

DOMINANCE AND
SUBMISSION

How peer groups in South African
secondary schools construct and
utilise peer networks

By

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ABSTRACT

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Careful observation of learners by the researcher and constant complaints from educators about the learners' behaviour in school and attitude towards school prompted the researcher to investigate learner behaviour and discipline in a few schools. The researcher researched this problem from the perspective of peer networks. Adolescents were given questionnaires to complete about the manner in which they interacted in their peer groups. The researcher investigated to what extent adolescents cooperated, competed and confronted their peers, whether there were differences between the way in which males and females interacted and to what extent the interaction among these peer groups affects the discipline and tone of the school.

A subsequent literature review was conducted to help establish the theoretical framework to serve as the background for the interpretation of the empirical data, help establish the most appropriate research methodology and to determine to what extent other researchers have helped solve the problems identified. The research instruments that

were used to collate data from the empirical research were the questionnaire for learners and the interview guide for educators. The empirical survey was conducted on adolescents in grade ten from a random selection of schools in KwaZulu-Natal and the educators from the same schools were interviewed.

Some of the crucial findings were as follows: A larger number of females than males stated that it is true they do fall out with their friends. More females than males indicated that they often discuss their personal problems with their friends. One of the most important findings is that adolescent males seem to have so much more trouble than their female peers in reaching out for help when they are troubled. Higher percentage females than males indicated that they often share secrets with their friends. More adolescent females than males indicated that they often help one another with homework, assignments and projects. Higher percentage adolescent males indicated that they do end up in fights over members of the opposite sex and during sport. More males indicated that they just keep quiet when their friends bully other pupils. Larger number of male respondents has indicated that they do not step back when a conflict situation arises between groups. The researcher correlated gender and peer pressure and discovered higher percentage of males stated that they are more susceptible to peer-pressure than girls. More educators indicated that girls are regularly cooperative and give off their best in school work however when the researcher questioned the learners more males indicated that they were cooperative and that they give off their best in schoolwork. There is a stark contrast in the view of the educators and learners.

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DEDICATION

I would like to dedicate this dissertation to my husband Rakesh and my sons Shivaan, Shrivar and Pranav.

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ETHICAL STATEMENT

I, Keemanthla Hemraj Hiralal hereby certify that the contents of this thesis are my own work and that I had not previously submitted any of its contents as credit towards another qualification.

KHHiralal

Mrs. K.H. Hiralal

01-02-07

Date

Chapter 1

STATEMENT OF PROBLEMS AND RESEARCH DESIGN

Introduction

In this chapter the researcher will discuss the motivation for selecting this topic, statement of problems, the objectives of the research, the critical questions that will be answered by the end of the research and the outline of the research.

Motivation for selecting this topic

The researcher who is an educator became curious about what was happening at schools. Her curiosity was aroused when at almost every meeting held for educators of different schools there was one common complaint from the educators and that was, that the discipline at schools was deteriorating. The researcher decided to find out to what extent educators were affected by the discipline problems at school.

The media also served as a catalyst to spur the researcher on in pursuing this topic because on many occasions the headlines were about schools and the behaviour of learners at schools. For example the following headlines appeared in the news papers:

- *"Pupils booze breaks, Primary school truants drink, take drugs in shebeens."* The Independent on Saturday- 5 March 2005.
- *"Sugars the lethal rat- poison drug that is ravaging our kids."* Sunday Times Extra- 3 April 2005. *"Reclaiming our lawless schools."* Tribune Herald- 12 June 2005. *"Our schools of shame."* 13 November 2005.

- *"Mother's nightmare to save sugars addict son."* Daily News 1 December 2005.

The above headlines aroused the researcher's interest to determine whether the discipline at secondary schools was really deteriorating and what could be the cause. The researcher decided to explore the formation of peer groups at school and how the interactions within and among these groups at school affect the general climate and discipline at school.

Statement of problems

The traditional education system in South Africa has undergone major changes since the introduction of democracy in 1994. Part of these changes is the merging of four separate Education Departments into a single National Department of Education and the introduction of Outcomes-based Education (OBE). Learners of different race groups and different cultural backgrounds now sit beside one another. The curriculum too has experienced a major facelift. It is fascinating to find out exactly how the learners and educators are coping in this new set-up. The following problems have been highlighted for research:

1. **The formation and operation of peer networks in secondary schools in a multicultural setting.** The researcher will determine how peer groups are formed. In other words what draws certain learners together to form these groups and what entices them to remain together. What are the dynamics of the group? Do they have leaders or do they all share equal status in the group? Is there any stereotyping by group members? Are learners of different race groups mingling to form peer groups or are the learners clinging to pupils of their own race group?

2. **The awareness or ignorance of the staff members in comprehending the manner in, which learners interact on the school premises.** The educators in a particular school may belong to a particular race while the learners may belong to another race. Are these educators well informed about these learners' backgrounds, their ways of thinking, the values they uphold and the expectations of these learners' and their parents? Do these educators superimpose their cultural assumptions on how learners are supposed to behave?
3. **The ability of educators to cope in this multicultural school environment.** Are the educators comfortable and do they enjoy a good rapport with all learners? Are the educators encountering any problems? If there are problems then what coping strategies do educators use? If there are no problems then what are the positive aspects worthy of mentioning?
4. **The ability of learners to cope in this secondary school setting.** Are the learners content? Do they feel accepted and do they experience a sense of belonging at school? Are they bullied or do they bully other learners? If this does occur how do they deal with it?

Research design

The research design for this study entails the identification of particular research objectives, the posing of critical questions that will be answered at the end of the project, the scope of the literature survey that will be conducted to determine to what extent the problems which have been identified have been answered by completed research, and how valid those solutions are for South African public school learners, how the

fieldwork will be conducted to obtain a representative sample of responses, how the survey results will be quantified and analysed for interpretation.

Objectives

1. For the researcher to determine what studies are presently being undertaken and what studies have been conducted in South Africa about the adolescents and the formation of peer networks in secondary schools, the researcher will conduct a survey of ongoing and completed research on this topic via the NRF's electronic database, NEXUS, and will review the relevant dissertations and research reports.
2. To find out what research has been done in western countries on adolescent peer network formation the researcher will conduct a more extensive literature survey than the previously mentioned parameter-setting survey. This will include a search of local academic libraries in the Durban area, an electronic search of SABINET to identify relevant books in print about the subject, a search of electronic academic databases such as Ebsco Host, science@direct, and scholar.google.com. A search will also be conducted of university home pages on the Internet to determine what research on this topic is in progress or has been done abroad.
3. To find out by means of questionnaires how peer networks are formed, whether these networks are significant to the adolescents, how do the adolescents get along when they are in these groups and exactly how these peer networks are utilised.

Critical questions that will be answered at the end of the research project

1. *What research is in progress, or has been completed in South Africa about adolescent peer group formation in secondary school settings, and about the nature of cooperative, competitive and confrontational interactions among adolescent learners?* To answer this question, the researcher will conduct a survey of ongoing and completed research on this topic via the NRF's electronic database, NEXUS, and will review the relevant dissertations and research reports. The researcher will hand out questionnaires to learners for completion and the educators will be interviewed about salient aspects of this research topic.
2. *What research has been done in other Western countries about adolescent peer group formation and how adolescents interact with one another while at school?* To answer this question the researcher will conduct a more extensive literature survey than the previously mentioned parameter-setting survey. This will include a search of local academic libraries in the Durban area, an electronic search of SABINET to identify relevant books in print about the subject, a search of electronic academic databases such as Ebsco Host, science@direct, and scholar.google.com. A search will also be conducted of university home pages on the Internet to determine what research on this topic is in progress or has been done abroad.
3. *To research how adolescents view themselves, to discover why exactly do they prefer the company of their friends, to find out how they get along when they are in their groups and to find out whose influence is greater on the adolescent (the friend or parents).* To answer this question the researcher will draw up a questionnaire, which will consist of specific

questions to find the answers to the above questions. These questionnaires will be given to the learners of the chosen schools, with the permission of the principals. Once the learners have completed the questionnaires, these will be analysed by the researcher.

4. *To research how educators in secondary schools view learner discipline, behaviour, peer network formation and parental involvement in education.* To answer this question the researcher will draw up an interview schedule consisting of a set of questions to determine the answer to this critical question. Every educator that would be interviewed would be asked the same set of questions. The data will then be collated and analysed by the researcher.

Literature survey

Conducting a parameter-setting literature survey

An initial study will be conducted on specific problems identified, which have not been researched by other South African institutions. The NRF's Nexus database will be searched to determine what ongoing research is being conducted on this topic. A literature survey of a limited scope will be continued until the empirical analysis of questionnaires begins.

Obtaining permission from the University's research committee

For permission to be obtained to conduct the survey, the researcher's research proposal will be written, finalised and approved by the research committee of University of Zululand. The questionnaire that will be used to conduct the survey will be constructed, edited and printed. The representative sample size will be determined so that the responses obtained will be sufficiently large to allow the researcher to extrapolate

the results from the respondents polled to other adolescent learners in the KZN Department of Education. Thereafter a list of schools that would provide the researcher with such a representative sample will be drawn up and submitted with the promoter's letter, the research proposal and the questionnaire in order to obtain the desired permission.

Obtaining permission to access schools for research

The researcher's promoter will write a letter of facilitation to the appropriate official in the KZN Department of Education to request access to a number of schools so that the survey can be conducted. This letter of facilitation will be accompanied by the researcher's research proposal and the questionnaire that will be used to conduct the survey. The researcher will request her promoter to facilitate access to the chosen schools for research purposes.

Conducting an extensive literature survey

The extensive literature survey will include a search of local academic libraries in the Durban area, an electronic search of SABINET to identify relevant books in print about the subject, a search of electronic academic databases such as Ebsco Host, science@direct, and scholar.google.com. A search will also be conducted of university home pages on the Internet to determine what research on this topic is in progress or has been done abroad. The researcher will also conduct research on the NRF's electronic database NEXUS for relevant information.

Design of learner questionnaire and educator interview guide

The questionnaire was designed to obtain relevant information from learners in grade ten about their self-image, their peer groups, their attitudes towards school and their behaviour at school. The interview

guide was drawn up to collate data on the educators' perceptions of the school system and on learner behaviour.

The questionnaire for the learners and the interview guide for the educators were designed by the researcher and edited by the promoter of this study. In the questionnaire learners were merely expected to place a tick in the appropriate block. In the interview guide for educators the interviewer (the researcher) will place a tick in the correct block. The primary function of the questionnaire is to collect data. It is imperative that learners respond to every question truthfully. The questions are worded very simply to encourage a response rather than overwhelming the learners, which could lead to no responses.

Sample size

According to Leedy (1998: 252) statistics serve two major functions. The two functions are to describe what the data look like (descriptive statistics) or they allow us to make inferences (inferential statistics). Inferential statistics involve using a small sample of a population and then estimating the characteristics of a larger population from which the sample has been drawn. Inferential statistics provide a way of helping us make reasonable guesses about a large unknown population by examining a small sample that is known. In this process, they allow us to test our hypotheses regarding what is true for that large population. Leedy (1998: 272) recommends a sample size that is as large as is reasonably possible. This will ensure that statistics obtained will diverge less from population parameters. The sample size that the researcher has chosen is 575 learners, which will form the primary data from which inferences about the pupil population will be made. A sample of 56 educators will provide data to verify and correlate with those of the learners.

Fieldwork

The researcher herself will conduct the fieldwork. She would go to the different schools and hand out the questionnaires to the participants (learners) and she would supervise the participants when the questionnaires would be completed. A small sample of 56 participants (educators) would be interviewed. The researcher would visit the list of schools and interview the respondents using the interview schedule.

Quantification of results

The statistical database program SPSS will be used to quantify and analyse the results of the survey, and to determine significant correlations between the variables in the questions posed in the questionnaire.

Interpretation of results

The researcher will use Pearson's bivariate correlation to determine the significance of the correlation between the different variables. Once the significance of the correlations is established the researcher will, with the aid of SPSS compile graphs and tables. These graphs and tables will be interpreted to establish the results of the research, attempt to solve the problems and make recommendations and suggestions.

Overview of the chapters of this dissertation

In chapter one the researcher will provide a route map to this dissertation, discuss the statement of problems, the objectives, the research design, the field work, literature survey and the researcher will provide an overview of the chapter of this dissertation.

In chapter two the researcher will very simply and concisely outline the key concepts that have informed this study. It is intended as a resource for the reader to get clarity on any of the key concepts used in this study.

In chapter three the researcher will provide a preliminary literature survey.

In chapter four the researcher will present an extensive literature survey.

In chapter five the researcher will present the theoretical framework of this study.

In chapter six the researcher will present how the fieldwork was conducted and how the data was processed.

In chapter seven the researcher will provide a demographic profile of respondents.

In chapter eight the researcher will discuss the self-image of the respondents.

In chapter nine the researcher will briefly discuss the role of the family in the life of the adolescent.

In chapter ten the researcher will discuss why adolescents prefer the company of their peers.

In chapter eleven the researcher will discuss the dynamics within and between peer groups at school.

In chapter twelve the researcher will discuss whose influence is greater on the adolescent, their parents or their peers.

In chapter thirteen the researcher will discuss the educators' perspective on the behaviour of adolescents' in secondary schools.

In chapter fourteen the researcher will discuss her findings and attempt to answer the critical questions on which this study is based.

In chapter fifteen the researcher will discuss her recommendations to help solve the problems stated in this research.

Conclusion

In this chapter the researcher discussed the statement of problems, the objectives, the outline of the research design and the literature survey. In the next chapter the researcher will discuss the key concepts that will be used throughout the dissertation.

Chapter 2

KEY CONCEPTS

Introduction

In this chapter the researcher will attempt to define the various concepts that will be used in the dissertation. The definition of these concepts will assist readers in understanding the information as they are reading.

Key Concepts

Adolescence

According to Rice (1996: 3) adolescence comes from the Latin verb *adolescere*, which means “to grow” or “to grow to maturity”. It is defined as a period of growth between childhood and adulthood. Adolescence is generally considered an intermediate stage between childhood and adulthood. The transition from one stage to the other is gradual and uncertain, and the time span is not the same for every person, but most adolescents eventually become mature adults. In this sense adolescence is likened to a bridge between childhood and adulthood over which individuals must pass before they take their places as mature, responsible, creative adults.

Adolescent

According to Adams (1996: 60) an adolescent is a person who is no longer a child but not yet an adult. The word adolescent comes from the Latin term “*adolescens*”, which means growing up or growing toward. An adolescent is growing toward adulthood. Most western societies consider a person to be an adolescent from about 13 to 18 years of age.

Rice (1996: 5) regards the following terms as important when studying the adolescent:

- Adolescence- period of growth from childhood to maturity
- Maturity- the time in life when one becomes an adult physically, emotionally, socially, intellectually, and spiritually
- Puberty- that whole period during which one becomes an adult physically, and becomes capable of reproduction
- Pubescence- that whole period during which the physical changes related to sexual maturity take place
- Teenager- in a strict sense, a person in the teen years: 13 to 19
- Juvenile- in a legal sense, one who is not yet considered an adult in the eyes of the law. In most countries a juvenile is any person under the age of 18.

Adolescent Society

According to Rice (1996 245) adolescent society refers to the structural arrangements of subgroups within an adolescent social system. It refers to the organized network of relationships and association among adolescents.

Adolescent culture

According to Rice (1996: 245) adolescent culture is the sum of the ways of living of adolescents. It refers to the body of norms; values, attitudes and practices recognized and shared by members of the adolescent society as appropriate guides to action. Adolescent society refers to the

interrelationships of adolescents within their social systems, their culture describes the way they think, behave and live.

Peer group

According to Engert (1996: 10) a peer group can be defined as a small number of adolescents who are of the same or similar age group, who know each other well, who “hang around” together and share similar social experiences and values. According to Rice (1996: 270) prior to adolescence, the children’s dependence on friends has been loosely structured. They have sought out playmates of their own ages with which they share common interests or activities. They have engaged them in friendly competition and won and lost some measure of respect and loyalty, but emotional involvement with them has not been intense. Children have not depended primarily on one another for emotional satisfaction. They have looked to their parents for fulfilment of their emotional needs and have sought their praise, love and tenderness. Only if they have been unloved, rejected, and adversely criticized by parents will they have turned to friends or parent substitutes for emotional fulfilment and for emotional independence and emancipation from parents. Adolescents now turn to peers to find the support formerly provided by their families. This group of friends with whom they spend most of their time with and whose opinions they value is called the peer group. The peer group consists of adolescents of more or less the same age and who share common interests.

Peer pressure

According to Kaplan (1996: 24) adolescents belonging to the peer group most often feel pressurised to go along with the group for fear of being ridiculed and lonely. Peer pressure is like emotional blackmail. It can

be quiet and subtle. Teens who act in a certain way because they believe their friends expect that from them are feeling peer pressures, whether or not the expectation is linked to a threat of being left out or not. Sometimes teens act against what they privately want just to stay part of the group. No threat is spoken or even suggested. The attractions of having friends' moves some teens to act, dress, talk, play and think as their friends do. Peer pressure also means the attraction that prospective and present group members feel toward a group's characteristics. These persons desire what the group offers. They behave in ways that the group approves in exchange for group membership. Members of the group enjoy the camaraderie, the sense of belonging, the mutual support, and the recognition by outsiders that they are part of this group. Peer groups give their members the qualities that young adults seek: these groups hold a very influential place in adolescent life. Groups offer independence from parents by providing an intimate personal life outside the family. They offer acceptance and approval from persons in the larger world and help young people feel confident and worthy. Groups offer social roles for interacting with others, thereby providing confused young people with acceptable guides for action and a sense of security. Groups hold out these goods in exchange for conformity and compliance and this is peer group pressure.

Power

According to the World Book Volume 12 (1990: 731) power is the ability of persons or groups to impose their will on others. Persons with power can enforce their decisions by applying, or threatening to apply, penalties against those who disobey their orders or demands. Power is present in almost all relationships. Teachers have power over students, employers over employees, parents over children, and bullies

over weaklings. The forms of power include **coercion, influence and authority**. Coercion is the use of physical force to enforce decisions. Influence is the ability to produce an effect through example, persuasion, or some other means without using force. Authority is the power that is based on the agreement by a majority of the members of the group. For example the power teachers have over their students and the president over the people in a country. Sometimes people have physical or human resources, which enable them to have power over others. Physical resources include money, goods, and property. These give a person power to buy what he wants, and enable him to command the services of others. Human resources that give power include intelligence, knowledge, skill, prestige, social position, personal charm and beauty. Such qualities become a source of power when they enable a person to lead, influence, or control other persons. In a group of adolescents one or two may enjoy more power over the others therefore influencing the actions of the entire group.

Persuasion

According to Gass and Seiter (2003: 14) persuasion involves one or more persons who are engaged in the activity of creating, reinforcing, modifying, or extinguishing beliefs, attitudes, intentions, motivations, and/or behaviours within the constraints of a given communication context. This definition emphasizes persuasion as an activity or a process; it is something people do. This definition encompasses the notion that face-to-face encounters are a two way process. Each party has an opportunity to influence the other. Persuasion can also involve creating new beliefs or attitudes where none existed. It can also involve reinforcing, strengthening, or solidifying attitudes already held by receivers. When adolescents are among their peers, they can persuade

or be persuaded by others to act in a certain way or change their attitudes or beliefs.

Compliance Gaining

According to Gass and Seiter (2003: 236) compliance gaining refers to changes in a person's overt behaviour. It focuses on persuasion aimed at getting others to do something or to act in a particular way. Compliance gaining focuses on what people do when they want to get something. According to Gass and Seiter (2003: 237) Gerald Marwell and David Schmitt identified five basic types of compliance gaining strategies that people may use. The strategies are as follows:

- *Rewarding activity*: involves seeking compliance in an active and positive way (e.g., using promises)
- *Punishing activity*: involves seeking compliance in an explicitly negative way (e.g., making threats)
- *Expertise*: involves attempts to make a person think that the persuader has some special knowledge (e.g., trying to appear credible)
- *Activation of impersonal commitments*: involves attempts to appeal to a person's internalised commitments (e.g., telling a person he or she will feel bad about him/herself if he/she does not comply)
- *Activation of personal commitments*: relies on appeals to a person's commitment to others (e.g., pointing out that the person is indebted and should, therefore, comply to repay the favour).

Leaders in the peer groups may use one or more of the above strategies to get all other members to comply with his/her demands.

Discipline

According to Cowin et al. (1990: 51) there are a variety of interpretations of the word discipline. These range from the idea of discipline as an educative process to equating discipline with punishment. Some of the definitions are as follows: *School discipline is the functioning of the school community through a system of relationships, rules, rewards, and sanctions designed to develop progressively self-discipline within students. Discipline may be recognised as the process whereby student and staff relationships are structured to maximize the educational, social and emotional well-being and attainments of students, to attain the most effective and efficient use of human and material resources and to facilitate the maximum satisfaction of needs for all members of the school.* According to Mellor (1999: 85) discipline is an organised way of expressing love. From discipline children learn the power of making decisions, and the freedom of acting on them. There are two parts to discipline. The two parts are standards and limits. Standards involve what children are to do. They are what children aim for, what we encourage them to achieve. If we list our standards, we have a set of rules, prescriptions, advice and guidelines that would enable our children to live well. Examples of standards are to tell the truth, brush your teeth and share with others. Limits involve what our children are not to do. They are supposed to avoid doing these things and we actively discourage them from doing them. Examples of limits are, do not act violently, do not talk rudely, do not be late. When disciplining children it works best to give the standards and limits together. An example of a limit and standard given together is, you are to listen to me (standard)

and you are not to watch television when I am talking to you (limit). This concept is important because when learners get together in their peer groups they may affect the school discipline.

Self-concept

According to Rice (1996: 182) self-concept may be defined as conscious, cognitive perception and evaluation by individuals of themselves. The self has been defined as that part of one's personality of which one is aware. The first step in the development of a self-concept is the recognition that one is a distinct, separate individual. This awareness begins in early childhood. Self-concept also implies a developing awareness of whom or what one is. It describes what individuals see when they look at themselves, in terms of their self-perceived physical characteristics, personal identity, which is the sum total of their self-definitions or self-images. Self-concept is often described as a global entity: how people feel about themselves in general. But it has also been described as made up of multiple self-conceptions, with concepts developed in relation to different roles. Thus, a person may rate himself or herself as a son or a daughter, student, athlete, friend and so on. These conceptions of different aspects of the self may differ, which helps to explain how behaviour varies in different roles. According to Rice (1996: 183) psychologists have emphasized that the complete development of the sense of self is not possible until adolescents reach a formal operations stage of cognitive development: this stage enable them to think about themselves. Adolescents gather evidence that helps them evaluate themselves: Am I competent? Am I attractive? Am I intelligent? From this evidence they form postulates about themselves and check out their feelings and opinions through further experiences and relationships. Whether individuals have an accurate self-concept is significant. Self-concepts may or may not be close approximations of

reality, and the self-concepts are always in the process of change. The formation of the self-concept is affected by the influence of peers.

Cliques

According to Kaplan (1996: 15) cliques are small groups of friends usually numbering from two to nine members. They are also intimate. Clique members share similar values, tastes, interests and moral views and accept each other as human beings. They can be narrow-minded when it comes to views different from their own and they may treat people outside their circle poorly. The members are usually in the same grade at school, and they belong to the same socio-economic class. According to Siegel & Senna (2003: 228) cliques are small groups of friends who share activities and confidences and intimate knowledge.

Crowds

According to Kaplan (1996: 16) crowds are larger than cliques, consisting of 15 to 30 members. A crowd can be a group of cliques. The large size of the crowd makes it easier to organise social events but it also makes it harder to form intimate relationships. There are more people to meet, but fewer opportunities to get to know the other members. Crowds offer a major advantage over cliques. They provide an easy way for members to move from same sex to opposite sex relationships. Boy cliques and girl cliques can come together and socialise which leads to greater opportunity for dating or boy-girl friendships. The peer group makes a difficult transition less difficult. Adolescents learn social skills from interacting with members of the group and gradually learn to socialize with the opposite sex. According to Siegel & Senna (2003: 228) crowds are loosely organized groups of children who share interests and activities such as sport, religion, and hobbies.

Bullying

According to Train (1995: 22) happens in any form of interaction where it is clear that one of the participants is incapable of defending himself and where it is equally obvious that the other, being fully aware of this, persists in causing distress. We all need to be aggressive to survive, and the younger we are the more direct the aggression that we tend to display. As we grow older we rely on increasingly sophisticated forms of aggression for defence and acquisition. Bullies are aware when they hurt others. They do not act as young children may in play, when they may be aggressive in order to acquire belongings or to defend themselves. They do not act as older children may and display achieving, aggressive style as part of their move towards self-identification. Their aggression has intent, and it is to cause harm. It can occur at any age and in many forms. The various forms of bullying are physical, verbal, racial bullying (making racial comments to humiliate and shame the person), bullying by gestures (grimaces, displaying fists, two fingers in the mouth denoting physical sickness), extortion bullying (bully will extort food, lunch money, bus fare, a homework assignment, valuable possessions such as watches and calculators by intimidating the victim with threats of physical violence or malicious rumour) and exclusion bullying (victims are purposely excluded from parties, games, discussions and any activities. This is extremely hurtful, since all children attend school to study and to gain the benefits of belonging to a social group. Isolating a person is to condemn her to introspection and self-doubt. The bully does this deliberately and gains pleasure by persuading others to join him/her. He/she will spread rumours about the victims and make derogatory remarks. Bullying may be a strategy used by leaders of peer groups. Bullying is the wilful, conscious desire to hurt another and to put the victim under stress.

(www.education.unisa.edu.au/bullying/define.html). The researcher will determine to what extent bullying occurs at secondary schools in KwaZulu Natal.

Communication

According to Mersham & Skinner (1999: 2) most people agree that the verb “to communicate” means: to exchange thoughts, feelings, and information; to make known; to make common; to present something that somebody else understands. According to Bush & West-Burnham (1994: 246) communication is an activity, which takes place when a message is transferred satisfactorily from one party to another so that it can be understood and acted upon if necessary. It has been defined by Rasberry & Lemoine (1986: 23) as “sorting, selecting’ forming and transmitting symbols between people to create meaning”. For communication to take place there has to be a source, transmission through channels and a receiver. Communication involves the meeting of the minds through the ebb and flow of actions, reactions, questions and answers. Windahl et al. (1992: 221) have defined it in a rather more comprehensive way as, “The exchange and sharing of information, attitudes, ideas and emotions”. This emphasizes that communication is not confined to written or oral exchange of simple messages only but embraces the collective activity of sharing an experience at a variety of verbal and non-verbal levels. Modern thinking about communication has moved away somewhat from thinking about a linear model of communication as a movement from a *source-sender-message-channel-receiver* model to the notion of communication as a shared experience. Communication is seen as a two-way experience involving whole personalities to varying degrees.

Intrapersonal Communication

According to Mersham & Skinner (2002: 89) “intra” means “within” or “inside”. Intrapersonal communication occurs when an individual sends and receives messages internally: in other words, a person communicates with himself or herself. According to Blignaut & Fourie (1970: 97) intrapersonal communication is “the inner intercourse of every human being with himself”. We all have imaginary conversations in our minds. The distinguishing characteristic of intrapersonal communication is that you are the only participant. According to Mersham & Skinner (1999: 89) messages originate and also end with you, so meaning comes from you. Intrapersonal communication enables you to make sense of the world around you by expressing and interpreting your own messages. It is a process that is taking place even while you are communicating in all the other settings. Intrapersonal communication is the basis of communication in all other contexts and so occurs in all communication acts but there can be no communication without intrapersonal communication. The learners and the educators engage in intrapersonal communication.

Interpersonal Communication

According to Mersham & Skinner (1999: 90) “inter” means “between”. Interpersonal communication occurs between people in a face-to-face situation. They are able to see each other and observe facial expressions and other non-verbal behaviour while they are exchanging verbal messages. Participants in interpersonal communication continually provide feedback or respond to each other’s messages. The criteria for interpersonal communication are as follows:

- There must be two or more people in physical proximity who are aware of one another’s presence.

- The communicative behaviour will be interdependent – that is, there will be focused interaction and reciprocal exchanges. Communication flows from the observations of more than one person.
- Verbal and non-verbal codes are used.
- Feedback and exchange are immediate.

According to Buber as cited in Mersham & Skinner (1999: 91) the basis of human existence is that people are communicating beings. Each of us is always in the process of communicating with the world, thereby making sense of the situation in which we find ourselves. Other people are always part of our circumstances and we enter into relationships with them as well. In Buber's view, it is the nature of the relationships, which people form that determines their mode of existence. The meaning that life holds for us arises from the type of interpersonal relationships we create with other people. Learners in their peer groups engage in interpersonal communication.

Small Group Communication

According to Mersham & Skinner (1999: 113) small group communication refers to communication within a group of between three and twenty people. There are various types of groups such as the family, school groups, work groups, social clubs, church groups and study groups and peer groups. People in groups usually share a common purpose or goal, which brings them together. This common purpose is usually one of two things: task orientation or social orientation. The task-orientated group works toward s achieving a specific aim such as solving a problem or arriving at a decision. Socially orientated groups originate from the human need for social contact. The peer group which

is the small group being studied by the researcher is a socially orientated group.

Groupthink

According to Mersham & Skinner (1999: 214) groupthink is a condition where minimizing conflict and preserving harmony are more important goals in a group than the critical examination of ideas. According to Wikipedia groupthink is a term coined by psychologist Irving Janis in 1972 to describe one process by which a group can make bad or irrational decisions. In a groupthink situation, each member of the group attempts to conform to his or her opinions to what they believe to be the consensus of the group. This results in a situation in which the group ultimately agrees on an action which each member might normally consider being unwise (the risky shift). Janis' original definition of the term was "a mode of thinking that people engage in when they are deeply involved in a cohesive in-group, when the members' strivings for unanimity override their motivation to realistically appraise alternative courses of action."

Group Dynamic

According to Wikipedia the term group dynamics implies that individual behaviours, different attitudes (recognised or unrecognised), and the influence of a group may rapidly become strong, influencing or overwhelming individual proclivities and actions. The group dynamics may also include changes in behaviour of a person when he is represented before a group, the behavioural pattern of a person vis-a-vis group. Basically group dynamics refers to the functioning of the group. According to Yablonsky & Haskell (1978: 419) man is always involved in groups and action within and between groups is influenced by opposing individual and group interests. There is a continuous struggle

within and between groups to improve relative status. Groups come into conflict when the interests and purposes they serve tend to overlap and become competitive. As conflict between groups intensifies, loyalties to groups intensify. The outcome of group conflict is either victory for one side and defeat for the other or some form of compromise.

School Climate

According to Litwin & Stringer as cited in Sergiovanni & Starrat (1988: 83) the school climate refers to the observable effects of all aspects of the school: such as the nature of work, the people, the architecture, its history and culture, the organisational structure, the management and leadership style, and its interpersonal relationships on the attitude, motivation and academic achievement of all people who work there. According to Hoy & Forsyth (1986:164) and Sergiovanni & Starrat (1988: 99) the control of and discipline of learners is another way in which to describe and evaluate the climate of a school. According to this approach the maintenance of discipline in school (pupil control) is an important, even central aspect of school life. The maintenance of discipline can vary on a continuum from humane to strict control (custodial). Schools with a humane approach to discipline are characterised by: a democratic climate in which teaching and learning take place through interactive cooperation between teachers and pupils and where the accent is on self discipline rather than on strict control by the educators. Schools with a custodial approach to discipline are characterised by: strict discipline and order in which pupils have little freedom and influence, and experience school as autocratic.

Gangs

According to Wikipedia a “gang” is a group of individuals who share a common identity and, in current usage, engage in illegal activities. Historically the term referred to both criminal groups and ordinary groups of friends, such as Our Gang. Some commentators use “gang” to refer to small, informal, and disorganized “street gangs,” while “syndicate” or “organized crime” are used to refer to larger international organizations which may control entire legitimate businesses as “fronts” for their illegal operations. According to Yablonsky & Haskell (1978: 188) there are three types of gangs: the social gang, delinquent gang and the violent gang. The social gang members are intimately known to one another and they engage in socially acceptable activities characteristic of youths. The delinquent gang is primarily organised to carry out various illegal acts. Prominent among the delinquent gang’s activities are burglary, petty thievery, mugging, assault for profit and other illegal acts. The violent gang is primarily organized for emotional gratification, and violence is the theme around which all activities centre.

Conclusion

In this chapter the researcher defined and discussed the vital concepts that would assist readers in understanding the content of this dissertation. In the next chapter the researcher discusses the literature study that was undertaken to collate information on the topic.

Chapter 3

PRELIMINARY LITERATURE SURVEY

Introduction

In this chapter the researcher will discuss how the different databases were consulted. The researcher will also elaborate on the number of records found after consulting the different sources for information on the research topic. The topic is “how peer groups are formed and utilised by the members of the group in secondary schools.”

Important terms linked to the topic

For the researcher to conduct a literature survey on the electronic databases as well as the libraries of the different universities it is vital that the key concepts in the topic be identified. The researcher identified the following concepts as significant to the topic: peer group, peer pressure, adolescent, peer network, juvenile delinquency, discipline, and school gangs, peer formation, human social groups, bullying and peer mediation. Some of these concepts have been discussed in the key concepts chapter.

Literature Survey in the electronic databases

Nexus Search

This search was conducted on 12 May 2005 at 13:30. The terms adolescent gangs produced no results. The term peer group produced seven records. The terms peer pressure produced twenty-nine records. The term peer networks produced two records. The terms juvenile delinquency produced no records. The words discipline in secondary schools produced no records. School gangs produced two records and

school crime twenty-eight records. The concepts adolescent self image and adolescent self-concept produced no records.

Science Direct Search

This search was conducted on 28 July 2005 at 14:00. The words “gangs in Cape Town” produced no records. The words “gangs in Durban” produced no records. Britain and America were selected for research purposes because together with a few other countries they are leading the way as far as education and technology are concerned. The names “Britain” and “United States of America” and “gangs” produced no records. On the 8 August at 11:00 the phrase “peer groups in secondary schools” produced no records. The terms “peer formations” produced two articles. The words “human peer group” and “human social group” produced no results.

Google.com search

Many web site addresses were found on the Google search engine regarding the topic.

According to www.publications.villanova.edu/concept/2002/stephaniesmith.html-101k to Smith the peer group serves many positive functions. The peer group provides security and a sense of belonging to the individual. The peer group helps the individual overcome feelings of loneliness that many adolescents experience during that period of self-reflection. Adolescents are offered support during the period of detachment from parents.

According to Leckie <http://www.aare.edu.au/97/leckb284.htm-66k> bullying among females is very subtle. There is more of a psychological war among the female adolescents than an overt display of aggression and hostility. Girls isolate and alienate or gossip about others to intimidate and upset them. This is a more subtle manner of bullying. Boys on the other hand would get into a fight or openly display aggression by shoving or punching.

Christie & Christie on website <http://www.peacebuildersoz.com/Papers/June99.htm> stated that it is essential to acknowledge the role of schools and schooling in

creating the situational context in which violence could occur, the role of schools and schooling in fostering and perpetuating violence and the role of schools in reproducing the culture of violence to be found in wider society.

University Libraries

The researcher searched the University of South Africa and University of KwaZulu Natal libraries for information on the topic being researched.

News Paper and Magazine Articles

Some of the newspaper articles that were consulted are as follows: Daily News 18 May 2006, which discussed the article titled "*Schoolgirl shot during Lesson*", Sunday Tribune 14 May 2006, which carried the article titled "*Teachers can search pupils*", Post 17 May 2006, which discussed an article titled "*Tongaat school's night of shame*", Sunday Tribune 7 May 2006 which elaborated about a shooting incident by a learner in an article titled "*School bus shooting: boy gives himself up*", Daily News 10 May 2006, which carried articles titled "*Girls meaner bullies than boys*", "*Pupils' armed to the teeth*" and "*Parents' fear for safety*". Sunday Tribune Herald 12 June 2005 which printed an article entitled "*Reclaiming our lawless schools*". Sunday Times Extra 3 April 2005 which discussed an article entitled "*Sugars the lethal rat poison drug that is ravaging our kids*". The Independent on Saturday 5 March 2005, which discussed an article entitled "*Pupils' booze breaks*". The Daily News 6 April 2006, which discussed an article entitled "*Walking the Talk*". Daily News which discussed an article entitled "*Sport makes kids aggressive*". Sunday Tribune 19 March 2006, which highlighted the behaviour of teenagers from working-class and middle-class families. The article was titled "*Our savage spawn*". The Daily News 14 March 2006 carried an article entitled

"School gun arrest Gangster threat leads pupil to take father's weapon". The Independent on Saturday 1 April 2006 carried an article entitled *"Anarchy at schools"*.

Conclusion

In this chapter the researcher briefly described the different sources that were consulted to collect data on the topic being researched. In the next chapter the researcher provides a more detailed literature study on the topic.

Chapter 4

LITERATURE STUDY

Introduction

The researcher is exploring the formation and utilization of peer groups at school and how the interaction within and among these groups affects the general climate and discipline at school. A sample (575) of grade ten learners was selected from a few schools in KZN. A random sample of educators (56) from the same schools was interviewed to determine from their perspective what the learners' behaviour and attitude towards school is.

A global perspective of the topic

The school climate

According to Kaplan (1996: 2) schools have become battlegrounds rather than institutions of learning. Every year, students physically assault more than 100 000 teachers in the United States of America. "Guns in schools have become commonplace, creating an environment that is hostile and dangerous." According to web site <http://www.peacebuilderscoz.com/Papers/June99.htm> in the United States of America, violence and youth violence in particular is considered one of the most serious and challenging issues facing contemporary society. The problem of violence in schools, which is part of the overall problem of violence in society, has become one of the most pressing educational issues in the United States. In many school districts, concerns about violence have surpassed concerns about academic achievement. According to Howell & Lynch (2000:1) many male youth gangs are linked to crime in public secondary schools in the United States of America.

According to web site <http://www.peacebuildersoz.com/Papers/June99.htm> violence in schools takes many different forms. Assaults can range from derogatory remarks to criminal assault. A survey of boys and girls in schools in Western Australia revealed that boys were suspended four times more often than girls for verbal assault. In schools in Victoria, 83 percent of students suspended were boys. Boys were suspended mostly for physical and verbal abuse, while girls were suspended for smoking. The suspension of students in New South Wales' (Australia) schools, increased by 50 percent from 1994 to 1996. In Australia, racism has been identified as the major cause of violence in school communities.

The researcher is trying to determine to what extent there is bullying, physical assault, gossiping, racial tension among learners and disrespect towards educators in South African schools by making inferences from the sample of schools studied. To determine what exactly is going on at South African schools the researcher has selected a sample of six schools with a mixture of the different race groups and economic backgrounds for the purpose of this study.

Adolescence

The participants for this study are learners in the adolescence stage of development. The sample of learners (575) selected from grade ten are adolescents ranging from age fourteen to sixteen. According to Rice (1996: 3) the word adolescent comes from the Latin verb *adolescere*, which means "to grow" or "to grow to maturity". It is defined as a period of growth between childhood and adulthood. Adolescence is generally considered an intermediate stage between childhood and adulthood. The transition from one stage to the other is gradual and uncertain, and the time span is not the same for every person, but most

adolescents eventually become mature adults. According to Kaplan (1996: 4) adolescence is a complex stage in a person's life. It involves many diverse changes and developments. Adolescents experience physical changes and emotional upheavals. At the centre of this growth is a process called self-definition. Self-definition means just what it says: defining you. Your body is defining itself, your mind is defining itself, and you are defining how you fit in with other people and the world.

According to Mussen et al. (1990: 568) Adolescence is a challenging time and a difficult stage of life. It is a period of change_ physical, sexual; parents, peers, teachers and society itself make psychological, cognitive but also social demands. It seems almost unfair that so many socialization demands for independence, for changing relationships with peers and adults, for sexual adjustment, for educational and vocational preparation are made at the same time that the young person is experiencing an almost unprecedented rate of biological maturation. According to Bartollas (1990: 68) adolescence is a term defining the life interval between childhood and adulthood. Within this transitional period, youngsters experience many biological changes and develop new attitudes, values, and skills to guide them through their young adult years.

According to Hjelle and Ziegler (1981: 125) adolescence is a very significant stage of psychosocial development according to Erikson's chart of the life cycle. Adolescence is a stage when the individual is no longer a child but not yet an adult. The adolescent is confronted with various social demands and role changes that are essential for meeting the challenges of adulthood. Erikson theorizes that the new psychosocial dimension, which appears during adolescence, is ego identity versus role confusion. The task confronting adolescents is to consolidate all the

knowledge they have gained about themselves (as sons or daughters, students, athletes, musicians, choirboys etc) and integrate these various self-images into a personal identity that shows awareness of both a past and future that follows logically from it. Emphasis is placed on the ego and the way it is affected by society, particularly peer groups. In addition, their relations with family members are likely to be charged with conflicting emotions. Especially in the early years of adolescence dependent yearnings exist alongside independent strivings: hostility is mixed with love; and conflicts occur over cultural values and social behaviour. Consequently many areas of the adolescent's inner life and outward behaviour cannot be shared with parents.

The role of the family

According to Cronje et al (1986: 94) the parents' task is to prepare their children for a structured life. The family can be seen as one particular structure within the wider and more comprehensive structure of the community. In this context, structure means a system of relationships between people, between people and groups, between people and the community as a whole (inter alia as represented in the state and the law), between groups and the community, etc. Within those relationships people have specific rights and privileges and duties. This structure which is peculiar to the stable family and stable community requires that the individual him/herself should lead an ordered life for example by using his/her freedoms and opportunities, complying with his/her duties and demands made on him/her. Underlying the family and the social structure is a system of norms and values, which are expressed in it and maintained by it. From childhood the nature of the individual's life-structure depends on and is associated with the kind of norms and values that have been relayed to him/her, accepted by him/her and made his/her own. Train (1995: 72) postulates that parents need to teach their

children to be considerate towards other children and they need to also learn how to control their emotions. According to Gurian (1998: 55) emotional neglect in an adolescent boy's immediate family and social system may result in him responding with criminal activity, addiction, psychiatric illness and other disabilities. According to Dobson (1982:161) the weakening of the family and the absence of caring fathers are the primary reasons boys are in trouble today. According to Trojanowicz et al. (2001: 138) the family plays a key role in the development of personality. The early life experiences of the child in the family lay the groundwork for the type of future behaviour and the development of attitudes, values, and a lifestyle. Quarles (1993: 40) stated that gang members come from families with weak structures therefore these members look to the gang for a sense of belonging. According to Padayachee (2002: 5) in South Africa there is not only a lack of parental supervision, but also a lack of parenting skills as many parents are very young. Andersson & Stavrou (2001: 71) postulate that a lack of parental supervision correlates with criminal activity and misbehaviour. Biddulph (2003: 145) stated that parents spend little quality time with their children therefore parents are not aware of their children's mood changes or behaviour changes. Shaw & Tshiwula (2002: 4) stated that poor parenting and poor supervision are risk factors for youth offenders.

According to Popkin (2002: 2) television, movies, the Internet, and other forms of modern media have exposed children to sex, terrorism, drug abuse and other adult concerns. Parents can no longer shield children from this information; instead they better help their children make sense of it in a way that builds values and not just knowledge. Chaiken (2000: 7) posits that a lack of adult supervision is a probable cause of violence immediately before and after school.

The peer group

The adolescents in grade ten come together to form groups called peer groups. According to Engert (1996: 10) a peer group can be defined as a small number of adolescents who are of the same or similar age group, who know each other well, who “hang around” together and share similar social experiences and values. According to Conger (1991: 280) peers play a crucial role in the psychological and social development of most adolescents? The peer group provides opportunities to learn how to interact with others, control social behaviour, develop age-relevant skills and interests, and share problems and feelings. The role of peers is critical during adolescence because adolescents form relations with it and opposite-sex peers and these serve as prototypes for adult relationship-in social relations, work, and interactions with members of the opposite sex. Adolescents are also more dependent on peer relations because their ties to parents become looser as they gain independence. According to Cowan (2004: 47) the influence of the peer group cannot be underestimated during adolescent years. Adolescents are vulnerable to being led astray as they search for their own identity.

According to Rice (1996: 270) adolescents now turn to peers to find the support formerly provided by their families. This group of friends with whom they spend most of their time and whose opinions they value is called the peer group. The peer group consists of adolescents of more or less the same age and who share common interests.

According to Kaplan (1996: 25) peer groups give their members the qualities that young adults seek; these groups hold a very influential place in adolescent life. Groups offer independence from parents by providing an intimate personal life outside the family. They offer acceptance and approval from persons in the larger world and help

young people feel confident and worthy. The peer groups offer social rules for interacting with others, thereby providing confused young people with acceptable guides for action and a sense of security.

According to Mussen et al. (1990: 610) the peer group plays a crucial role in the psychological and social development of most adolescents. Adolescents are more dependent on peer relationships than younger children are. Motivation to conform to the peer culture increases during early adolescence. According to Siegel & Senna (2003: 228) acceptance by peers has a major impact on socialization. Popular youths do well in school and are socially astute. In contrast, children who are rejected by their peers are more likely to display aggressive behaviour and disrupt group activities by bickering or behaving antisocially.

Dynamics within the peer group

Forward & Frazier (1997: 9) stated that friends use emotional blackmail to get their colleagues to comply with their demands. The blackmailer's comments and behaviour keep people feeling off balance, ashamed and guilt-ridden. According to Kaplan (1996: 25) the peer groups offer a sense of security and belonging in exchange for conformity and compliance with group demands. According to Gass & Seiter (2003: 236) compliance refers to changes in one's overt behaviour. Compliance gaining is a subset of persuasion and it is generally focussed on persuasion, which is aimed at getting others to do something or act in a specific way. According to Reardon (1991: 2) persuasion involves people toward the adoption of some behaviour, beliefs, or attitude preferred by the persuader through reasoning or emotional appeals. According to Mersham & Skinner (1999: 135) when communicators use persuasion, they hope to influence an audience's behaviour or way of thinking. In a peer group members might use persuasion or strategies of compliance

gaining to influence all peers to behave in a particular way. For example a few members of the group might influence the others in negative ways- to truant, be disruptive in class, dress in a certain way not in keeping with school dress code, bullying others and gossiping or there might be positive influences- such as influencing peers to complete homework and assignments, respect the educators, participate in the different codes of sport. According to Wiseman (2002: 120) teasing, gossiping and ostracising can be very frightening to an adolescent. These acts can affect a teenager to such an extent that they can become distraught, experience difficulty in concentrating on their schoolwork and become withdrawn emotionally. According to Kaplan (1996: 3) adolescents face a tremendous amount of pressure from their parents and teachers to do well at school, pressure from their changing bodies, and pressure from their friends. Teenagers are very susceptible to peer-pressure: pressure to keep a cool image: pressure to act, dress, and talk in certain ways; pressure to do things to maintain their image. This becomes dangerous when mixed with violence, drugs, sex, and disease, which are all part of the teens' lives today.

The educators' perspective

A random sample of educators (56) was interviewed to determine what is going on at schools. This interview was done to find out whether there are any differences in the learners' views regarding their behaviour and discipline from that of the educators teaching them. In some instances the learners may feel that they are not doing anything wrong yet the educators may find these learners to be rude, arrogant and ill-mannered. According to Kruger & Schalkwyk (1997: 119) appropriate pupil behaviour in the classroom plays an important role in the successful course of the teaching and learning situation. Linhard, Dlamini & Barnard (1983: 123) posit that discipline, rules and order create a vital

framework to enable adolescents to work in harmony at school. According to Emmer et al. (1994: 105) educators face many discipline problems such as rudeness towards an educator, chronic avoidance of work, fighting, aggressive behaviour towards other learners and defiance or hostility towards other educators. According to Scharf (1990: 239) educators downplay their disciplinary roles for fear of being assaulted or murdered by learners. White et al. (2002: 141) posit that youths are most likely to commit their most serious personal offences with their peers. According to Kratcoski & Kratcoski (1990: 146) in many instances the goals of the peer culture are not in accord with those of the school faculty and the school administrators. This research will help unfold whether learners when they are in their peer groups are mischievous and disruptive or whether the positive influences of the peer group are stronger.

Conclusion

In this chapter the researcher attempted to provide a global view about the research topic. The topic was discussed from a general perspective that is the crime and violence prevalent in other developed countries such as USA, Australia and the United Kingdom to a more specific point of focus as to find out what is happening in South Africa. To determine what is happening in South Africa a sample of learners were given questionnaires to complete and a sample of educators were interviewed. A profile was compiled about the main respondents (learners) whose behaviour was studied in their peer groups.

Chapter 5

THE THEORETICAL FRAMEWORK OF THIS STUDY

Introduction

This entire research is based on the study of peer groups formed by grade ten learners and how these peer groups are utilised. The peer group is a small group of (three to twenty) learners. Mersham & Skinner's (1999) small- group communication will be discussed in this chapter because many of the characteristics and features of small-groups explored by Mersham & Skinner apply to the peer groups. The researcher will determine the different role in small-groups and analyse their respective contributions to group dynamics. Gass & Seiter's compliance gaining theory will also be analysed for this research because members of the peer groups might be pressurised to act in certain ways and this peer pressure can be likened to compliance or persuasion.

Small-Group Communication

According to Mersham & Skinner (1999: 114) a small group of people usually shares a common goal or purpose, which brings them together. A small group does not apply to any random collection of people who happen to be in the same place at the same time. A group of people standing in the queue or waiting for the taxi is not considered to be a small group in communication terms. There are four criteria necessary to define a small group.

- There is a sense of belonging. A collection of individuals must feel that they belong to the group and identify themselves as such.

- Members interact verbally and non-verbally
- Members occupy certain roles in relation to one another.
- Members cooperate to achieve a certain goal or objective.
- There is immediate feedback

A small group, then, is composed of three to twenty people interacting face-to-face in a way that each person influences, and is influenced by, every other member of the group.

Role distribution in the small- group (peer group)

According to Mersham & Skinner (1999: 119) a group can function well if the emotional needs of the members are met, the members support and encourage others by offering praise or agreement, relieve tension by helping group members to reconcile differences, control conflict, introduce humour and act as gatekeepers by keeping lines of communication open and seeing that everyone has a chance to participate. Some of the roles that might keep a small- group functioning well are as follows:

- *The active listener:* is a person who recognises the contributions of others and who responds with specific verbal or non-verbal reinforcement such as a nod of the head, a smile or a comment of praise.
- *The game leader:* is a perceptive individual who recognises when tension is mounting over a decision to be made and this person makes a timely joke or comment to improve the spirits of the group.

- *The harmoniser:* is the group member who is both considerate and empathetic, and who is able to reduce or reconcile differences and misunderstandings.
- *The gatekeeper:* makes sure that the channels of communication are open and that everyone has a chance to enter the discussion.
- *The compromiser:* is the person who must act when two prominent positions emerge, and a decision must be taken.
- *The front person:* is the person who is skilled at interacting with the outside groups and individuals and who is skilled at interpersonal relations. This person is vital to solution implementation because the decision any group makes will affect other people.

According to Kruger & Gouws (1994: 122) as in any other social structure every member of the peer group has a particular role and status that may differ from time to time and from situation to situation, depending on such factors as acceptance and rejection, popularity and leadership.

- *Acceptance and rejection:* Adolescents who are accepted by the peer group generally display such characteristics as friendliness, cheerfulness, vivacity, naturalness, a sense of humour, tolerance, flexibility, empathy, enthusiasm, initiative and self-confidence that do not bespeak pretension and presumption. They are the ones who usually plan interesting and enjoyable group activities, make others feel that they are accepted and promote interaction within the group. Other factors that correlate positively with

acceptance are intelligence, attractive appearance, the same socio-economic class, special talents and membership of the dominant cultural group. It is natural and also easier to be accepted by the group if the adolescent's values, habits and interests correspond with those of the group. Geographic proximity to other members is also important since regular participation in group activities frequently depends on this factor. Adolescents who are rejected usually display a lack of social competence. They tend to be reticent, nervous, shy, self-centred, and have little self-confidence. Those who display indifference to the needs of other members of the peer group, who are tactless and sarcastic or unenthusiastic about group activities, are usually also not accepted by the group. According to Kruger & Gouws (1994: 123) there is a distinct difference between adolescents who are not accepted by the group or who are merely emotionally neglected and ignored by them, and those who are actively rejected by the group. Adolescents who are shy, withdrawn, ill at ease and lacking self-confidence are frequently tolerated on the outskirts of the group. They move opportunely into and out of the group but are never really accepted as part of the group. These children are often victims of their own shyness and feel intensely lonely and cast out at times. Adolescents who are actively rejected by the group, however, tend to be those whose values, norms and behaviour clash with those of the group. They normally handle their discomfort in an aggressive, conceited or demanding way, are emotionally disorientated, also more inclined to experience psychological

problems, stray into delinquent behaviour and be underachievers.

- *Popularity:* Although all popular children are accepted, popularity is more than mere acceptance. It is indicative of how well-liked a person is and of the extent to which people are attracted to the person and seeks his/her company. The main determinant of a person's popularity is their social skills. Socially visible talents, being a leader in activities, getting good marks and having a nice car are also positively related to popularity (Collins & Kuczaj) as cited in Kruger & Gouws (1994: 123).
- *Leadership:* An individual's status within the peer group depends to a large extent on the activities of the group. Consequently the status hierarchy of groups may change with their interests and activities. In early adolescence when sporting activities are very important to boys, the all-rounder in sports may become the leader. In later years when the heterosexual relations become more important, boys who achieve particular success with dating may acquire new status. An adolescent who used to be a leader may therefore find at a later stage that he or she has to be satisfied with a much more subordinate role in the peer group. This may lead to a good deal of uncertainty and stress.

The Theory of Persuasion and Compliance Gaining

The Theories of Persuasion and Compliance Gaining underpin this research. According to Gass and Seiter (2003: 236) persuasion is the conscious attempt to modify thought and action by manipulating the

motives of men toward predetermined ends, while the Theory of Compliance Gaining is a subset of the Theory of Persuasion. The Theory of Compliance Gaining simply focuses on outward behaviour change. It is persuasion aimed at getting others to do something or act in a particular way. These theories are vital to this study because the entire dissertation is based on the research of how learners form and utilise their peer groups and what effect these groups have on the general climate of the school. When learners form these peer groups, they may be influenced or persuaded to behave in different ways. According to Gass and Seiter (2003: 37) the ingredients for persuasion are found in almost all communication transactions. The degree to which these persuasive ingredients are present and influence peoples' actions and behaviour is what matters. Most human communication involves at least the potential to influence, for example, to create, modify, reinforce, or extinguish beliefs, attitudes intentions, motivations and behaviours.

Compliance Gaining

According to Gass and Seiter (2003: 236) persuasion is an umbrella term that focuses on changing beliefs, attitudes, intentions, motivations, and behaviours. Compliance gaining is more restrictive, typically referring to changes in a person's overt behaviour. For example, a fellow colleague might tell the others in a group to bully the younger learners at school. The other learners who belong to the group might disagree. The leader of the group might respond that he/she does not care. The leader just wants the group to follow his/her instructions. Compliance gaining does not necessitate a change in attitude. The focus is on changing behaviour. It is persuasion aimed at getting others to act in a particular way or to do something. According to Forward & Frazier (1997: 17) compliance gaining is like "emotional blackmail". The "emotional blackmailer" will repeatedly coerce and manipulate a

person into complying with the blackmailer's demands at the expense of the person's own wishes and well-being.

Persuasion

According to Gass and Seiter (1990: 14) persuasion involves one or more persons who are engaged in the activity of creating, reinforcing, modifying, or extinguishing beliefs, attitudes, intentions, motivations, and/or behaviours within the constraints of any given communication context. Persuasion is an activity or process; it is something people do. In face-to-face communication each party has the opportunity to influence the other. Neither party is labelled as only the sender or receiver of persuasion. Persuasion can occur from both parties involved in the communication process. According to Miller (1980) as cited in Gass and Seiter (2003: 6) persuasion doesn't involve simply changing one's own or another's mind. Persuasion can also involve creating new beliefs or attitudes where none existed before. It can also involve reinforcing, strengthening, or solidifying attitudes already held by receivers. Persuasion can also involve attempts to extinguish or eliminate beliefs and attitudes. According to Gass and Seiter (2003:xv) the terms persuasion, social influence and compliance gaining all essentially involve the same human activity, trying to convince others to think, feel or do what we want or to resist others influence attempts. This research topic focuses on peer group formation and the dynamics of the group. The researcher will also determine to what extent the learners today conform to or are persuaded by the group.

Attitudes

According to Gass and Seiter (2003: 43) attitudes form a pivotal element in understanding how persuasion functions. Attitudes help to predict, explain, and modify behaviour. Persuaders rely on attitudes as a means

of bringing about changes in receivers. An understanding of attitudes is therefore a vital ingredient in any recipe for persuasion.

According to (Fishbein and Ajzen, 1975) as cited in Gass and Seiter (2003: 43) attitudes are learned, not innate. A person is not born with attitudes already in place. Attitudes are developed by interacting with others, through personal experience and from the media. Attitudes are predispositions to respond, which mean they precede and to some extent, direct people's actions. Researchers call attitudes "precursors of behaviour" for this reason. There is no time to reflect on every action in life, so attitudes provide mental short cuts that guide behaviour. Attitudes represent favourable or unfavourable evaluations of things and these are always directed towards an object, person, situation, idea, policy or event.

Some views on why adolescents conform to the group

According to Insko and Schopler (1972) as cited in Gass and Seiter (2003: 138) there are five different reasons why conformity occurs. These include the following:

- **The group locomotion hypothesis:** This view suggests that members of a group are motivated to achieve the group's goals. When a member of the group believes that going along with the group will help achieve those goals, he or she is motivated to conform.
- **Social comparison theory:** This theory suggests that people compare themselves to others who are similar to them. In doing so they conform to the group. For example if a learner chews gum and the other members of the group do not do so then this learner may actually stop.

- **Consistency (balance) theory:** This theory suggests that it is uncomfortable to disagree with a group that you like and find attractive. Thus to restore balance you are motivated to go along with the group and perhaps even convince yourself that the group was correct all along. For example a learner's friends may bully or tease other learners and the learner may not approve of this but the learner will not say anything against the group to avoid any discomfort.
- **Epistemological weighting hypothesis:** This view suggests that we gain knowledge in two ways: personally through trial and error and perceptual observation: and socially, through observations and communication with others. When our view differs from a group's view, these two modes of knowledge compete with one another. The epistemological weighting hypothesis suggests that the degree to which a person conforms depends on how much weight is given to personal and social knowledge. Clearly this weighting differs for different people, which is why some people conform more than others.
- **The hedonistic hypothesis:** this view argues that we conform to avoid pain (example rejection, censure, scorn) and gain pleasure (example acceptance, love, approval).

Compliance Gaining Tactics

There are several strategies that people would use to get others to agree with and behave according to their demands. Forward & Frazier (1997: 15) stated that emotional blackmailers use fear, obligation and guilt to manipulate people to get them to comply. These blackmailers would make a demand. If they encounter resistance then they would apply

pressure in the forms of instilling fear, making their victims feel guilty or obligated to comply with the demands.

According to Marwell and Schmitt (1967) as cited in Gass and Seiter (2003: 238) there are several tactics that people use to get others to comply or conform. The tactics are as follows:

- **Promise:** If you comply I will reward you.
- **Threat:** If you do not comply I will punish you.
- **Expertise (positive):** If you comply you will be rewarded because of the nature of things. Peers will help with assignments or the learner will be given extra power and accorded more respect by other members of the group.
- **Expertise (negative):** If you do not comply you will be punished because of the nature of things. For example if the learner does not go along with whatever the group is doing then the learner will be ostracised or scorned at.
- **Liking:** Act friendly and helpful to get the person in a “good frame of mind” so that the person will comply with the request.
- **Pre-giving:** Reward the person before requesting his or her compliance.
- **Aversive stimulation:** Continuously punish the person, making cessation contingent on his or her compliance.
- **Debt:** You owe me compliance because of past favours.
- **Moral appeal:** You are immoral if you do not comply.

- **Self-feeling (positive):** You will feel better about yourself if you comply.
- **Self-feeling (negative):** You will feel worse about yourself if you do not comply.
- **Alter-casting (positive):** A person with good qualities would comply. For example the peers of a group may tell one member you are so smart and intelligent therefore you would comply.
- **Alter-casting (negative):** Only a person with bad qualities would not comply.
- **Altruism:** I need your compliance very badly so please help me.
- **Esteem (positive):** People you value will think better of you if you comply.
- **Esteem (negative):** People you value will think the worse of you if you do not comply.

There are many compliance gaining strategies that are used in communication, however not all strategies are appropriate in all situations. Different strategies might be used to persuade or influence the same person in the same context.

Factors affecting the degree of conformity

According to Kruger & Gouws (1994: 124) as a result of the adolescent's need to be accepted, his motivation to conform to the group's values, customs and fads increases. Although the behaviour to conform is more

common in adolescence than during any other phase, adolescents differ markedly from each other in the extent to which they conform. It appears that they need to conform depends on several factors:

- *Age of adolescent:* Conformity with the peer group is at its height during early adolescence, after which it gradually declines so that during late adolescence individual tastes and behaviours are much more prominent. The strong tendency to conform to the peer group in early adolescence is attributable to a lack of independence and self-confidence, and to a sense of group identity.
- *Personality:* Adolescents with a strong tendency toward self-blame are more inclined to conform than those with a medium or low tendency toward self-blame. Mussen et al. (1990). Similarly adolescents with a low status and a negative self-concept are more inclined to conform than adolescents with a leadership status and a positive self-concept.
- *Relationship with parents:* Adolescents who grow up in a family where fixed values and norms apply, and who have positive relationship with their parents, are less inclined to conform to the peer group than those from unhappy homes where uncertainty about values and norms prevails. Where the relationship between parents and their children is completely dysfunctional, the adolescent may turn to the peer group for overall acceptance. According to Kruger & Gouws (1994: 125) the adolescent who conforms to the peer group in all things, against the wishes and values of his/her parents, is more a

product of parental disregard than the attractiveness of the peer group.

- *Socio-economic status:* Adolescents with a higher socio-economic status conform more readily than those to a lower socio-economic status. They also like school more, plan to continue their education, attend church and make higher level vocational choices.
- *Gender:* According to Rice (1984) as cited in Kruger & Gouws (1994: 124) adolescent girls show a greater inclination to conformity than adolescent boys, apparently because they are more concerned with harmonious relations, social approval and acceptance than boys are. It is also more important for them to meet the peer group's expectations than it is for boys.

According to McCoy (1991) as cited in Gass and Seiter (2003: 136) peer pressure exerts strong pressures on teens to comply. One study conducted on more than 3000 teenagers found that more than two-thirds of them felt substantial peer pressure to have sex, drink, and take drugs. Gordon (1986) as cited in Gass and Seiter (2003: 136) peer pressure is the most important factor in determining whether teens begin smoking. Adolescents want so desperately to be accepted by their peers. For those adolescents who do not believe that they fit in with groups that pressure them, the consequences can be severe. According to Royte (1994) as cited in Gass and Seiter (2003: 136) not fitting in can lead to depression, the number one risk factor for teen suicide.

The above studies were conducted in USA. This study is being conducted on participants (learners/pupils) from the four races in

South African Schools, in Kwazulu -Natal. This research would help in determining to what extent grade ten learners are influenced by their peers. The researcher would be able to infer to what extent the participants persuade their peers or the participants to comply with their group's demands.

Conclusion

In this chapter the researcher presented the theoretical framework that this research is based on. The researcher also discussed the definition of the following concepts: small group communication, compliance gaining, persuasion and attitude. These terms form the key concepts in the theories underlying this research because the participants in this research might be influenced, persuaded or encouraged to comply with the requests of their peer group when interacting with their peers.

Chapter 6

FIELDWORK AND DATA PROCESSING

Preview

In this chapter the researcher will present an account of the research design and then discuss the fieldwork that was carried out for the purposes of this study. The researcher will also explain the procedure used to process data from the questionnaires to data tables.

The researcher carried out a survey at secondary schools in the eThekweni region of KwaZulu-Natal to determine how peers groups are formed and utilised. The data collected in this survey was analysed to find out how these peer groups affect the school discipline. A small group of educators were interviewed to establish their views on learner behaviour in their peer groups.

Introduction

According to Leedy (1998: 5) research planning entails strategies designed for the collection of data that will help the researcher to answer questions about a definite problem. Conducting research is therefore to ascertain facts about or discover facts or principles. Research design is defined as the preconceived plan according to which data are to be collected and in terms of which inferential-statistical methods are to be applied. According to Schumacher & McMillan (1993: 31) research design refers to the plan and structure of the investigation used to obtain evidence to answer research questions. The design describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained. In other words, design indicates how the research is set up: what happens to the subjects and

what methods of data collection are used. In this study the researcher plans to collect data on the respondents' self-conceptualisation, their family, how they form their peer groups, how they utilise these peer groups and finally how the interaction between groups and within groups affect the discipline at school.

Preparation

According to Schumacher & McMillan (1993: 31) the purpose of a research design is to provide the most valid, accurate answers possible to research questions. Since there are many types of research questions and many types of designs, it is important to match the design with the question. In this section the researcher will discuss the empirical component of this study, which includes the permission obtained from the different heads of department and the selection of the respondents for this survey.

Permission

The necessary permission to administer the questionnaire in schools of the eThekweni region of the KwaZulu-Natal Department of Education and Culture was obtained from the authorities. Permission was sought from the director of Research Strategy Development & ECMIS and the Regional Chief Director of the KwaZulu-Natal Department of Education and Culture and permission was obtained (Annexure A).

Selection of respondents

A sample of six secondary schools was randomly selected without any pre-knowledge of the adolescents. The researcher visited the principals of the selected schools with the letter of approval referred to above and consent was obtained.

The questionnaires were delivered to the selected schools by the researcher over a period of three days. The schools were given two weeks to complete the questionnaires, which were then collected by the researcher.

The research instruments

A **questionnaire** and an **interview schedule** were used to obtain information. The questionnaires were given to the learners while the interview schedules were used to obtain information from the educators.

In this section the researcher will briefly characterize the questionnaire used for this study. The questionnaire can be found in Addendum B. It was an anonymous questionnaire for Grade 10 learners. The respondents were informed that this was an anonymous survey and that their responses would remain confidential. The respondents were further informed that their participation in the survey was voluntary but that their assistance through their participation was needed. The questionnaire was designed to obtain relevant data from adolescents regarding their self image, their friends, activities they engage in when they are with their friends, and how they get along with their friends and about who influences them in decision making.

The researcher randomly selected educators from the same six secondary schools that the learners were selected. The educator visited these schools over a period of three weeks at the end of the school day. According to Schumacher & McMillan (1993: 250) questions in an interview schedule are usually in one of three forms: structured, semi-structured, or unstructured. Structured questions are followed by a set of choices, and the respondent selects one of the choices as the answer. Semi-structured questions have no choices from which the respondent

selects an answer. The question is phrased to allow for individual responses, which are fairly specific. Unstructured questions allow the interviewer great latitude in asking broad questions in whatever order seems appropriate. For the purpose of this study structured questions were used.

In the following sections the researcher will discuss the questionnaire and the interview schedule as research tools.

The questionnaire as a research instrument

According to Leedy (1998: 143) questionnaires must be planned or designed to fulfil a definite research objective. Schumacher & McMillan (1993: 238) posit that the questionnaire is the most widely used technique for obtaining information from subjects. A questionnaire is relatively economical, has standardized questions, can ensure anonymity, and questions can be written for specific purposes.

Construction of the questionnaire

Guidelines that were followed by the researcher in drawing up the questionnaire

The following guidelines were adhered to when drawing up the questionnaire. Babbie (1989) as cited in Schumacher & McMillan (1993: 240) suggested the following guidelines for writing effective questions:

- *Make items clear.* An item achieves clarity when all respondents interpret it the same way. Vague and ambiguous words like “a few, sometimes, and usually should be avoided, as should jargon or complex phrases.
- *Avoid double-barrelled questions.* A question should be limited to a single idea or concept. Double-barrelled questions and

statements are undesirable because the respondent may, if given an opportunity, answer each part differently.

- *Respondents must be competent to answer.* The researcher has to choose the respondents carefully. It would be of little value to hand out questionnaires about how foundation phase learners are reading, to educators teaching mathematics in the intermediate phase.
- *Questions should be relevant.* If subjects are asked to respond to something that they consider insignificant, it is likely that they will respond carelessly, and the result could be misleading.
- *Simple items are best.* Long and complicated items should be avoided because they are more difficult to understand, and respondents may be unwilling to try to understand them.
- *Avoid negative items.* Negatively stated items are easy to misinterpret. Subjects could easily overlook the negative word, so their answers will be the opposite of the intended. If the researcher is forced to use a negative word, then this word should be underlined or capitalized.
- *Avoid biased items or terms.* Some items provide biased responses because of the social desirability of the answers. If for example, you ask educators if they ridicule learners, you can be sure even if the responses are anonymous, that the answers will be no because good teachers do not ridicule students. However student responses to the same question or observations of educators might provide different information.

The drawing up of questions

According to Babbie & Mouton (2002: 242) the questionnaire should consist of uniform preset/matrix questions designed to collect the information required. Respondents find it easier to answer questions in this fashion. The researcher used *scaled items* for choices in the questionnaire. According to Schumacher & McMillan (1993: 244) a *scale* is a series of gradations, levels, or values that describes various degrees of something. Scales are used extensively in questionnaires because they allow fairly accurate assessments of beliefs and opinions. This is because many of our beliefs and opinions are thought of in terms of gradations. We believe something very strongly or intently, or perhaps we have a positive or negative opinion of something. The *Likert Scale* was used. In this scale the stem includes a value or direction and the respondent indicates agreement or disagreement with the statement. An example of a *Likert Scale* is: always, most of the time, sometimes, rarely and never.

This questionnaire was developed in English and subjected to scrutiny and correction by the promoter of this study. The questionnaire can be found in Annexure C.

Breakdown of questions

The following is a detailed breakdown of the types of questions that were posed to respondents in this survey:

Part 1: This section deals with general personal particulars of the respondents. (Questions 1-6)

Part 2: Focuses on the respondents' self- perception. (Questions 7-20)

Part 3: Focuses on why the respondent prefers the company of peers. (Question 21- 39)

Part 4: This section deals with activities that the adolescent engages in when he/she is with their peers. (Question 40-47)

Part 5: Focuses on how the different peer groups get along at school. (Question 48-59)

Part 6: This section deals with who influences the adolescents' decisions. (Question 60-80)

It is important for the researcher to explain and justify the goals of the research to the respondents. According to Leedy (1998: 146) the researcher should send a covering letter to the respondent describing the potential value of the research as well as an explanation of the key concepts in the questionnaire. In this study the researcher ensured that the terminology used were simple enough for grade ten learners to understand. The researcher explained briefly the purpose of this study to the respondents when they were given the questionnaires. This eliminated the need for a letter to the respondents.

Advantages and disadvantages of the questionnaire

The questionnaire was chosen for this study because of its many advantages as compared to other research instruments. According to Bailey (1978: 156) and Zulu (1999: 81, 82) the advantages are:

- It is the most economical means of obtaining data in terms of money and time especially when the questionnaires are hand delivered to the respondents;

- There is a lack of interviewer bias;
- It allows for anonymity;
- Confidentiality is ensured in the questionnaire;
- Questionnaires are less time consuming;
- It allows for uniformity as all respondents are exposed to the same wording of the questionnaire;
- The respondents are at liberty to take their time in completing the questionnaire;
- Questionnaires can be distributed to as many respondents as possible.

There are a few disadvantages in using the questionnaire as an instrument to collect data. Some of the disadvantages are:

- Misinterpretation of some of the questions because respondents may not possess high literacy skills. Therefore the researcher chose grade ten learners. At this level of schooling they ought to be literate enough to answer the questionnaire.
- Respondents may turn the questionnaire in incomplete. This did occur. The researcher handed out 700 questionnaires and only 575 questionnaires were handed in complete.

- Lack of communication and personal input- there is no researcher present to calm the situation when the respondent dislikes the questions or has a query.
- Low response rate- some respondents may have no residential addresses and might not be located when the questionnaires are required. To alleviate such a problem, the researcher conducted the survey during school times at the respondents' schools.
- No control over question order – some respondents waste time by reading the entire questionnaire before answering, skip questions or do not answer questions in rank order.
- There is no observation of non-verbal behaviour to make assessments about the respondents' social stratum.

In this study the respondents did hand in questionnaires that were not answered at all. Some of the respondents wrote reasons for their responses in little spaces around the questions. The questionnaire did not allow for motivations or substantiations, which in hindsight was a necessity. These explanations would have enabled the researcher to elaborate on the responses. For example 47.6% (108) females and 51.9% (94) males stated that they sometimes bend the school rules for fun. The respondents responded with a true or false. This did not assist the researcher to explain which rules are bent or when do the respondents bend these rules. The researcher had to return to some of the schools to obtain answers from the respondents for such questions.

Administration of the questionnaire

After ensuring that the principal granted permission for conducting the research the, the researcher proceeded with the next step in the study, the fieldwork.

The researcher went to the six secondary schools chosen for the research, and delivered the 575 questionnaires personally. At each school the principal introduced the researcher to an educator who would be personally responsible for handing out, supervising and collecting the questionnaires. The researcher explained to the educators concerned and the respondents, the purpose of the study. The respondents were given concise and clear instructions concerning the filling in of the questionnaire. The completed questionnaires were collected from the schools after two weeks. The respondents were granted this amount of time because they were going to complete the questionnaires in relief periods so as not to interfere with the actual teaching time.

The interview schedule as a research instrument

The researcher deemed it necessary to use an interview schedule to ensure that the responses obtained from the learners were not biased. According to Schumacher & McMillan (1993: 241) the way in which items are worded, or the inclusion of certain terms, may encourage particular responses more than others. Some items provide biased responses because of the *social desirability* of the answer. Social desirability is the tendency to respond to items so that the answer will make the subject look good. If, for example, you ask learners whether they bend the school rules, you can be fairly sure, even if the responses are anonymous, that the answer will be *no because good learners do not bend the school rules*. Educator responses to the same question or observations of other learners might provide different information.

Preparing the interview schedule

According to Schumacher & McMillan (1993: 250) interviews are essentially vocal questionnaires. The same format was followed as for construction of the questionnaire. The objectives were defined; the general format and the item format were drafted. The questions were of a *structured nature*, this means that the questions were followed by a set of choices, and the respondent selected one of the choices as the answer. The *likert scale* was used in the drawing up of responses to the questions.

Advantages and Disadvantages of the interview schedule

The obvious difference between the questionnaire and the interview schedule is that the latter involves direct interaction between individuals, and this interaction has both advantages and disadvantages as compared with the questionnaire. According to Schumacher & McMillan (1993: 250) the advantages are as follows:

- The interview technique is flexible and adaptable. It can be used with many different problems and types of persons, such as those who are illiterate or too young to read and write, and responses can be probed, followed up, clarified, and elaborated to achieve specific, accurate responses.
- Nonverbal as well as verbal behaviour can be noted in face-to-face interviews, and the interviewer has the opportunity to motivate the respondent.
- Interviews result in a much higher response rate than questionnaires, especially for topic that concern personal qualities or negative feelings.

Some of the disadvantages are:

- The primary disadvantage of the interview is its potential for subjectivity and bias. The respondent may be uncomfortable in the interview and unwilling to report true feelings; the interviewer may ask leading questions to support a particular point of view; or the interviewer's perceptions of what is said may be inaccurate.
- It is more costly to go to person to person to conduct the interview.
- It is more time consuming.

Breakdown of the interview schedule

The following is a breakdown of the types of questions that were posed to the respondents by the interviewer in this survey:

Part A: this section deals with general personal particulars of the respondents. (Questions 1-7)

Part B: Focuses on the educators' perceptions of the learners' behaviour and discipline at school.

Part C: This part focuses on the educators' feelings about their jobs.

The interview schedule can be found in Annexure C.

Conducting the interview

After ensuring that the various heads of department completed all the consent procedures, the researcher proceeded with the next stage of research, the fieldwork (conducting the interview).

According to Schumacher & McMillan (1993: 253) the interviewer must be friendly, relaxed, and pleasant and must appear interested in the welfare of the respondents. To provide honest answers to the questions, the respondent must feel comfortable with the interviewer. Appropriate appearance and demeanour provide a basis for establishing a comfortable relationship and rapport.

The researcher arranged with each school, for a particular day and time to visit and conduct the interview with approximately ten educators per school. This was quite successful and not time consuming because educators had to respond with one-word answers.

Data Processing

In this section the researcher will discuss the procedure that was employed to process the data.

The statistical program that was used to quantify the results

After the researcher had collected all the data it was captured into the SPSS 11.5 program for Windows, a comprehensive statistical analysis and data management system in a format, which would permit analysis and interpretation. This included the coding of 575 questionnaires completed by learners and the data from the 56 interview schedules for educators captured in the SPSS 11.5 database.

After the responses were captured on the database the accuracy of the data was tested in the following ways:

- Questionnaires were compared with the coded database
- The SPSS search facility was used to check the numbers that did not correspond with the codes given in the codebook.

The results of analysed data were visually represented by means of tables and graphs.

From the general table the researcher selected the items that she wanted to analyse to the rows and columns. The researcher then edited the statistics by telling the computer to give counts and percentages. A table showing counts and percentages was compiled by the computer.

The researcher extracted graphs from the general tables by double clicking the table and selecting the graph option in the SPSS editing menu. The researcher then selected the graph that she deemed most appropriate to help her analyse the information.

Conclusion

In this chapter the researcher presented the research design and fieldwork employed to obtain the necessary data. The researcher discussed the preparation for the quantitative nature of the study as well as the *permission to conduct research at the six selected secondary schools in the eThekweni Region*. A detailed description was given of the two research instruments namely, the questionnaire and the interview schedule and how these were conducted.

The researcher also briefly discussed the procedure she employed when processing the data in SPSS 11.5 statistical analysis programme and she elaborated on how she encoded the database for this study by punching in the data obtained from 575 questionnaires which made up the learners' sample. The same procedure was used to process the data from the 56 educators' interview schedules. Once the data was captured, it was verified by double-checking against the questionnaires in order to correct any data capturing errors. The data was also checked by the

promoter of this study. In the next chapter the researcher will provide the results of this study.

Chapter 7

DEMOGRAPHIC PROFILE OF PARTICIPANTS

Introduction

In this chapter the researcher compiles a demographic profile of the participants by briefly discussing the age, economic status, the area where the respondents grew up and the caretakers of the participants.

General information about the respondents (learners)

The table below displays how many learners completed the questionnaires.

	Count	Col %
completion of personal particulars complete	575	100.0%
Total	575	100.0%

Figure 1: Rate at which learners supplied personal particulars

In the above table it is clear that the learners did not feel afraid and they were not suspicious of the nature of the research. This could be inferred from the fact that all respondents completed their personal particulars.

Age

In this paragraph a brief description of the respondents age groups are provided

	Count	Col %
age of learner 11 - 13 years	1	.2%
14 - 16 years	545	94.8%
17 -19 years	29	5.0%
Total	575	100.0%

Figure 2: Age of learners that responded to the questionnaires

The majority (545) of the participants are between 14 and 16 years of age. There was just one participant that fell in the 11 to 13 years category. There were 29 participants that fell in the 17 to 19 years age group.

Gender

In the figure below there were approximately 47% (47.1%) of males and 53% (52.9 %) of females who responded to the questionnaires. It is evident that there was more or less a fair distribution of the two sexes. The almost equal distribution of the two sexes ensures that there is no bias towards any one sex since males and females differ vastly in their behaviour, emotional responses, and the way they think and solve problems and react to situations.

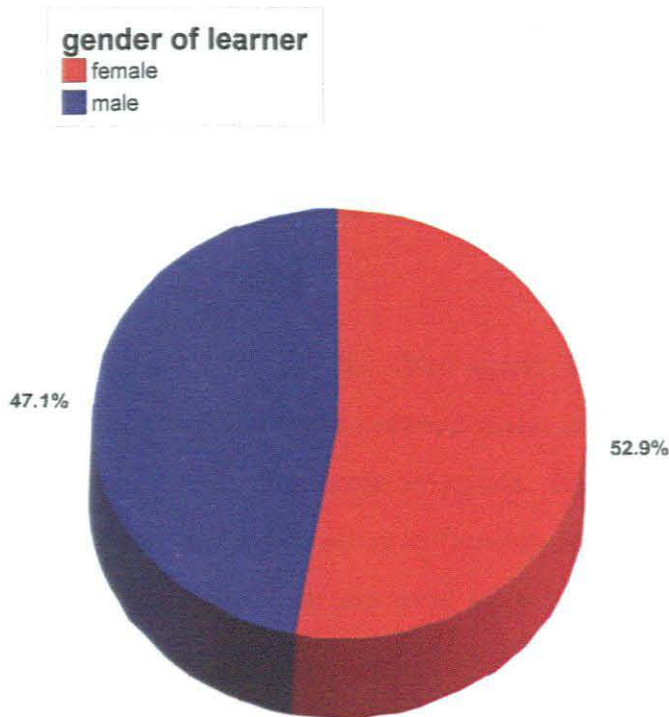


Figure 3: Gender of learners who were respondents

According to Dobson (1982: 19) the first factor that causes a difference in the gender is the hormone testosterone. It shows up six or seven weeks after conception and begins masculinizing the embryo that has inherited a “Y” chromosome. It spikes during the prenatal period and at the beginning of adolescence. Testosterone is clearly correlated in both men and women with psychological dominance, confident physicality and high self-esteem. In most combative, competitive environments, especially physical ones, the person with more testosterone wins. Testosterone is a facilitator of risk-physical, criminal and personal. Without the influence of testosterone, the cost of these risks might seem to far outweigh the benefits.

According to Dobson (1982: 25) another hormone that affects human behaviour is serotonin. This hormone is supposed to soothe the emotions and help an individual control his or her impulsive behaviour. It also facilitates good judgement. Females have more serotonin than males. This explains why males act impulsively, aggressively and violently more often than females.

According to Dobson (1982: 26) the third aspect of neurobiology that helps us understand the differences between males and females concerns the portion of the brain known as the amygdala. It is a structure that is the size of an almond that functions as an “emotional computer”. When a physical or emotional threat is perceived by the senses, the amygdala instantly orders the adrenal glands and other defensive organs to swing into action. The amygdala is larger in males than in females, which explains why boys are more likely to be volatile than girls.

Ethnic Group

According to Bennett (2003: 240) ethnic identity refers to the degree to which a member of any particular ethnic group, affirms the original culture that was learned from family and closest childhood associates.

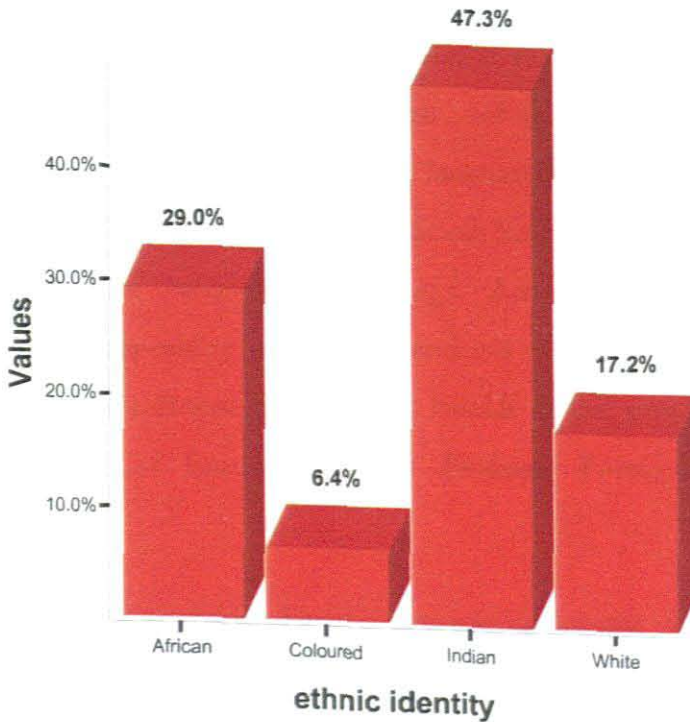


Figure 4: Ethnic identity of the learners

The respondents for the research were selected from the different race groups so that there would not be any bias or error when making inferences from the sample to the general population. The number of respondents that were studied from the different race groups was as follows: African 28%, Coloured 8%, Indian 47%, and White 17%.

According to Bennett (2003: 240) all people belong to an ethnic group, but we may differ from other members of our group in terms of how closely we follow the original verbal language, body language, social values, and traditions. These differences in ethnic identity lead to the great differences found within any one ethnic group. Like most countries South Africa is a multi-cultural and a multi-dialectical country. According to Richmond & Gestrin (1998, 1995) as cited in Govender

(2005: 119) the South African population exceeds 41.2 million people. More than 75% are Blacks, about 12% are Whites, 9% are Coloureds and 3% are Indians. The Black population is further diversified by being divided into nine major different ethnic groups with distinct communities, cultural practices and languages. These are made up as follows: the Zulu (majority), Xhosa, South Sotho, North Sotho, Tswana, Venda, Ndebele, Swazi and the Tsonga. Among the White groups are the Afrikaans speaking people (descendants of the original settlers, the Dutch Calvinist Boers- or farmers), British origin people, and lots of other people of European origin (Italians, Portuguese, Germans, French...).

Schools in South Africa have undergone enormous change as school populations have become heterogeneous. During the apartheid era the different race groups were kept separated in education and socialisation. After 1994 more adolescents are going to school with peers of different race groups. These cultural differences can influence adolescents' behaviour, communication, and attitudes towards each other.

Socio-economic group

The respondents were chosen from the different economic strata to ensure that there was a fair representation of the different economic groups in the country. The class distinction was determined by the suburb the school is found in and the amount of school fees parents are paying at these schools. The principal and staff of the various schools used for this study assisted in determining the economic class their learner population belonged to.

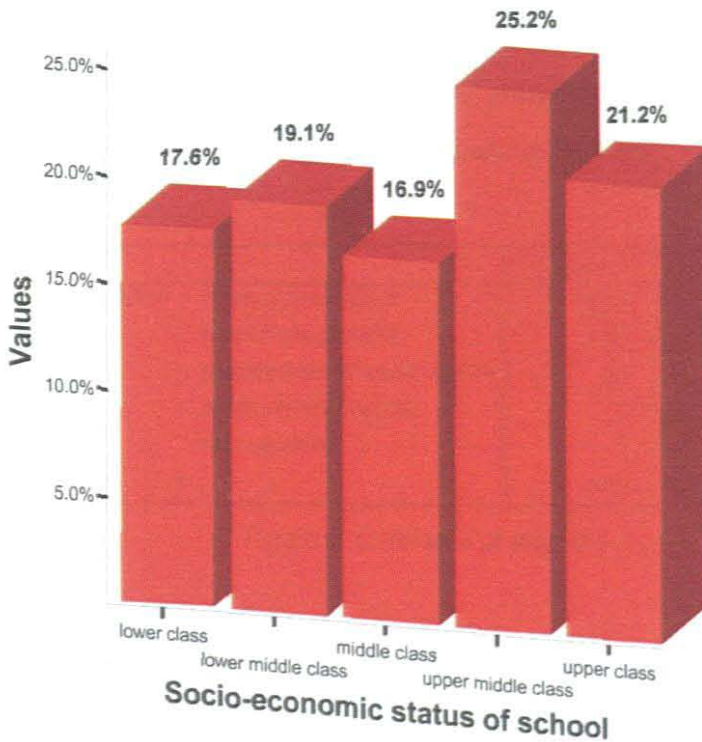


Figure 5: Socio-economic status of schools that the learners attended

There was 17.6% (18%) of learners from the lower economic group, 19.1% (19%) from the lower middle class, 16.9% (17%) from the middle class, 25.2% (25%) from the upper middle class and 21.2% (21%) from the upper class. According to Bezuidenhout & Joubert (2003: 58) *economic deprivation increases the level of stress experienced by the parent and this, in turn, may negatively affect the parent's affective relationship with the child and the quality of parenting. As a result of a family's low socio-economic status, children may develop a negative self-concept and feelings of inferiority and shame.*

Caretaker of respondents

In the figure below most of the respondents (405), this is about (70.4%) are cared for by both their parents, 130 (22.6%) are cared for by one parent, 30 (5.2%) are cared for by their grandparents/aunts and uncles, and 8 (1.4%) are cared for by their older sister/brother.

	Count	Col %
caretaker mother and father	405	70.4%
one of my parents	130	22.6%
grandparents/ aunt uncle	30	5.2%
older sister/ brother	8	1.4%
no response	2	.3%
Total	575	100.0%

Figure 6: Caretaker of learners

According to Wedge et al. (2000: 32) in a study of 25 serious criminal offenders all reported a background that differed considerably from living with a father and mother. Many had no father figure at all or were brought up by aunts, uncles, stepparents or grandparents. This study proves that it is ideal to have both parents for a healthy and well adjusted adolescent.

According to Turner & Peck (2002: 72) the 1999 Princeton University study on father absence and youth incarceration showed that “as the incidence of father absence grows, community disintegration and crime, especially youth crime, will continue to grow.” It further reports that the father accounts for 93% of incarcerated parents. According to Bezuidenhout & Joubert (2003: 59) considering the large, mostly male, prison population in South Africa, a great number of children in South Africa have an imprisoned father, leaving the family incomplete. An incomplete family refers to the absence of a father or a mother. This contributes to the risk of youths becoming involved in criminal

activities. For many years the migration system was an important part of the South African workforce and economy. Migration work implies that people, mostly men, leave their homes to seek work elsewhere, such as the mines. Although the money these fathers earn supports their households and families in the rural areas, the absence of a father figure has a negative effect on the socialising process, especially with regard to boys.

According to Bezuidenhout & Joubert (2003: 59) in some households in South Africa mothers are absent as a result of work responsibilities. They leave home early in the morning and return late in the afternoon or evening. Others stay in town during the week, near the workplace, away from their spouses and families. They often visit their families only one weekend per month. In some of these households guardians such as grandparents or older brothers or sisters have to look after the younger children. These children may lack parental love and care and tend to show signs of behavioural problems from an early age. Sometimes the presence of a stepmother results in relationship problems with adolescents. The children may consider her an outsider and disobey her rules and authority. Children may run away from home to live on the streets or become involved in gang activities, misbehaviour and crime.

According to Bezuidenhout & Joubert (2003: 60) another factor, which contributes to incomplete families, is the death of parents due to HIV and AIDS, leaving many young children orphaned. Many of these children stay at their parents' home, mostly an informal dwelling. Older brothers and sisters, some as young as 14 years old, seek employment or turn to crime in order to support younger brothers and sisters. Although various non-governmental organisations are involved in the

upliftment of and financial support of these families, many still do not receive any help or financial assistance. According to Andersson & Stavrou (2001: 71) a lack of parental supervision correlates with criminal activity and misbehaviour, as the youths then choose to associate with peers who may display diverse problematic behaviour

Rural or urban area

Rural area refers to the place away from the city. The livelihood of the people in rural areas is agriculture or livestock farming. The urban areas refer to places that are developed. There are roads and other infrastructure in place. The buildings have running water and electricity. People in urban areas go to the central business districts to work or they run their own businesses. There is a variety of entertainment for people in urban areas.

		Count	Col %
I grew up in a rural or urban area	rural	41	7.1%
	urban	532	92.5%
	no response	2	.3%
Total		575	100.0%

Figure 7: Place where learners grew up

The majority of the participants (532) grew up in an urban area while a small number of participants (41) grew up in a rural area. This implies that the results of this research will be based mainly on adolescents from the urban area.

Conclusion

In this chapter the researcher discussed the respondents' attempts at completing their personal particulars, their ages, ethnic identities, where they grew up (rural or urban area), socioeconomic classes and their

caretakers. In the next chapter the researcher will discuss the self-image of the respondents.

Chapter 8

SELF IMAGE OF ADOLESCENTS

Introduction

In this chapter the researcher discusses what the grade ten adolescents feel about their looks and their abilities to communicate and assert themselves.

Physical Appearance

The researcher gathers data to determine what the adolescents feel about their physical appearance. Physical appearance refers to their height, weight, complexion, hair colour and texture, teeth, facial features and colour of eyes. According to Kruger & Gouws (1994: 22) the adolescent's body image (i.e. his/her perception of his/her body) is associated with his/her sense of self worth and is determined by how others see him/her. Aspects of physical development, such as early or late development, sexual maturation, acne, obesity are therefore critical factors in the forming of the body image because they change his/her attitude towards his/her own body, which in turn impacts physically on his/ her self-concept and personality development. The new experience of sexual awareness raises questions, not only about male and female sex roles, but about the self and the body in relation to peers and others.

There are three types of physique that can be distinguished:

- Ectomorph: Tall, thin, build
- Mesomorph: Normal, average athletic build
- Endomorph: Compact, chubby builds.

According to Monteith et al (1988) as cited by Kruger & Gouws (1994: 22) adolescents of the Western culture generally prefer the ecto- and mesomorphic type of physique, but according to Siann & Ugwuegbu (1980) as cited in Kruger & Gouws (1994: 22) the endomorphic type is preferred by South African Blacks. Culture exerts a strong influence on the perception of what constitutes the ideal physique. It can be expected, however, that in due course persistent exposure to an image portrayed by the mass media as the ideal physique will influence the Black South African adolescent's conception of what it means to be ideally proportioned. This media image is unrealistic, however, and completely unattainable by most teenagers.

If the development of the adolescent's body does not conform to that of his/her peers in every detail or to the model prescribed by society, he/she may regard himself/herself as unattractive and experience his/her body as unacceptable, in which case his/her personality development will be hampered. As body image is closely related to self-concept, most adolescents who regard themselves as unattractive and therefore have a negative body image also have a negative self-concept. In contrast, the adolescent, who regards himself/herself as attractive is better adapted, happier, more successful, and more self-confident and more of an extrovert than his/her less attractive peers.

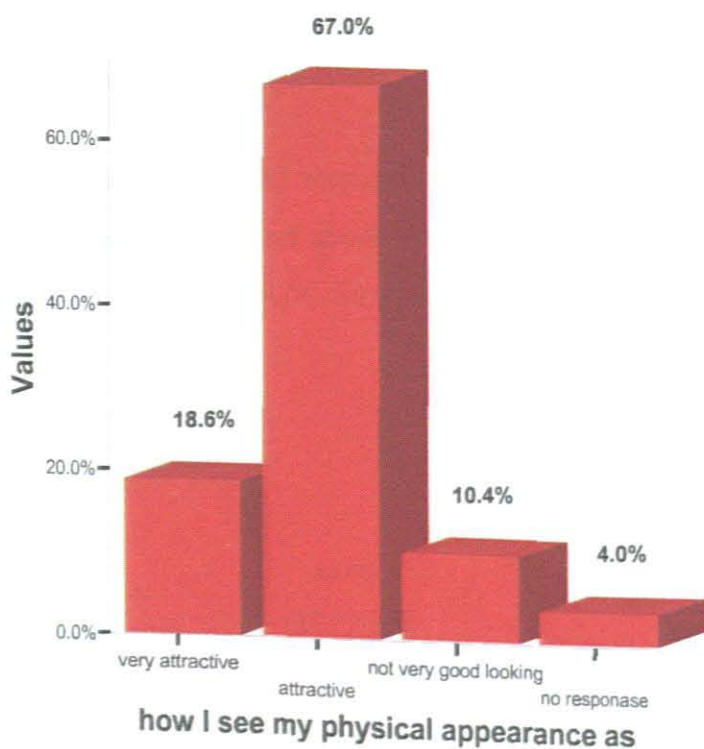


Figure 8: How learners see their physical appearance

Most of the respondents (67%) of this research view themselves as being attractive. A small percentage (18.6%) sees themselves as very attractive. Approximately 10 % of the participants feel that they are not very good looking. About 4% of the participants did not respond to this question and some of them replied that they were not conceited and that they did not place much emphasis on outward appearances. From the data in the bar graph we can establish that most (67%) of the adolescents view themselves with a positive self image, because they regard themselves as attractive.

Intelligence and abilities

According to Mwamwenda (1995: 279) intelligence refers to a person's ability to adjust to his environment. Davis (1983: 434) states that

“intelligence is the ability to learn quickly, solve problems, understand complex and abstract issues, and generally behave in a reasonable, rational and purposeful manner.”

Approximately 55.7% (320) respondents believe that they are average, 40.3% (232) feel that they are above average, 2.4 % (14) believe that they are below average and 1.6% (9) did not respond to the question.

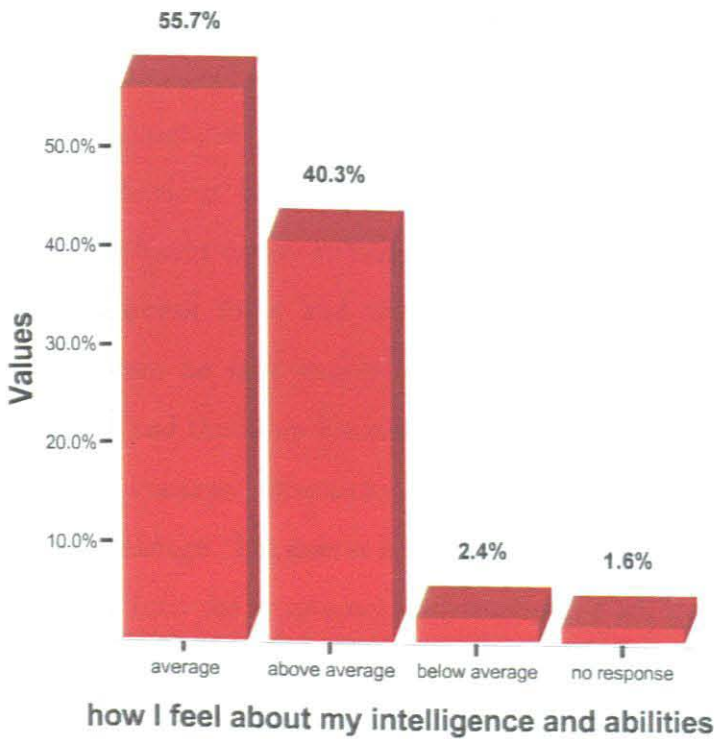


Figure 9: How learners feel about their intelligence and abilities

According to Gurian (1998: 41) the female brain has more grey matter, the active brain cells that perform thinking, than the male brain does. Furthermore according to Ruben Gur of the University of Pennsylvania, whose MRI (magnetic resonance imaging) brain scans are revolutionary, the rate of blood flow in the female brain is faster and electrical activity quicker, than in the male brain. The female brain activates both sides of

the brain more often, while the male brain “lateralizes” more often that is, restricts activity to one side of the brain (hence males may look at computer or television screens and not hear what spouses or parents are saying).

According to Gur as cited in Gurian (1998: 41) adolescent and adult females score higher on communication- and social-skills tests than males, and higher on emotional-recognition tests, with their increased blood flow, higher grey matter content, increased electrical activity, and more dual-functioning brain. The male brain, over millennia, has adapted to its natural cortical deficiency in a number of ways. Dominance behaviour patterns are one way: behaviour strategies in which the male forces others to behave as he behaves. The male brain, wired for single-task focus and testosterone driven, lives in inherent insecurity. Often he feels secure when he can control conversation, emotional flow and therefore brain activity, moulding his environments to fit his brain systems. Hierarchy and dominance patterning seem to help the male manage. He asserts his style with aggression and he often avoids entering into the emotional conversation at all, preferring more physical action and activity in which resolution is not as confusing. Adopting a dominating pattern of behaviour is risky; this may result in many conflict situations and turn others away from him.

Confidence

According to the Concise Oxford Dictionary (1986) “confident” means, “trusting, fully assured, bold and impudent”. The pie chart below indicates that approximately 43% of adolescents are often confident and comfortable among other people, about 25% are confident sometimes, about 30% are confident always, and about 1% are not confident at all.

I am confident and comfortable among other people

- never
- sometimes
- often
- always
- no response

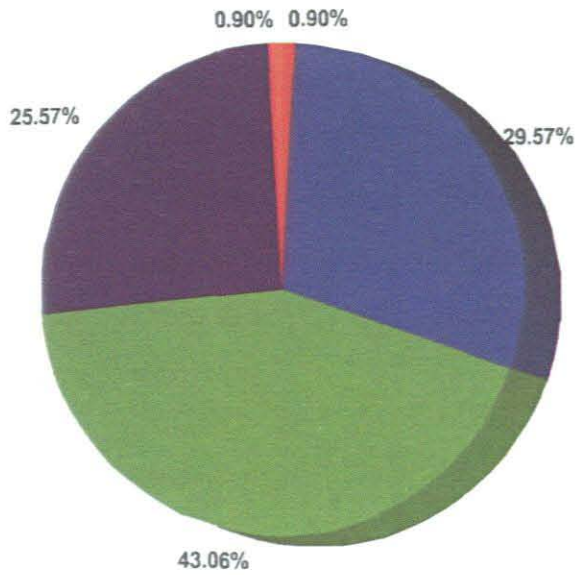


Figure 10: How confident and comfortable learners are among other people

From the pie chart above it is clear that a larger percentage of adolescents are confident and self-assured. According to Klopper (2000: 37) confidence is a trait of emotional intelligence. Daniel Goleman as cited in Klopper (2000: 36), stated, "It is our fears and envies, our rages and depressions, our worries and anxieties that steer us day to day. Even the most academically brilliant among us are vulnerable to being undone by unruly emotions." Basically learners who are confident, are able to manage their feelings well and deal effectively with others and are more

content with their lives. Plus, happy people are more apt to retain information and do so more effectively than unhappy people.

Assertiveness

According to Mersham & Skinner (1999: 102) being assertive means being able to express oneself with confidence and to make a statement to which others will listen. Assertion is standing up for your rights in such a way that you do not violate another person's rights. It is expressing your needs, wants, opinions, feelings, and beliefs in direct, honest and appropriate ways. Being non-assertive means failing to stand up for your rights or doing so in such a way that others can easily disregard them. It is failing to express your needs, wants and opinions honestly. If you express your needs, wants, opinions, feelings or beliefs in an apologetic way, you will never be assertive.

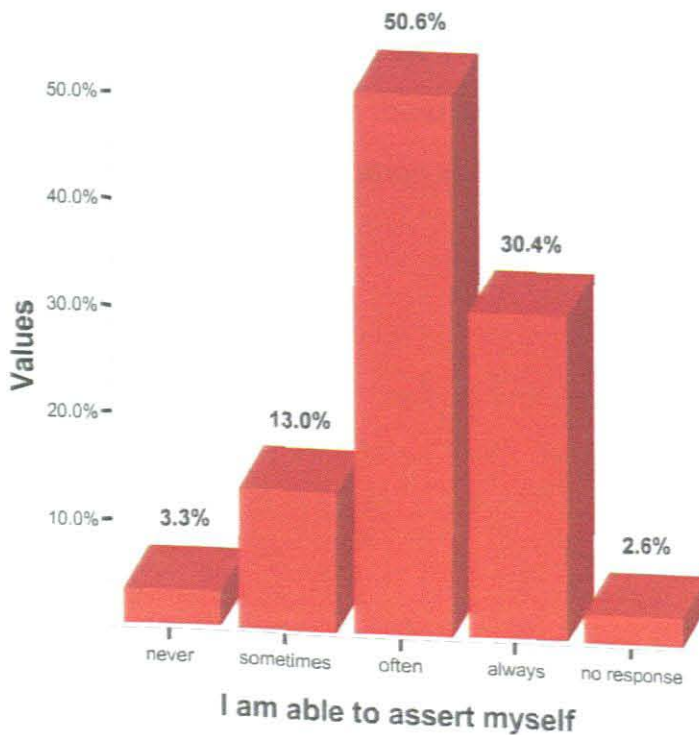


Figure 11: Whether learners are able to assert themselves among other young people

According to the bar graph above 30.4% (175) respondents are always assertive, 50.6% (291) respondents indicate that they are assertive often, 13% (75) state that they assertive sometimes and 3.3% (19) respondents felt that they are never assertive. From the statistics above it is clear that more adolescents are assertive and are able to express themselves without any fear or inhibitions.

Communication of feelings

According to Buber as cited in Mersham & Skinner (1999: 91) the basis of human existence, is that people are communicating beings. Each of us is always in the process of communicating with the world, thereby making sense of the situation in which we find ourselves. A person cannot, not communicate. This simply means that when in the presence of another person, you must communicate something about your relationship with them. The message can be communicated verbally or non-verbally. The figure below illustrates the difference between male and female adolescent communication abilities.

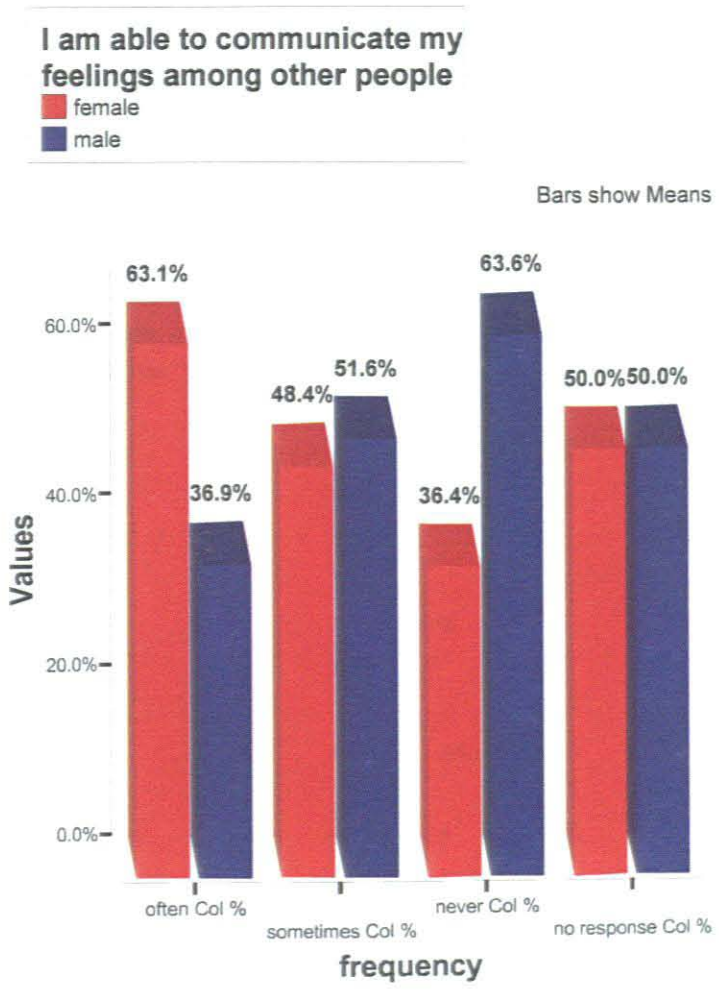


Figure 12: Significant correlation between gender and adolescents' ability to communicate their feelings among other young people.

In the above bar graph a distinction is made in the responses. The responses from the females appear in red and that of the males appear in blue. The females appear to be better at communicating their feelings. Approximately 63% of the females and 37% of the males stated that they often, are able to communicate their feelings effectively. About 64% of the males stated that they are never able to effectively communicate their feelings to other young people. In contrast to the boys, 36% of females stated that they are never able to communicate their feelings effectively

to other young people. From the bar chart above it is evident that the girls believe that they are quite capable of communicating their feelings while the boys feel that they cannot communicate their feelings effectively. This implies that the girls are better able to express their feelings than the boys.

I am able to communicate my feelings among other young people

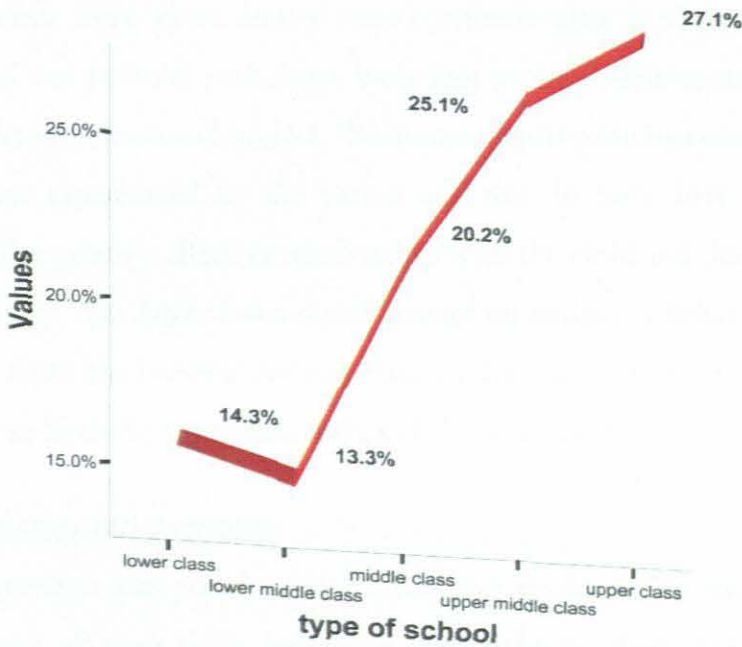


Figure 13: Significant correlation between type of school and whether learners are able to communicate their feelings among other young people.

In the above ribbon graph it is clear that socio-economic class affects the participants' ability to communicate their feelings. According to the graph 14% of participants from the lower class indicated that they can communicate their feelings effectively, 13% from the lower middle class indicated that they can communicate their feelings effectively, 20% of

the middle class indicated that they can communicate their feelings effectively, 25% of the upper middle class indicated that they can communicate their feelings effectively and 27% of the upper class stated that they can communicate their feelings effectively.

There is a gradual increase in the percentage of participants from the lower class to the upper class that indicated that they could express themselves. This could mean that participants that are well off socio-economically are more confident, self-assured and express themselves better. According to Bezuidenhout & Joubert (2003: 29) the home life of the youth from most, lower socio-economic class is characterised by familial and parental pathology, including parental separations, violence and physical abuse and neglect. Economic deprivation increases the level of stress experienced by the parent and this, in turn, may negatively affect the parent's affective relationship with the child and the quality of parenting. The latter has a direct impact on antisocial behaviour. The youth from the lower-economic class are less likely to be articulate and are more likely to experience difficulties in assertiveness.

Weaknesses and strengths

This question was posed to the participants to determine whether they are aware of their skills, knowledge and abilities. Approximately 93% (536) participants stated that they are aware of their weaknesses and strengths while 6% (32) stated that they are not aware of their strengths and weaknesses.

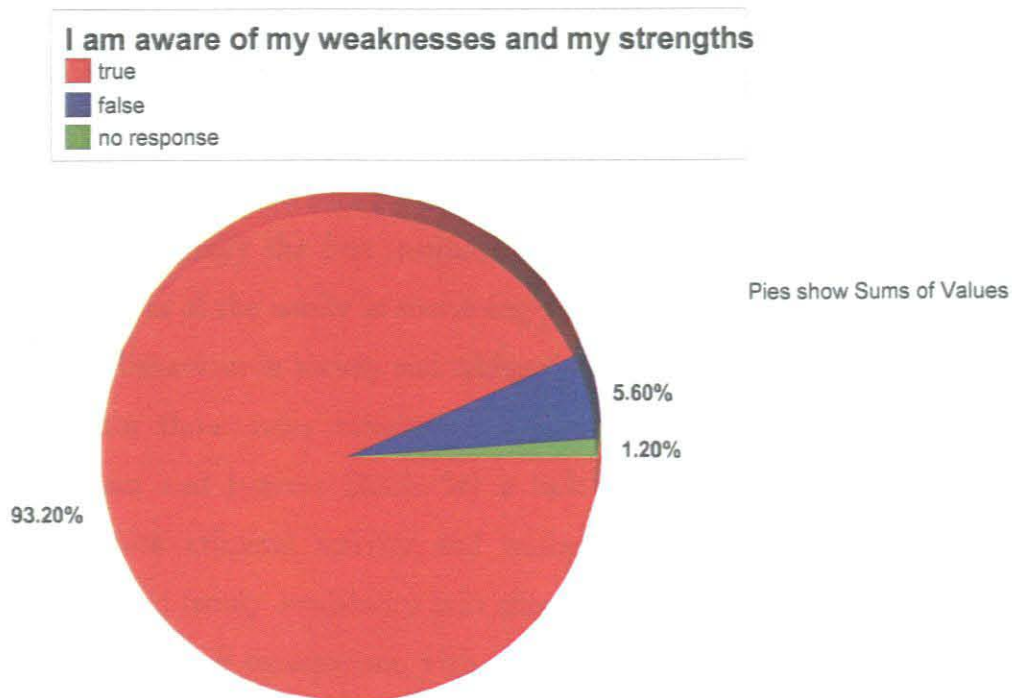


Figure 14: Whether learners are aware of their weaknesses and strengths

From the above table it is evident that more adolescents are aware of their weaknesses and their strengths. This is a positive sign because it means that adolescents would be able to make correct career choices and they know what they excel in and where their weaknesses are.

Conclusion

In this chapter the researcher focussed on the adolescents' self image, their assertive abilities, their communication skills and their awareness of their weaknesses and strengths.

Chapter 9

THE ROLE OF THE FAMILY IN THE LIFE OF THE ADOLESCENT

Introduction

The family is usually the first institution an individual interacts with. The importance of the family in socialising young people, teaching them the rules of behaviour in society and taking the appropriate steps to keep them within those rules cannot be overemphasised. According to Bezuidenhout and Joubert (2003: 58) a lack of parental supervision correlates with criminal activity and misbehaviour. Poor parental supervision and family availability will affect adolescents' behaviour, as youths then choose to associate with peers who may display diverse problematic behaviour.

Parents

According to Kruger & Gouws (1994: 111) one of the cardinal features of the adolescent's relations with his parents is a striving for independence, self-reliance and autonomy. This emancipation urge does not emerge all at once in the adolescent years but develops gradually from infancy and builds up to its highest point during adolescence. It is difficult to categorize parents, but parenting styles can be represented on two separate continua, or in terms of two pairs of characteristics that constitute opposite poles in each case, namely accepting/rejecting and lenient/demanding styles. The accepting parents are warm, approving and responsive to their children while parents who are rejecting are inclined to be severely critical of their children. These parents rarely enjoy their children and are often insensitive to their emotional needs. The lenient parents are very tolerant, exercise little control and offer little guidance to their children. These parents frequently accede to their

children's demands and there is little difference between their role and that of their children. Parents that are demanding are very severe and expect absolute obedience and subservience from their children. From the statistics below the researcher will determine whether the adolescents today have a healthy relationship with their parents or not.

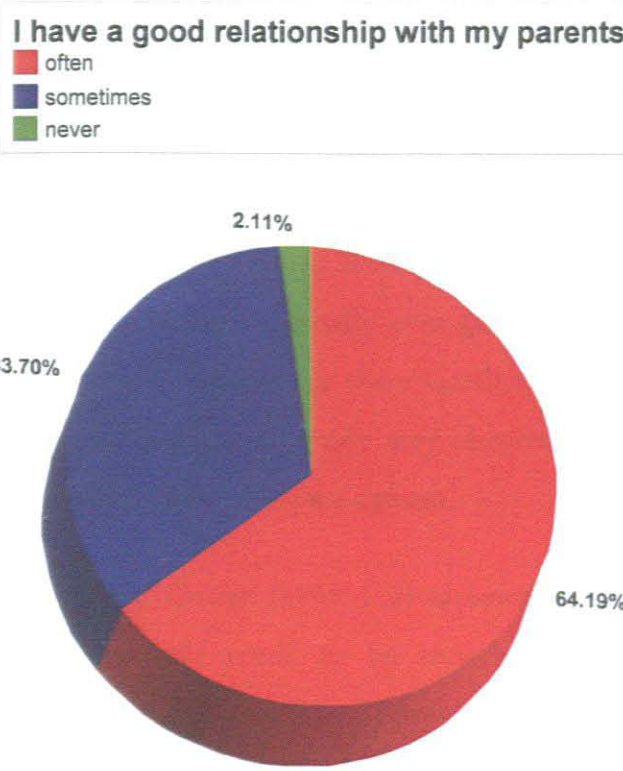


Figure 15: Whether learners have a good relationship with their parents.

In the above pie chart approximately 64% of adolescents' state that they enjoy a good relationship with their parents often, about 33% state that they enjoy a good relationship sometimes; about 2% states that they

never enjoy a good relationship with their parents. It is evident that more adolescents enjoy a good rapport with their parents. According to Baumrind (1980) as cited in Kruger & Gouws (1994: 112) there are three types of parenting styles, namely authoritarian, permissive and authoritative.

The subservience *parents* have fixed and inflexible notions of right and wrong. Satisfactory interaction and intimate communication are virtually non-existent. They expect total obedience from the adolescent and they control and dominate his/her behaviour and attitude dictatorially. Preordained limits have to be adhered to unquestioningly and with blind obedience. Dialogue about rules and principles is a rare occurrence and the adolescent is hardly ever given the opportunity to state his own views. If children in these families revolt against their parents' authority or question it in any way obedience is exacted from them by punishment or threats of punishment.

According to Kruger & Gouws (1994: 112) adolescents who grow up in an *authoritarian household* tends to be moody, unhappy, retiring, uninterested, inhibited and irritable. They are also less self-reliant, creative, intellectually curious, mature in moral judgement and flexible than children who are exposed to other parenting styles. These adolescents are usually shy, lacking in self-confidence and have a negative opinion of their parent, with the result that they may gradually become increasingly rebellious towards their parents, expressing their resentment in negative, provocative and challenging behaviour that may culminate in serious conflict. Adolescents from authoritarian homes may also revolt against all other forms of authority, are hostile and aggressive and tend to be mistrustful and domineering.

According to Kruger & Gouws (1994: 112) parents who resort to a *permissive parenting style* are usually exceedingly tolerant, non-controlling and non-threatening towards their children. They are overprotective and over-involved or cool, detached or downright uninvolved. They rarely make demands on the adolescent and offer him considerable freedom because virtually no limits are set. The adolescent's behaviour, values and desires are hardly ever questioned and he is allowed to take his own decisions without taking account of the wishes, values and convictions of his parents.

Adolescents who grow up with a *permissive parenting style* often feel vulnerable. They are not ready and mature enough to use their unlimited freedom wisely, with the result that they develop a sense of uncertainty and insecurity. They are often inclined to be impulsive and to display a lack of self-reliance and self-control. They also seem to be selfish and lacking in a sense of social responsibility and appreciation for what their parents or other people do for them. Socially unacceptable behaviour, such as drug abuse, is also prevalent among adolescents with permissive parents. When things go wrong they are quick to reproach their parents for their lack of involvement and their failure to provide guidance. They tend to be happier and more contented, though, than the irritable children of authoritarian parents.

According to Kruger & Gouws (1994: 112) authoritative or democratic parents set clear limits and lay down categorical rules, but they are prepared to discuss these and the reasons for imposing them with their adolescent children. They set a premium on autonomous and disciplined behaviour, yet they are accepting, flexible and understanding. Communication is encouraged, they try to see the adolescent's point and listen to reasonable requests, and they are prepared to negotiate to some

extent. Their discipline mainly rests on reasoning and assisting the adolescent to see why certain behaviour is acceptable and other behaviour is unacceptable. Authoritative parents are sensitive to their children's emotional needs and try to understand their heartache, anger or disappointments before they pronounce judgment and mete out punishment. These parents are both demanding and nurturing at the same time.

It would seem that parents with an authoritative parenting style experience the fewest disciplinary problems. Adolescents from such parental homes are usually confident, responsible and independent. They are capable of stating their views with the necessary freedom because they are sure that their parents will treat them with the necessary respect. These adolescents tend to have positive opinions of their parents and their relationships with their parents. According to Thom (1990) as cited in Kruger & Gouws (1994: 113) it appears that parents who are authoritative promote responsible and independent behaviour by

- Giving the adolescent the opportunity to be independent but maintaining communication with, interest in and adequate control over him/her;
- Being suitable models for the adolescent to identify himself with because the relationship is based on mutual respect and love;
- Being models of reasonable independence or independence within certain limits.

Parenting styles have a marked influence on personality development and can hamper or enhance the development of independence and

self-reliance and determine the nature and extent of conflict between parents and children.

		Count	Col %
my family is loving, warm and supportive	often	420	73.0%
	sometimes	145	25.2%
	never	6	1.0%
	no response	4	.7%
Total		575	100.0%

Figure 16: How learners view their families

Approximately 73% (420) participants indicated that their families are loving, warm and supportive often while about 25% (145) participants indicated that their families are loving, warm and supportive sometimes. When adolescents feel that their families are loving, warm and supportive they will not feel the need to look elsewhere for love and acceptance. They will seek their parents for advice and guidance.

		Count	Col %
my parents and I understand one another well	often	328	57.0%
	sometimes	224	39.0%
	never	18	3.1%
	no response	5	.9%
Total		575	100.0%

Figure 17: Do learners and parents understand one another well?

From the table above it is clear that 328 (57%) participants indicated that they understand their parents and their parents understand them often while 224 (39%) participants indicated that they share this mutual understanding sometimes. Most participants of this study feel close to their parents, not distant; love their parents; value their parents' judgement; and feel that their parents care about them. According to Kruger & Gouws (1994: 115) disagreements and conflict between parents

and adolescents usually involve issues such as schoolwork, chores, friends, dating, curfews, and personal appearance. According to Csikszentmihalyi & Larson (1984) as cited in Kruger & Gouws (1994: 115) virtually all theorists on adolescence agree that some degree of stress and conflict is bound to occur in adolescence between parent and adolescent for the following reasons:

- Biological changes in adolescence
- The emergence of adult sexuality
- The need for independence
- The search for identity
- Parents' own midlife disillusionment with career and marriage
- Parents' reluctance to relinquish control and
- Transformation of family patterns of interaction

According to Kruger & Gouws (1994: 115) the nature and conflict between adolescents and their parents can also be influenced by societal factors and may differ from culture to culture. The black population of South Africa is experiencing drastic changes with regards to cultural outlook, educational opportunities and occupational trends. The youth are becoming increasingly westernised due to acculturation and are discarding the traditions of their forefathers. They are rebelling against the docility with which their parents accepted political realities and are questioning their parents' established customs and values. They are claiming what is rightfully theirs where educational opportunities are concerned and

are forcing changes in the educational system. Student numbers at universities show that the black youth are venturing increasingly into the academic arena in contrast to their parents, who customarily performed manual labour. The restless adolescent subculture that has taken root in South Africa over the past few years can be attributed to changes taking place in the political, social and economic spheres.

		Count	Col %
I feel my parents punish me unfairly	often	47	8.2%
	sometimes	278	48.3%
	never	246	42.8%
	no response	4	.7%
Total		575	100.0%

Figure 18: Do learners feel that their parents punish them unfairly

In the above table approximately 48 % (278) participants indicated that their parents punish them unfairly sometimes. From the informal discussions that the researcher had with a group of grade ten learners, she found out that the participants felt parents were unfair with regards to curfews. They were deprived of some privileges if they did not adhere strictly to the curfew set by their parents. A few of them felt that their parents were unfair by not allowing them to go to nightclubs and discotheques, since most of their friends were frequenting these places. Some of the participants, who were the older children in the family, felt that they were always “picked on” (verbally abused) by their parents. This occurred whenever their younger siblings and the eldest child in the family fought or argued. The parents were always partial to the younger siblings.

		Count	Col %
my parents allow me to express my independence	often	232	40.3%
	sometimes	293	51.0%
	never	47	8.2%
	no response	3	.5%
Total		575	100.0%

Figure 19: Do learners feel that their parents allow them to express their independence

In the above table 232 (40.3%) of respondents indicated that their parent allowed them to express their independence often while 293 (51%) indicated that this happens sometimes.

According to Kruger & Gouws (1994: 113) becoming emancipated and gradually loosening the ties of parental authority is a major development task of the adolescent. Unless the adolescent gradually loosens his ties with his parents he cannot hope to contract adult relationships or develop his own identity and value system and become a member of society in the fullest sense. According to Newman & Newman (1986) and Thom (1990) as cited by Kruger & Gouws (1994: 113) three objectives are pursued by adolescents in the process of becoming independent:

- *Behavioural autonomy:* In pursuing this objective adolescents aspire to making their own decisions about their behaviour and actions. For example, they want to judge for themselves whose friendships they should cultivate, how late they should stay out at night, what hairstyle, makeup and clothes they should favour and how they should spend their money and their leisure time.
- *Emotional autonomy:* Adolescents' pursuit of this objective is apparent from their endeavour to be self-reliant, to control

themselves and to accept responsibility for themselves. It is also apparent from their indifference to a parent's anger or emotional pain.

- *Moral or value autonomy:* Adolescents want to develop their own value system to regulate their behaviour. Although parents' value systems usually serve as a guideline for them, they nevertheless question and evaluate the parents' moral standards and values.

In pursuing these three objectives adolescents gradually become independent.

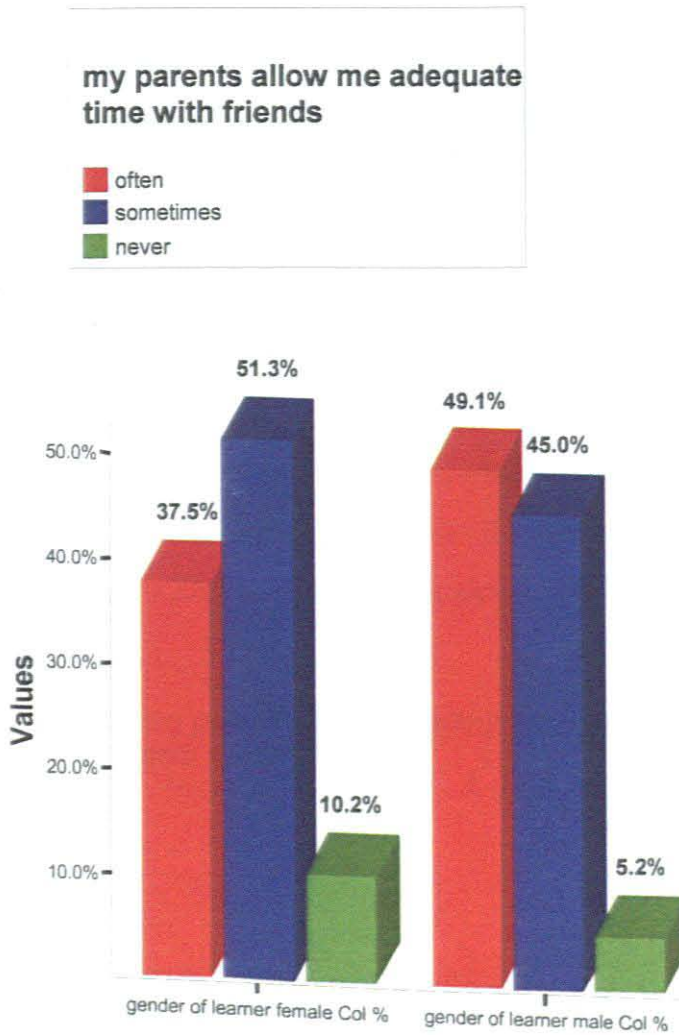


Figure 20: Significant correlation between gender and amount of time granted to learners to spend with friends.

In the above figure it is clear that 37.5% of the females stated that their parents, often allowed them adequate time with their friends, 51% stated that their parents sometimes allowed them adequate time, 10% indicated that their parents never allowed them adequate time. In contrast approximately 49% of the males indicated that they were often allowed adequate time with friends, 45% indicated that their parents sometimes

allowed them adequate time with friends and about 5% indicated that their parents never allowed them adequate time with friends.

From the statistics in the bar chart, we can see that the males are allowed more time with their friends than females. The females indicated that this is so because parents are overprotective of females because females are seen as more vulnerable and defenceless. Females could be raped and robbed more easily. Parents are aware of “date-rape” incidents. Males are allowed more time with friends because they are less likely to be raped or taken advantage off. Apart from gender differences and the amount of time learners are allowed with friends the researcher also discovered that the socioeconomic class affected the amount of time adolescents spent with friends as shall be seen in the figure below.

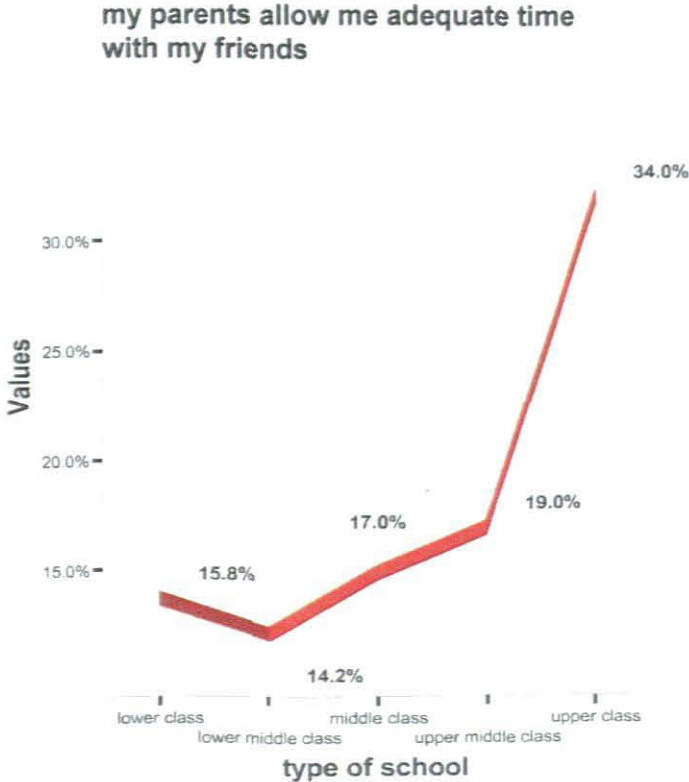


Figure 21: Significant correlation between type of school and amount of time

learners are allowed with friends.

In the above figure data has been collated to determine how much of time participants from the different socio-economic classes are allowed with their friends. According to the ribbon graph approximately 16% of the lower class participants indicated that they are often, allowed adequate time with friends, 14% of the lower middle class learners indicated that they are often allowed adequate time with friends, 17% of the middle class participants indicated that they are often allowed adequate time with friends, 19% of the upper middle class participants indicated that they are often allowed adequate time with friends and 34% of the upper class participants indicated that they are often allowed adequate time with their friends. There is a gradual increase in the amount of time allowed to adolescents from the lower class to the upper class. This could be so because adolescents from the poorer communities may have more responsibilities and chores at home and as a result they have less time to socialise with their peers. The middle, upper middle and upper class participants are allowed more time and they are given more pocket money by their parents for entertainment, going to shopping malls and eating at a take-away or restaurants. The middle class, upper middle class and upper class adolescents probably have fewer responsibilities at home and are allowed more free time therefore they spend more time with their friends.

Siblings

Siblings refer to brothers or sisters having one or two of the same parents. According to Kruger & Gouws (1994: 116) very little research has been done either on sibling relations in adolescence or on the influence of the emancipation process on other children in the family. Strong sibling rivalries are not common in adolescence, but there is a

great deal of ambivalence in relationships. It is rarely possible to describe sibling relationships as either consistently friendly or consistently hostile.

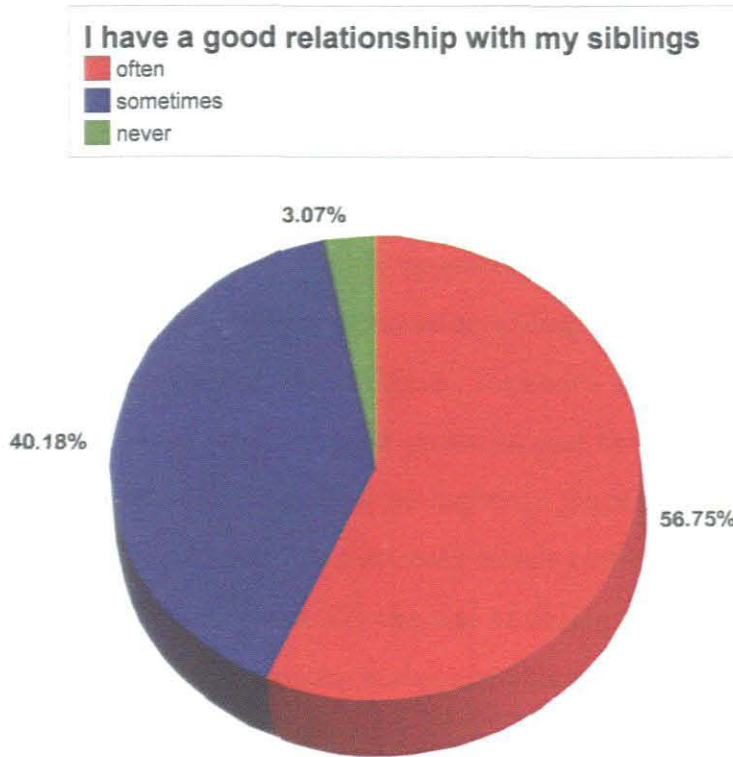


Figure 22: Whether learners have a good relationship with their siblings

In the above figure it is evident that a large number of adolescents believe that they have a good relationship with their siblings. About 56.75% (319) state that they have good relations often with their siblings; about 40.18% (226) state that they have good relations sometimes and only 3.07% (17) state that they never have good relations with their siblings. According to Bezuidenhout & Joubert (2003: 32) although it is difficult to find statistics pertaining to sibling abuse, researchers believe that it

occurs more frequently than parent-child abuse or husband-wife abuse. Sibling abuse can be physical, psychological or sexual in nature. Physical abuse occurs when one sibling causes physical harm, injury or death to another sibling. It includes pushing, hitting, kicking, beating, and using weapons to inflict pain or injury.

According to Caffaro & Con-Caffaro (1998: 72) factors contributing to a sibling abusing a brother or sister include inner rage, impulsivity, a desire for power and control, drug use, prior victimisation and deficient interpersonal skills. The family structure of the physical assaulter appears to be important when discussing sibling assault, especially the birth order and gender of the children. Firstborn males, in particular, use physical violence and are more powerful and bossier than younger siblings. Sibling violence tends to be higher in families with only male children as opposed to families with only female children. According to Caffaro & Con-Caffaro (1998: 77) the rate of sibling violence for the age group ten- to 14-year-olds among male-only siblings is more than double that for girls in all female families.

Caffaro & Con-Caffaro (1998: 13) postulate that psychological sibling abuse encompasses the following:

- Emotional abuse, which includes the neglect of a sibling as well as a child witnessing violence
- Verbal abuse aimed at ridiculing, insulting, threatening, terrorising or belittling a brother or sister
- Acts aimed at rejecting, degrading and exploiting a sibling
- Destroying the property of a sibling

According to Caffaro & Con-Caffaro (1998: 12-13) sexual abuse or sibling incest includes sexual behaviour between siblings that is long lasting, not motivated by age-appropriate curiosity and for which the victim is not developmentally prepared. From the statistics in the table it is evident that there is no violence, psychological abuse or sexual abuse among siblings. The majority of the participants indicated that they share a good relationship with their siblings

Conclusion

In this chapter the researcher discussed the role of the parents and the siblings in the world of the adolescent. The emphasis in this chapter was on the adolescent's gradual acquisition of independence and how they shift their focus towards their friends. In the next chapter the researcher studies the adolescents' friends or peer groups and discusses why these groups become so vital to the adolescent.

Chapter 10

WHY ADOLESCENTS PREFER THE COMPANY OF THEIR FRIENDS

Introduction

In this chapter the researcher will discuss the size of peer groups, from where members of the peer group chosen are and why the peer group is important to the adolescent today.

The structure of the peer group

The peer group is a small group of adolescents. According to Mersham & Skinner (1999: 114) there are four criteria that are necessary to define a small group: there is a sense of belonging among the members, members interact verbally, and non-verbally, members occupy certain roles in relation to one another and members cooperate to achieve certain goals or objectives. A small group is composed of three to twenty people interacting face-to-face in a way that each person influences, and is influenced by, every other member of the group. The data gathered from the adolescents in the different schools will assist the researcher to determine the size and structure of the peer groups among the grade ten learners.

	Count	Col %
are you part of a group of friends? yes	553	96.2%
no	19	3.3%
no response	3	.5%
Total	575	100.0%

Figure 23: Are learners part of a group?

In the above figure almost all the respondents 96.2% (553) indicated that they belong to a group of friends. Only 3.3% (19) participants stated that they do not belong to a group.

		Count	Col %
are you best friends with one of the persons in your group?	yes	424	73.7%
	no	144	25.0%
	no response	7	1.2%
Total		575	100.0%

Figure 24: Is the learner best friends with one of the members of the group?

About 73.7% (424) indicated that they are best friends with one member of the group and 25% (144) stated that they share equal relations with all members of the group. This is an indication that although adolescents belong to a group they share a closer relationship with one member of the group.

		Count	Col %
are you part of a couple?	yes	171	29.7%
	no	387	67.3%
	spoilt response	1	.2%
	no response	16	2.8%
Total		575	100.0%

Figure 25: Is the learner part of a couple?

Approximately 29.7% (171) indicated that they are part of a couple. This means that they share a close relationship with a member of the opposite sex or the same sex if they are homosexually inclined. About 67.3% (387) stated that they do not belong to a couple. This indicates to us that at grade ten level many adolescents are not dating one person only.

		Count	Col %
does your circle of friends have other couples?	yes	264	45.9%
	no	298	51.8%
	no response	13	2.3%
Total		575	100.0%

Figure 26: Do the learners' circle of friends consist of other couples?

In the previous figure only 29.7% approximately 30% indicated that they are part of a couple. However in the figure above where the adolescents are required to indicate whether their friends are part of a couple, the percentage has increased to 45.9% almost 46%. This is an indication that some adolescents might be part of a couple (this means that they spend more time with one particular person, display more affection for this one person, and give more attention to this one person) yet they do not believe or want to accept that they are part of a couple.

		Count	Col %
how many members are there in your group?	no group	2	.3%
	intimate group	60	10.4%
	medium-sized group	192	33.4%
	large group	309	53.7%
	no response	12	2.1%
Total		575	100.0%

Figure 27: How many members are there in the learners' group?

The participants were informed that an *intimate* group consists of up to three members, a *medium* sized group has four to six members and a *large* group has seven and more members. From the table above it is clear that 10.4% (60) participants belong to an intimate group, 33.4% (192) participants belong to a medium sized group, and 53.7% (309) participants belong to a large group.

According to Kruger & Gouws (1994: 116) three kinds of adolescent peer groups are distinguishable, namely the clique, the crowd and the gang. Cliques and crowds generally occur among adolescents of all social classes, but crowds are particularly prevalent in middle class suburban communities. Cliques and crowds differ from each other in both size and function. The clique is the smaller of the two groups and seems to be the basic social unit in the group life of the adolescent. A clique is a small intimate group consisting of two to nine members. From the above figure it is clear that almost 33% of the participants of this survey belong to cliques. The relationship between clique members is one of intimate camaraderie in which ideas and experiences are shared. Membership is based on three factors namely: same sex, similarity in age and residential proximity. Membership is usually voluntary, but new members are only admitted if all the members agree. Members of a clique have the same values, interests and predilections, and major deviations from these are not tolerated.

According to Kruger & Gouws (1994: 118) crowds are larger than cliques (normally between 15 and 30 members) and consist of members of both sexes. These groups are generally formed during the mid-adolescent years and originate from the adolescent's growing need for contact with members of the opposite sex. The main function of the crowd is therefore to offer a framework for the forming of heterosexual relationships and to provide a situation in which heterosexual behaviour and skills can be learned and tested. Whereas the clique is characterised by intimate communication, the crowd's activities usually include parties and larger gatherings. Crowds can also be seen as an association of cliques. Membership of a clique is therefore a prerequisite for membership of the crowd. The crowd is the pivotal point in the change in the adolescent's association structure from the unisexual cliques of

early adolescence through to heterosexual “dating” and “going steady” stage of late adolescence.

According to Kruger & Gouws (1994: 120) gangs and cliques display certain similarities as well as clear-cut differences. As in the case of cliques, gangs usually consist of members of the same sex, except that gangs usually have more members than cliques. They are also better organised and structured. Although they are formed on a geographic basis, just like cliques, their “territory” is much more clearly delineated. Unlike the friendly and innocuous nature of cliques, gangs are frequently characterised by illegal, antisocial and criminal activities. In a gang the roles of the leader and members are clearly defined and the gang usually has a name. Characteristics that generally occur among members of gangs are: poverty, broken homes, lack of suitable adult models, parents with criminal histories, low scores achieved in intelligence tests, poor control of impulses, the fact that members rely on physical and verbal aggression to maintain their position in the gang and a tendency to indulge in dangerous behaviour.

According to Dunphy (1990) as cited in Kruger & Gouws (1994: 120) gangs are typically in revolt against family and other formal structures like school, church and law. In South Africa clear examples of this can be found in the Black, Coloured and Indian communities at present. These gangs are usually formed on the grounds of common grievances, but they may also originate for purposes of defence and warfare in a cultural context, in which case they act unofficially as protectors of a township and frequently venture out against other cultural and race groups from the security of the township.

Not all adolescents are necessarily members of a clique, crowd or a gang and not all adolescents attain social adulthood with the peer group as a major conducive factor. Most adolescents' relationships with their peer group usually change from a typical immature dependence on the peer group to relative independence during late adolescence when individual heterosexual relations exert a decisive influence on them.

How the peer group is utilised

According Kruger & Gouws (1994: 117) adolescents share a great deal of their lives with the peer group; go to school with them; participate in sports with them; spend leisure time with them and sleep over at their homes. The peer group serves as a sounding board for their ideas, thoughts and concerns. Matters that cannot be discussed with parents in some instances are freely discussed with the peer group, for example personal problems, teachers, parents, clothing, hairstyles, the future, sex, contraceptives, drugs, alcohol and so on. The peer group constitutes a world with its own customs, traditions and sometimes, language and dress. The adolescent wants to be accepted as a part of this world and therefore endeavours to slot in with a particular group by conforming to its dress, speech, and conduct, thus contracting a temporary emotional dependence on their approval. It seems as though the price of wresting emotional autonomy from parents may be some kind of emotional dependence on peers.

		Count	Col %
I spend time with my firends	I don't have friends	5	.9%
	often	406	70.6%
	sometimes	157	27.3%
	never	4	.7%
	no response	3	.5%
Total		575	100.0%

Figure 28: How much of time learners' spend with their friends?

In the figure above 70.6% (406) adolescents often spend time with their peers and 27.3% (157) adolescents indicated that they sometimes spend time with their peers. It is evident that almost 71% (406) respondents indicated that they prefer the company of their peers. According to Papalia & Olds (1990) as cited in Kruger & Gouws (1994: 125) in the search for independence adolescents display decreasing reliance on parents and increasingly seek support for their behaviour from friends. Friendships tend to be very intense and take up a great deal of the adolescent's thoughts and time. Kruger & Gouws (1994: 125) posit that sometimes it seems that as though they want to spend all their time in the company of their friends. It is not unusual for an adolescent to return from a visit to a friend and almost immediately pick up the telephone to discuss something with the same person!

According to Kruger & Gouws (1994: 127) there are various reasons for the intensified interest in friendships during adolescence. One of these may be the higher level to which the adolescent's cognitive development advances. Adolescents are more capable than in their earlier years of verbalising their feelings and thoughts; they can also see the viewpoints of others, and display increasing empathy with other's feelings and opinions. This makes them better friendship material than they were in mid-childhood. Moreover the intimacy, trust and comradeship of friendships may fill the gap left by their emancipation from their parents.

		Count	Col %
how	I don't have friends	5	.9%
often	often	167	29.0%
friends	sometimes	335	58.3%
visit	never	64	11.1%
	spoilt response	1	.2%
	no response	3	.5%
Total		575	100.0%

Figure 29: How often do friends visit learners?

In the table above 29% (167) adolescents indicated that their friends visit often and 58.3% (335) indicated that their friends visit sometimes. This implies that adolescents spend more time elsewhere with their friends rather than their homes.

A larger number of adolescents indicated that they have common interests with some of their friends and fewer adolescents indicated that they share common interests with all of their friends. Some of the interests indicated by the adolescents were specific codes of sport (soccer, rugby, tennis, netball, and volleyball), famous soccer, rugby, cricket teams, films, actors and actresses etc. From the information obtained it is evident that one factor that draws adolescents together is the common interests they share. According to Kruger & Gouws (1994: 123) in the peer group adolescents can speak freely about their fears, feelings, dreams and ideals, thus gaining the opportunity to discharge emotional tension. The group also offers them the opportunity of group participation in sporting activities. Adolescents' greater dependence on and attraction to the peer group results in their spending almost all their leisure time with them, feeling intensely hurt and isolated when they are forbidden to go out with the group.

I discuss personal problems with friends

female
male

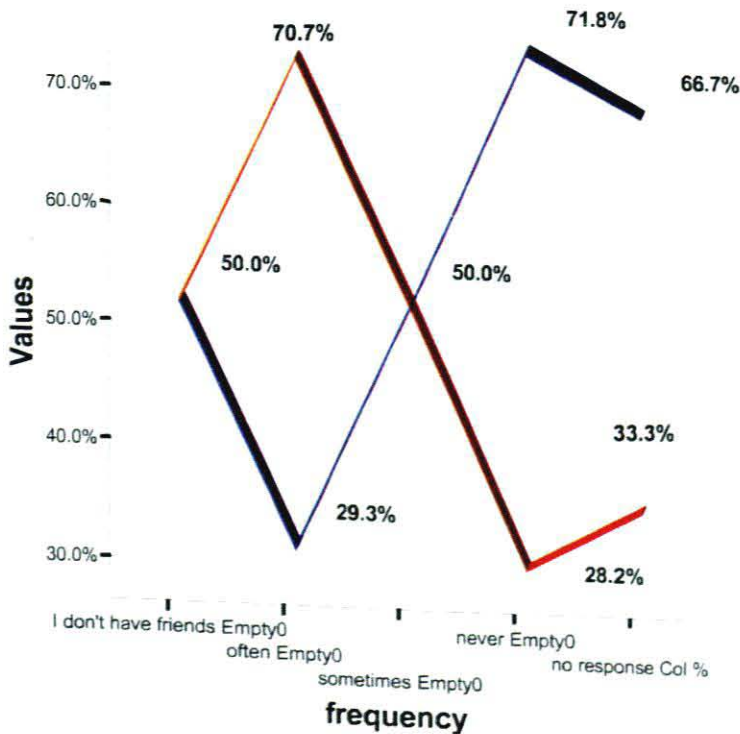


Figure 30: Significant correlation between gender and whether learners discuss their personal problems with friends.

In the above figure the participants' responses were mapped on a ribbon graph according to gender. Approximately 70.7% (116) females and 29.3% (48) males indicated that they often discuss their personal problems with their friends. Amazingly 50% (163) males and 50% (163) females indicated that they sometimes discuss personal problems with their friends. However 71.8% (56) males and 28.2% (22) females indicated that they never discuss personal problems with their friends. According to Gurian (1998: 16) when we watch boys on the football

fields or tossing baseballs or riding waves on their skateboards, we see risk takers, we see tough guys. When our adolescent males experience failures in social life or school and won't talk about it, it's difficult for us to see that they are not hard, that they may be falling apart. What statistics and study show us in these boys, to a great extent have us all fooled. Adolescent boys put on a "mask" as if they are tough. This is called "armouring." They also pretend to be strong and they try creating this picture that they are coping with life's difficulties and challenges. This pretence is called "posturing." Statistics about males' adolescence is dramatic enough for us to try to comprehend the state of male adolescence. According to Gurian (1998: 12) adolescent boys are fifteen times more likely as peer females to be victims of violent crime, adolescent boys are four times more likely than adolescent girls to be diagnosed as emotionally disturbed, the majority of juvenile mental patients are male (for every six male adolescent schizophrenics there is one female schizophrenic), adolescent males are four times more likely than adolescent females to commit suicide (*one of the most important findings of youth suicide studies is that adolescent males seem to have so much more trouble than their female peers in reaching out for help when they are in deep trouble, except through violence against others, society, or self*) and adolescent males significantly outnumber females in diagnoses of conduct disorders, thought disorders, and brain disorders. Adolescent males seem to handle the trauma of failure in social situations, school environments, and relationships more overtly than their sisters. For instance, the adolescent child most likely to commit suicide after a girlfriend/boyfriend break-up is the male adolescent. Crime statistics show us that the adolescent child who is most vulnerable to moral disturbance is the adolescent male. There are many arguments from many quarters as to why this occurs, from specialists who look at the

way biochemistry- testosterone-affects the way the male brain develops to those who study the female/docile, male/aggressive cultural stereotypes. Whenever we look at the causes, the result is clear: The adolescent male's moral development is more fragile than the adolescent female's. The adolescent male will need help but he will not reach out or talk about his problems.

According to Gurian (1998: 53) Male friendship is fragile in ways female friendship is not because male friendship is often not talk-dependent. It is proximity and activity dependent. By this we mean that it relies more on "being together" and "doing things together" than on "talking together." As a result, it is harder to sustain than female friendship. When the task, work, or life-period of friendship is over, the friendship is generally over. Conversation is not necessarily the glue that bonds male friendship, as is the case with females.

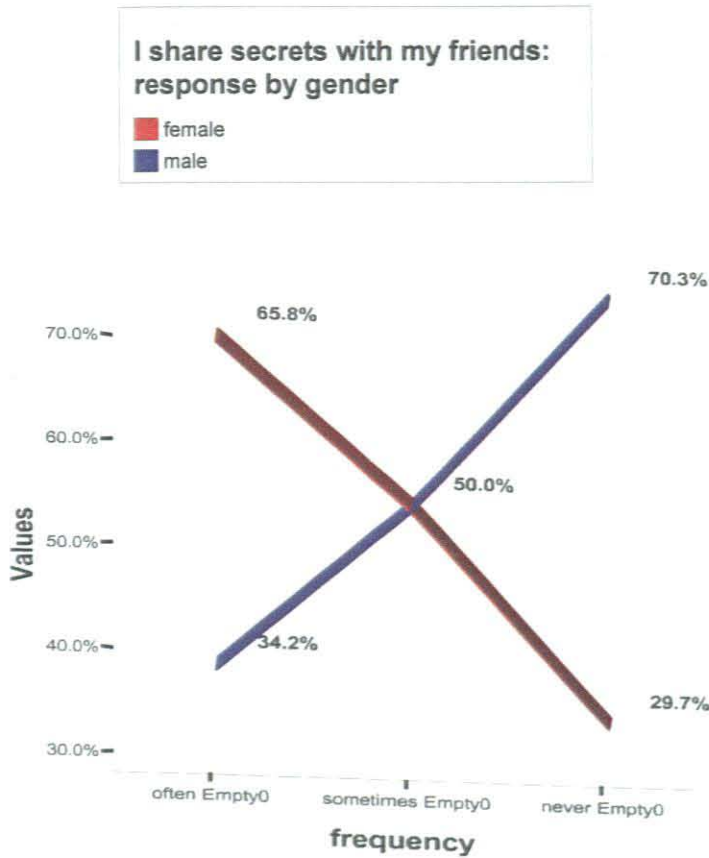


Figure 31: Significant correlation between gender and whether learners share secrets with their friends.

In the above ribbon graph there is a striking contrast in the responses from the males and females. Approximately 65.8% (125) females and 34.2% (65) males indicated that they often share secrets with their friends and 29.7% (19) females and 70.3% (45) males indicated that they never share secrets with their friends. According to Wiseman (2002: 179) many boys do not feel they can talk to even their closest friends when they are upset. Confiding in another boy or talking about problems is regarded as a feminine trait. Most boys are unable to speak about anything that troubles them unless it's to joke about or to tease each other. As a result many boys would much rather talk to a female friend about their problems- because they fear their male friends will laugh at them or

“blow them off”, this means that the confidant may tell the entire group about whatever the troubled friend discussed. The cost for boys is prohibitive. Asking for help is often the same as admitting you are weak and sensitive, which translates for boys being feminine and gay.

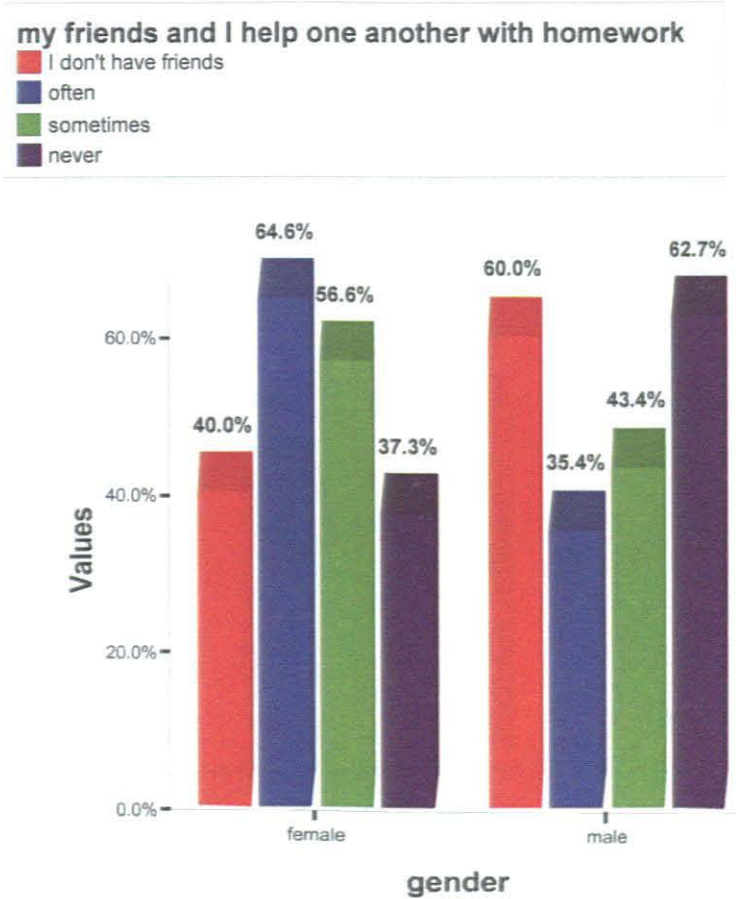


Figure 32: Significant correlation between gender and learners helping one another with homework.

In the bar graph above it is evident that 64.6% females and 35.4% males often help one another with homework, assignments and projects. Approximately 56.6% females and 43.4% males indicated that they sometimes assist one another with homework. A larger percentage of males (62.7%) and a smaller percentage of females (37.3%) indicated that

they never help one another with homework, assignments and projects. There are more females that help one another with homework, projects and assignments. This contrasts with Gurian’s (1998: 53) theory that boys in their peer group focus more on doing things, completing tasks and activities rather than talking.

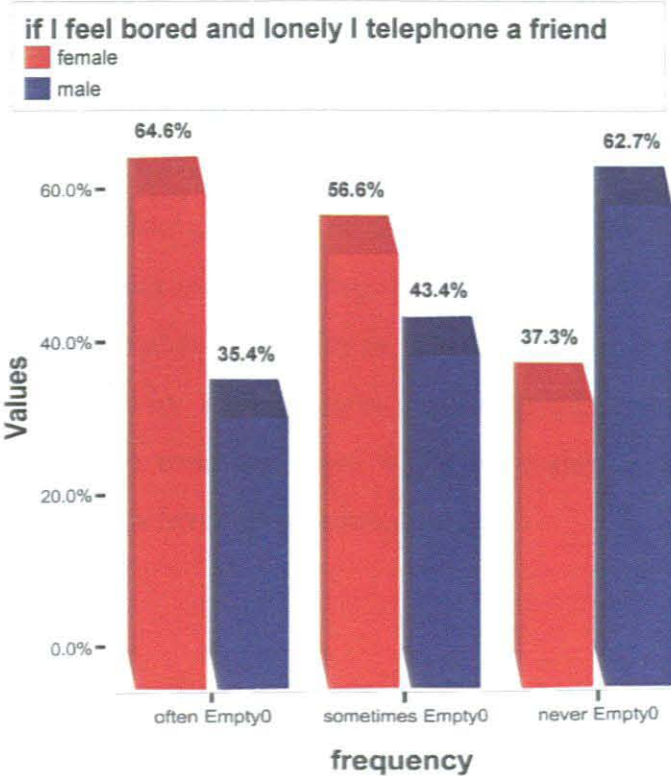


Figure 33: Significant correlation between gender and learners phoning friends when they are bored.

In the bar chart above more females (64.6%) and fewer males (41.7%) indicated that they telephone a friend to chat when they are bored. Approximately 56.6% of females and 43.4% of males indicated that they sometimes telephone a friend to chat. In stark contrast to each other 37.3% of females and 62.7% of males stated that they do not telephone friends to chat. From the bar chart it is evident that more females spend

time chatting on the telephone when they are bored. The male adolescent does not spend their spare time chatting with friends. According to Gurian (1998: 43) the male brain tends to seek ways to avoid processing emotive data intensely. He would rather focus on doing things than sitting and talking about social/emotional life. According to Gurian (1998: 39) the male brain has been needed for hunting- a spatial activity while the female brain has been better equipped for emotive skills, in large part to take care of children. The male brain wiring (assisted by acculturation) gives the male a distinct emotional disadvantage. The male adolescent tends toward quickness of action rather than the kind of slowness that allows emotionality to develop. He often avoids entering into the emotional conversation at all, preferring more physical activity in which resolution is not as confusing. This explains why more females would spend time chatting about matters that are troubling them while the males prefer to avoid any conversation that involves emotional issues.

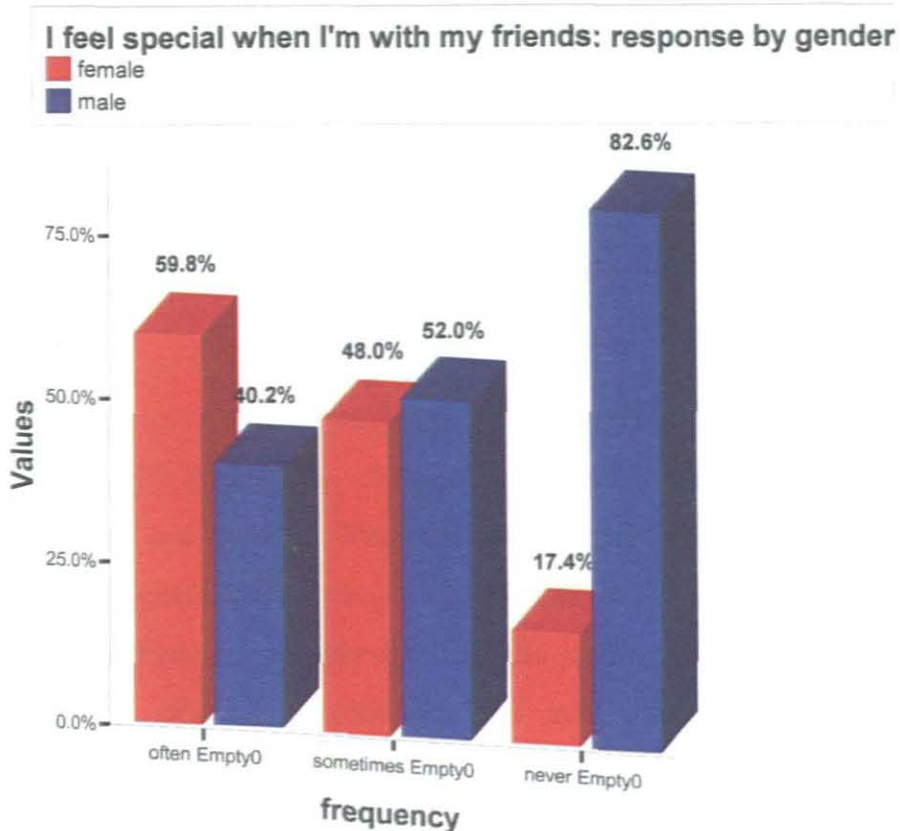


Figure 34: Significant correlation between gender and whether learners feel special when they are with their friends.

In the above bar chart data was gathered to determine whether adolescents feel special when they are with their friends. Here again there was a striking difference in the responses between males and females. Approximately 60% (59.8%) of females and 40% (40.2%) of males indicated that this is true; they feel special when they are with the friends. Exactly 48% of females and 52% of males stated that they sometimes; feel special when they are with their friends. About 17% (17.4%) of females and 83% (82.6%) of males stated that they never feel special when they are among their friends. More females feel special among their friends than males. Females form more intense and stronger bonds with their female friends than do males. When the

female adolescents get together they share every detail of their personal lives whereas males just talk about cars, computer games, films and electronic gadgets. Therefore females feel more closely connected to one another in their peer group because they know so much about their friends. Among the females they have the ability to make one another feel special and important. They help to pick up the spirits of their friends.

According to Smith www.publications.villanova.edu/concept/2002/stephaniesmith.html/-101k adolescent peer groups provides orientation, stabilization and security. The peer group helps adolescents overcome feelings of loneliness that many adolescents experience during the period of self reflection, offers support during the process of detachment from parents and offers a possibility to test new ways of behaving and allowing activities that would be too dangerous to engage in outside the group.

Conclusion

In this chapter the researcher discussed how peer groups are formed, the structure of the peer group and how the members of the group utilize these peer groups. In the next chapter the researcher will discuss how learners get along in their peer groups and how all these groups get along at school.

Chapter 11

DYNAMICS WITHIN AND BETWEEN PEER GROUPS

Introduction

The peer group is dynamic, this means that it changes from time to time. The power or status that any one member enjoys alters with different experiences, skills and knowledge displayed by members and resources that any member brings for the benefit of the group.

Outside the family, the school is seen as the primary site for peer-culture development. The school provides a much more complex socialization setting than the family unit does, since more varied forces interact and pull against each other there for a youth's loyalty and attention. According to Kratcoski & Kratcoski (1990: 146) although schools are established and administered by adults, and their organizational goals are set by adults, they are also the focal point of interaction for the peer culture, which in many instances has goals different from, or at least not in total accord with, the goals set by the school administrators and pursued by the faculty. In this chapter the researcher will discuss how the adolescents get along within their peer groups and how these groups interact with one another.

Power plays within the peer group

According to Kruger & Gouws (1994: 123) the most popular adolescent is not necessarily a leader in the peer group. Leadership status is usually determined by the individual's ability to do the things that are important to the group. In other words, a girl who is not necessarily popular may assume leadership of the group by virtue of her excellent organizational ability, or because she has a suitable venue for gatherings and ample

funds at her disposal and is therefore well-placed to arrange convivial social activities. An individual's status within the peer group also depends to a large extent on the activities of the group. Consequently the status hierarchy of members of the group may change with their interests and activities. This may lead to a good deal of uncertainty and stress. Wiseman (2002: 154) refers to the leader of the girl's clique as a Queen Bee. The Queen Bee will enjoy the most amount of power temporarily. For example an adolescent girl who will be hosting her birthday party will be the Queen Bee for that period, until the party is over. She would enjoy the most power because she gets to decide who will attend and who will be left out of the guest list. The members at the bottom of the hierarchy of the clique will be left out. The adolescents who are left out will feel excluded, rejected, upset and angry.

According to Thompson, Cohen & Grace (2002: 209) popular kids are "elected" into a leadership position because of their looks, their athletic ability, their money, or some other characteristic that has nothing much to do with actual leading. And yet these popular students automatically assume leadership roles- both formal and informal- in every school. Sometimes the power goes to their heads and they become destructive rather than constructive forces at school. Leaders without good leadership skills, tend to rely on brute strength, intimidation and manipulation. Highly effective leaders are empathetic, good listeners and make use of the win-win strategy when resolving conflicts.

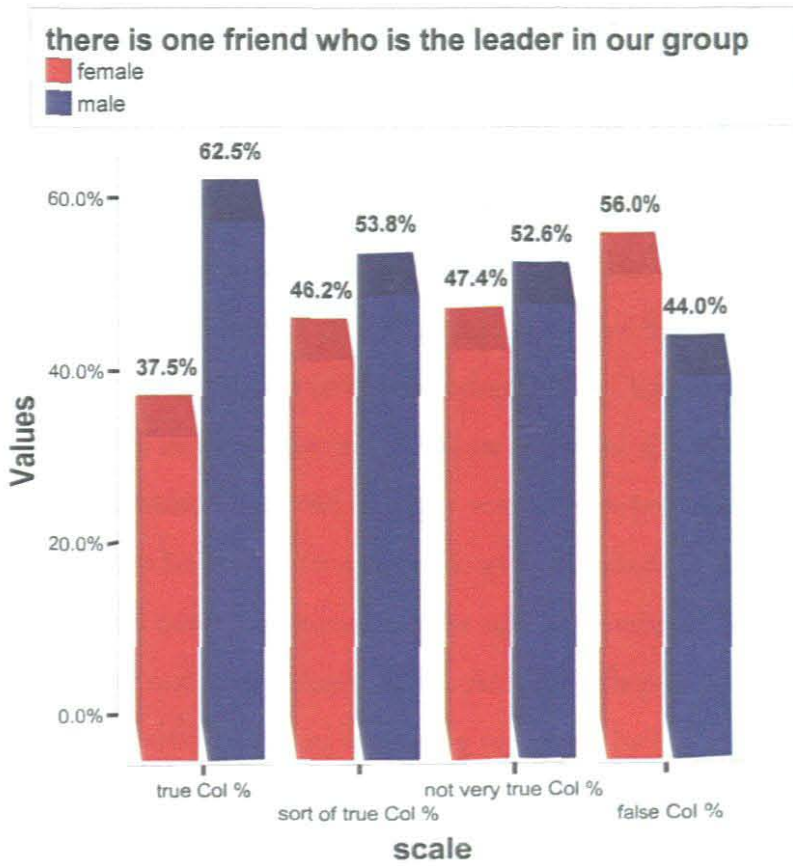


Figure 35: Significant correlation between gender and whether there are leaders in peer groups.

In the above bar graph 37.5 (15) females and 62.5 (25) males indicated that it is true, there is a leader in their group. However 56% (242) females and 44% (190) males indicated that they do not have a leader in their group. More males than females indicated that they have leaders in their peer groups. According to Wiseman (2002: 183) there are several characteristics that give boys a high social status and these are: confidence, aggressiveness, toughness, athletic ability, money, a good sense of humour and many girlfriends. The leader of the boy's group has a combination of these characteristics. He is an opportunist. He is well respected among boys. He knows when to be aggressive and when

to relax. He has enough power over the group that he can direct them into conflicts or stop one in its tracks. He is not always loud and he does not always have to display his power. According to Wiseman (2002:154) the girls' cliques also have temporary leaders. These leaders are known as "Queenbees". The Queenbee enjoys the most power in the group for a certain amount of time. She will enjoy being the centre of attention from the group. She will get what she wants for that period of time. She realizes that she has control over others. The Queenbee controls the other members in the clique in the following ways: she would state who would be excluded from the group's activities, who would decide on who was not to be invited to their outings to different places, and who is "not cool" and must be ignored on the school grounds. The Queenbee has this power only for a short while. Among girls power is enjoyed by the leader (Queenbee) for the following reasons: she has a lot of money, she has access to transport, she is dating the most popular guy at school, she is well endowed physically and most boys are striving to date her or she may have all the latest trendy, name brand clothes which will make her "ultra cool." To be the Queenbee a girl has to be assertive, command respect and be able to express whatever she wants to say. A girl in the clique may have designer label clothing but if she is meek and an introvert and too shy to talk then someone else would be the Queenbee even if she does not have such clothing. Among the girls there is always a power struggle, which is very subtle. The position of leadership is dynamic. Different girls will be in charge at different times. Among boys the leader may remain for a longer period of time and most boys in the group accept this, if there is a leader in the group.

According to Kruger & Gouws (1994: 123) leadership status is usually determined by the individual's ability to do the things that are important to the group, or to get them done. An individual's status within the

peer group also depends to a large extent on the activities of the group. In early adolescence when sporting activities are very important to boys, the all-rounder in sports may become the leader. In later years when heterosexual relations become more important, boys who achieve particular success with dating may acquire new status. An adolescent who used to be accepted as a leader may therefore find at a later stage that he or she has to be satisfied with a much more subordinate role in the peer group.

According to Thompson, Cohen & Grace (2002: 64) popular girls are more likely to take a tumble than popular boys are. That's because the whole issue of status and dominance is usually less emotional and less volatile for boys. However, boys who let their popularity go to their head can also take a fall. While they are at the top, they may have trouble with close friendships because everyone sees them only as alpha males, not as regular boys who need friends. It is quite common for the most popular boy in a school to come to the school psychologist or guidance counsellor saying he has no one to talk to. This isolation happens because to maintain his position he also has to maintain his cool pose. He is not able to reveal to any of the other boys that he has worries or troubles like theirs. One more problem with popularity is that it is a constant struggle to maintain one's status. The pressure to set the standards of attractiveness, status, and attention from the opposite sex can interfere with a popular child's ability to maintain healthy friendships- and with school achievement. When the adolescent loses popularity, the pain of that fall can lead to further difficulties with friendships and academics.

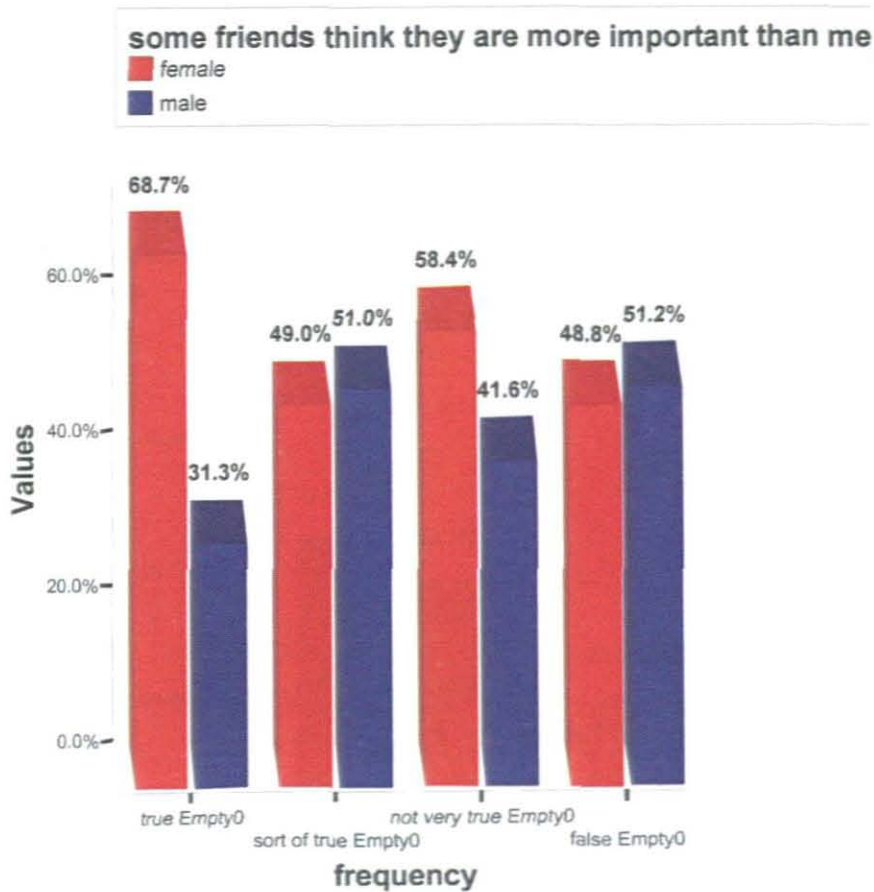


Figure 36: Significant correlation between gender and whether learners feel that some of their friends think they are more important.

In the above figure more females' 68.7% (57) and 31.3% (26) males have indicated that some of their friends think that they (the friends) are more important in the group. About 51% (52) males and 49% (50) females have indicated this to be sort of true. Approximately 58.4% (45) females and 41.6% (32) males stated that this not very true. About 48.7% (146) females and 51.3% (154) males stated that this is false. More females as compared to males have indicated that their friends feel that they are more important. Altogether more males and females have stated that

this is false, they do not believe that their friends think that they (their friends) are more important. This implies that more adolescents feel that they share more or less the same status in their peer group.

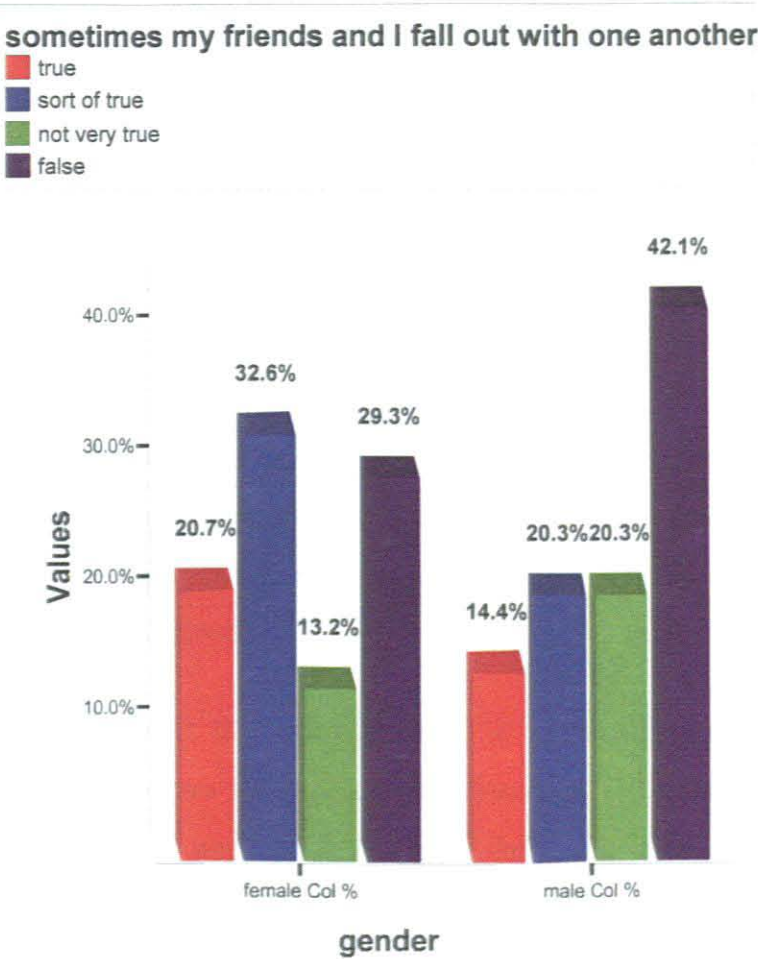


Figure 37: Significant correlation between gender and whether friends fall out with one another.

In the above figure we can see that 20.7% females and 14.2% males stated that it is true they do fall out with their friends. About 32.6% females and 20.3% males indicated that this was sort of true. Approximately 13.2% females and 20.3% males stated that this was not very true. About

29.3% females and 42.1% males have indicated that this is false. From the above statistics it is clear that more females than males have fallouts with their friends. According to Wiseman (2002: 152) there are many positive aspects of cliques such as parties, sharing secrets, discussing problems, sleepovers and lots of giggles and laughter. However there is a flip side to these friendships: exclusion from parties, the break-up with the best friend, excommunication from the group without a moment's notice, gossiping, teasing, alienation and ostracising by other members of the group. These are a few reasons why girls may have conflicts situations arising. These power plays are all important adolescent rites of passage. As such, these experiences teach girls about themselves, their world, and their place in it. The goal for any girl is to learn how to navigate these painful experiences successfully and to go through a process of self-reflection that leads to wisdom and development of a personal code of ethics. As horrible as these rites are, they're inevitable and they provide opportunities for growth.

According to Seifert & Hoffnung (1987) as cited in Kruger & Gouws (1994: 123) adolescents who are actively rejected by the group, tend to be those whose values, norms and behaviour clash with those of the group. They normally handle their discomfort in an aggressive, conceited or demanding way, are emotionally disorientated, preoccupied with themselves and display a negative self-concept. They are more inclined to experience psychological problems, stray into delinquent behaviour and be underachievers. Those members of the peer group, who are tactless and sarcastic or unenthusiastic about group activities, are usually also not accepted by the group.

The male adolescents seem to be more accommodating because they have less tension, conflict and fallouts among members of their peer group.

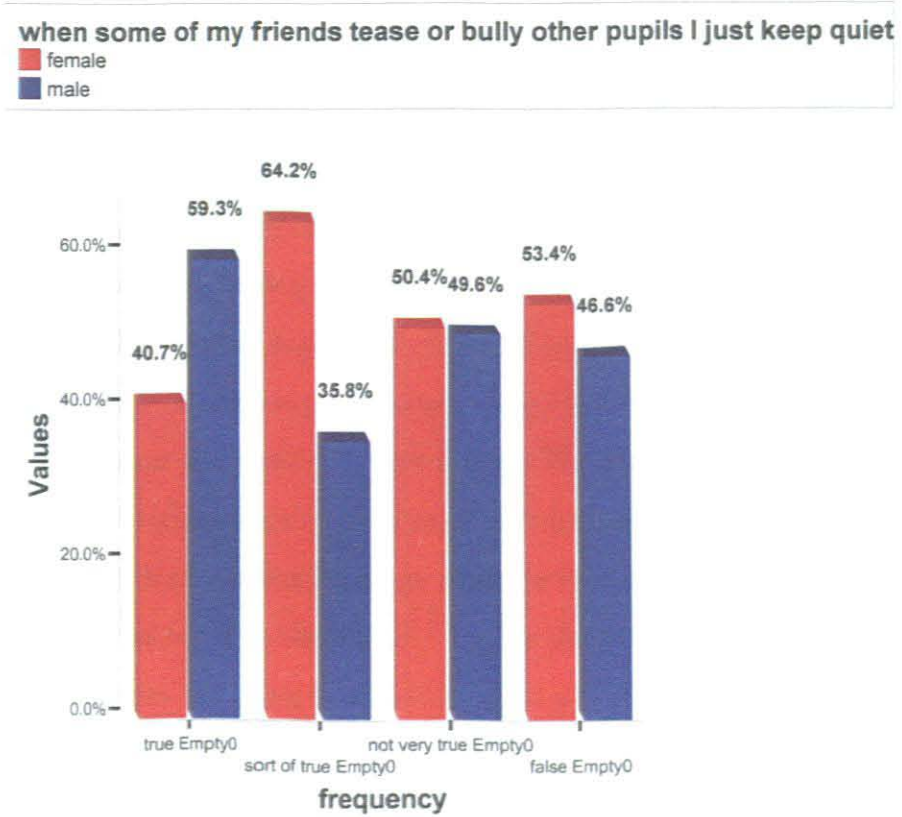


Figure 38: Significant correlation between genders and whether learners join their friends in teasing or bullying other learners or keep quiet.

In the bar graph 40.7% (37) females and 59.3% (54) males indicated that they just keep quiet when their friends bully other pupils. Approximately 64.2% (70) females and 35.8% (39) males stated that this is sort of true. About 50.4% (57) females and 49.6% (56) males indicated that this is not very true. Approximately 53.4% (143) females and 46.6% (117) males stated that this is false. From the percentages above it is clear that bullying does take place at secondary schools today. According to

Siegel, Welsh & Senna (2003: 285) experts define bullying among children as repeated negative acts committed by one or more children against another. These negative acts may be physical or verbal in nature- for example, hitting or kicking, teasing or taunting- or they may involve indirect actions such as manipulating friendships or purposely excluding other children from activities. According to Wiseman (2002: 116) there are three different kinds of teasing: good teasing (where everyone involved feels respected); unintentional bad teasing (where the teaser doesn't intend to hurt the other person's feelings); intentional bad teasing (where the teasing is used to put the person down and/or silence him/her). Bad teasing happens within and outside the clique, and either way it is ugly. The teasing is done precisely to inflict emotional pain and humiliation on the victim. According to Wiseman (2002: 120) teasing can be very frightening to the victim. Girls have described how they are scared to walk to the bathroom or walk down a hallway where they're more likely to run into the teasers. They walk home later, earlier, or on different routes- anything to avoid facing these girls (teasers).

According to Siegel, Welsh & Senna (2003: 285) recent research in the United States of America and abroad has documented that bullying is a common and potentially damaging form of violence among children. Not only does bullying harm both its intended victims and the perpetrators, it also may affect the climate of schools and indirectly, the ability of all students to learn to the best of their abilities. There is also a link between bullying and later delinquent and criminal behaviour.

Teasing and bullying can lead to very painful and traumatic experiences for the victim. An example cited by Dobson (1982: 40), Brad had always been a good boy in school and he had many friends but he encountered a problem with which he could not cope. A boy at

school had been making fun of Brad's ears because they protruded a bit. The bully and the bully's peer group had made Brad feel like the most stupid-looking person in school. When they passed one another in the hall, the harasser would put his hands behind his own ears and press them forward. According Brad's mother as stated in Dobson (1982: 40), he cried continuously when he was alone and he thought of suicide often. To the adolescent this is a personal crisis. During adolescence the learner is egocentric this means that he/she feels that the whole world is focusing on them and all eyes are on them whenever they are in the company of other people. Parents and educators must never underestimate the distress and pain that an adolescent experiences when being teased or bullied. Adolescent emotions are volatile, and they can lead to dangerous developments that materialize out of nowhere. Boys far more often than girls, turn to antisocial behaviour when they are backed into a corner. According to Siegel, Welsh & Senna (2003: 278) a student in Santee, California, an alleged victim of schoolyard bullies, killed two students on 5 March 2001. Studies of bullying suggest that there are short and long-term consequences for both the perpetrators and victims of bullying. Students who are chronic victims of bullying experience more physical and psychological problems than peers who are not harassed by other children, and they tend not to grow out of the role of victim.

According to Naser et al. (2001: 127) bullying is defined as the intentional, repeated hurtful words or acts or other behaviour committed by a child or children against another child or children. Rigby (1996: 15) defines bullying as the repeated oppression, either psychological or physical, of a less powerful person. Bullying is the wilful, conscious desire to hurt another and to put the victim under stress (www.education.unisa.edu.au/bullying/define.html).

According to Naser et al. (2001: 128) bullying can be physical, verbal, relational, emotional and /or sexual in nature. Each of these types of bullying will be discussed below:

- Physical abuse- includes punching, poking, strangling, suffocating, burning, poisoning, and hair pulling, stabbing and/or shoving.
- Verbal abuse- entails persistent name-calling, teasing and gossip. It is stated that verbal abuse is the most common form of bullying.
- Relational abuse- this type of abuse occurs when the child is deliberately excluded from the group activities.
- Emotional abuse- this type of abuse includes terrorising, defaming, humiliating, blackmailing and ostracizing.
- Sexual abuse- includes exhibitionism, sexual harassment and abuse. The following may constitute sexual harassment in schools (Fried & Fried 1996: 61): bra snapping and “pantsing” (pulling down the trousers of boys or girls or pulling up girls dresses), displaying or circulating pornographic materials, name-calling (such as slut, fag, whore, lesbian), teasing regarding a person’s sexual activity or lack of sexual activity etc.

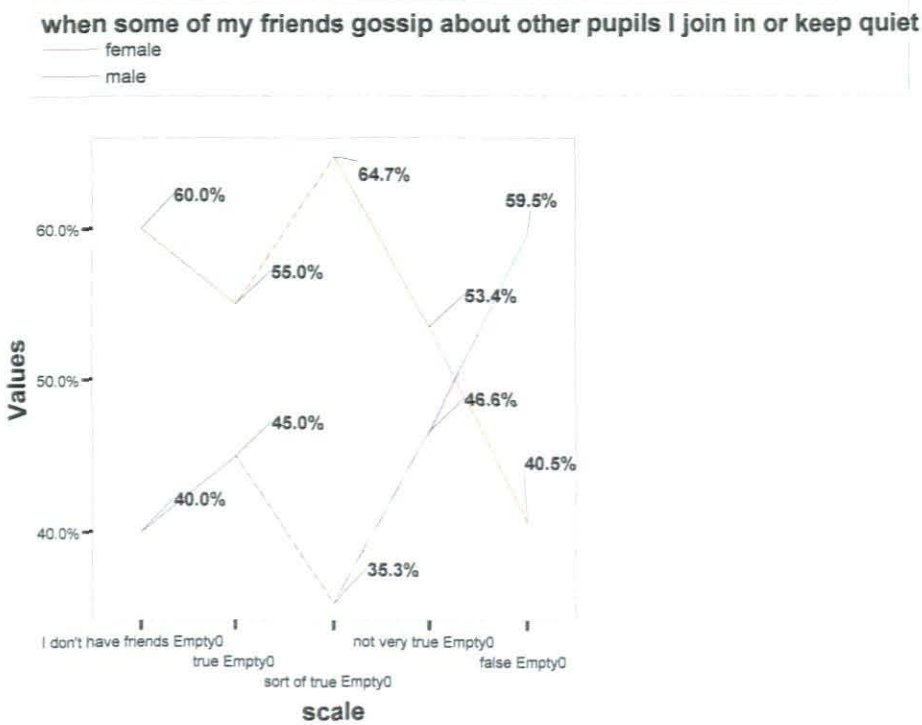


Figure 39: Significant correlation between gender and whether learners join their friends in gossiping about other learners or keep quiet.

In the line graph above 55% (83) females and 45% (68) males indicated that it is true they join in the gossip or keep quiet. About 64.7% (99) females and 35.3% (54) males stated that this is sort of true. Approximately 53.4% (47) females and 46.6% (41) males stated that this is not very true. About 40.5% (70) females and 59.5% (103) males stated that this is false. It is evident that more females than males are guilty of gossiping. According to Wiseman (2002: 122) gossip is one of the fundamental weapons that girls use to humiliate each other to reinforce their own social status. Gossip is so humiliating because girls' natural self-focus means that they literally feel like the whole world notices everything they do, and what's said about them and their social status in school often serves as the basis for their self-identity.

According to Wiseman (2002: 124) gossip and reputation can't exist without each other. Reputations are a by-product of constant gossiping and, good or bad, they trap girls. The majority of the teenagers believe that you're to blame for the reputation you get, you will always be stuck with it, and they're torn about backing a friend. Older teenagers know that many people get reputations without "doing" anything to deserve it and sometimes you can leave your reputation behind; even if that means you have to switch schools. They're more likely to back their friends. The impact of gossip, reputations and image last throughout the teen years, because somewhere along the way, girls start believing whatever they hear. Who they are (their character, sense of self, and personality) gets tangled up with their reputation and image. This explains why girls are often confused about their own motivation when they're doing something foolish and/or dangerous. Because girls want to please their friends, boys, and/or their parents, they will do things against their better judgement to uphold their image. For example, a girl who's afraid to be seen as less than perfect will starve herself to feel in control. A girl will stop participating in a code of sport or band because her friends tell her it is "uncool." The social hierarchy and a girl's clique can protect a girl from a bad reputation. For example, a girl in a popular clique can avoid a reputation as a slut even if she is frequently having sex. In contrast, if a girl who is not liked by other girls gets that reputation, it will stick.

learners go along with things to be accepted by the group

— female
— male

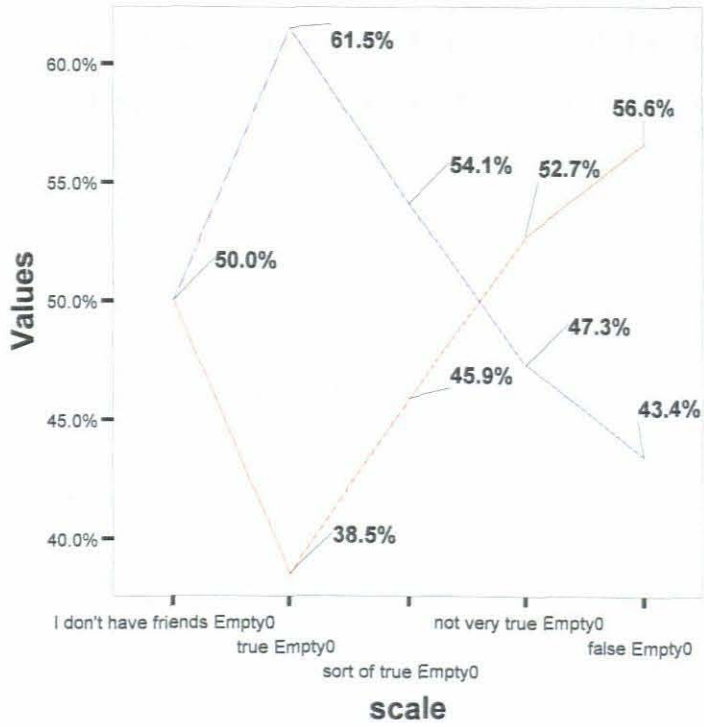


Figure 40: Significant correlation between gender and whether learners go along with the group because they want to be accepted by the group.

In the line graph above 38.5% (20) females and 61.5% (32) males indicated that they go along with the group because they want to be accepted by the group. Approximately 45.9% (28) females and 54.1% (33) males stated that this is sort of true. About 52.7% (48) females and 47.3% (43) males indicated that this is not very true. Finally 56.6% (205) females and 43.4% (157) males stated that this is false. From the figure we can gauge that more males succumb to peer pressure to be accepted by their colleagues.

According to Wiseman (2002: 189) homophobia is the invisible hand in Boy World that guides boys to assigned roles of perpetrator, bystander, or target. Homophobia, manifested in boys' fear of being called gay, controls how boys make these choices and how these choices trap them into being complicit in a culture of violence. Most boys, who would never commit an act of violence, would only do so if the alternative is going against a group. Whether it's going after a boy who's weak, failing to speak up when another boy threatens violence or is violent, not respecting women and girls or perpetrating horrible acts of violence, the decision-making behind boys' behaviour stems from the same causes- the effort to prove one's masculinity. Therefore boys would rather keep quiet and maintain their code of silence and loyalty to their group than risk having their membership or their masculinity questioned.

According to Jackson Katz, a leading antiviolence advocate and educator as cited in Wiseman (2002: 190), boys and men who speak out against sexism or publicly support girls and women run the risk of being ridiculed by their peers as "fags" or "sissies", or "pussies", or in some circles, "sensitive new age guys." The often-unexamined implication is that real men (that is sexist heterosexuals) wouldn't willingly support sexual equality and justice. This name-calling can have a powerful effect on boys' willingness to break their complicit silence. They might have a well-grounded fear that if they speak up, they too will be targeted for abuse. It is easier and less stressful to just go along with the group than to speak up against the peer group.

According to Thompson, Cohen & Grace (2002: 134) the need to belong, to be part of a group is so strong in adolescents and the threat of rejection and exclusion is extremely painful and intolerable. This explains why some victims of bullying and teasing do not break the code

of silence and this also explains why in instances when the group is bullying someone and the other members do not wish to do so but they do go along with the group. Among groups of children from age eight to twenty, breaking the code of silence-being a “rat” is the one sure way to be completely rejected by the group. This explains why victims of cruelty so often keep the code of silence, or if they do report abuse, why they often will later change their story to protect the guilty parties. It is bad enough to be on the outskirts of a group, teased or bullied without any support or help from the so-called innocent bystanders. But ostracism, complete isolation from the group, is much, much worse- and that’s what children face if they turn someone in or get someone in trouble. The force of this rule is so strong that even people who oppose the teasing and support the rights of the victim to be safe will usually join forces with the bullies to form a united front against the whistle-blower. At one high school a boy reluctantly reported a friend and classmate for smoking marijuana, hoping to get the boy some help with his drug problem. Absolutely everyone in the class turned on the whistle-blower, including some friends who had never even liked the boy he had turned in. The punishment that he withstood for the next few months was intense. It wasn’t that the other students didn’t believe him when he insisted he was trying to get help for someone he considered a friend. It’s just that those kinds of considerations don’t matter when such a basic group rule is violated.

According to Thompson, Cohen & Grace (2002: 135) another way to look at this overarching need to be in a group is from the perspective of roles. Some members are leaders, some are followers, and some are on the fringe, and so on. The role of the victim is often preferable to the role of the “rat”, because a victim remains a member of a group- a despised member of a group, certainly but still within the circle. But a

complete outsider has no group, and that's the risk faced by a whistleblower. They are seen as betraying the integrity and even the very existence of the group.

According to Bezuidenhout & Joubert (2003: 66) it is commonly found in research on delinquency that most adolescents commit offences in collaboration with others. White et al. (2002: 141) also report that youths committing acts with others are more likely to commit their most serious personal offences with others than on their own. In addition, most youths committing offences and being arrested with peers, were at the time under the influence of alcohol or drugs. According to Bezuidenhout & Joubert (2003: 66) it can be debated that when a group of peers are together they might get "high" together by using alcohol and/or drugs and motivate one another to commit illegal acts. This is known as the group psycho-pharmacological effect. They may actually group together with this intention.

the staff members know what is going on, on the playgrounds

— female
— male

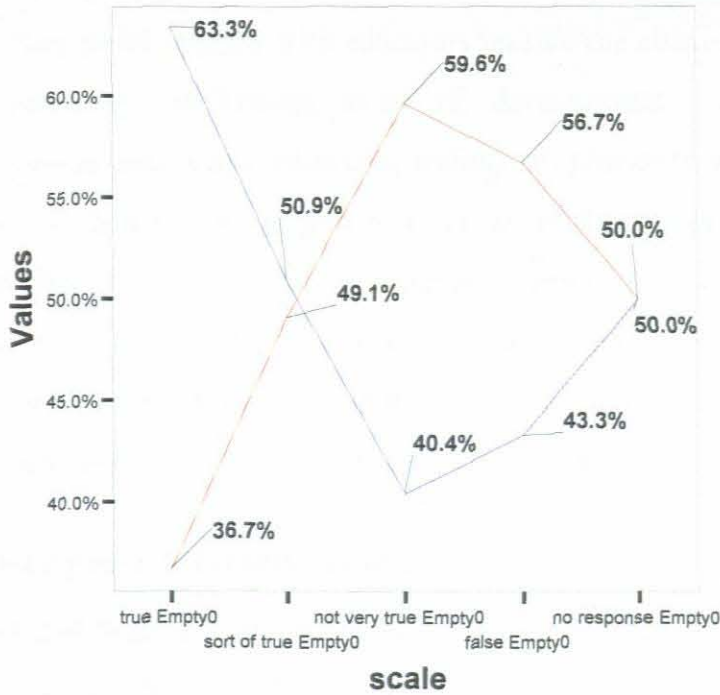


Figure 41: Significant correlation between gender and whether learners think that staff members know what is going on, on the playgrounds.

In the figure above 36.7% (33) females and 63.3% (57) males stated that they believe staff members know what is going on, on the playgrounds. However 56.6% (127) females and 43.3% (97) males believe that the staff members do not know what is going on, on the grounds. There are

more males who believe that the staff members know what is going on, on the school grounds. More females believe that the staff members do not know what is going on, on the grounds. According to Govender (2005: 242) 51% of the respondents in the survey he conducted indicated that they never interact with educators outside the class. Adolescence is an extremely challenging stage of development. The teenager experiences insecurity, confusion, feelings of inferiority and an identity crisis. They need encouragement and positive affirmations constantly to help them through this challenging journey. Poor interpersonal communication between learners and educators could lead to a sense of mistrust, an emotional void that the learner may try to fill, possibly through antisocial peer relations, or other problem behaviour.

Power plays between groups

After studying the responses to the questionnaires and speaking with the learners the researcher discovered that there is always a power struggle within peer groups and between groups at secondary schools. The diagram below illustrates the reactions of adolescents among their peers when they are faced with conflict situations.

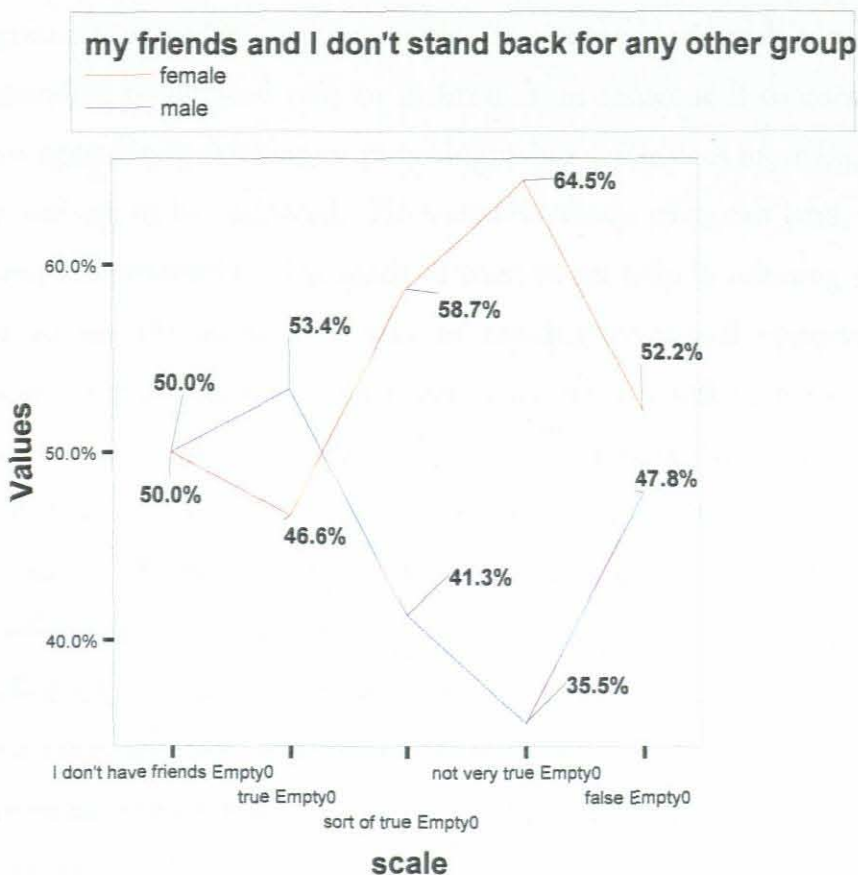


Figure 42: Significant correlation between gender and whether learners stand back in conflict situations.

In the figure above 46.6% (122) females and 53.4% (140) males indicated that they do not stand back for any other group. However 52.2% (59) females and 47.8% (54) males stated that this is false. It is clear that more males are prepared to fight or get involved in an argument rather than step aside if there is some sort of conflict that arises. According to Gurian (1998: 33) testosterone propels the male toward quick tension release. Testosterone is also a hormone that stimulates physical aggression. Adolescent males secrete between five and seven surges of this hormone through their bodies each day. *By late adolescence their testosterone levels can be as much as twenty times that of their female peers.*

Since the beginning of time, males have needed high amounts of physical aggression in order for our species to survive. A male's way of responding to physical pain or a threat from someone is to curse and react aggressively (kicking or punching) while a female is more likely to cry and ask to be embraced. He wants to release stress fast (and, more often, independently). She tends to want to get help in releasing stress, and to use the stress as a way of creating emotional opportunity. Therefore more females readily step aside when conflicts brew while more males stand tall, ready to fight. According to Diane Ravitch as cited in Gurian (1998: 21) males show their fragility through increased bravado. When compared to adolescent girls, adolescent boys experiencing an average drop in self-esteem will pretend more self-confidence, will admit less weakness, will posture more, will pursue more overt attention, and will appear more aggressive. The bravado, the aggression among males, is hardly a show of high self-esteem. An adolescent male will probably not weep in a puddle, but he is fragile indeed, and his mask of bravado is sometimes a greater clue to his fragility than a lesser one. His increased aggression or stoic bravado often is a sign of armouring against fragility.

More boys challenge their peers to perform actions that may go against the school rules. This can be seen in the diagram to follow.

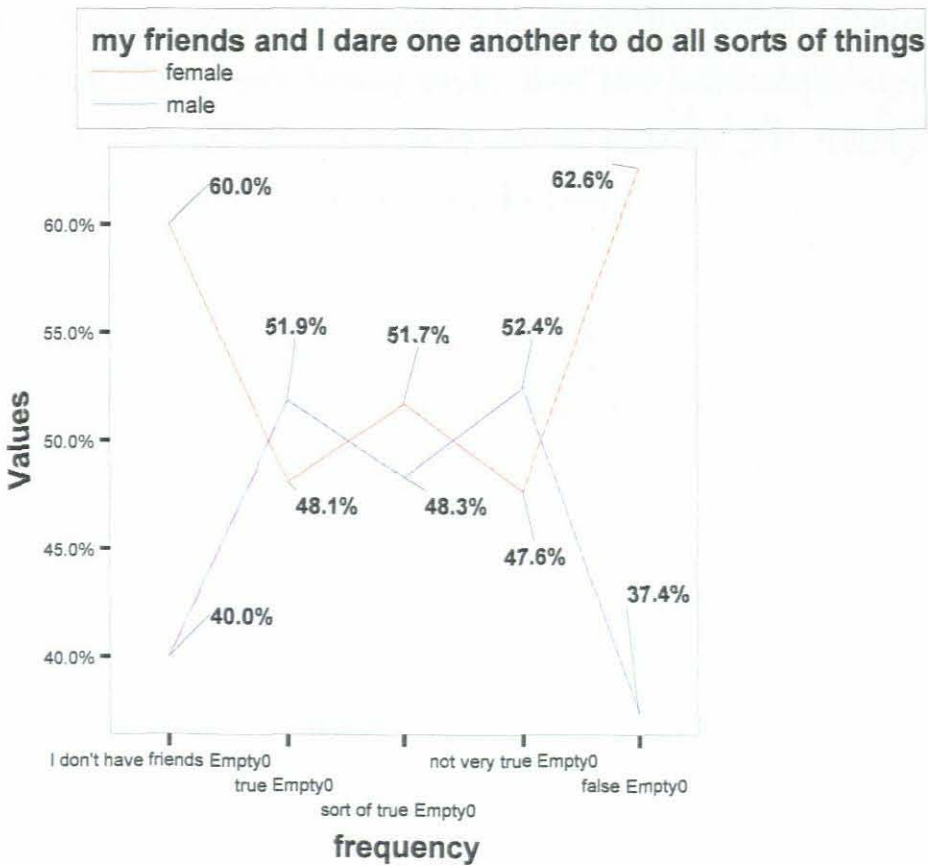


Figure 43: Significant correlation between gender and learners daring one another to do all sorts of things.

In the above figure 48.1% (87) females and 51.9% (94) males indicated that they dare one another to do all kind of things at school. Approximately 62.6% (97) females and 37.4% (58) males stated that this is false. More males are challenging one another to do something. According to Bezuidenhout & Joubert (2003: 41) official and unofficial crime information sources indicate that males are significantly more likely than females to commit criminal acts. Furthermore, the participation in violence by male youths is much greater than that of any other age group. According to official records, male youth offenders are more likely to be arrested for serious offences such as the possession of

stolen property, vandalism, possession of illegal firearms and assault, while female youths are more likely to be arrested for “female” offences such as prostitution and running away. Boys have indicated that they dare their friends to drink alcohol or smoke, while the girls challenge their friends to make prank calls to popular boys.

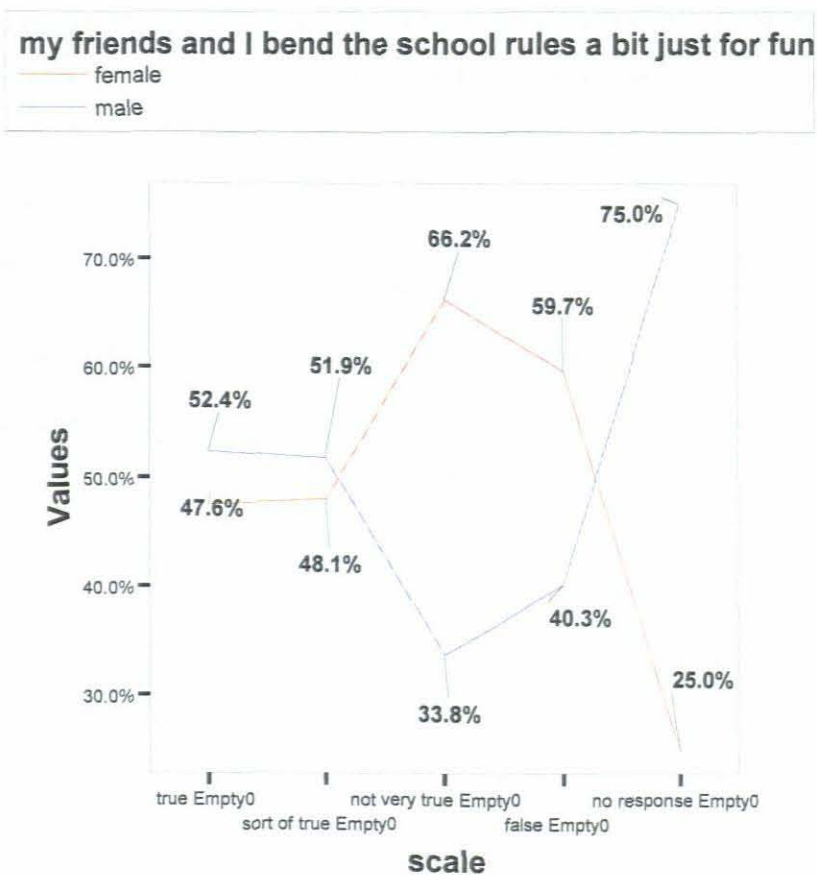


Figure 44: Significant correlation between gender and learners bending school rules for fun.

In the above figure 47.6% (108) females and 52.4% (119) males indicated that they do bend the school rules sometimes for fun. Approximately 59.7% (86) females and 40.3% (58) males stated that this is false. This

means that a highly significant number (227) of respondents are willing to break the school rules for a bit of fun. These school rules are embedded in the school's code of conduct which holds the moral fabric of the school community together and these rules ensure a school climate conducive for the culture of teaching and learning. When learners do bend the school rules they affect the smooth functioning of the school. According to White et al. (2002: 141) it is found that delinquency that most adolescents commit offences in collaborations with peers. Youths are more likely to commit their most serious personal offences with their peers than when on their own. When they are alone adolescents indicated that they fear doing something that is considered seriously wrong.

The pie graph (Figure 45) on the next page illustrates the respondents' responses to the question "Do you think the school rules are silly?"

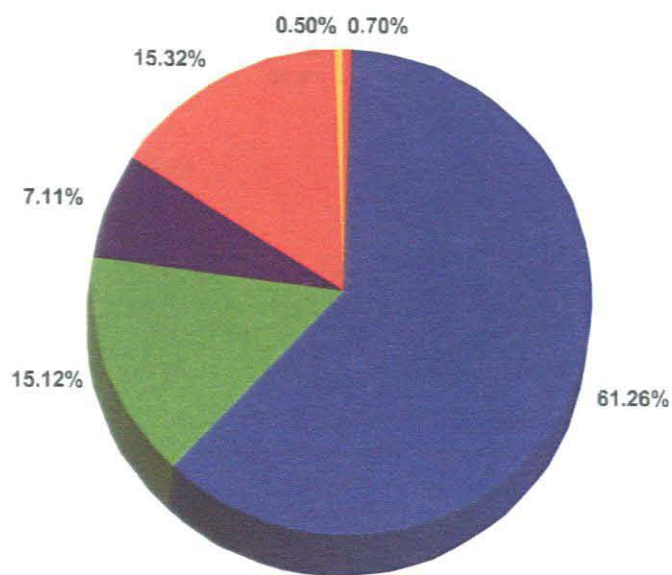


Figure 45: Do learners think the school rules are silly?

A large percentage of the adolescents (61%) believe that some of the school rules are silly. The males felt that the rules preventing them from using gel in their hair, preventing them from wearing stylish “takkies”, preventing them from tinting their hair were most definitely silly and needed to be reviewed. The females disapproved the rules preventing

them from using fancy hair accessories, using jewellery; body piercing, having highlights on their hair and tinting their hair were very silly.

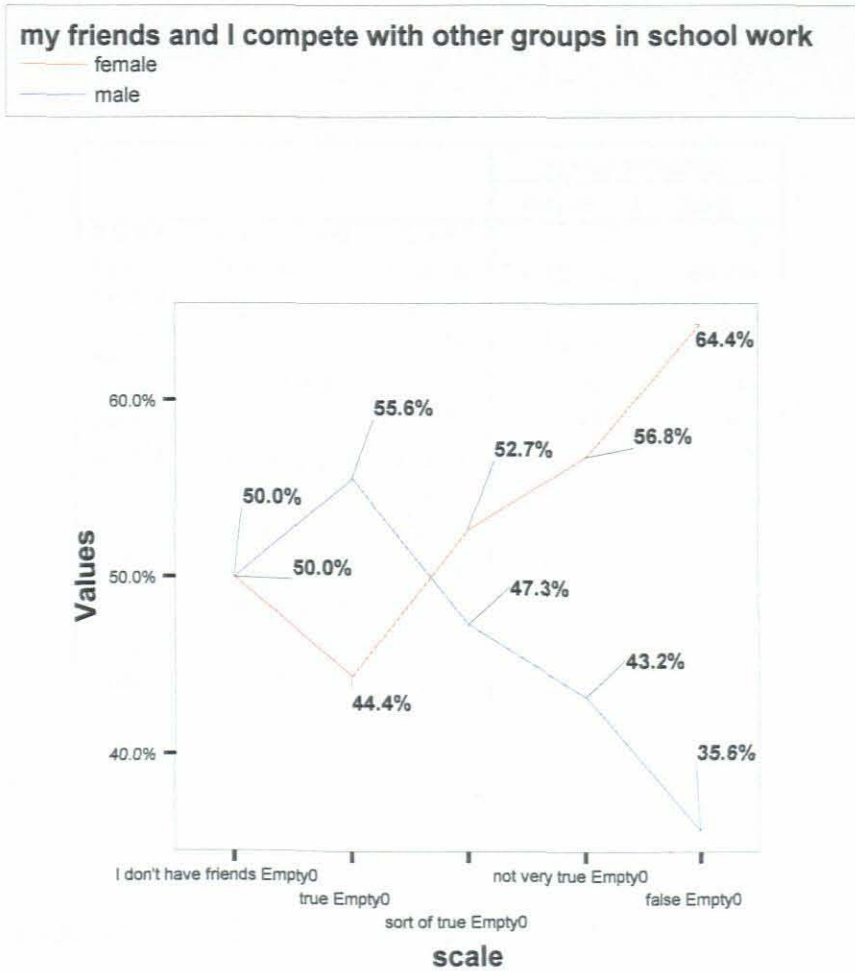


Figure 46: Significant correlation between gender and learners competing in school work.

In the figure above 44.4% females and 55.6% males indicated that they try their best at school work so that they can be better than the other groups at school. Approximately 64.4% females and 35.6% males stated that this false. It is evident that more males compete academically with other adolescents purely for improving their status. This is a positive

consequence from the inter-group dynamics at school. One peer group competes with the other so that they excel in their school work. There is some positive effect of peer groups at school. When the adolescents compete with one another to be the best at their school work this will help the school climate.

			gender of learner	
			female	male
friends	I don't have	Count	2	3
try our	friends	Col %	40.0%	60.0%
best at	true	Count	51	104
sport to		Col %	32.9%	67.1%
be	sort of true	Count	50	44
better		Col %	53.2%	46.8%
than	not very true	Count	56	48
others		Col %	53.8%	46.2%
	false	Count	145	70
		Col %	67.4%	32.6%
	no response	Count		2
		Col %		100.0%
Total	Count		304	271
	Col %		52.9%	47.1%

Figure 47: Significant correlation between gender and learners competing with others in sport.

In the above figure 32.9% (51) females and 67.1% (104) males stated that they do try their best at sport to be better than the other groups at school. However 67.4% (145) females and 32.6% (70) males indicated that this is false. More males compete with other peer groups at school for enjoying higher status and power than their fellow colleagues. Here again the competition between peer groups has a positive ripple effect in that the different peer groups channel their energies in a healthy direction, sport. Instead of using their pent up energies to be aggressive the males compete with other groups in sport. This will curb the number of fights and displays of other forms of aggression.

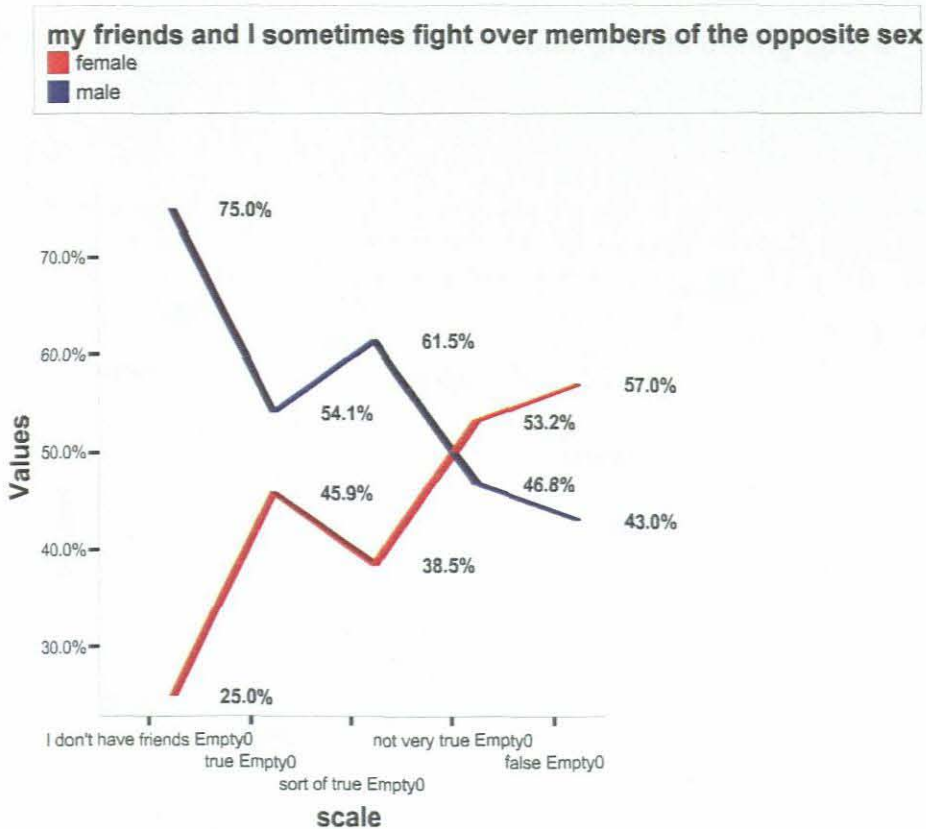


Figure 48: Significant correlation between gender and learners fighting over the opposite sex.

In the figure above 45.9% (28) females and 54.1% (33) males indicated that they do end up in fights over members of the opposite sex. However 57% (208) females and 43% (157) males stated that this is false. More males have indicated that they fight over members of the opposite sex. Boys indicated that they sometimes end up in fights with their friends because they date their friends' girl-friends. Some girls have also indicated that they fight because they date their friends' boy-friends. Boys fight with their friends because more than one of them may be interested in a particular girl.

my friends and I fight with the other groups during sports
 — female
 — male

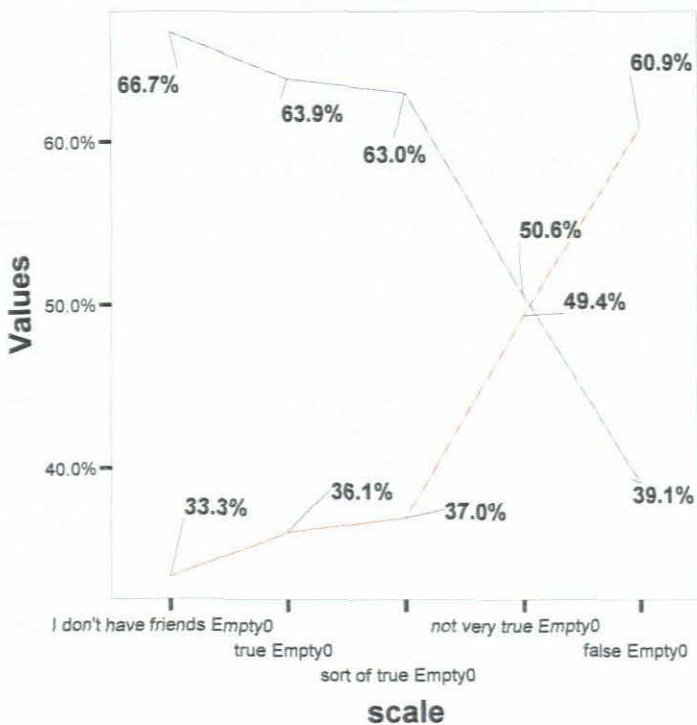


Figure 49: Significant correlation between gender and learners fighting during sports.

In the figure above 36.1 % (22) females and 63.9% (39) males indicated that they do fight with other groups during sports matches. But 60.9% (210) females and 39.1% (135) males stated that this is false. According to Bezuidenhout & Joubert (2003: 69) males generally live in a wider geographic area than girls, spend more time outside the home, have greater freedom of physical movement and engage less in adult role activities. Young males also tend to act more aggressively than young females. From the statistics above it is clear that males are more

aggressive than their female counterparts during sports matches. According to an article in Daily News (23 March 2006:7) researchers, Jodi Burton and Dr Lisa Marshall found a significant correlation between participation in sports and involvement in aggressive behaviour. Sporty pupils were 2% more aggressive than those who enjoyed less active hobbies. Boys who played sport were nearly 4% more likely to break rules such as skipping lessons, experimenting with drugs and alcohol and stealing than boys who played no sports. But girls who enjoyed sport were just as aggressive as their male counterparts. However research projects by the Qualifications and Curriculum Authority and Durham University have found participation in sport has a direct and positive effect in the classroom. Sport can not only curb disruptive behaviour, but also enhance academic performance. Daily News (23 March 2006, 7)

Conclusion

In this chapter the researcher analysed the data to determine how the members of the peer group get along with each other and how these peer groups get along with other groups at school. The focus was on how the dynamics within the peer group and between peer groups affect the climate of the school.

Chapter 12

PEER PRESSURE VERSUS PARENTAL GUIDANCE

Introduction

In this chapter the researcher examines the adolescent's ability to make decisions and to find out whose influence is greatest on the grade ten adolescent. Does the peer or the parent influence the adolescent or does the adolescent decide for him/herself. It is universally known that regardless of race, nation, language, culture, gender and geographic location, parents are the primary educators. As the child's primary educators, the parents educate their children in accordance with the values, norms, standards, codes of behaviour and rules for living that apply in their respective communities. Education is a natural and spontaneous event that unfolds between parents and their children, and parents engage in this event in the hope that their children will grow up and emerge as the future "hope of the fatherland."

Findings regarding peer pressure and parental influence

Influence regarding type and style of dress when going out with the family

In the figure below approximately 63.4% (85) female respondents and 36.6% (49) male respondents indicated that their parents' decision matters most with regards to selection of their clothing when going out with the family. About 38.7% (12) female respondents and 61.3% (19) male respondents stated that their friends have the greatest influence on them when they select clothing to go out with their families. However 51% (207) female respondents and 49% (199) male respondents indicated that they make choices about their clothing based on their own

judgements. It is clear that the most grade ten adolescents prefer to choose their own dress styles.

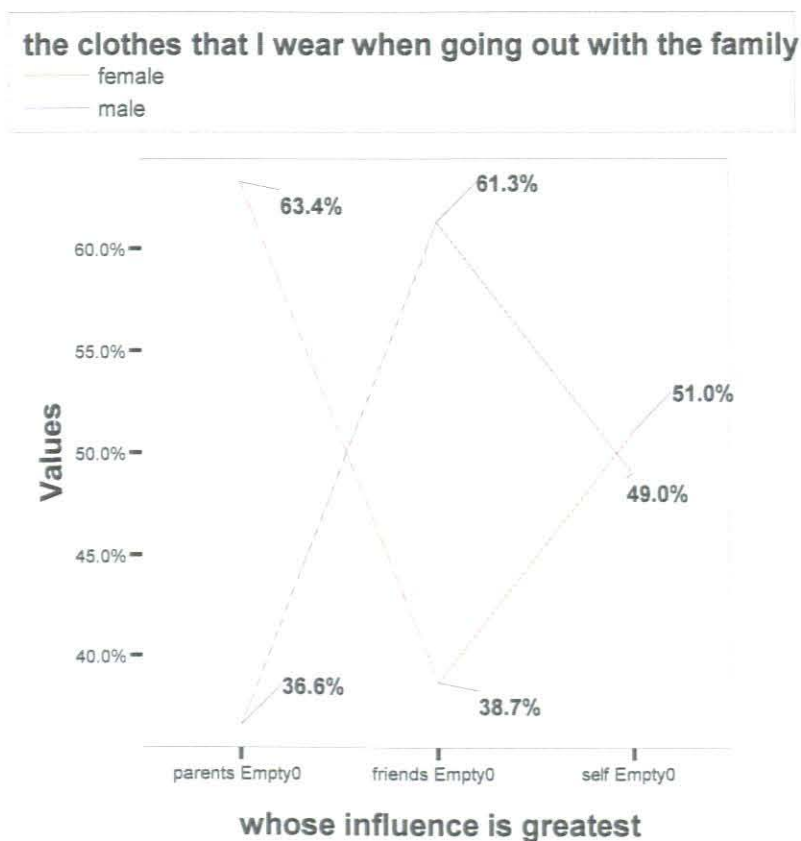


Figure 50: Significant correlation between gender and who influences learners' choice of clothing when going out with the family.

According to Heyman (2001: 62) adolescents need to belong to a group, and belonging means wearing whatever the group thinks is suitable. As long as an adolescent's requests for clothing are reasonable, parents should not waste their energy and time arguing about the adolescent's style of dress. Parents need to accept the fact that adolescents need to

dress like their friends. Teach them to be reasonable in their requests and encourage them to work for their fashionable clothes.

Clothing choices when going out with friends

A similar pattern emerges when adolescents go out with their friends. Approximately 49.6% (212) female respondents and 50.4% (215) male respondents indicated that they make their own choices about clothing. It is evident that most adolescents make their own decisions about what to wear, irrespective of whether they are going out with family or friends.

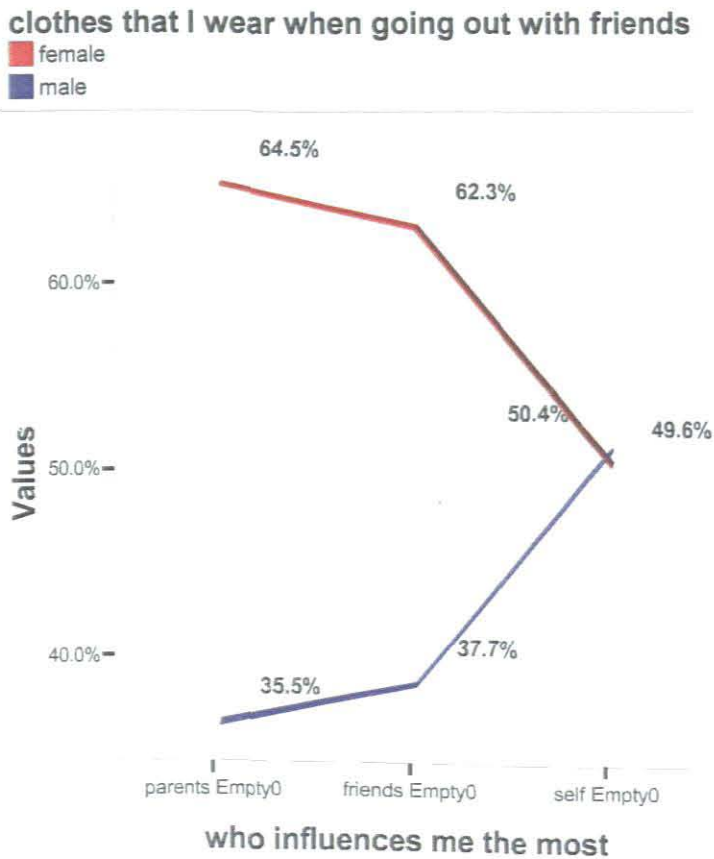


Figure 51: Significant correlation between gender and who influences learners' choice of clothing when going out with friends.

According to Heyman (2001: 64) parents should avoid fighting over their children's choice of clothing. Parents will enjoy a better relationship if they accept that adolescents' clothing styles come from their friends more than from their parents. Adolescents worry more about what their friends say about their clothing than what their parents have to say. However from the data in the graph it is evident that the adolescents' do make their own decisions about what to wear for each occasion. They observe other teenagers and the media to determine what exactly is in fashion and which outfits are "cool" and then they put together their own outfits.

Whether to attend a party or not

An adolescent's main form of entertainment is a party. Whether it is a birthday party, a celebration of the end of term or attainment of good results, teenagers most often finds reasons to be together and have fun. According to Wiseman (2002: 153) few things are more devastating than not being invited to a friend's party. The person who is not invited feels rejected and worthless. This is a crushing blow to the adolescent. Yet surprisingly a large percentage of girls will not just attend a party without the approval of their parents. (See figure below)

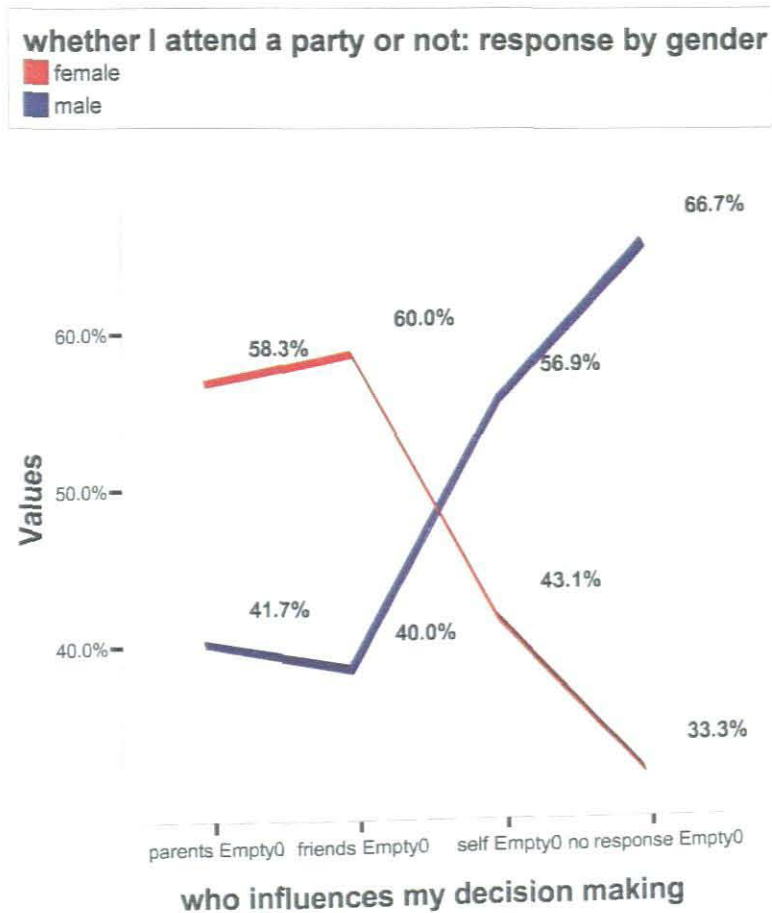


Figure 52: Significant correlation between gender and who influences learners' decisions about attending a party or not.

In the above ribbon graph 58.3% (168) females and 41.7% (120) males indicated that they are guided by their parents' decision, on whether they should attend a party or not. Just 60% (45) females and 40% (30) males are influenced by their friends, when deciding whether they should attend a party or not. However 43.1% (90) females and 56.9% (119) males stated that they decide for themselves. There is a distinct difference between the male and the female respondents. The largest number of females (168) is influenced by their parents while the largest number of males (119) makes their own decisions about attending a party or not. Parents seem to allow males more freedom to attend

parties with their friends. The female adolescent is not allowed so much of freedom. They are given shorter curfews. This might be so because of the dangers that adolescent girls are exposed to. Females are still seen as more vulnerable. According to Bezuidenhout & Joubert (2003: 59) adolescents allowed more time away from home may join friends who are providing “bad company”. These adolescents will be tempted to experiment with alcohol, cigarettes and other substances.

Going on a date

According to Kruger & Gouws (1994: 127) the initial awkwardness, that teenagers experienced when in the company of members of the opposite sex, gradually fades away to give rise to relationships, where they begin to communicate with each other in a more sophisticated way. The sexes seek increasing opportunities to meet each other to enjoy each other’s company. This marks the beginning of the dating process, which is the precursor of more serious heterosexual relationships. According to Kruger & Gouws (1994: 127) dates with members of the opposite sex are made for one of the following reasons:

- *Recreation*- being together informally with members of the opposite sex can be relaxing for both parties.
- *Experimentation*- dating can be seen as experimentation with different techniques of social interaction.
- *A declaration of independence*- dating gives the adolescent the opportunity to prove his independence.
- *Status-seeking*- dates with popular members of the opposite sex can confer prestige and status and can secure access to the “in group”

- *Status-seeking* - loneliness and boredom are assuaged by going out.
- *Sexual satisfaction*- by going out together couples gain the opportunity to make physical contact and satisfy sexual needs to some extent.

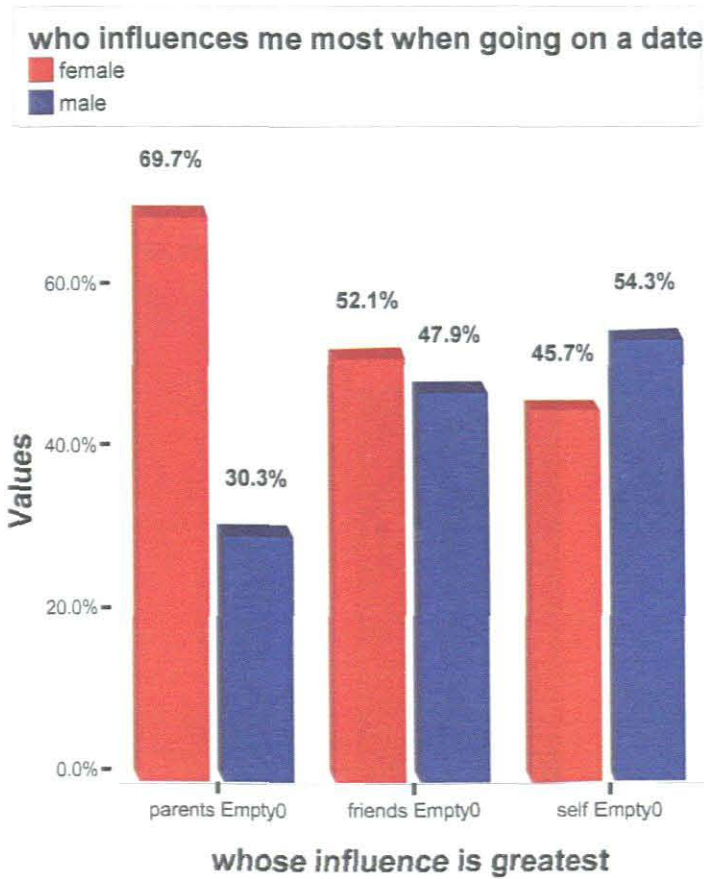


Figure 53: Significant correlation between gender and who influences learners' decisions about going on a date with a boyfriend or girlfriend.

In the above figure 69.7% (106) female respondents and 30.3% (46) male respondents indicated that their parents influence their decisions on dating. Approximately 45.7% (153) females and 54.3% (184) males stated

that they make their own decisions about who to date. There is very little peer pressure with regards to whom the adolescents date.

Going to clubs

Clubs in this instance refers to discotheques, which adolescents frequent in their vacations, weekends and spare time to dance and socialise.

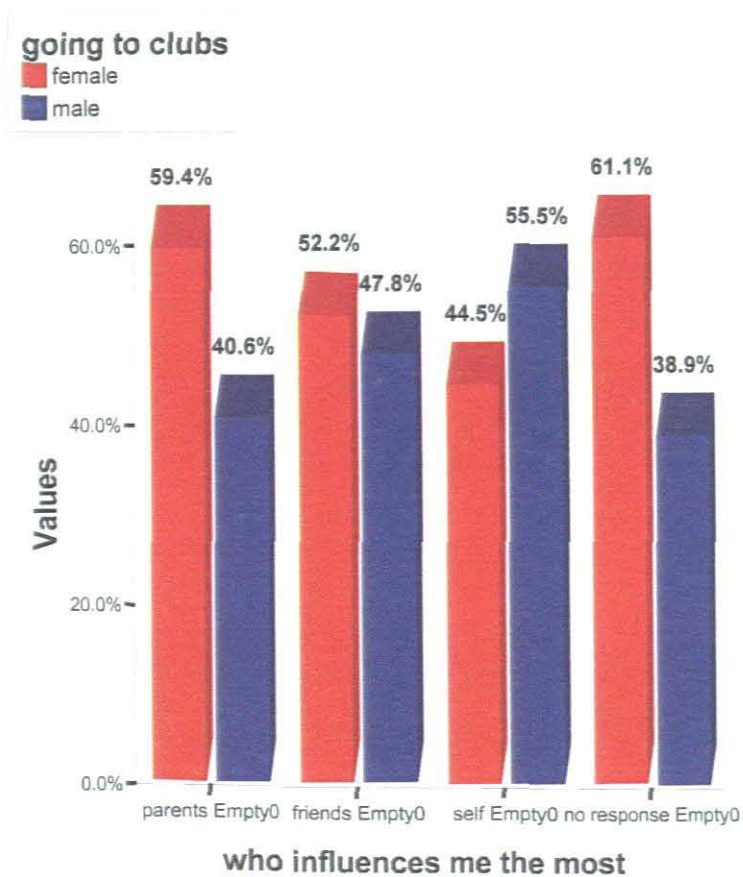


Figure 54: Significant correlation between gender and who influences learners' decisions about going to clubs.

In the above bar chart 59.4% (151) female respondents and 40.6% (103) male respondents indicated that their parents influence their decisions about going to clubs. About 52.2% (48) female respondents and 47.8%

(44) male respondents stated that their friends influence their decisions about going to clubs. However 44.5% (94) females and 55.5% (117) males stated that they make their own decisions about going to clubs. From the statistics we can gauge that a large percentage of the grade ten learners frequent different clubs but most of their parents control whether they do go or not. More boys (55.5%) than girls (44.5%) have indicated that they make up their own minds about going to clubs.

Hanging out with friends

This refers to spending time with friends. There is nothing specific that will be done during this time. Members of a peer group may just enjoy a good conversation with one another or they could assist one another with homework or they could just enjoy being together for companionship.

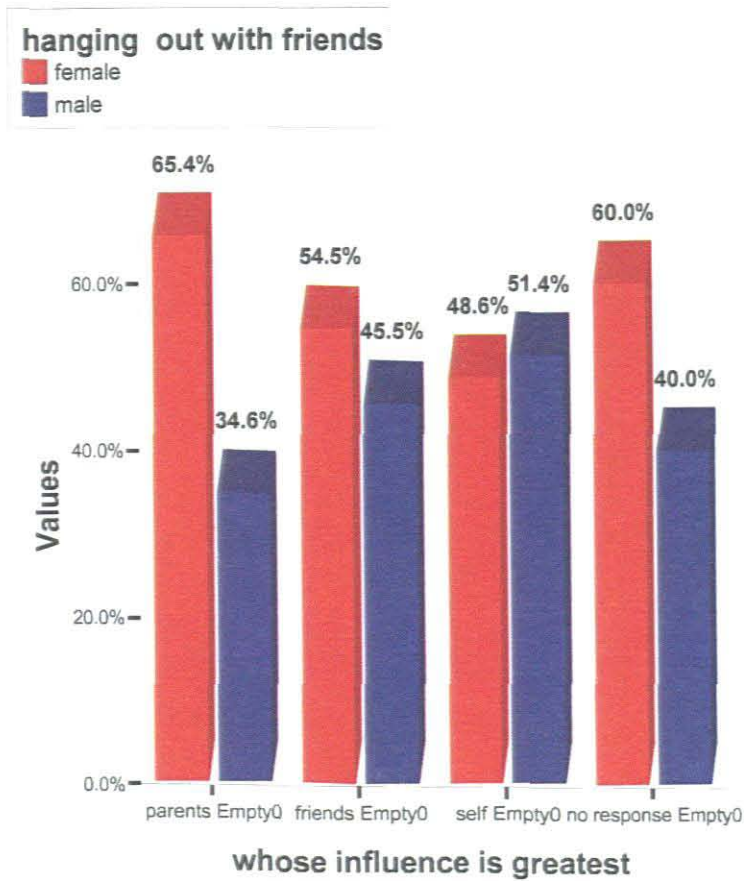


Figure 55: Significant correlation between gender and who influences learners' decisions about hanging out with friends.

In the above bar chart 65.4% (70) females and 34.6% (37) males indicated that their parents determine whether they hang out with friends or not. However, 48.6% (177) females and 51.4% (187) males stated that they determine for themselves whether they should hang out with friends or not. More females' than males are influenced by their parents whether to hang out with their friends or not.

Conclusion

In this chapter the researcher examined whether peer pressure is greater than parental influence and guidance. It was discovered that the

adolescents heed their parents' advice or they decide for themselves with regards to clothing choices, going on dates, hanging out with friends and going to clubs. Friends have little or no influence over adolescents concerning these aspects.

Chapter 13

EDUCATORS' PERSPECTIVES ON THE BEHAVIOUR OF ADOLESCENTS IN SECONDARY SCHOOLS

Introduction

In this chapter the researcher attempts to provide a global view of how the educators feel about the adolescents' behaviour at school and how it impacts on the educators and the climate of the school as a whole.

Profile of educators interviewed for the purpose of this study

Although 575 learners were given questionnaires to complete, the researcher deemed it necessary to obtain views from educators in the system. The responses obtained from educators would assist in qualifying what learners have stated or make the learners responses questionable.

For the purpose of this study 23 females and 33 males were interviewed. They were of different age groups to ensure that there was a fair representation of the population of educators.

		Count	Col %
age of educator	20 - 29 years	9	16.1%
	30 - 39 years	13	23.2%
	40 - 49 years	27	48.2%
	50 - 59 years	6	10.7%
	60 -69 years	1	1.8%
Total		56	100.0%

Figure 56: Age of educators.

There were junior as well as senior educators chosen. If the researcher had chosen all junior educators (under 5 years of experience) or if all senior educators (over 5 years of experience) were chosen then she would not have been able to obtain a balanced view of the population of educators

		Count	Col %
years	0 - 5	8	14.3%
service	6 - 10	6	10.7%
in the	11 - 15	9	16.1%
DoE	16 - 20	14	25.0%
	21 +	19	33.9%
Total		56	100.0%

Figure 57: Number of years of service in the Department of Education.

In the table above it is clear that 8 educators had 0 to 5 years experience, 6 educators had 6 to 10 years experience, 9 educators had 11 to 15 years of experience, 14 educators had 16 to 20 years of experience and 19 educators had over 21 years of experience.

		Count	Col %
is there a change in	yes	54	96.4%
learners' attitudes	no	2	3.6%
about school?			
Total		56	100.0%

Figure 58: Do educators believe learners' attitude towards school has changed?

From the table above it is evident that these educators form a suitable sample to represent the educator population of the province because educators were selected from all the different age groups. Approximately 96.4% (54) educators indicated that there was a change in the learners' attitude towards school.

The differences between male and female behaviour and attitudes

The researcher separated the research data on adolescents into male and female because it has been discovered that the females and males differ vastly in the way they think, respond to situations and circumstances, the way they express themselves, the manner in which they solve problems and how they feel about their friends.

According to Gurian (1998: 15) boys are the primary victims of violence in schools, they comprise the majority of the dead, injured, mentally ill, and substance-abusing adolescents in schools, but they exhibit the majority of academic problems as well. Statistically, there is only one area of healthy activity where males outnumber females: sports. Adolescent boys are twice as likely as adolescent girls to be diagnosed as learning disabled. Ninety percent of adolescent discipline problems in schools are male, as are most expulsions and suspensions. Adolescent males are significantly more likely than adolescent females to be left back a grade. Adolescent females now dominate school clubs, yearbooks, and student government. More college students are female (55%) than male (45%). More graduate students are female (59%) than male (41%). According to Gurian (1998: 15) the discrepancies that did exist thirty years ago- the gender gap that put female school attendance lower than male- have more than reversed. This reversal began more than sixteen years ago. Since 1981, more women than men have been enrolling in college. Only our public consciousness has not caught up to the changes that have occurred in the many gender gaps, including the educational ones that statistically favour the adolescent female rather than the adolescent male.

According to the National Centre for Education Statistics of the U.S. Department of Education, as cited by Gurian (1998: 15), fewer boys than girls now study advanced algebra and geometry, about the same number study trigonometry and calculus, and more girls than boys study chemistry. What was true about the gender gaps in these math/science areas twenty years ago is not true now. Even more dramatic is the gender gap in reading/writing. Adolescent males are outscored by adolescent females. The U.S. Department of Education recently pointed out that this gender gap in reading/writing is equivalent to one and a half years of school. (Gurian 1998: 16)

Educators' views on the behaviour of male adolescents at secondary schools

The educators were interviewed to collate information about the behaviour of male and female adolescents at school.

	Count	Col %
to what extent do boys regularly engage in bullying?	35	62.5%
occasionally	21	37.5%
Total	56	100.0%

Figure 59: Educators' responses to boys engaging in bullying.

According to the table above 62.5% (35) of the educators interviewed indicated that boys regularly engage in bullying while 37.5% (21) stated that boys engaged in bullying occasionally. A larger percentage of educators indicated that bullying occurs at secondary schools today. According to Thompson, Cohen & Grace (2002: 221) schools cannot solve the bullying problems by simply punishing the bully. Punishment often just drives the behaviour underground or sets the victims up for reprisals from the perpetrators for getting them into trouble. On the other hand, schools must take a strong moral stand against bullying and

not turn a blind eye. Interventions that really work at schools involve the whole system, at every level. According to Dan Olweus as cited by Siegel & Senna (2003: 285) interventions that really work at schools involve the whole system at every level:

- *School wide interventions*- a survey of bullying problems at each school, increased supervision, school wide assemblies, and teacher in-service training to raise awareness of children and school staff regarding bullying.
- *Classroom-level interventions*- the establishment of classroom rules against bullying, regular class meetings to discuss bullying at school, and meetings with parents.
- *Individual-level interventions*- discussions with students identified as bullies and victims.

This system wide approach cannot just be a one-shot deal for a single school year. It has to be a real commitment.

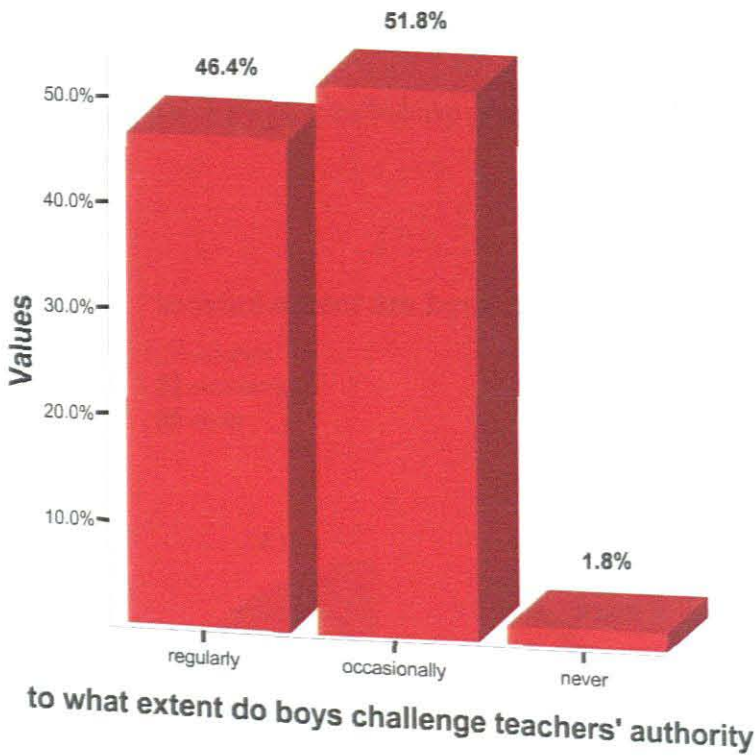


Figure 60: Educators' responses to boys challenging their authority.

In the figure above almost 52% of the educators indicated that boys do challenge their authority occasionally while about 46% stated that the boys do so occasionally. According to Emmer et al. (1984: 108) *challenging educators may occur in the following ways: sassy back talk, arguing, crude remarks, or gesturing.* Frequently this type of behaviour is a means of getting attention either from the educator or the peers. Educators should try not to overreact or argue with the student and get trapped in a power struggle. The educator's response should depend on the degree of rudeness. In borderline cases the student may not even realise that the comment was offensive. A reasonable first reaction is to inform the student that the behaviour is not acceptable and to refer to a general classroom rule such as "respect others" or "be polite". If the

incident is repeated, or if the original comment was quite rude, then some type of penalty can be used. In the case of really obnoxious behaviour that disrupts the class or that persists, the student can be sent to the office until he/she agrees to behave properly.

to what extent are boys conscientious?

- regularly
- occasionally
- never

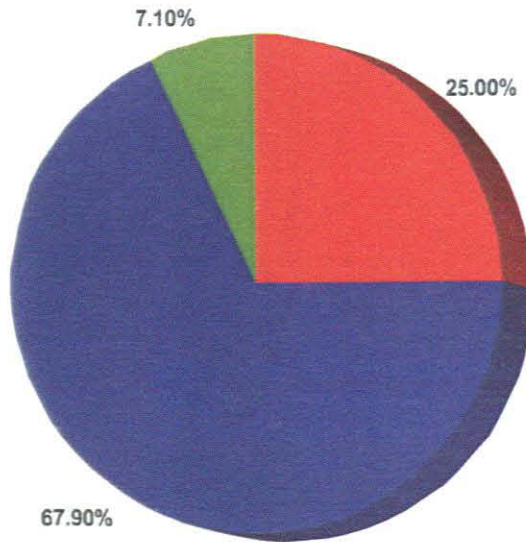


Figure 61: Educators' responses as to whether boys are conscientious.

In the pie chart a larger percentage (67.90%) of educators indicated that boys are conscientious occasionally, a smaller percentage (25%) stated that boys are conscientious regularly and about 7.10% of educators indicated that boys are never conscientious. According to Emmer et al. (1994: 104) learners often skip assignments occasionally, and then with

increased regularity, until he or she is habitually failing to do the assigned work. According to Hurlock as cited in Kruger & Gouws (1994: 148) the educator plays an important role in the conative life of an adolescent. Conative development refers to the “development of a person’s will.” “If the educator expects the adolescent to achieve academic success, then the adolescent will come to expect the same degree of success for himself/herself.” The educator has to have high expectations in keeping with the ability levels of the learners.

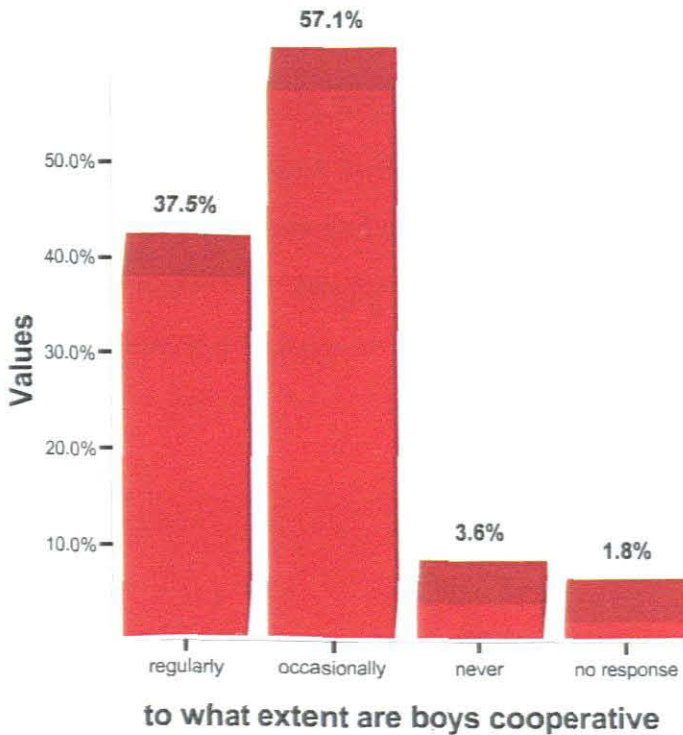


Figure 62: Educators' responses as to whether boys are cooperative.

According to the table above 57.1% (32) educators stated that boys were occasionally cooperative. This means that they followed instructions given to them and they worked enthusiastically occasionally. However 37.5% (21) educators indicated that boys were cooperative regularly. According to Klopper (2000: 25) cooperative learning consists of

instructional techniques that require positive interdependence between learners in order for learning to occur. Research shows that competitive and cooperative interactions are a healthy part of a child's repertoire of behaviour.

		Count	Col %
to what extent do boys	regularly	17	30.4%
display deceptive	occasionally	36	64.3%
behaviour towards	never	3	5.4%
other learners?			
Total		56	100.0%

Figure 63: Educators' responses as to whether boys are deceptive towards other learners.

In figure above approximately 30% of the educators stated that the boys displayed deceptive behaviour towards other learners regularly while about 64% of the educators indicated that boys displayed deceptive behaviour occasionally. By deceptive the researcher means that the boys do not display their true feelings or they do not tell the truth.

to what extent are boys disruptive in class?

regularly
occasionally

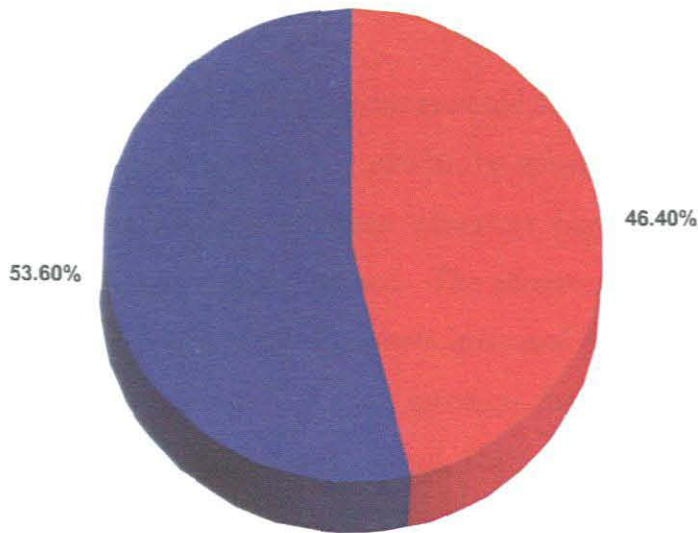


Figure 64: Educators' responses as to whether boys are disruptive in class.

In the above figure about 54% of the educators indicated that the boys are disruptive regularly while 46% of the educators stated that the boys were disruptive occasionally. This is a clear indication that almost all educators interviewed feel that the boys are disruptive in class. Some of the complaints from educators were that boys get up from their places and walk around the classroom chatting with their peers, some clown around making other learners giggle and laugh all the time, some boys make wisecracks in response to almost everything the teacher says. The boy making the wisecracks usually responds with exaggerated charm and courtesy, thus making the other learners laugh hilariously. Educators find this very disturbing and disruptive.

		Count	Col %
to what extent	regularly	12	21.4%
do boys drink	occasionally	33	58.9%
alcohol?	never	11	19.6%
Total		56	100.0%

Figure 65: Educators' responses as to whether boys drink alcohol.

In the table above 58.9% (33) educators stated that boys consume alcohol occasionally while 21.4% (12) educators stated that boys consume alcohol regularly. Some of these educators have had experiences of having boys being drunk at school. The educators discovered that the boys were drunk, when other learners informed them that their friends had been drinking alcohol. In some instances the boys were not walking properly and their speech was slurred, their eyes bloodshot. In most cases the parents were not aware of their children consuming alcohol and they were quite shocked and disappointed when they were informed about their children's behaviour.

According to Biddulph (2003: 147) researchers have found that programs that offer activities for kids that are more appealing than boredom and drinking alcohol can be effectively run in communities. School, community, and church youth groups and recreation programs can provide activities, and others that are of interest to teens. Alternative programs tend to fill time and provide healthy activity, but they are not as effective as programs that teach useful life skills. Peer programs have been found to be even more effective than alternative programs. Peer programs bring teens together in interesting activities that also provide training in important life skills and have been shown to significantly reduce underage drinking.

According to the figure below 51.8% of the educators indicated that boys are occasionally demotivated, 39.3% of educators indicated that boys are regularly demotivated and approximately 8.9% of educators stated that boys are never demotivated. According to Govender (2005: 82) motivation activates human energy and it is also the force that leads people to satisfy their needs. The word motivation implies movement that is derived from the Latin word “movere”, meaning to move. Motivation is the process whereby the behaviour of an individual is energised, sustained, and directed in order to meet individual needs and achieve organisational objectives.

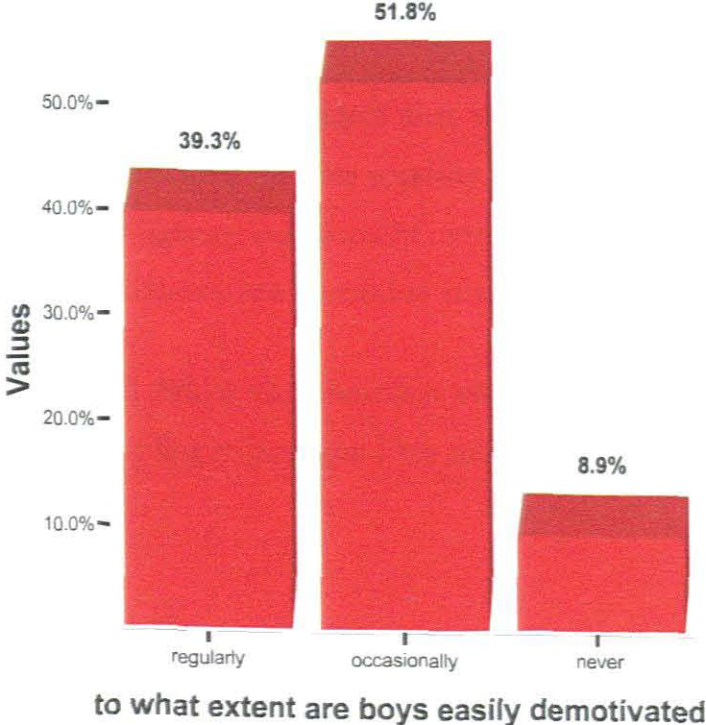


Figure 66: Educators' responses as to what extent are boys easily demotivated.

Since a larger percentage of boys are demotivated this would mean that they display a lack of interest in school activities such as sport or

academic work. This in turn would impact on their peers, the class discipline and the tone of the school as a whole.

In table 67 below 23.2% of the educators indicated that boys do fight regularly over members of the opposite sex while 66.1% of educators indicated that boys fight occasionally over members of the opposite sex. This does not appear to be causing major problems at school.

		Count	Col %
to what extent do boys fight over the opposite sex?	regularly	13	23.2%
	occasionally	37	66.1%
	never	6	10.7%
Total		56	100.0%

Figure 67: Educators' responses as to what extent do boys fight over the opposite sex.

From the data above it is evident that the number of boys fighting regularly over members of the opposite sex is far smaller than the number of boys fighting occasionally over girls. Since there are fewer fights this means there is less disruption at school.

In the bar graph below the researcher explores whether boys choose their friends according to common likes and dislikes shared by friends.

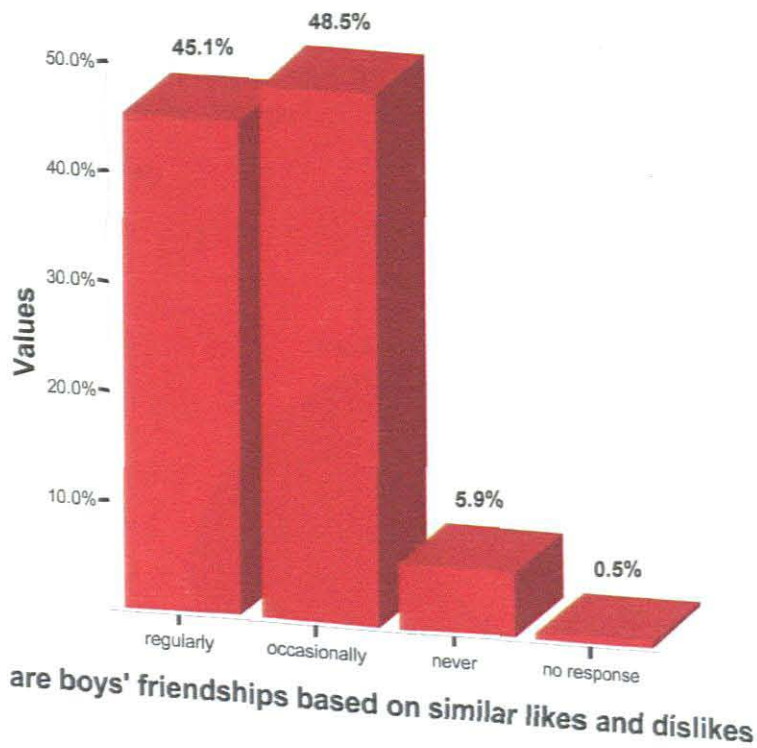


Figure 68: Educators' responses as to whether boys' friendships are based on similar likes and dislikes.

According to the bar chart above 45.1% of educators indicated that boys choose their friends based on similar likes and dislikes. About 48.5% of educators indicated that boys choose their friends according to similar likes and dislikes occasionally. This means that boys choose their friends according to similarities in sport, interests in hobbies, choices of movies and interests in subjects.

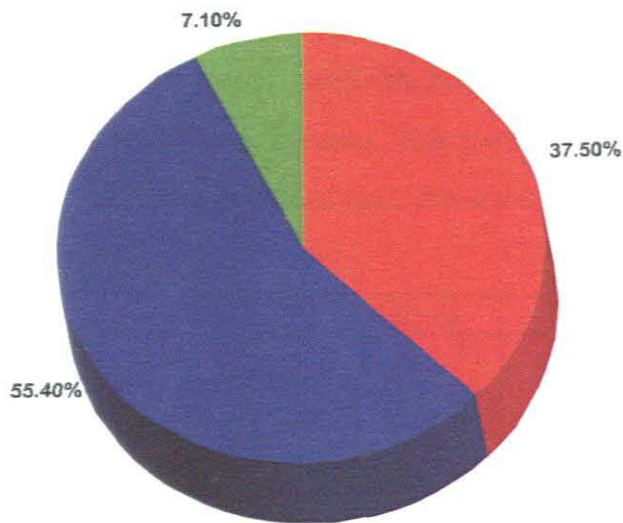


Figure 69: Do boys form friendships with learners from other ethnic groups?

According to the pie chart 37.5% of educators in the secondary schools have indicated that boys regularly form friendships with children from other race groups. Approximately 55.40% indicated that boys regularly form friendships with learners from other ethnic groups. From the data it is clear that the adolescent boys do mingle and get along with the other race groups.

		Count	Col %
to what extent do boys gossip?	regularly	18	32.1%
	occasionally	35	62.5%
	never	3	5.4%
Total		56	100.0%

Figure 70: Educators' responses as to whether boys' gossip.

In the above table 32.1% (18) educators indicated that boys gossip regularly while 62.5% (35) educators stated that boys gossip occasionally. Boys talk about their friends' music systems, their parents' vehicles, their own movie icons, favourite pop stars and their dreams and ambitions.

		Count	Col %
to what extent do boys mimic teachers behind their backs?	regularly	15	26.8%
	occasionally	38	67.9%
	never	2	3.6%
	no response	1	1.8%
Total		56	100.0%

Figure 71: Educators' responses as to whether boys mimic teachers behind their backs.

In the figure above 15 (26.8%) of educators indicated that boys regularly mimic them when they are not facing their learners while 38 (67.9%) of educators indicated that the boys mimic educators occasionally. Educators are supposed to be their superiors yet the boys behave in this manner. This is a form of disrespect towards their educators.

		Count	Col %
to what extent do boys use abusive language towards fellow learners?	regularly	27	48.2%
	occasionally	25	44.6%
	never	2	3.6%
	no response	2	3.6%
Total		56	100.0%

Figure 72: Educators' responses as to whether boys use abusive language towards fellow learners.

In the above table 27 (48.2%) educators have indicated that boys regularly use abusive language towards their fellow learners. Approximately 44.6% (25) educators have indicated that boys occasionally use abusive language towards their fellow learners. Children need to learn effective communication and negotiation skills. Children need to be made aware that communication is a two way process. They cannot have their own way all the time. According to Train (1995:72) if the central purpose of teaching your child how to communicate is only for him/her to express his/her thoughts freely, you could be promoting an egocentric and domineering bully. Encourage him/her to understand that there are other people in the world, and show him/her how to negotiate with them.

Learners should be taught how to control their emotions and articulate their feelings without inflicting pain on their friends or classmates.

		Count	Col %
to what extent do boys use abusive language towards teachers?	regularly	12	21.4%
	occasionally	33	58.9%
	never	10	17.9%
	no response	1	1.8%
Total		56	100.0%

Figure 73: Educators' responses as to whether boys use abusive language

towards educators.

In the table above 21.4% (12) educators indicated that boys regularly use abusive language towards them while 58.9% (33) educators indicated that boys occasionally use abusive language towards them. If learners are using vulgar language towards their educators this means that they have no respect for their educators and they do not fear being punished. Schools have to draw up clear concise forms of punishment for specific transgressions of the school code of conduct.

	Count	Col %
to what extent do boys respect teachers?		
regularly	16	28.6%
occasionally	35	62.5%
never	4	7.1%
spoilt response	1	1.8%
Total	56	100.0%

Figure 74: Educators' responses as to whether boys respect their teachers.

In the table above 28.6% (16) educators indicated that boys regularly show respect towards them while 62.5% (35) educators indicated that boys occasionally respect them. According to Gnagey (1968: 17) a study conducted by Thurston, Feldhusen and Benning (1964) revealed that several of the following factors appeared again and again in the home situations of children who were constant classroom deviants:

- The discipline by the father is lax, overly strict, or erratic.
- The supervision by the mother is at best only fair, or it is downright inadequate.
- The parents are either indifferent or even hostile toward the child.

- The family members are scattered in diverse activities and operate only somewhat as a unit or perhaps not at all.
- The parents find it difficult to talk things over regarding the child.
- The husband-wife relationship lacks closeness and equality or partnership.
- The parents find many things to disapprove of in their child.
- The parents resort to angry physical punishment when the child does wrong. Temper control is a difficult problem for them at this time.
- The parents believe they have little influence on the development of their child.
- The parents believe that other children exert bad influences upon their child.
- The parents' leisure time activities lack much of a constructive element.

The transfer into the classroom of the parent-inspired hostilities of such children could certainly be at the base of their perennial deviancy. These children would always take mean digs at other learners, poke fun at their friends, and be cruel and sarcastic towards others.

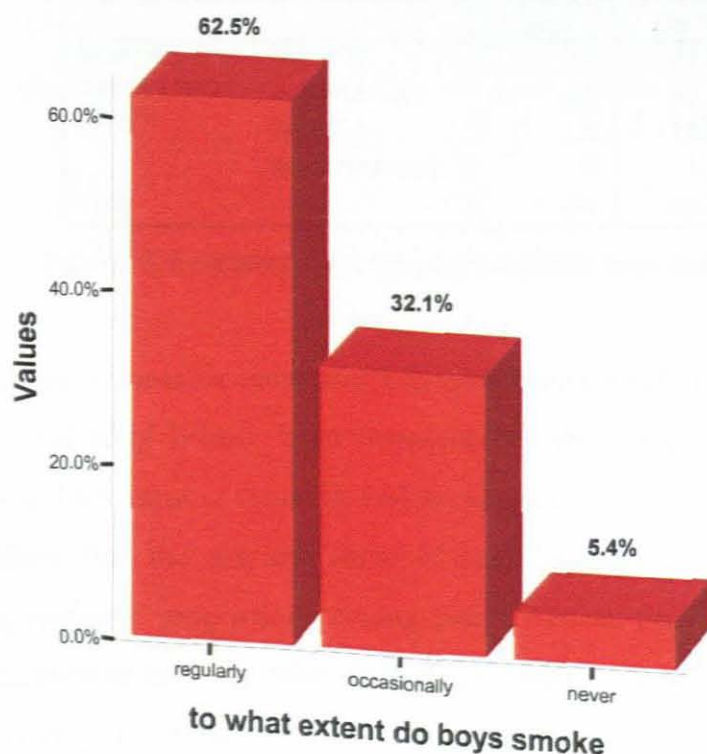


Figure 75: Educators' responses as to whether boys smoke.

According to the bar graph above 62.5% of educators interviewed indicated that boys smoke regularly while 32.1% of educators stated that boys smoke occasionally. According to Nawaal Deane (the Teacher April 2003 p8) studies in the United States of America have shown that approximately 20% of teenagers are smoking regularly. Educators need to create awareness of the dangers of smoking. Even passive smokers need to know the risks they face. Adolescents need to be informed that smoking destroying good health. They should be shown the probable physical effects of smoking in detail.

		Count	Col %
to what extent	regularly	13	23.2%
do boys take	occasionally	34	60.7%
drugs?	never	8	14.3%
	spoilt response	1	1.8%
Total		56	100.0%

Figure 76: Educators' responses as to whether boys take drugs.

According to the table above 60.7% (34) educators who were interviewed stated that they believe boys occasionally take drugs. This can be confirmed by statistics found in various sources. Van Niekerk (1998: 36) postulated that the use and abuse of both legal and illegal drugs are taking epidemic proportions among South African youth. The youth tend to become involved with alcohol and drugs at an early age, with the prevalence and incidence of use reaching a high in the late teens and early twenties (Barlow & Ferdinand 1992:99).

According to Bezuidenhout (2002: 9) drugs can fall into three categories:

- **Depressants:** Popular depressants among youths are alcohol, heroine, morphine, painkillers (e.g. Wellconal) and sleeping pill (e.g. Rophypnol). Domestic depressants used by street children are glue, petrol and nail varnish removers, of which the fumes are inhaled.
- **Stimulants:** Stimulants favoured by the youths are amphetamines (Benzedrine), meta-amphetamines (ecstasy, ice and crack), ephedrine (known as "speed") and nicotine.

- **Hallucinogens:** The most common hallucinogens used by South African youths are LSD, dagga and ketamine (used as a date-rape drug).

According to Bezuidenhout & Joubert (2003: 38) a survey to examine youth drug use in South Africa was conducted by the staff of the University of South Africa's Department of Criminology. The survey was undertaken in August 2000 and 2281 pupils from grades 7, 10, and 11 in the Pretoria school district completed the questionnaires.

Neser et al. (2001: 131-133) indicated that these are some of the findings:

- More than one third of the respondents indicated that dagga could be bought within an hour.
- One quarter revealed that LSD, ecstasy, Cocaine or heroin could be obtained within one day.
- One third admitted having smoked dagga, with 24% of them under the age of 12, 34% being 15 and 16 years old.
- One quarter indicated that they had inhaled glue, petrol or thinners, 27% had swallowed, eaten or taken mandrax, ecstasy, LSD, etc. and 22% had smoked crack, cocaine or mandrax.

"Sugars"- a cocktail of heroin remnants, cocaine and Rattex- has become the latest trendy drug among youngsters. Parents, teachers, police and doctors are struggling with the burgeoning problem in the southern Durban township of Chatsworth. Sunday Times Extra 3 April 2005.

		Count	Col %
to what extent do boys engage in violence and fighting?	regularly	29	51.8%
	occasionally	25	44.6%
	never	1	1.8%
	spoilt response	1	1.8%
Total		56	100.0%

Figure 77: Educators' responses as to whether boys engage in violence and fighting.

According to the figures in the above table 51.8% (29) educators stated that boys engage in violence regularly at school and 44.6% (25) indicated that boys engage in violence occasionally. Lund (2000: 5) states that crime and violence are still major concerns in South Africa. Both learners and teachers are potential victims of offenders. Cases of teachers being shot and killed or robbed on the school premises are reported regularly. According to Bezuidenhout & Joubert (2003: 63) the launching of the "safer schools" programme in South Africa, which involves keeping violence off the school premises is indicative of the problem of violence some schools experience. Educators are struggling to educate children and to teach them respect for life and property.

		Count	Col %
to what extent do boys carry weapons to school?	regularly	3	5.4%
	occasionally	43	76.8%
	never	10	17.9%
Total		56	100.0%

Figure 78: Educators' responses as to whether boys carry dangerous weapons to school.

According to the statistics from the table 76.8% (43) of educators interviewed indicated that boys carry weapons to school. According to Bezuidenhout & Joubert (2003: 62) learners carrying weapons to school is a contributing factor to the violent conditions in schools. Learners

take weapons to school because they think they need them to protect themselves, because they believe their friends will think they are “cool”, or because they intend to commit crime. According to Saunders (1994:23) and Phahlane (1999:1) learners bring knives, box cutters, razors, screwdrivers, forks, blades and guns to school. Learners are carrying weapons to school as was proven in the article titled, *“School Gun Arrest- Gangster threat leads pupil to take father’s weapon to school”*. Daily News 14 March 2006. This incident occurred in South Africa. In Reno, Nevada, James Newman (14) opened fire outside the school cafeteria injuring two learners. Daily News 15 March 2006. Learners are carrying dangerous weapons to school in the country as well as overseas. This endangers the lives of the other learners as well as the staff. According to Miranda Andrew (Daily News 10 May 2006) “pupils are armed to their teeth. Learners are carrying guns, knives, baseball bats and daggers to school. According to Linda Naidoo (Director for Childline, KwaZulu- Natal) as cited in Daily News 10 May 2006 children are carrying weapons to school to protect themselves. Bullying is becoming a serious issue and because society does not provide too many coping options for children, they choose to use violence to solve their problem. The learners do not know how to find an amicable solution to solve their problem instead of using violence. According to Daily News 10 May 2006 the shooting of two Pinetown Boys’ High pupils have parents extremely concerned for the safety of their children

The educators’ views on the behaviour of female adolescents at secondary schools

The various graphs and tables compiled with the data that was collected have illuminated the fact that boys display greater misbehaviour and delinquent tendencies than girls. There are many theories that try to

explain this difference in behaviour. Chesney-Lind & Shelden (1992: 56) agreed with Cesare Lombroso and William Ferrero that females were congenitally less inclined towards crime than males because of their passive nature and their biological roles as caretakers of children. According to Pollock (1999: 131) Otto Pollak noted that official statistics reflect that women commit substantially fewer crimes than do men. He was, however of the opinion that the crimes of women were underreported. Discussing this masking of the criminality of women he proposed that the majority of the types of crimes that women commit (e.g. illegal abortions, prostitutes stealing from their customers and domestic servants stealing from their employers) are of such a nature that they are hidden with ease. According to Ruth Morris as cited by Chesney-Lind & Shelden (1992: 71) females experienced a greater amount of shame than boys when questioned about their involvement in delinquent acts, and that girls tended to deny their involvement in delinquent acts to a greater extent than boys did. Ruth Morris also discovered that there was less disapproval of boys than girls who committed the same offence. Morris proposed that delinquency in males would most likely be caused by obstacles to power and status, while obstacles to maintaining positive effective relationships would likely produce delinquency in girls. These were some of the theories and views which try to explain female misbehaviour. The researcher will now discuss the educators' perspective in the secondary schools they teach at.

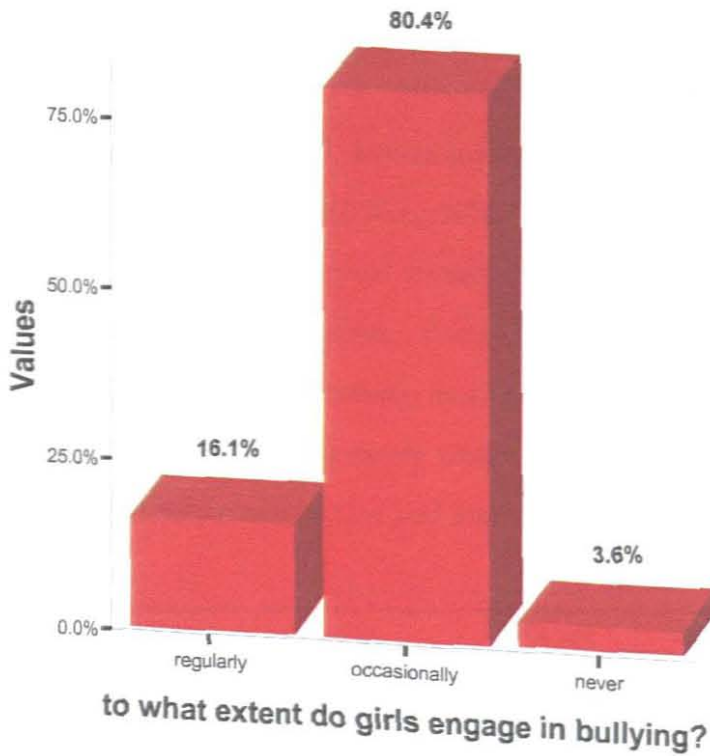


Figure 79: Educators' responses as to whether girls engage in bullying.

In the above bar graph 16.1% of educators indicated that girls regularly engage in bullying, while 80.4% of educators have indicated that girls occasionally engage in bullying. Girls too have been found guilty of bullying others. According to Train (1995: 31) exclusion bullying is a common technique used among girls. When a girl is excluded from her peer group she is devastated: she immediately feels that there is something wrong with her. If a boy is excluded from his peer group, he can still maintain credibility. Indeed boys are often assumed to have greater strength if they exist outside their peer group; even total loners are to some extent regarded in this way. However, girls who are isolated from their peers are accorded no such respect. Often girls are excluded from their peer group for not complying with its consensus of opinion or its standards of personal presentation. They are not expected, as boys

are, to demonstrate their individuality: if they do not conform to the group, none of the other girls will speak to them. Thus a girl either sacrifices her integrity or is ostracised.

According to an educational psychologist from London, Dr Valerie Besag as cited in Daily News 10 May 2006, "*Girls are meaner Bullies than Boys*". Boys display their physical strength while girls use psychological warfare to dominate their victims. Female bullying is worse than male bullying because it is more personal, more psychological and much more emotionally destructive. Girls rarely resort to violence, but they can eat away at the confidence of a victim and leave her isolated.

		Count	Col %
to what extent do	regularly	11	19.6%
girls challenge	occasionally	40	71.4%
teachers' authority?	never	4	7.1%
	no response	1	1.8%
Total		56	100.0%

Figure 80: Educators' responses as to whether girls challenge their authority.

Approximately 46% of the educators indicated that the boys challenge educators' authority regularly while 19.6% of educators indicated that girls challenge their authority regularly. Girls appear to be less aggressive and more cooperative and eager to work. According to Dobson (1983: 121) almost every authority on child development recognizes that schools are typically not set up to accommodate the unique needs of boys. Boys feel like school is a game rigged against them. The things at which they excel-gross motor skills, visual and spatial skills, their exuberance-do not find as good a reception in school. Girls on the other hand care more about school. They cope with it. Boys don't. Boys are taught at a tempo that that doesn't fit them. They

are taught in a way that makes them feel inadequate, and if they speak up, they are sent to the principal.

		Count	Col %
to what extent do girls comply with educators' instructions?	regularly	29	51.8%
	occasionally	24	42.9%
	never	2	3.6%
	spoilt response	1	1.8%
Total		56	100.0%

Figure 81: Educators' responses as to whether girls comply with their instructions.

Approximately 52% (29) educators indicated that girls comply regularly with instructions given while about 43% (24) educators indicated that girls comply occasionally with instructions given. Girls seem to be keener to work at school and to achieve high expectations.

		Count	Col %
to what extent are girls cooperative?	regularly	26	46.4%
	occasionally	28	50.0%
	never	1	1.8%
	spoilt response	1	1.8%
Total		56	100.0%

Figure 82: Educators' responses as to whether girls are cooperative.

Approximately 46.4% (26) educators indicated that girls are cooperative regularly while about 50% (28) educators indicated that girls are cooperative occasionally. According to Govender (2005: 37) contrary to the general belief that adolescents lack cooperation, motivated adolescents are willing to cooperate with educators, parents, peers and other authority figures. Cooperation in groups is of utmost importance as the adolescent becomes aware that something may be impossible to achieve by himself/herself and that it can be accomplished by working with others. Cooperating in the classroom is important because of the

extrinsic rewards such as high test scores, having their work displayed on the bulletin board or in the school newspaper. Cooperating with peers is essential for social reasons, for example the adolescent may want to be accepted as a member of the gang or be invited to specific parties or outings.

		Count	Col %
to what extent do girls display deceptive behaviours towards other learners?	regularly	13	23.2%
	occasionally	39	69.6%
	never	3	5.4%
	spoilt response	1	1.8%
Total		56	100.0%

Figure 83: Educators' responses as to whether girls display deceptive behaviour towards other learners.

According to the table above 13 (23.2%) educators indicated that girls regularly display deceptive behaviours towards other learners while 39 (69.6%) of educators indicated that girls occasionally display deceptive behaviours towards other learners. According to Wiseman (2002: 114) girls most definitely are deceptive to their colleagues in the following ways: they would gossip about you, be two faced towards you, harbour jealousy, be secretly competitive (they would like to be the best dressed and be the most popular among the boys), be judgemental, steal your boyfriend, make you choose friends, betray you by revealing your secrets to others. This list was drawn up by the adolescent girls. According to Wiseman (2002: 119) girls change cliques frequently. When this happens it is common for girls who used to be friends to turn against each other, and the teasing can be brutal. Girls' friendships are fickle but intense. So when a girl leaves one group for another, the friends she has left behind feel as though they've been rejected by a lover. Their feelings of rejection often cover seeds of self-doubt. "Why did she

leave? Am I not cool enough? How does her leaving reflect on me?"
 There is always some degree of deception among the girls in a clique.

		Count	Col %
to what extent do girls display deceptive behaviours towards teachers?	regularly	13	23.2%
	occasionally	38	67.9%
	never	5	8.9%
Total		56	100.0%

Figure 84: Educators' responses as to whether girls display deceptive behaviour towards them.

Educators do believe that the girls are not totally honest with them. Approximately 13 (23.2%) of educators believe that girls are deceptive regularly while 38 (67.9%) of educators believe that girls are deceptive occasionally. Girls have lied for their male friends or their female friends. Some have hidden cigarettes or alcohol for their friends or they have played truant.

		Count	Col %
to what extent are girls disruptive in class?	regularly	13	23.2%
	occasionally	40	71.4%
	never	3	5.4%
Total		56	100.0%

Figure 85: Educators' responses as to whether girls are disruptive in class.

According to the table above 13 (23.2%) of educators believe that girls are disruptive regularly while approximately 46% of educators indicated that boys are regularly disruptive. Boys are regarded as being more disruptive than the girls. According to Dobson (1983) boys want more action, they want to be doing something, and they want to be on the move all the time. They behave this way because of their high testosterone levels. Educators have to design class tasks to cater for the boys' needs as well as the girls' needs. Girls are disruptive in the sense

that they are always talking during lessons. This is quite annoying to the educators. The boys on the other hand most often cannot remain seated for a long period of time so they leave their chairs and walk about in class. This is also very disturbing to educators.

		Count	Col %
to what extent do girls drink alcohol?	regularly	8	14.3%
	occasionally	35	62.5%
	never	12	21.4%
	no response	1	1.8%
Total		56	100.0%

Figure 86: Educators' responses as to whether girls drink alcohol.

According to the table above 8 (14.3%) educators have indicated that girls regularly consume alcohol while 35 (62.5%) educators indicated that girls occasionally consume alcohol. This was confirmed by The Independent on Saturday 5 March 2005 in an article titled *"Pupils' booze breaks."* The Independent on Saturday had for two consecutive weeks had a team visiting Durban, including Wentworth, Durban North, Phoenix, KwaMashu, Inanda and Umlazi. The IOS team found that unscrupulous tavern owners ignored legislation barring the selling of liquor to underage persons. It was discovered that pupils bought alcohol during school hours and some pupils became so drunk that they were sometimes unable to go back to school. Education Department spokesman Mandla Msibi said that schools had been asked to adopt police stations and to form partnerships with them to stop this problem. More males consume alcohol but the numbers are steadily rising among the females. This cannot be left unchecked.

According to Biddulph (2003: 60) adolescents are less likely to engage in underage drinking when some or several of the following conditions exist:

- Children who enjoy a strong sense of bonding with parents and siblings will be more inclined to communicate with them and rely upon them for guidance and support and to discuss the topic of peer pressure and their own thoughts, questions, and concerns about alcohol use. They will be more concerned about pleasing their family because of the love that is shared.
- Parents and siblings who do not drink or drink very discreetly and modestly are set up to be stronger influences and role models for their teens for abstinence.
- Teenagers who are guided and monitored are less likely to be left in high-risk situations to make their own decisions.
- Parents who stay actively involved with their children, showing interest in their activities, earn the respect and appreciation of their children. They also understand their children better and can identify danger signals more quickly.
- Parents who engage in active limit setting and consistently fair discipline give their children a clear signal that they are valuable.
- Parents who transmit to their children a sound set of moral values help ground their children against a complex, confusing, and shifting world.
- Children benefit from healthy, open communication with their parents and other significant adults. Failure to communicate leaves children isolated and vulnerable. Parents who listen as well as speak- and when they do speak, do so with respect and

kindness, instead of preaching and ordering- have a stronger rapport with their children.

- Communities and neighbourhoods that actively promote abstinence as a value and require such behaviour strengthens teenagers against outside influences. This is done through laws, rules, limits, guidance and services.
- Failure in school erodes self-esteem and is one of the biggest contributors to child delinquency. When parents, teachers, and administrators administer a program that is child-sensitive, that helps children to be successful in school, children have a better chance of maintaining interest and motivation.
- Children who possess high self-esteem and good social and life skills are more likely to thrive in a social setting and are less likely to become involved in delinquent behaviour and alcohol abuse.
- Parents can help their children develop the ability to make healthy decisions and effectively solve problems. Such skills are taught by modelling, guiding and coaching children. Helping children achieve a sense of psychological autonomy gives them the gift of self-discipline and leadership and makes them less likely to be indiscriminate followers.
- Adolescents who have been actively taught to work and to value service to others develop a self-confidence and sensitivity and work ethic that help them throughout their lives. Children who are self-absorbed, selfish, and ungrateful are more prone to underage drinking.

- Parents who bequeath upon their children a strong spiritual and religious orientation and a belief system that encourages faith and hope and trust in things higher and more powerful than themselves give their children a power that is superior to any other. This faith will strengthen the spiritual resolve that controls physical appetites and helps them overcome serious challenges in their lives.

An adolescent who is loved, respected, confident and valued will produce positive results in other areas of his/her life.

		Count	Col %
to what extent are girls easily demotivated?	regularly	12	21.4%
	occasionally	40	71.4%
	never	4	7.1%
Total		56	100.0%

Figure 87: Educators' responses as to whether girls are easily demotivated.

In the above table 12 (21.4%) educators feel that girls are demotivated regularly, while 40 (71.4%) educators indicated that girls are occasionally demotivated. In figure 66, 39.3% of educators indicated that boys are regularly demotivated while 51.8% of educators indicated that boys are occasionally demotivated. From the above data it is evident that educators feel more boys are easily demotivated than girls. This means that girls display the tenacity to persevere even when they are failing.

		Count	Col %
to what extent do girls fight over the opposite sex?	regularly	21	37.5%
	occasionally	29	51.8%
	never	5	8.9%
	spoilt response	1	1.8%
Total		56	100.0%

Figure 88: Educators' responses as to whether girls fight over the opposite sex.

In the above table, 21 (37.5%) educators have indicated that girls fight regularly over members of the opposite sex while in figure (12.12) 13 (23.2%) educators indicated that boys fight regularly over members of the opposite sex. This highlights the fact that educators believe more girls fight over members of the opposite sex than boys. According to Wiseman (2002: 132) girls can be really cruel and mean to other girls because of boys. If a girl constantly flirts with the boys and she is very popular with the boys then this girl will become the target of the clique's envy. She would be labelled a "slut" and seen as a threat to girls who do have boyfriends. All the other girls are at best uncomfortable in the company of this girl and at worst treat her like dirt and refuse to have anything to do with her. The other girls are envious of the attention that this girl receives. According to Wiseman (2002: 132) this constant bickering and fighting among the girls, over boys begins in grade eight. It is from this stage that girls are more likely to be exploring kissing, making out, or even having intercourse. When the girls reject this girl she will hang out more with the boys and seek their company. However some boys who need to prove their masculinity by interacting with girls only as sex objects would take advantage of this type of girl.

Wiseman (2002: 134) states that girls who sleep with almost every boy generally have parents who are disconnected from them, show them love inconsistently, or make them feel ashamed for who they are. These girls come to the conclusion that they are on their own and can't depend on anyone but themselves. However this does not mean that they do not romanticize love and sex. They are still girls caught up wishing someone will rescue them and see them for who they really are. Every time they have sex, there is a little part of them hoping this person is the one who

will love and cherish them. Therefore parents and educators play a key role in helping all adolescents develop their self esteem and self worth. If girls have a high self esteem and they feel proud of whom they are they will not throw themselves at the boys to be used and abused. They would be able to walk away from abusive relationships because they would value themselves.

		Count	Col %
to what extent are girls' friendships based on similar likes and dislikes?	regularly	36	64.3%
	occasionally	18	32.1%
	never	1	1.8%
	no response	1	1.8%
Total		56	100.0%

Figure 89: Educators' responses as to whether girls' friendships are based on similar likes and dislikes.

In figure 89, 36 (64.3%) of educators have indicated that girls regularly base their friendships on similar likes and dislikes. In figure (68) 45% of educators indicated that boys choose their friends based on similar likes and dislikes. The educators believe that more girls choose their friends based on similar likes and dislikes than girls.

		Count	Col %
to what extent do girls form friendships with children from other ethnic groups?	regularly	20	35.7%
	occasionally	31	55.4%
	never	4	7.1%
	spoilt response	1	1.8%
Total		56	100.0%

Figure 90: Educators' responses as to whether girls form friendships with learners from other ethnic groups.

In figure 90 above 35.7% (20) educators stated that girls regularly form friendships with learners from other race groups, while 55.4% (31) educators stated that girls occasionally form friendships with learners

from the other race groups. Only 1.8% (4) educators stated that girls never form friendships with learners from other race groups. The educators are able to tell whether learners are friendly with other races. They observe learners' behaviour, attitude and actions in the classrooms and on the playgrounds.

		Count	Col %
to what extent do	regularly	35	62.5%
girls gossip?	occasionally	21	37.5%
Total		56	100.0%

Figure 91: Educators' responses as to what extent do girls gossip.

In the table above 35 (62.5%) of educators indicated that girls gossip regularly while 21 (37.5%) of educators indicated that girls gossip occasionally. According to Wiseman (2002: 122) gossip is one of the most fundamental weapons that girls use to humiliate each other and reinforce their own social status. Gossip is so humiliating because girls' natural self-focus means that they literally feel like the whole world notices everything they do, and what's said about them and their social status in school often serves as the basis for their self-identity. Gossip and reputations can't exist without each other. Reputations are a by-product of constant gossiping. Girls need to be taught or made aware of the harmful effects of gossip. The girls need to be made aware that the victim of gossip suffers because his/her reputation is tarnished and this reputation can never be eliminated. According to Dr Besag (Daily News 10 May 2006) female friendships can be compared to the friendships between lovers who know all the minute details of each others lives, which are then used as powerful weapons of gossip. This type of gossiping occurs when the friendship is broken.

		Count	Col %
to what extent do girls mimic teachers behind their backs?	regularly	17	30.4%
	occasionally	35	62.5%
	never	3	5.4%
	no response	1	1.8%
Total		56	100.0%

Figure 92: Educators' responses as to what extent girls mimic them behind their backs.

According to the responses of educators as tabled above 17 (30.4%) feel that girls mimic educators regularly while 35 (62.5%) feel that girls mimic educators occasionally. This means that girls are just as guilty as the boys of mimicking educators. Almost 26.8% of educators indicated that boys mimic educators regularly while 67.9% of educators indicated that boys mimic educators occasionally.

		Count	Col %
to what extent do girls use abusive language towards fellow learners?	regularly	16	28.6%
	occasionally	33	58.9%
	never	5	8.9%
	spoilt response	1	1.8%
	no response	1	1.8%
Total		56	100.0%

Figure 93: Educators' responses as to whether girls use abusive language towards other learners.

In the table above 16 (28.6%) of educators indicated that girls regularly use abusive language towards fellow learners while 33 (58.9%) of educators indicated that girls occasionally use abusive language towards their colleagues. The girls also need to learn how to communicate and negotiate with their peers instead of resorting to name calling, the use of derogatory language and hurling other sorts of abuse at their friends. This could be effectively covered in Life Orientation lessons.

		Count	Col %
to what extent do girls use abusive language towards teachers?	regularly	8	14.3%
	occasionally	37	66.1%
	never	10	17.9%
	no response	1	1.8%
Total		56	100.0%

Figure 94: Educators' responses as to whether girls use abusive language towards educators.

In the above table 8 (14.3%) of educators stated that girls regularly use abusive language towards them while 37 (66.1%) of educators stated that girls occasionally use abusive language towards them. These results indicate that most girls are respectful and obedient at school.

		Count	Col %
to what extent do girls respect teachers?	regularly	24	42.9%
	occasionally	26	46.4%
	never	6	10.7%
Total		56	100.0%

Figure 95: Educators' responses as to whether girls respect teachers.

In the figure above 24 (42.9%) of educators stated that girls respect them regularly while 26 (46.4%) of educators indicated that girls respect them occasionally. Only 6 (10.7%) of educators indicated that girls never respect the educators. This depicts that most of the girls do respect their educators.

		Count	Col %
to what extent do girls smoke?	regularly	19	33.9%
	occasionally	30	53.6%
	never	7	12.5%
Total		56	100.0%

Figure 96: Educators' responses as to whether girls smoke.

In the table above 19 (33.9%) of educators stated that girls smoke regularly while 30 (53.6%) of educators indicated that girls smoke occasionally. According to Little (2004: 213) most adolescent girls started smoking because they wanted to look “cool” while some girls take up smoking in the mistaken belief that it will keep their weight down and they do not realise the risks they are taking on, and the damage they are doing to themselves.

		Count	Col %
to what extent	regularly	6	10.7%
do girls take	occasionally	32	57.1%
drugs?	never	16	28.6%
	no response	2	3.6%
Total		56	100.0%

Figure 97: Educators' responses as to what extent do girls take drugs.

In the table above 6 (10.7%) of educators stated that girls take drugs regularly while 32 (57.1%) of educators stated that girls take drugs occasionally. This is an indication that girls are experimenting with drugs at such a young age. Educators and parents need to be extra vigilant for any signs of drug abuse so that these girls could be helped to prevent serious addiction to drugs.

		Count	Col %
to what extent do girls	regularly	11	19.6%
engage in violence	occasionally	40	71.4%
and fighting?	never	5	8.9%
Total		56	100.0%

Figure 98: Educators' responses as to what extent girls engage in violence.

In the table above 11 (19.6%) of educators stated that girls engage in violence and fighting regularly while 40 (71.4%) educators stated that girls engage in violence and fighting occasionally. In table 77, approximately 51.8% (29) educators indicated that boys engage in violence and fighting regularly. Far more males display violence and aggressive behaviour as compared to females.

		Count	Col %
to what extent do girls	occasionally	30	53.6%
carry weapons to school?	never	26	46.4%
Total		56	100.0%

Figure 99: Educators' responses as to whether girls carry weapons to school.

In the table above 30 (53.6%) of educators indicated that girls carry dangerous weapons occasionally to school while 26 (46.4%) of educators indicated that girls never carry dangerous weapons to school. According to a study carried out in London by Dr Besag (Daily News 10 May 2006) most often boys display physical strength in a group while females engage manipulating friendships. The adolescent boys carry dangerous weapons to school to protect themselves from bullies.

Educators' views on aspects of the education system

Educators were interviewed very briefly about some vital aspects about their profession and their views on learners' behaviour and attitudes towards school work. The educator did hand out questionnaires to the learners. The responses to these questionnaires were discussed in previous chapters. The responses from the educators' interviews would ensure validity and reliability of data gathered from learners.

Parental involvement in the adolescents' education

According to Andersson & Stavrou (2001: 71) a lack of parental supervision correlates with criminal activity and misbehaviour. Poor parental supervision and family availability will affect adolescents' behaviour, as youths then choose to associate with peers who may display diverse problematic behaviour. The lack of supervision represents a condition of freedom for the youth which they will take advantage of. Padayachee (2002: 5) stated that the South African situation is not only a lack of parental supervision, but also a lack of parenting skills, as many parents are young or they fear their own children.

In the figure below 28.6% (16) educators believe that learners are left at home alone in the evenings. Approximately 66% (37) educators believe that children are left alone at home in the evenings.

		Count	Col %
children left	regularly	46	82.1%
alone in	occasionally	8	14.3%
afternoons	never	1	1.8%
	no response	1	1.8%
Total		56	100.0%

Figure 100: Educators' responses as to whether children are left alone in the

afternoons.

Chaiken (2000: 7) also stated that the lack of adult supervision is the probable cause of violence immediately before and after school. The vast majority of boys (75%) spend the after school hours unsupervised by an adult on one or more days each week, and almost half (48%) never receive adult supervision during the after school hours. The 23% of boys who reported being supervised by an adult every day after school tended to be less delinquent than those who received little or no such supervision.

According to Biddulph (2003: 145) monitoring children takes an investment of time and self. Parents today have built in too many surrogate baby-sitters (television, electronic games, internet, dvd etc.) in our society. We may need to disengage a little from all the other things that occupy our time and mind and observe our children more closely, being aware of their moods, appearance, language, activities, and friendships and asking them about their opinions. This helps teenagers develop their values and opinions, and it helps parents stay tuned to their children's attitudes. Being aware of emerging signals of distress and destructive patterns can help parents head off later problems.

According to Sue Palmer of the Basic Skills Agency which is trying to improve literacy and numeracy skills in England and Wales, "families do not make enough effort to talk to their children. Increasing numbers of youngsters are arriving at school barely able to speak and communicate in monosyllabic grunts." Daily News 6 April 2006. Children are spending their leisure time watching television or playing with other electronic games instead of chatting with friends and family members. From a young age toddlers are left in crèches or day-care centres where

they have to compete with many other children for the attention of the care-giver. Lack of involvement in constant conversations is leading to children becoming frustrated because they cannot express themselves effectively. Schools need to spread the message of the importance of parents speaking with and listening to their children.

Multicultural education

Multicultural education focuses on the development of cultural awareness and the acceptance of cultural diversity by learners and educators in the school setup. All learners are made to feel equal irrespective of race or cultural background. Multicultural education aims at developing positive attitudes towards other cultural groups, understanding and appreciating the valuable contributions made to society by all cultural groups, reducing racial and cultural prejudice, developing cross-cultural communication skills, enhancing language diversity and developing a variety of competencies to enable one to participate meaningfully in a multicultural society.

		Count	Col %
I enjoy teaching	regularly	48	85.7%
all race groups	occasionally	5	8.9%
	never	2	3.6%
	no response	1	1.8%
Total		56	100.0%

Figure 101: Educators' responses as to whether they enjoy teaching all race groups.

In the above table 48 (85.7%) of educators indicated that they enjoy teaching learners of all race groups regularly. This is a good indication that educators are comfortable with all race groups.

		Count	Col %
the KZN DoE should	regularly	20	35.7%
have trained educators	occasionally	28	50.0%
before schools became	never	7	12.5%
multicultural	no response	1	1.8%
Total		56	100.0%

Figure 102: Educators' responses as to whether the DoE should have trained educators before schools became multicultural.

In the above table 20 (35.7%) of educators indicated that the DoE should have regularly held workshops to train educators before schools became multicultural. In the previous table educators did indicate that they are quite comfortable teaching all race groups however approximately 36% of the educators who were interviewed indicated that perhaps they would have done a better job had they received some training as preparation for multicultural education.

General behaviour and discipline of learners

According to Linhard, Dlamini & Barnard (1983: 123) discipline, rules and order create a framework, like a fenced in field, in which people can live in a community. Rules, order and discipline are taught both in the home and at school. At school the training is formal, so that when leaving school, the young person will bring not only practical knowledge to the community, but he/she will also know a good number of rules about how to get on with others, how to work effectively, how to be on time, how to wait until it is one's turn and how to plan. School rules create an organised and orderly life in which learning and productivity can take place.

The persons responsible for order and discipline in the school are the teachers, under the supervision of the principal. The person responsible for discipline in the classroom is the teacher. Breaking the rules leads to

punishment: there can be varying degrees of punishment, from giving a pupil additional work to do or giving a pupil extra hours of work after school, to withholding certain privileges, or simply a verbal reprimand. Severe punishment is a matter for the school principal. Principals have the power to suspend a pupil as a disciplinary measure in cases of insubordination, wilful damage to property, flagrant lying, theft, dishonesty, assault, bullying, indecency or similar offences.

		Count	Col %
learners respect me	regularly	35	62.5%
	occasionally	20	35.7%
	never	1	1.8%
Total		56	100.0%

Figure 103: Educators' responses about whether learners respect educators.

In the table above 35 (62.5%) of educators indicated that learners respect them regularly. Approximately 35.7% (20) educators indicated that learners respect them occasionally.

		Count	Col %
other educators are to blame for behavior problems at school	regularly	7	12.5%
	occasionally	32	57.1%
	never	16	28.6%
	no response	1	1.8%
Total		56	100.0%

Figure 104: Educators' responses as to whether other educators are to blame for behaviour problems at school.

In the table above only 7 (12.5%) of educators, feel that other educators are to blame for behaviour problems at school. All educators are responsible for maintaining discipline at school. According to Scharf (1990: 239) some educators downplay their disciplinary role. They are afraid to confront misbehaving learners. These teachers fear for their

own safety, as learners might become aggressive and assault or murder them. These educators' fears are not unrealistic as some teachers have been stabbed with knives, assaulted and robbed during school hours. If some educators abdicate their responsibility of maintaining discipline in the classroom then this will impact negatively on the school climate as a whole. Learners would expect the same degree of leniency and laissez faire attitude from all educators. The educators who do discipline learners and are firm in the classroom may be regarded as "monsters" and these educators could become targets for assault and murder.

		Count	Col %
parents are to blame when learners are badly behaved	regularly	20	35.7%
	occasionally	33	58.9%
	never	2	3.6%
	no response	1	1.8%
Total		56	100.0%

Figure 105: Educators' responses as to whether parents are to blame for learners' behaviour problems.

In the above table 20 (35.7%) of educators believe that parents are to blame when learners behave badly. Adolescents are not adults. That is they are not fully mature mentally or emotionally, and they are still dependent upon parents and society, although they like to think they are not. All parents need to communicate effectively with their adolescents. Parents must set clear rules, expectations and guidelines to help their teenagers cope with challenging period. Adolescents need to be guided as to what is acceptable and what is unacceptable behaviour. For example the educator is an adult and the learner must respect the educator just like he or she would respect any adult. If the adolescent shows blatant disregard for the educators' instructions in class then he or she must be punished.

Teaching is fulfilling.

The increase in the teacher-pupil ratio, the steady deterioration of learner behaviour, gangsters, drug abuse, alcoholism, crime and violence at schools do affect teacher morale, motivation and enthusiasm. According to Sunday Tribune Herald 12 June 2005 the National Department of Education was working in conjunction with the police to crack down on crime at schools, including drug and alcohol abuse. Other subjects to be tackled will be gangsterism, the possession of guns and knives at schools, pregnancy and sexual abuse, cooperative discipline, depression and suicide.

	Count	Col %
teaching is regularly rewarding	23	41.1%
teaching is occasionally rewarding	22	39.3%
teaching is never rewarding	11	19.6%
Total	56	100.0%

Figure 106: Educators' responses as to whether teaching is rewarding.

Despite all the complaints and problems experienced by educators many of them (23) have indicated that they regularly find teaching rewarding. Educators do experience a great sense of achievement and pride when they meet their ex-pupils who have graduated from tertiary institutions and are employed in well established companies in the corporate world. Some ex-pupils are self employed and very successfully too.

	Count	Col %
the behaviour of learners affects my morale regularly	17	30.4%
the behaviour of learners affects my morale occasionally	32	57.1%
the behaviour of learners affects my morale never	7	12.5%
Total	56	100.0%

Figure 107: Educators' responses as to whether the behaviour of learners affects their morale.

Approximately 30.4% (17) educators have indicated that when learners are badly behaved and do not follow their instructions they feel disillusioned and upset. Their jobs become very stressful. Educators feel that there is not much they can do to ensure that learners do follow instructions. According to Bezuidenhout & Joubert (2003: 64) educators in disorderly schools get discouraged with the circumstances in which they work. Gradually they may become apathetic towards disciplining learners. This type of reaction may put learners at risk and contribute to further misbehaviour from the learners. Educators in South Africa share a worldwide struggle to control learners' misbehaviour during school hours.

		Count	Col %
the school management is to blame for behaviour problems at school	regularly	7	12.5%
	occasionally	40	71.4%
	never	9	16.1%
Total		56	100.0%

Figure 108: Educators' responses as to whether the school management team is to blame for behaviour problems at school.

Only 7 (12.5%) of educators indicated that the school management team is regularly to blame for behaviour problems at school. Most of the educators felt that the tone of the school and good discipline at school is the responsibility of the entire staff as well as the parents' supervision of homework and monitoring learners' behaviour at home and regularly visiting the school to keep abreast with their children's behaviour and progress.

Conclusion

In this chapter the researcher discussed the educators' responses from the interview schedules with regards to the behaviour of adolescent males and adolescent females, aspects of the education system, parents' attitude

and involvement in their children's education and how the learners' behaviour affects educators' morale.

Chapter 14

OVERVIEW OF FINDINGS

Introduction

The researcher provided a detailed analysis of the data from the learners' questionnaire and the educators' interview schedule in the previous chapters. In this chapter the researcher attempts to answer the critical questions by providing an overview of the findings. The findings are discussed against a backdrop of the theory of compliance gaining. It also serves as a recapitulation of the findings that were discussed in the other chapters.

Self-image of the adolescents

The data collated in this section of the questionnaire focuses on answering critical question three, which places emphasis on the learners' self-image, their relationship with their family members, the structure of the peer-group, why adolescents prefer the company of their friends, how teenagers get along within their peer groups and whose influence is greater on the teenager (peer or parent).

Most adolescents, 67% (figure 8) believe that they are attractive and a small percentage (18.6%) believes that they are very attractive. Only 10% of the respondents felt that they were not very good looking. This is quite pleasing to note. It is a clear indication that most adolescents are not suffering from inferiority complexes and they do not have low self esteems.

With regards to their intelligence and abilities approximately 2.4% of adolescents believe they are below average, 40.3% believe they are above

average and 55.7% feel that they are average (figure 9). These percentages highlight that most adolescents believe they are intelligent.

When the adolescents were questioned about their level of confidence and degree of comfort among other people approximately 30% stated that they are always confident, 43% indicated that they are often confident, 25% stated that they are sometimes confident and 1% indicated that they are never confident (figure 10). More adolescents are comfortable enough to socialise and are confident enough to express their feelings among other people. More female adolescents' (63%) indicated that they are better able to communicate their feelings among other young people, while only (37%) male adolescents stated that they are able to communicate their feelings effectively. However approximately 64% of male adolescents and 36% of female adolescents indicated that they are never able to communicate their feelings among other people (figure 12) This reveals that female are better at verbal communication than males. Males are not very expressive with regards to their feelings. A correlation was drawn between socioeconomic class and adolescents' abilities to communicate their feelings (figure 13). It was discovered that approximately 14% of adolescents from the lower class indicated that they are able to effectively communicate their feelings, only 13% from the lower middle class, 20% from the middle class, 25% from the upper middle class and 27% from the upper class were also able to effectively communicate their feelings. There was a gradual increase in the percentage of adolescents being able to express themselves effectively from the lower class to the upper class. This could be so because adolescents who are elite and have more material comforts are more confident and self-assured than adolescents who come from impoverished backgrounds.

With regards to their assertive skills approximately 30% of the adolescents questioned indicated that they are able to assert themselves always, 51% stated that they often are able to assert themselves, 13% stated that they sometimes are able to assert themselves and 3.3% stated that they are never able to assert themselves (figure 11). It is evident that more adolescents are able to assert themselves.

According to figure 14 approximately 93% of adolescents are aware of their weaknesses and strengths, 6% are not aware and 1% did not respond to this question. Most of the learners believe that they know their strong points and their weak points which will be beneficial to them when it comes to choosing their careers.

Relationship with family members

The type of relationship adolescent shares with parents and siblings will impact on how the adolescent gets along with outsiders. According to the statistics in figure 15 approximately 64% of teenagers indicated that they often share good relations with their parents, 33% stated that this is so sometimes while 2% stated that this never happens. In figure 16, 73% of learners stated that their parents are often warm, loving and supportive, 25% stated that this occurs sometimes and 6% stated that this never occurs. In figure 17, 57% of adolescents indicated that there is mutual understanding between parents and adolescents, 39% stated that this occurs sometimes and 3% stated that their parents never understand them. In figure 18, about 8.2% of learners indicated that their parents often punish them unfairly, 48% stated that their parents do this sometimes while 42.8% indicated that this never occurs. In figure 19 about 40% of learners stated that their parents allow them often to express their independence, 51% stated that this is sometimes the case, while 8% stated that this never the case. In figure 20 a correlation was

made between gender and amount of time granted to adolescents to spend with friends. It was discovered that 38% of females felt that they were often granted adequate time while 49% of male indicated that they were granted adequate time. Males are allowed more time with friends as compared to females. In figure 21, the socio-economic class of the school and the amount of time granted to respondents to spend with their friends was correlated. It was found out that 16% of the lower class children felt that they were allowed adequate time, 14% of the lower middle class, 17% of the middle class, 19% of the upper middle class, and 34% of the upper class. Here it is evident that there is a gradual increase in the number of respondents who believed that they were granted adequate time from the lower class to the upper class. A simple explanation could be that adolescents who are wealthier have more time available to them because they are not given as many chores and responsibilities around the house as their poorer counterparts.

In figure 22, approximately 56.75% of adolescents stated that they often share a good relationship with their siblings, 40.18% stated that this is sometimes the case and 3.07% indicated that they never share a good relationship with their friends.

In this section it was highlighted that most adolescents do have a good relationship with their parents and siblings. They share a mutually understanding relationship with their parents.

Structure of the peer group

Most adolescents (96%) indicated that they belong to peer -groups while 3% stated that they do not belong to any group (figure 23). Approximately 73.7% of the respondents indicated that they are best friends with one member of the group. Only 25% stated that they share

the same level of friendship with all members of the group (table 24). About 29.7% stated that they are part of a couple while 67.3% stated that they do not belong to a couple (figure 25). Almost 46% of respondents did indicate that their friends belong to a couple and 52% indicated that their friends also do not belong to a couple (figure 26). Only 10% of the respondents belong to an intimate group (2 or 3 members), 33% belong to a medium sized group (4 to 6 members) and 53% belong to a large group (7 or more members) (figure 27).

Adolescents prefer the company of their friends for the following reasons:

A large percentage of respondents (70.6%) often spend time with their peers, 27.3% stated that they sometimes spend time with their friends and 0.7% indicated that they never spend time with friends (figure 28). Approximately 29% indicated that their friends visit often, 58.3% stated that their friends visit sometimes and 11.1% stated that their friends never visit them (figure 29). From the data gathered it is clear that adolescents do spend much time with their peers but the time is spent away from home. The friends meet in a shopping mall or at a cinema, a games room, a library or at a club to enjoy one another's company.

When friends do meet they discuss their personal problems. A correlation was drawn up between gender and adolescents' discussing their personal problems with their peers. It was discovered that more females (70.7%) discuss their personal problems with friends than males (29.3%) (See figure 30). About 71.8% of the males indicated that they never discuss their personal problems with their friends. In figure 31, a correlation was done between gender and adolescents' sharing secrets with their friends. Approximately 65.8% of females indicated that they often share secrets with their friends while 34.2% of males stated that

they do share secrets often. It is evident that males are reluctant to trust other males with their innermost secrets and anxieties. They did indicate that they would rather prefer confiding in one close female friend instead of another male for fear of being mocked and jeered at by the other members of the peer group.

In figure 32, a correlation was done between gender and learners helping one another with homework, assignments and projects. According to this study 64.6% of females often assist one another while 35.4% of males often assist one another with homework. Approximately 62.7% of males stated that they never assist one another with homework and only 37.3% of females stated that they never assist one another with homework. More females help one another than males. The males are more competitive with regards to their schoolwork and they would rather refrain from assisting a colleague who may score better than them in a test.

Gender and adolescents telephoning their friends when bored was correlated in figure 33. The results revealed 64.6% females and 35.4% males often telephone a friend to chat when bored. Approximately 62.7% of males and 37.3% of females stated that they never telephone a friend to chat when they are bored. Here it is clear that more females spend time chatting on the telephone with their friends when they are bored. The males prefer to engage in some other activity. According to the data in figure 34, where gender was correlated with adolescents' feeling special when in the company of their friends, 59.8% of females often feel special in the company of their friends while only 40.2% of males often feel special in the company of their friends. About 82.6% of males and 17.4% of females indicated that they never feel special in the company of their friends. Adolescent females confide in their friends

and in so doing create bonds which make them feel special among their close friends. The adolescent males do not discuss their personal problems and secrets with their friends. Their conversations border on very general topics and issues. There is very little or no bonding among the males so they do not feel so special.

Dynamics within and between peer groups

In this section the researcher focuses on how the learners get along within their peer groups and how all peer groups interact with one another at school. In figure 35, a correlation was drawn between gender and whether there are leaders in the peer group. About 37.5% of females stated that they do have leaders while 62.5% of males stated that they do have leaders in the group. More male adolescents seem to have leaders in their peer groups. In figure 36, the researcher correlated gender and whether some friends think they are more important in the group. More females 68.7% indicated this was true as compared to 31.3% of males who stated this was true. This reveals that females have an ongoing struggle about who is most popular in their group of friends. In figure 37, gender was correlated with whether friends fall out with one another. About 20.7% of females and 14.4% of males indicated that this was true. More females have arguments and problems among their peers than do males. The male adolescents appear to be more tolerant and accepting of their friends.

There is some degree of bullying and teasing in the secondary schools. In figure 38, gender was correlated with whether learners join their peers in teasing or bullying others or do they just keep quiet. It was discovered that 40.7% of females stated that this was true while 59.3% of males indicated that this was true. More males than females engage in bullying others. Males may push or shove or threaten other learners

while among the females there is isolation, ostracizing or ignoring other females.

In figure 39, the researcher correlated gender and learners gossiping. Approximately 55% of females and 45% of males stated that they do engage in gossip or they just keep quiet when their peers gossip about someone. The girls gossip about boyfriends, other friends' dressing, other girls' boyfriends and who is cheating or sleeping around.

The researcher correlated gender and peer pressure that is whether learners will go along with whatever the group does just to be accepted by the group. The data was compiled in figure 40. Approximately 38.5% of females and 61.5% of males stated that this is true. Males are more susceptible to peer-pressure than girls.

In figure 42 a correlation was done between gender and whether learners step back in a conflict situation. Approximately 46.6% (122) females and 53.4% (140) male respondents have indicated that they do not step back when a conflict situation arises between groups. This simply means that they are ready to fight. This would be very disruptive and it would affect the school climate.

The researcher correlated gender and whether learners dare one another to do all sorts of things in figure 43. About 51.9% (94) males and 48.1% (87) females indicated that they dare one another to do things at school. More males dare their friends to do things that go against the school code of conduct. When some of the respondents were questioned about what they dared their friends to do, they indicated that friends were encouraged to smoke, experiment with drugs, sniff petrol and glue, truant from school and skip certain lessons and spend time chatting in the toilet.

The researcher attempted find out whether learners do bend the school rules. The data was displayed in figure 44. Gender was correlated with whether learners bend school rules for fun. About 47.6% (108) females and 52.4% (119) males stated that they did try to bend the school rules. Some of the males used gel in their hair despite being warned that it was against the school rules. Some females wear jewellery, carry cell phones, use nail varnish and they have skipped some lessons at school, smoked and consumed alcohol on school premises.

The researcher found out from learners what they felt about the school rules. A large percentage (61% - figure 45) felt that some school rules are silly. They felt that the rules regarding their dress code ought to be revised to allow them more freedom to dress a bit more stylishly.

There are some positive side effects of the inter-group dynamics. In figure 46 the researcher correlated gender and whether learners compete with one another in schoolwork. About 44.4% of females and 55.6% of males stated that they do compete in school work. In figure 47 gender and competition in sports was correlated. About 32.9% (51) female respondents and 67.1% (104) male respondents have indicated that they compete with other cliques at school in sport. In figure 49, gender and fighting during sport was correlated. Approximately 63.9% of males and 36.1% of females indicated that they do fight with their competitors during sport. It is clear that competition is stronger among the males. More males than females compete with one another and more males engage in violence and aggressive behaviour during sport. During the competition in sport and school work, adolescents are directing their energy in a positive way. They are using their energy to play different codes of sport or study because they want to excel.

In figure 48, gender was correlated with whether learners fight over members of the opposite sex. About 57% (208) females and 43% (157) male respondents indicated that they do not fight over members of the opposite sex. More adolescents have indicated that they do not fight over girlfriends and boyfriends.

Peer pressure versus parental guidance

In this section of the questionnaire the researcher wanted to find out whether adolescents today are influenced by their parents, friends or do they make their own decisions. In figure 50, gender was correlated with who influences the adolescents' choice of clothing when going out with family. Approximately 63.4% (85) females and 36.6% (49) males indicated that their parents' influence their type of dress. About 38.7% (12) females and 61.3% (19) males stated that their friends influence their dress styles and 51% (207) females and 49% (199) males stated that they make their own clothing choices. In figure 51, gender was correlated with who influences the adolescents' choice of clothing when going out with friends. Most adolescents indicated that they make their own decisions. Approximately 49.6% (212) females and 50.4% (215) males stated that they choose the clothes themselves.

In figure 52, gender and who influences the adolescents' decision to attend a party or not. Almost 58% (168) females and 42% (120) males indicated that their parents decide whether they attend a party or not. About 60% (45) females and 40% (30) male respondents stated that their friends decide whether to go to a party or not. About 43% (90) females and 56.9% (119) males indicated that they decide for themselves whether to attend a party or not.

The researcher correlated gender and who influences the adolescent to go on a date in figure 53. Approximately 69.7% (106) females and 30.3% (46) males stated that their parents decide whether they go on a date or not. About 45.7% (153) females and 54.3% (184) males stated that they decide for themselves. In figure 54 the researcher correlated gender and who influences the adolescent about going to clubs or not. Approximately 59.4% (151) females and 40.6% (103) males indicated that their parents decided for them. About 52.2% (48) females and 47.8% (44) males stated that their friends influenced their decision, while 44.5% (94) females and 55.5% (117) males indicated that they decide for themselves. The parents seem to have a greater influence on the adolescents with regards to going on a date or going to clubs.

In figure 55, gender was correlated with who influences the adolescent to hang out with friends. About 65.4% (70) females and 34.6% (37) males stated that their parents decide whether they hang out with friends or not and about 48.6% (177) females and 51.4% (187) males stated that they decide for themselves whether they want to hang out with friends.

There is very little influence from friends regarding the adolescents' dress, attending a party, dating, going to clubs or hanging out with friends. Parents have a greater influence over adolescents' decisions regarding the aforementioned aspects. It is apparent that the adolescents are more easily influenced at school when they are in the company of their friends.

Educators' views on adolescents' behaviour at school

The result of this section focuses on answering critical question four that is; how educators view learners' behaviour in the secondary schools in

South Africa. The data for this aspect of the research was gathered using the interview guide.

The researcher chose a random sample of 56 educators from the same schools off which the learner samples were drawn. These educators were interviewed to determine whether learners' behaviour and attitudes have changed. In figure 58 approximately 96.4% (54) out of the 56 educators indicated that learners' behaviour and attitudes have changed.

Comparison of the behaviour of adolescent males and females in secondary schools:

The educators did state that there is a difference between male and female behaviour. In figure 59, 62.5% (35) educators stated that boys engage in bullying regularly while in figure 59, only 16.4% of educators believe that girls bully other learners regularly. In table 13.4, 37.5% (21) educators stated that boys bully others occasionally while in figure 79, 80.4% educators stated that girls occasionally engage in bullying. There is a remarkable difference between the educators' perceptions of boys and girls bullying their peers. More boys than girls display openly aggressive and hostile behaviour towards their peers. The high levels of testosterone in males' bloodstream could be a reason for this aggression.

The results for the question whether boys' challenge educators' authority was graphically represented in figure 60. Approximately 46% of educators interviewed stated that boys do challenge their authority regularly while in figure 80 approximately 19.6% (11) educators indicated that girls challenge their authority regularly. In figure 60, about 52% of educators stated that boys occasionally challenge their authority while in figure 80, 71.4% (40) educators stated that girls occasionally challenge

their authority. Once more it is clear that more boys than girls try to defy their educators' instructions.

The researcher attempted to find out from educators whether boys are cooperative. The result to this question was displayed in figure 62 as a bar graph. Approximately 37.5% (21) educators indicated that boys are regularly cooperative while in figure 82, approximately 46.4% (26) educators stated that girls are regularly cooperative. In figure 62, 57.1% (32) educators stated that boys are occasionally cooperative while in figure 82, 50% (28) educators indicated that girls are occasionally cooperative. More females are serious about their work and they are striving to be successful.

In figure 64, 46.4% (26) educators indicated that boys are regularly disruptive in class, while in figure 85, 23.2% (13) educators stated that girls are regularly disruptive in class. About 53.6% (30) educators in figure 64 indicated that boys are occasionally disruptive in class, while 71.4% (40) educators indicated that girls are occasionally disruptive. Twice the number of educators stated that boys are disruptive regularly in class as compared to girls. Boys will walk around the classroom, chat with friends across the class, tease other learners, try to copy answers, display aggressive behaviour or fight with other classmates. Girls too will engage in such disruptive behaviour but the number of girls in comparison to the boys is smaller.

The researcher interviewed educators about the number of learners experimenting with alcohol at their schools. The data for this question was compiled in table 65. Approximately 21.4% (12) educators indicated that boys are regularly drinking alcohol while 58.9% (33) educators stated that boys occasionally consume alcohol. In table 86, about 14.3%

(8) educators indicated that girls are drinking alcohol regularly, while 62.5% (35) educators indicated that girls drink alcohol occasionally. There is a marginal difference between boys and girls consuming alcohol. At high school stage adolescents should not be indulging in alcohol consumption. The learners are far too young to behave responsibly after consuming alcohol. There is the danger of drunken driving, date rapes and of the adolescents being mugged or killed while they are not in a sober state. Alcoholism is a disease that is tearing many families apart across the world. It is very easy for adolescents to become addicted because they are experiencing many conflicting emotions in this trying period of growth.

Motivation is the catalyst that spurs anybody into action. A demotivated person would be reluctant to make endeavours or complete tasks and assignments. In figure 66, about 39.3% (22) educators stated that boys are regularly demotivated, while 51.8% (29) educators indicated that boys are occasionally demotivated. In figure 87, 21.4% (12) educators indicated that girls are regularly demotivated while 71.4% (40) educators stated that girls are occasionally demotivated. Twice as many educators indicated that more boys are regularly demotivated as compared to girls.

During adolescence many learners begin showing an interest in the opposite sex. Some learners begin dating and focus much attention on these boyfriends or girlfriends. Sometimes learners may actually fight over these partners. In figure 67, 23.2% (13) educators stated that boys fight regularly over members of the opposite sex, while 66.1% (37) educators stated that boys fight occasionally over members of the opposite sex. In figure 88, 37.5% (21) educators stated that girls fight regularly and 51.8% (29) educators stated that girls fight occasionally

over members of the opposite sex. In the educators opinion more girls fight regularly over boys than do boys over girls.

Often friendships are formed with people who have similar interests in hobbies, music, movies and fashion or people may come together because of similar personalities. In figure 68, 45.1% (24) educators stated that boys regularly do form friendships because of similar likes and dislikes with other members of their group while 48.5% (26) educators stated that boys occasionally do so. In figure 90, 35.7% (20) educators stated that girls regularly form friendships based on similar likes and dislikes while 55.4% (31) educators indicated that girls occasionally do so. Both boys and girls look for characteristics that are similar to them before they form close friendships.

Gossiping is rife in almost every place where there are people. People cannot be stopped from talking about others. In figure 70, 32.1% (18) educators indicated that boys gossip regularly while 62.5% (35) educators stated that boys do gossip occasionally. In figure 91, 62.5% educators indicated that girls do gossip regularly, while 37.5% (21) educators stated that girls do gossip occasionally. Boys appear to gossip incidentally. They do not really plan to say malicious things about anybody to inflict pain and hurt. Among the girls gossiping is used as a weapon to specifically hurt other girls by saying nasty things about them. Pain is inflicted on someone by ruining their reputations.

To mimic a person is to show disrespect to that person. In figure 71, 26.8% (15) educators stated that boys regularly mimic educators behind them while 67.9% (38) educators stated that this occurs occasionally. In figure 92, 30.4% (17) educators indicated that girls regularly mimic educators behind them while 62.5% (35) educators stated that girls

occasionally mimic them. Both male and female adolescents mimic their educators.

In figure 72, approximately 48.2% (27) educators indicated that boys regularly use abusive language towards their fellow learners, while 44.6% (25) educators stated that boys occasionally use abusive language towards their fellow colleagues. There is a marginal difference between the girls and the boys as is depicted in figure 93. About 28.6% (16) educators stated that girls regularly use abusive language towards other learners while 58.9% (33) educators stated that girls occasionally use abusive language towards their peers. Both boys and girls are guilty of using foul language at school although they are aware that this is not in keeping with the school code of conduct. Some learners are even guilty of using such language on their educators. In figure 73, about 21.4% (12) educators stated that boys regularly use vulgar language in their presence, while 58.9% (33) educators stated that boys occasionally do this. In figure 94, about 14.3% (80) educators stated that girls regularly use vulgar language in class while 66.1% (37) educators stated that girls occasionally do so. Here it is clear that some girls as well as boys show almost no respect to their educators.

In figure 75, about 62.5% (35) educators stated that boys smoke regularly at school while 32.1% (18) educators indicated that boys smoke occasionally. In figure 96, 33.9% (19) educators stated that girls smoke regularly while 53.6% (30) educators indicated that girls smoke occasionally. At this young age boys and girls are smoking. By the time many of these learners are mature adults they would be addicted.

Drugs too have become so easily accessible to learners. In figure 76, 23.2% (13) educators stated that boys regularly experiment with drugs

while 60.7% (34) educators stated that boys do take drugs occasionally. In figure 97, about 10.7% (6) educators stated that girls regularly take drugs, while 57.1% (32) educators stated that girls occasionally take drugs. Drug addiction has become a serious problem in our community. A recent survey by the Department of Social Welfare and Population Development at a Chatsworth secondary school found that 25% of the pupils had experimented with “sugars”. “Sugars” is a cocktail of heroin remnants, cocaine and Rattex. Sunday times Extra, 3 April 2005.

In figure 77, about 51.8% (29) educators stated that boys regularly are involved in violence and fights while 44.6% (25) educators stated that this happens occasionally. Girls too are getting into trouble for fighting. In table 98, 19.6% (11) educators stated that girls do fight regularly while 71.4% (40) educators stated that girls do fight occasionally. When learners are with their peer groups they do fight with other learners.

In figure 78, approximately 5.4% (3) educators stated that boys do carry weapons to school while 76.8% (43) educators stated that boys occasionally carry dangerous weapons to school. However in figure 99, 53.6% (30) educators stated that girls occasionally carry weapons to school while 46.4% (26) educators stated that girls never carry weapons to school. Here there is a stark contrast. More boys carry weapons than girls. There have been several incidents to prove this. Many boys have carried guns to school and shot at other learners. This has occurred locally and internationally.

Educators’ views on aspects of the education

Many educators enjoy their jobs and they find it quite rewarding. Approximately 41.15% (23) educators indicated that they feel this way regularly, while 39.3% (22) educators occasionally feel that education is a

rewarding profession (see figure 106). Only 19.6% (11) educators stated that teaching is never rewarding. So most educators do enjoy this profession but they are indeed disillusioned by the behaviour of the learners.

In figure 107, about 30.4% (17) educators indicated that the behaviour of the learners regularly affects their morale while 57.1% (32) educators stated that this happens occasionally. This means that when learners are badly behaved, disrespectful, mimic educators, drink alcohol, smoke, engage in violent and disruptive behaviour educators do feel disappointment and broken spirited to a certain extent. The small percentage of motivated, enthusiastic learners spurs educators to continue with their jobs dedicatedly.

According to the data in figure 100, 82.1% (46) educators stated that learners are regularly left unsupervised immediately after school while 8.9% (5) educators indicated that this happens occasionally. Shaw & Tshiwula (2002:4) stated that poor parental supervision has been proven as one of the causes of youth offenders. In figure 105, about 35.7% (20) educators stated that parents are regularly to blame for learners' behaviour problems at school while 58.9% (33) educators stated that this is occasionally the case. Parents need to take charge of their children and take an active interest in their children's lives.

International findings

Critical question two focuses on what studies have been conducted on this topic in western countries. The researcher did not find any surveys or other research material on this topic but there were many case studies that revealed that crime and violence is increasing at schools.

The schools in countries overseas are experiencing serious discipline problems. This could be the result of peer groups and peer pressure. According to Howell & Lynch (2000:2) gangs are prevalent in some schools in the United States of America. There are many factors that can be regarded as the cause for gang membership and youth offending. The percentage of students reporting gang presence in their schools increases considerably with age and 15 to 17 year old students of both sexes report the most criminally active gangs. This is the age group that this research is based on. According to Quarles (1993:40-41) gang members are often products of a weak family structure and the gang becomes their family giving them prestige, status and rank. They often have poor self-esteem, do not seem to have the ability to understand and cooperate with others outside the gang. They have a poor school attendance record and are inattentive in class, often exhibiting disruptive behaviour.

According to Howell & Lynch (2000: 1) male youth gangs are linked to serious crime problems in secondary schools in the United States. A strong correlation between the presence of gangs and both guns and drugs in school was found. The presence of gangs more than doubled the likelihood of violent victimization at school. Moore & Hagedorn (2001: 4) stated that youth surveys consistently show that delinquency rates of female gang members are lower than those of male gang members, but higher than those of non-gang females and even non-gang males. Female gang members commit fewer violent crimes than male gang members. Female gang members admitted being involved in gang fights, carrying a weapon for protection and attacking. Drug offences, are among the most common offences committed by female gang members. Further studies need to be conducted as to what extent peer networks are affecting the school climate either positively or negatively

and how peer networks could be utilised to help all adolescents at school.

Findings in other South African studies

Critical question one focuses on what studies have been conducted in South Africa. This research topic focuses on adolescents, how they form peer groups, how they interact with their peers, to what extent they are influenced by their peers and educators' perspective of the adolescents' behaviour in secondary schools. There were no studies based on this particular topic. However there were studies which showed factors that could make adolescents more vulnerable to peer- pressure. According to Padayachee (2002: 4) factors such as family structure, family background, limited provision in basic needs of the children, abandonment and negligence, various forms of abuse, no supervision, low socio-economic status and overcrowding affect the youth in South Africa. The adolescent that is abandoned and neglected by the parents would be more susceptible to peer influence than an adolescent that comes from a stable home where the parents show a keen interest in their child's life. Their interest is shown by supervising homework, finding out about school and their child's friends.

According to Shaw & Tshiwula (2002: 4) poverty, poor environment, harsh or erratic parenting, poor supervision early aggressive behaviour, parental conflict, family violence, lack of facilities or jobs, poor schooling and truancy are risk factors for youth offenders. This reinforces the fact that there are many factors that determine whether adolescents would be influenced by their peers to behave in certain ways, whether positive or negative. Adolescents who lack hope for the future, feel alienated, lack parental supervision, produce poor academic results, come from communities that are poverty stricken and a high crime rate

are more likely to associate with deviant peers and gangs. Shaw & Tshiwula (2002: 14) outlined the following factors as indications that a youngster is a member of a gang: a youngster does not come home for several nights, evidence of increased substance abuse, abrupt changes in behaviour and personality, newly acquired and unexplained wealth often showered on or shared with peers, a dress style adopted by only a few, a particular hairstyle and other symbols of identification. The prevalence of gangs in schools would affect the school climate negatively. Informal discussions with educators from schools in low economic areas have revealed that there are small groups of learners that function as gangs. These learners extort money from other learners; they bully other learners and are a threat to the educators.

Conclusion

In this chapter the researcher discussed the findings based on the statistics compiled from the data gathered from the learners' questionnaires and the educators' interview schedules. The researcher briefly discussed findings in studies in other countries and other studies in South Africa.

Chapter 15

RECOMMENDATIONS

Introduction

The most important segment of the population in any society in the world is the youth. The youth in South Africa however, have grown up in a culture of violence. Apartheid related factors such as discrimination and inequality between race groups has led the youth to feel a deep sense of anger and frustration. This has often led to them reacting in violent struggles at school and in the community at large. South Africa faces formidable challenges in helping the youth heal. According to Bezuidenhout & Joubert (2003: 138) the main socialization environments of the youth are the family, school (peers and educators) and the community. The researcher will look at the recommendations for helping the youth from these perspectives.

Review of Research Process

The researcher set out to explore how peer networks are established at secondary schools and how adolescents interact in their peer groups. The data for this aspect of the research was obtained from questionnaires handed out to learners in grade ten. The results that emanated from these questionnaires were from the learners' perspective. To ensure the validity and reliability of these results the researcher interviewed educators of these secondary schools to determine how learners interacted and behaved when in the company of their peer groups. The result from the educator interviews assisted the researcher in determining to what extent these peer networks affected the school climate.

Results within the context of the theoretical framework of this study

The adolescent

A remarkable discovery was that most adolescents have a positive self-image. The researcher anticipated a larger percentage of adolescents to have low-self esteem and a poor self-image because of all the hype from the media and society's harsh expectations regarding people's height, body mass and physique. The females did indicate that they are quite effective in expressing their emotions and communicating their ideas while the males felt they were not very capable in this regard. Most adolescents indicated that they are average or above average in intelligence and they are also aware of their weaknesses and strengths. More males have indicated that they bend the school rules, succumb to peer-pressure and compete in sport and school work. More females have fall outs with their peers. An amazing discovery was that adolescents may be influenced by their peers with regards to dressing or which films to watch but when it concerned important decisions such as going on a date, going out at night, going to clubs then they were guided by their parents. This was quite surprising considering the fact that peers used persuasion and compliance gaining tactics to get their colleagues to comply with their demands. According to Little (2004: 212) adolescents need to work up the strength to resist peer pressure in the following ways:

- Share your dilemma with someone who has sound values and heed the advice.
- Remind yourself that you are a quality individual.
- Know that by the very fact that you are aware of temptation, you are already gaining strength. Build on that strength.

- Visualise turning away from temptation. Feel the satisfaction and sense of achievement.
- Congratulate yourself and walk away feeling proud of the way you handled the situation.

These recommendations could be applied to any situation when you are being pressured to act in a manner you do not wish to for example to bully somebody, to experiment with alcohol, cigarettes or drugs, drunk driving or premature sex.

The family

The empirical survey provided an interesting outcome regarding the functioning of the family. The majority of the respondents from both genders indicated that they have warm, loving, supportive families. The researcher expected adolescents' responses to reveal that their parents' use compliance gaining tactics on them or emotionally blackmail them to behave in specific ways. However adolescents have stated that there is mutual understanding between adolescent and parents. A larger number of males have indicated that parents allow them more time with their friends. The researcher expected many modern families to be unable to provide the nurturing and support needed by children during childhood and adolescence. Since in some families both parents are working as a result there is little or no parental supervision. Many adolescents are emotionally neglected and experientially deprived. Some adolescents have become guardians to their younger brothers and sisters because of the AIDS pandemic. The adolescents revealed that they are content and that they share a loving relationship with their parents. But the educators indicated that many learners are unsupervised at home. The learners' parents show little or no interest. This they have gauged by the

fact that learners do not complete tasks assigned to them and the parents do not attend parents' meetings.

Members in the community as well as non-governmental and government organizations need to create support structures to assist the youth today and to ascertain that most of these dysfunctional families are coping with the challenges of providing meals, medical care, clothing and shelter.

According to Bezuidenhout & Joubert (2003:141) there is no rule or regulation stipulating requirements that adults need to be parents yet not all parents are equipped adequately for this task. According to Momberg (Sunday Tribune- July 2006) a total of 72000 girls between the ages of 13 and 19 did not attend school in 2005 because they were pregnant. These young mothers most definitely are ill-equipped to cope with motherhood at such tender ages. The hospitals, clinics, day-care centres and schools can empower parents, covering aspects such as basic childcare, child development, and the disciplinary needs of children and how to provide support for adolescents. Adolescents need to be encouraged to abstain from premature sexual activity.

According to Kruger & Gouws (1994: 138) too many liberties for which an adolescent is neither emotionally, nor socially ready can make the adolescent very vulnerable to peer-pressure. If an adolescent is allowed to gain emotional independence from his or her parents too early, the result may be susceptibility to negative peer pressure and participation in physically and socially unhealthy behaviour such as drug abuse, premature sexual activity or juvenile delinquency.

Any form of training for parents will be beneficial in strengthening the family structure and bonding process. Parents and guardians (elder

brothers and sisters, grandparents) should be educated to strengthen the family structure. This can be achieved by using brochures, free educational sessions by trained and skilled volunteers at universities and schools. According to Wilson et al. (1995: 53) parent training can reduce the risks of poor family management practices and a child's early aggressive behaviour and conduct problems. Parent training should be aimed at instructing parents on how to set clear expectations for children's behaviour, monitor behaviour, reinforce positive behaviour, provide consequences of or sanctions for inappropriate behaviour, develop and use effective communication skills, nurture children and improve interaction to promote a child's bonding within the family context.

According to Kruger & Gouws (1994: 182) discipline is one of society's ways of teaching children the moral behaviour approved by the social group. Consistent discipline, moral development and parents' good influence is imperative to the total development of the adolescent. Children identify themselves with parents' values, and this process leads to the formation of a personal value system during adolescence. An adolescent's relationship with his or her parents will determine whether they internalise morals and values. According to Monteith (1988) as cited in Kruger & Gouws (1994: 183) mutual acceptance, trust and respect between parent and adolescent as well as good communication between them lead to mutual empathy and are conducive to the forming of the adolescent's conscience. More research needs to be done about exactly what percentage of adolescents are guardians to their siblings and how they are coping with the difficulties and challenges they are faced with.

The school

The school is seen as a secondary educational institution, which builds on moral development of the adolescent, who should be made aware of the limits of acceptability for behaviour. Results from the survey revealed that adolescents of both genders have stated that they are always prepared to fight if a conflict situation arises. They would not communicate and try to defuse the situation. The adolescents did indicate that they are more likely to commit acts of violence and crime when they are in their peer groups than when they are alone. Violence appears to be increasing in schools, aggravating the existing lack of discipline and impacting extremely negatively on learners. These conditions negatively influence the learning environment and result in huge financial losses. Both the Department of Education and parents suffer financial losses as schools use their minor unscheduled funds to repair damages caused by acts of vandalism. South Africa is not alone in this problem according to Christie & Christie <http://www.peacebuildersoz.com/Papers/June99.htm> the violence in schools, which is part of the overall problem of violence in society, has become one of the most pressing educational issues in the United states.

According to Bezuidenhout & Joubert (2003: 63) crime and violence are still major concerns in South African schools. Both learner and educator are potential victims of offenders. Cases of educators being shot and killed or robbed on the school premises are reported regularly.

According to Lund (2000: 5) the launching of the "Safer Schools" programme in South Africa, which involves keeping violence off the school premises is indicative of the problem of violence some schools experience. This can only be resolved if the school governing body

works with the parents to provide good parenting examples. Communities need to create atmospheres that are free of violence.

Educator

The educators have stated that learners' behaviour and attitude towards schoolwork has changed and that this does affect their teaching. Educators did state that more males are disruptive, easily demotivated and more males have carried weapons to school. Both males and females have been found smoking on school premises but a larger percentage of males are guilty of this. According to Scharf (1990: 239) youth no longer consider educators as role models. Educators can no longer rely on parents for support to promote a climate of discipline in schools. Some educators downplay their disciplinary role. They are afraid to confront misbehaving learners. These educators fear for their own safety, as learners might become aggressive and assault or murder them. These educators' fears are not unrealistic as some teachers have been stabbed with knives, assaulted and robbed during school hours in South African schools as well as in the USA. The abdication of control by the teacher in a classroom situation affects teaching negatively.

There are three main teaching styles that educators can implement in the classroom. According to Kruger & Gouws (1994: 183) the educational styles are as follows: authoritarian, permissive and authoritative. The researcher recommends that educators use the authoritative teaching style since it is the most beneficial to the learners.

According to Bezuidenhout & Joubert (2003: 64) educators in disorderly schools get discouraged with the circumstances in which they work. The data gathered from educators (54 educators out of 56) highlighted that there was a change in most learners' attitude towards schoolwork. The

educators also indicated that the learners' misbehaviour, lack of respect and lack of interest in schoolwork affects their morale. The educators in South Africa share a worldwide struggle to control learners' behaviour during school hours. The two reasons discussed by educators were the educator-to-learner ratio and the banning of corporal punishment. Educators felt that the educator-to-learner ratio should be reduced to one is to thirty. Schools ought to be better resourced with musical instruments, art and craft materials, libraries, textbooks and audio-visual aids to motivate and capture learners' interest. Learners who are fruitfully occupied will have little time to engage in disruptive behaviour at school.

The community

Since many children and grandparents are raising children today, prominent members of the community such as priests, pastors, principals of schools in the district can mobilise the community to help the dysfunctional families. In families where there is an absence of a male role model, members of the community should strive to establish teams, clubs or youth camps where children from such families could be mentored. Adolescents could be assisted in finding their strengths and talents and helped to become passionate about their interests. According to Bezuidenhout & Joubert (2003: 151) The Tiisa Thuto Project was piloted in Soweto in the Jabulani policing precinct. The main aim of this project was to reduce crime at school, increase parent involvement in school matters, and improve school attendance and academic performance. More such projects could be started in areas where crime and violence is rife at school foster positive social relationships among learners, teachers, and peers and between the school and the home.

The youth who are actively involved in stimulating and interesting activities will have very little time to form peer networks that would be self-destructive.

Conclusion

Finally communication keeps relationships alive and the youth on the right track. Parents need to find time to actively listen and tune in to their children everyday without fail. This means showing an understanding of their children's thoughts, opinions, successes, failures, fears and dreams. Educators too need to dispose of their so called masks and pay attention to learners in the class. Acknowledge the gifted as well as the very weak. Try to draw every learner into the lesson. Provide open channels of communication. Sometimes learners have traumatic home backgrounds; they need to talk to someone empathetic. It is most certainly not an easy task to be there for every learner everyday, but at least if educators are approachable, learners who are desperate will seek their educators. Good communication will maintain a healthy and harmonious relationship in the family and at school. This will ensure that adolescents cannot be emotionally blackmailed or forced into compliance. Healthy communication with parents and educators will help the adolescent discuss his/her dilemma and in so doing be guided to make the right choice.

Addendum A: Letters of Facilitation



University Of Zululand

Department Of Communication Science (Durban Campus)
Unit for Postgraduate Studies in Cognition, Language Learning & Communication

Care of Department of Information Systems and Technology
University of KwaZulu-Natal
Private Bag X54001
Durban
4000

Tel 0844466662
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E-Mail rkopper@ukzn.ac.za or rkopper@iafrica.com

Tuesday, 25 May 2004

Attention:

Letter to Principals in the EThekwini Region
KwaZulu-Natal Department of Education

Dear Madam/ Sir

PERMISSION GRANTED BY THE REGIONAL CHIEF DIRECTOR TO CONTACT PRINCIPALS OF
SECONDARY SCHOOLS IN THE ETHEKWINI REGION FOR SURVEY RESEARCH ABOUT ADOLESCENT
PEER GROUPS

The Regional Chief Director of the EThekwini Region has given permission for the
follow research to be conducted.

I am hereby requesting that you give her access to your school to conduct research
among grade 10 learners during a life orientation period.

- Participation will be on a voluntary and anonymous basis.
- The survey will be of a constructive nature.
- The questionnaire is appended for your information.
- After obtaining permission in principle from you the principals of about six or seven schools
will be approached to fill in the accompanying questionnaire, emphasizing the anonymous
and voluntary nature of their participation.
- The researcher will conduct the surveys herself during special leave.
- The KZN Department of Education will be acknowledged in the thesis, of which a copy will
be provided upon completion.

Kind regards

Prof. R M Klopper
HOD: Communication Science (Durban)



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL



DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

HEAD OFFICE

INHLOKO HHOVISI

HOOFKANTOOR

ADDRESS: EX-DURBAN COLLEGE OF EDUCATION
IKHELI: CNR. NICHOLSON ROAD AND QUEEN
ADRES: MARY AVENUE
UMBILO

PRIVATE BAG: X05
ISIKHWAMA: ROSSBURGH
SEPOSI: 4072
PRIVAATSAK:

TELEPHONE: 031 2744919
UCINGO:
TELEFOON:

FAX: 031 2744922

Cell: 083 337 1324

ENQUIRIES: S. R. Alwar
IMIBUZO:
NAVRAE:

REFERENCE:
INKOMBA: Permission: Research
VERWYSING:

DATE: 27 September 2004
USUKU:
DATUM:

TO: Mrs. K. H. Hiralal

RE: PERMISSION TO CONDUCT RESEARCH

Please be informed that you have been granted permission to conduct research with the following terms and conditions:

- That as a researcher, you **must** present a copy of the written approval from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution bearing in mind that the institution **is not obliged to participate** if the research is not a departmental project.
- Research should not be conducted during official contact time, as **education programmes should not be interrupted**, except in exceptional cases with special approval of the KZNDEC.
- The research is not to be conducted during the fourth school term, except in cases where the KZNDEC deem it necessary to undertake research at schools during that period.
- Should you wish to extend the period of research after approval has been granted, an application for extension must be directed to the Director: Research, Strategy Development and ECMIS.
- The research will be limited to the schools or institutions for which approval has been granted.
- A copy of the completed report, dissertation or thesis must be provided to the: RSDE Directorate
- Lastly, you must sign the attached declaration that, you are aware of the procedures and will abide by the same.

B. H. MTHABELA

DDIRECTOR: RESEARCH, STRATEGY, POLICY DEVELOPMENT AND ECMIS



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL



DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

HEAD OFFICE

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REFERENCE: Permission: Research
INKOMBA:
VERWYSING:

DATE: 27 September 2004
USUKU:
DATUM:

RE: APPROVAL TO CONDUCT RESEARCH

TO WHOM IT MAY CONCERN

This is to serve as a notice that **Mrs. K. H. Hiralal** has been granted permission to conduct research with the following terms and conditions:

- That as a researcher, she/he must present a copy of the written approval from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution.
- Attached is the list of schools she/he has been granted permission to conduct research in. however, it must be noted that the schools are not obligated to participate in the research if it is not a KZNDEC project.
- **Mrs. K. H. Hiralal** has been granted special permission to conduct her/his research during official contact times, as it is believed that her/his presence would not interrupt **education programmes**. Should education programmes be interrupted, she/he must, therefore, conduct his/her research during nonofficial contact times.
- No school is expected to participate in the research during the fourth school term, as this is the critical period for schools to focus on their exams.

Comments: _____


Thandiwe Zungu
Deputy Director: Research, Strategy and Policy Development

Comments: _____


B H Mthabela
Director: Research, Strategy Development and ECMIS



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL



DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

HEAD OFFICE **INHLOKO HHOVISI** **HOOFKANTOOR**

ADDRESS: IKHELI: ADRES:	EX-DURBAN COLLEGE OF EDUCATION CNR. NICHOLSON ROAD AND QUEEN MARY AVENUE UMBILO	PRIVATE BAG: ISIKHWAMA SEPOSI: PRIVAATSAK:	X05 ROSSBURGH 4072	TELEPHONE: UCINGO: TELEFOON:	031 2744919
				FAX:	031 2744922
				Cell:	083 337 1324
ENQUIRIES: IMIBUZO: NAVRAE:	S. R. Alwar	REFERENCE: INKOMBA: VERWYSING:	Permission: Research	DATE: USUKU: DATUM:	27 September 2004


RE: APPROVAL TO CONDUCT RESEARCH

TO WHOM IT MAY CONCERN

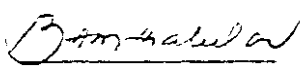
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- That as a researcher, she/he **must** present a copy of the written approval from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution.
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- Mrs. K. H. Hiralal has been granted special permission to conduct her/his research during official contact times, as it is believed that her/his presence would not interrupt **education programmes**. Should education programmes be interrupted, she/he must, therefore, conduct his/her research during nonofficial contact times.
- No school is expected to participate in the research during the fourth school term, as this is the critical period for schools to focus on their exams.

Comments: _____


Thandiwe Zungu
Deputy Director: Research, Strategy and Policy Development

Comments: _____


B H Mthabela
Director: Research, Strategy Development and ECMIS

Addendum B: Research Instruments

Questionnaires

FOR OFFICE USE ONLY: Respondent Code: _____ School Code: _____

NB: Tick only one option per question or fill in the required information

**EIGHTY QUESTIONS FOR GRADE TENS
About Friendship**

To the learner

- We need your help to understand how young people think and behave towards one another.
- Although we would like you to help us, you do not have to take part in this survey. If you do not want to take part, just hand in the blank questionnaire at the end of the survey session.
- What you say in this questionnaire will remain private and confidential. No one will be able to trace your opinions back to you as a person. This questionnaire ^{has} six parts:

Part 1 asks general personal particulars like your age, gender and home language.

Part 2 asks about how you see yourself.

Part 3 asks about your friends.

Part 4 asks about the things that you and your friends do together.

Part 5 asks about how you and your friends get along with other groups at school.

Part 6 asks about who influences your decisions about things

Instructions

1. Please answer the questions as truthfully as you can. Also, please be sure to read and follow the directions for each part. If you do not follow the directions, it will make it harder for us to do our project. If you have any questions, just raise your hand and the teacher will help you.
2. We can only use your answers if you give us permission to do so.
3. We are only asking you about things that you and your other classmates should feel comfortable telling us. However, if you don't feel comfortable answering a question, you can leave it blank. For those questions that you do answer, your responses will be kept top secret.
4. You can make a tick or draw a cross with a PEN (not a pencil), or fill in the required word or numbers.

Thank you very much for filling in this questionnaire.

You have to give us permission to use your answers. Your personal particulars will remain secret.

Name: _____ Signature: _____ Date: _____

FOR OFFICE USE ONLY: Respondent Code: _____ School Code: _____

NB: Tick only one option per question or fill in the required information

PRACTICE QUESTIONS

A. I am in 4th grade:

- Yes No

B. I like dogs:

- True Sort of true Not very true False

PART 1: GENERAL PERSONAL PARTICULARS

1. I am _____ years old.

2. I am a: Female Male

3. I belong to the following ethnic group:

- African Coloured Indian White Other: _____

4. I grew up in a: rural area urban area

5. I attend a girls only school boys only school mixed school

6. Who takes care of me (and my brothers and sisters):

- Both my parents
 One of my parents
 My grandparent/s or an aunt & uncle
 My older brother/s and sister/s
 I care for myself (and for my younger brother/s and sister/s)

PART 2: HOW DO I SEE MYSELF

7. I see my physical appearance as

- very attractive
 attractive
 not very good looking

8. How I feel about my intelligence and abilities:

- I am above average with many abilities
 I am average with some abilities
 I am below average with few abilities

FOR OFFICE USE ONLY: Respondent Code: _____ School Code: _____

NB: Tick only one option per question or fill in the required information

9. I am confident and comfortable among other people:

- Never Sometimes Most often All the time

10. I am able to assert myself when I am among other young people:

- Never Rarely Often Always

11. I can communicate my feelings effectively when I am with other young people:

- Often Sometimes Never

12. I am aware of my weaknesses and strengths:

- True False

13. I enjoy being alone:

- Often Sometimes Never

14. I Have a good relationship with my parents:

- Often Sometimes Never

15. I have a good relationship with my brothers and sisters:

- Often Sometimes Never

16. My family is warm, loving, supportive and friendly:

- Often Sometimes Never

17. My parents and I have a clear understanding of what is expected from one another:

- Often Sometimes Never

18. I feel my parents punish me unfairly:

- Often Sometimes Never

19. My parents allow me adequate time with my friends:

- Often Sometimes Never

FOR OFFICE USE ONLY: Respondent Code: _____ School Code: _____

NB: Tick only one option per question or fill in the required information

20. My parents allow me to express my independence:
 Often Sometimes Never

PART 3: WHY DO I PREFER THE COMPANY OF MY FRIENDS?

Directions: This part asks you to think about all the reasons why you join the group of friends that you have at school.

21. Are you part of a group of friends? Yes No
22. Are you best friends with one of the persons in your circle of friends? Yes No
23. Are you part of a couple consisting of a boyfriend and a girlfriend? Yes No
24. Does your circle of friends consist of other couples? Yes No
25. How many members are there in your group of friends? _____
26. My best friends:
 are in the same class as I am
 are in the same as well as outside my class
 are in the same school as I am, but are all outside my class
 are in another school
27. I spend time with my friends:
 I don't have friends Often Sometimes Never
28. How often my friends visit me at home:
 I don't have friends Often Sometimes Never
29. My friends provide companionship:
 I don't have friends All of them Some of them None of them
30. I discuss my personal problems with my friends:
 I don't have friends Often Sometimes Never
31. I share my secrets with my friends:
 I don't have friends Often Sometimes Never

FOR OFFICE USE ONLY: Respondent Code: _____ School Code: _____

NB: Tick only one option per question or fill in the required information

32. I and my friends have many common interests:
 I don't have friends All of them Some of them None of them
33. When I am with my friends we have a great deal of fun:
 I don't have friends Often Sometimes Never
34. My friends and I help one another with homework, assignments and projects:
 I don't have friends Often Sometimes Never
35. My friends and I help one another in choosing clothing when we shop at the malls:
 I don't have friends Often Sometimes Never
36. My friends and I hang out and just goof around after school:
 I don't have friends Often Sometimes Never
37. If I feel bored and lonely at home I telephone a friend and just chat:
 I don't have friends Often Sometimes Never
38. My friends and I use the telephone to make plans for going out:
 I don't have friends Often Sometimes Never
39. I feel special when I'm with my friends:
 I don't have friends Often Sometimes Never

PART 4: WHAT MY FRIENDS AND I DO WHEN WE ARE TOGETHER

Directions: The following questions how you feel when you are with your friends. They could be in class with you or in another class, in another school, or not in school at all.

40. My friends and I are all equal in our group:
 I don't have friends True Sort of true
 Not very true False

FOR OFFICE USE ONLY: Respondent Code: _____ School Code: _____

NB: Tick only one option per question or fill in the required information

41. There is one friend who is the leader in our group:
- I don't have friends True Sort of true
 Not very true False
42. I am more important in the group than some of my friends:
- I don't have friends True Sort of true
 Not very true False
43. Some of my friends think they are more important than me:
- I don't have friends True Sort of true
 Not very true False
44. Sometimes my friends and I fall out with one another:
- I don't have friends True Sort of true
 Not very true False
45. When some of my friends tease or bully other pupils I just keep quiet:
- I don't have friends True Sort of true
 Not very true False
46. When some of my friends gossip about other pupils I join in or just keep quiet.
- I don't have friends True Sort of true
 Not very true False
47. I sometimes go along with things that I don't like because I want to be accepted by my group.
- I don't have friends True Sort of true
 Not very true False

FOR OFFICE USE ONLY: Respondent Code: _____ School Code: _____

NB: Tick only one option per question or fill in the required information

PART 5: HOW MY FRIENDS AND I GET ALONG WITH OTHER GROUPS AT SCHOOL

48. All groups at our school get along with one another:
 True Sort of true Not very true False
49. The staff members at our school know exactly what is going on, on the playgrounds:
 True Sort of true Not very true False
50. My friends and I don't stand back for any other group:
 I don't have friends True Sort of true
 Not very true False
51. When my friends and I are together we dare one another to do all kind of things:
 I don't have friends True Sort of true
 Not very true False
52. My friends and I sometimes bend the school rules a bit just for fun :
 I don't have friends True Sort of true
 Not very true False
53. My friends and I think some of the school rules are a bit silly :
 I don't have friends True Sort of true
 Not very true False
54. My friends and I try our best at sports because we want to be better than the other groups at school:
 I don't have friends True Sort of true
 Not very true False
55. My friends and I try our best at school work because we want to be better than the other

FOR OFFICE USE ONLY: Respondent Code: _____ School Code: _____

NB: Tick only one option per question or fill in the required information

groups at school:

- I don't have friends True Sort of true
 Not very true False

56. My friends and I are sometimes praised by the staff at school:

- I don't have friends True Sort of true
 Not very true False

57. My friends and I sometimes end up in fights with the other groups who are looking for trouble:

- I don't have friends True Sort of true
 Not very true False

58. My friends and I sometimes end up in fights with the other groups because of competition for members of the opposite sex:

- I don't have friends True Sort of true
 Not very true False

59. My friends and I sometimes end up in fights with the other groups because they insult us during sports matches:

- I don't have friends True Sort of true
 Not very true False

PART 6: WHOSE OPINIONS COUNT MORE WHEN YOU MAKE PERSONAL DECISIONS?

Who influences you in making decisions about the following aspects in your life? Tick the correct column.

	Parents	Friends	Self
60. The clothes that I wear when going out with the family			
61. The clothes that I wear when going out with friends			
62. Whether I may attend a party or not			

FOR OFFICE USE ONLY: Respondent Code: _____ School Code: _____

NB: Tick only one option per question or fill in the required information

	Parents	Friends	Self
63. Going out in a group of friends			
64. Going on a date with a boyfriend/ girlfriend			
65. Going to clubs			
66. Going to the movies			
67. Hanging out with friends			
68. Whether or not I have to go on school outings			
69. How I spend my money			
70. How I spend my free time			
71. My taste in music, bands and movie stars			
72. What I prefer to read			
73. My attitude towards cultural events			
74. Whether to exercise or not			
75. The words and phrases that I use to express myself			
76. The way I behave towards grown-ups and teachers			
77. The sports that I participate in at school			
78. The sports that I like to watch			
79. Solving personal problems			
80. My choice of hairstyle			

Thanks again for helping us with this survey!

Interview Guide

For office use only: Respondent number: _____

**Survey of the attitudes of educators to learners in the secondary schools
in Kwazulu Natal**

Department of Communication Science, University of Zululand (Durban Campus)

Researcher: Mrs K.H.Hiralal

Study Leader: Prof. Rembrandt Klopper

- i. This is a **voluntary** and **confidential** survey.
- ii. We need your help to determine how educators feel about the learners and the school climate.
- iii. The questionnaire consists of three sections:
 - a) Section A: Your permission for me to use your responses for research purposes;
 - b) Section B: Educators attitude towards learners;
 - c) Section C: How educators feel about their jobs and why they feel this way.
- iv. Please read each question carefully and take time to think about your answer. If you have any queries about particular questions, please feel free to raise them during our interview.
- v. Please fill in Section A: only. The researcher will fill the other sections in the course of the interview.
- vi. Your participation is highly appreciated.

A: Permission to use research results

1. Name _____
2. Age: 20-29 30-39 40-49 50-59 60-69
3. Home Language _____
4. Ethnic identity _____
5. Learning Areas taught _____
6. Extra Curricular Activities at School _____
7. Years of service in DSE _____

B: Questions about learners

8. Is there a change in the learners' attitudes towards school comparing your early years of teaching and the learners today? _____

Please indicate to what extent girls and boys exhibit the following types of behaviour	Girls			Boys		
	Regularly	Occasionally	Never	Regularly	Occasionally	Never
Bullying others						
Challenging teachers' authority						
Comply with instructions given by educators						
Conscientious						
Cooperative						
Deceptive behaviour towards other learners						
Deceptive behaviour towards teachers						
Disruptive in class						
Drinking alcohol.						
Easily demotivated						
Fighting over the opposite sex						
Friendships based on similar likes and dislikes						
Friendships with children from other ethnic groups						
Gossiping						
Helping other learners in class						
Imitating teachers behind their backs						
Offensive and abusive language towards fellow learners						
Offensive and abusive language towards teachers						
Respectful towards teachers						
Smoking						
Socialize easily with other ethnic groups						
Taking drugs						
Violence and fighting in general						
Weapons carried to school						

C: My feelings about my work

C1. My perceptions about school and the education system:

My perceptions	Regularly	Occasionally	Never
Children are left on their own at home by parents in the afternoons			
Children are left on their own at home by parents in the evenings			
I enjoy teaching learners of all race groups			
I feel frustrated about my prospects for promotion			
I feel frustrated about salary increases			
Learners respect me			
Other educators are to blame for behaviour problems at school			
Parents are to blame when learners are badly behaved			
Parents do not supervise their children's homework			
Teaching is rewarding			
The behaviour of learners affects my morale			
The KZN DoE should have trained educators before schools became multicultural			
The learners appreciate my efforts			
The school management is to blame for behaviour problems at school			
The school management team appreciates my efforts			

Thank you for your willingness to assist with this survey.

Addendum C: Bivariate Significance tables

Correlations

		gender of learner	bend the rules for fun
gender of learner	Pearson Correlation	1	-.098*
	Sig. (2-tailed)	.	.019
	N	575	575
bend the rules for fun	Pearson Correlation	-.098*	1
	Sig. (2-tailed)	.019	.
	N	575	575

*. Correlation is significant at the 0.05 level (2-tailed).

Figure 109: Significant correlation between gender and learners bending rules for fun.

Correlations

		type of school	I am able to communicate my feelings among other young people
type of school	Pearson Correlation	1	-.121**
	Sig. (2-tailed)	.	.004
	N	575	575
I am able to communicate my feelings among other young people	Pearson Correlation	-.121**	1
	Sig. (2-tailed)	.004	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 110: Significant correlation between type of school and learners' ability to communicate their feelings among other people.

Correlations

		type of school	my parents allow me adequate time with my friends
type of school	Pearson Correlation	1	-.162**
	Sig. (2-tailed)	.	.000
	N	575	575
my parents allow me adequate time with my friends	Pearson Correlation	-.162**	1
	Sig. (2-tailed)	.000	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 111: Significant correlation between type of school (determined by predominant socio-economic profile of learners) and amount of time learners are allowed to spend with friends.

Correlations

		type of school	my parents allow me to express my independence
type of school	Pearson Correlation	1	-.137**
	Sig. (2-tailed)	.	.001
	N	575	575
my parents allow me to express my independence	Pearson Correlation	-.137**	1
	Sig. (2-tailed)	.001	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 112: Significant correlation between type of school and parents allowing learners to express their independence.

Correlations

		gender of learner	I am able to communicate my feelings among other young people
gender of learner	Pearson Correlation	1	.146**
	Sig. (2-tailed)	.	.000
	N	575	575
I am able to communicate my feelings among other young people	Pearson Correlation	.146**	1
	Sig. (2-tailed)	.000	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 113: Significant correlation between gender and learners' ability to communicate their feelings among other young people.

Correlations

		gender of learner	my parents allow me adequate time with my friends
gender of learner	Pearson Correlation	1	-.125**
	Sig. (2-tailed)	.	.003
	N	575	575
my parents allow me adequate time with my friends	Pearson Correlation	-.125**	1
	Sig. (2-tailed)	.003	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 114: Significant correlation between gender and amount of time learners are allowed to spend with friends.

Correlations

		gender of learner	I discuss personal problems with friends
gender of learner	Pearson Correlation	1	.253**
	Sig. (2-tailed)	.	.000
	N	575	575
I discuss personal problems with friends	Pearson Correlation	.253**	1
	Sig. (2-tailed)	.000	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 115: Significant correlation between gender and whether learners discuss their personal problems with friends.

Correlations

		gender of learner	I share secrets with my friends
gender of learner	Pearson Correlation	1	.194**
	Sig. (2-tailed)	.	.000
	N	575	575
I share secrets with my friends	Pearson Correlation	.194**	1
	Sig. (2-tailed)	.000	.
	N	575	575

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 116: Significant correlation between gender and learners sharing secrets with their friends.

Correlations

		gender of learner	my friends and I help one another in choosing clothes at the malls
gender of learner	Pearson Correlation	1	.186**
	Sig. (2-tailed)	.	.000
	N	575	575
my friends and I help one another in choosing clothes at the malls	Pearson Correlation	.186**	1
	Sig. (2-tailed)	.000	.
	N	575	575

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 117: Significant correlation between gender and learners' friends helping them to choose clothes at the malls.

Correlations

		gender of learner	when I'm bored and lonely I phone a friend to chat
gender of learner	Pearson Correlation	1	.191**
	Sig. (2-tailed)	.	.000
	N	575	575
when I'm bored and lonely I phone a friend to chat	Pearson Correlation	.191**	1
	Sig. (2-tailed)	.000	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 118: Significant correlation between gender and learners phoning friends to chat when they are bored.

Correlations

		gender of learner	I feel special when I'm with my friends
gender of learner	Pearson Correlation	1	.186**
	Sig. (2-tailed)	.	.000
	N	575	575
I feel special when I'm with my friends	Pearson Correlation	.186**	1
	Sig. (2-tailed)	.000	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 119: Significant correlation between gender and whether learners feel special when with friends.

Correlations

		gender of learner	friends gossipl join in or keep quiet
gender of learner	Pearson Correlation	1	.138**
	Sig. (2-tailed)	.	.001
	N	575	575
friends gossipl join in or keep quiet	Pearson Correlation	.138**	1
	Sig. (2-tailed)	.001	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 120: Significant correlation between gender and whether learners join their friends in gossiping or they remain quiet.

Correlations

		gender of learner	staff knows goings on playground
gender of learner	Pearson Correlation	1	-.138**
	Sig. (2-tailed)	.	.001
	N	575	575
staff knows goings on playground	Pearson Correlation	-.138**	1
	Sig. (2-tailed)	.001	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 121: Significant correlation between gender and whether staff members know what is going on, on the playground.

Correlations

		gender of learner	friends and I fight with other groups over members of opposite sex
gender of learner	Pearson Correlation	1	-.111**
	Sig. (2-tailed)	.	.008
	N	575	575
friends and I fight with other groups over members of opposite sex	Pearson Correlation	-.111**	1
	Sig. (2-tailed)	.008	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 122: Significant correlation between gender and whether learners fight over members of the opposite sex.

Correlations

		gender of learner	going on a date with a boyfriend or girlfriend
gender of learner	Pearson Correlation	1	.188**
	Sig. (2-tailed)	.	.000
	N	575	575
going on a date with a boyfriend or girlfriend	Pearson Correlation	.188**	1
	Sig. (2-tailed)	.000	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 123: Significant correlation between gender and whether learners go on a date.

Correlations

		gender of learner	going to clubs
gender of learner	Pearson Correlation	1	.099*
	Sig. (2-tailed)	.	.017
	N	575	575
going to clubs	Pearson Correlation	.099*	1
	Sig. (2-tailed)	.017	.
	N	575	575

*. Correlation is significant at the 0.05 level (2-tailed).

Figure 124: Significant correlation between gender and learners going to clubs.

Correlations

		gender of learner	hanging out with friends
gender of learner	Pearson Correlation	1	.118**
	Sig. (2-tailed)	.	.005
	N	575	575
hanging out with friends	Pearson Correlation	.118**	1
	Sig. (2-tailed)	.005	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 125: Significant correlation between gender and learners hanging out with friends.

Correlations

		gender of learner	some friends think they are more important than me
gender of learner	Pearson Correlation	1	.109**
	Sig. (2-tailed)	.	.009
	N	575	575
some friends think they are more important than me	Pearson Correlation	.109**	1
	Sig. (2-tailed)	.009	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 126: Significant correlation between gender and whether learners feel that some of their friends think they are more important.

Correlations

		gender of learner	there is one friend who is the leader
gender of learner	Pearson Correlation	1	-.088*
	Sig. (2-tailed)	.	.035
	N	575	575
there is one friend who is the leader	Pearson Correlation	-.088*	1
	Sig. (2-tailed)	.035	.
	N	575	575

*. Correlation is significant at the 0.05 level (2-tailed).

Figure 127: Significant correlation between gender and whether there are leaders in peer groups.

Correlations

		gender of learner	my friends and I fall out with one another
gender of learner	Pearson Correlation	1	.138**
	Sig. (2-tailed)	.	.001
	N	575	575
my friends and I fall out with one another	Pearson Correlation	.138**	1
	Sig. (2-tailed)	.001	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 128: Significant correlation between gender and whether friends fall out with one another.

Correlations

		gender of learner	don't like but go along to be accepted
gender of learner	Pearson Correlation	1	-.095*
	Sig. (2-tailed)	.	.022
	N	575	575
don't like but go along to be accepted	Pearson Correlation	-.095*	1
	Sig. (2-tailed)	.022	.
	N	575	575

*. Correlation is significant at the 0.05 level (2-tailed).

Figure 129: Significant correlation between gender and whether learners go along with friends in order to be accepted by the group.

Correlations

		gender of learner	staff knows goings on playground
gender of learner	Pearson Correlation	1	-.138**
	Sig. (2-tailed)	.	.001
	N	575	575
staff knows goings on playground	Pearson Correlation	-.138**	1
	Sig. (2-tailed)	.001	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 130: Significant correlation between gender and whether learners believe that the staff members know what is going on, on the playground.

Correlations

		gender of learner	my friends and I don't stand back
gender of learner	Pearson Correlation	1	-.091*
	Sig. (2-tailed)	.	.029
	N	575	575
my friends and I don't stand back	Pearson Correlation	-.091*	1
	Sig. (2-tailed)	.029	.
	N	575	575

* . Correlation is significant at the 0.05 level (2-tailed).

Figure 131: Significant correlation between gender and whether learners stand back in conflict situations.

Correlations

		gender of learner	dare one another
gender of learner	Pearson Correlation	1	-.087*
	Sig. (2-tailed)	.	.038
	N	575	575
dare one another	Pearson Correlation	-.087*	1
	Sig. (2-tailed)	.038	.
	N	575	575

*. Correlation is significant at the 0.05 level (2-tailed).

Figure 132: Significant correlation between gender and learners daring one another to do all kinds of things.

Correlations

		gender of learner	friends try our best at sport to be better than others
gender of learner	Pearson Correlation	1	-.252**
	Sig. (2-tailed)	.	.000
	N	575	575
friends try our best at sport to be better than others	Pearson Correlation	-.252**	1
	Sig. (2-tailed)	.000	.
	N	575	575

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 133: Significant correlation between gender and learners competing with others in sport.

Correlations

		gender of learner	friends try our best at school work to be better than others
gender of learner	Pearson Correlation	1	-.146**
	Sig. (2-tailed)	.	.000
	N	575	575
friends try our best at school work to be better than others	Pearson Correlation	-.146**	1
	Sig. (2-tailed)	.000	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 134: Significant correlation between gender and learners competing in school work.

Correlations

		gender of learner	friends and I fight with other groups because they insult us during sports
gender of learner	Pearson Correlation	1	-.193**
	Sig. (2-tailed)	.	.000
	N	575	575
friends and I fight with other groups because they insult us during sports	Pearson Correlation	-.193**	1
	Sig. (2-tailed)	.000	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 135: Significant correlation between gender and learners fighting during sports.

Correlations

		gender of learner	the clothes that I wear when going out with family
gender of learner	Pearson Correlation	1	.109**
	Sig. (2-tailed)	.	.009
	N	575	575
the clothes that I wear when going out with family	Pearson Correlation	.109**	1
	Sig. (2-tailed)	.009	.
	N	575	575

** Correlation is significant at the 0.01 level (2-tailed).

Figure 136: Significant correlation between gender and who influences learners' choice of clothing when going out with the family.

Correlations

		gender of learner	the clothes that I wear when going out with friends
gender of learner	Pearson Correlation	1	.113**
	Sig. (2-tailed)	.	.007
	N	575	575
the clothes that I wear when going out with friends	Pearson Correlation	.113**	1
	Sig. (2-tailed)	.007	.
	N	575	575

** Correlation is significant at the 0.01 level (2-tailed).

Figure 137: Significant correlation between gender and who influences learners' choice of clothing when going out with friends.

Correlations

		gender of learner	whether I attend a party or not
gender of learner	Pearson Correlation	1	.140**
	Sig. (2-tailed)	.	.001
	N	575	575
whether I attend a party or not	Pearson Correlation	.140**	1
	Sig. (2-tailed)	.001	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 138: Significant correlation between gender and who influences learners' decisions about attending a party or not.

Correlations

		gender of learner	whether I go out with a group of friends
gender of learner	Pearson Correlation	1	.115**
	Sig. (2-tailed)	.	.006
	N	575	575
whether I go out with a group of friends	Pearson Correlation	.115**	1
	Sig. (2-tailed)	.006	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 139: Significant correlation between gender and who influences learners' decisions about going out with friends.

Correlations

		gender of learner	going on a date with a boyfriend or girlfriend
gender of learner	Pearson Correlation	1	.188**
	Sig. (2-tailed)	.	.000
	N	575	575
going on a date with a boyfriend or girlfriend	Pearson Correlation	.188**	1
	Sig. (2-tailed)	.000	.
	N	575	575

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 140: Significant correlation between gender and who influences learners' decisions about going on a date with a boyfriend or girlfriend.

Correlations

		gender of learner	my friends and I help one another with homework, assignments and projects
gender of learner	Pearson Correlation	1	.096*
	Sig. (2-tailed)	.	.021
	N	575	575
my friends and I help one another with homework, assignments and projects	Pearson Correlation	.096*	1
	Sig. (2-tailed)	.021	.
	N	575	575

*. Correlation is significant at the 0.05 level (2-tailed).

Figure 141: Significant correlation between gender and friends helping one another with homework, assignments and projects.

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