Management of violence in secondary schools of the North West Province

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DECLARATION

I, Iponeng Doreen Motsatsi, declare that the research study titled: **Management of violence in secondary schools of the North West Province** is my original work and has not been presented or submitted by me or anyone at any university for any degree award, and that all references made to other sources have been duly acknowledged.

DEDICATION

To my late parents: Mr T.J Masumu and Mrs D.S Masumu who made sacrifices to provide me with a good Education.

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ABSTRACT

Violence in schools in South Africa and globally is a very serious problem. Parents, teachers, learners, and the community alike are concerned about the escalating violence amongst learners and the gravity of the acts of violence committed in schools today. The violent behaviour of learners in schools disrupts the smooth functioning of the schools as well as teaching and learning. This qualitative study, based on an interpretive paradigm, aimed to investigate the management of violence in selected violence-prone secondary schools of one school district in the North West Province in South Africa. Two theories, namely Social Learning theory and General Strain theory underpinned the study.

Purposive sampling was utilised to select six secondary schools from each of which one parent, one principal and six teachers were purposively selected to participate in the study. Semi-structured interviews and a set of open-ended questions were used to obtain data from principals, parents and teachers respectively. Atlas.ti version 22 was used to manage and support the qualitative content analysis of the data from the interviews with principals and parents, and from the qualitative open-ended questionnaires with teachers from secondary schools of the North West Province.

The study identified gaps in the management of school violence with some of the key findings identified as risk factors for school violence being poverty, alcohol and drug abuse, community-school gangsterism and corporal punishment. The most prevalent forms of violent behaviour that emerged from the study included bullying, gangsterism, fighting and stabbing. These violent behaviours are managed through the school's Code of conduct, disciplinary hearings and suspension. The findings have provided a basis for the development of a model that might help stakeholders address these violent behaviours through anti-violence programmes such as seminars, campaigns and film shows. The model might also serve as a basis for the introduction of school violence policy reforms for more effective measures to curb learner indiscipline and violence in schools. Besides contributing to practice, the findings have added to the existing body of knowledge on violence in secondary schools.

Key words: School violence, secondary schools, perspectives, management, principals, parents, teachers.

LIST OF ACRONYMS

ACRWC	African Charter on the Rights of and Welfare of the Child
ANA	Annual National Assessment
ANC	African National Congress
AU	African Union
CJCP	Centre for Justice and Crime Prevention
CRC	Committee for the Rights of Children
COVID-19	Corona Virus Disease of 2019
DDG	Deputy Director General
DOBE	Department of Basic Education
EduREC	Education Research Ethics Committee
KZN	KwaZulu-Natal
NSC	National School Curriculum
NSFAS	National Student Financial Aid Scheme
OAU	Organisation of African Unity
UNHCR	Office of the United Nations High Commissioner for Human Rights
OECD	Organisation for Economic Co-operation and development
SACE	South African Council of Educators
SAPS	South African Police Service
SVMM	School Violence Management Model
SSDB	School Shooting Data Base

UNICEF	United Nations International Children‘s Emergency Fund
UNCRC	United Nations Convention on the Rights of the Child
USA	United States of America
WCED	Western Cape Education Department
WHO	World Health Organisation
QLTC	Quality Learning Teaching Committee
SADTU	South African Democratic Teachers Union
SGB	School Governing Body
SCT	Social Cognitive Theory
SLT	Social Learning Theory
UNESCO	United Nations Educational Scientific and Cultural Organisation
WCDOCS	Westchester Country Department of Correctional Services

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CHAPTER 1

1. INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

Violence in schools has spread around the world and affected a sizable portion of children and adolescents in negative ways. According to UNESCO (2017:9) bullying and violence in schools affect 246 million children and adolescents annually. Additionally, other students, teachers, and school personnel committed school-based violence and bullying, which was frequently unnoticed and disregarded by parents and teachers (UNESCO, 2017:8). As a result, today's learning environments do not guarantee the rights and safety of both teachers and earners. In addition to traditional kinds of violence like schoolyard fighting, gang violence, and peer attacks with weapons, learners are routinely vulnerable to corporal punishment, sexual and gender-based violence, bullying, and newer types of violence like cyberbullying (Brown & Winterton; Mori, cited in UNESCO, 2012:10).

1.2 BACKGROUND

Laas and Boezaart 2014 (quoted in UNESCO, 2017:11) claimed that forms of school violence, such as physical, psychological, bullying, and sexual assault, have become pervasive world-wide. School-based violence was thought to be caused by a variety of variables, including gender and social norms, structural problems, and contextual factors like financial inequality, deprivation, marginalisation, and conflict (Laas & Boezaat, 2014 in UNESCO 2017:11). Because of that, school violence had the potential to significantly affect learners physically and psychologically (Laas & Boezaart 2014). In the worst cases, that spiralling cycle of violence resulted in learners dropping out of school or their deaths (Laas & Boezaart, 2014 in UNESCO 2017:11).

1.2.1 Schools marred by violent incidents in 2019

Many teachers in secondary schools are put under enormous strain due to the rising violent incidents in secondary schools. The lack of extensive involvement of DoBE in schools leaves the schools at a disadvantage, more especially community members and parents of learners who are unable to offer the necessary support in schools.

School violence is a worldwide great concern for example Mahlako (2019) reported in the News report that the rise of gang violence and killings in several schools across the country where gangs from villages are fighting among themselves and killing teachers. It was evidenced in this study that killings are caused by gangs who are under the influence of drugs and fight learners after school (SABC News Report 27 December 2019 in Komane, 2019:6).

Concerning the above-stated case, the study explored more about violent incidents in the community and on school premises. For example, in KwaZulu-Natal a teacher named Sbonakaliso Nyawose, was shot and allegedly killed by an unknown person. The suspect was reported to have entered the school premises and fired multiple shots at the teacher (SABC News Report, 27 December 2019 by Komane, 2019:1-4). This study viewed that the rapid rate of incidents of violence in secondary schools created challenges where teachers are unable to sustain the terrible situation they experience in schools.

The significant occurrence of school violence however, produces the consequences of anxious-depressive syndromes, behavioural disorders, academic performance problems, risk of social exclusion, or suicidal behaviour, among teachers and learners (Bauman et al., 2017); (Kowalski & Limber, 2013); (Lereya *et al*., 2015 in Komane, 2019: 7).

The plague of violence in schools is a great concern for many parents and Education advocacy groups, seven learners reported having lost their lives at the hands of their fellow learners since the beginning of the year 2021. In that instance, DoBE puts the blame directly on parents and violence in society, authorities have warned that the bad behaviour of teachers for being absent from classrooms, and the use of drugs and alcohol in schools also contribute to learners' misconduct where 7 cases of stabbings are reported (Sobuwa & Sefile, (2021) in Komane, 2019:7-8).

1.2.2 Attitude towards School Violence Questionnaire, Revised Version: CAHV-28

Violence harms the lives of learners and teachers on school grounds where threats and killings are experienced. The impact of school violence seems to be so acute that many children are losing their parents (killed/injured teachers) at school and parents losing their children at schools where safety is not properly administered by the DoBE. At times teachers have found themselves being victims of violence in schools where they are injured or killed especially where learners or members of the community attack them.

School violence is a phenomenon of great social interest led by inadequate monitoring and intervention by the DoBE. Studies carried out by Heinemann (1972) and Olweus (1993) are among the most relevant antecedents of bullying, and oppressive behaviour regardless of the nature that is carried out by peers in the Educational context to control other peers. These may produce physical, psychological, or social harm to an individual victim (Jimenez-Barbero, Ruiz-Hernandez, Lior-Zragoza, et al., 2016; Modecki et al., 2014; Sentse et al., 2017 in Jose et al, 2020:1).

1.2.3 Surge in school violence: A growing worry

Sobuwa and Sifile (2021) reported in news live on 15 November 2021 that the rate of violence in schools is a great concern for many parents and Education sponsorship groups where seven learners were reported to have lost their lives at the hands of fellow learners since the beginning of 2021. While the Department of Education puts the blame squarely on parents and violence in society, expect shave been warned that bad behaviour of teachers, unsupervised classrooms, and use of drugs and alcohol also contribute to learner misconduct in schools.

Consequently, the attitudes of teachers towards learners in secondary schools are rapidly changing and ignore crimes committed by learners. This has created a variety of challenges where learners and teachers act as enemies which in the long run may affect the proper process of teaching and learning in schools. Lack of security in schools and rapid violent behaviour in schools contribute to the erosion of the reputation of teaching and learning in schools (Sobuwa & Sifile, 2021:8).

1.2.4 Alarm over increase in violent incidents at SA schools

Chabalala (2023) reported in Sunday Independent news that a teacher at Kagiso Secondary school in Johannesburg shot a man who allegedly threatened the school principal's life. It is alleged that the invader entered the school yard and took some staff members hostage before stabbing and wounding one of the teachers. Fortunately, one of the teachers drew a gun and fatally shot the attacker who aimed at killing the principal. This raised the question of whether DoBE is doing enough to ensure the safety of teachers and learners on the school premises. The incidents of violence committed in schools raise concern and frustration about the disturbing rise in violent acts experienced in schools. Some members of the community are the contributory factors towards violent incidents in schools as learners are imitating what they observe happening to teachers in schools. The high rate of violent incidents in schools has put pressure on the DoBE to support schools and create support systems that will ensure safety in schools (Sunday Independent News 18 July 2023 in Chabalala, 2023:1-4).

According to the 2013 Youth Risk Behaviour Survey, 15% of children from Grades 9 to 12 in countries, including the USA, experienced online bullying via emails, chat rooms, instant messages, websites, or texting. In Africa, a survey conducted in Sub-Saharan Africa examining violence in schools reported a high rate of violence occurring in their schools. For example, Swaziland reported 70% of violence occurring in their schools, and Botswana reported an even higher rate of violence (96%).

The reported violence includes verbal and physical violence as well as violence based on gender. Although it is reported that verbal abuse was most common, physical abuse was also common and is typically committed by older males against younger boys and girls. Lastly, all four countries reported experiencing violence connected to sexual diversity, with Botswana reporting 44% and Swaziland at 18% (UNESCO, 2017: 25).

South Africa like any other country grappled with school-based violence. Teachers became victims of violence because it has grown so pervasive in classrooms. According to the Cape Times, a study by de Wet (2016:5) in the Western Cape, specifically the Cape Flats, indicated that students were exposed to different types of violence both within and outside of schools. Learners and teachers were depicted as being like helpless puppets struggling for survival amid turf battles (De Wet 2016:5). In South African schools, incidents of learner misconduct were on the rise, and in some cases, learners were accused of murder on school grounds (Harber, Zulu, Urbani, Van der Merwe & Van der Walt (Shumba & Maphosa 2010:387).

Despite all of the efforts to instil discipline in learners, the issue of learner violence continues to plague many schools in South Africa (Wolhuter & Zulu 2013: 31). The learning and teaching processes in schools were impacted by an environment where indiscipline reigns supreme. Andrews and Taylor (2008:1) argued that misbehaving students frequently exhibited poor academic performance and frequently absented themselves from school. According to Oosthuizen, Roos and Smits (2013:155) "It is therefore vital to secure order, lawfulness, balance, and protection for both teachers and learners to provide a conducive environment for teaching and learning." Oosthuizen (2013), Roos and Smits (2013:155), the study further examined how teachers imposed discipline in their classrooms, the obstacles they experienced, and how those challenges were resolved to establish a favourable setting for teaching and learning as well as to foster a teaching environment (Oosthuizen et al, 2013:155).

1.2.5 Statistics from the South African council of educators

Violence in schools in likely to become a greater burden to teachers whereby they are no longer enjoying their privilege of being academics who are building the nation for a better future. It has been reported on several occasions in different trending news about how teachers are being treated by learners in schools. A concern for the ill-treatment of teachers by learners in schools is supported by Govender(2018:1) that adults need to value and respect teachers who made efforts in their paths and made a valuable, positive contribution to the lives of learners in schools. The South African public is repeatedly threatened with newspaper headings such as "Teachers at the front line of a battle with hostile pupils'' (Govender, 2018:1 in SABINET African Journal, 2021:2). These headings highlight the terrible working conditions of the South African teachers as they go to school with the fear of what will happen to them while performing their co-duties in the school premises (Govender, 2018:1 in SABINET African Journal 2021:2-3).

1.2.6 Monitoring and responsibilities in schools.

DoBE must monitor the standards of the provision, conveyance, and performance of Education, and annually or at other specified intervals throughout South African schools. The objective of monitoring schools is to assess compliance with the provisions of the Constitution of the Republic of South Africa of 1996. The National Education policy inscribes into law policies, legislative and monitoring responsibilities of the Minister of Education and the formal relations between national and provincial authorities. The South African Schools Act of 1996 encourages access to Education and promotes quality and democratic governance in the school system. Further, to make schools compulsory for learners. The employment of Educators Act of 1997 regulates the professional, moral, and ethical responsibilities of teachers and their required competencies in schools (Official Guide to South Africa, 2021/22: 1-2).

1.2.7 Disciplinary systems

The researcher's view about how schools could properly be managed is that the responsibility of teachers is to teach and monitor the learners throughout school hours, in classes, on school grounds and after school. In so doing, the school will succeed in curbing violence occurring in schools. However, regardless of managing violence in schools, parents, teachers, the community and DoBE still must work hand in hand with teachers by looking after learners in schools and as children at home.

Teachers in schools need to involve professionals like social workers, psychologists, and pastors to motivate learners about the danger and results of misbehaving in schools.

Secondly, it must be pointed out that every teacher is responsible for the discipline and has full authority and responsibility to correct the behaviour of learners whenever such amendment is necessary. Any corrective measure or disciplinary action will correspond with and be appropriate to the offence. Further, it will depend on the seriousness of the offence committed by the learner. All learners will have to abide by the discipline system that has been developed to assist and guide their behaviour in the school (SACE, 2023/24:5).

1.2.8 Disciplinary procedures in schools

Based on the circumstance of crime committed proceedings in schools, the evaluation of an offence will be determined by the following warnings namely: Written warning (Annexure C), Final written warning (Annexture D), Notice of disciplinary hearing (Annexture E), Record of disciplinary hearing (Annexture F), Review form (lodging of appeal (Annexture G). Consequently, written notice of a disciplinary or tribunal hearing will be given at least five school days before the commencement of the hearing. Further, a disciplinary hearing could entail temporary suspension of the perpetrator (learner) from classes excluding formal scheduled tests and examinations which count towards the year mark (Department of Basic Education,
2009:21).

1.2.9 Hearing of teachers

School violence today is not just a lack of DoBE involvement in addressing violent-related matters in schools, but a lack of parental engagement in violent school matters. This clearly represents a complete failure to give a helping hand in schools. As previously highlighted, violence is a phenomenon experienced in schools worldwide.

There are generally two legal systems under which cases are processed globally, namely the inquisitorial and adversarial systems. The inquisitorial system is one of the terms which takes the form of an enquiry and is controlled by the presiding officer. The approach is practised in countries like France, Germany, and Switzerland. On the other hand, the adversarial system is competitive and involves the use of tactics in order to win cases at all costs.

The competitive system used is applicable in and similar to countries like the United Kingdom, the United States of America, and South Africa (Annual Performance Plan, 2023-24:51).

Additionally, the Council attempted to use virtual systems for hearings and in each case, teachers endeavoured to give several justifications such as a lack of resources in the whole school, gadgets, and data to appear before SACE. In the year under discussion, a total of 80 hearings were conducted, emanating from quarter one, 7 hearings, second quarter zero, third quarter 47 and fourth quarter 26 hearings were conducted. All these cases were recommended by the Ethics Committee and Council. Only one case in the fourth quarter was directed to be heard while the rest of the hearings led to convictions and related sanctions are discussed below:

Regarding the offence committed by the teachers in school, the disciplinary panel is compelled to lay a charge to the teacher at the commencement of the hearing. Further, a teacher will be requested to plead to the charge and be informed about the educator's rights. The educator's rights involve the representation including legal representation, against self-incrimination, to interpret and to present evidence and challenge evidence at the hearing (Annual Performance Plan, 2023-24:51).

1.2.10 Sanctions

It must be noted that while the council encounter many different cases in different schools, processes of some cases failed due to unbecoming circumstances like COVID-19 and its restrictions to be adhered to. In essence, pending and unattended cases of teachers may have very serious implications for crimes committed in schools. However, the Council only managed to produce two sanction reports in the third and fourth quarters. The second quarter sanctions report could not be produced because no proceedings were done owing to the total closure of schools due to lockdown restrictions. Finally, after conviction, verdicts are reached in hearings and sanctions are imposed on teachers (Annual Performance Plan, 2023-24:52).

1.2.11 Recommendation of the disciplinary committee

Based on the recommendation of the disciplinary panel, the disciplinary committee is obliged to recommend findings and apply the appropriate sanction of the teacher to the Council of Educators. If there is any sanction, the teacher concerned will be informed about the outcome of the sanction accordingly. In case the teacher is discontented with the recommendations of the disciplinary committee, submission could then be made to the Council for Educators within five days of his/her knowledge of the recommendation of the disciplinary committee.

This means the written submission must be outside the grounds on which the teacher believes the recommendation is incorrect. Therefore, the council will accept or reject the recommendations made by the disciplinary committee and submission by the teacher concerned if any. The council will subsequently refer the recommendations solely to the appeals committee for review (Department of Basic Education, 2009:8).

1.2.12 National School Safety Framework

The National School Safety Framework has been developed to serve as a management tool for the accountability of the Provincial and District Officials who are responsible for school safety, principals, Senior Management team members, SGB members, teachers, and learners. Further, The National School Safety Framework is responsible for identifying and managing risk and threats of violence in and around schools. In terms of the Regulations for Safety Measures at all Public Schools, the Minister DoBE has declared all public schools as drug-free and dangerous weapon-free Zones Parents and communities must actively participate in addressing and promoting school safety. Parents and communities are well positioned in the framework to see to it that children are always safe where they are (Department of Basic Education, 2020:1-2).

1.2.13 School safety

It is fundamental for the relevant stakeholders to manage violence in schools by providing a conducive environment for the delivery of quality teaching and learning. The rights and safety of all learners, and teachers need to be promoted solely to ensure learners' responsibility for their actions and behaviours. The rights and safety of learners must also outlaw all forms of unfair discrimination and intolerance and lastly eliminate disruptive and offensive conduct in schools. Additionally, Section 8(4) of the South African Schools Act conveys that all learners attending school are bound by the Code of Conduct of that all learners attending school are also bound by DoBE (Department of Basic Education, 2020:6).

1.2.14 Constitution of the Republic of South Africa

The constitution of South Africa favours the rights of every citizen living in it. As a result, all schools these days are likely to become a greater problem regarding violent incidents that are experienced in secondary schools. Therefore, the constitution of the Republic of South Africa, 1996 has a proper law that outlaws the negative impact on the lives of every human being including teachers and learners in schools.

The Constitution of the Republic of South Africa section 29 of 1996 however declares that everyone has the right to a basic Education including Adult Basic Education. Further Education which the government schools in their own language, but only if this is practical, and if the government can afford it. A constitution of a country sets out the social values that the country believes in, the structures of the government, what powers, and authority a government bodies have and the rights of citizens. Further, a constitution is the highest law in the land and must be respected by all government bodies. It is higher than parliament and it can override any law that parliament makes if the law goes against the constitution (Republic of South Africa section 29 of 1996: 29).

1.2.15 South African Schools Act

Section 16A makes provision for the functions and responsibilities of principals of schools. Section 16A lists the tasks and responsibilities for which the principal as an employee of the DoBE is accountable to the Head of Department (Constitution of the Republic of South Africa section 16A of 1996).

1.2.16 School safety policy

The school safety policy acts as a barricade for learners and teachers in schools where proper care and monitoring are proficient within the context of the norms and values in the environment of all schools. However, the overall purpose of the school safety policy is to ensure that the school is safe for all and that effective measures are employed to address issues related to discipline, drugs, dangerous objects, violence, bullying, rape, assaults, sexual abuse, theft and robbery (Constitution of the Republic of South Africa, Section 16A OF 1996).

1.2.17 Learners' code of conduct

All learners must be given the right to learn. In other instances, some learners are likely to have indecent behaviour in schools and are vulnerable to recruitment by criminal groups from members of the community. Therefore, learners are influenced by these groups to use substance abuse on the school premises and outside the school yard.

Based on the above statement, the Code of Conduct for the school is that the school are intended to establish a disciplined and purposeful environment to function in effective teaching and learning of the school. Nothing shall exempt a learner from complying with the school ruling. Ignorance of the school rules is therefore not an acceptable excuse.

Learners are always expected to behave in a courteous and considerate manner towards each other, the learner representative council (LRC), all members of staff and visitors to the school. The school will contact parents when a learner's behaviour becomes a cause of concern and will endeavour in a constructive partnership to resolve the problem (Department of Education, 2009:9)

1.3 PROBLEM STATEMENT

The number of violent incidents in South African schools, in general, has increased recently. This increase has a direct and indirect impact on parents, teachers, and learners (Banda 2022:1). The South African Schools Act 84 of 1996, which outlawed corporal punishment, and its replacement with alternatives to corporal punishment marks the beginning of a new era in learner discipline. Teachers and school management struggle with feelings of helplessness as they deal with increasing learner misconduct without using any of the conventional methods to preserve order and discipline (Smit 2013: 345).

There are numerous violent occurrences recorded at schools, and because of how frequently they occur, the school environment is no longer safe for learning and both learners and teachers. One of the main conclusions of the 2012 National Study on School Violence Report was that acts of violence at schools were not just committed by learners against each other, but also by teachers against learners (Burton & Leoschut, 2012:23). This begs the question of how such violence is managed in schools and what the perceptions of those that are affected by school violence are on how school authorityis managing violence in school.

Among those who are impacted by school violence either directly or indirectly are parents and teachers. Therefore, the study is concerned with understanding the views of parents, teachers, and principals on how violent behaviours are managed in secondary schools of the North West Province. This generally includes the management of violence that occurs between learners, learners on their teachers, and teachers on learners. The study therefore stands to contribute to the management of violence in schools by its development of a model that might help stakeholders address violent behaviours in schools through anti-violence programs such as seminars, campaigns, and film shows.

1.4 MAIN RESEARCH QUESTION

The main question of this study is: What are the perspectives of parents, teachers, and principals concerning the management of school violence in secondary schools of the North West Province in South Africa?

1.4.1 Sub-research questions

- What are the risk factors for violence in secondary schools in the North West Province?
- What kinds of violent behaviour are experienced in secondary schools of the North West Province?
- How is violent behaviour managed in secondary schools of the North West Province?
- What are parents, teachers, and principals' perspectives on how violent behaviours are managed in secondary schools of the North West Province?
- What model could be provided for the management of violence in secondary schools of the North West Province?

1.5. RESEARCH AIM

The study aimed to examine the views of principals, teachers, and parents on the management of violence in secondary schools of the North West Province.

1.5.1 Objectives

Based on the study's main questions the following stated objectives were to be achieved in this study:

- To determine the risk factors for school violence in secondary schools of the North West Province.
- To identify the kinds of violent behaviours in secondary schools of the North West province.
- To examine how violent behaviour among learners was managed in secondary schools of the North West province.
- To determine principals, teachers, and parents' perspectives on the management of violent behaviour in secondary schools of the North West Province; and
- To develop a model for the management of violence in secondary schools of the North West Province.

1.6 CLARIFICATION OF TERMS

Management involves the capacity to organise, direct, manage, and oversee the school's operations (Davidoff & Lazarus 1997:35 cited in Booysen 2010:17). In this study, management means maintaining proper, harmonious, and acceptable disciplinary measures that best suit the interests of learners, teachers, and principals.

In this context, management includes the school's policy and all the stakeholders to manage violence in secondary schools.

1.6.1 Secondary school

According to the South African Schools Act 84 of 1996, a secondary school is a type of school that offers instruction or learning following primary Education (Republic of South Africa, 1996). In this study, secondary schoolrefers to the selected schools based on the frequency of occurrence of violent incidents caused by adolescent learners from 18 and above.

1.6.2 School Violence

A deliberate, unlawful act of human violence (Zulu, Urbani, Vander Merwe & Van der Walt, 2004:170). Additionally, bullying, including cyberbullying, sexual violence, including rape and harassment, psychological violence, verbal abuse, and physical violence. It also includes corporal punishment under the heading of "school violence." (UNESCO, 2017:8). In this study, school violence means the physical or psychological harm that brings uncertainty in schools where other leaners are hindered from learning.

1.6.3 Perspectives

More than one billion children around the world attend school and many of these children enjoy the right to be taught in a safe and stimulating environment. For many others, however, schooling does not guarantee such an opportunity. In schools boys and girls are exposed to bullying, sexual and gender-based violence, corporal punishment and other forms of violence with or without the approval of Education authorities. However, the Secretary-General on Violence Against Children dedicated special attention to this issue in 2011. The key areas in the report are: developing a holistic, whole-school strategy, building partnerships with children, providing support for teachers and other staff, changing attitudes and addressing social norms, and securing children's legal protection (UNESCO, 2012:57). In this study, perspectives refers to the inputs of parents, teachers and principals regarding the violent behaviour experienced in schools. However, the findings of this study are that the amalgamation of all stakeholders need to work together in curbing violence in schools. Further, systems like adopting a cop, social workers, psychologists, religious leaders, and government policies will play a crucial role in providing support and care in schools. Further, the systems will sustain the livelihood of learners and teachers and prevent the difficult situations of trauma and violent behaviour experienced in schools.

1.6.4 Learner

A young child under 18 attends school for learning and Educationalpurposes (Dawson, 2007). In this study, a learner means a child that has inherent dignity, the right to have a basic Education, and the right to freedom and security inschools.

1.7 CONTRIBUTION OF THE STUDY

The contribution of this study is in its development of a model that might help stakeholders address violent behaviours in schools through anti-violence programs such as seminars, campaigns, and film shows. The model might also serve as a basis for the introduction of school violence policy reforms for more effective measures to curb learner indiscipline and violence in schools. Besides contributing to practice, the findings have added to the existing body of knowledge on violence in secondary schools with the addition of the views of parents, teachers and principals regarding the importance of community involvement in the management of violence in schools. Collaboration between these stakeholders and the Department of Education is crucial to the management of school violence.

CHAPTER DIVISION

Chapter one: Introduction and background

Chapter one focuses on the orientation to the study, statement of the problem, central question, sub-questions and objectives, research design and methods, issues of trustworthiness, and ethical considerations.

Chapter two: Theoretical perspectives for understanding violent behaviour.

This chapter provides the theoretical framework of the study, it focuses on Social Learning Theory and General Strain Theory as useful tools for understanding learner violence and aggression in schools. A critical review of these theories as well as criticisms levelled against them were reviewed. Finally, some thoughts on how the two theories could work together to explain learner violence were put forward.

Chapter three: Literature review on school violence and its management

Chapter three presents a critical review of the literature on the different aspects of school violence, with special emphasis on learner violence and the management of violence in secondary schools. Issues of school violence, types of violence, and misconduct were reviewed in this chapter.

Chapter four: Research design and methodology

The qualitative research design of the study and the methods used to collect and analyse data were described in this chapter. Participants and site selection were discussed, and issues of trustworthiness and ethical consideration were outlined.

Chapter five: Data presentation and discussion of findings

This chapter first presents and discusses findings on different themes. The main themes include prominent types of violence in schools and the management of violence.

Chapter Six: Recommendations, the development of a model and conclusion

This chapter presents a summary of the major findings of the study, the recommendations from thefindings of the study, the limitations of the study, and conclusions on participants' perspectives of managing violence in secondary schools of the North West Province. Based on the findings,a model for the management of violence in secondary schools of the North West Province ispresented.

1.8 SUMMARY

This chapter has presented an orientation to the problem under investigation and outlined the background and preliminary review of the literature to contextualise the problem and provide a point of departure. Aims and objectives have been specified and key concepts used in the study have been operationalised. A preliminary description of the research methodology, outlining how the problem of the study will be addressed, and an indication of the main topics to be discussed in the rest of the chapters of the thesis have been given. The following chapter focuses on the theoretical perspectives for understanding the challenges and experiences faced by schools in managing violence.

CHAPTER 2

THEORETICAL PERSPECTIVES FOR UNDERSTANDING VIOLENT BEHAVIOUR

2.1 INTRODUCTION

A theoretical framework is an important aspect of any scientific research, particularly a doctoral study. A theoretical framework acts as a lens through which one sees the world. Besides providing an orientation for a study, a theoretical framework locates the research within the relevant discipline, while “framing” the research and highlighting the stance taken by the researcher (Henning 2007). The importance of employing a theoretical framework in a doctoral study cannot therefore be over-emphasized as it is the foundation upon which all forms of knowledge hinge on a research study (Grant & Osanloo, 2014). This chapter is divided into two sections. The first section focuses on the Social Cognitive Theory (SCT) of Bandura (1986). It defines the theory,its development, assumptions, and criticisms. The section takes a step further to criticise the application of the theory. The second section discusses the General Strain Theory (GST) of Agnew, 1992). It starts by defining the theory, and then it discusses the assumptions of the theory. Furthermore,the section criticises the GST.

2.1.1 Social Cognitive Theory

The Social Cognitive theory is based on the models that include learners, teachers, principals, parents, school environment, and society. These models are regarded as contributory factors toward the management of violent behaviour of learners in secondary schools. SCT was propounded by Albert Bandura in 1986. The SCT was developed by Bandura from the mid-1970s onwards (Bandura, 1977; 1986; 1988; 1989; 1998; 2000; 2001; 2004; 2009).

The social cognitive theory explains human agency via the interdependence of determinants using a three-point paradigm known as "triadic reciprocal causation" (Bandura, 1986). This triadic reciprocal focuses mainly on the behaviour of a person, the environment around a person, and the influence of society on the behaviour of that particular person from childhood until adulthood.

SCT's practical value was examined in light of a 2015 study supported by the UK Economic and Social Research Council and Skills Development in Scotland. This research focused mainly on the behaviour of learners in schools and how their negative behaviour can be managed.

As the study indicated above, the behaviour related to the deliberate creation of newideas by (learners) with their conduct, peer pressure, or the school environment and their background (Battistelli, Montani & Odardi, 2013:27). As this study indicated, SCT has been widely used in research across a variety of areas. SCT has its roots in the 1940s, with the development of Social Learning and Imitation Theory (Pálsdóttir, 2013:1). The Social Cognitive Theory interacts with the Social Learning Theory by Albert Bandura as they could not be divorced from each other simply because they both focus on aspects of learning, behaviour, and environmental and societal factors that interact directly towards the development of learners. As predictors of behaviour and distinguishing characteristics of SCT, the social and cognitive learning variables interact with one another (Pálsdóttir, 2013:1). This concept is called "reciprocal determinism" (Bandura, 1971:1). The three sets of components that comprise interaction and bear influence were presented in the premises of the "triadic reciprocal causation" model of causation. These indicate behavioural, environmental, and cognitive elements; and other personal characteristics, including goals, values, and beliefs.

2.1.2 Personal factors

The study of Bandura (1997:6) assumes that personal factors for example the behaviour of a person, the environment around a person and the influence of society on the behaviour of that particular person from childhood until adulthood determine how an individual models and reinforces actions observed in others. In the researcher's experience, it depends on individuals, considering that cognitive, affective, and biological events from others could be reinforced or ignored since they influence each other bi-directionally. In my view, people behave differently and **sometimes get motivated** to do things the right way even when others do not. In that manner, some people have personal problems and would not like to air them for assistance, leading to depression, suicide, mood swings, and low self-esteem.

2.1.3 Environmental factors

An example of what could negatively affect a learner environmentally is exposure to a violent situation or negative background. Negative parental support might have an impact on individuals. They have individual agency to function on their own, or collective agency to depend on others to perform in a group through cooperative efforts (Bandura, 2000). Bandura's assumption regarding social influence on an individual is that people tend to select activities and associates from the vast range of possibilities in terms of their acquired preferences and competencies (Bandura & Walters, 1959; Bullock & Merrill, 1980; Emmons & Diener, 1986,).

A critique of the theory is that through an individual's actions, the environment could still be selected depending on the behaviour of a person. Wherever they go, aggressive people create hostile environments, while friendly people foster a welcoming social environment (Raush, 1965). Therefore, personal behaviour dictates which of the many possible environmental factors come into play and how they manifest.

The increased acceptance of reciprocal causality changes how socialisation is perceived. Transactional analysis of how parents and their children influence one another replaces one-sided developmental analysis of how parents impact their children at home (Bell & Harper, 1977; Cairns, 1979; Lewis & Rosenblum, 1974). The study supports that environmental factors have a positive or negative influence between parents and their children. Learners are raised based on the behaviour or practices of parents with whom they interact on daily basis. Furthermore, that helps to evaluate and understand the behaviour of each learner in school. The management of violence in schools would also be better through the amalgamation of views and discipline among parents, teachers, principals, and learners as they are part of the decision-making of and School Representative Council of Youth (Bandura, 1997:6). The study further criticises Bandura's (1997:6) assumptions because environmental and behavioural influences depend on the state of mind of individuals. That criticism is supported by the study that an individual may be exposed to an unfavourable or unsuitable environment. For example, a claustrophobic individual has a choice to associate with gangsters or any group of people or avoid them.

2.1.4 Societal factors

According to Bandura (1997:228), self-efficacy, expectations, outcome beliefs, and self-regulated learning are dependent on human activity that is primarily mediated by these self-processes. Therefore, social, and environmental factors both impact behaviour but partially account for behaviour. That, in turn, affects how people behave in a learning environment. SCT also presumes that the importance of agency is acknowledged. A person is considered a dependent agent in that situation because they are a product of their social system and of the producers of that system. This is known as dual human agency Bandura, (1997:228).

The study criticises the assumption that an individual can be reserved and at the same time never have to rely on others unless an individual is easily influenced by society. Wider social networks play a crucial role in SCT because they offer channels for the dissemination of behaviours.

The social process that serves as SCT's major focus is learning. According to SCT, such knowledge and skill acquisition occurs through "enactive mastery experience," which is the direct experiences, knowledge, or tasks, and "mastery modelling," which is the observant learning through role models (Gong, Huang & Farh, 2009: 767). According to Albert Bandura's social cognitive theory (1986, 1997), individuals are purposeful, goal-directed beings who are largely driven by their perceptions of their efficacy and the results they expect from their behaviour in particular social contexts (Bandura, 1997:228).

2.1.5 Self-efficacy beliefs

Self-efficacy beliefs constitute one major part of social cognitive theory and refer to one's confidence in engaging in specific activities that would lead to the fulfilment of specific goals (Bandura, 1997:6).

The self is socially constituted, but by exercising self-influence, individuals are partial contributors to what they become and do (Bandura, 1997: 6). The study by Pajares (1996) explains self-efficacy as a well-defined content area of knowledge and tasks required to accomplish the desired outcomes, though it is assumed that many everyday life areas to which perceived self-efficacy could be applied and studied are unlimited. For example, Bandura's study assumes that the SCT is a theory of knowledge and skills that are significantly more interesting than the outcome or goal of the learning process (Bandura, 1997: 6). This seems to be the evidence that self-efficacy is the personal conviction that a task or goal would be accomplished by an individual within a certain situation. This is a concept in SCT that warrants special attention, especially concerning learning and skill development.

To recognise the cognitive mediation of an action that drives and facilitates the processing of stimuli for the alteration of behaviours and actions, Bandura first proposed the SCT concept in 1977 (Pálsdóttir, 2013). The study by Bandura (1998) is predicated on the idea that it can improve the efficiency with which behaviour can be controlled. Furthermore, Bandura (1998) assumes that self-efficacy affects how well skills are applied and used. Self-efficacy beliefs, outcome expectations, and self-regulated learning are some of the characteristics that social cognitive theory aims to advance in understanding. In addition, a study by Zimmerman (2000) on academic counselling assists further in explaining the structure and processes of self-regulated learning.

According to Bandura, "self-efficacy beliefs constituted one major part of social cognitive theory and refer to one's confidence for engaging in specific activities that would lead to the fulfilment of specific goals" (Bandura, 1997). The studies conducted by Bandura, 1997 and Pajeres, 1996 assumed that self-efficacy beliefs could help to predict behaviours such as those related to whether one would engage, persevere, and accomplish one's goals.

Such beliefs might impact a student's academic achievement from an Educational standpoint (Pajares, 1996). According to Bandura, 1997, the anticipated consequences of engaging in a behaviour of an individual's choice makes up another important cognitive, emotional, and motivational element that influences one's choices. The main motivating ideas influencing behaviour, performance, and results are self-efficacy beliefs and outcome expectations. People rely on efficacy beliefs to determine which course of action to take and how long to pursue it because they believe that outcomes depend on how well they perform and care about those outcomes (Bandura, 1997:4).

2.1.6 Influential Models

The Social cognitive theory of Bandura, 1986 & 1997 assumes that individuals who are observed are called models. The social cognitive theory explains human agency through the interdependence of determinants using a three-point model called –triadic reciprocal causation which is the personal behaviour, peer pressure, and environmental factors (Bandura, 1986). The three main elements of the paradigm, which are environment, behaviour, and personal factors, that comprise cognitive, emotive, and biological processes, form a triangle. Internal personal elements, such as cognitive, affective, and biological events, behaviour, and environmental events all function as interacting determinants that impact each other in a bidirectional manner in that transactional perspective of the self and society(Bandura, 1997: 6). Self-efficacy beliefs, resulted in expectations, and self-regulated learning are three crucial processes that Bandura, 2007 highlighted as having a strong impact on human agency inside the personal factors point of his model (Bandura, 1997:228).

Human action is principally facilitated through these self-processes by allowing social and environmental factors to interact and partially impact behaviour. The self is socially constituted by exercising self-influence, individuals are partial contributors to what they become and do (Bandura, 1997: 6). However, the study criticises the assumptions of Bandura,1997 that an individual could only be influenced by social-environmental factors if his/her mind set was not stable enough to control his/ her behaviour. My view of the above assumptions is that there are individuals who are easily targeted for practising what they do not intend to do.

For example, smoking dagga or marijuana in the form of testing is easily done by an individual without knowing that it is easy to test but hard to stop.

The study of Bandura assumes that in society, children are influenced by diverse models, such as parents, TV channels with different characters, peer groups, and teachers at school. These models could be observed and imitated by an individual through anti-social beliefs. The researcher disagrees with these assumptions as an individual could observe or be surrounded by different societal models, some of bad influence and others positive but never copy them. For example, parents who do not play their roles at home might lead their children to bad behaviour at school, while those who lead by good examples would teach their children to behave well at school. Parents who drink alcohol, fight, and swear can affect the mental health and coping mechanisms of their children at school.

Television is one of the bad and good influences on the young generation. Children disobey parental TV guidance. Some children follow the instruction room without their parents' prompting. Therefore, children's behaviours vary according to their family backgrounds.

Another model that influences child behaviour is peer pressure. That also depends on how the child was raised at home. A child who behaves well by adhering to the teachings and good morals of parents at home will never copy bad friends or succumb to peer pressure.

The other criticism about teachers at school is that there are teachers who play a pivotal parental role at school and are always teaching the learners how to behave. These types of teachers reprimand the learners like parents to show the children that they are building a good society for the future. Other teachers do not even care what they say or do in front of the learners at school. Whatever they do or say in front of the learners does not concern them and they have the mentality that those learners are not their children. That is one of the negative influences of models called teachers (Bandura, 1997:228).

According to Bandura (1997:24), people act when they pose efficacy goals and outcome ideas that make the effort appear worthwhile. They believe that people can carry out prescribed acts and anticipate the intended results. However, the above assumptions do not consider that some can be deceived to follow the wrong route with hopes of gaining favourable results. That is how people hold efficacy beliefs without having the results of what may transpire after being forced to do something they might have no idea about.

2.1.7 Forethought phase

The assumptions of the forethought focus mainly on thinking and planning strategies. Goal setting entails decision-making for learning to identify the optimal learning approaches to achieve them (Cleary & Zimmerman, 2004). The researcher criticised the above assumptions that an individual needs to plan before deciding something. Learners need to know the subject before registering for a better outcome that should improve the motivational beliefs of self-efficacy. Bandura, 1997; Zimmerman, 1989 added that these assumptions improve the motivational beliefs of self-efficacy and impact positively on behavioural choice.

2.1.8 Performance phase

The forethought phase affects how an individual approaches the performance control stage for the sub-processes of self-control and self-observation. In the performance phase, it is expected that the person should apply self-control that would assist in the learning performance through self-instruction, focused attention, and strategies of tasks. The researcher criticises the notion that learners need to implement self-observation for the performance control process where they need to monitor their performance. In the performance phase, learners must put their learning strategies into practice (Cleary & Zimmerman, 2004; Zimmerman, 2000).

2.1.9 Self-reflection phase

Evaluation of performance, interpretation of performance efficacy, and necessary adjustments to the learning process are all part of the self-reflection phase. The two sub-processes of self-judgment and self-reaction are made up of those activities (Zimmerman, 2000; Cleary & Zimmerman, 2004). To facilitate learners with confidence in their skills of learning, they need to be guided for better academic planning and to gain experience in building their career path (Bandura, 1986 & 1997).

2.2 GENERAL STRAIN THEORY (GST)

Agnew, (1992:48) states that strain refers to –relationships in which others are not treating the individual as they would like to be treated. Strain theory is based on the idea that delinquency results when individuals are unable to achieve their goals through legitimate channels. In such cases, individuals might turn to illegitimate channels of goal achievement or strike out at the source of their frustration in anger. Strains result in crime when stressors get involved in doing injustice to one another, are associated with when there is low control in society, and resultin putting pressure on one to cope with a criminal offence.

Drawing on these characteristics, it is predicted that some types of strain would not be related to crime, including types that dominate the research on strain theory, and that others would be related to crime, including types that have been neglected by empirical researchers. This theory involves adolescent boys and girls from the age of 18. The study of Agnew 1992 assumes that schools and family environments have a direct effect on delinquency and an indirect effect onanger.

These effects hold even after social control and subcultural deviance variables are controlled. A study by Agnew, (1992:49) argues that strains or stressors are increased by negative emotions, including provocation of one another that results in anger or frustration. These emotions are created by pressure to mend irregularities that are practised by other parties and those can include arrogant actions or negative behaviour. Agnew 1992 assumes that stressors believe that crime can be one of the only possible solutions to reduce strain by applying the method of stealing, paying revenge to their stressors, and being drug addicts.

However, Agnew's (1992) study identified strain as the greatest strength of experiences that were based on the risk of losing something valuable or as some sort of unwelcome threat. A highly precise subjective interpretation of what that threat or loss means for that particular person in that situation leads to the meaning of the feeling of strain for that person. The presumed experience of loss or threat is not meaningful for the individual based on several abstracted factors or variables, or on how a population of people is predicted to behave overall; rather, it is determined by how an individual experiences the experience or event view these events.

GST adds more value to previous strain theories in many ways by including new categories of strain, such as the loss of a partner, family member, or friend. The negative stimuli that block a person from achieving his/her goal involve physical assaults, verbal insults, cyberbullying, and different types of bullying. These strains relate to categories that alleviate crime and delinquency (Agnew, 2001; Aseltine, Gore, & Gordon, 2000; Mazeroll et al; 2000; Piquero & Sealock, 2000 cited in Agnew, 1992:50).

The specification of these new categories of strain is GST‘s greatest strength. Agnew (2001); Gordon (2000); Mazeroll (2000); Piquero &Sealock (2000) in Agnew, 1992:50) believe that the deliberate interaction between the perceiving subject and reality is the basis for the experience of the world. As mentioned above, a relationship with the outside world neither creates nor reduces the outside world to an epiphenomenal artefact of human perception.

How individuals interpret an event or situation determines their experiences of social and environmental discomfort or personal loss (Agnew1992:50). However, such experiences do not occur when an individual is not excluded from societal influences but entails an inseparable engagement that exposes an individual's existence.

The social feature is supported by a wide range of social meanings that are not of its own creation (Heidegger, 1953/1996:165). What Heidegger has coined "Publicness" is the foundation for the social quality of human life and interaction. Publicness is defined as "the ontological social feature of human life" by Heidegger (1953/1996:165). Publicness links social relationship structures tothe daily experiences of a person. This potential has been described by Heidegger as "the they-self." We are relieved of the responsibility of trying to understand what the world means because of them-selves''. In his consideration of "the they-self'', Heidegger (1962:165) marked the following assertions:interpreting an event or situation determines their experiences of social and environmental discomfort or personal loss.

Polizzi, (2003) further assumes that the reality of social assumptions cannot be excluded from an individual subject but rather, there is the possibility of the relationship between an individual for being in the world, its environment, and influences as regarded as the "they-self''. Within that context Guignon, (1993:225) assumes that social experience intertwines with they-self as a reflection of specific cultural or traditional meanings of a social setting. In applying this theory to the study, the assumption of the above source is that it is the choice of a person who has no limits to restrict her/himself or be influenced by societal and environmental influences.

Guignon (1993:226) assumes that the existence of an individual could simply be thrown for not being made or controlled by another person because of a culture of racial intolerance, sexism, religious bias, or other social constructions that may have a negative influence on an individual's ability. In modern criminology, the GST is the most respected theory of crime; however, the theory has not always occupied a respectable position among scholars in the criminological community (Guignon, 1993:226). In that case, at the beginning of 1960, the GST achieved popularityin its beginnings. However, that year, Agnew's strain theory was harshly criticised because of new theories, namely, the control theory and the Social Learning Theory (Agnew, 1992:48). However, Agnew re-established the Strain Theory in 1985, and the theory regained its credible position within the criminological community (Agnew, 1992:49).

Since the revision of Agnew's strain theory, that theory has been used to explain issues of criminological phenomenon against female offending, which was later reviewed to overcome several various criticisms among scholars in the 1985 criminological community (Agnew 1992:49). Agnew (1992) developed broad strain theory by expanding on the ideas of Robert Merton 1938 a previous strain theorist. Robert Merton (1938) believes that strain is the discrepancy between one's economic objectives, and the means of achieving those aspirations was what prompted crime as a means of obtaining those aspirations.

Merton (1938) criticised Agnew's strain theory for encouraging people to use unethical or unlawful means to achieve their objectives. However, Merton's strain theory (1938) also received criticism for focusing primarily on the lower class, even though people from all socio-economic backgrounds commit crimes (Agnew, 1985). Secondly, Agnew (1992) argued that Merton's (1938) theory could only account for financial crimes and that Merton (1938) could not explain why other people react criminally while under stress. When Agnew (1992) addressed Merton's (1938) strain theory, he addressed all these flaws. Agnew (1992) also argued that different types of strains are responsible for people experiencing emotional states, such as fear, anger, depression, and other emotional feelings.

According to Merton (1938) people would turn to illegitimate or criminal tactics if they were unable to achieve their aims through legal channels (Merton, 1938). Merton's strain theory, however, faced several unsolved challenges. First, although criminal activity occurs across all socioeconomic strata, Merton focused particularly on the lower class (Agnew, 1985). Second, other than financial crimes, Merton was unable to explain crime (Agnew, 1992). Additionally, Merton did not clarify why only a small percentage of people behave violently when under strain (Agnew, 1992). Agnew's (1992) revision of Mertons' 1938 strain theory solved each of these limitations. Agnew suggests that people express negative emotions like fear, depression, and anger because of their exposure to various kinds of strains (Agnew, 1992:49).

News crime is said to occur when an individual uses criminal strategies to deal with unpleasant emotions. Merton (1938:1) omitted to mention that not everyone turns to crime as a coping mechanism for unfavourable emotional states. According to Agnew (1992) a person's coping mechanism determines whether they would commit a crime. Agnew (1992) further developed Merton's (1938) idea of strain to explain all crimes rather than economic crimes among the lower classes. Agnew (1992) claimed that strain is created by the gap between one's aspirations and available resources, as opposed to the strain being defined as the gap between one's financial goals and legitimate methods to attain them.

Failing to attain any financial goal would cause stress. However, rather than being limited to financial crimes, strain theory can now explain any sort of crime because Agnew revised the definition of strain. Before Agnew (1992) revised strain theory, it could not explain crimes like domestic violence, sexual assault, and drug addiction since they were not ways to accomplish an economic objective. Based on gender differences, a strain includes verbal abuse, sexual victimisation - especially on girls and physical abuse mostly associated with girls and other boys who find themselves in crime and victimise others.

The previously mentioned crimes could be explained by Agnew (1992) modification of the strain theory as a way of coping, albeit illegally, for failing to accomplish one's goals. For instance, if a man wanted sex with a woman but was rejected, he could turn to criminality or sexual assault to attain his goal. Agnew also adds two more forms of stress: the withdrawal of a positive stimulus and the confrontation of a negative stimulus to provide a more thorough explanation of all criminal behaviour (Agnew, 1992). For instance, the loss of a job or marriage can be the removal of positive stimuli because it is a loss of what is cherished. Another example of a learner having to deal with a bully every day at school would be an encounter with a negative stimulus. In other instances, the unpleasant emotions brought on by these stresses can prompt someone to engage in unlawful behaviour to cope with the distressing emotions that are responsible for the strain (Agnew, 1992). However, Agnew (1985) withdrew from contemporary studies of that time and did not believe that the lower class was solely responsible for the majority of criminal behaviour, rather he had in mind that criminality was distributed among all social classes (Agnew, 1985).

By using their own surveys, Tittle, Villemez, and Smith (1978) tested their presumption that the lower class is exclusively accountable for illegal behaviour and discovered that criminality is employed by all socio-economic classes. Hindelang, Hirschi, and Weis (1979) indicate that the lower class is fairly consistent when they have the greatest tendency to commit crimes among all the social classes. They further argue that Agnew's (1992) theory is not to provide an explanation for crime in the lower classes but to improve its definition to make the theory more applicable to all members of the social classes other than the poor. A member of a social classcan primarily suffer failure to reach a favourably valued goal if unable to determine the likely time of doing so. The loss of a stimulus positively valued, such as the loss of a loved one, can affect people of any social status. Such strain can influence them to turn to criminal behaviour as a coping mechanism for their issues.

Socioeconomic class is said to be a poor predictor of criminal behaviour, therefore people from various social strata may have similar chances of turning to crime as a coping mechanism when under strain (Hindeland et al., 1979). The fact that the rates of some crimes, including drug usage, remain largely consistent across all social classes serves as more evidence for this. However, some individuals resort to criminal behaviour as a coping mechanism for relieving themselves, such as stealing in shops, house breaking, and all other offences related to crime (Hindeland et al., 1979). Nevertheless, not everyone experiencing strain resorts to criminal behaviour as a coping mechanism because of self-resistance and the difference in their adaptations. Agnew (1992:49) listed three coping mechanisms: cognitive, behavioural, and emotional.

2.2.1 Cognitive coping mechanism

According to Agnew's (1992) assumptions on the cognitive mechanism, criminals deny their negative feelings by speaking out words like (it does not matter when you reprimand them from refraining from their bad conduct, they respond by saying, I am better than you or who do you **think you are**.

2.2.2 Behavioural mechanism

The behavioural mechanism takes place when an individual takes permanent and careless actions because of their feelings. For example, a minor quarrel between two parties in a marriage can lead one party to file for divorce with high emotions that can lead to regret. Strains can also involve networks that can lead to a criminal offence, such as cyberbullying (Agnew 1992).

2.2.3 Emotional mechanism

It happens when a person does not intend to resolve negative feelings and decides to reduce emotional feelings by moving away from his/her stressor as a way of coping. Some may resort to murdering the person who provokes them, thereby committing unintentional crimes due to uncontrolled emotional feelings. Some can end up taking drugs that lead to crime driven by emotions (Agnew, 1992).

2.3 CAUSES OF LEARNER VIOLENCE IN SCHOOL

Social Cognitive Theory and the General Strain Theory have been used to explain the causes of learner violence in secondary schools.

2.3.1 Social Cognitive Theory

As previously mentioned, the Social Cognitive theory is based on models that include learners, teachers, principals, parents, the school environment, and society. However, this study used the SCT to explain learner violence in schools as one of the contributory factors to the management of violent behaviour in secondary schools. Bandura explains the triadic reciprocal focuses mainly on the behaviour, environment, and the influence of society on the behaviour of a particular person from childhood to adulthood (Bandura, 1986). Based on the above models, the SCT provides a triadic view of the behavioural aspects of an individual learner and the causes of violence in schools.

Numerous risk factors, such as owning a weapon, being weakly rejected by others, engaging in suicidal behaviour, having issues in school, being in poor physical and emotional health, and drugs or alcohol abuse, are indicators of violence (Katic, 2018:2). Bandura's theories suggest that behavioural characteristics that learners are exposed to from an early age, such as broken family structures, high rates of unemployment, and substance addiction, may also be linked to school violence. Widespread violence has crept into many communities, invading locations that were once "safe zones", including schools, homes, malls, and public spaces (Burton 2007:2in Katic, 2018:1). The ecological viewpoint incorporates aspects of both environmental and personal internal and external variables. However, several risk variables are protective and may help the public to establish programs to minimise violence, whether preventive or response, through an ecological framework and relationships between people and their surrounding context (Office of the Surgeon General, 2001 in Katic, 2018:1).

2.3.2 General Strain Theory

Strain is conceptualised as the experience of stressful events producing negative emotions such as anger, fear, and depression (Hanne Op Beeck, 2012: 54). Agnew (1992) defined probable causes of strain as a disappointment to impact positively on valued objectives, such as failure to achieve significant prosperity. However, Agnew (1992) ascertains strain as the paramount strength of familiarities established on the threat of losing valuable things or undesirable threats to being challenged. According to Agnew's conceptualisation (2006a, 2006b), those occasions could either directly encourage criminal behaviour or indirectly do so by influencing other unintended mechanisms of criminal behaviour like social learning. According to Agnew (2006a, 2006b) adolescent offenders have primarily targeted residential areas when they commit crimes.

GST provides a unique explanation of crime and delinquency. It focuses explicitly on negative treatment by others and is the only major theory of crime and delinquency to highlight the role of negative emotions in the aetiology of offending. According to the GST, the experience of strain or stress tends to generate negative emotions, in turn, are said to create pressures for corrective actions with crime or delinquency (Brezina, 2017:1). Learners in this context who come from poor homes are under constant pressure to bully their peers in classrooms or around the school yard. Some experience violence and abuse by their families at home, as such, they release their anger on other learners in schools by beating, shoving, kicking and swearing at them. Others display aggressive behaviours due to having been bullied by other learners in schools. Learners in schools need to have a proper healthy living style as an integral part of every human being. As mentioned earlier in the literature review of this study, adolescent learners in secondary schools have a negative relationship amongst themselves. The situation in schools is a challenge because all negative attention is focused only on young learners who are being bullied by the older ones. These young learners are not treated the way they want to be, and this kind of treatment affects their quality of leaning in schools (Agnew, 1992:47).

Strain theory has typically focused on relationships whereby learners who practice negative behaviour by committing crimes in schools prevent other innocent learners from achieving their positive and valued goals. However, GST argues that anger and related emotions put pressure on adolescents that ultimately results from negative relationships among themselves (Kemper (1978) in Agnew, 1992:49). This negativity of adolescents consequently creates pressure for corrective action and may influence them to make use of illicit drugs (Agnew, 1992:47-49).

The impact on learners attending school is becoming the main point of attention. Given the length of time that most learners spend in class each day, this context may be particularly crucial in interpreting their behaviour (Hanne Op Beeck, 2012:54). It should be noted that some psychological concerns experienced by learners at their homes and in schools, create tension amongst themselves and the situation makes them behave negatively.

2.4 CRITICAL ANALYSIS OF THE SOCIAL COGNITIVE THEORY AND THE GENERAL STRAIN THEORY

According to a recent extension of the General Strain Theory by Agnew (2013), inconsistent results are likely caused by the fact that earlier research has not adequately evaluated the planning of the circumstances most likely to reinforce the criminogenic effects of strong and unjustified strains. He correctly pointed out that the research was insufficient since it frequently focused on how a specific risk factor (such as self-control, parental connection, and offending peers) restrained in isolation from others, the effects of strain are tempered.

However, Agnew's most current hypothesis contends that individuals are most likely to experience an aggravatingconfluence of several risk factors when strains have a criminogenic effect. Therefore, there is a critical need for more empirical studies to investigate the collective risk thesis (Graham, Ousey, Wilcox & Schreck, (2015:11).

The Social Cognitive Theory contributed to a model of developing collaborative urgency (Bandura, 1986; 1997a). This study focuses mainly on the behaviour of learners in schools and how their negative behaviour can be managed. People are mere mechanical conveyors of animating external stimuli rather than independent, self-directed agents. Not immaterial, existing parts of neural networks, but brain processes are what we refer to as mental experiences. However, materialism does not entail that psychology is reduced to biology. Understanding the functioning of the biological mechanism does not provide much guidance on how to organise the machinery psychosocially for various purposes. For instance, understanding the learning-related brain circuitry does not necessarily provide insight into how to best increase the levels of abstraction, creativity, and challenge in the learning environment (Bandura, 1999:4-8).

2.5 SUMMARY

This chapter presented a theoretical framework in which two theories (social cognitive theory and general strain theory) are used to underpin this study. This chapter was divided into two sections. The first section focused on the (SCT). It defined the theory, its development, assumptions, and criticisms. The section took a step further to advance a critical analysis of the theory.

The second section discussed the (GST). It started by defining the theory and discussing its assumptions as well as presenting a criticism of the theory. The following chapter three critically examines the manifestations of violence in schools and its management.

CHAPTER 3

LITERATURE REVIEW ON SCHOOL VIOLENCE AND ITS MANAGEMENT

3.1 INTRODUCTION

A literature review involves critically reading, analyzing, evaluating and synthesizing material from various sources into a coherent argument (Gasa, Mafora & Maphalala, in Okeke & van Wyk, 2015:137). It implies reading about or "looking again" at studies that others have conducted around topics similar to one's topic of investigation, as well as describing previous research findings and theoretical perspectives related to the problem at hand (Leedy & Ormrod, 2014:51).

This chapter critically examines the seriousness of school violence and the issues that occurred and affected both developed and developing countries. A literature review entails an overview of the previously published works on a topic. The term can refer to a full scholarly paper or a section of a scholarly work such as a book or an article (Wikipedia, the free encyclopedia, 2014:1). School violence can impact both learners and teachers socially, and psychologically as well as the physical well-being of an individual. Further, school violence can disrupt the teaching-learning processes in the school environment. (Johnson, 2009:1). As already pointed out in the previous chapters, school violence manifests in many forms, such as bullying, stealing, physical assaultintimidation, and gang activities among others. The chapter discusses the literature on school violence. It starts by providing an overview of school violence, and further unpacks the causesand effects of school violence. The chapter also discusses the management of learner violencein secondary schools of the North West Province.

3.2 THE SCALE OF SCHOOL VIOLENCE

School violence is a global problem as many schools across the world experience school violence, and substantial evidence shows that school violence is high. For example, UNESCO (2017:9) reported and estimated that around 246 million children and adolescents are affected by school violence yearly across the world. Angerer (2019) further emphasised that more than 1.7 billion children around the globe experience interpersonal violence or abuse. To show the gravity of this problem, a study carried out in 144 countries across the world revealed that 32% (nearly one in every three students) faced different sorts of bullying perpetrated by their fellow students at schools (UNESCO, 2019:7a).

In 2018, the United Nations Special Representative on Violence Against Children reported that 130 million school children across the world experienced bullying at least once a month (The Caravan, 2018). School violence is found in countries irrespective of their economies, meaning the problem was reported and is escalating in countries with advanced economies and countries with poor economies. In the United States, for example, school violence is very high and often involves the loss of lives. Within one year (from 1 July 2015 to 30 June 2016), 38 people, including learners, staff, and other non-students lost their lives in school-related violence. Similarly, in the 2015/2016 school year, 79% of public schools in the United States also recorded that one or more violent incidents, including theft and other crimes, took place, making 1.4 million crimes. In the same period, 47% of schools reported one or more specified crimes to the police(National Centre for Education Statistics, 2019).

In 2017, around 20% of learners said that they had been bullied at school and 16% of students carried different types of weapons including guns and knives to schools or anywhere at least once in 30 days before the study (Musu, Zhang, Wang, Zhang, Oudekerk, 2019: iii). School violence involving shootings is rampant in the United States. In 1999, two learners were shot and killed, as did 12 learners and a teacher at Colorado high school. A recent national report on school crime and safety disclosed that 10% (373900) of 3.8 million teachers in the United States said they were threatened with injuries by students, and 6% (220,300) reported that theywere physically attacked by learners (McMahon, 2020).

As a result of the increasing violence in schools, the US government spent millions of dollars in an attempt to make schools safe (Goldstein, 2019). Despite the US government's spending to improve safety at schools, evidence shows that safety in US schools is deteriorating yearafter year instead of improving. A survey conducted in 2019 among 1,063 adults by the University of Chicago revealed that almost three-quarters (74%) of parents of school-age children and more than half (64%) of non-parents believed that schools were more unsafe todaycompared with ten years ago (Goldstein, 2019). The decline in school violence was also confirmed by Ortiz-Ospina and Roser (2019), who showed that the number of victims of school violence reduced from 12 per 1000 people in 1993 to around 2 per 1000 people in 2015.

The study carried out by Ammermüller (2007:5) in European countries showed that school violence is also commonplace in the studied countries. Between 24% and 47% of learners who participated in the study revealed that they had been beaten or hurt by their fellow learners in the last month before the study. Another study also showed that around 11% of boys and 6% of girls in Europe bullied others at least two or three times a month (From Peer to Peer, 2016:7).

These studies indicated that school-based violence is high in Europe although rates may differ from country to country in the continent. In England for example, approximately 14 children aged five years and above were suspended daily from school because of violent behaviour such as pushing and shoving an educator or other learners (Williams, 2009 in Mncube & Harber, 2013:3). Surprisingly, in France in 2018 considered to have police officers in schools due to escalating violent incidents in schools of which teachers were most targeted (Williams, 2018). Flander, Marijanovic, and Spoljar (2007:157) also found that school violence in the form of bullying is on the rise in Croatia, but a higher rate of bullying was reported among boys concerning girls. Another study revealed a high rate of bullying in Portugal and Lithuania; 44% of girls and 56% of boys in Portugal, and 65% of boys and 64% of girls (United Nations, 2016:5). The same study showed that Sweden has the lowest rate of bullying with 15% in boys and girls.

Although Asian countries were praised for producing great school results, the continent's schools are not violence-free. School environments are becoming harmful to school children (Angerer, 2019). Unlike in Western countries where violence is often perpetrated by learners, school violence is mostly perpetrated by teachers who still apply corporal punishment. In fact, teachers' use of corporal punishment to discipline children is culturally and socially accepted (Angerer, 2019).

A study conducted in China also showed that 40% of middle school learners claimed that they had been beaten by their fellow learners (Adams & Hannum, 2016:26). Another survey carried by one newspaper reported that more than 70% of participants were aware of violence at schools (*China Daily*, 7 Jul. 2015). School violence seems to be very high in India; four out of five children (80%) aged eight years reported teachers physically punished them (Ortiz-Ospina & Roser, 2019). Evidence showed that there was disproportionality of school violence among students by gender. Female students seemed to experience more violence than male students. A report by Save the Children revealed that numerous girls were harassed by boys and touched by male teachers on the buttocks and breasts (Dunne, Humphreys & Leach 2006:7).

School violence in the Latin American region may be the highest in the world. The population of the region is 10% of the world's total population, but the region recorded 30% of the world's homicides. In addition, out of 50 cities with the highest murder rates in the world, 42 were in the Latin American region (World Bank, 2015). The region reported more than 465,000 deaths linked to violent acts, meaning 1 250 deaths every day (Weaver & Maddaleno, 1999:338).

In fact, Latin America was labelled the murder capital of the world due to the prevalence of murder in the region (Luhnow, 2028). Countries in Latin America experience a high level of gang violence, guns, and extortion in and around schools, and these negatively affect Education (Their World, 2018). Like in other regions, school-based violence varies by country. One report showed that 69% of learners in high schools in Mexico said they had experienced different types of violence at school, and 70% of learners in Brazil have seen their classmates intimidated atleast once (World Bank, 2015). Another study carried out in 143 schools in Brazil's six states showed that the majority (84%) of the learners considered their schools violent, and 70% claimed they had been victims of violence (Abramovay, 2004 cited in Plan, 2008:14). In Argentina, 66% of learners reported they had seen their fellow learners harassed (World Bank, 2015).

The school environment is not safe and conducive in Brazil despite the Brazilian government policies aimed at curbing violence-related behaviour in the school environment (Adam & Scotuzzi, 2016:6). Violence is identified and described as the greatest obstacle to Education in some parts of Brazil. What makes school violence complex in the country is that violence is often instigated by members of communities around the schools. In some instances, learners and ordinary community members become victims of conflicts and violence between drug dealers and militia as they are caught in the crossfire. These incidents often result in the temporarysuspension of school days (Charassangsomboon, 2018). In some countries including Guatemala and El Salvador, school violence involves gang-related armed violence; learners are kept out of schools. Around 60% of learners are afraid to attend school, and 23% of studentsand 30% of teachers have been victimized by gangs while going to or coming from school (Griffin, 2016).

Various studies and reports indicate that the African continent is no exception as far as school violence is concerned. Hilsdon (2017) argued that Africa is not conducive to schooling; the continent is engulfed in suicide, torture, and murder of learners and teachers. Caruso, 2020 and Mckenzie and Swails, 2020) claim that the increase in violence in the past in West African countries, including Libya, Mali, Burkina Faso, and Niger, forced more than 8 million children out of school. The violence is often instigated by armed Islamic extremists not linked to schools. Similarly, UNICEF (2010b) reported that Africa has 4 million children who are refugees, and 7 million children are internally displaced due to different factors, including violence, persecution, and conflicts, leading to a lack of Education. One report indicated that gender-based violence is widely spreading daily in the sub-Saharan African region (Devers, Henry, Hofmann & Benabdallah, 2012:6).

This region was found to have the highest share (42.7%) of bullying among children in the world (The Caravan, 2018). Alarmingly, UNICEF (2010) stated that learners were often reported as perpetrators of sexualviolence and abusers of fellow learners. Another issue was that teachers who are supposed to be loco parentis in school engaged in sexual assault, abuse, and harassment. Those who sexually assault others in schools, including teachers and learners, were punished. Schools and the government had the responsibility to hold violent offenders accountable and protect victimsof violence. It was acknowledged, nevertheless, that any effort to reduce violence in schools had to go outside the institutions. Success depends on the support of parents and the community.

Additionally, schools should recognise sexual assault and put preventive measures in place to lessen vulnerability to violence while establishing accountability for learners' safety in schools. The revised school policy aims to help educators, parents, and learners recognise, reduce, and prevent gender-based violence in schools. It is a tool for Education professionals in schools. The school policy also guides school governing bodies in terms of their processes for developing school policies when teachers are found to be the offenders of sexual violence, abuse, and harassment in schools. This is to ensure that all manifestations of gender-based violence inschool are effectively and adequately dealt with (UNICEF, 2010:1).

Like in other continents, the prevalence of school violence in the African continent varied from one country to another. In Nigeria for example, Owoaje and Ndubusi (2010:171) found that almost half (47.9%) of the respondents were exposed to physical fights and bullying, and 54.9% of males and 39.4% of females were involved in physical fights. However, school violence is more prevalent in public schools (87.2%) than in private schools (62%) as noticed by (Afolabi & Deij, 2014:32). It was found that the prevalence among respondents in one study in Egypt was 77.8%, and 57.8% of the study respondents were victims of bullying (Galal, Emadeldin & Mwafy, 2019:4). School violence in Egypt involves corporal punishment; 97% of learners in public schools practised corporal punishment whereas 96% of teachers in public school admitted that they practised corporal punishment. 54% of teachers in private schools applied corporal punishment (Wasef, 2018:61). A study conducted in Kenya showed that 69.2% of the study participants disclosed that they have been victims or have experienced violence in schools (Opere, Kamere & Wawire, 2019:136).

Extensive literature indicates that South Africa is no exception concerning school-related violence (Palm, 2019; Naidu, 2019; Zulu, Urbani, van der Merwe & van der Walt, 2004:172). South Africa, after Jamaica, had the second-highest number of incidents and cases of violence at schools (Ntuli, 2015:1). Conflicts and violence in South African schools can be traced back to the 1970s during the apartheid regime. An example is the uprising of learners in Soweto in 1976 protest the Bantu Education policy introduced by the apartheid government in African schools (Morrel, 2001). In that uprising, several learners were killed by the apartheid government police. Mncube and Harber (2013:6) observed that the Education system during the apartheid regime was designed based on racial segregation. That created inequality in the quality of Education between racial groups as non-white schools and communities were deprived of resources.

Similar to the above observations, McKeever (2017:128) concluded that apartheid promoted unequal societies, where the minority white people of South Africa benefited massively in all spheres of the economy. Because of the deprivation, non-white communities, particularly black people used violence as a strategy to oppose the apartheid government‘s unjust laws. Gould (2014) argues that black South Africans had no reason to respect laws during apartheid because the laws were unjust and biased in favour of white people. A study conducted in South Africa also argued that the status quo of crime and violence was linked to social separation introduction and supported by the apartheid government (Lemanski, 2004:101). Responding to crime and violence became a culture in South Africa. Violence has been normalised and used by many South Africans, especially males, as a means of solving problems and conflicts. That resulted from the long-standing exposure to whopping violence and crime by a large proportion of South Africans during the apartheid regime (Mncube, 2014:416).

Violence is an impediment to learning and teaching in some schools; many learners and teachers are victims of violence. It has devastating impacts on the school environment (Khumalo, 2019:8). Empirical findings reveal that school-based violence seriously affects school attendance and learning, leading to a miserable performance by school learners (Mncube, 2014:419). According to Ncontsa (2013:2), the increasing school violence in South Africa proves that learning institutions are increasingly turning into places for violent behaviour. Learners, teachers, and support staff are victimised on a daily basis. Violence is not only experienced by learners but also between teachers and learners, and between learners and outsiders. For example, Mncube‘s (2014:419) findings indicate that teachers sometimes bully learners or use physical and verbal violence against learners.

Schools become hostile and unconducive environments for learning and teaching due tohigh levels of school violence. Numerous studies in South Africa have shown that learners feelunsafe at school (Naidu, 2019; Ncontsa & Shumba, 2013:5). It was reported that around 1345schools throughout South Africa are hotspots (Naidu, 2019). A study conducted among learners showed that violence in schools reached an extremely high level and manifests in various forms. A study conducted by Mncube (2014:419) in six South African provinces, including Mpumalanga, Limpopo, KwaZulu-Natal, North West, Gauteng, and Western Cape, indicated that schools promoted or perpetrated violence. For example, schools are reluctant to take measures to curb bullying among learners or between teachers and learners. Some schools do not condemn the use of physical violence, including corporal punishment by teachers.

The study showed that 87% of respondents believed that their classmates were involved in the theft of learners belongings, 75% believed that vandalism was a big problem, and 67% believed that corporal punishment was applied by their teachers (Zulu, Urbani, van der Merwe& van der Walt, 2004:172). Burton (2008: xii) found that 12.8% of learners in South Africa reported that they had been threatened with violence, 5.8% had been assaulted, and 4.6% of learners had been robbed. The study also revealed that 2.3% of learners who participated in the study experienced some form of sexual violence at school. Numerous reports showed learners or teachers who were killed by learners on school premises or outside school premises (McNally, 2020; Njilo, 2019; Palm, 2019).

According to Porteus (2002), school violence in South Africa spreads more quickly than in American classrooms, even though the latter has more international attention. In the previous 15 years, there has been little improvement in school violence in South African schools. Studies indicate that in South Africa, school violence is rising alarmingly quickly. In South Africa, 15.3% of primary and secondary school learners report experiencing some form of violence according to a 2008 survey by the Centre for Justice and Crime Prevention (CJCP) that included 12,794 learners in primary and secondary schools, 521 teachers, and 264principals in 245 schools (Burton, 2008: vi).

A South African national survey on school violence in 2008, showed that 15% of South Africa's learners (nearly 1.9 million schoolchildren) encountered violence at school (Burton, 2008). Findings from another national survey conducted in 2012 revealed that school violencein the country increased compared with the previous study conducted in 2008 (Centre for Justice and Crime Prevention, 2012).

A 2012 study indicated that 22.8% of high school learnersexperienced a threat of violence or had been victims of an assault, a robbery, or an incident ofsexual assault, including rape (Burton, 2013). In 2012, 22.2% of secondary school learners encountered violence or had been victims of violent acts, including assault, theft, robbery, and sexual violence (Burton & Leoschut, 2013: xi).

In South Africa, violence became a trend at some schools because of learning and teaching in schools (Van Der Walt, 2004). Children who experience violence at home are more likely to experience violence at school compared with children from non-violent families. Burton (2008: xiii) revealed that 31% of learners who have been victimised at home experience violence at school, whereas only 14.2% of learners exposed to violence at home experienced violence at school. However, that result does not clarify whether those children were also victims of violence at school or were perpetrators of violence at home. One may argue that children exposed to violence at home are more likely to be violent at school. They learn to become violent and always want to solve problems with violence. This is consistent with the social cognitive theory that assumes that an individual's behaviour is influenced by the environment with which they interact (Bandura, 2000).

3.3 COMMON TYPES OF SCHOOL VIOLENCE

School violence comes in different forms (Burton, 2008: xii), and these include bullying, intolerance, vandalism, name-calling, indiscipline, gangsterism, exclusion, theft, intimidation, sexual harassment, corporal punishment, sarcasm, shoving, beating, teasing, murder, assault, shooting, humiliation, and stabbing, among others (Naidu, 2019; Mncube & Harber, 2013:8). However, forms and levels of school violence may vary from one school to another or from country to another, depending on laws and cultures of a country. A study conducted by PLAN (2008: 22) for example, found that the level of sexual violence perpetrated by schoolboys and male teachers towards schoolgirls is alarming in South Africa, Botswana, Ghana, Malawi, Zimbabwe, and Zambia. In fact, the study highlighted that sexual violence is high in sub-Saharan countries. To be specific, a large proportion (73%) of learners who participated in a study in the Netherlands reported that they had been harassed by fellow learners and 27% have been harassed by school staff (Bajema & Timmerman, cited in Timmermen, 2002:397) whereas, 27% of learners who participated in a study in Sweden reported sexual harassment by school staff whereas, 49% of female students in Sweden considered sexual harassment as a major problem at school (Witkowska & Menckel, 2005:80).

Worldwide, violence is one of the biggest concerns that schools face. It includes violence among principals, parents, teachers, learners, and the community. The study by William (2009), found that they may be happening due to violent forces inside and outside the school premises, which the schools ignore. They include learners bullying each other, teachers bullying learners, learners bullying teachers, parents bullying teachers, principals bullying teachers or vice versa (Williams, 2009 in Mncube & Harber, 2014:2).

In addition to the physical effects of violence that the schools are facing, it was reported in England that children aged 14 and below were suspended on a daily basis for pushing and shoving other learners or teachers. The study by Williams 2009 further reported that girls in Nepal were sexually harassed by male learners, while male teachers touched them inappropriately on the buttocks and breasts, and removed their bras. The inappropriate teachers' behaviour impacts the management of violence in schools negatively. This study, however, emphasises intensive school management and cooperative behaviour among all stakeholders to eliminate all types of bad behaviour experienced in secondary schools. It is however imperative that the Department of Basic Education (DoBE) initiate the safety and security of learners in schools (William 2009 in Mncube & Harber, 2014:2). Schools experience the pressures of violence-related incidents caused by learners. However, this study emphasises the protective measures that can ensure the safety of learners and teachers in schools.

According to Squelch's (2000:1) research, a safe school should have the following characteristics:

- The presence of physical elements, such as secure walls, fencing, and gates;
- Buildings in good shape.
- Well-kept school grounds.
- Good conduct and a culture that is conducive to teaching and learning.
- Educators with professional work ethics.
- Good management practices and governance

Thus, it is thus imperative that the DoBE address the issues of preventing crime and violence in schools and make a positive contribution that would safeguard the free learning and teaching of learners in schools (Mncube & Harber, 2014:3).

3.4 BULLYING

This study aimed to examine the management of violence in schools; bullying is one of the major criminalities that most schools are experiencing and described in the study by Burton (2008) as –*school violence* for example, the study by Henry (2000) describes bullying as –*peer victimisation and harassment*‖ (e.g. Prinsloo & Neser, 2007a) and –*school-based violence* (e.g., Burton, 2008). The above sources use the term bullying as usually dependent on the specificity of the investigations. It could be assumed that bullying, school violence, and school-based violence refer to acts related to the school environment while peer victimisation and harassment suggest acts that potentially occur in domestic and community areas as well. Bullying can easily be confused with school-based violence, especially since the former often occurs in schools. However, the two concepts can be differentiated by several aspects. Bullying is defined as a situation where –*a learner is bullied or victimised when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students* (Olweus, 1993:9).

Bullying is regarded as a serious problem experienced in different places. For instance, O‘ Connell et al (1999) define bullying as repeated negative actions that include physical or verbal abuse. Researchers add that bullying can either be direct or indirect and can take place in society, school premises, the dyad, amongst learners in classrooms (Baruth & Mokoena, 2016:97-98).

This study describes direct bullying as physical fighting, pushing, kicking, or uttering harsh words, whereas indirect bullying involves social influences such as gossiping or telling lies about someone, badmouthing and rejecting one another. Sharing the same view, Fried and Soland (2011), described bullying, frequent verbal abuse, physical abuse, and psychological behaviour as dangerous and include the use of power by one person towards another or groups against each other. However, these researchers add that bullying can include embarrassment of individuals, control freaks, fearful actions, unaccepted behaviour, and any other form of inappropriate and disturbing approach. Therefore, bullying, in whatever form, can create lifetime victimisation and hatred between the involved parties (Baruth & Mokoena, 2016: 98).

Consequently, as a result of bullying in schools, this study found that innocent learners who were willing to learn were faced with trauma in classrooms and after school where the bullies harassed them when they refused to amalgamate with their gangs.

Arguably, this study on bullying and violence may sound different when it comes to the crime committed in schools. However, bullying cannot be isolated from violence because they fall under one umbrella. In that instance, learners are influenced by environmental factors from the community that impact negatively in schools where teachers and other learners are bullied by the perpetrators. Furthermore, the violent behaviour of perpetrators creates a restless environment for teachers and learners in schools. Therefore, all types of crimes committed in schools should be reported and dealt with accordingly by the disciplinary committee. Learners must also face the consequences of the crime committed.

Shariff (2004; 223) in Baruth and Mokoena, (2016:98) opine that bullying could either be ‘overt or covert‘‘ Overt bullying comprises physical aggression, beating, kicking, pushing,and sexual touching, and therefore victims end up being excluded from their peers, hunted and harassed. These types of behaviour distract learners from achieving their goals within the teaching and learning processes in schools.

Cyberbullying is another common form of covert bullying that is becoming an increasing menace, especially among girls and involves the use of cell phones and media. Perpetrators make anonymous calls, teasing and making comments that threaten and intimidate others through social media like WhatsApp, Chatrooms, and Facebook. Cyberbullying creates challenges for teachers because it is more difficult to know the perpetrators than when they are directly confronted by the learners. However, the school management must immediately deal with issues of violence, especially cyberbullying that affects the psychological well-being of individuals in schools (Shariff, 2004:223 in Baruth & Mokoena, 2016:98).

In a bullying relationship, certain measures might be present as stated by (Leff *et al*., 2004:270):

- The bully demonstrates hurtful, harmful, and damaging behaviour toward the victim.
- This behaviour results in physical, social, and emotional harm.
- The nature of the relationship is one of imbalance between the parties concerned.
- The bully behaviour occurs repeatedly over time.

This study draws attention to bullying as negative, unscrupulous, and abusive acts by one or more people against another person or people, characteristically, over time. In addition, the study by Meyer and Chetty (2017:129) identified three elements that can bring change in schools to eliminate the instability of violence in schools and encourage change. They are as follows:

- The "four seasons of wellbeing" refers to the phases of one's journey, which can be thought of as the processes of discovery, transformation, awakening, and intergradation.
- The triangle of change: This is the primary element of the map's focus and illustrates how structure, behaviour, and perception are all components of change. There is a corresponding behaviour and perception for each structure.
- The following five energetic intelligences are bio-energetic, emotional-energetic, thought-energetic, soul-energetic, and universal spirit-energetic (Epstein et al, 2009: 475-481 cited in Meyer & Chetty, 2017:129).

However, the implementation of the above-listed elements to curb violence in schools will motivate the DBE to guide and support the interest of learners to learn free from any harm in schools. With the above motivations, changes in schools encourage individuals to realise their ability to change things through collective engagements, and this involves all the learners, teachers, parents, principals, the community, and other stakeholders.

It was stressed that bullying incidents in particular should be broadcast regularly on local and international television news headlines (Baadjies, 2015; Brandt, 2017; Singh, 2017 in Masilo, 2018:1). Bullying often refers to actions taken by a person or group that deliberately causes harm to another person's body or emotions over a prolonged period. (Harris & White, 2013:45). For instance, Pierson and Thomas (2010:59) added that ‒bullying can include name-calling, text-messaging, communication via the internet and social networking sites, racist and sexually motivated abuse, aggression and extortion of money or property, as well as actual violence.‖ "Bullying by another child" is considered to be abuse according to the Children's Act 38 of 2005 (The Presidency, Republic of South Africa, 2006:2006). Additionally, during the same timeframe, the percentage of boys who reported being bullied increased by 10%. (Statistics South Africa, 2015:54).

Bullying frequently comes before other violence in schools (Department of Basic Education, Republic of South Africa, 2014:166). It is one of the factors that contribute to violent crime in schools, according to Nthate (2017:14b) and it poses a serious threat to school safety and directly impedes the formation of a supportive learning environment. According to reports, a 13-year-old student at Parow West Primary School in Cape Town needed surgery for facial injuries he sustained after an assault by another student (Brandt, 2017 in Masilo, 2018:1). Gender-based violence is a component of bullying. For instance, a male learner was seen violently attacking a femalelearner in a video allegedly shot on school grounds in KwaZulu-Natal (Mngandi & Tandwa (2017). These suggest that bullying most frequently seems to be noticed when it manifests as physical violence (Masilo, 2018: 1).

3.4.1 Management of violence in secondary schools

The management of violence in secondary schools must promote the following:
Respect for human dignity and children as individuals, Children's participation, positive relationships between teachers and parents and between teachers and learners (Masilo, 2018:1).

3.4.2 Bullying: Difficulty returning to school

There are incidents of violence reported in schools, including violent behaviour of learners and the violent behaviour experienced by learners bullied by the perpetrators in schools and in the community. That included the report in HEALTH E-NEWS that some learners were scared to resume school after reopening because they are victims of bullying. There was a report of a 17-year-old Grade 12 learner called Simphiwe Radebe, who was bullied and became the laughingstock of his class for a couple of weeks. The learner was terrified and could not express himself fluently because they mocked and labelled him –umkhaya''which means villager''. That affected his self-esteem (Madonsela, 2022:1-3).

3.4.3 Tips on how to tackle bullying in schools.

As this study seeks to investigate the management of violence in schools, it is necessary to dispel any unacceptable behaviour of learners who violate the rights of other learners. In that case, learners must be sensitised to report on regularly any incident of violence and report ongoing bullying to teachers and parents. Furthermore, the Department of Basic Education suggested that the following guidelines should be applied when a learner is being bullied in schools (Madonsela, 2022:2-3).

The situation of the investigated learner must immediately be reported to the school. The school should increase supervision in high-risk areas. Parents and teachers should encourage learners to talk to supportive teachers or adults immediately and regularly report ongoing bullying. Parents should be sensitive to the fact that their children may feel embarrassed and ashamed in their classes, and they should watch out for signs and expressions of anxiety. Parents and teachers should find out who was involved, when, and where the incident happened, and records must be kept. Professional counselling of such learners should be taken into consideration (Madonsela, 2022:3-4). Arguably, the presence of teachers and parents will reduce all types of violence and a conducive environment will be created in schools. It is therefore imperative for teachers and parents to support and care for the learners in schools and homes to curb violence in schools. This study further suggests that the co-stakeholders i.e., school, parents, community, and the Department of Basic Education must work cooperatively to curb violence in schools.

3.4.4 Protection of learners from all forms of violence

The personal security of learners is very important, regardless of their backgrounds. All types of violent behaviour in schools need to be dealt with accordingly. However, during Child Protection Week Activities on 19 May 2022, Mayor, (2022:1) reported in Childline South Africa that bullying makes an individual learner feel afraid, degrades his/her reputation, and makes her feel worthless. It is also unfortunate that bullying discourages learners fromattending schools regularly because they fear seeing those who bully them (Mayor, 2022:1).

3.4.5 Ways of being bullied.

All the ways of being bullied as an individual learner outlined include name calling, making things up to get them into trouble, hitting, pinching, demanding belongings, stealing money, spreading rumours and intimidation (Mayor, 2022:1-2).

3.4.6 Actions to be taken by learners when they are being bullied.

As earlier indicated in this study violence has increased in South African schools and globally. Violent situations, including bullying, cause uncertainty in school, and victims of violence are not free during and after school hours. However, the way to curb violent actions in schools is to report the incidents at the principal's office and to the DoBE daily. Learners are encouraged to tell someone like a friend, sister, brother, uncle, or uncle despite that they might not want to be seen reporting violent incidents that happen to them to avoid appearing vulnerable.

Furthermore, by reporting violent incidents, learners should also try to stay in safe areas during breaks and lunchtime where plenty of learners are available. Bullies do not want to be seen when committing a crime and always camouflage and pretend to be innocent (Mayor, 2022: 2-3).

3.4.7 Environmental factors that influence a learner to be a bully

Learners can be bullies because other learners are bullying them, and in some instances, that makes them feel powerful. They are influenced by environmental factors indicated in the Social Cognitive theory by Harinie, Sudiro, Rahayu & Fatchan (2017:1). Therefore, learners must probably be aware that what they are doing is wrong and advised to stop getting involved in what the bullies are doing. Learners are, therefore, advised to ask themselves the following questions when they start bullying others:

- What made me start bullying?
- Why do I pick on people?
- How did it make me feel when I was bullied by the perpetrators?

If they are uncertain about what happened after they stop bullying, then they must speak to someone they trust like a parent, a friend, or a teacher (Mayor, 2022:3-4).

3.5 THE NATURE OF VIOLENCE THAT OCCURS IN PUBLIC SECONDARY SCHOOLS

Bullying in schools is a serious problem that harms children physically and psychologically (Laas & Boezaart, 2014:2667). It is often either ignored by the school administration or not dealt with effectively. Thus, it is practised within the school premises with few or no consequences (Mncube & Harber, 2013:3). However, some incidents of violence are not normally reported by learners who are afraid of the bullies or reported at the school‘s office but in-vain as it is noticed that the DoE does not assist the schools to solve cases of crime committed by learners. According to Gladden, Vivolo-Kantor, Hamburger, and Lumpkin (2014:7), bullying is defined as any unwelcome hostile behaviour(s) by another young person or group of young people who are not siblings or romantically engaged. It involves a power imbalance and is repeated or highly likely to be repeated. Bullying causes physical, psychological, social, or Educational injury or discomfort to the targeted youth.

According to Mncube and Harber (2013:8), bullying may occur in different ways, including threats, physical violence, name-calling, teasing, tormenting, sarcasm, and abusive comments.

Various actors perpetrate bullying in the school environment – they include learners to learners, teachers to learners, ancillary employees to learners, or school principals to teachers (Simon and Olson, 2014:1). Parents can bully teachers or school principals, and school principals and teachers can also bully parents. That is in line with the argument advanced by Mncube and Harber (2013:9) that bullying may involve different actors at different times insideschools. Thus, the impact of bullying extends to a wide range of stakeholders: individuals, families, learners, and the community (Gladden et al., 2014:1).

The impact of bullying on those bullied may include anxiety, poor school performance, depression, and future delinquent behaviour. Bullying can also impact negatively and harm learners who bully, bystanders, school climates, and the community in general. It is worth noting that bullying starts in the community where learners have bullied other learners and the behaviour proceeds into the school environment where teachers and other innocent learners are traumatised (Simon & Olson, 2014:1). However, in this study, it was found that bullying affected all the stakeholders - families, schools, and teachers. Teachers and principals anticipate that the government is doing nothing to assist in disciplining learners in schools; hence violent acts are being reported daily, and some cases are unreported due to fear of the perpetrators.

Mncube and Harber (2013:8) identified two types of bullying, which are direct and indirect. Bullying is direct when it involves verbal abuse or even physical contact whilst bullying is indirect when it involves minor social manipulations including spreading rumours, exclusion, and gossip. In the same vein, From Peer to Peer (2016:5) argued that bullying may be direct, indirect, and cyberbullying and they are explained as follows:

- Direct bullying may be physical or verbal. Physical bullying involves face-to-face interaction between aggressors and their victims. It may take different actions, suchas kicking, hitting, pushing, stealing personal things, and spitting on a victim. Verbal bullying, on the other hand, may involve verbal threats, blackmail, insults, sexual suggestions, mockery, nicknaming, jesting, and teasing).
- Indirect bullying is psychological and social hostility, which may sometimes lead to the exclusion or isolation of victimised persons.
- Cyberbullying is a type of bullying which is perpetrated using information technology as a way of communication. Perpetrators often use technological devices and tools such as computers, phones, cameras, social media, emails, the internet, and videos.

The main intention of cyberbullying is to humiliate the targetedpeople or tarnish their image in public.

In South Africa, the level of bullying in public schools is high. One report showed that nearly half (48%) of school learners claimed to be bullied every week, compared with 25% of school learners bullied in private schools. The report also revealed that boys, compared to girls, are more likely to be bullied, where 47% of boys and 40% of girls, are bullied every week (Naidu, 2019). Bullying is often acted in schools and perpetrated by staff, and this calls for policies that can curb bullying in schools (Mncube, 2014:421). However, bullying acts may constitute criminal acts in the context of the Protection from Harassment Act (Act No. 17 of 2011) which, in its preamble, states that it provides victims of harassment with an effective remedy against harassment behaviour (Republic of South Africa, 2011).

3.5.1 Corporal Punishment

Corporal punishment may be defined as any form of punishment in which physical force is used with, the intention of causing some degree of pain or discomfort. It is often used to correct misbehaviour (Ferrara, Franceschini, Villani & Corsello, 2019:2). The use of corporal punishment in schools, however, is notorious as teachers apply it to learners as a form of discipline. However, South Africa like some countries has outlawed the use of corporal punishment in schools; Learners are fully aware that corporal punishment is no longer allowed in schools, hence the burning of schools and other disruptive behaviour that are rampant in schools these days. (Plan, 2008:14).

While corporal punishment is outlawed in some countries, it is socially and culturally acceptable in other countries. In countries like South Korea, France, and some states of Australia and the United States, corporal punishment is legal (Jones, Moore, Villar-Marquez & Broadbent, 2008 cited in Plan, 2008:14). This may imply that children could be beaten at schools by teachers but beating them at home is illegal. In countries like Singapore, severe or harsh corporal punishment is criminalised (Plan, 2008:14), but the question that begs for an answer is –how severe is corporal punishment? It may be challenging to determine the severity of corporal punishment. Similar to Singapore, one report shows that corporal punishment is not fully abolished in schools in 69 countries (Ortiz-Ospina & Roser, 2019).

In South Africa, corporal punishment is unconstitutional as it violates human rights. Section 12 of the Constitution stipulates that no person should be punished in a cruel, inhuman, or degrading way (Republic of South Africa, 1996a). The use of corporal punishment at schools in South Africa is deterred by the National Education Policy Act (Act 27 of 1996b) which says that no person shall administer corporal punishment or subject a student to psychological or physical abuse at any Educational institution (Republic of South Africa, 1996b). Irrespective of the banning of corporal punishment in South African schools, there are teachers in some schools who still use corporal punishment as a way of instilling discipline in the learners. It should be noted that learners of today are fully aware that South African law favours them and whatever crime they commit in school, they will be suspended for a few days to stay at home and get back to school as if nothing happened. Sometimes parents of the perpetrators report the school to the district office and the Department of Education send the learner back to school. The very same perpetrator will continue with similar behaviour of disturbing lessons and harassing other learners.

Despite being forbidden in South African schools, corporal punishment is still employed as a means of discipline in some schools (Taole, 2016:53). In many schools, Bower (2008) emphasised, that corporal punishment is still a regular form of discipline and that it was mostly witnessed to have been administered by male teachers than female teachers. An example of how and when corporal punishment was used in schools by male teachers highlighted that male teachers would wait in the morning with sticks and canes at the school gate for the late comers. The use of corporal punishment by male teachers reflects opinions that using corporal punishment on learners is a means of instilling discipline in them. By their perception of discipline, male teachers do not see anything improper in corporal punishment even when alternative ways of disciplining learners in schools are introduced such as suspensions and in extreme cases the expulsion of a learner from a particular school, after a disciplinary hearing in terms of (The South African Schools Act 84 of 1996). The study of Taole (2016: 53) reflects that if teachers had been directed about the gender and power concerns in schools, they would have been expectedto model the conduct that would redirect their understanding of dealing with the misconduct of learners.

Further, men are courageous and strong; tasks that require physical strength are therefore directed to them to ensure the security of learners in schools. Furthermore, it was found out that male teachers are the ones who try to restore discipline in schools because learners take advantage of female teachers Taole (2016: 53). Although learners also take advantage of some male teachers because it is not all male teachers that are respected by learners in schools.

Teachers coping with stress-related issues take it out on learners and put unnecessary pressure on them instead of showing them the love, care, and warmth that are conducive to the teaching and learning environment in schools (Davids & Waghid, 2016:30).

It is however noted that the lack of alternative means of disciplinary procedures for learners in schools aggravates strains on them, hence school violence problem cumulates daily. Apart from the strains that learners experience in schools, SACE (2011) identifies several other factors, including domestic issues, workplace situations, and school violence. Many teachers also come from backgrounds where using violence as a coping mechanism is the norm, hencethe rapid increase in violent behaviour in schools. For instance, teachers eventually treat learners as punching bags instead of supporting them as much as they do their children at

home. In as much as teachers are reported to have imposed violence on their learners, either through corporal punishment or verbally offensive language, their behaviour exhilarates learners as culprits of violence against teachers (Davids & Waghid, 2016:30).

3.5.2 Sexual Violence

This type of violence might include unwanted sexual contact, sexual assault, and rape (Leoschut, 2013:2). Sexual violence is common at schools and might be perpetrated by learners on learners, teachers on teachers, teachers on learners, and learners on teachers. The study of Mncube and Harber (2013:10) argues that sexual violence might be within or outside the school environment. That means that sexual violence might be committed outside the school premises and might be committed by community members or staff. The study conducted by Mncube and Harber (2013:8) found that sexual harassment by male or female learners is prevalent in many schools.

The literature review of this study indicates that violence occurs in many different ways in and outside the school premises and in the community in South Africa. This includes learner-on-learner violence, learner-on-teacher violence, teacher-on-learner violence, teacher-on-teacher violence, and parent-on-teacher violence. The types of violent behaviour in schools are perceived to be a worldwide phenomenon that affects both learners and teachers. The SABC news24 reported on 18 October 2019 several violent incidents that took place in schools and the community around schools. Some examples of violent incidents that occur in schools are listed as follows:

The Provincial Secretaries of the South African Teachers Union (SADTU) reported several incidents of school violence as follows: On the 22nd of November 2018 at Kimberly Boys High School a learner was seen throwing water in his teacher's face ina virus video on Twitter.

This followed the murder of a teacher Gadimang Daniel Mokolobate in Zeerust in North West by a learner while the teacher was invigilating in the examination class. The Nothern Cape Department of basic Education reported that the learner was suspended and attended a disciplinary hearing. Another incident reportof Tshepo Mphehlo, a 14-year-old learner who was stabbed to death at Sebokeng High School. A similar reported incident was that of a learner stabbed and killed by a classmate at Eastwood Secondary School in Pietermaritzburg in 2019. A learner was stabbed to death at Reunion Secondary School in Isipingo in 2019.

3.5.3 Incidents of stabbing in schools

The SABC News reported on 18 October 2019 when the North West MEC for Education, Maphefo Matsemela condemned the acts of violence and bullying that happened in schools. The alleged incident was reported after a grade 12 learner was stabbed six times by another learner. The incident happened at Kebonang Secondary School in Mmabatho near Mahikeng. It is alleged that two learners had a fistfight after school where a security personnelintervened. It was further reported that afterwards, one learner left the school premises and returned with a knife where he allegedly stabbed another learner (Mkhaliphi, 2019:1).

The North West MEC for Education has condemned the incident that happened in that particular school. The MEC indicated that schools are centres for teaching and learning and not battlefields. She then reported that the Department of Basic Education cannot harbour criminals atschools. The Provincial Education Department Spokesperson Elias Malindi said the law must take its course in the incident that happened at that particular school (Mkhaliphi, 2019:1).

Similarly, there was a reported incident of another learner who was stabbed to death at Eesrterivier Secondary school in the Western Cape in 2020. Another incident was reported on the 19th of May 2021 where a 15-year-old named Lufuno Mavhunga died from an overdose after being bullied at school. Lufuno Mavhunga's death raised a concern as she was one of the many learners in South Africa who succumbed to school violence within and outside the classroom.On the same date, the News24 of 4th May 2021 reported that in Gauteng Province a grade 10 learner in Umqhele Secondary School in Ivory Park was allegedly raped by a teacher who was on the run. The establishment of the above-listed types of school violence obligated SADTU to emphasise the limitations of the curriculum in South African schools.

3.5.4 School violence in Cape Town

According to Banda, (2022:1) Violence in schools is a worldwide problem and South Africa cannot be excluded from other countries that are experiencing types of school violence though systematic measures are applied to maintain order in South African schools. The South African School Safety Committee can identify possible risks of violence on the school premises. Following the above statement, the following violent incidents were reported in different schools in South Africa:

A learner was stabbed to death at Eerste River in the Western Cape in 2020. Evans Mduduzi Mkhwanazi. a Grade 10 learner at Entokozweni Secondary school in Kwaggafontein, Mpumalanga sustained injuries in a fight with another learner in August 2021 and died.

3.5.5 School security and violence concern in KwaZulu-Natal

It was reported in Daily Maverick 2022. August.11 on Thursday the Durban- KwaZulu-Natal Legislature Leaders have addressed the escalating violence and destruction of property in schools. The recent burning of a school after a teacher confiscated a pupil's cellphone, the torching of a teacher's vehicle and safety concerns were debated in the legislature that women and girls continue to bear the brunt of sexual violence in our society (Banda, 2022:1-2).

Qayiya Mgaye, a Grade 8 pupil from Pholosho Junior Secondary school in Alexander, Johannesburg was stabbed to death in August 2021. It was alleged that he was part of a fight between rival gangs and killed by a school mate on the school grounds. The disciplinary hearing was held in school. A similar incident happened in September 2021 where a learner from Alexander High School in Gauteng was killed. It was alleged that he was stabbed for cheating on his girlfriend who was a Grade 7 pupil from Pholosho Junior Secondary School. It was most recently reported that, in January 2020, a deputy principal, Thembisile Ngendane, who was working late after school on Friday afternoon, was gunned down at the school gate of Phomolong Secondary School in Thembisa (Banda, 2022: 1-2).

3.6 SCHOOL VIOLENCE IN NORTH WEST PROVINCE

It was reported in the news that in North West Province a caretaker of the school raped a 12-year-old learner after school in July 2015, two years later, the same caretaker raped the sister of that learner. The two victims' parents reported the incidents to the school principal and were told to do as they wished. It was reported that the disciplinary procedures were not followed, and the perpetrator was not suspended.

Other learners were a serious risk because of the action taken by the School Governing Body (Sujee & Brodie, 2022: 1). The aforementioned study Sujee & Brodie (2022:1) found that it was worth nothing, regardless of how inadequate the Department ofEducation is not taking part or assisting in the management of violence in schools. Therefore, learners were aware of some incidents of violence that were not reported, and the perpetrators continued with their bad behaviour either in classrooms, on school premises or outside the school grounds. All these happened because the Department did not assist the schools in curbing violence in schools.

Regardless of the 2019 Protocol for the Management and Reporting of sexual Abuse and Harassment in Schools that states that school officials are duty bound to report any suspected violent incident in schools. In September 2021 the Education authorities were engaged with SECTION27 which represents the learners and the Teddy Bear Clinic established legal steps in the Mafikeng High Court. The authorities needed a directive to suspend the perpetrator while investigating the matter before the disciplinary proceedings. Daily news reported that the court therefore granted the order and ruled that the Education authorities were in breach of their constitutional statutory and common-law-duties for investigating cases of sexual assault. In that report, it was decided that the Educational authorities were ordered to take decisive action to deal with the allegations of sexual assault caused by the perpetrator (Sujee & Brodie, 2022:1-2).

Arguably, due to news reports for example, News24 of 24 April 2022, Eyewitness News of 05 April 2022, as well as the Daily Maverick 03 March 2022, the study discovered possibly that the reports of violence experienced at different schools in various provinces had not only affected learners but educators, principals, and members of the community. The above incidents of deaths experienced by learners and teachers in various schools and provinces should be a clear indication in this study that there is a lack of stability and proper violent management systems in schools. However, it can also be assumed that there are insufficient and non-support programs that prevent violence in schools.

The study of Khumalo (2016:1) is linked to the above extremely violent incidents of learners and teachers who were reported to be victims of violence in schools and communities. These included weapons carrying, murder, assassination, and other extreme forms of violence and degrading behaviour. Day in and day out, reports on different media such as television, radio, newspapers, and social media propose that the scourge of violence has reached an alarming proportion. The reports of extreme school violence associated with South Africa place it among the world's most violent nations.

However, this study further highlights how violence has negatively impacted schools, and, therefore, it is imperative for the policymakers to revisit howthe violent behaviour of learners, teachers, principals, parents, and the community at large could be managed to promote a conducive teaching and learning environment in schools.

Sexual violence is found in all societies. A report conducted in different countries including Bangladesh, India, Latin America, Malawi, Nepal, Pakistan, Sri Lanka, the US, and Zimbabwe shows high levels of sexual harassment in the countries (Amnesty International, 2008 cited in Mncube & Herber, 2013:11). In South Africa, Meyer and Chetty (2017:121) found that sexual violence was among three dominant forms of violence in schools. It was argued that sexual violence in schools affects girls more than boys. Some girls get pregnant, contract sexually transmitted diseases, become stressed, become emotionally withdrawn, and might even lose self-esteem. Sometimes girls might also achieve poor academic performance or drop out of school (Prinsloo, 2006:305). In that regard, it was also found that teachers sometimes become victims of sexual violence where learners harass them sexually by putting letters in the middle of books for her to see on opening them. There are similar cases where learners abuse teachers sexually; some are unreported as teachers are scared of the perpetrators. To be precise, 3.3% of teachers were victims of sexual violence perpetrated by learners (Burton & Leoschut, 2013:vii).

3.6.1 Emotional or psychological violence

Emotional or psychological violence might encompass several violent acts, such as restricting children's movement, ridiculing, insulting, ignoring, denigrating, humiliating, rejecting, discriminating, spreading rumours, threatening and intimidation, scapegoating, isolating, and other non-physical forms of hostile treatment (Ferrara *et al*. 2019:1-2). Arguably,psychological violence may be common in schools, given that it occurs in different forms. Psychological violence does not cause physical pain but has negative effects on an individual'semotions. Similar to this argument, Lagdon, Armour, and Stringer (2014:6) point out that psychological violence may cause depression and anxiety in both males and females. However,males are more anxious than females because male learners are more troublesome in schools. In some cases, boys are bullied, and that causes negative feelings for other learners and teachers.

3.6.2 Perceived causes of school violence

School violence, like other crimes in societies, is caused by various factors. However, these factors vary from one school to another. The most cited causes of school violence include poverty in families, lack of parents, jobless or deceased parents, and inappropriate parental guidance.

They also include lack of parental discipline, substance abuse by learners, exposure to high rates of violence - fighting among young learners, or unruly classroom behaviours, and model and peer pressure where learners were abusing other learners sexually (Armour &Stringer (2014:6).

3.6.3 Poor parental guidance

The role of parents is crucial in determining and shaping their children's behaviour. Children must be guided and told what is good and what is bad. Without appropriate and adequate parental guidance, children are likely to learn and acquire violent behaviour. Studies have shown that children with dysfunctional family backgrounds are more likely to become violent because they are ill-disciplined (Ncontsa & Shumba, 2013:13; Weaver, Borkowski & Whitman, 2008:11).

Besides lacking parental guidance, children in dysfunctional families are often maltreated by their parents, and there is evidence that abused children are more likely tobecome violent as well. For example, Weaver *et al* (2008:9) show that adolescents who are victimised during childhood are likely to get involved in higher-level violent behaviours. Almost a quarter (23.7%) of learners involved in criminal activities claim they have siblings who had been imprisoned for criminal offences, and another proportion (9.4%) of learners affirmed that some of their parents or care givers had been in prison (Burton & Leoschut, 2012:xiii). Because of this exposure to violence, children may also learn to become violent. Children exposed to violence at home are likely to imitate violent behaviour and transfer them to school settings (McGaha-Garnett, 2013:2).

Exposure of children to violence at home is as serious in some countries as it is in South Africa. In the United States of America, the number of children exposed to domestic violence is estimated to be between 10 and 20% each year (Carlson, 2000). In South Africa, it was found that 1018 child homicides occurred in 2009. Almost half (43%) of the murdered children were under the care of single mothers compared with 29.8% of the murdered children who were cared for by both parents (Mathews, Abrahams, Jewkes, Martin & Lombard, 2013:563). In that regard, Jamieson, Mathews, and Röhrs (2018:90) suggested that interventions to stop violence should take an integrated approach that promotes positive parenting throughout the life of children.

3.6.4 Poverty

School violence may be linked to poverty. Children in poor communities are more likely to become violent and be involved in criminal activities. Meyer and Chetty (2017:123) have shown that aggression is pervasive in poverty-stricken communities. A study conducted by Ncontsa and Shumber (2013:9) revealed that 57.5% of learners who participated in the study viewed poverty as one of the factors that escalate violence in schools. Learners argued that poverty forced some learners from poor families to steal from their fellow learners or steal school property. Learners may use violence to get what they do not have and cannot get from their parents. Stealing or robbing of one learner by another might result in fights. A large proportion (68.8%) of learners also linked school violence to unemployment (Meyer & Chetty, 2017:9).

Reports and studies also affirm that children in communities with social problems like poverty experience a higher rate of violence (Burton & Leoschut, 2013:57; Capazorio, 2017; Mncube & Harber, 2013:41; Pereznieto, Harper, Clench & Coarasa, 2010:41). Based on this, one might argue that school violence is predominant in poor communities compared with affluent communities. In 2013, for example, more than ten schools in poor communities such as Manenberg in Cape Town, were forced to close due to a surge in gang violence that involved shooting, leaving several people killed and others injured (John, 2013).

3.6.5 Substance abuse

South Africa is among the countries with the highest rate of substance abuse in the world (Africa Check, 2016). Although substance abuse is found in all social classes, it is argued that substance abuse is predominant in low-income communities where the number of unemployed people is extremely high. As a result of idleness, people opt for indulgence in substance abuse. Numerous studies and reports show that many crimes and violence in South Africa are committed under the influence of substances (Bloomberg, 2015; Cheteni, Mah & Yohane, 2018).

The link between school violence and substance abuse, therefore, is not surprising. Burton and Leoschut (2013:57) argue that crime and violence are facilitated by the accessibility to alcohol and drugs at schools. The authors reported that educators received reports that learners indulge in alcohol and drugs while at school. To be precise, 47.3% of educators received two to five reports a month before being interviewed (Burton & Leoschut, 2013:51).

Similarly, Capazorio(2017) points out those school learners from communities that experience a high level of drugabuse are more likely to be involved in violent activities.

Burton and Leoschut (2013:47) have shown that 47.1% of learners who participated in the study personally knew learners at their school who smoke marijuana, and 12.2% were personally acquainted with people who abused different substances. Learners did not only abuse substances while at school, but they also sold to their fellow learners. A study conducted by Weaver *et al*. (2008:7) revealed that 5% of boys and 4.6% of girls who participated included selling drugs at school as one of the causes of school violence. Selling drugs at school might instigate violence because learners rob other learners to buy drugs. Some learners might buy on credit, and when they do not pay, fights might ensue. In line with this argument, Burtonand Leoschut (2013:48) show that 15.5% of participants personally knew individuals who practice stealing in school, selling stolen goods, and mugging other learners.

3.6.6 The increasing rate of violence in secondary schools

The literature review of this study focused mainly on how the increasing rate of violence in schools could be curbed. However, this study aimed at comprehending drastic measures that need to be taken into consideration to reduce the high level of violence in schools. The study by Gous (2019) cited in Khumalo (2016:4) reported the comparisons of occurrences of violence that are taking place in South African schools with other countries. Members of Organisations for Economic Co-Operation and Development (OECD) established that South Africa lead other countries when it came to violence in various areas of schools such as intimidation, bullying, verbal abuse of teachers, vandalism and theft through violent acts, physical injury to others, and possession of drugs.

Dunne (2007) highlighted the following instances of gender organisations:

- Physical space: Boys and girls occupy different physical spaces as a result of the gender system. For instance, there is a physical divide between boys and girls in the classroom.
- Peer pressure: The act of teasing, exclusion, and intimidation are perceived as a normal component of the school environment.
- Implicit message of responsibility: The school is aware of who to hold accountablein the event of an incident; for instance, in the case of a broken window in a school,boys will be the prime suspects. Girls and boys in the school reinforced the aforementioned gender norms by defending their spaces, frequently in stereotypicalways (Khumalo, 2016:4).

Boys were frequently accused of physically abusing girls and their peers. This may be a result of their social orientation as examples of traditional masculinity, which has been linked to physical aggression. Boys are typically expected to settle conflicts with their classmates through physical violence, according to dominant gender norms. The knowledge presented above demonstrates that girls fight as well. For instance, historically, girls are seen as victims, and the prevalent conception of femininity do not link them to violence (Leach & Hamphreys, 2007). Girls are expected to act like ladies because of their gendered identities, yet the involvement of girls in physical violence shows that not all women adhere to gender stereotypes. Girls also question educators' authority, which frequently constitutes "open deviance" on the part of the girls who refuse to accept educators' violence passively.

3.6.7 Lack of discipline and intolerance

Lack of discipline is highly linked with violence at schools as pupils lose all sense of self-control and tend to misbehave (Ncontsa & Shumba, 2013:8). Learners lack self-discipline,they behave as they please without self-control. It might be argued that some learners do not take their lives seriously and have no goals to achieve. For this reason, they indulge in any kindof activities that give them pleasure even if the activities are violent or criminal. In their study, Ncontsa and **S**humba (2013:8) showed that 72% of learners who participated in the study believed that school violence is strongly linked to the indiscipline of learners given that learners are uncontrollable and behave as they wish. In addition to utilising external tools for violence prevention, schools should have daily violence management plans in place.

This study is based on the belief that schools should implement strategies that would assist in curbing the violent behaviour of learners in schools. That would encourage a **safe** and conducive environment for both learners and teachers regarding the challenges that the schools are facing, particularly teachers. Schools should be considered a favourable working environment, empowering, democratic, fair, just, and beneficial for teachers and all stakeholders. These will encourage the learners to feel comfortable, valued, accepted, and secure in their schools. These values characterise what a socially just Education should look like and how to maintain order in schools.

Reay (2014) added that, based on the democratic right, valued, secured, and accepted Educational environment, a socially just Education system is premised on good Education and the democratic right of all and pursues value and improves the children's well-being and their intellectual growth. Therefore, violent behaviours that are experienced in schools disregard all the above-stated values and endorse socially just practices (Khumalo, 2016:6).

3.6.8 Unreported school violence incidents

Dr Shaheda Omar, Clinical Director at the Teddy Bear Foundation, told Daily Maverick on 28 July 2023, that the recently reported violent incidents bring to light a growing worry - a surge in school violence, Violent incidents that happened in the previous years and that persist worldwide is a great concern in all provinces.

School violence is also experienced in South Africa and all provinces including North West. School violence, therefore, is a great concern experienced particularly by Education authorities, School Governing bodies, teachers, and, of course, learners who are willing to learn without being intimidated.

On the 7th of July 2023, the MEC in Gauteng Panyaza Lesufi mentioned the problems that the Pholosho Junior Secondary School in Gauteng is struggling with poor management of violent incidents that include the useof drugs and gangsterism. Therefore, this study investigated the management of violence in schools in general and North West Province in particular. As earlier mentioned, violence is a worldwide phenomenon occurring in many countries and affecting them as it occurs in schools daily.

Furthermore, it was reported that Ncamile Poponie, the chairperson of the School Governing Bodyin Pholosho Junior Secondary in Gauteng, mentioned that violent incidents in schools that happen across the country are a reflection of societal influences that are carried to schools because of the socioeconomic problems experienced in the communities. Alexandra Township in Johannesburg is one of the examples of the most crowded places, and children are exposed to crime, from murder to gender-based violence and gangsterism.

It was suggested that DoBE, the South African Police Service (SAPS), and the Department of Social Development (DSD) should be in partnership to ensure a common understanding of how to manage and prevent violence in schools. The South African Police signed a memorandum of understanding with the DoBE to apply and ensure safety in schools. The social work manager of the Crime Prevention Unit from the DSD, Linda Makhathini continued the provision of psychosocial support in schools, prevent violence and initiate the strategy of anti-gang (Banda, 2022: 2-3).

3.6.9 School violence and the legislative context

In light of the information about the violence that occurred in schools, it is encouraged that the security and safety of learners in schools and the community should be maintained. The school governing bodies, principals, administrators, teachers, and parents should take responsibility for ensuring the safety of learners in school. However, the regulations to Prohibit Initiation Practices in Schools defined in loco parentis are defined as taking on the role of a parent whose child is given to a teacher or other person for usual intramural school activities.This regulation emphasises that when a person acts in loco parentis, "necessary steps may beused to safeguard the learner from all forms of physical or mental violence, including sexual abuse" (Government Gazette 24165, 2002: 68 cited in Njigima, 2014: 198).

Community service, citizenship, and pastoral care are encouraged by Government Gazette 20844 (2000: 48) as one of the seven tasks of educators. Teachers are to show a compassionate, moral attitude, respect for others, and professional behaviour for all learners. It is noted in various policy publications, such as the DoBE Manifesto on Values,Education, and Democracy, that schools are still frequently viewed as places for cultivating and enhancing those values necessary for a thriving and ethically grounded citizenship and society (Davids & Waghid, 2016:31).

The DoBE in 2011, further strengthened the Guide for Educators' official approach to its prevention of violence in schoolsand included the prohibition of corporal punishment. The Republic of South Africa 1996b) as specified in the *South African Schools Act (1996)*. The South African Schools Act (Section 8)gives school governing bodies (SGBs) the authority to enact a learners' code of conduct after consultation with teachers, learners, and parents concerning school discipline. The goal is tocreate a strict and disciplined Educational climate (Davids & Waghid, 2016: 431).

3.6.10 KwaZulu -Natal's school security and violence

In Durban- KwaZulu-Natal, the legislature Leaders have addressed the increase in violent incidents and the damage to school property by learners. However, these alarmed the leaders prior to the following types of incidents:

It was reported in the legislative debate in KwaZulu-Natal that a learner at Ndengetho High School in KwaZulu-Natal refused to be searched during an operation conducted by the South African police services (SAPS) Banda, (2022:2).

The search operation led to the confiscation of cell phones, drugs, and dangerous weapons from thelearners of that school. In Durban-Pietermaritzburg a learner burnt the classroom and the principal's vehicle after a cell phone was confiscated from him Banda, (2022:2). It was alleged in the report by the MEC in Gauteng Panyaza Lesufi, that the act of arson is related to other violent acts that schools in different provinces are experiencing. However, the burning of a teacher's vehicle and safety concerns regarding the incidents of violence in schools were debated in the legislature (Banda, 2022:2-3).

In KwaZulu-Natal the chairperson of ANC in Education, Sfiso Sonjica, as quoted by Banda (2022:2), alleged that a summit on school safety will allow people to find more clarity and solutions on how to fight school violence. Additionally, the summit referred to the school code of conduct that stated that learners are not allowed to take cell phones into the school premises. The KZN Education MEC Mbali Frazer cited in Banda (2022:2), said that the SAPS were applauded for the safety measures they took in managing violent behaviour in the school (Banda, 2022:2).

Doctor Imran Keeka of the Democratic Alliance 22 Nov 2022 cited in Banda (2022), in the legislative report that the DA of KZN is against the burning of the classroom by the learner and alluded that when learners are destroying the school's property they are therefore liable and responsible for destroying their future (Banda, 2022:2-4).

Doctor Keeka (2022) in Banda (2022: 3-4) further added that the police search conducted in schools is a protocol that was agreed upon more than 10 years ago and was implemented by all provinces. Therefore, police officersare making sure that schools are safe. However, the DoBE reminded the school management teams to work hand in hand with the school governing bodies to promote a conducive school environment. Working together with the school management team will assist in ensuring that the school code of conduct is adhered to, proper management of violence,and the good functions of teaching and learning (Banda, 2022:3- 4).

3.6.11 School violence in Pietermaritzburg

Although schools and classrooms should be safe, given the high levels of violence in Pietermaritzburg, South African schools have seemingly turned to places where children are regularly hurt and put at risk.Teachers' unfavourable views toward the students make the issue worse, for instance, their absence and leaving the classrooms unattended. (Meyer & Chetty, 2017:122).

It was stated in Joubert (2008:1) that the goal of supporting the formation of a fully functional Education and training system in South Africa, the DBE previously known as the Department of Education revealed the Tirisano Plan in 1999 to protect learners from the unpleasant environment and punitive treatment in schools. It was further reported that the method of discipline or corporal punishment of teachers on learners had improved over the previous ten years. That implies that corporal punishment was abolished over ten years ago, and an alternative method of discipline in schools was introduced.

However, regardless of some incidents that are sometimes not reported in schools because of the fear of victimisation, the government introduced a few preventive measures to be implemented in schools. As previously indicated by news reports, it was suggested that schools should adopt a cop through the adopt-a-cop program to assist with safety and preventive measures in the school and their presence would prevent disturbing situations from escalating and that police officers could be –adopted through the –Adopt-a-Cop program by a particular school. It must be pointed out that adopting a cop in schools would be of great assistance for monitoring any act of violence in schools and guarding against learners who violate others on school premises (Segoe & Mokgosi, 2007 in Baruth & Mokoena, 2016:99).

Furthermore, many South African schools would not report violent incidents because of the fear of being victimised in the school. Secondly, that gangsterism emanates from the community is a serious challenge and puts the life of other learners at risk. In that regard, school districts were ordered to implement school policies that would regulate the behaviour of gang members. In addition, the school administrators should develop site-specific-gang-related policies that align with those in the districts to record and follow them when administering disciplines in the school. Furthermore, school administrators should advance site-specific gang-related policies that are associated with district policies and general policies in school. It was also suggested that gang-related policies should be recorded in sections of the learners' handbooks both in offices and classrooms. However, the disciplinary measures should be applied in line with respective procedures known to all stakeholders to improve the management of violence-related incidents in schools (Segoe & Mokgosi, 2007 in Baruth & Mokoena, 2016:99).

3.7 EXPOSURE TO VIOLENCE IN COMMUNITIES

Violence is a worldwide phenomenon that affects schools, therefore, South Africa is engulfed by criminal activities from all angles and communities.

Crimes may occur anywhere and at anytime in the country. Learners are exposed to high-level crime. They see crimes happening in their communities and homes, and some of them are crime victims. Peltze and Phaswana-Mafuya (2018:2) found that 14.7% of school learners had become victims of violent crime in the past 12 months before they participated in the study. Exposure to crime has the potential toturn children into criminals. Learners exposed to violence in homes and communities may learnand acquire violent behaviours and apply them at school to other learners (McGaha-Garnett, 2013:2).

Exposure to violence may send a message to children that violence is a way of life and for solving problems (Burton & Leoschut, 2013:2). In addition, Weaver *et al*. (2008:2) argued that exposure to violence in homes, communities, and schools is associated with the development of behaviour problems in children.

One study in South Africa showed that 91% of learners who participated in the study affirmed that the prevalence of violence in their communities contributes to violence in their schools (Ncontsa & Shumba, 2013:7).

3.7.1 Role models

Some children may learn violent behaviour to imitate their role models in their communities. They imitate the behaviour of a person they admire or desire to become like. A total of 11% of youth who participated in the study conducted in the US by Hurd, Zimmerman, and Reischl (2010:21) revealed that they had a famous person who was their role model. Samenow (2013) found that some criminals interviewed had one or both parents who were lawbreakers while others had negative role models. A study conducted by Hurd *et al*. (2010:1) on role model behaviour and youth violence found that role model antisocial behaviour is directly linked to an increase in violent behaviour. This means that children are more likely to become violent if their role model is violent. This argument is consistent with the assumption of the social cognitive theory that individuals learn behaviour from other people (Bandura, 1986 cited in Hurd *et al.,* 2010:2).

3.7.2 Peer pressure

Every person desires to have close friends to hang around with. Choosing good friends who have conforming behaviour is very crucial. Children, who join a group of delinquents are more likely to become delinquent as well because they learn the bad behaviour of the group. Burton and Leoschut (2013:5) identified association with a delinquent peer as one of the school-level risk factors. Children who welcome delinquent peers in their daily lives risk becoming violent.

This view was substantiated by McGaha-Garnett 2013:5), who argued that adolescents who socialise with violent peers are likely to show similar violent behaviours. In some instances, children may act violently to please their group members. That often happens when children are seeking acceptance in their groups. DeWall and Bushman (2011:255) argued that the human need for social connection may be rewarding when others accept them and costly when others reject them. The fact that social rejection is often bitter, people may arguably make children be prepared to compromise their prosocial behaviours forantisocial behaviours of the group.

3.7.3 Gender-based inequality

It was reported that approximately 150 million girls were subjected to sexual violence each year globally compared with only 73 million boys (World Health Organisation (WHO) 2002).

School violence may sometimes be caused by gender inequality in some societies, especially in Africa, where victimising females is culturally and socially acceptable. In Ethiopia, many physical attacks, including beatings by boys are linked to a desire of boys to have romantic or sexual relationships with girls (Save the Children Danmark, 2008:25). This means girls who refuse to be in this kind of relationship are beaten up by boys. From another perspective, this indicates that female learners are more affected than male learners. That is not surprising given that boys may be in adolescence, the development stage in which they are very aggressive, and their sexual desire is very high and uncontrollable. In addition, boys may be lacking a deep understanding and awareness of gender equality (Altinyelken & Le Mat, 2018:656).

Female learners may be victimised by male learners, teachers, and even community members living in the vicinity of the schools. In many countries including Ghana, Malawi, and Zimbabwe, abusive behaviour against girls by boys and male teachers is common and seems to be institutionalised (Leach, 2003:386). Female learners seem to have no voice and protectionin some countries and schools. Leach (2003:294) found that girls find themselves in a school culture where male teachers cover and protect each other when one of them has sexually abused a girl. Surprisingly, female teachers also are reluctant to report what they know about sexual violence against girls taking place in their schools.

3.7.4 Incidents of violence in secondary schools of Mahikeng

School violence is one of the biggest concerns that schools are facing and is therefore a serious threat to learners and teachers in school premises. Schools are facing a serious threat caused by perpetrators from the community and gangs from villages attacking the schools and therefore the situation poses a serious threat to the lives of teachers.

The suggestion is that once teachers leave the teaching professional due to the killings and shootings in schools, their living standards will deteriorate. Teachers will experience the frustrations of not having access to their regular income as they leave teaching unexpectedly. Aggressive behaviour of learners in schools could be an example of a threat faced by other learners and teachers. These behaviours include verbal aggression, where learners would be back chatting to their teachers or insulting other learners or teachers, and coercion when learners would apply force on the young ones either by taking their belongings without permission in the classrooms; intimidation will end up causing friction, fight, and social isolation, victimisation among learners (Sadock & Sadock, 2007:149 cited in Mosome, 2011: 2). It was further indicated in South Africa that the experience of learner indiscipline in secondary schools includes intrapersonal and interpersonal environmental levels.

Learners' intrapersonalexperiences embrace negative feelings, perceptions, ideas, and the utilisation of defence mechanisms in schools. Interpersonal experiences of aggression include physical, verbal, and indirect actions of learners. However, the experience of environmental aggression elevates thedistraction of teachers based on the situation they are going through in their working conditions. In that regard, learners' school work will therefore negatively be affected by the unsafe learningclimate (Mosome, 2011: 2).

It was strongly advised that schools should be interesting places since learners have their own culture and know their rights. However, this study supports the above awareness, as it is regularly reported on television that teachers should be sensitive, lead by example, and be good role players when dealing with learners in schools. That will help to discontinue the negative behaviour of learners in schools, homes, and communities (Meyer & Chetty, 2017: 7).

The following laws related to the rights of the learners are specified as follows:

- A juristic person is entitled to the rights in the Bill of Rights to the extent requiredby the nature of the rights and the nature of that juristic person.
- Equality) Everyone is equal before the law and has the right to equal protection and benefit from the law.
- Equality includes the full and equal enjoyment of all rights and freedoms.
- To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken.

- The state may not unfairly discriminate directly or indirectly against anyone on oneor more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief,culture, language, and birth.
- No person may unfairly discriminate directly or indirectly against anyone on one or more grounds in terms of subsection (3). National legislation must be enacted to prevent or prohibit unfair discrimination
- Discrimination on one or more of the grounds listed in subsection (3) is unfair unless it is established that the discrimination is fair.
- Human dignity - Everyone has inherent dignity and the right to have their dignity respected and protected (Constitution of the Republic of South Africa Acts No108 of 1996).

3.8 IMPACT OF SCHOOL VIOLENCE

Undoubtedly, violence at school affects learning activities. The learning environment becomes too unconducive and hostile for learners to concentrate Ncontsa and Shumba (2013:9) and participate in school activities (Ferrara *et al*., 2019). School violence may create fear, anxiety, hopelessness, trauma, and uncertainty among victims and other learners in general. One study in South Africa revealed that there are areas in school where learners fear to go freely (Burton & Leoschut, 2013:35). When school situation becomes this unsafe, victims and other learners may opt for truancy, dropping out of school, or avoidance of some school activities (Ferrara *et al*., 2019). The result of school violence on learning will be poor academicperformance. Studies have shown that school violence leads to the poor academic performanceof victims (Burton & Leoschut, 2013:15; McGaha-Garnett, 2013:3; Pereznieto *et al*., 2010:6).

Many studies focus on examining the effects of school violence on learning from the victim‘s perspective only (Altinyelken & Le Mat, 2018; Burton & Leoschut, 2013; Ferrara *et a*l., 2019; Ncontsa & Shumba, 2013). That may give the impression that school violence does not negatively affect the perpetrators. One should not ignore the fact that school violence also affects the learning of the perpetrators. It prevents them from concentrating adequately on learning for many reasons. First, they waste time planning their violent activities or identifying their next victims. Second, they lose concentration due to their guilty conscience. Third, they spend time in violent activities instead of learning. They may even be afraid of being punished. These arguments were validated by Burton and Leoschut’s (2013:37) findings which showed that most violent activities took place in classrooms.

Ncontsa and Shumba (2013:10) show that school violence erodes the morale of teachers. In many incidences, teachers feel demotivated because learners are uncontrollable and ill-disciplined. In other words, school violence is a serious obstacle that affects the learning-teaching processes. That is not surprising, given that school violence sometimes involves vandalism and theft of school properties required for effective teaching. Burton and Leoschut (2013:37) found that 91.5% of thefts at schools take place in classrooms. Consistent with this finding was the report that 262 incidents involving theft and vandalism hit 252 schools in Gauteng Province in 2019. The cost of the incidents was estimated to be R121 million (Mabuza, 2019).

Apart from affecting learning and teaching in schools, there is clear evidence that school violence threatens the lives of learners, teachers, and other school staff (Altinyelken & Le Mat, 2018; Burton & Leoschut, 2013; Pereznieto *et al*., 2010).

School violence often involves beating, assaults, rapes, and even killings. These violent acts may be perpetrated either by learners against fellow learners, learners against their teachers, teachers against their learners, school administrators, or outsiders against learners. Several teachers killed by learners are reported each year in South Africa.

In 2018, for example, a Grade 8 pupil killed a teacher because he failed the teacher‘s subject (Mashaba, 2018). In 2019, a 17-year-old learner stabbed his teacher to death on account of failing the teacher‘s subject (Njilo, 2019). Bemak and Keys (2000:11) opinionated thatlearners, teachers, and management staff would experience intimidation and fear at school. Based on these experiences, it was observed that the affected learners acted aggressively by forgoing lunch or refusing to use the restroom at school for an entire day. There more other extreme instances where learners absented themselves from school to reduce stress. It was prominently found that persistent absenteeism of learners at school leads to poor progress in learning (Bemak & Keys, 2000).

As this study has previously highlighted, the occurrence of several incidents of violence in schools, Benmak and Keys (2000) indicate that school violence affects not only learners but teachers also. It was further highlighted that teachers who feel susceptible are less likely to provide additional services in the classrooms. Because of the teacher‘s fear of intimidation. It was observed that by the end of the school day, kids prefer to leave the unfriendly places as soon as possible. As a result, because of stress-related problems, affected teachers frequently take extended leaves of absence from the classroom. Therefore, the prolonged absenteeism of teachers from schools affects learning and teaching in school.

The psychological and physical abuse that students inflict on teachers, according to a report by the South African Human Resource Commission, causes a large number of instructors to quit (Dibetle, 2008). In certain cases, aggressive behaviour has led to deaths, including teachers and learners killed by violent learners. In addition, teachers absent themselves from school due to illness resulting from stress-related episodes brought on by school-based violence (Benmak & Keys, 2000; Dibetle, 2008 cited in Singh & Steyn, 2014:85).

3.8.1 Management of school violence

Education, like other economic activities, requires a safe and peaceful environment. Mertoglu (2015:696) posited that violent acts on school premises are one of the main problems threatening school security. Safety in classrooms, around school properties, among learners and staff members, and between learners and staff members is a prerequisite for quality Education (National School Safety Centre, 2007:12).

It is in this context, that governments, independent relevant bodies, and schools work hard to make the school environment free from violence to ensure it is conducive to teaching and learning. Creating a safer school environment needs a holistic approach since the operations of schools involve various stakeholders: namely, principals, educators, support employees, school governing bodies, learners, and parents (Centre for Justice and Crime Prevention (CJCP), 2012:3). This view is backed by Eke and Singh (2018:1) who argue that safety in the learning environment can be realised only when different stakeholders at different spheres are included in the management of school-based violence and working together as members of a team sharing one vision and responsibilities.

Other stakeholders that must be integrated into school violence management include local law enforcement and the local community (National School Safety Centre, 2007). All these stakeholders are equally important, as schools and parents alone cannot eradicate school violence. One report on the role of law enforcement in public school safety in the United States of America revealed that the majority of study respondents rely on public law enforcement (Travis III & Coon, 2005:31). Schools that do not have law enforcement officers available in their properties can still enforce by reporting all violent incidents to the law enforcement. Lunenburg (2010:4) encouraged school management to report all personal injury, use of weapons, use and sale of drugs, and felonies. In this study, school violence management in South Africa is framed by international, regional, and local instruments that are discussed in the subsequent sections.

3.8.2 International treaty as frameworks for managing school violence

The Committee on the Rights of the Child (CRC) is a body made up of 18 independent experts that monitor the implementation of the Convention on the Rights of the Child by its State parties. In Article 19 of the CRC, it is emphasized that children should be protected from all physical and psychological violence. The article requires that States Parties shall take all appropriate legislative, administrative, social, and Educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment, or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child. (Office of the United Nations High Commissioner for Human Rights (OHCHR), 1989:5)

Furthermore, Article 28 (2) requests that State Parties take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and conformity with the present Convention. (Office of the United Nations High Commissioner for Human Rights (OHCHR), 1989:5). South Africa ratified this convention, on 29 January 1993 (United Nations, 1995:4). This means that South Africa has the obligation to make sure that children are safe and secure in schools where violence occurs.

3.8.3 Regional treaty as frameworks for managing school violence

The ACRWC charter adopted on 11 July 1990 by the Organisation of African Unity, now the African Union, required member states of the African Union to reaffirm and adhere to the fundamental rights and welfare of the African child declared in the treaty and other international conventions, the United Nations Convention on the Rights of the Child in particular (Organisation of African Unity (OAU), 1990).

The African Charter on the Rights and Welfare of the Child may be instrumental in guiding school violence management in African countries, including South Africa. Article 16 of the Charter states that Children should be protected from all forms of torture, inhuman or degrading treatment, and especially physical or mental injury or abuse, neglect, or maltreatment, including sexual abuse, (African Union (AU), 2019:11).

This article focuses on the protection of children by relevant individuals or bodies. School management, therefore, is obliged by this article to ensure the school environment is safe and conducive to learning. Interestingly, the obligations and responsibilities of school management are not only limited to providing a safe environment for teaching and learning but to also protecting children from using illegal substances as stated in Article 28 (AU, 2019:21).

Preventing substance abuse at school is equally important, given that substance abuse is one of the root causes of school violence.

3.8.4 Local instruments frameworks for managing school violence

Several local legal instruments may guide the management of school-based violence in South Africa. These include the Constitution of South Africa, 1996, and the Children's Act 38 of 2005.

3.8.5 The Constitution of South Africa, 1996

Section 28 (1) (d) makes it clear that every child has the right to be protected from maltreatment, neglect, abuse, or degradation (the Republic of South Africa, 1996a:1). That implied that children at schools should not be maltreated or abused by any person, including teachers, fellow learners, and school management members. It is the responsibility of school management to take all necessary measures to create a school environment that is safe and freefrom any form of abuse and maltreatment.

Section 29 (1) (a) also states that every person has the right to –a basic Education, including adult basic Education; and 29 (1) (b) to further Education, which the state, through reasonable measures, must make progressively available and accessible (Republic of South Africa, 1996a:12). This may be achieved only if school violence does not interrupt learning activities, affecting the performance of children at schools. In line with this argument, one study shows that school violence in the form of bullying has a negative impact on Educational performance in Botswana, Ghana, and South Africa (Khatarina, Shahriar & Yu, 2016: 13).

3.8.6 Learners' rights and duties

Personal security is the right of every individual regardless of age or sex. Physical, emotional, and psychological abuse and crime against learners in schools are mainly a result of intolerance practised against them. The purpose of Education is to build a fair and human society to allow young people to believe in themselves and to teach learners how to challenge discrimination and injustice against them. The following are the rights of learners: to be educated and to develop mentally, and physically and to be guided and taken care of by adults. It is imperative for learners to be treated equally as well as with dignity as human beings. Learners need to have access to information and to make a meaningful input to society. A safe and conducive environment for learning is fundamental to learners in schools.

Learners need to be taught by qualified teachers and to be educated in and permitted to speak the language of their choice. To treat others with respect based on their individuality (SAHRC Charter of Children's Basic Education Rights, 2012:1-2).

3.8.7 Children's Act No 38 of 2005

Violence-free schools in South Africa are promoted by the Children's Act No. 38 of 2005, section 7 (l) calls for the need to protect the child from any physical or psychological harm that may be caused by: maltreatment, violence, abuse, and harmful behaviour (Republicof South Africa, 2005:22). The South African Children's Act provides for the protection of children and children's rights. It implements international rules and values for child protection in South Africa and outlines the duties and powers of competent authorities. It also proscribes child abuse, which includes, among other things, labour practice that exploits a child. The Children's Act, as well as school management, should therefore provide a learning environment that is free from violence and any other forms of crime.

The South African Children's Act provides for the consideration of the best interest of the child in terms of Chapter 2 section 7 in matters regarding child or children's rights, and is in line with the country's Constitution which guarantees children's rights to others, Education in section 38. The object of the Children's Act is to protect children from maltreatment, neglect, abuse or degradation, it is in line with this, that corporal punishment has been outlawed as a cruel, inhumane and degrading treatment of learners and by the South African Schools Act of 1996. The Act, also provides for the keeping of a National Child Protection Register (Chapter 7 sections 111-129), which is specifically meant to keep a record of any form of abuse against children. This is to ensure that those who are convicted of child abuse do not work with children to prevent further abuse against the child as a victim of abuse in schools.

3.8.8 The South African Schools Act (No.84 of 1996)

The Act provides fundamental principles for redressing injustices created by the apartheid regime in Education, such as racism, sexism, and other forms of unjustified intolerance and discrimination. It also emphasizes upholding of rights of learners, teachers, and parents and providing clear guidance on the governance of public schools in South Africa (Republic of South Africa, 1996c). In chapter two, Section 8(1), the Act obliges every public school to establish a code of conduct that governs learners after consulting parents, learners, and educators of the school.

Section 8(2) states that the purpose of the code of conduct is to create a school environment that is disciplined and purposeful, leading to improved and maintained quality of the learning process (Republic of South Africa, 1996c). That indicates that school governing bodies have obligations to eradicate violence in their schools to ensure the environment is conducive to learning and teaching processes.

3.8.9 Regulations for safety measures at public schools

In an attempt to curb violence and crime at public schools, the National **DoBE** published Regulations relating to safety measures at public schools in 2001. Republic of South Africa, 2001:2-3).

The regulations and Amendments which are issued by the Minister of Basic Education are in line with section 61 of the South African School Act, 1996. The issue of violence is further addressed in Schedule 4 of the Amended Regulations for Safety at Public Schools 2006, where the regulations for the realisation of violence and drug-free public schools are laid out. Schedule 4 of the Amended Regulations, for instance,prohibits people from bringing alcohol, illegal drugs, any illegal substance or dangerous objects to public school property, carrying dangerous objects onto public school property, storing dangerous objects, except in places that are officially approved by the principal, possessing illegal drugs on public school property, and entering such property while under the influence of such substances.

The schedule also empowers school management to search public scheduled premises and any person on public school premises if they have a reasonable suspicion that dangerous or illegal drugs are presenton school premises. Furthermore, schedule 4(4) of the **Regulations** states that no teacher, learner, parent, or any other person may possess or use alcohol, illegal drugs, any illegal substance, or dangerous objects during any school activity Republic of South Africa, 2001:2-3). It is worth mentioning that the Regulations by the Minister serve as a reinforcement of the Schools Act and are therefore to be read together with the Act. The challenge with the provisions of schedule 4, is how the school ensures that such prohibited items are not brought into the school by learners and teachers alike, thereby exposing other learners to danger and the possibility of violence.

3.8.10 The National School Safety Framework

The DoBE and the Centre for Justice & Crime Prevention (CJCP) found the National School Safety Framework (NSSF). It provides comprehensive guidance to the national Department and a provincial Department of Education in a coordinated effort to address the violence that takes place in the school environment.

The NSSF focuses on different levels of violence in schools by managing schools to be safer places, making sure that schools have the appropriate structures, policies, and enabling environment, and directing school management towards suitable preventative interventions (CJCP, 2015:4).

This framework is a training manual that can be used to train a wider range of stakeholders, including principals, school staff, parents' associations, school governing bodies, learner bodies, community policing forums, school safety committees, and non-governmental organisations. More importantly, the framework can be implemented in different types of schools: normal schools, special schools, early childhood development centres (formal and informal), children's homes and shelters, and crèche and playgroups (CJCP, 2015:4-5).

3.9 THE PARTNERSHIP PROTOCOL ON CRIME AND VIOLENCE IN SCHOOLS

This protocol was signed by the Department of Police and Department of Basic Education and the implementation of the protocol was supported by all provinces. The objectives of the protocol might include strengthening Safe School Committees to address crime and violence in schools as part of its mandate; assuming an active role as a member of Safe School Committees; linking all schools to local police stations; raising awareness among children and young learners regarding violence and its impact on individuals; mobilising communities to take ownership of schools; encouraging the establishment of a reporting system at schools; and implementing schools-based crime prevention programs in collaboration with provincial, district and local officials responsible for school safety (South African Police, 2017:3-4).

3.9.1 Provincial policies as a framework for the management of school violence

Some provinces have launched their tools for managing school-based violence to support existing national instruments for managing school-based violence.

3.9.2 Managing Safety and Security within WCED Institutions

In 2017, the Western Cape Education Department (WCED) developed Managing Safety and Security within WCED Institution's policy. This policy was used by school governing bodies, learners, educators, and support staff to manage safety, security, and natural disasters within institutions in the WCED. The policy provides procedures to befollowed in different risky situations at schools (WCED, 2017:1).

3.9.3 Procedures for educators at risk from learners

Among others, these procedures include the following:

- A disciplinary hearing should be scheduled following the policies for severe misconduct.
- The complainant must inform the school principal of the student's misconduct before the principal can inform the circuit manager.
- The SAPS should be notified of every incident, and a case number should be obtained.
- The WCED Safe Schools' Call Center should receive all reports, as they will offer assistance and a reference number (WCED, 2017:12).

3.9.4 Procedures for educators at risk from outsiders and while performing extramural activities.

The following procedure might be followed:

- Protocols for handling external threats to educators.
- How to handle teachers who are in danger while participating in extracurricular activities.
- The safety plan recommended measures should be followed.
- Each incident must be reported to SAPS and given a case number. (WCED, 2017:12).

3.9.5 Educators' property at risk whilst on duty

Some of the procedures in this case included:

- All occurrences should be reported to SAPS and given a case number.
- WCED Safe Schools' Call Centre should receive all reports of incidents so they can offer assistance and a reference number.
- Call the Employee Wellness Program at 0800 111 011 toll-free.

On the 4th of May 2021, The South African Democratic Teacher's Union in the North West (SADTU NW) strongly condemned the attack and multiple stabbings of educators in schools. The union launched a campaign called "I AM A SCHOOL FAN". The campaign intended to mobilise different stakeholders: teachers, learners, parents, Departments, and community members at large, to take a stand against the violence that escalated highly in schools. Through the "I AM A SCHOOL FAN" Campaign, SADTU called for the following:

- Make our schools safe havens
- Stop violence against teachers

- Stop violence in schools and communities
- Stop bullying in schools
- Stop violence against women and children
- Keep our schools clean and safe
- Build a caring society.

Furthermore, the union called on the Department to prioritise safety in schools and intensify access control measures, psychosocial support, and counselling to the entire school community (WCED, 2017:13).

3.10 SCHOOL SHOOTINGS

As previously highlighted, school violence is a worldwide phenomenon that sometimesincludes trauma, injury, or death. However, school shootings are a great concern to all individuals interested in the safety of learners in the nation. Those concerns obliged the School Shootings Data Base (SSDB) to compile information on school shootings from openly existing sources into a single comprehensive database. The SSDB defined school shootings as –incidents in which a gun is brandished or fired on school property or a bullet hits school property for any reason, regardless of the number of victims, time of day, day of the week, or reason‘‘(School Crime and Safety, 2021:1).

Related to the above, the information gathered between 2000-01 and 2019- 2020, discovered that the number of school shootings with casualties per year at public and remote elementary and secondary schools ranged from 11 to 75. In 2019-2020, a total number of 75 casualties were affected, 27, and 48 were injured. Other than that, there were 37 reported school shootings without casualties in 2019-2020. The majority of shootings with and without casualties are in high schools, elementary schools, middle schools, and junior high schools with and without casualties. Again in 2019-2020, a compiled comparison information of school shootings occurred at high schools where 67 high schools were compared with 32 elementary schools, 11 middle or junior high schools, and 2 schools of different types. In the same year, the most common incidents related to school shootings included the increase in 45 disputes, 10 drive-bys, 9 accidental, 9 illegal activity, 6 indiscriminate, 6 intentional damage to property, and lastly 40 most common locations associated with parking (School Crime and Safety, 2021:1).

It should be noted, therefore, that school shooting is the biggest concern that schools are facing and, therefore, a serious threat to the well-being of individuals. It is, however, explained that aggressive and violent behaviour is a form of behaviour designed to harm or injure a living

being who should continuously be motivated to avoid such behaviour Shaffer and Kipp (2010). The study by Morell (2001) explains physical aggression as "violence that includes acts such as: hitting, kicking, stubbing, shooting, pushing, shoving others, throwing objects, breaking windows, and setting objects alight". On the causes of violence in schools, Bester and Du Plessis, Guba, and Kamla Raj (in Singh & Steyn, 2017:1) contend that the recurrent incidents of aggressive and violent behaviour demonstrated by learners in schools have an overwhelming effect on the school system and has developed a great concern among stakeholders involved in the South African school system.

3.10.1 School shootings in the USA

Thornton (2022: 1) reported in News to your inbox of 19 August 2022. That report was published in every town For Gun Safety a nonpartisan group advocating against gun violence. It shows the last school year, between Aug. 1 and May 31, saw 193 incidents of gunfire, more than doubling the total of the previous year. For the report, every town tracked datagoing back to the 2013-2014 school year. No other school year had more than 75 incidents of gunfire. The 2021-2022 incidents led to 59 deaths and 138 injuries, every town reported. Theauthor of the report found more shootings perpetrated by a current or former learner at a school.Because of this, most shootings could be prevented by keeping guns out of the hands of learners. The hopeful news was that much of this gunfire was essentially preventable said Sarah Burd-Sharps, senior director of research at every town (Thornton, 2022: 1).

3.10.2 Frequency of school gun violence

The news report said homicides, assaults, suicides, and suicide attempts made up nearly 60% of all gun violence at schools. Mass shootings, which every town defined as four or more people being by a shooter, make up less than 1% of all incidents, but they account for a disproportionate number of deaths and injuries.

The news report indicated that all learners involved in mass shootings and self-harm incidents in schools were recent and former learners.In this study, violence is permeated by adolescent learners who influence the younger ones to join them in violence incidents. Young learners are forced to take part because they are afraid of being victimised by the older ones in schools or outside the school yard. In that case, such incidents could not be reported in school due to victimisation caused by learners who were violent to other young learners. The victims would end up not reporting the perpetrators to the teachers and the office of the principals (Thornton, 2022:1).

In all-time high gunfire on school grounds is at historic high in the US. According to the news report, to save the lives of learners who were distressed in schools, proper care was to keep guns locked up as the best way of preventing harm to the learners who are innocent and eager to learn.

The report recommended that everyone who interacts with learners will need better resources for intervention processes and to protect learners who experience stress from violent incidents. The recently passed Bipartisan Safer Communities Act, which President Joe Biden signed in June, included funding for mental health services for families and schools due to the shock experience during shootings.

This will help with psychological problems experienced by both parents and learners (Thornton,

2022:1).

3.10.3 Guns usually come from home.

The report laid out that guns are brought by learners from home into school premises and are easy to access by learners from the community. That are leading factors to school shootings easy access to guns at home is one of the biggest factors leading to shootings. However, it is better to keep guns in safe places at home to prevent learners from bringing them to school premises. Group data indicated that at least 5.4 million learners lived in homes with at least one unlocked and loaded firearm (Thornton, 2022:1-2).

3.10.4 Warning signs displayed by shooters.

Sharps, quoted in Thornton (2022:2) said group data indicated that at least 5.4 million learners lived in homes with at least one unlocked and loaded firearm. Many school shootings including suicidal ones were preventable. Learners who wanted to harm themselves or others always indicated suicidal tendencies because students who bring guns to school intending to harm themselves or others almost showwarning signs.

Often when a learner shows irritating signs, like saying they want to hurt someone, they keep quiet because they are aware of the consequences of facing immediate extreme disciplinary hearing in schools that lead to suspension of a learner from school. Adults inschools also need to associate the dots by involving parents of learners in cases of the concerning behaviour of a learner in schools. Parents also need to know about their children from home to school and be role models who show passion for developing their children accordingly (Thornton, 2022:2).

This study highlights how several incidents of learner violence have impacted other learners, teachers, principals, and the community around public secondary schools in Mahikeng. This is a serious concern as schools are currently seen daily in media as war zones. The above concerns are supported by the Constitution of the Republic of South Africa as it specifies that every citizen has the right to be protected from exploitative labour practices (Constitution of the Republic of South Africa No 108 0f 1996).

3.11 POSSIBLE CAUSES OF LEARNER ON TEACHER VIOLENCE

Learner-on-teacher violence according to previous studies (De Wet, 2016; Mncube & Netshitangani, 2014; Payne & Smith, 2013), was a subcategory of school violence since it manifests in learners who are violent towards educators. Such conduct can have several consequences. Therefore, the literature describes it as a result of aggressive behaviour, be it physical or emotional of both, where the aim is to harm the educator or cause pain by bullying, insulting, raping, or even killing the educator (De Wet, 2016 in Botha & Zwane, 2021: 3). Learner-on-teacher violence could take any form e.g., verbally, emotionally or physically with the express purpose to cause harm in any form. In light of the explanation by Ncontsa and Shumba (2013) and for this study, the concept refers to all forms of physical and verbal abuse conducted by learners aimed at educators.

As confirmed by Bass et al, (2016) in Botha and Zwane, (2021:3-4) there is a clear link between social aspects relating to the youth and violence in schools. However, the school ground is a place that is beset with all sorts of related crimes and is, therefore, the place where learners and educators can be exposed to fighting, abuse, antisocial behaviour, bullying, the possession of weapons, drug abuse, and hooliganism perpetrated by gangs (Kent & Simkins, 2018; Won & Chang, 2020 in Botha & Zwane, 2021:4). It is required of teachers to maintain discipline and manage their classes when learners are distracted; furthermore, they also have to promote the safety and security of everyone at school in the interest of learners and teachers.

Lastly, several international studies have further shown that Education is a stressful vocation that makes immense psychological demands, including the need to develop positive relationships that eventually play a significant role in the development of educator's self-esteem and sense of self-preservation (Skaland, 2016 in Botha & Zwane, 2021:4).

3.12 THE EXTENT OF LEARNER-ON EDUCATOR VIOLENCE IN SOUTH AFRICAN SCHOOLS

Despite that schools are supposed to be places that promote effective teaching and learning, security in many South African schools is currently a matter of grave concern (Ngatane, 2019 in Botha & Zwane, 2021:4). Several local schools have deteriorated into places of violence and crime where assault, drug abuse, sexual violence, and gang activity is the order of the day (Riaan, 2019 in Botha & Zwane, 2021:5).

Local media very often report incidents in which educators are the victims of violence (Naidu, 2019; Seleka, 2020 in Botha & Zwane, 2021:5). Wagids and Davids, 2020 state that teachers have often accepted that they have lost control over their classrooms; very often they do not know of methods that can replace corporal punishment with other non-violent corrective techniques. Therefore, some teachers see the replacement of corporal punishment as a relief because when they beat learners, the learners ultimately retaliate by fighting back with the teachers or killing them.

3.12.1 The link between learner on teacher violence and society

Violence in communities is a phenomenon that, as indicated earlier, occurs worldwide specifically in conflict-riddled countries. It is thus by its very nature a multidimensional problem that includes several dimensions and variables. Educators and learners have no control over such violence and can do very little to stop it from further increasing in intensity. Such violence potentially has serious consequences for educators because learners beat teachers and harass them in classrooms and after school. In such an incident, teachers are traumatised as they are afraid of these learners since they cannot exercise corporal punishment on those learners (Grobler, 2018; Robarts, 2014 in Botha & Zwane, 2021:5).

According to Opic et al. (2013), not all learners who experience community violence display aggressive behaviour at school. Magwa and Ngara (2014) found that factors such as poverty, a lack of resources, access to alcohol, and unlawful drugs are linked to violence in communities, and can be associated with learner-on-educator violence.

Pas et al. (2015) emphasised the importance of schools developing a strong and healthy relationship with the broader community in which they function. Good and healthy relationships can contribute towards improving learners' behaviour towards educators. Such school-community relationships, and between learners and their parents, create an environment where violence against teachers would be discouraged.

That, in turn, could lead to a stable andmore peaceful school environment (Barnes et al. 2012 & Coetzee 2017 in Botha & Zwane, 2021:6).

In the South African context, there is no single coping strategy employed by teachers and Education authorities (Le Mottee & Kelly, 2017 in Botha & Zwane, 2021:6). That explains the complexity of the problem and the need for a multi-pronged and continuous approach in dealing with learner-on-educator violence (Mishna et al 2006 in Botha & Zwane, 2021: 6).

An example of the school setup is corporal punishment, which was outlawed by many countries, including South Africa. Locally it was replaced by progressive corrective discipline and discipline management legislation. As general deterrence is intended to discourage peoplewho witnessed the sanctions directed at the convicted from committing a crime, corporal punishment was traditionally used and is still used in some countries to instil fear and witness the pain of committing a crime (Kent & Simkins 2018 in Botha & Zwane, 2021:8).

3.13 PREVENTION STRATEGIES THROUGH THE CULTURE OF RIGHTS AND RESPONSIBILITIES

As sites for championing human rights activism, schools should advocate and uphold an obligation to promote, protect, and encourage the rights of learners and teachers (Collins et al 2020) and expedite a nontoxic teaching and learning environment. Preventive strategies designed to decrease acts of violence ought to be initiated from a human rights approach, with attention to growing awareness and understanding of all fundamental human rights. In principle, learners in the South African context have the legitimate right to maximum practicable protection. Yet, what seems to be frequently ignored, is the preparedness to equally educate learners to exercise responsibility along with their human rights. It is crucial

to take into account that all human rights hold certain limitations and that one individual's rights may not violate or disregard the rights of others (Makhasane & Khanare, 2018 in Botha& Zwane, 2021:11).

The South African Constitution of 1996 (RSA, 1996) safeguards the rights of learners and teachers: learners must learn in a conducive environment, and educators ought to teach in an innocuous environment, devoid of all practices of victimisation, including learner-on-teachers violence or paranoia. The constitution further provides other fundamental rights of learners and educators, which include the rights to human dignity, equality, freedom of expression, protection, security, and life. Such rights are, however, most often impinged on through the proliferation of school violence.

Actions that are emotional, verbal, or attacks of a violent nature all infringe on the rights of the injured party to dignity and equality, the right to life, theright to freedom and security of person, the right to protection from maltreatment, neglect and abuse or degradation (Sibanda, 2015 in Botha & Zwane, 2021:11).

Thus, the inability to handle teachers' victimisation, including learner-on-educator violence and cruelty of any form, seriously violates human rights. Regrettably, the rights of teachers at schools seem to be continuously disrespected and experiences of learner-on-teacher violence do not stop as the culture of disrespect in schools is growing with a partially distorted promotion of human rights that learners seem to have more rights than educators (Botha & Zwane, 2021:11).

3.14 PREVENTION VIA STRONG COLLEGIAL SUPPORT AT SCHOOLS

In the South African context, teachers generally work collaboratively through inventive methods that they find suitable for their unique circumstances. In this regard, educators use collegial support to discourage learner-on-educator violence at school (Grobler, 2016 in Botha & Zwane, 2021:11). The strategy seemingly highlights the importance of unity and teachers working together to promote synergy in the running of schools. Most educators believe that this strategy considerably reduces confrontation with learners. A female teacher who feels victimised by a learner will, for example, request the support of a male educator to address the threat against her, as learners most often have more respect for male educators and are more hesitant to confront them (Botha & Zwane, 2021:12).

3.14.1 Parental and Community Engagements

A close relationship between parents, educators, and collaborative functions ensures the development of self-discipline among learners and reduces the workload of teachers and time spent disciplining learners (Mishna et al, 2006; Lekalakala, 2019 in Botha & Zwane, 2021:11-12).

Teachers and parents forming closer relationships close the gap for learners to misbehave (Le Mottee & Kelly, 2017 in Botha & Zwane, 2021:12). Thus, involving parents and encouraging accountability in sustaining educators'endeavours is key in clamping down on the effects of violent disciplinary measures. Children who grow up in homes without parents tend to promote violence among children that spills over to schools. Thus, there is a direct demand for uniformity and regularity in the corrective model at home and school for discipline to be successful Botha & Zwane, 2021:12).

Preferably, as suggested by the South African Council for Educators (SACE, 2020) report, corporal punishment should be articulated as outlawed at home and in schools.

The most critical position to consider is that not only parents, but all roles players and stakeholders in Education affairs can communicate an undertaking that can prevent and stop violence from being perpetrated against teachers at schools (Lekalakala, 2019 in Botha & Zwane, 2021:12). This stresses the need for a learning environment in which everybody experiences safety socially, emotionally, and physically (Le Mottee & Kelly, 2017 in Botha & Zwane, 2021:12).

Building harmonious stakeholder relationships, specifically between educators and learners, is key to combating violence against educators. Their perception of one another is critical in its context. According to Espelange et al., although teachers react to learner-on-teacher violence in various ways, it is evident that different schools in South Africa do not have formalised learner-on-teacher violence broad preventive programs (Botha & Zwane, 2021:12-13).

3.15 A FRAMEWORK TO DEAL WITH VIOLENCE IN SOUTH AFRICAN PUBLIC SCHOOLS

Before 1994, South Africa, under apartheid, ran a very violent and oppressive regime. Black learners were especially disadvantaged in terms of the Bantu Education system introduced in 1948 by the newly elected White Nationalist Government. They segregated the school system to remove the fertile ground upon which young Black learners could express their dissatisfaction with the system. During the apartheid era, school boycotts and demonstrations thus became the order of the day across many township schools. As a result, analternative subculture was created where direct involvement in violence became socially acceptable among oppressed young Black learners as a viable means of securing political and socio-economic liberation (Baruth & Mokoena, 2016: 97).

Following South Africa‘s first democratic elections in 1994, this culture of violence was left unchecked. This was evidenced by the xenophobic attacks on foreign nationals in 2008 and again in April 2015. A particular gruesome attack, which grabbed the 2015 headlines and shocked the nation, took place in Alexandra Township where a Mozambican national was stabbed several times and later died of his wounds in hospital (The Sunday Times 19 April 2015) in Bruth & Mokoena, 2016:97).

During the apartheid era, the South African government took things for granted and thought that the new era of political freedom would suddenly make everyone happy and think alike. As a consequence, while many Black learners returned to school post-1994, the classrooms across South Africa‘s impoverished Black communities remained virtually unchanged. Poor facilities and sometimes the lack of essential facilities created a social environment conducive to promoting violent and frustrated learners.

The School Governing Body (SGB) was established under the South African Schools Act (SASA) 84 0f 9196. The South African school system soon experienced severe learner discipline problems. One of the reasons for promulgating the South African Schools Act was to abolish corporal punishment in schools. The Act thus states:

3.12.1 No person may administer corporal punishment at school to a learner

4.12.1 Any person who contravenes subsection (1) of the Act is guilty of an offence and liable for conviction to a sentence, which could be imposed for assault.

However, this legislative ruling was perceived differently by several people, including educators. While some viewed it as a means of liberation, others thought it would lead to the end of a well-disciplined school system. This was demonstrated later when learners became unruly across many schools, leading to educators and learners alike being the victims of violent attacks. One well-documented incident was that of a sword attack, which took place at the Nic Diederichs Technical High School in Krugersdorp, Gauteng, where a Grade 12 Matric learner arrived at the school carrying several swords and allegedly killed one boy and injured three others (Mail and Guardian 18 August 2008 in Baruth & Mokoena 2016:97).

More than a fifth of sexual assaults of South African children took place in schools. Exposure to domestic violence, gangsterism, and drugs make a significant impact on learners’ performance. Recently there seems to have been an increase in the reported number of serious incidents of school violence in South African schools (Baruth & Mokoena 2016:97).

3.16 FORMS AND PATTERNS OF SCHOOL VIOLENCE

O‘Connell et al (1999) define bullying as negative actions which may be physical or verbal that have hostile intent, which is repeated over time and involve a power differential. They counted that bullying unfolds in a social context namely, the dyad, peer group, the playgroundsetting, and school environment. Bullying can be direct or indirect (Baruth & Mokoena, 2016:97-98).

Direct bullying involves physical contact or verbal abuse whereas indirect bullying involves subtle social manipulations such as gossip, spreading rumors, and exclusion. Sharing the same view, Fried and Soland (2011) describe bullying as a repeated verbal, physical, social, or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. These researchers suggest that bullying can involve humiliation, domination, intimidation, victimisation, and any other form of harassment. However, bullying in whatever form can have long-lasting effects on those involved, including bystanders (Baruth & Mokoena, 2016: 98).

According to Shariff (2004; 223) in Baruth and Mokoena, (2016:98) bullying can either be overt or covert 'Overt bullying involves physical aggression such as beating, kicking, shoving and sexual touching, and consequently victims are excluded from their peer groups, stalked, stared at, gossiped about, verbally threatened, or harassed. These result in causing harm that prevents or inhibits children from achieving their maximum physical, social or academic potential.

There is another form of bullying, which is becoming increasingly common. Especially among girl learners, is that of cyberbullying among girl learners. This is a form of covert bullying that involves the use of mobile phones or the Internet. Perpetrators make anonymous, malicious comments or threats tease, and engage in gossip through online chat rooms and other social media such as Facebook or Twitter or use email WhatsApp, or mobile phones to intimidate others. Cyberbullying poses new challenges for teachers because it is more difficult to detect than direct physical bullying since it is conducted in a virtual environment. However, one could argue that if cyberbullying is aimed at poisoning the psychological school environment for victims, it should be the duty of the school to prevent it as far as possible (Shariff, 2004:223 in Baruth & Mokoena, 2016:98).

3.16.1 Gang-related violence

Another form of violence affecting schools that has become apparent in South African schools, especially in the Western Cape Province, is gangsterism. According to the Western Cape Education Department (WCED 2003) gang members appear to choose the arrival and departure times of teachers and learners and deliberately wait for them at the school gates. That brings a terrorising –fear factor that could traumatise teachers, learners, and parents alike (Baruth & Mokoena, 2016:99).

A few preventive measures have been introduced in schools where it has been suggested that police presence in the school area would prevent troubling situations from escalating and that police officers could be ‒adopted through the ‒Adopt-a-Cop program by a particular school. However, many South African schools have not reported incidents because of a fear of victimization. Considering that gang activity has become prevalent at many schools (Nhambura, 2020), it is furthersuggested that school districts must implement policies to regulate the behaviour of gang members. Moreover, school administrators should develop site-specific gang-related policies that are aligned with district policies, the school's philosophy, and general policies. It was alsosuggested that gang-related policies should appear in a specially allocated section of the learners' handbook and that this section should be displayed in all campus offices and all classrooms. However, it seems that all the best-developed policies in the world are worthless if the incidents of violence are not reported to those who could make a change or the scourge is not addressed in a collaborative manner, where important stakeholders would play a critical role (Segoe & Mokgosi, 2007 in Baruth & Mokoena, 2016:99).

3.17 SPECIAL REPORT IN CAPE FLATS

It was reported in the M&G news reports (2022:1) that in Cape Flats classrooms, a hardworking matric student yearns for a mathematics teacher. Her classmates were frustrated with all they had lost out at all that the teacher sent – his speciality, after all, is in English and life orientation. Riaz Solker's Sodium Day, released in selected Nu Metro and Ster-Kinekor cinemas on 22 April, was about a day in the life of a grade 12Y learner and John Shelby High School, and provided a hard look into life at South Africa's public schools. The film begins with a bang-literally. In the morning before school starts, three students are experimenting with titular sodium, hoping for a dramatic reaction. They were tired of the way things were handled at their school and had little anticipation of anything changing. As the day continued, so did the misdemeanours; we were introduced to a learner who dropped out of classes to become the designated school security guard for R2 800 a month, the learner who carried a knife, and stories beyond the classroom involving schoolgirls and local gangsters (M&G News reports,2022:1).

An exchange with a group of private school learners who visited for a day was a stark demonstration of inequality and a microcosm of a broader South African picture. The difference was socioeconomic backgrounds that were meant to make the learners work together, find common ground and learn from one another, but instead, it exposed patronising attitudesand blindness to the life the John Shelby learners face (M&G News reports, 2022:1).

Boldly confronting stereotypes by both critiquing and plying them, as a coming–of–age film, it not only exposes the harsh life on the Cape Flats but also considers the journey of the learnersinto adulthood. They could not be themselves as they would not be accepted in their community, so shapeshifting and code-switching were necessary to ensure their survival (M&G News reports, 2022:2).

Sodium Day grapples with racism, gender-based violence, gang violence, and even autism, and through the school's burnt-out and ill-treated teachers, shows how those issues progressed into the community (M&G News reports, 2022:2-3).

While much attention has been paid to the consequences of the pandemic on school gang children, Sodium Day shines a light on pervasive issues that have always been there and continue to fester in the system. Statistic South Africa every quarter led with the fact that the country's unemployment rate sat at a record high, with the latest statistics revealing that 66.5% of youth aged 15-24 were unemployed (M&G News reports,2022:3-4).

3.17.1 School violence in Ekurhuleni,

The Sunday Times of 18 August 2022 reported the following incidents were reported in Sunday Times on 19 August on Tuesday a learner was stabbed at Cebisa Secondary School in Ermelo when a gangster-related fight broke out. The Grade 10 learner was allegedly attacked by a peer. Federation Association of Governing Bodies of SA Schools CEO Dr Jaco Deacon said while he could not say there had been an increase in such incidents, there was more evidence thereof. Societal issues played out at school, and they needed to heal their societies at large. To address the challenges school communities should work together and involve all stakeholders including parents, teachers, learners, NGOs, and the religious community, he said" (Thikalange, 2022:1).

It was reported that in January 2022 a 16-year-old learner from Daveyton, Ekurhuleni, allegedly shot dead a classmate during an argument, then turned the gun on himself. Again, in February a 17-year-old Kings Edward VII School learner was fatally stabbed outside Madison Avenue nightclub in Sandston, Johannesburg. In May a grade 6 learner was allegedly fatally stabbed by a fellow pupil at Zama Primary School in Zastron in Free State (Thikalange, 2022:1-2).

Following suggestions based on incidents stated under, Deacon said more rules won't fix the problem of violent incidents in schools. It was believed that the long-term solution was in value-driven schools with an emphasis on positive behaviour. Schools should identify their values and focus their actions thereon.

We constantly tell children what they should do, but weneed to help them learn how they should act, respond, and contribute to society. It was also suggested that schools should have police officers linked to them and work in partnership to deal with serious issues while communities should help to instil values, he added (Thikalange,2022:2-3).

It was further requested a social worker in every school to equip teachers to deal with all social and socioeconomic realities that need to strengthen the partnership between the school and parents/guardians. Deacon said if societal issues were not fixed, they would play out in schools. We all have responsibilities towards our children and our country. Department of Basic Education spokesperson Elijah Mlanga said government Departments had joined forces to tackle violence in schools. He said basic Education, social development, communication and digital technologies, home affairs, justice, and constitutional development Departments, with police, were hosting the fourth instalment of an anti-bullying roadshow (Thikalange, 2022:2-3).

Mahlanga Said that Vaal Reefs Technical High School in Orkney, North West, on Friday. At its heart, the multisectoral interDepartmental intervention aims to raise awareness about the continuing and distressing impact of bullying and violence that plagues the nation and its communities. Mhlanga further said at the centre of events to ensure not only schools but the communities around them took the challenge to get rid of schools that are inappropriate, violent, and had harmful behaviours. Having launched the intervention with the initial roadshow in May 2021, it would head to the platinum province with the message that bullying and violence have no place in society. Said Mhlanga (Thikalange, 2022:3).

3.18 VIOLENCE RELATED TO DRUG AND ALCOHOL ABUSE

The researchers Fagan and Wilkinson (1998) maintain that there is a relationship between violent crimes in school and abuse of alcohol and drugs. In township communities where alcohol and drugs are easily available to underage children, the availability of those commodities puts those in such communities at higher risk of violent encounters. Ensikk et al (1997) agree that the use of alcohol makes a person less inhibited and thereby increases the likelihood of violence in situations where violence is not lowered. Learners in more affluent schools who receive more pocket money could afford to buy drugs while poorer learners who reside in the townships and who have developed the habit could easily become involved in violence to obtain the money to pursue it.

This suggests that the proportion of illegal drug useis not negligible, and places young people at risk of health and legal consequences that could impact their Education (Baruth& Mokoena, 2016:100).

However, McEntire (2007) states that what was more shocking is that twenty-nine percent of their respondents reported that someone had offered, sold, or given them illegal drugs while they were at school. It would therefore seem that while South Africa has one set of laws, which is equally applicable inside and outside the school fence, learners never hear the message that the school will protect them when they are approached concerning taking drugs, engaging in drug running, or other criminal activities (Baruth & Mokoena, 1996:100).

Within South African schools, shootings are also periodically reported. Horror school shooting with a police service pistol of a 14-year-old at a Pretoria private school (Peinsloo, 2005:5 in Baruth & Mokoena, 2016:100). Furthermore, poor discipline in South African schools has a negative impact on the culture of teaching and learning. Concurrently, poor disciplinary practices in South African schools would inevitably lead to a breakdown of the Educational process.

The effect of poor learner discipline in schools inevitably leads to a high learner dropout rate at the tertiary level as well.

Poor learner discipline has caused considerable stress, anxiety, and unwarranted pressure on teachers. As a result, derogatory name-calling, punching, tardiness, and many others have made it almost impossible for educators to teach in South African schools (Levin & Nolan in Baruth & Mokoena, 2016:102).

In the view of many Educational specialists and scholars, poor discipline causes many South African schools to become dysfunctional and makes the effect on the teaching staff intolerable as they face tremendous pressure and stress. Teachers are experiencing greater levels of stress due to the rising disciplinary problems resulting in high-level burnout, mental exhaustion, demotivation, and stress. In addition, poor discipline has given rise to several conflicts between school principals, educators, and parents. Instead of all stakeholders working collaboratively to resolve the growing number of disciplinary problems, there is little cooperation. As a result, poor discipline has caused serious separations among all stakeholdersof the school system (Sithole 2007 in Baruth & Mokoena, 2016:102).

From the above discussion, it has emerged that poor discipline has worsened through weak collaborations, lack of capacity building, and partnerships among all stakeholders of the public school system. Accordingly, the misconduct of learners has become an endemic problem across all public schools (Baruth& Mokoena, 2016:102).

3.18.1 Measures to counter violence, drug abuse, and other forms of crimes in public schools

In 2012, the Department of Education in KwaZulu-Natal issued a circular (KZN Circular No. 32 of 2012) in response to a high level of school violence, drug abuse, and other forms of crimes in public schools. The Department of Education clearly stated that it could not improvesafety and security in public schools without the involvement of parents, communities, Izinduna, Amakhosi, teachers, learners, and other stakeholders (KwaZulu-Natal Department ofEducation, 2012:2). This approach was in line with Eke and Singh‘s (2018:1) who argued thatachieving safety in a schooling environment required multiple stakeholders.

3.18.2 Some strategies for school violence management at the school level

Combating school violence requires a holistic approach that involves various stakeholders including all staff members, parents, community members, law enforcement, learners, and government officials.

Without the key stakeholders, school violence interventions might fail toyield the intended goals, given that school violence is dimensional. That implies that managing school-based violence requires partnerships or collaboration of various key players who must share vision, values, resources, commitment, and the need to work together. National SchoolSafety Centre (2007) suggests several strategies that may be considered by an individual schoolfor different groups of stakeholders. More importantly, the centre first suggested that a schoolshould have a policy that promotes the inclusion of school safety in the Education agenda andhas a strong reporting system in place (Centre for Justice and Crime Prevention, 2012:4).

In terms of working with school board members, (National School Safety Centre 2007:13) suggests that school board members should be invited and facilitated to visit schools regularly. These visits may enhance the relationship and communication between school staff members, learners, and school board members. It is also suggested that board members be included in the mailing list to ensure they are updated about school violence.

Teachers may incorporate topics into the school curriculum and coordinate school safety activities that seek to improve quality Education and safety at school (National School Safety Centre, 2007:13). Involving both teachers and learners in a school safety programme is paramount as these approaches develop teachers and learners to feel a sense ownership of the program. The fact that teachers and learners share responsibilities, learners may not feel that they are imposed or forced to participate in the school safety programs. Consistent with this strategy, is the need to encourage the inclusion of school learners in the identification of the root causes of violence. The involvement of learners in violence prevention programs in schools empowers learners with skills to identify and recognise violent behaviour and resolve conflicts and disputes amicably without violence (WHO, 2019:24).

3.18.3 A Framework to Deal with Violence in South African Public Schools

Before 1994, South Africa was seen as an oppressive country under the apartheid regime where black learners in particular were disadvantaged under the then Bantu Education system that was introduced by the elected White National Government in 1948. However, during the apartheid era, there was segregation in the system where black learners did not have the right to express their dissatisfaction. Another related concern during the apartheid regime was boycotts and demonstrations across different schools in townships. As a result, an alternative subdivision was created for direct involvement in learner violence where the societies got involved in favour of the oppressed black learners to secure their political and socio-economic liberation (Baruth & Mokoena, 2016: 97).

It was reported in the Sunday Times that the first democratic election of South Africa did not consider the value of violence in schools in 1994. However, there were xenophobic attacks on foreign nationals in 2008 and April 2015. A Mozambican was stabbed several times and died in hospital (The Sunday Times 19 April 2015 in Bruth & Mokoena, 2016:97).

The South African Schools Act (SASA) 84 of 1996 established the School Governing Body (SGB) as severe learner indiscipline caused problems, and punitive corporal punishment had to be abolished in schools. The Act thus states Corporal punishment would not be administeredto learners in schools, therefore, any person contravening subsection (1) of the Act would be guilty of an offence and would be sentenced for assault. However, this legislative ruling was frowned upon by many teachers, that learners would be disrespecting teachers. Other teachersviewed it as a relief (Mail and Guardian 18 August 2008 in Baruth & Mokoena 2016:97).

Learners became unruly in many schools, and that led to attacks among learners and teachers. There was an incident of a sword attack, which took place at the Nic Diederichs Technical High School in Krugersdorp, Gauteng, where a Grade 1 2 Matric learner came to the school with numerous swords and allegedly killed one boy and injured three others (Mail & Guardian18 August 2008 in Baruth & Mokoena 2016:97).

The incidents of sexual assaults of South African learners take place in schools. Exposure to domestic violence, gangsterism, and the use of drugs impacted learner performance, and there has been an escalation of incidents reported in South African schools (Baruth & Mokoena 2016:97).

Parents should be encouraged to visit their children at school to be aware of the behaviour of their children. Schools also must make time for parents to see school principals or any staff members. Parents can be requested to take responsibility for the actions of their children. Where possible, parents should be held liable for any damage caused by their children. Government representatives and law enforcement can also be requested to visit schools regularly, especially when there are functions or any other events. Law enforcement in particular can be invited to give talks on school violence-related issues such as drug abuse andchild safety (National School Safety Centre, 2007:14). Schools should not be the only forum for dealing with learner discipline. Parents should be hands-on and play an active role or involvement in the behaviour of their children both in and outside the school environment. This can be done by parents taking an interest in the academic activities that the child is faced with, such as ensuring the homework is done.

Further, the school authorities such as teachers and principals, should maintain an open-door policy to avail parents with the opportunity to engage with them regarding the behaviour and or performance of individual learners. Furthermore, and as contemplated by the Schools Act, a complaint regarding an individual learner's serious acts of violence such as stabbing, sexual assault, and or rape, should be reported to the relevant authorities by registering a formal complaint. This is to ensure that record/s of individual learner's acts of violence in schools are properly documented for future reference.

3.19 TEACHERS SELF-EFFICACY

The psychological well-being of teachers is unquestionably known to have an impact on their sense of self-efficacy, which in turn may have an impact on their willingness to remain in the teaching profession (Wang et al, 2015). According to Rosenholtz's (1989) study, teachers who believe they are unable to manage and control the classroom environment feel helpless, which may lead to a decrease in their self-efficacy. Self-efficacy, however, is firmly believed to be an important role for teachers to play in managing the impact of school violence and reducing the effect that it has on their professional engagement. It was found that, among other factors impacting teachers' self-efficacy, the unfavourable behaviour of students in schools plays a role in diminishing the teachers' efficacy and their decision to leave the teaching profession (Borman & Dowling, 2008; Bril & Mac Cartney, 2008).

It is highlighted in the study of Lukens et al (2004) that teachers who deal with an overwhelming amount of learner discipline experience significant disappointment, which causes them to doubt their professional and teaching talents and decisions. In that case, learners' misbehaviour in schools affects the self-esteem of teachers to the extent that they are unable to carry out their teaching responsibilities. These highlighted experiences of teachers are even more significant among those who are new in the teaching industry as they struggle with increased pressures emanating from their relationship with learners and their inability to manage the behaviour of such learners (Moloantoa & Geyer, 2021: 1).

3.19.1 Quality learning and teaching campaign (QLTC)

Procedures to reduce violence in schools and society at large are identified by the QLTC. Communities, all stakeholders, and the Education Department come together to create the campaign. The primary responsibility of the QLTC, according to a report from the Department of Education on August 4th, 2015, was to create a platform for ensuring the active and constructive engagement of common ideas that will promote learning and teaching in schools. The Deputy Director General (DDG) of the Department of Basic Education, Ms Vivienne Carelse, described (QLTC) as essential for the quality of learning and teaching campaign within the Department of Education. The campaign's main objective was to promote accountability among all sectoral partners, including the DoBE and its representatives, educators, parents, and primary stages.

The QLTC works to provide effective curriculum interpretation, learning access, and dedication to delivering tasks with the necessary framework for effective teaching and learning.The North West, the Free State, Mpumalanga, the Qumbu district of the Eastern Cape, and thestate Civil society and corporate cooperation in the Educational sector all had significant growthsince the start of QLTC in 2009. Through its regulatory processes, SACE was observed and involved in ensuring the professional conduct of teachers in schools.

The QLTC introduced the Annual National Assessment (ANA), the National School Curriculum, (NSC), Schools' responsibilities, and community mobilisation can help solve societal problems. The Department of Education aims to collaborate closely with local communities and form vital alliances to prevent violence in classrooms and promote safe learning environments. Ms J Basson (ANC) suggested the involvement of the South African Police Service to calm the violent situations in schools, initiate successful interventions, and secure the school environment during mob fighting in and outside the school premises (DoBE, 2015:1-22). The prevention of violence in schools is supported in the study of Griggs (2002) as he alludes that the precise campaign program of all stakeholders will increase the chances of sustainable interventions of violent incidents. However, this study establishes that the escalation of violence in schools will decrease through the campaign introduced by the QLTC, which seeks to prevent crime on school premises and in communities around schools.

3.19.2 Meeting reports on school safety, violence, and bullying

In the meeting report summary dated 4th August 2015, the Social Mobilisation and Support Deputy Director General (DDG), Dr Granville Whittle, said that classroom violence in South Africa is a typical occurrence. It was further reported that students learn best when they live in and attend schools in safe environments, making safety and nonviolence essential prerequisites for the achievement of Educational results.

Additionally, it was confirmed by international experience that the following strategies for school safety do not work:

- Regular or prolonged presence of police in schools
- The presence of armed security guards in schools or the regular or extended presence of police in schools
- Zero-tolerance policies for alcohol, drugs, and violence in which students who were detected in possession of any of the aforementioned items were excluded orexpelled.
- Mental sensors or infrastructure upgrades like fences.

The meeting report further highlighted the effective strategies to address school violence and the following were included:

- Maintaining reasonable class sizes
- Building linkages with the communities where schools are located and teaching teachers to recognise violent students (relationships with the parents, learners, and the broader community).
- Having easy access to social workers or school council members, was crucial for offering psychological support.
- Having responsible school authorities
- Giving learners a voice since they need to participate in the solution.
- Including the community in clearly outlined roles and duties.
- Promoting a culture of human rights in schools to ensure that everyone is welcome.
- Building transparency and trust (DoBE 2015:1-2).

It is shown that schools with high levels of violence also have high levels of mistrust among the staff, between learners and staff, and between the community and the school. The Department of Basic Education's Manifesto on Values, Education and Democracy (DBE 2002) and the more recent Building a Culture of Responsibility and Humanity in Our Schools both make it clear that schools are still seen as places where the values essential for a thriving and morally based citizenship and society are nurtured and improved (DBE, 2002). The Tirisano Plan was announced by the DoE (then known as the Department of Education) in 1999 to facilitate the creation of a fully operational Education and training system in South Africa (Davids & Waghid, 2016:30-31).

The study by Meyer and Chetty (2017: 122) backed up the aforementioned changes and noted that despite being supposed to be safe areas, schools and classrooms were frequently the scenes of violence.

Schools in South Africa became a place where children were hurt and in danger because of the high levels of violence there. The problem was exacerbated by teachers' attitudesand behaviours. For instance, because teachers frequently missed class, the risks of classroom violence were elevated. The academic achievement of students, the expectations placed on them by the curriculum, theattitudes and motivation of students and teachers, appropriate classroom behaviour, and rental participation all suffer in disadvantaged schools.

For instance, in underprivileged settings, teachers frequently hold the opinion that poor parents generally do not support their children's Education and do not engage in productive relationships with the school. Parents in underprivileged communities may be seen as being less active in their children's Education fora variety of reasons (Meyer & Chetty 2017: 122)

A variety of aggressive and violent behaviour at school is linked to the influence of delinquent peers, siblings, or family members. While a holistic approach incorporates the learner's various selves into the learning experience, many schools consider their role as being limited to the simple transmission of knowledge (Best (2008:344). A holistic approach to Education is crucial because it allows students to integrate the power of their minds and hearts and help them create a sense of who they are as members of the global family (Podger, Mustakova-Possardt & Reid, 2010:342). The prevailing ideology in the culture declares that learning is primarily the purview of the mind or intellect. According to this perspective, the body largely serves the mind (Meyer & Chetty, 127-131).

There is a concern expressed that violent situations have been witnessed by teachers and learners in their schools. In this context, countless episodes of abuse, crime, and violence resulting from learner aggressiveness in schools are covered by the local print media. The frequent use of drugs and alcohol on school grounds during school hours as well as learners' use of firearms to intimidate teachers and defenseless learners is also a major reason for concern. The lack of a safe school atmosphere where good teaching and learning could occur is caused by learners' violence. Regardless of where it started, violence brought on by learner aggressiveness has devastating effects on everyone, especially teachers, parents, and learners. Understanding some factors of learner aggression is crucial in the effort to eliminate aggressive behaviour in school (Kreifels & Warton, 2018:81).

According to Albert Bandura's self-efficacy theory (Bandura, 1986), teacher efficacy is a situation-specific construct.
As a result, the self-efficacy of teachers varies, depending on the circumstances or contexts. Teachers may experience a sense of powerlessness and lower self-efficacy when they believe they are unable to control and manage classroom situations.

Positive experiences thus become a motivating incentive, while negative ones could lead to disengagement or even encourage leaving the profession (Ware & Kitsantas, 2011). In addition to environmental influences, research has shown that teacher self-efficacy has an impact on teachers.

The relationships between teacher self-efficacy, teacher burnout, and attrition were also added as part of the study's opinion of their teaching and school (Schwarzer & Hallum, 2008). Self-efficacy among teachers is crucial in helping them deal with the consequences of school violence and lessen its influence on their professional involvement. Student behaviour issues are now the second most commonly reported concern among those influencing instructors' self-efficacy and decisions to leave the profession (Borman & Dowling, 2008; Brill& McCartney, 2008). Teachers who deal with severe student behaviour issues report the feelingof profound disappointment that makes them doubt their abilities as teachers and their career decisions.

Teachers feel less equipped to carry out their teaching duties because of disruptive learner behaviour. New teachers, who deal with greater pressure regarding their interactions with learners and their capacity to control learner behaviour, are most affected by the problem. According to Kreifels and Warton's report (2021:3), the National Anti-Gangsterism Strategy was approved by the South African Cabinet in June 2016 (WC DOCS, 2017). This strategy recognized the serious harm that gangsterism caused to schools located in gang-infested communities (NICOC, 2015).

Through several initiatives, the Strategy continued to work to reduce the effects of violence and prevent and address gang violence. These programs incorporated both community and school-based interventions. The National School Safety Framework, the National Strategy forthe Prevention and Management of Alcohol and Drug Use among Learners in Schools, and the Safety in Education Partnership Protocol were all emphasized in the Strategy as being crucial to its success. However, one disadvantage was that it didn't offer any fresh policy recommendations or useful advice for effectively addressing school violence. It was recommended that the Department of Basic Education should keep an eye on how well schools follow minimal safety requirements and work to prevent and address school violence, especially in terms of gathering frequent data on school violence and prevention programs.

- The Department of Basic Education's minimum criteria for safety must be adheredto when implementing school rules and procedures, including a comprehensive code of conduct that promotes non-violence and lays out appropriate responses and punishments for violence.
- School staff must receive training and support in effective and suitable classroom management, be held accountable for violence in schools by enforcing school nonviolence policies with the proper tools, and face swift and decisive disciplinary action if engaged in violence in the profession.

- The environment around schools should be free of drugs, alcohol, and weapons through cooperation with the South African Police Service, the Department of Social Development, local government, and school and community initiatives.
- Security facilities at schools need to be updated, maintained, and monitored to retain safety at the school premises.
- To ensure that students and teachers have access to dependable, affordable, and safe transportation between their homes and the school, safe transportation to and from schools must be established.
- Likewise, children and youth who are experiencing violence in the home orcommunity must be identified and given the proper support services, including counselling.
- More research needs to be done to monitor and assess programs effectively, whichwill lead to program enhancement and generalizability to other schools (DoBE 2015:1-2).

3.20 MANAGEMENT OF SCHOOL VIOLENCE

As this study examined the management of violence, specifically in secondary schools of the North West Province, and in schools in general, all school administrators, including the principal, deputy principal, teachers, and members of the school governing body, were responsible for ensuring a safe learning environment at school to avoid violence. Causes of violence might include learner-on-learner violence, learner-on-teacher violence, teacher-on-learner violence, teacher-on-teacher violence, and social bad influences within the school premises. According to Munevver Mertoglu, (2014:696) reducing violent behaviour in schools increased the learner‘s academic achievement in secondary schools. That included thetraining and guidance given to the administrators and teachers throughout the year. Therefore, the amalgamation of the management of schools, teachers, parents, and learners would assist in reducing violence in schools.

3.20.1 Responsibilities of the principal

To monitor the violent-related behaviour in schools, the role of the principal of the Divisional Administrative Team is to maintain and support the school in gathering the general purposes of the Division and the necessities of an individual learner.

Furthermore, the role of the principal is to provide leadership, direction, and coordination within the school. The main focusof the principal is to develop active Educational programs within the school premises. In addition, the principal should endeavour to generate a climate that will nurture the learners’ and teachers’ growth within his/her school (Mestry, 2006:27).

Additionally, in gratifying this role, the principal should work under the observation of the superintendent of schools and with the provisions of the Public School Act, the Department of Education and Training Regulations, and Board Policy. However, the duties of the principal incorporate all aspects of the school's operation, directly or indirectly, under his/her authority. In overall terms, the principal is responsible for the comprehensive establishment of the school, the progress of the instructional program, the assignment of duties to the supervision of members of his/her staff, and the overall operation of the school services (Mestry, 2006:27).

3.20.2 Restorative discipline of the principal

Researchers explain that the responsibilities of a principal are: to adhere to the constitutional recommendations regarding human rights; the management of the implementation of the school's discipline; report quarterly to the School Governing Body (SGB) regarding the discipline in school progress with the implementation of the restorative approach in disciplining; and deal with the discipline of teachers in a restorative manner. However, the restorative discipline role of the principal is to ensure that all newly appointed staff members are trained restoratively. Additionally, the principal needs to guarantee all staff members need to be trained in restorative practices in the best interests of all learners. Another relevant restorative disciplinary measure of school principals is to report incidents of corporal punishment to the Department of Education, the police, SACE, and SGB (Reyneke et al, 2020: 571-572).

3.20.3 Responsibilities of teachers

Violence has become an everyday problem in schools where learners need to be taken care of by teachers. Teachers spend most of their time with learners in the classrooms, therefore, they must protect and take care of the learners against any type of violence in schools. Teachers can pay more attention to creating a conducive learning environment that does not include violence in their classrooms. They must create a positive and conducive learning environment in their classroom by motivating the learners to study hard and become appropriate role models to the learners. Teachers become role models for their learners with a supportive leadership style when they use their social and emotional capabilities to ensure that learners improve their positive attitudes towards schools and when they are tolerant, accepting, and concerned (Moeller, 2001; Gladden, 2002 in Yasemin Yavuzzer & Rezzan Gundogdu, 2012: 363). However, teachers need awareness and acceptance that it is their responsibility to prevent the violent behaviour of learners in the classrooms.

Therefore, if teachers do not have anyawareness related to the frequent risk behaviour of learners in schools, they will be less interested in reducing those behaviours; hence, training in behavioural aspects is more crucial in schools to eliminate violence (Marsh et al, 2009 in Yasemin Yavuzer & Rezzan Gundogdu,2012:363).

Additionally, the responsibility of every teacher is to adhere to the constitutional recommendations regarding human rights, to attend training on the implementation of the discipline procedures and restorative discipline, to attend training on behavioural management and induction every year, to receive basic training in the development of psychological distress and the management of learners with different personalities, and the identification and referral of learners with behavioural problems, to ensure that the best interests of every child are considered, to enforce the disciplined attitude at all school activities, and ensure that all related violence incidents are reported procedural from the principal of the school to the Department of Education, to the police, to SASA and the SGB (Reyneke et al, 2020: 572).

3.20.4 Responsibilities of the School Governing Body (SGB)

To curb violence in schools the School Governing Body (SGB) has a pivotal part to play within the school premises by making sure that meetings are held regularly and all reports regardingthe management of the schools are specified and dealt with. However, one of the key roles of the school governing body is to create a favourable environment and climate in schools (Gann (1994: 28 in Mestry 2006:27-28).

The Schools Act (South Africa, 1996b) proposes how schools should manage their funds. According to the asserts, the governing body has some precise role to play in schools such as taking executive action e.g., recommending the appointment of the principal, deputy principal, and teachers, bearing in mind the disciplinary actions, agreeing on who should provide the school with a variety of resources and services, hearing appeals, responding to external issues, consulting with the local authority; funding agency or non-governmental organisations and communicating to relevant stakeholders. The obligatory functions of the SGB include all functions stated in section 20 9 South Africa, 1996b) prescribes how a school should manage its funds (Gann (1994: 28 in Mestry 2006:27-28).

3.20.5 Role of the SGB on the Early Intervention Level

Educators need to attend training on behavioural management, on that point training sessions for teachers should be funded to empower them during attendance, preferably teachers should be guided by guidelines developed by the School Governing Body (SGB) to guide themon how to manage some behaviour of learners and all staff members in general. All these shouldbe included in school disciplinary policy, therefore, the SGB needs to ensure that the implementation of the restorative discipline is adhered to (Reyneke et al, 2020:292).

3.20.6 Role of the SGB on the Formal Intervention Level

The SGB must draft the code of conduct for learners after consultation with the required stakeholders, they must draft the code of conduct under constitutional imperatives(Reyneke et al, 2020:292).

The SGB is a disciplinary committee that needs to be established by the SGB for the responsibility of formal disciplinary measures regarding serious misconduct of learners on the school premises. The disciplinary proceedings will play a pivotal role in the school for the smooth running of the teaching and learning of the school and to create a conducive environment in the school (Reyneke et al, 2020:292).

3.20.7 Parents

The responsibilities of parents are to keep in mind that charity begins at home, therefore, they should first teach their children good manners and to treat all individuals with respect. Furthermore, learners should be made aware of the code of conduct, and school policy should be adhered to. Parents should teach their children to respect their peers, teachers, and the management team on school premises. Parents should be role models for their children and their conduct should be acceptable in the community should realise that they are responsible for the discipline of their children, support the efforts of the school to instil positive values in their children, support the educators and SGB that have to deal with the unacceptablebehaviour of their child and realise that they act as role models for their children and other learners and that their conduct should therefore be in line with what is socially acceptable in the community. Parents should teach their children that their conduct at school and outside their school impacts negatively or positively on the reputation of their school (Reyneke et al, 2020:572).

3.20.8 Learners

Learners must learn curriculum-related skills. Those skills include basic negotiations and mediation in their entire lives as part of life orientation subjects. They must have training in mediation applicable to their peers at school and develop leadership skills for the Representative Council of Learners at school (RCL) members. Learners must attend the restorative mediation training programme skills (Reyneke et al, 2020:573).

The principal and those responsible for staff management need to be dedicated to their work to reduce the risk of violence in school. Before the execution of processes within the school there must be the following training:

- To clarify the role of the principal and other staff in implementing the Code of Practice and the school‘s arrangement and strategies for preventing and managing violence.
- To identify the potential for a violent situation
- To define violence and know how it may develop.
- To understand the effects that both perceived and actual risk of violence can haveon staff morale.
- To know how to support staff who have been victims of violence and how to stop staffwho have been victims of violence.
- To know how to take action when a violent incident has occurred. (DoBE, 2018:10).

3.21 SUMMARY

School violence is common and on the rise in all societies across the world. However, the types and causes of school violence vary from society to society and from school to school. School violence was a major obstacle to learning and teaching, leading to poor academic performance. Although school violence affects learners, teachers, and school administrators, female learners are more affected. Girls are often sexually harassed, beaten up, bullied, and even killed. For effective learning and teaching, the safety of learners and school administrators, and school violence had to be managed, and management of school violence needs to take a holistic approach. It must involve all stakeholders’ concerns about school violence. The methodology is discussed in the subsequent chapter. The following headings are used to organise the chapter: research paradigm, research approach, research design, sample, data collection methods, data analysis method, and ethical considerations.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This chapter outlines or deals with the methodology, which is like a roadmap followed during the data collection process. The chapter is divided into five different sections. The first section describes the research design employed in this study and justifies the choice of the design. Section two describes the study area, whereas section three explains the sample size and sampling procedures. This chapter explains in length how data will be collected, the data collection tools to be used, and the challenges to be encountered during data collection. The data analysis method employed in the study is provided in section four. The last section reveals the limitationsof the study and ethical issues.

4.2 RESEARCH DESIGN

The goal of this qualitative method of study was to collect pertinent data for an interpretive/constructivist research design that was used in this study. According to Denzin and Lincoln (quoted in Creswell, 2013:44), qualitative researchers observe phenomena in their natural environments and attempt to understand or interpret them in terms of the meaning individuals assign to them. Creswell (2013:47) asserts that qualitative research will be carried out to explore a problem or issue. This study aimed to examine the management of learner violent behaviour. Therefore, to get rich data, it is important to talk with the people experiencing it in their natural setting. Hanekom and Brynard (2014:39) contend that qualitative methodologies allow the researcher to know people personally, to see them as well and to experience their daily struggles when confronted with real-life situations such an experience helps the researcher to interpret and describe the actions of people under study.

According to Creswell (2013:48), a qualitative approach is used when there is a need for a complex and detailed understanding of the study under investigation. This information could only be obtained by speaking with individuals directly, visiting their homes and places of employment, and letting them tell their own stories without being influenced by what we anticipate finding or what we have read in the literature.

To enable people to speak up, have their views heard, and reduce the power dynamics that frequently exist between the researcher and study participants, qualitative research was used.

School violence and its management by talking to people who are knowledgeable about it such as parents, principals, and teachers.

This study follows a constructivist philosophical approach which falls under interpretivism. According to Williamson (2006:84), interpretivism philosophy sees the social world as ever-changing because of the human beings who consistently construct it. Thus, the interpretivist philosophical paradigm sees the world through the meanings and experiences of human beings. Constructivists then hypothesise that people construct their meanings, understandings, and knowledge of the world based on their experiences of things. They seek to understand individuals and their interpretation of the world around them (Kivunja & Kuyini, 2017:33).

Researchers who follow a constructivist philosophical approach, therefore, investigate constructions such as cultural values, ideas, and experiences of people (Williamson, 2006:85). It is in this context that constructivist researchers and participants mutually influence each other (Hunter, Chung, Gretzel & Koo, 2015:106). Arguably, the results of constructivist studies might be influenced by factors such as the interaction between the researcher and participant, and the experience of each party. The constructivist approach was chosen in this study because data collection required researcher-participant interaction. In this study, the data required was about people's knowledge and experience of school violence. Having achieved that, the current study employed a case study research design method.

4.3 CASE STUDY APPROACH

This study used a case study approach. A case study approach, according to Creswell (2007:73), makes use of the researcher who examines a (case) or multiple bounded systems (cases). The case or cases that were examined, take place over a certain period, through a detailed, in-depth data collection involving multiple sources of data (Creswell, 2007:73).

Yin (2014:16) describes a case study as ‒an empirical inquiry that investigates a contemporary phenomenon (the case) in depth and within its world context especially when the boundaries between phenomenon and context may not be evident. There are several case studies, including the single case study, multiple case study, reflective case study, longitudinal casestudy and collective case studies‖ (Coe, Waring, Hedges & Arthur, 2017:115).

A case study research design has the advantage of allowing researchers to select a small geographical area or a small number of people as the subjects to study (Zainal, 2007:1). According to Harrison, Birks, Franklin, and Mills (2017), case study research design is an effective methodology for investigating and understanding complex issues.

The research design is a single case study with the case (Bounded system) being secondary schools in the Mahikeng area. The design therefore is a single case study of school violence in the Mahikeng local municipality region. It allows researchers to explore issues in detail within defined boundaries. The case study research design method is preferred because it provides an opportunity for researchers to use different data collection tools including observations and interviews (Dornyei, 2007:151).

Creswell (2007:73) added that a case study is investigated over a particular period using in-depth data collection, often from multiple data sources. Related to this argument, this study used a qualitative research method, and data was collected from different sources using different data collection techniques.

According to Creswell (2013:48), qualitative research methods are used when a thorough grasp of complicated situations is required. Speaking with people directly in their homes and places of employment frequently was how this information was obtained.

The case study is described by Dr Taber (2019) as a wide methodology used in Educational research and diverges across scales. Therefore, each case needs to be bounded. The boundaries between cases and their context may not always be clear, for example, a specific instance may be identified but cannot be dissected from its natural context which is essential to the nature of the case. That means cases cannot be appreciated without some knowledge of their context. However, the researcher needs to set out boundaries for the case by justifying how the case can be considered as one instance among others as an integrated system in its own right (Taber, 2019:3). Therefore, a single case study method used in this study allowed the researcher the chance to investigate different cases of learner violent behaviour at several secondary schools in the North- West Province. A single case study was used to enrich the information from the qualitative research approach used in this study.

4.3.1 Sample and sampling

This study used a case-study approach. A case study approach entails that a researcher examines a (case) or multiple bounded systems (cases) (Creswell, 2007:73). The case or cases examined "take place over a certain period, through a detailed, in-depth data collection involving multiple sources of data" (Creswell, 2007:73).

Case studies are "an empirical inquiry that analyses a current phenomenon (the case) in depth and within its global context, especially when the boundaries between phenomenon and context may not be readily visible," according to Yin (2014:16).

The "single case study, multiple casestudies, reflective case studies, longitudinal case studies, and collective case studies" are just afew examples of the various case types (Coe, Waring, Hedges & Arthur, 2017:115). A single case study method used in this study allowed the researcher to investigate various instances of learner violence at several secondary schools in the North West Province in Mahikeng Local Municipality.

The sample size used in qualitative studies is often smaller than that used in quantitative studies because qualitative studies are more concerned with gaining a deep understanding of the meanings or experiences of subjects under investigation. Qualitative studies do not intend to use findings to generalise to the population (Dworkin, 2012:1319). The sample size of this study was thirty (30) participants from six secondary schools in Mahikeng municipality, which implied that five participants were selected from each secondary school. However, the sample size determined employed the theory of data saturation which was commonly used as a method for determined and justified sample size in qualitative research. The theory hypothesised that a data saturation point was reached when there was no new information gained from anadditional interview conducted (Fusch & Ness, 2015:1408; Guest, Bunce & Johnson, 2006:59). The supremacy of this method is grounded in its ability to allow researchers exhaust all new information or themes during data gathering. In fact, Fusch and Ness (2015:1408) warned that failing to reach data saturation may adversely affect the quality of data and content validity.

Participants of this study were selected using the purposive sampling technique, which was one of the non-probability sampling procedures. According to Etikan and Bala (2017:215), a non-probability sampling method is a sampling approach where some elements in the population are not given a chance to participate in the study sample. Purposive also known as judgemental sampling was used in the study because it allowed the researcher to choose participants based on the quality of information they possess (Tongco, 2007:147). As mentioned earlier, five participants were selected from each school. These participants included one principal, one parent, who is a member of the School Governing Body, and three teachers, who were not in the school management committee**.** That means the study involved six principals, six parents,and eighteen teachers to make thirty (30) participants in total.

4.4 DESCRIPTION OF THE STUDY AREA

One of South Africa's nine provinces is North West. The province's population was predicted to be 3, 7 million in 2016. There are four district municipalities in the province: Bojanala, Ngaka Modiri Molema, Dr. Kenneth Kaunda, and Dr. Ruth Segomotsi Mompati (Statistics South Africa, 2016). Statistics show that the province had 1533 primary and secondary schools in 2019 of which 1454 were public schools and 79 were independent schools.

These schools wereshared among districts as follows: Bojanala District has 566 public and independent schools, Ngaka Modiri Molema District has a total of 457 public and independent schools, Dr. Ruth Segomotsi Mompati has 290 schools whereas 220 schools both public and independent are registered in Dr. Kenneth Kaunda (Department of Education and Sports Development 2019:24)

The study concentrated only on Mahikeng Local Municipality, the North West Province's capital city, and one of the local municipalities in the Ngaka Modiri Molema District. Mahikeng Local Municipality was selected as a study area for two factors. First, Mahikeng is the capital city ofthe North West Province and has many secondary schools. The second factor was the numberof violent incidents reported in secondary schools in Mahikeng (Lindeque, 2018; Matheolane, 2012; Montsho, 2018). Those incidents suggested that violence was high in Mahikeng public secondary schools. The map of the North West Province which shows its Districts and municipalities including Mahikeng Local Municipality are in Figure 4.1 below.

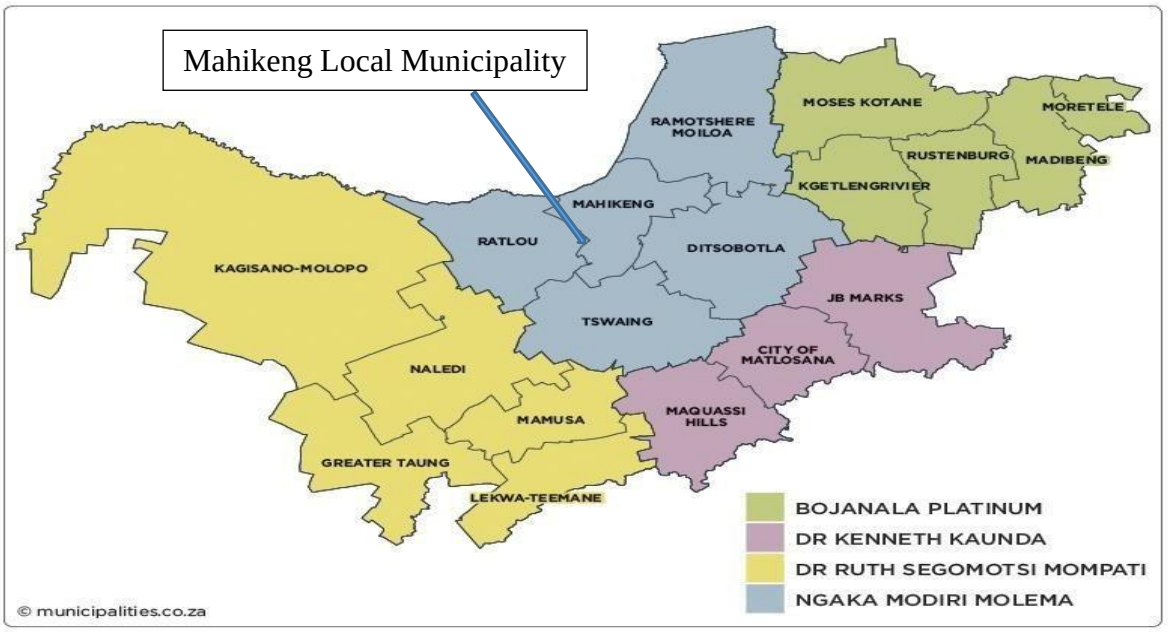

Fig. 4.1: Map of North West Province showing its local municipalities.

Source: Adapted from https://municipalities.co.za/provinces/view/8/north-west.

4.5 TARGET POPULATION AND SAMPLING

The study targeted only public secondary schools, in Mahikeng Local Municipality. This means that primary and intermediate schools were excluded from this study.According to Mahikeng Local Municipality, there are 27 secondary schools in the municipality (Mahikeng Local Municipality, 2020). However, this study excluded independent schools.

4.6 DATA COLLECTION METHODS

Two methods of collecting data from the selected secondary schools were used. Those data collection methods were semi-structured telephone interviews and a set of open-ended structured questionnaires.

4.6.1 Semi-structured interview

The semi-structured component of this method was made up of the framework and the adaptability of the responses. A semi-structured interview was unique among other interview data collection methods because of its ability to provide a high level of relevancy to the topic under investigation while also being sensitive to the participants (Bartholomew, Henderson & Marcia cited in Michele, McIntosh & Morse, 2015:1).

This data collection tool was developed for collecting data from principals and parents. An independent recruiter, in this case, the school secretary was used to assist with the identification and selection of parents see Appendix 4 page 236.

Initially, the researcher had planned to conduct face-to-face semi-structured interviews with parents and principals, but because of the COVID-19 pandemic, the researcher conducted the interviews by cell phone to minimise physical contact with participants. The researcher contacted principals telephonically, first, to inform them about the study and request their participation. The researcher was obliged to go to schools to see principals when necessary. In that case, the researcher took into consideration all health protocols set by the government concerning the COVID-19 pandemic. The interviews were conducted, using a cell phone which had an installed call recorder application. That means all interview calls were recorded automatically by the same cell phone used to call parents and principals for interviews.

After each interview, the recorded interview was transferred and saved to a folder specifically created for interviews on the researcher’s laptop. Both folder and laptop were encrypted with a password to ensure that no person, other than the researcher, had access to the interviews.

Semi-structured interviews were conducted with principals of schools and parents who were members of the School Governing Body see Appendix 4 page 236. Those participants were targeted to gain a deeper understanding of school violence management approaches adopted by secondary schools. Theadvantage of conducting semi-structured interviews is that researchers have the chance to explore participants' views, beliefs, or feelings about the subject under investigation. Researchers even dig into personal, or sometimes very sensitive, issues (DeJonckheere & Vaughn, 2019:1).

4.6.2 Open-ended structured questionnaire

The main reason for administering open-ended written-type questionnaires to teachers was to allow them to express their views freely (see Appendix 4 page 236).

For ethical reasons, an independent recruiter, such as the school's secretary, was approached to assist with the identification and purposeful selectionof teachers. However, the open-ended (written-type) questionnaires were sent to the identified teachers via email to avoid physical contact with them due to the COVID-19 pandemic. In other words, the researcher attempted to reduce the risk of infecting her participants with COVID-19 or being infected by those who might have tested positive. The participants sent back the completed questionnaires to the researcher by email.

Data from teachers were collected using open-ended questionnaires to give the respondents opportunities to freely and adequately answer questions in their own words. In other words, open-ended questionnaires did not limit respondents to the amount of information they provided. In open-ended questions, respondents were required to freely express responses in their own words, either in writing or verbally, meaning that respondents were not given options for responses (Züll, 2016:1). The questionnaires were self-administered. The researcher left each respondent with one questionnaire so he/she could answer the questions on their own in their free time. Then, the researcher went back to collect the completed questionnaires from the respondents after two days. However, the researcher first explained the purpose of the studyto the respondents and guided them on how to complete the questionnaires. Where answers provided by respondents were not clear or required further clarification, the researcher made a follow-up with the respondents concerned for clarification.

The questions were written in English because all the targeted participants could express themselves in English. Questions in the questionnaires were linked to the objectives of the study and were designed after an extensive review of the literature on school violence. To ensure the relevance of the questions, piloting was conducted among fellow teachers in my schools.

The questions in the questionnaires were asked under different themes, including:

- General questions about school violence
- Understanding school violence
- Different types of school violence
- Management of school violence

See Appendix 6, pages 240.

4.7 DATA ANALYSIS

4.7.1 Thematic Approach - content analysis

A thematic (content analysis) approach was used to analyse interviews and open-ended qualitative questionnaires. According to Merriam (1998:205), content analysis focuses on communicating the meaning of interviews and field notes. According to Merriam (1998:205), while some categories and variables serve as the study's initial direction, others are permitted and expected to do so throughout the investigation.

To allow fresh insights to emerge, researchers need to immerse themselves in the data (Hsieh & Shannon, 2005). Altheide (in Merriam, 1998:205) argues that content analysis is a technique that ‒searches for insights into which situations, settings, styles, images, meanings, and nuances are key topics. The procedure entailed simultaneously categorising the content and coding the raw data to collect pertinent qualities (Merriam, 1998:205). Finally, Hsieh and Shannon (2005:1278) stated that the purpose of content analysis is to provide knowledge and understanding of the phenomenon under study, in this case, learner violence.

The Atlas.ti version 22 was used to manage and support the qualitative content analysis of the data from the interviews with principals and parents, and from the qualitative open-ended questionnaires with teachers, from secondary schools of the North West Province. The use of this qualitative software facilitated the virtual findings of the study as qualitative data was networked and projected for a better understanding of participants' understanding and opinions on the gaps that exist in the management of school violence in secondary schools in South Africa. The data are presented using a scientific technique of interpretation that is structured and systematic.

The results are discussed in line with the research questions, current literature, and theories.

The chapter covers the demographic profile of study participants, findings linked to research questions, a discussion of findings, and a summary**.**

4.7.2 Different steps in content analysis

Robinson (in Merriam, 1998:206) noted that the steps in the content analysis process involve the following:

- Begin with a working hypothesis or explanation of the phenomenon being studied;and
- Carefully choose an instance of the phenomenon to test whether the hypothesis fits or matches the case.
- Reformulate the hypothesis when there is a mix-match between the case and the hypothesis. The hypothesis needs to be formulated; when the case fits the hypothesis, then extra cases should be selected to test against the hypothesis.
- Deliberately seeking cases that appear not to fit the explanation as formulated (negative or discrepant cases), the discovery of one negative case disproves the explanation and necessitates a reformulation of the explanation (Borg & Gall cited in Merriam, 1998:206).
- Continue the procedure until all of the cases are covered by the reformulation, or no negative cases can be located.

There were several qualitative data analysis approaches, including content analysis, interpretive, also known as hermeneutics analysis, narrative and performance analysis, grounded theory analysis, and cross-cultural analysis (Bernard, 2000 cited in Kawulich, 2004:97). Data analysis in this study, however, followed content analysis. Content analysis was defined as the subjective interpretation of the content of text information through the systematic classification process in which codes, themes, or patterns are identified (Hsieh & Shannon, 2005: 1278). Content analysis follows four steps outlined by Erlingsson and Brysiewicz, which are: familiarising oneself with the data and the hermeneutic spiral, dividing up the text into meaning units, and subsequently considering these meaning units, formulating codes, and developing categories and themes (Erlingsson & Brysiewicz, 2017:95).

That means printed transcripts were read and re-read for familiarisation while focusing on the research aim and question. Then, the text was broken into small units of meaning. The identified meaning units were further shortened but kept the main meaning.

4.7.3 Coding

The shortening of units was followed by developing codes of meaning units where meaning units with similar meanings were given one code. The next step was to organise codes into categories. This was done by bringing together codes that had a similar meaning. Categories with similar meanings were grouped to form themes to answer the research questions (Erlingsson & Brysiewicz, 2017:96-97). Then, the findings were interpreted and presented. In this study, the interview transcripts were analysed (coded) using Atlas.ti version 22.According to Soratto, Pires, and Friese (2020:2), Atlas.ti is a valuable tool for data analysis inqualitative research and can be used with a variety of theoretical frameworks and data analysis methods including content analysis. Content analysis is the method of data analysis for the present study.

Content Analysis focuses on communicating the meaning of the content of the transcript. In other words, it describes a research technique for the arbitrary interpretation of the content of text data through a methodical coding and theme or pattern-identification process. The coding process was effectively managed in Atlas.ti software. See Appendix 8, page 245.

The transcript was auto-coded through the use of a text search tool to depict participants' understanding and opinions on the management of school violence in secondary schools of the North West Province in South Africa. Using the text search tool allowed the researcher to become more familiar with participants' voices, comments, and perceptions on the management of school violence. This exercise allowed the researcher to begin the coding process.

According to Saldana (2015:4), a code is a word or a brief phrase to which the researcher assigns a particular piece of data. Whether the researcher uses lump or split coding affects how much code is produced. Split coding refers to breaking the part up into separate portions, whereas lump coding refers to assigning a single code that encapsulates the substance of a section Saldana (2015:23). The researcher used a lump coding approach for this exploration. Saldana (2015:3) describes 32 different coding techniques used in the guidebook. The descriptive coding method was mostly used in this study, which Saldana (2015:88) notes is appropriate for practically all qualitative investigations and is especially helpful for a researcher who is still learning how to code. Words or short phrases are used in descriptive codes to describe the data.

Following the initial coding, the codes were categorised into four (4) main themes, ten (10) sub-themes, and thirty-three (33) categories. These are presented in Table 5.2.
As a general rule, these three organisational levels were used. These codes and sub-categories are presentedin Table 5.2 as the themes and sub-themes for this study. The next section details

the empirical findings.

4.8 TRUSTWORTHINESS OF THE STUDY

A study must be credible for the data it collects to be true, authentic, and verifiable. Lincoln and Guba (cited in Cope, 2014:90) describe trustworthiness as ‒the process of building trust with the informants to foster rich and detailed responses which should be promoted by allowing adequate time to collect data, and obtaining an understanding of participants and the phenomenon of the study.

The trustworthiness of a study can be ensured in several different ways, including credibility, dependability, transferability, and confirmability (Lincoln & Guba cited in Creswell & Poth, 2018:256). Trustworthiness in a qualitative study means the extent to which the findings of the study can be trusted (Korstjens & Moser, 2018:121). The researcher enhanced the trustworthiness of the findings of the current study by enhancing the components of trustworthiness suggested by Lincoln and Guba (cited in Cope, 2014:90). The following four validation measures were implemented: credibility, dependability, transferability, confirmability, and reflexivity.

4.8.1 Credibility

In Robson’s (2011:523) words ‒credibility is the ability to demonstrate that the research is designed in an accurate manner which will identify and describe the problem to be investigated.‖ Credibility is defined by Bloomberg and Volpe (2012:112-113) as the degree to which participants' perceptions accord with how the researchers have portrayed them. Have the researcher's representations of what the participants feel, think, and do been accurate? Credibility in this study will be achieved by following suggestions made by Leedy and Ormrod (2016: 106; Creswell, 2014: 201-202; Volpe 2012:112-113): Korstjens and Moser (2018:121) described credibility as the confidence that can be in the findings of the research. To establish the credibility of the findings in the current research, five strategies forwarded by Leedy and Ormrod (2016: 106) and Creswell (2014: 201-202) were used:

4.8.2 Member checking

The researcher presented the preliminary findings to the participants for confirmation after analysing the qualitative data. That allowed participants the chance to remark on the findings. The researcher also asked the participants for clarification if any concerns arose that called for more explanation.

4.8.3 Rich, thick description to convey the findings

The researcher provided a detailed description or explanation of the findings to the readers. Laurie and Jensen (2016:1) explain the advantage of a Rich, thick description that it enlightens the reader with thorough explanations of particular circumstances and participants and consequently takes the reader to the research place. In this study, the researcher cited exact words that were uttered by the participants during the interview. Creswell (2007:28) defines a Rich, thick description as an actual detailed description used by citing exactly what was spoken by participants.

4.8.4 Clarifying the bias the researcher brings to the study

The researcher communicated openly and honestly about the challenges they experienced while collecting the data.

4.8.5 Peer debriefing to enhance the accuracy of the account.

The researcher used someone familiar with the problem under investigation to review and give comments on the findings of the study. That allowed the researcher to provide clarifications where needed (Creswell, 2014: 201-202; Leedy & Ormrod, 2016: 106).

4.8.6 Prolonged time in the field

To understand how to manage violent behaviour, participants, and the research site, the researcher spent enough time in the field to engage with study participants. She spent time in the field allowed the researcher to know the participants better, and that added value to the validity of the findings (Creswell, 2014: 201-202; Leedy & Ormrod, 2016: 106).

4.8.7 Dependability

Bloomberg and Volpe (2012:113) define dependability as the criterion that parallels reliability, although it is not assessed through statistical procedures. Dependability refers to whether the researcher tracked the processes and procedures used to gather and interpret data.

The reader had to believe and be convinced that the findings presented by the researcher were correct. That was achieved using a detailed description of the research process includingdata collection and analysis procedures.

Although the researcher took notes while recording interviews, using a voice recorder or cell phone, the preliminary findings were presented to the participants again by the researcher for

confirmation of their accuracy. The participants then had a chance to remark on or confirm the findings. According to Creswell (2014: 201-202) and Leedy and Ormrod (2016: 106), reporting back to the participants of a study permits the researchers to ask participants for clarification of certain issues that require more explanation.

The challenges that researchers face must be shared with readers because they affect how they will understand the findings (Creswell, 2014: 201-202; Leedy & Ormrod, 2016: 106). Therefore, the researcher was forthright and honest in sharing her experiences and any difficulties she ran into while gathering data.

4.8.8 Transferability

In the view of Bloomberg and Volpe (2012:113), –a rich, thick description allows readers to make decisions regarding the detailed descriptions in the article may enable the readers to transfer information to other settings and thus determine whether the findings can be transferred. Additionally, Bloomberg and Volpe (2012:113) submitted that although qualitative researchers do not expect their findings to be generalised to all other settings, it is likely that the lessons learned in one setting can benefit people from other settings. Transferability is seen as –the fit or match between the research context and other contexts as judged by the reader. Transferability is about how well the study made it possible for readers to decide whether similar processes will be at work in their settings and communities by understanding in depth how they occur at the research site.

Bloomberg and Volpe (2012:113) suggest that researchers may enhance the transferability of their research findings by providing a rich, thick description of findings to allow readers to make decisions or transfer information to other settings. Based on that view, the researcher strengthened the transferability of the findings of this study by elaborating the findings of the study as much as possible.

4.8.9 Confirmability

Confirmability is described as –the researcher's ability to demonstrate that the data represent participants' responses and not the researcher's biases or viewpoints. The researcher demonstrated confirmability by describing how conclusions and interpretations were established and exemplifying that the findings were derived directly from the data.

In reporting qualitative research, this could be exhibited by providing rich quotes from the participants that depict each emerging theme (Polit & Beck; Tobin & Begley cited in Cope,

2014:89).

Despite realising the futility of trying to be objective, qualitative researchers nevertheless need to be reflexive and show where their data came from (Bloomberg & Volpe, 2012:126). An audit was carried out to strengthen the study's veracity (raw data, data reduction themes, and process notes received). Credibility, dependability, transferability, and confirmability are fourcriteria used by the researcher to determine whether the study accurately measures or tests whatis intended. The researcher demonstrated the confirmability of the findings by providing a detailed account of how data were obtained and showing that the findings were genuinely from the collected data. One way of doing that was to use direct quotes from participants when reporting the findings.

4.9 ETHICAL CONSIDERATIONS

Creswell (2007: 141) notes that a researcher must deal with a variety of ethical problems that arise during fieldwork data collecting, analysis, and dissemination. According to Leedy and Ormrod (2014:153), ‒data collection methods must be consistent with ethical principles. For example, the people being studied must know the nature of the study and be willing participants, and the data collected should not be traceable back to the particular personal data. Therefore, this study adhered to the relevant ethical requirements regarding data collection, analysis, and reporting of findings to preserve the rights and welfare of the participants, researcher, and institution. The following ethical principles were upheld in this study: informed consent, anonymity, and confidentiality; voluntary participation; and no damage to participants(Babbie, 2008: 67).

Creswell (2007: 141) claims that researchers experience several ethical challenges during the process of data gathering, analysis, and disseminating findings. In this context, Leedy and Ormrod (2014:153) emphasised that the collection of data has to align with ethical principles. Some of the measures to be taken by the researcher to ensure ethical issues were taken into consideration included:

All participants were informed about the purpose and benefits of the study;

- The participation was voluntary, and no participant was forced or bribed for their participation in the study;
- Participants who accepted to participate in the study were requested to sign a consent form, and that form was kept confidential;
- Participants had the right to withdraw from the study anytime at any stage;
- The open-ended questionnaires and transcripts of interviews would be kept in a locked

drawer in the researcher's room at home to ensure no other person will access the data;

- Participants' names would remain anonymous, and their inputs would be confidential, meaning no other person would have access to them besides the researcher; and
- Raw data collected from participants will be kept for one year after graduation, then the recorded interviews will be deleted from the laptop and the transcripts of interviews and open questionnaires will be burnt.

The candidate is a teacher in the Mahikeng District office in North West Province. The study was conducted only in 6 public secondary schools in Mahikeng District Municipality. The fieldwork lasted for five (5) months where the candidate was required to introduce herself to participants and gave a brief introduction of what the study is all about. Each question had to be clearly introduced by the candidate who ensured that all participants gave their perspectives on the questions. Additionally, one problem encountered by the candidate was that some of the teachers could not complete the questionnaires on time as they complained that they were invigilating in classrooms during examination time. After school they were marking the scripts and the agreement was made between them and the candidate for the collection of completed questionnaires when they were ready. After some time the candidate had to go back to the field. The reason behind that was that some of the answers provided by teachers needed some follow-up questions and clarity in the questionnaires as teachers could not provide full answers. With regards to semi-structured interviews by principals and parents, the candidate did not encounter any problem with recording conversations through the use of a cell phone recorder.

4.9.1 Ethical review boards

Institutional review board approval was required before starting the data collection process to demonstrate that the study complies with ethical standards (Creswell, 2007: 139). Ethical clearance was sought from the Research Ethics Committee of the Faculty of Education (EduREC) see Appendix 1 page 229.

Permission to conduct interviews and administer open-ended qualitative questionnaires in schools was requested from the relevant Area Offices and school principals of selected schools. See Appendix 3 pages 233.

Before commencing the process of data collection, it was necessary to request institutional review board approval to show that the study complied with ethical standards. Ethical clearance was sought from the Research Ethics Committee of the Faculty of Education (EduREC). Permission to conduct research in schools was requested from the Department of Education, the Mahikeng Area Office, and the principals of secondary schools. See Appendix 2, pages 231.

4.9.2 Informed consent

Babbie (2008: 69) defines informed consent as ‒a norm in which subjects base their voluntary participation in research projects on a full understanding of the possible risks involved.‖

Interview participants were given informed consent forms to sign before they participated in the interviews. The consent forms assured the participants of the confidentiality of the information they provided as well as their anonymity and privacy. Participants were informed about the study project, its purpose and benefits, and the role of participants. See Appendix 6 pages 229.

4.9.3 Voluntary participation

There was no coerced participation in the study; participation was entirely voluntary (Babbie, 2008: 67). The participants were provided informed consent papers to sign before they decided to participate. The consent form explained the study's goal and ensured that all unclear and misleading information was disclosed (Creswell, 2007: 142). Additionally, participants were aware that the interview was voluntary and that they had the right to revoke their participation at any moment.

It was made clear to participants that their participation in the study was voluntary, and they werenot forced to participate. The participants were informed of their right to withdraw from the study at any time they wished to.

4.9.4 Anonymity and confidentiality

To safeguard the participant's interests and well-being, identity protection is crucial (Babbie cited in Creswell, 2007: 44). The study did not request the names of the participants or any information that could be used to identify a participant from an answer on the questionnaires. They were assured that the researcher and supervisor/s were the only people to see their information and that it would not be shared with anyone who was not linked with this study. When gathering data, the researcher reassured participants of their privacy and safety. To preserve secrecy, pseudonyms for various participants were created during data collection and in the final research report. Member checks were conducted so that participants could confirm that the data collected from them was accurate.

4.9.5 No harm to the participants

The core ethical requirement for doing social research is to never hurt research participants or jeopardise their welfare or reputation, whether they are directly or indirectly involved in the

study (Babbie, 2008). The participants in this study did not suffer any unintended consequences, either physically or psychologically. To do that, the study ensured that participants had the freedom to end the interview process at any time without facing any repercussions if they felt uneasy answering some questions for reasons that were solely their own.

Social research adheres to the core ethical principle that should not injure research participants or jeopardize their welfare or reputation by directly or indirectly participating in the study. (Babbie, 2008). To ensure that the current study did not bring any harm to the participants, the study was conducted ethically, meaning that participants fully understood the purpose of the study and voluntarily participated in it. The researcher also ensured that the input of the participants remained confidential and that the names of the participants were anonymous.

4.10 ROLE OF THE RESEARCHER

The role of the researcher was to interview parents, principals, and teachers. The researcher made sure before the interview that participants were prepared and at ease to express their opinions on the management of violence in schools. Participants in the interview received guidance from the researcher on some of the questions that required explanation. After the interview, the researcher went over the recordings to check if everything was captured well. Where necessary, interviewees were contacted for further information or to fill in gaps where crucial information was missing. The researcher concedes to initial bias and prejudice based on the researcher's experience and role as an educator however, this was acknowledged from the onset and communicated as such to all participants openly and freely. The researcher also enabled or attempted as much as possible an objective analysis of the data. Further, the researcher complied with research ethics requirements including that of North West University.

4.11 SUMMARY

An overview of the procedures involved in gathering and analysing the data for this study was provided in this chapter. The qualitative approach was used because it guaranteed that this study obtained crucial data from the research participants. There was a description of the population, sample size, and sampling methods. The chapter also analysed the appropriateness of the research paradigm, design, sampling strategies, data collection methodologies, and analysis. The chapter explained why the qualitative approach was utilised to address the study'sresearch questions and how the study objectives were reached. The chapter also examined ethical issues, including the study's Credibility, dependability, transferability, and confirmability.

CHAPTER 5

DATA PRESENTATION, ANALYSIS, FINDINGS AND DISCUSSION

5.1 INTRODUCTION

This chapter presents and analyses data collected from participants. The goal of the study was to explore the perspectives of parents, teachers, and principals concerning the management of school violence in secondary schools of the North West Province in South Africa to develop amodel for the management of violence in secondary schools.

The data are presented in line with the objectives of the study stated in the introductory chapter,namely: to establish what are the risk factors for violence in secondary schools of the North West Province, identify the forms of violent behaviour that occur in secondary schools of the North West Province, examine how violent behaviour amongst learners in secondary schools of the North West Province is managed, determine parents, teachers and principals‘ views on the management of violent behaviour in secondary schools of the North West province and develop a model for the management of violence in secondary schools of the North West Province. The Atlas.ti version 22 was used to manage and support the qualitative content analysis of the data from the interviews with principals and parents, and from the qualitative open-ended questionnaires with teachers, from secondary schools of the North West Province. See Appendix 6 page 240.

The use of this qualitative software facilitated the virtual findings of the study as qualitative data was networked and projected for a better understanding of participants understanding andopinions on the gaps that exist in the management of school violence in secondary schools in South Africa. The data are presented using a scientific technique of interpretation that is structured and systematic. The results are discussed in line with the research questions, current literature, and theories. The chapter covers the demographic profile of study participants, findings linked to research questions, a discussion of findings, and a summary.

5.2 DEMOGRAPHIC INFORMATION

This study is focused on the perceptions of parents, teachers, and principals concerning the management of school violence in secondary schools. Therefore, data were collected from parents, teachers, and principals. Thirty (30) participants from six secondary schools in Mahikeng were purposively selected because of their familiarity with school violence management. The 30 participants included six parents, six principals, and 18 teachers.

All selected participants have five years experience working in school and have been involved inthe management of school violence in their respective schools.

Table 5.1 shows the demographic profile and the breakdown of participant selection as follows:one parent was selected from each school, making a total of 6 parents. One principal was selected from each school making a total of 6 principals. Three teachers were selected from each school, making a total of 18 teachers.

Table 5.1 Demographic profile of study participants

Participants	**Sch 1**	**Sch 2**	**Sch 3**	**Sch 4**	**Sch 5**	**Sch 6**	**Years of experience**	**Study site**
Parent	1	1	1	1	1	1	5	Mahikeng
Principal	1	1	1	1	1	1	5	
Teachers	3	3	3	3	3	3	5	

For easy identification of the opinions of the various participants of the study, a code is assignedto the participants based on their identity. These codes are listed below:

i. PP= Parent participants
ii. PrP=Principal participants
iii. TP= Teacher participants

5.3 EMPIRICAL FINDINGS OF THE STUDY

The data analysed was informed by research questions in Chapter 1 section 1.4.1 as presented below.

5.3.1 What are the risk factors for school violence in secondary schools in the North West Province?

5.3.2 What forms of violent behaviour are experienced in secondary schools of North West Province?

5.3.3 How is violent behaviour managed in secondary schools of North West province?

5.3.4 What are parents, teachers, and principals' perspectives on how violent behaviours are managed in secondary schools of North West Province?

Findings from the data are presented in Table 5.2. The themes form the basis of discussionthroughout the chapter,

Table 5.2 Themes of the study

MAIN THEME 1: Risk factors for violence in secondary schools of the North West Province	
Themes	Sub-Themes
1.1 Family background' This was highlighted by most participants as a very strong factor due to a lack of parental guidance, while some learners come from child-headed households	• Loss of parent-child connections • Absence of parental supervision & monitoring • child-headed family • Poverty
1.2 Environment Some of the learners come from a poor family background and do not have proper role models as some witness abuse by their parents or other learners.	• Alcohol and drug abuse • Community-school Gangsterism
1.3 Disciplinary measures Disciplinary measures tend to be ineffective due to the prescription of corporal punishment.	• Corporal punishment • Lack of Department of Education Involvement • misunderstanding of rights
MAIN THEME 2: Forms of violent behaviour experienced in secondary schools of the North West Province	
Anti-social behaviours Some learners isolate themselves from other learners due to a fear of being bullied	• Gambling • Sexual harassment • Substance abuse
2.2 Physical violence Gangsterism is a growing concern in secondary schools as some learners belong to gangs and often use their friends to bully, fight or steal from other learners during break or after school hours	• Fighting & Stabbing • Vandalism • Gang violence • Stealing • Bullying
2.3 Verbal violence Some learners disrespect teachers and often backchat to the teachers.	• Disrespect • Shouting • Swear language
MAIN THEME 3: Violent behaviour management in secondary schools of the North West Province	
3.1 School Violence Management There is poor intervention from the Department of Education	• Policy-focused management • Intervention-focused management
3.1.1 Policy-focused management School policy revision on an annual basis is necessary to improve violence in schools	School code of conduct • School safety policy • Disciplinary hearings • School suspension
3.1.2 Intervention-focused management Parents and other stakeholders need to respond to meetings when they are invited to do so.	• Counsellors engagement • Conflict resolution • Stakeholders' involvement

This helps to reduce violence in schools and maintain discipline.	
MAIN THEME 4: Views of parents, teachers, and principals on the management of violent behaviour in secondary schools of the North West Province	
4.1 Perceptions of management of violent behaviour There is general discontent among participants	• Poor stakeholders' support • The powerlessness of school authority
	• Learner Rights Policy • Poor punishment system

NOTE

i. PP= Parent participants

ii. PrP=Principal participants

iii. TP= Teacher participants

5.4 PERSPECTIVES REGARDING THE MANAGEMENT OF VIOLENCE IN SCHOOLS

Through interviews conducted, parents, teachers, and principals described several perceptionsconcerning the management of school violence in secondary schools of the North West Province in South Africa. These perceptions were categorised into TEN themes which are in Table 5.2 and presented in Figure 5.1

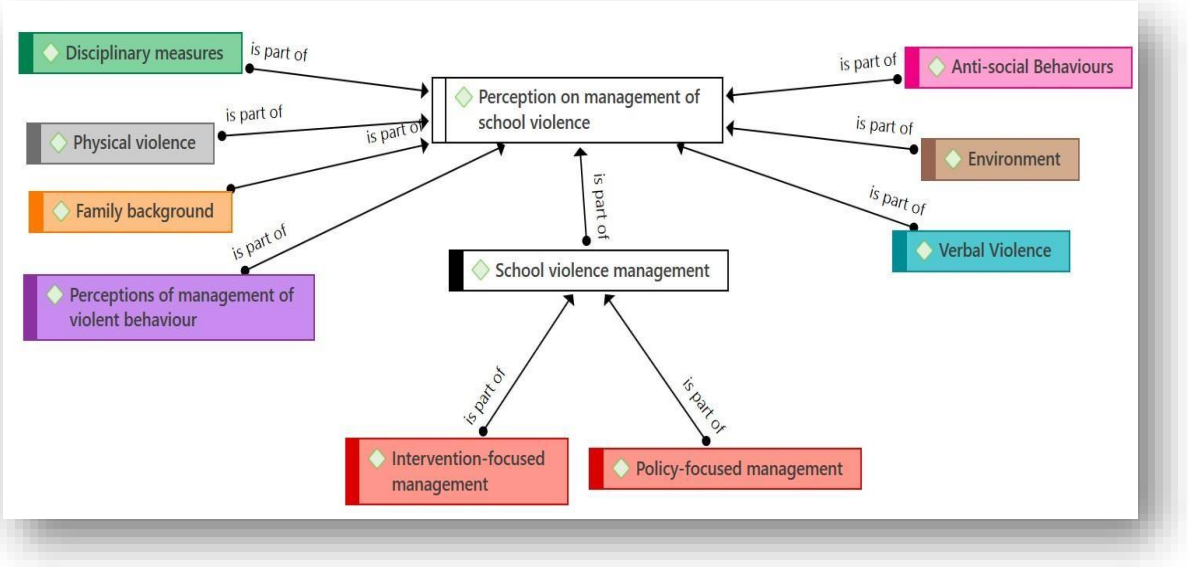

Figure 5.1: Perspectives on the management of violence in schools

Source: Author

5.5 RISK FACTORS FOR VIOLENCE IN SECONDARY SCHOOLS OF THE NORTH WEST PROVINCE

Findings revealed participants' descriptions of risk factors for violence in secondary schools ofthe North West Province in South Africa. These were categorised into three themes and associated sub-themes, which are illustrated in Figure 5-2

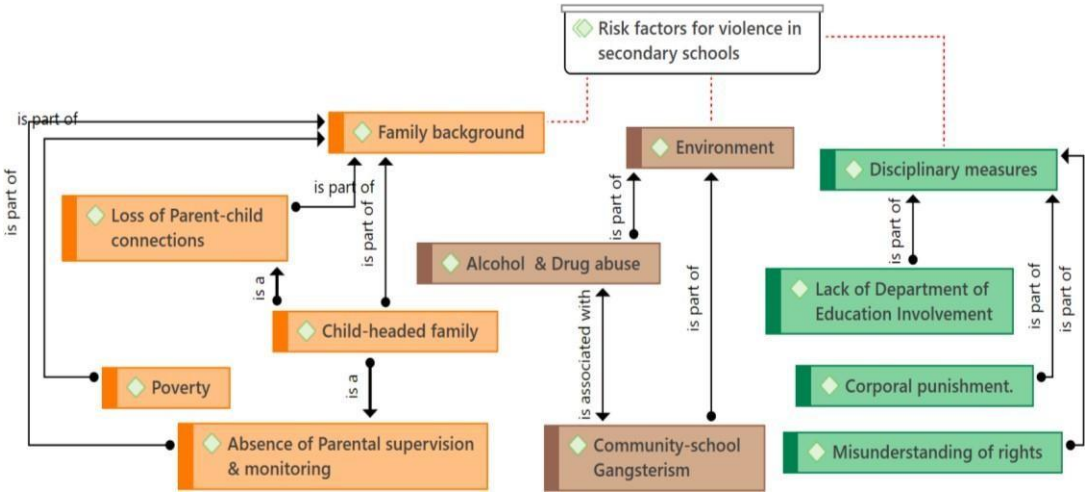

Figure 5.2 Risk factors for violence in secondary schools

Source: Author

5.5.1 Family background

Referring to Figure 5.2, Family background can be divided into four sub-themes, Loss of Parent-child connections, Absence of Parental supervision & monitoring, child-headed family,and Poverty. The following section will discuss these sub-themes.

5.5.2 Loss of parent-child connections

Parent-child connection is critical to the healthy behaviour of learners. Participants revealed thatlearners misbehave in school because learners have family problems and become bitter. The risk factors for violence were said to start from the home where unsolved issues between parent and child create tension. The child releases this tension to other learners in their different schools.

> *"Learners misbehave in the school and the classrooms it's so bad because weas teachers have realized that most of the learners have problems in their families so….. most of them are bitter from home even though we don't know what theirproblems will be" (TP1)*

"This causes of violence, I think the cause starts at home and unsolved issues of parent to child, the child releases tension to other learners in their different schools" (TP25).

It was further expressed from participants' views that emotionally stressful situations, including battling with divorcing parents or living as orphans are circumstances that some of the learners struggle with. The inability of some of them to cope leads to the venting out of emotions in schools.

"Stressful situations, environment learners grew on it, e.g. divorcing parent, an orphanage, for example, learners who lost their parents and struggling in their life schools are the only places where they can survive (TP19)"

These findings support past studies (e,g. Ncontsa & Shumba, 2013:13; Weaver, Borkowski &Whitman, 2008:11) that have shown that children with dysfunctional family backgrounds weremore likely to become violent because they were ill-disciplined.

5.5.3 Absence of parental supervision and monitoring

The findings of the study indicated that the cause of school violence is connected with the absence of parental supervision and monitoring. In the opinion of the participants, parents are overly busy and lack sufficient time to monitor their children.

"Most of the learners do not stay with their parents and they are not monitored.Monitoring is a problem. Nobody is checking their school work, they come to school not prepared, and they are idling in the classrooms while others are well monitored. There is a lack of super parental care and this creates poverty for the learners. Learners stay alone at home and they are not supported by their parents at home. The other thing there is a lack of supervision from parents to the learners. Leaners do not get the necessary support from parents; they are ontheir own" (PrP)9:

Another participant said it was the lack of parent monitoring that allowed learners to fully engagein abusing drugs, gangsterism, and excessive drinking.

Another thing is that learners are smoking dagga, forming gangs, gambling, and drinking alcohol, especially after school where they are not monitored byanybody (PP3)

Learners from different backgrounds and the environment with different mentalities and gangsterism (TP23)

Parents also do not engage in proper disciplinary measures when they realise their children are not in proper behaviour and conduct.

"I will say disciplinary measures are not properly done by parents at home that's why learners are bitter and fight other learners and teachers in school, learners need someone to talk to especially adolescents, and the background ofthe learner counts a lot. Parents do not stay with their children and they do not know what will happen to their children outside. Parents are so ignorant when they have to discipline their children at home" (PP6)

Teachers explained that parents were irresponsible as regards training and monitoring their children. Parental roles are now transferred to teachers in school because parents are never around their children at home. The lack of parental guidance affects how learners behave in school.

Another thing is that parents are so irresponsible with their children (TP13)

Mh… another thing is that in the morning everyone goes to work, and school and parents don't know what their children are doing when they are not alone which is why teachers have a problem with mothering and fathering learners atschool. Most of the learners don't speak when the older ones are terrifying them and they are afraid to come to school because they will beat and bully them (PP7).

: Eh..poor family background for the upbringing of the learners by their parents at home, Environment at home and the behaviour of learners at home brings a change in learners and this affects the schools very bad because teachers face challenges of such learners who don't know what is right and wrong (PP4)

Some behave violently because of their family background and they take taking anger out on teachers (PP5)

Another thing is that learners are smoking dagga, forming gangs, gambling, and drinking alcohol, especially after school where they are not monitored by anybody (PP3)

The findings suggest a need for parental guidance and monitoring of children's activities, to check learners' excesses and correct them accordingly and timely. Learners tend to engage in smoking dagga, forming gangs, gambling, and drinking alcohol, especially after school wherethey are not monitored by anybody. These findings corroborate that of Ncontsa and Shumba (2013:13) who have linked children from dysfunctional family backgrounds to school violence.

5.5.4 Child-headed families

The principals and teachers explained that many learners engaged in abusing drugs because their parents had died and coming from child-headed homes they have no parents to guide nor stop them from buying cigarettes and drugs.

> *Some of the learners are child-headers because their parents have died (TP16)*
>
> *Many learners are child herders and there are no parents to stop them from buying cigarettes. Leaners get drugs easily, therefore, they are always high due to those drugs and some have no parents, there is no one to take care of them so they use drugs to try and forget what they are going through (Prp8).*

The findings indicated that learners who engage themselves in violence have no parents. Learner violence emanates from child header homes. This background counts a lot in shaping the child's behaviour. Participants expressed that violence was connected to the child's background and not the child's. They argued that a child is perceived to be innocent.

The role of a family is instrumental in ensuring that undesirable behaviour, including cigarette smoking and the use of drugs, is curtailed. The family needs help in caring for the children. Thefindings imply that when learners receive constant care and attention, they will be better- behaved and avoid engaging in violence.

5.5.5 Poverty

The study revealed that poor family background and upbringing of the learners in their families are risk factors for school violence. Poverty also enhances bad learner behaviour as expressed by all the participants.

> *Most of our learners are from poor families, Poverty is the main problem which is why they are given food in the school for survival (TP16)*
> *poverty and family problems are seen by learners who do not have parents or divorced parents make learners behave in a bad way at school. (TP14)*

TP16: Family background is a big problem for some of the learners because they are misbehaving at home that is why even in schools they are practising what they do at home.

The findings of the study are in line with the General Strain Theory (Agnew (1992), which anchors this study. According to Agnew's conceptualisation (2006a, 2006b), criminal behaviour is influenced by the strains experienced by individuals. Thus, poverty can be considered as a strain experienced by learners and they engage in stealing due to the strain of poverty. The study findings also support that of Meyer and Chetty (2017:9) who have shown that learners might use violence to get what they did not have and cannot get from their parents. Stealing orrobbing one learner from another learner might result in fighting between the learners. In Meyerand Chetty's study, a large proportion of learners (68.8%) linked school violence to unemployment.

According to Meyer and Chetty (2017:123), aggression is very popular in poverty-stricken communities. It was explained that a poor family environmentpushes learners to engage in violence such as stealing from other learners to buy food in school.

5.5.6 Environment

Society plays a critical role in shaping the behaviours of individuals, including learner conduct.Through the interviews, the risk factors for violence in secondary schools of the North West province revolves around maladaptive activities within learners' environment which were divided into two sub-themes as illustrated in Figure 5.2

5.5.7 Alcohol and drug abuse

All the teachers and principals revealed that school violence is caused by learners who are involved in drug and alcohol usage. They explained that learners buy drugs and alcohol in the community and use them on the school premises, some even come drunk to school and show their drunken performance to teachers and other learners.

Conflicts between learners are created by external factors e.g buying drugs from other members of the community and using them on school premises which is why those learners are so rebellious to the teachers and other learners (TP26).

Violence is caused by learners who are involved in drugs, some learners come to school drunk and show their performance to teachers and other learners (TP23)

Again eh… the learners are too much into drugs and they form gangs that influence others in schools. Eh…these learners are highly into drugs to the extent that they bully others for the money that they have used while gambling eh…, this is a serious challenge the schools are facing (PrP7).

Drug abuse especially crystal mix and Walker pipe is confiscated from the learners; learners do these during break time (PrP8).

Disrespectful learners who come to school under the influence of alcohol or dagga and end up disrespecting teachers (TP14)

The findings are in line with the Social Cognitive theory SCT (Bandura, 1986) that guides this study. The theory suggests that behavioural characteristics that students are exposed to from an early age, such as growing up in societies and communities will shape the behaviour of learners.

The environment plays a role in shaping learners' violent behaviour. Learners learn and watchactivities happening in society and they model after them. According to Africa Check (2016), South Africa is among the top countries with the highest substance abuse in the world. Participants in this study revealed that learners buy drugs and alcohol in strategic settings in the community. Capazorio (2017) points out that school learners from communities that experienced a high level of drug abuse were more likely to be involved in violent activities.

Alcohol and drug abuse influence individuals' behaviour. It was indicated in the study that learners practice physical abuse on other learners in classrooms, during breaks, and after school after using drugs or drinking alcohol**.**

Teachers particularly revealed that learners back-chat teachers, disrespect them, and bully other learners after smoking dagga they begin to use vulgar and swear language on other learners.

Learners are practising physical abuse on other learners in classrooms and it happens during break and after school, emotional abuse is caused by boys and girls who swear at others in the classroom and after school alcohol and drug abuse.

Eh… yes learners are back chatting to teachers and bullying other learners who go to school to learn so…they are affecting the whole school. They are disrespecting teachers and swearing at other learners so this is a great concern for the schools (TP13)

Learners who are smoking dagga and fight other learners and teachers in classes or during breaks. The drugs that they are smoking make them fight teachers and learners in school (TP23)

Numerous studies and reports have shown that many crimes and violence in South Africa were committed under the influence of substances (Bloomberg, 2015; Cheteni, Mah & Yohane, 2018).

Teachers beat the students identified as smoking dagga in class and often, the students fight back at the teachers because they are under the influence of alcohol. Findings revealed that some learners are killing other learners or teachers in schools and the violence is caused by learners who are highly on drugs

Some learners are killing other learners or teachers in schools and the violenceis caused by learners who are high on drugs, (TP18)

Violence in schools is caused by learners who are smoking dagga, sometimes when the teacher is beating up the learners they fight back and the whole schoolwill be affected because of the noise (TP21).

It was indicated that environment plays a role in school violence because learners buy drugs from the street and after drug consumption, learners begin to commit all sorts of violent acts inschool. They even fight teachers who try to correct them and bully other learners. Findings suggest that violence is caused by learners who smoke dagga and are under the influence of drugs.

5.5.8 Community-school gangsterism

Learners from different backgrounds and environments, with different mentalities, and gangsterism are the main causes of violence in schools. Learners who are fighting other learners and the teachers in the class. Learners bully other learners outside schools because they tell themselves that no one can do anything to them.

Learners are swearing at others in front of teachers and they backchat when the teachers are trying to talk to them. Learners bully other learners in the toilets and sometimes they take money from others' pockets intentionally. Learners are problematic and they think they know better than theteachers (TP27).

The above quotation explains the danger of gangsterism toward other learners and teachers in schools. TP27 mentioned that gang membership offers power to members and explains why they feel they are above the law and can commit crimes without fear of school authority. Gangmembers engage in severe violent crimes such as stealing, gambling, bullying, back-chatting teachers, and fighting other learners.

Gangsterism in the community affects learning in South African secondary schools. It is one contributory factor towards violence in school. Participants indicated that there is a lot of gangsterism in the community that influences learners in schools, learners possess weapons like knives and screwdrivers to fight teachers and other learners in schools. They are also under the influence of drugs.

Parents, principals and teachers all agreed that violence starts at home within society. These participants revealed that there were many gangs in the village where learners live, these gangs are formed because people want to protect themselves during societal problems. Learners have societal problems from home, and they bring weapons to schools where they relieve their anger on other learners.

I…think anger in learners starts from society as they buy drugs from society and use them in school yards and they…become high and end up causing violence inschools. Learners form groups and attack others and teachers and other learners in schools. (PP5)

There is a lot of gangsterism in the community that influences learners in schools and they come with weapons like knives and screwdrivers to fight teachers and other learners in schools.
If they don't come to school they are highly in dagga…. I think that's one of the contributory factors towards violence in schools.
There is a lot of gangsterism in the community and that affects learning in schools in general (PrP12).

Violence starts at home within society, as we investigated cases we realised that violence starts in the community whereby learners bring from home lead to gangsterism. There are many gangs in the village that is why we have gangs in schools.

Violence starts with societal problems and learners are protecting themselves with dangerous weapons that they bring to their school premises and that are challenges they bring to teachers. Learners have societal problems from

home and they bring them to schools where they relieve their anger on other learners (PrP11)

However, in rare situations, learners who are in gangs come to school and smoke cigarettes in front of their teachers. However, it was revealed that gang violence is conducted in schools when teachers are not around. Learners use the opportunity to gamble for money to buy drugs.During gambling, they fight among themselves during breaks and after school. They also formgangs to bully younger learners who want to use the toilets, they make these learners pay before using the school toilets. The money raised is used to buy drugs. The toilet is the place where dangerous crimes are committed by learners. Toilet incidents in schools are reported when learners are beating, raping, and killing other learners.

In most instances I have seen most learners bullying each other by taking money from the young ones during break when they want to enter the toilet, they want them to pay before entering the toilet. The toilet incidents in school are still reported when learners are raping, killing, and beating other learners and that is the place where dangerous things are done by learners (PP2)

Again eh… the learners are too much into drugs and they form gangs that influence others in schools. Eh…these learners are highly into drugs to the extent that they bully others for the money that they have used while gambling eh…, this is a serious challenge the schools are facing (PrP7).

After school, gang learners are involved in gangsterism, societal issues, and crime in this community.

Gang violence by learners always gamble after school because teachers are not around when such incidents happen (TP28)

Learners involved in gangsterism and societal issues & crime in this community are the cause of violence in schools. These learners come to school and smoke cigarettes in front of the teachers and they gamble during break time and fight among themselves (PP30).

The findings of the study suggest that the general state of society affects the moral standard oflearners these findings are in line with the Social Cognitive Theory (SCT) (Bandura, 1986), where behaviours are influenced by the social environment. The findings of the study imply that societal issues and crimes in the community enhance gangsterism which is a contributory causeof violence in schools. Gang members engage in several ill behaviours including getting drunk and beating up teachers and learners in school. Peltze and Phaswana-Mafuya (2018:2) found that 14.7% of school learners had become a victim of a violent crime based on their community. In addition, Weaver*et al*. (2008:2) argued that violence exposure in homes, communities, and schools wasassociated with the development of behavioural problems in children. Ncontsa and Shumba, (2013:7) found that the prevalence of violence in the communities contributed to the violence committed by 91% of learners in South African schools.

5.5.9 Disciplinary measures

Referring to Figure 5.2, disciplinary measures consist of three sub-themes – Corporal punishment, lack of Department of Education involvement, and misunderstanding of rights.

5.5.9.1 Corporal punishment

Corporal punishment is another cause of school violence in secondary schools. Corporal punishment can make learners behave violently instead of solving behavioural problems. The practice of corporal punishment by teachers is more likely to result in learners becoming violent towards other learners or even towards teachers. Participants said that when teachers practice corporal punishment on learners they fight back. However, corporal punishment is rarely used.It is only used on learners who are misbehaving when teaching is ongoing in the classroom. In the present study, Teachers apply corporal punishment for bad behaviour, which includes back-chatting or swearing at the teacher.

Corporal punishment is done only when the teacher beats the learners for back chatting or swearing at the teacher… and we find that the learner does not report the matter in the office only that the learner is waiting to fight the teacher who beat him and her (PP2).

Corporal punishment is not allowed in the school whereby teachers are not allowed to practice corporal punishment on learners (PP3)

Corporal punishment is one of them when teachers beat learners though they know that they are not supposed to beat the learners then another one is bullying learners against other learners (PrP7)

Corporal punishment is sometimes practised by other teachers on learners in schools and learners fight the teachers (TP16)

corporal punishment when teachers are beating learners who are misbehaving when they are teaching in the classroom (TP28)

Findings revealed that –Teachers are restricted from applying corporal punishment which accounts for learners' disrespect towards teachers. The DOE was also not assisting even when the school tries to show the problems we encounter in our school but the problems of learners are increasing every day –(PrP11). This was supported by a parent participant who said that learners are disrespectful to teachers because of the lack of corporal punishment. This was reflected in PP3 below

There is a lack of discipline in the schools. Lack of discipline and the general state of the society and the moral standard of young people that uphold. There is no corporal punishment experienced as they are the common harsh pain on learners and the other hand learners do not respect teachers (PP3)

5.5.9.2 Lack of Department of Education involvement

All teacher and principal participants expressed bitterly that the DoE does not intervene with school violence cases, nor do they protect educators ofsecondary schools in South Africa in handling violent learners in schools.

Findings revealed that only educators, the School Governing body (SGB), and the principal are struggling to keep order in the schools.

Eh…I think what causes violence in schools is that the Department does not take part in the school to solve problems of violence and… (PP6)

The Department of Education is not helping protect the educators of the schools to intervene with violent learners in schools. The educators, the School Governing body, and the principal are the ones who are struggling to keep orderin the schools (TP20)

The efforts of teachers in school to address school violence are frustrated by DoE's non-caring attitude because cases reported to them are not handled. When serious violent cases are reported to the DoE, the Department never follow-up with the school on the reportedcases. Principals revealed that when learners are expelled from schools their parents will go tothe DoE and report the school and the learner will be back at school without any intervention from the Department. All schools in South Africa are said to be experiencing this same problem. Also, parents report teachers to DoE without first consulting with the school management because teachers have disciplined their children. Parents do this because they are aware that DoE is not collaborating with school management to handle schoolviolence.

> *When learners are expelled from schools their parents will go to the Department of Education and report the school and the learner will be back at school without any intervention from the Department of Education. All schools in general are experiencing the same problems (PrP7)*

> *Eh… I…think teachers are trying their best in schools but the Department is not helping the schools especially when some bad crimes are reported the Department is doing nothing to handle violence cases in schools which is why some parents are reporting teachers straight to the Department without first consulting with the school management (PP5).*

> *Serious cases are reported at the last level in the Department of Education but learners are the ones who are very important in schools and teachers are nothing the next thing the Department will never come back to schools to follow up about the case which was reported (P3)*

The lack of DoE involvement in school violence increases indiscipline in school and weakens school disciplinary measures. Teachers are not allowed to engage in corporal punishment and those that do are disrespected by learners. The majority of the parents, teachers and principals mentioned that learners insult and even fight teachers when corporal punishment is used on them. Learners do not cooperate with the teachers and they vandalise school property.

Unfortunately, when these matters get to the notice of the Department of Education little or nothing is done about it.

> *Little has been done to manage violence because learners have the right and they abuse other learners physically and psychologically. Learners are being suspended and they enjoy (PrP7)*
>
> *Schools, in general, are not assisted by the Department of Education which is why most of the learners especially in secondary schools fight teachers and learners, smoking dagga and performing in classes eh…they know that teachers can't beat them and the Department is always on their side (PP6).*
>
> *There is a lack of discipline in the schools. There is no corporal punishment experienced as they are the common harsh pain on learners and learners do not respect teachers (PP3)*
>
> *Corporal punishment is used by other teachers even when they know that they are not supposed to do so and the learners end up retaliating and swearing at teachers (PP5)*
>
> *Lack of disciplinary measures for the learners as they don't cooperate with the teachers in the school and do things the way they want…Learners vandalise the property of the schools especially in their classrooms when they break the windows, and doors and remove chats from the notice boards. They do these things when the teachers are not in the classrooms (TP20).*

The lack of corporal punishment in school allows learners to undermine educators and school authority. When learners are punished for violent acts, they insult and fight back at their teachers. And when they are expelled from schools, their parents report immediately to the DoE which ensures learners' reinstatement back to school. The findings suggest a need for the DoE to collaborate with school management to ensure that school violence is properly managed and reduced in schools.

5.5.9.3 Misunderstanding of rights

Findings indicated that learners lack knowledge and information on how they must behave, particularly, they lack a proper understanding of learners' rights and the South African constitution because they perceive everything to be right to them.

The older students also appropriate undue age-related rights in their daily interactions with teachers and younger learners in the school. These reflections are evidence from the views of all parents, teachers and principals in the present study.

> *they lack knowledge and information on how they must behave, and misunderstand rights and the SA constitution because they think everything is right for them.*
>
> *Schools are having the same problems with learners who are misbehaving in schools. They fight teachers, they bully other learners and the teachers also (TP13)*
>
> *We normally see the older ones bullying the younger ones by taking their money from school bags, they swearing at other learners in classes and on the playgrounds all these happen in front of teachers and they disrespect teachers throughout (PRP11)*
>
> *Those learners lack knowledge and information of what is right and wrong, they only know that there is a South African Constitution and that they have the right to everything (TP16)*
>
> *lack of knowledge and information, misunderstanding of rights, SA constitution(TP17)*
>
> *Bullying happens when learners are alone in the class and during break time and learners bully the younger ones by taking their money with force and books from their school bags to do homework. Learners are so disrespectful and they see teachers as nothing in the school (TP28).*

A great concern was revealed by school Principals who expressed that older learners are constituting violence in schools in South Africa. They explained that teachers do not address older learners properly and this causes violence to erupt. The older learners demand respect from their teachers and teachers on their part see them as learners.

> *I can say first of all that age group, learners are not addressed properly by the teachers and other learners. From my experience in the school where I'm teaching. Age groups bring violence in school and some learners say they are not properly addressed because they think they are older.*

Violence happens between learners and between teachers and learners the learners themselves and when I talk about these learners I am also referring to learners in my school(PrP 10)

Particularly older learners who have attended traditional schools are causing friction and are demanding to be treated with dignity. They claim to be men or women and refuse to be addressed as boys or girls. They say they are men and they are teaching the young ones bad manners.

Leaners are so aggressive to the point that they are not treating others with respect. They are so aggressive even when the teachers are trying to control them, especially in the classrooms they will tell the teachers that they are adults also, especially those who went to the traditional school (PrP10).

Learners from traditional schools are causing friction with the teachers, they say they don't want to be called boys or girls. This is a great concern that is faced by schools. They say they are men and they are teaching the young ones bad manners. Learners need to be treated with dignity and on the other hand, they are not respecting teachers at all! They come from different background and this cause friction in schools (PrP),

The findings indicated that violence in school is caused by older learners who claim to be disrespected and not addressed rightly. They also oppress the younger ones. They perceive they are older because they have attended traditional schools. The findings suggest a need to educate learners on accepted conduct on the school premises.

5.6 FORMS OF VIOLENT BEHAVIOUR EXPERIENCED IN SECONDARY SCHOOLS OF THE NORTH WEST PROVINCE

The findings of the study revealed that the forms of violent behaviour that are experienced in secondary schools involve three categories - anti-social behaviours, physical violence, and Verbal Violence. Each of these categories consists of sub-themes as illustrated by Figure 5.3

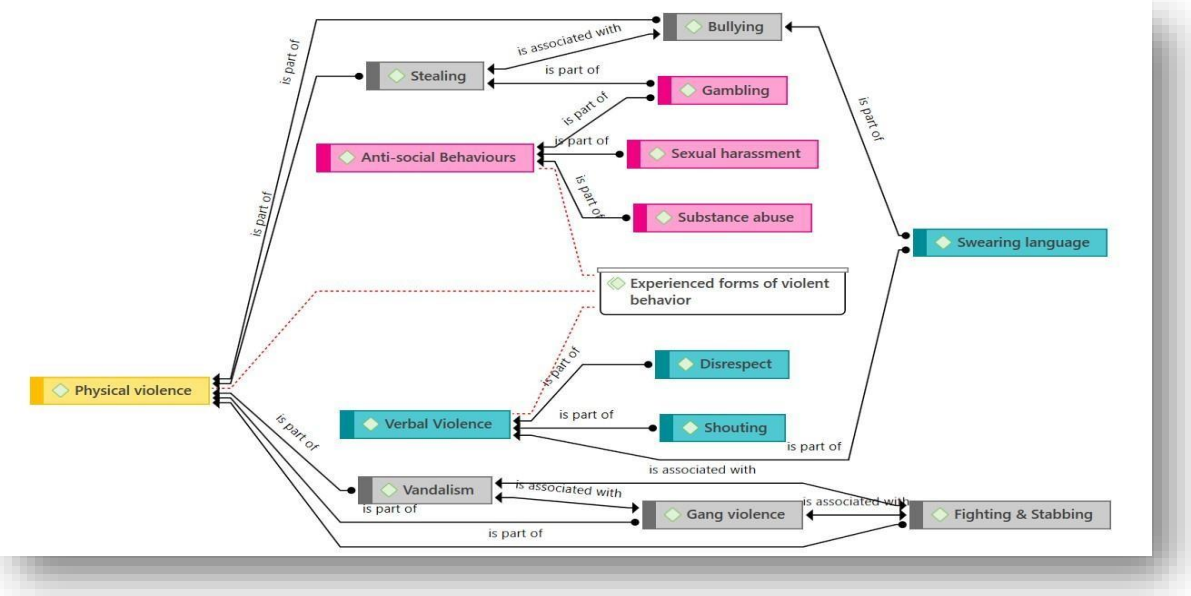

Figure 5.3: Forms of violent behaviour

Source: Author

5.6.1 Anti-social behaviours

Referring to Figure 5.3, three sub-themes - gambling, sexual harassment, and substance abuse emerged from anti-social behaviours. The following section discusses gambling.

5.6.2 Gambling

All the teachers, parents and principals revealed that gambling is associated with other forms of schoolviolence and misconduct such as fighting, drug use, and alcohol consumption.

> *Learners play dice, cards, and spinning because money is involved and they buy drugs with money after gambling (PP8).*

> *Learners are fighting against gambling because they are using the money to buy drugs in the community (TP19).*

> *Learners are destroying the school's buildings by burning them, throwing chairs at teachers while fighting them in classes, and another thing is the drugs that the learners are smoking and gangsterism is an everywhere problem and gambling also(PP4).*
> *Learners gamble on the school premises to use the money to buy drugs and eh…the same gang fights for the money (PP5)*

Again eh… the learners are too much into drugs and they form gangs that influence others in schools. Eh…these learners are highly into drugs to the extent that they bully others for the money that they have used while gambling eh…, this is a serious challenge the schools are facing (PrP7).

Those learners who engage in gambling come from child-headed families, or unemployed parents, and others do not have parents as well as lack parental monitoring.

Learners are gambling and they use the money to buy dagga. There is unemployment among parents and some learners are child headers in their families and some do not have parents. Learners from the community are high on drugs (PrP12)

Another thing is that learners are smoking dagga, gambling, and drinking alcohol, especially after school where they are not monitored by anybody (PP3)

Gambling and drug use seem to be connected, as learners are found to engage in gambling after using drugs. The findings support the Social Cognitive theory (Bandura, 1986) as learners areinfluenced by their interactions in the community. The findings are also in line with the General Strain Theory (Agnew, 1992) which defines causes of strain as a disappointment to impact positively on valued objectives like failure to achieve significant prosperity. Learners' povertystate causes strain and they engage in gambling to raise money to sort out some of their cravings.

Participants from gambling abuse drugs and the influence of drugs result in further crimes including the destruction of school property or fighting with learners or teachers. The findings mean that the community and family structure are contributory factors to the reasons why learners engage in gambling. These findings imply that parents have a role in ensuring that they monitor their children constantly.

5.6.3 Sexual harassment

Sexual harassment is another form of school violence, this violence is particularly perpetuated by older learners who think they are mature and should be permitted to express their sexual desires.

Learners are practising…abuse on other learners in classrooms and it happens during break and after school, sexual harassment especially by boys on girls when they touch their bums, (TP13)

Sexual harassment is mostly done by learners who think they are mature or grown-up (TP22)

Sexual harassment of boys when they harass girls (TP23)

Findings revealed that sexual harassment is practised by male learners on female learners through touching the bums of girls in the classroom or during break and at any slightest opportunity. These findings on sexual harassment were evidenced in past studies where female learners seemed to experience more violence than male learners. A report by Save the Childrenrevealed that numerous girls were being harassed by boys and touched by male teachers on the buttocks and breasts (Dunne, Humphreys & Leach 2006:7).

Burton (2008: 12) revealed that 2.3% of learners had experienced some form of sexual violence at school. In 2013, 22.2% of secondary school learners had been victims of violent acts including sexual violence (Burton & Leoschut, 2013: 11).

5.6.4 Substance abuse

Substance abuse was identified as constituting school violence, Learner-to-learner violence occurs mostly in the schoolyard where learners are fighting amongst themselves because of drug money. Participants expressed that learners lack the fear of the school authority, they smoke dagga in the presence of their teachers within the school premises and become more violent thereafter.

learner to learner violence occurs mostly in the schoolyard and learners beat other learners fighting for drugs and money (PP3)

Learners are Smoking dagga in the school and become more violent thereafter (T21).

Learners are smoking dagga in the school even when teachers are looking at them they don't care. (T22)

They are smoking drugs even on the school premises during break and after …school and they become more violent after smoking the drugs (TP19).

The terrifying aspect of drug abuse is that some of the learners sell drugs to other learners. According to Burton and Leoschut (2013:47), learners not only abuse substances while at school, but they also bring them to be sold to their fellow learners. Similarly, Weaver *et al*. (2008:7) revealed that 5% of boys and 4.6% of girls in their study sold drugs at school and this was one of the causes of school violence. Selling drugs at school might instigate violence because learners robbed money from other learners to buy drugs. Some learners might buy drugs on credit and when they do not pay the money, fights might arise.

In the present study, learners harass younger learners in the toilet area and collect their lunch money from them to buy these drugs. They also forcefully take their school bags and sell them to buy drugs.

> *They sell drugs. Some learners from the neighbouring schools come to our school to try and sell drugs then they fight for customers (PP8).*
>
> *Drug usage when they are on break and after school (TP15)*
>
> *Learners take the money from the young ones during lunch when they are supposed to go to the toilets. They take their school bags and sell them so that they can make money by buying drugs. This is caused by drug abuse because they want to buy and they don't have money (TP17)*

Learners sell and also use drugs in the school compound. The money for buying these drugs is forcefully obtained from younger learners. Also, the learners smoke hard drugs within the school premises and care less whether their teachers are watching or not. This finding means that the disciplinary measures within the school are weak.

5.6.5 Physical violence

Physical violence is a critical aspect of school violence, and it is divided into six sub-themes aspresented in Figure 5.4

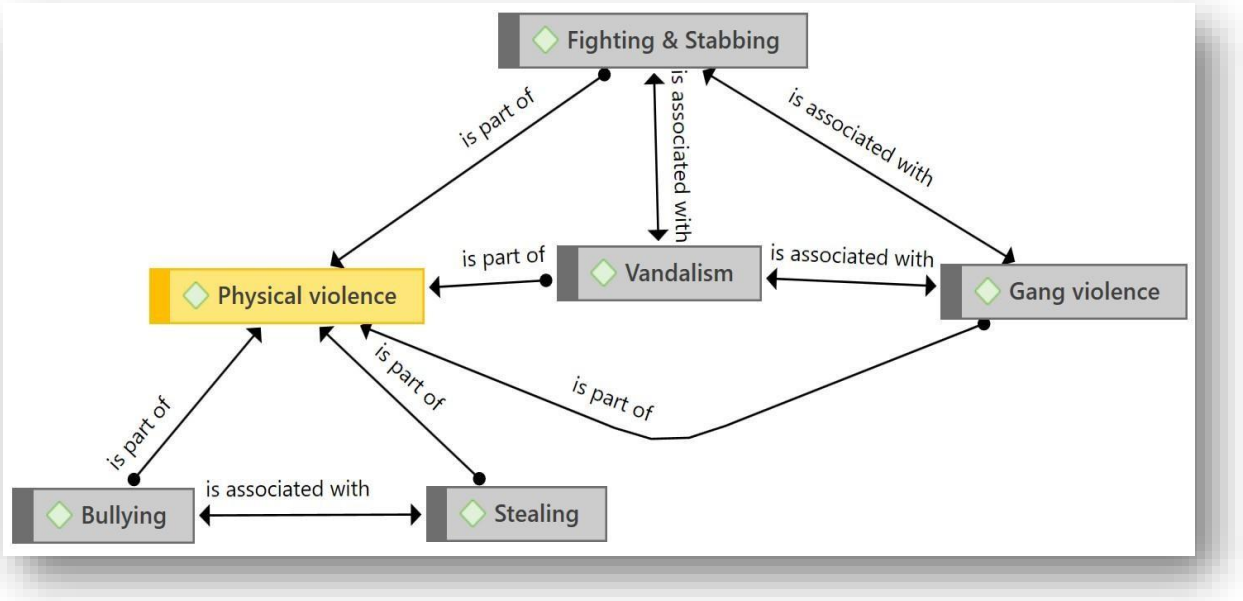

Figure 5.4: Physical violence

Source: Author

5.6.6 Fighting and stabbing

Fighting among learners is a big problem in schools because learners fight using chairs and dangerous weapons. In the present study, parents mentioned that fighting is a critical problem in secondary schools of the North West Province.

> *Fighting and assault among learners is a big problem because they fight using chairs and any dangerous weapon that they carry with them when they come toschool (PP5)*

Learners engage in fighting for many reasons. They fight because of food, particularly because they want to avoid the queue during their break. They also fight for drug money, gambling, food, funds, books, and furniture as well as for no reason**.** These findings were similar to a study conducted in China where 40% of middle school learners claimed that they had been beaten by their fellow learners (Adams & Hannum, 2016:26). In fact, Naidu (2019) also reported that school violence comes in various forms including fighting, assault, and stabbing.

In the present study, participants' opinions on fighting are reflected in the views below:

> *Learners are always fighting for NSNP food during break and they don't want to queue instead they will overtake the young ones only food and they sometimes take food from others.*

Learners are fighting for chairs because of a shortage of furniture in schools (TP17).

fighting for the money they used for gambling, (PP2)

learner to learner violence occurs mostly in the schoolyard and learners beat other learners fighting for drugs and money (PP3)

They…yes they fight for NSNP food during lunch time and they don't want to queue as it's supposed to be. They again fight for furniture because there is a shortage of funds in our school. The allocation of funds does not cover all that we need in our school (PP8).

E….Jah… that one that usually appears in our school is when learnersbeat one another (PrP12),

Fighting is also done by learners on other learners when the other ones take books or money from other learners in the classrooms (TP16)

Learners are always fighting for NSNP food during break and they don't want to queue instead they will overtake the young ones only food and they sometimes take food from others. Learners are fighting for chairs and tables because of the shortage of furniture in the schools (TP17).

TP30: fighting among learners is a problem we encounter in our school. Learners are fighting with other learners everywhere when they want to because they told themselves that they are not supposed to be beaten in school (TP30)

Fighting learners with other learners is the problem that the schools are facing,learners always argue and fight in classes, and they fight for money and food (TP22:)

Fighting in secondary schools in South Africa occurs across various levels. It involves learnerto learner, learner to teacher, and teacher to teacher. Fights are also targeted at the younger learner.

Teachers being beaten by learners, Learners fighting and bullying each other
Internal fighting (teachers fighting with each other (TP29)

Yes, they are too common because fight and bully others who are younger than them, especially after school and during the break (TP19).

Fighting among learners is a topical issue in South African secondary schools because of the involvement of dangerous weapons. That suggests three points; the first is a lack of discipline in the schools. Second, the general state of society, and third, the moral standard of young people. These findings support Ammermüller (2007:5) study conducted in Europe, where student participants revealed that they had been beaten or hurt by their fellow students.

5.6.7 Vandalism

Vandalism was identified by the teachers as among the common forms of violent acts committed in secondaryschools.

Vandalizing the school property and gangsterism when they form gangs to fight other learners in the school are the specific kinds of violent acts committed by learners in our school (TP28).

Vandalism of the school furniture by learners are the most specific kind of violent act in our school... learners are vandalizing school furniture like door, windows, tables, and chairs (TP25)

Vandalism is done when they fight and damage the school furniture like tables, chairs which they use to beat others (TP22)
Boys are vandalising the school property (TP23)

Learners practice vandalism often when they engage in fights when teachers are not in class and when demonstrating financial aid from the school authority.

Vandalism includes the destruction of the property of the schools, especially in classroom tables, chairs, windows, anddoors, and removing chats from the notice boards.

Vandalism is the violent acts that the learners commit in school especially when they are fighting in the classroom and maybe the teacher of that class is busy with other work in the staffroom (TP22)

Learners vandalize the property of the schools especially in their classrooms when they break the windows, and doors and remove chats from the notice boards. They do these things when the teachers are not in the classrooms (TP20).

Destructive demonstration in classrooms, and on the school grounds. Learners are fighting for chairs and tables because the school is not providing enough funds (TP16)

Learners vandalise the property of the schools especially in their classrooms when they break the windows, and doors and remove chats from the notice boards. They do these things when the teachers are not in the classrooms (TP19)

Learners vandalise the school property and ignore educators' instructions to stop destroying school property. These findings imply weak management of violence in schools. These findings support past studies that also reported that school violence comes in different forms, including vandalism, (Naidu, 2019; Mncube & Harber, 2013:8). Zulu, Urbani, van der Merwe, and van der Walt (2004:172) have shown also that 75% of respondents believedthat vandalism was a big problem. Often, boys are the perpetrators of vandalism in schools. School properties, including tables and chairs, are destroyed and used to beat others

5.6.8 Gang violence

The findings revealed that different gangs are formed in school. First, a gang is formed to protect younger oppressed learners in school.

Sometimes these learners fight for the younger ones to protect them and this is done by a group of a gang who bully other learners in our school (PP6).

Second, gangs are formed mainly to win and gain the attention of girls.

they form gangs, especially the boys, and wait for others after school and fight for girlfriends (PP2)

Third, gangs are formed to create fear in other learners.

These learners form gangs that start from the villages and bring weapons to school and they use these weapons like knives to threaten others (PP7)

The findings lend credence to Griffin's study (2016), which found that school violence involved armed violence linked to gangs; students were kept out of schools. Griffin claimed that around 60% of students were afraid of attending school, and 23% of students and 30% of teachers had been victimised by gangs while going to or coming from schools. These findings also support the Social Cognitive Theory of Bandura (1986 that learners are influenced by theirassociations with those in gangs.

5.6.9 Stealing

While the occurrence of other identified school violence is dealt with either on a weekly or, a monthly basis, stealing was reportedly said to be occurring daily on the school premises in the North West Province of South Africa.

Once in a quarter yes mam and 2nd term learners did not commit violence as it happens sometimes and not always. I can say almost every week because every day they try their luck to sell and use drugs on the school premises and stealingis occurring every day (PrP7).

Almost every month if not every two months. Every month if not over two months we have cases of violence that we have to deal with like bullying and fighting that are experienced in the school (PrP11)

Teachers revealed that stealing is very common in the school, learners steal other learners' money, learning materials, school bags, and lunch boxes as reflected in the views of Teacher 16.

Yes, because most of the learners like … stealing other learners' money, books,school bags, and lunch boxes (TP16).

The justification for stealing these items was explained by some of the teachers and parents. Findings revealed that learners steal books to enable them to do their homework. Others steal school bags and sell them to buy drugs. Yet others form gangs and steal money directly to buydrugs. Some go to the extent of engaging in physical violence to achieve their stealing habit; they beat up other learners and steal from them.

Learners are stealing others' books to do their homework in classes and that causes friction that ends up affecting the whole school. (PP5)

Learners steal each other's school bags and sell them to have money so that theycan buy drugs (PP8)

Learners form gangs and steal the money of other learners in their school bags,they harass other learners in the toilets and the class when the teacher is not in the classrooms (TP27)

We parents are always told that learners beating each other and stealing homework without permission is a problem (PP6).

Stealing is a very serious challenge in South African secondary schools in the North West Province because it happens daily. The finding means that the management of stealingas a school crime is very poor. The school authority has yet to succeed in handling stealing in their schools. Zulu, Urbani, van der Merwe, and van der Walt (2004:172) found that 87% of respondents believed that their classmates stole learners' belongings. Burton and Leoschut, 2013: 11) indicated that 22.2% of secondary school learners had encountered violence or had been victims of violent acts, including theft and robbery. The findings are in line with the General Strain Theory by Agnew (2013) most current hypothesis which contends that individuals are most likely to experience an aggravating confluence of several risk factors when strains havea criminogenic effect. Under the strain of hunger and poverty, some of the learners engage in stealing acts.

5.6.10 Bullying

Bullying of learners is a problem encountered in South African Secondary schools. Bullying, like any other form of school violence, creates a lack of a conducive environment and affects the physical, emotional, and spiritual well-being of other learners who are well-behaved. Learners bully other learners by chasing and kicking them, and the perpetrators are mainly male learners. Learners learn behaviour from social media.

Learners learn the behaviour from social media and it teaches them to bully each other for example Skeem saam a boy was throwing water at his parent and ended up victimizing others in schools. All that these learners are doing in school is getting worse (PP6).

Bullying and fighting of learners is a problem we encounter in our school (TP30).

Learners bully other learners by chasing after them and kicking them and this happens with boys who are problematic always in school (TP28).

The way these learners are behaving creates a lack of a conducive environment and affects the physical, emotional, and spiritual well-being of other learners who are well-behaved (PP4).

As I have already stated earlier on mam eh… learners bully others by saying bad things about others by writing on the toilet wall, or chalkboard and running away after doing such behaviour (PP2),

Bullying in South African secondary schools is described as a problem affecting both learners and teachers. Similar problems were reported in Brazil where 70% of students in Brazil had seen their classmates being intimidated at least once (World Bank, 2015). In KwaZulu-Natal in South Africa, Mngandi and Tandwa, (2017) found a male learner violently attacking a femalelearner in a video that was allegedly shot on school grounds.

It was indicated in this study that some learners disrespect teachers in the classroom. They make noise while teachers are teaching, and their homework is done in the morning. Similar disrespect is given to other learners whose books are forcefully taken for assignment use without permission, their money is forcefully taken, name calling with vulgar words and cyberbullying.

Younger learners also experience bullying from older learners as their food and money are forcefully taken from them.

Conflicts between learners, bullying amongst learners for money during break, name calling and using vulgar words on each other, cyberbullying when they write bad things about others on their phones, they use drugs when they come to schools (TP15).

Bullying of learners by the younger ones because the elder ones take food and money from their school bags (PP4)

The older learners are bullying the young ones and taking money from them, gripping books with force from them so that they do homework that they didn't do at home. The young ones surrender because they fear the perpetrators (PP4)

Ok mam I have the following examples in the school like fighting amongst learners for money, assault among learners for verbal abuse to other learners that they practice in the classrooms and after school in the school premises, bullying among learners because the ones who regard themselves as older are bullying the young ones by taking their books from school bags to write the given homework that they didn't do at home, yes those are examples I'm having in myschool (PrP11)

Fighting for money when the teacher is out of the classroom and learners to report the incident, cyberbullying, learners from the neighbouring schools coming with drugs, and fighting learners in our school (PrP8)

Other forms of bullying involve food bullying for survival, teasing, and forceful seizing of other learners, such as nose masks in the toilets area. Similar findings were indicated inEgypt where 77.8% and 57.8% of the study respondents were victims of bullying (Galal, Emadeldin & Mwafy, 2019:4). Participants expressed that learners grow with the act of bullying from childhood, thus, bullying takes place a character of revenge. It was revealed that those oppressed seldom report the cases, while others fight back, disturbing the whole school with fighting noise.

The silent one is bullying- learners do not dare to report to teachers, one or two learners only hence I say is a silent one. For learners in grades eight to twelve and the grade twelve learners who are bigger than the others, this is silent. This happens during break time some take money from others and they bully them (PrP12)

learners fight for survival food, learners have these problems from childhood, they go home alone, and bullying takes place as a character of revenge.

Learners walk in society wearing a school uniform in the street, and every class is given 15 masks learners wait for the others in the toilet and take their masks and victims fight to protect themselves (PP6).

yes, bullying in the sense that the older ones grab books of the younger ones without permission and this ends up in the fighting, and when they fight they disturb the whole school with noise.

Eh…these learners are teasing others and sometimes some are afraid to come and report the problem in the office (PP7)

Teachers also experience bullying from learners, some learners are disrespectful, rude, and aggressive when they are to submit assignments

Yes, mam in our school we have encountered bullying where learners use vulgar words from learners to teachers as if they are peers. Sometimes learners will start to show a sign of aggression when they are supposed to submit their work.

Unruly behaviour contributes to violence in schools because learners disrespect teachers and are back chatting with the teachers (PrP10)

They are disrespecting teachers and swearing at other learners so this is a great concern for the schools (TP13)

Bullying also takes the form of the use of a dangerous weapon to intimidate other learners, particularly younger learners and those in lower grades. In Nigeria, Owoaje and Ndubusi (2010:171) found that almost half (47.9%) of the respondents were exposed to bullying, and 54.9% of males and 39.4% of females were involved in physical fights. In the present study, participants indicated that learners carry dangerous weapons as reflected in participants' viewsbelow:

Learners carry dangerous weapons when they go to school and they use those weapons on others. Learners are bullying others who are younger than them inthe classrooms, within the schoolyard during break and after school. They take money from others without permission (TP19).

a learner who comes with dangerous weapons to schools bullies other learners by taking their money during break, disrespecting learners and educators(TP20).

Findings have revealed that older learners bully younger ones for their money, search their school bags without permission, and swear at each other, using vulgar words. Learners bully the young ones by applying force to take their books because they cannot do their homework at home, and the young ones do not report the perpetrators due to fear. The findings suggest aneed to sensitise learners on the danger of bullying. These findings are in line with Social Cognitive Theory (Bandura, 1986), which assumes that people model what they see.

5.6.11 Verbal violence

Through the interviews, verbal violence yielded three main sub-themes – disrespect, shouting,and swear language, which can be seen in Figure 5.3.

5.6.12 Disrespect

The majority of the participants indicated that learners were very disrespectful. Disrespect takesthe form of back-chatting, usually from the learner to the teacher and often leads to verbal expressions of violence between the two.

Disrespect is also observed in parents' attitudes toward teachers, where some parents use vulgar language at the teachers within the school premises. This act of parental disrespect is displayed to influence their children to disrespect the school policy and authority and bully other learners and teachers.

> *teacher to learner violence happens when both teachers and learners do not respect one another and learners end up back-chatting with the teachers this ends up in violence in the school (PP3),*
> *as well as parents-to-teacher violence, some parents are coming directly to the schoolyard and swear at the teachers because parents do not respect teachers and they influence their children not to respect the school policy which is why they bully other learners and teachers in the school (PP3)*

> *Ok, mam you know learners bully each other and they disrespect the teachers by insulting them as if they are nothing in front of them they are shouting, and back-chatting to their teachers. They are talking rough with the teachers and fighting other learners in front of the teachers (PP1)*
> *… yes learners are back chatting with teachers (TP13)*

Disrespect also comes in the form of discrimination. Learners harass and discriminate against otherlearners from humble backgrounds. Some even anonymously write derogatory words on the toilet walls.

… learners bully others by talking bad things about others by writing on the toilet wall, and chalkboard and running away after doing such behaviour (PP2),

they harass other learners in the toilets and the class when the teacher is not inthe classroom. They discriminate against other learners and tell them that theyare from poor families (TP27).

Teachers are also guilty of this offence, one of the educators confirmed that there are teacher-to-teacher forms of disrespect where teachers argue amongst themselves on the school premises as reflected in TP23

Teachers sometimes argue with other teachers and in those cases, they make the learners disrespect teachers (TP23)

The findings corroborate Mncube's (2014:419) findings, which found that teachers sometimes use verbal violence in South African schools.

In the present study, disrespect is a cause of school violence where parents, teachers, and learners are perpetrators. Learners watch their parents talk disrespectfully to their teachers and this reflects in the attitude of the learners to their teachers. The findings suggest a need for proper disciplinary measures in schools to ensure good conduct.

5.6.13 Shouting

The findings of the study revealed that teachers shout at each other in the staffroom, although learners do more shouting at their teachers and each other as mentioned majorly by teachers and principals.

Teachers are sometimes in the staffroom shouting at each other but learners are the most problematic in cases of violence in the school (TP25)

Eh…. I can say educators who are shouting at each other in the school (TP17)

Ohk mam you know learners bully each other and they are shouting, and back chatting to their teachers. They are talking rough with the teachers and fighting other learners in front of the teachers (PP1)

5.6.14 Swear language.

Swear language comes in the form of verbal abuse where learners use strong words and vulgar speech to cause pain to others. In the present study, male learners were indicated to be the perpetrators of swearing language compared to their female counterparts.

> *"verbal abuse among the learners when they swear at each other and using strong language bullying among learners" (PP5)*
>
> *"Boys are the ones who are problematic, and girls are few who cause problems in school because they are swearing at each other saying very bad words like swearing and sometimes they end up fighting" (PP2)*

> *"The other one is the use of vulgar words from learners to teachers as if they are peers. Again, unruly behaviour contributes to violence in school because learners are so troublesome even though some are behaving well, especially the ones who have recently transferred from primary schools" (PP4)*

Teachers revealed their attempt to control disrespecting learners who use vulgar language is getting worse daily. However, it was admitted thatsome of the learners behaved well.

> *Some of the learners are behaving well while others are using inappropriate language to others, they even tease others which is not appropriate by other parties (PP7)*

> *emotional abuse is caused by boys and girls who swear at others in the classroom and after school, (TP13)*

> *Learners are disrespecting other learners and using vulgar language and teachers are trying to control them, but the situation of violence is getting worsedaily (TP22).*

The use of swear language is common in schools; learners engage in swearing at other learners in the presence of their teacher. The findings support those of Naidu (2019) and Mncube and Harber (2013:8) who indicated that school violence comes in various forms and swear language was reported among others.

5.7 MANAGEMENT OF VIOLENT BEHAVIOUR IN SECONDARY SCHOOLS OF THE NORTH WEST PROVINCE

Findings on the perceptions of parents, teachers, and principals regarding the theme: management of violent behaviour, yielded two sub-themes with their sub-themes as illustrated in Figure 5.5

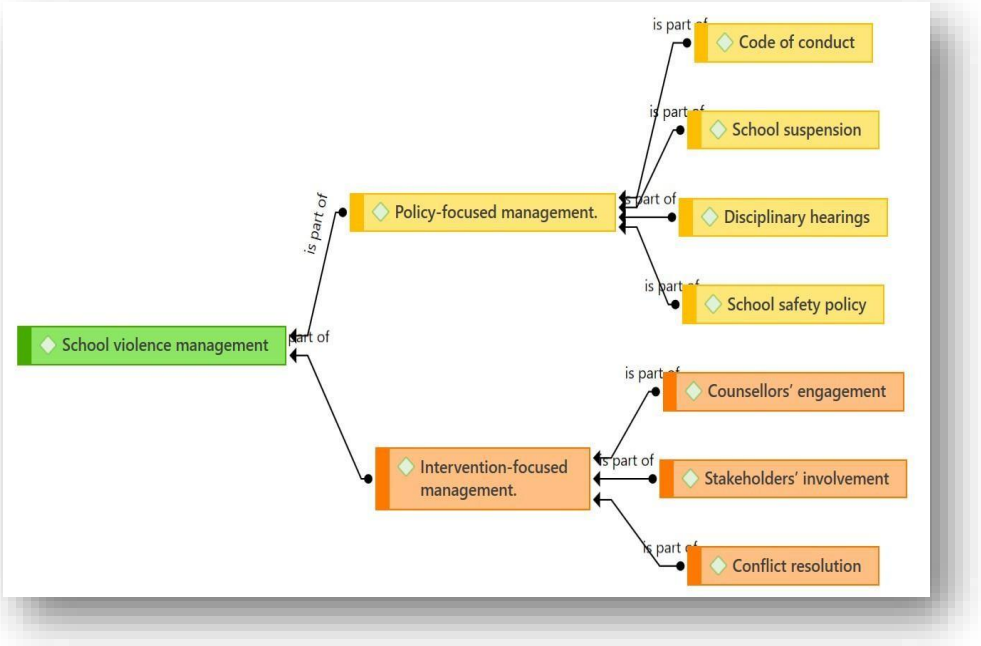

Figure 5.5 Management of school violence
Source: Author

5.7.1 Management of violence in school

The theme - management of school violence - consists of two sub-themes: policy-focused management and intervention-focused management.

5.7.2 Policy-focused management

Findings on policy-focused management consist of four sub-themes as presented in Figure 5.5.The following sections 5.5.1.1.1 - 5.5.1.1.4 discusses these sub-themes.

5.7.3 School code of conduct

All teachers and principal participants affirmed that the school is doing its best in handling school violence. School code of conduct is one of the measures in place to ensure that violenceis addressed.

It should be noted that the Republic of South Africa 1996b as specified in the *South African Schools Act (1996)* stated that the South African Schools Act (Section 8) gives school governing bodies (SGBs) the authority to enact a learners' code of conduct to create a strict and disciplined Educational climate (Davids & Waghid, 2016: 431).

The code of conduct consists of stated offences and expectations of conduct by the learner.

Participants' views are reflected below:

> *Yes the school is doing its best to manage violence because the code of conductis followed properly (TP24)*

> *I think it is about when the learners come to our school, we explain the code of conduct that if they engage themselves in incidents number 1, 2 and 3 Offence number 1 concretizes the parents to talk to their children. We call Departmental officials to come and assist us in school and talk to the learners trying to help them go away from unwarranted behaviour (PrP12)*
> *By following the school's code of conduct where violent behaviour is unacceptable (TP23)*

It was also revealed and supported by parent participants that the school has measures in place to address school violence. Parents mentioned that they were given the school code of conduct in January, at the beginning of the school term to read and sign it for learners.

> *As parents of learners eh… we are given the code of conduct in January and parents are called to read and sign it for the misconduct of learners. The code of conduct consists of any offence and the learner will be called to hear the two sides of the story (PP5).*

> *As parents of learners eh… we are given the code of conduct in January and parents are called to read and sign it for the misconduct of learners.*

> *The code of conduct consists of any offence and the learner will be called to hear the two sides of the story. Social workers will be called to assist the learners who have problems, eh… from there the parents and the learners will read the code of conduct so that they know that when they commit a crime and when they repeat the same crime they are expelled from school (PP5).*

Findings suggest that every secondary school in South Africa has a code of conduct that is communicated to every learner and their parents during school registration. This finding means learners have knowledge of school violence and their conduct of expectations. The principals were very clear on the code of conduct.

This was evidenced in the views of Principal 11 who mentioned that

Eh…., learner code of conduct that will make them aware that violence and assault are not allowed in school (PrP11).

5.7.4 School safety policy

All study participants (Principals, teachers, and parents) admitted that there was a school safety committee that assisted in managing school violence. For example, one of the teachers explained that when learners committed serious crimes, their parents were summoned for a hearing. Depending on the gravity of the offence, the learner either receives a suspension for a problem that is serious or a verbal warning for a minor problem.

> *"There are measures in place through the school safety committee. When learners have done a serious crime their parents are called to come for hearing and when the problem or crime is serious the learner is suspended and when the problem is minor the learner is getting the verbal warning" (TP30)*

The school ensures that parents are involved during the handling of violent cases. They have a seat on the safety committee where violent cases of their children are addressed.

> *We involve parents, committees, and safety committees in the school where we report violent incidents. It depends on the violence committed by learners in the school. Learner violence emanates from home where learners take issuesof community fights and bring them into the school (PrP10).*

> *PrP11: Eh…. We have been using the school safety policy following advocacy that has been done with learners,*

There are also security personnel at the school gates and within the school compound to help maintain law and order. Further findings revealed that parents of both perpetrators and victims of crime are involved in the hearing of a violent case.

Yes because there are securities at the school gate and around the schoolyard to maintain order in the school and they keep order for learners who practice gangsterism, bullying, etc in the schoolyard. The school is doing enough (PP2)

Parents of both the victim and perpetrator are called to intervene by the principal, school safety and the committee, and other teaching components to find a way forward (TP27)

The school safety policy guides the management of school violence. The safety committee is very helpful because it involves both parents of perpetrators and victims in the hearing. This move is very important as parents will also see the gravity of the offence committed by their children, and they participate in handing the verdict to the learner who has committed the crime.They will also be able to provide further guidance and monitoring to the child at home.

5.7.5 Disciplinary hearings

The school also organises disciplinary hearings to address school violence. During the disciplinary hearings, parents of offending learners and victims are contacted to come and address the matter at the school. Other stakeholders, including learners, teachers, and SGB are called to join in the hearing. After the hearing, the management committee is called for a hearing and the learner who committed the offence will receive a suspension.

Learners' problems are taken to the RCL, from the RCL to the teacher, from theteacher to the Departmental heads, to the principal, to the SGB, to the parents and a disciplinary hearing will be held to address the school violence. Eh…I know because I have a child who attends school and I always attend meetings that is why I know how they follow the procedure of addressing violence there. Ah…that's all that I know about that school (PP2)

They contact the learner's parents to come and address the matter at the school.The parents, learners, teacher, and SGB are called and arranged a hearingfor learners who committed violence in the school, the management committee will be called for a hearing and the learner who committed the matter will be suspended.

I think that's all that I know about that school because I'm a parent in this school and I attend meetings where my child is learning and again parents of all learners in that school have the idea of how the policy of that school is operating because they are also attending meetings there (PP3)

Teachers and principals gave detailed explanations of how school violence is managed in the school as reflected in their opinions below:

A disciplinary Hearing needs to be held in the presence of the parent and the school Head. They use the code of conduct to handle violence in the school. The learner is called to the office and given a verbal warning then when he continues he will be given a written warning and parents will be made aware and the learner get the final written warning. The committee will recommend suspension after the final written warning and expulsion will be recommended then the matter will be referred to the HOD so that the learner can be expelled from school (PrP8)

Disciplinary measures that appear in the school policy are followed. When learners commit a crime the disciplinary committee and parents are called for a hearing and when the matter is not serious the learners are given a verbal warning. If the matter is serious the learner is suspended (TP13)

There have been disciplinary sessions involving the participation of learners, parents, and teachers in the process of curbing violence and behavioural misconduct.Parents are called and the learner will be given a verbal warning, if the learner continues with bad behaviour or fights other learners and teachers a written warning is given to him. The last step will be a suspension letter from the SGB if the misconduct of a learner does not stop (TP16)

Findings revealed that parents of offenders and even victims of crime are also invited.

"Disciplinary hearing… If learners are found fighting, the parents & SGB members are called to discipline the learners. Sometimes these learners are suspended" (TP28)

The learners are taken to the principal's office and the principal usually asks the learner to bring their parents. The principal gives them a punishment or suspends them" (TP29).

Findings suggest that a disciplinary committee is established in secondary schools for disciplining learners who have committed violence; the committee sees to it that violence is managed in the schools. Parents are involved in the hearing.

The findings imply that the strategic involvement of parents and teachers is to sensitise them to the conduct of learners and assist in furthering the guidance of learners at home.

5.7.6 School suspension

Another measure used by schools in managing school violence is school suspension. These opinions are evidenced in principals' and teachers' views below:

Once. Eh…. When violence is committed we call the parents. One learner used pepper spray in the school and the letter was written to the parents when the learner was guilty he/ she got suspended. The principal, members of the school governing body, and parents of the perpetrators are taking part in the hearing therefore the decision will be made in the school based on the agreement of thecommittee (PrP9)

We tried getting SAPS to maintain violence in the school and some parents and community members are involved in maintaining order in the school. Hearing of such incidents and suspension are done on learners who committed a serious offence in the school. The school committee and parents of learners who committed crimes to appear in the hearing (TP21)

Parents of learners who committed a serious crime are called for the hearing and the learner is suspended from school (TP15).

if the learner continues with bad behaviour or fights other learners and teachers a written warning is given to him. The last step will be a suspension letter fromthe SGB if the misconduct of a learner does not stop (TP16).

There is a disciplinary committee that attends the hearing when learners have committed a crime in the school, if the crime is very serious the parents are called and the learners are suspended (TP20).

Although the school management tries to avoid suspending learners from school, however, when the learner refuses to listen to corrections through several warnings either verbal or written, the school then issues a suspension letter to the learner.

5.7.7 Intervention-focused management

In reference to Figure 5.5, three sub-themes emerged from intervention-focused management. These are discussed next.

(i) Engage counsellors

The school needs to engage the services of professional counsellors such as psychologists and social workers (WCED, 2017:13). This will help to educate and counsel learners on the implications of violence on human mental health.

The school engages the services of professionals to handle school violence. School counsellors,social workers, and psychologists are involved to ensure learners receive proper counselling.

> *The social worker will be called to assist the learners who have problems, eh…from there the parents and the learners will read the code of conduct so that they know that when they commit a crime and when they repeat the same crime they are expelled from school (PP5)*

> *We use school counselling by calling the parents of the affected learners and a hearing will be held to follow up on such cases. (PrP11).*

Even parents are engaged in the management of school violence. The school calls on parents of affected learners to be involved during the counselling of their children.

> *We use school counselling by calling the parents of the affected learners and a hearing will be held to follow up on such cases (PrP11).*

> *As parents of learners. The social worker will be called to assist the learners who have problems, eh… from there the parents and the learners will read the code of conduct so that they know that when they commit a crime and when they repeat the same crime they are expelled from school (PP5).*

Findings suggest that the management of school violence needs to incorporate relevant stakeholders' collaborations to ensure proper school violence management. Professional counsellors and the police are important in the handling of learner violence. The findings mean that the school is not able to handle school violence alone. Hence the reflections of Teacher 25and Principal 11 who expressed:

> *…No because some learners are behaving the same way and some problems are attended to and some are not so it is better to practice what the policy of the school is saying than to ignore other matters that could have been attended to That the social workers, police, and psychologist to be placed in the schools at all times (TP25).*

> *Jaa… In my view, as I said earlier we used intervention by inviting SAPS, Socialdevelopment. Eeh… because what learners carry to school, we call the SAPS. We have communicated with SAPS to address the learners and to brief the learners to be careful. We are trying to work with other stakeholders to make sure that our school is safe. (PrP11)*

5.7.8 Conflict resolution

Findings indicate the school helps to resolve the conflict between educators and learners beforeother stakeholders are involved.

> *Intervention between the learners and educators is being completed before the parents are called (TP25)*

Teachers receive workshops on misconduct. This is very important as some educators need to be sensitised on how to behave in front of learners. Parents also receive training through regular meetings with the school.

> *Eh… violence is a serious offence that leads to teacher misconduct. The teacher will be taken to the Labour Directorate so that the offence can be addressed. Teachers were workshopped about the misconduct in schools and they know the route of such offence is non-negotiable (PrP7)*

> *We hold meetings with parents of learners that are involved, we intervene with parents although those parents also don't have a solution for that misbehaving (TP18)*

We hold meetings with the parents of learners that are involved, we intervene with parents although those parents also don't have a solution for that misbehaving (TP19).

5.7.9 Stakeholders' involvement

The findings in this study reveal the importance of stakeholders' involvement in the management of school violence. Parents, teachers, principals, and community members are all involved in addressing learner violence as reflected in participants' views:

The principal, members of the school governing body, and parents of the perpetrators are taking part in the hearing therefore the decision will be made in the school based on the agreement of the committee (PrP9).

There have been disciplinary sessions involving the participation of learners, parents, and teachers in the process of curbing violence and behavioural misconduct.Parents are called and the learner will be given a verbal warning, if the learner continues with bad behaviour or fights other learners and teachers a written warning is given to him. The last step will be a suspension letter from the SGB if the misconduct of a learner does not stop (TP16).

There have been disciplinary sessions involving the participation of learners, parents, and teachers in the process of curbing violence and behavioural misconduct(TP17).

We hold meetings with the parents of learners that are involved, we intervene with parents although those parents also don't have a solution for that misbehaving (TP19).

We tried getting SAPS to maintain violence in the school and some parents andcommunity members are involved in maintaining order in the school. Hearing of such incidents and suspension are done on learners who committed a seriousoffence in the school. The school committee and parents of learners who committed crimes to appear in the hearing (TP21)

Involving SAPS, community members, and parents to address the school violence and hearings are held on serious crimes committed by learners (TP22).

Despite stakeholders' involvement in handling school management, findings reveal that stakeholders' involvement is weak and one of the principals indicated the need for adopting a cop to assist as the rate of violence is overwhelming.

> *Eh…. I can say most schools handle them but we need help, we need to adopt acop and involve the SAPS, random research is needed, and this is a serious challenge. Other Departmental sectors like social workers need to be involved to continents learners on violent issues (PrP12).*

The importance of stakeholders including, parents, teachers, principals, SGB, and community leaders has been established in school violence management. However, a need for security services has been mentioned by the school authority. These findings imply that school violence.

5.8 PERSPECTIVES OF SCHOOL VIOLENCE MANAGEMENT

The perspectives regarding school violent management consist of four sub-themes as presented in Figure 5.6

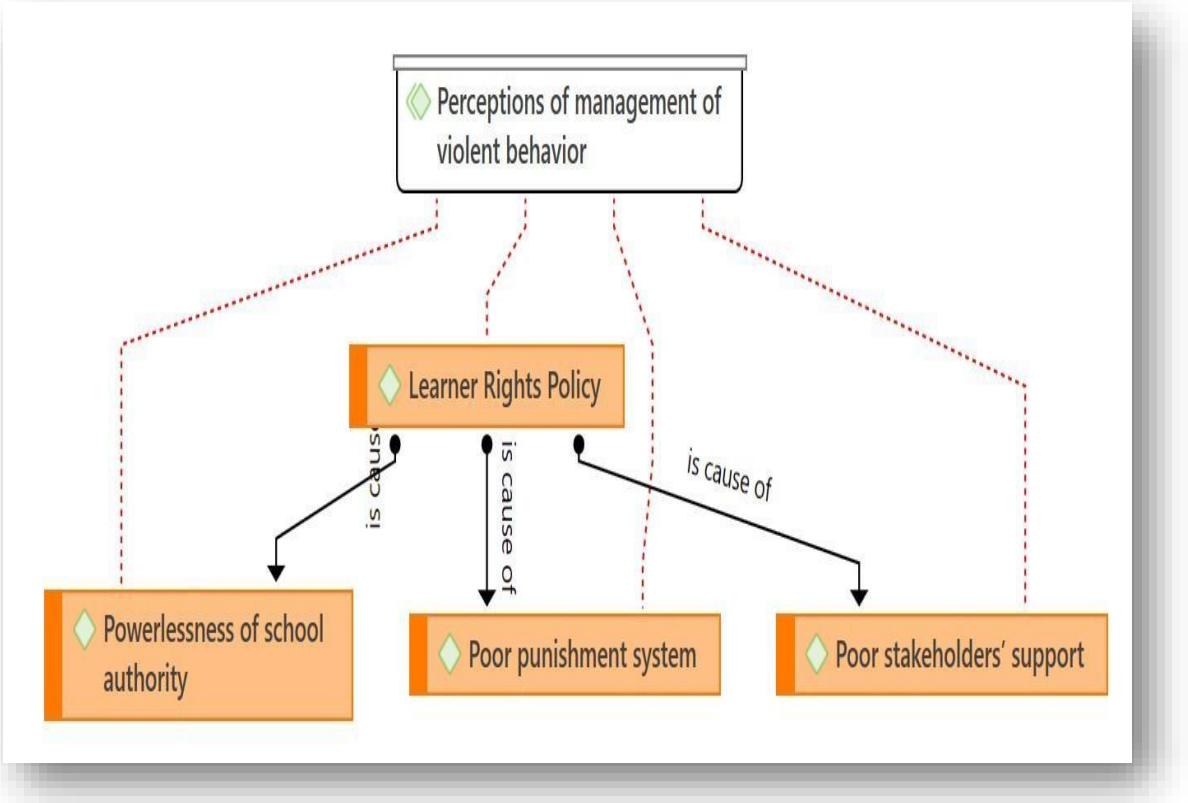

Figure 5.6: Perspectives of management of violent behaviour

Source: Author

5.8.1 Poor stakeholders support

All the teachers, parents and principals mentioned and agreed that the Department of Education (DoE) is not supportive enough in the handling of school violence. Teachers expressed that they (i.e. the principal, deputy principal, Members of the school governing body, and the teachers) are alone in controlling learner misconduct. Principals mentioned that cases are solved but are fruitless as there is not enough supportive power from the Department, therefore, the school effort becomes meaningless. The punishment given in schools was also said to be limited.

> *Yes, because our learners are right now and there is no more fighting in the school. The principal, deputy principal, Members of the school governing body, and the teachers are trying their best to control the behaviour of learners in school but the Department of Education is not helping with violence in the school (TP16).*

> *The system of discipline toward learners is very lenient and short-term althoughit is harsh and long-term towards learners. Enough is not done by the Department but only by the school to control violence in the school (TP16).*

> *The punishment given in schools is not enough as cases of learner misconduct are not reported as the Department of Education interferes in favour of the learners. Cases are solved but not enough power from the Department therefore we are fruitless (PrP7)*

> *The school is doing enough but the DoE is failing the school because there is no support in cases of violence that happen in the school. The principal and the community are the ones who are dealing with violence in our school (PP2).*

> *The school is doing its best to manage violence even though there are still some learners who don't cooperate and still behave so badly. Some parents and teachers are trying to control the behaviour of learners but the Department is doing nothing to assist the school with learners who are corrupt in the school (TP22)*

Parents, teachers, and principals are blaming the Department of Education for all misconductsof learners in school because. Firstly, teachers are not allowed to punish or beat learners. This affects the state of discipline in the school. Secondly, school principals revealed that when the learner got expelled from school, the Department of Education would insist that the learner should be reinstated. Thirdly, serious cases reported at the level of the Department of Educationdo not receive follow-up by DoE. All these factors put together made participants conclude that the school is struggling alone, which is why the learners keep on disrespecting teachers and bullying other learners.

> *Serious cases are reported at the last level in the Department of Education, but learners are the ones who are very important in schools and teachers are nothing the next thing the Department will never come back to schools to make follow-up about the cases which was reported (PP3).*
>
> *The Department is to blame for all misconduct of learners in school because teachers are not supposed to beat the learners. The school is doing enough because they follow the procedures or process of discipline, but the DoE fails them (PP2).*
>
> *When the learner gets expelled from school, the Department of Education will say that the learner should be reinstated in school (PrP7)*
>
> *The Department is not assisting the school in fighting the violence that is committedby the learners in the school TP15.*
>
> *Enough is being done by the school only and the Department of Education is not supporting the school on violence. The school is struggling alone which is why the learners keep on disrespecting teachers and bullying other learners (TP18)*
>
> *Enough is being done by the school but the Department is doing nothing to support the school and they are aware of what learners are always doing in theschool (TP19).*
>
> *Serious cases are reported at the last level in the Department of Education, but learners are the ones who are very important in schools and teachers are nothing the next thing the Department will never come back to schools to make follow-up about the cases which was reported (PP3).*

Learners bully and fight each other and that is terrible because in my thinking schools have problematic learners, and it looks like the Department of Education is not taking part in solving the violent problems in schools (PP1).

Findings also revealed that the government is very absent from addressing school violence.School violence is not all attended to because the government favours learners over teachers.

We try all we can to minimise violence in the school…. The government is not taking part in cases of violence in schools (PrP12).
The school is trying its best to deal with cases of violence though some are not attended to because the government favours learners over teachers (PrP13).

Interesting findings also emerged that parents' engagement in school management is poor. Theprincipal expressed bitterly that if parents were working hand in hand with the school, we would not be having cases of violence in school (PrP12). Other supporting quotations are presented below:

Yes, the school is doing its best but stricter rules must be enforced.

Stricter punishment & suspension rules! There have to be enough parental engagements Parents must disclose what kind of learner they are dealing with. Parents must also be taught how to teach learners to behave (TP29).

: No. Some serious crimes are attended to by the school and the parents of learners who committed a crime in the school. Parents of other learners don't come to school when they are called to hear about their children (TP15).

at some point, some cases are not reported and some are reported and that causes violence in the school. Parents are not attending when they are called to hear about their children who committed a crime in school (TP13).

I think……. like I said in number eight we are doing the best we can. We try all we can to minimise violence in the school. If parents were working hand in hand with the school then we wouldn't have cases of violence in school

(PrP12).

Little has been done to manage violence because learners have the right and they abuse other learners physically and psychologically. Learners are being suspended and they enjoy being at home and this means punitive, punitive actionis not well done in schools. When learners are expelled from schools their parents will go to the Department of Education and report the school and the learner will be back at school without any intervention from the Department of Education (PrP7).

Cooperation appears to be lacking between parents and school management. Some of the parents do not attend disciplinary hearings when summoned. All the parent participants noted this gap as expressed below:

We…. ll... No, I feel that enough is not being done in the school and I feel that more still needs to be done to control and manage violence in the school. Parents must come to school when they are called for the hearing of their children. Parents, the principal, the deputy principal, the HOD, teachers, and learners must cooperate and follow the principles that are stated in the policy of the school. Violence will be managed when there is peace in the school. (PP3).

Well as a school we are trying our best to manage violence in the school though parents do not come to school when they are given letters to attend the hearing of their children, eh… I must say maybe some learners do not give letters to parents because they already know that they did something wrong in school and sometimes those learners don't come to school (PP4).

Parents and teachers don't care about societies when it comes to violence because when the learners are fighting outside the schoolyard after school teachers are saying the fight is outside the schoolyard and that is not their problem. On the other hand, parents in the societies do not report the problems of learners who are victims of violence so that the school is aware of what is going on with the learners in the society (PP5)

It's not enough. A learner fights outside the school and the school is not doing anything and the same learner comes to school as if nothing happened. The

school will say it's a police case (PP6)...

when we call parents meetings, they don't come and the school will just wait andwait for parents to come until we give up because the government is not assisting the school when we have violence problems (PP6).

Principals also attest to a lack of parental support in school violence management. It was revealed that various meetings arranged to sensitise parents on school violence were poorly attended.

The school has done its level best to manage violence in the school though parents do not support the management team in the school. There are different grade 8 meetings and there are meetings held for each grade as a means of making them aware of violence in the school... Learners in Grade 12 are problematic in the school as most of the learners come from broken families and they end up misbehaving in the school PrP9.

Even though schools are increasing their efforts to reduce school violence, three critical factorsstand in their way. First, the Department of Education is of no assistance to the school when dealing with violence issues. Second, parental involvement is lacking when they are called for hearings after their children have committed crimes in school. Third, the government of the country is not supportive of school violence management.

5.8.2 The powerlessness of school authority

Findings indicated that school management lacks the power to deal with school violence. The stumbling block is DoE's lack of support.

Eh… I…think teachers are trying their best in schools but the Department is not helping the schools especially when some bad crimes are reported the Department is doing nothing to handle violence cases in schools which is why some parents are reporting teachers straight to the Department without first consulting with the school management (PP5).

We… feel the school doesn't do enough to handle violence in schools. They don't assist learners who commit violence in school. After being suspended for 7 days, the learner will enjoy being at home as if he/she is on a holiday andthe school doesn't do anything and the situation gets worse because

without disciplinary measures they get back to school (PP6).

The findings of the study suggest that school efforts to manage school violence are frustrated by a lack of support from the Department of Education. This situation is obvious to learners, which explains the reasons for their continuous disrespect toward teachers and violence on school premises.

5.8.3 Learner's Rights Policy

Participants indicated that learners have too many rights. One of the principals said that learners have more rights than their teachers. This is reflected in PrP8, who said that –*I am disappointed because these learners have more rights than teachers. The law takes a very long route before these learners can be expelled from school. Our law must expel the violent from school".*

Undue rights of learners affect how violence is handled in school. The quotation of PP2 below expresses this in detail.

> *Eh…..It doesn't sit well with me and I think I'm not the only one who is having a problem with violence in schools generally because in many instances learners are the most problematic in schools and several times even in the media you willfind that eh…learners are causing problems in schools but the government is notdoing anything with the learners who committed a crime in school. Eh…for instance, the media reported many cases of learners who killed teachers and thelaw is always protecting those learners. Teachers are depressed because of the way violence is handled in school and nothing is done to protect teachers, and only learners are favoured by the law. For instance, learners will be suspended by the school after committing an offence in school, eh…that learner will walk free as if he did nothing in school. During break,* that learner comes and walks around the schoolyard without any fear because he knows that the law isprotecting him always. Things are very bad in schools (PP2)

Principals supported parents' quotation by explaining further that the school is struggling with the inability to control learners in schools because their efforts to punish those indiscipline learners are fruitless due to the DoE's lack of support.

They explained that the South African School Act is failing them when it comes to disciplining learners. According to the principals, such systemic learner support explains their looseness and indiscipline. Besides, they said that such learner rights affect their morals as teachers and principals because learners are aware that they can do whatever they want, and no one will discipline them.

> *punitive action is not well done in schools. When learners are expelled from schools their parents will go to the Department of Education and report the school and the learner will be back at school without any intervention from the Department of Education (PrP7)*
>
> *Yes! Mam our disciplinary committee is doing enough, it's just that the law failsus and they will be talking about the rights of the learners to have Education forgetting what these learners are doing at school (PrP8).*

Learners abuse these rights by bullying other learners physically and psychologically as indicated by school principals below

> *E…h I think teachers and learners are on the same level of understanding how to handle issues of violent behaviour like reporting and sometimes it doesn't happen in the way, they take the law into their own hands by fighting teachers and other learners, and teachers are always admitted in hospitals because of depression caused by those learners and the Department of Education is not supporting the schools in cases of learners who commit a crime in school (PrP10).*

> *Schools in general are not assisted by the Department of Education which is why most of the learners especially in secondary schools fight teachers and learners, smoking dagga and performing in classes eh…they know that teachers can't beat them the Department is always on their side (PP6)*

Findings revealed that learners have too many rights and it affects school authority's management of violence.

5.8.3 Poor punishment system

When a learner's wrong remains unpunished, the learner has the liberty to continue to engage inviolent acts.

Participants said that teachers are restricted from applying corporal punishment.

> *Teachers are restricted from applying corporal punishment which is why learners are disrespecting teachers. The Department is not assisting even if we try to show the problems, we encounter in our school but the problems of learners are increasing every day (PrP11).*

The school punishment system appears weak because the government is lenient in handling learners' violence. Furthermore, the school is unable to address the misbehaviours of their learners outside the school premises, even when the learner commits this violence while wearing the school uniform. The school is constrained on how to deal with such situations. Thus when learners fight outside the school premises, the school is helpless and is unable to address the situation.

> *I have realised that the government is too lenient on learners even when schools are trying to discipline learners in schools, but it doesn't give a hand of help in schools (PP3)*

> *It's not enough mam because a learner fights outside the school and the school is not doing anything and the same learner comes to school as if nothinghappened. The school will say it's a police case (PP5).*

It emerged from the data that more effort is needed to control and manage violence in the school because parents seldom attend school hearings organised for handling violent cases.

> *Parents must come to school when they are called for the hearing of their children. Parents, the principal, the deputy principal, the HOD, teachers, and learners must cooperate and follow the principles that are stated in the policy ofthe school. Violence will be managed when there is peace in the school. There are limitations for example teachers are not supposed to beat learners although enough is internally not being done in the school (PP3)*

Findings indicated that secondary schools lack the capacity to employ additional professionallytrained personnel to handle school violence. That explains why people from the grassroots like teachers are alone in solving violence in school (TP30). That was supported by PrP7 who mentioned that

> *–The punishment given in schools is not enough as cases of learner misconduct are not reported as the Department of Education interferes in favour of the learners. Cases are solved but not enough power from the Department therefore we are fruitless".*

According to Ncontsa and Shamba (2013:8) school violence was strongly linked to the indiscipline of learners, given that learners were uncontrollable and behaved as they wished. The findings suggest that the school authority are trying their best to control the behaviour of learners in school but the Department of Education is not helping with violence in the school. The system of discipline towards learners is very lenient and short-term. The findings imply that DoE needs to support school management to control violence in the school.

5.9 DISCUSSION OF FINDINGS

The section discusses the study's findings in connection with prior studies and theoretical frameworks that anchor the study.

5.9.1 Risk factors for violence in secondary schools of the North West Province

The study reveals that risk factors for violence include different factors and these were categorised into family background, environment, and disciplinary measures. Next is the discussion of each of these sub-themes.

5.9.2 Family background:

Family background consists of four sub-themes including, loss of Parent-child connections, absence of Parental supervision and monitoring, child-headed family, and poverty.

(i) Loss of Parent-child connections

The study revealed that the Parent-child connection is critical to the healthy behaviour of learners. Learners from a family where parental closeness and connections are lacking were more likely to behave badly. Participants in the study indicated that loss of parental connections will create distance between parent and child. Parents will be unable to know the daily lifestyles of their children.

These findings gave credence to prior studies (e,g. Ncontsa & Shumba, 2013:13; Weaver, Borkowski & Whitman, 2008:11) that referred to such families as having dysfunctional family backgrounds.

According to these studies, children with dysfunctional family backgrounds are more likely to become violent because they are ill-disciplined. In line with these findings, children with a loss of parent-child connections are akin to a dysfunctional family background and are more likely to become violent because their parents are not connected to their daily lives and may not notice bad behaviour early enough. Violence is said to start at home where unsolved issues between parent and child create tension. The child vents tension on other learners in their different schools.

(ii) Absence of parental supervision and monitoring:

The findings of the study indicated that the risk factor for school violence is connected with the absence of parental supervision and monitoring. Participants indicated that the lack of parent monitoring causes learners to be fully engaged in school violence such as abusing drugs, gangsterism, and excessive drinking (Section 5.6.1.2, Appendix 1 Section 1). Parental roles were indicated to be very absent in the daily lives of the majority of the learners. Teachers in school are burdened to play the roles of parenting and teaching at the same time. It was revealed in the study that parents were never around their children at home. They tend to be too busy with their busy schedules.

The lack of parental guidance affects how learners behave in school. However, those parents who were around their children did not engage in proper disciplinary measures to correct bad behaviour. Learners tend to engage in smoking dagga, forming gangs, gambling, and drinking alcohol, especially after school where they are not monitored by anybody. These findings corroborate that of Ncontsa and Shumba (2013:13) who have linked children from dysfunctional family backgrounds to school violence.

The role of parents was indicated to be crucial in determining and shaping children‘s behaviour. Children need guidance from an early age as they grow and develop. Without proper and adequate parental guidance, children are likely to learn and acquire violent behaviour (Ncontsa & Shumba, 2013:13). Apart from a lack ofguidance and supervision, children from a less supportive family may also experience maltreatment by their parents.

Evidence has shown that abused children were more likely to become violent as well. Weaver *et al* (2008:9) found that adolescents who were victimised during their childhood reported being involved in higher levels of violent behaviours. Children might also learn to become violent due to exposure to violence athome. Children tend to imitate violent behaviour and transfer them to school settings (McGaha-Garnett, 2013:2). This is very true of the assertion of The Social Learning Theory (Bandura, 1986) which assumes that in society, children are bound by diverseinfluential models, including parents amongst other models within the family, which can be observed and imitated by an individual through anti-social beliefs.

(iii) Child-headed families:

Learners who engaged themselves in violence were those without parents. Such learners are from child-headed families. This background counts a lot in shaping the child's behaviour, the absence of a parent figure reduces the needed care, attention, and supervision needed for moral behaviours and accepted conduct. Participants confirmed that learner violence is a result of the child‘s background and not the child's. It was expressed that in a child-headed family, undesirable behaviour including cigarettesmoking and the use of drugs is not curtailed because there are no parents to ensure that children are engaging in the right moral conduct. The findings imply that parents have significant roles to play in the lives of their children.

(iv) Poverty:

The findings revealed that a poor family environment causes financial strainfor learners and the lack of several wants and desires of a child may frustrate the child to the extent of engaging in school violence. This explains why learners were reportedlyengaging in gambling practices so that they could raise money to buy food. Some even engage in stealing to buy food or to maintain their drug habits. (cf. 5.6.1.4). The studyconcluded that poverty enhances bad learner behaviour. The study corroborates findingsfrom past studies (Capazorio, 2017; Mncube & Harber, 2013:41) that argued that children in communities with social problems like poverty experience a higher rate of violence.

Additionally, the findings of the study are in line with the General Strain Theory (Agnew (1992) which anchors this study. According to Agnew's conceptualization (2006a, 2006b), criminal behaviour is influenced by the strains experienced by individuals. Thus, poverty can be considered as a strain experienced by learners and they engage instealing due to the strain of poverty.

The study findings gave credence to Meyer and Chetty (2017:9) who established that learners use violence to get what they did not haveand cannot get from their parents.

5.9.3 Environment:

The findings indicate that the environment consists of alcohol and drug abuse and community-school Gangsterism. Next is the discussion of alcohol & drug abuse.

(i) Alcohol and drug abuse:

The environment plays a role in shaping learners' violent behaviour. Learners learn and watch activities in society and they model after them. According to Africa Check (2016), South Africa is among the top countries with the highest substance abuse in the world. Participants in this study revealed that learners buy drugs and alcohol in strategic settings in the community. These findings support Capazorio (2017) findings, who found that school learners living in communities that experienced a highlevel of drug abuse were more likely to be involved in violent activities.

Alcohol and drug abuse influence individuals' behaviour. It was indicated in the study that learners practice physical abuse on other learners in classrooms, during breaks, and after school after using drugs or drinking alcohol. Participants revealed that learners back-chat teachers, disrespect them, and bully other learners after smoking dagga they begin to use vulgar and swear language on other learners. Numerous studies and reports have shown that many crimes and violence in South Africa were committed under the influence of substances (Bloomberg, 2015; Cheteni, Mah & Yohane, 2018).

The nexus between school violence and substance abuse in the study was not surprising. Past study has established the relationship between violence and alcohol or drug use at schools (Burton & Leoschut, 2013:57). Participants in the study mentioned that after learners have smoked dagga they become violent and engage in fights or other forms of school violence. Similar to this, Capazorio (2017) points out that school learners from communities that experienced a high level of drug abuse are more likely to be involved in violent activities.

Substance abuse was reported to be very high among learners in secondary schools in Mahikeng. This high rate of alcohol and drug abuse may be linked to the fact that the Mahikeng is a low-income community.

It has been noted that substance abuse was dominant in low-income communities where the number of unemployed people was extremely high. As a result of this idleness, people opt for indulging in substance abuse.

Because learners are part of the community, modelling after their parents or even neighbours is very high. This draws from the social cognitive theory that explains that human agency is a three-point paradigm known as "triadic reciprocal causation" (Bandura, 1986). This triadic reciprocal focused mainly on the behaviour of a person, the environment around a person, and the influence of society on the behaviour of that particular person from childhood age until adulthood age.

(ii) Community-school gangsterism

Gangsterism in the community affects learning in South African secondary schools. It is one contributory factor towards violence in school. Participants indicated that there is a lot of gangsterism in the community that influences learners in schools, learners possess weapons like knives and screwdrivers to fight teachers and other learners in schools. They are also under the influence of drugs. Peltze and Phaswana-Mafuya (2018:2) found that 14.7% of school learners had become victims of violent crimes based on their community. Ncontsa and Shumba, (2013:7) found that the prevalence of violence in the communities contributed to the violence committed by 91% of learners in South African schools.

It was revealed in the study that violence starts at home within society as indicated by participants who handled violent cases in their school. There are many gangs in the village where learners live, these gangs are formed because people want to protect themselves during societal problems. Learners have societal problems from home and they bring weapons to schools where they relieve their anger on other learners.

5.9.4 Disciplinary measures:

The findings of the study revealed that secondary schools in the North West Province are fraught with disciplinary measures. The data revealed that disciplinary measures of the schools are affected by a lack of DoE involvement and a misunderstanding of rights.

(i) Lack of Department of Education involvement

The findings revealed that the DoE does not offer support to secondary schools in the management of school violence. This lack of DoE involvement in school violence increases indiscipline in school and weakens school disciplinary measures.

Teachers are not allowed to engage in corporal punishment and those that do are disrespected by learners. Participants said that learners insult and even fight teachers when corporal punishment is used on them. Learners do not cooperate with the teachers and they vandalise school property. Unfortunately, when these matters get to the notice of the Department of Education, little or nothing is done about it.

The findings contract the goal of the DoE when they signed a memorandum of understanding with the South African Police to apply and ensure safety in schools.

Although corporal punishment of teachers on learners was abolished over a decade ago, the DoBE revealed through the Tirisano Plan in 1999 to protect learners from the unpleasant environment and punitive treatment in schools. In 2011, DoBE further strengthened its initiatives to prevent violence in schools. In fact, RSA (1996b) as specified in the SASA (1996) for South African Schools Act (Section 8) gave school governing bodies (SGBs) the authority to enact a learners' code of conduct after consultation with teachers, learners, and parents concerning school discipline. The goal was to create a strict and disciplined Educational climate (Davids & Waghid, 2016: 431). Unfortunately, the prevalence of violence is at an alarming rate with poor support from the Department of Education

(ii) Misunderstanding of rights:

The findings indicated that violence in school is caused by older learners who claim to be disrespected and not addressed rightly. They also oppress the younger ones. Bullying and power perceive they are older because they have attended traditional schools. Participants expressed that learners lack knowledge and information on how they must behave, particularly, they lack a proper understanding of learners' rights and the South Africanconstitution because they perceive everything to be right to them. The older students are perpetrators of this violence. They appropriate undue age-related rights in their daily interactions with teachers and younger learners in the school.

The findings support Khumalo's (2016:6) argument that the violent behaviours that were experienced in schools disregard endorsed social values that are expected in schools. As indicated by Reay (2014), based on the democratic right and values, secured and accepted, a socially just Education system is premised on good Education and the democratic right of all and pursued to value and improve the children's well-being and their intellectual growth.

This is not to say that learners should negativelyabuse their rights by engaging in school crimes against teachers and learners.

5.10 FORMS OF VIOLENT BEHAVIOUR EXPERIENCED IN SECONDARY SCHOOLS OF THE NORTH WEST PROVINCE

The findings revealed several forms of school violence, and these were categorised into three themes – anti-social behaviours, Physical violence, and Verbal Violence.

5.10.1 Anti-social behaviours

Findings revealed that anti-social behaviours committed in school are violent crimes such as gambling, sexual harassment, and substance abuse emerged from anti-social behaviours.

The data indicated that when learners engage in gambling, they easily abuse drugs, and the influence of drugs results in further crimes, including the destruction of school property or fighting with learners or teachers. The findings mean that the community and family structurecontribute to causes of school violence, particularly gambling. Evidence has shown that South African communities are engulfed by criminal activities from all angles.

Children are exposed to high-level crime in their communities and homes, and some of them are crime victims. For example, Peltze and Phaswana-Mafuya (2018:2) found that 14.7% of school learners had become a victim of a violent crime in the past 12 months before they participated in the study.The social cognitive theory also asserts that exposure to crime has a role in turning children into criminals through learning and modelling (Bandura, 1986). Children exposed to violence in homes and communities might learn and acquire violent behaviours and apply them at schoolto other learners (McGaha-Garnett, 2013:2). According to Burton and Leoschut, (2013:2), exposure to violence might send a message to children that violence is a way of living and solving problems.

Gambling and drug use are two school crimes indicated by participants to be commonly committed by learners. Learners are found to engage in gambling after using drugs. The findings support the Social Cognitive theory (Bandura, 1986) as learners are influenced by theirinteractions in the community. The findings are also in line with the General Strain Theory (Agnew, 1992) which defines causes of strain as a disappointment to impact positively on valued objectives like failure to achieve significant prosperity. Learners' poverty state causes strain and they engage in gambling to raise money to sort out some of their cravings.

Apart from gambling, sexual harassment is another form of anti-social behaviour committed inschool. Findings revealed that sexual harassment is practised by male learners on female learners through touching the bums of girls in the classroom or during break and at any slightestopportunity. These findings were evidenced in past studies where female students seemed to experience more violence than male students. A report by Save the Children revealed that numerous girls were being harassed by boys and touched by male teachers on the buttocks andbreasts (Dunne, Humphreys & Leach 2006:7).

In addition, sexual harassment is perpetuated by older learners who think they are mature and should be permitted to express their sexual desires. These results support Danmark's (2008) assertion that several physical assaults, including beatings by boys, were motivated by boys' desires to engage in romantic or sexual interactions with girls in Ethiopia. This implied that boys would physically abuse girls who refused to be in such a relationship. From another perspective, this suggested that female learners are victims of gender-based violence in the community. The findings also support Leach (2003:386) who noted that female learners were victimised by male learners, teachers even community members living in the vicinity of their schools. In many countries including Ghana, Malawi, and Zimbabwe, abusive behaviour against girls by boys and male teachers was common and seems to be institutionalised.

Drawing from Social Cognitive Theory (Bandura), learners are exposed to gender-based violence at home and in the community, and male learners may repeat this act on female learners in schools because they feel it is culturally acceptable. For instance, in some communities, particularly in Africa, where victimising women was considered culturally and socially acceptable, gender disparity may occasionally be a contributing factor to classroom violence. Given that males may be in adolescence—a developmental stage in which they are extremely violent, and their sexual urge is extremely high and uncontrollable—this was not surprising. Additionally, boys could not fully comprehend and be conscious of gender equality(Altinyelken & Le Mat, 2018:656).

Findings also indicated substance abuse as part of anti-social behaviour that is committed in secondary schools. Participants expressed that learners lack the fear of the school authority, theysmoke dagga in the presence of their teachers within the school premises and become more violent thereafter. Apart from using and abusing drugs, some of the learners sell drugs to other learners in the school compound.

The money for buying these drugs is forcefully obtained fromyounger learners. Also, the learners smoke hard drugs within the school premises and care less whether their teachers are watching or not. Numerous studies found many crimes and violencein South Africa were committed under the influence of substances (Bloomberg, 2015; Cheteni,Mah & Yohane, 2018). According to Burton and Leoschut (2013:57), the availability of alcohol and drugs in schools encouraged crime and violence.

5.10.2 Physical violence:

Physical violence is a critical aspect of school violence, and it is divided into six: vandalism, fighting & stabbing, gang violence, stealing, bullying, and Corporal punishment as presented in Figure 5.4.

Fighting and stabbing were indicated as school violence. Fighting among learners is a topical issue in South African secondary schools because of the involvement of dangerous weapons. Fighting comes in various forms including fighting, assault, and stabbing. Participants revealedthat fighting in secondary schools in South Africa occurs across various levels, it involves learner to learner, learner to teacher, and teacher to teacher. Fights are also targeted at the younger learner. Learners engage in fighting for many reasons, they fight because of food, particularly because they want to avoid the queue during their break. They also fight for drug money, gambling, food, funds, books, and furniture as well as fighting for no reason. Fightingand stabbing are both very serious offences that can lead to death. There have been a few examples of fighting-related deaths in South Africa. For instance, a Grade 8 student killed a teacher in 2018 after the latter failed the student (Mashaba, 2018). In 2019, a teacher was slainby a 17-year-old boy student who stabbed him since the teacher had failed him as well (Njilo,2019).

Vandalism is another reported physical crime, Learner practice vandalism often when they engage in fights and when teachers are not in class. In addition, during demonstrating for financial aid from the school authority. Vandalism includes the destruction of the property of the schools, especially in classroom tables, chairs, windows, and doors, and removing chats from the notice boards. The findings were consistent with Mabuza, (2019), who reported that 262 incidents involving theft and vandalism hit 252 schools in Gauteng Province in 2019, andthe cost of the incidents was estimated to be R121 million.

Gang violence is also a form of physical violence in schools in South Africa. The findings revealed that there are three reasons why gangs are formed in school.

First, a gang is formed toprotect younger oppressed learners in school. Second, a gang is formed mainly to win and gain the attention of girls. Third, gangs are formed to create fear in other learners. Whatever the reason for forming gangs, they disrupt the peaceful learning environment in the school. Gangs create fear for other students who are better behaved and prevent them from coming daily to learn in school. That is because gangs are involved in fighting with dangerous weapons like knives.The findings offer credence to Griffin (2016) study, which found that school violence involved armed violence linked to gangs; students were kept out of schools.

Stealing was also indicated as part of physical violence in the study. Findings revealed that learners steal books to enable them to do their homework. Others steal school bags and sell them to get money to buy drugs. Yet others form gangs and steal money directly to buy drugs. Some go to the extent of engaging in physical violence to achieve their stealing habit, they beat up other learners and steal from them.

Stealing is a daily occurrence in South African schools as revealed by the data. Zulu, Urbani, van der Merwe, and van der Walt (2004:172) found that 87% of respondents believed that their classmates were stealing learners' belongings. The findings of the study are in line with the GeneralStrain Theory by Agnew (2013), which contends that individuals are most likely to experience an aggravating confluence of several risk factors when strains have a criminogenic effect. Under the strain of hunger and poverty, some of the learners were found to engage in stealing acts.

Another form of physical violence is bullying**.** Bullying takes the form of the use of a dangerousweapon to intimidate other learners, particularly younger learners in lower grades. Other formsof bullying may be a bit gentle, including searching for school bags of other learners without their permission, swearing at each other, and the use of vulgar words. Learners bully the youngones by applying force to take their books because they cannot do their homework at home,and their food, as well as money, are forcefully taken from them. The young ones do not report the perpetrators due to fear. Teachers also experience bullying from learners, some learners aredisrespectful, rude, and aggressive when they are to submit assignments. It was indicated in this study that some learners disrespect teachers in the classroom. They make noise while teachers are teaching, and their homework is done in the morning.

These findings support past studies (Sadock and Sadock, 2007:149; Mosome, 2011: 2), which reported that bullying in schools includes verbal aggression, such as back-chatting with teachers or insulting other students or teachers, coercion, such as taking young children's belongings without permission in the classroom, intimidation, which could result in fights between students, and deliberate social exclusion of others that could result in victimization.

Corporal punishment is another identified physical violence in schools**.** Participants indicated that teachers apply corporal punishment on learners who commit school offences such as back-chatting or swearing at the teacher.

Participants further expressed that learners fight back every time receive corporal punishment. DoE does not assist teachers in managing school violence as they are restricted from applying corporal punishment. Participants explain that the lack of corporal punishment accounts for learners' disrespect towards teachers. These findings supportstudies conducted in Asia, where school violence was mostly perpetrated by teachers against students. Angerer (2019) reported that learners were punished by teachers using corporal punishment, the punishment was culturally and socially accepted as a form of disciplining children by teachers. School violence in Egypt involves corporal punishment; 96% of teachersin public schools admitted that they practised corporal punishment. Fifty-four (54%) of teachers in private schools applied corporal punishment (Wasef, 2018:61). In South Africa, Zulu, Urbani, van der Merwe and van der Walt (2004:172) reported that 67% of respondents believed that corporal punishment was being applied by their teachers.

5.10.3 Verbal violence

Verbal violence yielded three main sub-themes – disrespect, shouting, and swear language which can be seen in Figure 5.3.

Disrespect might be regarded as a form of verbal violence in schools**.** In the present study, parents, teachers, and learners are the perpetrators. Learners watch their parents talk disrespectfully to their teachers;it influences the attitude of learners towards their teachers. Teachers commit this offence also. Findings revealed that teacher-to-teacher forms of disrespect occur when teachers argue amongst themselves within the school premises.

Shouting is another form of verbal violence where the perpetrators are learners and teachers**.** Participants mentioned that teachers shout at each other in the staffroom. However, learners engage more in shouting at their teachers and other learners.

Shouting, if it involves abusive language, may be connected to swearing**.** The use of swear language emerged as common in schools. Teachers mentioned that learners use swearing language at other learners in their presence and teachers' attempts to control disrespecting learners that use vulgar language in schools seem to be getting weaker daily.

5.11 MANAGEMENT OF VIOLENT BEHAVIOUR IN SECONDARY SCHOOLS

School violence management is grouped into policy-focused management and intervention-focused management.

5.11.1 Policy-focused management

Findings on policy-focused management consist of four sub-themes, as presented in Figure 5.5. School code of conduct, School safety policy, Disciplinary hearings, and School suspension.

Findings from the data suggest that every secondary school in South Africa has a code of conduct that is communicated to every learner and their parents during school registration. School code of conduct is one of the measures in place to ensure that violence is addressed. This finding is in line with the Republic of South Africa 1996b) as specified in the *South African Schools Act (1996),* The South African Schools Act (Section 8) which gave school governing bodies (SGBs) the authority to enact a learners' code of conduct to create a strict and disciplined Educational climate (Davids & Waghid, 2016: 431).

Another measure to curb violence is the school safety policy. This guides the management of school violence. The safety committee was said to be very helpful because the committee involved both parents of perpetrators and victims in the hearing. The findings offer support to the National School Safety Framework (NSSF), which provides comprehensive guidance to the national Department and provincial Departments of Education in a coordinated effort to address the violence that took place in the school environment. According to CJCP (2015:4). The NSSF is concerned with addressing the varieties of school violence by ensuring that schools have suitable structures, policies, and enabling environments; and directing school management towards appropriate preventative interventions.

Another measure is a disciplinary committee that is established in secondary schools for disciplining learners who have committed violence; the committee sees that violence is managed in the schools, and parents are involved in the hearing. School suspension is also a measure used by schools to manage school violence is school suspension.

Although the school management tries to avoid suspending learners from school, however, when the learner refuses to listen to corrections through several warnings either verbal or written, the school then issues a suspension letter to the learner. These findings emphasise that of Lunenburg (2010:4), who encourages school management to ensure that school violence is adequately addressed.

5.11.2 Intervention-focused management

Counsellors' engagement, conflict resolution, and stakeholders' involvement are intervention-focused management Counsellors' engagement is an intervention-focused management. Participants said that the school tries to engage various professionals, including social workers, psychologists, and even parents, to assist in counselling learners. However, findings indicated that the needed collaboration is not sufficient. They express the need to incorporate more Professional counsellors and the police.

Conflict resolution is another measure that was identified in the study. The school trains teachers in workshops on how to handle misconduct. That is very important as some teachers need to be sensitised to behave well in front of learners. Parents also receive training through regular meetings with the school.

Stakeholders' involvement was indicated as a management intervention for managing school violence**.** The importance of stakeholders, including parents, teachers, principals, SGB, and community leaders was established in school violence management. However, participants acknowledge that stakeholders' involvement is weak and a need for strengthening the collaboration of all key stakeholders was mentioned. Participants also extended the strength to include services of the security office. These findings support Eke and Singh (2018:1), who argue that safety in the learning environment in schools is realised only when different stakeholders in different spheres are included in managing school-based violence working together as members of a team sharing one vision and responsibilities.

5.12 VIEWS OF PARENTS, TEACHERS, AND PRINCIPALS ON THE MANAGEMENT OF VIOLENT BEHAVIOUR IN SECONDARY SCHOOLS OF THE NORTH WEST PROVINCE

The perceptions of the management of violent behaviour include poor stakeholders' support, the powerlessness of school authority, the learner Rights Policy, and the poor punishment system.

Poor stakeholders' support was indicated as the perception of the management of violent behaviours in secondary schools. Findings reveal that schools are increasing their efforts to reduce school violence, but three critical factors stand in their way. First, the DoE is of no assistance to the school when dealing with violence issues.

Second, parental involvement is lacking when they are called for a hearing after their children have committed crimes in school. Cooperation appears to be lacking between parents and school management.Some of the parents do not attend disciplinary hearings when summoned. Interesting findings also emerged that parents' engagement in school management is poor. Third, the government of the country is not supportive of school violence management. Principals expressed bitterly that if parents and the DoE work hand in hand with the school cases of school violence will be minimal and non-existent.

The findings of the study contradict the objectives of the protocol signed by the Department of Police and the Department of Basic Education. The objectives of the protocol were to strengthen Safe School Committees in addressing crime and violence in schools. To encouragethe establishment of a reporting system at schools; and implement schools-based crime prevention programs, in collaboration with the provincial, district, and local officials responsible for school safety (South African Police, 2017:3-4).

Participants' opinions on the management of school violence were linked to the powerlessnessof school authority**.** Findings indicated that school management lacks the power to deal with school violence. Participants reported their frustrations and linked them to the lack of support from DoE. Learners are aware that the school lack support from DoE, and that explainsthe lack of cooperation from learners. Learner's rights policy was identified as a major problem. It is a major problem as other indicators affecting school violence management, such as poor stakeholders' support, the powerlessness of school authority, and the poor punishment system are associated withlearner's rights policy.

Findings revealed that learners have too many rights and it affects the school authority's abilityto engage in proper management of violence. Learners abuse their rights and commit school violence because they are aware that the school is unable to adequately punish their misbehaviour. The Constitution of South Africa, 1996 in Section 28 (1) (d) makes it clear that every child has the right to be protected from maltreatment, neglect, abuse, or degradation (theRepublic of South Africa, 1996a:1).

This meant that children at schools should not be maltreated or abused by any person including teachers, fellow learners, and school management members. It is the responsibility of school management to take all necessary measures to create a school environment that is safe and free from any manner of abuse and maltreatment.

The goal of the South African Schools Act (No.84 of 1996) is to provide fundamental principlesfor redressing abuse, maltreatment, and injustices in Education and to uphold the rights of learners, teachers, and parents; but learners misunderstand these rights. The Act (No.84 of 1996) provides clear guidance on the governance of public schools in South Africa (Republic of South Africa, 1996c). However, school violence such as bullying has a negative impact on Educational performance in Botswana, Ghana, and South Africa (Khatarina, Shahriar & Yu, 2016: 13).

The findings with parents, teachers, and principals revealed that the school punishment system is weak. The data indicate that poor punishment systems affect themanagement of school violence. They explained the weakness through the lack of governmental and DoE support. Participants mentioned that the government was lenient in handling learner violence. In addition, the school is incapacitated to address the misbehaviours of its learners outside the school premises, even when the learner commits this violence in the school uniform. The school is constrained on how to deal with such situations.Thus, Chapter Five presented the qualitative findings of the study. The findings indicated four (4) main themes, ten (10) sub-themes, and thirty-three (33) sub-categories. These were presented in Table 5.2 but summarised below.

5.12.1 Main Theme 1: Risk factors for violence in secondary schools of the North West Province

5.12.1.1 Family background

5.12.1.2 Environment

5.12.1.3 Disciplinary measures

5.12.2 Main Theme 2: Forms of Violent behaviour experienced in secondary schools of the North West Province

5.12.2.1 Anti-social Behaviours

5.12.2.2 Physical violence

5.12.2.3 Verbal Violence

5.12.1 Main theme 3: Violent behaviour management in secondary schools of the North West Province

5.12.1.1 School violence management

5.12.1.2 Policy focused management

5.12.1.3 Intervention-focused management

5.12.2 Main Theme 4: Views of parents, teachers and principals on the management of violent behaviour in secondary schools of the North West Province

5.12.2.1 Perspectives of management of violent behaviour

The next chapter presents the model developed by the researcher to help solve the issues of secondary school violence management in South Africa.

5.13 SUMMARY

The study aimed to explore the perspectives of parents, teachers, and principals on the management of school violence in secondary schools of the North West Province in South Africa. The goal is to develop a model for the management of violence in secondary schools in the country. Data were collected using interviews with 30 purposively selected participants, i.e. 6 parents, 6 principals, and 18 teachers. The data were analysed using content analysis. The content data coding process was facilitated and managed in Atlas Ti version 22 software.

CHAPTER 6

RECOMMENDATIONS, THE DEVELOPMENT OF A MODEL AND CONCLUSION

6.1 INTRODUCTION

This chapter presents a summary of the major findings of the study on the perception of managing violence in secondary schools. The chapter consists of a summary of findings from the literature and an empirical investigation. Recommendations from the findings of the study and further studies were discussed. The limitation of the study was also analysed and a final conclusion was drawn. As part of the objective of the study to develop a model for managing violence in secondary schools in South Africa (Chapter 1, sec. 1.4.1), the chapter presents the school violence management model based on the findings of this study.

6.2 MAJOR RESEARCH FINDINGS

The interviews with parents, teachers, and principals on school violence management indicated four (4) main themes, ten (10) sub-themes, and thirty-three (33) sub-categories.

6.2.1 Main Theme 1: Risk factors for violence in secondary schools of the North West Province

Three themes emerged from the risk factors for violence in secondary schools, they include-family background, environment, and disciplinary measures.

(1) The family background consisted of four sub-themes:

- Loss of Parent-child connections
- Absence of Parental supervision & monitoring
- child-headed family
- Poverty

(i) Loss of Parent-child connections

The study revealed that the parent-child connection is critical to the healthy behaviour of learners. Learners from a family where parental closeness and connections are lacking, whether through death or divorce and busy schedules, behave badly. Loss of connections is said to create distance between parent and child. Parents do not know the daily lifestyles of their children.

This is referred to as the dysfunctional family background by past studies (e,g. Ncontsa & Shumba, 2013:13; Weaver, Borkowski & Whitman, 2008:11). According to these studies, children with dysfunctional family backgrounds are more likely to become violent because they are ill-disciplined. In linewith these findings, children without parent-child connections have dysfunctionalfamily backgrounds and are more likely to become violent because their parents are notconnected to their daily lives and may not notice their bad behaviour early enough. Thecauses of violence are said to start from home where unsolved issues between parent and child create tension. The child vents this tension at other learners at school.

(ii) Absence of Parental supervision and monitoring:

The findings of the study indicate that the cause of school violence is connected with the absence of parental supervision and monitoring. Participants indicated that lack of parental monitoring causes learners to fully engage in school violence such as drug abuse, gangsterism, and excessive drinking (Section 5.6.1.2, Appendix 1 Section 1). Parental roles seem very absent in the family and teachers in school are burdened to play the roles of parenting and teaching at the same time. It was revealed in the study that parents were never around their children at home. Lack of parental guidance was said to affect how learners behave at school. However, those parents who are around their children do not engage in proper disciplinary measures to correct bad behaviour. Learners tend to engage in smoking dagga, forming gangs, gambling, and drinking excessive alcohol, especially after school, where they are not monitored by anybody. These findings corroborate that of Ncontsa and Shumba (2013:13) who have linked children from dysfunctional family backgrounds to school violence.

(iii) Child-headed families:

Learners who engage in violence are those without parents. Such learners are from child-headed families. This background counts a lot in shaping the child's behaviour. Theabsence of a parent figure reduces the needed care, attention, and supervision for moralbehaviours and acceptable conduct. Participants confirmed that learner violence is a result of the child‘s background and not the child. It was expressed that in a child-headed family, undesirable behaviour, including cigarette smoking and the use of drugsare not curtailed because there are no parents to ensure that children engage in the rightmoral conduct. The findings imply that parents have significant roles to play in the lives of their children.

(iv) Poverty:

The qualitative findings revealed that a poor family environment causes financial strain for learners. The lack of several wants of a child may frustrate the child to engagein school violence, including gambling or stealing to raise money for food or stealing to buy food and illegal drugs (cf. 5.6.1.4). The study concluded that poverty enhances bad learner behaviour. The findings of the study are in line with the General Strain Theory (Agnew (1992) which anchors this study. According to Agnew's conceptualisation (2006a, 2006b), criminal behaviour is influenced by the strains experienced by individuals. Poverty can be considered a strain experienced by learners, which pushes them to engage in stealing. The findings of the study give credence to Meyer and Chetty (2017:9) who establish that learners use violence to get what they do not have and cannot get from their parents.

(2) Environment:

Through the interviews, alcohol & drug abuse and community-school Gangsterism were two of the sub-themes that emerged from the environment (Figure 5.2)

- Alcohol and Drug abuse
- Community-school Gangsterism

(i) Alcohol and drug abuse:

The environment plays a role in shaping learners' violent behaviour. Learners learn and watch activities happening in society and they model themselves after them. According to Africa Check (2016), South Africa is among the top countries with the highest substance abuse in the world. Participants in this study revealed that learners buy drugs and alcohol in strategic settings in the community. Capazorio (2017) points out that school learners from communities that experience high-level drug abuse are more likely to be involved in violent activities.

Alcohol and drug abuse influence behaviour. It was indicated in the studythat learners practice physical abuse on other learners in classrooms, during breaks, andafter school after using drugs or drinking alcohol. Participants revealed that learners back-chat teachers, disrespect them, and bully other learners. After smoking dagga, they begin to use vulgar and swear language on other learners.

Numerous studies and reports have shown that many crimes and violence in South Africa were committed under the influence of substances (Bloomberg, 2015; Cheteni, Mah & Yohane, 2018).

(ii) Community-school gangsterism

Gangsterism in the community affects learning in South African secondary schools. It is one contributory factor towards violence in school. Participants indicated that there is a lot of gangsterism in the community that influences learners in schools. Learners possess weapons like knives and screwdrivers to fight teachers and other learners in schools

They are also under the influence of drugs. Peltze and Phaswana-Mafuya (2018:2) found that 14.7% of school learners had been victims of violent crimes in their community. Ncontsa and Shumba, (2013:7) found that the prevalence of violence in the communities contributed to the violence committed by 91% of learners in South African schools.

It was revealed in the study that violence starts at home within society as indicated by participants who handled violent cases in their school. There are many gangs in the village where learners live; these gangs are formed because people want to protect themselves during societal problems. Learners have societal problems from home and they bring weapons to schools where they vent their anger on other learners.

(3) Disciplinary measures:

Disciplinary measures consist of two sub-themes

- Lack of Department of Education involvement
- Misunderstanding of rights

(i) Lack of Department of Education involvement

Findings revealed that the Department of Education does not offer support to secondary schools in the management of school violence. This lack of DoE involvement in school violence increases indiscipline in school and weakens school disciplinary measures. Teachers are not allowed to apply corporal punishment and those that do are disrespected by learners. Participants said that learners insult and even fight teachers when they receive corporal punishment. Apart from not cooperating with teachers, learners vandalise school property.

Unfortunately, when these matters get to the noticeof the Department of Education little or nothing is done about it.

(ii) Misunderstanding of rights

Findings indicated that violence in school is caused by older learners who claim to be disrespected and not addressed rightly. They also oppress the younger ones. They perceive they are older because they have attended traditional schools. Participants expressed that learners lack knowledge and information on how they must behave, particularly, they lack a proper understanding of learners' rights and the South African Constitution because they perceive everything to be right to them. The older learners are perpetrators of this violence. They appropriate undue age-related rights in their daily interactions with teachers and younger learners in the school.

6.2.2 Main Theme 2: Forms of violent behaviour experienced in secondary schools ofthe North West Province

Experienced forms of violent behaviour in secondary schools consist of three themes – anti-social behaviours, Physical violence, and Verbal Violence.

(1) Anti-social behaviour consists of three sub-themes –

(iv) Gambling

(v) Sexual harassment

(vi) Substance abuse

(i) Gambling

Gambling and drug use are two school crimes that are connected. Learners are found to engage in gambling after using drugs. Findings support the Social Cognitive theory (Bandura, 1986) as learners are influenced by their interactions in the community. Thefindings are also in line with the General Strain Theory (Agnew, 1992) which defines causes of strain as a disappointment to impact positively on valued objectives like failure to achieve significant prosperity. Learners' poverty state causes strain and they engage in gambling to raise money to sort out some of their cravings.

Participants who gamble were also found to abuse drugs. The influence of the drugs results in further crimes including the destruction of school property or fighting with learners or teachers. The findings indicate that one crime leads to another.

(ii) Sexual harassment

Findings revealed that sexual harassment is practised by male learners on female learners through touching the buttocks of girls in the classroom during break and at any slightest opportunity. Sexual harassment is perpetuated by older learners who think theyare mature and should be permitted to express their sexual desires. These findings are evidenced in past studies, where female students seemed to experience more violence than male students. A report by Save the Children revealed that numerous girls were being harassed by boys and touched by male teachers on the buttocks and breasts (Dunne, Humphreys & Leach 2006:7).

(iii) Substance abuse

Participants expressed that learners have no fear of the school authority; they smoke dagga in the presence of their teachers within the school premises and become more violent thereafter. Apart from using and abusing drugs, some of the learners sell drugsto other learners in the school compound. The money for buying these drugs is forcefully obtained from younger learners. Also, the learners smoke hard drugs within the school premises and care less whether their teachers are watching or not. This finding means that the disciplinary measures within the school are weak.

(2) Physical violence.

Physical violence is a critical aspect of school violence and it is divided into six sub-themes aspresented in Figure 5.4

(iv) Fighting & Stabbing

(v) Vandalism

(vi) Gang violence

(vii) Stealing

(viii) Bullying

(i) Corporal punishment, fighting and stabbing:

Fighting in school violence comes in various forms, including fighting, assault, and stabbing. Participants revealed that fighting in secondary schools in South Africa occurs across various levels. It involves learner to learner, learner to teacher, and teacher to teacher. Fights are also targeted at the younger learner. Learners fight for many reasons.

They fight because of food, particularly because they want to avoid the queue during their break. They also fight for drug money, gambling, funds, books, and furniture as well as for no reason. Fighting among learners is a topical issue in South African secondary schools because it involves dangerous weapons.

(ii) Vandalism

Learners often engage in vandalism when they fight and when teachers are not in class. In addition, during demonstrations for financial aid from the school authority. Vandalism includes the destruction of school property, especially classroom tables, chairs, windows, and doors, and the removal of charts from the notice boards.

(iii) Gang violence

The findings revealed that there are three reasons why gangs are formed in school. First, a gang is formed to protect or oppress younger learners in school. Second, a gang is formed mainly to win and gain the attention of girls. Third, gangs are formed to create fear in other learners. Whatever the reason for forming gangs, they disrupt the peaceful learning environment in the school. Gangs create fear in other students who are well-behaved and prevent them from daily attendance in school. This is because gangs involve fighting with dangerous weapons like knives. The findings offer credence to Griffin's (2016) study which found that school violence involved armed violence linkedto gangs, and learners were kept out of schools due to gang fighting.

(iv) Stealing

Findings revealed that learners steal books from other learners to do their homework. Others steal school bags and sell them to buy drugs. Yet, others form gangs and steal money directly to buydrugs. Some go to the extent of engaging in physical violence out of stealing habit; they beat up other learners and steal from them.

Participants indicated that stealing happens daily in their school. Zulu, Urbani,van der Merwe and van der Walt (2004:172) found that 87% of respondents believed that their classmates were stealing learners‘ belongings.

The findings are in line with the General Strain Theory by Agnew (2013), which contends that individuals are most likely to experience an aggravating confluence of several risk factors when strains havea criminogenic effect. Under the strain of hunger and poverty, some of the learners were found to engage in stealing.

(v) Bullying

Bullying also involves the use of a dangerous weapon to intimidate other learners, particularly younger learners and those in lower grades. Other forms of bullying include the search of school bags without permission, swearing at each other, and the use of vulgar words. Learners bully the younger ones by forcefully taking their books because they cannot do their homework at home. Their food, as well as money, are also forcefully taken from them. The young ones do not report the perpetrators out of fear.

Teachers also experience bullying from learners, some learners are disrespectful, rude, and aggressive when they are to submit assignments. It was indicated in this study that some learners disrespect teachers in the classroom. They make noise while teachers are teaching, and their homework is done in the morning.

(vi) Corporal punishment

Participants indicated that teachers apply corporal punishment on learners who commit school offences such as back-chatting or swearing at the teacher. Participants further expressed that learners fight back every time corporal punishment is used on them. DoE does not assist teachers in managing school violence as they are restricted from applying corporal punishment. Participants explain that the non-use of corporal punishment accounts for learners' disrespect of teachers.

(vii) Verbal violence

Verbal violence yielded three main sub-themes –which can be seen in Figure 5.3.

(a.) Disrespect,
(b.) Shouting
(c.) Swear language.

(a.) Disrespect

In the present study, disrespect is a cause of school violence where parents, teachers, and learners are perpetrators. Learners watch their parents talk disrespectfully to their teachers and this influences the attitude of learners towards their teachers. Teachers commit this offence also. Findings revealed that teacher-to-teacher forms of disrespect occur when teachers argue amongst themselves within the school premises.

(b) Shouting

Perpetrators of shouting are learners and teachers. Participants mentioned that teachers shout at themselves in the staffroom. Although learners engage more in shouting at their teachers and other fellow learners.

(c) Swear language.

The use of swear language was revealed as common in schools. Teachers revealed their attempt to control disrespecting learners who are using vulgar language is getting worse daily. Learners use swear language at other learners in the presence of their teachers.

6.2.3 Main theme 3: management of violent behaviour in secondary schools of the North West Province

Findings from the interviews with parents, teachers, and principals of selected secondary schools of the North West Province on violent behaviour management yielded one main theme

- School violence management is categorised into two themes with their sub-themes which are illustrated in Figure 5.5

6.2.3.1 Management of school violence

The theme, school violence management consists of two themes - policy-focused management and intervention-focused management.

6.2.3.2 Policy-focused management

Findings on policy-focused management consist of four sub-themes as presented in Figure 5.5.They include:

- School code of conduct
- School safety policy
- Disciplinary hearings
- School suspension

6.2.3.3 School code of conduct

Findings suggest that every secondary school in South Africa has a code of conduct that is communicated to every learner and their parents during school registration. School code of conduct is one of the measures in place to ensure that violence is addressed.

This finding is in line with the Republic of South Africa 1996b) as specified in the *South African Schools Act (1996),* The South African Schools Act (Section 8) gives the school governing bodies (SGBs)the authority to enact a learners' code of conduct to create a strict and disciplined Educational climate (Davids & Waghid, 2016: 431).

6.2.3.4 School safety policy

Another measure in place to curb school violence is the school safety policy. This guides the management of school violence. The safety committee is said to be very helpful because the committee involves both parents of perpetrators and victims in the hearing.

6.2.3.5 Disciplinary hearings

Another measure is a disciplinary committee that is established in secondary schools for disciplining learners who have committed violence. The committee sees to it that violence is managed in the schools and parents are involved in the hearing as well.

6.2.3.6 School suspension

Although the school management tries to avoid suspending learners from school, however, when the learner refuses to take correction after several warnings - either verbal or written - the school then issues a suspension letter to the learner.

6.3 INTERVENTION-FOCUSED MANAGEMENT

Three sub-themes emerged from intervention-focused management, they are:

- Counsellors engagement
- Conflict resolution
- Stakeholders' involvement

6.3.1 Engagement of counsellors

Participants said that the school tries in their effort to engage various professionalsincluding social workers, psychologists even parents to assist in counselling learners. However, findings indicate that the needed collaboration is not sufficient. They express the need to incorporate more professional counsellors and the police.

6.3.2 Conflict resolution

Another measure that was identified is that teachers receive workshops on how to handle misconduct. This is very important as some teachers need to be sensitized on how to behave in front of learners. Parents also receive training through regular meetings with the school.

6.4 STAKEHOLDERS INVOLVEMENT

The importance of stakeholders including, parents, teachers, principals, SGB, and communityleaders was established in school violence management. However, participants acknowledge that stakeholders' involvement is weak and a need for strengthening the collaboration of all key stakeholders was mentioned. Participants also extended the strength to include services of the security office.

6.4.1 Main theme 4: Views of parents, teachers, and principals, on the management of violent behaviour in secondary schools of the North West Province.

The perceptions of the management of violent behaviour consist of four sub-themes:

6.4.1.1 Poor stakeholders' support

6.4.1.2 The powerlessness of school authority

6.4.1.3 Learner Rights Policy

6.4.1.4 Poor punishment system

(i) Poor stakeholders support

Findings reveal that schools are increasing their efforts to reduce school violence, but three critical factors stand in their way. First, the Department of Education is of no assistance to the school when dealing with violence issues. Second, parental involvement is lacking when they are called for hearings when children commit crimesin school. Cooperation appears to be lacking between parents and school management. Some of the parents do not attend disciplinary hearings when summoned.

Interesting findings also emerged that parents' engagement in school management is poor, and the government of the country is not supportive of school violence management.

Principals expressed bitterly that if parents and the Department of Education work hand in hand with the school, cases of school violence will be minimal and non-existent.

(ii) The powerlessness of school authority

Findings indicated that school management lacks the power to deal with school violence. Participants reported their frustrations and linked them to the lack of support from DoE. Further findings indicated that learners are aware that the school lacks support from DoE and that explains why learners are also not cooperating with school authorities as regards good conduct in school.

(iii) Learners' rights policy

Findings revealed that learners have too many rights, and that affects the potency of the school's authority to manage violence. Learners abuse their rights and commit school violence because they are aware that the school is unable to adequately punish their misbehaviour.

(iv) Poor punishment system

The findings with parents, teachers, and principals revealed that the school punishment system is weak. They explained the weakness through the lack of governmental and DoE support. Participants mentioned that the government is lenient in handling learners' violence. In addition, the school is incapacitated to address the misbehaviours of its learners outside the school premises. Even when the learner commits violence wearing the school uniform. The school is constrained on how to deal with such situations. Thus when learners fight outside the school premises, the school does nothing about it.

6.5 RECOMMENDATIONS

The recommendations made in this study were informed by the findings from parents, teachers,and principals on their perceptions of the management of violence in secondary schools in South Africa. The following recommendations are made:

(i) Parents

(ii) Schools

(iii) Policy developers

6.5.1 Recommendations to Parents

The study's conclusions showed that learners' inclination toward violence in schools is influenced by the nature of their families.

Therefore, the study advises parents to prioritise preserving family harmony. After dinner at home, parents should check their children's baggage, assignments, and school work frequently to promote parent-child bonds and interactions. Parents should talk to their children about their school activities, the friends they hang out with, their favourite topics, and their favourite teachers during this time. Parents should also educate their children about the risks of school violence.

If this custom persists, parents will not only develop a bond with their children but also be aware of all the activities their children are involved in on school grounds. Any criminal activity noticed, or weapons in children's backpacks will also be readily apparent to parents. Learners will learn caution and refrain from carrying potentially lethal weapons in their baggage. Learners would, instead, relish the regular nightly dialogues between themselves and their parents rather than having space to entertain criminal impulses.

According to the findings of the study, many acts of school violence occur during breaks. Thus**,** it is recommended that parents work hand-in-hand with school managers. Such a partnership will equip parents with necessary information on their children's behaviour while at school and in the community. This is because school managers also work closely with the communities and are readily aware of criminal activities conducted by learners. This parent-school managers' engagement is important in the monitoring and supervision of both learners from balanced and child-headed families. Constant visitation of parents on the school premises during such partnership will enable parents to identify learners without parental support and guidance.

Furthermore, parents should inquire about their children's progress regularly during school breaks and have the phone numbers of all of their children's teachers. It is advised that parents politely ask to speak to their children during this conversation. That is crucial to fostering positive relationships between teachers and students and preventing student involvement in acts of school violence during break periods.

The students themselves would behave well and be expectant of their parents to call.

6.5.2 Recommendations to the school's authority

The interventions that can stop violence should take a holistic approach that promotes positive behaviours of learners in school. Because the school authorities are at the centre of school violence management, the following are recommended to the school:

6.5.3 Code of conduct

The findings show that the code of conduct is not a strong instrument but more like one of thelearning resources for students. After signing, parents leave the room. Therefore, it is recommended that the school adhere to the code of conduct's guidelines. The school must emphasise to parents the rules of the code of conduct. It should be seen as a serious code of conduct that unites learner's behaviour rather than being offered to parents as a component of learning materials for their children. It is recommended that the punishment outlined in the code of conduct be put into effect after a violation. If learners are punished when they violate the code of conduct that was signed by their parents, then, when parents sign the document policy, they will ensure that they continually warn their children at home to be on good behaviour in school and this will minimise school violence.

6.5.4 Team-building activities

The school should schedule recurring events where older learners (grades 8–12) instruct younger ones in vocational skills like sketching and craft work, healthy school debates, and cultural and heritage dramas. Study groups should be formed through team building so that learners can help each other with their assignments and difficult subjects. These initiatives aim to strengthen links and connections between learners of all grade levels. Making relationships makes it more difficult for people to fight one another. Unity and harmony will be produced through the bond.

6.5.5 Reward good behaviour

School violence is a common occurrence, and some are mentioned every day. It is recommended that the school set up a prize distribution program to reward well-behaved learners after each school term. Particularly, those in grades 10 through 12 should be specially targeted. This is because the findings revealed that senior grades frequently contribute to schoolviolence. The reward for good behaviour ought to be substantial enough to encourage students to change their behaviour. It is suggested that awards be from laptops to funded trips to Europefor short-term study abroad programs. The top three learners in grades 8 through 12 should be eligible for the prize.

As learners compete for awards, it is anticipated that such high rewards will cause a change in how they behave, and school violence will be reduced.

6.5.6 Anti-school Violence Campaigns

Anti-school violence campaigns should be organised by all the district's schools, with participation from all stakeholders, including learners from various schools. The campaign should also include the danger of applying corporal punishment by teachers to learners. Learners from neighbouring schools can exchange anti-violence campaigns, with learners from School A promoting in School B. All of the local schools should experience this. This is due to the prevalence of school violence in South African schools. This was confirmed by all 6 participating schools. Cross-campaigns at schools can help manage school violence because everyone in the community would benefit from cooperating on such campaigns.

6.5.7 Counselling and Religious Support

It is recommended that the school should host visits from social workers and psychologists, among other health professionals, at least three times each school term. Also, encourage constant visitation from community religious leaders and Chaplains. This is done to inform students, parents, and teachers about school violence and its effects. The effects of failing to disclose incidents of school violence on the victims' mental health will also be covered in the counsellors' lessons. Counselling services are anticipated to be beneficial in two ways: first, frequent teaching on the effects of school violence will lessen incidents. Second, counselling services will encourage ongoing reporting of perpetrators, helping to reduce violent incidents.

6.5.8 Recommendations to Policy Developers

The following are recommendations to the Department of Education:

6.5.8.1 Seminars and webinars

The DoE should create a policy that plans recurring events to inform all interested parties parents, teachers, and learners about school violence and its effects. The Department should assist the school by allocating funds for ongoing training for teachers on how to deal with student-inflicted violence in the classroom.

Topics on school violence should be included in the curriculum and made compulsory for all learners. This will educate them on the dangers of school crimes.

6.5.8.2 Collaborations

By creating partnership forums that should involve parents, school administrators, and the Department of Education (DoE), the DoE should boost its support for efforts to reduce school violence. The forum's goal would be to end school violence and advance safety and security in South African secondary schools. It is also strongly recommended that collaborations should be formed with community leaders, school administrators and school counsellors to assist and support learners from child-headed families.

6.6 LIMITATIONS OF THE STUDY

The learners' voices were silent in this study although it was not a deliberate act to exclude them from the study; it was difficult to interview minors without their parent's permission. Another limitation is the small sample size used in the study, a mixed method approach should have been better as this will not only use a larger sample size but it would have revealed richer data. However, the study is a case study research design, and a small sample size is a feature of case studies. Because case studies aim to transfer knowledge to a situation comparable to that investigated in the study and not extrapolate results to a larger population.

A further limitation of this study was the interruption of COVID-19 during data collection. Instead of using one-on-one contact interviews, which would have allowed for more in-depth sessions, a telephone approach was used. The use of a telephone-based method to gather data has costs associated with it, as well as network concerns. Additionally, because the researcher was unable to see the faces of her participants, it was challenging for her to experience non-verbal communication with the study participants. That could have cost the study important data.

6.7 CONSIDERATIONS FOR FURTHER RESEARCH

Severe school violence cases in South Africa have been reported in Gauteng Province and KwaZulu-Natal, and it might be valuable to compare school violence management across different provinces in South Africa.

The study followed a qualitative research methodology; thus, the participants who were interviewed were limited. However, the findings on the management of school violence in

thisstudy can be useful in designing a questionnaire for a quantitative future study.
The sample size for a quantitative study will be larger and this will allow for statistical analysis and generalisation of findings to a larger context.

Due to limited research available on the management of school violence in South Africa and alack of a model to address the crisis of learner violence in the country, this study explored the perceptions of relevant stakeholders on school violence management in secondary schools in Mahikeng. However, this study was limited to North West Province. Future studies can expand the study location to other provinces. It is recommended that future studies should explore school violence management in Gauteng Province and KwaZulu-Natal. Severe school violence cases in South Africa occurred in Gauteng Province and KwaZulu-Natal. It will be valuable to compare school violence management across different provinces in South Africa.

Learners' voices were silent in this study; future researchers may include learners in their studies so that they have a chance to explain why they are involved in school crimes. This may provide more insightful information. Finally, future research might examine the role of family dynamics on learners' misconduct in schools.

6.8 DEVELOPMENT OF A MODEL FOR MANAGING SCHOOL VIOLENCE

The researcher critically analysed the meaning emanating from participants' different perspectives, opinions, and beliefs. These were considered against the background of the theories that inform the study – Bandura's Social Cognitive Theory and Agnew's General StrainTheory.

The Social Cognitive Theory (SCT) helped develop a model of collaborative urgency (Bandura, 1986; 1997a). SCT assumes that in society, children are bound by diverse influential models, including parents within the family, and the community, including Television (TV) channels with various characters, peer groups, and teachers at school. These models could be observed and imitated by an individual through anti-social beliefs. According to Bandura's social learning theory (1978), people learn through observing others' behaviours. Govender and Young (2018:3) explained further that a person's real-life experiences and what they have been exposed to, influence their behaviour in the present and the future. These authors argue that seeing and watching aggressive behaviour is likely to make learners act in aggressive behaviour toward other learners.

The other theory in the study is the General Strain Theory (Agnew, 1992), according to Agnew(1992:48), "strain relationships" are those in which people do not treat others the way they would like to be treated. The General Strain theory assumes that delinquency arises when people fail to reach their objectives through legal means. In certain situations, people could use illegal meansto obtain their goals or become enraged and attack the cause of their frustration. The crime wasa result of strains that led to people treating one another unfairly. They were linked to inadequate levels of social control that discourage a person from committing a crime.

The critical analysis process between the findings of the study and theories produced 4 significant models for handling school violence. They include - *parents,* the *community*, the *school*, and *the Department of Education.* The researcher built the 4 factors and developed a model called the school violence management model (SVMM).

6.8.1 School Violence Management Model (SVMM)

The goal of SVMM is to effectively manage school violence that emerges from the descriptions and perspectives given by the participants during the interviews. Based on participants' opinions and theoretical perspectives of the study, parents, schools, the community, and the DOE were four influential models identified as instrumental in handling the negative behaviour of learners in school. The four models should actively engage with specific roles to ensure effective management of school violence as presented in Figure 6.1.

Guided by the theoretical understanding in section 6.2 on the one hand, and the findings of the study on the other, Figure 6.1 depicts that parent-child disconnections and inadequate parental supervision and monitoring affect learner discipline (cf. Sections, 5.10.1, 6.3.1**).** Through the qualitative interviews, alcohol, drug abuse and community-school gangsterism emerged as environmental factors that cause school violence and indiscipline of the child (cf. Sections, 5.10.1: (2) - (i), paragraph 2-5; (ii), paragraphs 1, 2). While in school, the indiscipline of the learner continues through lack of support from the Department of Education (c.f. Section 5.10.1: (3) – (i) paragraphs 1-2); (ii), 1-2).

Concerning school efforts in managing school violence, without the active involvement of parents, the community, and the Department of Education in school violence management policy, the school effort or efforts in the process were considered weak and in vain (c.f. Sections6.3.3, 6.3.4; paragraphs 2, 3, 4,5; section 6.4.3). Therefore, Figure 7.1 represents the model for managing school violence in secondary schools.

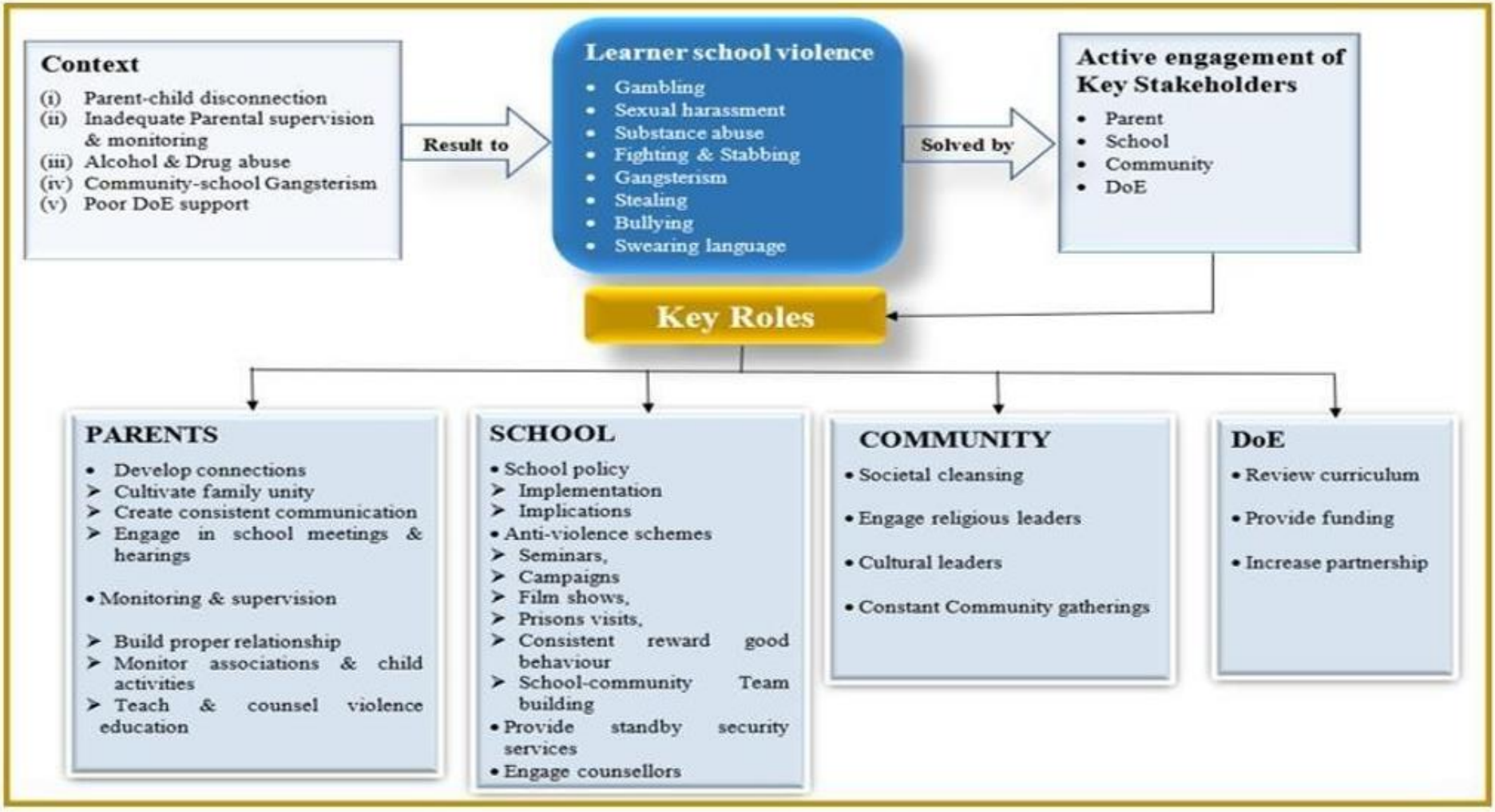

Figure 6.1 School Violence Management Model (SVMM) Source Author

6.8.2 Context

The context depicts the contextual circumstances of violence. As presented in Figure 7.1 parent-child disconnection, inadequate parental supervision & monitoring, alcohol & drug abuse, community-school gangsterism, and poor DOE support are situations that nurture violence. The situation results in learner-school violence either through learning, modelling (Bandura, 1986), or strain (Agnew, 1992).

6.8.3 Learner school violence

Major learner school violence in secondary schools of the North West in South Africa is depicted in Figure 7.1 to include the following:

- Gambling
- Sexual harassment
- Substance abuse
- Fighting & Stabbing
- Gangsterism
- Stealing
- Bullying
- Swear language.

6.8.4 Active engagement of key stakeholders

The learner violence indicated in section 7.2.1.2 is solved by the active engagement of Key Stakeholders. The School Violence Management Model (SVMM) identified the active involvement of parents, school, community, and DoE as the solution to addressing school violence in secondary schools (cf. sec. 6.3.3- 1.1-1.2).

6.8.5 Parents

According to the SVMM, parents have key roles to play in ensuring that school violence is reduced and managed. Parents are to develop connections and engage in monitoring and supervisory roles.

(i) Develop connections.

Developing connections entails that parents should cultivate family unity, create consistent communication with the child and engage in school meetings and disciplinary hearings.

(ii) Cultivate family unity.

Parents should cultivate family unity because the findings of the study indicate that learners are influenced by family backgrounds (cf.5.6.11, paragraph 2). According to the Social cognitive theory (Bandura, 1986), a dysfunctional family, including child-headed, divorce situations, loss of parent-child connections, and domesticated family violence, are recognised to influence the child's behaviour. Bandura's theories suggest that behavioural characteristics to which learners are exposed from an early age, such as growing up in societies with broken family structures, and substance addiction, may also be linked to school violence. Cultivating family unity will reduce conflict, promote love, lessen resentment, and boost happiness. A happy learner will not participate in school violence.

(iii) Create consistent communication.

Parents must establish consistent communication with their children at home to build ties with them (cf.5.6.11, paragraph 1). A bond between parents and children will develop if this is accomplished. If a child is a victim of school violence, the relationship will draw attention to them, keep them mentally sound, and increase their likelihood of confiding in their parents. Conversely, learners who experience regular communication with their parents are less likely to exhibit antisocial behaviour.

(iv) Engage in school meetings and hearings

Parents should establish relationships with the school in addition to connections with their children. Parents' active participation in school meetings and disciplinary hearings is necessary for forging relationships with the school (cf., 5.8.1.1.3, paragraph 3). Parents' involvement at school can be useful; it will first expose children's terrible behaviour to their parents who will then plan ways to discuss moral truths with them at home. Second, when their parents are frequently in school to correct their children's disruptive behaviour, the learner will feel ashamed in front of his or her peers or classmates.

(v) Monitoring and supervision

The SVMM depicts that the key roles of parents should include monitoring and supervision. According to the model, monitoring and supervision consist of building proper relationships, monitoring associations and children’s activities, and teaching and counselling violence Education.

(vi) Build proper relationship.

The SVMM advises parents to build a relationship with their children (cf. 5.6.1.2, paragraphs 1, and 3**)**. The partnership will facilitate constructive role modelling. According to SCT, people are impacted by what they observe in their surroundings (Bandura, 1986). This suggests that a healthy or positive connection will encourage healthy living, conversations, and coherence, which will prevent violent behaviour from flourishing. This will lessen criminal-related activity cognitive justifications.

(vii) Monitor associations and child activities

Parents must monitor the associations formed by their children. This will enable them to swiftly break up friendship groups with criminal tendencies. Parents are required to keep watch on their children's everyday activities during and after school (cf. 5.6.1.2, paragraphs 2, 3**)**. In addition to keeping the child under control, this will lessen the frequency of classroom violence.

(viii) Teach and counsel violence Education.

According to SVMM, parents should constantly teach their kids about school violence. By defining classroom violence as an inappropriate practice, parents can help learners distinguish between adolescent excesses and criminal behaviour. Parents should counsel their children about the effects of school violence. If this is repeated often enough, learners will become aware of the risks of participating in school violence and stop it. Additionally, victims will report attacks made against them.

6.8.6 School

The SVMM suggests that the school's significant roles in the management of school violence can include school policy, anti-violence schemes, standby security services, and counselling.

(i) School policy

The school has a crucial role in ensuring that school policy is implemented, and non-compliance should be sanctioned by the law. According to SVMM, school violence will only be efficiently managed when the school policy is executed in this way.

(ii) Anti-violence schemes

The SVMM suggests that the school should engage in the following anti-violence schemes:

- Seminars,
- Campaigns
- Film shows,
- Prisons visits,
- Consistent reward of good behaviour
- School-community teambuilding

Anti-violence schemes including seminars, campaigns, and film shows can help stakeholders like learners, teachers, and parents understand school violence and its implications (cf. 5.8.1.1.1, paragraphs 1, and 2). A visit to the prison will demonstrate some effects of criminal activity. It should be permitted for learners to question a few carefully chosen prisoners about their convictions. Such hands-on training will educate learners and keep them out of school violence. Constant rewarding of good behaviour will reinforce positive learner behaviour. The SVMM also recommended that the school organise school-community teambuilding exercises.

The school-community team building should be centered on school-community and between learners, teachers, and their parents (cf., 5.8.1.2.2, paragraph 2, and 3; 5.8.1.2.3, paragraph 2. 5.8.1.2.4, paragraph 1, and 2). This will create an environment in which violence against teachers would be discouraged.

This, in turn, could lead to a stable and more peaceful school environment (Botha & Zwane, 2021:6). Building a school-community team will guarantee the development of a strong and healthy relationship between learner on learner, learner on teachers, and teacher on teachers. Good relationships will improve learners' behaviour toward teachers.

(iii) Provide standby security services

The school has to provide standby security services in strategic places within the school premises (cf. 5.8.1.1.2, paragraph 1, 3); the security persons should be in front of grade 8 – 12 buildings as they are identified perpetrators and the toilets areas are hot spots for violent activities. The presence of security officers will introduce caution and calmness to the school environment.

(iv) Engage counsellors

The school needs to engage the services of professional counsellors such as psychologists andsocial workers ((WCED, 2017:13). This will help to educate and counsel learners on the implications of violence to human mental health.

6.8.7 Community

The SVMM depicts the importance of community in managing school violence. The community has the following key roles to play: Societal cleansing, engaging religious and cultural leaders, as well as constant community gatherings.

(i) Societal cleansing

Society should be cleansed from all impurities relating to assault, drug abuse, sexual violence, and gang activity (Botha & Zwane, 2021:5). The community and religious leaders and parents have to work together to eradicate environmental influencers because of their powerful strength in shaping and influencing people‘s behaviours, especially the learners.

(ii) Engage religious leaders.

Religious leaders, working with parents can assist in managing school violence (Smit, 2015:14). Religious leaders can be useful in teaching and guiding the spirituality and morals of the family unit. The family is the source of social learning, therefore religious guidance offered to parents is transferred to their children at home. Schools can engage churches and other religious groups to provide psycho-social support that learners need outside the school environment. Further, schools could adopt churches and vice versa, to provide mentoring and positive role models to learners.

(iii) Cultural leaders

Morals, traditions, and cultural truths can influence how people behave (Bandura, 1986). Cultural leaders can educate family lines about expected cultural values and customs. They may organize extracurricular events like football and netball to promote African norms of collectivism. This will encourage unity and cultural transformationin children as well as decrease the tendencies of criminal acts in learners.

(iv) Constant community gatherings

Municipalities and local chieftains might organise cultural events that highlight the dangers of violence from a cultural perspective.

Age group associations and cultural events are encouraged at community gatherings. The gathering will aid in lowering impulses toward individualism and encouraging togetherness.

6.8.8 Department of Education

The SVMM illustrates that the Department of Education's key roles can include reviewing curriculum, providing funding, and increasing partnerships.

(i) Review curriculum

The curriculum can be reviewed by the Department of Education to add a required module on school violence. The module may contain hands-on assignments that include interviewing criminal defendants. This will educate learners and discourage violent behaviour in classrooms.

(ii) Provide funding.

The case of school violence in South Africa is overwhelming (Botha & Zwane, 2021:5), (cf. sec 5.6.2., paragraphs, 1-4, sec 5.6.2.2, paragraph 2 and 3; sec 5.7. 2.3, sec 5.7. 2.4, paragraph 1-3; sec 5.7. 2.5, paragraphs 1, 3-6; sec. 5.7. 3. 1, paragraphs 1-3; sec. 5.7. 3.2, and sec. 5.7.3.3, 1-2).

The DoE can lessen the cases by giving schools financial aid. Schools will use the funds to organise anti-school violence initiatives such as rallies, seminars, film screenings, and school-community teambuilding, campaigns and schools. The money could be used by the schools to reward good behaviour as well. The prevalence of violence in schools will decline as a result of continuous anti-violence initiatives.

(iii) Increase partnership

DoE can manage school violence by encouraging regular collaboration with all parties. DoE should support school decisions on student indiscipline in particular. As a result, school violence will be reduced, and parents' collaboration and dedication to supporting school management policies will be encouraged.

The cooperation should include learners. This will deter students from making inflated claims of their rights as learners and promote cooperation.

6.9 KEY FINDINGS, MAIN THEMES, SUB-THEMES AND CONCLUSION OF THE STUDY

The key findings, main themes, sub-themes and conclusion of the study are presented in this section. Further, four main themes and sub-themes were developed in response to the sub-research questions and the conclusion of the study is also presented in this section. The main themes and sub-themes are the pervasiveness of risk factors for violence experienced in secondary schools, violent behaviour experienced in secondary schools, management of violent behaviour in secondary schools and perspectives of parents, teachers and principals on how violent behaviours are managed in secondary schools.

6.9.1 The key findings of this study were generated from the following sub-research questions:

- What are the risk factors for violence in secondary schools of the North West province?
- What kinds of violent behaviour are experienced in secondary schools of the North West Province?
- How is violent behaviour managed in secondary schools of the North West province?
- What are parents, teachers, and principals' perspectives on how violent behaviours are managed in secondary schools of the North West Province?
- What model could be provided for the management of violence in secondary schools of the North West Province?

MAIN THEME 1: Risk factors for violence in secondary schools of the North West Province:

Various forms of risk factors experienced by learners were highlighted by participants that family background is a very strong factor due to lack of parental guidance, while some learners come from child-headed households. The environment includes some of the learners who come from a poor family background and do not have proper role models as some witness abuse by their parents or other learners. Disciplinary measures turn out to be ineffective due to the prescription of corporal punishment.

MAIN THEME 2: Forms of violent behaviour experienced in secondary schools of the North West Province:

Forms of violent behaviour experienced in secondary schools of the North West Province as highlighted by participants are the anti-social behaviour including some learners who isolate themselves from other learners due to a fear of being bullied.

Participants also stated that physical violence including gangsterism is a growing concern in secondary schools belonging to Gangs often use their friends to bully, fight or steal from other learners during break or after school hours. Verbal violence was emphasised by participants it include some learners who disrespect teachers and often backchat with them.

MAIN THEME 3: Violent behaviour management in secondary schools of the North West Province.

The participants stated that school violence management and policy-focused management involve poor intervention from the DOE. According to the participant's responses school policy revision on an annual basis is necessary to improve violence in secondary schools. This helps to reduce violence in schools and maintain discipline.

MAIN THEME 4: Views of parents, teachers, and principals on the management of violent behaviour in secondary schools of the North West Province

All participants stated a general discontent about their views concerning the management of violent behaviour of learners in schools.

SUB-THEME 1:

The participants stated that there is a loss of parent-child connections in some of the learner's families, the absence of parental supervision and monitoring. Some learners come from a child-headed families that lead to poverty, alcohol and drug abuse, community school gangsterism, corporal punishment administered by teachers on learners and lack of DOE involvement and misunderstanding of rights by learners.

SUB-THEME 2:

All participants criticized the use of unbecoming behaviour of learners in schools as they are gambling, practicing sexual harassment especially boys on girls, they are using substance abuse, fighting and disturbing other learners and teachers, vandalizing the school property, stealing other learners' belongings, Bullying teachers and other learners in the classrooms, disrespecting and or shouting at teachers and using swearing language at other learners.

SUB-THEME 3:

The participants suggested that there should be a policy-focused management, intervention-focused management School code of conduct, school safety policy, and disciplinary hearings by parents, the school and DOE.

learners should be suspended when they commit a serious crime in the school and the involvement of councillors and all stakeholders to curb violent behaviour in schools.

SUB-THEME 4:

The majority of participants complained of poor stakeholders' support in schools, the powerlessness of school authority when learners committed crimes in schools and poor disciplinary systems.

6.10 CONCLUSION OF THE STUDY

The study revealed that the causes of violence in secondary schools are family background, environment, and disciplinary measures. It was revealed in the study that the family plays a significant role in shaping the behaviours of the child. It was indicated that learners who come from a family where parental closeness and connections are lacking were more likely to behavevery badly. This is because the loss of connection creates distance between parent and child. The distance prevents parents from timely identification of violent tendencies in their children.

Apart from the loss of family connection, the absence of parental supervision and monitoring was identified as another cause of school violence. Participants indicated that the lack of parentmonitoring causes learners to be fully engaged in school violence, such as the abuse of drugs, gangsterism, and excessive drinking. Parents are never around their children at home, and when they are available, they do not provide the needed parental guidance and proper disciplinary measures to correct bad behaviour. Another concern of the family is the Child-headed family. The study revealed that learners who engaged themselves in violence were those without parents.

The absence of a parent figure reduces the needed care, attention, and supervision required for moral behaviours and accepted conduct. The study also concluded thatpoverty enhances bad learner behaviour. Drawing from the General Strain Theory (Agnew, 1992) which anchors this study, criminal behaviour is influenced by the strains experienced by individuals. Poverty was seen as a strain that pushed learners to engage in stealing. The study findings give credence to Meyer and Chetty (2017:9) who establish that learners use violenceto get what they did not have and cannot get from their parents.

Another significant finding was the environment, alcohol and Drug use as well as community-school Gangsterism were great societal concerns that affected learners' behaviour. Participantsin this study revealed that learners buy drugs and alcohol in strategic settings in the community. Alcohol and drug abuse were identified as an influence on individuals' behaviour. After abusing drugs, learners commit crimes such as physical abuse of other learners in classrooms,during breaks, and after school, back-chatting teachers, and bullying other learners.

After smoking dagga, they use vulgar and swear language on other learners. They also form gangs. Participants indicated that there was a lot of gangsterism in the community where learners possessed weapons like knives and screwdrivers to fight teachers and other learners in schools.The home was accused of not monitoring their children, indicating a lack of discipline. Disciplinary measures were another cause of concern. The Department of Education was blamed for its lack of support for school violence and learners' lack of understanding of their rights.

The qualitative findings revealed that schools were trying in their effort to curb violence and parts of their strategies were categorised into two measures of management including policy-focused management and intervention-focused management. Despite these management efforts of the school authority, it was revealed by parents, teachers, and principals that school violence continued to persist.

The major factors frustrating school efforts in the management consist of the following, poor stakeholders' support, powerlessness of school authority, learner Rights Policy and poor punishment system. While these four major factors were perceived to frustrate school violence management, learners' rights policy seems to be at the centre of the problem. This is because learners abusetheir rights and commit school violence because they are aware that the school has no power to adequately punish their misbehaviour.

Management of violence in schools is an enormous problem instigated by learners. The lack of a conducive environment in schools disrupts the proper teaching and learning processes whereby teachers and learners no longer feel safe. School policies are available to be used for monitoring the violent acts in schools. Therefore school policies seem not properly followed hence the unproductive violence management in schools.

Drawing from the GST, Agnew (1992) which anchors this study, criminal behaviours are influenced by the strains experienced by individuals. Poverty was seen as a strain that pushed learners to engage in stealing.

The study findings give credence to Mayer and Chetty (2017:9) who established that learners use violence to get what they did not have and cannot get from their parents. The DOE is blamed for its lack of support for school violence and learners' lack of understanding of rights. It is therefore proposed that the therapy for managing violence in schools is to create a conducive environment around the school to avoid psychological disorders and trauma experienced by teachers and learners.

The study further suggested that parents and all stakeholders work hand in hand to assist in combating crimes and bad behaviour of learners in schools. These include psychologists, social workers and religious ministries as support systems for the learners in schools. The findings of this study further suggest that the developed model in this study be published by researchers and other practitioners throughout the world. The chosen topic from the developed model will be used by researchers and practitioners for publicity of an article that will assist in managing violence in schools.

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APPENDIX: 1

ETHICS APPROVAL LETTER OF STUDY

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ETHICS APPROVAL LETTER OF STUDY

Based on approval by the **Faculty of Education Research Ethics Committee (EduREC)** on 28 October 2021, this committee hereby **approves** your study as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWU-SCRE) grants its permission that, provided the special conditions specified below are met and pending any other authorization that may be necessary, the study may be initiated, using the ethics number below.

Study title: **Management of violence in secondary schools of the North West Province**
Study Leader/Supervisor (Principal Investigator)/Researcher: **Prof CB Zulu**
Student / Team: **ID Motsatsi (PhD student – 16329325)**
Ethics number:

N	W	U	-	0	1	2	7	0	-	2	0	-	A	2

Institution Study Number Year Status

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Application Type: Single study

Commencement date: 28 October 2021 **Risk:** Low

Expiry date: 28 October 2022

Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:

- *The study leader/supervisor/principal investigator/researcher must report in the prescribed format to the EduREC:*
  - *annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and*
  - *without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.*
- *The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the EduREC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.*
- *Annually a number of studies may be randomly selected for an external audit.*
- *The date of approval indicates the first date that the study may be started.*
- *In the interest of ethical responsibility, the NWU-SCRC and EduREC reserves the right to:*
  - *request access to any information or data at any time during the course or after completion of the study;*

Special in process conditions of the research for approval (if applicable):

- *to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;*
- *withdraw or postpone approval if:*
  - *any unethical principles or practices of the study are revealed or suspected;*
  - *it becomes apparent that any relevant information was withheld from the EduREC or that information has been false or misrepresented;*
  - *submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and / or new institutional rules, national legislation or international conventions deem it necessary.*

The EduREC would like to remain at your service as scientist and researcher and wishes you well with your study. Please do not hesitate to contact the EduREC or the NWU-SCRE for any further enquiries or requests for assistance.

Yours sincerely

Prof JAK Olivier
Chairperson NWU Faculty of Education Research Ethics Committee

Original details: (22351930) C:\Users\22351930\Desktop\ETHICS APPROVAL LETTER OF STUDY.docm 8 November 2018

Current details: (22351930) M:\DSS1\8533\Monitoring and Reporting Cluster\Ethics\Certificates\Templates\Research Ethics Approval Letters\9.1.5.4.1 ES-REC Ethical Approval Letter.docm
5 December 2018

File reference: 9.1.5.4.2

APPENDIX: 2

PERMISION LETTER FROM DEPARTMENT OF EDUCATION

Thelesho Tawana and Modiri

Molema Road

Montshioa Tel.: (018) 384-6007

e-mail: mmojafi nwpg.gov.z.a e-mail: nduiker@nwpg.gov.za.

Education

Lefapha la Thuto la Bokone Bophirima

Noord-Wes Onderwys Departement

North West Education Department **NORTH WEST PROVINCE**

OFFICE OF THE SUB-DISTRICT MANAGER: MAHIKENG SUB-DISTRICT OFFICE

NGAKA MODIRI MOLEMA DISTICT

Enquiries: M.S. Phetlhu

Cell No : 076 526 8073

Tel No : 018 384 3233/2828

Email : MSphetlhu@nwpg.gov.za

Date : 30 November 2021

TO WHOM IT MAY CONCEN

Permission is herewith granted to **I.D. Motsatsi, (student No: 16329325** to conduct research on:

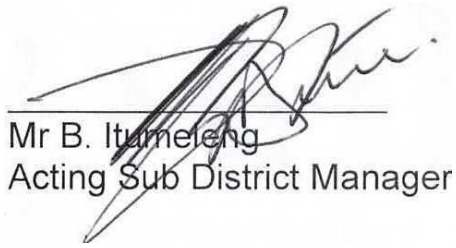
TOPIC: Management of violence in Secondary Schools of the North West Province

List of Secondary schools identified as violence hotspots in Ngaka Modiri Molema District are as follows:

Danville Secondary School, Sejankabo, Setumo, Kebonang, Kebalepile and Lapologang Secondary School.

Disturbing lessons and **teaching time** must be totally avoided. A copy of the research finding should be made available to the Sub District Office and the schools that you will be attending to.

Wishing you well in your study.



Mr B. Itumeleng
Acting Sub District Manager

APPENDIX: 3

GOODWILL PERMISSION-PRINCIPAL

Private Bag X6001, Potchefstroom
South Africa 2520
Tel: 018 299-1111/2222
Web: http://www.nwu.ac.za
Faculty of Education
(Edu-Lead)

Tel: 018 111 1111
Email: connie.zulu@nwu.ac.za
Date: 30/09/ 2021

The Principal

……..

……

……

GOODWILL PERMISSION – PRINCIPALS

I herewith wish to request your permission to conduct research with principals in selected schools. The research study involves sharing views about the management of violence in secondary schools of the North West Province. Parents, teachers and principals are invited to participate in the study.

Before you give your permission, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Management of violence in secondary schools of the North West Province

ETHICS APPLICATION NUMBER: https://Orcid.org/0000-0002-4749-6475

PROJECT SUPERVISOR: Professor C.B Zulu
Address: North-West University
P/Bag X2047
Office Block A2B
E-mail: connie.zulu@nwu.ac.za
Tel: 018 389 2435

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also requested from the provincial Department of Basic Education as well as the school principal.

What is this research about?

This research is about the management of violent behaviour in secondary schools. The study seeks to establish what teachers, parents and principals think about how violent behaviour is managed in schools of the North West Province. The study also seeks to determine the forms of violent behaviour that occur in secondary schools of the province to develop a model for the management of violence in secondary schools of the North West Province.

Participants

Participants in this study will be teachers, parents and principals

What is expected of you as a participant?

As a Principal, you will be expected to participate in an interview (which will be conducted by cell phone or telephone) at a time and date agreed to by yourself and the researcher.

Benefits to you as a participant

Participating in this research study will enhance your appreciation of the underlying reasons for violent behaviour as well as a deeper insight into strategies for the management of such behaviour. As a participant in the study, you will share the findings which may add to your understanding of, and involvement in, issues of handling violence in schools.

Risks involved for participants

There are no foreseeable risks associated with your involvement in this research as your identity will not be revealed in any documents or reports associated with this study.

Confidentiality and protection of identity

Personal information and identities will be kept confidential and treated with respect. There will be no need to use real names, as fictitious names or pseudonyms will be used in place of real names in all documents related to the research. All research records and documents (electronic and hardcopy) will be kept safe and confidential.

Dissemination of findings

Research findings will be disseminated through the publication of the thesis in the form of articles and via conferences and possibly, seminars. If the school principal so wishes, a report will be provided to the school.

NB: If you have any further questions or enquiries regarding your participation in this research, please feel free to contact the researcher on this number **0827273537** for more information. You may also contact the supervisor on this number: 082 680 0057

Yours sincerely

Mrs ID MOTSATSI

DECLARATION BY PARTICIPANT:

By signing below, I.....agree to take part in a research study entitled:

[Management of violence in secondary schools of the North West Province]

I declare that:

- I have read this information and consent form and understand what is expected of me in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (place)_____on (date)_____/_____/20_____

_____ _____

Signature of participant **Researcher**

APPENDIX: 4

SEMI-STRUCTURED (TELEPHONE) INTERVIEW GUIDE FOR PRINCIPALS

Date:

School:

Time of interview:

My name is Iponeng Doreen Motsatsi, a PhD student at the North-West University, Mafikeng campus. I am conducting research for my PhD studies. The topic of my study is the **Managementof violence in secondary schools of the North West Province.** This study aims to gather information on the perceptions of parents, teachers and principals regarding the management of school violence in selected schools in the North West Province.

You are kindly invited to participate in this study in your capacity as principal of the school selected for this study. Your participation in this research is very important, but please note that you are not coerced to take part. You are completely free to decide whether or not to participate, and even if you do agree to participate, you are at liberty to withdraw your participation at any time and any stage. You are also assured of complete anonymity, privacyand confidentiality. That is, your identity and that of your school will remain anonymous and will not be used in the final report.

This telephone interview will be approximately 30 minutes long. Please feel free to give your honest opinion and response to any question that I will ask.

May I have your permission to record the interview? Thank you.Let's begin the interview.

As a principal, you must be concerned about the level of violence that takes place in schools all over the country. I'm sure you've heard about learners beating up or stabbing other learnersin schools, or even violently attacking their teachers. In some cases, it may be teachers who beat up or violently attack learners, or it may even be parents who attack teachers, or teachers who attack parents, or teachers attacking other teachers. Violence in schools may take the formof corporal punishment, bullying, gangsterism, sexual harassment, fighting and so on.

1. As far as you know, what kinds of behaviours in your school are considered violent? Name as many as you can think of.
2. Can you share with me what kinds of violent acts are known to have been committed by learners or teachers at your school?
3. How often have you dealt with such incidents of violence at this school?

4. Besides learners, what other members of the school are sometimes involved in acts of violent behaviour?
5. In your opinion, what do you think causes violence in schools? Feel free to share as much as you can.
6. As a principal, how do you feel about the way violence is handled in schools generally?
7. How is violence handled in your school? In other words, what process is followed to address school violence?
8. Do you feel that enough is being done by your school to manage violence?
9. If you don‘t feel enough is being done, please explain why you think so.

We have come to the end of this interview. Thank you very much for your participation.

APPENDIX: 5

SEMI-STRUCTURED (TELEPHONE) INTERVIEW GUIDE FOR PARENTS

Date:

School:
Time of interview:

My name is Iponeng Doreen Motsatsi, a PhD student at the North-West University, Mafikeng campus. I am conducting research for my PhD studies. The topic of my study is the **Managementof violence in secondary schools of the North West Province.** This study aims to gather information on the perceptions of parents, teachers and principals regarding the management of school violence in selected schools in the North West Province.

You are kindly invited to participate in this study in your capacity as a parent associated with the school selected for this research study. Your participation in this study is very important, but please note that you are not coerced to take part. You are completely free to decide whether or not to participate, and even if you do agree to participate, you are at liberty to withdraw your participation at any time and any stage. You are also assured of complete anonymity, privacyand confidentiality. That is, your identity and that of your school will remain anonymous and will not be used in the final report.

This telephone interview will be approximately 30 minutes long. Please feel free to give your honest opinion and response to any question that I will ask.

May I have your permission to record the interview? Thank you.Let's begin the interview.

As a parent, you must be concerned about the level of violence that takes place in schools all over the country. I'm sure you've heard about learners beating up or stabbing other learners in schools, or even violently attacking their teachers. In some cases, it may be teachers who beat up or violently attack learners, or it may even be parents who attack teachers, or teachers who attack parents, or teachers attacking other teachers. Violence in schools may take the form of corporal punishment, bullying, gangsterism, sexual harassment, fighting and so on.

1. As far as you know, what kinds of behaviours are considered violent in the school you are associated with? Name as many as you can think of.
2. Can you share with me what kinds of violent acts are known to have been committed by learners or teachers in the school where your child learns?
3. How often have you heard of such incidents of violence at this school?
4. Besides learners, what other members of the school are sometimes involved in acts of violent behaviour?

5. In your opinion, what do you think causes violence in schools? Feel free to share as much as you can.
6. As a parent, how do you feel about the way violence is handled in schools generally?
7. How is violence handled in the school where your child learns? In other words, what process is followed to address school violence?
8. Do you feel that enough is being done by your child‘s school to manage violence?
9. If you don‘t feel enough is being done, please explain why you think so.

We have come to the end of this interview. Thank you very much for your participation.

APPENDIX: 6

QUALITATIVE OPEN-ENDED QUESTIONS FOR TEACHERS

Name of School.....

My name is Iponeng Doreen Motsatsi, a PhD student at the North-West University, Mafikeng campus. I am conducting research for my PhD studies. The topic of my study is the **Managementof violence in secondary schools of the North West Province.** This study aims to gather information on the perceptions of principals, teachers and parents regarding the management of school violence in selected schools in the North West Province. This set of questions is to be answered by teachers only.

You are kindly invited to participate in this study in your capacity as an experienced school teacher.

Your participation in this research is very important, but please note that you are not coerced to take part. You are completely free to decide whether or not to participate, and even if you do agree to participate, you are at liberty to withdraw your participation at any time and anystage. You are also assured of complete anonymity, privacy and confidentiality. That is, your identity and that of your school will remain anonymous and will not be used in the final report.Your responses will not be divulged to the school or any other person besides the researcherand promoter, and only for purposes of research.

As a teacher, you must be concerned about the level of violence that takes place in schools all over the country. I'm sure you've heard about learners beating up or stabbing other learners in schools, or even violently attacking their teachers. In some cases, it may be teachers who beat up or violently attack learners, or it may even be teacher on teacher, parent on teacher or teacher on parent. Violence in schools may take the form of corporal punishment, bullying, gangsterism, sexual harassment, fighting and so on.

The questionnaire consists of a set of 9 questions. The completion of this qualitative set ofquestions should not take more than 30 minutes of your time.

Please feel free to give your honest opinion and respond to all questions.

You may write/type your responses in the spaces provided.

1. As far as you know, what kinds of behaviours are considered violent in schools? Name as many as you can think of.

---

2. Can you share with me what specific kinds of violent acts have been committed by learners or teachers in your school?

---

3. Are the incidents of violence you have mentioned above common at this school?

---

4. In your opinion, what do you think causes violence in schools? Feel free to share as much as you can.

---

5. Besides learners, what other members of the school are sometimes involved in acts of violent behaviour?

---

6. As a teacher, how do you feel about the way violence is handled in schools generally?

---

7. How is violence handled in the school where you teach? In other words, what process is followed to address school violence?

---

8. Do you feel that enough is being done by your school to manage violence? Please elaborate

---

---

9. If you don‘t feel enough is being done, please explain why you think so.

Thank you very much for your participation.

APPENDIX: 7

LANGUAGE EDITOR CERTIFICATE

Albert A & A Associates

2, Ogbetuo Avenue, off Boundary Rd., GRA, Benin City, Nigeria.

E-mail: albertasaju@yahoo.com; Phone: **234-8056435444**

19th November, 2022.

CERTIFICATE OF LANGUAGE EDITING

The research thesis entitled:

MANAGEMENT `OF VIOLENCE IN SECONDARY SCHOOLS OF THE NORTH WEST PROVINCE

Submitted by

IPONENG DOREEN MOTSATSI

For the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION WITH EDUCATION MANAGEMENT

In the Faculty of

EDUCATION

(Department of Educational Management)

NORTH WEST UNIVERSITY, MAFIKENG CAMPUS, SOUTH AFRICA

Has been edited for language by

Ayodele Albert Asaju B.A. (Hons) MBA

Principal Partner.

Atlas.ti CERTIFICATE

September 15, 2022

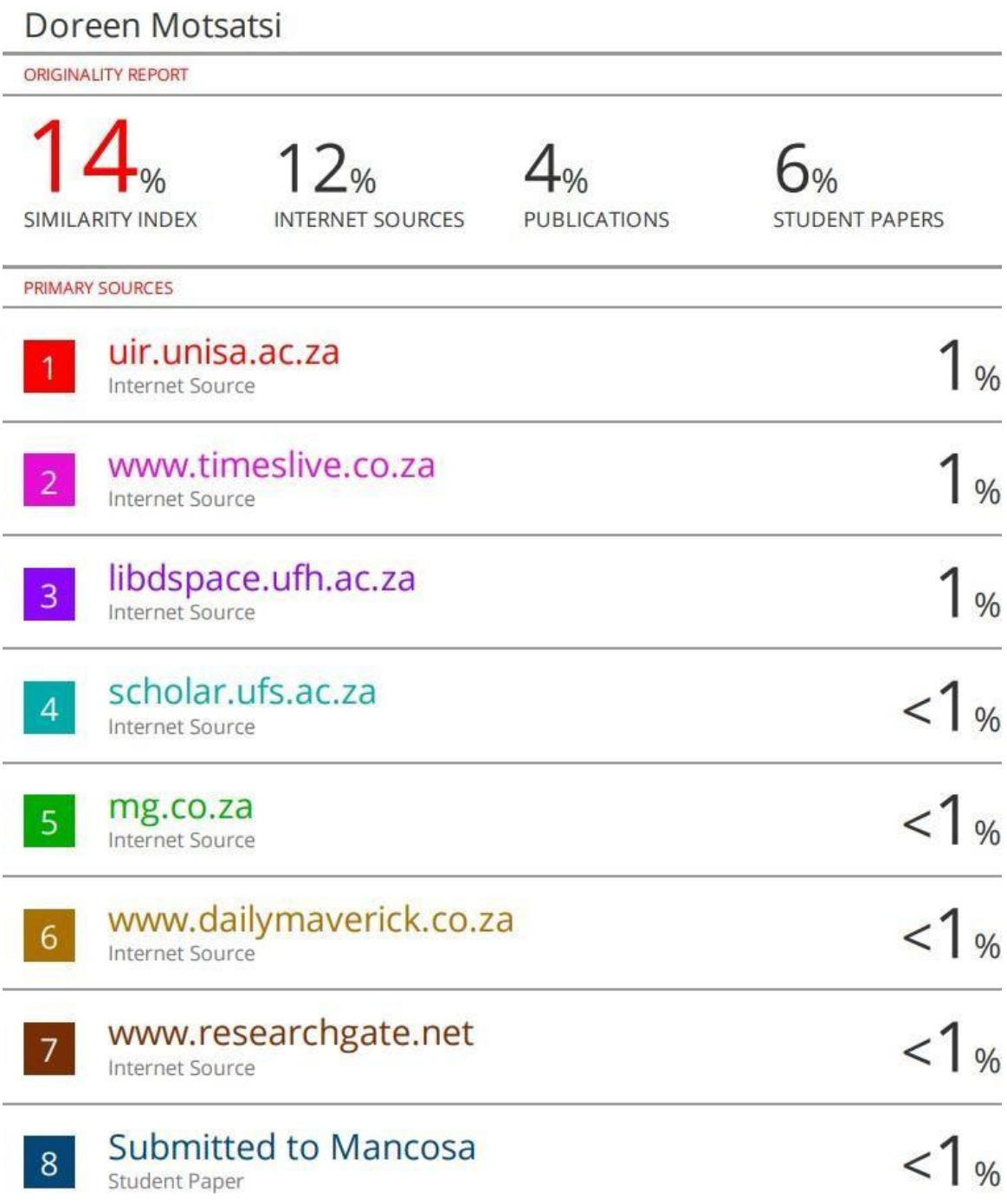
TO WHOM IT MAY CONCERN

This is to certify that the thesis titled:
Management of violence in secondary schools of the North West Province by I D Motsatsi
was analyzed and facilitated using Atlas. ti version 22.

Ufuoma Ejoke (PhD)
Post-doctorate fellow
University of the Free State
Psychology Department PO Box 339, Bloemfontein 9300, Republic of South Africa + 2774935 1029

APPENDIX: 8

SUMMARY OF TURN-IT-IN



Doreen Motsatsi

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