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**TOPIC: THE EFFECTS OF VIOLENCE ON
ACADEMIC PERFORMANCE OF
COMMUNITY JUNIOR SECONDARY
SCHOOLS IN LÖBATSE, BOTSWANA**

BY

SIMON BIKIE PELOYAKGOMO

STUDENT NO: 16954688

Mini-dissertation submitted in partial fulfillment of the requirements for the Masters of Education Degree in Educational Psychology, at the School of Postgraduate Studies, Mafikeng Campus

SUPERVISOR: Dr T.E.B. Assan

July 2012

DECLARATION

I, Simon Bikie Peloyakgomo, declare that this mini-dissertation for the degree of Educational Psychology at the North-West University (Mafikeng Campus) has not been previously submitted by me for a degree at this or any other university. This work is my own work in design and execution and that all materials taken from other sources herein have been duly acknowledged.

SIGNATURE:.....

A handwritten signature in black ink, written over a horizontal dotted line. The signature is stylized and appears to read 'Simon Bikie Peloyakgomo'.

SIMON BIKIE PELOYAKGOMO

NORTH WEST UNIVERSITY

FACULTY OF EDUCATION

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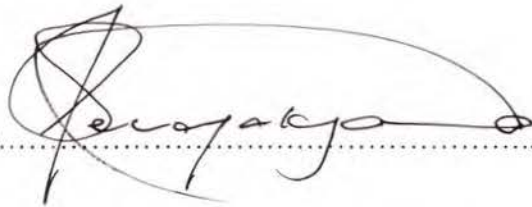
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NORTH-WEST UNIVERSITY

CERTIFICATE OF ACCEPTANCE

This mini-dissertation entitled “The effects of violence on academic performance of community junior secondary schools in Lobatse, Botswana”, written by Simon Bokie Peloyakgomo, of the School of Post Graduate studies in the Faculty of Education, is hereby recommended for acceptance for examination.

Supervisor:

.....
Dr T.E.B. Assan

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First and foremost, I wish to extend my sincere appreciation and profound gratitude to the Almighty for the strength and the courage he has given me towards successfully completing this study. May the goodness and the kindness of the Lord continue to be experienced and appreciated by all His people.

My humble appreciation and sincere gratitude are also extended to my beloved wife, Lady Peloyakgomo, and my two wonderful daughters, Samantha and Pamela. Without their support and kindness, this study may not have been a success. My family has tirelessly and relentlessly stood by me as I undertook this study and for that they deserve credit.

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DEDICATION

This study is dedicated to the memory and honour of my late mother, Bojiji Annah Tshutetsi. Though we could not spend much time together before she fell to her demise, my thoughts have been all out to her in everything I do, as she would have been very supportive and proud of my achievements. I can just feel it in my blood. May her soul rest in peace. Secondly, my two beloved daughters, Samantha and Pamela, have also been my source of inspiration. As their mentor, I felt obliged to keep working hard to succeed with my study so that when their time comes, they will have a standard set for them to surpass.

ABSTRACT

The study was an investigation on "The effects of violence on academic performance of Community Junior Secondary Schools in Lobatse, Botswana".

The study has been prompted by widespread media reports that school violence may be in escalation in certain parts of the country. A number of secondary schools have a bad disciplinary record with male students previously accused of burning the hostels many times. This has had a negative bearing on the academic performance of the schools (Gabathuse, 2008: 1 - 2).

For the purposes of establishing the theoretical basis for this study, a literature search was been conducted. The conceptual framework of the research questions stemmed from the literature review. Research questions constructed from the literature review that guided this study included the causes, nature, effects and intervention strategies used to fight violence.

The survey, as the most common descriptive research method, has been used for the purposes of this study as it is widely used in education and the behavioural sciences. Its value is based on the premise that problems can be solved and practices improved through objective and through description (Thomas, Nelson & Silverman, 2005: 269). The researcher used mixed methods to gain a broader perspective and deeper understanding of different levels of the systems and interactions than they could be obtained through a single method of research. According to Mertens and McLaughlin (2004: 112), a mixed method design is one in which both quantitative and qualitative methods are used to answer research questions in a single study, while model designs are those studies that are a larger research program and are designed as complementary to provide information related to several research questions, each answered with a different methodological approach.

Questionnaires and interviews were used for the purposes of gathering data. The use of both instruments helped the researcher to understand the culture and context within which violence takes place in schools. A total of 41 teachers and 107 learners took part in this study. All the

participants were chosen from the four Community Junior Secondary Schools of Lobatse town in Botswana.

The findings of the study indicated the following: Ninety point three percent (90.3%) of the respondents indicated that physical bullying is the commonest form of violence in schools; eighty point five percent (80.5%) indicated that poor parenting is the main cause of school violence; ninety point two percent (90.2%) indicated that violence contributes to low academic performance of the students and seventy five point two percent (75.2%) indicated that schools have enough resources to control violence. Regarding the effects of school violence in community junior secondary schools of Lobatse, it was discovered that, issues of irregular school attendance and dropouts may be amongst the leading causes of low academic performances among the learners. The study also revealed that a lot of teaching time and other school resources are expended towards the fight against violence and that girls tend to fall more victims than boys.

In conclusion, it has become apparent that, school violence indeed contributes to a decline in the academic performance of the community junior secondary schools in Lobatse, Botswana. School violence has a profound effect on the educational process. Schools with high incidences of violence have lower levels of learner success, higher rates of absenteeism, and high dropout rates. Psychologically, both learners and teachers exposed to this violence may undergo severe emotional distress. Social and symbolic harms of reduction lower a person's social status (by violating their human rights, sexuality and social identity).

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

Recent media reports have portrayed a growing concern and worrisome trend on learner behavioural problems in Botswana. Recently, schools in this country have been hitting the headlines of many of the local newspapers for all the wrong reasons, particularly on unwarranted and unbecoming behaviours of school violence. One headline that did not escape the researcher's attention is gotten from Mmegi, The Reporter, by Chwaane (2008: 1) "No peace at Moeding College." Under which it was reported, that the School Head told parents about ill-treatment of students by their peers, and that the school had no peace in 2008.

Devastated parents, many of whom got the information that their children had been forced to sleep in nearby bushes that provided overnight refuge from marauding Form Five (5) colleagues who tortured male and female colleagues 'new comers' alike, listened to the unfolding travesty. The School Head related how a student was made to undress, his pubic hair shaved and the hair burnt while the other boys were forced to inhale the fumes (Chwaane, 2008: 1).

The same story was confirmed in another local newspaper under the heading, "Moeding Form 4's tortured," where it was reported that, ever since the Form 4's arrived at the school they have never known peace. At the pleasure of their bully seniors, the juniors were made to march and salute, soldier style, fall from their beds, and only sleep after their seniors had done so. Usually concealed with masks, the Form 5 bullies – would take the juniors' blankets and drench them in sewerage water, urinate on the juniors' blankets or beds and even made the new students to sleep naked. It was further stated that, throughout this torture, the Form 4's had been unable to identify their aggressors or were just too scared to reveal them. Furthermore, the students appeared to ignore every warning rendered to them by the Ministry of Education officials, and the school management where the issues of discipline were brought up (Sun Reporter, 2008:1 - 4).

In another similar incident reported by the local media under the heading, "Bullies forced the girls to undress," two male students at Setlalekgosi Junior Secondary School were alleged to

have harassed female primary school pupils at Our Lady of the Desert primary school in Francistown. Allegedly, drunk and abusive, the bullies both doing Form 1- are said to have followed some female students to the toilets and bullied them into undressing in front of them. According to Basimanebotlhe (2008a: 1), the report further went on to state that, teachers went on to intervene and rescued the girls from the two teenagers, but the teachers had to bear the insults from the teenagers. Eye witnesses said the situation was so bad that the Police had to be called.

Another incident, which is also an embarrassment to our education system, reported that learners at Moshupa secondary school were left traumatized by an incident in which one of them was raped when six (6) thugs yielding an iron rod and a knife attacked their hostels early on a Sunday. There are so many incidents of acts of violence in our secondary schools as reported in various sources of media amongst which include, destruction of school property or vandalism, and possession of offensive weapons, such as guns, knives and sjamboks, classroom break-ins and theft, fightings, assaults and other forms of intimidation of teachers, learners and other members of the community (Ramasu, 2008a: 3).

It is for these reasons, that the researcher found it befitting to conduct an investigation as to discover what could have gone wrong within our schools that might have brought about these undesired acts of violence, and how they may ultimately affect the functions and the academic performance of our junior secondary schools in general. This is because, according to the researcher, a school is a societal entity where at the end of their schooling, students are expected to have acquired a sound code of morals and social values. It is therefore disheartening to realize that of late, our schools have been turned into havens for criminal activities as opposed to ensuring that survival needs for children are adequately met through teaching and learning which should take place under the desirable and conducive environment. That is to say, if the reports portrayed by the media are anything to go by, Botswana's long term vision on education, as an investment that will lead to a higher quality of human capacity and productivity in the future and to a better quality of life for everyone, may be in trouble. The future Botswana must be a society where there is equality of educational opportunity, and where no citizens should be restricted to the circumstances of their birth (Vision 2016 Newsletter, 2009:2). It however, remains a serious

challenge if schools do not provide a conducive learning climate that shall ensure the attainment of quality educational goals due to the scourge of school violence.

1.2 STATEMENT OF THE PROBLEM

There is a growing concern among the society in general over the issues of violence in Botswana's secondary schools. School violence in Botswana is mostly in the form of bullying, fighting, vandalism, sexual abuse, drug and substance abuse, use of insulting words and stealing.

The unstable conditions that our students are exposed to in the school learning environment as portrayed by the local media is a worrisome trend that calls for an investigation to ascertain as to whether it might have underlying consequences in teaching and learning productivity or not. According to Gabathuse (2008: 1- 2), a number of secondary schools have bad disciplinary record with male students accused of burning hostels many times. This has a negative bearing on the academic performance of the schools.

Teachers, on the other hand, are understood to be contributing in some ways towards these acts of school violence, as on a number of occasions, a good number of teachers have been implicated in serious cases of misconduct that perpetrated some of these acts of learners' indiscipline. Gabathuse (2008: 1 -2), under a heading carried by one of the local newspapers, that says, "Teacher – Student romance annoys the Teaching Service Management Director", reveals the story of cases of sexual exploitation by teachers which appears to have eaten up the moral fabric of the schools contributing to heightened tension between teachers and parents. This situation of teachers being involved in sexual and amorous relationships with students has compounded the problem of school violence even further as a lot of the time, effort and resources are now expended on resolving Teacher – Parent or Teacher – students' issues at the expense of the delivery of curricular matters. The situation is understood to have been so out-of-hand that, investigations reveal that meetings between teachers and students often start from bars and other drinking places where they embark on all night binges. In one incident, a student arrived late for examinations after a little rest because she had been on a drinking spree and sexual escapade with a teacher as reported by Gabathuse (2008: 1 – 2). Normally, teachers as custodians of classroom learning would be expected to display exemplary behaviours as well as to restore



order among learners. However, if they are also to exhibit immature behaviours such as those cited in the media, then it means that the country has a long way to go in so far as the attainment of quality educational goals and sound code of moral behaviour among the learners is concerned.

To underscore issues of school violence, Vandebos (2007: 229) reveals that school crime has always been a problem, but it has come to the fore due to a series of particularly devastating instances during the 1990's, including the Columbine massacre. School Officials have been criticized for downplaying the extent and seriousness of school violence and for failing to keep or disclose crime related statistics. This study intend to establish how school violence affects junior secondary schools in Lobatse with a view to promote safe learning as well as restoring the rule of law. In one story carried in the local newspaper by Ditshipi (2008: 4), it was reported that sexual abuse has been ongoing for sometime on some female learners at Ramotswa Junior secondary school and, apparently, the management of the school has consistently turned a blind eye to it, preferring instead, to shield the alleged abuser for fear of jeopardising his marriage plans. This is an indication that school violence is rampant, and schools may be doing little to deal with such situations and therefore we need to figure out exactly what needs to be done to address it. Research has also shown that in certain instances, school violence has always been considered a childhood ritual or a normal part of development and was therefore often overlooked or ignored by school personnel (Espelage and Swearer, 2004: 1). The media sources in Botswana have also reported concerns arising from the Ministry of Education officials that parents might be aggravating the issue of school violence more by failing to honour invitations to Parent – Teachers Association meetings where their children's wayward behaviours are subject to discussion. They are also said to be in the habit of giving substantial amounts of money to their children which might be promoting the excessive usage of drugs and alcohol in the schools which in turn leads to irresponsible behaviours that are attributable to school violence (Basimanebotlhe, 2008b: i).

It should be noted though, that Botswana, like many other African countries, has put significant resources into the education system and as a result, progress has been made over the past decade in all areas of education. Improvements have been made in access, infrastructure development, curriculum alignment, quality and literacy levels (Vision 2016 Newsletter, 2009: 3). This

progress may go to nothing if the incidence of school violence may goes unabated as it may destroy all the good work that have been put through the years. The purpose of this research therefore, is to identify the causes of school violence, its effects on academic performance as well as discussing or reviewing any intervention plans, policies or strategies, that are in place in the schools and suggesting possible prevention and intervention programmes that may be employed to alleviate the school violence situations.

1.3 PURPOSE OF THE STUDY

The purpose of this study is to investigate the causes, nature and the effects of violence in junior secondary schools of Lobatse, as well as discussing its effects on the academic performance of learners and the wellbeing of parents, teachers, learners and the society as a whole with the hope of providing strategies that may address the issue of school violence. The study is done with special reference to Lobatse community junior secondary schools.

1.4 OBJECTIVES OF THE STUDY

The above purpose is to be achieved through the following specific objectives:

- 1.4.1 To identify the nature and prevalence of violence among Community Junior Secondary Schools in Lobatse.
- 1.4.2 To discuss the probable causes of school violence in Community Junior Secondary Schools in Lobatse.
- 1.4.3 To establish the effects that school violence might have on the academic performance of learners, and
- 1.4.4 To develop the intervention strategies that may be in place to curb school violence.

1.5 RESEARCH QUESTIONS

- 1.5.1 What is the nature of school violence encountered in community junior secondary schools of Lobatse?
- 1.5.2 What are the causes of school violence?
- 1.5.3 Does school violence impact on the academic performance of the learners?
- 1.5.4 What intervention strategies are in place to address the problem?

1.6 RATIONALE / SIGNIFICANCE OF THE STUDY

According to Northmore and Potterton (2007: 1), one of the greatest challenges that teachers face in their career is how to deal with unruly and badly behaved learners so that the rest of the class can get on with their schoolwork. Teachers often say that they are not paid to discipline the learners, they are paid to teach them. However, without discipline there can be little learning. This study shall provide information on the management of learners' violent behaviour in Secondary schools as they continue with their day- to- day school work.

The management of secondary schools in Botswana has changed significantly in the last fifteen (15) years. During this period, there has been massive expansion of Secondary Education institutions across the country. This period also witnessed the upgrading of some secondary schools to accommodate more and more students thus causing management challenges. In spite of innovations such as introduction of Guidance and Counselling programme, approaches to students' welfare and discipline and teaching and learning methodologies have relatively remained the same. The behaviour of the students have generally turned to the worse (Department of Secondary Education, 2007: 1). There is need to investigate the causes, nature of student violence, how that may impact on learner academic performance, intervention strategies that may be in use with a view to develop and implement realistic strategies that would address indiscipline, that is school violence, poor academic performance and moral decadence in our schools.

The Botswana Government, through the aid of the nation, accesses a lot of capital in the form of finance, human and infrastructure towards the attainment of effective and quality educational goals to all its citizens. For these goals to be attained, a conducive teaching and learning environment should prevail. If our schools continue to experience undesirable acts such as school violence which breeds fear and tension among schools, the realization of such dreams or goals shall just be a pipe dream. As a teacher – counsellor, the researcher through this investigation, hopes to identify the causes of the problems that may prevent students from learning, as well as the smooth running of the schools that require the active participation of all key stakeholders. Furthermore, the study hopes to establish the effects that come along with the problem in

question as a way of providing more insight into the problem, and finally discussing intervention strategies that may be in use to avert or control school violence.

In the context of Botswana, this study has implications for policy makers and other stakeholders, particularly those involved in curriculum design and implementation for all levels of education, primary, secondary and tertiary levels. Curriculum designers and planners must address this problem area in the syllabi. This study shall provide recommendations which decision makers may tailor to the various curricula to address school violence.

1.7 DELIMITATION AND LIMITATIONS OF STUDY

According to Thomas, Nelson and Silverman (2005: 58), limitations are possible shortcomings or influences that either cannot be controlled or are a result of restrictions imposed by the researcher. Some limitations refer to the scope of the study, which is usually set by the researcher. These are often called delimitations.

The study is done with special reference to Lobatse's community junior secondary schools. This study confines itself to the use of questionnaires and interviews for the teachers and learners about the effects of school violence on the academic performance of learners in the said schools. The purposive sampling procedure has been thought to be ideal as the researcher has knowledge of the population to judge over their suitability for this study or not. It is hoped that the study shall provide parents, school staff and policy makers with insightful evidence to effectively address school violence as they need an understanding of the extent, nature and context of the problem. The obvious limitations pertaining to this study are the small sample size and the researcher's lack of adequate measurement experience. Thomas, Nelson and Silverman (2005: 59) further attest to the fact that there is at least one inherent limitation in all self-report instruments in which the participant respond to questions about his or her behaviour, likes or dislikes, or interests as to the truthfulness of the responses.

Other identified limitations for this study were that, though the study was conducted in the setting where the majority can speak and write English, not all discussions were carried in English. Some interviews were conducted in the Setswana language based on the preferences of

some participants. This required translating the interviews, which may unintentionally compromise some inferences of the participants. However, the responses were linked to the objectives of the research hence the influence of the inferences were minimised.

It has furthermore been observed that the study has delimited the scope to junior secondary schools of Lobatse and that school violence is a subset of youth violence which is embedded within a larger society, hence may not only be studied within the context of schools without recognising other social settings. Only schools in Lobatse were studied, therefore it may be difficult to generalise the findings to some other parts of the country. The circumstances that prevail in Lobatse may not necessarily be prevalent or shared among certain parts of the country. The potential weaknesses may be that Lobatse is a town and whatever lifestyles are ongoing in towns, may not be representative of what is going on in traditional, rural village setting. Botswana is also a vast country with diverse ethnic groupings and reflections from one ethnic grouping may not be representative to other groupings. Despite this limitation, the study could be generalised to the population covered, hence fulfilled its objectives.

Thomas, Nelson and Silverman (2005: 62), further explains the delimitations as relating to the scope of the study imposed by the researcher, such as the number and characteristics of the participants, the treatment conditions, and the specific dependent variables that are used and how they are measured whilst limitations are possible influences on the results that are consequences of the delimitations or that cannot be completely controlled.

1.8 DEFINITION OF TERMS

1.8.1 Academic Performance: According to this study, academic performance refers to what has been explained by Vandembos (2007: 5), as performance relating to any identifiable success of scholarship or disciplined study due to formal learning with conventional or theoretical study at a school or other educational institution .

1.8.2 Bullying: As used in this study, bullying refers to repeatedly humiliating another person who is perceived weaker or less capable than the bully (Ministry of Education & Skills

Development: 2009: 8). According to Vandebos (2007: 159). The American Psychological Association Dictionary of Psychology, refers to bullying as the persistent threatening and aggressive behaviour directed towards other people, especially those who are smaller or weaker. Marks (2002: 38) defines bullying as a threatening or intimidating behaviour, sometimes accompanied by physical violence, by some youth towards others, especially those smaller, weaker or otherwise perceived to be vulnerable. Bullying has been the target of specially tailored prevention and intervention programmes.

1.8.3 Child: According to this study, a child refers to any person below the age of 18 years. It also includes biological, adopted, step or any child in the care or custody of any adult person (Republic of Botswana, 2009: 57)

1.8.4 Community: As used in this study, this refers to any members of the society whose children are not necessarily admitted in the school. (Ministry of Education & Skills Development, 2009: 6).

1.8.5 Parents: According to this study, parents refer to biological parents/guardians/caregivers of learners admitted at a school. (Ministry of Education & Skills Development, 2009: 6).

1.8.6 School: As explained in this study, a school refers to a place where learners receive knowledge and skills (Ministry of Education & Skills Development, 2009: 6). According to The American Psychological Association Dictionary of Psychology edited by Vandebos (2007: 817) a school or an institution where people receive instruction.

1.8.7 Learner: In this study, a learner means any person admitted at a school to receive instructional learning (Ministry of Education & Skills Development, 2009: 6). Vandebos (2007: 529) defines a learner as an individual in the process of acquiring new and relatively enduring information, behaviour patterns or abilities, characterized by modification of behaviour as a result of practice, study or experience.

1.8.8 Teacher: A teacher in this study, is any person who directs the learning process in a school. His/her job is to impart knowledge and skills, leading to change in behaviour and attitude of a learner (Ministry of Education & Skills Development, 2009: 6).

1.8.9 Vandalism: Vandalism is used in this study to refer to the malicious alteration or destruction of property, most often by juvenile offenders, often without obvious motive (Davis, 2002: 271).

1.8.10 School violence: For the purposes of this study, school violence is defined as any behaviour intended to harm, physically or emotionally, persons in school and their property (as well as school property (Benbenishty and Astor, 2005: 8).

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

School violence seems to be a wide spread problem. Across the globe, there has been a worrisome trend of media reports, to the effect that school violence appears to be rampant. A statement from the Centre for Disease Control and Prevention (2008: 57), explains that school violence has been categorized as a subset of youth violence, a broader public health problem. Youth violence refers to harmful behaviours that may start early and continue into young adulthood. It includes bullying, slapping, punching, weapon use and rape. Victims can suffer serious injury, significant social and emotional damage, or even death. The young person can be a victim, an offender or a witness to the violence or a combination of these. Further to this, it is clearly pointed out that parents, teachers and administrators expect schools to be safe havens of learning. Acts of violence can disrupt the learning process and have a negative effect on students, the school itself and the broader community (Centre for Disease Control and Prevention, 2008: 57).

A study conducted by Matsoga (2003) reflects that the high incidence of complex incidents of violence in schools shows deterioration in the culture of learning. That is, with schools failing to fulfil their intended roles, more young persons get involved in crime thereby impacting in the running of schools.

For parents, school staff and policy makers to effectively address school crime, they need an accurate understanding of the extent, nature and context of the problem. However, it is difficult to gauge the scope of crime and violence in schools given the large amount of attention devoted to isolated incidents of extreme school violence. Measuring progress toward safer schools requires establishing good indicators of the current state of school crime and safety across the nation and regularly updating and monitoring these indicators. This is the aim of indicators of school crime and safety. It is against this background that the study discusses the available literature both within Botswana where the study is being undertaken and also as it is presented in the international arena.

The education system in Botswana consists of four levels: Primary (the first seven years of education); junior secondary education (three years); senior secondary education (two years); and , tertiary education for those who attend post- secondary institutions (University, Colleges of Education, Vocational and Technical Training, and most recently, private sector post-secondary institutions) (Vision 2016 Newsletter, 2009: 2-3). The Junior Certificate Examination (JCE) assesses the achievement of learners who have completed the last three years of the 10 year basic education programme. The 10 year basic education curriculum blueprint outlines subject specific learning outcomes and skill arrears. The curriculum and examinations at the junior secondary level, put emphasis on understanding and application of concepts, development of enquiry, decision making, reasoning creative, analytical, problem solving and the acquisition of hands on experience that should increase the participation and performance of all groups of different abilities, learners with special needs, girls and boys. All these skills entails more practical and challenging content that require higher levels of engagement of a learners cognitive ability that are commonly referred to as high order thinking skills. The role of education in schools is to equip learners with the necessary skills, knowledge and attitudes that will ensure a better survival in the future and also for the betterment of society. However, recent media reports and publications about the behaviour of certain learners in some schools country-wide have painted a gloomy picture about certain schools due to the escalation or high incidents of ill-treatment and harassment of other learners. Such incidents are taking place despite government's efforts such as the introduction of comprehensive school guidance and counselling programmes, feeding schemes and free education for learners who may not be able to afford cost sharing initiatives. The Department of Secondary Education (2007: 1) confirms that, in spite of innovations such as the introduction of the Guidance and Counselling programme, approaches to learners welfare, discipline strategies and teaching and learning methodologies have relatively remained the same. This has presented more problems related to learners.

Benbenishty and Astor (2005: 5) explain that the concept of school violence has been expanded to include physical harm, psychological harm and property damage. Currently, the term can include behaviours that vary in severity and frequency, such as bullying, verbal threats, intimidation, relational victimization; vandalism; school fighting; corporal punishment by staff;

sexual harassment; gang violence; the presence of weapons; violence directed at school staff; rape; hate crimes geared at students from specific ethnic groups or religions or at gay, lesbian, bisexual or transgender students; dating violence and murder. The majority of crimes listed above are, according to most schools are referred to as childish or acts of immaturity and the tendency has been to react seriously after something serious has taken place. Most schools have often received a rude awakening after the situations have gotten out of hand. This has often led to school authorities being reactive as opposed to being proactive. By this study, therefore, the researcher shall identify commonest types of violence in the schools and possible ways of dealing with such acts.

School violence is intrinsically a form of youth violence, according to Morrell (2001: 19), so it is important to use it in order to understand the larger problem of violent, juvenile crime. This troubling increase, which has not been observed in adult crime rates, led many academics to speculate that something ominous was taking place in the younger generation that would have a permanent impact on society. In the light of what this study seeks to investigate, the theoretical perspectives that underpin this study are discussed briefly.

2.2 THEORETICAL PERSPECTIVES

Central to this discussion shall be the school of thought for behaviourism. Behaviourism assumes that learning occurs through interactions with the environment. Two other assumptions as stated by Cherry (2010) on the website about this theory are that the environment shapes behaviour and that taking internal mental states such as thoughts, feelings, and emotions into consideration is useless in explaining behaviour. Discussed below are some of the contemporary theoretical analysis that were intended to inform this study.

2.3 BEHAVIOURISM

2.3.1 Ivan Pavlov

Behaviourism has its roots in several developments around the beginning of the twentieth century. Among the most important of them were the conditioning experiments conducted by Ivan Pavlov (1849 – 1936). Pavlov studied the digestive process in dogs and was particularly interested in the production of saliva, which is an involuntary reflex action. The idea of a reflex –

in which certain stimuli produce an automatic response – was well known. One of the most familiar examples in people is the jerk of the lower leg when a certain nerve at the kneecap is tapped. In animals the salivary reflex causes them to produce more saliva when food is placed in their mouths (Wills, 2002: 75).

According to Wills (2002: 75), Pavlov devised a method of measuring this saliva flow, but soon noticed that his dogs began to salivate even before they were given food. The sight of the white coats of the lab attendants who brought food to the dogs was enough to trigger this response. To test this reaction formally, he rang a bell just before the food was presented. After a while he found that he could make the dogs salivate merely by ringing the bell without giving them any food. Pavlov called this behaviour a “conditioned reflex,” and it later came to be known as a “Conditioned Reflex Response.” He also found out that additional repetitions of the bell – food connection strengthened the effect, while many repetitions of the bell without food made the effect diminish and eventually go away, a process termed “extinction.” This theory is an indication that an activity such as school violence may cause same effects if it may be allowed to take place repeatedly without necessary interventions in a school environment. It may stimulate fear and low self esteem among victims and encourage feelings of power and control among perpetrators.

2.3.2 E. L. Thorndike

Shortly after the turn of the twentieth century Thorndike (1874 – 1949) also began to carry out experiments on learning. He was interested in finding out whether dogs and cats could learn by observation.

According to Wills (2002: 75), he placed the animals in cages called puzzles or boxes that they could open from inside by pressing a lever, and he tried to teach them how to do so. He found that when an animal, simply observed another animal, or a person, pressing the lever to open the cage, no learning took place. Even when he guided the animal’s paw onto the lever by accident, and after this happened many times, the animal eventually learned that stepping on the lever opened the cage and would do so immediately after it was put inside. From this, Thorndike deduced what he called the ‘Law of Effect,’ which stated that a behaviour that produces a

positive result is likely to be repeated. Like Pavlov's conditioned reflex, this behaviour seemed to be independent of conscious thought. Providing valuable information such the effects of violence on academic performance empowers school authorities and learners to develop better awareness and strategies of dealing with such a challenge.

2.3.3 John B. Watson

Early in the twentieth century, Watson studied learning in rats, first as a student at the University of Chicago and later as a professor at John Hopkins University. The ideas of Darwinism, based on the theory of natural selection, coupled with the introspective approach to the study of the mind, demanded that he explain his results in terms of conscious thought by the animals, which he found unacceptable. Ironically, the idea that lower animals might possess what had come to be called "mind" led him to reject the idea that there was such a thing as this separate, unique feature (Wills, 2002: 76).

Drawing on the works of Pavlov, Thorndike and others, Watson concluded that for psychology to be a true science, it must study only an organism's observable behaviour. He states that one can observe only a stimulus (an event that takes place before an organism does something) and the response (the behaviour that follows). Whatever occurs in between is a "black box" of which nothing is known. The stimulus could be a signal, such as Pavlov's bell, or some internal event, such as the contractions of the stomach that signal hunger. In either case the response would have to be an observable action, such as salivation or getting up and walking to the refrigerator. Although several other psychologists had been moving towards a behaviourist's approach, Watson was the first to popularise the idea in 1913, with a famous lecture that has come to be called "The Behaviourist manifesto", later published in the *Journal of Psychological Review* (Wills, 2002: 76).

Basing his arguments on the studies he undertook, Watson came up with the following principles as underpinning his behaviouristic psychology:

- (i) Psychologists could measure only what happens outside the organism. Introspection and any concept of "mind" were irrelevant. (This led Watson to reject Freud's

theories about the unconscious because the unconscious was a concept that could not be observed directly).

- (ii) The purpose of psychological research is the prediction and control of behaviour.
- (iii) There is no difference between people and animals, except a difference in degree (for example, level of intelligence).
- (iv) The behaviour of people results entirely from physiological reactions and is not attributable to any nonphysical force (Wills, 2002: 76).

Watson, like Pavlov and Thorndike, through their scientific experiments confirm the need for scientific methods to discover what may be the probable causes of certain behaviours of organisms and humans before finally determining the corrective measures to be provided to remedy such situations.

In conclusion to his findings, Watson saw the methodology of behaviourism as essential in making psychology a true science on a par with Physics, Chemistry and other established disciplines. He went on to develop behaviourism as a theory attempting to explain complex human behaviour entirely in terms of the conditioned reflex. This came as a response to what most other psychologists believed in at the time when Watson was starting his research, that people performed many everyday actions instinctively. William James had claimed that behaviours such as climbing, hunting, showing sympathy, playing, curiosity, modesty, shame, and parental love were all instinctive. After extensive observation of human infants, Watson decided that only a few basic behaviours such as grasping, sucking and random movements of the limbs, were built into every infant. The complex behaviours James had mentioned grow out of conditioning (Wills, 2002: 78). The theory of behaviourism is relevant for this study as violence is an act of behaviour and behaviourism is to provide insight into development and behaviour practice as seen by the theorists.

2.4 THE COGNITIVE THEORIES

For about three decades, many psychologists agreed with Watson. They limited their studies to the relationships between events and behaviours, and did not speculate about the mental processes causing these relationships. Consequently, behaviourism grew more and more

influential, dominating psychology in the 1940's and 1950's. In the mid 1950's, however, a new philosophy began to take hold. In 1956 a group of researchers, including Jerome Brunner, George Miller and Herbert Simon, met at MIT. These cognitive psychologists (as they later came to be known), revived the interest in the mind. By the mid 1970's nearly all psychologists were again talking about how the mind worked.

According to Wills (2002: 93), although most psychologists regard the behaviourism of Watson and Skinner as an extreme and overly simplistic explanation of behaviour, they recognise that the theory opened a small window onto the human mind. Behaviourism's first major contribution to psychology was methodology – a way of doing Science. The second was therapy – a way of treating psychological problems. The third was a philosophy – an idea about what psychology should and should not be. To highlight the relevance of behaviourism theory, particularly for this study, Kurzban states that.

The most significant contribution the behaviourists made to modern psychology is the one that is hardest to see. They insisted that psychology should be a science. Scientist perform carefully controlled experiments, and so should be psychologists. Psychology, the behaviourists said, could not make progress simply through discussion debate. It needed objectivity and hard facts (2002a: 88).

Cognitive theories of development are all about the mental processes that take shape within the mind. Therefore, for any behaviour to take place, information has to be firstly processed in the mind and is largely determined by both natural and environmental factors. In other words, both the behaviourists and cognitive theorists agree that there is a cause for each and every behaviour that is being exhibited. In so far as school violence is concerned, it may be important for us to note that both the hereditary and environmental factors come to play on determining who may be bullies or victims and thus the theory plays a crucial role to inform the influences that such factors have on various behaviours.

2.5 INTERNATIONAL PERSPECTIVES

2.5.1 School violence in the United States of America

Reports from the United States Department of Education, published by The Centre For Disease Control, (2008) indicate that youth violence is widespread in the United States (US). It is the second leading cause of death for young people between the ages of 10 to 24. In recent studies conducted over the years, it has been reported through the same source that;

- 5 958 young people aged 10 to 24 were murdered - an average of 16 each day in 2006.
- Over 631 000 violence related injuries in young people aged 10 to 24 were treated in US emergency rooms in 2007
- In a 2007 nationwide survey, 36% of high school students reported being in a physical fight during the past twelve months
- Nearly 6% of high school students in 2007 reported taking a gun, knife, or club to school in the 30 days before the survey.
- An estimated 30% of kids between 6th and 10th grade reported being involved in bullying.

The Centre for Disease Control (2008) further reported on school violence in a 2007 nationally representative sample of youth in grades 9 – 12, as follow:

- 12.4% reported being in a physical fight on school property in the twelve months preceding the survey.
- 16.3% of male students and 8.5% of female students reported being in a physical fight on school property in the 12 months preceding the survey.
- 27.1% of students reported having property stolen or deliberately damaged on school property.
- 5.5% did not go to school on one or more days in the 30days preceding the survey because they felt unsafe at school or on their way to or from school.
- 5.9% reported carrying a weapon (gun, knife or club) on school property on one or more days in the 30 days preceding the survey.
- 7.8% reported being threatened or injured with a weapon on school property one or more times in the twelve months preceding the survey (Centre for Disease Control website, 2008).

Other studies conducted by the National Institute of Child Health and Human Development, using a survey developed by World Health Organization concluded that out of 29.9% of students in the US – 3 of every 10 students – are either victims or perpetrators of bullying. Approximately 1 of every 5 – 19.3% - were identified as bullies, and nearly 1 of every 6 – 16.9% - were classified as victims of bullying. These figures include 6.3% of students who fell into both bully and victim categories according to the findings by Dewey (2006: 69).

These reports, based on studies conducted in the US, are disturbing state of affairs and equally a threat to students in developing countries such as Botswana, because there is a lot of influence from the developed nations that has infiltrated the developing nations as the modern generations have modelled their lifestyles around the cultures and other social dynamics of these nations. The current media reports on the escalation of school violence may be indicative of the fact that there could be a spill over effect through modern media forms of school violence from America to the developing countries such as Botswana where there seems to have too much access to the American lifestyles.

2.5.2 School violence in South Africa

Bullying, in all forms (physical, verbal, emotional and psychological), is widespread in South African schools. In secondary schools, other learners and even young teachers may find themselves being bullied by senior learners. There is also a wide range of racist, ethnic and gender-based abuse which makes it difficult for teachers to manage the behaviour of learners (Northmore & Potterton, 2007: 4).

An interesting heading has been captured from a website of the South African Research Institute, (browsed on 12 July 2010, referring to South African schools as the most dangerous in the world. This follows a report published by the South African Institute of Race Relations. The institutes' findings follow a host of recent media reports of shootings, stabbings, rapes and robberies in South African schools.

According to data published by the institute, a recent progress in International Reading Literacy Study has found that South Africa ranks last in school safety. In that study South African School pupils were asked whether they felt safe when they were at school and if they had experienced incidences of stealing, bullying and injury to themselves or to others in their class within the last four weeks. Only 23% of South African pupils said they felt safe at school. On average, South Africa's schools ranked more than 20 percentage points below the world wide country average of 47% of pupils declaring that they felt a high degree of safety in the classroom.

Schools in Norway, Denmark and Sweden were the safest in the world with approximately 70% of pupils saying they felt safe at school.

The research institute of South Africa questioned whether the National Department of Education had done enough to protect pupils. According to the Department's own data published in the institute's report, 24% of schools had no burglar bars, 35% had no security gates, and 80% had no alarm system. Henry (2000) as quoted in the website of the South African Research Institute, (browsed on 12 July 2010), states that, "our nation's schools should be a safe haven for teaching and learning, free of crime and violence". Even though students are less likely to be victims of violent crime at school than away from school, any instances of crime or violence at school not only affects the individuals involved but also may disrupt the educational process and affect, bystanders, the school itself and the surrounding community.

Many reports from developing countries have found that, some teachers verbally, physically and sexually abuse their learners. Mitchell and Mothibi-Tapela (2004: 8) found, for example, that some Zimbabwean educators beat their learners with thick sticks, hosepipes or even ropes. They found furthermore that some Zimbabwean learners were sexually abused by their educators in "... dark places, storerooms and raped in the maize field." Morrell (2002: 43) rightly argues that educators whose identities are vested in power and hierarchy contribute to violence by being violent (using for example, corporal punishment), by condoning violence (turning a blind eye to bullying and sexual harassment) and by supporting a school ethos intolerant of differences and insistent on conformity. A Human Rights Watch (2001) report on sexual violence against girls in South Africa cites alarming statistics on the proportion of school girls raped, most often by

young male school children and their teachers. Girls who encountered sexual violence at school were raped in school washrooms, in empty classrooms and hallways, and in hostels and dormitories. Girls were also fondled, subjected to aggressive sexual advances and verbally degraded at schools. The South African press routinely carries stories of violent robbery, rape, and murder in schools (De Wet, 2003: 36 – 44).

2.5.3 Violence situation in Botswana's schools

Botswana is a landlocked country found in the heart of southern Africa. Since independence (1996) the country operated under four (4) national principles of; Democracy, Unity, Development and Self-reliance. These principles have remained the cornerstones that contribute to peace and social harmony and have even promoted the country's international relations. A fifth principle of "*Botho*" has recently been included to compliment four other principles. "*Botho*" is the concept of being humane. This is a Tswana word that emphasizes the need for all citizens to possess good human values and virtues with well rounded character. This requires that all citizens should disapprove and denounce any anti-social, disgraceful, inhumane and criminal, and rather encourage social justice for all (Long term Vision for Botswana, 2009: 26). The policy document states that children must learn *Botho* in the home, at school and in the community. *Botho* must be central to education, home and community life, work place, work place and the national policy. The system of education, supported by public campaigns must stress the value of a multi-cultural society, and the need for tolerance and understanding of differences between people. The feeling that *Botho* might be slowly fading away in most, particularly among the youth, has prompted this study.

According to Matsoga (2003: 13), the high incidence of complex violence in schools shows deterioration in the culture of learning. This is to say, with schools failing to fulfil their intended roles, more young persons get involved in crime thereby impacting in the running of the schools or by rendering them ungovernable.

Matsoga (2003: 13) further explains that school violence wastes school resources such as time, money and labour from those handling or presiding over cases of crime or indiscipline. School violence impacts schools in multiple ways including, weakening of school discipline as well as

time lost during consultations with parents and the police. Children who view themselves as targets of school violence, show high levels of anxiety and depression that impede their school performance (Juvonen, 2001: 2).

The major causes of crime and violence in Botswana are complex. The literature points to the results of rapid economic development and the increase in urbanisation and population. Increased alcoholism and drug related abuse have led to domestic violence, rape and assaults as well as the use of offensive or foul language, jealousy and frustration. Increased poverty and unemployment have also been identified as major factors associated with crime and violence. In the school setting, urbanization and population increase have also led to overcrowded schools with high teacher-pupil ratios, and a host of other school problems. The literature indicates that in such schools it is common to find teacher-student violence, student-on-student violence and administration against both students and teachers. The violence may be verbal, physical, emotional or a combination of all such factors (Matsoga, 2003: 14).

The 2001 National crime statistics prepared by the Botswana Police Services, indicate that the perpetrators of crime include men, women and juveniles (both males and females). Returns for the year 2001 show that more males committed criminal offences than females. Among the youth, there are more male juvenile offenders than female juvenile offenders. While juvenile records do not indicate how many of them are of school going age (Botswana Police, 2001), it is logical that some of the juveniles are students which were a fundamental reason for this study. This study seeks to understand the causes and the dimensions of violence in Botswana's secondary schools. This study has also been influenced by the study carried out by Maletse in 2006 captured from the School Psychology International website, whose results showed significant prevalence of self-reported aggressive tendencies and antisocial behaviours among secondary schools students in Botswana. Boys rated themselves higher on aggression, use of alcohol and drugs, carrying and use of dangerous weapons compared to girls. High scores on antisocial and aggressive behaviours were significantly related to poor parent – child relations and low parental monitoring.

This study has been, to a greater extent, influenced by Matsoga's (2003) study, the results of which suggested the need for a review of the education system in Botswana as well as further study on other areas that impact the socialization and education of Botswana youth. Specific areas are the need for the Ministry of Education and Skills Development to develop an environment to reduce or eliminate violence as well as to develop a nationwide implementation policy for providing better counselling skills for teachers, administrators and the parents. Further, regular ongoing interactions between all parties are needed. This suggests the need for the Ministry of Education and Skills Development to develop an effective in-service course for teachers and school administrators in lieu of punishment as well as to assure effective counsellor preparation for all schools. Finally, intensified infusion of civic education into the curricular is warranted.

As literature suggests, there is indication that for all the three (3) countries mentioned in this study, school violence is indeed taking place. The most common form of school violence has been revealed to be physical, verbal and emotional bullying. Boys have been found to be more of bullies than girls whilst victims of bullies apply to all forms of gender for all the three countries studied. The environment under which the learners are studying is said to be not so conducive to both teaching and learning and hence likely to impact adversely on the academic performances of the schools. However, it appears like in the United States, the situation is more serious than in South Africa and Botswana in the sense that in certain instances school violence have resulted in the death of the victims. In this study, the effects of school violence on the academic performance of Community Junior Secondary Schools in Lobatse, Botswana was investigated.

2.6 NATURE OF SCHOOL VIOLENCE

2.6.1 The concept of school violence

The concept of school violence has been expanded to include physical harm, psychological harm, and property damage. Currently the term can include behaviours that vary in severity and frequency, such as bullying, verbal threats, and intimidation, relational victimisation; vandalism; school fighting; corporal punishment by staff; sexual harassment; gang violence; the presence of weapons; violence directed at school staff; rape; hate crimes geared at students from specific

ethnic or religious or at gay, lesbian, bisexual or transgender students: dating violence and murder (Benbenishty & Astor, 2005: 9).

2.6.2 How school violence takes form

Dealing effectively with learners who exhibit aggressive behaviour seems to be a growing concern among educators today. This negative behaviour may be a result of coercive parenting, direct observation, and indirect experience via television, books, movies, internet, peers and so forth. Whatever the cause, aggressive children have tremendous difficulty interacting effectively with their peers and teachers in the school, often resulting in poor educational experiences and underachievement (Goldstein, 2000: 60).

Central to most research findings, the main form of violence prevalent among school going youth is in the form of bullying. According to Dewey (2006: 4), bullying can be defined most simply as repeatedly humiliating another person who is perceived as weaker or less capable than the bully. Humiliation can be accomplished by physical intimidation or assault, or by verbal abuse that ridicules or demeans someone. Bullying is a repetitive action that instils anxiety and dread in the victim. Therefore, throughout the course of this study, the term bullying shall be used synonymously with school violence.

In order for bullying to take place, the aggressor must be in a position of dominance of superiority over the victim. Among boys, dominance is often achieved because one boy is larger or stronger than the other, or because several boys outnumber their victim. Among girls, physical size may not matter as much as social status and popularity. In all cases, the bully exudes confidence and arrogance that intimidates the victim. Bullying does not occur between two equals, which distinguishes it from ordinary conflict between peers as mentioned by Dewey (2006: 5).

According to Bodenstein and Potterton (2002: 10), nearly everyone is bullied at some time in their lives, either by brothers and sisters, neighbours, children at school or adults. Learners who are bullied can feel scared, vulnerable and very alone. Bullying includes people calling learners names, making things up to get them in into trouble, pinching, hitting, biting or pushing and

shoving. It also includes damaging learner's belongings, stealing money or food or taking friends away from learners. Bullies are cunning and often do things so that they are not noticed. Most incidents occur in places where there is little adult supervision. Bullying is wrong and should be stopped.

2.6.3 Reasons why children may become violent

There are many reasons why children misbehave. The best answer is that children misbehave because they are children and are busy exploring and testing the world. School on the other hand, is a place where children learn what acceptable and unacceptable behaviour is. School teaches children to accept responsibility for their actions. Poor behaviour is often a symptom of a deeper problem which the teacher has no knowledge of, or lacks the power and the capacity to solve.

Disruptive behaviour, sometimes manifesting itself in the form of violence, can be sometimes a cry for help from a child. Every day teachers have the opportunity to play a positive and live-changing role in the lives of the learners they teach. Many of these opportunities go unnoticed and children who misbehave are punished and ridiculed (Northmore and Potterton, 2007: 3). It should however be noted that, the cause of school violence may be that a learner's emotional needs are not satisfied. The persons may then be unhappy or discontented within themselves. Discontent can arise from situations such as:

- A learner feels resentful and rejected because he/she does not feel accepted at home, at school and in the community.
- A learner is unhappy because he/she suffers from the effects of abuse or alcoholism at home.
- A learner finds the work in class very difficult and has difficulty asking for help.
- A learner sometimes does not have close someone whom he/she can confide in.
- Work in class too easy and becomes bored and frustrated (Aabobe, Bagwasi, Mphele and Ojang, 2004: 13).

2.6.4 How violence affect school and the community

According to the information publicised from the website of the Centre for Disease Control (2008), parents, teachers and administrators expect schools to be safe havens of learning. Acts of

violence can disrupt the learning process and have a negative effect on learners, the school itself, and the community. School violence is a subset of youth violence, a broader public health problem. Youth violence refers to harmful behaviours that may start early and continue into young adulthood. It includes bullying, slapping, punching, weapon use, and rape. Victims can suffer serious injury, significant social and emotional damage, or even death. The young person can be a victim, an offender or a witness to the violence or a combination of these.

The Centre for Disease Control (2008), further observes that, for parents, school staff and policy makers to effectively address school crime, they need an accurate understanding of the extent, nature, and context of the problem. However, it is difficult to gauge the scope of crime and violence in schools given the large amount of attention devoted to isolated incidents of extreme school violence. Measuring progress toward safer schools requires establishing good indicators of the current state of school crime and safety across the nation and regularly updating and monitoring these indicators; this is the aim of indicators of school crime and safety. This study investigated the nature of school violence.

2.6.5 Summary on the nature of school violence

From the literature reviews, it has been established that the most prevalent form of school violence is bullying. Bullying is a maladaptive behaviour commonly associated with poor parenting or an influence a child might have as a result of being exposed to violent situations as may be the case with watching of violent television programmes, movies or games, as well as residing in locations where there are high incidences of violence and crime. This study will indicate that, children tend to be violent sometimes as they may want to communicate their displeasure as a result of being victims of domestic violence, rejection by other members of the community and peers or even finding it difficult to cope with their school work.

2.7 CAUSES OF SCHOOL VIOLENCE

2.7.1 The role of Genes

Behaviour geneticists have investigated many other areas, including the role of genes in influencing violence and criminal behaviour. Kurzban (2002b: 159) states that, generally, people are reluctant to accept explanations for violence that involve genes, possibly because they

believe that biology is inalterable, which contradicts the idea that violent people can change their behaviour. This view is encapsulated in the 1986. Seville statement on violence, which has been adopted by UNESCO, an agency of the United Nations. Part of the statement declares: "It is scientifically incorrect to say that war or any other violent behaviour is genetically programmed into human nature".

Most researchers believe that all behaviours are influenced by both genes and the environment. Kurzban (2002b: 159) further observes that evidence from behaviour genetics also suggests that variations in violent and criminal behaviour can be linked to differences in genes. Twin research on criminality is one source of evidence. Identical twins tend to be more alike than fraternal twins in terms of criminal behaviour, suggesting a genetic influence.

Kurzban (2002b: 160) also confirms that evidence from adoption studies indicates that criminality is slightly less heritable than twin studies suggest. Nevertheless, it appears that children with law-abiding adoptive parents but whose biological parents have at least one conviction for criminal behaviour are more likely to end up becoming criminals than children with law-abiding biological parents but whose adoptive parents have at least one criminal conviction. This suggest that criminal behaviour is heritable.

Despite these findings, there is no doubt that criminality also depends on the environment. In 1982 a study of Swedish children found that the rate of criminality in adopted children was 6.7% if their adoptive parents had committed a crime, 12.1% if their biological parents were criminals, and 40% if both sets of parents had indulged in criminal behaviour. Together, genes and environment seemed to be several times more compelling than either force acting alone. The search for the specific genetic causes of differences in violent behaviour has a long history. An early theory focussed on the chromosomes that determine sex in humans. Men generally inherit a Y chromosome from their fathers and an X chromosome from their mothers, while women inherit two X chromosomes – one from each parent. Occasionally, however a sperm cell carries two Y chromosomes; and if it fertilises an egg, the resulting individual has three sex chromosomes. XYY males are uncommon, but they were once thought to be present in greater numbers in prison populations than in the general population (Kurzban, 2002b: 160). Although

the specific genes involved in violent behaviour remain largely unknown. Most evolutionarily informed researchers consider it likely that natural selection would, at some time in the past, have favoured genes that caused violent behaviour under certain circumstances. Of course many environmental factors play a part in determining whether people are likely to resort to violence. For instance, cultural values, the availability of alcohol, or even over-crowding are all likely to influence the prevalence of violence in a society. Though it may not be easy, unwanted behaviours, due to hereditary and environmental factors, could be modified or influenced but can not be completely changed. This may be possible through proper parenting initiatives, life skills coaching and healthy mentoring, as well as creating a stimulating environment that promote the need to change for the better.

2.7.2 The Environmental role

Advances in biology and genetics have strongly influenced the redevelopment of social psychology, but the role of environment should never be forgotten. We are a product of our own, unique evolutionary history, and every person has genes that have been preserved over the causes of countless generations. But these genes do not determine behaviour on their own; they only exert their influence in a certain environment. Without the right genes no environment can determine how a person will develop; but without an appropriate environment the instructions contained in the genes have no effects (Kurzban, 2002b: 161).

A major part of the environment in which individuals develop is determined by their interactions with other people. The evolutionary history of humans has produced an exceedingly social animal. Unlike many organisms, a developing human depends on family members for survival. Depending on family is not a unique characteristic but it is a universal characteristic – we carry genes that make us dependent during early life.

We remain social creatures even after early development. We carry genes that lead us to desire contact with others and that cause us to be lonely when deprived of this contact. Unlike many species, we seek others not just for mating, but for all kinds of interaction. The environment in which we evolved was clearly a social one, and the genes that helped create a social animal persisted in our species (Kurzban, 2002b: 161)

Our social nature leads us to create a complex social world as we form alliances for mutual gain, compete for status and resources, and arrange ourselves into hierarchies. Competition both within and between groups is a part of human life; and while some of this competition can be positive and healthy, it can be a serious problem. Our social nature also means that communication plays a large role in our lives. We use language and other forms of communication to convey information from one person to another, performing many social functions.

2.7.3 Influence by Modern Technology on Youth Violence

There is mounting concern about the use of computer video games that depict violence. Studies of the games used most frequently by children and adolescents suggest that nearly all the popular games contain at least some degree of violence. This research also has shown that some of the more violent games can promote aggression in children. However, it is important to remember that young people who are already aggressive are more likely to seek out and enjoy playing these games, so it is difficult to distinguish between cause and effect:

Computer games and video consoles almost always include a degree of violence. Some such as Grand theft auto 3, have been banned in many countries due to their violent content. Psychologists are looking at the long term effects of games like these on psychological traits such as aggression (Deckard, 2002: 158).

2.7.4 Influence of emotions and thoughts on violence

In 1990, Leonard Berkowitz of the University of Wisconsin proposed that different kinds of negative emotions and negative thoughts are connected in our minds, which means that when we are experiencing one negative emotion, it is fairly easy for us to start feeling another. We might become angry more easily if we are in pain, for example, and if we are feeling irritable, we might behave more aggressively than someone who is not. Other researchers have shown how stimuli

such as loud noises, disgusting smells, hot temperatures, and even cigarette smoke can make people aggressive (Lochun, 2002: 71)

Lochun, (2002: 71) further states that mental images can play an important role too. Berkowitz and his colleagues showed that aggressive thoughts can be created just by showing people images of weapons, and that these thoughts can be created just by showing people images of weapons, and that these thoughts can lead to aggressive behaviour. Researchers have also found that people who watch violent television programmes behave more aggressively.

Although certain ways of thinking can lead to more aggression, anger may also be triggered by the inability to think clearly, and alcohol and other drugs can greatly influence our state of mind. Research by Claude Steele and his colleagues at Stanford University (1990) has shown that alcohol makes people less cautious than they would normally be. Instead of considering the consequences of their behaviour, they tend to react to the immediate aspects of a situation – perhaps focussing on an insult they have just received or the fact that everyone else is fighting (Lochun, 2002: 71). Lochun (2002: 71) summed up by stating that, although we usually prefer to get along with other people, it seems most of us believe aggression is justified in certain circumstances, which may explain why people in societies throughout history have behaved aggressively from time to time. We are generally social creatures, but aggression is also part of our make up.

2.7.5 Contributions by Family Violence

Kurzban (2002b: 136) has narrated an interesting story to explain the influence of family over creating violence. The story involved Martin Daly and Margo Wilson, a husband and wife team of psychologists at McMaster University in Canada, who studied an issue of profound importance to society, family violence. In 1988 they published a book on homicide, which took an evolutionary approach to violence, particularly in the context of family. They predicted that parents' biological children would be less likely to be abused than non-biological (adopted or step children) After combing through a wide range of historical and anthropological records, they reached some startling conclusions. They found that in the United States and Canada step children were more than fifty times as likely to be fatally abused by their parents than biological

children. The couple also gathered a great deal of evidence confirming several other hypotheses surrounding violence and murder, generated from evolutionary point of view. They did not conclude that a child should always fear a step parent, however, but rather that blended families are in some way new and challenging to human nature. Thus parenting behaviour must be learned if such families are to adapt successfully.

2.7.6 Common School Based Factors Resulting in Violence

2.7.6.1 Awareness

Without school wide awareness of the problem of violence, many of the recommended intervention methods will not be effective. Most school authorities tend to respond to school violence only when it is reported or is way out of proportion. Dealing with it in this manner sometimes may render the situation totally irreparable. The lack of an overarching vision or ideology could put schools at risk for bullying behaviours. Creating an ongoing awareness of the problem is the key element to prevention. Schools must do a better job of defining school violence, teaching learners what bullying is, and students to seek help when they are being bullied (Dewey, 2006: 4).

2.7.6.2 Response to violence

International studies suggest that what teachers and school staff do in response to a bullying event makes a big difference in outcomes for both the bully and the victim as well as other students in the class as mentioned by Smith (1999: 51). Without specific training or an awareness of bullying patterns and their long term effects, school staff tends to do nothing in response to persistent bullying. Teachers' lack response, and almost never talk about bullying to individual learners or their classes. Teachers rarely respond to bullying events. Teachers do not respond to violent situations at school. Studies also show that a negative response of the peer group to bullying behaviour and their support for victims is essential to reducing bullying levels. A crowd of students encouraging and cheering acts of bullying can have a very different effect from when the bully is confronted by multiple peers or older students who respond negatively to the bully or attempt to intervene. A lack of response in the peer group, by parents/caregivers, and school staff has been identified as a risk factor for the perpetration of bullying behaviours, according to Dewey (2006: 79).

2.7.6.3 School climate factors

A positive school climate reduces school violence. Learners' judgement of their school's overall violence problem is related directly to school climate characteristics. A school climate is associated indirectly with fear of attending school due to violence.

A negative school climate has been implicated as a contributing risk factor for bullying. Schools that have a larger than average bullying problem tend to be characterized by an overall negative social climate. In general, these schools feel less satisfied with school life and the teachers are less clear on what procedures to follow or their role surrounding bullying events. The following are components that are part of school climate: (Department of Secondary Education, 2007: 1):

- (a) School Policy against violence: Schools that have policies that include clear, consistent, and fair rules may be able to reduce violence.
- (b) Teacher support of learners: Supportive relationships may reduce learners' alienation toward their school and give them a chance to develop positive relationships with adults who support, counsel, and help them overcome their emotional and behavioural problems.
- (c) Learners' participation: School participation and teacher support of learners may be the most effective if they also include learner participation in decision making and in the design of intervention to prevent school violence. This participation may enhance learner involvement in the school and increase their interest in a peaceful school, whereas learners disengaged from school have little or no investment in acting appropriately at school, according to Flannery (1997: 54). Some school managers still believe that they should plan nearly everything in the schools without much involvement of learners and other stakeholders. As a result, this has led to poor working relations in schools. In many cases some learners do not appreciate the value that school property adds to their academic achievements since they play a minimum role in the school governance.

2.7.6.4 School size and class size

According to Junoven, (2001: 1), school violence is not confined to urban schools; it is also in suburban schools. Violence is most common in large schools, and secondary school learners are

the most likely targets of violent behaviour. Teachers in large schools and classes have difficulty developing and maintaining meaningful relationship with learners, especially at risk learners who have more intense needs for attention and involvement. The management of secondary schools in Botswana has changed significantly in the last 15 years. During this period there was a massive expansion of secondary education institutions across the country as reported by Department of Secondary Education, Botswana (2007: 1). A high child to teacher ratio makes it practically impossible for the teachers to monitor their learners behaviour effectively, so discipline problems and crime increase.

2.7.6.5 Peer Groups

The school rules and policies, the teachers' responses to violent events, and the overall care and maintenance of the school have all been implicated as possible contributing variables to learners fear and their assessment of the school violence problems.

2.7.6.6 Individual Factors

Literature on school violence indicates that boys are more violent than girls (Borg, 1999: 136). Research suggests that compared with girls, boys are more frequently victims of bullies and engaged in bullying behaviours. Boys also tend to report high rates of victimization. In a national study in the US, 25.9% of boys and 13.7% of girls in 6th through 10th grades reported being frequent victims of bullying (Nansel, 2001: 52).

Overall, boys tend to be victimized more by direct forms of bullying (e.g. hitting, slapping), and girls are victimized more often by indirect and relational forms of bullying e.g. rumours, exclusion from groups.

2.7.6.7 Parenting of Bullies and Victims

Parents in socially toxic neighbourhoods try to protect their children in ways that condition the children to behave in an aggressive, defiant, and distrustful manner that generalizes to the school. Lack of emotional support for the child, lack of supervision, and monitoring and lack of overall parental involvement with the child tend to increase bullying behaviours.

Literature confirms that, bullying and more serious violent behaviour are not separate problems. Childhood bullying predicts person-oriented crime in young adulthood. Thus bullying is one precursor of more extreme forms of hostility. A small but potentially volatile group of youth not only perceive themselves as victims, but are also aggressive themselves. It is clear that hostilities in families raising children increase the risk for subsequent violence (Juvonen, 2001: 1). Parents who model aggressive behaviour in their daily interactions with others will increase the risk that the child will become a bully. This is the typical “violence begets the violence” argument, which suggests that children learn violence through their exposure to it.

Research suggests that victims of bullies tend to come from over-protective families. These children tend not to develop the assertive skills that make them less vulnerable, concluded Sullivan (2000: 78).

According to the Centres for Disease Control and Prevention’s (2008) web page, a number of factors can increase the risk of a youth engaging in violence. However, the presence of these factors does not always mean that a young person will become an offender.

Risk factors for youth violence include:

- Prior history of violence;
- drug, alcohol, or tobacco use;
- association with delinquent peers;
- poor family functioning;
- poor grades in school; and
- poverty in the community.

2.7.6.8 Family Poverty

Many researchers found a link between student or youth violence and family poverty as noted by Dewey (2006: 94) that male students whose fathers had a history of unemployment were more likely to engage in violent behaviour than sons of fully employed fathers.

2.7.6.9 Community Context

The neighbourhoods, in which children and adolescents grow up and develop, play very influential roles in young peoples' relationships with violence. Poverty, discrimination and lack of opportunities for education and employment have all been identified as important community risk factors for interpersonal violence. The relationship between community factors and school victimization is not direct. Even with the same communities, there appears to be sizeable variation in the victimization rates between different schools. This is another indication that schools may be mediating community and family effects. According to Daane, (2003: 25), exposure to community and school violence is a significant predictor of aggression.

2.7.6.10 Ethnicity and culture

This is an important variable in the study of school violence. It appears that school violence rates differ by ethnicity and culture. A recent volume on school violence rates differ by ethnicity and culture. It reported a great variation among European cultures according to (Smith, 2003: 73). The Arab population is more disadvantaged than the Jewish population on every socio-economic indicator (Kop, 1999: 19). These circumstances may strongly impact school victimization, because neighbourhood poverty and high crime rates influence the schools and the social dynamics that impact victimization and its consequences (Lorion, 1998: 57). In many societies there may be a confound between ethnicity / culture and socio economic issues. Often, cultural differences are attributed to a group when it is entirely possible that differences stem mainly from economic disparities rather than from cultural differences. In this study, the causes of school violence were investigated.

2.7.7 Summary on the causes of school violence

From the discussions above, it can be concluded that, the two most important factors that have influence over school violence are mainly heredity and environment. As indicated by literature, children born in families that have history of violence are more likely to become violent than those otherwise without that history. Heredity influence has been mainly proven through twin studies and studies on adoption. Environmental factors are also key, as they shape out the behaviour that is more likely to be exhibited by the child due to the day-to-day life experiences to which the child might be exposed to. The environment of the child starts from the home from

where a child is raised and it proceed to other places such as. the school, the community and the society to which a child grows.

2.8 EFFECTS OF SCHOOL VIOLENCE

2.8.1 Perceptions on school violence

The most prevalent form of school violence as research suggests, appears to be in the form of bullying. Espelage and Swearer (2003: 34) as quoted by Jacobsen and Bauman (2008: 1-6) together with other authors quoted below over how they view school violence and the impending effects, that school bullying was once considered a childhood ritual or a normal part of development and was therefore often overlooked or ignored by school personnel. Espelage and Swearer (2003: 35) further attest to it that bullying is not a harmless phenomenon, rather, it is a widespread and serious problem that must be addressed.

2.8.2 Implications of school violence on the health of victims

Olweus, Payne and Gottfredson (2004: 3) consider bullying as having negative consequences for victims, bullies, and for school climate. Shore (2005: 15) refers to bullying as a subset of aggression that is typically categorized as physical, verbal or relational. Physical bullying is considered to receive more attention from schooling personnel, and this includes behaviours such as hitting, kicking or any form of overt violence toward another learner. Olweus (1993: 57) refers to verbal bullying as name calling, teasing and verbal threats. He further explains relational bullying as a form of social isolation that includes behaviours such as gossiping, intentionally leaving learners out of activities, spreading rumour and other measures that seek to change peer groups.

2.8.3 Effects of school violence on academic performance of learners

Victims of bullying can suffer from various health problems including diminished levels of psychological well being, poor social adjustment, psychological distress and physical symptoms (Rigby, 2003: 65). Victims exhibit a wide range of problems from social isolation and truancy to suicidal feelings and depression. Whilst these symptoms may vary in severity, it is reasonable to infer that even moderate feelings of unhappiness may affect a learners' ability to learn and be successful at school. Experiencing peer harassment has been linked to depression, loneliness, and

social isolation (Juvonen & Nishina, 2000: 17). Meraviglia, Becker, Rosenbluth, Sanchez and Robertson (2003: 65) have shown that victims of bullying may suffer from low self-esteem, fewer friendships, school absences and even suicide. All these problems are suffered due to bullying which may impact negatively on the performance of learners if they are not dealt with by proper prevention and intervention strategies.

Boddenstein and Potterton (2002: 11) state that school violence has serious consequences for the entire school. Victims report feelings of vengefulness, self pity and anger after any violent encounter. If these feelings are not dealt with, such reactions can turn into depression, physical illness, and even suicide.

It is further pointed out that, psychologically, both students and teachers are persistently exposed to this violence, causing them to undergo severe emotional distress. Social and symbolic harms of reduction lower a person's social status (by violating their human rights, sexuality and social identity). According to this expansive definition, "operationally, school violence is the existence of power over others in school related settings where... some individual, agency, or social process... denies those subjected to it their humanity to make the difference, either by reducing them from what they are or by limiting them from becoming what they might be"(Henry, 2000: 3).

Violent incidents and fear of violence have a profound effect on the educational process. Schools with high rates of crime and violence are less effective in educating learners. These schools have lower levels of learner achievement, higher rates of absenteeism, and more dropouts. Even in schools where a low percentage of learners are victimised, a few violent acts may have far reaching detrimental effects for a large number of learners. Fear of victimisation has been found to inhibit learners educational and psychological development (Cox, Bynun & Davidson, 2004: 134). School violence breeds school violence. Cognisance in this regard should be taken firstly of Marshall's (2000: 133) analysis of the reasons for the Columbine High School (Littleton, Colorado) attacks. According to her, learners who are picked on, made fun of, ostracised, harassed, and generally shamed, humiliated and targeted by fellow learners over a period of years may "...build up anger and hatred that finally explode into physical violence." Secondly, Daane (2003: 25) found that, exposure to community and school violence alone, is sufficient to

predict aggressive behaviours in boys. For girls, only exposure to school violence has a significant predictor of aggression. School violence not only has immediate negative effects, but often persists into adulthood and supports an intergenerational culture of coercion and violence (Erickson, Mattaini & McGuire, 2004: 102). Stein (2001: 1) furthermore found, that schools, through the "culture of silence" with regard to gendered violence, may well be "the training grounds for sexual and domestic violence". In this study, the effects of school violence were investigated.

2.8.4 Summary on the effects of school violence

Literature has revealed that school violence have long lasting effects for both perpetrators and victims. Perpetrators of school violence are not only caught on the wrong side of the law where punitive measures such as corporal punishment, manual work, suspension or even more seriously face expulsion but they also commit such behaviours at the expense of their academic work which is detrimental to learners. A lot of school resources and time are also expended towards fighting such behaviours which might disadvantage the smooth running of other school programmes and processes. For victims, they are subjected to inhumane and degrading treatment which may have physical, social, emotional and psychological harms as they are being beaten, called names or treated as inferiors.

2.9 STRATEGIES USED TO FIGHT SCHOOL VIOLENCE

2.9.1 Behavioural Conditioning

The behaviourists' focus on the relationship between events and behaviour led them to explore whether undesirable behaviours could be changed. Thus, their contribution to therapy has been much longer lasting than in other areas of psychology. For instance one, of the goals of doctors in a psychiatric ward is to help the patients lead a normal life, and this often starts with basic tasks that address the patient's problems. In several cases these goals have been achieved by rewarding normal healthy behaviours with tokens: small objects that have little value in themselves, but can be exchanged for rewards, such as going to the movies or receiving extra food. In token systems patients receive immediate rewards for appropriate behaviours that they would not receive for inappropriate behaviours. Rules are posted so that everyone knows how tokens are gained and how many tokens are needed for particular rewards (Kurzban, 2002: 84).

Research shows that the introduction of a token economy had real, positive effects on the behaviour of patients who had spent many years in hospital. If it can work for the hospital bound patients, it could as well work for learners displaying violent conducts to others. The tokens are used for rewarding behaviours such as dressing properly or socialising with others and may be exchanged for privileges such as watching television or playing sports. Kurzban (2002: 85), confirms that token economies have also been used to improve behaviour in both mainstream and special needs schools.

2.9.2 Behaviour modification

Behavioural methods have been shown to be effective in treating a wide range of problems. Other researchers developed a more extreme approach called "aversion therapy," which was particularly popular in the late 1960's and early 1970's. Based on Skinner's conditioning experiments with animals, this approach attempted to correct bad habits by associating them with unpleasant stimuli; such as loud sounds and unpleasant smells. In one example, people who wanted to quit smoking were administered with wild electric shocks (euphemistically described as 'Faraday treatment') as they went through the motions of lighting a cigarette. A programme based on this technique is still in use at Schick Shadel Hospital in Seattle, Washington, and claims a 95% success rate. Similar techniques have been applied to alcohol and drug addiction, obsessive-compulsive behaviour and to "cure" homosexuality. The ultimate extreme was portrayed in the book of and movie, "A clockwork orange" in which a delinquent called Alex is conditioned to be incapable of violence and anti-social behaviour using drugs that induce nausea (Kurzban, 2002: 85).

2.9.3 Learning

The behaviourists were also well-known for promoting particular ways of approaching psychology, particularly people like Ivan Pavlov and B. F. Skinner. These scientists did much to promote the use of carefully controlled experiments with rats and pigeons as a way of discovering more about ourselves. Today the methods they developed are used to investigate the complexity of the animal mind.

2.9.4 Breaking the habit

Behaviourism has also helped psychologists develop medical treatments for psychological problems. Many people get addicted to illegal and dangerous substances, such as cocaine. Once addicted it is difficult to stop taking the drug without help. It is also easy to start taking it again, even if you have stopped for a long time. One reason seem to be that drug – taking becomes a habit. Habits are learned behaviours that are automatically produced by familiar environment. Many habits are normal and useful, such as brushing your teeth in the morning, others such as nail biting are useless and can be irritating. Some habits, such as drinking alcohol or taking drugs, violent conduct, are physically addictive, difficult to stop without medical professional help, and cause long term social and health problems.

2.9.5 The role of the Community

Several studies have mentioned that students often are reluctant to seek help with bullying (Rigby, 2003: 13). Learners may feel ashamed or embarrassed to report bullying or they may wonder whether telling an adult will solve a bullying problem or exacerbate it. If learners fail to ask for help in the case of relational bullying, it may be very difficult for school counsellors or teachers that a learner is having problems because of the covert nature of relational bullying. As Rigby (2003: 15) further suggests, school counsellors or teachers could address this problem teaching guidance lessons about relational bullying and how to ask adults for help when being bullied. This shall go a long way in conveying the message to learners that counsellors are knowledgeable about bullying and willing to help students who are involved in bullying.

Research, according to Jacobsen and Bauman (2008: 6), has showed that school violence has become a serious problem and schools are pressured to maintain violence-free environment. Schools may prioritize physical and verbal bullying in order to maintain a safe school environment; relational bullying may be overlooked. Physical and verbal bullying can easily be understood as violent acts toward another learner, but perhaps school counsellors and other school personnel do not perceive relational bullying as a form of violence. The study further indicates that, school counsellors who work in schools with specific anti-bullying programmes, more often proposed the strongest interventions for bullies in physical bullying scenarios which suggests that anti-bullying programmes may focus on more overt types of bullying. Woods and Wolke

(2003: 87) has indicated that, in schools with more comprehensive anti-bullying policies, the prevalence of relational bullying was higher than in schools with less clear policies. It is therefore important for schools to examine their school safety policies and reconsider what constitutes violence. Schools must recognize the damaging effects of all types of bullying in their anti-violence policies. Furthermore, school counsellors must be leaders in raising awareness of all members of the school community on issues pertaining to school violence.

Rigby and Barnes (2002: 13) suggest that if victims feel that there are no consequences for bullies, it is pointless for them to report to an adult. In schools that do not consistently sanction bullies or that ignore bullying behaviours, learners are unlikely to ask for help. Learners may equate a school climate that ignores bullying to a school climate that accepts bullying. The findings of the study conducted by Jacobsen and Bauman (2008: 7) suggest that school counsellors do sanction bullies, but they use stronger interventions for verbal bullying than for other types of bullying. As a matter of intervention, Parents of both perpetrators and bullies must be contacted and reports be made to the school authorities. Alerting parents of the victim that bullying has occurred enlists parents' cooperation and assistance in working with these problems. School counsellors, according to the research, did quite frequently recommend positive interventions for victims, such as comforting and encouraging the victim. This is reassuring and highlights the counsellors' training in crisis intervention and counselling. Jacobsen and Bauman (2008: 6) further conclude that school counsellors need knowledge, awareness, and skills to address this widespread behaviour. They need to know about the prevalence and consequences of all types of violence and they need to be aware of the signs of violence involvement in children. They also need intervention skills when violence occurs. School counsellors must also incorporate a collaborative approach, so that teachers, parents, and administrators are all informed and engaged in addressing the problem. The consulting role of the school counsellors makes them the ideal persons to coordinate the efforts of various stakeholders.

According to Dewey (2006: 4), schools must do a better job of defining bullying, teaching learners what bullying is and encouraging them to seek help when they are bullied. Multi-disciplinary and multi-sectoral approaches are essential when dealing with issues that affect the

society at large. The school cannot and should not take on what are basically societal issues single handedly. Schools must be brokers to other agencies – health services, social services, welfare agencies – to get interagency collaboration in reducing and minimizing the presence of violence in the school setting. To mitigate against the effects of school violence, the following have been suggested:

- Physical surveillance, where weapon deterrence and the use of members of security agencies such as the police and guards within schools. These strategies are aimed at preventing the most extreme forms of violence.
- School policies related to learner conduct and dress code to be enforced in schools. Rules and regulations that directly target violence are zero tolerance policies in as much as single violation results in punishment, often either suspension or expulsion.
- Instructional Programmes that are implemented by teachers or other adult staff. These programmes tend to focus on precursors or antecedents of violent behaviour.
- Profiling of potentially violent youth, based on the assumption that, we can predict who will become violent.
- Counselling and Mediation, which is one of the efforts of violence prevention, relying on counselling of learners with disciplinary problems and mediating in specific incidents of conflict as needed. (Juvonen, 2001: 2). The study therefore, investigated the strategies used to address school violence.

2.9.6 Summary on the strategies used to address school violence

Therefore, it can be summarised up by pointing out that, if a learned behaviour is unacceptable, because it has been learned, it can then be reversed, with the help of proper guidance and information. The underlying factor here is to promote positive behaviour through positive reinforcement. To reinforce positively may be just by praising someone for the acceptable behaviour or where possible issue out tokens of appreciation for a deserving behaviour being displayed. One way through which school rules and regulations may be collectively owned and appreciated is when, learners also had a hand in their formulation, other than when the drawing of class and school rules and regulations become the preserve of the teachers.

2.10 Conclusion

All theories that underpin this study point out to the fact that there is a cause to each and every behaviour. There is no single theory that can claim to have all answers with regard to the formation of certain behaviour, but a collective of all discussed theories may offer assistance in understanding the dynamics of human behaviour. Furthermore, the scientific methods of research also help to provide an in-depth analysis of understanding human behaviour. School violence is a worldwide challenge. The most common type of school violence is bullying. Bullying and victimization are more prevalent among boys than girls. School violence causes physical and emotional harm to persons within school as well as their property and the property of the school. The schools can fight this form of crime if the teachers and counsellors are taught proper prevention and intervention skills so that they deal effectively with issues of school violence. Schools should collaborate with and involve other stakeholders such as learners, parents, health agencies, social welfare departments, the police, and traditional leaders to forge a road map towards the fight against school violence.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The purpose of the method section is to explain how the study was conducted. The standard rule is that the description should be thorough enough for a competent researcher to reproduce the study (Thomas, Nelson & Silverman: 2005: 63). According to Thomas, Nelson & Silverman: (2005: 63), the purpose of planning the method is to eliminate any alternative or rival hypothesis. This really means that, when you design the study correctly and the results are as predicted, the only expectation is what you did on the research. The methodology describes how the research is set up in order that the research questions will be answered, or the hypothesized relationships will be observed, if in fact these relationships exist. In the methodology part of the research, the researcher explained why he chose the specific methods and described the entire research strategy and tactics (Terre blanche & Durrheim: 2004) as quoted in Maree (2010: 34).

The purpose of this study is to understand the nature, extent and effects of school violence in Botswana's community junior secondary schools. It is also anticipated that strategies shall be hatched that may be used to address the problem. This will be done by establishing the causes of school violence as it affects the community junior secondary schools in the town of Lobatse. It is also expected to establish through this study how violence might have impacted on academic performances and suggestions that may be made to address the issue. This chapter presents the research design and procedures as well as information about the participants and the social setting in which data for this study is to be collected and presented. For the purpose of this study, the researcher used questionnaires and interviews for the teachers, as well as for learners for collecting data.

3.2 RESEARCH METHOD

Descriptive research as a study of status has been used for the purposes of this study as it is widely used in education and the behavioural sciences. It's value is based on the premise that problems can be solved and practices improved through objective and through description. The survey as the most common descriptive research method was adopted for the reasons that, it is generally broad in scope (Thomas, Nelson & Silverman: 2005: 269). The researcher wants to

determine present practices (or opinions) of a specified population of teachers and learners from junior secondary schools of Lobatse regarding the effects that school violence might had on the academic performance of the students in the community junior secondary schools of Lobatse. The survey design has been particularly adopted as it has the advantage of allowing the researcher to collect information from a large number of people, in contrast to experimental designs in which the size of the sample is usually more limited. However, it should be noted that, the survey research can be associated with disadvantages if it relies on self-report or reports of uninformed proxies, or suffers from response bias of poorly worded questions. In education, survey involves the collection of information from members of a group of learners, teachers, or other persons associated with the educational process (Mertens & McLaughlin, 2004: 83). The survey design is relevant for his study because the researcher wished to identify the causes, nature and extent of school violence, intervention measures in place, if any, and how best to curb it. Also, the survey design has been more favoured as according to Mertens and McLaughlin (2004: 83), it is of less cost and can allow for easy access to information to the researcher who is self sponsored for the course and the research project he is currently undertaking.

Data obtained through the survey method has helped to identify the specific characteristics of the group to be studied, in this case the learners of community junior secondary schools in Lobatse, that is, the causes, nature, the effects of school violence and strategies of dealing with it. The description of the sampled population has been done through questionnaires and interviews where questions were solicited in person. After all the data has been captured, the responses were tabulated and reported in the form of graphs, charts, tables and percentages. It is also worthy to mention that, the survey research has been identified as an ideal choice for the researcher because of low cost and easy accessible of information. It has proven also to be a very valuable tool for assessing opinions and trends about the issue that has been investigated.

We may say the survey research design has been helpful to describe what school violence is. It is concerned with conditions and relationships that exist between school violence and academic performance; the nature and causes; beliefs, points of view, or attitudes that are held, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. Its major purpose is to tell what is.

It should further be noted that, for the purpose of this study, the survey research has been specifically chosen as a procedure for systematically collecting information about attitudes, beliefs, background, experiences, and behaviour of a sample of people by using interviews and questionnaires. The survey research is the most frequently used research technique in Social Sciences and Education. Most topics of any interest to educational researchers have been studied in this way. The survey method is not only flexible and adaptable to a number of research purposes; it is also capable of producing, from a relatively small sample, results that can be generalised to a much larger population of interest, like it would be the case for this study (Mertens & McLaughlin, 2004: 115).

3.3 RESEARCH DESIGN

According to Mertens and McLaughlin (2004: 52), the research design can be defined as a process of creating an empirical test to support or refute a knowledge chain. The assumption is made that a researcher can capture “reality” or “truth” within a certain level of probability. The researcher is further cautioned to maintain a careful balance because there are at least three (3) types of information that must be considered when testing for impact: Evidence of implementation fidelity with respect to independent variables, possible antecedent and mediating contextual factors, and documentation of a change in the desired outcome (e.g. knowledge, skills, behaviour, or attitudes).



According to Punch (2009: 112), the research design means all the issues involved in planning and executing a research project: From identifying the research problem through to reporting and publishing the results. Secondly, at the most specific level, the design of a study refers to the way a researcher guards against, and tries to rule out, alternative interpretations of results. Between these two meanings, there is general idea of design as situating the researcher in the empirical world, and connecting research questions to data (Denzin & Lincoln, 2000: 126).

The researcher used mixed methods to gain a broader perspective and deeper understanding of different levels of the systems and interactions than they could be obtained through a single method of research. According to Mertens and McLaughlin (2004: 112), a mixed method design is one in which both quantitative and qualitative methods are used to answer research questions

in a single study, while model designs are those studies that are a larger research program and are designed as complementary to provide information related to several research questions, each answered with a different methodological approach.

For the purposes of this study, qualitative and quantitative data collection occurred in parallel form (in which two types of data were collected and analyzed concurrently), or sequential form (in which one type of data provides a basis for collection of another type of data). The mixed methods also involved the conversion of qualitative data to a quantitative form or vice versa (Mertens & McLaughlin, 2004: 115). Quantitative research tends to focus on analysis (taking apart and examining components of a phenomenon), whereas qualitative research seeks to understand the meaning of an experience to the participants in a specific setting and how the components mesh to form a whole (Thomas, Nelson & Silverman: 2005: 346). Quantitative research on the other hand focuses on the “essence” of the phenomenon. One’s view of the world varies with one’s perception and is highly subjective. The objectives are primarily description, understanding and meaning. The researcher does not manipulate variables through experimental treatments but takes more interest in process than in product. The researcher observes and gathers data in the field, that is, the natural setting. There are no preconceived hypothesis, which characterise quantitative research. Rather, qualitative research strives to develop hypotheses from the observations. In other words, qualitative research emphasises induction. Whereas quantitative research largely emphasises deduction (Thomas, Nelson & Silverman: 2005: 347).

In quantitative research, the researcher kept out of the data gathering process by using the so called objective instruments such as the questionnaires. The quantitative data was then analysed by statistical formulas, with computations performed by computers. However, in qualitative mode of research, which is very subjective in this sense, the researcher was the primary instrument for data collection and analysis. The researcher interacted with the participants, and the researcher’s sensitivity and perception were crucial (Thomas, Nelson & Silverman: 2005: 347).

A mixed method design, where both quantitative and qualitative methods were used for the purpose of this study. Mertens and McLaughlin, (2004: 52), observe that, the most simplistic

definition of quantitative research is the systematic collection of data that results in the quantification of characteristics of participants in the study. It is also explained that, quantitative research methods are commonly used to determine if an intervention has led to a desired outcome.

Quantitative research is rooted in the positivist / post – positivist paradigm, which holds that the purpose of research is to develop our confidence that a particular knowledge claim about educational or psychological phenomena is true or false by collecting evidence in the form of objective observations of relevant phenomena (Gall, Gall, & Borg, 2003: 56). Quantitative approaches to research other than randomised or matched experiments have value for special educators and the people they serve. Shavelson (2002: 37) recognised that correlational and descriptive research is essential in theory and building and in suggesting variables worthy of inclusion in experiments. They can explore variables that go beyond overall program impacts. In contexts in which experiments are impossible to implement, correlational or descriptive studies can provide valuable insights.

On the other hand, qualitative research has been explained as, a research that attempts to collect rich descriptive data in respect of a particular phenomenon or context with the intention of developing an understanding of what is being observed or studied (Maree, 2010: 50). Typical to the study undertaken, qualitative methods portrayed the following characteristics which were appealing to the study:

- The goal was to elicit understanding and meaning.
- The researcher was the primary instrument of data collection and analysis.
- Data collection included field work.
- The analysis was typically done using an inductive orientation.
- The findings were richly descriptive, providing a full contextual picture of the phenomenon under study.

The design that the researcher has put to use was the survey method. According to Mertens and McLaughlin (2004: 83), survey is either a method of data collection that can be used with other research designs (e.g., Casual comparative or correlational designs) or a descriptive research

design in itself. Punch (2009: 222) observes that the word 'survey' has different meanings. It is sometimes used to describe any research that collects data (quantitative and qualitative) from a sample of people. Another meaning, common in everyday language, is a simple descriptive study, usually concerned with different pieces of information which are studied one piece at a time.

3.4 POPULATION, SAMPLE AND SAMPLING PROCEDURES

3.4.1 Population

Fraenkel and Wallen (2008: 104) refer to population as, "all members of a particular group of interest to the researcher". That is, where the result of the study may be generalized. The specific population of the Lobatse junior secondary schools had been earmarked to be sampled upon. Obviously the participants selected were the ones who have the answers to the questions. In this case, the researcher is referring to teachers and learners. According to Thomas, Nelson and Silverman: (2005: 270), the investigator must know who can supply what information. It is against this background that, purposive sampling was favoured for the purposes of this research.

3.4.2 Sample

Sample is any part of the population of individuals from whom information is obtained, and sampling is the process of selecting the individuals who will participate in the study. Thomas, Nelson and Silverman: (2005: 270) observes that the selection of the sample should be based on the variables specified to be studied. This affects the generalizability of the results. If the researcher is aiming the questionnaire at all of a specific population, then the generalizability is enhanced. The representativeness of the sample is more important than its size. For the purposes of this study Purposive sampling has been chosen on the basis of the researcher's previous knowledge of the population and the specific purpose of the research. Purposive sampling according to Maree (2010: 178), refers to a method of sampling used in special situations where the sampling is done with a specific purpose in mind. Here, the researcher conducted the investigation through the use of personal judgement to select a sample. This has been done under the assumption that, as an educationist and a teacher by profession, the researcher can use his knowledge of the population to judge whether or not a particular sample will be representative.

3.4.3 Sampling Procedures

According to Thomas, Nelson and Silverman: (2005: 271), the size of the sample needed is an important consideration from two standpoints. Firstly, for adequately representing a population and, secondly, for practical considerations of time and cost. The practical considerations of time and cost need attention in the planning phase of the study. There is also a need to consider the availability of participants, possible seasonal influences and various deadlines.

For the purposes of this study, the research was carried out in four (4) community junior secondary schools located within the Lobatse inspectoral area, as illustrated in Table 3.1. The Lobatse inspectoral area comprises of seven community junior secondary schools in total. All the schools used for this study had a total enrolment of one thousand nine hundred and thirty (1930) students and one hundred and fifty five (155) teachers. Attempts were made to ensure that genders were evenly balanced for this study. These schools are tasked with responsibilities of preparing students for the Botswana General Certificate of Secondary Education before finally moving into the tertiary setting. Learners in these schools are out rightly admitted from the primary schools and spend three (3) years in pursuit of the junior certificate course.

The schools share among them 12 to 18 streams with class enrolments of between thirty (30) to thirty - five (35) students. The average ages of learners fall within the category of fourteen (14) to sixteen (16).

TABLE 3.1: POPULATION AND SAMPLE

SCHOOL	LEARNER POPULATION	SAMPLE	TEACHER POPULATION	SAMPLE
A	520	8	45	9
B	410	12	35	7
C	510	69	42	15
D	490	18	33	10
TOTAL	1930	107	155	41

As indicated earlier, purposive sampling has been thought to be ideal as it was based on previous knowledge of the population and the specific purpose by the researcher where personal judgement to select the sample formed the basis. According to Maree (2010: 178) purposive sampling is used in special situations where the sampling is done with a specific purpose in mind. The specific purpose of the researcher was to obtain the views and the opinions of those directly affected by the matter investigated. All in all fifty (50) teacher questionnaires were distributed among teachers sampled for this study, and forty one were returned successfully completed. All the forty one (41) teachers were across all levels of operation from the four community junior secondary schools used for this study. Of the one hundred and twenty distributed questionnaires for learners participating in this study, one hundred and seven (107) were returned successfully completed across various form levels as indicated in Table 3.1 above. It should be important to note that, it was not possible to gain a perfectly well balanced sample as initially expected by the researcher where, thirty (30) learners and ten (10) teachers were to be sampled per each school. This was not possible as the study was conducted at a time when the country has just come out of the public service strike. The education sector was counted among other government sectors that were said to have been most hard hit, as a good number of teachers participated in the said industrial action. Most schools were reluctant to accept my proposal to conduct a study, due to issues of having to deal with backlog of lessons not taught to learners, and after pleading my case to the school authorities, we settled for the following sample as shown on Table 3.1 above. School A could only afford one learner per each class, in exception of

the completing ones and hence presented eight (8): school B managed to present twelve learners representing each class; in school C, all teachers were attending an emergency meeting and hence the researcher was accorded the luxury of engaging as many learners as he so desired, and hence a much larger sample and in school D, like in school B, only one learner per each class could be allowed to participate in the study. This however, may not have compromised the findings of the study, as all learners sampled originate in the same geographical area and were guided by the same beliefs, attitudes, values, opinions and thoughts that the study solicited for.

3.5 INSTRUMENTATION AND DATA COLLECTION PROCEDURES

Under this section, each of the measuring instruments that were used to collect data from the subjects has been described in detail and the rationale for their use has been explained.

3.5.1 Questionnaire

The questionnaire and interview are essentially the same except for the method of questioning. Questionnaires are usually answered in writing, whereas interviews are usually conducted orally. The procedures for developing questionnaires and interview items are similar. Consequently, much of the discussion regarding the steps in the construction of the questionnaire also pertains to the interview (Thomas, Nelson & Silverman: 2005: 269).

According to Thomas, Nelson and Silverman: (2005: 269), researchers use the questionnaires to obtain information by asking participants to respond to questions rather than by observing their behaviour. The obvious limitation of the questionnaire is that the result consist simply of what people say they do or what they say they believe or like or dislike.

3.5.1.1 Construction of the questionnaire

In construction of the questionnaires for the respondents, this researcher followed the advice of Thomas, Nelson and Silverman (2005: 270), that, one of the most valuable guidelines for writing questions is to continually ask yourself what specific objectives this question is measuring. Then ask how you are going to analyse the responses. While you are writing questions, it is a good idea to prepare a blank table that includes the categories of responses, comparisons and other breakdowns of data analysis, so that you can readily determine exactly how each item will be

handled and how each item will contribute to the objectives of the study. A combination of closed and open-ended items were formulated to be used for this study.

3.5.1.2 Closed questions

In this study, the closed questions were in the form of scaled items. According to Thomas, Nelson and Silverman (2005: 271), scaled items are one of the most commonly used types of closed questions. Here the participants were asked to indicate the strength of their agreement or disagreement with some statement or to cite the relative frequency of some behaviour. A Likert-type scale with five responses was used, where the intervals between responses were assumed to be equal.

3.5.1.3 Open-ended questions

Such questions were meant to allow the respondent considerable latitude to express feelings and to expand on ideas. However, several drawbacks to open-ended questions usually make them less desirable than closed questions. Most people do not like questionnaires because they feel that they are encroachments on their time. Open-ended questions require more time to answer than closed questions (Thomas, Nelson & Silverman, 2005: 271).

3.5.1.4 Rules for the construction of the questionnaire

As stated by Thomas, Nelson and Silverman (2005: 271), the following are rules for the construction of questionnaire, which guided this researcher:

- The items were clearly worded so that the items mean the same to all respondents.
- Use of short questions rather than long questions because they are easier to understand.
- Avoiding technical language and jargon. With an attempt to achieve clarity and the same meaning for everyone.
- Being careful not to bias the answer or lead the respondent to answer in a certain way.

3.5.1.5 Conducting of the pilot study

A pilot study is recommended for any type of research but is imperative of survey. The trial run consisted simply of asking a few colleagues or acquaintances to read over the questionnaire. These people provided valuable critiques about the questionnaire format, content, expression and

importance of items, and whether questions should be added or not (Thomas, Nelson & Silverman, 2005: 271).

After revising the questionnaire in accordance with the criticisms obtained in the first trial run, respondents who are a part of the intended population were selected for the second pilot study. The questionnaire was administered, and the results subjected to item analysis. Results were examined to determine whether the items were clear and appropriate. Questions that were answered the same way by all respondents were evaluated. The pilot study furthermore determined whether the instructions were adequate (Thomas, Nelson & Silverman, 2005: 271).

3.5.1.6 Administering of the questionnaire

As mentioned, the main data collection strategies used were questionnaires, tailor made for teachers and learners, as well as the interviews. The questionnaire is the most traditional method of the survey research and hence it's usage for this study. According to Johnson and Christensen (2004: 164), a questionnaire is a self-report data-collection instrument that each research participant fills out as part of a research study. The researcher used questionnaires which they obtained information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioural intentions of research participants. Questionnaires typically included multiple questions and statements.

Fifty (50) copies of the questionnaire were distributed among teachers in the four (4) sampled junior secondary schools of the Lobatse Inspectoral Area, for completion and were collected back by the researcher. About 13 copies of the questionnaire were distributed per each school. The copies of the questionnaire were hand-delivered at each school and the respondents were determined on their availability and interest. Group administration of questionnaires, where the researcher waited while a whole group of respondents completed questionnaire was adopted. Of the fifty questionnaires, only forty one (41) were returned with responses. One hundred and twenty (120) copies of the questionnaires were distributed among learners from the four (4) respective schools participating in this study for completion. As pointed clearly by Johnson and Christensen (2004: 164), researchers use questionnaires so that they can obtain information about

the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioural intentions of research participants. Of the 110 questionnaires, 107 were returned.

A semi-structured questionnaire was formulated and copies were distributed amongst respondents where both open and closed questions were expected to solicit for opinions intended to address the research questions. Through them, the researcher managed to access the perspectives of the persons interviewed. Kruger and Casey (2000: 45) agree that such questions allow participants the opportunity to address issues from their perspectives. The purpose of interviewing was to see issues from the respondents' perspective. The responses that participants gave led to the researcher to pose questions depending on answers offered by the participants. The advantages that were identified through the use of the questionnaire will be discussed in the next section.

3.5.1.5 Advantages of the questionnaire

- Many respondents completed the questionnaire in a short space of time.
- The method was relatively cheap and very easy to use.
- The researcher was immediately available to assist with issues in the questionnaires which were not clear to the respondents.
- The response rate has been optimal (Maree, 2010: 157).

This was achieved mainly due to the fact that, data collection most used was group administration of questionnaires where the researcher waits waited while a whole group of respondents completed questionnaires. Certain limitations were noted.

3.5.1.6 Disadvantages of the questionnaire

- It was difficult to ensure that the correct person has completed the questionnaire.
- The respondents strayed from the questions. Such responses proved difficult to synthesise and to group into categories for interpretation.
- While open-ended items could yield valuable information, they were hard to analyse by any means other than by simple description.

3.5.2 The interview

As mentioned earlier, the steps for the interview and the questionnaire are basically the same. The most obvious difference between the questionnaire and the interview is in the gathering of the data. In this respect, the interview is more valid because the responses are apt to be more reliable. Also, there is a much greater percentage of returns (Thomas, Nelson & Silverman, 2005: 281).

3.5.2.1 Preparing for the interview

Participants were selected using the same sampling techniques as for a questionnaire. Generally, the interview used smaller samples, especially when the researcher is doing the survey (Thomas, Nelson & Silverman, 2005: 281). Cooperation was secured by contacting the participants selected for interviewing. The same procedures, like the ones used for preparing the questionnaire, have been followed in preparing the items. This researcher made sure that the vocabulary level was appropriate and that the questions were equally meaningful given the ages and educational backgrounds of the participants.

3.5.2.2 Conducting the interview

At the meeting, the first established rapport and made the person feel at ease. The interviewer did not inject his own bias into the conversation and did not argue with the respondents. For this study, there was less concern on standardization and more emphasis was put on description. As Thomas, Nelson and Silverman (2005: 281) observe, good interviewers in qualitative surveys do not ask yes - or - no questions, they do not ask multiple questions disguised as a single question, and they try to avoid inserting their own points of view.

3.5.2.3 Advantages of using the interview

- The interview was more adaptable. Questions could be rephrased and classification could be sought through follow up questions.
- The interviewer was able to observe how the person responded and thus achieve greater sensitivity of the topic and the intensity of feelings of the respondent.
- Because each person was contacted before the interview, the return rate was greater as

people tend to be more willing to talk than to fill out a questionnaire (Thomas, Nelson & Silverman, 2005: 269).

3.5.2.4 Disadvantages of using interviews

A potential problem in interviews is losing the data. Because of confidentiality restrictions, names were not placed on the interview data instrument. This the researcher avoided this by using several identifiers for each interview (Thomas, Nelson & Silverman, 2005: 269).

3.6 DATA ANALYSIS

3.6.1 Introduction

Under this particular section, the statistical techniques of analysing data, being, descriptive and inferential have been described. It was necessary to plan in advance for the arrangement of research results into an organised form. This was best done by reference to research questions of the study. Planning in advance for the organisation and presentation of data enabled this researcher to determine whether the information being collected was relevant to the research questions or not.

3.6.2 Questionnaire

Data obtained from questionnaires was analysed both qualitatively and quantitatively in order to obtain a holistic picture of what goes on in a particular setting as observed by Frankel and Wallen (2009: 187). Tables, figures and charts were essential means for organising and summarising a whole set of data collected through questionnaires.

As alluded to earlier, a survey is sometimes used to describe any research that collects data (quantitatively and qualitatively) from a sample of people (Punch, 2009: 257). There is an explicit attempt to preserve the wholeness, unity and integrity of the study. The word “holistic” is often used in this connection. At the same time, since not everything can be studied, even about one case, specific focus is required. Research questions helped to define this focus (Punch, 2009: 219). The study investigated, the nature, causes of school violence, how it impacts on learner performance as well as intervention strategies to address or control it. The data analysis process was carried out following the inductive data analysis approach (Maree, 2010: 37). The

approach helped the researcher to identify the multiple realities potentially present in the data. Interpretivism was based on the assumption that there is not one reality but many, and interpretivist researchers therefore carry out their studies in natural contexts to reach the best possible understanding. In interpreting, data, the researcher ultimate aim was to come to findings and drew conclusions. Each conclusion was based on substantiated findings from data that were reported in relation to what was already known so as to reveal possible new insights or corroboration of existing knowledge. All conclusions were therefore based on verifiable data (Maree, 2010: 113).

3.6.3 The Interview

Data obtained through interviews have been interpreted through the use of percentages. The whole purpose was to describe and interpret what were the opinions of the subjects regarding and the effects of school violence on the academic performance of community junior secondary schools in Lobatse. It was hoped that the data analysed would reveal conditions or relationships that exist, practices that prevail, points of view and attitudes that were developing.

3.7 ETHICAL CONSIDERATIONS

Punch (2009: 263) indicates that qualitative research intrudes into peoples' lives more than quantitative approach. It deals with the most sensitive, intimate and innermost matters in people's lives, and ethical issues inevitably accompany the collection of such information. Maree (2010: 41), agrees by emphasising that, an essential ethical aspect is the issue of the confidentiality of the results and findings and the protection of the participants identities. The following were taken into due consideration to ensure that the research was not going to intrude into the lives of the participants and to safeguard them against any potential physical, emotional and psychological harm:

3.7.1 Free from harm

The researcher was concerned about any circumstances in the research setting or activity that could harm the participants. Harm was interpreted to mean to frighten, embarrass, or negatively affect the participants. What was balanced was the degree of risk, the participants rights, and the

potential value of the research in contribute to knowledge and to the development of people's lives (Thomas, Nelson & Silverman, 2005: 88).

3.7.2 The right to confidentiality

Participants were assured that they shall be accorded a high level degree of confidentiality. Prior to the commencement of the study, they were informed of their right to take part or not to. Also they were informed of who will actually have access to original data by which participants might be identified. The data was kept away from as few people as possible (Thomas, Nelson & Silverman, 2005: 88).

3.7.3 Informed consent

Consideration was given to the protection of human participants. This researcher was bound by the requirement to protect the rights and the well being of the participants in his study. The following basic elements of informed consent as outlined by Thomas, Nelson and Silverman (2005: 88), were taken into consideration:

- i) A description of the benefits to be expected.
- ii) A disclosure of appropriate alternative procedures that would be advantageous for the participant.
- iii) An offer to answer any inquiries, concerning the procedures.
- iv) An instruction that the participant is free to withdraw consent and to discontinue participation in the study at any time.

3.7.4 The right to expect researcher's responsibility

As postulated by Thomas, Nelson and Silverman (2005: 88), the researcher should be well-meaning and sensitive to human dignity. If the participant was not told the purpose of study (or misled), they must be told immediately after completion of testing.

3.8 CONCLUSION

The study has been undertaken to understand the causes, nature, effects of school violence on the academic performance of Lobatse junior secondary schools and the intervention strategies that may be developed. The survey as a descriptive research was adopted as a study of status and is

widely used in education and the behavioural sciences. McMillan and Schumacher (2001: 602) define a survey research as the assessment of the current status, opinions, beliefs and attitudes by questionnaires or interviews from a known population. The data collected through the survey method was analysed both quantitatively and qualitatively in order to provide a clear picture of what is taking place. Because it deals with humans, the researcher was also concerned about any circumstances in the research setting or activity that may harm the participants. Harm should be interpreted to mean to frighten, embarrass, or negatively affecting the participants. Accordingly, what must be balanced is the degree of risk, the participants rights, and the potential value of the research in contributing to knowledge and the improvement of people's lives (Thomas, Nelson & Silverman, 2005: 88). Major techniques used included collecting, categorizing and synthesizing information and interpreting patterns.

CHAPTER 4

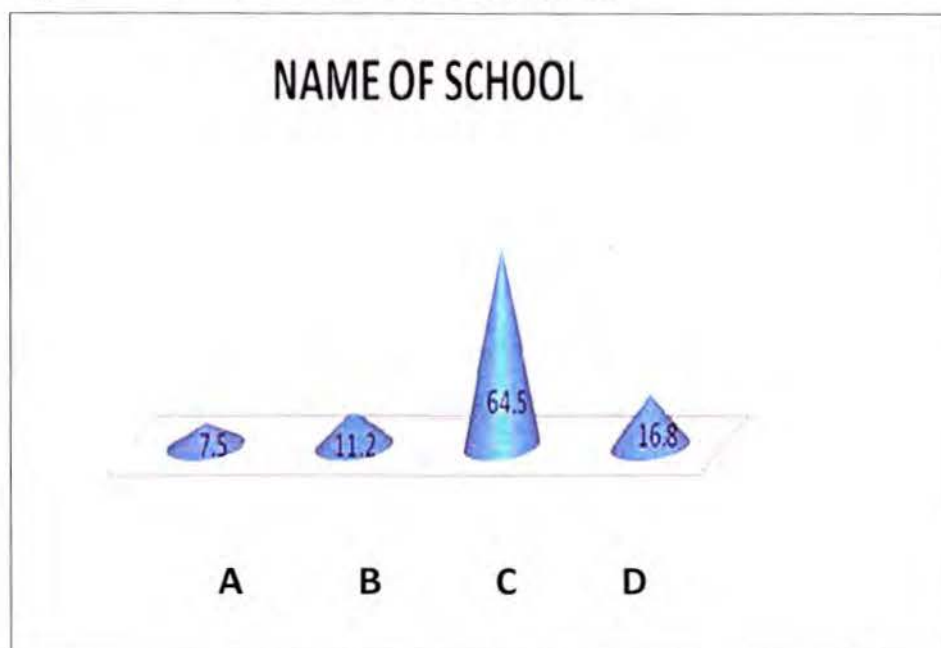
DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The chapter presents data obtained by a questionnaire administered to learners and educators in Community Junior Secondary Schools of Lobatse Inspectoral Area. It includes teachers (general), deputy heads, coordinators, departmental heads, school heads and learners. The data from the questionnaire is presented and analyzed in the order of the research objectives presented earlier in chapter one. This chapter shall be divided into sections.

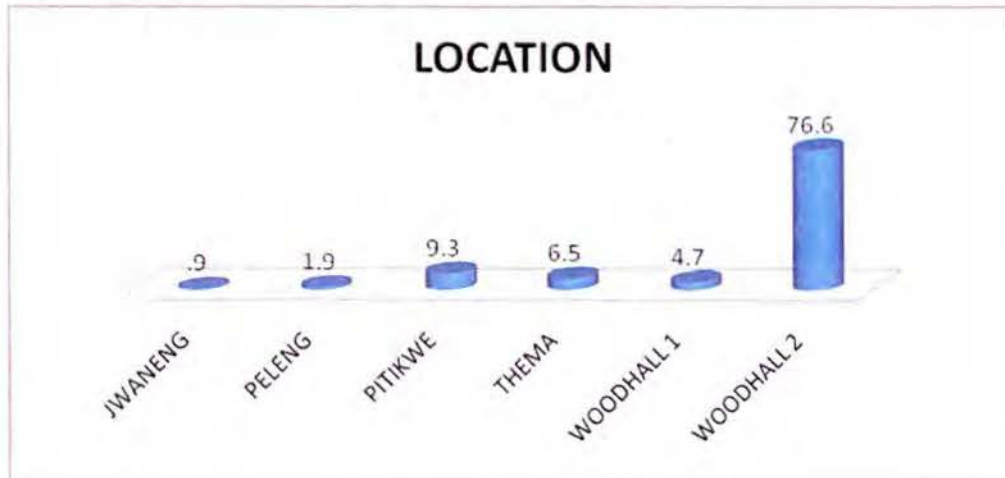
4.2 SECTION A: LEARNER DEMOGRAPHIC FACTORS

Figure 4.1 Distribution of learner respondents



Sixty four point five percent (64.5%) of respondents indicated that they are from junior secondary school C and the least 7.5% are from junior secondary school A. Distribution of learners across the four schools was meant to provide different views on school violence as experienced by individual school.

Figure 4.2 Location of learner respondents



Seventy six point six percent (76.6%) of respondents indicated that they are from Woodhall 2 (Tsopeng) and the least 0.9% are from Jwaneng area. Location of the learners was important for this study as it defines from which part of Lobatse, a learner resides from. Some locations like Peleng, Woodhall 1 and 2 are peri-urban, whilst the rest are part of the suburbs. This was meant to solicit for views from across various locations demarcated on the basis of socio-economic class.

Figure 4.3 Gender of learner respondents

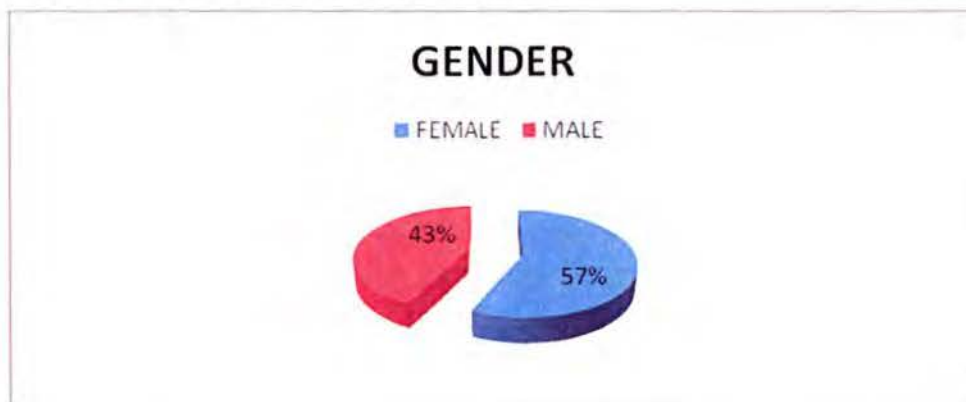


Figure 4.3 indicates that 57% of respondents was female and the remaining 43% were male. This is indicative that, there are more females volunteering for this study at schools than males.

Figure 4.4 Academic level of learner respondents according to form



The results in figure 4.4 revealed that 50% of respondents are in Form 3, 33% in form 2 and the least 17% are in form one (1). This implies that learners from upper classes show more willingness and desire to participate, than from lower classes due to their level of maturity.

Figure 4.5 Age of learner respondents in years

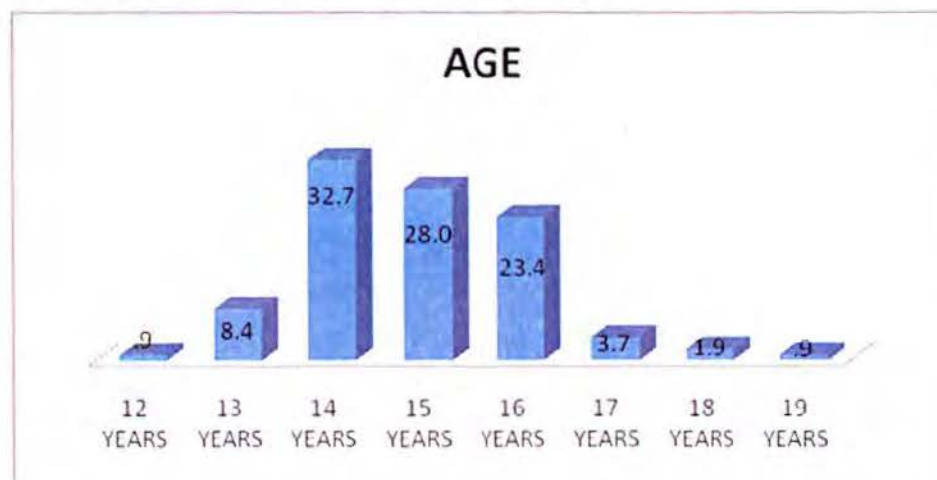


Figure 4.5 above indicates that 84.1% (32.7%, 28.0% & 23.4%) of the respondents fall with the age category of 14 to 16 years. This means that the bulk of Junior Certificate learners fall within the age bracket of 14 to 16 years.

Figure 4.6 Responsibility levels of learner respondents

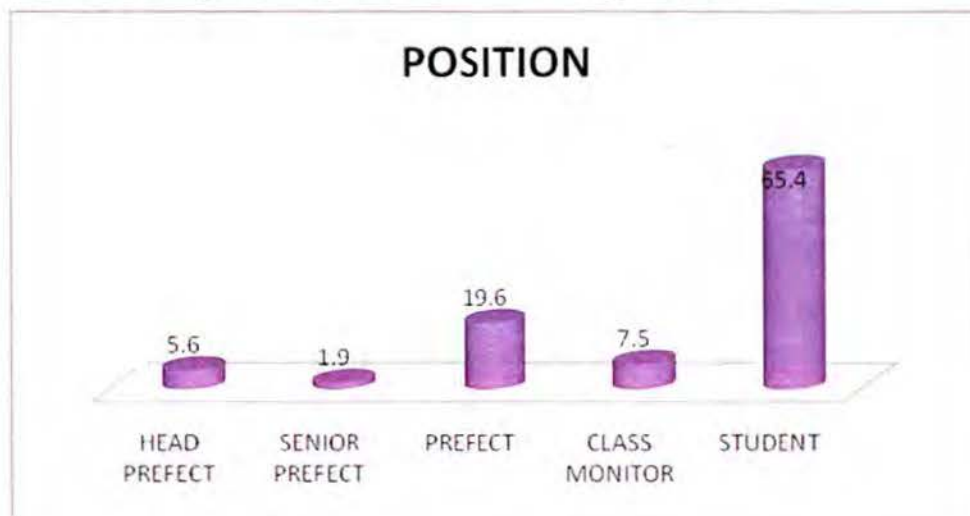


Figure 4.6 above shows that 65.4% of respondents are general students and hold no specific position, followed by prefect 19.6% and the least was senior prefect with 1.9%. This indicates that subjects were sampled from various levels of responsibilities held.

4.3 SECTION B: LEARNER RESPONSES TO RESEARCH QUESTIONSS

4.3.1 Introduction

In this section, the researcher shall discuss the responses as provided for by learners with regard to the views as solicited by research questions. The responses shall further be elaborated on and how they are linked to the study. The respondents were requested to respond to fourteen items, through a semi-structured questionnaire where both open and closed questions were expected to solicit for opinions intended to address the research questions. They were asked to rate each item on a scale of 1 to 4 (1=agree; 2=disagree; 3= strongly agree and 4= strongly disagree).

4.3.2 Research question 1. Nature of school violence

Table 4.1 Nature of school violence

STATEMENTS	AGREE	DISAGR EE	STRONGL Y AGREE	STRONGL Y DISAGRE E	TOTAL
	1	2	3	4	
Violence is taking place within our school	60(51.6%)	6(5.6%)	41(38.3%)	0(0%)	107(100)
Physical violence is the most common in school	50(46.7%)	9(8.4%)	47(43.9%)	1(0.9%)	107(100)
Technology and media influences school violence	31(28.9%)	5(4.7%)	71(66.3%)	0(0%)	107(100)
School violence may be a result of poor parenting	53(49.5%)	3(2.8%)	49(45.8%)	2(1.9%)	107(100)

Table 4.1 presents the responses to the questions relating to school violence in junior secondary schools. Accordingly, 89.9% (51.6% & 38.3%) of the respondents indicated that violence is taking place within their school; 90.6% (46.7% & 43.9%) of the respondents indicated that physical violence is the most common in their school; 95.2% (28.9% & 66.3%) indicated that technology and media have influence over school violence, whilst 95.3% (49.5% & 45.8%) felt that, school violence may be a result of poor parenting.

4.3.3 Research question 2: Causes of school violence

Table 4.2 Causes of school violence

STATEMENTS	AGREE	DISAGR EE	STRONG LY AGREE	STRONGL Y DISAGRE E	TOTAL
	1	2	3	4	
Boys are more involved in violence than girls	41(38.3%)	14(13.1%)	48(44.9%)	4(3.7%)	107(100)
Victims of violence have tendency to become violent	38(35.5%)	10(9.3%)	56(52.3%)	3(2.8%)	107(100)
Violence is inherited from families	39(36.4%)	15(14%)	49(45.8%)	4(3.7%)	107(100)
Safety and security measures are neglected by the schools	33(30.8%)	21(19.6%)	42(39.2%)	11(10.3%)	107(100)

Table 4.2 presents the responses to the questions relating to school violence in junior secondary schools. Accordingly, 83.2% (38.3% & 44.9%) indicated that boys are more involved in violence than girls; 87.8% (35.5 & 52.3%), felt that victims of violence end up violent themselves; 82.2%

(36.4% & 45.8%) indicated that, violence is inherited from families and 70% (30.8% & 39.2%) indicated that safety and security measures are neglected at the schools.

4.3.4 Research question 3: Effects of school violence on the academic performance of the schools?

Table 4.3 Effects of school violence on academic performance

STATEMENTS	AGREE	DISAGR EE	STRONG LY AGREE	STRONG LY DISAGRE E	TOTAL
	1	2	3	4	
Girls fall more victims of violence than boys	34(31.8%)	26(24.3%)	37(34.6%)	10(9.3%)	107(100)
School violence reduce school academic performance	32(29.9%)	5(4.7%)	69(64.5%)	1(0.9%)	107(100)
Violence leads to loss of teaching time	31(29.0%)	10(9.3%)	64(59.8%)	2(1.9%)	107(100)

Table 4.3 presents the responses to the questions relating to school violence in junior secondary schools. The respondents were requested to respond to ten statements thereof. They were asked to rate each item on a scale of 1 to 4 (1= agree; 2= disagree; 3 = strongly agree and 4 = strongly disagree). Accordingly, 66.4% (31.8% & 34.6%) indicated that girl fall more victims of violence than boys and 94.4% (29.9% & 64.5%) indicated that school violence reduces school academic performance and finally 88.8% (29.0% & 59.8%) of the respondents indicated that violence leads to loss of teaching time.

4.3.5 Research question 4: What interventions could be suggested to address the problem?

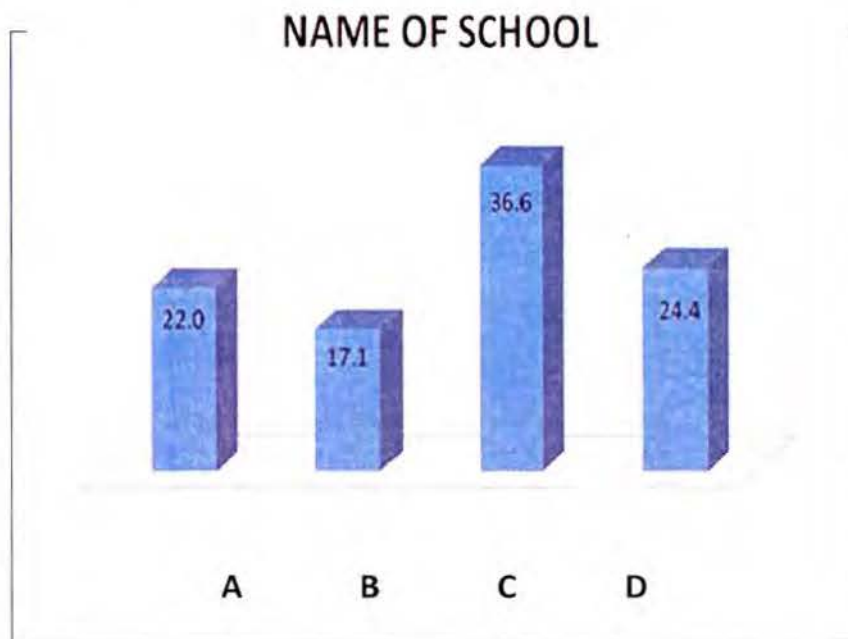
Table 4.4 Intervention strategies to fight school violence

STATEMENTS	AGREE	DISAGR EE	STRONG LY AGREE	STRONG LY DISAGRE E	TOTAL
	1	2	3	4	
There are rules for violence prevention	64(60.4%)	14(13.2%)	25(23.6%)	3(2.8%)	106(100)
Rules for violence prevention are enforced at all times	25(23.6%)	53(50.0%)	14(13.2%)	14(13.2%)	106(100)
Efforts are currently being made to prevent violence	48(44.9%)	22(20.6%)	28(26.2%)	9(8.4%)	107(100)
There is hope for violence-free schools in Lobatse.	27(25.7%)	38(36.2%)	15(14.3%)	25(23.8%)	105(100)

Table 4.4 presents the responses to the questions relating to school violence in junior secondary schools. The respondents were requested to respond to ten statements thereof. They were asked to rate each item on a scale of 1 to 4 (1= agree; 2= disagree; 3 = strongly agree and 4 = strongly disagree). Accordingly, 84.0% (60.4% & 23.6%) indicated that there are rules for violence prevention, 63.2% (50.0% & 13.2%) indicated that rules for violence prevention are not enforced at all times, 71.1% (44.9% & 26.2%) indicated that efforts are currently being made to prevent violence, and finally 60% (36.2% & 23.8%) indicated that there is no hope for violence-free schools in Lobatse.

4.4 SECTION C: TEACHERS DEMOGRAPHIC FACTORS

Figure 4.7 Distribution of teacher respondents



Thirty six point six percent (36.6%) of respondents indicated that they are from C Junior Secondary school, followed by D Junior Secondary school (24.4%), then A Junior Secondary school (22.0%) and the remaining (17.1%) from B Junior Secondary School. All the schools sampled for this study have been involved and the response rate of the questionnaire varied from school to school.

Figure 4.8 Locations of teacher respondents

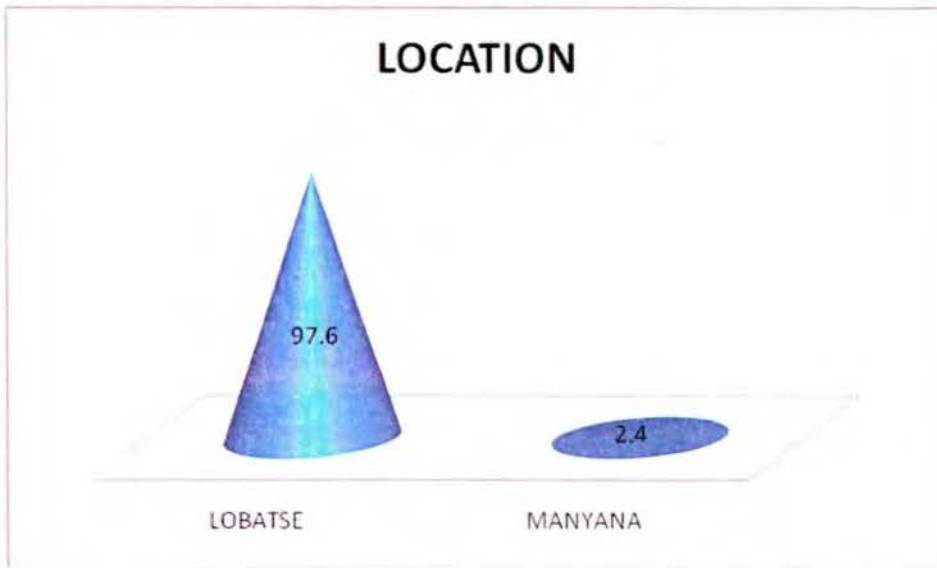


Figure 4.8 indicates that the majority of respondents (97.6%) are from Lobatse and the least are from Manyana area with 2.4% of the respondents. Though the study wanted to investigate school violence in Lobatse schools, one teacher recently transferred from Manyana, just under 50km from Lobatse, based his views on his past experiences with his previous school and the researcher accepted them as valid as the majority of our learners are from neighbouring villages.

Figure 4.9 Teacher respondents' gender

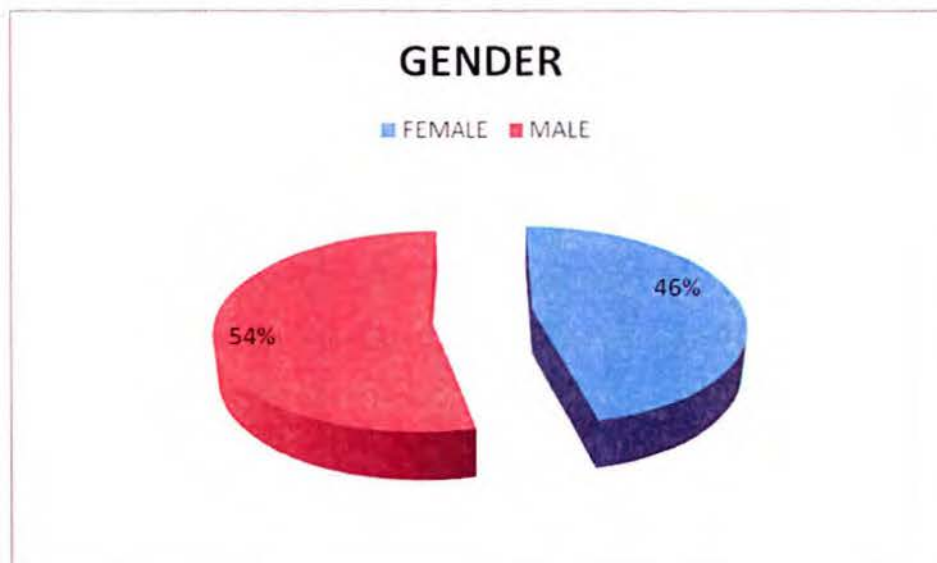


Figure 4.9 above shows that 54% of respondents are male and the remaining 46% were female. The indication here is that views captured for this study shall be representative of all gender types.

Figure 4.10 Designations of teacher respondents

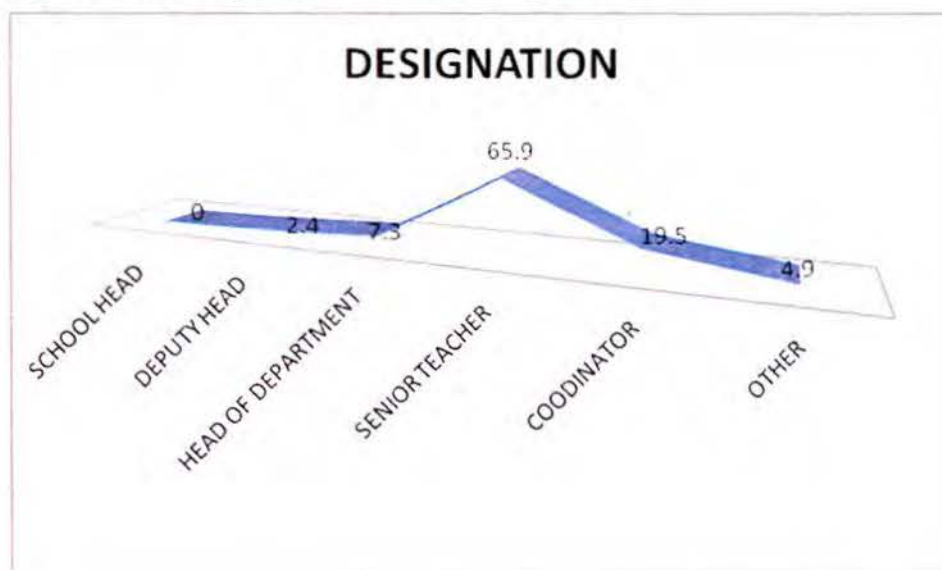


Figure 4.10 indicated that 65.9% of respondents are senior teachers; followed by coordinator with both 19.5% and the least is deputy head with 2.4% of the respondents. This is indicative to the fact that, the study has involved various school personnel across their levels of operation.

Figure 4.11 Working experiences of teacher respondents on post in years

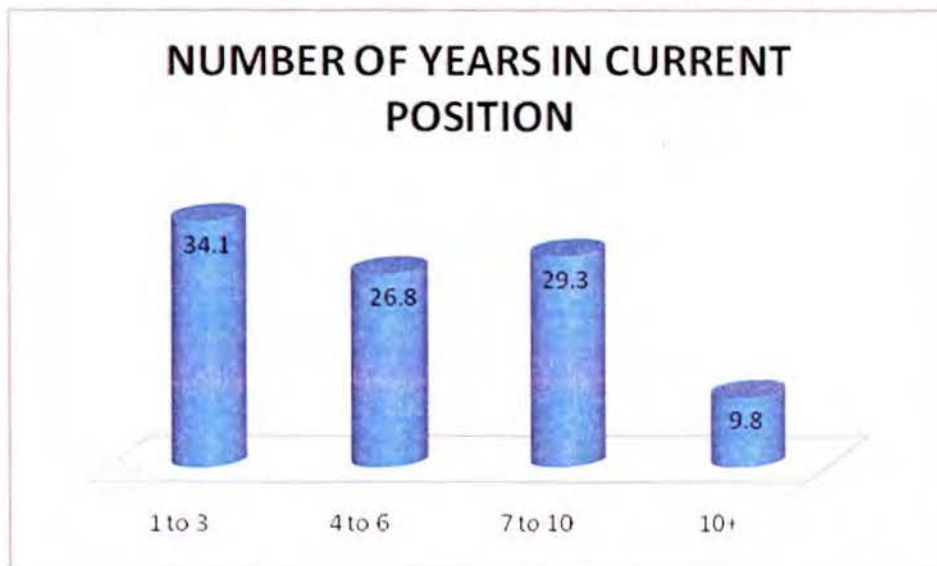


Figure 4.11 above shows that the 34.1% of the respondents' work experience is between 1 to 3 years, followed by 7 to 10 years with 29.3%, and the least is 9.8% of the respondents whose experience is 16+ years. This indicates the experiences on post of responsibilities of various school personnel in dealing with the matter under investigation

Figure 4.12 Previous positions held by teacher respondents

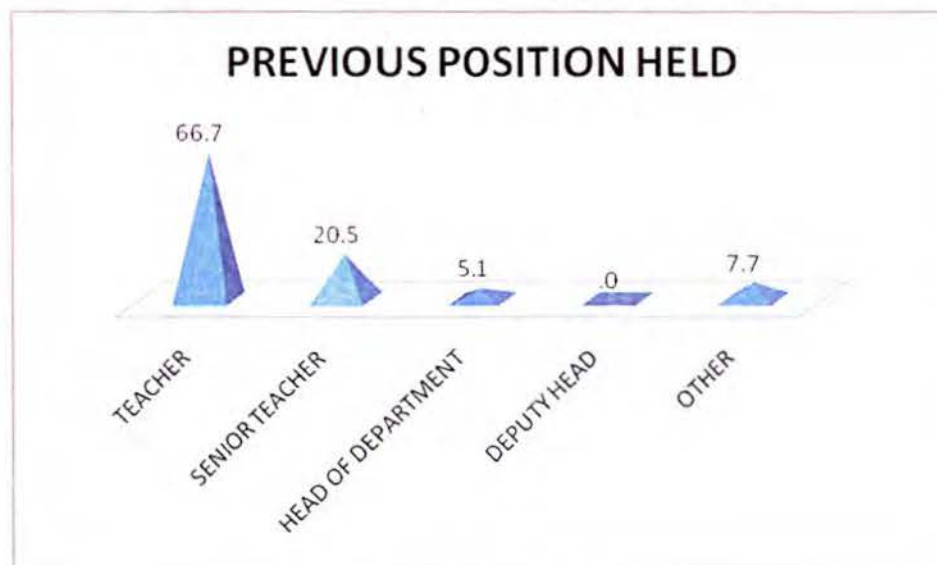
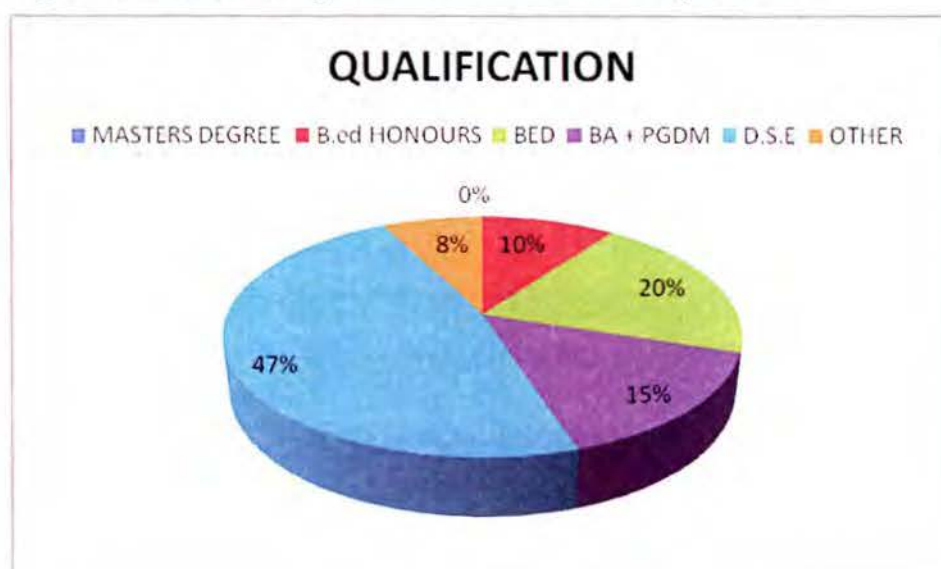


Figure 4.12 indicate that 66.7% of respondents are previously held teacher's position, followed by those who held senior teacher position with both 20.5%, and the least is head of department

with 5.1% of the respondents. The implication for this study is all teachers taking part in this study have experience in dealing with the issue under investigation from different positions of responsibility.

Figure 4.13 Academic qualifications of teacher respondents



The results revealed that majority of respondents had D.S.E 47.0%, followed by BED 20.0%, followed by BA+PGDM 15% and the least is other with 8%. The implication is all subjects sampled for the study have relevant teaching qualifications to offer professional views on the matter under investigation.

4.5 SECTION D: TEACHER RESPONSES ON RESEARCH QUESTIONS

4.5.1 Introduction

Teachers as custodians of learners were asked for their inputs with regard to what they perceive of school violence in terms of causes, nature the effects on academic performance and the intervention strategies that may be adopted to control the issue. In this section therefore, opinions of teachers shall be discussed as captured by the questionnaire with regard to the research questions at hand. Implications for their views shall also be highlighted. The respondents were requested to respond to eighteen statements thereof. They were asked to rate each item on a scale of 1 to 4 (1=strongly agree; 2=agree; 3=unsure; 4=disagree and 5=strongly disagree).

4.5.2 Research question 1: Nature of school violence

Table 4.5 Nature of school violence

STATEMENTS	STRONG LY AGREE	AGREE	UNSURE	DISAGRE E	STRONG LY DISAGRE E	TOTAL
	1	2	3	4	5	
There are incidents of violence in our school	19(46.3%)	21(51.2%)	0(0%)	1(2.4%)	0(0%)	41(100)
The most form of violence is physical bullying	15(36.6%)	22(53.7%)	2(4.9%)	2(4.9%)	0(0%)	41(100)
Boys are more violent than girls	20(51.3%)	18(46.2%)	1(2.6%)	0(0%)	0(0%)	39(100)
Girls are more victimised than boys	6(14.6%)	22(53.7%)	7(17.1%)	6(14.6%)	0(0%)	41(100)
Violent conduct erupts mainly within the school	2(5.0%)	12(30.0%)	6(15.0%)	19(47.5%)	1(2.5%)	40(100)

Table 4.5 presents the responses to the questions relating to the nature of school violence that is prevalent in Botswana's Secondary Schools. Accordingly, 97.5% (46.3% & 51.2%) of the respondents indicated there are incidents of violence in their school, 90.3% (36.6% & 53.7%) of the respondents indicated that the most form of violence is physical bullying, 97.5% (51.3% & 46.2%) indicated that boys are more violent than girls, 68.3% (14.6% & 53.7%) indicated that girls are more victimised than boys and finally 50.0% (47.5% & 2.5%) indicated that violent conduct does not erupt mainly within the school. Here it is indicative that teachers acknowledge the prevalence of school violence within the schools and that the most common form is bullying, with girls falling more victims than the boys while most of the culprits are boys.

4.5.3 Research question 2: Why does school violence occur?

Table 4.6 Causes of school violence

STATEMENTS	STRONG LY AGREE	AGREE	UNSURE	DISAGRE E	STRONG LY DISAGRE E	TOTAL
	1	2	3	4	5	
Poor parenting is the main cause of school violence	10(24.4%)	23(56.1%)	2(4.9%)	4(9.8%)	2(4.9%)	41(100)
School curriculum is failing to address issues of violence	0(0%)	13(31.7%)	4(9.8%)	20(48.8%)	4(9.8%)	41(100)
The current laws are failing to control violence	1(2.5%)	20(50.0%)	7(17.5%)	12(30.0%)	0(0%)	40(100)
Teachers also contributes to school violence	3(7.3%)	13(31.7%)	5(12.2%)	18(43.9%)	2(4.9%)	41(100)
Students are empowered enough to withstand violence	2(4.9%)	7(17.1%)	1(2.4%)	24(58.5%)	7(17.1%)	41(100)

Table 4.6 presents the responses to the questions relating to the question of why school violence occurs. Accordingly, 80.5% (24.4% & 56.1%) indicated that poor parenting is the main cause of school violence; 58.6% (48.8% & 9.8%) indicated that school curriculum is not addressing issues of violence; 52.5% (2.5% & 50.0%) indicated that the current laws are failing to control violence; 48.8% (43.9% & 4.9%) indicated that teachers do not contribute to school violence, and finally, 75.6% (58.5% & 17.1%) indicated that students are not empowered enough to withstand violence. The implication for these responses is that, teachers feel that poor parenting could be the main cause of school violence. They don't think that the school curriculum is failing to address the issue but rather they blame it upon the laws in place. Teachers don't think they contribute to school violence in some way and lastly, they believe that learners are not empowered enough to withstand violence.

4.5.4 Research question 3: Effects of school violence impact on the academic performance of the schools?

Table 4.7 Effects of school violence on academic performance

STATEMENTS	STRONG LY AGREE	AGREE	UNSURE	DISAGREE	STRONG LY DISAGRE E	TOTAL
	1	2	3	4	5	
Violence contribute to irregular school attendance	13(32.8%)	23(57.5%)	1(2.5%)	3(7.5%)	0(0%)	40(100)
A lot of teaching time is spent on addressing issues of violence	1(2.4%)	16(39.0%)	1(2.4%)	22(53.7%)	1(2.4%)	41(100)
Violence contribute to low academic performance	18(43.9%)	19(46.3%)	2(4.9%)	2(4.9%)	0(0%)	41(100)

Table 4.7 presents the responses to the questions relating to school impacting the academic performance of the learners. Accordingly, 90.3% (32.8% & 57.5%) of the respondents indicated that violence contributes to irregular school attendance; 56.1% (53.7% & 2.4%) indicated that a lot of teaching time is not spent on addressing issues of violence and finally 90.2% (43.9% & 46.3%) of the respondents indicated that violence contributes to low academic performance. This implies that, because of school violence, there is irregular school attendance among victims as well as perpetrators. Teachers spend a lot of their time resolving issues of school violence, which should have been otherwise spent on classroom teaching and all this has impacted negatively on the academic performance of the schools.

4.5.5 Research question 4: Interventions to address school violence

Table 4.8: Intervention strategies used against school violence

STATEMENTS	STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE	TOTAL
	1	2	3	4	5	
Schools have enough resources to control violence	1(2.4%)	7(17.1%)	3(7.3%)	22(53.7%)	8(19.5%)	41(100)
There are policies within the school to control violence	2(4.9%)	28(68.3%)	5(12.2%)	6(14.6%)	0(0%)	41(100)
School is working together with the community to address violence	0(0%)	18(43.9%)	2(4.9%)	21(51.2%)	0(0%)	41(100)
There are measures in place to assist victims of violence	0(0%)	25(61.0%)	7(17.1%)	6(14.6%)	3(7.3%)	41(100)
Culprits of violence are helped accordingly	4(9.8%)	19(46.3%)	8(19.5%)	7(17.1%)	3(7.3%)	41(100)

Table 4.8 presents the responses to the questions relating to school violence in junior secondary schools. Accordingly, 73.2% (53.7% & 19.5%) indicated that schools have enough resources to control violence; 73.2% (4.9% & 68.3%) indicated that there are policies within the school to control violence; 51.2% indicated that schools are not working together with the community to address violence; 61.0% indicated that there are measures in place to assist victims of violence, and finally 56.1% (9.8% & 46.3%) indicated that the culprits of violence are helped accordingly. The implications of these responses are that, there are enough resources that may be utilized to fight school violence. There are policies in place that may be employed to address school violence. The view of the teachers is that the working relations of the schools and the community should be strengthened to address the matter under investigation, and they are of the opinion that the victims of school violence are assisted accordingly.

4.6 INTERVIEW ANALYSIS

4.6.1 Discussions based on teacher interview analysis

4.6.1.1 Introduction

In total, five teachers were interviewed for the purpose of this study. The interviewees involved were three males and two females. Their positions of responsibility ranged from teacher, Senior Teacher to a Head of Pastoral House. This was intended to capture the views from professionals

based at different managerial positions and levels of operation. The interviews were spread across all the four Community Junior Secondary Schools of the Lobatse inspectorial area.

Based on their responses, one hundred percent (100%) of respondents in the four schools agreed that their schools are experiencing issues of violence. Eighty percent (80%) of them pointed out that the most common form of violence experienced is physical bullying and they categorized boys as the main perpetrators whilst girls tend to fall victims more than the boys. One hundred percent (100%) of respondents were of the view that the most common effect that school violence seems to have amongst all the schools is that it negatively affects academic performance. This may be because a lot of time is spent towards resolving issues of violence at the expense of teaching and learning. Victims of violence are said to be sometimes afraid of reporting, for fear of further victimisation and resort to non attendance and this impact negatively on their learning. Even the culprits, if reported, are sent home to call their parents for disciplinary hearings and this too tends to affect the day to day learning and yielding to low academic performances.

Sixty percent (60%) of respondents were of the view that culprits might be coming from families of violent backgrounds. Eighty percent (80%) pointed out that because of the location of the schools in the township outskirts where there are evidence of poverty, over-crowding and a lot of crime as most people are unemployed might also have brought an influence of violence to learners. On dealing with the issue of violence, the schools have disciplinary committees where issues are handled and punishments are decided. The most common forms of punishment used are corporal punishment and manual work for all schools investigated. Eighty percent (80%) of respondents held a view that, these forms of punishment are not effective as school violence continue escalate. The psycho-social support programme is also available in all the schools but it is also not effective as most schools lack proper facilities and properly trained personnel to provide a comprehensive counselling programme. Some teachers also feel that corporal punishment, which is mostly used, does not remove the undesirable behaviour, but only make the culprit to suppress such behaviour and it sours the relationships of teachers and learners further. To properly address issues of school violence, one hundred (100%) of respondents felt that, comprehensive school guidance and counselling must be in place which is developmental rather

than curative. One hundred percent (100%) of respondents advocated for the intensive infusion of life skills education in the entire school curricular and the availing of proper recreational facilities to schools to make learners more relaxed and help improve their social interaction skills.

4.6.2 Learner Interviews

4.6.2.1 Introduction

Twelve learners were randomly interviewed from all the four participating schools across different genders and forms. All twelve acknowledged witnessing violence taking place within their respective schools.

The nature of violence they have experienced include verbal and physical bullying. Eighty three point three percent (83.3%) of the respondents pointed at the boys as mostly exhibiting violent conducts. In their own view the most probable cause of violent behaviour comes from gossiping, fighting over food, girl/boy friends, and arguments over differences of opinions. Fifty percent (50%) blamed some of the violent conducts on teacher bias or application of discipline selectively when dealing on the matter.

One hundred percent (100%) of the respondents were of the opinion that school violence has resulted in poor relations amongst themselves and teachers as well as having impacted negatively on their academic work as some end up not attending school regularly for fear of their safety. Bullying also has sown hatred to a point that they find it difficult to work with their aggressors or would be aggressors on certain academic assignments which may not augur well for the attainment of good quality school grades.

Seventy five percent (75%) of the respondents were of the feeling that one way through which issues of violence may be handled is that the police should be called in to intervene as other learners' rights are being violated. That is they are being subjected to torture, inhuman and degrading treatment and hence they are denied the pleasure of peacefully and equally enjoying their right to education. Others felt the aggressors should be separated and isolated from other learners and be sent to where they could access some rehabilitation programmes. Sixty six point

six (66.6%) of respondents felt that the Guidance and Counselling and pastoral policies should be strengthened, revitalised and re-invigorated to assist both the victims and perpetrators.

4.7 CONCLUSION

Chapter 4 presented empirical data. The data was cross-tabulated for ease of presentation and interpretation. However, the raw data had been processed through the SPSS system, and the SPSS (Statistical Packaging for Social Science) output was input into the tables. Data for interviews was converted to percentages and discussed. The next chapter discusses the results and concludes with recommendations.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter five describes objectives of the study and presents and discusses findings from the study. The objectives of this study were to identify the nature of school violence, its causes and the effects that it has on the academic performance of the school with intention to develop intervention strategies to combat it. The summary is based on the results obtained on each of the research questions. Based on the discussions, conclusions and recommendations were made. Finally, areas that need further research are proposed.

5.2 AIMS AND OBJECTIVES OF THE STUDY

5.2.1 Objective 1: To identify the nature and prevalence of school violence among community junior secondary schools in Lobatse, Botswana.

Through questionnaires, ninety seven point five percent (97.5%) of teacher respondents indicated that there are incidents of violence in their schools, whilst eighty nine point nine percent (89.9%) of learners indicated that violence is taking place within their schools. From the interviews, (100%) of both teachers and learners alike, agreed that, indeed, violence is taking place within their schools and have witnessed it. Ninety point three percent (90.3%) of teacher respondents indicated that the worst form of violence is physical bullying, which concurred with learners ninety point six percent (90.6%). This has been confirmed by literature as sourced from the Centre of Disease Control (2008) that school violence includes bullying, slapping, punching, weapon use, and rape. Shore (2005: 15) indicated that physical bullying is considered to receive more attention from schooling personnel, and this includes behaviours such as hitting, kicking or any form of overt violence toward another learner.

Ninety seven point five percent (97.5%) of teacher respondents agreed with (66.4%) of learners that boys are more violent than girls. Sixty eight point three percent (68.3%) of teachers, through questionnaires, indicated that girls are more victimised than boys, which has been further confirmed by eighty percent (80%) of teacher respondents through interviews. Finally, fifty percent (50.0%) of teacher respondents through questionnaire, indicated that violent conduct did

not erupt mainly within the school, whilst (95.2%) of learner respondents blame acts of school violence on influence of modern technology and media, which has also been confirmed through literature as suggested by Deckard (2002: 158) that, computer games and video consoles almost always include a degree of violence. Some such as Grand Theft Auto 3, have been banned in many countries due to their violent content. Psychologists are looking at the long term effects of games like these on psychological traits such as aggression.

5.2.2 Objective 2: Causes of school violence

Accordingly, eighty point five percent (80.5%) of teacher respondents by questionnaire indicated that poor parenting is the main cause of school violence, whilst through the same instrument, eighty two point two percent (82.2%) of learners indicated that violence may be inherited from families, which is in agreement with sixty percent (60%) of teacher respondents on interviews that, culprits may be coming from families of violent background. The opinions have also been backed by literature review from Aabobe, et al, (2004: 13) that, it should however be noted that the cause of school violence may be that a learner's emotional needs are not satisfied. The learner may then be unhappy or discontented within him-herself. Discontent can arise from situations such as when a learner feels resentful and rejected because he/she does not feel accepted at home, at school and in the community.

Fifty eight point six percent (58.6%) of teachers responding through the questionnaire indicated that the school curriculum does address issues of violence, which is not in agreement with seventy percent (70%) of learner respondents through the questionnaire that security and safety measures are neglected by schools. Fifty percent (50%) of learners interviewed blamed incidents of school violence on teacher bias and selective application of discipline. Actually, the literature review has indicated that, contrary to what has been voiced out by teachers, a negative school climate has been implicated as a contributing risk factor for bullying. Schools that have a larger than average bullying problem tend to be characterised by an overall negative social climate. In general, these schools feel less satisfied with school life and the teachers are less clear on what procedures to follow or their role surrounding bullying events (Department of Secondary Education, 2007: 1). Morrell (2002: 43) states that, educators whose identities are vested in power and hierarchy contribute to violence by being violent (using for example, corporal

punishment), by condoning violence (turning a blind eye to bullying and sexual harassment) and by supporting a school ethos intolerant of differences and insistent on conformity.

Fifty two point five percent (52.5%) of teachers, responded through questionnaires, that the current laws are failing to control violence which may be in agreement with eighty percent (80%) of teachers interviewed who held the view that, forms of punishments may not be that effective as school violence continue to be in escalation despite efforts made. Forty eight point eight percent (48.8%) of teachers, through questionnaires, indicated that teachers do not contribute to school violence, and finally seventy five point six percent (75.6%) indicated that students are not empowered enough to withstand violence, which has been confirmed by Dewey, (2006: 4), that, without school wide awareness of the problem of violence, many of the recommended intervention methods will not be effective. Most school authorities tend to respond to school violence only when it is reported or is way out of proportion. Dealing with it in this manner sometimes may render the situation totally irreparable. The lack of an overarching vision or ideology could put schools at risk for bullying behaviours. Creating an ongoing awareness of the problem is the key element to prevention. Schools must do a better job of defining school violence, teaching learners what bullying is, and students to seek help when they are being bullied. Teachers rarely respond to bullying events. Teachers do not respond to violent situations at school. Eighty seven point eight percent (87.8%) of learners, through questionnaires, have indicated that victims of violence have a tendency to end up violent themselves and these opinions have been corroborated by a literature review from Kurzban (2002b: 136) about a story he followed that, parents' biological children would be less likely to be abused than non-biological (adopted or step children).

Eighty three point three percent (83.3%) of learners interviewed indicated that boys are more involved in violence than girls, which is similar to the eighty three point two percent (83.2%) of learners responding by questionnaire. This has been further confirmed by literature from De Wet (2007: 13) that school violence is manifestation of gender violence. Girls often bear the brunt of physical and sexual violence. Most often violence is perpetrated by boys and male educators. Eighty percent (80%) of teacher respondents, through interviews, held a view that the locations of most schools in the over crowded township outskirts where there is evidence of crime, poverty

and unemployment is rife may be having influence on school violence which is a subset of societal violence. This is confirmed from literature by Daane (2003: 25) that, exposure to community and school violence alone, is sufficient to predict aggressive behaviours in children. Violence is also said to be influenced by genes a child may have inherited from the family as well as environmental factors such as exposure to violent Television programmes, video games and residing in overcrowded locations where issues of crime are in escalation.

5.2.3. Objective 3: Establishing the impact of school violence on the academic performance of the learners?

Accordingly, ninety point three percent (90.3%) of teacher respondents, through questionnaires, indicated that violence contributes to irregular school attendance, whilst, fifty six point one percent (56.1%) of teacher respondents indicated that a lot of teaching time is not spent on addressing issues of violence and ninety point two percent (90.2%) of teacher respondents indicated that violence contributes to low academic performance. Through questionnaires, ninety four point four percent (94.4%) of learners indicated that school violence reduces school academic performance, eighty eight point eight percent (88.8%) believes that school violence leads to loss of teaching time. These claims have been confirmed by literature review indicating that, violent incidents and fear of violence have a profound effect on the educational process. Schools with high rates of crime and violence are less effective in educating learners. These schools have lower levels of learner achievement, higher rates of absenteeism, and more dropouts. Even in schools where a low percentage of learners are victimised, a few violent acts may have far reaching detrimental effects for a large number of learners. Fear of victimisation has been found to inhibit learners' educational and psychological development (Cox, Bynun & Davidson, 2004: 134).

According to interviews conducted on learners, seventy five percent (75%) were of the opinion that, school violence has resulted in poor and unhealthy relations between them, fellow schoolmates and teachers, as some of them end up not attending school regularly for fear of attacks or victimisation. The literature review has further confirmed that victims of bullying can suffer from various health problems including diminished levels of psychological well-being, poor social adjustment, psychological distress and physical symptoms (Rigby, 2003: 65).

Victims exhibit a wide range of problems from social isolation and truancy to suicidal feelings and depression. Whilst these symptoms may vary in severity, it is reasonable to infer that even moderate feelings of unhappiness may affect a learners' ability to learn and be successful at school. Experiencing peer harassment has been linked to depression, loneliness, and social isolation (Juvonen & Nishina, 2000: 17). Meraviglia, Becker, Rosenbluth, Sanchez and Robertson (2003: 65) have shown that victims of bullying may suffer from low self-esteem, fewer friendships, school absences and even suicide. All these problems are suffered due to bullying which may impact negatively on the performance of learners if they are not dealt with by proper prevention and intervention strategies.

5.2.4 Objective 4: Developing intervention strategies to curb school violence

Accordingly, seventy three point two percent (73.2%) of teacher respondents, through questionnaires, indicated that schools have enough resources to control violence; seventy three point two percent (73.2%) of teachers through the same instrument, indicated that there are policies within the school to control violence; eighty four percent (84.0%) of learners, through questionnaires, indicated that there are rules for violence prevention; sixty three point two percent (63.2%) of learner respondents through questionnaire were of the feeling that, rules for violence prevention are not enforced at all times. Seventy five percent (75%) of learner respondents, through interviews, felt that police intervention may be critical. Fifty one point two percent (51.2%) of teacher respondents through questionnaires felt that the schools have not done enough to involve community which may have been critical in addressing matters of school violence.

Literature findings have revealed that learners may feel ashamed or embarrassed to report bullying or they may wonder whether telling an adult will solve a bullying problem or exacerbate it. If learners fail to ask for help in the case of relational bullying, it may be very difficult for school counsellors or teachers that a learner is having problems because of the covert nature of relational bullying. As Rigby (2003: 15) further suggests, school counsellors or teachers could address this problem teaching guidance lessons about relational bullying and how to ask adults for help when being bullied. This shall go a long way in conveying the message to learners that counsellors are knowledgeable about bullying and willing to help students who are involved in

bullying. Jacobsen and Bauman (2008: 7) have observed that, as a matter of intervention, parents of both perpetrators and bullies must be contacted and reports be made to the school authorities. Alerting parents of the victim that bullying has occurred enlists parents' cooperation and assistance in working with these problems. School counsellors according to the research, did quite frequently recommend positive interventions for victims, such as comforting and encouraging the victim. This is reassuring and highlights the counsellors' training in crisis intervention and counselling.

Sixty one percent (61.0%) of teacher respondents, through questionnaires, indicated that there are measures in place to assist victims of violence, one hundred percent (100%) teacher respondents and sixty six point six percent (66.6%) learners responding through interview have advocated for a comprehensive guidance and counselling programmes for the schools, which are developmental in nature as opposed to being curative. Still through interviews, one hundred (100%) teacher respondents called for the intensifying of infusion and integration of life skills education into the entire school curricular, and finally, fifty six point one percent (56.1%) indicated that the culprits of violence are helped accordingly. The literature review has summarised, intervention strategies as follows:

- Physical surveillance, where weapon deterrence and the use of members of security agencies such as the police and guards within schools. These strategies are aimed at preventing the most extreme forms of violence.
- School policies related to learner conduct and dress code to be enforced in schools. Rules and regulations that directly target violence are zero tolerance policies in as much as single violation results in punishment, often either suspension or expulsion.
- Instructional Programmes that are implemented by teachers or other adult staff. These programmes tend to focus on precursors or antecedents of violent behaviour.
- Profiling of potentially violent youth, based on the assumption that, we can predict who will become violent.
- Counselling and mediation, which is one of the efforts of violence prevention, relying on counselling of learners with disciplinary problems and mediating in specific incidents of conflict as needed (Juvonen, 2001: 2).

5.3. DRAWING THE RELATIONSHIP BETWEEN VARIABLES.

5.3.1 Learners

5.3.1.1 Learner location

Location		
	X^2 (Chi-square)	p-value
Violence leads to loss of teaching time	25.617	0.042
Efforts are currently being made to prevent violence	31.745	0.007

The data revealed a statistically significant difference in location of learners and the two questions asked. The location of a learner affects the manner in which that learner responded to the above two questions at a significance level of 0.05 or 5%. This indicates that learners originating from different environments and locations perceives issues differently as they vary in experience and the socio-economic status.

5.3.1.2 Learner gender

Gender		
	X^2 (Chi-square)	p-value
Efforts are currently being made to prevent violence	8.121	0.044

The data showed a statistically significant difference in gender and the question asked to learners. The gender of a learner affects the manner in which that learner responded to the above question at a significance level of 0.05 or 5%. For this study, this means that school violence is a gender issue, as the findings revealed that girls tend to fall more victims than boys and that the culprits are mostly boys.

5.3.1.3 Learner form

Form (Grade)		
	X^2 (Chi-square)	p-value
Efforts are currently being made to prevent violence	23.420	0.005
There is hope for violence-free schools in Lobatse	18.545	0.029

The data revealed a statistically significant difference in form of the learner and the two questions asked. The form (grade) of a learner affects the manner in which that learner responded to the above question at a significance level of 0.05 or 5%. For this study, this indicates that learners at different educational levels perceive issues differently, as their experiences vary.

5.3.2 Teachers

5.3.2.1 Teacher location

Location		
	X^2 (Chi-square)	p-value
There are measures in place to assist victims of violence	12.983	0.005
The current laws are failing to control violence	40.000	0.000

The data shows a statistically significant difference in location and the two questions asked teachers. The location of a teacher affects the manner in which the teachers responded to the above two questions at a significance level of 0.05 or 5%. The location of a teacher has a bearing on how that teacher responds to the above two questions.

5.3.2.2 Teacher gender

Gender		
	X^2 (Chi-square)	p-value
The worst form of violence is physical bullying	7.950	0.047
Violence contributes to low academic performance	8.698	0.034

The data revealed a statistically significant difference in gender and the two questions asked to teachers. The gender of a teacher affects the manner in which that teacher responded to the above two questions at a significance level of 0.05 or 5%. Gender of a teacher has a bearing on how they respond to the above two questions. For example, most female teachers perceive emotional bullying as the worst form of abuse, whilst male will say the physical bullying is the worst.

5.3.2.3 Teacher number of years in current position

Number of years in current position		
	X^2 (Chi-square)	p-value
Violent conduct erupts mainly within the school	20.376	0.060

The data shows a statistically significant difference in number of years in current position and the question asked teachers. The number of years in current position affects the manner in which a teacher responds to the above question at a significance level of 0.05 or 5%. This relates to the study to the effect that teachers in various positions will have different experiences and views on what they feel about school violence. For example, a Head of Department has different experiences and approaches to dealing with such issues to a teacher without managerial experience.

5.3.2.4 Teacher qualification

Qualification		
	X^2 (Chi-square)	p-value
Boys are more violent than girls	16.780	0.032
Violent conduct erupts mainly within the school	27.951	0.032
A lot of teaching time is spent on addressing issues of violence	27.646	0.035
School is working together with the community to address violence	16.298	0.038

The data revealed a statistically significant difference in qualification and the four questions asked teachers. The qualification of a teacher affects the manner in which that teacher responds to the above three questions at a significance level of 0.05 or 5%. The qualification of a teacher has a bearing on how he responds to the above three questions.

5.5. RECOMMENDATIONS

The following recommendations, based on the results of the study are:

5.5.1 Involvement of the community in the day-to-day affairs of the school

It came out clear that the schools need to work hand in hand with the community in addressing violence in schools. As suggested by the Department of secondary education school manual (2009, 16) the school shall forge positive links with the local community and that it shall provide a forum for parents, guardians and teachers to meet on the school related matters. It was also highlighted from the data that there are resources and policies in place to address violence only for schools not to give a priority. The involvement of the community is very prevalent in all the responses and therefore communities need to be involved in curbing violence in schools.

5.5.2 Empowerment of the girl-child

The behaviours of students has generally turned to the worse (Department of Secondary Education (2007, 1). Girls are seemingly still the most victims of all the school violence and they suffer predominantly from physical violence. It was also noted from the open-ended questionnaires that most types of learner conflict are over petty things like food, boy/girlfriends. The data also revealed physical violence highlighted as the most common form of violence. Punishment of the perpetrators of violence does no good to them as it might disadvantage them even more in terms of making them loose a lot of their learning time due to suspensions or their right to education due to expulsions from school. For instance, according to the laws of Republic of Botswana (1987, 35) a pupil who has been expelled from school shall not be allowed to write an examination. Suspended students misses more on their learning times and this tend to disadvantage them when they have to write their examinations. The girl child needs to be empowered through education and relevant life skills to withstand violence in school. The same applies to boys, they must be sensitized and awareness created upon them through education.

5.5.3 Mobilisation of resources and personnel

The available resources and policies in schools must be put to use so that school violence can be reduced. Schools have well-trained personnel and are equipped with libraries and internet. All these resources may help to bring down the level of school violence, if put to good usage.

5.5.4 How to address gender based violence at school level

Awareness and sensitization campaigns on issues of gender based violence should be at all school levels, with a view to create the spirit of moral character amongst learners, so as to instill respect and tolerance across all gender groups.

5.5.5 Creation of safe and secure schools

Schools should try and create positive school environment as strategies to combat school violence and this may be done in the following ways as suggested by Northmore and Potterton (2007: 9). An atmosphere of caring must be created in classrooms, by speaking to learners about issues such as bullying, teasing and dominating and such behaviours should not be tolerated within classrooms. The behaviour expected of learners should be modelled by teachers as some school children behave badly just because they don't know what else to do. Teacher should make use of humour wherever possible, to increase learner interest and reduce tension in the classrooms. Like adults, learners usually enjoy being given some responsibility for their learning. They should make use of cooperative learning where learners learn from and teach each other. Finally teachers should get to know their learners as people, by finding whatever that interests them. They should support them when they are involved in extramural activities. By helping to run the activity or just being there to see them in action provides moral support and develop relationships.

5.5.6 Implementation of comprehensive school guidance and counselling programmes

There must be comprehensive guidance and counselling as well as pastoral systems in place within schools to address all matters pertaining to student welfare and well-being holistically. This programme must be developmental and protective in nature as opposed to being curative.

5.5.7 Infusion and Integration of life skills education into the school curricular

Life skills education and training should be intensified and availed to all learners. It is wrong for schools to be concerned only on academic performance and not paying enough emphasis on life skills development.

5.5.8 Positive reinforcement

Schools should review their reward and punishment systems from time to time to inform themselves of their effectiveness and gaps and make decisions on where to correct or strengthen them. Emphasis should be more on the reward system than punishment as rewarding is more enhancing than punishing as the study has suggested. Corporal punishment, as picked up from the responses, appears that its usage may not be that effective as evidenced from the escalation of issues of school violence. Punishments decided within individual schools, may not be taken well by learners as they may perceive them as degrading or dehumanizing. For example, manual labour, litter picking or trench digging. Most of these punishments, corporal punishment inclusive, have brought nothing but tension and animosity between teachers and learners as learners perceive teachers to be ruthless, spiteful and punitive as opposed to being loving and caring.

5.5.9 Provision of sports and rehabilitation facilities

Following the advent of the children's Act under the laws of Republic of Botswana (2009, A57) which stipulates that an act shall make provision for the promotion and protection of the rights of the child; for the promotion of the physical, emotional, intellectual and social development and general well being of children; for the protection and care of children; for the establishment of structures to provide for the care, support, protection and rehabilitation of children; and for matters connected therewith. It is yet to see whether the new law of the country shall ensure that children enjoy their right to education which is also enshrined in the country's constitution. Sports and recreation programmes should be viewed and given same recognition as academics as they contribute to the physical, spiritual, social and intellectual growth of the learners.

5.5.10 Involvement of other key stakeholders

Multi-sectoral approaches should be established together with relevant stakeholders to ensure that other stakeholders such as community leaders, churches, health workers, law enforcement agencies, community based organizations and the nation at large are more involved in the proper upbringing of their children to ensure that they develop the rightful attitudes and sound moral codes of behaviour. This is in accordance with the law of the Republic of Botswana (2009, A.62) which stipulates that every child has a right to parental guidance appropriate to that child's age,

maturity and level of understanding in order to ensure that the child grows to his or her maximum potential.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

Through this study, there are a number of areas that are suggested for further research to help address the issue of school violence. The following areas have been found to be ideal for further investigation.

- How to effectively involve parents in the day to day running of schools.
- The role of in service training in the development of teacher's ability to eradicate school violence.
- How school managers may be empowered to effectively address issues of school violence.
- The infusion and integration of school violence into the school curricular.
- Ways to rehabilitate victims and culprits of school violence.
- How to establish child friendly schools.

5.7. CONCLUSION

In conclusion, there is a clear understanding of the nature of school violence that is prevalent in Lobatse community junior secondary schools of Botswana. The most common form of school violence is bullying. Bullying in the schools takes form of assaulting, name calling, teasing and other forms of harassment. The following findings were thought to be key to this study:

- School violence, like most other behaviours, is influenced by both heredity and environmental factors. Evidence from behaviour genetics suggest that, variations in violent and criminal activities can be linked to differences in genes. A major part of the environment in which individuals develop is determined by their interactions with other people. School violence is said to be influenced by modern technology, contributed by family violence and school based factors such as awareness, response, school climate, school size and class size, peer groups and so forth.
- School violence has a profound effect on the educational process. Schools with high incidences of violence have lower levels of learner success, higher rates of absenteeism, and high dropout rates. Psychologically, both learners and teachers exposed to this

violence may undergo severe emotional distress. Social and symbolic harms of reduction lower a person's social status (by violating their human rights, sexuality and social identity).

- It has also been indicated that, to a great extent, violence contributes to learners' irregular school attendance; low academic performance; and loss of teaching time. The Department of Secondary Education's pastoral policy guidelines clearly states that there is need to develop and implement realistic strategies that would address indiscipline (e.g. vandalism, truancy, and substance abuse), poor academic performance and moral decadence in our schools **as a matter of urgency**. Strategies need to be put in place to help the students make right choices and decisions. All institutions should endeavour to develop the concept of *botho* (moral character) amongst students more than ever before Department of Secondary Education (2007, 1).
- It is also clear from the data that there are measures in place to assist victims of violence and that, culprits of violence are helped accordingly. The most critical aspect from the collected data was the issues raised, that there is no hope for violent-free schools in Lobatse. However, the Department of Secondary Education wishes to improve quality of education, hence the formulation of the pastoral policy.

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APPENDIX A

TEACHER QUESTIONNAIRE

Purpose: This questionnaire seeks to establish opinions of the teaching staff on the causes, nature and extent of school violence on the community junior secondary schools of Lobatse and how such violence impacts on the academic performance of the students. According to the American Psychological Association (2009: 229), "School violence is crime committed in and around school. School crime has always been a problem, but it has come to the fore due to a series of particularly devastating instances during the 1990s, including the Columbine massacre. School officials have been criticised for down playing the extent and seriousness of school crime and for failing to keep or disclose crime-related statistics".

Directions:

Kindly complete this questionnaire. Your cooperation will be highly appreciated. All information provided shall be treated with outmost confidentiality. Indicate your answers by a tick (✓) or across (x) against your most suitable option.

Part one: Demographic factors

1. Name of school: _____

2. Location: _____

3. Gender M F

4. Designation: School Head
Deputy Head
Head of department
Senior teacher
Teacher
Assistant Teacher

Other, specify _____

5. Number of years on teaching profession:

1-3	<input type="checkbox"/>
4-6	<input type="checkbox"/>
7-10	<input type="checkbox"/>
10+	<input type="checkbox"/>

6. Previous position held:

Teacher	
Senior teacher	
Head of Department	
Deputy Head	

Other, specify _____

7. Academic qualification:

Masters Degree	
B.Ed honours	
BED	
BA+PGDE	
D.S.E	

Other, please specify: _____

Part Two (2): Complete the following items to the best of your ability, by indicating with a tick (✓) or a cross (×).

Items	Strongly Agree	Agree	Unsure	Disagree	Strongly disagree
NATURE					
8. There are incidents of violence in our school.					
9. The most form of violence is physical bullying.					
10. Boys are more violent than girls.					
11. Girls are more victimised than boys.					
CAUSES:					
12. Violent conduct erupts mainly within the school grounds.					
13. Poor parenting is the main cause of school violence.					
14. School curriculum is failing to address issues of school violence.					
15. The current laws are failing to control violence.					
16. Teachers also contribute to school violence.					
17. Students are empowered enough to withstand against violence.					
IMPACT:					
18. Violence contributes to irregular school attendance.					
19. A lot of teaching time is spent on addressing issues of violence.					
20. Violence contributes to low academic performance.					
STRATEGIES:					
21. Schools have enough resources to control violence.					
22. There are policies within the school to control violence.					
23. School is working together with the community to address violence.					
24. There are measures in place to assist victims of violence.					
25. Culprits of violence are assisted accordingly.					

Part Three (3): Write your opinions on the spaces provided.

26. What are the most probable causes of violence at school level?

27. Give examples of various forms of violence committed within your school.

28. How has violence within the school affected both teaching and learning?

29. What programmes has the school put in place to control issues of violence?

30. Explain some of the effects that might have been brought by violence in the school.

31. What aspects must be included within the curriculum to address issues of violence?

32. In what ways should perpetrators of violence be assisted within the schools?

33. Any further suggestions on what the department of Secondary must do in order to address school violence.

APPENDIX B

STUDENT QUESTIONNAIRE

Purpose: This questionnaire seeks to establish opinions of the students on the causes, nature and extent of school violence on the community junior secondary schools of Lobatse and how such violence impacts on the academic performance of the students. According to the American Psychological Association (2009: 229), "School violence is crime committed in and around school. School crime has always been a problem, but it has come to the fore due to a series of particularly devastating instances during the 1990s, including the Columbine massacre. School officials have been criticised for down playing the extent and seriousness of school crime and for failing to keep or disclose crime-related statistics".

Directions:

Kindly complete this questionnaire. Your cooperation will be highly appreciated.

All information provided shall be treated with utmost confidentiality.

Indicate your answers by a tick (√) or across (x) against your most suitable option.

Part one: Demographic factors

1. Name of school: _____
2. Location: _____
3. Gender M F
4. Form: _____
5. Age: _____
6. Position: **Tick (√) only where appropriate.**

Head Prefect	<input type="checkbox"/>
Senior Prefect	<input type="checkbox"/>
Prefect	<input type="checkbox"/>
Class Monitor	<input type="checkbox"/>
Student	<input type="checkbox"/>

Part two (2) GENERAL QUESTION: Tick (✓) only where appropriate.

	Agree	Disagree	Strongly agree	Strongly disagree
NATURE: 7. Violence is taking place within our school.				
8. Physical violence is the most common in school.				
9. Technology and media influences school violence.				
10. School violence may be due to poor parenting.				
CAUSES: 11. Boys are more involved in violence than girls.				
12. Victims of violence tend to become violent.				
13. Violence can be inherited from family.				
14. Safety and security measures are neglected by schools.				
IMPACT: 15. Girls fall victims of violence more than boys.				
16. School violence reduces school academic performance.				
17. Violence leads to loss of learning time.				
STRATEGIES: 18. There are rules for violence prevention.				
19. Rules for violence prevention are enforced at all times.				
20. Efforts are currently being made to prevent violence.				
21. There is hope for violent - free schools in Lobatse.				

22. What may be probable causes of violence within the school?

23. Kindly explain the effects that violence might have on Junior Secondary Schools in Lobatse.

24. Suggest possible strategies that may be employed to overcome violence within schools.

25. In what ways may victims of violence be assisted in schools?

Thank you for your cooperation.

APPENDIX C
TEACHER INTERVIEWS ON ISSUES OF SCHOOL VIOLENCE

SCOOOL NAME: _____ POSITION: _____
GENDER: _____ TEACHING EXPERIENCE IN YEARS: _____

QUESTIONS

1. Does your school experience any issues of violence?

2. If yes, which form of school violence is mostly experienced?

3. Who amongst boys and girls are mostly perpetrators of school violence?

4. Who amongst boys and girls are mostly victims?

5. What effects have school violence had on academic performance?

6. What do you think might be the reasons behind the causes of these forms of violence?

7. What intervention measures does the school have to curb acts of violence?

8. How effective have these intervention measures been in controlling or curbing school violence?

9. What assistance has the school provided to victims of school violence?

10. Are there any measures put in place to rehabilitate the perpetrators of violence?

11. Any further suggestions to what you feel should be done to further control or curb issues of school violence?

**APPENDIX D
STUDENT INTERVIEW**

Name: _____ Form: _____
Age: _____ Gender: _____

1. Have you ever witnessed violence within your school?

2. What forms of violence have you experienced?

3. Who among boys and girls are the most violent?

4. What in your view could be the most probable causes of violent conducts?

5. What is the school doing to address issues of violence?

6. How has violence affected learning in the school?

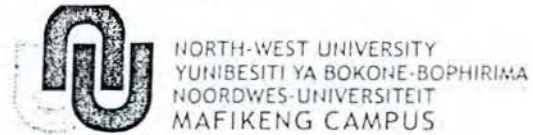
7. Are there teachers in the school who may be responsible for violent behaviours?
If yes how?

8. Do you have any suggestions on how victims of violence may be assisted?

9. What do you think should happen to students who display violent behaviours?

10. What will you recommend for the Government to do to address issues of violence within schools?

APPENDIX E
LETTER FROM NORTH WEST UNIVERSITY



MEMO

FACULTY OF EDUCATION
School of Postgraduate Studies

Tel: +27 18 389 2550
Fax: +27 18 389 2342
E-mail: thomas.assan@nwu.ac.za

Private Bag X2046
Mmabatho
2735

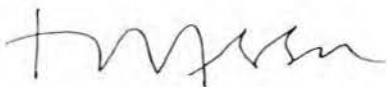
03TH June 2011

TO WHOM IT MAY CONCERN

This is to certify that Mr. Simon B. Peloyakgomo, Students No. 16954688 is registered with this university and pursuing a research on "*The effects of violence on academic performance of community junior secondary schools in Lobatse, Botswana*".

I would appreciate if you would accord the necessary assistance to enable him pursue the research project.

Thank you for your co-operation



THOMAS ASSAN, PhD
SUPERVISOR

APPENDIX F
LETTER REQUESTING PERMISSION TO CONDUCT A STUDY

Letsopa C.J.S.S

Private Bag 93

LOBATSE

23 June, 2011

REF: 70109

The Regional Director Operations (South)

Private Bag 25

KANYE

**RE: PERMISSION TO CONDUCT EDUCATIONAL RESEARCH WITHIN THE LOBATSE
INSPECTORAL AREA**

Dear Sir / Madam

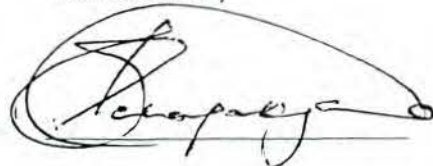
I am a student at the North West University, Mafikeng campus. I am currently reading for a Masters degree in Educational Psychology. I have met all the prerequisites required of me before I may commence research for my study.

I intend carrying a study at the Community Junior Secondary Schools in the Lobatse Inspectoral area and my main participants are the teachers and learners. I do hereby request you to allow me to carry the study. I intend to carryout the study from July to August 2011. All collected data will be used only for dissertation.

Please find herein attached an introductory letter from the University.

Thank you

Yours sincerely

A handwritten signature in black ink, appearing to read 'Simon B. Peloyakgomo', written over a horizontal line.

Simon B. Peloyakgomo

APPENDIX G
LETTER GRANTING PERMISSION TO RESEARCH

SAVINGRAM

FROM: Director
Southern Region


B.J. Moteti for DSR

TEL: 5441876
FAX: 5441880/5442042

TO: School Head -
Letsopa JSS
Pitikwe JSS
Itireleng JSS
Ipelegeng JSS

REF: 70109 1 AD

28 June 2011

REQUEST TO CONDUCT STUDY
MR SIMON BIKIE PELOYAKGOMO TSM NO. 70109

Please be informed that we have granted Mr Simon Biekie Peloyakgomo, a teacher at Letsopa JSS, permission to carry out a study as per the attached letter from the University of the North-West.

However, the study should not interfere with your scheduled activities.

Please accord him the necessary assistance.

Thank you.