



060038867

North-West University
Mafikeng Campus Library

VIOLENCE IN SCHOOLS:
AN INVESTIGATIVE STUDY IN THE RUSTENBURG DISTRICT

A.B.M. MASILO

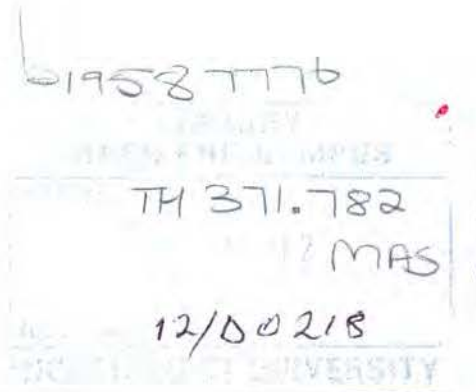
ST.NO. 16939085

MINI-DISSERTATION PRESENTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR MASTERS OF EDUCATION
DEGREE IN EDUCATIONAL PSYCHOLOGY AT THE
MAFIKENG CAMPUS OF THE NORTH WEST UNIVERSITY

SUPERVISOR: PROF. G.P. LOUW

JANUARY 2012

0837282718



DECLARATION

I Masilo Abednego. B. M. hereby declare that the contents of the dissertation entitled ***VIOLENCE IN SCHOOLS: AN INVESTIGATIVE STUDY IN THE RUSTENBURG DISTRICT***, and submitted for examination at North West University-Mafikeng Campus, is by design mine and that all information from writings from sources used have been duly acknowledged.

Signature: _____

Date: _____

ACKNOWLEDGEMENTS

I acknowledge that the compilation and completion of this document has taken a lot of effort from other people who contributed directly and indirectly.

My sincere thanks go to Prof G.P LOUW, who acted as my mentor and coach throughout the period I was working towards the completion of this research and I will always appreciate his academic guidance and supervision.

Special thanks to my wife and children who not only lost a husband and father to academia, but also for being there and keeping the fire burning while I was out searching for information.

I am also grateful to my colleagues for their support and for their much useful suggestion.

ABSTRACT/EXECUTIVE SUMMARY

Safety and security have become major educational problems in secondary schools because many learners report feeling unsafe in the school environment. For example, the South African Institute of Race Relation conducted a research study in 2008 that indicated that 23 percent of learners still feel unsafe in their schools. Typical of present-day schooling system, teachers are scared of learners, and that is why many parents – even the poorest of the poor – are taking their children to former model C schools.

The problem that was researched was the impact of violence in schools and how it affects learners and teachers' performance. The study was conducted in the Rustenburg District of Bojanala Region in the North West Province, South Africa. Data was collected from five (5) secondary schools because of their history of violence. A questionnaire was set to ensure that the questions were structured not to miss any important factor of violence in schools. Individual teachers and learners were questioned in face-to-face interview. The tape recorder was used to record the interview sessions because it is reliable, and taped answers can be analysed by several judges. Qualitative research analysis was used to interpret the data to draw inferences as well as conclusions.

Inferences drawn from the survey were that there was a 70% certainty that violence contributed to low performance in schools; 52.7% agreement that violence causes physical and bodily harm; 48.7% certainty that violence can be addressed.

Key words: violence, sexual harassment, school shooting, bullying, poor performance, intimidation, fear, initiation, riots, physical harm.

TABLE OF CONTENT

DECLARATION	i
ACKNOWLEDGEMENT	ii
ABSTRACT	iii
CHAPTER 1	
ORIENTATION	
1.1 Introduction	1
1.2 Rational	3
1.3 Statement of the research problem	4
1.4 Aims and objectives of the study	6
1.5 Significance of the study	6
1.6 Research questions	8
1.7 Research methodology	9
1.7.1 Phenomenological approach	10
1.7.2 Epistemology	11
1.7.3 Population	11
1.7.4 Sampling and sampling technique	11
1.7.5 Data collection strategy, procedure and tools	12
1.7.6 Data analysis, tools and procedures	12
1.8 Delimitation of the study	13
1.9 Concept clarification	13
1.9.1 School violence	13
1.9.1.1 School	13
1.9.1.2 Violence	13
1.9.1.3 School violence	14
1.9.2 Discipline	14
1.10 Layout of the study (Chapter outline)	15
1.11 Summary	15
CHAPTER 2	
THEORITICAL FRAMEWORK AND LITERATURE REVIEW	
2.1 INTRODUCTION	17
2.2 THEORETICAL FRAMEWORK	18
2.2.1 South African Schools Act, 1996 (Act No 84)	19
2.2.1.1 Code of Conduct	19
2.2.1.2 Suspension and expulsion from public school	20
2.2.2.3 Prohibition of corporal punishment	20

2.2.2	The National Education Policy Act, 1996 (Act No 26)	21
2.3	FACTORS PROMOTING VIOLENCE	22
2.3.1	Drugs and substance abuse	22
2.3.2	Behaviour	23
2.3.3	Juvenile delinquency	24
2.3.4	Learning difficulty	26
2.3.5	Media	26
2.3.6	Stages of development	27
2.4	TYPES OF VIOLENCE	28
2.4.1	Gender-based violence	29
2.4.2	Bullying	30
2.4.3	Shooting in schools	31
2.5	FORMS OF VIOLENCE IN SCHOOLS	32
2.5.1	Learner on learner	32
2.5.1.1	Initiation	32
2.5.1.2	Bullying	33
2.5.2	Learner-on-teacher violence	34
2.5.3	Teacher-on-learner violence	35
2.5.4	Violence by outsiders on schools	36
2.5.5	Violence by learners and teachers on female learners	37
2.6	SUMMARY	39
CHAPTER 3		
RESEARCH DESIGN AND METHODOLOGY		
3.1	INTRODUCTION	40
3.2	RESEARCH DESIGN	41
3.2.1	Validity	41
3.2.2	Reliability	42
3.2.3	Sample and sampling technique	42
3.2.3.1	Cluster sampling	43
3.2.3.2	Random sampling	44
3.2.3.3	Sampling size	44
3.3	THE RESEARCH CONTEXT	45
3.4	POPULATION	45
3.5	RESEARCH INSTRUMENTS	45
3.5.1	Questionnaire	46
3.5.2	Interview	47
3.5.3	Data analysis, tools and procedure	47
3.6	ACCESS	49
3.7	ETHICAL CONSIDERATION	49
3.8	LIMITATION	50

3.9	SUMMARY	51
CHAPTER 4		
DATA ANALYSIS AND INTERPRETATION		
4.1	INTRODUCTION	52
4.2	METHODS OF RESEARCH	52
4.2.1	Biographic background of participants	53
4.2.1.1	Position of participants	53
4.2.1.2	Gender of participants	54
4.2.1.3	Age of participants	55
4.3	ITEM ANALYSIS	57
4.3.1	Gender-based violence	57
Item 1.1	GBV is caused by lack of respect	58
Item 1.2	Discrimination leads to GBV	58
Item 1.3	Girls' teasing of boys leads to rape	59
Item 1.4	Teacher-learner affair are bad	59
Item 1.5	Ban teachers in sex-for-marks	60
4.3.2	Causes of anti-social behavior	61
Item 2.1	Poor self-esteem leads to bullying	62
Item 2.2	Lack of parental guidance leads to bullying	62
Item 2.3	Unfair school rules lead to abuse of power	63
Item 2.4	Violence in society produces violent learners	63
Item 2.5	Apathy in a community	63
4.3.3	Manifestation of violence in schools	64
Item 3.1	Teachers abuse corporal punishment	65
Item 3.2	School rules are rigid	65
Item 3.3	Teachers practice favouritism	66
Item 3.4	Children are ill-disciplined from home	66
Item 3.5	Lack of leadership and authority in schools	67
4.4	Test of significance	68
4.4.1	Degree of violence in schools	69
4.4.2	Acts of violence in schools	69
4.4.3	Understanding gender-based violence in schools	71
4.5	Coding the data collected through interviews	72
4.5.1	Effect of violence on learners	73

4.6	SUMMARY	77
CHAPTER 5		
SUMMARY, FINDINGS AND RECOMMENDATIONS		
5.1	INTRODUCTION	79
5.2	SUMMARY	79
5.3	FINDINGS	80
Finding 1:	There is violence in schools	80
Finding 2:	It is necessary to understand factors causing violence in Schools	81
5.4	RECOMMENDATIONS	82
	Recommendation 1: Violence should be dealt with holistically	82
	Recommendation 2: Support for learners should be sustained	82
	Recommendation 3: School curriculum should be broadened to cater for the diverse needs of learners	83
	Recommendation 4: Implementation of school safety programmes	84
5.5	GENERAL CONCLUSION	84
BIBLIOGRAPHY		86
APPENDICES		
Appendix:	A. Interview questions	99
Appendix:	B. A letter from NWU for a request to do research in schools	
Appendix:	C. A letter from the student requesting permission to do research in schools.	
Appendix:	D. A letter from APO. Rustenburg: granting permission to conduct research.	
Appendix:	E-G. Letters from different secondary schools certifying that a research was conducted at different secondary schools.	

ACRONYMS AND ABBREVIATIONS

AAWU	American Association of University Women
EMIS	Education Management Information Statistics
ERA	Equal Rights Advocates
HRW	Human Rights Watch
MEC	Member of Executive Council
NCWGE	National Coalition for Women and Girls in Education
PDP	Penguin Dictionary of Psychology
PTSD	Post-Traumatic Stress Disorder
SAIRR	South African Institute of Race Relations
SGB	School Governing Body
SHRC	South Africa Human Rights Commission
SMT	School Management Team
WBD	World Book Dictionary

LIST OF TABLES

TABLE 2.1	Juvenile involvement in the Lebanese Justice system	25
TABLE 2.2	Forms of misconduct	35
TABLE 4.1	Position of participants	53
TABLE 4.2	Representation of males and females	55
TABLE 4.3	Age of participants	56
TABLE 4.4	Gender-base violence	57
TABLE 4.5	Causes of behaviour	61
TABLE 4.6	Manifestation of violence in schools	65
TABLE 4.7	Degree of violence in schools	69
TABLE 4.8	Acts of violence in schools	70
TABLE 4.9	Understanding gender-based violence in schools	71
TABLE 4.10	Effects of violence on learners	73
TABLE 4.11	Assisting teachers to cope	74
TABLE 4.12	Performance of teachers in violent schools	75
TABLE 4.13	Types of violence	77

LIST OF FIGURES

FIGURE 4.1	Position of participants	54
FIGURE 2.2	Gender of participants	55
FIGURE 4.3	Age groupings	56
FIGURE 4.4	Gender-based violence	60
FIGURE 4.5	graphic depictions of responses on causes of anti-social Behaviour	64
FIGURE 4.6	Manifestation of violence in schools	68
FIGURE 4.7	Acts of violence in schools	70
FIGURE 4.8	Understanding gender-based violence	72
FIGURE 4.9	Effects of violence on learners	74
FIGURE 4.10	Assisting teachers to cope	75
FIGURE 4.11	Performance of teachers in violent schools	76

CHAPTER 1

ORIENTATION

1.1. INTRODUCTION

School violence is a world-wide phenomenon and since it is growing at such an alarming rate, it has become a point of major concern to governments throughout the world. Bemak and Keys (2000: ix) state that school violence is one of the most complex and difficult learner problems that is faced in public education. As a result the escalation of violence in schools aggravates lack of discipline and it impacts negatively on learners and teachers (Bezuidenhout & Joubert, 2003:62). In the present-day, the viciousness of violence that is experienced in schools is characterised by learners going on the rampage, acts of vandalism and harassment of teachers as well as other learners. In South Africa, cases of raping other learners and the use of dangerous weapons on school premises became prevalent since the 1976 school uprisings (Bonner & Segal, 2005:88). As a result, Khumalo(2011:3) laments the situation in schools as he writes:

“... our teachers have become so lame it is as if the children are running the schools. Teachers are scared of learners...”.

Just as the opinion expressed by Khumalo is that teachers are scared of learners, the situation in some schools can be summarised as being dysfunctional. Khumalo (2011) may expect teachers to exercise authority in schools, but their authority is limited within legislation such as the South African Schools Act (South Africa, 1996). According to Prinsloo (2005:7), teachers are restricted in the use of corporal punishment or any means of punitive punishment. Le Roux (2005:7) concurs that since the abolition of corporal punishment, teachers have been left to their own devices and there has been no support from the government. The abolition of corporal punishment has to a large extent diminished the authority of teachers. In the same light, Van der Walt and Oosthuizen (2007:334) note in their

research that some respondents still lament the prohibition of corporal punishment. Subsequently, Ngcai (1997:17) captured one teacher's reflection as he said:

"... I can tell you, they say no corporal punishment, to the learners like you do with your own kids. But these learners come to your office – let's talk, let's counsel, let's not raise our voices – they walk out and they laugh..."

Ascribing learners' aggression, ill-discipline, misbehaviour, violent actions, etcetera to the abolition of corporal is reflective of lack of alternatives to corporal punishment. To this end Kallophen (2006:3) states that many schools are war zones with teachers struggling to cope with unruly learners. Notwithstanding that Khumalo (2011:3) tried to allocate the issue of school violence to race, the researcher observes that cases of more violent actions have been recorded in all schools irrespective of race. For example, one of the worst cases of violence happened in South Africa when a learner killed three of his fellow learners with a sword (Tshetlo, 2008:19).

Undoubtedly, effective teaching and learning are negatively affected by the culture of violence in schools (Bezuidenhout & Joubert, 2003:4). Burton (2008:2) states that violence impacts negatively on children and they find it difficult to function in a healthy way both within and outside of the school environment. This view is emphasized by the findings of the study conducted by the South African Institute of Race Relations (SAIRR) (2008:1) in 2008 that indicated that only 23% of learners felt safe in their schools since they are more likely to be violated at school than at other places, making schools one of the most dangerous places for all its members.

Research indicates that safety and security have become major educational problems in schools since many learners have reported feeling unsafe in the school environment. In line with the preceding statement, the researcher decided to undertake an investigative study of school violence at schools in the Rustenburg District of North West Province, South Africa.

1.2 RATIONALE

In recent years more attention has been placed on the challenges of school violence. According to Rossouw (2007:213), a survey of newspaper reports clearly show numerous incidents where physical and psychological insecurity of teachers and learners can be demonstrated. For example, in one school in New York (USA), twenty-five learners and four teachers were killed and another seventy-two learners and three school employees were wounded in a single shooting incident (McCann, 2002:1). School violence is also felt by learners as in the case of an incident which occurred at Oregon in the USA when a boy who was expelled returned to school with a semi-automatic rifle and went into a cafeteria and started shooting thereby killing two learners and wounding eight others (Ramsland, 2010:1).

In South Africa, at Verulam's Tempe Valley Secondary, a blast went off spraying pallets in all directions and hitting six learners. In another incident that took place at the Garden High School, two learners were injured when a gun in a learner's backpack accidentally discharged when a boy accidentally dropped his backpack (Martin, 2011:10). Similarly, in one extreme example on 16 March 2005, under the heading, "***It felt like an episode from Yizo Yizo***" (Hawker, 2005:1), a pregnant teacher who was kicked and injured in class said:

"... they say there is nothing I can do. As a teacher you do not have any rights. We can be beaten or even killed. Teachers are not safe. If I'd done something to that boy the Department would have done something. I would have been suspended or fired..."

In spite of all the violence occurring in schools Rossouw (2007:215) states that South African legislation makes ample provision against injury, victimisation and bullying behaviour in schools. In the annexure of the South African Schools Act of 1996, the guidelines for consideration of Governing Bodies in adopting a code of conduct for learners, it is stipulated that:

- There shall be a relationship of mutual trust and respect between learners and teachers. Victimisation of the one by the other is unacceptable (Article 5(6)); and
- Disrespectful, objectionable behaviour and verbal abuse directed at teachers or other employees or learners are regarded as offences that may lead to suspension (Article 11(j)) (South Africa, 1996).

The researcher is of the opinion that school managers should understand how to deal with school violence. A stand-off between learners at the two high schools in Lethabong in the Rustenburg District was resolved after the intervention of a large contingent of police in 2009. As such, the purposeful action by education authorities, based on research, is therefore needed to enhance the effective functioning of schools (Rossouw, 2007:215).

The discussion of the rationale for the study is linked to the statement of the problem of this study.

1.3 STATEMENT OF THE PROBLEM

Despite the widespread concern for safety and security in schools, the dangers associated with school violence do not abate. For example, at Keledi Middle School in the Rustenburg District, an 18 year old boy stabbed another learner during school hours (Royal Bafokeng Institute, 2011:2). While the case of grievous bodily harm (GBH) was opened with the Phokeng Police, it can be construed that present-day schools are typified by an overall lack of adherence to the social mores and standards that allow members of a society to coexist peacefully (Kayne, 2010:1). Characteristically, learners who show an affinity towards and aggressive behaviours pick up fights with other learners and sometimes weapons, such as knives, are used on the school premises. It goes without reason that behaviour and aggression are obstacles to quality teaching and learning (Poggenpoel & Myburgh, 2009:60).

Research findings indicate that one of the most prevalent forms of violence in schools is bullying. According to Hinduja and Patchin (2009:11), the term bullying is equated with the concept of continued and continuous harassment. Cowie and Dawn (2008:1) identified the different forms that bullying takes, namely, attacking a person verbally, using harmful words, names or threats, attacking a person physically and intentionally isolating or excluding a person from a social group. For example, a case heard by the school tribunal of Oom Paul School in the Rustenburg District in 2009, involved a group of four senior boys forcing six younger boys to undress to the state of nakedness, to embrace and caress each in pairs and to kiss¹. Evidently, bullied learners do not enjoy schooling and many of them end up quitting school, committing suicide or causing harm to others.

It suffices to state that one of the most inhuman forms of violence in schools is that of gender-based violence [GBV]. According to Dolombisa and Porteus (2002:86), 75% of learners from six schools in Soweto had direct experiences of rape and 40% of rape victims did not report the attacks to the police. Furthermore, research on violence against women in South Africa emphasises that:

- Domestic violence is a common phenomenon;
- the range of abuses that women experience is wide, and it includes physical, sexual, psychological and economic abuse;
- only one out of thirty five rapes gets reported to the police;
- even when domestic violence and rape are detected by the criminal justice system, the perpetrators frequently go unpunished; and
- as many as 36190 of rape cases were reported to the police during 2007 (Vilakazi, 2008:3).

The preceding discussion on forms of violence provides the basis for the investigation on the impact of school violence because victims' emotional and psychological scars have an influence on not only the way they forge

¹ Oom Paul School Tribunal cases and reports.

relationships with others and the world, but also on their self-esteem, self-concept and self-actualisation.

The statement of the research problem led to the following aims of the study.

1.4 AIMS OF THE STUDY

The overarching aim of the study is to investigate the impact of school violence on learners' and teachers' performance. The primary aims of the investigation are:

- to investigate the impact of violence on learning;
- to establish how does violence affect teacher and learner performance.

The secondary aims of the investigation are:

- to establish how learners and teachers deal with violence in their schools.
- to investigate the role of the different stakeholders in schools where violence is prevalent.

The link between the aims of the study and the significance of the study emanates from the fact that guidelines for an integrated approach to dealing with school violence will be provided to ensure that schools become safe learning environments where the rights of teachers, learners, school management teams, communities and the state are respected.

1.5 SIGNIFICANCE OF THE STUDY

The significance of the study derives from the view that school violence is a global and universal concern (Rossouw, 2007:213). A comparative analysis of school violence in other education systems was done to assist educationists, education practitioners and education officials in South Africa

to learn of the challenges faced by their peers. Through the juxtaposition of incidents of school violence as experienced in other countries and South Africa, educationists, education authorities, teachers and other education stakeholders should have a better understanding of:

- causes of school violence;
- forms of school violence;
- the impact of violence on teaching and learning; and
- strategies to deal with violence in schools.

The study should provide new insight to school managers in the Rustenburg District that school violence is not incidental, but rather it stems from a particular source. Inasmuch as Rutter (2006:83) explains that genes may influence one's possibilities which may influence behaviours and attitudes, environmental influences of an individual's context may equally lead to violent tendencies. According to Berns (2007:236), violence transcends all socio-economic levels of school and communities. In the same vein, Bemak and Keys (2000:16) state that the principles of modeling and social learning are at work when youngsters socialise with others who use violence and aggression to achieve their desired outcomes.

The study should also raise awareness amongst education stakeholders in Rustenburg District that school violence takes different forms. Wilson (2001:15) notes that the institution of the school officially condones teachers' regulation and control of appropriate learner behaviour through reward and sanctions. Conversely, while in most cases attention is given to learner versus teacher violence, it is rare that teacher versus learner violence is given the attention it deserves. Vally, Dolombisa and Porteus (2002:86) indicate the malevolence and insensitive nature of violence in one case of corporal punishment where a teacher broke an arm of a six year-old learner for sleeping in class. The study should illuminate the fact that the severity of corporal punishment does not only produce physical scars on the victims, it also produces emotional and psychological impairment that may

encumber one's growth and development. Subsequently Archbishop Desmond Tutu² says:

"...I support the Global initiative to eliminate all corporal punishment at home, at school, in institutions and community. Violence begets violence and we shall reap a whirlwind. Children can be disciplined without violence..."

The study should also accentuate the negative impact of school violence on learners' and teachers' performance. For example, the Member of Executive Council (MEC) for Education, the Rev Tselapedi³, reflected on violence in schools when he indicated that teachers are afraid of being attacked (Ka Malindi, 2009:6). The fear of being attacked erodes teachers' commitment to their work and that is why some teachers ask to be given a "danger pay" for teaching in some areas (Mtshali, 2011:1). Research has indicated that in schools where violence is rampant teachers and learners show signs of post-traumatic stress disorder (PTSD) (National Institute of Mental Health, 2011:1). The study may thus yield some knowledge on the lack of competitiveness in the schooling system in South Africa.

Finally, the study also recommends strategies and measures to be used to deal with school violence. The preceding discussion on the significance of the study will be lucid in the statement of the research problem.

1.6 RESEARCH QUESTIONS

The following research questions were posed in order to direct the researcher's selection of literature sources and setting of questions for the empirical study:

1.6.1 Primary questions

- What is the impact of violence on learning?
- How does violence affect teacher and learner performance?

² Archbishop Emeretius Desmond Tutu is an Anglican bishop that received the Nobel peace Prize for his stance against apartheid in South Africa.

³ The Reverend Tselapedi was the MEC for Education in North West Province of South Africa

1.6.2 Secondary questions

- How do learners and teachers deal with violence in their schools?
- What is the role of the different stakeholders in schools where violence is prevalent?

In order to give an in-depth response to the research questions it was necessary that an appropriate research methodology be adopted and adapted for the research.

1.7 RESEARCH METHODOLOGY

Research methodology provides an over-arching view and provides the rationale for the selection of research approach, research methods and research instruments and data analysis tools. A methodology is a particular procedure or set of procedures that are followed in a research (Merriam-Webster Dictionary, 2011).

The researcher used the qualitative research design in order to have freedom of unlimited movement between the steps of data collection and data analysis in both directions. This involved using new information to fine-tune concepts, sampling and analysis as the researcher considered that:

- Qualitative analysis is an inductive procedure of data analysis which involves related processes: categories, classification schemes, themes and also integrates and identifies meaning (Patton, 2002:468);
- the researcher must begin with a large body of information and must, through inductive reasoning, sort out and categorise it and gradually boil it down to a small set of abstract underlying themes (Leedy & Ormond, 2002:151);
- qualitative inquiry uses a variety of methods and can come in a variety of formats such as field notes, interviews and transcripts and texts (Denscombe, 2005:269);

- qualitative inquiry is not a single entity but an umbrella term (Punch, 2005:134); and
- qualitative analysis tries to establish how participants make meaning of a specific phenomenon by analysing their perceptions, attitudes, understanding, knowledge, values, feelings and experiences in an attempt to approximate their construction of the phenomenon (Nieuwenhuis, 2007:99).

Qualitative research data analysis involved preparing and organising data (that is text data as in transcripts) for analysis. This assisted in reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables or a discussion (Creswell, 2007:148). In addition, some of the approaches that the researcher used are explained in order to clarify how data collection tools were selected and used.

1.7.1 Phenomenological approach

A phenomenological study tries to answer the question: *what is it like to experience such-and-such situation or event* (Leedy & Ormond, 2002:139). Just as phenomenological studies attempt to understand people's perceptions, their perspectives, and their understanding of situations, the researcher investigated the impact of violence in schools, interacting with principals, Parents, learners and teachers to grasp their understanding of the impact of violence on teaching and learning in learning institutions.

Phenomenological research covers styles of research that do not rely on measurement, statistics, or other things generally associated with "the scientific methods" (Denscombe, 2005:18). The researcher used interviews to study the meanings or essence of a life experience among selected participants (McMillan & Schumacher, 2006:27).

The researcher also used an epistemological approach in data collection and analysis.

1.7.2 Epistemology

The researcher decided on using an epistemological approach to give a clear and lucid discussion on the impact of violence in schools. According to Bloomberg and Volpe (2008:8), in epistemology claims are made about what knowledge is and how “we know what we know”. In order to fully comprehend the impact of violence in schools, the researcher had to respond to the question: how do people know what they know (Sarantakos, 2005:3).

1.7.3 Population

The direct target population in the research included learners, teachers, members of school management teams (SMTs) and members of School Governing Bodies (SGBs) or parents. A direct target population is comprised of people on whom the intervention is specifically focused (Barker, Pistrang & Elliot, 2002:206). The population referred to in the preceding statement was drawn from 37 Secondary schools in Rustenburg District.

1.7.4 Sampling and sampling techniques

The researcher used a probability sampling technique to select the research participants. Probability sample is based on each case in the population having an equal chance of being selected (David & Sutton, 2004:74). In order to have a representative sample, the researcher formed clusters for sampling. A cluster sampling technique involves selecting a sample based on specific, naturally occurring groups within a population. In this case, five schools, each forming a cluster, were chosen for data collection as a sample from a number of 37 schools in the area of Rustenburg.

1.7.5 Data collection strategy, procedure and tools

Data was collected from the five (5) selected secondary schools because of their history of violence. A questionnaire was set to ensure that the questions were structured in order not to miss any important factor on violence in schools. Individual teachers and learners were questioned in face-to-face interviews. A tape recorder was used to record the interview sessions because it is reliable and taped answers can be analysed by several judges (McMillan & Schumacher, 2001:271). The researcher transcribed as participants responded to the questions.

1.7.6. Data analysis, tools and procedures

Punch (2005:134) is of the view that there is no single right way to do qualitative data analysis. The researcher followed the following steps as previously used by Creswell (2003:192) in data analysis:

- organised and prepared the data for analysis: This involved transcribing interviews, optically scanning material, sorting and arranging the data into different types depending on the sources of information;
- read through all the data: The researcher obtained a general sense of the information and reflected on its general meaning;
- conducted a detailed analysis with a coding process: Coding is a process of organising the material into chunks before bringing meaning to those chunks; and
- used the coding process to generate a description of the setting or people as well as categories or themes for analysis (Creswell, 2003:192).

1.8 DELIMITATION OF THE RESEARCH

The study was conducted in the Rustenburg district in which there were:

- 37 Secondary Schools and 18 Middle Schools in the Rustenburg district; and
- 24,858 learners and 3,979 teachers in all the secondary schools in the Rustenburg area by the time the study was conducted.

The following operational concepts are clarified in order to assist the reader to understand how they are used in this document.

1.9 CONCEPT CLARIFICATION

1.9.1 School violence

The concept “school violence” is made up of two different concepts “school” and “violence”. To put the concept “school violence” into proper perspective the composite terms are clarified first.

1.9.1.1 School

The South African Concise Oxford Dictionary (2005, s.v. school) defines the concept “school” as an institution for educating children or any institution at which instruction is given in a particular discipline. For Ladikos (2010:10), schools play a central role in a child’s socialization and it is critical that schools offer a safe environment in which learning and growth can take place.

1.9.1.2 Violence

The South African Concise Oxford Dictionary (2005, s.v. violence), defines violence as behaviour involving physical force intended to hurt, damage or

kill. According to Barak(2003:24), violence refers to the actual, knowing or intentional application of statutory impermissible physical force by one person directly against one or more persons. According to the World Book Dictionary (2003:2335), the word “violence” refers to an unlawful use of physical force to injure or damage persons or property. Violence may be a planned activity, done intentionally, but at rare times it can happen accidentally (Glassman & Hadad, 2009:371).

1.9.1.3 School violence

According to wikiEdResearch (2011:1), school violence is a broad term which encompasses a variety of actions which include physical fighting, carrying of weapons and drug use. On the other hand, Furlong and Morrison (2000:7), regard school violence as a multifaceted construct that involves both criminal and aggression in schools which inhibits development and learning. School violence can include the following types of behaviour: racial harassment, homophobic harassment, learner-to-learner verbal and physical abuse, physical abuse of teachers by parents, sex-based harassment, vandalism and theft of teachers’ property (Wright & Keetley, 2003:13).

In this research school violence refers to behaviour and actions involving physical force intended to hurt, to cause pain or to kill as they occur in institutions for educating children or any institutions at which instruction is provided.

1.9.2 Discipline

The South African Concise Oxford Dictionary (2005, s.v. discipline), defines the concept discipline as the practice of training people to obey rules or codes of behaviour or to train in obedience and self-control by imposing rules.

1.10. LAYOUT OF THE STUDY (CHAPTER OUTLINE)

The researcher organized this study in the following fashion:

Chapter 1 deals with the orientation to the study which includes the introduction, statement of the problem, aims and objectives of the study, significance of the study, population as well as definition of concepts.

Chapter 2 deals with the literature review. The focus is on previous research on school violence. The chapter clarifies types of violence in schools and causes of violent actions by learners and teachers. The chapter also provides some of the consequences of violence in schools.

Chapter 3 deals with the research design and the methodology used to collect data. The researcher included the paradigms that suited the research method used in the study.

Chapter 4 deals with data analysis. The researcher used a thematic data analysis. The researcher used this technique to place the units of meaning into categories.

Chapter 5 discusses the findings from the study and presents recommendations on how to deal with violence in our schools.

1.11 SUMMARY

School violence is a world-wide phenomenon and since it is growing at such an alarming rate. Therefore, it has become a point of major concern to governments throughout the world. Most writers define school violence as a broad term which encompasses a variety of actions which include physical fighting, carrying of weapons and drug use in school grounds. The following violent actions have been recorded in schools:

- learners who show an affinity towards anti-social and aggressive behaviours pick up fights with other learners, and sometimes weapons such as knives are used in the school premises;
- teachers fear for their safety in violent schools;
- learners do not feel safe in some schools;
- incidents of shooting have been recorded at some schools; and
- many learners are bullied at schools.

Having dealt with orientation to the study, the following chapter focuses on the theoretical framework and literature review.

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

Whereas in the past decade violent actions in schools ranged from carrying a weapon, physical fighting and drug and substance abuse, Kallopen (2006:54), states that it has escalated to serious levels resulting in fatalities. Consequently, the school violence debate is also complicated by the different interpretations attached to it. For example, some concentrate only on particular manifestations of violence such as physical violence. The Center for Disease Control and Prevention (2007:1) defines physical violence as the intentional use of physical force with the potential for causing death, disability, injury, or harm. According to Maree (2007:17), physical violence includes, but is not limited to scratching, pushing, shoving, throwing, grabbing, biting, choking, shaking, slapping, punching, burning, use of weapons and use of restraints on one's body, size or strength against another person.

Irrespective of the definition given to school violence, it is an undeniable fact that it impacts negatively on teaching and learning because it aggravates lack of discipline (Bezuidenhout & Joubert, 2003:62). In the same vein, Donald, Lazarus and Lolwana (2000:129) state that whenever disciplinary problems are experienced, teaching and learning become difficult to achieve. It is apparent that in a situation where rules are not obeyed and discipline is not enforced, apathy would reign and educational outcomes would be compromised. However, various policies have been unveiled and legislation enacted to maintain harmony in schools in South Africa, but the incidents of school violence are increasing daily. One may conclude, therefore, that

there is general laxity when it comes to the application of the rule of law in South Africa (Vally *et al*, 2002:18).

To do justice to the investigation on school violence, the researcher focused on the following:

- Theoretical framework: to provide a discussion of the legal framework on which education in South Africa is grounded;
- factors promoting school violence: the discussion is provided not only to provide diagnosis and prognosis for school violence, but also to provide the framework for remedial action which will become evident in the findings and recommendations in Chapter 5;
- types of violence: a general discussion of types of violence recorded in schools is provided; and
- forms of violence: a discussion on forms of violence indicates the type of violence observable in schools and particularly in the Rustenburg District, perpetrators and victims of violence and consequences of school violence in South African schools.

The following discussion focuses on the theoretical framework.

2.2 THEORETICAL FRAMEWORK

A theoretical framework focuses on assessment of information collected from the various sources on what is already known regarding one's topic of inquiry (Bloomberg & Volpe, 2008:71). As a point of departure, the Constitutional right to basic education in section 29(1) of the Constitution of South Africa, places a legal obligation and collective responsibility on the state and other stakeholders to ensure the safety and well-being of learners in schools (Smit, 2009:14). A discourse on the South African Schools Act, 1996 (Act No 84 of 1996) and the National Education Policy Act, 1996 (Act No 27 of 1996) follow in order to provide:

- An in-depth understanding of the foundations laid for provision of education in South Africa; and
- a platform for interrogation of school violence in South Africa within the parameters of existing education legislation.

2.2.1 South African Schools Act, 1996 (Act No 84 of 1996)

The South African Schools Act of 1996 regulates the provision of education in the General Education and Training band (GET) as well as the secondary schools which fall in the Further Education and Training band (FET).

2.2.1.1 Code of conduct

According to De Wet and Russo (2009:5), codes of conduct are designed to ensure that different stakeholders in education agree on the creation of a “disciplined and purposeful school environment” which will be conducive to effective teaching and learning. In terms of the South African Schools Act of 1996 (Prinsloo, 2005:7), effective teaching and learning may occur in an environment where discipline is maintained (South Africa, 1996a). As a matter of fact school governing bodies (SGBs) should adopt code of conduct for learners as in the following articles:

8. (1) *Subject to any applicable provincial law, a governing body of a public school must adopt a code of conduct for the learners after consultation with the learners, parents and educators of the school.*
- (2) *A code of conduct referred to in subsection (1) must be aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process.*
- (3) *The Minister may, after consultation with the Council of Education Ministers, determine guidelines for the consideration of governing bodies in adopting a code of conduct for learners.*
- (4) *Nothing contained in this Act exempts a learner from the obligation to comply with the code of conduct of the school attended by such learner.*
- (5) *A code of conduct must contain provisions of due process safeguarding the interests of the learner and any other party involved in disciplinary proceedings (South Africa, 1996a).*

From the preceding presentation of the South African Schools Act of 1996, it is clear that schools should have codes of conduct for learners. The researcher is of the opinion that the development and implementation of such codes should, *inter alia*, provide learners with clear rules and an explanation of sanctions that would be enacted should the codes be transgressed.

2.2.1.2 Suspension and expulsion from public school

Suspension is the temporary refusal of admission to a school or hostel of a school, whereas expulsion is the permanent removal of a learner from a school or school hostel (Oosthuizen, 2003:82). In terms of the South African Schools Act of 1996, punishment for transgression of schools' codes of conduct is legislated and therefore legitimate as indicated by:

9. (1) *Subject to this Act and any applicable provincial law, the governing body of a public school may, after a fair hearing, suspend a learner from attending the school-*
 - (a) *as a correctional measure for a period not longer than one week; or*
 - (b) *pending a decision as to whether the learner is to be expelled from the school by the Head of Department.*
- (2) *Subject to any applicable provincial law, a learner at a public school may be expelled only-*
 - (a) *by the Head of Department; and*
 - (b) *if found guilty of serious misconduct after a fair hearing (South Africa, 1996a).*

The South African Schools Act of 1996 sets parameters for the development of strategies and measures to deal with learners' misconduct. Such acts of misconduct include conduct which endangers the safety and violates the rights of others, immoral behaviour or profanity, disrespect, objectionable behaviour and criminal actions (De Wet & Russo, 2009:5).

2.2.2.3 Prohibition of corporal punishment

Historically, in the South African education system, corporal punishment has been used to maintain discipline (Morrel, 2001:292). The South African Concise Oxford Dictionary (2005, s.v. corporal punishment) defines corporal

punishment as physical punishment such as caning or flogging. Corporal punishment is a physical form of punishment which has been defined as the use of physical force with the intention to cause pain, but not injury for the purposes of correction or control of a child's behaviour (Masitsa, 2007:155). Within all school environments, corporal punishment was, until recently, the norm for the maintenance of discipline.

In the guidelines and regulations, punishment is defined as corrective measure or penalty inflicted on an offender who has to suffer the consequences of a misconduct in order to maintain the orderly society of the school (De Wet & Russo, 2009:7). One of the most contested provisos in the South African Schools Act of 1996 is the one on the prohibition of corporal punishment as in the following:

10. (a) *No person may administer corporal punishment at a school to a learner.*
- (b) *Any person who contravenes subsection (1) is guilty of an offence and*
- (c) *LIABLE on conviction to a sentence which could be imposed for assault (South Africa, 1996a).*

There are stakeholders who want to bring corporal punishment back into the South African education system because, as they argue, "you spare the rod, you spoil a child". Corporal punishment may have been banned but De Wet and Russo (2009:7) state that every teacher is responsible for discipline at all times at the school as well as school-related activities. Oosthuizen (2003:81) contends that disciplinary actions should be aimed at correction and not at retribution, be should be expeditious, fair, just, corrective, consistent and educative.

2.2.2 The National Education Policy Act, 1996 (Act No 27 of 1996)

The fundamental point in a liberal democracy is that a society should be free of violence (Smit, 2009:262). This is the assumption on which the Constitution of South Africa is based. As a result, the National Education

Policy Act of 1996, accentuates the importance of fundamental human rights in education as indicated in the following:

The policy contemplated in section 3 shall be directed toward-

(a) the advancement and protection of the fundamental rights of every person guaranteed in terms of Chapter 3 of the Constitution, and in terms of international conventions ratified by Parliament, and in particular the right-

(i) of every person to be protected against unfair discrimination within or by an education department or education institution on any ground whatsoever;

(ii) of every person to basic education and equal access to education institutions;

(b) enabling the education system to contribute to the full personal development of each student, and to the moral, social, cultural, political and economic development of the nation at large, including the advancement of democracy, human rights and the peaceful resolution of disputes (South Africa, 1996b).

From the preceding discussion, it is lucid that all learners and teachers are protected by the law as encapsulated in the Constitution. Since the Constitution of South Africa treats education as a fundamental human right, one expects that resources should be provided to ensure that no one interferes with this right.

2.3 FACTORS PROMOTING VIOLENCE

The causes of violent behaviour are diverse and that is why it is difficult to pin-point one source as being the primary factor in the case of school violence. Frustration, provocation, heightened arousal, exposure to media violence, unpleasant environmental conditions and aspects of personality, such as irritability are some of the factors mentioned as causes of violence in schools (Baron, Branscombe & Byrne, 2009:345). The following discussion elucidates some of the factors that promote school violence:

2.3.1 Drug and substance abuse

Violence in schools is exacerbated when learners are under the influence of drugs and alcohol (SAHRC, 2008:54). The South African Concise Oxford

Dictionary (2005, s.v. drug), defines the concept “drug” as a medicine or other substance which has a marked physiological effect when taken into the body as well as a substance with narcotic or stimulant effects. Drug and substance abuse results in a situation where the user feels extraordinary strength and immunity to pain (Fields, 2001:101). To this end, Tshetlo (2008:19), views the so-called *Schoolboy’s deadly Satanic rampage* that took place at Nic Diederichs High School, Gauteng Province in South Africa, as an example of what learners can do when they are high on drugs. The proven negative effects on youthful users, however, relate to:

- a decreased learning capacity, difficulty in concentration and poor social adjustment; and
- anxiety or depression (Zionts, Zionts & Simpson, 2002:28).

Masitsa (2007:134) states that numerous learners still succumb to the allure of liquor, smoking, sniffing and drugs. With regard to smoking, George (2005:1) reports that educators were shocked to discover that in an Eastern Cape primary school, boys aged between 5 and 9 were smoking dagga before class each day. According to Masitsa (2007:135) a principal of a primary school in the Western Cape reported that 80% of all learners’ problems such as learning difficulties, violence and behaviour stemmed from alcohol abuse. While in the study conducted by Masitsa, 42.7% of respondents indicated that substances which contained alcohol were the most popular ones with learners, and Takakura and Wake (2003:226) had earlier found that smoking was the most popular.

The following discussion focuses on behaviour which may result from drug and substance abuse as one factor leading to violence.

2.3.2 Behaviour

The South African Concise Oxford Dictionary (2005, s.v.), defines behaviour as behaviour and actions which are contrary to customs of society and which cause annoyance to others. According to Glassman and

Hadad (2009:413), anti-socialbehaviour is a behavioural pattern in which an individual shows a history of disregard to authority and such behaviour is devoid of guilt. Furthermore, the definition of the concept behaviour takes into account all behaviours that may be malicious in intent causing mental, physical or material damage or injury to persons (De Wet & Jacobs, 2009:55).

Generally and usually, behaviour defeats and defies the norms and values of society. Walker (2004:11) thus concludes that behaviour is the single best predictor of delinquency in adolescence. Other results of behaviour are:

- that an anti-social learner is difficult to work with because he/she will not be able to stay in the classroom peacefully with other learners;
- in an act of aggression, a girl was allegedly kicked and punched while a knife was held on her throat (Baily, 2010:6);
- learners make relatively poor adjustment to the demands of schooling and to instructional environments controlled by teachers; and
- they put extreme pressure on the management and teachers because they disrupt the instructional process for other learners (Walker, 2004:04).

De Wet and Jacobs (2009:53) state that children who engage in anti-social behaviour at a young age are more likely to be involved in criminal acts than their peers in a similar manner when older. Bullying, aggression, harassment, lack of discipline and juvenile delinquency are some of the behaviours the researcher mentioned in the study that are regarded as anti-social.

2.3.3 Juvenile delinquency

Juvenile delinquency is another anti-social behaviour that also disturbs teaching and learning. Lauer and Lauren (2006:108) describe a juvenile as someone between the ages of seven and seventeen. On the other hand, Gouws, Kruger and Burger (2000:182) define a juvenile delinquent as a

young person who violates the law. Additionally, juvenile delinquency may be defined as anti-social, criminal or illegal behaviour by children or adolescents (The free dictionary, 2009). Gouws *et al.*(2000:182) distinguish three types of juveniles:

- Minors who are in need of care;
- those who engage in behaviour of which adults can be tried in a criminal court; and
- those who violate the juvenile court code rather than the criminal code.

Lauer and Lauren (2006:108) state that apart from crimes such as robbery, assault, rape, homicide or illegal drug use, juveniles are involved in offences which may be considered to be against the law if they are committed by adults. Activities such as truancy, running away from home and under-age drinking, violate established codes of conduct for juveniles (Gouws *et al.*, 2000:182). Subsequently, the level and types of youth crimes can be used as indicators of the state of morality and order in a country (http://wapedia.mobi/en/Juvenile_delinquency 2011). Choueiri, Choueiri and Choueiri (2004:1) provide the following as indicate in Table 2.1 to depict the history or timeline of juveniles' involvement in the Lebanese justice system.

Table 2.1: Juvenile involvement in the Lebanese justice system.

Year	Laws passed
1948	Laws for prosecuting juveniles enacted
1949	Laws regulating prisons, and establishing centres for arresting and rehabilitating juveniles
1958	First institute for rehabilitating male juvenile offenders established
1973	A consulting board on childhood and adulthood created
1983	Laws protecting juvenile delinquents enacted
1990	Lebanon joined the United Nations' Association for Children's Rights

From the preceding Table 2.1, it is evident that juvenile delinquency is a problem in many countries. The following discussion is on the influence of learning difficulties on school violence.

2.3.4 Learning difficulties

The National Joint Committee on Learning Disabilities (Mc Burny Disability Resource Centre, 2004:11) defines the concept learning disability as a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning and mathematical abilities. A learning disability is thus a classification which includes several disorders in which a person has difficulty learning in a typical manner, usually caused by an unknown factor or factors (http://wikipedia.org/wiki/learning_disability 2011). The findings of researchers on factors which contribute to misbehaviour include:

- some learners were not attuned to the category of the schools they attended;
- the type of controls in the schools did not take learners' special needs into consideration;
- school levels did not correlate with learners' abilities; and
- class sizes were too large to handle (De Wet & Jacobs, 2009:69).

It suffices to state that failure to master content and pass tests in school can lead learners to lose focus and interest in school work. As a result, learners' swearing becomes uncontrollable and it is a fact that swearing is tantamount to verbal aggression, and verbal aggression may spur physical violence (Oosthuizen & Rossouw, 2009:74).

2.3.5 Media

According to Baron *et al.* (2009:351), excessive exposure to violence in films, television, or video games increases the tendency to be aggressive towards others in several ways. In the same vein, the role of electronic media, such

as video games, television and internet, has been identified as a contributing factor in the acquisition of swear words and increased swearing among children (Kaye & Sapolsky, 2004:431). The researcher is of the view that in addition to having relatively long-term influences, the mass media inflates and ruptures behavioural characters and urges that have been pushed to the subconscious level. Barak (2003:187) thus concludes that:

- Media reduces the individual's emotional reactions to events so that, in a sense, they perceive them as nothing out of the ordinary; and
- Media strengthens belief, expectations, and other cognitive processes related to aggression.

Coyne, Stockdale, Nelson and Frazer (2011:2) found that swearing was not only associated with verbal aggression but also physical aggression and anger. Failure to comprehend the influence of human development also leads to violence.

2.3.6 Stages of development

Bhagbanprakash (2003:15) notes that during adolescence the individual faces a number of challenges in and outside the family that includes competition with siblings and peers, anxiety and depression, prejudice, crime and violence. Psychologists concur that it is during adolescence that influences exerted by a peer group may encourage a child to change his/her attitudes, values, or behaviour in order to conform to group norms (Wikipedia, 2009:1. http://en.wikipedia.org/wiki/Peer_pressure).

Adolescents are vulnerable because they want to do things that will give them entry into a group and once in the group, they will comply with the group norms. It is in this context that some adolescents join gangs not only to escape the loneliness of rejection by "the in-group", but also to prove that they are strong and powerful. According to Merton (2011:7) five adaptations may link directly to gangsterism:

- Innovation: individuals who accept socially approved goals, but not necessarily the socially approved means [case in point people against gansterism and drugs (PAGAD⁴)].
- Retreatism: those who reject socially approved goals and the means for acquiring them.
- Ritualism: those who buy into a system of socially approved means, but lose sight of the goals.
- Conformity: those who conform to the system's goals.
- Rebellion: people who negate socially approved goals and means by creating a new system of acceptable goals and means.

The following discussion focuses on types of violence experienced in schools.

2.4 TYPES OF VIOLENCE

Van Wyk (2008:4) states that a national survey conducted by the Centre for Justice Prevention on violence in schools found that 1.8 million school learners (15.3%) of all learners in South African schools had experienced some form of violence at their schools in 2007. On the other hand, De Wet (2005:198) states that in an empirical study, 40% of teachers in the Free State reported that they had witnessed bullying on school premises on a daily basis. These statistics defeat the views expressed in the National Education Policy Act of 1998 (see 2:2.2.2) and the question jumps to mind why schools do not evoke the terms contained in the codes of conduct and actions proposed in the South African Schools Act of 1996 (see 2:2.2.1).

The following forms of violence are prevalent in schools:

- Gender-based violence;
- bullying;
- corporal punishment; and

⁴ PAGAD was formed in Cape Town and its aim was to oppose and even severely eradicate gangsterism and drug peddling. The violent confrontation which ensued between gangs and drug peddlers with PAGAD led to the killing of many people.

- shooting and stabbing.

2.4.1 Gender-based violence (GBV)

According to the American Association of University Women (AAUW) (2006:9), GBV includes a range of behaviours from mild annoyances to sexual assault and rape. GBV is an unwelcome behaviour of sexual nature in education that interferes with a learner's ability to learn, to study, work or participate in school activities. GBV takes forms such as economically coerced sex and it is a term that broadly incorporates different behaviours (Equal Rights Advocates, 2010:4). Similarly, GBV manifests as physical, sexual or psychological damage to women or girls (Wilson, 2001:4). GBV can be a request for sexual favours and makes the victim feel uncomfortable, scared or confused and interferes with one's schoolwork or the ability to participate in extracurricular activities or attend classes.

The Promotion of Equality and Prevention of Unfair Discrimination Act describes harassment as *unwanted conduct which is persistent or serious and demeans, humiliates and creates a hostile or intimidating environment or is calculated to induce submission by actual or threatened adverse consequences and which is related to sex, gender or sexual orientation* (Republic of South Africa, 2000). Similarly, Oosthuizen and De Wet (2004:76) define sexual harassment as *any unwanted and unwelcome verbal or non-verbal conduct of a sexual nature, or conduct based on sex, gender or sexual orientation, which is persistent or serious and which is demeaning or humiliating, or creates a hostile, offensive or intimidating environment or is intended to induce submission by actual or threatened adverse consequences.*

Since GBV is mainly directed at females, Wilson (2001:2) indicates that girls continue to face many obstacles that impede their path to learning as they are more often victims of sexual abuse suffered at the hands of teachers, coaches, school staff and other learners. According to Paludi (2008:7), ignoring claims of GBV or viewing those as normal behaviour will not

alleviate the problem it causes. In fact, ignoring GBV serves to create an environment that is more hostile where learners do not feel safe.

It is noted that while the researcher did not find any reports of GBV in schools in Rustenburg District, he does not rule out that it may be occurring but it is not reported⁵.

2.4.2 Bullying

Bullying is another form of anti-social behaviour with a negative impact on a learner's life. According to OECD Observer (2001:1), a learner is bullied or victimised when he/she is exposed repeatedly and over time to negative actions on the part of one or more other learners. The South African Concise Oxford Dictionary (2005, s.v. bully) defines the concept "bully" as a person who deliberately intimidates or persecutes those who are weaker. Bullying involves repeated aggression against individuals who, for various reasons, are unable to defend themselves against such treatment.

Cowie and Dawn (2008:8) highlight some individual differences that might be used as a reason for bullying such as race, religion or culture, disability, sexual orientation and gender. On the other hand, Du Plessis and Conley (2007:53) indicate that 63% of learners who participated in a survey indicated to have been bullied sometimes, 10% indicated that they have been bullied weekly and 27% reported to have been bullied once a month. In Britain, a survey indicated that 69% of secondary school learners are targeted by bullies and that bullying forced 33.6 million days to be lost every year (News of the World, 2006).

The psychological effects of bullying are numerous and some of the consequences of bullying are recorded to indicate its depths:

⁵Cases of bullying are numerous in all school levels in Rustenburg District. For example, Monnakato Primary School was listed in the Safe and Caring Schools⁵ because of its high incidence of bullying.

- Approximately 40% to 80% of school age children experience bullying at some point during their careers (Wikipedia, 2010:1);
 - a strong correlation exists between bullying others during the school years and experiencing legal or criminal troubles as adults (Du Plessis & Conley, 2007:48);
 - bullied learners often withdraw from class or take temporary leave of absence and some transfer to a different institution to recover from the victimisation (Paludi, 2008:34); and
 - being bullied at school has a negative effect on the physical and psychological well-being of children who are frequently and severely targeted (Rigby, 2006:1).
-

2.4.3 Shooting in schools

The term school shooting describes violent acts committed with guns by either a learner or intruders from outside the school campus (Wikipedia, 2011:17). School shooting is rare in schools, but when it happens it can cause bodily or physical harm and even death. For example, McCann (2002:1) states that in New York twenty-five learners and four teachers were killed between 1996 and 1999, with a further twenty-two learners and three school employees wounded. Similarly, in 1999, two teenage boys walked into Columbine High School in the USA armed with semi-automatic handguns, shotguns and explosives. After killing thirteen people and injuring many more, the boys turned their guns on themselves (Boyle, 2005:5).

While shooting incidents have not been recorded or reported in schools in the Rustenburg District and South Africa as a whole, learners have been found with guns in their possession in other schools in South Africa.

2.5 FORMS OF VIOLENCE IN SCHOOLS

Sibusiso (2002:1) of the Institute of Security Studies (ISS) states that levels of violent crime in South Africa are very high and consequently they set South Africa apart from other crime-ridden societies. From the preceding statement, it can be construed that the high level of violence in schools reflects a complicated combination of different factors. Reports indicate that between April 2003 and March 2004 the police recorded 872 866 violent crimes⁶. In the following discussion the researcher identified perpetrators and victims of violence in order to accentuate the forms of violence in schools.

2.5.1 Learner on learner violence

Incidents of learner on learner violence are common in schools in the Rustenburg District. For example, in 2010, the “pepper-spray case” at Matlhare Mokautu High School (Rustenburg) ended at Monnakato Police Station. The two main forms of school violence that have a negative bearing on schools and learners are initiation and bullying.

2.5.1.1 Initiation

The South African Concise Oxford Dictionary (2005, s.v. initiate) defines the concept “initiate” as a process or action to begin or admit formally into a society or group typically with a ritual. It is noted that initiation has been experienced before and even after the dawn of the democratic South Africa (Wills, 2009:7). Some still believe that there are some good in initiation (Serrao, 2009:8). Because of this assumption, apart from making new learners part of their new school, initiation fosters a bond between the new members and the old as it spells out principles and priorities.

⁶ Visit http://www.saps.gov.za/statistics/reports/crimestats/2004/pdf/crimes/rsa_totals03_04_new.pdf

However, the brutality of the initiation is that new learners could be subjected to physical and emotional torture.

2.5.1.2 Bullying

Kassiem (2007:1) is of the opinion that bullying in South African schools by learners and teachers has reached epidemic proportion. For example, most victims are targeted by bullies in taxis on the way to school or in toilets and bathrooms at schools. In one incident, Casten (2006:15) indicates that on the 23 July, 2006, a 17 year old learner was attacked and assaulted by an 18 year colleague at Rustenburg High School and the assault was so bad that the 17 year was admitted at the local hospital. According to the survey undertaken in Pietermaritzburg's previously disadvantaged schools in South Africa, 38% of teachers reported having encountered bullying everyday; 32% reported observing bullying at least once a week; while 8% indicated that they were aware of more than six bullies in their classes (Du Plessis & Conley, 2007:44).

Classical criminology stresses that the causes of bullying are within an individual offender rather than from the external environment (http://wopedia.mobi/en/Juvenile_delinquency. 2011). In 2007, Liang, Flisher and Lombard (2007:170) examined the prevalence of bullying in Cape Town and Durban, South Africa with 5 074 adolescent school children in Grade 8 (mean age 14.2 years) and Grade 9 (mean age 17.4 years) were participants. The results were as follow:

- Over a third (36.3%) of learners were involved in bullying;
- 19.3% were victims of bullying; and
- 8.7% were bully-victims (those that are both bullied and bullied by others) (Liang et al. 2007:170).

De Wet (2005:2) states that bullying infringes upon a child's right to human dignity, privacy, freedom and security. In a typical case of bullying at OomPaulSchool in Rustenburg, a group of four senior learners forced six

juniors to undress, embrace and kiss⁷. Taking into consideration the trauma that the young victims have suffered, the researcher concurs with Kassiem (2007:1) that victims may suffer from depression and low self-esteem. In their analysis, Liang *et al.* (2007:1) state that bully-victims showed comparable suicidal ideation and smoking profiles than learners who have not been submitted to these behaviours.

2.5.2 Learner on teacher violence

Keating and Rossouw (2009:128) state that the school environment in a number of South African is characterised by a mix of direct and crude threats and include more sophisticated, but equally challenging demands that influence the teacher's work life. For example, at Thete High School in the Rustenburg District, a female learner drew a knife and threatened a female teacher for reprimanding her for her unruly behaviour. Similarly at a Dobsonville school, a 39 year old Isizulu female teacher was stabbed in the stomach by a learner who brought a knife to school after an (allegedly) altercation with the teacher (Rampedi, 2011:14). Subsequently Vally *et al.* (2002:80) capture school violence directed at teachers when they state:

“... while the world was riveted by the media coverage of the horrific massacre of 13 high school learners in the United States in April of this year, the litany of violent acts in South African schools this year alone surpassed in the number of tragedy in Colorado... a school principal was murdered in Soweto, a pre-school teacher murdered in full view of sixty children in Gauteng, Rose Mnisi murdered as she walked home from school in Northern Province [Limpopo], a school bus driver murdered in the presence of 85 learners...”

Disruptive behaviour is prevalent in schools and this makes teachers' work difficult. For example, in one incident at Matsukubyanne Middle School in the Rustenburg District, a 17 year old boy disrupted the whole school by moving from one class to the other shouting insults at teachers (Royal Bafokeng Institute, 2011:4). The following Table 2.2 provides a comparison of learners' misconduct between Australia and South Africa.

⁷ Case reported and heard by the OomPaulSchool's Tribunal in 2009. Transcripts and records of the case are available at the school.

Table 2.2 Forms of misconduct comparison between Australia and South Africa

Australia	South Africa
<i>Classroom</i>	
Classroom rules not followed Being unprepared Not learning Disruptive behavior	Disruptive behaviour Using cell phones Copying classmates' homework
<i>Disobedience</i>	
Disobedience School rules not followed Tardiness	Disrespectful behaviour towards teachers Homework not done; refusal to keep quiet when teachers talk

Adapted from Rossouw (2007:217).

De Wet and Jacobs (2009:52) state that lack of discipline may, for example, lead to teacher stress and burnout, an inability to care about learners and high teacher turnover. In the same vein, Rossouw (2007:220) states that most teachers in schools where there is violence would experience a serious lack of security, both on the physical and emotional levels.

2.5.3 Teacher-on-learner violence

While the researcher knows that at some schools corporal punishment is still used, incidents of teacher-on-learner violence are not recorded. Under the new Democratic Government, the National Department of Education in South Africa abolished corporal punishment in 1994. Despite legislation prohibiting the use of physical punishment (corporal punishment) within schools, many teachers still use it (Burton, 2008:4). An example of the cruelty of corporal punishment is the striking case of a teacher who broke the arm of a six year old learner for sleeping during a lesson (Vally *et al.*, 2002:86). Furthermore, a Johannesburg teacher faced an assault charge after he allegedly beat and kicked a ten year old learner for throwing an eraser in class (Mtshali, 2010:3).

There are different views on the matter of corporal punishment in schools. In a parliamentary debate, Professor Kader Asmal, the then Minister of

Education in South Africa, vehemently opposed the return of the cane (Opelt, 2000:4). In spite of the South African Schools Act and the banning of corporal punishment, Eileen Shandu⁸ supported corporal punishment openly and in the media.

The use of corporal punishment is common in South Africa and Dawes, Kropiwnicki, Kafaar and Richter (2005:14) state that 57% of parents who took part in a survey in South Africa reported smacking or spanking their children, while 33% beat their children with a belt. On the other hand, the chances of mothers utilising corporal punishment are higher than fathers even though fathers tend to assume the role of disciplinarian in the family (Dawes et al. 2005:10). It is worth mentioning that sometimes corporal punishment escalates into serious physical assault.

Corporal punishment is dehumanising and it has a negative psychological impact on the learning process as it deepens the polarisation between teachers and learners.

2.5.4 Violence by outsiders on schools

While cases of violence by outsiders have not been reported in schools in Rustenburg District, it is prevalent and it exists. Reis (2007:2) states that gangs that have “infected” schools in Western Cape de-motivate teachers. Similarly, Loots (2005:13) notes that gangs target schools for selling drugs and are known to coerce or kidnap young girls for use in the sex trade. On the other hand, Dolombisa and Porteus (2002:85) record the following:

- Gangs led to the stay-away by the entire teaching staff from Vuyiswa Mtolo in Kwa Mashu, Durban; and
- an armed gang attacked Mqhawe High School in Durban and caused extensive damage by setting the main building on fire.

In South Africa, gangs mushroom in communities that are characterised by limited economic activity, inadequate infrastructure, poor education and

⁸ Eileen Shandu was the MEC for Education in KwaZulu-Natal from 1994.

high rates of illiteracy and unemployment (Loots, 2005:13). Reis (2007:17) states:

“Gangsters share with all Cape workers a long and terrible history of poverty and relocation. They share the destruction of the extended family. They share the bleak housing estates. The neglected streets, and also the imported dreams of the consumers’ society... Gangs are not necessarily the products of poverty and social dislocation. These factors harden them. They also result from emotional deprivation and the breakdown of family structures”.

Reckson and Becker (2005:107) purport that in the Western Cape gangs account for between 40 and 60 percent of serious and violent crimes. Gangs do not show emotions and vulnerability, gang members are *mucho* and they offer a collective feeling of power that encourages insolence and fearless attitudes. As a result, Donald Grant⁹ commenting at the stabbing of two learners at Bonteheuwel stated:

“... today, Norman Khan and Oscar Apollis from Safe Schools met with the school principal, the school safety committee and the circuit team leader to discuss how security can be stepped up in the school. They have communicated with South African Police Service and have requested that a police reservist be linked to the school and the local police station...”(<http://www.info.gov.za/speech/DynamicAction?pageid=461&sid=4313&tid=4458>. 2011/07/20.

Gangsterism does have a negative impact on schooling since teachers and learners go to school knowing fully that their safety is not guaranteed. Teachers’ morale is compromised because they are helpless in front of gangsters, and the maxim of being protectors acting in *loco parentis* becomes just a statement.

2.5.5 Violence by learners and teachers on female learners

Even if there is no evidence and records of GBV in schools in Rustenburg District, the Mogwase Magistrate Court found two male teachers guilty of rape in 2002 for having sex with school girls aged 12 at a primary school in Bojating¹⁰. Furthermore, the National Coalition for Woman and Girls in

⁹Donald Grant was the member of Executive Council for Education in the Western Cape in 2009.

¹⁰ Sexual Offences case at the Mogwase Magistrate Court’s Registry of proceedings

Education (NCWGE,2006:9) reported that learners who have been sexually harassed were 90% harassed by other learners. According to Wilson (2009:3) the recognition of violence against girls as a significant barrier to social and economic development is linked to the understanding that the mistreatment of school girls is reflected in the culture that marginalises and lessens the value of women and their contribution to society.

Gender-based violence is a challenge in South Africa, and Loots (2005:10) states that between April 2003 and March 2004 cases of rape and attempted rape reported to the South African police were 52 733. One survey indicated that eight out of ten men believed that women were responsible for causing sexual violence and three out of ten women who were raped “asked” for it (Wilson, 2009:2). In addition, Loots (2005:12) states that the study conducted by Human Rights Watch found that sexual abuse and harassment of girls by both teachers and other learners is widespread in South Africa. Preliminary results from another study investigating sexual violence among South African children (N=1200) concluded that 30% of girls were raped by school teachers (Dolombisa & Porteus, 2002:86). In a survey by De Wet (2007:31) the forms of sexual harassment in Potchefstroom schools may be categorized as:

- 9.03% of learners have been indecently abused by their peers at least once;
- 1.54% had been raped or sodomised by a peer once or more;
- 6.02% have experienced sexual bribery from peers;
- 7.47% had been victims of sexual coercion; and
- 4.03% had sex with peers against their will once or more.

The need for addressing gender-based violence has been recognised with the passing of laws dealing with GBV, rape and indecent assault. It suffices to state that gender-based violence limits the benefits of education, causes poor health and psychological trauma to its victims (Wilson, 2001:2). A report from the Human Rights notes that:

“... left unchecked, sexual violence in schools has a negative impact on the educational and emotional needs of girls and act as a barrier to attaining education... rape and other forms of sexual violence place girls at risk of contracting the HIV/AIDS virus which in turn has taken its toll on the education system and disrupted education... especially for girls” (Human Rights Watch, 2001:5).

2.6 SUMMARY

Violence in schools is escalating and impacting negatively on teaching and learning. Many schools are characterized by disorder and instability because school rules and policies have become impotent. This atmosphere of rampant lawlessness makes teachers and learners lose focus, learners drop out of school and teachers leave their jobs to search for employment elsewhere.

In inter-group situations, the violence ultimately means confrontation between individuals whose actions are legitimated by their group affiliation.

The following forms of violence were discussed:

- Initiation and corporal punishment because they do only project violence, but they encompass acts of psychological abuse; and
- Gender-based violence (GBV) is not limited to physical violence because it has serious psychological effects on victims.

The following discussion focuses on research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

This chapter provides an explanation of the research design and research methods used in carrying out the empirical study. The chapter also explains the steps the researcher took to ensure validity and reliability of the research instruments.

The researcher used a qualitative approach for data collection. In qualitative research knowledge, claims are based primarily on constructivist perspective or advocacy (Creswell, 2003:18). To this end, open-ended one-to-one interview methods of data collection and semi-structured or unstructured questions were used for data collection. By using the flexible qualitative research design, the researcher had freedom of unlimited movement between the steps of data collection and data analysis in all directions.

Cohen and Crabtree (2006:4) state that in qualitative research, the researcher moves back and forth until reaching saturation using new information to fine-tune concepts, sampling and analysis. Similarly, Denscombe (2005:269) states that qualitative inquiry does not employ a one-way research process. It suffices to state that qualitative inquiry uses a variety of methods and can come in a variety of formats such as field notes, interview and transcripts and texts.

The following discussion focuses on factors which the researcher considered as being critical for the investigation.

3.2 RESEARCH DESIGN

Mouton (2003:55) defines research design as a plan or blueprint of how one intends conducting research. Qualitative research design employs methods of data collection and analysis that are non-quantitative because it aims at the exploration of social relations and it describes reality as experienced by the participants (Adams, Khan, Raeside & White, 2009:26). Similarly, research design is a plan or strategy which moves from the underlying philosophical assumptions to specify the selection of participants, the data gathering techniques to be used and the data analysis to be done (Nieuwenhuis, 2004:70).

The researcher opted for a qualitative research design in order to ensure an unrestricted and unhindered exposure of perceptions on the impact of violence in schools. The validity and reliability of research instruments were, therefore primary for the research to be undertaken.

3.2.1 Validity

Validity deals with the extent to which research collection instruments accurately measure what they purport to measure (Mertler, 2009:249). In order for the researcher to claim that the research instruments were valid, the researcher took the questionnaire (with structured questions) for comments by local academics and also for final approval by the supervisor. Corrections were duly made, and the final questionnaire that was used in the interview was thus a fully assessed and approved document that was intended to measure only what it was supposed to measure (Mason, 2007:39).

For the researcher, the matter of validity is important because with validity it is understandable that the objective of the study must be representative of what the researcher is investigating (Welman, Kruger& Mitcheil, 2006:9).

3.2.2 Reliability

Reliability involves the accuracy of the research methods and techniques (Mason, 2007:39). In a qualitative study, the questions asked are such that one does not get the same answers from different interviewees as is the case in quantitative research (Leedy & Ormond, 2002:146). To ensure reliability of the research instruments the researcher did the following:

- Pre-testing of the research instruments was done with N=14 participants namely: 2 principals, 2 teachers, 2 members of SGB and 8 learners. Participants in the pre-testing phase were not included in the final research population.
- The researcher used a tape recorder coupled with a questionnaire as instruments for data collection. This enabled the researcher to re-visit the tape recorder anytime to verify his discussions with the interviewees.
- Visiting the participants' responses time and time again increased the reliability of the findings.

During the pre-testing stage it became clear to the researcher that a tape recorder is a reliable instrument because it captured what was said and how it was said. A tape recording ensures that the whole interview is captured (Hancock, 2002:14). Similarly, because the questionnaire was well-constructed, a high measurement of reliability and validity was evident from the responses which were generated (Maree, 2007:293).

3.2.3 Sample and sampling techniques

Bulmer and Warwick (2000:91) define sampling as the selection of individuals to be studied in a particular investigation. Sampling was conducted to efficiently provide estimates of what was true for a population from a smaller group of subjects (the sample). As a result, the researcher used probability sampling in order to ensure that a very small percentage of the population was selected (McMillan & Schumacher, 2006:119).

Leedy and Ormond (2002:119) indicate that in probability sampling the researcher can specify in advance that each segment of the population will be represented in the sample. The assumptions of the researcher were:

- That every member chosen and who agreed to participate in this study from the five schools got his/her chance to answer questions; and
- that every member represented his/her group (population) from whom he/she was selected.

The following discussion elucidates some of the sampling techniques that the researcher used.

3.2.3.1 Cluster sampling

For this study, cluster sampling of the probability sample was used to select the sample. A cluster sampling technique involves selecting a sample based on specific, naturally occurring groups within a population (David & Sutton, 2004:72). The researcher used probability sampling technique because probability samples are based on each case in the population having an equal chance of being selected (David & Sutton, 2004:74). In order to ensure that the sampling technique that was used was appropriate for the topic under investigation, the researcher formed clusters for sampling. According to Creswell (2003:156) with clustering the researcher:

- Samples groups or organisations (or clusters);
- obtains names of individuals within groups or clusters; and
- samples within clusters.

In the case of this study, five schools were chosen from N=37 schools in Rustenburg District for data collection. Each of the schools formed a cluster, and from each cluster eight (8) participants were chosen.

3.2.3.2 Random sampling

Random sampling is a sampling technique which ensures that each individual in the population has an equal probability chance of being selected. The researcher used probability, random sampling to select research participants (Creswell, 2003:156). In the case of this study every learner, every teacher and parent selected, got the opportunity to answer questions.

3.2.3.3 Sampling size

The size of the sample is determined by the optimum number necessary to enable valid inferences to be made about the population. In the empirical study the researcher did consider the fact that the optimum sample size depends upon the parameters of the phenomenon under study.

The size of the sample is more a matter of convenience (such as 1 or 100 percent) or routine than of real justification (Bulmer & Warwick, 2000:105). The five schools were chosen according to the statistics of population as taken from the EMIS office in the Rustenburg Area Project Office:

1. School A with 1676 learners and 49 teachers.
2. School B with 685 learners and 26 teachers.
3. School C with 1173 learners and 70 teachers.
4. School D with 1249 learners and 47 teachers.
5. School E with 610 learners and 29 teachers.

The researcher used 2% of the population of 4979 as a sample. Five schools, each forming a cluster, were chosen for data collection as a sample from N=37 schools in the Rustenburg District. From each school the researcher selected four (4) learners, two (2) teachers, one (1) principal and one (1) SGB member.

3.3 THE RESEARCH CONTEXT

The research was conducted in the Rustenburg district of Bojanala region in North West Province, South Africa. The empirical study was conducted in five Secondary Schools. For the purpose of confidentiality the schools' names were not mentioned but each school was represented by pre-allocated symbols.

3.4 POPULATION

A population can be defined as the total number of possible units or elements that are included in the study (Gray, 2008:82). According to Somekh and Lewin (2006:347), a population refers to all the people or phenomena under study from whom a sample will be selected for research. The direct targets are those people on whom the intervention is specifically focused (Barker *et al.*, 2002:206).

The direct target population in this research includes learners, teachers, principals, one member of SMTs and one member of SGBs. Direct targets are those people on whom the intervention is specifically focused (Barker *et al.*, 2002:206). From the population, the sample selected for the empirical study was N=40 divided as 5 principals, 10 teachers, 20 learners and 5 parents.

3.5 RESEARCH INSTRUMENTS

The researcher used several instruments and recording processes to collect data. A tape recorder and notes from well-constructed questionnaire were used for data collection. According to McMillan and Schumacher (2001:271), tape recorded answers can be analysed by several judges and used to

estimate reliability. Furthermore, the use of the tape recorder enhanced the quality of the information more efficiently and objectively.

The researcher used semi-structured questions to collect data from the interview participants. Questions were phrased to allow for individual responses. The researcher also used open-ended questions because they are fairly specific in their intent, to get the feelings, the opinions and the knowledge of the interviewees about the subject discussed. Unstructured questions allowed the interviewer great latitude in asking broad questions in whatever order seemed appropriate (McMillan & Schumacher, 2006:204).

3.5.1 The questionnaire

The researcher used qualitative questions for the interview. Qualitative interview questions are loosely structured because they are aimed at getting an in-depth account of the topic. According to Barker, *et al.* (2002:100), interview questions have similarities to psychological assessment and to journalistic interviews. More individually tailored questions were added to probe an interviewee's reasoning and to get clarification. According to Punch (2005:172) the traditional type of unstructured interview is non-standardised, open-ended. An in-depth interview is often used in qualitative analysis.

The researcher asked probing questions during the interview. A probing question of a semi-structured interview may be: What do you think is the reason why school violence is growing at such an alarming rate? The understanding and meaning of the responses emerged from an in-depth analysis of the detailed descriptions and verbatim quotations of such type of questions (Labuschagne, 2003:4).

3.5.2 Interviews

Data was collected from five (5) secondary schools because most of the violence has been recorded in them. At the start of the interview, the researcher explained to the interviewees what was expected of them, requested them to relax and urged them to be free to talk. Maree (2007:87) is of the opinion that unstructured and semi-structured questions often take the form of a conversation with the intention that the researcher explores with the participants views, ideas, beliefs, and attitudes about certain events or phenomena (Nieuwenhuis, 2004:87).

Each individual participant was questioned face-to-face. The tape recorder was used and verbatim notes were taken. The researcher was mindful of the fact that an interview is a two-way conversation in which the interviewer asks the participants questions in order to collect data and to learn about ideas, beliefs, views, opinions and behaviours of the participants (Nieuwenhuis, 2004:87). The data were collected by answering a questionnaire and orally by sharing ideas. The interviewee did most of the talking (at least 80%) (Adams et al, 2009:146), and the interviewer talked occasionally asking questions or requesting further clarification.

3.5.3 Data analysis, tools and procedures

The researcher used qualitative research analysis to interpret the responses and to draw inferences as well as to draw conclusions from the responses. The researcher remained aware that qualitative analysis is an inductive procedure of data analysis which involves three related processes: identifying meaning, categorizing and integrating. The researcher followed a presentation of interpretive phenomenological analysis which is usually unstructured. For this qualitative data analysis, the researcher used a variety of research methods such as a tape recording, field notes and interview transcripts (Denscombe, 2005:269).

According to Watson and Favis (2009:33) it is very useful to take notes during the interview. The researcher also analysed the responses from the notes he had taken during the interviews. To analyse data the researcher used several strategies which can be stated as:

- Organised and prepared the data for analysis;
- sorted and arranged the data into different types depending on the sources of information;
- the researcher read through all the data (transcripts) to obtain a general sense of the information and to tentatively identify categories of responses (Glatthorn & Joyner, 2005:195).

Coding was used to mark the segments of data with symbols, descriptive words or unique identifying names (Maree, 2007:105). The researcher used coding as a process of organising the material into “chunks” before bringing meaning to those chunks and using final categories to code all responses as in the following:

- The researcher used the coding process to generate a description of the setting or people as well as categories (tallying coded responses);
- the researcher prepared a tool where he arranged questions, responses and comments. Notes and comments were written alongside on a blank space on the right hand side of the page. Responses and comments were written next to the relevant question;
- the researcher grouped together concepts that seem to relate to the same phenomena; and
- the researcher categorised the research questions according to different clusters, for example, learners, teachers, principals, school governing bodies and parents.

3.6 ACCESS

To conduct this research, permission was obtained from the Rustenburg Area Project Office and from the Principals. The letter requesting access for conducting the investigation in schools was from the supervisor at North West University-Mafikeng Campus.

3.7 ETHICAL CONSIDERATIONS

According to Hatch (2002:08) professional ethics deal with additional issues such as collaborative relationships among researchers, mentoring relationships, intellectual property, fabrication of data and plagiarism among others. On the other hand, Hatch (2002:08) states that research ethics deal primarily with the interaction between researchers and those they study. The following critical principles were observed:

- whenever a research is conducted, the well-being of participants must be the priority. If a choice is to be made between doing harm to a participant and doing harm to a research, it must be the research that must be sacrificed;
- respect for persons which requires a commitment to ensure the autonomy of research participants, and where autonomy may be diminished to protect people from exploitation of their vulnerability; and
- the dignity of all research participants must be respected (Hatch, 2002:09).

As a result, the researcher observed the following ethical principles that Glatthorn and Joyner (2005:08) postulated:

- Honesty: The empirical study was characterised by honesty and openness.
- Humane consideration: The study did not require or result in emotional or physical pain for participation.

- Equity: The study did not reflect or support discrimination based on ethnicity, social class or disability.

In this document no name of school or any participant was written down or was required during the process of questioning to safeguard and protect their identity and their rights. No participant was forced to participate, and the researcher exercised patience when interviewing participants. To protect the identity of participants, the chosen schools were only identified as school A, B, C and D and their names were not written down.

3.8 LIMITATIONS

This type of research focuses on open-ended questions, and therefore, it challenged interviewees to express themselves clearly in order to be understood. In addition, open-ended questions made interviewees to take their time when they responded to questions, and the interviewer was expected to do intensive questioning. This is also indicated by De Vos (2005:160) when he says that the inclusion of open-ended questions in a questionnaire makes it expensive, time-consuming and liable to error.

The researcher was not received well at some schools. For example, at some schools, principals were not cooperative and they presented scapegoats by alleging that they had a lot of work to do and therefore they could not make time for the interviews. At those schools principals did not even assign their deputies to assist the researcher. At one school the researcher was kept waiting for a long period of time before they could attend to him.

Concerning the questionnaire, some teachers needed structured questions (such as in quantitative research). They openly indicated to the researcher that they do not need un-structured questions such as in qualitative questionnaires. Interviews were conducted during the time when learners

were writing exams which made it difficult for the researcher to work efficiently.

3.9 SUMMARY

This chapter has explained the methods used in this qualitative study which is interpretive in nature. The researcher concentrated on secondary schools not because there is no violence at primary schools but because violence is worse at secondary schools than primary schools. The following points were raised:

- Qualitative research design employs methods of data collection and analysis that are non-quantitative because it aims at the exploration of social relations, and it describes reality as experienced by the participants;
- sampling was conducted to efficiently provide estimates of what was true for a population from a smaller group of subjects (sample); and
- the researcher used semi-structured questions to collect data from interviews. Questions were phrased to allow for individual responses.

The following chapter focuses on data analysis and interpretation.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

Data analysis, as explained by Mouton (2003:108) includes the breaking up of data into manageable themes, patterns, trends and relationships. Egger and Carpi (2008:1), emphasise the point given by Mouton by indicating that data analysis involves working to uncover patterns and trends in data sets. Creswell (2003:191) concurs with this notion that qualitative analysis entails classifying things, persons, events and the properties which characterize them.

The researcher used data analysis to clarify data, providing interpretation as well as to explain patterns of responses.

4.2 METHODS OF RESEARCH ANALYSIS

Data collected from participants were transcribed by sorting. Field notes were typed and arranged to make them more accessible for interpretation. The researcher went through the data by reading it time and again to get the sense of the whole before starting with the process of coding (Creswell, 2003:191). While the researcher applied qualitative research, responses were quantified in order to show agreement and disagreements between research participants.

Bloomberg and Volpe (2008:98) state that the quasi-statistical approach is the content analysis approach that is used when one converts qualitative

data into quantitative data. The researcher used the content analysis which is employed in qualitative research which is different from that of quantitative research (Sarantakos, 2005:283).

4.2.1 Biographic background of participants

Participants in the research were N=40 divided as 5 principals, 10 teachers, 20 learners and 5 parents. The following discussion focuses on the biographic background of participants because it provides the necessary moderator variables such as position, gender and age of participants which may have an influence on the responses received.

4.2.1.1 Position of participants

The participants provided a heterogeneous group for the research. This was intended to provide the different views and perceptions that stakeholders had on the impact of violence in schools. The following Table (4.1) depicts the position of the different participants.

Table 4.1: Position of participants

Position	<i>f</i>	%
Principal	5	12.5
Teachers	10	25
SGB	5	12.5
Learners	20	50
Total	40	100

Table 4.1 indicates that an equal number of people who could be regarded as adults [principals (n=5), teachers (n=10) and Parents (n=5) which gives 20 balances with that of learners (n=20) that participated in the research. While the researcher never pre-planned the equal representation of adults and learners, the number of respondents at the two ends creates an impression that there would be some measure of objectivity and reliability in the

research findings since the views of people in different levels and positions will be contrasted and tested against each other.

The data in Table 4.1 was captured in the following Figure 4.1 to indicate the disparity of the participants.

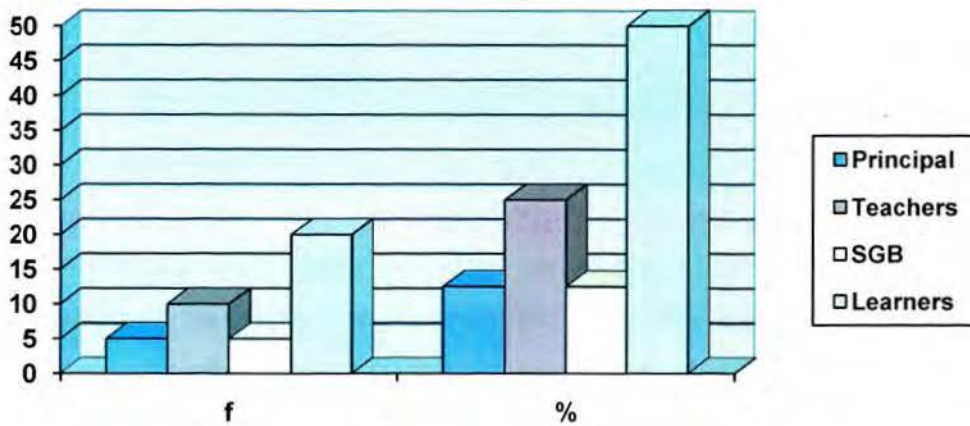


Figure 4.1 Position of participants

From Figure 4.1, it can be deduced that the number of principals [n=5] and the number of parents [n=5] is equal, but when they are added up, they equal the number of teacher [n=10]. The essence of this is that principals and parents, being involved in school management and school governance respectively, are always seen as being reactive by teachers. Similarly, adding the number of teachers with the number of principals and parents equals the number of learners [n=20]. This is significant because the nature and level of polarisation in schools require the maintenance of the state of parity and equilibrium in thoughts and deeds.

The following discussion focuses on gender as a variable.

4.2.1.2 Gender of participants

Gender stereotypes need to be considered in research, particularly in this research because issues such as gender-based violence and victimisation

are accentuated. The following Table (4.2) depicts the representation of males and females in the research.

Table 4.2: Representation of males and females

Gender	<i>n</i>	%
Male	18	45
Female	22	55
Total	40	100

Table 4.2 indicates that the majority of participants [$n=22$] were females while males [$n=18$] were in the minority. The significance of this representation is that the responses may be skewed towards female responses. However, the uneven representation also indicates the dynamics in society, more females are involved with education than males. The following Figure 2.2 presents gender profiles in graphic form.

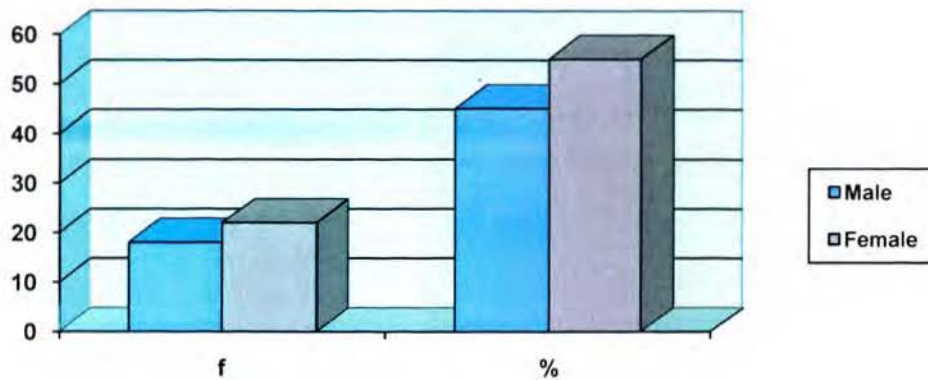


Figure 4.2: Gender of participants

From Figure 4.2 it is observed that in spite of female participants being in the majority, power and authority always rest on males.

4.2.1.3 Age of participants

The significance of age as a variable cannot be overlooked in research. The researcher considered the age of participants because there are myths that

adults and children do not think alike, and as a result their relations are polarised because of the generation gap. This also became evident during the investigation because older participants were more accommodating when dealing with issues pertaining to corporal punishment than younger participants (see 4:4.3). The following Table (4.3) presents the profile of participants according to age.

Table 4.3: Age of participants

Age	<i>f</i>	%
16-20	16	40
21-25	4	10
26-30	2	5
31-35	3	7.5
36+	15	37.5

Table 4.3 indicates that the majority of participants (40%) are in the 16-20 age grouping, and it is apparent that these participants are learners. On the other hand, 15 participants are in the 36+ age grouping and this also balances the influence which polarisation of ideas could have had on the outcomes of the research. The following Figure (4.3) presents age groupings graphically.

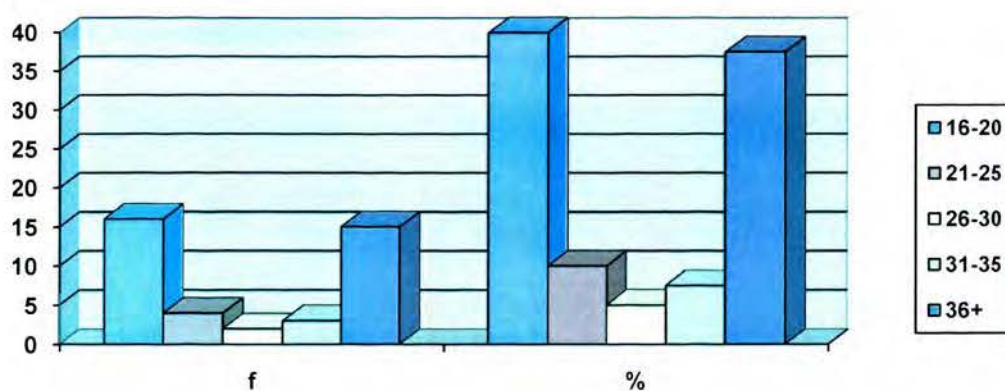


Figure 4.3: Age groupings

Figure 4.3 provides a combination of frequency of responses and percentages to indicate the spread of responses that the researcher received during the interview sessions. The influence of age in responses is evident in the discussions that follow.

4.3 ITEM ANALYSIS

The researcher attempted to understand the perceptions and perspectives of principals, parents, teachers and learners regarding violence in schools. The researcher classified the questions and numbered them as items. This was done to provide structure to the interview sessions and to facilitate the capturing of participants' responses. The following discussion focuses on analysis and interpretation of questions on gender-based violence (GBV).

4.3.1 Gender-based violence

The assumption here is that gender-based violence is perpetrated against females, and the perpetrators are males. During interviews some of the participants, particularly male learners, alleged that they were also victims of GBV perpetrated by female teachers. The following Table (4.4) presents a gist of responses on gender-based violence (GBV).

Table 4.4: Gender-based violence

ITEM	Gender-based violence	%
1.1	GBV is caused by lack of respect	80
1.2	Discrimination leads to GBV	74
1.3	At times girls' teasing of boys leads to rape	66
1.4	Teacher-learner affairs are bad	60
1.5	Ban teachers in sex-for-marks scandals	94

From Table 4.4 each item is discussed fully so as to bring its significance to the fore.

Item 1.1 GBV is caused by lack of respect

In Table 4.4, 80% of responses indicated that GBV is caused by lack of respect. Respect means being treated with consideration and esteem and to be willing to treat other people similarly, thus, having regard for others (<http://www.beyondintractability.org/essay/respect/?nid=6573>). However, the majority of responses expressed by the participants were that perpetrators of GBV do not respect their victims. All females that were interviewed, 100% of responses from females, ascribed GBV to lack of respect. One female responded:

“... that also indicates that perpetrators do not respect themselves. Just think about it, do you think that rapists enjoy forced sex? A person who respects himself will always want to enjoy what he does. Ag man, they need to change...”

Item 1.2 Discrimination leads to GBV

From Table 4.4 it is clear that 74% of responses from participants indicated that gender discrimination leads to GBV. Throughout the intergenerational contestation of appropriate expressions of masculine sexuality, which have continued in guises up until today, male power was realized largely through the silencing of women and subjugation of women's bodies (Niehaus, 2000:390). As a norm in male-dominated societies, women are regarded as being inferior to men, and as a result men take advantage of this inferiority. It is largely because of the view expressed in the preceding statement that one of the male participants said:

“... it is a matter of ownership, and because men propose marriage and initiate love affairs this gives an impression that they can do whatever they like. Some of the more traditional men argue that since men are leaders and heads of their families they should maintain discipline, and if that means applying some force so then let it be...”

One may therefore conclude that while the years of apartheid struggle might have allowed violence in schools to flourish, schools have long been sites for gender-based violence. The Human Rights Watch (2001:46) states that victims of rape have revealed how teachers used their teaching positions to

create positions of alone-time with female learners to coerce them (learners) and to demand sexual favours.

Item 1.3 At times, girls' teasing of boys leads to rape

From Table 4.4 responses to the statement that at times girls' teasing of boys leads to rape, received 66%. However, Brookes and Richter (2001:25) state that there is a tendency that boys express entitlement over females and their bodies, and as they enter grades 5, 6 and 7, this translates into physical forms of GBV such as touching of girls' breasts and private parts as well as forced kissing and non-physical forms such as voyeurism and sexual remarks. One of the female learner-participants argued:

"... boys tend to be over-sensitive. When we play with them they misinterpret our actions and they act as if we invite them to do things to us. Rape is bad and it cannot be blamed on teasing, but on the boys' bad behaviour..."

In spite of the preceding views, the participants were clear on their views that teasing is equivalent to provocation, and consequently, girls start the process that makes them vulnerable to rape.

Item 1.4 Teacher-learner affairs are bad

From Table 4.4 it is clear that 60% of responses regarded teacher-learner affairs as being incorrect. Brookes, Shisana and Richter (2001:24) state that in a study of HIV among children, 15% of participants aged 12 to 14 reported that male teachers propose relationships with female learners. One of the parents remarked:

"... those teachers are irresponsible because they are Parents to those learners. By having affairs with learners those teachers betray us Parents because we have given our children to them for education and not to be made wives. The children also have no manners because how can they have affairs with their teachers?"

Boys who participated in the research also argued that the affairs were unhealthy for education because teachers did not treat their girlfriends as other children. One boy said:

“... it is unfair because the girls have an advantage. Obviously the teacher will show favouritism to his girlfriend and the rest of us suffer. We have incidents where only teachers’ girlfriends get merit awards because they excel in tests and examinations...”

Item 1.5 Ban teachers in sex-for-marks scandals

Table 4.4 indicates that 94% of responses indicated that teachers involved in sex-for-marks scandals should be expelled from teaching and be banned.

One principal states:

“While the fact that it will always be a learner’s word against the teacher that is implicated in this act complicates matters, at times Parents are offered money by perpetrators to acknowledge the perpetrator as their ‘son-in-law’ ...”

Brookes and Higson-Smith (2004:115) state that confusion exists about the acceptability of sexual relationships between teachers and learners and about how such actions would be unacceptable. According to the participants, such teachers are not only corrupt, they abuse their powers and betray the trust of their employers. Figure 4.4 below provides a graphic representation on gender-based violence:

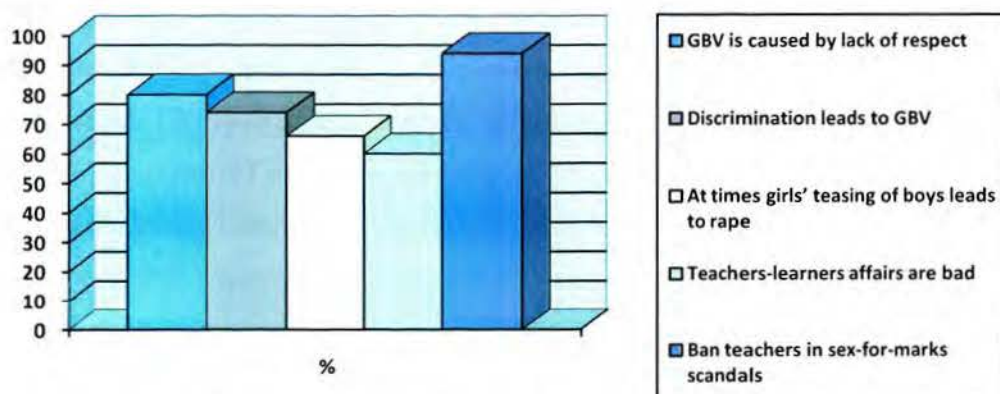


Figure 4.4: Gender-based violence

From Figure 4.4 it is evident that learners in elementary and secondary schools as well as vocational schools, apprenticeship programmes, colleges and universities, can be victims of GBV. GBV can be a request for sexual favours that is bad enough or happens often enough to make one feel uncomfortable, scared or confused and that interferes with one's schoolwork or the ability to participate in extra-curricular activities or to attend classes (Equal Rights Advocates, 2010:4).

4.3.2 Causes of behaviour

Participants were asked for possible causes of such behaviour and their responses were graded and depicted in ranking order as indicated in Table 4.5 below.

Table 4.5: Causes of behaviour

Item	Causes of behaviours	%
2.1	Poor self- esteem leads to bullying	90
2.2	Lack of parental guidance leads to bullying	89
2.3	Unfair school rules lead to abuse of power	80
2.4	Violence in society produces violent learners	74
2.5	Apathy in a community leads to gangsterism	70

From Table 4.5 it can be deduced that the participants regarded poor-self esteem at 90% as being the major cause of bullying. According to Glassman and Hadad (2009:413) anti-social behaviour is a behavioural pattern in which an individual shows a history of disregard and violence towards other people and such behaviour is devoid of guilt. As a rule, anti-social learners make relatively poor adjustment to the demands of schooling and to instructional environments controlled by teachers. The following discussion on the items will shed more light on the responses to questions on the causes of such behaviours.

Item 2.1: Poor self-esteem leads to bullying

In Table 4.5 it is evident that 90 % of responses indicate that participants agreed that only people with a distorted and poor self-esteem can go to the extent of bullying and deriving pleasure in hurting others. One of the principals said:

“... children with a positive self-esteem do not feel threatened or weak. They always try to help others to reach their potential. However the opposite is true about learners with a poor self-esteem. These children are angry at the world as a way of protecting themselves and their egos against the world. In order to protect themselves they become confrontational, abusive and disrespectful to others. They enjoy causing pain...”.

Bullying and teasing are some of the behavioural problems that often lead troubled youth to violent revenge or retribution (Net-industries, 2011:1). Learners who are exposed to aggression may also expose others like their peers, parents, teachers and principals to aggression and violence. This could be an obstacle to quality teaching and learning (Poggenpoel & Myburgh, 2009:60).

Item 2.2: Lack of parental guidance leads to bullying

From Table 4.5 it can be deduced that 89% of responses indicate that lack of parental guidance leads to bullying. Bemak & Keys (2000:17) view aggression as behaviour that is enforced at home. For example, some parents demonstrate poor self control, are aggressive and violent. These parents become role models for their children. Children who grow up in these circumstances have little opportunity to learn positive ways to respond to conflict. One of the teachers said:

“...Values such as respect and caring for others are acquired, and it is the responsibility of Parents to socialise their children in these values. However, when parental roles are neglected or are not fulfilled children grow up to be wild because their behaviours have not been shape from an early age...”.

Item 2.3: Unfair school rules lead to abuse of power

In Table 4.5 the responses indicate that unfair school rules lead to abuse of power and are recorded as being 80%. Schools, by their nature, bestow power and authority on teachers and do not regard learners as equal partners in the education enterprise. As a result, Brookes and Richter (2001:24) state that teachers in many schools use physical violence and threats to maintain discipline and solve conflicts. One of the learners indicated:

“... school rules are a problem. They are unjust and unfair and they contradict the Constitution of the country. We do not have the right to voice our opinions, and we are not allowed to elect our own representatives. We cannot learn properly because we are blamed for the mistakes of our parents...”

Item 2.4: Violence in society produces violent learners

Table 4.5 indicates that the majority of responses(74%) are based on the view that violence in society produces violent learners. The argument presented by the participants is that there is too much violence in society, and therefore this violent pattern continues at school. One teacher said:

“... the children mirror the violence in the community and in society in general in the way they live. There is a lot of violence in the media, in the families, in the community and society in general. As a result, the children think that what they see is right, and it should be practiced everywhere...”

It can be concluded that family background has an influence in the violent behaviour of the learners. Serrao (2010:3) reports that divorce, which is one of the background affecting learners, filled a 20 year old boy with anger and turned him into a murderer. After the divorce of his parents the boy became withdrawn and aggressive, and fatally stabbed a learner as a result.

Item 2.5: Apathy in a community leads to gangsterism

In Table 4.5, 70% of responses indicated that participants answered that apathy in a community leads to gangsterism. With the escalation of

gangsterism, schools have become fertile grounds of the recruitment of drug pushers and consumers. One principal said:

“... Belonging to a gang is not only a way of belonging to a group, it also bestows power on the gang members. The more ruthless a gang is, the more it gains control over people where it operates. Gangsterism is therefore not only a way of survival, it becomes a way of getting recognition...”

Figure 4.5 below provides a graphic depiction of responses on causes of behaviour.

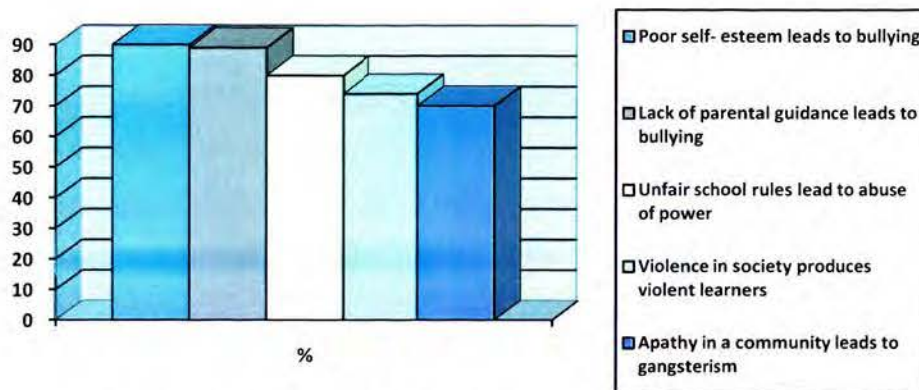


Figure 4.5: Causes of behaviour

According to the participants, apathy leads to disillusionment which lead so insensitivity and possible aggressiveness. From Figure 4.5 it can be deduced that violence in schools is exacerbated when learners are under the influence of drugs and alcohol (SAHRC, 2008:54).

4.3.3 Manifestations of violence in schools

Violence is experienced in different forms in schools, and these forms have been identified. The responses to the questions on manifestation of violence in schools are captured in Table 4.6 below:

Table 4.6 Manifestation of violence in schools

	Violence in schools	%
3.1	Teachers abuse corporal punishment	90
3.2	School rules are rigid	68
3.3	Teachers practise favouritism	89
3.4	Children are ill-disciplined from home	63
3.5	Lack of leadership and authority in schools	74

From Table 4.6 the following inferences were drawn.

Item 3.1 Teachers abuse corporal punishment

The majority (90%) of responses indicate that in spite of the ban on corporal punishment, it still persists in schools. Under the new democratic government, the National Department of Education in South Africa abolished corporal punishment in 1994. Despite legislation prohibiting the use of physical punishment (corporal punishment) in schools, many teachers still use it (Burton, 2008:4). An example of a cruelty of corporal punishment, as previously indicated, is a striking case of a teacher who broke the arm of a six year old learner for sleeping during a lesson (Vally *et al*, 2002:86). One principal said:

“... we are in a crisis situation because just as it is our responsibility to ensure compliance to departmental rules, teachers defy us because they argue that a substitute should be provided before they abandon corporal punishment. Sometimes the use of corporal punishment is so excessive that we call in the SGB to intervene by speaking to learners’ Parents not to press criminal charges. To make matters worse perpetrators do not change...”

Item 3.2 School rules are rigid

Sixty-eight percent (68%) of responses indicate that school rules are rigid and not flexible. Being a signatory to the United Nations’ Convention on the Right of the Child, South Africa passed laws to take social, educational and administrative measures to protect the child from all forms of physical and

mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation (Prinsloo, 2005:05). As one learner argued:

“... school rules are too rigid and they do not take into consideration the personal and individual background of learners. The one-shoe-fits-all approach that the school rules intend to maintain is irrelevant in a society made up of un-equals. As a result, learners from poor background find it difficult to fit in because the rules are in essence drawn for children from middle-class families...”

Item 3.3 Teachers practise favouritism

Eighty-nine percent (89%) of responses indicate that participants alleged that teachers practise favouritism. In the Journal of Educational Studies, researchers focused on few factors which contribute to misbehaviour and cause learning difficulties (De Wet & Jacobs, 2009:69). One teacher confirmed this view when he stated:

“... there are children you avoid not because you do not love them but because they do not make you tick. As a teacher I have no time for obstinate, lazy, ill-mannered and loud learners. Some of them do not take care of themselves and they come to school dirty and sorry I cannot ask anyone of them to bring me some water to drink. If a person does not care about himself or herself who am I to perform a miracle and care for him or her”.

Item 3.4 Children are ill-disciplined from home

Table 4.5 captures the factors that principals ascribe to growing violence in schools, and the list was compiled in the order of importance. Sixty-three percent (63%) of responses were based on the view that disciplinary problems are vested at homes. For example, principals listed different cultures as the overriding factor in all forms of violence in schools. Nisbett (2003:1) airs the same sentiments when he said that people from different cultures behave, think, and perceive differently, largely due to differing context and risk factors. As one school manager explained:

“... we deal with children from different walks of life. Each child has his/her personal experiences which have been shaped by the environment where that child comes from. Imagine having to deal with 1400 different individuals each trying to define his or her space in a

space already infiltrated by others... Whether we like it or not someone should move – if not willingly then violently...”.

The onus rests on principals and education providers to ensure peaceful existence in a situation that is already polarized by class, race and various other characteristics. One teacher stated:

“... the children are un-cultured and badly mannered because their Parents do not teach them morals. We cannot be expected to run a moral recovery programme and teach our subjects at the same time. The home or family should play its role...”.

It is also important to note that principals, school governors and teachers must understand that suspending aggressive learners will not reduce school violence (Larson, 2011:1).

Item 3.5 Lack of leadership and authority in schools

In Table 4.6 the responses regarding lack of leadership and authority in schools indicate 74%. Teachers must not see adolescents as highly politicized, aggressive and violent rebels with no respect for adults. Teachers as adults must provide guidance. One of the parents stated:

“... there is no leadership in most schools and that is why children are out of control. Some principals try to manage people, they create rule after rule and try to enforce the rules. They do not provide leadership which requires listening and showing the learners that while their views are appreciated, there is a need to follow a particular course. Authority is not force, it is that ability to direct the school in an understanding and motivating way...”.

The following, Figure 4.6, captures the manifestation of violence in schools.

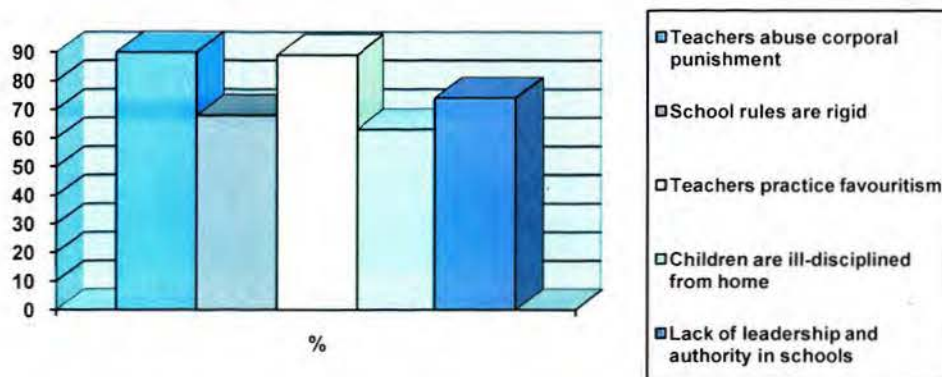


Figure 4.6: Manifestation of violence in schools

From Figure 4.6 it can be construed that whenever disciplinary problems are experienced, teaching and learning become difficult to achieve. Teachers who are concerned for their safety, are less able to focus on teaching and learning. The same can be said about learners who worry about their safety - they cannot concentrate and succeed academically. Many keep these fears to themselves resulting in a build-up of stress (Bemark and Keys, 2000:08).

The following discussion focuses on the interpretation of data in relation to moderator variables and tests of significance.

4.4 Tests of significance

As one reads this analysis one should bear in mind that:

- A low correlation does not necessarily mean that the variables are unrelated, but that the relationship is poorly described by a straight line and a non-linear relationship;
- Pearson's correlation coefficient does not identify non-linear associations; and
- a correlation does not necessarily imply a cause and effect relationship, but it is just an observation.

4.4.1 Degrees of violence in schools

Participants in the interviews were required to indicate the degrees of violence in schools, and Table 4.7 below depicts their response rate.

Table 4.7: Degree of violence in schools

Degree of acceptance on violence in schools					
Characteristics	No acceptance (%)	1-5 items (%)	6-11 items (%)	df	Chi ²
Gender				2	8.57*
Male	1.9	64.8	33.3		
Female	14.5	64.8	20.7		
Position				4	11.93*
Principal	4.5	60.6	34.8		
Teacher	10.6	66.0	23.4		
Learner	16.3	68.3	15.4		
SGB	4.5	60.6	34.8		
Total	11.9	64.6	23.5		

Some degree of acceptance = a score of 3 or higher for an item on the SCA scale.

*p<.05

From Table 4.7 it can be deduced that principals, teachers, parents and learners indicated that violence is experienced in schools. The Chi-square and significance of difference tests indicate that the likelihood ratio is less than 0.05%. It may be concluded that males and females share the same sentiments regarding the incidence and degree of violence in schools.

4.4.2 Acts of violence in schools

Participants were asked questions on the acts of violence in schools, and they responded as in Table 4.8 below. It takes two to tango, and there is a perpetrator and a victim in all situations. A vicious circle ensues if self-fulfilling prophecies of teachers end up with violent reaction from learners. Teachers also mentioned that learners may engage in violent actions since they gravitate for status.

Table 4.8: Acts of violence in schools

Statement	Responses (%)			Pearson Chi ² test	
	D ¹¹	U ¹²	A ¹³	Gender	Position
There is violence taking place in schools.	8.7	1.7	89.7	n/a *	n/a **
Learners fight for no reason at school.	7.9	7.4	84.7	n/a **	n/a **
Classes are disrupted at school.	7.5	12.9	79.5	**	n/a -
Learners bring weapons to school.	70.7	14.5	14.9	**	-

**p<.01

*p<.05

In Table 4.8, the different categories of participants indicated what they perceive as the most common behavioural problems they associated with violence in schools. Since the Chi-square and significance of difference tests indicate that the likelihood ratio is less than 0.05%, it may be concluded that participants share the same sentiments regarding the acts of violence in schools. For example, participants provided a variety of reasons which were recorded in no order of importance.

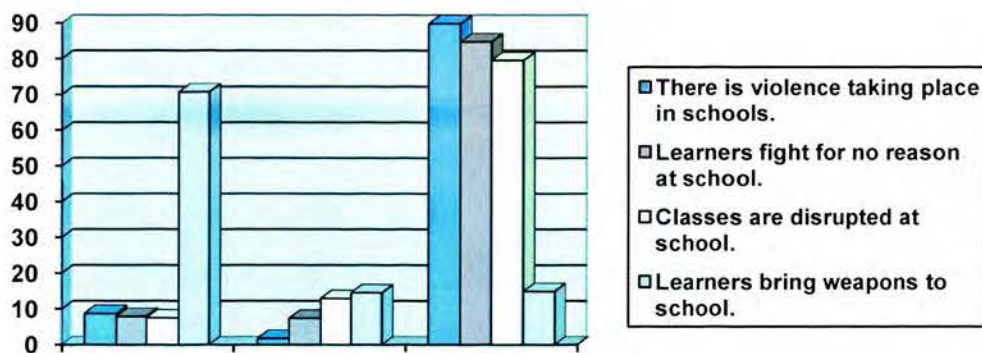


Figure 4.7: Acts of violence in schools

¹¹ D = disagree

¹² U = Unsure

¹³ A = Agree

Just as Figure 4.7 indicates, the common denominator in all literature on personality development is that all people want to be respected, accepted and appreciated. It can be concluded that differences in characters and backgrounds do have an influence on violence in schools.

4.4.3 Understanding gender-based violence in schools

Most schools, according to (NCCEV) National Centre for Children Exposed to Violence (2006:4) adopted a zero-tolerance policy against school violence including anti-violence interventions like conflict resolution, good citizenship instruction and peer mediation training for children.

Table 4.9: Understanding gender-based violence in schools

Statement	Responses (%)			Pearson Chi ² test	
	D	U	A	Gender	Position
Bullying is a natural part of being a boy	78.1	10.1	11.8	*	-
When learners call each other names it is harmless fun	84.5	8.8	6.7	n/a -	n/a -
When a boy touches a girl's buttocks or breasts he shows disrespect for the girl	10.4	7.1	82.6	-	n/a -
If a boy says obscene words at girls teachers should intervene	7.8	5.8	86.4	n/a -	n/a -

**p<.01

*p<.05

Teachers identified learners who are older than others as the major culprits for initiating violent actions in schools. They also indicated that learners from single-parent families are prone to violent tendencies. It can be concluded that social problems do have an influence in the incidence of violence in schools. Subsequently, since the Chi-square and significance of difference tests indicate that the likelihood ratio is less than 0.05% it may be

concluded that participants agree that there should be an understanding of gender-based violence in schools.

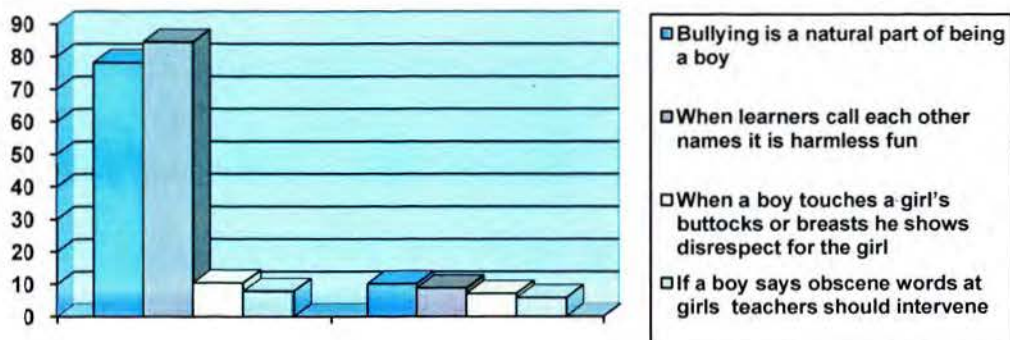


Figure 4.8: Understanding gender-based violence in schools

Eighty-nine percent (89%) of learners confirmed that there is violence in schools and they were eager to mention some of those violent actions. It can be concluded that from the consensus of principals and learners about violence in schools, these significant stakeholders agree that violence is part of the culture in schools. Moosh (2011:5) indicates that bullying as part of violence will never be stopped; it has become a culture in schools.

4.5 Coding the data collected through interviews

Coding, according to Basit (2003:1), is one of the significant steps taken during analysis to organize and make sense of textual data. Coding came after the researcher compiled and processed all information in which the data were collected mainly by in-depth interviews. The codes were created according to the questions asked by the interviewer and the questions in the questionnaires handed out to the participants who are in this case the principals, teachers, learners, parents and SGB. Codes were created upon close examination of the transcripts (Welman *et al.*, 2006:217).

The researcher used interpretive codes. As explained by Welman *et al.*, (2006:214), interpretive codes relate to the reasons, explanations and

motives behind the factual information. The following coded data is presented to indicate responses from participants:

4.5.1 Effects of violence on learners

Some learners indicated that they become violent when other learners tease them. This indicates justification for violent actions as provocation. It can be concluded that learners do accept that they are violent as a form of self-protection.

Table 4.10: Effect of violence on learners

CODE	DEFINITIONS OR ANSWERS	(%)
EF. L	Performance drops	100
	Learners lose concentration	80
	Learners become traumatized	85
	Fear causes drop out.	65
	Learners join gangs.	63
	Learners become isolated	76

Table 4.10 above indicates that there is 100% agreement between the principals, teachers and learners about the effect of violence on learners. All the responses indicated that general performance dropped and 80% indicated loss of concentration. It can be deduced that violence has a negative impact on learning. This same sentiment was echoed by Burton (2008:02) when he indicated that violence impacts negatively on academic development and performance as well as on the ability of children to function in a healthy way both within and outside of the school environment.

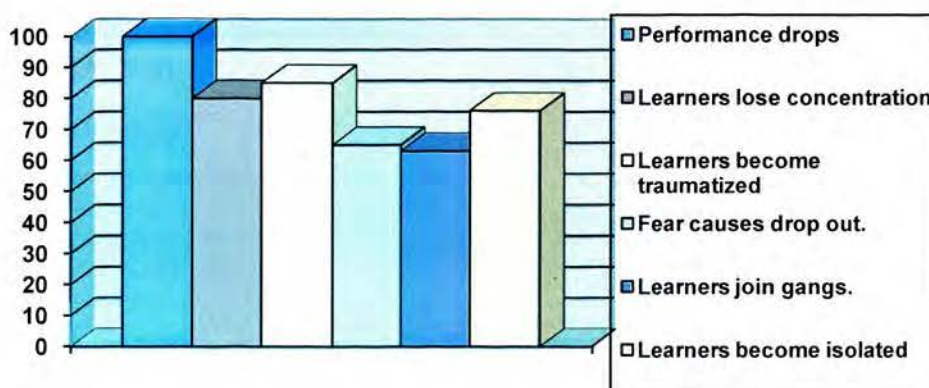


Figure 4.9: Effect of violence on learners

In Figure 4.9, principals and learners agree that violence disturbs teaching and learning. Learners also indicated that teachers focus on solving cases while traumatized learners find it difficult to cope. It can be concluded that where there is violence there is fear, and teachers and learners cannot do their work freely.

Table 4.11: Assisting teachers to cope

CODE	DEFINITIONS OR ANSWERS	(%)
HEL.E.	Intervention is immediately done	65
	Use the service of relevant departments (Police / social services).	78
	Implement disciplinary measures	60

In Table 4.11, 89% of teachers responses were in agreement that violence can be stopped. Taking into consideration the nature of violent actions in schools, they indicated that parental and police involvement is necessary. From the teachers' responses it can be concluded that dealing with violence needs the engagement of all stakeholders. Ninety percent of responses from principals inferred that there is a need to provide assistance to learners who are not involved in acts of violence. Usually, only perpetrators of violence get the attention of all and sundry and the others learners are left out. It can be concluded that inasmuch as there is need to focus on perpetrators and

victims of violence, there is a reciprocal need to assist learners who are not involved in violence.

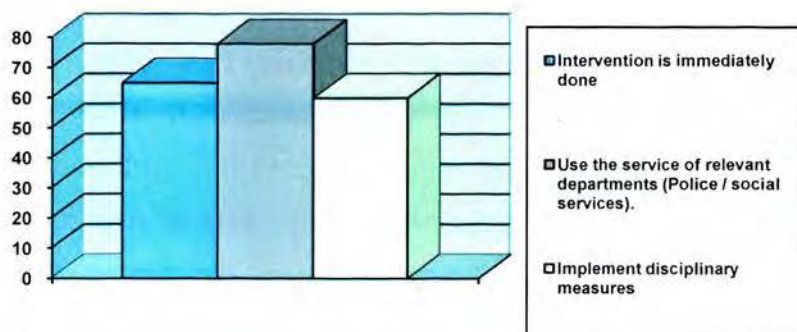


Figure 4.10: Assisting teachers to cope

In Figure 4.10, 76% of principals indicated that they do intervene to assist teachers and sometimes they call in police. All the teachers' responses indicated that sometimes teachers feel helpless in schools and they rely on outside assistance to manage the situation. Furthermore, parents indicated that violent learners need counseling. In their responses, 86% of parents indicated that because there is no smoke without fire, an investigation into the source and causes of violence should be conducted in order to give violent learners appropriate assistance.

It can be concluded that there are remedies for violent behaviour but in most cases wrong diagnosis is made and therefore remedies that are used do not work.

Table 4.12: Performance of teachers in violent schools

CODE		(%)
PEF.ED	Performance suffers in violent situations.	87
	Teachers lose passion in teaching.	65
	Teachers suffer from PTSD	60
	Some teachers become involved in acts of violence	78
	Teaching time is lost	93

In Table 4.12, principals, teachers, parents and learners all agree that performance of teachers is affected by violence in a school as indicated by 87% response rate; 80% of learners also indicated that teachers lose passion for teaching and this is depicted in their low morale. Thus, it can be concluded that violence affects the teachers' performance. The same sentiment is echoed by Hill (2010:1) who indicates that there is a relationship between the perceptions of school violence with teachers' performance, attitude and thoughts on moving or leaving the profession.

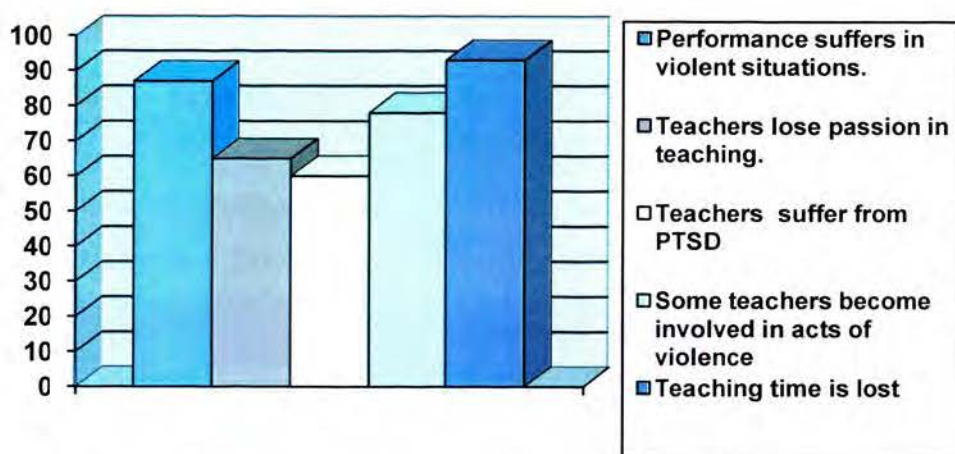


Figure 4.11: Performance of teachers in violent schools

Figure 4.11 indicates that teachers are afraid for their lives and they cannot perform their work as they should in schools where violence occurs. Teachers also indicated that learners lose concentration, avoid writing tests and examinations and they bunk classes. The conclusion that one can draw is that learners perform poorly in schools where violence occurs. Some teachers indicated that they were never intimidated and some indicated that they were once threatened and promised to be thrown out of the school premises. It can be concluded that there are acts of intimidation in schools.

Table 4.13: Types of violence

CODE	THEME	CATEGORY	DEFINITIONS OR ANSWERS
SOS.V	Types of violence	Teachers	<ol style="list-style-type: none"> 1. Stealing, bullying and assault. 2. Fights, vulgar words 3. Fighting for partners. 4. Fighting with knives, pens and sticks.

In Table 4.13 teachers indicated that the types of violence that they deal with are bullying, assault, fights and the use of vulgar words. It can be concluded that violence takes different forms. In addition, violence involves the use of different weapons such as knives, pens etc.

4.6 SUMMARY

The following findings were made from data analysis:

- there is a 70% certainty that violence contributes to low performance in schools;
- there is 52.7% agreement that violence causes physical and bodily harm;
- there is 48.7% certainty that violence can be addressed and there will be improvement in learning; and
- 42.7% of participants think that it is possible to change learner behaviour.

Furthermore, the data analysis indicated that:

- Principals did not score over 50% on all the items. This indicates that there is no urgency to deal with violence on the part of principals;
- teachers' responses are below those of principals, therefore it can be concluded that they will be indifferent to addressing issues of violence in schools; and
- learners' responses regarding low performance is measured at 90%. It can be concluded that violence has a negative impact on performance.

From the interpretation of data it has also emerged that learner behaviour is a concern for all stakeholders. The data analysis also indicated that there are factors like home background which contribute to the lack of morals to the learners.

The following chapter deals with the summary, findings and recommendations.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1. INTRODUCTION

The purpose of the study was to investigate school violence in the Rustenburg District. The study revealed that violence is associated with physical harm, and therefore, it generates fear in the vulnerable. Subsequently, teachers cannot perform their work effectively when they are intimidated and threatened. Learners who are scared, either absent themselves from classes, drop out of school or transfer to schools where there is less violence.

It is also worth mentioning that violence begets violence, and therefore victimized learners opt for protecting themselves by taking dangerous weapons to schools as to revenge and avenge against perpetrators of violence. The summary below indicates the steps that the researcher took in the investigation.

5.2. SUMMARY

Chapter 1 dealt with the orientation to the study which included the introduction, statement of the problem, clarification of aims and objectives of the study, significance of the study, population as well as definition of concepts.

Chapter 2 dealt with the literature review. The spotlight was on literature review on previous research and available documents on school violence.



The chapter clarified types of violence in schools as well as forms of violent actions by learners and teachers. The chapter also provided some of the consequences of violence in schools.

Chapter 3 dealt with the research design and the methodology used to collect data. The researcher here included the paradigms that suited the research method that was used in the study.

Chapter 4 dealt with data analysis and interpretation. The researcher used thematic data analysis. The researcher used this technique to place the units of meaning into categories.

Chapter 5 discusses the findings from the study and presents recommendations on how to deal and manage the problem of violence in schools.

5.3 FINDINGS

The following findings were made after an extensive study and review of literature and from responses received during the empirical investigation:

Finding 1: There is violence in schools?

School violence has escalated to serious levels resulting in fatalities (see 1:1.1; 1:1.2). For example, a learner was brutally assaulted by another learner at Rustenburg High School and he landed in hospital.

There are different perpetrators of school violence in the sense that there is learner-on-learner violence, mainly bullying. Research indicates that 63% of learners who participated in one of his surveys indicated to have been bullied sometimes, 10% indicated that they have been bullied weekly and 27% reported to have been bullied once a month (see 1:1.5; 2:2.4.2). In

Britain, a survey indicated that 69% of secondary school learners are targeted by bullies and that bullying forced 33.6 million days to be lost every year (News of the World, 2006).

Other forms of violence are teacher-on-learner violence mainly corporal punishment (see 2:2.2.2.3; 2:2.5.3) and gender-based violence (2:2.5.5). The nature of violence in schools is such that there are incidents of learner-on-teacher violence, mainly rudeness, stabbing and defiance (see 2:2.5.2). In the same vein there is violence by outsiders which takes place on school premises by gangs which rape, rob and kill teachers and learners (see 2:2.5.4).

Finding 2: It is necessary to understand factors causing violence in schools

Violence does not stem from one or just a few factors; rather it is the result of a large number of variables operating together (see 2:2.3). For example, peer pressure causes adolescents to be led astray as they search for their own identity (see 2:2.3.7). Adolescents are vulnerable in that they will want to do things that will give them entry into a group and once in the group, they will comply with the group norms (see 2:2.3.7).

Learners who experience violence at home are more likely to display violent behaviour at school (see 2:2.3.2). For example, children who grow up in families that practise spousal or child abuse or neglect are more likely to exhibit aggressive behaviour at school. In this instance, the children model the violent behaviour they see in their neighbourhood. Some children come from their homes with these tendencies (see 4:4.3.2). This is because they were not taught how to behave well at their homes.

Having summarised the findings the focus is now on recommendations.

5.4 RECOMMENDATIONS

All stakeholders should take stock of everything happening in their schools; they must not overlook anything and regard it as being small.

Recommendation 1: Violence should be dealt with holistically

A holistic approach should be adopted to ensure appropriate remediation of violence. For example, teachers must be gentle with learners and show love to them. To ensure the change of teachers' attitude to learners the following should be done:

- The intensity of teacher training should be improved to deal with learners with peculiar behavioural problems;
- workshops on personal change programmes should be held to assist teachers to cope with difficult learners; and
- teaching on motivation theories should be expanded to include real life settings in the classrooms.

Schools should have integrated programmes to ensure that violence does not erupt in schools. For example, schools should create a warm and welcoming environment that supports effective teaching and learning. This can be achieved by creating a sense of worth in the learners, and consequently the improvement on learners' self-efficacy will prevail. It is true that acceptance should encourage learners to be interested in their school work. Learners should love their school and make their school their own.

Recommendation 2: Support for learners should be sustained

The Department of Education should provide programmes that support teaching and learning. Such programmes should include:

- Excursions;
- motivational speakers;
- competitions; and

- forums for interaction.

On the other hand, schools must ensure that programmes are in place to facilitate good interaction between stakeholders. For example, schools should have forums that facilitate communication between groups such as:

- parent-children interactive sessions;
- teacher-learner forums; and
- learner-learner sessions.

Democratically drawn up policies should ensure compliance and acceptance on the part of learners. Counseling of learners and teachers must be organised to assist them cope with personal problems. The love of coming to school to learn must be instilled in learners. Schools must be made lively places by organising school functions where learners can learn and enjoy themselves but liquor and other substances must not be allowed. Schools must organise regular school meetings for stakeholders to come and discuss programmes that they need to implement to make schooling a pleasant experience.

Recommendation 3: School curriculum should be broadened to cater for the diverse needs of learners

The fact that schools admit different learners indicates that school curricula should cater for diverse needs and abilities of the learners. It is an indisputable fact that all learners will never be scientists, and this implies that learners who may not be scientists should also be catered for in schools. In Rustenburg District, sports are dying in schools, and if learners have nothing to do they might turn to negative behaviour. Curriculum expansion should be instituted to ensure that learners are actively engaged in sports. Different sporting codes must be introduced in schools so that learners have vast sports to choose from. When teachers are hired, the SGB, principal and the SMT must make sure that they not only look at the subjects or learning areas that teachers will be teaching but also they must

look at the teachers' other interests preferably sports. Sports facilities must be improved or upgraded.

Recommendation 4: Implementation of school safety programmes

Schools should have safety policies and programmes which are not only mounted on walls in offices or kept in files for education officers to check and forget, but which form part of the everyday life of schools. A school's safety policy should:

- encourage the police to visit schools not only when there is a problem;
- provide hotline numbers to call in the time of distress;
- provide rewards for those who uphold the policy; and
- create confidence in the school as a business entity.

The Department of Education should also ensure that all schools have:

- well-trained security officers;
- telephones to call the police when necessary;
- access control points in order to monitor the movement in and out of schools; and
- links with other departments which could support the control and eradication of factors that lead to violent behaviours.

5.5. GENERAL CONCLUSIONS

The liberal nature of the South African Constitution promotes protection of human rights and consequently appropriate legislation has been enacted to ensure a human rights culture in schools. One may thus conclude that incidents of violence in schools may lead to the conclusion that:

- there is general laxity in schools and that is why the application of the rule of law has been compromised;

- inefficiencies in the broader society to imbibe, understand and internalise democratic principles have created an impression that democracy implies unbridled license and looseness;
- the pitiable cry from teachers that ‘corporal punishment is banned therefore it is difficult to discipline learners’ suggests inadequacies in the teacher training system since it teaches that corporal punishment is the only way of maintaining discipline; and
- the moral decay in society has created a society that is not aware of age differences. Hence Chinua Achebe and Shakespeare could say “the falcon cannot hear the falconer, and therefore things fall apart” in schools.

It is the researcher’s view that further research may be conducted to investigate school violence in order to produce new information on its impact in society at large.

BIBLIOGRAPHY

AAUW (American Association of University Woman) 2006. GBV in education. <http://en.wikipedia.org/wiki/sexual> harassment in education.

Date of access: 18 Sept. 2010.

ADAMS, J., KHAN, H.T.A., RAESIDE, R. & WHITE, D. 2009. *Research methods for graduate business and social science learners*. New Delhi: Sage. 270p

BAILY, C. 2010. *Parents irked by manner schools handle matters*. The Star: 09 Sept 2010.

BARAK, G. 2003. *Violence and Nonviolence Pathways to Understanding*. London: Sage. 341p.

BARKER, C., PISTRANG, N. & ELLIOT, R. 2002. *Research Methods in Clinical Psychology*. 2nded. London: Wiley & Sons. 272p.

BARON, A.R., BRANSCOMBE, N.R. & BYRNE, D. 2009. *Social Psychology*. New York: Pearson. 540p.

BASIT, T. 2003. *The role of coding in qualitative data*. *Educational Research*. 45(2):143-154, July.

BEMAK, F. & KEYS, S. 2000. *Violent and Aggressive Youth. Intervention and Prevention Strategies for Changing Times*. California: Sage. 106p.

BERNS, R.M. 2007. *Child, Family, School, Community socialization and support*. *International Learner Edition*. 7thed. Washington DC: Tomson/Wadsworth. 620p.

BEZUIDENHOUT, C. & JOUBERT, S. 2003. *Child and youth misbehaviour in South Africa*. Pretoria: Van Schaik. 217p.

BHAGBANPRAKASH. 2003. *Adolescence and life-skills*. New Delhi: Allyn & Bacon. 279p.

BLOOMBERG, L. D. & VOLPE, M. 2008. *Completing your Qualitative Dissertation. A Road Map from Beginning to End*. California: Sage. 234p.

BONNER, P. & SEGAL, L. 2005. *Soweto. A History. Based on the video documentary Screened in Britain, Australia and South Africa*. Johannesburg: Chalkhan Hill press. 162p.

- BOYLE, K. 2005. *Media and violence*. London: Sage publication. 228p.
- BROOKES, H. & HIGSON-SMITH, C. 2004. responses to gender-based violence in schools. In: Richter, L, Dawes, A. & Higson-Smith, C. (eds). 2004. *Sexual Abuse of Young Children in Southern Africa*. Cape Town: HSRC press. 236p.
- BROOKES, H. & RICHTER, L. 2001. A study of school responses to violence and harassment of girls. Pretoria: HSRC press.
- BROOKES, H., O. SHISANA & RICHTER, L. 2004. The national household HIV prevalence and risk survey of South African children. Cape Town: HSRC press. 45p.
- BULMER, M. & WARWICK, D. P. 2000. *Social Research Developing Countries*. South-Hampton: U.C.L. Press. 383p.
- BURTON, P. 2008. *Experience of school violence. Centre for Justice and Crime Prevention. Monograph Series; no 4*. Cape Town: CJCP. 108p.
- CASTEN, S. 2006. Learner on learner violence. Rapport. 23 Jul.
- CDC. (Center for Disease Control and Prevention) 2007. <http://www.cdc.gov/violenceprevention/intimatepartnerviolence/definitions.htm>. Date of access: 13 Jul 2010.
- CHOUERI, EM., CHOUERI, BM. & CHOUERI, GM. 2004. Juvenile Delinquency – An international case study. *The Correctional Trainer*. Winter 2004.
- COHEN, D. & CRABTREE, B. 2006. *Qualitative Research Guidelines*. Princeton: <http://www.quarrel.org/Homelter-3828.html>. Date of Access: 30 Apr 2011.
- COWAN, L. 2004. *Tenderly Taming Teenagers*. Claremont: Spearhead. 133p.
- COWIE, H. & DAWN, J. 2008. *New perspective on bullying*. Maidenhead: McGraw-Hill/Open University pres. 159p.
- COYNE, S.M., STOCKDALE, L.A., NELSON, D.A, & FRAZER, A. 2011. Profanity in Media Association with Attitudes and Behaviour Regarding Profanity use and Aggression. *Official Journal of the American Academy of Pediatrics* 128 (5) 1-7. 17 October.
- CRESWELL, J. W. 2003. *Research Design. Qualitative, Quantitative, and mixed methods Approaches*. 2nded. California: Sage. 246p.

- CRESWELL, J. W. 2007. *Qualitative Inquiry & Research Design. Choosing Among Five Approaches*. 2nded. California: Sage. 295p.
- DAVID, M. & SUTTON, C.D. 2004. *Social Research. The Basics*. London: Sage. 385p.
- DAWES, A., KROPIWNICKI, Z., de SAS, KAFAAR, Z. & RICHTER, L. 2005. *Corporal punishment of children: A South African National Survey. Paper prepared for distribution at the regional consultation of the United Nations Study on violence against children, July 2005*.
- DENSCOMBE, M. 2005. *The Good Research Guide*. Philadelphia: McGraw-Hill. 310p.
- DE VOS, A.A. 2005. *Research at Grass roots. A prima for the caring profession*. Pretoria: Van Schaick. 436p.
- DE WET, A. 2007. Peer sexual harassment in secondary schools. In: Oosthuizen, i.I.J., Rossouw, P., Russo, C.J., van der Walt, J.L. & Wolhuter, CC. [Eds]. *Perspectives on Learner Conduct*. Potchefstroom: The Platinum Press. 406p
- DE WET, A., & RUSSO, C.J. 2009. Discipline and Learner Rights: Guidelines for School Governing Bodies and Education. *Journal of Educational Studies*, 8(2): 1-13. Summer.
- DE WET, C. 2001. *International Education Journal. A media discourse analysis of racism in South African Schools. International Education Journal* 2 (5) 98-111, AUG.
- DE WET, C. & JACOBS, L. 2009. An Exploratory Study on Learner Misbehaviour in Lesotho. *Journal of Educational Studies*, 8(2):52-73. Summer.
- DE WET, NC. 2005. Bullying in South African Schools. <http://105.cgpublisher.com/proposals/515/index.html>. Date of access: 10 Oct 2011
- DONALD, D., LAZARUS, S. & LOLWANA, P. 2000. *Educational Psychology in Social Context. Challenges of development of Social issues & Special needs in Southern Africa*. Cape Town: Oxford University press. 322p
- DU PLESSIS, P.J. & CONLEY, L. 2007. *Bullying in schools, can we turn the tide?* Johannesburg: Platinum press. 406p.
- EGGER, A.E. & CARPI, A. 2008. *Data: Analysis and interpretation*. http://visionlearning.com/library/module_viewer.php?mid=154. Date of access: 14 Nov 2010.

- EQUAL RIGHTS ADVOCATE. 2010. *GBV at school*. <http://www.wqualrights.org/publication/kyr/school.asp>. Date of access: 18 Aug 2011.
- FIELDS, R. 2001. *Drugs in perspective*. 4thed. London: McGraw-Hill. 346p.
- FURLONG & MORRISON. 2000. Factors contributing to school violence. <http://wikiedresearch.wikidot.com/school-violence>. Date of access: 07 Oct 2011.
- GLASSMAN, W.E. & HADAD, M. 2009. *Approaches to Psychology* 5thed. London: McGraw-Hill. 590p.
- GLATTHORN, A. A. & JOYNER, R. L. 2005. *Writing the Winning Thesis or Dissertation. A Step by Step Guide*. California: Crowin Press. 268p.
- GOUWS, E., KRUGER, N. & BURGER, S. 2000. *The Adolescent*. 2nded. Sandown (South Africa): Heinemann. 204p.
- GRAY, D. E. 2008. *Doing Research in the Real World*. California: Sage. 422p.
- HANCOCK, B. 2002. *Trend focus for research and development in Primary Health Care. An introduction to qualitative research*. Nottingham: Trend Focus Group. 31p.
- HATCH, J.J. 2002. *Qualitative Research Methods Overview*. <http://books.google.co.za/books?id=KuB4fjzM5DsC&pg=PA71&DQ=HO>. Date of access: 23 Aug. 2010.
- HAWKER, D. 2005. *It felt like an episode from Yizo-Yizo-South Africa. Western Cape*. <http://www.iol.co.za/news/south-africa/it-felt-like-anepisode-from-yizo-yizo-1.2367>. Date of access: 25 Jun 2010.
- HILL, T.E., 2010. *The impact of school violence on teacher performance and attitudes*. <http://gradworks.umi.com/34/08/3408717.html>. Temple University: Pro-Quest. 119p. Date of access. 19 May 2011.
- HINDUJA, S. & PATCHIN, J.W. 2009. *Bullying beyond the schoolyard. Preventing and responding to Cyberbullying*. New York: Sage. 254p.
- HRW (Human Rights Watch) 2001. *South African Violence Prevention Prevention Model and Action Plan*. South Africa: HRC. 124p.
- KALLOPEN, J. 2006. *Violence under the spotlight*. <Http://www.mg.co.za./article/sportlight>: Date of access: 21 May 2008.

- KA-MALINDI, M. 2009. *MEC's learner ability*, *Edunews*, (32) 6-7 Apr-Aug.
- KASSIEM, A. 2007. Bullying in schools on the increase. <http://www.iol.co.za/news/south-africa/bullying-in-schools-on-the-increase-1.321851>. Date retrieved: 2011/07/20.
- KAYE, B.K., & SAPOLSKY, B.S. 2004. Watch your mouth! An analysis of profanity uttered by children on prime time television. *Journal of Mass Communication and society*. 7(4) 429-452. 28 November.
- KAYNE, R. 2010. *What is Anti-social Behaviour*. <http://www.wisegeek.com/what-is-anti-social-behaviour>. Date of access 18 Aug. 2010.
- KEATING, J.B. & ROSSOUW, J.P. 2009. *The influence of ill-disciplined learners on the workplace. Security of the foundation phase educator in South Africa*. *Journal of Educational Studies*, 8(2): 128-139. Summer.
- KHUMALO, F. 2011. *Sober reality is schools are in the drink*. In: *The Sunday Times*: 03, 16 Jan.
- LABUSCHAGNE, A. 2003. Qualitative Research-Airy Fairy or Fundamental. *The Qualitative Report*. 8(1):1-4, 27 March.
- LADIKOS, A. 2010. *Peer victimisation in schools. The observation of bullying*. Institute for Criminological Services. University of South Africa.
- LAMPRECHT, L. 2008. *SAHRC Public hearing report. True Love*, 54: 14 Jul.
- LARSON, J. 2011. *How to defuse an angry learner and turn him/her into a problem solver*. <http://www.teacsafeschools.org/think.html>. Date of access: 21 Nov 2011.
- LAUER, R.B. & LAUREN, J.C. 2006. *Social problems and quality of life*. 10thed. New York: McGraw Hill. 554p.
- LEARNERS FOR LEARNERS. 2011. *Teens tangle in violence*. <http://library.thinkquest.org/06aug/00344/schoolviolence.html>. Date of access: 23 Mar 2011.
- LEEDY, P. D. & ORMOND, J. E. 2002. *Practical Research. Planning and Design*. Hampshire: Pearson. 316p.
- LE ROUX, L. 2005. 16 Days of activism on violence against women and children. An Educator's view: University of Western Cape: Children's Rights projects. 12p.

- LIANG, H., FLISHER, A.J. & LOMBARD, C.J. 2007. *Bulling, violence, and risk behaviour in South African school learners*. *Child Abuse Neglect*. 31(2):161-171.
- LOOTS, C. 2005. *Violence in South Africa*. Pretoria: The Human Rights Institute of South Africa.
- MAHAMAPATRA, M. 2011. *Child discipline rules*.<http://www.articlesbase.com/parenting-articles/child-development-starts-with-child-de...> Date of access: 19 March 2011.
- MAKHUBELA, K. 2008. *School violence under the spotlight*.<http://www.mg.co.za/arhzie> 22 Aug. 2008. Date of access: 14 Nov 2010.
- MAREE, J. G. 2007. *First step in research*. Pretoria: Van Schaik. 120p.
- MARIN, M. 2011. *High School Shooting*.<http://framework.latines.com/2011/01/18gardena-high-school-shooting/#/0>. Date of access: 17 Mar. 2011.
- MASITSA, M.G. 2007. *Substance use among township secondary students in South Africa – An emergent phenomenon*. Free State: Platinum press. 406p.
- MASON, J. 2007. *Qualitative Researching*. 2nded. London: Sage. 222p.
- MCBURNY DISABILITY RESOURCE CENTRE 2004-2011. (National Joint Council on Learning Disability). <File://C:\DOCUMENTS and setting\AllUser\Documents\Iddisdocguide.php.htm>. Date of access: 27 Oct 2011
- MCCANN, J. T. 2002. *Treats in school: A Practical Guide for Managing Violence*. New York: Howath press. 154p.
- MCMILLAN, J.H. & SCHUMACHER, S. 2001. *Research in Education: A Conceptual Introduction*. New York: Longman. 660p.
- MCMILLAN, J.H. & SCHUMACHER, S. 2006. *Research in Education. Evidence Based Inquiry*. 6thed. New York: Longman. 660p.
- MERTLER, C. 2009. *Action Research. Teachers as Researchers in the Classroom*. London: Sage. 264p.
- MERTON, R. 2011. Social development and adaptation. [http://wapedia.mobi/en/Juvinile delinquency.2011/07/18](http://wapedia.mobi/en/Juvinile%20delinquency.2011/07/18). Juvenile delinquency. Date of access: 20 Oct 2011.

- MOOSH. 2011. *Bullying – is violence an acceptable solution.* <http://www.qi.com/talk/viewtopic.php?t=20934&start=0&sid=714e...> Date of access: 20 Sept 2011.
- MORREL, R. 2001. Corporal punishment in South African Schools: A neglected explanation for its persistence. *South African Journal of Education*, 21(14).
- MOUTON, J. 2003. *How to succeed in your Master's & Doctoral Studies. A South African guide and resource book.* Pretoria: Van Schaik. 49p.
- MTSHALI, N. 2010. An assault charge. *The Star*: 4, 15 Feb.
- MTSHALI, N. 2011. *Teachers demand danger pay.* *The Star*. 01, 11 Mar.
- MWD (MERRIAM-WEBSTER DICTIONARY). 2011. "Research Methodology". An Encyclopedia Britannica Company. <http://www.merriam-webster.com/dictionary/methodology>.
- NCCEV (NATIONAL CENTRE FOR CHILDREN EXPOSED TO VIOLENCE) 2006. Home>Children & Violence>School Violence. <http://www.nccev.org/violence/school.html>. Date of access: 22 Apr 2011.
- NCWGE (National Coalition for Woman and Girls in Education). 2006. Learner-on-Learner GBV. http://en.wikipedia.org/wiki/Sexual_harassment_in_education. Date of access: 21 Nov 2010.
- NET-INDUSTRIES. 2011. *Education-Knowledge-information.* <http://law.jrank.org/pages/12100-violence-causes-school-violence.html>. Date of access: 15 Nov 2011.
- NGCAI, S. 1997. HSRC. *Hunts way to spare rod keep school discipline.* Cape August: University of California press. 406p.
- NICHOLAS, L. 2008. *Introduction to Psychology. 2nded.* Cape Town. UTC press. 414p.
- NIEHAUS, I. 2000. Towards a dubious liberation: Masculinity, sexuality and power in South African Lowveld schools, 1953-1999. *Journal of Southern African Studies*, 26 (3):387-406.
- NIMH (National Institute of Mental Health) 2011. *Post Traumatic Stress Disorder.* <http://www.nimh.nih.gov/health/topics/post-traumatic-stress-disorder-ptsd/index.shtml>. Date of access: 11 Apr 2011.
- NIEUWENHUIS, J. 2004. *Qualitative Research Design and Data Gathering Technique.* Pretoria: Van Schaik.

- NIEUWENHUIS, J. 2007. *First Step in Research*. Pretoria: Van Schaik. 402p.
- NISBETT, R.E. 2003. *Implication for difference in school violence between West and East Asia*. <http://sswr.confex.com/sswr/2007/techprogram/p7238.HTM>. Date of access: 15 may 2011.
- NRCLD (National Research Centre on Learning Disabilities). <http://www.nrclid.org/about/research/states/section4.html>. Retrieved: 18/07 2011.
- OECD OBSERVER: 2001. *Bullying at school: Tackling the problem: Dan Olweus, Research Centre for Health Promotion*. University of Bergin Norway: file:///C:/Documents and settings/All Users/Documents/htm. Date of access: 25 Nov 2011.
- OOSTHUIZEN, I.J. 2003. *Aspects of education law*. Pretoria: Van Schaik. 938p.
- OOSTHUIZEN I.J., ROSSOUW, J. 2009. The phenomenon of swearing among South African learners. *Journal of Educational Studies* 8(2):74-80. Summer.
- OPPELT, P. 2000. *Corporal punishment in schools in South Africa Teachers cannot beat values into children*. *World corporal punishment research*. Sunday Times. Johannesburg.
- PALUDI, A. 2008. *Understanding and preventing campus violence*. London: Praeger. 256p.
- PATTON, M, Q. 2002. *Qualitative Research & Evaluation Methods*. California: Sage. 127p.
- POGGENPOEL, M. & MYBURGH, C.P.H. 2009. *A Meta Synthesis of completed Qualitative Research on Learner's experience of aggression in Secondary Schools in South Africa*. Johannesburg: Juta. 84p.
- PRINSLOO, I.J. 2005. *How safe are South African schools*. Department of Education Management and Policy Studies. University of Pretoria. *Journal of South African Education*, 25(1):5-10, summer.
- PUNCH, K. F. 2005. *Introduction to Social Research. Quantitative and Qualitative Approaches*. London: Sage. 320p.
- RAMPEDI, P. 2011. *Teachers in the firing line. Poor discipline and violent behaviour by learners seem to be common*. City Press. 14, 20 March.

- RAMSLAND, K. 2010. *School killers*.
http://www.trutv.com/library/crime/seriel_killers/weird/kids1/index_1ht ml. Date of access: 8 Apr 2011.
- RAPPORT, 2006. *Reporting on research conducted by the University of the Freestate*, School of Education. 28 Jan.
- RECKSON, B.& BECKER, L. 2005. *Teacher morale: relationships with selected factors*. *Journal of teacher Education*, 21:534-539. Summer.
- REIS, KMD. 2007. *The influence of gangsterism on the morale of teachers on the CapeFlats, Western Cape*. M.Ed Dissertation. Cape Town: CapePeninsulaUniversity of Technology. 120p.
- RIGBY, K. 2006. *Bullying in schools and what to do about it*. Dr. Ken Rigby University of Arizona:<File:///C:/Documents and Settings/All Users/Documents/htm>. Date of access: 29 Nov 2011.
- ROSSOUW, J.P. 2007. *The effect of learner discipline on educator security: An international qualitative inquiry*. Potchefstroom: Platinum press. 406p.
- ROYAL BAFOKENG INSTITUTE. 2011. *Crime in Bafokeng Schools*. Rustenburg: RBI. 8p.
- RUTTER, M. 2006. *Genes and Behaviour. Nature-Nature Interplay Explained*. Oxford (UK). Blackwell. 280p.
- SAHRC. 2008. *South African Human Rights Commission. Violence under the spotlight*. <http://www.mg.co.za/article/> Date of access: 20 Aug 2010.
- SAIRR (South African Institute of Race Relation) 2008. <http://www.sairr.org.za/press-office/archive/south-african-schools-most-dangerous-in-...> Date of access: 27 July 2010.
- SARANTAKOS, S. 2000. *Social Research*. 2nded. Australia:Charles StuartUniversity press. 464p.
- SARANTAKOS, S. 2005. *Social Research*. 3rded. New York: Palgrave McMillan. 464p.
- SERRAO, A. 2009. *Brutal Initiation. South Africa Schools for Boys*. <http://southafricahazing.blockspot.com/> Date of access: 5 Oct 2010.
- SERRAO, A. 2010. *Learner kicked, punched for throwing eraser*. *The Star*. 3, 18 March.
- SIBUSISO, M. 2004. *A world of crime. Youth views on crime in the Nelson Mandela Metro*. <File:///C:/Documents and settings/All Users/Documents.htm>. Date of access: 5 Dec 2011.

- SMIT, S.M. 2009. Legislative, regulatory and policy measures to promote school discipline. *Journal of Educational Studies*, 8(2) 14-27. Summer.
- SOMEKH, B. & LEWIN, C. 2006. *Research Methods in the Social Science*. London: Sage. 368p.
- SOUTH AFRICA. 1996. *The South African Schools Act*. Pretoria: Government Printers.
- SOUTH AFRICA. 1998. *The National Education Policy Act*. Pretoria: Government Printers.
- SOUTH AFRICA. 2000. *South African Council for Educators Act 31 of 2000*. Pretoria: Government Printers.
- SOUTH AFRICAN CONCISE OXFORD DICTIONARY*. 2005. S.v. aggression. Cape Town: Oxford University Press. 21p.
- SOUTH AFRICAN CONCISE OXFORD DICTIONARY*. 2005. S.v. anti-social. Cape Town: Oxford University Press. 47p.
- SOUTH AFRICAN CONCISE OXFORD DICTIONARY*. 2005. Sv bully. Cape Town: Oxford University Press. 149p.
- SOUTH AFRICAN CONCISE OXFORD DICTIONARY*. 2005. S.v. corporal punishment. Cape Town: Oxford University Press. 258p.
- SOUTH AFRICAN CONCISE OXFORD DICTIONARY*. 2005. S.v. discipline. Cape Town: Oxford University Press. 331p.
- SOUTH AFRICAN CONCISE OXFORD DICTIONARY*. 2005. S.v. drug. Cape Town: Oxford University Press. 156p.
- SOUTH AFRICAN CONCISE OXFORD DICTIONARY*. 2005. S.v. initiate. Cape Town: Oxford University Press. 594p.
- SOUTH AFRICAN CONCISE OXFORD DICTIONARY*. 2005. S.v school. Cape Town: Oxford University Press. 1046p.
- SOUTH AFRICAN CONCISE OXFORD DICTIONARY*. 2005. S.v. violence. Cape Town: Oxford University Press. 1312p.
- SOUTH AFRICAN HUMAN RIGHTS COMMISSION*. 2006. Violence in schools. <http://www.mg.co.za/article/2006-10-10-school>. Date of access: 20 Aug 2010.

SOUTH AFRICAN INSTITUTE of RACE RELATION. 2008. School violence. <http://www.sairr.org.za/press-office/archive/south-african-schools-most-dangerous-in-...> Date of access: 27 July 2010.

TAKAKURA M. & WAKE, N. 2003. Association of age at onset cigarette and alcohol use with subsequent smoking and drinking patterns among Japanese high school students. *Journal of School Health*, 73(6): 226-230. November

THE FREE DICTIONARY BY FARLEX, 2009. The American Heritage Dictionary of the English Language 4thed. (Houghton Mifflin Company). "Juvenile delinquency"<http://www.thefreedictionary.com/juvenile+delinquency>. Date of access: 07 Dec 2011.

The Penguin Dictionary of Psychology. 2001. London: Penguin books. 831p.

TSHETLO, T. 2008. Schoolboy's deadly 'Satanic' rampage. *The Citizen*: 3, 19 Aug.

UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICE. 2007. *Physical violence. Centers for Disease Control and Prevention.* <http://www.cdc.gov/ViolencePrevention/intimatepartnerviolence/index.html>. Date of access: 21 Apr 2011.

VALLY, S. 2005. *Corporal punishment and bullying: The rights of learners.* http://www.erp.org.za/pdf/punishbooklet_WEB.pdf . Date of access: 20 Apr 2011.

VALLY, S., DOLOMBISA, Y. & PORTEUS, K. 2002. Violence in South African Schools. Educational Policy Unit. University of Witwatersrand. Johannesburg. Wits EPU. 90p.

Van AS, S. 2006. *Dangerous places. Violence under spotlight.* <http://www.mg.co.za/article/2006/10/10/school>. Date of access: 21 May 2008.

VAN DER WALT, J.L. & OOSTHUIZEN, I.J. 2007. *The nature and frequency of discipline problems with which educators have to cope in a region of the North-West Province of South Africa.* Potchefstroom. Platinum press. 406p.

VAN WYK, J. 2008. *Study on violence in South African schools shocks.* <http://edulibpretoria.wordpress.com/2008/04/30/study-on-violencein-sol>. Date of access: 04 Dec 2011.

VILAKAZI, B.M. 2008. *Rape cases reported to the police. Judgement. The supreme court of appeal South Africa.* Case no: 576/07. Date of access: 19 Nov 2011.

WALKER, H.M. 2004. *Anti-social behaviour in school: Evidence-based practices* 2nded. Belmont: Thomson/Wordsworth. 414p.

WATSON, P. & FAVIS, D. 2009. *Speaking our History. An Oral Guide.* Auckland Park: Jacana Media. 60p.

WELMAN, C., KRUGER, C. & MITCHEL, B. 2006. *Research Methodology.* 3rded. Cape Town: Oxford University press. 342p.

WIKIEDRESEARCH. 2011. School violence. An overview of violence in schools in the 21st century. <http://wikiedresearch.wikidot.com/school-violence>. Date of access: 07 Oct 2011.

WIKIPEDIA, 2007. The Free Encyclopedia. *GBV in education*.http://en.wikipedia.org/wiki/Sexual_harassment_IN_educatio. Date of access: 18 Aug 2010.

WIKIPEDIA, 2009. Learning Disability. http://wikipedia.org/wiki/learning_disability. Date modified 5 Dec 2011. Date of access: 8 December 2011

WIKIPEDIA, 2009. Peer-pressure. http://en.wikipedia.org/wiki/Peer_presure. Date retrieved: 18 July 2011.

WIKIPEDIA, 2011. *Initiation*. <http://en.wikipedia.org/wiki/initiation>. Date of access: 20 Apr 2011.

WIKIPEDIA, 2010. School bullying. File:///C:/Documents and Settings/Administrator/My Documents. Date of access: 24 Apr 2011.

WIKIPEDIA, 2011. *School shooting*. http://en.wikipedia.org/wiki/Scool_shooting. Date of access: 24 Apr 2011.

WILLS, M. 2009. *Brutal Initiation: South Africa Schools for boys.* *The Star*. 23 Mar. <<http://southafricahazing.blogspot.com>. The Star. 23 March.

WILSON, F. 2009. *Gender Based Violence in South African Schools.* *International Institute for Educational Planning*. www.iip.unesco.org/fileadmin/user_upload/.../wilsonF.pdf-similar. Date of access: 25 Apr 2011.

WOLHUTER, C.C., & VAN STADEN, J.G. 2009. Gender Differences in South African Educators' Experience and Handling of Learner Problems at School. *Journal of Educational Studies*, 8(2) 91-100

WORLD BOOK DICTIONARY. 2003. 'Violence' *Chicago*: World Book, Ink. 2430p.

WRIGHT, A. & KEETLEY, K 2003. *Violence and indiscipline in schools: Research study commissioned by NASUWT*. Leicester: Perpetuity group. 16p.

ZIONTS, P., ZIONTS, L. & SIMPSON, R.L. 2002. *Emotional and Behavioral Problems*. New York: Corwin press. 234p.

Appendix A: Interview questionnaire

1 Biographical Information of respondents

Gender	Position	Age group

1 Interview questions

2.1 Gender-based violence

ITEM	Questions
1.1	Is GBV caused by lack of respect? Please explain.
1.2	Is there a relationship between discrimination and GBV? Please explain.
1.3	Do you think that girls' teasing of boys leads to rape? Please explain.
1.4	Do you think that there is anything bad with teacher-learner affair? Please explain.
1.5	What should be done with teachers implicated in sex-for-marks scandals? Please explain.

2.2 Causes of behaviour

Item	Questions
2.1	Does poor self- esteem lead to bullying? Please explain.
2.2	Does lack of parental guidance lead to bullying? Please explain.
2.3	Do you think that unfair school rules lead to abuse of power? Please explain.
2.4	Does violence in society produce violent learners? Please explain.
2.5	Does apathy in a community lead to gangsterism? Please explain.

2.3 Manifestation of violence in schools

Item	Questions
3.1	Do teachers abuse corporal punishment? Please explain.
3.2	Are school rules flexible to accommodate all learners? Please explain.
3.3	Do teachers practise favouritism? Please explain.
3.4	Is there any substance in the view that troublesome children are ill-disciplined from their homes? Please explain.
3.5	Is there lack of leadership and authority in schools? Please explain.

2 Does violence affect the performance of the teachers? Please explain.

3 Does violence affect the performance of the learners? Please explain.



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Faculty of Education

School of Postgraduate Studies

08 September 2010

TO WHOM IT MAY CONCERN

This is to certify that **Mr Masilo, AB, Student No.16939085** is a Master (MEd) student in Guidance and Counselling at the NWU Mafikeng Campus.

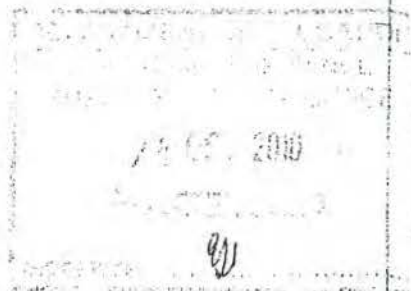
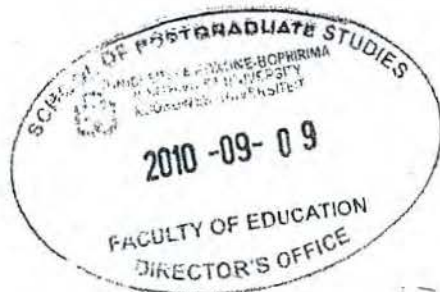
Mr Masilo needs to collect data for his research from various secondary schools in the Rustenburg area of the North West Province.

I therefore request that he be given the necessary assistance in this regard.

A handwritten signature in black ink, appearing to read 'GP Louw'.

PROF GP LOUW

SCHOOL OF POSTGRADUATE STUDIES



APPENDIX C

Kutlwanong school

PO Box 288

Rustenburg

0300

10 September 2010

The District Manager

Rustenburg APO

Private Bag x82103

Rustenburg

Sir/Madam

REQUEST TO DO RESEARCH IN SCHOOLS

I am a student at North West University, doing Masters Degree in Guidance and Counseling. I have to do a research project as part fulfillment of the requirements for a degree.

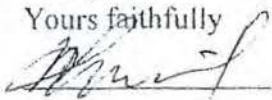
I therefore request your permission to do research in the following schools:

- a. Boitekong Secondary School
- b. Geelhout Secondary School
- c. Paardekraal Boikagong secondary school
- d. Tlhabane Technical High School

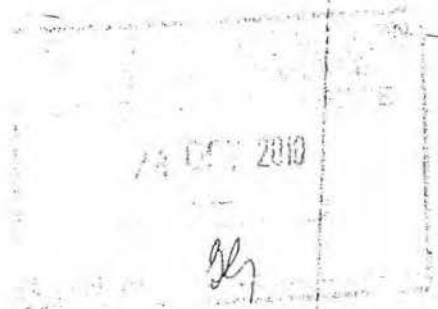
My topic is: Violence in schools: An investigative study in the Rustenburg district.

Hoping for a favourable consideration.

Yours faithfully



Masilo ABM.



14 OCT 2010

By



education

Lefapha la Thuto
Onderwys Departement
Department of Education
NORTH WEST PROVINCE

APPENDIX D

McGregor Street
Rustenburg 0299
Private Bag X82103
Rustenburg 0300
Tel.: (014) 592-7559/84
Fax: (014) 592-7590/2
e-mail: Mpaledi.nwpg.gov.za

OFFICE OF THE AREA MANAGER: RUSTENBURG AREA PROJECT OFFICE

To : **Mr. Masilo ABM**
Kutlwanong School

From : **Mrs. M. J. Paledi**
Rustenburg APO Manager

Date : 07 October 2010

SUBJECT: REQUEST TO DO RESEARCH IN SCHOOL

The above matter and your correspondence dated 10 September 2010, received by my office on 04 October 2010 refer.

Permission is hereby granted for you to do your research at the following schools

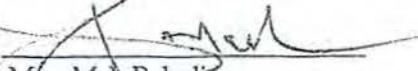
1. Boitekong Secondary School
 2. Geelhout Secondary School
 3. Paardekraal Boikagong Secondary School
 4. Tlhabane Technical & Commercial High School
- ... High School*

Kindly note that prior arrangement must be made with Principals of these schools and that teaching and learning time **MUST** not be tempered with.

My office will appreciate it if you can share your findings and recommendations

Hope you find this in order.

Sincerely,


Mrs. M. J. Paledi
Rustenburg Area Manager

DEPARTMENT OF EDUCATION
NORTH WEST PROVINCE
RUSTENBURG AREA OFFICE
07 OCT 2010
TEL: 014 592 7584 FAX: 014 592 7590/2
P/BAG X82103 RUSTENBURG 0300

cc: ISCs

- School Manager: 1. Boitekong Secondary School
- School Manager: 2. Geelhout Secondary School
- School Manager: 3. Paardekraal Boitekong Secondary School
- School Manager: 4. Tlhabane Technical High School

BOITSEKONG SECONDARY SCHOOL

P. O Box 6531
Rustenburg
0299

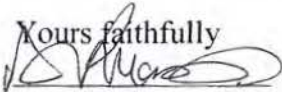
Cell: 0834519377
Fax: 0295185919

Email: boitsekongschool@webmail.co.za

TO WHOM IT BE CONCERN

This is to certify that **Mr. Masilo A.B student no 16939085** has been granted permission to conduct his research in our institution.

Hoping the information will serve the purpose it is intended

Yours faithfully

D.P Masisi

DEPARTMENT OF EDUCATION
RUSTENBURG APO, P.O. BOX 79, PHOKENG, 0335

INQUIRE:
MR S.O. MASHALA: 0848934393
(SITE MANAGER)

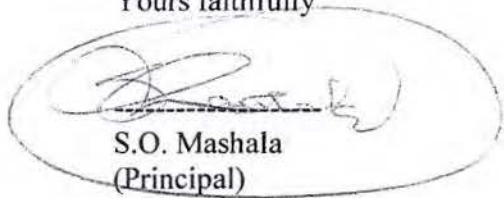
10 FEBRUARY 2011

TO WHOM IT MAY CONCERN

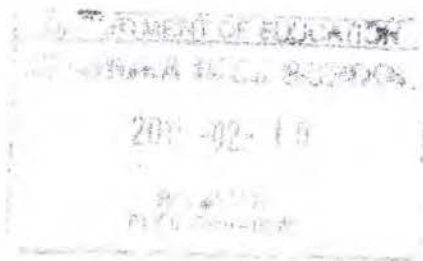
This is to certify that **Mr A.B. Masilo** conducted research on "**Violence at school**" for his **M.A. Degree** during the period **18 October 2010 to 29 October 2010**.

We wish him all the best for his endeavour.

Yours faithfully



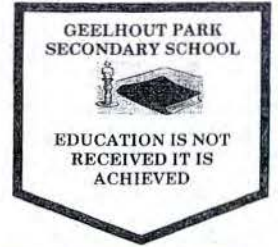
S.O. Mashala
(Principal)



**GEELHOUT PARK
SECONDARY SCHOOL**

CNR STRUMOSA AND MOROBE DRIVE
TLHABANE WEST
(GEELHOUT VIEW)
E-mail address: geelhoutparksecondary@webmail.co.za

P.O. BOX 50399
ZINNIIVILLE
0302
083 4603 042
083 4606 804



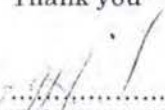
11 February 2011

To Whom It May Concern

This is to confirm that **Mr A.B Masilo** conducted research on "Violence at school" for his M.A. Degree at the above-mentioned institution.

We wish him all the best for his Endeavour

Thank you


.....
Kaka M.A (Principal)

