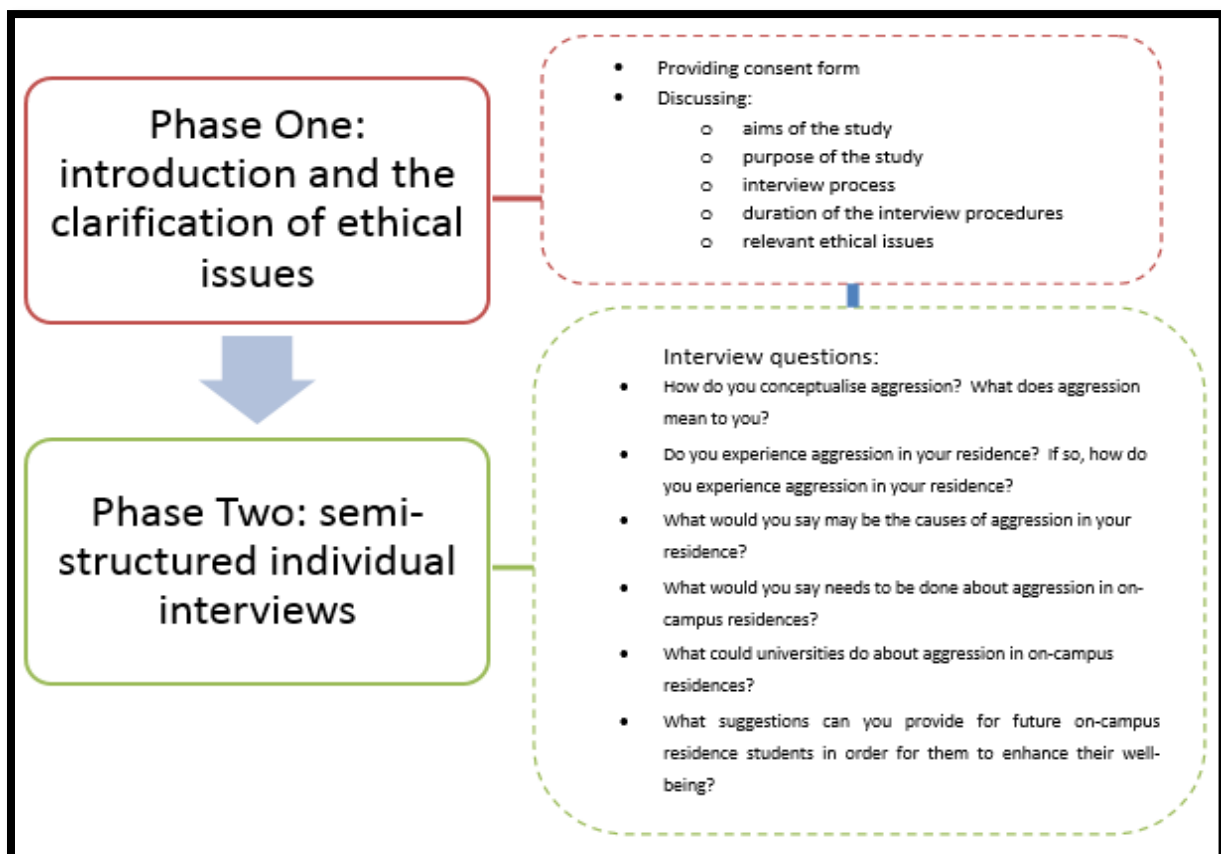


Diagram 1.2 Data generation phases

1.7.4.2 Field notes

According to Arolker and Seale (2012:568), field notes refer to descriptions of things people do or say in social settings so that various properties and features can be captured. In other words, the researcher records data outside the immediate context of the interviews (Arthur & Nazroo, 2003:133). It is also necessary to write these field notes immediately after the interview by “adding one day’s writing to the next” (Emerson, 2007:428). For the purpose of this study, I made use of the following field notes: observational, methodological, theoretical and personal notes (Hays & Singh, 2012:228; Schurink, 2009:799-800). These types of field notes are discussed in Chapter Three, section 3.3.3.2.

1.7.5 Data analysis

According to Nieuwenhuis (2007c:103) a qualitative data analysis is based on an iterative process, with the aim of “understanding how participants make meaning of the phenomenon under study.” For the researcher to do so, a specific data analysis strategy is selected in order to analyse the raw data that was generated. Thus, the transcripts of each individual interview were analysed by means of the Interpretive Phenomenological Analysis (IPA).

1.7.5.1 Interpretative Phenomenological Analysis (IPA)

Griffin and May (2012:442) and Joseph (2014:145) are of the opinion that the IPA process has developed into a growing qualitative approach to research in the areas of psychology, health sciences, social sciences, as well as education. IPA is concerned with the analysis of people’s lived experiences, as well as how they make sense of their experiences (Smith, 2011:9). As this qualitative research design is situated in an interpretative paradigm, and underscored by a phenomenological approach, IPA assisted me with my aim to explore in detail participants’ personal lived experiences and how they make sense of it and illustrate, inform and master themes by referring to direct quotations of the participants (Pringle, Drummond, McLafferty & Hendry, 2011:21; Smith, 2004:39).

1.7.5.1.1 Data analysis process

The IPA process is also based on research which “explores the lived experience of the individual’s perception and how individuals make sense of it in their own context” (Joseph, 2014:145). Not only are the participants’ contexts, perceptions or experiences of interest considered, but also the researcher’s own context and perceptions are important for the researcher uses interpretation when analysing the phenomenon under study (Griffin & May, 2012:442; Joseph, 2014:145). According to Biggerstaff and Thompson (2008:218), the IPA process consists of iterative stages which I used in this research study. These stages are

discussed in detail in Chapter Three, section 3.3.4.1. During these stages, I identified themes throughout the transcripts, and subsequently I synthesised these themes as clusters so that I could tabulate them into a summary table (Biggerstaff & Thompson, 2008:218). Botha and Twine (2014:425) state that the stages of the IPA process support the researcher to “systematically make sense and interpret the experiences” of the participants, such as on-campus residence students in their own contexts (on-campus residences).

1.8 ETHICAL CONSIDERATIONS

Maree and Van der Westhuizen (2007:41), define ethical aspects as “the [issues] of confidentiality of the results and findings of the study and the protection of the participants’ identities.” Thus, ethical considerations can be viewed as the distinction between acceptable and unacceptable behaviour or actions of all parties involved in the research, as well as a method, procedure or perspective one uses in order to decide how to act and how to analyse complex problems and issues (Resnik, 2011). Although most people acquire ethical norms at home, at school, in church, or in other social settings, it is important to remember that individuals are different, and different individuals interpret, apply and balance these types of ethical norms in different ways in terms of their own values and life experiences (Resnik, 2011).

In any research it is important to adhere to ethical considerations (Resnik, 2011). Ethical issues promote the aims of research (knowledge, truth and avoidance of error); values that are essential to collaborative work such as trust; accountability; mutual respect and fairness; they also ensure that the researchers can be held responsible to the public; they also help in research to build public support for research in order to receive funding; and lastly, ethical norms in research promote moral and social values such as social responsibility, human rights, compliance with the law and health and safety (Resnik, 2011). The following ethical considerations were relevant to this particular study: honesty; integrity and objectivity; trust, security of data and competence; informed consent; protection of participants’ human rights; the free will to withdraw from the research study; and confidentiality. These important ethical considerations are discussed in detail in Chapter Three, section 3.4.

1.9 TRUSTWORTHINESS

It is important to ensure the quality of a research study. According to Le Dain, Blanco and Summers (2013:5), trustworthiness “enables [the researcher] to demonstrate both rigor of the research process [as well as] the relevance of the findings.” To define the quality of the

research study, I needed to justify to the research community that I “have established a rationale for the study, a clear description of the data collection procedures and data analytic methods and a clear description and interpretation of the data” (Williams & Morrow, 2009:576). In order for me to do so, I needed an alternative model that is appropriate to a qualitative design without sacrificing the relevance of the qualitative research (Ladzani, 2010:71).

For the purpose of this study, Guba’s model (Guba, 1981:75) of trustworthiness was used in order to ensure the quality of the research study. According to Krefting (1991:215), Guba’s model is based on four criteria of trustworthiness that are relevant to qualitative studies: truth value, applicability, consistency and neutrality. For each criterion, there is a strategy to ensure trustworthiness in a study. These strategies include: credibility, transferability, dependability and confirmability (Krefting, 1991:215). These strategies were important as they provided ways in which I could enhance “the rigor of [the] qualitative [study] and also for readers to use as a means of assessing the value of the findings of qualitative research” (Krefting, 1991:215) (see Chapter Three, section 3.5.1).

1.10 CHAPTER DIVISION

This study is divided into the following chapters:

- CHAPTER ONE: INTRODUCTION AND SCOPE OF THE RESEARCH STUDY**
- CHAPTER TWO: CONCEPTUAL AND THEORETICAL FRAMEWORK**
- CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**
- CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION OF THE FINDINGS OF RESIDENCE STUDENTS’ EXPERIENCES OF AGGRESSION IN ON-CAMPUS RESIDENCES**
- CHAPTER FIVE: CONCLUSIONS, CONTRIBUTION OF THE STUDY, SUGGESTIONS, RECOMMENDATIONS FOR FURTHER STUDY, LIMITATIONS AND SUMMARY**

1.11 SUMMARY

Chapter One provided an overview of the research study provided in terms of a problem statement, literature review, clarification of concepts, research questions and aims. The research design and methodology were briefly discussed. This chapter also provided an outline of the ethical considerations and measures to ensure trustworthiness, as well as an outline of the chapter divisions. The next chapter focuses on the conceptual and theoretical framework regarding this research study.

CHAPTER TWO

CONCEPTUAL AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

In this chapter, the conceptual framework as well as the theoretical framework relevant to this study, are discussed in order to gain a deeper understanding of the phenomenon of aggression. Diagram 2.1 illustrates the conceptual framework as well as the theoretical framework that provides a clarification of interrelated concepts and the understanding thereof, as well as the relationship among various concepts relevant to this study.

2.2 CONCEPTUAL FRAMEWORK

According to De Vos and Strydom (2011:35), the term conceptual framework is usually used without a clear clarification of the meaning and some people see it as a conceptual model, an organising image or a set of ideas in order to investigate and understand the phenomenon under study. A conceptual framework is also a network consisting of interrelated concepts that will best explore the progression and provide an understanding of the phenomenon such as aggression being studied (Camp, 2000:8; Jabareen, 2009:51). This section contains information regarding the nature, forms of aggression, factors contributing to aggression, misconceptions regarding the terms aggression, anger and conflict, and aggression, violence and bullying.

2.2.1 Nature of aggression

The nature of aggression is divided into the following sections in order to gain an in depth understanding of aggression in general.

2.2.1.1 Defining aggression

Aggressive behaviour forms part of every individual's life in society. People in different age groups, different cultures and gender express frustration, anger and emotions in various aggressive ways (Breet, Myburgh & Poggenpoel, 2010:511). Thus, aggression refers to intentional behaviour that causes or leads to harm, damage or destruction of another person (Bondü & Richter, 2015:1; Hopkins, Taylor, Bowen & Wood, 2013:210; Myburgh & Poggenpoel, 2009:449). With this in mind, aggression has an intent to hurt or injure another person, whom is motivated to avoid being harmed, in a variety of ways such as physically,

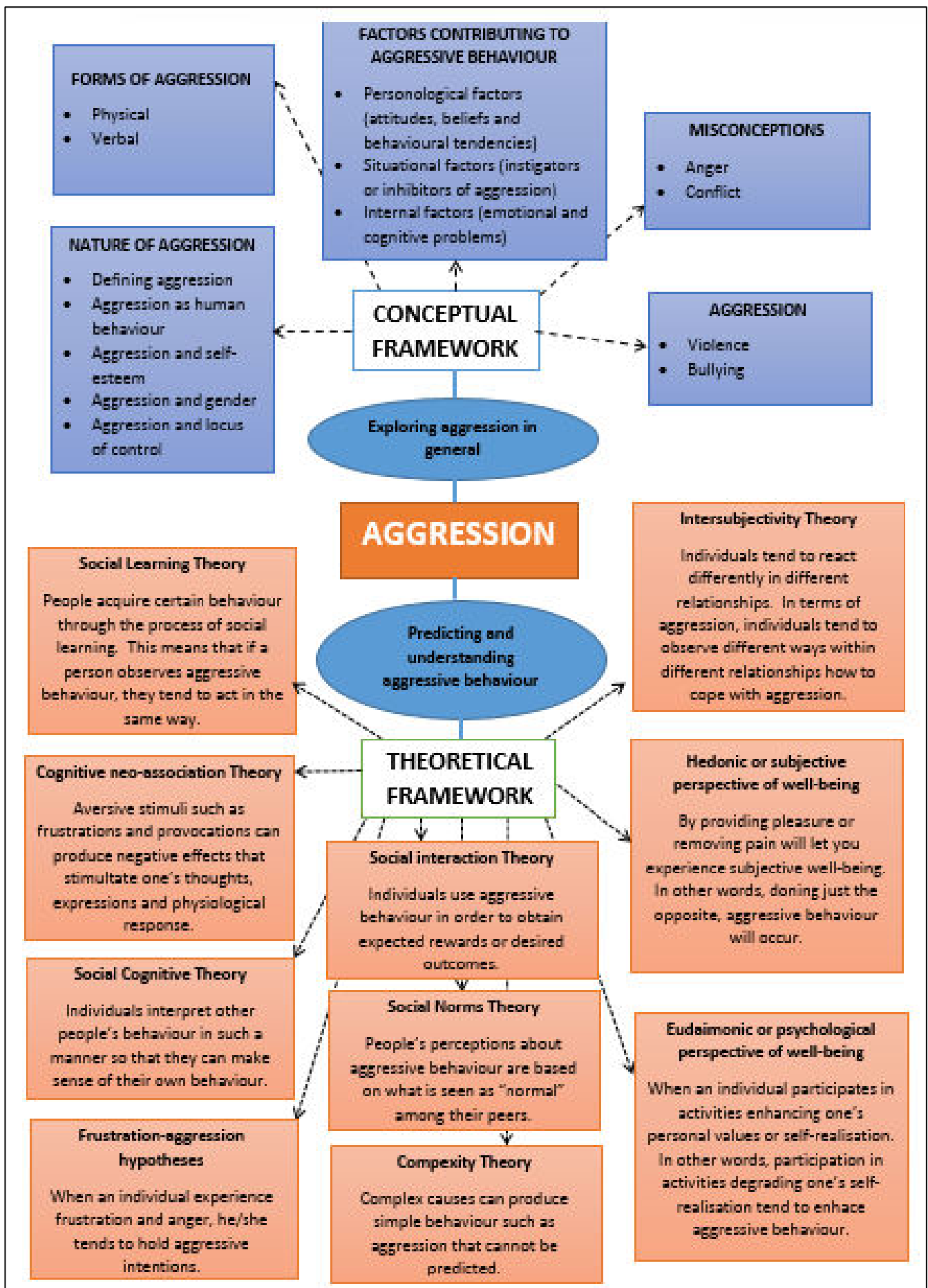


Diagram 2.1 Conceptual and theoretical framework

verbally or psychologically (Anderson & Bushman, 2002:28; Botha, 2014:241; Gvion & Apter, 2011:94). The aggressor then must believe that the particular behaviour will hurt or injure the victim (Anderson & Huesmann, 2007:261). Siever (2008:429) is of the opinion that aggression can be classified in numerous ways such as the target of aggression (self-directed or other-directed), mode of aggression (physical, verbal, direct or indirect) or cause of aggression (medical or trauma).

Although aggression involves the interaction of two or more individuals, and is not a solitary activity, it requires some level of interdependence (Richardson & Hammock, 2007:418). It is also possible for aggressive acts not only to be directed towards people but also towards objects (Botha, 2014:241). Aggressive acts may be due to a misperception, misinterpretation or maladjustment for both aggressor and victim and therefore, triggers people to act with aggression of their own (Botha, Myburgh & Poggenpoel, 2012:409; Garandau & Cillessen, 2006:614; Carol, Stucky, Sawalani & Little, 2008:1185; Rodkin, Espelage & Hanish, 2015:312).

2.2.1.2 Aggression as human behaviour

Botha *et al.* (2012:409) state that aggressive behaviour is similar to some forms of social behaviour with an intent such as the preserving of one's power, dominance or social status. This leaves some people under the impression that aggressive people are not popular (Garandau & Cillessen, 2006:614). Garandau and Cillessen (2006:614) and Shoulberg, Sijtsema and Murray-Close (2011:21) describe two types of popularity namely sociometric popularity and perceived popularity. Sociometric popularity refers to social preference and indicates the "degree to which a [person] is liked or disliked by others or a person's level of [group] acceptance" (Garandau & Cillessen, 2006:614). Perceived popularity, on the other hand, refers to social status in terms of social power, impact and visibility and thus reflects who is cool and who is not in a social context (Garandau & Cillessen, 2006:614; Shoulberg *et al.*, 2011:21). This also leads to some individuals or groups to think they are popular, but through the eyes of peers, are rather seen as unpopular. These kinds of individuals are referred to as wannabes (Shoulberg *et al.*, 2011:22). They do not have close and stable friendships for they "use aggression as a means to impress the popular crowd" (Shoulberg *et al.*, 2011:22-23).

2.2.1.3 Aggression and self-esteem

It has been said that aggression takes place when the aggressor expresses a low self-esteem (Teng, Lui & Guo, 2015:46). Self-esteem refers to the way in which one self-assesses one's own social role in society and that one has the potential to influence

behavioural development (Teng *et al.*, 2015:46). In order for people to improve their low self-esteem, they may display aggressive behaviour in order not to experience humiliation and negative feelings (Teng *et al.*, 2015:46). However, aggression might also result from high self-esteem and narcissism. According to Teng *et al.* (2015:46), although individuals with high self-esteem are more adventurous and intrepid, they are more likely to execute aggressive attacks by focussing on vulnerable groups. Thus, “[h]ighly aggressive [people] have ideal consciousness, and are much more confident to attack other [people] than are their non-aggressive counterparts” (Teng *et al.*, 2015:46).

2.2.1.4 Aggression and gender

According to Richardson and Hammock (2007:421), gender can have an influence on aggression, but it depends on the type of aggression involved, the gender of the victim, as well as the relationship the aggressor has towards the victim. It is also evident, irrespective of males’ and females’ biological and social foundations, their different socialisation experiences and physical, neurological and hormonal differences, that, when they express any type of aggressive behaviour, it is a “deliberate intent to damage, manipulate, hurt, harm or control other individuals” (Anderson & Huesmann, 2007:263). The male gender is usually associated with dominance, aggressiveness and power, whereas the female gender is usually associated with caring and nurture (Richardson & Hammock, 2007:418-419).

Literature attests to the fact that males tend to be more physical aggressive than females, and females tend to be more verbally aggressive than males, whereas the gender differences seem to be negligible in relational aggression (Anderson & Huesmann, 2007:263; Bondü & Richer, 2015:2; Richardson & Hammock, 2007:421). The way in which males and females express their aggressive behaviour may also vary in terms of age (Richardson & Hammock, 2007:421). Anderson and Huesmann (2007:263) state that females are physically aggressive during a younger age, but when they grow older, they show more levels of verbal and indirect aggression. Young adolescent males also tend to express themselves by using indirect and direct aggression, but as they grow older they tend to express themselves more in a direct aggressive way (Richardson & Hammock, 2007:422).

2.2.1.5 Aggression and locus of control

According to Botha (2014:243), a person’s locus of control plays an important role in one’s perception regarding specific situations as well as possible reactions that they may have to what is currently happening, or should be happening during that specific situation. The locus of control of a person can be either internal or external in nature (Breet *et al.*, 2010:512). In other words, the type of locus of control that is dominant within a person determines his or

her perceptions, motivations and actions as well as reactions and behaviour (Botha, 2014:243; Breet *et al.*, 2010:513). Internal locus of control refers to the degree to which people believe that whatever happens to them, they do have control over the outcome, thus, they have the power of choice (Breet *et al.*, 2010:512). This gives people the free choice to choose as well as the responsibility to take control over their actions so that they do not need to resort to destructive behaviour such as aggression (Botha, 2014:243; Breet *et al.*, 2010:514). External locus of control, on the other hand, refers to people who believe they have no control over the outcome of certain situations and that it “is the consequence of fate, chance or external powers” (Botha, 2014:243; Breet *et al.*, 2010:512-513). The way in which people believe that they have no control over the situations in their lives, tends to produce a depressive outlook on life that may cause feelings of anger and frustration that could lead to aggressive behaviour (Breet *et al.*, 2010:513).

2.2.2 Forms of aggression

From the preceding section, it is clear that aggression can be expressed in two main forms namely physical and verbal. According to Botha (2014:241) *physical aggression* is when individuals intend to harm other individuals in terms of physical acts such as grabbing, hitting, pushing and slapping. These physical acts may make use of dangerous weapons such as knives, guns, scissors or bottles in order to physically harm another person (Botha, 2014:241). In other words, the aggressors’ purpose is thus to harm or damage another person or property (Breet *et al.*, 2010:515). *Verbal aggression*, on the other hand, is “emotional and psychological harm done to another individual through negative and degrading communication” towards them (Breet *et al.*, 2010:515). It takes on forms such as name calling, shouting, swearing and gossiping (Botha, 2014:241).

These forms of aggression can take place in a direct, indirect or displaced way (Botha, 2014:242; Krahé, 2013:11). By referring to the direct way, there has to be a face-to-face confrontation and direct interaction between the aggressor and the victim, whereas indirect refers to harming another person behind his/her back (Botha, 2014:242; Krahé, 2013:11). In other words, the victim is not present when indirect aggression takes place (Garandau & Cillessen, 2006:613). According to Botha (2014:242) the aggressor sometimes takes his or her aggressive behaviour out on another person or object rather than the real victim. This refers to displaced aggression where the aggressor uses a substitute victim in order to display his/her aggression (Botha, 2014:242). Verbal aggression can thus be direct or indirect, whereas physical aggression can only be direct for the victim needs to be present (Botha, 2014:242; Fiske, 2010:392).

At a more complex level, Fiske (2010:392) indicated that aggression can also occur in an active or passive way that can be either direct or indirect. Therefore, Fiske (2010:392) identified three dimensions of aggression (Table 2.1) that consist of active-passive aggression, direct-indirect aggression and physical-verbal aggression.

TABLE 2.1 Forms of aggression (Adapted from Fiske, 2010:392)

	Forms of aggression	Examples
Physical	Active-direct	Stabbing, punching, shooting another learner or teacher
	Active-indirect	Setting someone up to hit or stab another learner or teacher on your behalf
	Passive-direct	Preventing another person from obtaining a desired goal
	Passive-indirect	Refusing to perform necessary tasks
Verbal	Active-direct	Insulting or causing a person to "lose face" in public
	Active-indirect	Spread rumours or gossip with the intent to harm someone
	Passive-direct	Refusing to speak to another person, or to answer a question
	Passive-indirect	Failing to speak up in another person's defence

Aggression can also function in a proactive or reactive way (Siegel & Victoroff, 2009:213). According to Siegel and Victoroff (2009:213) proactive aggression “reflects a desire to achieve a desired goal [reward, power or control] and therefore constitutes a deliberate, directed, and focused form of aggression”. This form of aggression requires planning and social skills, but individuals tend to overestimate its positive effect (Bondü & Richter, 2015:2; Cima & Raine, 2009:835). It can also be defined as unemotional and may lead to adjustment problems such as anxiety and depression (Chan, Fung & Gerstein, 2013:182; Gvion & Apter, 2011:94). Cima and Raine (2009:835) claim that proactive aggression is characterised by poor parental control, a lack of affect, psychological personality as well as low physiological arousal. As for reactive aggression, it “reflects an angry, defensive response to some form of provocation or situation which generates frustration” (Cima & Raine, 2009:835). This type of aggression requires an impulsive rage in response to hostile and destructive events (Anderson & Bushman, 2002:28; Chan *et al.*, 2013:181; Siever 2008:429). In other words, reactive aggression responds to threats. Reactive aggression is characterised by means of poor regulation of emotions, abusive home backgrounds, angry/impulsive/anxious personality traits and high psychological stress (Cima & Raine, 2009:835; Chan *et al.*, 2013:182; Gvion & Apter, 2011:94).

2.2.3 Factors contributing to aggressive behaviour

People in society are unique and differ in terms of individual characteristics, family patterns, “impairment/disabilities, environmental factors and psychological factors” (Botha, 2014:247). Factors contributing to aggression can be divided into two groups namely personological factors and situational factors (Anderson & Huesmann, 2007:262). Personological factors refer to the propensity or preparedness to aggression. Bearing this in mind, aggression can be triggered when a person brings factors such as attitudes, beliefs, and behavioural tendencies to the current situation (Anderson & Huesmann, 2007:262). Situational factors, on the other hand, can be seen as instigators or inhibitors of aggression (Anderson & Huesmann, 2007:262). In other words, these factors can trigger aggression during a current situation such as an insult, presence of a weapon, uncomfortable temperature or the presence of one’s religious leader (Anderson & Huesmann, 2007:262). Aggression can also be caused by internal factors such as emotional and cognitive problems and external factors such as family problems, abuse and neglect (Botha, 2014:247). Aggression is most likely to develop in people who grew up in unstimulating homes, environments that reinforce aggressive behaviour and that provide the public with aggressive models that teach others that aggression is acceptable (Anderson & Huesmann, 2007:267; Papalia *et al.*, 2009:276).

Aggression can be triggered by misperceptions that may result in pain, discomfort and frustration (Breet *et al.*, 2010:511; Pikula, 2012:41-42; Wang, Yang, Yeh, Lin, Ko, Liu & Yen, 2012:222). According to Pikula (2012:42) and Botha (2014:247), the expression of aggression depends on factors such as the degree of frustration involved, the influence of punishment, inconsistent discipline, rejection and failure, negative feelings, perceptions and ideas, as well as unpleasant events. Kim, Namkoong, Ku and Kim (2008:213) state that excessive internet use and gaming can lead to aggressiveness, impulsivity and irritability as more and more young people are drawn to violent games. Acts of harassment, physical violence and a lack of communication with others can all lead to stress that then result in anger and frustration that could lead individuals to resort to aggressive behaviour (Naicker, Myburgh & Poggenpoel, 2014:2). Burnout also contributes to aggressive behaviour for it is a “state of physical, emotional and mental exhaustion” (Bedi, Courcy, Paquet & Harvey, 2013:351). According to Anderson and Huesmann (2007:267-269, 274) the following factors contribute the most to aggressive behaviour: aversive stimulation, provocation, frustration, pain and discomfort, bad moods, high levels of arousal and stress, alcohol consumption and other drugs, media violence and maladaptive families/parenting.

2.2.4 Misconceptions regarding the terms aggression, anger and conflict

A vast amount of studies show that people tend to link aggression with anger and conflict (Gul & Ahmad, 2014:110). According to Liu, Wang, Chang, Shi, Zhou and Shao (2014:13), anger has been “identified as the critical provocation trigger and [is] also the most proximal cause of human aggression.” Fives, Kong, Fuller and DiGiuseppe (2011:200) are of the opinion that anger has been linked with aggressive behaviour, as well as to other forms of violent behaviours for anger does not always lead to antagonistic responses and “aggressive behaviours do not always occur in the experience of anger.” In other words, feelings such as anger may contribute to aggressive behaviour but are not aggression per se (Warburton & Anderson, 2015:373). One difference between anger and aggression is that anger can be seen as an affective state, whereas aggression tends to be any behaviour that intends to harm another individual (Fives *et al.*, 2011:199). According to McCullough, Kurzban and Tabak (2013:8), anger makes people punish other individuals “who have harmed them directly or who have disrupted cooperation in their groups.” It is said that anger increases aggression by “reducing inhibitions, narrowing intentional focus to cues for aggression and alerting people to cues for potential threats” (Warburton & Anderson, 2015:379). Anger is also known to occur when other influences such as fear of punishment or self-control interfere in a situation (Hortensius, Schutter & Harmon-Jones, 2011:1). Schutter and Harmon-Jones (2013:2481) are of the opinion that aggressive behaviour “is a phenomenon that is typically associated with anger”, because the experience of anger revolves around unpleasant situations that relate to frustration. Thus, aggression may be viewed as the “behavioural expression of anger that is aimed at eliminating an unwanted situation [in order to] establish a desired state of affairs” (Schutter & Harmon-Jones, 2013:2481).

Conflict, on the other hand is “generally described as a state of disagreement that arise between two [individuals] and is manifested in terms of opposing views” (Salvas, Vitaro, Brendgen, Dionne, Trembley & Boivin, 2014:2). Such disagreements may take on different forms from “pacific arguments to an intense quarrel” (Salvas *et al.*, 2014:2). According to Petrocelli, Piquero and Smith (2003:2), conflict is a “fundamental social process” that takes part in society, for a society is moulded and shaped by competing interests of various social groups whenever one’s social structure is threatened. Conflicts are often characterised by hostile and angry behaviour and thus involve aggression (Salvas *et al.*, 2014:2). This means that aggression may be perceived as a type of output when conflict occurs among people who “annoy each other, have numerous and/or intense disagreements” or when one shows signs of anger (Salvas *et al.*, 2014:3). Thus, conflict stands independent of aggressive behaviour for it occurs towards specific context, whereas aggression may be conceptualised

as a pattern of behaviours that is manifested towards several people and not necessarily towards a specific context.

2.2.5 Aggression, violence and bullying

Some research attests to the fact that aggression can be linked to the terms violence and bullying. According to Botha (2014:244), violence can be defined as “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community” that usually results in the likelihood of injury, death, psychological harm, maldevelopment or deprivation. According to Mncube and Harber (2013:1) “[v]iolence is defined as behaviour by people against people liable to cause physical or psychological harm” such as loss of parental control, sexual violence, emotional abuse and neglect (Jones, Bellis, Wood, Huges, McCoy, Eckley, Bates, Mikton, Shakespeare & Officer, 2012:900). De Haan (2008:27) posits that violence is “a slippery term which covers a huge and frequently changing range of heterogeneous physical and emotional behaviours, situations and victim-offender relationships”. At the same time, De Haan (2008:27) states that two overarching assumptions can be made for the term ‘violence’. Firstly, violence can be assumed to be motivated by actions such as hostility and the wilful intent to cause harm, and secondly, violence is without doubt legally, socially or morally a deviant human activity (De Haan, 2008:27). Krahe (2013:12) is of the opinion that violence has six potential functions namely: “(1) the change of or escape of aversive situations, (2) attaining of a particular goal, (3) the release of negative and affective arousal, (4) the resolution of conflict, (5) the gaining of respect, and (6) the attack on a culturally defined ‘enemy’”.

According to Cook, Williams, Guerra, Kim and Sadek (2010:65) “bullying has been conceptualised as a distinct type of aggression characterized by a repeated and systematic abuse of power”. At the same time people are being bullied when they are exposed, repeatedly and over time, to negative actions such as intentional inflictions, attempts to inflict and injury or discomfort upon another (Goldsmid & Howie, 2014:210; Vaillancourt, McDougall, Hymel, Krygsman, Miller, Striver & Davis, 2008:487). In other words, this occurs when someone intends to hurt someone else repeatedly over a period of time, while gaining pleasure from it (Olweus, 2011:151). Further evidence showed that “[b]ullying is intentional, unprovoked, and longstanding psychological or physical violence [conducted] by an individual or a group” (Safran, 2007:49). This includes harmful actions such as name-calling, stealing or damaging belongings, social exclusion, and hitting or kicking (Safran, 2007:49).

Bullying can also cause either physical or psychological harm, for it refers to a conflict between two different personalities namely the typical victim and the typical bully, and it can

be characterised by “a lack of empathy, a strong need to dominate others, and a positive attitude towards violence that naturally lead to try and hurt someone” (Garandean & Cillessen, 2006:613). It is important to note that bullying is an exercise of an imbalance of power (Sercombe & Donnelly, 2013:498). In other words, it is when a stronger person (a person with a strong will) intimidates, hurts or persecutes a weaker person (person who will not usually stand up for him/herself) so that the victim cannot stand up for him or herself (Myburgh & Poggenpoel, 2009:449). Thus, bullying consists of the following elements: (1) the behaviour is always aggressive and negative, (2) it is carried out repeatedly, (3) the behaviour can be seen as a relationship where there is an imbalance of power between persons involved and (4) the behaviour is purposeful (Myburgh & Poggenpoel, 2009:449). Therefore, violence, as well as bullying can be seen as subsets of aggression, in other words, the act in which aggressive behaviour is presented (Myburgh & Poggenpoel, 2009:449).

The following section provides the theoretical framework which highlights various theories which underscores the explanation of the concept aggression and provides the blueprint of the research embedded in theory.

2.3 THEORETICAL FRAMEWORK

The theoretical framework is one of the most important aspects in the research process and refers to theories that relate to “why” questions asked during a research study (Babbie, 2010:32; Grant & Osanloo, 2014:12). Kerlinger (1979:15) defines theory as a “set of interrelated constructs, definitions, and propositions that present a relational view of phenomena by explaining or predicting relationships among those elements”. In other words, a theory describes a specific realm of knowledge and then tries to explain how it works (Swanson & Chermack, 2013:6). According to Babbie (2010:32), theories function in three distinctive ways namely: “theories can help researchers to prevent their being taken in by flukes; theories make use of observed patterns in a way that can suggest numerous possibilities; and theories shape and direct research efforts, pointing towards likely discoveries through empirical observation”. To some extent, theory must meet the following four criteria (Camp, 2000:7):

- It must add to the understanding of observed phenomena by explaining it in the simplest form possible;
- it should fit cleanly with observed facts and with established principles;
- it should be inherently testable and verifiable; and

- it should simply imply further investigations and predict new discoveries for future studies.

Babbie (2010:34) claims that theories can be categorised into two types of theories namely macro theories and micro theories. *Macro theories* refer to those theories that are aimed at understanding the “big picture” of institutions, whole societies, and the interactions among these societies, whereas *micro theories* refer to theories that are aimed at understanding the social life at an intimate level of individuals and their interactions with each other (Babbie, 2010:34)

Therefore, a theoretical framework can be viewed as the blueprint of the research study which refers to a “structure that guides research by relying on a formal theory, constructed by using an established coherent explanation of certain phenomena and relationships” (Grant & Osanloo, 2014:13). It is also derived from theories that already exist in literature which have been tested by other researchers (Grant & Osanloo, 2014:16). In other words, a theoretical framework consists of certain theories that support my thinking and positioning on how I understand the research topic (Grant & Osanloo, 2014:13). The following theories were relevant in understanding the phenomenon of aggression under study.

2.3.1 Social Learning Theory

According to Busby, Holamn and Walker (2008:74) the social learning theory refers to the “learning of interpersonal aggression through experience, exposure or modelling”. This entails the environment in which a person who witnesses or receives aggression learns that aggressive behaviour is appropriate and seemingly is legitimate (Botha, 2014:246; Busby *et al.*, 2008:74). This leads to the fact that early experiences of aggressive behaviour, as learned and reinforced behaviour, can continue in people’s lives in their relationships (Busby *et al.*, 2008:74). Anderson and Bushman (2002:31) reiterates that people can gain aggressive responses in the same way they gain complex forms of social behaviour, through direct experiences or observing others.

Bell and Naugle (2008:1098) are of opinion that simply witnessing positive or negative consequences of aggressive behaviour, may be sufficient in determining whether or not “an individual will engage in future aggressive episodes”. In other words, a person has the capacity for aggression, but must first learn the behaviour, “have situations that [will] trigger aggression and must have internal and external situations [which will] reinforce aggressive behaviour (Snethen & Van Puymbroeck, 2008:347). Snethen and Van Puymbroeck (2008:347) claim that any behaviour can be learned from three modelling sources: direct which refers to family, peers and other close persons; the community which refers to a

person's home town or neighbourhood; and the media such as news, the television and internet. Exposure only provides the knowledge and acceptance of physical aggression, as aggressive acts can be triggered by a heightened emotional arousal that is caused by a perceived infliction or an attempt to obtain status or power (Snethen & Van Puymbroeck, 2008:347).

The social learning theory also suggests that aggression can be reinforced by certain elements such as direct reinforcements which refer to the individual's environment; vicarious reinforcements such as direct observation within media; and self-reinforcement that refers to self-punishments that occur as "self-disapproval, remorse and attempts at reparation, and neutralization" (Snethen & Van Puymbroeck, 2008:248).

2.3.2 Cognitive neo-association Theory

According to Bushman (2002:725), the cognitive neo-association theory claims that aversive events such as frustrations, provocations and hot temperatures may produce negative effects. This effect automatically stimulates an individual's thoughts, memories, expressive motor reactions, as well as psychological responses that are associated with both the fight or flight reactions (Bushman, 2002:725). Fight reactions give rise to feelings of anger, and flight reactions give rise to feelings of fear (Bushman, 2002:725).

Wilkowski and Robinson (2008:5) state that the cognitive neo-association theory also focusses on spreading activation processes. In other words, thoughts, memories and feelings that are related are linked together in a network where aggressive tendencies can be triggered by observing aggressive behaviour by viewing a weapon (Wilkowski & Robinson, 2008:5-6). It is also said that anger can activate automatic, unconscious, anger-related scripts that lead to aggressive behaviour, without controlled cognitive evaluations (Elison, Garofalo & Velotti, 2014:449).

When an aggressive thought is stimulated, the activation-process moves along the network links and then activates associated thoughts, emotional reactions and action tendencies relevant to the situation (Anderson & Bushman, 2002:29; Bushman, 2002:725). Botha (2014:246) states that the cognitive neo-association theory describes the *why* of the immediate conditions that tends to instigate aggression.

2.3.3 Social Cognitive Theory

According to Gilbert and Daffern (2010:169), the social cognitive theory involves the study of people's basic mental abilities they use in order to make sense of their social world. There are two central features that come to mind: firstly, "that cognitive processes ought to be

central in the analysis of personology and secondly, that the cognition develops in social contexts [where individuals] acquire thoughts about themselves and the world through social interaction” (Gilbert & Daffern, 2010:169). Another understanding of the social cognitive theory is that psychosocial functioning can be explained in terms of triadic reciprocal causation which refers to the interaction between personal, behavioural and environmental events (Bandura, 2001:121). The following Diagram 2.2 provides an understanding of the triadic reciprocal causation (Bandura, 2001:122).

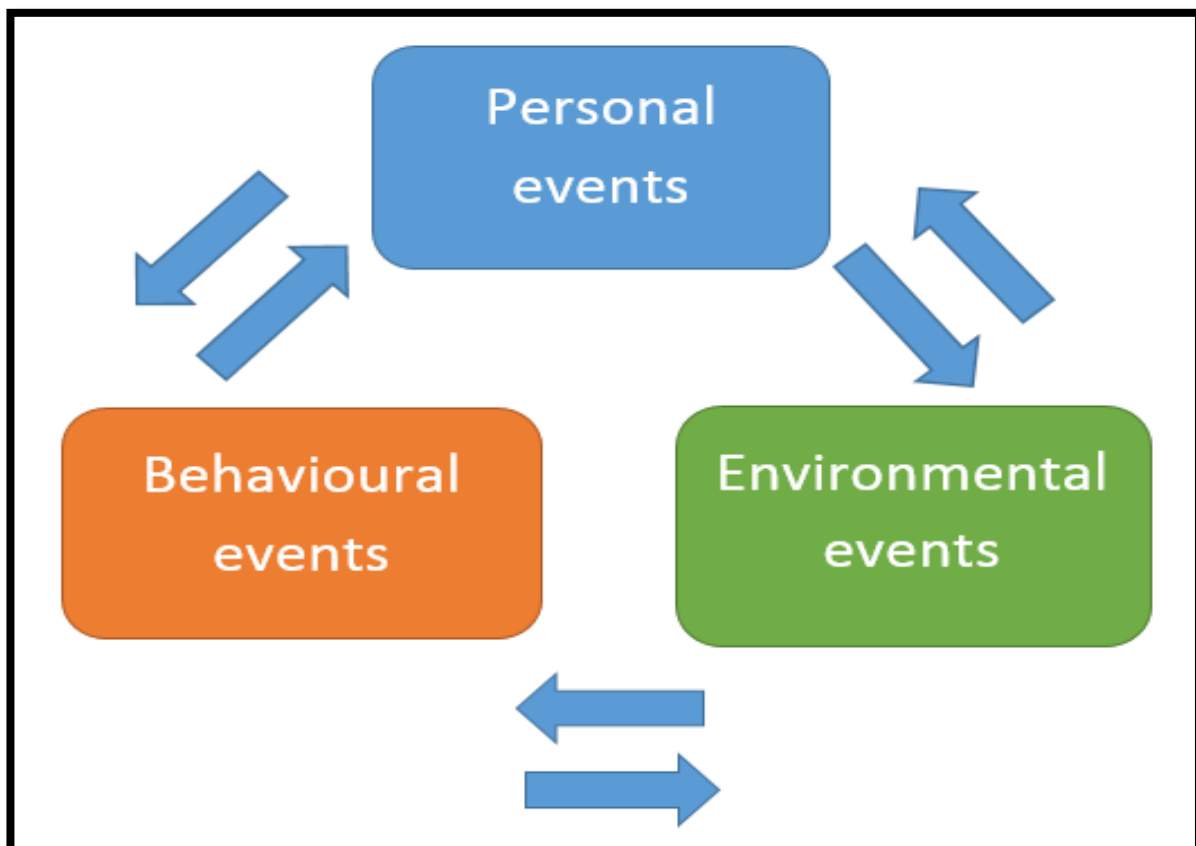


Diagram 2.2 The triadic reciprocal causation (Adapted from Bandura, 2001:122)

Bandura (2001:121-122) states that personal events which refer to cognitive, affective, biological activities, environmental events, as well as behavioural patterns are all operating as an interacting unit that influences each other (Bandura, 2001:121-122). This means that, if any personal events take place, they trigger behavioural, as well as environmental events in order to function in a specific way.

Gilbert and Daffern (2010:169) also state that individuals make sense of complex social information by simply “organizing it into meaningful cognitive [elements] called schema”. These schemas consist of all the information that is related to the individual’s own knowledge, perceptions and expectations of the world (Gilbert & Daffern, 2010:169). These cognitive elements are also formed, used and changed over time because of an individual’s

environmental and social contexts that can be influenced by the motives and feelings of a person (Huesmann, 1988:15).

It is also evident that social behaviour is learned in terms of programming during a person's early development (Gilbert & Daffern, 2010:169; Huesmann, 1988:15). These programmes can also be described as cognitive scripts stored in a person's memory that can then be used as guidelines in order to solve social problems (Huesmann, 1988:15). These cognitive scripts can then suggest how a person should behave in response to these problems (Gilbert & Daffern, 2010:169; Huesmann, 1988:15). Diagram 2.3 illustrates the cognitive scripts as adapted from Huesmann (1988:15).

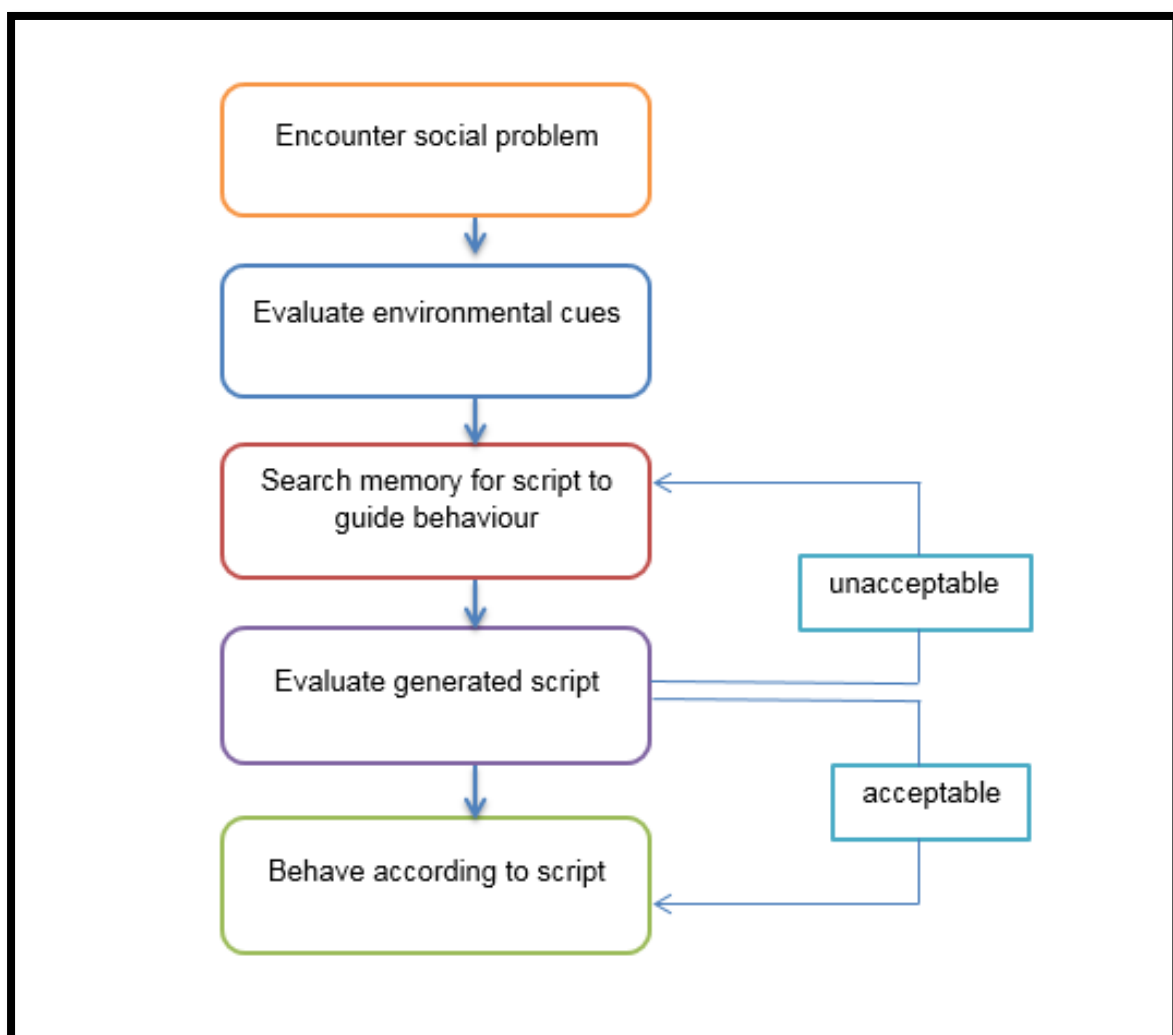


Diagram 2.3 Cognitive scripts (adapted from Huesmann,1988:15)

The above Diagram 2.3 illustrates that when a person encounters a social problem, each person then evaluates environmental cues. However, environmental cues vary from person to person according to a person's previous learning history. When a person tends to

interpret situations in a hostile manner, the outcome will be more aggressive. When the person finds a suitable script, he/she first evaluates it by means of social appropriateness (Huesmann, 1988:16). If the cognitive script is unacceptable, the memory yet again searches for another script. If the second script is acceptable, the person will then behave according to that script (Huesmann, 1988:16).

2.3.4 Frustration-aggression hypotheses

The frustration-aggression hypothesis is based on the belief that aggressive behaviour is innate to every human being, for human beings experience obstacles when trying to achieve a desired goal (Lucea, *et al.*, 2011:11). This leads to emotions of frustrations and anger that can be initiated by a delayed or thwarted goal (Lucea *et al.*, 2011:11; Reio, 2011:55).

Anger, on the other hand, is when “something (usually another person) interferes with the person’s execution of plans or attainments of goals (by reducing the person’s power, violating expectations, frustrating or interrupting goal-directed activities)” (Berkowitz, 2012:324). With this, it means an individual may then perceive another person by harming him or her in such a way that physical or psychological pain is inflicted (Berkowitz, 2012:324). This leads to the fact that the angry person then makes the judgement that the frustration, harm, interruption or power reversal is illegitimate (Berkowitz, 2012:324). Anger is thus labeled as fury, annoyance, irritation or sometimes as a disgust for it is variations on a theme (Berkowitz, 2012:330).

It is also important to remember that frustration does not always result in aggressive behaviour, and aggression, on the other hand, is not always the result of frustration (Anderson & Bushman, 2002:34), although McCall and Shields (2008:4) see anger as extremely important to the use of aggressive behaviour. Anger can cause lower “inhibitions by justifying the use of retaliation, and may [also] interfere with [the] higher-level reappraisal processes” but can also increase the probability of aggressive behaviour by enabling an individual to hold aggressive intentions over a certain time (McCall & Shields, 2008:5). McCall and Shields (2008:4), as well as Anderson and Bushman (2002:34) state that anger serves as an informational cue to the individual where he or she must be angry for a reason in order to enhance hostile interpretations and that anger activates aggressive thoughts, physiological responses and behavioural scripts, for it makes an aggressive response more likely to appear.

2.3.5 Social Interaction Theory

Vandello *et al.*, (2009:200) are of the opinion that aggressive behaviour is guided by “expected rewards, costs, and probabilities of obtaining desired outcomes”. In other words,

aggressive behaviour can be seen as a behaviour that can be influenced by society (Anderson & Bushman, 2002:32). Magnessio and Davis (2012:217) claim that interaction is also learning, that can be seen as a social activity in “which people learn by listening and talking to others”.

When individuals interact with each other, aggressive behaviour can be seen as purposive behaviour in order to fulfil three central goals in life: to effect compliance in others, to create and maintain desired identities, and to maintain a belief in a just world and “this may lead to intentional abusive acts to effect subordinate compliance, to “save face” and re-establish power by promoting an image of toughness” (Lian, Ferris, Morrison & Brown, 2014:653).

2.3.6 Social Norms Theory

According to Moreira, Smith and Foxcroft (2009:3) social norms refers to the perceptions and beliefs individuals have of what is “normal” behaviour in the people close to them, and these beliefs are then influential on specific behaviour. This theory states that a person’s beliefs or reactions are based on the influence of his/her peers (Baumgarter *et al.*, 2011:753). Social norms theory can be divided into descriptive and injunctive norms (Baumgarter *et al.*, 2011:753). *Descriptive norms*, also named behavioural social norms, refer to the perceptions people have about the quantity and frequent use of certain specific risk behaviour (such as aggression) among a peer group (Baumgarter *et al.*, 2011:753; Moreira *et al.*, 2009:3). In other words, what is usually done by others, especially the majority, one can usually then choose efficient reactions to behave properly according to the situation (Moreira *et al.*, 2009:3; Reilly & Wood, 2008:54). *Injunctive norms*, on the other hand, refer to the beliefs about the way behaviour is approved by the peers (Baumgarter *et al.*, 2011:753). This means that a person’s viewpoint, cultural acceptance, and morals are important in order to make a decision regarding behaviour (Moreira *et al.*, 2009:3, Reilly & Wood, 2008:54).

In some cases, misperceptions do occur in order to prevent aggressive behaviour, but people are also afraid to be excluded or undervalued by a group (Baumgarter *et al.*, 2011:753), but it is necessary to achieve accurate information so that these misperceptions can be reduced so that will in return, reduce problem behaviour (Berkowitz, 2010:34; LaBrie, Hummer, Grant & Lac, 2010:1095; Moreira, *et al.*, 2009:3; Turner, Perkins & Bauerle, 2008:87). These misperceptions may occur due to a lack of communication (Baumgarter *et al.*, 2011:753). According to Berkowitz (2010:34), there are a few assumptions that are made regarding social norms:

- Actions are often based on misinformation or misperceptions of other individuals' attitudes and/or behaviour;
- when misperceptions are defined or perceived as real, they have real consequences;
- individuals passively accept misperceptions rather than actively intervene to change them, hiding from others' true perceptions, feelings or beliefs;
- the effects of misperceptions are self-perpetuating;
- appropriate information about the actual norm will encourage individuals to express those beliefs that are consistent with the true, healthier norm, and inhibit problem behaviours that are inconsistent with it;
- individuals who do not personally engage in the problematic behaviour may contribute to the problem by the way in which they talk about the behaviour; and
- for a norm to be perpetuated it is not necessary for the majority to believe it, but only for the majority to believe that the majority believes it.

2.3.7 Complexity Theory

Complexity Theory suggests that "some systems with many interactions among highly differentiated parts can produce surprisingly simple, predictable behaviour", whereas other systems can generate behaviour that is impossible to forecast (Anderson, 1999:217). It means that performances such as simple effects can be seen as the result of complex interactions and relationships (Anderson, 1999:217; Dekker, Cilliers & Hofmeyr, 2011:939).

According to Aldrich (2008:148), certain behaviours arise irreversibly from random interactions of components. This means that no behaviour can be mapped according to specific formulae because of how the components are interacting in multiple and unpredictable ways (Aldrich, 2008:148). These components then interact over time to produce behaviours that are linked in an indirect way to a social system, so that a set of alternatives can be used to draw potential system behaviours (Aldrich, 2008:148; Dekker, *et al.*, 2011:939). To put it more simply, if a specific situation occurs that tends to have an aggressive reaction, the type of reaction cannot be predicted, for individuals differ in person and in social structures. This contributes to the fact that feedback drawn from different individuals will lead to unpredictable ways "for future organization and representation of structures" in terms of time and space (Haynes, 2008:402).

2.3.8 Intersubjectivity Theory

Intersubjectivity refers to individuals who have different relationships which are characterized by their purposes (Zanotti, 2001:119). When a person exists in a world, he/she is in an almost infinite set of relationships with others, in other words, they are "the reality in which

individuals live” (Zanotti, 2001:119). It is also important to understand that a person’s intelligence and willpower forms the connection between relationships, in which they spend their whole time so that they can interpret and understand each relationship in which they are involved (Zanotti, 2001:119). This means that intersubjectivity centres on mentallisation (Drozek, 2010:544). Mentallisation can be defined as “the capacity to conceive conscious and unconscious mental states in oneself and others” (Drozek, 2010:544). Mental states refer to intentional constructs such as goals, beliefs, emotions, and desires that may be used to explain or predict behaviour (Drozek, 2010:544). Personal experiences always maintains themselves, transforms in relational contexts and emerges and focuses on the emergent relatedness between individuals rather than developmental achievement (Orange, 2009:237). According to Gunnlaugson (2009:36-39), intersubjectivity reveals itself in different forms as a:

- spirit,
- context,
- resonance,
- relationship, and
- as a phenomenology.

Drozek (2010:549) is of the opinion that intersubjectivity focuses on the capacity to experience “what another person is experiencing, the ability to participate in the experience of another, the ability to feel what other people are feeling” as if from inside oneself. This is an important cornerstone of individual development, as well as a significant source of making meaning of lives (Drozek, 2010:556). In terms of aggression, individuals who interact in different relationships, tend to observe different ways of coping with everyday situations.

2.3.9 Hedonic or subjective perspective of well-being

According to Steger *et al.* (2008:24), a hedonic approach to well-being refers to simply feeling good, regardless as to “whether psychological needs are met or not, because these necessarily provide pleasure or remove pain”. It also consists of the experience of pleasure vs displeasure in order to include all judgements involved about the good and bad elements in life (Joshani & Ghaedi, 2009:295). Thus, there must be a balance in life and life satisfactions must occur (Huta & Ryan, 2010:737; Joshani & Ghaedi, 2009:295).

In order for people to report a state of happiness and life satisfaction, they need to experience some kind of “relatedness, positive relationships, feel self-accepting and have a sense of meaning and purpose in their lives” (Steger *et al.*, 2008:24). Hedonic well-being is

not only an important human experience because it represents intrinsically preferred states, but also because it can help by facilitating and supporting other human functions (Ryan *et al.*, 2008:141).

Hedonic well-being is also referred to as subjective well-being (Steger *et al.*, 2008:24; Veenhoven, 2008:45). Subjective well-being is when life is being judged as positive and feeling good (Steger *et al.*, 2008:24). This means that a person with a high set of “subjective well-being [frequently] experience life satisfaction and joy and only infrequently experiences unpleasant emotions such as sadness or anger” (Veenhoven, 2008:45). A person with a low subjective well-being tend to be the opposite, frequently experiencing dissatisfaction with life, feeling negative and infrequently experiencing little joy and affection (Veenhoven, 2008:45).

Subjective well-being can be associated with aggression for a high set of subjective well-being can inhibit aggressive behaviour whereas a low set of subjective well-being can express aggression more easily (Veenhoven, 2008:45).

2.3.10 Eudaimonic or psychological perspective of well-being

According to Ryan *et al.* (2008:140) eudaimonic well-being refers to “what living well entails and to identify the expected consequences of such living”. Living well focusses on outcomes such as, vitality, intimacy, health, a sense of meaning, and openness to experience (Huta & Ryan, 2010:737; Ryan *et al.*, 2008:140). In order for people to feel that life is satisfying and meaningful, they have to build on resources such as feelings of mastery, improved relationships or competence (Steger *et al.*, 2008:23).

Eudaimonic well-being can be achieved by participating in activities that are “congruent with one’s personal values or characteristic personality traits or strengths” (Steger *et al.*, 2008:23). It has been said that people prosper when they “engage in intrinsically meaningful activity that is inherently interesting and important to a person” (Steger *et al.*, 2008:23). This may also lead to the effectiveness at meeting psychological needs and when these psychological needs are met, people tend to fulfil their potential (Joshani & Ghaedi, 2009:295; Steger *et al.*, 2008:24). It is also important to know that although a person is feeling happy, as in the case of hedonic well-being, it does not necessarily mean they are functioning psychologically well (Joshani & Ghaedi, 2009:295). Eudaimonic well-being can thus be seen as psychological well-being which consists of the following six dimensions (Steger *et al.*, 2008:23; Ryff & Singer, 2008:21):

- Self-acceptance: it is when persons know themselves in terms of perceiving their own actions, motivations and feelings;

- Purpose in life: a person can only find meaning when he/she has a sense of directedness and intentionality;
- Environmental mastery: it is a key characteristic of mental health and emphasis on finding or creating a surrounding context that suits one's personal needs and capacities;
- Positive relationships: the interpersonal realm can be seen as a central feature of a positive, well-lived life;
- Personal growth: refers to the self-realization of the individual; and
- Autonomy: self-determination, independence and regulation of behaviour from within.

The importance of these dimensions is that their presence “indicates that people are striving for those things in life that are inherently worthwhile” and that people can do things that will help them to fulfil their potential (Steger *et al.*, 2008:23).

Psychological well-being can also be linked with aggressive behaviour as psychological well-being refers to certain goals set by a person in order to obtain autonomy. A person cannot reach the next goal when the first goal is not yet achieved. If a person cannot achieve a certain goal in life, frustration, anger and aggression tend to arise (Breet *et al.*, 2010:511).

2.4 SUMMARY

This chapter focussed on the conceptual framework that contained a discussion of aggression in general. The nature of aggression was explained whereafter aggression as a human behaviour was highlighted. The forms of aggression were also discussed, as well as factors that may contribute to aggressive behaviour. Anger and conflict were discussed as misconceptions of aggression whereas violence and bullying were discussed as subsets of aggression.

A theoretical framework was also provided which consisted of theories that helped me to gain a broader understanding of the “how” and “why” of aggressive behaviour. The following chapter provides a discussion of the research design and methodology that guided this research study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter provides a detailed description of the research design and methodology. Care was given to the ethical considerations, quality of the research study, as well as my role as researcher during this study. Diagram 3.1 illustrates the outline and integration of the research design and various methods of this study.

3.2 RESEARCH DESIGN

According to Nieuwenhuis (2007b:70) a research design refers to a plan or strategy which moves from the “underlying philosophical assumptions” to specifying the selection of participants, the data generation process to be used, as well as the data analysis that has to be done. Gray (2009:173) states that a research design sits between a set of research questions and the data and thus, it “shows how the research questions will be addressed.” In this qualitative research study, I adopted an interpretive research paradigm with a phenomenological approach in order to gain a holistic view of the participants’ lived experiences on the phenomenon aggression in on-campus residences.

3.2.1 Qualitative research

According to Hays and Singh (2012:4), ‘qualitative’ means emphasizing “the qualities of entities, on processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity or frequency.” Therefore, qualitative research “is the study of a phenomenon or research topic that have not been investigated or need to be investigated from a new angle” (Hays & Singh, 2012:4). In other words, it opens a window to a greater and deeper understanding of the specific phenomenon under study which may otherwise not be possible (Hays & Singh, 2012:22). Gray (2009:166) states that “qualitative studies can be used in circumstances where relatively little is known about the phenomenon, or to gain new perspectives on issues where much is already known.”

In order to conduct a qualitative research study, it was important for me to gain a deep and holistic view of the context being studied, that involved the interaction with the participants within their everyday lives (Gray, 2009:164; Nieuwenhuis, 2007a:50). In this way, qualitative

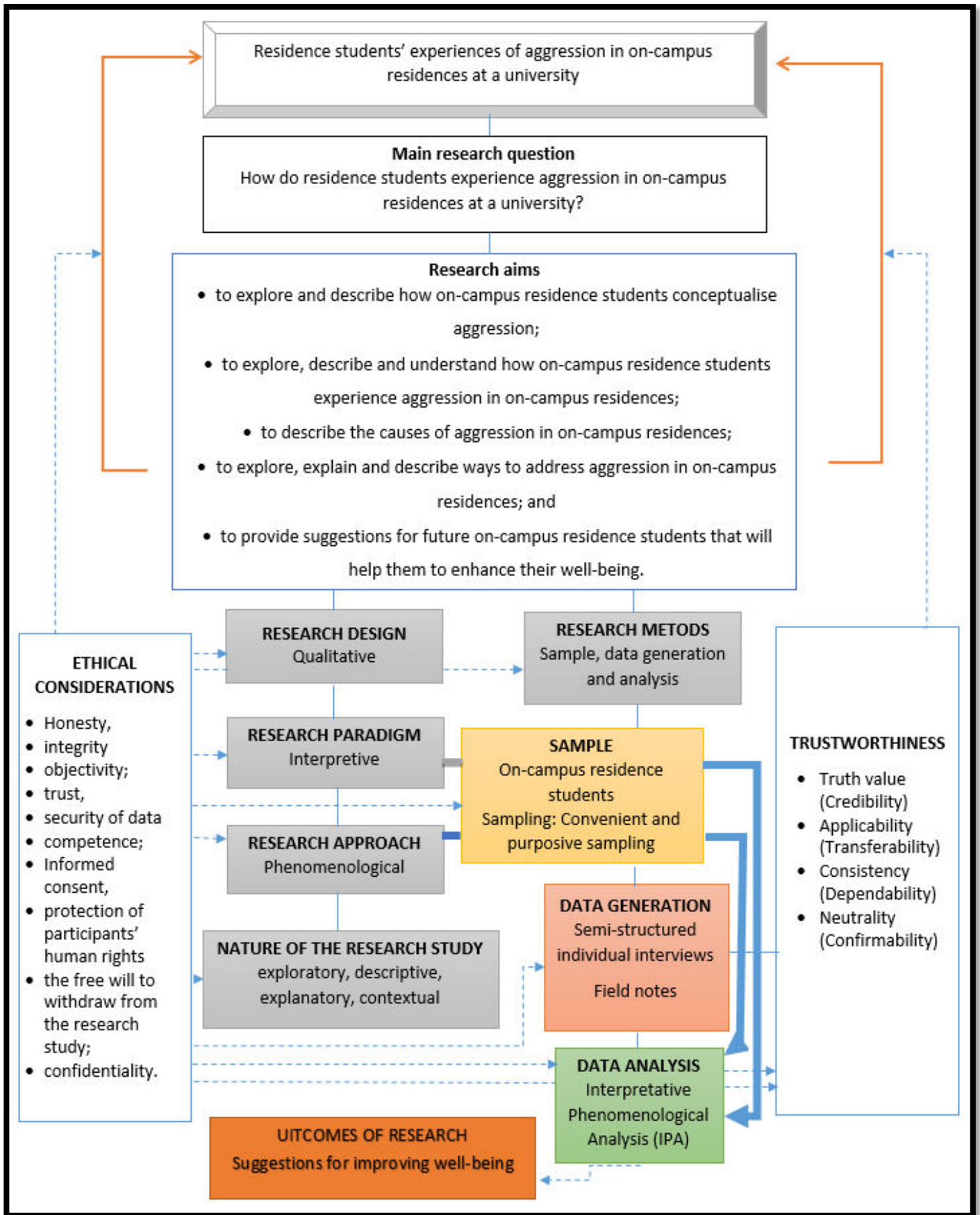


DIAGRAM 3.1 Outline and integration of the research design and methods

research helped me to illuminate the complex phenomenon in a certain setting, “specifically as [the participants] relate to the daily lived experiences” (Hays & Singh, 2012:22).

3.2.2 Research paradigm

According to Delpont *et al.*, (2011:298) all qualitative researchers approach their studies having a certain paradigm, a type of world view in mind, that guides their research inquiries. A paradigm is a fundamental model that can be described as a researcher’s point of view or a frame of reference that is used for looking at life or by understanding reality and thus, “shapes both what we see and how we understand it” (Delpont *et al.*, 2011:297-298). It is also evident that different paradigms provide different ways of looking at the human social life by making different assumptions, opening up new understandings and suggesting different theories for research inquiries (Delpont *et al.*, 2011:298). Thus, these paradigms “offer a variety of views and influence the manner in which one conceptualizes the rest of the [research] process” (*Ibid.*).

This research study followed an interpretive paradigm, with its roots in hermeneutics, meaning “the study of theory and practice of interpretation” (Nieuwenhuis, 2007a:58). Fouché and Schurink (2011:309-310) attest to the fact that interpretive studies “attempt to understand phenomena through the meanings that people assign to them.” The researcher thus needs to make sense of the data and therefore needs to interpret the data in a systematic way (Denscombe, 2010b:119). Nieuwenhuis (2007a:59) and Gray (2009:21) are of the opinion that interpretivism focuses on people’s experiences and the way in which they uniquely construct their ideas and social worlds by sharing their meanings, and the way they interact with or relate to each other. Nieuwenhuis (2007a:60) claims that “the ultimate aim of interpretivist research is to offer a perspective of a situation and to analyse the situation under study to provide insight into the way in which a particular group of people make sense of their situation or the phenomena they encounter”. This particular interpretive study was based on the following assumptions as stated by Nieuwenhuis (2007a:59-60):

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

This research study therefore made use of the interpretive paradigm for I focused on the interpretation of the meanings that residence students give to the particular phenomenon (aggression) under study in on-campus residences.

3.2.3 Phenomenological approach

This study took a phenomenological approach in order to explore and describe how on-campus residence students experience aggression in their residences. According to Denscombe (2010b:94) a phenomenon is something that needs to be explained, something of which we are aware of but in terms of our own knowledge and senses. Gray (2009:22) enlightens this aspect by referring that phenomenology allows a phenomenon to ‘speak for itself’ and has to be grounded in human experiences rather than literature. It is also important to understand that the only way in which human experiences can be understood is by “ignoring or setting aside prior explanations” of the specific phenomenon found in literature and acknowledging the meanings and values of the human himself (Hays & Singh, 2012:50). Gray (2009:28) is of opinion that phenomenological research consists of the following characteristics:

emphasizing inductive logic; seeking the opinions and subjective accounts and interpretations of participants; relies on qualitative analysis of data; and it is not so much concerned with generalizations to larger populations, but with contextual description and analysis.

It is also evident that a phenomenological approach concentrates on human experiences that are “pure, basic and raw in the sense that they have not yet been subjected to processes of analysis and theorizing” (Denscombe, 2010b:94). This gives the phenomenon a fresh perspective, as if it is viewed for the first time through the eyes of the participant (Hays & Singh, 2012:50). Phenomenological research thus generally deals with the perceptions, meanings, attitudes, beliefs, feelings and emotions of people (Denscombe, 2010b:94).

When one is dealing with the ways in which people experience their lives, it is of utmost importance to “present matters as closely as possible to the way [the participants] understand them” (Denscombe, 2010b:95). Thus, the lived experience must be presented in a way that is faithful to the original. I therefore strove to describe the aggression as “accurately as possible, refraining from the [experiences of on-campus residence students], but remaining true to the facts” (Fouché & Schurink, 2011:316).

3.2.4 Nature of the research study

The main research question that guided this particular study was: How do residence students experience aggression in on-campus residences at a university?

In order to answer this question, secondary questions were developed which led to the following research aims: *Firstly*, to explore and describe how on-campus residence students

conceptualise aggression; *secondly*, to explore, describe and understand how on-campus residence students experience aggression in on-campus residences; *thirdly*, to describe the causes of aggression in on-campus residences, *fourthly*, to, explore, explain and describe ways to address aggression in on-campus residences, and *lastly*, to provide suggestions for future on-campus residence students that will help them enhance their well-being. This qualitative research design was thus exploratory, descriptive, explanatory and contextual in nature in order to gain a holistic understanding of the participants' (on-campus residence students) 'lived experiences' of aggression.

3.2.4.1 Exploratory

According to Charumbira (2013:53) and Mokwena (2011:10) the exploratory nature of a research study is generally conducted to develop a rough understanding of some phenomenon and is therefore useful when not enough is known about a particular phenomenon. In other words, it seeks to explore "what is happening and to ask questions about it" (Gray, 2009:34). It is relevant to this study, because I wanted to gain an insight on how residence students experience aggression (phenomenon) in their on-campus residences.

3.2.4.2 Descriptive

The descriptive nature of a research study entails the description of a certain phenomenon, as well as the real-life context in which it occurs, so that a clearer picture can be gained of *what* is going on and is therefore useful in presenting information regarding areas where little research has been conducted (Baxter & Jack, 2008:548; Charumbira, 2013:53; Denscombe, 2010a:10; Fouché & Schurink, 2011:321; Gray, 2009:35). In order for me, as researcher, to understand how on-campus residence students experience aggression, it was necessary for the participants to describe their lived experiences of aggression in their own words in the ways that they experience it.

3.2.4.3 Explanatory

Fouché and Schurink (2011:321-322) and Jansen (2007:11) claim that a research study's nature entails generating a theoretical insight of real experiences and transcends what happens and seeks to explain behaviour. In other words, theories are used to make predictions that can be tested and therefore they aim to explain *why* and *how* things happen (Denscombe, 2010a:10; Gray, 2009:36). In this study, I will strive to refer to theories that assisted me to explain and understand the phenomenon of aggression.

3.2.4.4 Contextual

According to Kuper, Lingard and Levinson (2008:1035) the contextual nature of qualitative research means that careful thought and consideration must be given to the potential sociocultural setting where the participants experience the phenomenon. Thus, this study was contextual in nature as it explored, described and explained on-campus residence students' experiences as they occurred within a specific context of on-campus residences on the Potchefstroom Campus. Though the findings of this study are mainly restricted to the Potchefstroom Campus' on-campus residences, it cannot be generalised as qualitative research does not seek to generalise the findings and generalisation also refers to which the results of a specific study can be used in other settings (Arolker & Seale, 2012:570; Creswell, 2014:203).

3.3 RESEARCH METHODOLOGY

3.3.1 Gaining access

Before I could generate data for research purposes, it was of utmost importance to gain access from all the relevant authorities that are involved. These authorities can also be referred to as gatekeepers (Creswell, 2014:188; Reeves, 2010:317). According to Reeves (2010:317), these gatekeepers are central elements to the research process and can "help or hinder research depending on their personal thoughts on the validity of the research and its value, as well as their approach to the welfare of the people under their charge." Gatekeepers can also act as intermediaries between the researcher and the participants for they can grant or withdraw access into a given environment or they may grant access in terms of support or backing for a research study (Clark, 2010:487).

I therefore obtained consent (permission) from the Dean of students (Addendum B), the student council (Addendum C), wardens of the on-campus residences (Addendum D), as well as the participants (Addendum A2) on the Potchefstroom Campus. I also adhered to the ethical considerations which were relevant to this study, as well as the measures to ensure trustworthiness. These aspects will be discussed respectively in sections 3.4 and 3.5 of this chapter.

3.3.2 Site, sample and sampling

After access was gained, the research site was the Potchefstroom Campus' on-campus residences. Both male and female on-campus residences were selected by means of convenient sampling in order to gain rich information for research purposes. The sample for this study was male and female on-campus residents. The sampling method that was used

in order to select the participants was purposive sampling. According to Nieuwenhuis (2007b:79) purposive sampling means that the participants selected for the study must consist of certain criteria in order to provide meaningful information regarding the phenomenon. The criteria for the selection of participants were:

- The participants had to be registered as students at the Potchefstroom Campus;
- the participants had to be residents in one of the on-campus residences on the Potchefstroom Campus; and
- the participants must have had experienced or observed aggression in their residences.

After permission to conduct the research on the campus, I distributed invitation letters to all on-campus residence wardens. The students, who wanted to participate, contacted me in order to arrange for an interview. I then received consent (permission) from the participants (Addendum A2), in which the ethical considerations and data generation procedures were fully explained.

3.3.3 Data generation

In qualitative studies, data generation refers to certain methods that can be used by researchers in order to create data from a sampled data source such as human participants (Garnham, 2008:192). When researchers interact with the participants, it has an effect on the decision making regarding theoretical influence and the research design, as well as the “beliefs, attitudes, values, and orientation of the researchers [self]” (Garnham, 2008:192). I therefore made use of semi-structured individual interviews for I was interested in each participant’s own lived experiences.

3.3.3.1 Semi-structured individual interviews

Interviewing can be seen as “the predominant mode of data or information collection in qualitative research” (Greeff, 2011:342). Researchers obtain rich information by interacting directly with individuals or groups that are known or expected to “possess the knowledge they seek” (Greeff, 2011:342). Greeff (2011:342) stresses that interviews help the researcher to understand the participant’s meaning of their experiences as well as to uncover their lived world prior to meaningful explanations. By using semi-structured interviews, they allowed me flexibility and depth in the data that was generated (Greeff, 2011:348). I used probing in order to gain clarification when necessary (Gray, 2009:370). Byrne (2012:211) states that research studies can benefit from qualitative interviews, for they allow “access to attitudes, values and feelings; flexibility; exploration of suppressed views; sensitive issues [to] be broached”; depth to be achieved; complexity to be reflected; and they allow participants to answer in their own words.

During qualitative research interviews, the researcher may also face challenges such as “establishing rapport in order to gain information from participants; coping with the unanticipated problems and rewards of interviewing in the field and recording and managing the large volume of data generated by even relatively brief interviews” (Greeff, 2011:343). I strove to prevent interviewer falsification, which refers to “the intentional departure of the researcher from the designed interviewer and which can result in the contamination of data” (Greeff, 2011:343).

According to Gray (2009:384) “no matter what the kind of interviewing style used and no matter how carefully interview questions are worded, all is wasted unless the words of the interviewee are captured accurately”. In other words, the researcher should keep track of all the aspects regarding the data generation process so that no time is wasted on unnecessary inquiries. Thus the interviews were audio-recorded so that the exact conversation could be captured during the data generation process. It was also necessary for me whilst conducting the interviews that the data collected was captured and kept close for transcribing purposes to be used during data analysis. It was also important that I transcribed the interviews while they were still fresh in my mind (Greeff, 2011:360). Data saturation occurred when no more new knowledge and themes emerged from the data generation process (Hays & Singh, 2012:173; Nieuwenhuis, 2007b:79). For ethical reasons each interview was conducted in a natural setting, away from the participants’ on-campus residences.

3.3.3.1.1 Facilitation of semi-structured individual interviews

Before each interview took place, I introduced myself to each participant in order to create a calm environment. I also explained the purpose of the study, for whom the information is needed and why the information is generated, as well as how the data is going to be used in my research study (Gray, 2009:379). I facilitated the interview by using open-ended questions for it does not predetermine the answers of the participants, but it allowed room for the participants to respond on their own terms (Greeff, 2011:343). I also gained permission from the participants (Addendum A2) to audio-record the interviews for it “allows a much fuller record than notes taken during the interview” (Greeff, 2011:359). During the interview I made use of an interview schedule (Addendum E). This provided me with a set of predetermined questions which helped me with the flow of the interview (Greeff, 2011:352-353). I also provided the participants with an interview schedule so that they could also read through the questions and to have an idea how the interview will be approached.

According to Greeff (2011:345) an interview does not just rely on asking questions and recording the answers, but also on “mutual attentiveness, monitoring and responsiveness”. In other words, the bridge between asking the questions and getting the answers is

communication. The following communication techniques enabled me to conduct the interviews in a professional manner (Greeff, 2011:345):

- **Minimal verbal responses and listening:** I made use of minimal verbal responses to show the participants that I listened to what they said.
- **Clarification and paraphrasing:** I asked for clarification whenever the participants said something that seemed unclear to me.
- **Reflection:** I reflected on some aspects that the participants said to encourage them to expand on them.

I mostly made use of the probing technique for probing is “to deepen the response to a question, to increase the richness of the data being obtained and to give cues to the participant about the level of response that is desired” (Greeff, 2009:345). In other words, it persuades the participants to give more information about the phenomenon under study. The probing used included: contradicting, linking, faking puzzlement, challenging, encouraging, acknowledging, direct questions and procuring details (Greeff, 2009:345-346).

3.3.3.1.2 Interview process

The interview process entailed the introduction and the clarification of ethical issues, as well as conducting the interviews. Table 3.1 provides a description of the data generation process.

TABLE 3.1 The data generation process

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Introduction and the clarification of ethical issues</p>	<ul style="list-style-type: none"> • I provided each participant with a consent form before the discussion could proceed (Addendum A2). • I discussed the following preliminary information with each participant: <ul style="list-style-type: none"> → Aims of the research study → Purpose of the research study → Interview process → Duration of procedures (30 minutes - 1 hour) • I discussed the ethical issues with each participant which were relevant to this study. These ethical issues were discussed (see section 4). • I asked each participant for permission to audio-record the interviews in order to transcribe them for data analysis purposes, as well as the dissemination of findings. • I provided each participant with the interview schedule (Addendum E), so that they could follow the questions that were going to be posed to them. • I also informed each participant that the recordings of the interview will be transcribed and coded for data analysis purposes.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Conducting the semi-structured individual interviews</p>	<ul style="list-style-type: none"> • I made use of the following predetermined questions to guide each semi-structured interview: <ul style="list-style-type: none"> - <i>How do you conceptualise aggression? What does aggression mean to you?</i> - <i>Do you experience aggression in your residence? If so, how do you experience aggression in your residence?</i> - <i>What would you say may be the causes of aggression in your residence?</i> - <i>What would you say needs to be done about aggression in on-campus residences?</i> - <i>What could universities do about aggression in on-campus residences?</i> - <i>What suggestions can you provide for future on-campus residence students in order for them to enhance their well-being?</i> • At the end of each interview, I asked each participant if they had any questions or final comments that they would like to add.

3.3.3.2 Field notes

Field notes can be seen as a written account of all the “things the researcher hears, sees, experience and thinks” during and after an interview (Strydom, 2011b:359). The main advantage of field notes is that they capture the ideas and memories from the interview that will most likely be lost afterwards (Tessier, 2012:448). It is also important to record field notes as soon as possible after the interview in order to capture as much detail as possible such as who was interviewed, what they looked like and what they said (Gray, 2009:403). For the purpose of this study I made use of the following field notes which are discussed in Chapter Four, section 4.5.

- **Observational notes**

These notes documented indicated what happened, and what was heard, seen and experienced during each interview (Schurink, 2009:799). Observational notes, also referred to as descriptive notes, provided detailed depictions of the participants, as well as the physical setting (Hays & Singh, 2012:228).

- **Methodological notes**

The methodological notes that I used during the data generation process were mainly reminders, instructions and comments on “how to collect the data and how to improve the quality of the interview”, if necessary (Schurink, 2009:800).

- **Theoretical notes**

By making use of theoretical notes, I systematically attempted to reflect critically on what took place, as well as on what I thought and experienced so that I could make meaning of what was said during each interview (Schurink, 2009:800).

- **Personal notes**

The personal notes reflected my own feelings, assumptions, impressions and attitudes regarding the interviews, as well as the whole research process (Hays & Singh, 2012:228; Schurink, 2009:800).

3.3.4 Data analysis

According to Van den Hoonaard and Van den Hoonaard (2008:186) data analysis is “an integral part of qualitative research” for it constitutes a steppingstone “towards both gathering data and linking one’s findings with higher order concepts.” The interviews conducted during the data generation process were audio-recorded and transcribed

verbatim. Each transcript was analysed by means of the Interpretative Phenomenological Analysis (IPA) process.

3.3.4.1 Interpretative Phenomenological Analysis (IPA)

According to Smith (2011:9), IPA is recently considered to be a qualitative approach and is concerned with the detailed examination of people's lived experiences, the meanings of experience for people, as well as how they make sense of those experiences (Biggerstaff & Thompson, 2008:215; Pringle *et al.*, 2011:20). This highlights IPA as best suited for data generation methods which invite participants to "articulate stories, thoughts, and feelings about their experiences of a [specific] phenomenon" (Palmer, Larkin, DeVisser & Fadden, 2010:100). Thus, IPA also takes the researcher's own context and perceptions into account through the process of interpretation (Hartwig, 2014:145). According to Smith (2011:10) the IPA recognises that there is not "a direct route to experience and that research is really about trying to 'experience close' rather than 'experience far'". Smith (2004:40) states that IPA consist of three elements such as the representation of an epistemological position, offering "a set of guidelines for conducting research, and describes a [corpus] of empirical research". IPA thus aims to explore in detail participants' personal 'lived experiences' and how they make sense of their personal experiences as well as to illustrate, inform and master themes by referring to direct quotations of the participants (Pringle *et al.*, 2011:21; Smith, 2004:4).

Smith (2004:41) is of the opinion that IPA enables one to reflect on the following features: idiographic, inductive and interrogative. *The idiographic feature*, refers to where the researcher examines one case until a degree of closure has been achieved, and then moves on to the next case and so on (Smith, 2004:41). After all the cases have been examined, then an attempt of cross-case analysis can be conducted (Smith, 2004:41). It is also important that after these cases were examined, that the reader interprets these cases in two different ways: *firstly*, for the themes which emerged from the examination, and *secondly*, for the individual's own account (Smith, 2004:42). *The inductive feature* employs "techniques which are flexible enough to allow unanticipated themes to emerge during [the] analysis" thus opening the opportunity for new possibilities (Clarke, 2009:39; Smith, 2004:43). In other words, the researcher does not just rely on the basis of literature to analyse the data, but also uses data that were generated during the interviews and this leads to the collection of rich data. The third feature namely *interrogative*, involves an in-depth analysis of the phenomenon under study, but the results do not stand alone, but should be discussed in relation with extant literature (Smith, 2004:43-44).

Clarke (2009:39) claims that the IPA adopts both *emic* (insider) and *etic* (interpretative, outsider) positions. For the purpose of this study, the *emic* position enabled me “to hear and understand the participant’s story and place his or her experiences at the centre of the account” (Clarke, 2009:39). The *etic* position refers to “the researcher trying to make sense of the data by bringing in his or her own interpretations and theoretical ideas, by using verbatim quotations to ground these interpretations in the participant’s actual experience” (Clarke, 2009:39). It was therefore important for me to remain aware of my personal feelings. I therefore made use of verbatim quotations when I provided the findings and discussion. I also used field notes that assisted me to be aware of my own pre-understandings and influences during the data analysis process (Clarke, 2009:39).

3.3.4.1.1 *Data analysis process*

IPA consists of four stages (Biggerstaff & Thompson, 2008:217-218). I used these stages in order to code and analyse the transcribed interviews during the data analysis process:

- **Stage 1: First encounter with the text**

During this stage I read through all transcripts individually. I then made notes of any thoughts, observations and reflections that occurred through the readings. I wrote these notes in one margin of each transcript.

- **Stage 2: Preliminary themes identified**

I practiced the use of bracketing which refers to the “suspense of critical judgement and temporary refusal of critical engagement which would bring in [my] own assumptions and experiences” (Biggerstaff & Thompson (2008:217). I therefore re-read all the transcripts in order to look for themes that best capture the qualities of each interview.

- **Stage 3: Grouping themes together as clusters**

After I have established themes, I have identified categories which helped me to describe the themes in more detail.

- **Stage 4: Tabulating themes in a summary**

During this stage, I tabulated all the themes and categories with evidence of the participants’ meaning of the specific theme by means of verbatim quotations. These quotations were used in order to better capture the participants’ thoughts and emotions.

The transcripts were analysed by using IPA. The Independent coder and I each identified themes and categories throughout the analysing process, and it was then compared in order to obtain consensus.

3.4 ETHICAL CONSIDERATIONS

Ethics can be considered to be a set of guidelines or principles that can be used in order to guide thinking, behaviour and relationships during a research study (Gray, 2009:69; Hays & Singh, 2012:68). These guidelines or principles mainly entail: (1) avoid harm to participants; (2) ensure informed consent (permission) of participants; (3) respect the privacy of participants; and (4) avoid deception (Gray, 2009:73). Although the above mentioned ethical principles were of utmost importance, I first needed to obtain approval from the NWU Faculty of Education Sciences' Ethics committee. The Ethics committee reviewed my research proposal by using "strict guidelines and procedures before [I was] allowed to go ahead [with the research]" (Strydom, 2011a:126). This committee also played an important role in protecting the public and participants and therefore minimised the risks participants had to face during the research process (Strydom, 2011a:126-127). After the NWU Faculty of Education granted me ethical clearance, I distributed the request for permission to conduct the research to the: Dean of students (Addendum B), the student council (Addendum C) and wardens of the on-campus residences (Addendum D), in order to gain permission to conduct this research study. After permission was granted by the above parties, I distributed the invitation letter (Addendum A1) to all the on-campus residence students. Before the commencement of the interview, I gave each participant the consent (permission) to voluntarily take part in this research study (Addendum A2). The ethical principles to which I adhered in this research study were:

3.4.1 Honesty, integrity and objectivity

For the purpose of this study I strove to be honest and open about who I am as researcher and what this research study entails so that there could be no misrepresentation or deception in obtaining the necessary information. I explained the purpose of this research, informed the participants that participation was voluntary, and ensured that I obtained consent from each participant before data generation commenced. I also strove to be honest throughout this study in terms of methods that were used, procedures that were followed, as well as the reporting of the findings (Resnik, 2011). By doing so, the quality and trustworthiness of the generated data was enriched. Integrity lies within, which means that all promises and agreements must be kept in order to strive for consistency of thought and action throughout the research study (Resnik, 2011). I therefore avoided bias and tried at all

times to be objective as being biased “can threaten the researcher’s ability to take a detached and open-minded approach” (Denscombe, 2010a:83). For the purpose of this study, objectivity required me to be independent from the phenomenon that was being studied and therefore it was important for me to be neutral and not to influence the participants’ views during the research process. (Denscombe, 2010a:86). I therefore also used field notes, so that everything that occurred during the interviews could be recorded in order to provide rich and detailed data (Gray, 2009:403).

These field notes also assisted me to stay objective during and after each interview, for my feelings and ideas regarding the phenomenon were only documented in my notes and therefore I did not influence the participants’ opinions (Schurink, 2009:800).

3.4.2 Trust, security of data and competence

According to Ryen (2007:222) there should be a relationship between the researcher and the participants in order to show loyalty and some signs of fidelity. I therefore had to show that I am honest, trustworthy, as well as have integrity towards the participants with whom I worked (Hays & Singh, 2012:80). In order to gain the participants’ trust, it was important to protect confidential communications such as the recordings of the interviews (Resnik, 2011). When a researcher works with information regarding human beings, “there is a clear need to ensure that the records and data are kept secure” (Denscombe, 2010a:66). Therefore, I made sure that all information and data generated were safe guarded by my supervisor and me. I also reassured each participant that the information will not be “used for any other purpose than that for which it was collected” (Denscombe, 2010a:66). According to Hays and Singh (2012:88) competence refers to “having the necessary training, skills, professional experience and education to work with a population of interest in some capacity.” Therefore, I followed the research design and methodology as set out for the purpose of this study. In addition I also ensured that I understood the skills needed to conduct the research in an ethical manner by means of discussions with my supervisor, as well as training provided by the North-West University for Master’s and doctoral studies before I commenced and engaged in conducting the research.

3.4.3 Informed consent, protection of participants’ human rights and the free will to withdraw from the research study

According to Hays and Singh (2012:80) informed consent “is an important ethical and legal concept that clearly identifies and outlines research activity and the rights and responsibilities of all parties involved.” In other words, the participants involved should have “legal capacity to give consent” and they should be able to exercise free power of choice, without any element of force, fraud or deceit (Denscombe, 2010a:67). The participants

involved should also have “sufficient knowledge and comprehension of the elements of the subject” so that clear understanding and meaningful decision making can occur (Denscombe, 2010a:67). The following elements were important for effective informed consent: Firstly capacity and comprehension refer to having the ability to acknowledge one’s rights and responsibilities so that effective decisions can be made in terms of the research. Secondly, collaboration was important because the participant and I discussed and negotiated the research relationship and process (Hays & Singh, 2012:81).

Informed consent (permission) was obtained from each participant (Addendum A2) in which each participant gave informed consent to voluntarily take part in the research. According to Denscombe (2010a:67) the consent form should cover the following aspects:

- Purpose of the study;
- identification of the researcher as well as the organization involved;
- the basis on which the participant is selected;
- what being a participant entails;
- the purpose for which the data will be used;
- the extent of anonymity and confidentiality that can be assured;
- the voluntary participation; and
- the right to withdraw at any time during the data generation process and a signature and date to provide written consent.

This enabled the participants to understand that they had the right to know what to expect during the research process. It further supported the principle of autonomy which refers to the right of individuals to choose (Ali & Kelly, 2012:66). In order for me to protect the participants’ human rights, I kept in mind the ethical principles of non-discrimination, social responsibility, and human dignity, and therefore reminded the participants that they were free to withdraw from the research study at any time without any penalty (Resnik, 2011). I conducted each interview on a neutral base so that discrimination was avoided so as to minimize any possible harm and risks.

3.4.4 Confidentiality

According to Hays and Singh (2012:84) confidentiality relates to the participants’ right to privacy and anonymity. Wiles, Crow, Heath and Charles (2008:418) are of the opinion that in a research context, confidentiality means that the researcher does not discuss any information gained from participants with others, and does not present these findings in such ways that the participants involved can be identified. When referring to someone’s privacy, it includes an individual’s worth, dignity, and self-determination and when one refers to

anonymity, it is of utmost importance to protect the participant's identity (Strydom, 2011a:119; Hays & Singh, 2012:84). In view of the fact that the interviews were conducted face to face, anonymity cannot be guaranteed but the interviews however were conducted in an office away from the campus (neutral area). I also made use of codes, in other words, a code was given to each participant so as to safeguard participants' true identity (Denscombe, 2010a:65). Thus, I protected the participants' privacy and identity by revealing no identifiable information while compiling the transcripts for data analysis purposes.

3.5 MEASURES TO ENSURE TRUSTWORTHINESS

According to Given and Saumure (2008:895), trustworthiness has become an important aspect in qualitative research for it "allows researchers to describe the virtues of qualitative terms outside of the parameters that are typically applied in quantitative research." This enabled me as researcher to demonstrate rigour of the research process and the relevance of the findings (Le Dain *et al.*, 2013:5). Williams and Morrow (2009:579) are of the opinion that trustworthiness is the "balance needed between what the participants say and the ways in which the researchers interpret the meaning of the words." In other words, trustworthiness provided me with criteria and strategies so that I could illustrate the worthiness of my research (Given & Saumure, 2008:896).

For the purpose of this study, Guba's model of trustworthiness was used to ensure the quality of the research study (Guba, 1981:75). Krefting (1991:215) states that Guba's model is based on four criteria (see Diagram 3.3) of trustworthiness that are relevant to qualitative studies namely: truth value, applicability, consistency and neutrality. According to Hays and Singh (2012:200) the criteria of trustworthiness addresses the research design and the implementation of a study and it also provides a basis for thinking on how to approach qualitative research (Clissett, 2008:104). To implement these criteria, it was necessary to apply strategies for this particular study such as credibility, transferability, dependability and confirmability (Krefting, 1991:215). These strategies were important to me "in designing ways of increasing the rigor of [the] qualitative [study] and also for readers to use as a means of assessing the value of the findings of qualitative research" (Krefting, 1991:215; Morse, Barrett, Mayan, Olson & Spiers, 2002:17).

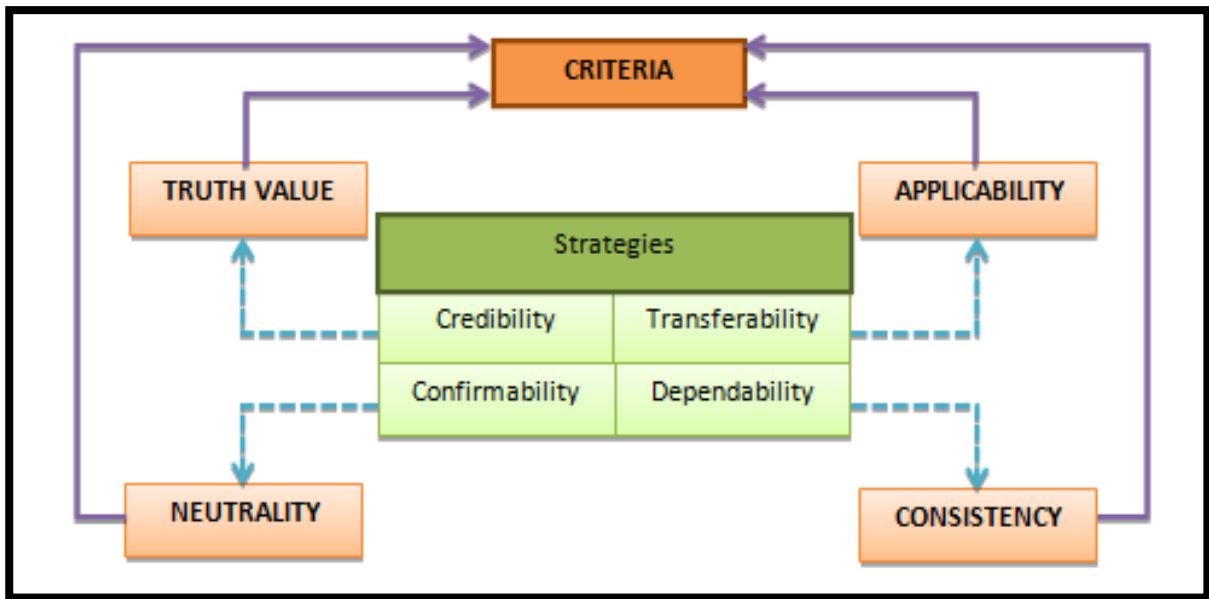


DIAGRAM 3.2 Guba's model of trustworthiness (Adapted from Krefting, 1991:217)

3.5.1 Truth value (Credibility)

In qualitative research, truth value “is usually obtained from the discovery of human experiences as they are lived and perceived by [the participants]” (Krefting, 1991:215). Truth value is also known to be subject-oriented, and although multiple realities are involved, the researcher needs “to focus on testing [his] findings against the persons who are familiar with the phenomenon being studied” (Krefting, 1991:216). This refers to credibility where the researcher’s findings match the personal constructions of the participants (Clissett, 2008:103). In other words, the results should appear to be “representations of the situation under study” (Le Dain *et al.*, 2013:6). I obtained truth value, as I gained rich information regarding the ‘lived experiences’ of on-campus residence students. I also made use of field notes; verbatim quotations from the audio-recorded interviews in conjunction with my findings.

3.5.2 Applicability (Transferability)

According to Krefting (1991:216) applicability “refers to the degree to which the findings can be applied to other contexts and settings or with other groups” that refers to generalisation of the findings. In terms of this qualitative research, the ability to generalise information is not relevant for “each situation is defined as unique and thus is less amenable to generalisation” (Krefting, 1991:216). Qualitative research also refers to smaller sample groups and this makes it more difficult to use the findings in other contexts (Lovia, 2003:23). Clissett (2008:103) is of the opinion that by making decisions that findings from one study will apply to another study refers to transferability. Transferability can be obtained through applicability as long as the researcher “presents sufficient descriptive data to allow comparison” (Krefting,

1991:216). In other words, transferability means that the researcher must provide enough detail regarding the participants, the setting and the time frame so that the readers can make relevant decisions “about the degree to which any findings are applicable” (Hays & Singh, 2012:200). In order for this particular study to incorporate the trustworthiness strategies applicability, I made use of a purposive sample selection by means of selection criteria so that there could be a comprehensive understanding about the phenomenon under study. I also gave a dense description of the findings and provided verbatim quotations so that the readers themselves can decide if the findings may be applicable to other contexts.

3.5.3 Consistency (Dependability)

To ensure that the data and findings are consistent, the inquiry can be replaced with the same participants or in a similar context and the findings should more or less be the same (Krefting, 1991:216). In other words, dependability refers to “the consistency of study results over time and across researchers” (Hays & Singh, 2012:201). It is also said that in a qualitative study, it is important to learn from the participants rather than control them (Lovia, 2003:23). I showed consistency throughout the study, by asking each participant the same questions so that dependability can be obtained. By this, it means that when the study was replicated, in terms of individual interviews with similar participants and in the same or similar context, it will produce similar results (Clissett, 2008:103).

3.5.4 Neutrality (Confirmability)

Neutrality refers to “the extent to which findings are the result of the participants in their conditions and not the result of other influences, biases or perspectives” (Krefting, 1991:217). This can only be done through confirmability for it refers to “which the findings and conclusion reflect the data collected” (Clissett, 2008:104). For researchers to genuinely reflect on the participants, researchers must “listen to data and report them as directly as possible” (Hays & Singh, 2012:201). According to Gray (2009:194), there should be a connection between the data and the researcher’s interpretations. In order to do so, I made use of individual interviews so that each participant can provide their own lived experiences, meaning and description of aggression without the influence of other participants. I also made use of verbatim quotations reflecting the interviews individually.

3.6 RESEARCHER’S ROLE

According to Maree and Van der Westhuizen (2007:41), the role of the researcher “is to enter a collaborative partnership in order to collect and analyse data, with the main aim of creating understanding.” It was my responsibility, as researcher, to conduct the study and to

stay within the ethical aspects boundaries while conducting the research. During the research study, I was responsible for:

- Establishing and discussing the research design and method;
- obtaining ethical clearance from the Research Ethics Committee of the North-West University;
- obtaining permission from the Potchefstroom Campus's residence and the participants;
- preparing the interview schedule;
- adhering to ethical considerations throughout the research process;
- explaining the aims and ethical issues regarding the research study with the participants;
- facilitating the interviews (data collection) by means of listening and probing;
- recording the data during the interviews;
- transcribing the audio-recordings after the interviews;
- analysing the transcripts (data analysis);
- discussing the analysed data.
- ensuring the trustworthiness of the study.

3.7 SUMMARY

This chapter provided a detailed description of the research design and methodology used to conduct this study in an ethical manner. It also focussed on the ethical considerations that were relevant in this study. Measures of trustworthiness relevant to this study were discussed, as well as the role of the researcher. The following chapter provides a description of the data analysis and the findings.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF THE FINDINGS OF RESIDENCE STUDENTS' EXPERIENCES OF AGGRESSION IN ON-CAMPUS RESIDENCES

4.1 INTRODUCTION

This chapter presents findings that emerged during the data analysis process. I made use of the Interpretative Phenomenological Analysis (IPA) in order to analyse the transcripts. The participants' biographical information is also provided. Themes and categories that emerged will be discussed and reference to literature in Chapter Two will also be made. I will also provide a discussion of the field notes which includes observational notes, theoretical notes, methodological notes, as well as personal notes.

4.2 PARTICIPANTS' BIOGRAPHICAL INFORMATION

The participants were purposefully selected (see sections 1.7.3 and 3.3.2) and I conducted 40 semi-structured individual interviews until data saturation. Although it seemed that data saturation occurred after the 35th interview, I continued conducting interviews till I had interviewed two participants in each on-campus residence. Of the 40 participants, 18 were male students and 22 were female students. For more information regarding the biographical information of each participant see Addendum F. Although the biographical information was not the central focus of my study, it helped me to understand and contextualise the findings.

4.3 DATA ANALYSIS

The IPA method was used in order to analyse the 40 transcripts (Chapter Three, section 3.3.4.1) of the participants who shared their lived experiences of the phenomenon of aggression during the semi-structured individual interviews. According to Joseph (2014:145) the IPA process is based on research that explores the lived experiences of individuals' perception and understanding on how individuals make sense of it in their own context. In addition, I also made use of field notes which are discussed in section 4.5.

4.4 DISCUSSION OF RESULTS

The findings of this study are based on the identified themes and categories that emerged during the data analysis process. These themes and categories were verified by an independent coder during a consensus meeting. Each theme and category discussed is supported by verbatim quotations from on-campus residence students and relevant literature. I made use of the following codes to ensure anonymity of each participant as well as those of the on-campus residences (example FR2P1 / MR6P2):

F: Female participant / M: Male participant

R: Residence 2 / Residence 6

P: Participant 1 / Participant 2

Table 4.1 illustrates the schematic summary of the themes and categories that emerged from the data analysis. Two themes emerged from the data analysis that reflected students' experience of aggression in on-campus residences at a university. Theme one describes the students' lived experience of aggression in their on-campus university residences. The second theme describes strategies that the students suggest which might be used to address aggression in on-campus residences.

TABLE 4.1 The schematic summary of the themes and categories

THEME 1	STUDENTS' LIVED EXPERIENCES OF AGGRESSION IN ON-CAMPUS UNIVERSITY RESIDENCES
	<p>Category 1: Students' experiences of aggression in on-campus university residences reflect various forms of aggression</p> <p>Category 2: Students experience aggression in on-campus residences as a reaction to a diverse range of biological, psychological and socio-cultural factors</p>
THEME 2	SUGGESTIONS TO MANAGE AGGRESSION IN ON-CAMPUS RESIDENCES
	<p>Category 1: Students' suggestions for residence students to address aggression in on-campus residences</p> <p>Category 2: Students' suggestions for the the university to address aggression in on-campus residences</p> <p>Category 3: Students' suggestions for future residents who may experience aggression in on-campus residences in order to enhance their well-being</p>

4.4.1 Theme 1: Students' lived experiences of aggression in on-campus university residences

Theme one describes the participants' lived experience of aggression in their respective on-campus residences. The participants' experiences of aggression reflect various forms of aggression. These forms range from physical as well as non-verbal and verbal aggression.

They express their experiences of aggression as a reaction to a diverse range of biological, psychological and socio-cultural factors.

4.4.1.1 Category 1: Students' experiences of aggression in on-campus university

residences reflect various forms of aggression

The way in which participants conceptualise aggression or make meaning of aggression is formed by their own personal experiences of aggression in on-campus residences. They conceptualise aggression in terms of their experiences that were physical, verbal, and emotional. They indicated that aggression causes them to suffer inexpressible psychological harm with potentially dire consequences. The participants make a distinction between how male and female students experience various forms of aggression differently.

The participants' expressions indicate that physical aggression can take a variety of forms which involves bodily contact such as: hair pulling, pushing and shoving, hitting and fist fighting. It is meted out with the clear intention of hurting or harming the victim. These are captured in the following verbatim quotations:

[FR8P1] *"... soos wanneer iemand mekaar slaan, mekaar baklei, fisies met mekaar baklei ..."* (... like when somebody hits another, argues with another, physically argue with each other ...)

[MR5P2] *"... soos as iemand aan jou stamp of so iets."* (... it is like if somebody pushes you or something.)

[MR6P2] *"Dit is waar twee ouens 'n meningsverskil het en dan begin hulle mekaar fisies te lyf gaan ..."* (It is where two guys have a difference of opinion and then they physically start to go for one another's body ...)

[FR4P2] *"... soos om iemand te stamp of te slaan of iemand se hare te trek sou ek sê ..."* (... I would say it is like if you push or hit someone or when you pull someone's hair ...)

According to Botha (2014:241), physical aggression refers to the action where an individual is physically hurt by another individual. It can also be seen as a destructive behaviour or hand-to-hand fighting (Breet *et al.*, 2010:515). Coyne, Robinson and Nelson (2010:288) divide physical aggression into two types: direct physical aggression and indirect physical aggression. Direct physical aggression is when an individual uses direct physical force such as hitting or kicking in order to intentionally harm another person, whereas indirect physical

aggression is when an individual uses “covert ways to physically harm another person [by means of poison, hiring a hitman] or their belongings” (Coyne *et al.*, 2010:288). Stickle, Marini and Thomas (2011:2) are of the opinion that people use physical aggression in order to “exhibit physical dominance and instrumental gain”. Physical aggression may start off as mild bantering involving pushing and shoving but can escalate to smacking, hitting and full-on fist fighting which the aggressor uses as a means of releasing pent up emotions and feelings such as frustration, irritability, anger, humiliation and rage. The cycle of aggression is perpetuated when the victim retaliates in kind. The following statements were made by the participants:

[RF3P1] *“... wanneer hulle (die seniors) van hulle frustrasies op jou uithaal en net bietjie verloor op jou soos bietjie skree op jou ...”* (...it is when they [the seniors] take their frustrations out on you and they lose it on you by screaming at you ...)

[FR3P1] *“Byvoorbeeld as tweede jaars bietjie sleg beplan met goed en dan haal hulle dit bietjie op die eerste jaars uit soos dat hulle jou op die laaste nippertjie laat weet jy moet nou hier wees en skree hulle bietjie op jou en sê vir jou hoe teleurgesteld hulle is op jou maar eintlik is dit maar net dat hulle sleg beplan het so dan is hulle net bietjie geïrriteerd met hulleself maar dan haal hulle dit op ander uit ...”* (For example, it is when second year students don't plan things very well and then they take it out on the first year students, like when they tell you to be at one place and they shout at you and they tell you how disappointed they are in you, but actually it is only they that didn't plan well so that makes them irritated with themselves and then they take it out on us ...)

[FR9P1] *“Uhm ... ek sal sê opgeboude kwaadheit wat die mense nie weet hoe om te hanteer nie ...”* (Uhm ... it is pent up anger that people do not know how to handle ...)

[MR3P1] *“Aggressie is 'n interne woede wat opbou oor 'n baie, baie baie lang tyd.”* (Aggression is an internal anger which builds up over a very, very very long time.)

[FR11P1] *“... ek sien dit as mense wat kwade gevoelens het en dit dan onderdruk en dit opkrop en dan op 'n stadium dan breek jy en dan gaan dit partykeer oor na geweld toe ...”* (... I see it as people who have angry feelings that are repressed and then at

one stage they will break and then sometimes it goes over in violence ...)

According to Masango (2004:1001) anger can be seen as an important part of human behaviour for it helps people to “cope with a given frustrating situation.” In some situations, it can be used as a good defence mechanism in which people’s inner emotions are protected (Masango, 2004:1001). Tomkins (1962:3) is of the opinion that anger has several functions which are visible in the life of human beings. The biological function of anger is “to prime aggressive behaviour in defence of the life of the individual when this is at stake” (Tomkins 1962:3). Another function regarding anger is when an individual is feeling angry, he/she needs to identify the source of frustration and then do something about it (Tomkins, 1962:4). In other words, a person reacts in an angry way in order to protect him/herself against any threat or situation that will have a negative effect on his/her selfhood (Masango, 2004:1002).

According to Höge (2009:43), irritation can be seen as a psychological stress reaction covering negative emotions “such as nervousness and a touch of aggressiveness, as well as cognitive reactions such as cognitive rumination of problems” in a given context. Dormann and Zapf (2002:35) claim that irritation causes an increase in negative emotions such as anxiety and a decrease in a person’s self-esteem which then also leads to an increase in depressive behaviour. In other words, when irritation occurs, it is most likely for an individual to resort to social conflict by means of frustration, and this leads to social isolation (Dormann & Zapf, 2002:35, Höge, 2009:43). Thus, irritation tends to reduce the quality of “interactions with [peers] and decreases important social resources” (Höge, 2009:44).

Rage, on the other hand, can be associated with the act of being out of control (Flemke & Allen, 2008:58). In other words, a person full of rage tends to “feel out of control and seeks to hurt another in a physical way”. Flemke and Allen (2008:59) are also of the opinion that rage and anger are used interchangeably as rage is an experience of heightened anger. It is also said that when feelings of rage are experienced, they “overpower[s] normal brain functioning” (Flemke & Allen, 2008:59). Rage involves a three-step emotional process in order to occur in individuals (Flemke & Allen, 2008:69). Firstly, individuals tend to experience feelings of fear and threats, and this causes individuals to be emotionally overwhelmed by resorting to tears (Flemke & Allen, 2008:69). The last step refers to a state of emotional culmination which may be experienced out of control in an emotional or physical manner (Flemke & Allen, 2008:69).

Buss (1958:55) states that every type of frustration that occurs in human behaviour, leads to aggression by means of conflict, anger, anxiety and even violence. When these aggressive

acts become so extreme that a person cannot control them, it is then said that that person is in a rage (Alper, Barry & Balabanov, 2002:16).

According to Ginges and Atran (2008:282) humiliation can be seen as a “feeling of being unjustly demeaned or subjugated by another’s actions in a social context” in such a manner that it evokes a deep feeling of inferiority. In other words, humiliation mostly occurs with a loss of power (Ginges & Atran, 2008:282). Walker and Knauer (2011:726) claim that when someone feels humiliated, he/she tends to experience negative feelings about him/herself such as feeling small, weak, stupid and insignificant. These feelings may mostly result in rage or violence when observers are present (Walker & Knauer, 2011:726). When feeling humiliated, people tend to experience depression, self-doubt, self-recrimination and feelings of worthlessness and disempowerment and may even target the humiliator with hostile and aggressive behaviour (Walker & Knauer, 2011:726).

The participants experience non-verbal aggression as they indicated that the perpetrators’ behaviour includes gestures such as ignoring a person, giving the person ‘a look’, being socially excluded and hostile attitudes. This is evident in the following verbatim quotations:

- [FR8P2] *“... soos wanneer een jou ignoreer ...”* (... like when one ignores you ...)
- [FR4P1] *“Daardie wat hulle nie vir almal duidelik maak nie maar dis tog daar soos slegte kyke ...”* (It is those they do not want others to see but there are these bad looks ...)
- [FR5P1] *“Meeste van die kere kan dit wees soos veral in koshuisverband wat begin met vuil kyke en so ...”* (Most of the time especially in a residence context it starts with ‘evil looks’ and so on ...)
- [FR11P1] *“... van die seniors het net ‘n houding teenoor die eerstejaars sonder dat hulle die eerstejaars leer ken ...”* (... some of the seniors just have an attitude towards first year students without trying to know them ...)
- [FR11P1] *“... soos deur lelik te wees en jou te ignoreer ... dis meer van ‘n sosiale afsondering of uitsluiting.”* (... like being nasty and by ignoring you ... is more like an isolation or exclusion.)

It is said that aggressive behaviour arises from social disorganisation (Masango, 2004:995). In other words, a person makes use of aggression in order to correct or balance social change in society (Masango, 2004:1003). When a person acts in such a way that one’s social standing is threatened, it refers to social aggression (Archer & Coyne, 2005:212).

Social aggression can be defined as behaviour that takes place during the manipulation of group acceptance and the damaging of a person's social status (Archer & Coyne, 2005:212; Coyne *et al.*, 2010:294). It also includes additional acts such as giving one a 'dirty look', rolling the eyes, spreading slanderous rumours, gossiping or telling lies about others and social exclusion (Archer & Coyne, 2005:212,217; Coyne, Archer & Eslea, 2006:296; Crapanzano, Frick & Terranova, 2010:435). It is also evident that social aggression can occur in an indirect way such as when a person causes psychological and emotional harm towards another by making use of a third person in order to "conceal the aggressive intent or otherwise pretending that the attack was not aggressive at all" (Archer & Coyne, 2005:216). According to Gentile, Coyne and Walsh (2011:194), social aggression is associated with high levels of negative consequences not only in terms of perpetrators but also for the victims, which result in feelings of loneliness, depression and social isolation.

According to Galanaki, Polychronopoulou and Babalis (2008:214) loneliness can be seen as "the painful experience of being alone and of not fulfilling basic interpersonal and social needs". In other words, loneliness represents a state of distress and an innate human need for belongingness (Schinka, Van Dulmen, Mata, Bossarte & Swahn, 2013:1251). It is also said that loneliness tends to result in aggressive behaviour when one experiences social dissatisfaction in society (Galanaki *et al.*, 2008:215). Galanaki *et al.* (2008:226) also state that the feeling of loneliness poses a serious threat to a person's well-being. High levels of loneliness may increase mental health problems, suicidal thoughts, self-harm behaviours, depression, as well as social withdrawal (Holwerda, Deeg, Beekman, Van Tilburg, Stek, Jonker & Schoevers, 2012:214, Schinka *et al.*, 2013:1252).

Depression can be defined as a mental state that is "characterised by feelings of sadness, loneliness, despair, low self-esteem and even self-reproach (Burke, 2014:644). When people are identified with depression, they tend to show signs such as agitation, withdrawal from interpersonal contact and suicidal thoughts, and if these signs are not treated, they may result in psychological mood disorder (Burke, 2014:644). Social isolation can be defined objectively, for it is concerned with environmental impoverishment or restriction (Tanskanen, J. & Antilla, T. 2016:2042). This means that when a person lacks relationships, they tend to withdraw themselves from society and any form of interaction (Niño, Cai & Ignatow, 2016:96). It is also stated that the risk of social isolation does not only depend on who one is, but it also depends on where one lives (Pantell, Rehkopf, Jutte, Syme, Balmes & Adler, 2013:2057). This means that certain social environments tend to foster social isolation due to differences among individuals.

Verbal aggression includes gossip, sarcasm, insults and taunts. It may also escalate to verbal assaults such as shouting and screaming. Some participants stated that:

- [FR8P2] *“Dit beteken om spiteful te wees met ander juis met die rede om jou seer te maak soos skinder ...”* (It means to be spiteful towards others with the intention to hurt you like gossip...)
- [FR6P1] *“Dit is meer ... hulle wil hulle standpunt staaf (die seniors) en dit word op maniere uitgevoer wat ander kan beïnvloed of seermaak ...”* (It is more like ... they [the seniors] want to make a statement, but use ways that may influence or hurt one another ...)
- [FR9P1] *“Ek dink dit is ook wanneer iemand sarkasties is. Meisies wat kommentaar lewer van mekaar en dan die meisie oor wie die kommentaar gesê word bou dan daardie tipe aggressie op teenoor die ander persoon.”* (I think it is also when somebody is sarcastic. Girls that comment on each other and then that girl of which the comment is said builds up that type of aggression towards the other person.)
- [MR5P2] *“As hy lelike goed (beledig) in jou rigting in sê ...”* (If he says something bad [insult] towards you ...)
- [FR2P1] *“As mense op ‘n lelike manier konflik oplos, dink ek. Deur te gil of te skree ...”* (If people try to solve a conflict in a bad way I think by yelling or screaming ...)
- [FR1P2] *“Verbally, you can say something that can offend somebody ... with a very bad tone if I can put it like that ...”*
- [MR7P1] *“... as iemand vir jou sê hoe sleg jy is (beledig) ...”* (... if someone tells you that you are useless [insult]...)

According to Botha (2014:242), verbal aggression can be divided into direct and indirect aggression. Direct aggression is when the aggressor acts in such an aggressive way while the victim is present, whereas indirect aggression refers to when the aggressor acts while the victim is not present such as gossip (Botha, 2014:242). Breet *et al.* (2010:515) are of the opinion that when verbal aggression occurs, emotional and psychological harm is done toward the victim “through negative and degrading communication.”

Turning to literature, Peters and Kashima (2012:5) state that gossiping “is one of our more frequent social actions” people tend to use when interacting with others. Gossiping can be

seen as an action that “is intrinsically located to help or harm others” (Peters & Kashima, 2012:5). When individuals use gossiping in order to harm others, they share negative social information that tends to end up as an insult (Peters & Kashima, 2012:4). Gossiping can become insults when negative information is given that tends to do emotional harm (Takarangi, Polaschek, Hignnett & Garry, 2008:43). When someone is insulted, one tends to feel threatened, and this builds up a rage of anger that is generally acted out by aggressive behaviour (Takarangi *et al.* 2008:43), Sarcasm, on the other hand, can be identified as a “form of contempt that communicates disgust” to relational individuals with the goal set to demean one another (Averbeck, 2013:49). By this, it means that when a person uses sarcastic messages, people tend to act with aggressive behaviour or even with violence (Bushman, Baumeister, Thomaes, Ryu, Begeer & West, 2009:444). Sarcasm can be divided into two groups namely, the act of pretence and the act of mention (Kalaba, 2014:8). The act of pretence refers to actions where a person pretends to support others but it generally means the opposite, where the act of mention is when a person repeats things that sound inappropriate in certain contexts (Kalaba, 2014:8). Thus, sarcasm can produce negative responses such as aggressive behaviour when messages are interpreted incorrectly (Kalaba, 2014:8).

Physical or verbal aggression evokes not only negative feelings in the victim ranging from feelings of worthlessness but also evokes feelings of being threatened, feelings that lead to self-harm, even experiencing thoughts of suicide (ideation). This is evident in the following verbatim quotations:

[MR8P2] *“Jy voel bedreig. Jy voel jou lewe is half in gevaar as iemand aggressief teenoor jou optree ... jy word bang ...”* (You feel threatened. It feels as if your life is in danger when someone acts in an aggressive way towards you ... you become afraid ...)

[FR6P2] *“... maar daar is selfs van hulle (studente) wat hierdie druk nie kan hanteer nie en dan verlaat hulle die koshuis. Daar kan selfs in 'n strenger maat ... pogings to selfmoord wees...”* (... but there are even those [students] that can't handle the pressure and then they leave the residence. In a severe matter, there could be suicidal attempts ...)

[FR9P2] *“when somebody is frustrated ... they do not know how to handle a situation, so they try to do so by finding pleasure in doing certain things that other people would find different like cutting yourself would be one example, shouting or screaming or just in*

plain silence drowning in your own sorrows, being by yourself, not talking to anybody.”

- [FR5P2] *“... dit kan lei tot studente wat die koshuis verlaat, want sê nou daai persoon ervaar dit met meer as twee mense ... kan hulle dalk voel hulle hoort nie in daai koshuis nie ...”* (... it can lead to students that leave the residence, because if they experience it with more than two people, they could feel that they do not belong to that residence ...)
- [MR2P2] *“... as een ou jou net die healtyd grief gee, dan gaan jy later gatvol raak, en jy kry persone wat anders is, so hy sal byvoorbeeld selfmoord as ‘n vinndige uitweg sien ...”* (... if a guy always gives you grief, then later on you will get fed up with it, and you get other people that, for example, will choose suicide as a quick outcome ...)
- [MR1P1] *“... dit laat hom dan op ‘n manier as minderwaardig voel...”* (... this will let him feel kind of worthless...)

When people are feeling worthless, they tend to lack a sense of meaning in life, as well as direction (Moeenizadeh & Salagame, 2010:111). They also have no goals or aims in their lives and this causes them not to have a future outlook (Moeenizadeh & Salagame, 2010:111). According to McManus, Waite and Shafran (2009:3) and Mitchell, Goodwin, Johnson and Hirschfeld (2008:149), feelings of worthlessness let people feel like failures, and this triggers suicidal thoughts, social withdrawal, self-harm and in some cases, depression.

Turning to literature, self-harm can be seen as an act “with a non-fatal outcome in which an individual deliberately harms him/herself by doing certain actions (Hawton, Rodham, Evans & Weatherall, 2002:1208). These actions are categorised into the following groups: initiated behaviour such as self-cutting, in which they intended to cause self-harm; the ingestion of a substance that exceeds the prescription or recognised dose; the ingestion of an illicit drug; and the ingestion of a non-ingestible substance or object (Hawton *et al.*, 2002:1208). An individual resorts to self-harm when taking heaped up emotions and channelling them into direct physical aggression in order to experience some sense of contentment (Greydanus & Shek, 2009:144). Greydanus and Shek (2009:145) are also of the opinion that self-harm is a risk factor for depression, drug abuse, anxiety and poverty. In extreme cases, self-harm can lead to suicide attempts that stem from very negative attitudes towards life (Greydanus & Shek, 2009:148).

The participants are of the opinion that males and females experience the various forms of aggression differently. Some participants stated that males are inclined to engage in direct physical assault and verbal aggression while females tend to resort to aggressive tactics which include indirect aggression such as gossip, rumour spreading, negative criticism such as criticising the victim's clothing, appearance or personality. The following quotations expressed this:

- [MR7P1] *"... by die manlike geslag as iets jou pla, gebruik jy geweld, dis een van die grootste vorme van aggressie."* (... with the male sex, if anything annoys you, then you make use of violence, it is one of the biggest forms of aggression.)
- [MR9P1] *"... ouens is maar snaaks, hulle hou van baklei ..."* (... guys are funny, they like to fight ...)
- [FR5P2] *"Hulle (studente) kan byvoorbeeld stories versprei wat ook kan seermaak."* (They [students] can spread rumours that can hurt you.)
- [MR3P2] *"... soos heeltyd kritiek ontvang van ander af."* (... like to receive critique from someone.)
- [MR3P2] *"... dan begin hulle mekaar slegsê oor ... oor onnodige goed soos jou klere..."* (... then they start to criticise one another ... over unimportant things such as clothes...)
- [FR9P1] *"... soos wanneer meisies oor mekaar skinder (omdat hulle jaloes is) en dit dan onaangenaam maak en dan wat ek ook al gesien het ... meisies wat mekaar nie die geleentheid gun nie soos enige iets doen en die persoon te na kom."* (... like when girls gossip [because they are jealous] about one another and they make it unpleasant and what I have heard ... when girls don't give others opportunities like to do anything or you by offending a person.)
- [FR8P2] *"... meisies is nou maar net aanvallend met woorde en nie noodwendig met dade nie, maar woorde maak nogal seer ..."* (... girls are just aggressive with words and not necessary with action ...)
- [MR4P1] *"... dames oor die algemeen ... dit wat ek al gehoor het, hulle gee baie makliker uiting tot aggressie ..."* (... ladies, in general ... what I have heard of, they easily express aggression ...)

According to Richardson and Hammock (2007:418) the male gender is usually associated with dominance, aggressiveness and power, whereas the female gender is usually associated with caring and nurture. Keeping this in mind, Grapanzano *et al.* (2010:434) state that when females behave aggressively, they will much rather choose “relational forms of aggression rather than physical aggression.” In other words, relational aggression refers to the harm of social relationships by gossiping, telling lies and exclusion. Hubbard (2001:1428) claims that females express less anger and sadness than males, because females tend to “be more concerned with sustaining harmonious relationships” than males. Stickle *et al.* (2011:10) argue that men will only resort to relational aggression in response to relationally aggressive men. Spreading rumours are an integrated part of social communication in society for it “can shape the public opinion in a country” (Nekovee, Moreno, Bianconi & Marsili, 2008:2). According to Nekovee *et al.* (2008:2) spreading rumours can be seen as an “infection of the mind” and is divided into three groups: those who are ignorant of the rumour; those who have heard the rumour, and are actively spreading it, and then those who have heard the rumour, but decided not to spread the rumour. It means that in a diverse context such as a university, students are divided among these three groups which then tends to evoke aggressive behaviour. Aggressive behaviour also leads to the act of criticism (Pace, Thwaites & Freeston, 2011:362). Pace *et al.* (2011:362) are of the opinion that criticism refers to making a judgement and is associated “with terms such as unpleasant, inconsiderate and harsh.” It is also said that criticism produces negative feelings such as failure which then results in social withdrawal and hostility (Pace *et al.*, 2011:367).

4.4.1.2 Category 2: Students experience aggression in on-campus residences as a reaction to a diverse range of biological, psychological and socio-cultural factors

The participants experience aggression in on-campus residences as a response to biological, as well as psychological and socio-cultural factors. They respond to being provoked to aggression by accommodating the aggressor in order to avoid conflict or they may host an aggressive counter-attack in retaliation.

Most of the participants noted that aggression is an innate part of being human and will always form part of social interaction, especially at institutions such as on-campus residences. Their reasoning for this is the confined spaces where students are together, the environment of being close to one another, and an atmosphere of residence family home. The residence community is made up of a diverse group of people living together within

close proximity and with less privacy aggression may become a 'natural outlet' for their pent-up emotions. When one adds adverse biological drives, such as stress and fatigue to the melting pot of emotions the stage is set for an outburst of aggression in its various forms. Statements made by the participants in this regard are:

[FR10P2] *“Stres, veral in eksamens. Dan kan ek verstaan mense raak geïrriteerd want hulle is moeg en almal wil goed doen.”* (Stress, especially during the exams. Then one would understand that people get irritated because they are tired and all of them want to do good.)

[MR8P2] *“... die feit dat hulle so baie stres en so hard werk, en nie genoeg slasp inkry nie ... ek dink dit trigger die aggressie ...”* (... the fact that they stress and work so much and they don't get enough sleep ... I think that triggers the aggression ...)

[FR10P2] *“Mense slaap min. Omdat daar baie mense in 'n koshuis is, en mens is dalk nie gewoon aan so baie mense nie, en ander mense in jou persoonlike spasie nie.”* (People don't sleep so much. Because of all the people in the residence, and not all of them are used to so many people around them and people in their personal space.)

[MR7P2] *“... as mense moeg raak, dan raak hulle nerwe nogal baie dun (raak hul meer gevoelig) ...”* (... when people get tired, then their nerves get very thin [become more sensitive] ...)

According to Kassin *et al.* (2008:510) stress can be seen as an “unpleasant state of arousal that arises when [one] perceive[s] that the demands of a situation threaten[s] [one's] ability to cope effectively.” When people are threatened, their subjective appraisal determines how they will experience the stress by making use of coping strategies such as thoughts, feelings, or behaviours in order to reduce the stress (Kassin *et al.*, 2008:510). When people are under stress, they might “sleep less, drink or smoke more, eat poorly, and pay too little attention to their health” (Papalia *et al.*, 2009:501). According to Cohen, Kessler and Gordon (1995:131) stress can be sorted into three distinctive categories namely catastrophes, major life events and daily hassles. Catastrophes refer to traumatic events such as “war, motor vehicle accidents, plane crashes, violent crimes, physical and sexual abuse, the death of a loved one, and other natural disasters such as fires, tornadoes”, earthquakes and tsunamis (Kubany, Leisen, Kaplan, Watson, Haynes, Owens & Burns, 2000:222). Major life events require change and change itself may lead to stress for change “forces us to adapt to new circumstances” (El Leithy, Brown & Robbins, 2006:630). Daily hassles are one of the most

common sources of stress, because we experience them every day (Kassin *et al.*, 2008:514). Certain environmental factors contribute to stress such as loud noise, waiting in lines, car troubles, population density, as well as living in close proximity with other individuals (Kassin *et al.*, 2008:514). When living in close proximity with others, it is difficult to avoid unwanted social contacts and this leads to aggressive behaviour (Kassin *et al.*, 2008:514).

According to this study, students living in on-campus residences are constantly busy with activities such as meetings sport and the reception and orientation of first year students that they tend to burn out (fatigue). Burnout refers to a prolonged response to “stress that is characterized by emotional exhaustion, disengagement and lack of personal accomplishment” leaving people feeling drained, frustrated, hardened, apathetic and lacking in energy and motivation (Maslach, Schaufeli & Leiter, 2001:378).

These participants’ negative experiences may be exacerbated by increased alcohol consumption to which students are prone at on-campus residences (Papalia *et al.*, 2009:427). The participants expressed unequivocally that the consumption of alcohol increases aggression:

[MR5P1] *“Ek sal sê die grootste aggressie in koshuise sal wees alkohol. Ek is seker daarvan want daai wat hulle sê alkohol bring die ware mens uit, so dit bring aggressie uit in die mense in die koshuis.”* (I would say the biggest aggression in residences is alcohol. I am sure of that, because there is a saying that says that alcohol brings out the true person inside, so that brings aggression out of people living in the residence.)

[MR4P1] *“Maar tog ook, op ‘n meer wêreldse vlak, partykeer alkohol kan ook ‘n groot invloed speel. Ek bedoel, dis mos iets waarmee elke liewe student daagliks partykeer in aanraking kom.”* (But also, more on a worldly level, alcohol can also have a big influence. I mean, it is something that people make contact with daily.)

[MR4P2] *“Drankmisbruik, dit is ‘n massiewe storie, want ek meen, by die koshuis nou, daar’s geen perke nie. Enigste perke wat daar is, is jou eie perke, en sommige ouens sukkel nog met perke. Ek meen, ek het al baie pêle gehad wat al uitge-pass het en hul koppe gestamp het teen ‘n stoel, omdat hulle te veel drink.”* (The misuse of alcohol is a massive story, because like at the residence, there are no limits. The only limits there are, are

your own limits, and some people struggle with their limits. I mean, I had pals that passed out and bumped their heads against a chair, just because they had too much to drink.)

According to Papalia *et al.* (2009:427) universities are “a prime time and place for drinking” and it seems as if on-campus residence students tend to drink more frequently and more heavily than their peers. When students tend to reside in an on-campus residence, they might feel social pressure to drink alcohol in order to feel accepted by the majority of the residence (Tay & Zacharias, 2013:2). If a person consumes too much alcohol, it may lead to “cirrhosis of the liver, other gastrointestinal disorders, pancreatic disease, certain cancers, heart failure, stroke, damage to the nervous system and psychosis (Papalia *et al.*, 2009:427).

Hull and Bond (1986:349) are of the opinion that alcohol increases aggression, as well as physical sensations, a positive mood, locus of control and external intentional focus, but suppresses “motor performance, information processing, certain physiological responses and sexual arousal.” Kassin *et al.* (2008:413) state that although some individuals are not aggressive by nature, those who drink more, will aggress more. Students tend to consume alcohol in order to ‘have a good time’ and try to relax, but in turn it lowers a person’s inhibitions for aggressing (Kassin *et al.*, 2008:413). It is also evident that alcohol can affect aggressiveness because of people’s expectations about the effects alcohol has on them (Kassin *et al.*, 2008:413). It is said that the more “people expect alcohol to affect them and make them more aggressive, the more likely it will have that effect” (Kassin *et al.*, 2008:413).

In severe cases, alcohol consumption can lead to alcoholism which is a “long-term physical condition characterised by compulsive drinking which a person is unable to control” (Papalia *et al.*, 2009:430). This causes long lasting changes in “patterns of neural signal transmission in the brain and creates feelings of discomfort and craving” when that urge is no longer present and then people tend to show withdrawal symptoms such as “anxiety agitation, tremors, elevated blood pressure and sometimes seizures” (Papalia *et al.*, 2009:430). According to Tay and Zacharias (2013:2) students who are alcohol consumers report that they experience academic consequences of drinking alcohol which includes “falling behind or missing class and receiving lower grades.”

The participants also indicated that competitiveness such as in sport activities at universities add to students’ aggressive behaviour in on-campus residences. The participants perceive that, previously, aggression in sport was restricted to males but that females are increasingly becoming as aggressive on the sports’ field as their male counterparts. They indicated that

competition is not only present on the sports' field, but is also present in other on-campus residence activities. This is evident in the following quotations:

[FR4P1] *“Ek het dit wel al gesien soos met die een senior wat kwaad was vir my want ons gang het soos Rio Olympics gehad en dan is dit kompetisies tussen die gange en toe het ek nou geskree teen haar en toe het dit haar aandag afgetrek toe verloor sy toe is sy nou baie kwaad vir my ...”* (I've seen it like when a senior was angry towards me when our passageway held Rio Olympics then there is competition between the passageways, I then screamed at her and that made her lose focus and then she lost, and that made her very angry ...)

[FR4P1] *“Kompetisie sal ek sê, want veral tussen die seniors wat die meeste aggressief is soos die wat ons weet vir HK (huis kommittee) wil staan so half op 'n manier hulle plek wil inboelie daar ...”* (I would say competition, especially between seniors who are the most aggressive like the ones we know want to be on the HK [house committee], so they want to bully their way in ...)

[MR9P1] *“Kompetisie, want in baie goeters het die afrigters en HK's (Koshuiskomitee) nog baie gesag, so baie mense voel dalk dat as hulle nie span kry, of nou nie plek gekry het in die toneel of Sêr nie, dan kan hulle kwaad raak daaroor ...”* (Competition, because in some of the things, coaches and HC's [house committee] still have higher authority, so a lot of people may feel that if they don't make the team or they did not get the part in the act or in Sêr, then they get angry about it ...)

[MR9P1] *“... soos byvoorbeeld iemand wat van 'n klein skool afkom of oenand wat in sy skool altyd in die eerste span gespeel het of hoofseun was, so hy het altyd iets gekry en nou kom hy hierna toe en nou is daar 20 ander hoofseuns van groter skole wat in die koshuis is, en eweskielik moet hulle met mekaar kompeteer.”* (... for example, when a person comes from a small school or someone that always played for the first team or who has been a head boy, so he always got everything, and now he comes here where 20 other head boys from bigger schools are, and now they have to compete.)

[MR3P2] *“... gangsport (verskillende gange van die koshuis) sal ook ‘n oorsaak wees tot aggressie, want jy sien, elke gang kry sy ‘lable’, hierdie is die stiller gang en hierdie is die hoer gange wat bietjie hoër geag word as die ander, en dit plaas druk op die ander ... dit lei tot kompeterende gedrag ...”* (... corridor sports [various corridors of the residence] will also cause aggression, because every corridor gets its label, this is the more quiet corridor and this is the higher corridor which is considered higher than the other, and this places pressure on the others ... it leads to competitive behaviour ...)

According to Archer (2006:326) sports competitions that involve bodily contact are equivalent to a challenge situation which enhances the will to compete against one another. According to Geen (2001:13) both male and females tend to be competitive, for it is in their human nature, but it is especially the hormone testosterone that has a definite outcome on competitive behaviour. The hormone testosterone is related to “striving for mastery and achievement of a dominant status” and it is often associated with conflict and aggression (Geen, 2001:13). When a person loses a competitive interaction, frustration and conflict occur which then leads to a lack of decision-making, as well as poor judgement and this resultst in conflict and aggressive behaviour (Carré, Putnam & McCormick, 2008:568).

The participants view frustration and jealousy as the major causes of aggression in residences. They feel frustrated when they feel that they are being blocked from achieving specific goals. An attack against the source of the frustration may ensue and might culminate in the ultimate ramification of aggression and violence. Some of the participants stated the following:

[FR7P1] *“... ek dink baie die rede hoekom dit nou so sal wees is die feit dat hulle R&O (Registrasie en Oriëntasie program vir eerstejaar studente) weggevat het ... die seniors was kwaai maar hulle was nie aggressief nie want dit was wie hulle moes wees, maar nou op die oomblik is dinge baie soos onregverdig, want die seniors kan nie meer wees wie hulle moes wees nie en die eerstejaars is nou soos hulle weet nie wat aangaan nie en dit maak almal net gefrustreerd dink ek ...”* (... I think the reason why it is like this, is the fact that they took away R & O [Registration and Orientation programme for first year students] ... the seniors were strict and not aggressive because they had to be like that, but now it is more like unfair, because now the

seniors can't be that way and the first years don't know what to do, and that makes everybody frustrated I think ...”

[FR11P2] *“Uhm, ek dink dit is eintlik ‘n klomp klein goedjies wat mens frustreer wanneer ‘n mens nie daaroor praat nie ...”* (... uhm, I think it is a whole bunch of little things that frustrates people when you don't speak about it ...)

[FR10P1] *“Jaloesie, dit kan ‘n groot rol speel ...”* (... jealousy, it can play a big role ...)

Anderson and Bushman (2002:37) state that “frustration can be defined as the blockage of goal attainment [in which] provocations can be seen as a type of frustration in which a person has been identified as the agent responsible for the failure to attain the goal.” In other words, frustration occurs when a given or set goal cannot be achieved (Blair, 2009:2). Literature attests to the fact that frustration occurs when a person performs in such a way in order to expect a reward but does not receive it, and when another person receives his/her goal then jealousy occurs (Blair, 2009:6). Although frustrations are fully justified, it is evident that a person can increase aggression towards the frustrating agent, but also towards a person who was not responsible for the failure (Anderson & Bushman, 2002:37).

People are diverse by nature and the students describe that it is this diversity which is the source of much aggression in on-campus residences. The participants expressed that personality type, culture as well as being different may cause them to become aggressive in their diverse contexts. This is evident in the following quotations:

[MR9P1] *“Of soos mense wat se persoonlikhede nie rerig met mekaar oor die weg kan kom nie of nie net persoonlikhede nie, maar soos kultuurgewys, en die manier hoe jy grootgemaak is. Mense het nie altyd dieselfde waardes as jy nie, sulke tipe goeters kan nogal konflik veroorsaak ...”* (Or like when people's personalities don't get along with each others' or not only personalities, but like culture wise, the way you are brought up. People don't always have the same values you do, and things like these can cause conflict ...)

[FR9P2] *“I'd say the different personalities. People who grew up ... like I would say race, because some people would find it frustrating to have to repeat something in English where it is pre-dominantly Afrikaans 'koshuis', and certain Afrikaans words I understand, but some I'm like 'okay, can you just translate' and them it's like ... 'too bad for you' ...”*

- [FR6P1] *“Ek dink ook kultuur en etiese beginsels (values) wat verskil van mense. Jy voel so oor iets, en ek voel dit is glad nie reg nie, so ek sal opstaan daarvoor of ek gaan nie, of jy gaan dominant optree in daardie sin ...”* (I also think culture and ethical principles [values] that differ from one another. You feel one way about something and I feel it is not right, so I will stand up for it or I will not, or you will act in a more dominant way ...)
- [FR5P2] *“So ek dink nie dit was ‘n feit dat hulle nie van mekaar gehou het of so nie, maar die een se kultuur het nie met die ander een se kultuur ooreengestem nie, en hulle het so bietjie moeilikheid gekry.”* (... so I don't think it was the fact that they did not like each other, but the one's culture did not agree with the other's culture, and they got a little bit of trouble.)
- [FR1P2] *“It can may be roommates who are totally opposite of each other and they can't find a way to compromise with each other ...”*

Jones, Miller and Lynam (2001:329) state that “personality refers to relatively consistent patterns of thinking, feeling and behaving manifested by individuals.” In other words, people with different personalities will think, feel and behave in different ways (Jones *et al.*, 2001:329). According to Jones and Paulhus (2010:12) personality variables can be divided into two ways: some personalities predict aggression regardless of the situation and some personalities predict aggression only when provocation occurred. Some people are of the opinion that an individual's personality cannot change, that is why people identified as ‘bullies’ tend to harm people who are considered losers making them the victims (Yeager, Trzesniewski & Dweck, 2012:2). Individuals with similar personality traits are most likely to gravitate toward one another (Jones *et al.*, 2001:330). This helps us not only to facilitate our understanding of peer group formation, but it also provides us with the necessary understanding of the influence a peer group has on one's behaviour (Jones *et al.*, 2001:330). According to Chiu, Hong & Dweck (1997:20), a person's personality mostly relies on self judgement, and when a person's personality is threatened, people tend to act in aggressive and violent ways for they think that their judgements do not count.

Shachaf (2008:133) is of the opinion that individuals with different cultures tend to communicate differently and make decisions in different ways. Individuals can easily benefit from cultural diversity, for differences may lead to a wider range of perspectives and thus increase performance as well as problem solving (Shachaf, 2008:133). A person who is sensitive to culture differences tends to show effective communications skills, acknowledges cultural differences and is more “global in his/her outlook and behaviour (Moran, Abramson &

Moran, 2014:25). When an individual does not acknowledge cultural differences, human relations cannot be improved (Moran *et al.*, 2014:25)

Students with different backgrounds come from all over the country to reside in specific universities and this makes universities one of the most diverse places in the world (Tay & Zacharias, 2013:1). It is important to keep in mind that even the location of a university plays a major role in aggressive behaviour (Tay & Zacharias, 2013:1). When one originates from an aggressive area that person tends to act in aggressive ways for he/she sees it as the norm (Garcia, Restubog & Denson, 2010:381).

Being different and accepting that people are different shows cultural competence (Deutsch, 2006:25). According to the Human and Civil Rights Department (2008:1), cultural competence refers to developing personal and interpersonal awareness and developing cultural knowledge that is used to master effective communication skills. In order for one to acquire cultural competence, one must succeed in all four of the following skill areas namely: valuing diversity by respecting and accepting different cultural backgrounds; being culturally self-aware of one's own culture in terms of skills, knowledge, background, beliefs and values; understanding the dynamics of cultural interactions, as well as "institutionalising cultural knowledge and adapting to diversity" (Human and Civil Rights Department, 2008:2). When a person does not accept the fact that people are different in a variety of ways, then people tend to reside in cross-cultural misunderstandings and conflict and this may lead to destructive behaviour (Coleman, 2006:131).

4.4.2 Theme 2: Suggestions to manage aggression in on-campus residences

The participants express conflicting experiences of aggression. Some are of the opinion that aggression is part of human nature and, therefore, is prevalent in all social interaction and as a result indicated there is very little that can be done to manage or curb aggression. Other participants feel that there are many ways in which aggression can be addressed and accordingly, provided suggestions for both residence students as well as for the university to address this challenge of aggression in on-campus residences as well as at the university. This entailed the provisioning of some suggestions that might be useful for future students who may experience aggression at on-campus residences in order to enhance their well-being.

4.4.2.1 Category 1: Students' suggestions for residence students to address aggression in on-campus residences

The participants believe that there are some ways to address aggression. Even though some of their suggested ways are already in place at residences or at the university, they still suggested that open-relationships and communication, helplines and better communication channels should be made available to students. They also suggested that various coping mechanisms need to be given to students in order to assist them to curb this unwanted aggressive behaviour in students at on-campus residences.

Some participants are of the opinion that aggression cannot be eradicated, for it is part of human nature, but it can be reduced by having open-relationships. They stated that these open-relationships should be established with their residence house parents, roommates, HC members (house committee members) and they indicated that peer support groups are to be characterised by open and effective relationships. The following statements were made:

- [FR10P1] *“Jy kan dit nie keer nie, want dit (aggressie) gaan altyd daar wees.”* (You cannot stop it, it [aggression] will always be there ...)
- [MR8P1] *“Ek glo mens kan nie heeltemal aggressie weg hê nie, elke persoon verskil ... maar ek glo mens kan dit bietjie minder maak ...”* (I believe that you cannot take aggression completely away, every person differs, but I do believe that it can be made less ...)
- [FR1P2] *“... to have an open relationship with your hostel father and the people that work there ...”*
- [FR5P1] *“Ek sal met my kameraat of die HK (Koshuiskomitee) of met my koshuismoeder daaroor praat ...”* (I will talk to my roommate, or the HC [Residence committee] or with my house mother about it ...)
- [MR1P1] *“... jy moet maar net altyd iemand hê in die koshuis waarmee jy kan praat soos die portuurhelpers (ondersteuningsgroep van die universiteit se ondersteuningsdienste)”* (... you just have to have somebody in your residence that you can talk to like the

peer helpers [\[support group at the university's support services\]](#)
...)

According to Anderson and Bushman (2002:29), aggression is part of a human being for it is embedded in his/her subconscious mind through thoughts, memories and motor reactions and psychological responses. Socialisation made it possible for man to interact in social groups in order to learn and thus acquired social behaviour (Anderson & Bushman, 2002:31). Finn, Ponzi and Muehlenbrein (2012:69) state that socialisation makes humans prosocial, because humans are embedded in numerous networks with friends, neighbours, family, co-workers and acquaintances. This is what makes people human, by interacting and learning from one another (Finn *et al.*, 2012:69). In order for humans to be prosocial in a positive interactive way, it is necessary to create relationships with one another (Kassin *et al.*, 2008:302). Kassin *et al.* (2008:302) are also of the opinion that when people have open relationships to talk and learn, they tend to be more satisfied with their lives than people who live in isolation. Open relationships rely on communication that helps people to understand or clarify certain situations through problem-solving techniques (Madlock & Kennedy-Lightsey, 2010:56). When individuals are not interacting openly with one another, conflicts arise and it may interfere with their state of relationships, which causes individuals to be isolated or alienated (Laursen & Hafen, 2010; Tjosvold, 2008:28). The lack of open relationships and good communication skills creates distrust between individuals and causes them not to respect one another (Cheng, Yeh & Tu, 2008:287; Hendrick, Hendrick & Zacchilli, 2011:317) It is also said that if individuals continue not to be open with one another in their relationships, it may lead to unnecessary misperceptions which will cause frustration (Hendrick *et al.*, 2011:318).

Effective communication is of the utmost importance and the participants emphasised the importance for them to get to know one another in their residences and to participate in the organised on-campus residence activities. Some participants highlighted that interventions should be incorporated to make students aware of aggressive behaviour on campus. Participants further stated that students should make use of helplines such as 'suggestion boxes' in each on-campus residence in order to write down or raise possible feelings or recommendations about issues that negatively affect them. This is evident in the following verbatim quotations:

[FR5P2] “... *hou so nou en dan 'n 'leer mekaar ken*” (...have once in a while a 'know one another'.)

[FR11P1] “... *intervensies kan gedoen word in verskillende koshuise sodat mense kan bewus word* (van aggressie)...” (...

interventions can be done in different residences so that people can be made aware [of aggression] ...)

[FR3P2] *“... gaan skryf dan jou klage of gedagte neer in die boksie, dis net ‘n ekstra vorm van kommunikasie ...”* (... go write down your complaint or suggestion in the box, this is only an extra form of communication ...)

[FR8P2] *“n Mens kan net vir ander hulplyne gee ...”* (A person can only give other helplines ...)

[FR6P1] *“As ons die kommuniksielyne kan oopstel vir mekaar, mense weet waar hul met mekaar staan, en die oorsprong daarvan ...”*
(If we can only make the communication lines more accessible for one another, then people will know where they stand with each other and the origin of it ...)

According to Papalia *et al.* (2009:195), humans are communication beings. People communicate with each other in order to learn and understand one another (Papalia *et al.*, 2009:195). When people experience communication satisfaction, only then do positive relational interactions occur (Madlock & Kennedy-Lightsey, 2010:48). Positive communication occurs when there is a sense of openness and listening with attention, and that heightens one's problem-solving skills (Madlock & Kennedy-Lightsey, 2010:47). It is evident that when social bonds are formed during communication, a sense of belonging rises to the surface that stimulates positive emotional outcomes that lead to emotional well-being.

Interventions are used to provide for “individuals' pain or symptoms, as well as to address relational problems” (Grames, Milled, Robinson, Higgins & Hintson, 2008:187). They can take a variety of forms such as community outreach, developing productive projects and conservating equally prioritised goals (Waylen, Fischer, McGowan, Thirgood & Milner-Gulland, 2009:1120). Interventions can be used to address aggressive behaviour, and it is therefore important to be aware of any sign of aggressive behaviour in order to resolve such behaviour before it deteriorates (Waylen *et al.*, 2009:1120).

The participants added that coping mechanisms may assist individuals who experience aggression or who act aggressively as a way in which to deal with aggression. They voiced that coping mechanisms can help students to manage their aggression in ways that will not harm others or one--self, but instead, will help them to reflect and to become aware of their own feelings and emotions before responding. The following statements were made:

- [FR7P2] *“Soos gaan skryf ‘n brief waarin jy sê hoe jy voel.”* (Like go and write a letter where you say how you feel.)
- [FR9P2] *“... if there was a room there for you to go there and maybe pray, meditate and maybe write your suggestions down ...”*
- [MR3P2] *“... soos iemand wat gereeld geboelie is dan sal ek vir hom ‘n kontak sport voorstel of ‘n ou wat verbaal aggressief is sal ek hom probeer aan ‘n debat voorstel of iets wat daai aggressie vir ‘n positiewe ding kan gebruik ...”* (... like someone who is always bullied, I would propose that he should do a contact sport or a guy that is verbal aggressive, I would propose to him that he should do a debate or something, then he uses that aggression in a positive way ...)
- [MR7P1] *“Ek sê altyd ‘n mens moet eerder afleiding kry soos byvoorbeeld party ouens hou daarvan om te gaan hardloop ...”* (I always say that you have to get a distraction like for example, some guys like to run ...)

Coping mechanisms are a “priority when dealing with situations of stress and modulating physical, psychological and social well-being” (Ferrer, Carbonell, Sarrado, Cebriá, Virgili & Castellana, 2010:752). People use coping styles in order to acquire “alternative response patterns in reaction to a stressor” (Koolhaas, De Boer, Coppens & Buwalda, 2010:309). Effective coping mechanisms contain an “interpersonal process of communicating, agreeing, disagreeing, compromising and reaching mutual decisions” (Wisniewski, Lipford & Wilson, 2012:3). In other words, when a person uses inappropriate coping mechanisms, he/she will struggle to communicate with others, which will make it even more difficult to agree and compromise the situation at hand (Wisniewski *et al.*, 2012:3).

4.4.2.2 Category 2: Students’ suggestions for the university to address aggression at on-campus residences

Some participants voiced their views that the university as an institution cannot really play a role in curbing aggression, but are of the opinion that the task of addressing aggression lies with the residence management that comprises of HC members as well as the residence’s house parents. They are also of the opinion that aggression is to be sorted out by individuals themselves. Although some participants believe that there are structures already in place in the residences which are effective and/or should be revisited to make these structures more effective, others suggested institutional measures such as helplines and

intervention campaigns to raise awareness of the prevalence of aggression and ways in which to address aggression on campus. This is evident in the following verbatim quotations:

- [FR4P1] *“Ek voel nie, ek glo nie dit is so ‘n groot saak wat ‘n organisasie iets aan kan doen nie ...”* (I don't feel, I don't believe that it is such a big issue that an organisation can do anything about ...)
- [FR9P1] *“Ek glo nie iemand anders soos ‘n universiteit as ‘n geheel sal dit regtig kan uitsorteer nie ...”* (I don't believe somebody like the university as a whole can sort it out ...)
- [MR7P1] *“Dis meer iets wat ‘n persoon tot persoon kan uitsorteer want ‘n universiteit het nie baie beheer oor ‘n persoon se persoonlike aggressie nie.”* (It is more like something that has to be sorted out between person and person, because a university doesn't have much control over a person's personal aggression ...)
- [MR9P1] *“Ek dink dit is iets wat die studente self moet uitsorteer uhm ... dis moeilik om ‘n derde party te betrek want ja, want almal ken nie altyd al die foute nie ... nie die situasie nie ...”* (I think it is something that should be sorted out between students ... it is difficult to involve a third party, because not all of them know all the mistakes ... the situations ...)
- [FR11P2] *“Ek dink dit moet maar eers in koshuise hanteer word ...”* (I think it should firstly be handled in the residence ...)

According to Panksepp (2003:6) emotions are unique to each individual's cognitive choices. In other words, a person's emotions can only be controlled by his/herself for they contain the following: “motor-expressive, sensory-perceptual, autonomic-hormonal, cognitive-attentional, and affective-feeling aspects” (Panksepp, 2003:5). Wong (2012:7) is of the opinion that when a person experiences negative emotions, then he/she is not in a state of subjective well-being. Therefore it is important to show emotional intelligence (Serrat, 2009:2). Emotional intelligence refers to the ability to “identify, assess and manage the emotions of one's self” and others (Serrat, 2009:2). By developing one's emotional intelligence, one becomes more productive and supportive in what one is doing and this promotes understanding, fosters stability and harmony (Serrat, 2009:2). It is said that when a person shows signs of emotional intelligence, he/she tends to have high levels of self-control (Righetti & Finkenauer, 2011:1). In other words, self-control enables people to “inhibit their first impulse and instead act according to broader considerations” such as social norms, relationship interests, values, ideals or long term goals (Righetti & Finkenauer, 2011:2).

The benefit of knowing one self is that it aims to improve one's locus of control (Schuppert, Giesen-Bloo, Van Gemert, Wiersema, Minderaa, Emmelkamp & Nauta, 2009:471). Locus of control refers to the "extent to which individuals believe they have control over a situation" (Blanchard & Henle, 2008:1072). This aspect can be divided into internal and external locus of control (Blanchard & Henle, 2008; Dijkstra, Beerma & Evers, 2011; Roddenberry, 2007). Internal locus of control means that people believe "that good and bad things happen to them because of their personal actions" (Blanchard & Henle, 2008:1072). On the other hand, external locus of control refers to the fact that people believe that "external events [such as luck, fate or powerful others] have more influence over a situation than they do personally" (Blanchard & Henle, 2008:1072).

On the other hand, some participants feel that the university can be supportive, by supporting students at 'Ingryp' at their university (student support services) where they get the necessary support such as counselling. They suggested that speakers could be arranged who will not only help on-campus residence students to become aware of aggression but also other students on campus. The following statements reflect these suggestions:

[FR9P2] *"'Ingryp' (Student support services on campus) is by far the best idea that I've ever seen on campus ..."*

[FR1P2] *"... if the hostel father cannot find a solution towards the problem, then it is up to him to contact the university ..."*

[FR11P1] *"... riglyne kan dalk so 'n persoon help om 'n volgende situasie te hanteer ..."* (... guidelines can maybe help a person to handle the next situation better ...)

[MR7P2] *"... al wat die universiteit self kan doen is om seker te maak dat die sisteme daar is en die gevolge daarvan te hanteer."* (... all that the university can do is to make sure that there are systems in place that will handle the consequences.)

[MR9P2] *"Al wat ek aan kan dink is skorsings..."* (All that I can think about is suspension ...)

Seligman and Csikszentmihalyi (2000:5) state that any service provided to support a person emotionally or physically, can lead to flourishing. Flourishing refers to the optimal range of a person's life that is filled with aspects such as goodness, generativity, resilience and growth (Seligman & Csikszentmihalyi, 2000:5). According to Howell (2009:1), the concept of flourishing incorporates two distinctive dimensions namely feeling good and functioning well.

Feeling good is when a person is satisfied with his/her life/job and tends to experience more positive emotions than negative emotions, whereas functioning well refers to being self-determined, showing signs of hope, efficacy, resilience and have a purpose and meaning of life (Howell, 2009:1). In terms of this research study, flourishing will help residence students to embrace their feelings in a positive and productive way so that they cannot resort to destructive behaviour but will rather enhance their well-being (Hone, Jarden, Schofield & Duncan, 2014:70).

4.4.2.3 Category 3: Students' suggestions for future residents who may experience aggression in on-campus residences in order to enhance their well-being

The participants suggested various ways to future on-campus residents to cope with aggression and so enhance their well-being. Their suggestions include: avoid conflict channeling aggression; effective communication; through non-aggressive alternative activities such as sport; effective social skills; and appropriate forms of self reflection such as writing their own experiences, fears and feelings in diaries. The participants also suggested that conflict should be resolved immediately and directly with the perpetrator in an honest and appropriate way; or by speaking to a friend, a neutral third party, university authorities which include the house parents, the peer group, the house committee members and or the institution's support services (Ingryp). This is evident in the following quotations:

- [MR1P1] *"... bly eerder uit sy pad uit en dan vermy jy so die konflik ..."*
(... rather stay out of his way and so you avoid conflict ...)
- [FR8P2] *"Wees die minder persoon en sê jammer en praat daaroor ..."*
(Be the lesser person and say sorry and talk about it ...)
- [FR3P1] *"Dink net eers mooi voor jy iets sê of iets doen ..."* (Think it through before you say or do something ...)
- [MR9P2] *"Doen net wat die HK sê ..."* (Just do what the HC tells you to do ...)
- [MR8P1] *"... dink mooi daaroor voordat jy reageer."* (... think carefully about it before you react.)

Tenenbaum, Varjas, Meyers and Parris (2011:265) claim that coping strategies help people to mediate negative effects in a positive manner and this fosters psychological and emotional well-being. According to Tenenbaum *et al.* (2011:265) coping strategies can be divided into two types: approach and avoidance. When a person makes use of the

approach type of coping strategies, the focus lies on the identified threatening stimulus that is then addressed directly, in other words, a person is taking direct action of the situation (Tenenbaum *et al.*, 2011:265). The avoidance type of coping strategies involves “staying away from the stressor and escaping the threatening stimuli (*ibid.*).

Effective social skills will help people to enhance their well-being by getting to know one another, through empathy, emotional and behavioural regulation, coping with feelings of sadness and anxiety, alternative problem-solving and withstanding peer pressure (Rubin-Vaughan, Pepler, Brown & Craig, 2011:169). When a person is constantly learning how to use effective social skills, he/she will easily use positive emotions and effective problem-solving skills in order to adjust to his/her diverse context (Harrison & Vannest, 2008:22). Effective communication skills are also important when interacting with others (Egan, 2010:129). Some of the interpersonal communication skills that will help people to overcome frustration and misperceptions are by taking turns when talking, trying to connect with one another during the interaction, trying to have a mutual influence on one another, and trying to create a new outcome based on both opinions. Raider, Coleman and Gerson (2006:709) claim that whenever two or more persons tend to differ with one another, they should make use of conflict resolution skills rather than resorting to aggressive behaviour. Conflict resolution skills will help individuals to solve a given problem by means of collaboration and negotiation (Deutsch, 2006:33). When individuals feel that they have accomplished and overcome negative situations, they tend to feel good about themselves, and this helps them to put meaning to their lives so that they can strive to live with meaning in order to embrace their well-being (Raider *et al.*, 2006:709).

The participants imparted other alternative ways to cope with aggression in their residences such as walking away from the situation, ignoring the aggressor or by being compliant such as just listening, following the rules, and being respectful.

[FR10P2] “... kry ‘n uitlatingsmetode, hetsy draf, oefen, slaap, skryf dit neer, skree in jou kussing, drink koffie ...” (... get a venting method, whether through jogging, exercise, sleep, writing things down, shout in your pillow, or drink coffee ...)

[FR9P2] “... if you can’t talk or trust easily, write your thoughts down ...”

[FR2P1] “... sê wat jou pla, op ‘n mooi manier ...” (... if something is bothering you, say it in a nice way ...)

[MR7P2] “Moenie dit alles op jou eie wil probeer nie ...” (Do not try to do it on your own ...)

[MR3P1] *“Praat met iemand anders daaroor wat nie eintlik iets met die saak te doen het nie ...”* (Talk to someone else about it, someone that has nothing to do with the issue ...)

The above suggestions may be viewed as avoidance coping strategies, because the threatening stimulus is not addressed directly but in an indirect way (Tenenbaum *et al.*, 2011:265). When a person addresses a situation in an indirect way, it reduces stress, which makes it easier to have a clearer mind regarding that situation and how to address it (Inzlicht & Kang, 2010:46).

Most of the participants make available their view that it is important to be true to oneself, have a positive attitude, not be too sensitive, and to focus on your studies which is the reason why you are at university in the first place. As a result, the participants state:

[FR9P2] *“Be who you were ... allow change, but always remain humble ...”*

[MR4P2] *“... fokus maar op jou studies, want dit is die primêre ding ...”*
(... focus on your studies, because it is the primary thing ...)

[FR7P2] *“Moenie fyngevoelig wees nie.”* (Don't be too sensitive)

[FR5P1] *“Moet ook nie te vining judge nie ...”* (Do not judge too easily ...)

[MR1P1] *“Moenie als kop toe vat ni...”* (Do not take everything to your head ...)

[FR2P2] *“... be positive about everything ...”*

These above verbatim suggestions are underscored by characteristics that refer to emotional regulation (Roberton, Daffern & Bucks, 2012:78). Emotional regulation is when a person is aware of emotional responses and he/she understands these responses according to (Roberton *et al.*, 2012:78; Stenseng, Forest & Curran, 2015:1119). Roberton *et al.* (2012:78) posit that it is good to experience both positive as well as negative emotions, for it “allows the physiological and psychological processes that accompanies the emotion [in our minds] to take their course”. In other words, this allows for an individual to experience higher self-esteem, physical self-concept and life satisfaction and social functioning (Stenseng *et al.*, 2015:1118).

The next section will illuminate the field notes that I have made that support the findings of my study.

4.5 FIELD NOTES

According to Tessier (2012:448), field notes are used in order to capture the ideas, memories and feelings which took part in the data generation process that would most likely be lost afterwards. The following field notes assisted me to better understand the experiences and views of the participants in context regarding aggression in on-campus residences.

4.5.1. Observational notes

As I met with each participant, some of them did not know what to expect during the interviews, and were therefore very nervous. After I assured them that the interview is for research purposes only, they looked as if they were more relaxed. It still felt as if the participants showed a type of resistance towards the interview. It also seemed that some participants did not want to talk about their experiences, so I made use of probing techniques in order to obtain rich information.

During the interviews, most of the participants stated that they know of aggressive incidents that took place in their on-campus residences, but they did not know if anything was done about them. Some of the students could not give examples of aggressive behaviour in their own residences, but could state examples of aggressive behaviour in other residences due to friends that lived in other residences.

After I introduced myself and explained the notion of this research study, most of the participants said that the senior students sometimes keep grudges against first year students because of the new reception and orientation regulations that is underscored by human rights. It was evident that they felt that some seniors are angry and that this causes seniors to act aggressively towards first year students. On the other hand I observed that most of the participants who are senior students were of the opinion that with the new orientation regulation in place, first year students tend to act more aggressively because they (first year students) are seen to be on the same level as the seniors.

4.5.2. Theoretical notes

In order to understand the notion of aggression among the on-campus residence students, I investigated several theories regarding the phenomenon of aggression. The observational notes also helped me with this, for they provided exact meaning of the participants' contexts in the society. In order to gain rich and relevant information from each participant during the interviews, I made use of an interview schedule (Addendum E). This interview schedule

helped the participants to share their lived experiences of aggression within their on-campus residences. It also helped me to focus on the main aims of this research study in order to answer the main research question: *“How do residence students experience aggression in on-campus residences at a university?”* Providing ways and suggestions to address aggression in on-campus residences were of utmost importance for me. I wanted to provide suggestions for future on-campus residence students to cope with aggression by enhancing their well-being.

4.5.3. Methodological notes

This study made use of a phenomenological approach which helped me to understand the ways in which the participants experience aggression in their on-campus residences. Thus, I got a broader and deeper understanding of the phenomenon aggression as told by the participants through their stories. The data generation method that I have used during this research study proved to be effective as each participant was willing and comfortable to talk about their experiences of aggression in their residences, because they could talk freely without other students listening or judging them. This added to the generation of rich information as well as for me to be able to clarify if something was said that I did not understand during each interview. I also noted that the longer the duration of an interview, the more the participants engaged and gave rich information regarding aggression in on-campus residences, and therefore, the interviews were successful.

4.5.4. Personal notes

As each interview took place, I noted that there were two distinctive groups of participants namely the senior participants and the first year participants. Both senior and first year participants participated voluntarily in the semi-structured individual interviews, but it seemed as if the senior participants were more eager to participate in the interviews than first year participants, which may be because of the fact that the senior participants are more used to the interactions that are present on a university campus. Most of them stated that they felt that they were victims rather than perpetrators of aggression.

I made use of a personal file that helped me to work according to a system as well as to reflect on the research processes. My personal notes assisted me to keep accurate records of everything that took place specifically during the data generation process. It also helped me to be prepared for each interview. This personal file contained the following information:

- Written and signed consent forms of each participant;
- the interview schedule that guided me through each interview (Addendum E); and
- a list of all the dates and times I met with the participants.

4.6. SUMMARY

Chapter Four described the themes and categories that emerged pertaining to residence students' experiences of aggression in on-campus residences at a university. Verbatim quotations were used to illustrate the themes and categories of this research study, and relevant literature was used to substantiate the findings.

Theme 1 described that students' experiences of aggression in on-campus university residences are reflected in various forms of aggression and that aggressive behaviour is a reaction due to a diverse range of biological, psychological and socio-cultural factors such as stress, alcohol, completion, frustration and diversity. Theme 2 focussed on suggestions given by on-campus residence students to manage aggression in on-campus residences such as effective communication skills and coping mechanisms. They also gave suggestions that will help universities to manage aggression on campuses. The observational, theoretical, methodological and personal notes that I made during the data generation process were also discussed.

The following chapter presents the factual and conceptual conclusions, contributions, suggestions, recommendations and limitations of this research study.

CHAPTER FIVE

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

5.1 INTRODUCTION

This qualitative research study took on a phenomenological approach within an interpretivist paradigm with the main aim set out to understand, explore, explain and describe aggression as experienced by residence students who reside in the on-campus residences on the Potchefstroom Campus of the North-West University in South Africa. In the previous chapter, I described the findings of residence students' experiences of aggression in on-campus residences according to the themes and categories that emerged during data analysis. In this chapter I provide the factual and conceptual conclusions. The contribution of this study is highlighted and attention is drawn to suggestions to help on-campus residence students to reduce aggressive behaviour in order to enhance their well-being. I also provided some recommendations for further research. Some limitations that I have experienced in this study are noted. I conclude with an overall summary of this chapter.

5.2 CONCLUSIONS

The conclusions of this research study are directly linked to the main research question of this study: *How do residence students experience aggression in on-campus residences at a university?* In order to address this research question, I formulated predetermined interview questions (Addendum E) that incorporated my sub-research questions and aims in order to gain a holistic view on the phenomenon under study.

According to Trafford and Leshem (2008:130) a conclusion should only contain information that can justifiably "be drawn from the findings" provided in Chapter Four. To provide a thorough conclusion of this research study, this section is divided into factual and conceptual conclusions.

5.2.1 Factual conclusions

Trafford and Leshem (2008:140) are of the opinion that a factual conclusion contains information that one has collected throughout the research study. Based on the findings in

Chaper Four, the following conclusions can be made regarding the aims of the research study:

5.3.1.1. The first aim: Exploring and describing how on-campus residence students conceptualise aggression

In order to address this aim, I have posed the following two questions to the participants: *How do you conceptualise aggression?* and *What does aggression mean to you?*

None of the participants expressed that aggression has an intent to hurt, harm or inflict pain or to destroy property. Although they were not aware of the intentional aspect of aggression, they were aware of acts of aggression that entail 'physical acts', 'verbal acts' and 'non-verbal' acts of aggression. They considered hair pulling, hitting, smacking, fist fighting and pushing as being aggressive. They also viewed sarcasm, taunts, gossip and insults as aggressive behaviour. They regarded non-verbal actions such as ignoring others, using gestures, excluding others from a group, and giving a certain person 'the look' as aggression. They were able to provide ample reasons for why these forms of aggression are evident in their residences. I will illuminate this when I discuss aim three of my study. Interestingly, the findings highlight that the residence students experience and are of the opinion that male students mostly resort to physical aggression whereas their female counterparts resort to verbal and non-verbal aggression. This may be as a result of how their gender roles are socially constructed, viewed and played out as the norm in their respective male or female residences.

5.3.1.2. The second aim: Exploring, describing and understanding how residence students experience aggression in on-campus residences

The following questions were posed to the participants: *Do you experience aggression in your residence? If so, how do you experience aggression in your residence?*

It is clear that aggression in residences takes on forms of physical, verbal and non-verbal aggression. The aggression experienced in the residences includes hair pulling, hitting, smacking, fist fighting, pushing, sarcasm, taunts, gossiping, insults; ignoring others, using gestures, excluding others from a group, and giving others 'the look'. This causes various emotions and feelings in the victims as they experience fear, anger and frustrations, and in some severe cases rage. Aggression even lets them feel worthless and they therefore tend to isolate themselves from a group in order to reduce feelings such as humiliation and irritability. It is evident that aggression provokes negative emotions among students in residences.

One of the ways in which residents try to reduce aggressiveness between them, is by leaving the residence. In some extreme cases, students may even try to reduce these feelings from within through harming themselves by cutting, scratching or biting themselves. Sometimes, actions like these do not work, and the only way in which students can eradicate these pent-up feelings, is by becoming suicidal.

5.3.1.3. The third aim: Describing the causes of aggression in on-campus residences

In order to address the causes of aggression in on-campus residences, I posed the following question: *What would you say may be the causes of aggression in your residence?*

The residence students highlighted that aggressive behaviour is innate (part of human beings) and therefore as a result of the various social interactions of students aggression will come to the fore. They have indicated various causes of aggression that can trigger aggression in residences such as: a lack of privacy in the residences (living together with others who you do not really know such as roommates), fatigue (lack of sleep), stress (especially before and during exams) and irresponsible alcohol consumption which they view as one of the biggest causes of aggression. Furthermore, competitive behaviour between various residences as well as that of individuals within the same residence was indicated as causing aggression among residents. Frustration and jealousy among students also causes aggressive behaviour. They feel frustrated when they are being blocked from achieving specific goals and then they tend to feel jealous when others achieve their goals. Ineffective communication and not being able to resolve conflict are also highlighted as causes for students who are in residences to become aggressive. Diversity is viewed as one of the causes for aggression. These diverse issues include: different personalities and values and beliefs. This is important as the context and culture of the residences are multicultural in nature that comprises of a diverse group of students which necessitates an understanding and being open to diversity within the context of diverse student environments and student life. Students who are not open to diversity tend to show poor judgement, a lack of decision-making and difference in opinion, and this all leads to the provocation of aggressive behaviour.

5.3.1.4. The fourth aim: Exploring, explaining and describing ways to address aggression in on-campus residences

Keeping this aim in mind, I posed the following question: *What would you say needs to be done about aggression in on-campus residences?*

Firstly, it became apparent that the students themselves are of the opinion that aggression is innate, thus being part of them and therefore aggression cannot be eliminated, but they suggested that having open relationships with others in their residence could curtail aggression among them. They therefore stressed that effective communication is needed as well as good communication channels in order to reduce unwanted frustrations and irritations that could lead to aggression. Reflecting on the 'self' the residence students raised that when an individual feels that he/she becomes aggressive, it would benefit the individual to use all that negative energy and restore it in something more positive such as writing about how he/she feels, meditate or pray or by doing some exercises or taking part in sport which will provide a source of venting their feelings. Reference was made that coping strategies can help students manage their own aggression in ways that will not harm others or themselves, but instead, will help them reflect on and become aware of their own feelings before responding. This accentuates that some students have developed a sense of internal locus of control, viewing that individuals themselves need to take responsibility for their own actions for good or bad things may happen to them because of their personal actions towards a specific situation.

Secondly, I also posed the following question: *What could universities do about aggression in on-campus residences?*

Various views about ways in which the university could play a role in curtailing destructive behaviour of residence students were put forward. Some are of the opinion that the university as an organisation cannot provide help to students in order to reduce aggression. They view that aggression should be addressed within each on-campus residence. If the situation cannot be addressed within the residence (include the house parents and HC members), only then is it the responsibility of the university. Others indicated that the university's support services on campus are a way in which aggression can be addressed. Additional ways forwarded in which the university could address aggression entails counselling, disciplinary actions to be taken against perpetrators, and to provide awareness campaigns such as arranging speakers, not only to talk to on-campus residence students, but also to all students on campus at the university.

5.3.1.5. The fifth aim: Providing suggestions for future on-campus residence students that will help them to enhance their well-being

The last aim of this study was addressed by putting forward the following question: *What suggestions can you provide for future on-campus residence students in order for them to enhance their well-being?*

The suggestions for future residence students that will assist them to enhance their well-being entail: channeling their feelings and emotions such as writing their feelings down in a reflective diary, having effective conflict resolutions skills that require assertiveness and dealing with conflict immediately, being honest with one another, and also thinking before one acts. Furthermore, they suggest that individuals should have a confidante or another third party to assist them when conflict arises. This will assist one in order to perhaps gain another perspective. These confidantes may be in the form of roommates, the house committee members, house parents, peer support group, counselling or any support services.

They also suggested that in some incidents it will be better to just walk away or just ignore the other person in order to avoid further conflict. They advocate exercise such as running, getting enough sleep, shouting or just going out to enjoy a cup of coffee as ways in which future students may cope with their feelings.

They regard aspects such as knowing one self and being one self, as important to be able to cope in the residences. They consider issues such as: not to be judgemental, and not to be too sensitive or take others' comments too seriously as vital to enhancing one's own well-being. Knowing fellow residents in their own residences, will make things easier, as knowing and understanding others will improve social interaction, respect diversity and enhance mental and emotional well-being. Being aware of and focusing on the main reason why they are at university and to be positive will contribute to their well-being.

5.2.2 Conceptual conclusions

Conceptual conclusions are used to express the findings that emerged in Chapter Four in terms of theories discussed in Chapter Two (Trafford & Leshem, 2008:140). In other words, there should be a relationship between the conceptual framework and conceptual conclusion of a study (Trafford & Leshem, 2008:172). Trafford and Leshem (2008:140) are of the opinion that "you need to align your conclusions with the components of your conceptual framework [in order to] reinforce the conceptual foundation of your research design, methodology" and context. This then leads to the completion of the conceptual circle (*ibid.*). TABLE 5.1 below provides a summary of the relationship of the conceptual conclusions as expressed in the findings and some relevant theories.

TABLE 5.1 Theories and conceptual conclusions

Theories (assumptions)	Conceptual conclusions
<p>Social Learning Theory</p> <p>The Social Learning Theory suggests that behaviour is learned by direct experiences or by observing others (Anderson & Bushman, 2002:31).</p>	<p>According to this study, on-campus residence students tend to observe various forms of aggression and aggressive behaviour in their residences' environments. Therefore, when students are exposed to aggressive behaviour and they observe this behaviour, they will learn this kind of behaviour in their residences and possibly reinforce this unwanted, destructive behaviour. In the context of this study, the residents' aggressive behaviour is ascribed to residents who experience:</p> <ul style="list-style-type: none"> • a lack of privacy; fatigue; stress; irresponsible alcohol consumption, competitiveness; frustrations; jealousy; conflict; ineffective communication; diversity of residents; personality differences; different values; and environmental and contextual challenges (Snethen & Van Puymbroeck, 2008:347). <p>The university is a place of diversity, and this means it is filled with different individuals who live together in order to receive a qualification.</p>
<p>Cognitive neo-association Theory</p> <p>The Cognitive neo-association Theory suggests that aversive events such as frustrations and provocations are most likely to produce aggressive behaviour (Bushman, 2002:725).</p>	<p>These events stimulate individual's thoughts, memories, motor reaction, as well as psychological responses which are associated with the fight and flight tendencies (Bushman, 2002:725). This theory justifies my findings, for when on-campus residence students experience aggression, they tend to act with anger towards one another. This refers to the fight tendency. Some of the students also show signs of fear when they experience aggression among the students in their residences, because they are afraid of maybe being next. This refers to the flight tendency.</p>
<p>Social Cognitive Theory</p> <p>The Social Cognitive Theory states that people make use of their psychosocial functioning in</p>	<p>In terms of this research study, it is evident that when on-campus residence students reside in an environment that is symptomatic of aggressive</p>

<p>order to make sense of their social world they live in (Gilbert & Daffern, 2010:169). Bandura (2001:122) is of opinion that this psychosocial functioning functions in a triadic reciprocal causation which refers to personal, environmental and behavioural events that interact with and influence each other.</p>	<p>behaviour, they tend to change their personal views regarding that behaviour. The university is filled with social, academic and sport activities which are there to give the students an idea of a balanced student-life. But sadly, due to the diversity of the university, students do not get along with each other and do not want to make sense of the environment they live in, and this makes it a potential space to enhance aggressive behaviour.</p>
<p>Frustration-aggression hypotheses The frustration-aggression hypotheses states that frustration occurs when human beings experience obstacles when trying to achieve a desired goal and tends to trigger feelings of anger (Luca <i>et al.</i>, 2011:11).</p>	<p>According to Anderson and Bushman (2002:34), anger activates aggressive thoughts, physiological responses and behavioural scripts that make it easy for an aggressive response to appear. Due to this research study, residence students reside in an on-campus residence in order to experience the 'student life'. It is filled with opportunities for students to achieve numerous goals set out by the university. These students also claimed that when they don't get enough sleep or cannot get along with other students in their residences, they feel that this is causing them not to achieve the goal of living a 'student life'. They then resort to aggressive behaviour in order to achieve this goal by any means necessary.</p>
<p>Social Interaction Theory The Social Interaction Theory claims that aggressive behaviour is guided by rewards, costs or obtaining desired outcomes (Vandello <i>et al.</i>, 2009:200).</p>	<p>This confirms my findings where senior on-campus residence students tend to make use of aggressive behaviour in order to obtain a certain goal or a desired outcome. As stated in my findings, most of the senior students make use of aggression in order to 'make a statement' towards the first year students. They want the first year students to know that they (seniors) are in charge and then when the first year students experience a sense of fear towards the seniors, the seniors then obtained a desired outcome. This also shows signs of competitive behaviour where the first year students also claim that some of the senior students use aggressive behaviour in order</p>

	to bully their way into the house committee nominations. In other words, they will do anything in order to be nominated for the house committee.
<p>Social Norms Theory</p> <p>According to the Social Norms Theory, social norms are the perceptions and beliefs individuals have of what is 'normal' behaviour in the people close to them (Moreira <i>et al.</i>, 2009:3). Berkowitz (2010:34) made a few assumptions regarding the Social Norms Theory. The first assumption states that actions are often based on misinformation or misperceptions of another individual's attitudes and behaviour. The second assumption states that individuals passively accept misperceptions rather than actively intervening to change them.</p>	<p>Each person's beliefs and reactions are based on the influences his/her peers have regarding their up bringing, beliefs, values or personality. In regard to this research study, on-campus residence students tend to construct their behaviour in terms of how their peers react, and in this case, how first year and senior students react. The first year residence students feel that the senior students have misperceptions about them, because they judge them before ever knowing them. Sometimes students do things in order to be accepted by the senior students of a residence. The first year students claimed that whatever the seniors tell you what to do, you should just do it, even if it is not correct. You should not take everything too seriously.</p>
<p>Hedonic or subjective perspective of well-being</p> <p>Hedonic or subjective perspective of well-being refers to simply feeling good regardless of whether a person's psychological needs are met or not (Steger <i>et al.</i>, 2008:24). In other words, there must be a balance in life for life satisfaction to occur (Huta & Ryan, 2010:737).</p>	<p>According to the findings, residence students must encounter aggressive behaviour, in order to interpret it in such a way so that guidelines and suggestions can be given in order to enhance their well-being. Subjective well-being is when a person frequently experiences life satisfaction and joy. When low subjective well-being occurs, people tend to feel negative and have a dissatisfaction of life. This is when students tend to feel worthless, threatened and afraid. If these negative emotions are not nurtured, then people's well-being is not enhanced. In terms of the findings, both first year and senior students stated that if aggressive behaviour still continues, destructive behaviour will result in::</p> <ul style="list-style-type: none"> • self-harm; suicidal thoughts; social withdrawal; social exclusion; and depression. <p>All of this shows a negative outcome on a person's well-being</p>
<p>Eudaimonic or psychological perspective of well-being</p>	<p>A person must build on relationships and competence in order to experience psychological</p>

<p>Eudaimonic or psychological perspective of well-being focusses on how to live well (Ryan <i>et al.</i>, 2008:140). Living well focusses on vitality, intimacy, health, sense of meaning and openness to experience (Huta & Ryan, 2010:737).</p>	<p>well-being. Eudaimonic well-being can be achieved by participating in activities that are congruent with one's values and strengths and that are of importance to a person (Joshnloo & Ghaedi, 2009:295). This all leads to meeting one's psychological needs in order to fulfil one's potential. According to the findings, on-campus residence students confirmed that in order to address negative, destructive behaviour, it is important to take those negative feelings and emotions and rather channel them into something worthwhile. Residence students suggested the following coping strategies:</p> <ul style="list-style-type: none"> • maintain open relationships and effective communication skills; counselling; speak to someone; write thoughts and emotions in a diary; avoid conflict; improve social skills; participate in non-aggressive alternative activities such as sport; walk away from the situation; ignore the aggressor; be compliant; follow the rules, be respectful, be positive about your self; try not to be too sensitive; and focus on your studies.
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The relationship of the conceptual conclusions as expressed in the findings and the theories provided in Table 5.1 could not have justified my findings of this research study if my theoretical perspectives, research design and methodology were not appropriate, coherent and integrated with one another.

5.3 CONTRIBUTION OF THIS STUDY

- During the exploration of literature regarding aggression, it became apparent that scant research has been done about aggression at universities in South Africa and abroad, specifically in the context of on-campus residences. This study, therefore contributed to the existing body of knowledge about aggression. The findings of this study opened up avenues for further research in the field of Higher Education and aggression and violence through scholarly inquiry.

- This study also contributes to the exploration of aggression in diverse and hegemonic contexts that translate human behaviour and social justice knowledge, from theories to practice in order to improve the well-being of not only residence students but all students registered at a university.

5.4 THE RESEARCHER'S SUGGESTIONS TO HELP ON-CAMPUS RESIDENCE STUDENTS TO REDUCE AGGRESSIVE BEHAVIOUR IN ORDER TO ENHANCE THEIR WELL-BEING

The following suggestions will benefit residence students not only to reduce aggressive behaviour, but will also help them to enhance their well being.

5.4.1 Suggestions to curtail aggressive behaviour

When an aggressive situation occurs, it is important to show confidence and that you are in control of your own feelings (Giles, 2014). It is also important to adopt a calm approach by speaking in a respectable tone of voice. This will calm down the aggressor and may prevent any further destructive behaviour. Giles (2014) also states that when a person uses the correct body language during an aggressive interaction, this may also defuse aggressive behaviour. If the aggressor senses that you are afraid or anxious, it is easier for him to use further aggressive behaviour that will enhance the power of control (*Ibid.*). On-campus residence students need to be aware of various aspects. Some of these aspects are:

➤ Effective communication

The Department of Health (2015) states that, aggressive behaviour can be reduced by using the correct communication techniques. The following communication techniques will help on-campus residence students to reduce aggressive behaviour: stay calm, and try to approach the person (aggressor) in an appropriate non-threatening manner; make use of open-ended questions; give the aggressor the opportunity to express his/her feelings without interrupting; await turn to speak, speak respectfully without letting it sound like a lecture; and concentrate on using the correct tone of voice.

➤ Assertiveness skills

Some people have a natural tendency towards assertiveness due to everyday negotiation and communication. On-campus residence students should improve their assertive skills in order to communicate with one another in their residences and this will curtail aggressive behaviour. Assertiveness skills will also help on-campus residence students to be more

effective in what they do, it will increase their confidence, and they will feel more in control of their daily activities. In order to improve assertiveness skills, residence students should identify predominant behavioural styles in both challenging and comfortable circumstances in themselves and in others so that they can create a notion of understanding. It is also important to recognize assertiveness in yourself and in others so that individuals' rights can be supported and you learn how to take responsibility for your actions (Addison, 2015).

➤ **Establishing and maintaining effective relationships**

For anyone to maintain an effective relationship, one firstly needs to establish the foundation of a relationship. On-campus residence students need to establish relationships in their residences, for interacting with one another is part of 'student life' on campus. When relationships are established with different parties such as roommates, house parents, house committee members and peer support groups, students will feel more relaxed and comfortable in their environment and will therefore reduce the use of aggressive behaviour. In order for residence students to maintain effective relationships, they need to have a positive attitude towards others; accept personal and cultural differences, listen attentively; show empathy, and be honest and open at all times.

➤ **Coping strategies**

According to Lupien (2015) coping refers to ways (thoughts and actions) that a person uses in order to deal with a threatening situation. Being threatened can be very stressful, and this can lead to burn -out. Because of the diversity in the on-campus residences, students tend to cope with stressful situations in different ways. Residence students need to explore different coping strategies in order to find the one that suits their situation the best. They can make use of problem-focused strategies such as to talk directly to the person or try to resolve the problem immediately. Residence students may also make use of emotion-focused strategies such as to handle the feeling of distress rather than the problem. In other words, they can either walk away, try to avoid the person or go and talk to a friend. They can also try to be positive, not to over-react but deal with one issue at a time and try to take an objective view of the stressor. It is also important for residence students to communicate with each other in order to avoid misperceptions. They need to accept themselves for who they are, and give it their all when participating in academic, cultural and sport activities provided by the university.

➤ **Conflict resolution skills**

Waithaka (2014:10) states that although conflict can be seen as part of human beings, it does not just have to be a source of negativity and tension, but can also help people with their relationships. A resolution can only occur when both parties involved experience some sense of victory. Regarding this research study, residence students need to think about themselves, as well as the other person involved during a conflict situation. They also need to understand what the other person is saying, and try to find in the conflict situation something that they can agree upon. It is also necessary that on-campus residence students should try to remain calm at all times and try to express their feelings only in words and not with actions. It is very important that on-campus residence students should know that they cannot just assume that they know what the other person is feeling or thinking.

➤ **Support services that provide effective counselling and awareness programmes**

It is important to know that whenever students feel that they are treated unfairly, or that they just need to talk to someone, they are more than welcome to go for counselling. Counselling helps students to be prepared for the challenges that they are faced with every day. It also teaches them skills for lifetime learning, how to maintain self-management and social interactions, and it also broadens the knowledge they have regarding the changing world in which they live. Awareness programmes and counselling are inseparable for both tend to offer support to those in need. People first need to become aware of aggressive behaviour in their residences, before they can go for counselling. Thus, awareness programmes rather tend to identify the unawareness of a specific behaviour or situation. Residence students should participate or attend awareness programmes and counselling in order to identify and curtail aggressive behaviour.

➤ **Necessary disciplinary policies**

All the universities in the world should have disciplinary policies in place should any negative situation occur. Therefore, the procedures are carefully considered and developed keeping human rights in mind. Residence students need to respect these policies at all times. Disciplinary policies maintain prevention, intervention, as well as postvention strategies (Ozer, 2006:319). During the prevention strategies, certain rules and regulations are set by universities to prevent negative behaviour. Intervention strategies refer to situations where difficult behaviour has become an issue. If any student tends to show difficult behaviour, they should monitor their behaviour by attending support services

such as “Ingryp” in order to learn self-discipline. Postvention strategies are when major behavioural incidents took place that forces the university to choose whether or not the accused person should be re-established at the university. This happens after the accused person was found guilty and was suspended for a period of time. Thus, residence students should follow the rules and regulations set by the university at all times.

➤ **Diversity and human rights**

Universities can be seen as some of the most diverse insititutions in the world. Therefore, students tend to differ from each other in terms of their opinions, beliefs and values, and if someone feels that they were offended in any way, aggressive behaviour tends to surface. Three dimentions of diversity that are relevant to this context are: personalities, internal and external dimensions (Keating-Biltucci, 2015). Each person’s personality is the centre of his/her differences and it defines who people are and how they interact with each other through communication. Internal dimension refers to the way in which individuals see and expect of themselves and others. This refers to age, race, gender, ethnicity and physical abilities. External dimension refers to the external influences that one’s life experiences have on one. In other words, the choices people make everyday tend to have an influence on their attitudes, life situations and opportunities such as religion and appearance. Residence students should appreciate and respect diversity in any given dimension. By respecting diversity, people tend to appreciate the human rights forthemselves, as well as those of other people. According to Botha and Twine (2014:436) many forms of aggression can be seen as violations against human rights, but not all people are aware of this. When someone does not know that their human rights are violated, they are most likely to become victims during violent and aggressive behaviour. If people are aware of their human rights, they will most likely stand up for their rights which will help them overcome victimisation. Residence students should know their human rights, so that they can identify and act upon any form of violation.

5.4.2 Suggestions to improve mental and emotional well-being

According to Smith and Segal (2016:1), the first way to enhance your mental and emotional well-being is by connecting face-to-face with others. This will help individuals to build positive relationships with people who will support you on an everyday basis. It is also important to improve one’s physical health by doing exercise, because exercising will automatically enhance your mental and emotional well-being (Smith & Segal, 2016:1). Whitmoure (2013) is of the opinion that it is necessary for individuals to manage their stress levels. Individuals will be able to manage their stress levels when they make use of sensory input such as listening to calming music, by smelling ground coffee or by petting an animal

(Smith & Segal, 2016:1). In order to maintain positive relationships, one needs to respect one another, and be open to different opinions.

Individuals can also make use of relaxation techniques such as meditation, deep breathing or progressive muscle relaxation in order to bring their minds and bodies in balance (Whitmore, 2013). In order to do so, one can follow an exercise programme suited to one's needs. One can also exercise with a fitness trainer, or simply just sign up at a gym. Cost effective exercises can include activities such as jogging, yoga, tennis, golf, hiking, swimming, dancing and mountain climbing.

Smith and Segal (2016:2) also confirm that the way individuals eat supports the way their brain functions. In other words, what they eat has a direct impact on how they feel and this boosts their self-esteem that will enhance their well-being. Smith and Segal (2016:2) also state that individuals have to try to engage in positive activities such as spending time with those who matter in their lives, volunteer to help at underprivileged organisations and need to remember to give this process time for everything will change for the better in time. Investing in selfcare will also enhance their well-being (Whitmore, 2013). This means that you have to get enough rest, enjoy the beauty of nature and art, engage in meaningful work, get a pet or just have fun. Residence students should not try to do everything at once, but should break daily activities into smaller parts, so that it is easier to accomplish them. This will also help students to feel less frustrated (Wong, 2016).

Denson, Capper, Oaten, Friese and Schofield (2011:252) are of the opinion that one of the ways to reduce aggression is by enhancing your self-control skills. This can be done by obtaining self-control training that enables you to "build self-control capacity by practicing self-control in a domain unrelated to anger or aggression." Denson, DeWall and Finkel (2012:23) state that engaging in mindfulness training, will decrease rumination and increase self-control. According to DeWall (2014:3) self-control skills will help with managing motivational conflicts. Residence students should try to be patient, and not try to be angry with everyone. They should try to spend their time on something worth spending their mental energy on in order to navigate their environment and achieve their goals. In other words, they should try to minimise distractions that will prevent them from achieving their goals.

It is also important to engage in interpersonal skills training (McGuire, 2008:2588). This training "comprises a series of exercises designed to improve participants' skills" in interaction with "others" such as effective group activities (McGuire, 2008:2588). Behavioural interventions and counselling are of the utmost importance for they help with the solving of problems (McGuire, 2008:2588). McGuire (2008:2589) also states that cognitive skills

programmes are important to reduce aggressive behaviour, as they equip you with thinking and problem solving abilities. During such programmes, individuals are given a sequence of activities where they need to identify the problem, generate alternative solutions, provide means-end thinking, as well as “anticipating consequences of actions and perspective taking” (Giles, 2014:1) Residence students need to remember basic manners such as greetings, respect personality differences, and try to work with other students in a collaborative way.

In order to enhance well-being, it is sometimes advisable to avoid certain acts such as the following (Giles, 2014):

- Cigarettes, alcohol and other drugs. These will let you feel good temporarily, but on a long term basis, they will only have negative consequences on your mood and emotional health.
- It would be advisable to limit your screen time. In other words, by reducing the time you spend on your smart phone, laptop, television which will force you to face-to-face interact with other individuals.
- Avoid isolation. When people isolate themselves, they are more likely to become depressed.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

According to Trafford and Leshem (2008:145) secondary findings could trigger future research. Due to the findings concluded in this research study, the following topics emerged and could be explored in further research:

- House Committees’ experiences of aggression in campus residences;
- The house parents’ conceptualisation of aggression in campus residences;
- The relationship between aggression in campus residences and academic achievement;
- Factors contributing to aggressive behaviour in university classrooms;
- The effects support systems in universities have on students’ subjective and psychological well-being;
- The relationship between victims of aggression and suicidal ideation;
- A comparative study on various campus managements’ experiences of students’ aggression and violence on campuses; and
- Determining why existing support structures and/or services seem to be ineffective with regard to curbing students’ aggression on campuses.

5.6 LIMITATIONS

Although I have followed my research plan according to my research design and methodology as discussed in Chapter Three of this study I have identified the following as limitations of my study:

- I have chosen to conduct each interview at a neutral setting away from the respective residences to ensure the participants' confidentiality and anonymity. As a result not all of the students knew where the interview venue was and therefore some of the participants came late for their scheduled interviews.
- As I have included students of each residence some participants were seniors whilst others were first year students. Some of the first year students were not sure if they were 'allowed' to freely express their experiences of aggression in their residences and therefore it took some time to make them comfortable and to fully trust the data generation process.

5.7 SUMMARY

Chapter Five concluded this research study that set out to understand, explore, explain and describe how residence students experience aggression in on-campus residences at a university. The factual, as well as conceptual conclusions corresponded with the findings and theories that were discussed in Chapter Two of this study. The contributions were discussed and my suggestions to assist on-campus residence students to enhance their well-being were highlighted. Recommendations for future research were offered and identified limitations were specified.

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INVITATION TO VOLUNTARILY PARTICIPATE IN A RESEARCH STUDY

Title of the study:

Residence students' experiences of aggression in on-campus residences at a university.

I, Joan van Wyk, am a MEd-student from the Faculty of Education Sciences at the North-West University and would like to invite you to participate in my research study. I would like to explore the experiences of residence students who live in an on-campus residence on the Potchefstroom Campus. This study aims to explore, explain, describe and understand how on-campus residence students experience aggression in their residences. This research study will give you the opportunity to voice if you have experienced aggression. You will also contribute to this research by providing suggestions to assist other residence students to cope with aggression and enhance their well-being in on-campus residences. The following selection criteria will be used to select the appropriate candidates:

- The participants have to be registered as students at the Potchefstroom Campus;
- The participants have to be residents in on-campus residences on the Potchefstroom Campus; and
- The participants must have experienced or observed aggression in their residences.

If you are interested to voluntarily participate in this research study, please contact me by ☎ (076) 374 2732 or ✉ joanie03@live.co.za. If needed, consult or phone a Psychologist at the Support Services, please feel free to use any of the following numbers during or after the interview (018 299 1777; Ilana Coetzee 018 285 2497; Corrie Rheeder 018 299 4379).

Yours sincerely



Joan van Wyk

MEd-student



Prof A.J. Botha

(018) 285 2265

(018) 299 1140

CONSENT (PERMISSION) TO PARTICIPATE IN RESEARCH STUDY

Title of the study:

Residence students' experiences of aggression in on-campus residences at a university.

I, Joan van Wyk, am a MEd-student from the Faculty of Education Sciences at the North-West University and would like to invite you to participate in my research study. I would like to explore the experiences of residence students who live in an on-campus residence on the Potchefstroom Campus.

This study aims to explore, explain, describe and understand how on-campus residence students experience aggression in their residences. Therefore, you are a suitable candidate and fit the selection criteria as you are a residence student registered at the Potchefstroom Campus and you have experienced or observed aggression in your residence. This research study will give you the opportunity to voice if you have experienced aggression. You will also contribute to this research by providing suggestions to assist other residence students to cope with aggression and enhance their well-being in on-campus residences.

You will be under no obligation to participate in this research study, for the participation is voluntary, but you are free to withdraw at any stage of the research process. You will be requested to take part in an individual interview by answering the following questions:

- How do you conceptualise aggression? What does aggression mean to you?
- Do you experience aggression in your residence? If so, how do you experience aggression in your residence?
- What would you say may be the causes of aggression in your residence?
- What would you say needs to be done about aggression in on-campus residences?
- What could the university do about aggression in on-campus residences?
- What suggestions can you provide for future on-campus residence students in order for them to enhance their well-being?

This interview will be audio-recorded and transcribed verbatim by me. The entire research process will meet the ethical criteria as set by the North-West University such as ensuring confidentiality of both the participants, as well as the residences by removing any identifiable information from the research study.

If you have any further questions regarding this research study, please contact:

Joan van Wyk (researcher) (076) 374 2732

Prof. A.J. Botha (supervisor) (018) 285 2265 (office hours)

By signing below, I (the participant) confirm that:

- I have read (or has been read to me) the entire consent document.
- The purpose and procedures of the research study have been explained to me.
- I have been informed that the interview will take place in a neutral setting.
- I voluntarily agree to participate in this research study.
- I give permission to the researcher to use the information gained from the interview in a research report, a dissertation, thesis, book chapters, and journal articles.
- I have been informed that I am free to withdraw from the study during any stage of the research process without being penalized in any way.
- I give consent that the interview may be audio-recorded.
- If needed to consult or phone a Psychologist during or after the interview, I may contact the following numbers: (018) 299 1777, Ilana Coetzee at (018) 285 2497 and Corrie Rheeder at (018) 299 4379.

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

Name (Participant): _____

Date: _____

Signature: _____

Name (Researcher): _____

Date: _____

Signature: _____

Addendum B

Date:

The Dean of Students
North-West University
Potchefstroom Campus

Dear

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am Joan van Wyk, a MEd-student from the Faculty of Education Sciences at the North-West University Potchefstroom Campus. I intend to do a research study entitled: Residence students' experiences of aggression in on-campus residences at a university.

The aims of the research study are:

- to explore and describe how on-campus residence students conceptualise aggression;
- to explore, describe and understand how on-campus residence students experience aggression in on-campus residences;
- to describe the causes of aggression in on-campus residences;
- to explore, explain and describe ways to address aggression in on-campus residences;
- and
- to provide suggestions for future on-campus residence students that will help them to enhance their well-being.

Request:

I would like to generate data from on-campus residence students at the North-West University Potchefstroom Campus. The data generation process will consist of semi-structured individual interviews. The participants will be invited to participate voluntarily and they are free to withdraw at any stage of the research process. The interviews will be audio-recorded and transcribed verbatim by me. The entire research process will meet the ethical

criteria as set by the North-West University such as ensuring confidentiality of both the participants, as well as the on-campus residences.

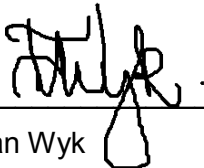
The main research question will be:

“How do residence students experience aggression in on-campus residences at a university?”

The following secondary questions will be used in order to answer the main research question:

- *How do on-campus residence students conceptualise ‘aggression’?*
- *To what extent do on-campus residence students experience aggression in on-campus residences?*
- *What are the causes of aggression in on-campus residences?*
- *What could be done to address aggression in on-campus residences?*
- *What suggestions can on-campus residence students provide in order to enhance well-being?*

Yours sincerely



Joan van Wyk
MEd-student
(076) 374 2732



Prof. A.J. Botha
Supervisor
(018) 285 2265

Addendum C

Date:

Student Council Representative Chairperson

North-West University

Potchefstroom Campus

Dear

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am Joan van Wyk, a MEd-student from the Faculty of Education Sciences at the North-West University Potchefstroom Campus. I intend to do a research study entitled: Residence students' experiences of aggression in on-campus residences at a university.

The aims of the research study are:

- to explore and describe how on-campus residence students conceptualise aggression;
- to explore, describe and understand how on-campus residence students experience aggression in on-campus residences;
- to describe the causes of aggression in on-campus residences;
- to explore, explain and describe ways to address aggression in on-campus residences; and
- to provide suggestions for future on-campus residence students that will help them to enhance their well-being.

Request:

I would like to generate data from on-campus residence students on the North-West University Potchefstroom Campus. The data generation process will consist of semi-structured individual interviews. The participants will be invited to participate voluntarily and they are free to withdraw at any stage of the research process. The interviews will be audio-recorded and transcribed verbatim by me. The entire research process will meet the ethical

criteria as set by the North-West University such as ensuring confidentiality of both the participants, as well as the on-campus residences.

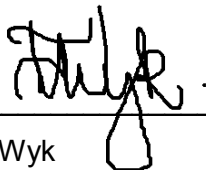
The main research question will be:

“How do residence students experience aggression in on-campus residences at a university?”

The following secondary questions will be used in order to answer the main research question:

- *How do on-campus residence students conceptualise ‘aggression’?*
- *To what extent do on-campus residence students experience aggression in on-campus residences?*
- *What are the causes of aggression in on-campus residences?*
- *What could be done to address aggression in on-campus residences?*
- *What suggestions can on-campus residence students provide in order to enhance well-being?*

Yours sincerely



Joan van Wyk
MEd-student
(076) 374 2732



Prof. A.J. Botha
Supervisor
(018) 285 2265

.....
I _____ hereby grant permission to Joan van Wyk to randomly select residence students who reside in on-campus residences on the North-West University’s Potchefstroom Campus.

Name: _____ Signature: _____ Date: _____

Addendum D

Date:

Warden

North-West University

Potchefstroom Campus

Dear(Name of warden and on-campus residence)

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am Joan van Wyk, a MEd-student from the Faculty of Education Sciences at the North-West University Potchefstroom Campus. I intend to do a research study entitled: Residence students' experiences of aggression in on-campus residences at a university.

The aims of the research study are:

- to explore and describe how on-campus residence students conceptualise aggression;
- to explore, describe and understand how on-campus residence students experience aggression in on-campus residences;
- to describe the causes of aggression in on-campus residences;
- to explore, explain and describe ways to address aggression in on-campus residences;
- and
- to provide suggestions for future on-campus residence students that will help them to enhance their well-being.

Request:

I would like to generate data from on-campus residence students on the North-West University Potchefstroom Campus. The data generation process will consist of semi-structured individual interviews. The participants will be invited to participate voluntarily and they are free to withdraw at any stage of the research process. The interviews will be audio-recorded and transcribed verbatim by me. The entire research process will meet the ethical

criteria as set by the North-West University such as ensuring confidentiality of both the participants, as well as the on-campus residences.

The main research question will be:

“How do residence students experience aggression in on-campus residences at a university?”

The following secondary questions will be used in order to answer the main research question:

- *How do on-campus residence students conceptualise ‘aggression’?*
- *To what extent do on-campus residence students experience aggression in on-campus residences?*
- *What are the causes of aggression in on-campus residences?*
- *What could be done to address aggression in on-campus residences?*
- *What suggestions can on-campus residence students provide in order to enhance well-being?*

Yours sincerely



Joan van Wyk
MEd-student
(076) 374 2732



Prof. A.J. Botha
Supervisor
(018) 285 2265

.....
I _____ hereby grant permission to Joan van Wyk to randomly select residence students who reside in this on-campus residence on the North-West University’s Potchefstroom Campus.

Name: _____ Signature: _____ Date: _____

INTERVIEW SCHEDULE

Semi-structured individual interviews

- The following predetermined questions will be used to guide each interview:
 - *How do you conceptualise aggression? What does aggression mean to you?*
 - *Do you experience aggression in your residence? If so, how do you experience aggression in your residence?*
 - *What would you say may be the causes of aggression in your residence?*
 - *What would you say needs to be done about aggression in on-campus residences?*
 - *What could universities do about aggression in on-campus residences?*
 - *What suggestions can you provide for future on-campus residence students in order for them to enhance their well-being?*

PARTICIPANTS' BIOGRAPHICAL INFORMATION

F – Female residence

M – Male residence

R – Residence

P – Participant

CODE	RACE	LANGUAGE
FR1P1	White	Afrikaans
FR1P2	Black	English
FR2P1	White	Afrikaans
FR2P2	Coloured	Afrikaans
FR3P1	White	Afrikaans
FR3P2	White	Afrikaans
FR4P1	White	Afrikaans
FR4P2	White	Afrikaans
FR5P1	White	Afrikaans
FR5P2	White	Afrikaans
FR6P1	White	Afrikaans
FR6P2	White	Afrikaans
FR7P1	White	Afrikaans
FR7P2	Coloured	Afrikaans
FR8P1	White	Afrikaans
FR8P2	White	Afrikaans
FR9P1	White	Afrikaans
FR9P2	Coloured	English
FR10P1	White	Afrikaans
FR10P2	White	Afrikaans
FR11P1	White	Afrikaans
FR11P2	White	Afrikaans
MR1P1	White	Afrikaans
MR1P2	White	Afrikaans
MR2P1	White	Afrikaans
MR2P2	White	Afrikaans
MR3P1	White	Afrikaans
MR3P2	White	Afrikaans
MR4P1	White	Afrikaans
MR4P2	White	Afrikaans
MR5P1	White	Afrikaans
MR5P2	White	Afrikaans
MR6P1	White	Afrikaans
MR6P2	White	Afrikaans

MR7P1	White	Afrikaans
MR7P2	White	Afrikaans
MR8P1	White	Afrikaans
MR8P2	White	Afrikaans
MR9P1	White	Afrikaans
MR9P2	White	Afrikaans

PROOF OF ETHICAL CLEARANCE

FAKULTEIT OPVOEDINGSWETENSKAPPE

Notule

Vergadering

Navorsingsetiekkomitee

Datum: Donderdag 25 Februarie 2016, 9:00

Plek: Seminaarlokaal 299E, gebou C6

ITEM	
6 Vasstelling van die sakelys	
6.1 Sake uit die vorige notules	
6.1.1 Etiekaansoek NWU-00447-15-S2 (vergadering van 29 Oktober 2015): Prof J Botha en student J van Wyk. Prof Meyer het die gewysigde aansoek ontvang. Hy is tevrede met die wysigings wat aangebring is en beveel aan dat daar magtiging verleen word. Komitee ondersteun die aanbeveling en finale magtiging word verleen.	

Notulehouer: Me E Conradie

LETTER OF INDEPENDENT CODER

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: 011 849 0631
BENONI	Fax: 011 849 0631
1500	Mobile: 083 450 3850
E-mail mvsnyman@gmail.com	Date: 17 October 2016

Residence students' experiences of aggression in on-campus residences at a university

Joan van Wyk's research data on *Residence students' experiences of aggression in on-campus residences at a university* was analysed by Dr Marina Velma Snyman in August 2016. The researcher and the independent coder coded the collected data adhering to a prescribed protocol. A consensus discussion was held between the researcher and the independent coder on 14 August 2016 to refine the identified themes.

Dr MV Snyman (Psychometrist)

LETTER OF LANGUAGE EDITOR

Angela Bryan & Associates

6 La Vigna
Plantations
47 Shongweni Road
Hillcrest

Date: 06 November 2016

To whom it may concern

This is to certify that the Masters Dissertation, Topic: Residence Students' Experiences of Aggression in On-Campus Residences at a University written by J van Wyk has been edited by me for language.

Please contact me should you require any further information.

Kind Regards

Angela Bryan

angelakirbybryan@gmail.com

0832983312

TURN-IT-IN REPORT

22424199:J_van_Wyk_-_2016_-_Dissertation_-_Turn-it-in.pdf			
ORIGINALITY REPORT			
% 12	% 7	% 3	% 8
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	Submitted to North West University Student Paper		% 3
2	dspace.nwu.ac.za Internet Source		% 2
3	uir.unisa.ac.za Internet Source		% 1
4	Submitted to University of the Western Cape Student Paper		<% 1
5	Pikuła, Norbert. "The Phenomenon of Aggression as a social problem", E-Theologos Theological revue of Greek Catholic Theological Faculty, 2012. Publication		<% 1
6	Submitted to Laureate Higher Education Group Student Paper		<% 1
7	McCall, G.S.. "Examining the evidence from small-scale societies and early prehistory and implications for modern theories of aggression and violence", Aggression and		<% 1