

**EFFECTS OF SCHOOL VIOLENCE ON SCHOOL FUNCTIONALITY IN THE
SECONDARY SCHOOLS OF KING CETSHWAYO DISTRICT**

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**Submitted in fulfilment of the academic requirements for the degree of Master of
Education to the Department of Education Foundations and Management in the
Faculty of Education at the University of Zululand**

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Date submitted: November 2020

DECLARATION

I, Presley Velenkosini Dube, hereby declare that the Dissertation: **THE EFFECTS OF SCHOOL VIOLENCE ON SCHOOL FUNCTIONALITY IN THE SECONDARY SCHOOLS OF KING CETSHWAYO DISTRICT**, is my own original work and that all the quoted sources used have been indicated and acknowledged by means of complete referencing.

.....

SIGNATURE

.....

DATE

ACKNOWLEDGEMENTS

I wish to express my heartfelt gratitude and appreciation to:

- God, the Almighty, for granting me the strength and intellectual ability to complete this study.
- Dr A.B. Buthelezi, my supervisor, for his unwavering professional guidance and support throughout this study.
- Ms P.N. Khumalo, my co-supervisor, for her invaluable support and encouragement towards the completion of this study.
- The Provincial Department of Education in Kwa-Zulu Natal, for allowing me access to schools to conduct research.
- The principals, HODs, teachers and learners who participated in this study.
- My beloved wife, Nozipho Dube, for her support and understanding in sharing her husband with this work.

DEDICATION

This dissertation is dedicated to my parents, my late father, Mr Milton Aubrey Dube and my mother Mrs Victoria Gcinile Dube who sacrificed in order to send me to school, and taught me the value of education. My wife, Nozipho, for her support and understanding during my studies.

My beloved children, Siyanda, Smangele, Andile and Luyanda. May this study serve as an inspiration that without inspiration, determination, sacrifice and hard work, there is no success.

ABSTRACT

Violence occurring within South African schools is a concern for all stakeholders. School violence manifests in different ways; these include bullying, faction or gang-related violence, shooting, stabbing, racially motivated violence, violence related to drugs and alcohol abuse, gender-based violence, vandalism and theft, violence through learner protests, racially motivated violence, any other form of physical violence, emotional violence and murder. Any form of violence has its harmful effects on the school system such as physical and psychological effects as well as educational damage. According to a report by the South African Institute of Race Relations (2008), South African schools are among the most dangerous in the world. This report followed media reports of school violence and lawlessness of all kinds engulfing South African schools.

Working within the interpretive paradigm and employing a qualitative methodological approach, this case study explored the effects of school violence on school functionality in the secondary schools of King Cetshwayo District. Grounded on Social Learning and Social-Ecological Development theories, this study aimed to: determine the causes of school violence; explore the manifestations of school violence and understand the effects on school functionality.

All ethical issues were observed before data was generated. Multiple data generation techniques such as semi-structured interviews, observation and document analysis were used in a triangulation approach to ensure trustworthiness. Data were analysed using the approach adopted by De Vos et al. (2011). The study found that causes of school violence were internally as well as externally influenced. The study also found that bullying, vandalism, faction fights, stabbings, fist fighting, verbal attacks, cyber-bullying, sexual harassment, assault using any objects that learners lay their hands on and corporal punishment are prevalent in schools.

The study further found that school violence harmfully affects all nine domains of school functionality which are basic school functionality; quality of teaching, learning and teacher development; curriculum provision and resources; learner achievement; leadership, management and communication; governance and relationships; school safety, security and discipline; school infrastructure; parental and stakeholder involvement. Based on findings and conclusions, this study in its recommendations prioritises the integrated approach by all stakeholders to addressing school violence.

ABBREVIATIONS USED IN THE STUDY

KZN	KwaZulu-Natal
WHO	World Health Organisation
DBE	Department of Basic Education
NDP	National Development Plan
UNESCO	United Nations Educational, Scientific and Cultural Organisation
SADTU	South African Democratic Teachers Union
SACE	South African Council of Teachers
UNICEF	United Nations Children's Fund
SAPS	South African Police Services
SGB	School Governing Body
TV	Television
ADHD	Attention-deficit/hyperactivity disorder
ODD	Oppositional defiant disorder in children
NAPTOSA	National Professional Teachers Organisation of South Africa
UNISA	University of South Africa
NSSF	National School Safety Framework
NGO	Non-governmental organisation
CSTL	Conceptual Framework for Care and Support for Teaching and Learning
SASA	South African Schools Act No. 84 of 1996
HOD	Head of Department
SABC	South African Broadcasting Corporation
MEC	Member of Executive Council
NSC	National Senior Certificate
CMC	Circuit Management Centre
IES	Institute of Education Services
SMT	School Management Team
USA	United States of America
RPF	Rwandan Patriotic Front
BBC	British Broadcasting Corporation

ATPs	Annual teaching plans
POA	Programme of assessment
UNIZULU	University of Zululand
PL1	Post level 1
CCTV	Closed-circuit television
SAHRC	South African Human Rights Commission
PPN	Post provisioning norms
CPF	Community Policing Forum

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

The plight of children in violent South African schools is disturbing. Print and electronic media report on daily basis about the abnormal levels of all kinds of violent activities in schools. School days are characterised by the carrying of different kinds of weapons by learners. These weapons include guns, bush knives, other kinds of knives and other sharp objects. Violent occurrences are indicative of what our communities experience, which generally have a devastating impact on the functioning of schools and our education in general.

Schools have a vital role to play in the learning of learners and socialisation, it is therefore vital that schools offer safe atmosphere in which quality learning and development can happen. School violence taints the school environment and jeopardises educational processes. It is evident that South African children are exposed to many risks that pose a threat to their wellbeing. Consequently, King Cetshwayo district is experiencing murders, sexual harassment, bullying, assault, and property destruction on school premises. This behaviour results in learners developing an irrational fear of attending school, and schools postponing scheduled learning and assessment, among other things.

1.2 BACKGROUND

During the Bantu education system in South Africa, youth struggled differently from the youth of today. The challenges they faced were also challenges not faced by the youth of today, those challenges led to the 1976 Soweto uprising. During the uprising learners experienced cruel acts in schools, for example, rape, murder, assault and abduction. These cruel activities influenced learners and teachers to yield to their violent desires like corporal punishment, physical fights and bullying. Even today learners still experience the cruelty of these violent activities. In many schools corporal punishment is still used to discipline learners even though, it was banned more than twenty years ago.

Extreme consequences of violence that occurred recently over two months in KZN include:

- The brutal butchering of two security guards in the classroom at Hammarsdale.

- A learner beaten and stabbed to death during break time at Mpumalanga High School.
- A learner stabbed to death at Entembeni Secondary School in King Cetshwayo District.
- A learner stabbed to death at Entembeni Secondary School in King Cetshwayo District. This incident happened shortly after the first one.
- The torching of the principal's office at Mthonjaneni High School in King Cetshwayo District.
- The shooting to death of a teacher on school premises at Folweni in Durban.

This situation presents many challenges to the functionality of schools and education in general because teachers are only trained to teach, yet they end up taking on the roles of police officers, psychologists, nurses and prosecutors when incidents of school violence occur in schools.

The forms of violence experienced by King Cetshwayo district schools are more or less the same as those experienced by schools in the whole of South Africa and the world. The frequency, extent and form of school violence may not be the same, but regardless, they are all likely to cause disruption in teaching and learning. Hence this study aim to explore the effects of school violence on school functionality in the secondary schools of King Cetshwayo District.

1.3 STATEMENT OF THE PROBLEM

For every child, education is a basic right which is critical for their development. Education enables the nurturing of children's talents and the development of life skills and social relationships. According to the School Climate Centre, a harmless and caring school atmosphere is one in which learners feel respected as well as positively connected to others, that their work is meaningful, and that they are good at what they do. The main aim of the school is to provide education and train learners for academic achievement and build their intellectual ability. Apart from focusing on academic achievement, schools should provide for the learning of social and emotional competence that is built into the curriculum to prepare learners for psychological and emotional problems. Schools play a vital role in learners' learning and socialisation, and they must expose these learners to a safe atmosphere for quality learning and development to take place. These responsibilities cannot be accomplished unless schools have a protective and disciplined environment.

School violence is increasingly becoming a high risk in our schools. The high levels of violence and all other forms of abuse cannot be ignored as they lead to unsafe environments for learners, teachers and other staff members, as well as ineffective teaching and learning (Mncube, 2013). It is in line with the speech made by the Minister of Basic Education when speaking to Cape Talk Radio about the recent spate of attacks in schools. She said:

it is extremely concerning and disheartening. We have programmes that we, on an ongoing basis, are dealing with [in cooperation with] the Department of Police and the Department of Social Development. It is quite clear we have a big problem. There is a correlation between high levels of criminality in the community, which is transported into schools. Guns come from communities; the knifing and the anger come from communities. We as society need to sit down and say: "What more do we need to do to support our schools?"

According to Mncube (2013), school violence takes different shapes and is mostly perpetuated by either learners or teachers, as might be taking place out there in the King Cetshwayo district secondary schools – for example, bullying, assault, murder, rape, sexual harassment, gangsterism, faction fights, property destruction, arson and any other form of physical or verbal abuse. Perpetrators of these forms of violence may be learners, teachers, or even parents.

To be in a position to deal with school violence, it is imperative to identify how it manifests to tackle it in its totality. In addition to having an emotional and physical impact on learners, incidents of school violence can disrupt functionality in schools. It is nearly impossible for learners who regularly experience or see school violence to concentrate on their work. It is the same with teachers and other staff members. The following might be happening in King Cetshwayo district secondary schools characterised by violence:

- learners skipping school because they do not believe that they are safe there;
- learners dropping out of school prematurely in fear of being victims of violence;
- learners developing an irrational fear of attending school;
- learners becoming aggressive themselves owing to their experiences, fear and peer pressure;
- increasing numbers of learners coming late and leaving school early to avoid bullies;
- school days disrupted when violence erupts;
- schools closing for several days after a violent incident – for example, a murder on the school premises;
- postponement of scheduled learning and assessment activities;

- teachers fearing to discipline unruly and violent learners, hence suffering uncontrollable teaching disruptions during teaching and learning; and
- some learners were absenting themselves from specific teaching periods in fear of corporal punishment by teachers.

The problem to be addressed by this study is the high prevalence of violence and its impact on school functionality in the King Cetshwayo district secondary schools. The impact of school violence on school functionality may result in poor quality teaching and learning, as well as a loss of teaching time. The researcher argues that understanding the effects of school violence on school functionality through a scientific study will result in better interventions to curb school violence, and improve functionality in the King Cetshwayo district schools; hence this study. It is therefore of paramount importance that this study is pursued in order to determine the extent and nature of the effects of school violence on school functionality in the King Cetshwayo district secondary schools.

1.4 AIM OF THE STUDY

The study is aimed at investigating the effects of school violence on school functionality in the secondary schools of King Cetshwayo District. Any exposure to violence affects the way an individual or institution and its systems function.

1.4.1 Research Objectives

- To identify the causes of violence in the secondary schools of King Cetshwayo District.
- To determine how school violence manifests in the secondary schools of King Cetshwayo District.
- To understand the effects of school violence on school functionality.

1.4.2 Research Questions

- What are the causes of school violence in the secondary schools of King Cetshwayo District?
- What are the manifestations of school violence in the secondary schools of King Cetshwayo district?

- What are the effects of school violence on the functionality of secondary schools in the King Cetshwayo District?

1.5 THEORETICAL FRAMEWORK

This study is grounded on two theories, the social learning theory as well as the social-ecological model. The social learning theory was used to examine the possible causes of violence, and the second one as a potential solution to school violence. The social learning theory states that no one is born a criminal or behaving defiantly, but such a character or behaviour is acquired in interaction with others. This suggests that all people have the likelihood to engage in deviant conduct.

According to Bender and Emslie (2010), those who have studied adolescence have moved away from an ideology of adolescence stuck in the stages of life defined by twentieth-century researchers like Piaget and Erikson, to an ecological model in which circumstantial factors and societal settings are viewed as main sources of influence on the developmental procedures in the life of a young person. The second theoretical lens deemed appropriate for this study is ecological systems theory of Bronfenbrenner (1979).

His ecological model of child development defines child development as occurring within four nested systems, namely micro-, meso-, exo- and macro-systems with bidirectional influence within and between structures. Social violence seen in the ecological framework is considered the consequence of the interface between elements at all four of these levels, namely, individuals, close relationships, communities and society. An ecosystem perspective dictates that the adolescent learner's conduct and development will be influenced by his/her relations with his or her school staff members, his or her peers, family members and members of the community.

The researcher feels that these theoretical frameworks are relevant to this study as learning begins at an early stage before school, and thereafter schools become settings where social relationships continue to happen, therefore contributing in learners becoming victims or culprits of school violence. Learners as individuals also draw their experiences and behavioural patterns from relationships, community and society, thereby becoming shaped to be either pro- or anti-social.

1.6 DELIMITATION OF THE STUDY

The study's focus was on secondary schools of King Cetshwayo district. It was conducted in two secondary schools which were chosen because of their experience of school violence. The researcher felt that these two secondary schools were in a better position than others to provide required data in response to the study's research questions.

1.7 DEFINITION OF OPERATIONAL CONCEPTS

1.7.1 School Violence

De Wet (2007) in Mthiyane (2013:15) gives three directions of school violence which are learner-to-learner violence, teacher-to-learner violence, and learner- to-teacher violence. She further states that included in grave acts of violence are rape, murder, suicide, shooting, possession of weapons on school property, extortion and vandalism of school property, and drug dealing and abuse.

The World Health Organisation-WHO (2002:5) has this definition of violence:

The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation.

Expanding on the above definitions, the researcher defines school violence as violent, threatening and frustrating activities or incidents that happen at school, school-related functions or on the way to or from school. These incidents affect both learners and staff members, they may be direct, indirect, physical, emotional or sexual, intentional, unintentional, and may emanate from outside or within the school, and be perpetuated either by learners or staff members.

1.7.2 School Functionality

DBE (2002) defines school functionality as the ability of the school to direct its activities towards realising set goals without any form of unintended hindrance, thus operating smoothly and having up-to-date systems and provisions. The researcher defines school

functionality as the inclusive and optimal operating of the school, with the school having a balanced effectiveness in all nine domains of functionality, which are: basic functionality; leadership, management and communication; parents and community; school infrastructure; school safety, security and discipline; learner achievement; curriculum provision and resources; quality of teaching, learning and educational development; governance and relationships. Ignoring any of these nine domains has the potential to compromise school functionality.

1.8 SIGNIFICANCE OF THE STUDY

The researcher felt that it was crucial to embark on this study so that we could explore how school violence affects the functionality of schools in the King Cetshwayo district. The level of schools violence is a serious hazard to the success of teaching and learning. Many schools have been turned into battle- fields by this violent behaviour. Both learners' and staff members' safety is at risk. The findings of this study will provide guidance and ideas on how to intervene and manage violence in schools. The following stakeholders will benefit from this study:

- Senior management of the Department of Basic Education can use the findings to increase or refine strategies mitigating school violence.
- School management teams can also develop or strengthen their strategies using this study's findings.
- Academics can use this study as a point of reference for future studies on violence.

1.9 RESEARCH DESIGN AND METHODOLOGY

Research design is a plan through which the researcher decides for himself/herself and communicates to others his/her decisions regarding the study design he/she intends to use, how he/she will collect information from his/her participants, how he/she will select his/her participants, how the information he/she will collect is to be analysed, and how he/she will communicate his/her findings (Kumar, 2014). The researcher in this study decided to follow Kumar's (2014) model of research approach.

1.9.1 Research Paradigm

Mertens (2009) in Mthiyane (2013:91) defines “paradigm” as an approach viewingt the world, made up of certain philosophical assumptions that guide and direct thinking and action. De Vos, Strydom, Fouché and Delport (2011) state that the imperative point is that all scientific research is conducted within a particular paradigm, a way of seeing one’s research material. Researchers must therefore decide within what paradigm they are working, know the nature of their chosen paradigm very well, and spell this out in their research report so as to keep communication with their reading public unambiguous.

For this study, the researcher believed that interpretivism was the right lens through which this investigation may be viewed and analysed. The interpretive paradigm is about understanding the world as it is from the subjective experiences of individuals. According to Nguyen and Tran (2015), there is a constricted link between the interpretive paradigm and qualitative methodology, as one is a methodological approach, and the other is a means to collect data. Researchers who make use of the interpretive paradigm and qualitative method often look for the experiences, understanding and perceptions of individuals for their data to reveal reality rather than rely on statistics.

The main purpose for choosing this paradigm is that through interpretivism, researchers seek an understanding of the world in which they live and work and develop subjective meanings of their experiences – meanings directed towards certain objects or things. In this study the researcher wanted to make sense of the meanings others have about the world. The study sought to explore the effects of school violence on school functionality in secondary schools of King Cetshwayo district, and the use of interpretivism provided a circumstance that allowed the researcher to examine what the participants said about their experiences.

1.9.2 Research Methodology

Research methodology considers and explains the logic behind research methods and techniques. It therefore has a much wider scope than research methods such as case studies, which, in turn, have a wider scope than research techniques such as interviews (Welman, Kruger, and Mitchell, 2009). This research study followed a qualitative approach which was used within the interpretive paradigm to understand the effects on school functionality. The researcher chose qualitative research as the methodology because it reinforces an understanding and interpretation of meaning as well as intentions underlying human interaction, which was deemed to be suitable for this research study.

1.9.3 Research Approach

The researcher selected a case study approach to explore the effects of school violence on school functionality. This approach allows for detailed understanding of the experiences of teachers and learners of the two secondary schools that were identified as participants in this investigation. Merriam (2009), cited by Mthiyane (2013), states that the multiple site case studies are also suitable for comparison and for improving the external validity of the generalisability of findings. Yin (2012) in Mthiyane (2013:104) confirms this by stating that multiple case study allows the researcher to explore differences within and between cases.

1.9.4 Population and Sampling

A population is the entire group of individuals or items that share one or more characteristics from which data can be gathered and analysed (Simon and Goes, 2012). As this study focused on two secondary schools in King Cetshwayo district, the target population consisted of 358 secondary school principals and deputy principals, 680 heads of department (HODs), (4 120) post level one teachers, and 99 101 learners (Grades 8 to 12). The target population of this study therefore consisted of all the different levels of secondary school teachers (principals, HODs, post level one teachers) and all learners of King Cetshwayo district secondary schools. Bullying and other forms of violence are common occurrences in almost all secondary schools, and cases in primary schools are rarely reported.

Sampling means identifying a small representative quantity of a total target group or population. The small representative quantity must have characteristics relating to those of a bigger group or population. De Vos et al. (2011) state that the reason for sampling lies in the fact that the observation or study of the phenomenon in its entirety would be tedious and time- consuming, and would produce a massive amount of data, which would obviously be difficult to process, analyse and interpret.

According to Mthiyane (2013), qualitative research is generally based on non-probability and purposive sampling approaches. This study used purposive sampling. Purposive sampling is researcher's judgement based, in that a sample is composed of elements that contain the characteristics most representative of the population that serves the purpose of the study best (De Vos et al., 2011). It is also called judgmental sampling. As has been mentioned

before, the approach used by the researcher was a multiple site case study, two secondary schools were selected as case study sites.

1.9.5 Research Techniques

A hallmark of case study research is the use of multiple data sources, a strategy which enhances data credibility (Baxter and Jack, 2008). According to Yazan (2015), the three well-known scholars in this type of research (Stake, 1995; Merriam, 2009; Yin, 2012) contend that it is incumbent upon the case study researchers to draw their data from multiple sources to capture the case under study in its entire complexity.

De Vos et al. (2011) suggest the use of focus group interviews, semi-structured interviews, document analysis and observation for data collection in qualitative case study research. For this study, the researcher used these multiple data generating methods (with the exception of focus group interviews). Semi-structured interviews make allowance for sensitive questions to be asked as a follow up after the original questions (Creswell, 2008).

They also gave the researcher and the participants some flexibility on the topic, which allowed for probing interesting features that emerged in the interviews. Observation allowed the researcher to better understand and capture the context within which people interact. It also provided a chance to learn things that participants might have been unwilling to discuss in the interview. The researcher was a non-participant observer in both of the sampled schools. He also used some of the official documents to verify the data obtained from the interviews and observations. "Documents have the ability to provide extensive information with high validity" (Mouton and Marais, 1993:79).

1.9.5.1 Semi-structured Interviews

According to Kumar (2014), an interview is a person-to-person interaction, either face-to-face or between two or more individuals with a specific purpose in mind. Some interviews are structured, or formal, others are unstructured, or informal. Between the completely structured and completely unstructured interview, on the other hand, various degrees of structure are possible. Semi-structured interviews are therefore interviews between these two extremes. In general, researchers use semi-structured interviews in order to gain a detailed picture of a participant's beliefs about, or perceptions or accounts of, a particular topic, and this was the case in this study.

The researcher conducted eight one-to-one semi-structured interviews in this research. These interviews were conducted at schools as agreed by participants. Each interview took approximately 45 minutes. The researcher prepared the interview schedule to guide the interviews. With the participants' permission, the interviews were audio-recorded. The researcher also took notes.

1.9.5.2 Observation

Kumar (2014) states that observation is one technique to collect crucial data. It is a purposeful, methodical and selective way of watching and listening to two way communication or phenomenon as it happens. In observation the researcher does not ask participants about their feelings, views or attitudes; he/she watches what they do and listens to what they say. Kumar (2014), adds that the researcher may choose to be a participant-observer or a non-participant observer. In this study, the researcher was a non-participant observer. This means that he was in the background as non disruptive as possible, recording information. Participants were told to ignore the presence of the observer as much as it was humanly possible. All actions and behaviour were observed within a natural school environment, and the researcher never tried to correct any of the observations. All participants were observed during school hours, and the researcher took field notes of all his observations.

1.9.5.3 Document Analysis

De Vos et al. (2011) postulates that document analysis entails the study of current documents, either to understand their valuable content or to clarify deeper meanings which may be exposed by their style and coverage. For the purpose of this study, the investigation concentrated on analysing official documents kept by schools. Creswell (2003) explains official documents as those that are compiled and kept on a continuous basis by large organisations such as government institutions. Such documents are more structured and formal than personal documents.

In this study, the researcher focused on documents such as the learners' code of conduct, the log book, school governing body minutes, safety and security committee minutes, school disciplinary committee minutes/records, staff/representative council of learners' minutes, and

correspondence between the school and other levels of the Department of Basic Education concerning learner behaviour. The researcher first verified the authenticity of all documents to be reviewed, and thereafter analysed all comments, statements, suggestions and recommendations found in the documents. He noted down all the information about his review.

1.10 DATA ANALYSIS AND INTEPRETATION

De Vos et al.'s (2011) steps for analysing data were applied in this study. Transcripts of data collected from participants were carefully read, recurring categories that arose from the data were noted, a list of themes was produced from the broad categories. These themes were clustered according to their similarities. The data were then organised into appropriate themes and sub-themes. During the theme developing process, the data were coded.

1.11 TRUSTWORTHINESS AND CREDIBILITY

To establish trustworthiness in this qualitative research study, the researcher ensured the truthfulness and accuracy of explanations, findings and conclusions by using Guba's (1981) criteria to establish trustworthiness. These are:

1.11.1 Credibility

The researcher used two strategies to establish credibility:

- Triangulation – the researcher triangulated the information gathered from interviews, observation and documents review for cross-validation.
- Member check – the researcher took back to participant's data collected from them so that they could check if their responses were correctly captured.

1.11.2 Transferability

The researcher ensured that findings and knowledge obtained in this study can be transferred to other similar settings by choosing a sample that epitomised schools and participants

experiencing or that had experienced violence, and basing research questions on literature reviewed (Chapter 2) in this study.

1.11.3 Dependability

The researcher ensured that findings, interpretations and recommendations of the study were all based on the data as collected from participants. He again ensured that the processes followed in this study from planning to drawing final conclusions were clear. These processes are discussed in Chapter 3 of this study. This suggests that any researcher who can follow the steps of this researcher could come to the same conclusions as this study.

1.11.4 Confirmability

The researcher ensured that data used in this study were not the products of his own imagination, but the real input of the participants, by triangulating all three data collection methods used in this study (semi-structured interviews, observation and documents analysis), and honouring all research ethics.

1.12 ETHICAL AND SAFETY ISSUES

Research at the University of Zululand is governed by ethics. The ethics policy applies to all staff members, graduate and undergraduate students who are participating in research on or off the campuses of the University. Different disciplines, institutions and professions have standards for conduct that suit their specific aims and goals. These standards also aid members of the discipline to organize their actions or activities, and create the public's trust in the discipline (Resnik, 2015).

In this study the researcher had an ethical responsibility to defend participants within all possible reasonable limits from any form of harm, be it psychological or physical (De Vos et al., 2011). There are many ethical issues in research, but for the purpose of this study, the following were attended to:

- Written consent was obtained from the Department of Basic Education, the schools involved and all participants. In every discipline it is considered unprincipled or

unethical to gather data without participants knowing, and their expressed willingness through informed consent (Kumar, 2014).

- The researcher valued anonymity and confidentiality. According to Fouka and Mantzorou (2011:7), the researcher has an obligation to “maintain confidentiality that goes beyond ordinary loyalty.”
- The researcher tried by all means to be precise when reporting. To report the findings in a way that alters or slants them to serve other interests is not ethical. True and impartial reporting is an imperative characteristic of ethical research practice (Kumar, 2014).
- Strydom (2010) in Mthiyane (2013:127) cautions that anyone taking part in research must be aware of what is proper and improper. As a result, all ethical considerations were conversed with the participants before research was commenced.
- Clarity was given to participants about the nature of the research and responsibilities of each party, the length of the research, processes to be followed, and the participants’ right to withdraw at any time.

1.13 CHAPTER DIVISION

- **Chapter 1** – Introduction and background to the study

The chapter introduced the subject of study, cited the background of the study, and stated the problem that necessitated the study.

- **Chapter 2** – Literature review

The chapter reviewed the literature relevant to the study.

- **Chapter 3** – Research design and methodology

Chapter 3 focused on research methodology, the sampling design and the research techniques used to collect data.

- **Chapter 4** – Data analysis and interpretation

Chapter 4 interpreted and discussed the data analysis.

- **Chapter 5** – Discussion of the findings, implications, recommendations and conclusion

The concluding chapter gave an overview of the study, discussion of the findings, implications, recommendations, and a conclusion.

1.14 CONCLUSION

This chapter presented the introduction and background of the study. Having considered violence in schools, the researcher saw the need to investigate and explore the effects of school violence on school functionality in the secondary schools of King Cetshwayo district. This generated the articulation of the research problem, aim and objectives of the study. The research questions were clearly stated based on the objectives of the study. The research paradigm, research methodology, research approach, research techniques, population and sampling, data analysis, trustworthiness and research ethics have been outlined in this chapter. The next chapter will focus on the theoretical framework and literature based on school violence.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Various scholars in Mncube and Harber (2013) have shed some light on the frequency and levels of violence internationally. Pinheiro (2006) in Mncube and Harber (2013:3) argues that schools are also responsible of perpetuating violence that affect them. Williams (2009), also in Mncube and Harber (2013:3), postulates that violence in the form of pushing and shoving results in the suspension of more of less 14 learners from five years of age and above on daily basis in England. Mncube and Harber (2013) declared that girls in Nepal reported “being sexually harassed by male learners and being subjected to inappropriate touching by male teachers, who touched their buttocks, breasts and even undid their bras.”

A UNICEF Report (2009) in Mncube and Harber (2013:4) that approximately 75% of 4 150 of Brazilian schools that participated in the national survey indicated the prevalence of violence. In this survey physical aggression was reported to be at 66%, followed by adult aggression towards learners and adolescents at 28%, and derogatory comments at 20%. These forms of violence are also reported in schools in the province of KwaZulu-Natal, and especially around King Cetshwayo district. The district has teachers serving prison sentences owing to sexual harassment of learners, which is a strong indication of the prevalence of this form of violence in the district. De Mattos (2009) in Mncube and Harber (2013:4) argues:

Reviewing the level of school failure in Brazil from 1996 to 2006 has shown that violence promotes failure, but that, at the same time, schools' failure has in turn been generating violent practices among teachers and learners, leading to young people being excluded from educational opportunities.

Enescu (2012) declares that scientific investigation classified Romania's schools as being in the top group of those with a high incidence of violence, while Holland, Denmark and Singapore were classified as having the safest schools. This is evidence enough that the problem we are facing is not only in our country or continent, but global.

One of the objectives of our country's National Development Plan (NDP), which is currently being reviewed, is that by 2030 South Africans will feel safe at home, school and at work, and they will enjoy an active community life free of fear (NDP 2030, 2012). On the other hand,

more than 246 million children in the world are affected by school violence (UNESCO, 2017). Incidents of school violence are rapidly increasing in South Africa and throughout the world. The researcher agrees with Le Roux and Mokhele (2011) in Netshitangani (2014:1394), when they say crime and violence seem to be a way of life in South Africa.

Shootings, stabbings and other physical and emotional violence in schools have become the usual part of daily media reports. Ntuli (2015) in Dlungwane (2017:17) reports that Jamaica leads with the number of violence incidents in schools and is followed by South Africa. The South African Council of Educators chairperson, Veronica Hofmeester revealed these alarming statistics during the SADTU conference held in Durban in 2015. The attendees of this conference were school principals coming from all corners of KwaZulu-Natal province. Hofmeester, who is also the Deputy President of SADTU, stated that reports also revealed that 22% of South African learners had experienced violence in the form of assault, robbery or sexual harrasment at schools.

The National School Violence study undertaken by the Centre for Justice and Crime Prevention –CJCP (2012:34) revealed that “learners were perpetrators of 90% of the violence that happens in schools, whether against other learners or teachers”. In their research, Mohammed and Khaled (2014) say that to reach viable, preventive and effective ways that decrease violent acts in schools one needs to understand the causes and forms of violence in schools. This study will take this further to understanding the effects of school violence on school functionality.

The researcher argues that the identification of causes, forms or manifestations and effects of school violence will make it easy to reduce or even eliminate the problem. Schools will then become safe and violence-free. This study will therefore respond to the following research questions.

- 1) What are the causes of school violence?
- 2) What are the manifestations or forms of school violence?
- 3) What are the effects of school violence on school functionality?

2.2 CONCEPTUALISATION OF SCHOOL VIOLENCE

Various definitions of school violence exist. A particular definition is selected for this study, and the reason for its selection is explained below.

According to the World Health Organization (2009:4),

Violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group of community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation.

But it acknowledges that the inclusion of ‘the use of “power” in its definition expands on the conventional meaning of the phrase.

According to the Department of Basic Education (2014), all types of violent acts and abuse are meant to threaten people so that the perpetrator may have control over them. In many cases the perpetrator is known to the victim (part of family, spouse or intimate friend, colleague or peer) although there are cases where these acts of violence and abuse are committed by total strangers. The focus of this study is mainly interpersonal violence among learners, learners on staff members, staff members on learners. While the definition of violence can be approached from many perspectives (as can be gathered from the above review), this study accepts the definition provided by the Centre for Justice and Crime Prevention (2016:5), which states that school violence is usually defined as any acts of violence that happen within an educational institution, going to or coming from school or during school related event.

These school-based acts of violence can be both physical and non-physical, and may or may not result in bodily or emotional harm to the victim. This violence typically takes the form of learner on learner, learner on staff member, staff member on learner and sometimes staff member on staff member. Violence in this study is therefore understood to be physical, emotional, or sexual, and may extend to destruction of school property in the form of vandalism, as stated by Jacobs (2014:2) in Dlungwane (2017:12) in his definition of violence, that “anything that is turbulent or exciting in an injurious, damaging or destructive way or presenting concomitant risk may be described as violent or occurring violently, even if not violence (by a person, against a person).”

Vandalism, indiscipline, intolerance, bullying and corporal punishment were found to be common in schools (Ncontsa and Shumba, 2013). This is a general finding in all literature that focuses on forms of violence. It is, however, critical to be precise about the forms of violence in a particular district in the case of this study so that recommendations are able to

hit the nail of the problem on the head; hence the research question about forms of violence in this study.

2.3 THEORETICAL FRAMEWORKS

Several theories aim to explain the causes and possible ways to end violence in schools. Many of the studies on school violence focus on the development of children as a basis for understanding the root causes of violent behaviour. When approaching the causes of violent behaviour from this angle, some focus on the internal processes of children, and others on the external influences related to developmental changes. Prominent theories (such as the one used in the theoretical component of this study – the social learning theory) are primarily concerned with understanding and determining what triggers violent behaviour in a person. As earlier stated, two core ideologies have been used in this study, namely: the social learning theory and the social-ecological model – the former being used to probe the possible causes of violence, and the latter as a possible solution to end violence.

2.3.1 Social Learning Theory

The social learning theory as proposed by Akers (1973) stipulates that no one is born a criminal or behavioural deviant; these roles are learned in interaction with others – particularly, but not exclusively, those within close personal circles such as family and peers. According to this perspective, criminality is not inborn, biologically or genetically, nor is it limited to people of specific backgrounds, resources or opportunities. Rather all people are seen as having the potential to engage in criminal or deviant acts, and criminality is a function of the socialisation process.

According to social learning theorists, there is a strong relationship between social learning concepts and deviant behaviour. Of these social learning concepts, differential association has been examined most frequently, and has consistently been shown to be a significant factor in explaining criminal and deviant behaviours (Clingempeel and Henggeller, 2003, Daigle et al., 2007, Haynie et al., 2006 in Mohapi, 2014:264). It is worth noting that this study relates to behaviour such as bullying by learners, drug use, and other violent and non-violent deviant behaviour. Social learning variables have been found to explain these behaviours in

numerous studies (Akers and Silverman, 2004; Akers and Sellers, 2004; Barak, 2004; in Mohapi, 2014:264) associated with family, peers and the impact on behaviour:

2.3.1.1 The Role of Family

Literature on school violence reveals a strong connection between domestic violence experience and early childhood hostility and a more average connection between these experiences and adolescent hostility. Mohapi (2014:265) found that childhood hostility and their experience of domestic violence was highly connected to the hostile behaviour by children. The aforementioned study found that aggressive and weak parenting were connected to higher levels of child hostility.

2.3.1.2 The Role of Peers

Mohapi (2014) argues that peer influences appear to be more central in adolescence. Research on adolescent exposure to violent or antisocial peers, over and above the influence of family, indicates that these influences are stouter predictors of violence among adolescents. Arriaga and Foshee (2004) in Mohapi (2014:265) state that in their study of intimate violence, the relationship between dating violence and friends involved in or supporting this type of violence and inter-parental violence was examined. The finding was that although both variables were significant pointers, the effect of friend-dating violence on the dating conduct of adolescents was stronger than the effect of parent-dating violence. This finding is in line with other research findings which point to the power of peer influences on conduct during adolescence (Mohapi, 2014).

The researcher argues that those who make policies should use social learning variables to develop and put into effect preventive and restorative programmes to change behaviour in a positive direction. School managers and governors may use programmes guided by social learning principles which include mentoring, behavioural modification, delinquency prevention, peer counselling and policies dealing with discipline. The researcher posits that such programmes will expose young people to norms and values that might diminish future violent acts, and by so doing shift the effects of school violence on school functionality from negative to positive.

2.3.2 The Social-Ecological Model

The second theoretical lens deemed appropriate for this study is Bronfenbrenner's ecological systems theory (1979). This ecological model of child development describes child development as taking place within the following four nested systems, namely micro-, meso-, exo- and macro-systems with bidirectional influence within and between systems.

This model is also known as a framework for violence prevention. Violent behaviour is highly complicated, and is a result of combined multiple influences on conduct. It has to do with how individuals relate to those near them, and to the society at large. The eventual goal of the work of violence prevention is to put a stop to it even before it begins. Each level in the social ecological model serves as a level of influence, and also as a vital point for prevention. It guides programme planners to determine how to focus prevention activities. For prevention of violence, it is imperative to put into effect programmes and policies that can decrease risk factors and increase defensive factors at each of the levels in this model.

- The first level – Individual (microsystem): identifies biological and personal factors that influence how individuals behave and increase their likelihood of becoming a victim or a perpetrator of violence. For example, age, education level, income, experience of violent incidents or involvement in substance abuse.
- The second level – Relationships (mesosystem): looks at close relationships such as those within the family, friends and peers. It explores how these relationships increase the chances of becoming the victim or perpetrator of violence.
- The third level – Community (mexosystem): explores the community context in which social relationships occur such as school, workplace and neighbourhood, and seeks to identify the characteristics of these settings that are associated with becoming victims or perpetrators of violence.
- The fourth level – Social factors (macro-system): looks at the broad societal factors that help create a climate in which violence is encouraged or inhibited. These include social and cultural norms as well as health, economics, educational and social policies.

This social-ecological model understands a person and the environment to be independent units that vigorously interact and have influence on each another (SACE, 2011). The researcher argues that if the school-based violence is not viewed through the social-ecological model's understanding, the problem may be viewed as one person's responsibility whereas some people and situations will have contributed to the behaviour of the parties

involved. This is supported by Ward in SACE (2011:17), who views violent behaviour in young people as “resulting from a complex interaction of risk and protective factors in different environments and over time, which influence how children learn behaviours.” Based on this understanding, the researcher believes that no single person, entity or social unit can successfully deal with school-based violence, as learners’ movement and interaction is not locked down. Therefore, exploring causes of school violence as per the research question in this study is critical for identification of stakeholders for the development and implementation of preventive/safety programmes.

2.4 HISTORICAL DEVELOPMENT OF SCHOOL VIOLENCE IN SOUTH AFRICA

South African schools are characterised by violence and other criminal activities. Violent incidents in schools are often seen trending in videos. It is quite clear that this does not have positive effects on the functioning of schools, hence the investigation of effects of school violence on school functionality by this study as it is only the availability of these findings that can pave the way to intervention for making schools the safe havens that they should be.

According to Chapter 17 of *Education Rights in South Africa*, violence was used as a tool of oppression during apartheid, but also as a tool of resistance. Unfortunately, violence did not go with apartheid in 1994, but is still haunting us in our schools in particular, where we have perpetrators and victims as we had oppressors and resisters during apartheid.

This culture of violence became deeply rooted in our society, and led many to adopt an ideology of violence. November, Alexander and van Wyk (2010), and McKendrick and Hoffmann (1990), both in Mthiyane (2013:62), jointly state that “South Africa is a country that is currently ravaged and despoiled by widespread violence.” At their time of writing these authors were referring to political violence, but the researcher observes that even though political violence has been drastically reduced, it has changed to being just social violence that has spilled over to school premises. The researcher is in agreement with Mthiyane (2013:64) when he states that the “violent legacy of apartheid in South Africa places a heavy burden on the current education system. According to Gould (2014), we have to look back to our recent history to understand the context for crime and violence in South Africa, and in particular South Africans’ attitude to the law, policing and the criminal justice system. Until 1994 South Africans had little reason to respect the law, and no reason to believe in the rule of law. During apartheid, not only were many of the laws unjust and intended to entrench

white domination, but unfair laws were also applied unfairly. The researcher posits that this has a bearing in our schools as many of them have policies and school rules in place, but these are not respected by learners, and in some cases their parents influence them not to abide by these rules, as parents still associate rules with oppression.

Du Preez (2013) asserts that South Africa is a multiple wounded, multiple traumatized and multiple mourning country. Similarly, Ramphele (2012) advances apartheid inflicted woundedness as the reason why South Africans are so violent. The researcher believes that what we see today as violence in schools is really the baby of the societal violence emanating from the era when violence was believed to be the only way the opposite side could see seriousness in what the other side was saying.

This can even be seen when there are marches or protests by the community or workers, which are pronounced as peaceful when they begin, but always end up being violent, with scores of people injured, shops looted and property destroyed. This therefore means the researcher agrees with du Preez (2013) and Ramphele (2012). The researcher maintains that whatever is mentioned as the cause of school violence is influenced by experiences and behaviour during the apartheid era, and also feels that something should have been done to psychologically and socially shift the minds, beliefs and behaviour of the society from the pre-apartheid era and the legislated apartheid system to the post-apartheid era.

The researcher's view is supported by du Preez (2013), who posits that the results of harbouring trauma can only be seen over time. These results relate to apathy, isolation and hostility. Du Preez (2013) further argues that accumulated pain leads to a diminished capacity to communicate, to be flexible and tolerant, and to accept change. The researcher assumes, therefore, that our children are born and taken care of by the wounded society, experience the behaviour of the wounded/violent society, and in turn apply violence in solving their own problems; hence the various forms of violence taking place in schools.

2.5 THE CAUSES OF VIOLENCE IN SOUTH AFRICAN SCHOOLS

It is an undeniable fact that schools are territories prone to crime and violence. Literature by Netshitangani (2014), UNICEF (2015), Dlungwane (2017), Bose (2018), Essays, UK (2018), Witmer (2019) and many others confirms that schools are territories prone to crime and

violence. It also cannot be denied that school violence represents a threat to the successful achievement of educational goals. Research findings reveal that school violence now is much more frequent than in the past, and it is also more serious. The researcher feels that owing to this significant increase in school violence nowadays, some learners fear going to school, but their fear is not of other reasons but of being harmed. The researcher is also concerned about the effects of such a state of mind on learning as part of school functionality.

Ncontsa and Shumba (2013) justify this feeling when they say school violence is harmful to the success of schools, learners said they were scared of going out during break and after school because the perpetrators and their friends from the community would wait for them outside the school gate. For many learners going to school was no longer enjoyable because they were exposed to many forms of school violence. Netshitangani (2014) acknowledges the partnership of the Department of Basic Education (DBE) and South African Police Services (SAPS) in a number of safe school's initiatives, but indicates that despite these initiatives, the problem persists. This is evidenced by the fact that between January 2018 and June 2019 there had been 126 reported cases of various incidents in schools, some of these resulting in fatalities.

Those in the table below were reported incidents only in the province of KwaZulu-Natal. They were categorised as follows:

TABLE 1 - Reported incidents only in the province of KwaZulu-Natal

TYPE OF INCIDENT	NUMBER OF CASES
Learner-on-learner violence	57
Learner-on-teacher violence	14
Teacher-on-learner violence	3
Bullying, including physical, emotional and cyberbullying	22
Various forms of abuse, including rape and attempted murder	30

In its strategy on school public safety (2019), the KZN Department of Basic Education alluded to the idea that the responsibility for keeping school's safe is a collective one involving the DBE, SAPS, SGBs, the school community and the society at large.

Various researchers agree that there are many contributory factors to school violence (Mncube and Harber, 2013; Mthiyane, 2013; Turner, Mitchell, Jones, and Shattuck, 2017); i.e. there is no one cause of violence, but several intersecting causes, as SACE (2011), and Netshitangani (2014) have confirmed. SACE (2011), Mthiyane (2013), Mohammed and Khaled (2014) and Netshitangani (2014) concur that contextual factors have an influence on school violence as violence does not happen without causes. Burton and Leoschut (2012:53) say that:

among factors contributing to school-based violence are the different social settings within which young people operate including the school environment, the family, and the broader communities in which they live. The different settings in which school children find themselves, as well as the people that they come into contact with in these contexts, converge to constitute a significant source of risk for violence.

In this regard the researcher believes that school violence can be externally and internally influenced.

2.5.1 Externally Influenced Causes

2.5.1.1 Poverty in the Community

In a macro systemic perspective on the causes of school violence in South Africa, it can be caused by unabated or extreme poverty. Findings in the study on violence in township communities by Ncontsa and Shumba (2013) declare that the majority of learner participants mentioned poverty as one of the causes of school violence.

The researcher concurs with this finding, as a hungry learner may resort to stealing or robbing others of their food or money, and defend him/herself by beating those who accuse him or her, and sometimes staff members become victims owing to their intervention in such theft cases.

2.5.1.2 Unemployment in the Community

Unemployment is the mother of poverty. It makes people feel frustrated and powerless, and forces them to use violence to assert power and stay in control. Unemployment leads to the poor socio-economic background of the learners. Smith and Smith (2006) and Haynes (1996) in Netshitangani (2014:1400) argue that violent learner behaviour is likely to be influenced by such conditions. Netshitangani (2014) joined the argument by saying that children coming from unfavourable circumstances seem to be more hostile.

They attributed this to poverty, lack of control, low levels of or no income. The researcher posits that indeed a learner with his or her needs, such as food and clothing, unmet may become aggressive to others. In IsiZulu we say “*indlala ibanga ulaka*” (hunger causes short temper). A considerable percentage of learners in South Africa, and especially in King Cetshwayo district, are taken care of by their grandparents, who are not working, but pensioners. Others do not have grandparents anymore, only mothers who are receiving grants from the government, which makes it difficult for all their needs to be taken care of; hence the increase in the causes of violence in King Cetshwayo district schools.

2.5.1.3 Culture

Some cultural activities, especially traditional ones like *imigonqo* (confinement rituals), *izindwendwe* (traditional weddings), *imemulo* (traditional coming of age ceremonies) and others practised in most rural communities have the potential to cause school violence. During some of these activities there are games like traditional stick fighting, which historically were meant to train young men for self-defence and war. Dlungwane (2017) asserts that stick fighting was just a game but also gave men the opportunity to weigh themselves as far as their fighting and defence skills were concerned. Stick fighting had its rules and was done in the presence of elders who served as monitors.

The problem starts when these games get out of hand in such a manner that grudges are developed. If those that were involved were learners, grudges will be settled at school, and in most cases these develop into village against village or group against group war, which is well known as faction fighting. Once it turns into a battle, not only sticks are used but any type of dangerous weapons learners may put their hands on. Mngoma (2013) in Dlungwane (2017:36) declares that stick fighting was a game, a friendly confrontation, done for them to know their strengths and weaknesses, and to train for manhood so they could stand up for

their families and community. Stick fighting was done under the watchful eye of community leaders, who controlled things, making sure that rules were followed.

2.5.1.4 Muthi (traditional medicine)

Ashford (2005) in Dlungwane (2017:34) refers to *umuthi* (traditional medicine) as

substances fabricated by an expert hand, substances designed by persons possessing secret knowledge to achieve either positive ends of healing, involving cleansing, strengthening and protecting persons from evil forces, or negative ends of witchcraft, bringing illness, misfortune and death to others, or illicit wealth and power to the witch.

A competent healer will advertise his services for different needs. Young people are interested in *muthi* for fighting (protective *muthi*) – for instance becoming unbeatable (invincible), unshootable (bullets missing, not ejecting, or turning into water). Damba (2012) in Dlungwane (2017:34-35) concurs with Ashforth (2005), also in Dlungwane (2017:34-35), when he reports that in one incident,

teenagers, mostly still dressed in their school uniform, waged a running battle through the streets for over two hours until police arrived, whereupon they scattered into surrounding streets. Four boys and four girls went to a good sangoma (witchdoctor) and were found putting muthi (traditional medicine) on each other by a leader of the crime prevention campaign. They were also found to be in possession of dangerous weapons.

The researcher agrees with Ashforth (2005) and Damba (2012) in Dlungwane (2017:34-35), as he has been part of parents' meetings, representing the Department of Basic Education, where learners in four secondary schools of King Cetshwayo district had disrupted teaching and learning through faction fights on the school premises. These were:

- Gawozi Secondary School
- Nomyaca Secondary School
- Ntembeni Secondary School
- Hawulethu Secondary School

One common outcry from parents was about traditional healers in the community who gave learners "*izincweba*" (traditional medicine belts). These are worn around the upper part of the arm. It is believed that they make a learner strong, fearless and hungry for war. When a

learner wearing *incweba* looks at a teacher or other learner in front of him or her, he or she sees a tiny useless thing that he or she can just crush in a minute. This shows the danger some teachers and learners are facing daily the moment they arrive in their schools, and this definitely has devastating effects on school functionality in the King Cetshwayo district.

2.5.1.5 Involvement In Gang Activities

The researcher believes that involvement in gang activities is preceded by peer influence. Netshitangani (2014) states that gang membership starts when a majority of perpetrators outside the school are seen by their peers who are learners as successful “heroes” on account of their criminal exploits, and the learners end up emulating or joining them. Shier (2008), White (2008), and Brown and Winterton (2010), all in Netshitangani (2014:1399), concur with Netshitangani on this issue. Ward (2007) in Netshitangani (2014:1395) declares that learners’ sense of identity is shaped by what they see around them.

2.5.1.6 Poor Parental Care

Parents who are not role models to their children contribute to their deviant behaviour. Netshitangani (2014) declares that dysfunctional family backgrounds and structures have led to learners – especially those of high school age – taking on the role of family heads. In his study Netshitangani (2014) found that such learners tend to extend their “head of household” status to teachers and other learners. The study also found that in families headed by single mothers, boys lacked father figures they could emulate as role models. The researcher argues that lack of or poor parental care will in most cases lead to a lack of values.

This researcher’s argument is supported by Ward (2007) in Netshitangani (2014:1395) when he states that when parents do not disapprove deviant behaviour, children think that such behaviour should be emulated. The researcher argues that even in “normal” families (with both parents) there can be a lack of or poor parental care, especially where parents themselves are engaged in deviant behaviour. In some cases, such parents encourage their children to fight with or disrespect teachers. This is also shared by Tau (2013) in Dube and Hlalele (2018:80) when he states that unfortunately, in some cases, parents are also guilty of inciting violence against teachers, and this has not been dealt with extensively either. This

is also evidenced by the reports of very poor attendance at parents' meetings in schools around King Cetshwayo district.

2.5.1.7 Exposure to Mass Media

A teacher participating in a study by Netshitangani (2014) stated that what children or learners watch when exposed to TV without parental guidance are mainly the movies which contain violent and disrespectful behaviour and other wicked activities leading to bad upbringing of children, and to aggression and disrespect for authority such as teachers at school. The researcher concurs with Huesnam et al (1999) in Netshitangani (2014:1399), who declare that it is the finding of their research that children who are exposed to vicious images on television, and live in a manner that does not have strong anti-violence models, are likely to become more hostile.

2.5.1.8 Societal Norms and Values

The researcher believes that socio-cultural norms highly influences individual behaviour. For instance, the general acceptance of violence by community, either as an acceptable means of resolving conflict, is responsible for many types of social violence. According to the World Health Organization (WHO) (2009), included in socio cultural values are rules and prospects of behaviour within a specific social group.

Normally, these norms offer acceptable ethics of appropriate behaviour, controlling what is not acceptable in our interactions with other people. The researcher argues that the learner will see no wrong in being violent if he or she comes from a society that accepts violence as normal behaviour. This also applies to values like respect, honesty and others. The researcher is supported by Witmer (2019), who pointed several community risk factors for youth violence, including weakened economic opportunities, high levels of corruption and socially disrupted neighbourhood.

2.5.1.9 Non-consequential Department of Basic Education Policies

This is the researcher's feeling or observation about the suspension and expulsion of learners. He does not have an alternative in place yet, but feels that expelling a learner from School A for having assaulted a teacher, for instance, makes the Circuit Manager run around looking for a space to place the same learner in other schools, the learner having not undergone any correctional process, and the new school having not been prepared for the receipt of a violent learner on top of its own violence problems. In this case the unruly learner becomes the hero. In most cases such learners do not change as they feel they are highly protected by the constitution, and eventually the Department of Basic Education. If they do not do worse, they drop out uncorrected, and become a burden in the society. This challenge is coupled with budgetary constraints in the Department of Basic Education as schools do not have counsellors to render counselling services to both learners and school staff. Even at a district level there will only be two or three (if any) psychologists or counsellors dealing with more than 600 schools.

2.5.1.10 Traumatic Events

The traumatic occasions can cause violent behaviour to our youth. More especially if a person has lost a friend in an accident that they were also part of it, often get angry that they were the ones that lived. Witmer (2019) declares that because anger is a normal stage of anguish, a violent explosion from these learners may be justified. Whilst anger shows high emotions, it is normally not acceptable to be violent against other people.

2.5.1.11 Mental Illness

The mental health problems such as, bipolar disorder, attention-deficit/hyperactivity disorder (ADHD), conduct disorder and defiance disorder (ODD) all have angry feelings as common symptoms. Witmer (2019) argues that teens' mental health usually hides in other causes of youth violence. In many cases teenagers with bipolar disorder may be consuming drugs. If these teenagers become violent, the drug used hides the point that the bipolar illness is part of the reason. Gupta (2015) agrees with Witmer (2019) when he states that among other things, depression episodes that people with bipolar disorder go through may include

sadness or feelings of worthlessness or guilt, anger, worry or anxiety, and thoughts of death and suicide.

Gupta (2015) says people with bipolar disorder also have high energy mania which may include, among other things, anger, excessive irritability or impatience, and reckless or aggressive behaviour.

2.5.2 Internally Influenced Causes

2.5.2.1 Unhealthy school relationships

Unhealthy school relationship in school matters manifests in violence. Mncube and Harber (2013), Francia and Edling (2017) and Nthate (2017) concur that unhealthy relationships in school matters are a possible cause of violence. Mashaba (2018) gives an example of a teacher in the Eastern Cape murdered by a learner when the learner was unsuccessful in the school work. The researcher agrees that indeed this is evidence of an unhealthy relationship in school matters. As per Departmental procedure, the learner and his parents should have known from term 1 how he was progressing. This should have caused the learner not to be surprised by failing if he knew there were sessions where he was told about his performance.

Stoddard (2017) concurred with the South African Council of Churches and Cyril Ramaphosa, who was then the Deputy President of both the ANC and South Africa, when they claimed that owing to unhealthy relationships, South African schools are becoming “mafia” schools. Davids and Waghid (2016) and Rasool and Mthembu (2017) join other scholars in indicating that the bad relations among teachers, between teachers and learners, and among learners themselves contributes to the escalation of violence.

2.5.2.2 Communication breakdown in schools

This cause is related to unhealthy school relationships. The researcher posits that once communication breaks down, relationships change from being normal to abnormal, and violence erupts. The researcher argues that when learners and teachers opt for the usage of violence, that indicates anger, communication breakdown and loss of trust. Chamane (2018) supports this, and gives evidence of a teacher who was assaulted by learners in a class after the conversation about the cell phone usage in class.

2.5.2.3 Lack of transformation in schools

South Africa has been a democratic country since 1994. The researcher's observation is that some of the country's institutions and their internal policies still live in the pre-1994 era. The researcher argues that this creates confrontations between those who expect to be democratically led and those who lead undemocratically. The researcher agrees with Dube and Hlalele (2018) when they equate non-transformation with social injustice that encourages school violence, an injustice that comprises bad treatment of learners and teachers, poor distribution of resources, inconsiderateness of gender, and biased racial statements that damages learners' reputation and teachers' characters. Mncube and Harber (2013) support other scholars in this issue by stating that some school leaders and teachers in general are authoritarians, creating tense relations in the school that may escalate into school violence.

2.5.2.4 Unprofessional activities of teachers

Lack of teachers in executing their duties in a professional manner normally triggers hostile reactions such as strikes and violence against them, and destruction of school property. The researcher believes that teachers should always act as models to learners and represent learners' parents at school. Teachers' unprofessional activities include, among others, high absenteeism, failure to mark learners' work, drinking liquor with learners, entering into sexual relationships with learners, using derogatory comments, bullying and verbally abusing learners, and dodging classes.

These offences can all contribute to school violence. Taole and Ramorola (2014) and Hutchings (2016) concur with one another in that it is important for teachers to maintain high standards of professionalism, and that any behaviour by teachers that sums to a lack of professionalism and morals invites violence. King Cetshwayo district, like all other districts, has its own cases of teachers and support staff who behaved/behave in an unbecoming manner, thereby compromising school functionality as their behaviour incited/incites school violence.

2.5.2.5 Corporal Punishment

South Africa is among 122 countries in the world that have banned corporal punishment in schools since 1996. The researcher opines that even though the Department of Basic

Education officially banned corporal punishment, but it is still administered by many teachers in South African schools. Morrel (2001) in Grobler (2018:28) attests to the use of corporal punishment by many South African teachers. The unfortunate part is that some parents support this disciplinary measure. Hyman and Perone (1998) in Grobler (2018:28) state that there is evidence that the practice of corporal punishment and verbal abuse escalates learners' misconduct. Mncube and Harber (2013), Breen, Daniels and Tomlinson (2015), Barnen (2016) and Makwetla (2018) have common concern that even though corporal punishment is banned in South Africa, it still remains widespread in the country. The researcher contends that no deviant behaviour can be corrected by violence. The only thing that corporal punishment does is to teach learners that problems can only be solved by violence. Makhasane and Chikoko (2016) concur with a lot of other scholars who are concerned about the continuous administering of corporal punishment in South African schools, and say corporal punishment is an upsetting issue among human rights advocates and researchers.

Research shows that corporal punishment has a long-term damaging effect on learners, and all the concerned scholars agree that corporal punishment results in increased aggression, and violates children's human rights. The researcher argues that administering corporal punishment creates an impression with learners that inflicting pain on another person is normal and accepted, hence they do not hesitate to do so on other learners, or adults like teachers and support staff. These acts jeopardise school functionality and form part of school violence.

2.5.2.6 Alcohol and Drug Misuse

Rothman, et al in Stoddard, Epstein-Ngo and Cunningham (2013) state that the use of alcohol and drugs put the youth at risk for physical abuse and hostility among themselves, and that the connection between violence and substance misuse is due to the severe and prolonged pharmacological effects of drugs on a particular individual functioning. Chermack and Giancola (2009), Ito, Miller and Pollock (2012), Pihl and Peterson (2012), and Virkkunen and Linnolia (2013) in Stoddard, Epstein-Ngo and Cunningham (2014:104) agree with the other researchers mentioned that the use of drugs and alcohol put the youth at risk factor for violence, and that disruption in mental processes, illogical behaviour, increased stimulation and less inhibition of hostile compulsions escalate violence.

Enyinnaya (2015) concurs with other scholars, and declares that intoxicated learners, teachers and community members are inclined to lose control of their self-consciousness, and often act in a ridiculous way. In this regard, the researcher argues that such a learner becomes dangerous to other learners and staff members, and may pick on anyone at any time.

2.5.2.7 Access to dangerous weapons

An undisputed truth is that schools do not manufacture, sell or keep weapons. Weapons that end up being used on school premises are carried to schools by learners from the community. Learners have been stabbed or shot at inside their classrooms or on school grounds. Bowman (2012) in Mthiyane (2013:36) assumed that violence was rampant in South African schools. Bowman made this assumption after a report published in the *Sunday Times* (12 August 2012: 15). The report was on the murder of an Umlazi learner by a fellow learner the previous Friday. The motivation for murder was robbery as the murdered learner was carrying R500 to pay for matric farewell function.

2.5.2.8 Lack of counselling services in schools

School counsellors offer individual counselling to help learners resolve personal or interpersonal problems. They also observe learners in the classroom or playground, and provide assistance in their roles as guides. The researcher argues that some violent activities could be avoided if schools have counsellors as they are able to identify symptoms and intervene in time.

They also assist in any kind of depression, stress or traumatic experience in both teachers and learners. Trauma, stress and depression, if not managed, are high risks for violence. King Cetshwayo district does not have enough counsellors or psychologists to assist in minimising violence by intervening in relevant situations before violence erupts, and this increases the chance of schools experiencing violence that could have been avoided.

2.5.2.9 Lack of discipline

Chepkilot and Kiprop (2011) in Masingi (2017:7) state that discipline is aimed at causing one to own and account for one's conduct. Azizi (2009) in Masingi (2017:15) agrees with Chepkilot and Kiprop (2011), also in Masingi (2017:7). In fact, all the researchers who contributed to the research about violence or discipline have parallel notions, and yet write from a wide background of differing perspectives. Masingi (2017) refers to discipline as the preparation of learners, by means of suitable teaching and processes, in a way that promotes logical involvement in education which does not interrupt with the right of others. The researcher argues that good discipline in every class and in the whole school is a pre-requisite for successful teaching and learning. Lack of discipline at a school is a recipe for chaos and violence, as this would mean learners and teachers do as they wish, and do not respect the rights of others.

2.5.2.10 Poor leadership in schools

Today as education expands, new curricula are being introduced in schools, and social ills and behavioural challenges from both teachers and learners increase, the role of principals is also changing in many ways. Schools today might need strong principals who are visionaries, who chart both long- and short term-strategies, taking into account external and internal risks and changes to the school environment.

Mendels (2012) posits that schools need leaders who are able to create a hospitable and safe climate with obliging spirit and making other fundamentals of productive collaboration succeed. The researcher agrees with Mendels, and argues that poor management and leadership are themselves risks for school violence. Good management and leadership also mean harmonious working between SMTs and SGBs.

2.5.2.11 Unavailability of/unexplained school policies dealing with deviant behaviour

One such policy is the school code of conduct. Ncontsa and Shumba (2013) suggest that school codes of conduct should be clearly explained to learners, teachers and parents. The researcher argues that in many school's learners, teachers and parents cannot draw a line between what is accepted and not accepted conduct in schools. The researcher is supported by SACE (2011) in his further argument that the school functionality is highly dependent on

the behaviour of all stakeholders, and in particular learners, as they constitute the largest number on the school premises, hence the need of friendly, fair, owned by all and firmly implemented policies.

2.6 SCHOOL VIOLENCE IN RELATION TO SCHOOL FUNCTIONALITY

The DBE, in *Introduction to Whole School Evaluation Policy* (2002) and *School Self-evaluation Instrument* (2015), look at school functionality as the aptitude of the school to comprehend and achieve its socio-educational goals without any form of unintended hindrances through smooth and up-to-date systems and provisions. The researcher argues that school functionality is not only about the teaching of teachers and the learning of learners; hence the identification of nine areas which are domains of school functionality by the DBE. These are:

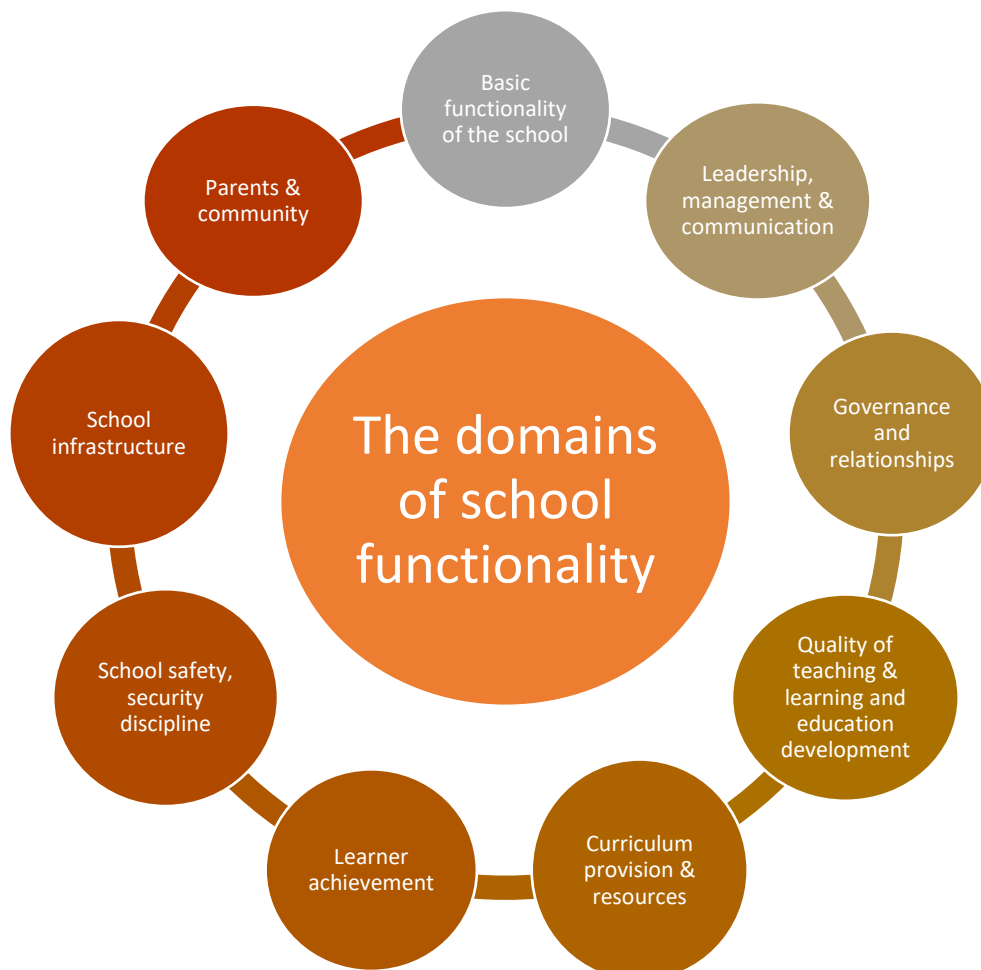


Figure: 2.1 (Bridge Resource, 2015:1)

The nine domains reflected in the above diagram are:

1. Basic Functionality

This aspect deals with the aptitude of the school to achieve its socio-educational goals. The focus is on creating an orderly and purposeful school atmosphere, and concentrate on absenteeism, late coming and skipping of classes.

2. Quality of teaching and learning, and teacher development

This aspect deals with curriculum scheduling and time supervision, generating an affirmative learning atmosphere, teachers' understanding of the curriculum; lesson preparation and presentation; assessment management; and upholding and managing teacher growth.

3. Curriculum provision and resources

This aspect deals with effecting the curriculum and co-curricular enhancement programmes. Compliance with the CAPS curriculum, and provision and management of teaching and learning resources is emphasised.

4. Learner achievement

Academic attainment in internal and standardised assessment, and involvement in sports and cultural activities are dealt with in this aspect. It also focuses on the school's language of learning and teaching and learner ability in mathematics and the manner in which the school supports learners who have learning barriers.

5. Leadership, management and communication

This aspect deals with provision of direction to the school, curriculum management, human and material resources for promotion of quality teaching, and stakeholder participation through communication policies.

6. Governance and relationships

This aspect deals with the responsibilities of the school governing body in relation to creating a focussed and orderly school atmosphere, and the provision of strategic path and executing lawfully authorised monetary and human resource functions.

7. School safety, security and discipline

This aspect deals with the provision of a healthy, safe and secure atmosphere for all learners, staff and other stakeholders at the school, and the compliance with appropriate legislation dealing with learner discipline and contributions to the socio-psychological and physical welfare of learners.

8. School infrastructure

This aspect deals with the availability and taking care of school buildings, equipment, furniture, amenities needed for backing an affirmative teaching and learning atmosphere.

9. Parents and stakeholder involvement

This aspect deals with communication between the school and all its stakeholders and participation of parents, community and other stakeholders to support the education of learners.

It is the belief of the researcher that a threat to any of these areas/domains may lead to the inability of the school to achieve its set goals, thereby compromising the process towards realisation of the school vision. The researcher observes that although there is a lot of literature on school violence, researchers have focused on individual domains, and not looked at them as a whole. He also agrees with Mncube and Harber (2013), Ncontsa and Shumba (2013), Netshitangani (2014), Dube and Hlalele (2018) in that the current literature looks at teachers and learners as victims and perpetrators, and teaching and learning as the only compromised areas during violent actions in schools.

The researcher is in agreement again with Chikwature, Oyedele and Ganyani (2016) when they set the record straight about the fact that reducing or preventing violence should be a collaborative effort involving the government, schools and society as a whole. The researcher observes that it seems to be the government, schools and researchers that are highly concerned and trying to contribute in the curbing of violence. Although parents are also concerned, they are found not to be playing their traditional role any more.

Many of them are no longer training their children in a dedicated way as they are preoccupied with tasks outside their homes. This results in bad peer groups taking over, and children copying whatever they do. Mncube and Steinmann (2014) agree with the idea of collaborative

effort, as they also emphasise the involvement of the communities where schools exist and learners are growing in the effort to arrest school violence.

2.7 THE NATURE AND ESSENCE OF SCHOOL VIOLENCE IN SOUTH AFRICA

Violence in schools is prevalent in the whole world, and approximately more than 245 million learners experience different forms of violence on yearly basis. (Grobler, 2018). The study by Ncontsa and Shumba (2013) among other things found the prevalence of vandalism, bullying, unruliness, gangsterism, intolerance and corporal punishment in schools. The following effects of school violence on learners were further found: loss of concentration, bad academic performance, skipping of classes and despair. The National Professional Teachers Organisation of South Africa (NAPTOSA) reacted to the video of a teacher being hit by a book flung by a learner at Three Rivers Secondary School in Sedibeng. Their worry was that violence and the unruliness of pupils are underreported, though violence is generally a replication of South African society (Dlamini, 2014).

The researcher agrees with NAPTOSA's view that acts of violence are not all reported in South African schools, as according to the 2012 National School Violence Study, 22 out of 100 learners (22%) in the country were found to have experienced violence in the form of assault, robbery or sexually molested. This study also exposed the highest school violence cases in Western Cape, where 18.5 percent of pupils were reported to have experienced assault, robbery and sexual molestation.

At 15.9 percent was Limpopo as the second province, Free State followed followed at 13.2 percent. Mthiyane (2013) agrees with the National Schools Violence Study (2013) that at 20 percent violence in South Africa is very high, when he states that many school-based violence studies conducted in South Africa confirm the alarming escalation of school-based violence in South Africa. (Burton, 2008; Bester and du Plessis, 2010; Le Roux and Mokhele, 2011; Barnes, Brynard, and de Wet, 2012; UNISA, 2012; Burton and Leoschut, 2013)

The researcher feels that findings of many studies about school violence indicate that absence of school safety is a serious hindrance to learning, as learners and staff members are not free from victimization. As far as the researcher is concerned, this should be very worrying since most of our learners spend more time at school than anywhere else. The undertaking the study on effects of school violence on school functionality in the secondary schools of King Cetshwayo district is therefore justified, as the National School Violence

Study indicates that there are few countries that have a higher rate of violence (than South Africa), like Jamaica, for example (Burton and Leoschutt, 2013).

2.8 THE ROLE AND RESPONSIBILITIES OF THE DBE IN MITIGATING INSTANCES OF SCHOOL VIOLENCE IN SOUTH AFRICA

Lamb and Warton (2017) and Burton and Leoschut (2013) concur that there is an intersection of school violence with domestic violence in learners' homes and violence in their broader communities. They further concur that school violence manifests in different ways. Burton, Leoschut and Bonora (2009), Cluver, Bowers and Gardner (2010), and Ngqela and Lewis (2012) join many other researchers whose studies reveal that violence in our communities is linked to violence in our schools.

The researcher feels strongly that curbing or mitigating school violence is within the competence not only of the DBE and schools, but of the whole society, as school violence does have external and historical influences. Speaking to Cape Talk Radio on 21 January 2020, the Minister of Basic Education, Angie Motshekga, said: "It is extremely concerning and very disheartening. We have programmes that we as the Department of Basic Education are dealing with on an ongoing basis with the Department of Social Development. It is quite clear we have a big problem."

A correlation exists between extraordinary levels of wrongdoing in the society and that which is conveyed into schools. Weapons and anger come from the society. As a society we need to ask ourselves: 'What have we not done in support of our learners' education?'

Although, according to Makota and Leoschut (2016), it is an incorrect view that mitigating violence in schools should be the task of police and the Department of Basic Education, the researcher believes that the Department of Basic Education must take a lead, and take safety in schools as an apex priority. Burton and Leoschut (2013) state that the strategies of the Department of Basic Education to fight school violence have been defined as, at best, incoherent and fragmentary. Davids and Waghid (2016) and de Wet (2016) concur with Burton and Leoschut in saying that notwithstanding the directives of violence in schools through governmental legislation as well as Departmental programmes, reports of serious acts of violence are increasing.

In playing its role in the issue, the DBE has ensured the safety of learners, staff members and all stakeholders by introducing a number of different policies and measures. The Department of Basic Education restates that there is no place for violence, drug misuse, sexual molestation and all other unlawful acts in schools, as these pose a grave threat to teaching and learning.

The interventions of the DBE include, among others:

- Seeing to it that schools are properly fenced, installing alarm and burglar proofing systems, bringing about resilience programmes for learners, and consolidating collaboration with appropriate stakeholders.
- The Department has a solid partnership with the South African Police Services (SAPS) aimed at linking schools with local police stations and the establishment of functional school safety policies.
- Schools are made critical in inculcating discipline and make certain that everybody is safe, hence the importance of availability, adoption by learners, teachers, parents and SGB as well as the implementation of the learner code of conduct in all public schools. It is the responsibility of the schools to provide a conducive atmosphere for quality teaching and learning and promote safety of the school environment. In this case the researcher notes that even the Department sometimes forgets that there are other people at school, besides teachers and learners, who might be affected by school violence. The researcher therefore feels that the term “teachers and other staff members” should be used when referring to pupils other than learners within school premises.
- The National School Safety Framework (NSSF) was established to serve as a management instrument for provincial and district representatives accountable for school safety. This instrument assists school principals, SGB members, SMT members, teachers and learners to find and manage risks of violence in schools. This framework empowers all responsible officials in comprehending their tasks as regards the safety of schools (DBE, 2015).
- Regardless of the NSSF factors that remain worrying, in addition to the levels of violence is the point that the classroom is where most of the violent acts occur; corporal punishment, even though forbidden, is still administered to many learners; more than 10 percent of children experience bullying; learners from the school commit more of these violent acts than outsiders the; sexual harassment stays common; and learners

receive varied messages from teachers when seeking advises on issues of violence (DBE, 2015).

- National Strategy for the Prevention and Management of Alcohol and Drug Use amongst Learners in Schools has been developed by DBE. The feeling of the Department is that as schools reflect the society, decreasing drug usage in schools will in turn inhibit drug use in the society, and schools will be rendered safe for everybody. However, the researcher strongly disagrees with the Department's view that reduction of drug usage in schools will in turn inhibit drug usage in the society. According to the researcher, this may take a very long time to happen, whereas the joint efforts by all governmental departments, political organisations, NGOs, spiritual organisations/churches, other social formations, stakeholders for all governmental departments and the society at large to curb the use of drugs in the society may quickly result in drug-free schools. The drug lords are in the community, and not in schools.
- The Department of Basic Education has also developed guidelines for the inhibition and management of sexual abuse. These guidelines have been distributed to schools and school societies in reacting to circumstances of sexual abuse and violence towards learners (both males and females).
- The Department of Basic Education has developed and distributed a handbook for learners on the prevention of gender-based violence in schools, the handbook is about **Speaking Out and** urging youth to **Report Gender-based violence**. The aim of the handbook is to arm learners with information and understanding of sexual abuse and its implications, manner in which they can protect themselves from culprits, and the way of reporting.
- Conceptual Framework for Care and Support for Teaching and Learning (CSTL) is a recent framework in which the Department of Basic Education outlined "priority interventions" for the commencement and extension of support initiatives (DBE, 2010:10). Schools that are free of all forms of violence and the establishment of safe and caring atmosphere for learners and all staff members is one of the priority mandates of this policy framework (DBE, 2010). This policy framework commits to providing "safe, supportive gender-sensitive spaces" and "institute zero tolerance for violence, sexual abuse, substance abuse, psychological abuse, stigma, discrimination and vandalism" (DBE, 2010:15).

The researcher reiterates that the battle against school violence is a battle for all stakeholders, including learners themselves, as the DBE has introduced so many interventions; but the enemy (school violence) is becoming stronger.

The researcher also observes that there is literature on school violence where different recommendations are made, but he has a strong belief in the battle against violence starting in the classroom, by having curriculum-based interventions as well.

2.9 THE LEGAL BASIS OF SCHOOL VIOLENCE IN THE SOUTH AFRICAN CONTEXT – SOUTH AFRICAN SCHOOLS ACT NO. 84 OF 1996

A number of laws protect learners, staff members as well as other stakeholders in South Africa from abuse. The South African Constitution's section 12 (1) says that all people have a right to enjoy democracy and security as well as the right not to be tortured, abused in any other way including being punished in a cruel, inhumane or humiliating way. Section 28 (1) (d) protects every child from maltreatment, neglect, abuse or degradation. Section 10 states that everyone has inborn human dignity and the right to the protection of this dignity

Mgijima, (2014) states that to learn in safe and secure environments is a constitutional right in South Africa. Mgijima (2014:199) further states that the Bill of Rights, encompassed in the Constitution, guarantees all people of South Africa the right to equality, freedom, security and human dignity. The South African Schools Act - Section 10 (1) states that corporal punishment may not be administered to the learner at any school.

Anyone who administer corporal punishment is committing a criminal offence and if charged, the imposed sentence is that of assault. The Abolition of Corporal Punishment Act of 1997 also abolished corporal punishment in schools. SASA No. 84 of 1996 states: "Nobody may allow any dangerous objects on public school premises, or cause any form of violence or trouble which can negatively impact on any public school activities."

The South African Schools Act No. 84 of 1996 gives the principal of each school the responsibility of protecting learners, staff members and other stakeholders from harmful acts like physical attack, provocation, unjust treatment, humiliation or intimidation. SASA mandates the SGBs of all schools to lead the development of learner codes of conduct in order to regulate learners' behaviour.

A code of conduct must not be punitive, but rather corrective, and be made known, understood and accepted by all stakeholders. It must state offences as well as correction measures. SASA mandates schools to establish tribunals to conduct hearings. Section 9 (1) of SASA states that subject to this ruling and any other provincial ruling, the governing body of a public school may, subsequent to a just hearing, give suspension as a correctional measure to a learner for not longer than one week, or pending the expulsion decision by the provincial HOD.

Suspension days should not exceed 14 days. Section 9 (2) states that the provincial HOD is the only person that can expel the learner if found guilty of a grave transgression after a just hearing.

Other laws protecting learners from violent conduct or abuse are:

- The National Education Policy Act, No. 27 of 1996 that authorised the Minister of Education to introduce policies about the control and correction of misbehaving learners.
- Children's Act, No.38 of 2005 says: "Any behaviour that would inflict injury on a child, whether it is physical or emotional, is not allowed."
- The Employment of Educators Act, as amended, No.76 of 1998, differentiates between misconduct and grave misconduct, and accords different penalties to each.

The emphasis by Mgijima (2014) is welcome and agreed to by the researcher, Mgijima stresses the role of any individual who acts *in loco parentis* to take effective actions to defend the learner from every form of physical or emotional violence, including gender-based violence. The researcher feels the protection must be extended to all staff members at school, as teachers in the main are also affected by violent learners. In this regard, it is appropriate for this particular study to examine effects of school violence on school functionality.

2.10 MANIFESTATIONS OF SCHOOL VIOLENCE

Mgijima (2014:199) declares (as has been stated above) that "learning in a safe and protected atmosphere is a constitutional right in South Africa". SASA No. 84 of 1996 is in harmony with Mgijima's declaration in stating that nobody may allow any dangerous objects on school premises, or cause any trouble which can harmfully influence any school activities.

2.10.1 Bullying

O'Connell, Pepler and Craig (1999) in Dlungwane (2017:26) define bullying as “negative doings which may be physical or verbal, have antagonistic intent, are recurring over time and involve a power differential.” Peguero (2008) in Dlungwane (2017:27), Mncube and Harber (2013), and Tintswalo (2014) all agree in that bullying occurs among learners and between teachers and learners. They also agree that, among other things, bullying takes the form of physical contact such as unwelcome touching, teasing, beating, spreading rumours, explicit sexual innuendos in speech, and competing for the attention of boys. The results of bullying as recorded by Bloom (2009) in Mncube and Harber (2013), are identical, and embrace: “loss of self-confidence, disgrace, anxiety, truancy, focus problems, responsive hostility, stress and grave emotional problems and even suicide. These studies also found that during breaks bullies demand money from other learners, “they often pounce on these learner’s food, and would beat learners up or harass them if they did not have food or lunch.”

2.10.2 Corporal Punishment

In spite of corporal punishment being banned by the, most South African schools continue administering it. Pyatt (2017) states that the concern of the Department of Basic Education was that teachers continue to administer corporal punishment in spite of it being banned more than twenty years ago. Learners have a right to be free from all forms of viciousness, to appreciate their education and not be treated in a cruel, brutal and humiliating way.

Scholars like Mncube and Harber (2013) and Davids and Waghid (2016) agree that corporal punishment is dishonourable, and intensifies violence in affected schools. The researcher agrees with them, based on Vilakazi’s report in 2017 about a learner who committed suicide and was found hanging from the garage ceiling at home. This was an 11 year old Grade 8 learner and the reason for suicide was that he feared his Mathematics teacher whom he thought was going to administer corporal punishment to him.

2.10.3 Assault

Burton and Leoschut (2012) state that in their study on violence in South African schools, assault was the second most frequent form of violence reported. They defined assault as incidents where learners or staff members may have been attacked or hurt physically, using

any kind of weapon or their hands without having any of their belongings taken. The definition includes assault with the intention to commit grave bodily harm and common assault.

The researcher argues that this form of violence has the potential of being less reported to authorities at school, especially when no one comes out with visible injuries. The researcher's argument is based on the fact that fights are so common in schools that for a long time they were considered as ordinary adolescent and schoolyard behaviour. This view is supported by Burton and Leoschut (2012). However, the researcher feels that schools must be encouraged to move away from this mode as it encourages increased frequency of fights and escalating violence. The researcher again endorses the definition of "assault" by Burton and Leoschut (2012) when they state that assault is an attack without having any of the belongings taken. Although they explained that they said this to differentiate between assault and theft, the researcher feels that assault will be assault even when someone's belongings are taken. The difference is only that in the latter two issues are involved, assault and theft.

2.10.4 Sexual Harassment

Peterson, Bhana and McKay (2005) in Mncube and Harber (2013:11) reveal that girls in rural KwaZulu Natal are exposed to sexual abuse, including rape as a consequence of environmental influences, starvation, peer pressure, parental abandonment and lack of monitoring by parents. The researcher agrees with McKay et al. (2005) in Mncube and Harber (2013) that this is also due to the masculine identity that boys inherit or learn as they grow up in their families and communities.

This teaches the boys that a girl is inferior and powerless compared to a boy, hence taking by force whatever the boy needs from a girl is acceptable. *SABC News* (13 August 2019) announced that the MEC of Education in Gauteng, Mr Panyaza Lesufi, paid a visit to Thutong Lesedi Secondary School where two boys allegedly raped a girl learner at the school. The same news indicated that Tate Makgoe, the Free State MEC for Education, had written in his tweeter that three Grade 8 learners of Sediti Secondary School nearby Thaba Nchu were alleged to have sexually assaulted a Grade 12 boy. The researcher acknowledges that although gender-based violence is mostly against girls, there are now cases where boys are also victims of gender-based violence by either boys or girls, and this is supported by the aforementioned Sediti Secondary School issue. The *Safe Schools: Every Girl's Right* report (2008) in Mncube and Harber (2013:10) states that:

violence against girls takes place in and around many educational institutions all over the world. It is inflicted not only by teachers but also by administrators, other school employees, fellow learners and outsiders. The result is that countless girls are kept out of schools, drop out of schools or do not participate fully at school.

2.10.5 Murder

A number of violent deaths are reported in schools on an almost monthly basis. These are deaths of teachers, learners and other staff members. Most of these murders are committed with illegal guns, knives and other dangerous weapons brought to schools. Kgobe and Mbokazi (2007) in Mthiyane (2013:35) concur that the protective Constitution of South Africa is dented by continuing violence in schools. According to Mncube and Harber (2013), a few articles have been headline news. In 2010 a boy in Gauteng, armed with a ninja sword, went on the rampage, killed one boy and injured three others. Many other murders have been reported in the electronic and print media.

The Daily News (4 March 2010, p. 5) reported that “violence in South Africa is seven times the norm.” The researcher agrees with this based on the fact that in KZN the following incidents were reported in June to September 2019, only four months: *News 24* (18 July 2019) reported that two security guards were butchered to death in one of the schools in Hammarsdale. *News 24* (12 June 2019) also reported that an HoD at Masuku Primary School in Folweni-Durban was shot dead on the school premises by outsiders.

Times Live (16 September 2019) reported that a 15-year-old pupil of Sastri College died after being shot, allegedly by fellow pupils near the school. *Thesouthafrican.com* (19 September 2019) reported that four juveniles were charged with the murder of a fellow KwaZulu-Natal school pupil. The *Mail and Guardian* (2 August 2019) reported that Sahlumbe High School was closed for three months after faction fights that saw two learners murdered. *SABC News* (2 September 2019) reported that Dumani Junior Primary School learners in KZN were sent home after the body of a woman was found one morning in the school’s females’ toilets. Some of the murders are not mentioned here.

2.10.6 Vandalism

According to Shore (2013), vandalism in schools take various forms, from writing in books to writing on desks, from cutting up school seats to taking school furniture apart. Cape Talk’s

Barbara Friedman had an interview with the MEC for Western Cape Education on 14 April 2014. During the interview, the MEC declared that vandalism at schools is really frustrating, as it takes up a portion of the education budget to fix damaged structures. The researcher argues that vandalism in schools cannot only be blamed on learners – communities also play a huge role in vandalising schools.

This is supported by the article in the *Mercury* of 19 July 2019 where the KZN MEC for Education indicated that the Department will not repair or rebuild schools vandalised by the community until perpetrators are arrested. He warned the community against protecting criminals. In the same article the MEC mentioned Mnyezaneni and Dundee Secondary schools that were badly damaged. The researcher argues that vandalism by learners and communities is bad, but when it is done by the community it sends a message to learners that it is the right thing to do. Vandalism also involves arson.

2.10.7 Faction Fights

This type of violence is traditional, and happens mainly in rural schools. It is common in the rural schools of KwaZulu-Natal, spilling over into school premises from mostly traditional functions in the community. The writing of the 2018 final matric examination (NSC) was threatened in a number of schools at Umsinga, KZN. East Coast Radio interviewed the then MEC for Education, who stated that “this is a new thing, and the strategy was to involve traditional leadership at all levels, including leaders of *amabutho* (*warriors*), in curbing it.

Chingarande (2019) says faction fights in KZN turn playgrounds into battlefields. Longstanding feuds between adults are playing out at schools with violence, forcing them to be closed for long periods. The researcher concurs with Chingarande as the evidence is that these fights are sometimes not prompted directly by quarrels or disagreements during traditional gatherings, but can be due to boys fighting over a girl, or theft involving boys from different residential areas (*izigodi*).

In most cases, when trying to unpack the history of areas where different fighting groups come from, it is discovered that there has always been a grudge due to what happened between adults of the two areas some time ago. This form of violence is also common in King Cetshwayo district. It has been experienced in a number of schools in Nkandla CMC, Mthonjaneni CMC and Umhlathuze CMC. When these fights occur, learners carry dangerous

weapons ranging from knives to guns, and they become highly aggressive and dangerous, even to bystanders. Schools get disrupted, and sometimes vandalised and closed.

2.10.8 Gangsterism

The researcher posits that gangsterism is the urban version of faction fights. This is based on the fact that there are common characteristics between the two, the difference is their area of operation, in the sense that:

- they both operate in groups;
- both have quarrels that mostly start in the community and spill over into schools;
- both carry dangerous weapons, the researcher's observation is that gangsters are always armed, whereas faction fighters arm themselves as soon as there are indications of a fight to erupt.
- they both instil group loyalty among themselves, and they subscribe to "an injury to one is an injury to all" philosophy.

Gangsters operate mainly in townships and urban schools. They are highly associated with substance abuse. Their source of conflict is not traditional, like faction fights, but revolve mainly around bullying, sexual relationships with girls, drug dealing, territories of operation, robbery and power. Crawage (2005) and Donald et al. (2006) in SaferSpaces (2019) agree with the researcher; they state that schools that experience gang violence will have incidents where violence that occurs outside spills over into the schools, and that teenagers in a gang are like family.

Gangs are feared by teachers and learners in schools, and are known for terrorising and murdering those learners, teachers and community members they cross paths with. The SAPS Report in Mthiyane (2013) indicates that South Africa has the highest murder rate in the world, and the highest rate of gender-based violence involving gangs.

2.10.9 Cyberbullying

Cyberbullying is one form of violence that is increasing in schools. Tokunaga (2010:278) in Tuminwe (2014:23) defined cyberbullying as "any behaviour performed through electronic or digital media by individuals or groups that repeatedly communicates hostile or aggressive messages intended to inflict harm or discomfort on others." While the SRSG report (2012:6)

in Tuminwe (2014:24) agrees with Tokunaga's definition, it points out that while children embrace these new forms of technology, they make children vulnerable to harassment and bullying.

Burton and Leoschut (2013), Jones, Mitchell and Finkelhor (2013), and Bronkhorst (2014) agree in that cyberbullying has led to a number of suicides among learners owing to its causing low self-esteem and a high level of depression to victims.

2.11 THE RELATIONSHIP BETWEEN SCHOOL VIOLENCE AND DISCIPLINE (SCHOOL TEACHERS AND LEARNERS)

The discipline of schools refer to the actions taken by a teacher or the school towards a student or group of students with disruptive behaviour to educational activity or breaks a rule made by the teachers or the school. Discipline is meant to guide the learners' behaviour or set boundaries to assist them learn to take care of themselves, others as well as the world around them. If learners break rules set by the school system, they have to be disciplined. These set rules may, for instance, describe the anticipated standard of clothing, timekeeping, social behaviour, and work ethics. Discipline is a term applied to the penalty that is the result of contravening the rules.

Lorgat (2008) and Phatlane (2001:88) in Mohapi (2014:266) concur that education and school discipline are inseparably tied to one another as one cannot exist without the other, and that in schools with disciplinary problems, the culture of teaching and learning takes a descending spiral. The researcher concurs with Walsh (1999) in Mohapi (2014:266) when Walsh states that some studies on learner discipline have a "fix the kid" approach.

The researcher assumes that dealing with violence in schools cannot be a one man task; but all stakeholders must partake in creating violence free atmosphere in schools. SASA No. 84 of 1996 banned corporal punishment in schools, but punitive measures are still applied in disciplining learners. In some cases, principals are the one taking the lead in administering corporal punishment, yet they are policy implementers, and should be giving direction including disciplinary issues.

According to Netshitahame and van Vollenhoven (2002) in Mohapi (2017:46), ensuring effective teaching and learning in every school, demands that safety of learners and staff

members be managed and interweaved with all the school routines of administration functions. The researcher feels that violence in schools goes hand in glove with discipline problems, and therefore any discussion dealing with violence in schools will incorporate learner discipline.

2.12 COLLABORATION BETWEEN THE SCHOOL AND OTHER STAKEHOLDERS IN REDUCING SCHOOL VIOLENCE

South Africa has laws that give guidance on how the rights of children should be sustained in pursuit of a school atmosphere that is free of violence. Institute of Education Services (IES: 2011) within the Department of Education in USA suggests two broad kinds of school violence programmes, namely, curriculum-based strategies and whole-school strategies. According to Mohapi (2014), curriculum-based programmes are applied in a classroom setting with the purpose of refining children's social and problem-solving skills and managing it.

The whole-school method seeks to improve the school environment atmosphere through a range of strategies such as increased supervision of school grounds, clarifying consequences attached to school rules for children's conduct, establishing a reward system to encourage positive behaviour, and training staff in classroom management. The view taken by the whole-school approach is that not only the SMT that can help in the battle to reduce school violence, but the involvement of all stakeholders is necessary. These stakeholders are, among others, parents, SGBs, community leaders, teacher unions, faith-based institutions, sister governmental departments, and NGOs. Mohapi (2014) argues that the actions to curb school violence would be more effective when they are generated intergratively by all stakeholders.

Principals of schools therefore cannot succeed in the fight of school violence by themselves, the involvement of all the stakeholders is needed to ensure that schools are a safe environment, where learners can access high quality education fearlessly. In terms of SASA No.84 of 1996, stakeholders in education, with the guidance of school principals and SGBs, should develop violence curbing policies in schools. Any school's purpose is to make certain that teaching and learning is effective, and therefore stakeholders have a crucial task to ensure that conducive environment which is safe and purposeful exists.

In this regard, the researcher agrees with Duma (2013) in that, although we encourage stakeholder involvement, parents have already relinquished accountability for their children's

conduct and education to teachers. Duma (2013) states that SGBs play a restricted role in the school activities due to their inability and lack of empowerment. In this regard, the researcher agrees with Duma (2013) in that “an empowered SMT and SGB will make a greater contribution to the elimination of school violence.” The SMT led by the school principal have a responsibility to coordinate all relevant stakeholders and capacitate them, assisted by relevant directorates of the Department of Basic Education, and engage them to actively partake in the school activities.

2.13 STRATEGIES FOR DEALING WITH SCHOOL VIOLENCE IN SOUTH AFRICA

The Department of Basic Education 2016 Report on School Safety, Violence and Bullying stated that the following approaches have not worked for safety in schools:

- Prolonged police presence in schools.
- Armed security guards in schools
- Strict approaches in dealing with drugs, alcohol, and violence, where learners were expelled if found with drugs or alcohol.
- Infrastructural improvement such as metal detectors and fences

The researcher believes the above approaches do work, but on a very limited scale, taking into consideration that the elements of violence in schools are very extensive. There are manifestations that cannot be curbed by the presence of police: for example, verbal abuse, fights and corporal punishment inside the classroom. The researcher also feels that most of the above approaches are reactionary, and as a result do not instil any culture of tolerance and respect in learners. He states that no scientific investigation has been conducted to conclude that the above approaches do not work, but this is merely an observation of the DBE portfolio committee.

The same (2016) Department of Basic Education report states that non-violence and safety are critical necessities for the achievement of educational results. The report also states that violence in schools is not exclusive to South African schools, but is common all over the world. According to this report, effective approaches in dealing with school violence comprise:

- **Manageable class sizes:** De Wet (2007) in Mthiyane, (2013:40) and Mthiyane (2013) concur that large and overcrowded schools that do not have enough space for learners to play on the premises, are contributors to school violence. They further argue that in

schools with large classes, teachers seem not to have adequate time to attend to and know the names of their learners, and this contributes to truancy.

- **Training teachers to identify aggressive learners:** The South African Democratic Teachers Union (SADTU) in the *Daily Maverick* of 28 August 2017 stated that:

all teachers need to be developed in conflict management skills so that learners who are hostile can be helped to resolve those emotional problems in a polite way. Responsibilities and citizenship should be part of the curriculum.

The researcher agrees with SADTU as teachers find themselves acting as policemen/women, lawyers, counsellors, social workers and even judges without being capacitated to deal with situations demanding skills outside their profession. Even SGBs who form a big part of tribunals are not capacitated to deal with criminal cases.

- **Establishing relations with the societies in which schools are situated (relations with learners, their parents and other community members):** Mohapi (2014) argued that actions to fight violence would be more effective when they are generated by all stakeholders. It is also clear from Susko, et al. (2003) in Mohapi (2014:263), in her article “Poverty and school violence” that school violence and neighbourhoods are related; hence the researcher posits that curbing violence is not a one-man show.
- **Access to school counsellors or psychologists, which is imperative in providing psycho-social support:** The researcher believes that the DBE is lacking in this regard as the observation made in this study points out that there is scarcity of counsellors/psychologists in the DBE. The investigator feels that this service is highly needed for quick identification and assisting socially ill or wounded learners and, in some cases, staff members.
- **Having accountable school management:** The UNISA Report (2012) and Mthiyane (2013) are in harmony with the idea that highly organised, inclusive and well managed schools could do much to decrease the incidents and impact of external violence, because teachers and learners would be part of a society with a sense of purpose. The researcher agrees with UNISA Report (2012) and Mthiyane (2013), as such schools are in a better position to gain from loyalty and commitment by the community.

- **Making learners part of the solution:** Many researchers like Fitzclarence (1995:22) in Dlungwane (2017:41), Harber (2004) in Mthiyane (2013:38), Edwards (2008:10) in Mthiyane (2013:38) and Hamlall (2013) in Dlungwane (2017:42) blame some schools for modelling, allowing and moulding violent approaches and conduct. These researchers contend that schools which highly authoritarian in nature are a form of violence themselves. They further argue that authoritarian schools believe on strict means of controlling learners, and do not endorse the development of independent thinking among learners. The researcher also feels strongly that learners themselves must be made part of violence-curbing programmes and processes.

- **Building transparency and trust:** The researcher posits that school principals are more effective when they know how to develop a shared vision with learners and staff. In his view, this shared vision must be sustained from the bottom up rather than the top down. This leads to social trust and a shared ability to respond to problems when they arise. Morril and Musheno (2018) contend that a culture of trust is key for school safety. They agree that tight security measures in schools erode the culture of trust. For example, more police presence and heavier discipline have a corrosive effect on school culture and security. Social trust leads to freedom of association and movement, which in turn enables the youth to cross social divides and develop relationships with other learners.

- **Building a human rights culture in schools to make everyone feel welcome:** In 1994, South Africa became a constitutional democracy. This meant the road ahead was to promote respect, dignity, tolerance and non-violent solutions to problems in order to create a peaceful society. Legislation in the form of the Constitution of the Republic of South Africa, Act No. 108 of 1996, the South African Schools Act, No. 84 of 1996, the Employment Equity Act, No. 55 of 1998, and the Promotion of Equality and Prevention of Unfair Discrimination Act, No. 4 of 2000, were developed with these aims in mind. Jefthas and Artz (2007) in SACE (2011:7) contend that the type of violence girls and boys tend to be exposed to is different. For example, girls tend to be victims of rape, harassment and sexual assault, but boys tend to experience violence in the form of assault and bullying. The researcher feels that the culture of

human rights should be promoted in schools to increase the level of responsibility and care in learners and staff members.

2.14 SCHOOL VIOLENCE IN THE INTERNATIONAL CONTEXT (DEVELOPED AND DEVELOPING COUNTRIES)

According to Ngidi (2018), school violence is a global phenomenon, and time and again, the public in different countries of the world are alarmed by atrocious acts of senseless violence in schools. Benbenishty and Astor (2008:59) in Ngidi (2018:16) believe that with today's internet coverage, media access and globalised culture, an incident in a school in one corner of the world can have a devastating effect on many others across the world. The researcher argues that the advantage of cross-country comparisons, as far as school violence is concerned, is that countries can learn from each other and prevent or manage violence in their schools. To make a clear distinction of school violence in two different countries, the researcher chose the United States of America (USA) as a developed country and Rwanda as a developing country.

2.14.1 School violence in the United States of America (USA)

According to Espelage et al (2013:75) in Ngidi (2018:6), violence against K-12 teachers in USA demands the immediate attention of researchers. K-12 in South African terms is a combined school, starting from Grade R and continuing to Grade 12. Dogutas (2013:87) in Ngidi (2018:16) believes that to understand violence in American schools, one should distinguish between two kinds of violence. One is violence perpetrated by trespassers who enter school premises to steal, or assault and rob someone.

The other type of violence is committed against teachers, administrators, other staff members or class mates by students enrolled at the school. Gunshot wounds are one of the leading causes of death among high school students in the United States (Gerdes, 2011; Langman, 2011; Marsico, 2011). This was corroborated by Grabow and Rose on CNN (21 May 2018) under the topic: "School shootings are a reality in America". They said they had found that there had been at least 288 school shootings in the United States between 1 January 2009 and 21 May 2018. They also mentioned that the USA still leads globally in frequency of school shootings since January 01, 2009. Duplechain and Morris (2015:145) in Ngidi (2018:16) conducted a school shooting study in USA, which found that school shootings are most

commonly committed by either a student who goes to the school or by an intruder from outside who has a connection to someone in a particular school. Cline (2019) argues that one of the factors that have led to the increase in the rates of school violence in the USA is the increase of possession of firearms by school-aged children, and the relative ease of access to guns. Cornel (2006) in Cline (2019) reports that more than three-fourths of the murders committed by juveniles involved guns.

The researcher posits that the presence of guns when people quarrel or cross paths escalates aggressive behaviour, as even ordinary disputes or arguments can intensify killings. Dogutas (2013) in Ngidi (2018:16) states that other acts of violence in the USA include stealing or extorting valuables for money, verbal abuse, intimidation, physical assaults, verbal insults, threats to teachers, pushing, shoving, grabbing or slapping, kicking, biting or hitting someone with a fist, or threatening someone with a knife or gun.

Teasley (2013:195) in Ngidi (2018:17) explains six methods for assessment, prevention and intervention with children and school violence that should be adopted by American schools:

- Attention to warning signs – when acts of violence are planned, warning signs are evident. Sharp observation is critical.
- Site-specific assessment – collection of data, characteristics of specific school and community challenges in order to adapt school safety programmes.
- Prevention programmes – these must be evidence-based, and be relevant to the needs of individual schools.
- School-wide interventions – implement reliable programmes/interventions with evaluative measures.
- Collaboration and practice – involve stakeholders.
- Cultural competence – understand and work with all groups, for example, race, ethnic, gender and disability groups.

The researcher observes that although school violence in America is also school violence in South Africa, the USA's common manifestations are gun shootings. While we have this form of violence in South African schools, it is less frequent than in America. In South Africa sharp objects like knives, scissors and others are more common weapons than guns in schools. Perpetrators of violence in South Africa are predominantly within school premises compared to the USA's case where there seems to be a balance between students and outsiders in shooting incidents.

2.14.2 School violence in Rwanda

The study by Barnen (2016) on violence against children in and around schools concluded that violence against children happens everywhere, in every country and society, and across all social groups. While some violence is unexpected and isolated, most violent acts against children are carried out by people they know and should be able to trust, such as parents, teachers and schoolmates. Although the consequences of violence may vary, the short and long term repercussions for children are very often devastating for their health, wellbeing and development.

In Rwanda studies reveal that punishment (physical or other) from teachers is more common than peer violence. Compared to violent punishment by teachers, physical violence among peers is considered relatively minor, usually involving “pinching”, “scratching”, or “throwing minor objects at each other” (Barnen, 2016:18). Psychological violence in Rwanda is based on “harsh words” by teachers harassing students, students “hurling insults” that “threaten” each other, and psychological violence perpetrated by parents, which indicate that students may be mimicking their parents’ violent behaviour.

The researcher feels that it is unfair to express a word in connection with sexual harassment in Rwandan schools without mentioning anything about gender-based violence during the Rwandan genocide in 1994. During this painful period, women in Rwanda, especially the Tutsi women, were subjected to widespread brutal gender-based violence. The Nobel Women’s Initiative (2014) states that members of all warring groups, particularly the Hutus, Interahamwe and the Rwandan Patriotic Front (RPF) used gender-based violence as a strategic war tactic to further their goal of eliminating the Tutsi minority.

Although there is no exact number indicating the extent of rape, an ongoing collection of data reveals at least 250 000 women were subjected to gender-based violence. Women were raped, gang-raped or held in sexual slavery. Many were sexually mutilated during or following rape. Often women were killed immediately after being raped. Rape by HIV-positive men to infect women was also seen as a strategy to eliminate a new generation of Tutsi children.

In Rwanda, gender-based violence is seen as the most serious form of school violence, and as a form of violence that targets females only, with the risk of a girl being raped increasing as she grows older. This is also called “girl-centred violence” (Barnen, 2016). In Rwanda neglect is only seen in the context of a parent failing to support their child adequately, or neglecting to provide health care or schooling.

Some of the causes of school violence in Rwanda are:

- Access to drugs and alcohol. According to Pontalti (2013), 20 percent of engaged learners in this study said at least some of their classmates use drugs at school, and have access to guns.
- Domestic violence is an influencer.
- Videbeck (2006) in Pontalti (2013:18) defines anger as a strong, uncomfortable and emotional response to a perceived provocation. More graphically, De Foore in Pontalti (2013) describes anger as a pressure cooker that we can maintain only for a certain amount of time. In the meantime, it correlates with increased heart rate, blood pressure and levels of adrenaline and non-adrenaline. 24 percent of Rwandan children in Pontalti's study reported that they "always" or "almost always" fail to think about their actions when they are angry, it is "always" or "almost always" difficult for them to control their actions and to calm down when they are angry. Relative to participants in the international study, Rwandan participants find it harder than most to control their anger.
- School rules – Gottfredsson (1989) in Pontalti (2013:23) reported that students viewed most disciplinary problems as resulting from rules that were unjust or unfairly applied. In particular, students who are already at risk for disruption may see confrontational discipline as a challenge to escalate their behaviour.
- Community violence – like schools and families, community can neglect children. In fact, if communities are not responsive to the needs of families and their children, this neglect can develop into school violence. Following the war (1990 – 1994) and the 1994 genocide against the Tutsi, many Rwandan communities reported that community trust had been broken. Villagers reported that while in the past Rwandans cared for all children in the community, following the genocide households were unlikely to care for children that they were not related to.

Violence prevention in Rwanda is first and foremost school-based:

- Rwandan schools have a violence reduction curriculum to promote "harmony", and help students to be vigilant for violence before it occurs. This is evidenced by the programme known as "Violence- Free Schools in Rwanda, Save the Children". This is a programme on positive discipline and violence-free schools. Work is being done in

the schools, with parents and families, and the community to eliminate violence against children, and introduce the tools of positive discipline as an effective alternative.

- Another violence-mitigating programme in Rwanda is “Safe Schools for Girls”. This is a unique school curriculum adopted by schools in Kigali. Along with typical academic classes, every afternoon the boys and girls split up to learn ways to try and improve the lives of women across the country. For girls, a lot of the subject matter is about financial independence and reproductive health, while boys are taught how to respect women in their lives and to report abuse. “If we happen to see such violence we report them and make sure the people who have committed the violence are judged,” Rini Mutijima, an 18-year-old boy at the school told the BBC.

The researcher posits that South Africa may benefit from copying these school-based violence prevention strategies from both Rwanda and America. Although the level of gender-based violence is not as high as in Rwanda in South Africa when limiting it to school. Nationally violence against women and children in South Africa is alarmingly high. The researcher commends Rwanda for introducing the “Safe Schools for Girls” programme after the painful experience by women of the country.

It is also notable that in South Africa we speak of corporal punishment as a major form of violence by teachers, whereas in Rwanda it seems to be harsher than just corporal punishment. Both situations escalate aggressive behaviour, and are uncalled for.

2.14.3 Similarities between the USA and Rwanda

Although each country has an extreme form of violence, like gun shooting in USA and gender-based violence as well as violent punishment by teachers in Rwanda, causes of violence like access to guns, access to drugs and external violence as an influence are common in both countries. Both countries have school-based strategies, namely:

- A curriculum-based strategy, which is implemented in a classroom setting in the USA, and whole-school strategy, which involves all stakeholders.
- The programme called “Violence-free Schools in Rwanda Save the Children”, which involves stakeholders like parents involved in “Safe Schools for Girls” implemented in the classroom setting.

Other forms of violence like verbal abuse, bullying, stealing, fighting, stabbing or threatening with a knife are common in both countries and all over the world.

2.14.4 Differences between the USA and Rwanda

Even though most cases of violence are similar when comparing both countries, there are some variations. Shooting with multiple deaths are common in the USA. They have occurred, for example, in California, Florida and Colorado. In Rwanda it is violent punishment by teachers, and gender-based violence against female students, which is blamed on the 1994 genocide.

2.15 EFFECTS OF SCHOOL VIOLENCE ON SCHOOL FUNCTIONALITY

Effects of school violence is a wide topic, and research has been done by various scholars, but mostly as part of a bigger topic. The researcher being mindful of the topic of this study, he focuses only on those effects that have a bearing on school functionality. He observed that the available literature on school violence focused on individual aspects of school functionality, and not on functionality as a whole. For instance, effects on teaching and learning, on learner achievement, or on school leadership and management.

This study, unlike other completed studies, looks at the effects of school violence on all individual aspects of school functionality together. Under the sub-topic: **School violence in relation to school functionality** (2.6.) in this study, the researcher unpacked the aspects of school functionality when defining the term. Effects are therefore spread across all the domains of school functionality according to their relevance.

Bester and du Plessis (2010) in Grobler (2018:29), Davids and Waghid (2016), Dlungwane (2017), Ngqela and Lewis (2012), Ncontsa and Shumba (2013), Shields, Nadasen and Hanneke (2015), Zuze, Reddy, Juan, Hannan, Visser and Winnaar (2016) all agree that the following effects hinder the functioning of the schools, although they did not match them to specific domains of school functionality as the researcher has done in this study.

Domain 1: Basic Functionality

The basic functionality of the school is affected in the following manner by school violence:

- The school environment becomes unconducive for learning

- There is high absenteeism of both teachers and learners, and a dropout of learners.
- It leads to late coming as no learner wants to be first at school, fearing being victimised if bullies are also early. Owing to chaos at school during and after violence, learners develop a tendency to see teachers as failures, and therefore they (the teachers) cannot discipline them, even if they are late.
- Sometimes classes are abruptly disrupted and the situation suddenly becomes chaotic, thus rendering the school dysfunctional.

Domain 2: Quality of teaching and learning and teachers' development

- Time is wasted on conflict resolution meetings instead of teaching and learning.
- No effective teaching takes place when learners are ill-disciplined and unmanageable.
- The morale of teachers becomes very low, and they are completely demotivated. Sometimes they go to class, only to find classrooms empty because learners are leaving the school during tuition time.
- Teachers find it difficult to complete syllabi (ATPs) owing to poor attendance by learners.
- Learners can suffer from depression, which hinders their learning ability (Dlungwane, 2017).

Domain 3: Curriculum provision and resources

- School violence causes disobedience, which leads to school tasks not being submitted, and homework not done.
- The rate of theft and vandalism becomes very high: books and other teaching and learning resources are stolen and deliberately damaged by unruly learners, and this hinders curriculum provision and access to resources.
- The school programme of assessment (POA) is postponed, causing delay in submitting assessment tasks.
- School violence leads to unbalanced and weak assessment tasks given to learners owing to the little content covered. Only schools with recovery plans can have their assessment tasks uncompromised in quality.

Domain 4: Learner achievement

- Lack of effective teaching and learning and poor school attendance eventually lead to a high failure rate.
- The school academic performance becomes less than the aspirations and goals of the school.

Domain 5: Leadership, management and communication

- School violence leads to a lack of respect for elders and leaders owing to the learners' unruly behaviour, thus compromising relations and communication.
- It leads to sour relations between staff and the leadership, as the staff expect to be protected by the SMT, SGB and departmental officials.

Domain 6: Governance and relationships

- The SGB experiences pressure from parents, who expect it to be on top of the violent situation, and threaten to take their innocent learners to other schools.
- Violence leads to violation of school policies, and the SGB feels the heat as they are to lead the disciplinary processes in which some parents, together with their children, become unruly, and some SGB members end up resigning.

Domain 7: School safety, security and discipline

- School violence leads to general lack of discipline at school
- It leads to lack of concentration on the part of the learners because they are scared of the perpetrators.
- It leads to an unpleasant atmosphere in the classroom.
- Learners are always at loggerheads, and the atmosphere in class is unbearable.
- Violence leads to poor classroom attendance by teachers, who are not only demotivated, but also scared of being attacked by learners.
- Teachers cannot take any decisive action against troublesome learners because they fear for their own safety.

Domain 8: School infrastructure

- The effect of school violence is reflected in buildings which have been vandalised or burnt down, thus making the environment unconducive to teaching and learning.

Domain 9: Parents and stakeholder involvement

- Stakeholders in the form of funders withdraw their association with schools that are unsettled by violence.
- Relationship between the victims' parents and the school is compromised, and the family/parents of the victim(s) withdraw from participating in school activities, if they do not withdraw their child from the school. Withdrawal of learners because of violence interferes with the funding of the school, and the allocation of human resources by the Department of Basic Education.

2.16 CONCLUSION

School violence is not only a South African problem, but a global one that involves African and international countries. A literature review demonstrates that South African schools still use corporal punishment in trying to control the behaviour of learners, even though it was banned more than twenty-three years ago.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research design and research methodology, comprising the population, sample, data collection and analysis, establishment of trustworthiness and ethical considerations. According to Cohen, Marion and Morrison (2011), a research design is governed by the notion of fitness for purpose. The purpose of the research determines the methodology and design of the study. Mouton and Marais (1996) explain that the research design indicates the plan that the researcher will implement to investigate the research problem that has been formulated. The design assists the researcher to plan, structure and carry out the project in a way that maximises the validity of the findings (Mouton and Marais, 1996). The design also provides a full account of how the research has been structured, planned and executed.

Kumar (2014) posits that a research design is a plan through which the researcher decides for him/herself and communicates to others his/her decision regarding the technique he/she will use to methodically gather and examine the relevant data necessary to answer the research questions. The technique includes sampling, collection of data, data recording and analysis, careful consideration of the validity and reliability of data, ethical issues and the time lines involved.

This chapter explains the design for this research study. The research methods, instruments, data collection and analysis method, and the stages and processes involved in the study are explained. This study was conducted within the interpretive paradigm. A qualitative method of collecting data was used.

3.2 THE NATURE AND OBJECTIVES OF THE STUDY

The nature of the study was exploratory, involving a review of the existing literature about the experiences of school violence in order to describe the causes, forms and effects of school violence on school functionality. The following research objectives served to focus the investigation:

- identify the causes of school violence.
- determine forms of school violence.
- understand the effects of school violence on school functionality.

As previously discussed in this study, violence in schools occurs in various forms such as gender-based violence, assaults, bullying, vandalism, theft of property, drug abuse and murder (SACE, 2011). The manner in which learners and staff members experience differs from one individual to the other. For this study to realise its objectives, the researcher formulated for the semi-structured interviews a set of open-ended questions for participants to respond to. The researcher also used the observation as well as document analysis schedules as suitable methods of data collection to develop a rich and comprehensive understanding about violence in the two selected secondary schools.

3.3 RESEARCH PARADIGM

Different ontological and epistemological assumptions will underpin different research paradigms. Mertens (2009) defines “paradigm” as an approach to looking at the world, composed of certain philosophical assumptions that guide and direct thinking and action. The important point is that all scientific research is conducted within a specific paradigm or way of viewing one’s research material. Researchers must therefore decide within what paradigm they are working, know the nature of their selected paradigm very well, and spell this out in their research report in order to communicate with their reading public clearly and unambiguously (De Vos, Strydom, Fouché, and Delport, 2011).

Tracy (2013) states that there are four major paradigms or world views in research methodology: positivist, interpretive, transformative and pragmatic, and each of these has its assumptions and differences. The paradigm or belief system in which the researcher chose to locate this study is the interpretive paradigm.

3.3.1 Interpretive Paradigm

The interpretive paradigm is concerned with understanding the world as it is from the subjective experience of individuals. It predominantly uses a qualitative methodology (Grobler, 2018). Grobler also posits that the ontological position of the interpretive paradigm is relativist, which assumes that reality is a subjective “mental construction”, constructed

socially through an individual's experience of an event. Therefore, multiple realities or interpretations of events exist. The aim of this study was to investigate the effects of school violence on school functionality in the secondary schools of King Cetshwayo district. Tracy (2013) states that from an interpretive point of view, which is also termed constructivist, reality is not something out there, which a researcher can clearly explain, describe or translate into a research report. She further states that both reality and knowledge are constructed and reproduced through communication, interaction and practice. Knowledge about reality is therefore always mediated through the researcher.

According to Thanh and Thanh (2015), there is a tight connection between the interpretive paradigm and qualitative methodology, as one is a methodological approach, and the other a means of collecting data. He states that researchers who use these methods often seek the experiences, understanding and perceptions of individuals for their data in order to uncover reality, instead of abstract statistics and numbers.

Therefore, given its ontological and epistemological assumptions, the interpretive paradigm was the most suitable paradigm with which to align this study.

3.4 Research Methodology

According to Grinnel (1993) in Kumar (2014:9) research is a structured inquiry that utilises acceptable scientific methodology to solve problems and create new knowledge that is generally applicable. In the context of this study the researcher defines research as an investigation on the effects of school violence on school functionality in the secondary schools of King Cetshwayo district. Schwardt (2007) defines research methodology as a theory of how the inquiry should proceed. This is the method which is used to collect data. In this case the researcher selected a qualitative research method for this purpose. According to Gray (2017) qualitative research is a method to answer questions about or explain a phenomenon of interest, a social process or a culture by collecting and analysing narrative data from the perspective of the participant. A qualitative research approach was chosen as the methodology because this approach reinforces an understanding and interpretation of meaning and the intentions underlying human interaction. The qualitative approach is also a descriptive form of research used to understand the current status of events. It is non-experimental, and is used to study participants in their natural setting.

In this type of research, the researcher becomes an integral part of the research process. Grobler (2018) states that any systematic investigation is always informed and underpinned by the researcher's worldview, also known as the paradigm, which encapsulates philosophical assumptions that guide the researcher as to what exists, how it should be understood and how to study it. Creswell (2013) posits that the qualitative researcher uses a developing, improvising approach to obtain the data in a natural setting, sensitive to the people and places under study; and data analysis that is both inductive and deductive, and establishes patterns or themes.

The final written report or presentation includes the expressions of participants, the reflexivity of the researcher, a multifaceted description and interpretation of the problem, and its contribution to the literature or a call for change. Qualitative research is an approach to and an understanding of the meaning that a person or group assigns to a societal or human problem. The process of research involves developing questions and techniques, data efficiently collected in the participants' setting, data analysis inductively structured from particular to general themes, and the researcher creating interpretations of the meaning of the data (Creswell, 2014). The researcher found this approach suitable for this research as it provided the opportunity to investigate in depth the problem of school violence and its effects on school functionality within a particular period of time.

3.4.1 Population and Sampling

A population is the entire group of individuals or items that share one or more characteristics from which data can be gathered and analysed (Simon and Goes, 2012). As this study will be focusing on secondary schools of King Cetshwayo district, the target population will consist of 206 secondary school principals, 152 deputy principals, 680 heads of department (HODs), 4 120 post level one teachers, and 99 101 learners (Grades 8 to 12). The target population of this study will therefore consist of all the different levels of secondary school teachers (principals, deputy principals, heads of department, post level one teachers) and all learners of King Cetshwayo district secondary schools.

According to Grobler (2018), qualitative studies often employ non-probability sampling to select research participants. In this study purposive sampling was adopted, which is selecting information-rich and relevant cases (Patton, 2015). This refers to choosing participants and sites for data collection because they will inform the understanding of the research problem

and phenomenon under study (Creswell and Poth, 2018). The rationale for choosing purposive sampling was that the researcher wanted to achieve appropriateness, as this is what qualitative research wants to achieve, and representativeness or comparability (Richards and Morse, 2013). Purposive sampling is a non-probability sampling in which the participants are selected based on the researcher's judgement about which participants will be the most useful or representative. The researcher used purposive sampling to identify and select an information-rich sample. The approach used by the researcher was a multiple site case study where two secondary schools were selected as case study sites. The researcher focused on two principals, two heads of departments two post level one teachers, and two learners (one per category from each school) for semi-structured interviews. These participants were individuals who were willing to share their information with the researcher (Magashoa, 2013).

The researcher used this sample of participants within their school contexts and environments to intensively study and interact with them in order to get an in-depth understanding about the effects of school violence on school functionality. The table below shows a summary of the participants:

Table: 3.1 Total number of study participants

School	Principals	Departmental Heads	PL 1 Teachers	Learners	Total
School A	1	1	1	1	4
School B	1	1	1	1	4
Total	2	2	2	2	8

The criteria for inclusion in the sample were:

- Exposure to different incidents of school violence, either at school, or on the way to and from school, or during school activities within or outside school premises, since this is a study on school violence. The purposive sampling method dictated that the researcher identified participants with knowledge or experience on the phenomenon being studied. Such participants benefited the study by supplying the required data

during data collection, thereby best enabling the researcher to answer research questions. This was the case in this study.

- An absence of signs indicating post-traumatic stress disorder.

At the very least, a researcher must do his/her utmost to protect participants from any harm, and ensure, under the principle of informed consent, that they are fully apprised of all possible risks from participation. Sometimes, participation in social research will necessarily cause a participant to reflect on personal issues, bringing about emotional distress. The researcher had to be careful not to include people who were already having emotional distress from other situations, as the interaction during data collection might worsen the situation, should issues related to their post traumatic disorder come up again. It is advisable that a counsellor, social worker or psychologist be on standby, as some participants may be affected for the first time during the interactions.

- Volunteering to participate in the study.

Participation in the study must be voluntary and not subject to any coercion or threat of harm for non-participation. The researcher had to implement and respect the principle of voluntary participation, and even informed participants of their right to withdraw.

In all the schools, participants were recommended to the researcher by school principals. The preliminary meetings were arranged per school at a time convenient to participants (during breaks and after school) to discuss necessary information and ethical issues, and thereafter he obtained informed consent. Learners' consent forms were also signed by parents/guardians. The selected participants seemed not to be at risk of upsetting emotional experiences as a result of participating in the interviews. An arrangement was made for them to receive counselling from a school counsellor should there be a need.

3.5 RESEARCH APPROACH

This is a systematic subjective method or approach used to describe life experiences and give them meaning. The research approach also supports the researcher on how to come across the research result findings (Sileyew, 2019). The researcher opted for a case study as a method to investigate the effects of violence on school functionality. Creswell (2009) defines a case study as a comprehensive investigation of a bordered structure which is

premised on the gathering of extensive data, with the aim of bringing to the fore understanding and making meaning of a situation of choice. To support this, Masoga (2013) indicates that a case study research design or approach involves looking at a small group, project, institution or company. Case studies are basically intensive investigation of the factors that contribute to the characteristics of the case under investigation.

The intent of the case study is to provide in-depth understanding through data analysis of multiple sources of information describing all details of the case where themes or issues are identified by the researcher (Creswell, 2013). In this study specifically, the aim is to investigate how school violence affects the functionality of schools in the King Cetshwayo District.

Stake (1995) mentions three types of case studies: intrinsic, instrumental and collective. The intrinsic case study is used to understand the specific case studied. Such case studies are usually used for evaluation research, as they aim to assign meaning to a specific experience or activity. These cases usually focus on a single participant studied in the context of an event, and the findings can usually not be generalised.

The instrumental case study explores the case as an instant in order to understand the issue. In this case, the researcher takes into account the effects of the context, and may be able to generalise the findings of the study (Cousins, 2005).

The collective case study uses more than one case to enrich the data collection, and achieve more of a possibility of the finding being able to be generalised. The collective case study was used in this research as the study was done at two different secondary schools, thus two different sites. Moreover, it would help to provide substantial descriptive material for analysis regarding the effects of school violence on school functionality. This in turn would assist in answering the research questions:

- What are the causes of school violence in the secondary schools of King Cetshwayo district?
- How does school violence manifest itself in the secondary schools of King Cetshwayo district?
- What are the effects of school violence on school functionality in the secondary schools of King Cetshwayo district?

3.6 RESEARCH TECHNIQUES - TRIANGULATION

Yin (2012) posits that good case studies benefit from having multiple sources of evidence. Further, Merriam (2009) posits that qualitative inquiry, which focuses on meaning in context, requires a data collection instrument that is sensitive to underlying meaning when generating and interpreting data. It was for these reasons that the researcher used multiple data generation instruments, such as semi-structured interviews, observation and document analysis in this study. The use of these three data collection methods enabled the researcher to ensure triangulation. Cohen et al, (2011:141) define triangulation as “the use of two or more methods of data collection in the study of some aspects of human behaviour.” Similarly, Kelly (2006:287) defines triangulation as “collecting material in as many different ways and from as many sources as possible.” This, according to Kelly (2006:287), “can help researchers to ‘home in’ on a better understanding of a phenomenon by approaching it from several different angles.” Moore, Lapan and Quarterly (2012) define triangulation as finding agreement among evidence collected from multiple sources, and using various methods. The researcher felt that using a single method may bias or distort the picture of reality being explored. Validity and trustworthiness (credibility) of findings is also enhanced by triangulation. The researcher needed to be confident that the generated data were not simply the result of one specific method of collection; hence he used the following data collection methods.

3.6.1 Interviews – Semi-structured

Interviews involve sharing views, ideas and information between two people, or among a certain number of people on a particular topic (Scott and Morrison, 2007; Ruane, 2008). Eight one-on-one (individual) interviews were conducted. These were semi-structured interviews conducted at venues agreed by the interviewees, in this case, their schools. Each interview took approximately 45 minutes. In these interviews, the researcher gathered information from two principals, two departmental heads, two post level teachers and two learners in two different schools.

The semi-structured interviews conducted allowed the researcher to ask sensitive questions, and even to go beyond the initial questions (Creswell, 2008) through using some follow-up questions. Besides, it gave the researcher and participants some flexibility on the topic, which allowed for probing of interesting features that emerged in the interviews, bearing in mind that

all important aspects pertaining, to causes, forms and effects of school violence were addressed (Greeff, 2011).

The researcher used the interview schedules/guides which he prepared beforehand to conduct the interviews. Four interview schedules (see Appendix H for learners, Appendix I for teachers, Appendix J for departmental heads and Appendix K for principals) were prepared and used during the interviews. Each schedule consisted of ten open-ended questions, whose sequence and wording were decided by the researcher in order to have uniformity on questions asked of the interviewees. Questions were designed to invite data that covered all the research objectives of this study. An interview schedule/guide also not only assists the interviewer in keeping him or her focused on the pre-planned questions, but at the same time allows room for flexibility (Robson, 2002; Dawson, 2009; Cohen et al., 2011). Open-ended, probing questions were asked in order to get detailed answers on how principals, departmental heads, teachers and learners understood and experienced school violence and its effects on school functionality.

In an attempt to control researcher bias, the researcher made the interviews a flexible tool for data collection by generating data together with interviewees, and not simply capturing them. Since each participant defined the situation in a particular way, the researcher recognised a range of non-rational factors governing human behaviour, suggested by Cohen et al. (2007:350) as “emotions, unconscious needs and interpersonal influences.” The researcher also developed trust between the interviewer and the interviewees, developed curiosity or the desire to know, learn participants’ views and perception of facts, hear their stories and discover their feelings. Lastly, naturalness was maintained at all times. This was done to secure what was in the minds of the participants “uncoloured and unaffected” by the interviewer.

The researcher also enabled multisensory channels to be used to pick up non-verbal responses from participants through frowns, nervous tapping and other body language signs that participants unconsciously exhibited. Transcripts of each interview were kept by the researcher to provide an accurate record of the interview, and to facilitate easy coding and analysis. Cohen et al. (2011:112) warn “audio tapes might be selective, filter out important contextual factors and neglect the visual and non-verbal aspects of the discussion”.

These authors emphasise that non-verbal communication gives more information than verbal communication, and that this information cannot be left unattended to. Cohen et al.

(2011:112) caution “there is no single correct transcription, and suggest that a combination of transcripts be collected for more reliable data”. For the purpose of this study a note pad was combined with an audio tape for effective and efficient data collection, hence interviews were both tape- recorded and transcribed verbatim. The researcher was aware of the following strengths and limitations of interviews.

Strengths:

- Questions can be prepared ahead of time, allowing the interviewer to be prepared and appear competent during the interview.
- Participants are allowed the freedom to express their views in their own terms.
- Semi-structured interviews can provide reliable, comparable qualitative data.
- The interview encourages two-way communication. Those being interviewed can ask questions of the interviewer.
- Often the information obtained from semi-structured interviews will provide not just answers, but the reasons for the answers.
- Interviewees may more easily discuss sensitive issues.

Limitations:

- Interviewing skills are required.
- The interviewer needs to meet sufficient people in order to make general comparisons.
- The interviews are time-consuming and resource insensitive.
- The interviewer must be able to ensure confidentiality.

3.6.2 Observation

According to Tustin, Ligthelm, Martins and van Wyk (2005:266), “observation research is the systematic process of recording the behavioural patterns of people, objects and occurrences without questioning or communicating with them.” Cohen et al. (2011) link positively with Tustin et al. in that observation is not just looking, but rather it is a situation where a researcher systematically gathers the live data from a naturally occurring social situation.

According to the above authors, this allows the researcher to look directly at what is happening in the institution, rather than relying on second hand accounts. This is supported

by Hennink, Hutter and Bailey (2011) in explaining that observation is a research method that enables researchers to observe and record people's behaviour, actions and interactions systematically. Cohen et al. (2011:456) emphasise that observation is a highly flexible form of data collection which allows the researcher to obtain a detailed description of social settings or events in order to situate people's behaviour within their own socio- cultural context. The researcher was guided by the observation schedule which was prepared beforehand to serve as data collection instrument in this method.

Buchanan and Bryman (2011) state that observational techniques are based on the idea of a systematic process of observing, noting and later categorising the observed activities. The key to observation is to record words, activities or events without judging them. In this study, observation was carried out by the researcher as a non-participant observer in each of the two sampled schools (see Appendix L). In non-participant observation, the researcher observes, listens and records all actions and behaviour of participants (Kumar, 1999) from their natural occurrence in the research site, while being as unobtrusive as possible (McBurney, 1994).

All actions and behaviour were observed within a naturally occurring school environment, and the researcher never tried to correct any of the observations. All participants were observed during school hours while the schools were fully operational. These observations were conducted during the school visits when the researcher went to interview various participants in the school. Two observation sessions were conducted per school: one in the morning, the researcher arriving fifteen minutes before the school started, and the other in the afternoon covering the end of the school day.

The researcher specifically wanted to observe the manner in which the school functioned; for example, timekeeping by both learners and staff members; response to bells/sirens indicating the start and end of various activities; the manner in which teachers and learners interacted; movement of learners during teaching time; attendance to classrooms by teachers; response/reaction by both learners and teachers to any noticeable deviant behaviour or violent act; learners' conduct and response to school rules, and teachers' conduct and presentability (manner of dress).

The researcher believes that sometimes incoherent school systems and management ignorance may influence poor behaviour, and increase acts of violence in schools; for example, learners left unattended for an hour in the classroom may end up engaging in

confrontational activities leading to fighting in the classroom. Field notes on what was seen and heard were taken down during the observations. To avoid mistakes observational notes were typed within a few hours of the events (Cohen, et al., 2007). Observation has its own strengths and limitations as well.

Strengths:

- ☐ Gives access to people and situations where questionnaires and interviews are insufficient, or impossible, or inappropriate.
- ☐ Gives access to people in real-life situations.
- ☐ It is good for explaining meaning and context.
- ☐ It can be strong on validity and in-depth understanding.

Limitations:

- ☐ It can be viewed as too subjective.
- ☐ It is time-consuming.
- ☐ It depends on the role of the researcher.
- ☐ It is overt, which may affect the situation, and thus the validity of the findings.
- ☐ It is covert – which contravenes ethical principles.
- ☐ It is difficult to replicate.

3.6.3 Document Analysis

Within the context of qualitative research, documents reviewed are usually used to collect the relevant data (Strydom and Delport, 2010). Bell (2006:125) asserts that the word “document” is a “general term for an impression left on a physical object by a human being.” Documents are classified into primary and secondary sources. Primary sources are original written materials of the author’s own experiences and observations, while secondary sources consist of material that is derived from someone else as the original source (Strydom and Delport, 2010). This researcher suggests that a primary source should be more reliable than a secondary one. Cortazzi (2002) posits that reviewing documents offers fresh ways to explore meanings and social functions of texts in educational research.

In this study, the researcher used some of the official documents to verify data obtained from interviews and observations (see Appendix M). According to Henning, van Rensburg and

Smith (2004), the true test of a competent qualitative researcher comes in the analysis of the data, a process that requires analytical craftsmanship and the ability to capture an understanding of the data. This is specifically true when a researcher is busy with document analysis. Unlike interviews and observations, document analysis produces readily available data which in most cases is not prone to manipulation by the research participants (Prior, 2008).

For the purpose of this study, the researcher thoroughly analysed the following documents:

- ☐ Minutes of disciplinary committee meetings.
- ☐ Minutes of staff meetings.
- ☐ Minutes of SGB meetings.
- ☐ Minutes of safety committee meetings.
- ☐ Records of tribunal sittings (if any).
- ☐ Log book.
- ☐ Incidents book.
- ☐ Records of communication between the school and stakeholders (parents, other organisations, sister departments, circuit, district and provincial offices of the Department of Basic Education) concerning learner and teacher deviant behaviour.
- ☐ Minutes of parents' meetings.

The researcher verified the authenticity of all documents to avoid collecting distorted information. From these documents, all comments, statements, suggestions and recommendations about violent behaviour or behaviour with a potential to incite violence were analysed. The researcher used the document analysis schedule as data collection instrument in this method. Document analysis has the following strengths and limitations.

Strengths:

- ☐ Done at a relatively low cost.
- ☐ Non-reactive – producers of documents do not anticipate the analysis of their documents at a later stage. The contents of the document are thus not affected by the activities of a researcher.
- ☐ Inaccessible subjects – the researcher does not need to make personal contact with respondents.

Limitations:

- Preservation of documents – written documents may be destroyed by elements such as fire, floods or storms.
- Lack of availability – some institutions do not keep records properly.
- Lack of linguistic skills – this on the part of recorders may detract from the contents of documents and their researchability.
- Bias – since documents were not intended for research purposes, there are factors that can influence their objectivity.

3.7 DATA ANALYSIS AND INTERPRETATION

Data is analysed to bring about logical sequence, structure and sense to the mass of collected data. “Broadly conceived, this is the activity of making sense of interpreting and theorizing data” (Schwandt, 2007). The researcher in this study engaged in this activity to transform data obtained through observation, interviewing and documentary analysis into findings.

To analyse data, the researcher used the transcript for narrative analysis as per the following approach by De Vos, et al. (2011):

- a) Plan for data recording: This was done in line with the view of De Vos et al. (2010:333) in that the interviews with participants were only recorded after attaining their consent and written permission. This made the researcher to focus on the interviews, and take notes where it was essential.
- b) Generation of data and preliminary analysis: In a qualitative study, data generation includes a mutual relationship between data generation and data analysis, which means that the generated data were thereafter analysed. De Vos et al. (2010:333) state “data collection and analysis improves both the quality of data collected and the quality of analysis.”
- c) Organising the data so that it is retrieved and managed to make use of: Mthiyane (2013) posits that getting organised for analysis starts with an inventory of what a researcher has for use. In this study, the researcher transferred voice recordings into the computer before transcription could begin. Listened to the voice recordings and read the transcription a number of times which created a chance to become deeply involved with data. Folders were made for learners as well as teachers’ individual interviews to make the retrieval of data easier.

- d) The generation of categories, themes and patterns. These are defined as domain analysis by Cohen et al. (2011). It means grouping items and units into related clusters, themes and patterns, a domain being a category which comprises numerous other categories.
- e) Coding of data: Data coding is presenting analytical thinking in a formal manner. This involves generation of categories and themes: Colour-coding the notes to make tracking of titles, names, dates, description of settings, attendance of events easier, creating units of analysis of the data, indicating the similarities and differences of these units.. Codes may be abbreviations of keywords, numbers or coloured dots (De Vos et al., 2011).

Data was analysed using the following approach: The researcher carefully and entirely read transcripts. Repeated categories that appeared from the collected data were noted. Generation of a list of themes from the broad categories was done. The themes were then clustered and arranged according to their similarities. The theme list was matched according to the data, and codes were assigned. Dividing and organising data into appropriate themes and subthemes was done. In the process of theme development, data coding was done. Themes that emerged from this approach are discussed in the next chapter.

3.8 TRUSTWORTHINESS AND CREDIBILITY

To establish the trustworthiness of data in this qualitative study, the researcher ensured that all descriptions, findings and conclusions were real and precise (Creswell, 2008:259). Qualitative researchers establish the trustworthiness of their research by dealing with the credibility, transferability, dependability and confirmability of their studies and findings (Mills and Gay, 2016:573). The researcher used Guba (1981) four criteria to establish trustworthiness in this study. The application and achievement of these criteria is explained below.

3.8.1 Credibility

This is the assurance that can be placed in the reality of the research findings. Credibility denotes whether research findings are the true or real result and correct interpretations of the participants' original responses or views (Lincoln and Guba, 1985). Guba (1981) proposed the following two strategies for the establishment of credibility in a study:

- Triangulation – according to Guba (1981), triangulation is comparing sources with one another in order to crosscheck data. In this study, the researcher used the following three methods of data gathering: semi-structured interviews, observation and document analysis. He also collected data from two different sites. In both instances triangulation was applied for cross-validation.
- Member check – this is the feeding of data back to participants for confirmation of reality. To ensure the validity of the interviews, data and provisional interpretations of this study were taken back to the participants during the study to check with them if their responses were correctly captured. All the participants interviewed confirmed as correct their responses used in the study. On this basis the researcher had confidence that the study had high internal validity.

3.8.2 Transferability

By transferability is meant that findings and knowledge attained from research conducted by means of a small sample can be transferred to other alike settings (Daymon and Holloway, 2002:93). The researcher selected a sample that typified secondary schools that were experiencing or had experienced school violence, and participants that had experience of working or learning in a school with some forms of violent activity. Literature review in Chapter 2 was the base of research questions. The study focused on the following aspects: causes, forms and effects of school violence. This then made it likely for other researchers to relate the findings to their particular settings.

3.8.3 Dependability

According to Guba (1981), dependability is about the stability of the data. Lincoln and Guba (1985) state that dependability refers to the participants' assessment of the findings, interpretations as well as the recommendations of the research study in a manner that all are

supported by the data as collected from participants of the research study. For guaranteed dependability, the researcher ensured that the findings of the study are consistent. Consistency can be derived by conducting the same research with the same participants or in an identical setup, in such situations the same results are likely to be found (McMillan and Schumacher, 2011:385). The focus in this regard is on both the data gathering sources and the procedure followed in the field, and these are:

- Research method details, design, data collection and analysis are given.
- Permission to undertake research in schools was applied for and approved by the Head of Department for KwaZulu-Natal Basic Education.
- Particulars of the research and its purpose were clarified, and all participants were requested to sign consent forms as confirmation of their will to take part in the study.
- The consent forms were signed by all participants as acknowledgement of their free will to be part of the study.
- Logistics in terms of dates, times and venues were agreed upon by both the researcher and participants. Semi-structured interviews were then conducted with individual participants, and interactions were tape recorded. Recording was done after seeking permission from participants.
- Observation sessions were conducted during dates and times agreed upon by the researcher and participants. As a non-participant observer, the researcher took field notes during observation sessions.
- Documents like the minutes of disciplinary committee meetings, minutes of staff meetings, minutes of SGB meetings, minutes of safety committee meetings, records of tribunal sittings, log book and incidents book were requested from principals of schools and analysed.
- All interview transcripts, observational field notes and findings from documents analysed were then taken back to the participants for confirmation before being analysed and interpreted.
- Data analysis was then undertaken from all the findings, and final conclusions drawn. All findings, transcripts and field notes were then filed and stored in a safe place. These can be provided on request.

Therefore, if a subsequent researcher can follow the trail used by the original researcher, he/she is likely to get the same results.

3.8.4 Confirmability

Confirmability refers to the neutrality or objectivity of the data that have been collected. It is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but clearly derived from the data (Lincoln and Guba, 1985). The researcher ensured the confirmability of this study through the following:

- Triangulation of different data collection methods, namely, interviews, observation and document analysis was done in this particular study.
- The researcher tried by all means to eliminate any bias by being truthful and considerate through honouring all research ethics. Throughout the data collection period, the researcher ensured that he remained focused on the phenomenon under study. In addition, he ensured that the findings were based on the participants' views, experiences and opinions about school violence. He achieved this by relying on the data obtained from the participants, and not on what he knew about them.

The ethical considerations considered in this study are presented in the next section.

3.9 ETHICAL ISSUES

Grix (2004) posits that to be ethical is to conform to recognised professional practices. This is a qualitative study using a case study design, thus unavoidably the researcher will have to interrelate with the participants while gathering data. During the course of this study the researcher's conduct was channelled by ethical values and procedures to ensure good conduct with the sampled school principals, departmental heads, post level one teachers, as well as learners (Gomm, 2008).

As a result, all Unizulu's ethical deliberations were strictly observed. The researcher applied for ethical go-ahead (clearance) to conduct the research from the Research Ethics Committee of the University of Zululand. The ethical clearance certificate was issued by the Unizulu Research Ethics Committee as confirmation that the researcher has satisfied all the requirements of the Ethics Committee before going into the field (see Appendix A). Permission to conduct research in schools was also granted by the KwaZulu-Natal Department of Basic Education's Head of Department. This was in response to the researcher's application to conduct research in KwaZulu-Natal schools (see Appendix B).

Thereafter, the researcher issued letters of invitation to participants (see Appendix C for learners, D for teachers, E for departmental heads and F for principals), and these letters were accompanied by consent forms (see Appendix G). The researcher was guided by the following ethical principles:

3.9.1 Informed Consent

Henning (2005) postulates that research participants should be made to understand what the research involves, and must give informed consent to partake. The researcher informed participants about the purpose of the interview, the anticipated length of the interview, and the usage of the tape recorder during the interview. To acknowledge that they understood the nature of the project, the procedure that would be used and the purpose of the study, participants were requested to sign the informed consent forms (see Appendix G). Outlined in the consent form was the privacy and sensitivity that was upheld by the researcher. Participants were also given an oral account of the secrecy, anonymity and ethical considerations and confidentiality during the semi-structured interviews. By this the participants were reassured, and made aware of the ethical deliberations of this study both orally and in writing.

3.9.2 Respect for Participants

All participants and their contributions were valued by the researcher during the interactions in this study. No participant was judged or discredited. They were treated in the same way with the respect they deserved, and all their opinions were loyally recorded and afforded due consideration.

3.9.3 Harm and Risk

It is highly unethical to harm research participants, particularly if it is without the participant's awareness and permission. During the study the researcher ensured that all participants were free from harm by any research result. The researcher also protected the participants from embarrassment. Additionally, the researcher sustained the position of trust placed by the participants. Precisely, this study made sure that no participants were exposed to any emotional, physical and physiological danger, or suffered any harm.

3.9.4 Honesty and Trust

The ethical guidelines of this study were strictly upheld in order to promote trustworthiness and honesty. Honesty was adhered to in the analysis of the data, hence the presentation of the truthful interpretation of the information.

3.9.5 Requesting Special Permission for Audio-recording

During semi-structured interviews the researcher audio recorded and took notes of the interactions. The researcher had requested permission to use a tape recorder during interviews, and this was agreed upon by all participants before the day of interviews. During the interview sessions each participant was again asked if he/she was still happy about the agreement.

3.9.6 Full Disclosure of Funding Sources

The informed consent principle implies that nothing must be hidden from participants, including the funding sources for the research. The researcher for this study informed all participants that the University of Zululand has a budget to assist postgraduate students to meet the costs of their research projects. Participants were informed that this assistance had to be applied for, and that the researcher had applied for it. The researcher's budget, forwarded with the application for funding assistance, was declared to all participants.

3.9.7 Avoidance of Undue Intrusion

In this study, the researcher confined discussions to issues that were relevant to the matters being researched. He was very careful not to intrude into personal and private matters of the participants, thereby upholding the principle of respect for participants.

3.9.8 Privacy, Confidentiality and Anonymity

Participants were assured about the confidentiality of their identities and those of their schools. As a result, sampled schools are not mentioned, and participants' identities are also

not revealed. Participants were coded. The researcher used letters of the alphabet in this study to disguise the real identity of participants.

3.9.9 Voluntary Participation and the Right to Withdraw

All participating in the study were told that should they agree to partake in the study, they were free to pull out at any time. Their participation in the study was voluntary, and the participants were able to withdraw at any time. Participants were also told that if they chose not to be part, or to withdraw their participation, there would be no consequences or penalty. A friendly environment in which to gather information was created by a pleasant approach so that participants could feel more relaxed in the discussion situation (Boyce and Neale, 2006:4).

3.9.10 The Right to Check and Modify the Transcript

Not only for the purposes of establishing credibility, but also out of respect for the participants, they should be able to check their transcripts for correctness and completeness. All the participants in this study were given an opportunity to confirm if they were correctly captured. This was done by feeding the data and tentative interpretations back to the participants. All participants confirmed the capturing as correct.

3.10 CONCLUSION

This chapter discussed the details of how the data were collected, organised and analysed. Data collection methods involved individual interviews, observation and document analysis. The research methods which are data analysis and interpretation, sampling, and the trustworthiness of data and ethical issues were also discussed.

The next chapter will focus on data presentation with verbatim quotations, and the findings of the research study.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The purpose of this chapter is to present, analyse and interpret the data collected during the field study through the researcher's individual, semi-structured interviews with principals, departmental heads, PL1 teachers and learners; during observations and document analysis. A qualitative research design was employed in this study to get answers to the following research questions:

- What are the causes of violence in the secondary schools of King Cetshwayo district?
- How does violence manifest itself in the King Cetshwayo district secondary schools?
- What are the effects of school violence on the functionality of secondary schools in the King Cetshwayo district?

To recognise the authenticity of participants' voices, the researcher noted most of the language from the interviews verbatim. Where need be, language was changed for explicitness and to have events in a chronological order. The researcher's intention is to reveal how school violence affect the functioning of schools. The following themes emerged from the collected data.

4.2 RESEARCH QUESTIONS AND THEMES

Table 4.1: Research Questions and Themes

RESEARCH QUESTIONS	THEMES/SUBTHEMES
What are the causes of violence in the secondary schools of King Cetshwayo District?	Theme 1: Causes of school violence ➤ Perceptions of school violence ➤ Externally influenced causes of violence ➤ Internally influenced causes of violence ➤ Corporal punishment
How does violence manifest itself in the secondary schools of King Cetshwayo District?	Theme 2: Forms of school violence ➤ Physical violence ➤ Emotional violence ➤ Gender-based violence ➤ Vandalism
What are the effects of school violence on school functionality in the secondary schools of King Cetshwayo District?	Theme 3: Effects of school violence on school functionality ➤ Basic functionality ➤ Quality of teaching and learning and teacher development ➤ Curriculum provision and resources ➤ Learner achievement ➤ Leadership, management and communication ➤ Governance and relationships ➤ School safety, security and discipline ➤ School infrastructure ➤ Parents and stakeholder involvement

This chapter is divided into four sections, comprising: (1) a brief overview of the data collection process; (2) the biographical data of the participants; (3) the research findings where the above themes, with their subthemes, are discussed in detail; (4) a concluding summary.

4.3 RESEARCH PROCESS

4.3.1 Data Collection Process

Three qualitative data collection methods were used in this study: individual interviews, observations and document analysis. The researcher interviewed the principal, a teacher, a departmental head and a learner from each school, and did the observations and document analysis. Biographical information of all participants is given below.

4.4 BIOGRAPHICAL DATA OF THE PARTICIPANTS

Table: 4.2 - Biographical data of the participants

School	Participant	Gender	Qualifications/ Grade	Years in position/Grade
School A	Principal 1	Male	DESP, ACE	05
School A	Dept Head 1	Male	B.Ed (Hons)	05
School A	Teacher 1	Female	B.A(Hons)	23
School A	Learner 1	Female	Grade 12	05
School B	Principal 2	Male	B.Ed (Hons)	09
School B	Dept Head 2	Female	B.Sc (Hons)	17
School B	Teacher 2	Male	B.Ed	12
School B	Learner2	Male	Grade 11	04

4.5 FINDINGS

4.5.1 Theme 1: Causes of School Violence

The theme looks at factors that contribute to the prevalence of violence in schools.

4.5.1.1 Subtheme 1: Perceptions of school violence

This subtheme relates to what participants understood by school violence and the components thereof. Findings from this study revealed that participants understood school violence as causing instability in schools, being harmful, disturbing school operations, causing disorder, causing danger, and wasting teaching and learning time. This was supported by **Principal 1**, who referred to “incidents which can cause instability at school”.

To clarify the above, **Departmental Head 1** had this to say:

“These are acts of disorder that happen in a school as a centre of learning. These acts of violence can be physical or non-physical. They can be between learners, learners on teachers, and teachers on learners.”

Teacher 2 noted the effects of violence:

“School violence is about violent acts between two or more people from the school. It may cause disruption at school, and wastes a lot of teaching and learning time.”

Learner 1 acknowledged teacher-on-learner violence when she said:

“This is fighting, bullying, insulting and disrespecting by learners at school, and sometimes teachers do insult and physically harm learners through corporal punishment,”

From these views, it is clear that participants understand violence as physical and non-physical, and as badly affecting school operations or activities. This understanding is in line with the definition of school violence by Prinsloo and Naser (2007:47) in Ncontsa and Shumba (2013:2), who said: “school violence is regarded as any intentional physical or non-physical (verbal) condition or act resulting in physical or non-physical pain being inflicted on the recipient of that act while the recipient is under the school supervision.” School violence emanates from physical and non-physical acts that disrupts teaching and learning resulting in fights and attacks on victims.

4.5.1.2 Subtheme 2: Externally influenced causes of school violence

This subtheme relates to what participants understood to be causes of school violence. Findings from this study revealed that participants were aware that some of the causes of school violence were externally influenced, and that schools may not have much power to

mitigate them. The majority of participants mentioned domestic/community violence/quarrels spilling over into schools, and individual participants mentioned poverty, lack of parental care, laws of the country not being effective enough, theft, *muthi* (traditional medicine), and mass media.

On domestic/community violence, **Principal 2** had this to say:

“There was once a traditional ceremony in the area, more or less eight kilometres from the school. In that ceremony liquor was served and two of our boys quarrelled over it, and they fought. They stopped fighting when separated by the elders and induna (traditional councillor) present at that ceremony. On Monday during break those boys started fighting again. We found ourselves having to resolve a situation that we had no understanding of, and the school stopped functioning as this was developing into a faction fight. The SAPS had to be called, and community elders summoned to intervene.”

In support of Principal 2, **Departmental Head 1** commented:

“People in this area believe in fighting. Insulting others is just like a game; many fights start from that.”

Teacher 1 explained:

“Some of our learners are so exposed to family fights that they don’t see it as violence to slap and beat someone anyhow, causing serious harm. Any learner exposed to such conditions can be violent to other learners because he or she takes it as a habit from family members, and nobody disciplines him or her.”

Learner 1 confirmed this assertion, and said:

“One violent boy here at school is my neighbour at home. For sure he takes this from home as his parents are always making a noise, swearing at and fighting each other. Even his siblings do not have a sense of peace.”

Learner 2 recounted:

“There was a faction fight at school in November 2019 during examination time. Two boys from different residential areas started fighting immediately after morning assembly. Within a very short time there were a number of community members and some known elders at the school gate. These were from different areas under different izinduna (traditional councillors). They were giving weapons to learners, assisting them to continue fighting. This matter was taken to the Inkosi (Tribal Chief) and his traditional council. Fortunately, there were no deaths, but five boys ended up in hospital. We were told that this was due to a grudge as the two boys engaged in a stick fighting game

during *udwendwe* (traditional wedding), and thereafter the girlfriend of the loser was taken by the winner.”

On lack of parental care, **Departmental Head 1** said:

“It is not a good thing to say, but really, some learners are as good as not having parents, although having them; this is in terms of love, care, protection and mentorship. You will find that both parents are alcoholics, unemployed, and never available whenever the school needs them. This makes the learner develop a resentful resilience, which goes with the notion of the survival of the fittest, meaning a child has to do whatever he/she can to survive, which results in him or her being violent.”

On *muthi*, **Departmental Head 2** shared this:

“Some of these boys have izincweba (traditional medicine belts) that they wear around their waists or around their arms between the elbow and the shoulder. These make them see anyone as nobody, and also crave fighting. They become very brave, fearless and listen to no one when they are wearing these. One boy in Grade Nine is very good at mixing muthi for fighting; ukushaya aze akwelule yena bese ubuyela esimweni sakho (he is the only one that can bring you back to normality after beating you), otherwise you can be paralysed for life.”

Departmental Head 2 again as the only participant who mentioned mass media, had this to say:

“Broadcasting violent episodes or news on our TVs is at a high rate. Although adult supervision is critical so that viewing by children is controlled, some parents for different reasons sleep before their children go to bed, some learners are staying with grandparents, and so many other issues make control impossible. This develops the culture of violence in some learners, and they begin to live violent lives.”

Teacher 2 had this to say about poverty:

“The instances of theft at school are increasing, and most of the suspects or learners caught with stolen things are from poverty-stricken families where no one is employed, or there are many dependants, and one person is working, but not getting a good salary due to the type of work done. It becomes very difficult to recover stolen property; probably it is quickly sold to get cash. In most cases rucksacks and cell phones are stolen. Although cell phones are not allowed at school, learners do bring them.”

This is in line with the findings of Ncontsa and Shumba (2013), who said that 55 of the learners who participated in their study on violence in township communities proclaimed that

poverty causes violence. This is so because a hungry learner may resort to stealing or robbing others of their food or money, and defend him/herself by beating those who accuse him or her.

Learner 2 had this to say about the laws of the country not being effective enough:

“There is no balance between rights and responsibilities. We learners most of the time boast about rights that we have, so a 14-year-old learner can shoot and kill a person, but because of his age the law becomes soft on him. What about the right to live of a dead person? Teachers are not allowed to beat us, but learners beat teachers and fight each other every day. What happens?”

It is evident from the participant’s responses that not only the immediate environment of the school contributes to school-based violence, but other social settings outside the school also contribute. This is supported by SACE (2011), Mthiyane (2013), Mohammed and Khaled (2014), and Netshitangani (2014), who concur that school violence, more often is influenced and shaped by circumstantial factors.

Among factors contributing to school-based violence are the different social settings within which young people operate, including the school environment, the family and the broader communities in which they live. The different settings in which school children find themselves, as well as the people that they come into contact with in these contexts, converge to constitute a significant source of violence.

4.5.1.3 Subtheme 3: Internally influenced causes of school violence

This subtheme relates to participants’ awareness of causes of school violence other than the aforementioned. Findings revealed that these are due to learners’, teachers’ and support staff’s actions as well as flaws or gaps in a particular school system to do with the immediate environment of the school. The majority of participants mentioned possession of weapons at school, drugs and alcohol abuse, teenage dating, theft, and lack of supervision by teachers. Individual participants mentioned labelling, competition in performance, age, peer pressure, communication breakdown, unprofessional conduct by teachers, and lack of respect.

On possession of weapons by learners, **Principal 1** commented:

“At one stage a learner brought a gun (9 mm parabellum) to school, but fortunately he was reported by a teacher who got the information from a learner in the same class. When parents were summoned to school, they said the gun belonged to a brother, as the brother was a policeman.”

Departmental Head 2 confirmed the carrying of weapons by learners:

“It was very sad when a boy learner was stabbed with a long, rusty rod, taken to the clinic and later to hospital. This learner was not part of the fight – he was stabbed by mistake.”

Teacher 1 revealed:

“In this school we have a collection of different kinds and sizes of knives taken from learners, knobkerries and bush knives. These are kept in a cabinet in the principal's office.”

Learner 2 added:

“Sometimes these weapons are hidden in girl learners' rucksacks, and when the fight starts the girls hand them over to boys.”

The carrying of dangerous weapons to schools by learners is a widespread problem. This is confirmed by a *Sunday Tribune* (12 August 2012:15) report which stated that an Umlazi boy learner was stabbed to death for his R500 he was carrying to pay for matriculation dance by a classmate on the previous Friday.

On drugs and alcohol abuse, **Principal 2** said:

“Learners do use drugs; some of them act very funny after breaks. On close observation it is found that learners are under the influence of drugs. Even the girls do this. Three Grade 12 girls dropped out of school in 2018 owing to drug abuse.”

Departmental Head 1 confirmed this assertion:

“In 2018 a group of learners smoked dagga, drank alcohol and came to school at 10h00 with mob spirit to fight boys from another section in the area that they were at loggerheads with. They did not find them, and attacked teachers in the staffroom, thinking that their enemies had been hidden by staff members. They broke windows and doors, but did not harm the staff members. This resulted in five full days of non-teaching and learning as teachers were not prepared to go to class after that incident. The situation was brought back to normal by the intervention of the Circuit Manager, SGB and traditional leadership.”

Teacher 2 had a very fresh story to tell:

“There is a case just now in the principal's office. Two boys were caught smoking dagga within school premises yesterday. Their parents are here today as per the school's invitation.”

Learner 1 commented:

“Last year, it was the closing day in the third quarter, I remember well, three boys were caught by teachers smoking dagga in the toilet. They were from Grades 8, 9 and 10.”

The other cause that was mentioned by many participants was dating among learners. In confirming that, **Principal 1** said:

“This is the common case in many schools, including mine. Some girls have boyfriends in pairs, and we have seen these boys fighting, each boy claiming the ownership of the girl. It is fortunate that such situations turn out to be an embarrassment in TV programmes like Cheaters and Uyajola (you are dating) 99. When the cheaters are exposed. I hope they are learning lessons.”

In support of this, **Departmental Head 1** said:

“Some of the fights are due to the fact that a boy wants to prove a point to his girlfriend.”

Teacher 1 confirmed this assertion:

“When a boy or a girl has started dating, their behaviour changes in some of them as they always want to impress their dates.”

Learner 2 presented a different perspective:

“Violence due to teenage dating is not only because of girls cheating, but boys may also have more than one girlfriend in the same school, and girls end up fighting or verbally abusing each other.”

Theft was the fourth cause of school violence mentioned by many participants. **Principal 2** had this to say about it:

“Theft is another factor that plays a role in school violence. One learner steals another learner’s cell phone (though cell phones are outlawed in our school), or a rucksack or school bag.”

When a teacher tries to investigate, he gets no support because no one is prepared to testify, or give evidence, or point out the perpetrator. The victim then takes the law into his own hands and hunts down the thief, and gives him or her a beating after school or within the school premises. Cell phones are the main target of thieves in the school. They tempt even those learners who are not thieves. Rucksacks and shoulder bags of different brand names are the second target.”

Departmental Head 2 supported this assertion:

“Cell phones are a problem. The teacher confiscated a cell phone during examination time from a boy learner who was copying from it. Unfortunately, it got stolen from the staffroom, and the boy became so rude to the teacher that the teacher ended up replacing the phone.”

Learner 1 confirmed this:

“In this school, bags with well-known brand names are stolen, and learners end up fighting.”

Lack of supervision was also mentioned by many participants. **Principal 1** commented:

“It happens sometimes that two or three teachers are not at school owing to workshops or other reasons. This puts the school in a situation that during some periods learners may not have teachers with them. It is during this time that some of the problems start.”

Departmental Head 2 confirmed this:

“Sometimes the Department organises to take teachers out of school. If the school has three or more teachers absent, it becomes possible that during some periods learners may not have teachers with them. This is when learners end up causing trouble.”

However, **Learner 1** came up with another perspective:

“Some teachers are late in coming to class after breaks, and sometimes dodge their periods, and this causes chaos. Learners move around causing trouble even in other classes where there are no teachers.”

Learner 2 commented:

“One day teachers were in the staffroom for a briefing during teaching hours. We heard a loud noise and screaming coming from our neighbouring class. Two girls were fighting and insulting each other. This disturbed the whole school as there were no adults to stop it.”

The following causes were mentioned in one or two interviews out of eight.

On communication breakdown, **Departmental Head 1** had this to say:

“Some problems originate from communication breakdown. For example, one teacher at school who is under my direct supervision took leave, and I was not informed, either

by her or the principal. As a result, no arrangement were made in time as to how her work was to be shared by others, and the leave was two weeks, and this meant there was going to be no substitute teacher from the Department of Basic Education. We did experience some problems in learner behaviour due to this.”

This is consistent with what is stated by Chamane (2018), that once communication breaks down, relationships change from normal to abnormal, and violence erupts.

Departmental Head 2 had this to say on lack of respect and commitment:

“This is also noticeable when bells ring. We were together with the SGB Chairperson some days ago when the bell rang in the morning, and two boys and a girl were walking towards the school gate from home. Even when they heard the bell they continued to walk very slowly as if they had no intention of coming to school. We motivated them to walk quickly, but it was as if we were talking to ourselves”.

Teacher 1 commented on learner age:

“Overage learners are a problem as they sometimes want special treatment, and tend to disrespect teachers by influencing young learners not to take orders from teachers. They regard themselves as old enough not to be controlled at school, and one wonders why, then, are they at school?”

Interview extracts in this subtheme are evidence of what is said by researchers like Mncube and Harber (2013), Mthiyane (2013), and Turner, Mitchell, Jones and Shattuck (2017), that there are many contributory factors to school violence, which implies that there are several intersecting factors leading to school violence.

4.5.1.4 Subtheme 4: Corporal punishment

This theme relates to what participants understood as the consequences of using corporal punishment, and their feeling about its continued use, although it was banned 24 years ago. Findings revealed that corporal punishment is still used in many schools, and that participants were aware that administering corporal punishment is a criminal offence, but seemed not to be aware of what it does to the life of a learner who is a victim of it. This is supported by the following interview extracts. **Principal 1** said:

“Corporal punishment is still administered in my school, but not in my presence since they know I’m totally against it. As the principal, I workshop all my teachers during staff meetings about Section No:10 of the Schools Act of 1996, which makes it clear that it is not allowed.”

Principal 2 confirmed this assertion:

“Truly speaking, corporal punishment is administered at school by the majority of teachers, and sometimes the principal. Although outlawed, it is the quickest way to resolve conflict, or to bring about discipline. No time is wasted, and learners know how to treat each other in a scholarly way. No teacher is left behind with work, and it encourages learners to achieve the desired results. It produces outstanding citizens. The alternatives to corporal punishment are very punitive to teachers in the school. If learners are detained after school, the teacher must supervise them. That is detrimental to the teacher because it eats at his family’s time.”

It is worth noting that in this school corporal punishment seems to be permitted because even the principal administers it and praises it as a good measure of building character. It is such behaviour that Walsh (1991) in Mohapi (2014:266) is referring to when she says “in certain schools, principals are the ones administering corporal punishment, yet they are implementers of policies, and by virtue of their positions they are to give direction in school activities, including disciplinary issues.”

It is also worth noting that **Departmental Head 1** was quite aware of the consequences of administering corporal punishment, but went on to support Principal 2 when he said:

“Corporal punishment was long ago banned and prohibited by Section 10 of the South African Schools Act of 1996, but despite the ban on corporal punishment 24 years ago, teachers in school are still hitting learners to correct them from misbehaving. My feeling about administering corporal punishment in school is that it is illegal and tantamount to expulsion. Although it is illegal, we as teachers believe that learners who receive corporal punishment are more disciplined and hardworking. Lack of consequences and punishment can increase violent behaviour by learners. Other methods of discipline are not as effective as corporal punishment.”

Departmental Head 2 commented:

“Corporal punishment is not administered in our school as per the South African Schools Act of 1996.”

Teacher 1 came from another angle when she said:

“I don’t have a problem with it, but it must be manageable and discussed with a learner first to reach an agreement about it.”

Teacher 2 said:

“The use of corporal punishment may not assist because these learners are violent by nature, so it may cause even more problems.”

Learner 1 came up with this:

“Corporal punishment helps. It does not kill, but it corrects. Learners have rights which are not necessary. Our parents are well groomed because of corporal punishment.”

Learner 2 supported corporal punishment with a caution:

“Corporal punishment is bad when a teacher has a grudge against a learner because the learner sometimes ends up being injured, but it helps in stopping learners doing wrong things.”

It was clear that the majority of participants saw corporal punishment as an acceptable disciplinary measure, and very few viewed it as a form of violence and a thing of the past. Overall, it seems that schools are failing to stop using corporal punishment, which, according to Omar (2017), physical pain and violates the basic rights of the child. Corporal punishment is both the cause and a form of violence. As a cause, corporal punishment has harmful emotional and behavioural consequences, and plays a role in how children resolve interpersonal conflicts. Mncube and Harber (2013), Breen, Daniels and Tomlinson (2015) and Omar (2017) agree that corporal punishment is unethical and makes violence at school worse. Children have a right to free education from punishment.

4.5.2 Theme 2: Forms of School Violence

This theme relates to what participants identified as forms of violence prevalent in their schools, and the categorisation thereof.

4.5.2.1 Subtheme 1: Physical violence

This subtheme relates to what participants understood as physical violence happening in their schools. Findings revealed that participants understand physical violence and its various components prevalent in schools. Common are faction fights, physical attacks (kicking, punching and slapping), one- on-one fighting (using fists or any available and handy objects), assault (for example, stabbing), corporal punishment and sometimes murder. This was supported by **Principal 1**:

“Physical violence is all about physical attacks with an intention to hurt or injure someone. In my school it used to happen frequently, and mostly in faction fights, but now the rate has decreased because we effectively apply the code of conduct.”

Principal 2 supported Principal 1:

“My understanding of physical violence can be beatings, fights that leave scars, bruises or crying. Sometimes weapons are used during physical violence. Common in my school were faction fights, but it is better now. In 2018, one boy was stabbed to death by another boy from our school using a knife. This took place outside the school gate when learners were going home after school. We also experienced assault last year when another boy was stabbed with a knife during break.”

Departmental Head 1 confirmed this:

“Physical violence includes learner-on-learner fighting and teachers administering corporal punishment to learners. It has to do with inflicting pain; at school physical attacks and one-on-one fights happen. Faction fights are also common.”

Teacher 2 had this to say:

“Physical violence is an intentional act to cause physical pain to somebody. At school we do experience physical fights between learners, and sometimes objects like stones and planks are used as weapons. Some learners do punch or slap others. Since my arrival at school, I have witnessed two cases of assault, which were stabbings by a knife and a sharp iron rod. Mostly it is boys who are involved in these physically violent acts.”

Learner 1 commented:

“Corporal punishment is common at school, although learners do not complain. Slapping and punching is also common. Cases of assault are not common, but they do happen maybe once or twice a year. In most cases weapons are involved.”

Learner 2 supported Learner 1:

“Corporal punishment and fights between learners are common. Assault cases do happen, but are not that common. Murder happened outside the school premises, but the quarrel started at school and ended up developing into a faction fight. The boy from our school was killed by a group of people helping another boy from our school as well.”

This is evidence that most kinds of physical violence are common in schools, including violence perpetrated by teachers on learners when administering corporal punishment. Similarly the findings of the study conducted by Human Rights Watch (2008) in Ncontsa and Shumba (2013:11), concur that “teachers were the main committers of corporal punishment in schools.”

4.5.2.2 Subtheme 2: Emotional violence

This theme relates to what participants understood as emotional violence, and acts of abuse causing it. Findings revealed that participants understood that emotional violence is the violation of the emotional or psychological integrity of the abused, and is in most cases done by the old to the young or new (in terms of age and admission at school), the powerful to the powerless, and the advantaged to the disadvantaged. In a school situation it is possible that a learner abuses a teacher emotionally, and not always the other way. Findings also revealed that participants understood that emotional violence damages self-esteem and confidence, and leaves the abused feeling depressed, anxious or even suicidal.

This was confirmed by **Principal 2**:

“Emotional violence can be caused by humiliation because of poor performance, poor dress because of poverty, an unkempt look due to poverty. Violence starts when other learners point this out in a very rude or uncaring manner, which causes humiliation to the victim, and results in sadness and crying that can cause a learner to abandon or leave school, hate school with a passion, or sometimes hang himself/herself. This is common in our schools, and sometimes done by teachers to learners. Bullying is also rife in our schools, and is contributing a lot to emotional violence.”

This was confirmed by **Departmental Head 1**:

“Emotional abuse may be a result of bullying, verbal abuse, being called mean names, or ignored. Reports of such are almost weekly at school. One example is that of parents who came to report that their child (a Grade 8 boy learner) refused to go to school, showing signs of depression. On investigation, it was found that one teacher was involved by frequently bullying the learner – throwing his exercises in his face after marking it, and always making unfriendly and demeaning remarks to the learner. Other learners confirmed this.”

Teacher 1 had this to say on emotional violence:

“Sometimes learners have their own secrets, and when these are exposed during quarrels with friends, the victim becomes depressed, and may even think of committing suicide, and sometimes these secrets are discussed through social media – it is cyberbullying.”

Teacher 2 said:

“An emotionally victimised learner may perform poorly in school work, and his or her pass rate may drop drastically. He or she lives in fear or shame most of the time. At school we refer such learners to social workers in the Department of Social Development, and they assist us.”

Learner 1 confirmed this:

“I was once a victim when I was discussed through WhatsApp by a group of girls at school. They were saying that I have two boyfriends at school, and therefore have a weak character. Fortunately, they were proven wrong eventually as one boy was my brother, but using our mother’s surname as she got him before marriage, and we had different fathers. The other one was my brother’s cousin. We were all very close. Although this was not true, my name had been dragged in the mud, and sometimes it is very difficult to move people away from what they have been told. This really stressed me.”

Learner 2 had this to say:

“Even teachers sometimes do get emotionally abused when bullying learners attack them verbally, or through social media. One girl learner insulted a female teacher in front of other teachers and learners to the extent that the teacher’s integrity was compromised. The teacher took a month’s leave due to depression. The learner’s parents were advised to transfer her to another school.”

It is clear that the participants understood actions that contribute to emotional violence, and that emotional violence is highly prevalent in schools. Sometimes it cannot be easily detected as its consequences exist within a person compared to the bruises, scars, stab wounds and bullet holes of physical violence. It is also evident that the main contributory acts of emotional violence are bullying, cyberbullying, verbal attacks like insults, demeaning statements, gossip, lies against people, and others. This is consistent with the findings of Burton and Leoschut (2013), Jones (2013) and Bronkhorst (2014), who say that physical bullying and cyberbullying are a major cause to suicides among learners owing to these abuses causing low self-regard and a high level of stress in their victims.

4.5.2.3 Subtheme 3: Gender-based violence

This theme relates to what participants understood by actions or utterances contributing to gender-based violence. Findings revealed that gender-based violence prevails in schools, and participants clearly understood all its elements.

This was confirmed by **Principal 1** when he said:

“It is all about touching boys’ or girls’ private parts against their will, making some comments about a girl’s or boy’s body image, and sometimes forcing someone to kiss or have sex with you.”

It is worth noting that Principal 1 acknowledges that even boys also become victims of gender-based violence. This is supported by the researcher’s statement in this study when he said:

“Although gender-based violence is mostly against girls, there are now cases where boys are also victims of gender-based violence by other males or females.”

Principal 1 continued:

“What is common in my school is boys touching girls’ private parts, and sometimes wanting to kiss them forcefully.”

Principal 2 had this to say:

“Gender-based violence involves rape, harassment due to rejection of the perpetrators, and sexual advances, for example, touching of the buttocks or private parts of a girl by a boy. Some girls are harassed by boys because they refuse to be positive when proposed to for love. Sometimes when a girl refuses sexual advances, she is ridiculed by the perpetrator, or sometimes the whole class if the perpetrator is the favourite of the class. There has been no reported rape at school, but cases of boys forcing themselves on girls by doing all unacceptable things are many. For example, one old boy was expelled after threatening a young girl with death due to her refusal to fall in love with him. The threats were traceable and serious.”

Departmental Head 1 was very fair, and said:

“We just assume it happens, but learners keep it among themselves as there have been no formal reports that I know of.”

Departmental Head 2 added:

“All in all, gender-based violence is sexual activity when consent has not been obtained or freely given. We have cases of boys fondling or touching girl’s breasts, and in one

case a boy wanted a girl to touch his private parts at the back seat in class while teaching was in progress.”

Teacher 1 said:

“There has been no reported rape at school.”

But **Learner 1** reported:

“This is an unacceptable manner of making sexual advances or forcing a person to agree to do sex with you. One girl ended up leaving school because of a boy who was forcing her to be his girlfriend. The boy was a gangster and threatening her life.”

And **Learner 2** revealed:

“Many of these cases are not reported. One girl was raped on her way home from school, but did not report it as the boy was the son of a violent and very rude induna (traditional councillor).”

It is evident that there is sexual harassment taking place in schools, and that it may be under-reported. Mncube and Harber (2013) pointed to one of the sources of this behaviour when they wrote that this is also due to the masculine identity that boys inherit or learn as they grow up in their families and communities. This teaches boys that girls are inferior and powerless compared to boys, so boys may take by force whatever they need from girls.

4.5.2.4 Subtheme 4: Vandalism

This subtheme relates to violence in the form of destruction directed at school buildings, furniture, equipment, books, exercise books and other learning and teaching materials. Findings revealed that this destruction of school assets is committed by both learners and the community, and it is highly prevalent in schools. Findings also revealed that this form of violence is highly related to theft as in many cases the motive is to steal.

This was supported by **Principal 1**:

“Vandalism in schools is committed by both learners and the community. Learners are sometimes the ones who give information to community members, which results in a school being forcefully accessed at night, and equipment like computers stolen. Fifteen computers donated by one company in Richards Bay were stolen from our neighbouring school. Thieves entered the computer room through the roof, and destroyed the ceiling board, the alarm system, the CCTV system and the door that they used to exit. They also left a big hole in the school fence.”

Principal 2 echoed this report:

“In our school learners break doors and steal door locks.”

Departmental Head 1 had a similar complaint:

“A lot of our classrooms have broken windows, and most doors cannot be locked as the locks have been vandalised.”

As did **Departmental Head 2**:

“Vandalism is just like a culture to young people. They break and spoil everything they come across. The school repairs desks and learner tables now and again, not to mention the school fence, where learners have made entrances and/exits besides the school gate on all sides of the school fence. These are patched time and again.”

Teacher 1 noted:

“Our communities do not respect schools: they break in and take all the valuable things meant for the benefit of their children.”

Learner 1 said:

“Our calculators and textbooks get stolen and sometimes our books are torn up.”

Learner 2 added:

“Some learners write on school walls insulting teachers and other learners, and the school has to buy paint and pay for labour in order to cover that.”

This is evidence enough that vandalism is rife in our schools. The participants’ responses are consistent with Shore’s view (2013) that vandalism in schools takes numerous forms, from writing in books to writing on school desks, from cutting up school seats to taking furniture apart.

The Western Cape MEC for Education, when interviewed by *Cape Talk* (14 April 2014), had this to say about vandalism: “Vandalism at schools is really frustrating as it takes up a portion of the education budget to fix damaged structures.” This was supported by the article in the *Mercury* of 19 July 2019, where the KZN MEC for Education indicated that the Department was not going to repair or rebuild vandalised schools until perpetrators were arrested.

4.5.3 Theme 3

This theme relates to what participants understood by the effects of school violence on functionality.

4.5.3.1 Subtheme 1: Basic Functionality

This theme relates to what participants understood about the manner in which the basic functionality of schools is affected by school violence, since basic functionality has to do with the ability of the school to establish a disciplined and focussed school atmosphere, and deal with absenteeism and late coming. Findings revealed that the basic functionality of schools is highly compromised during school violence. This was supported by **Principal 1** when he said:

“A school fails to maintain learner enrolment due to a school environment not conducive to learning, and as a result parents remove their children from school. Teaching and learning is also delayed due to late coming and absenteeism.”

Principal 2 confirmed this assertion when he said:

“School violence increases absenteeism of learners and teachers.”

Departmental Head 2 was also in support of the aforementioned when she said:

“Teacher and learner absenteeism increases.”

Teacher 1 had this to say:

“This results in a high rate of late coming because learners will go in groups as a way of protecting one another.”

Learner 2 said:

“The rate of absenteeism in both learners and teachers increases as they fear to be at school when violence has not subsided.”

4.5.3.2 Subtheme 2: Quality of teaching and learning and teacher development

This subtheme relates to the ability of teachers to plan, manage, present lessons, control conduct, and manage assessment. Findings revealed that if there is violence, teaching, learning, assessing and teacher development at school level are defeated. This was supported by the following interview extracts.

Principal 1 said:

“School violence demotivates teachers and learners, and the culture of teaching and learning is reversed or negatively affected.”

Principal 2 supported this:

“A high number of periods or hours of learning are lost because of the disruptions caused by violence. Sometimes days are involved.”

Departmental Head 1 commented:

“Teaching and learning are disrupted as teachers shift a bit and embark more onto learner behaviour.”

Departmental Head 2 said:

“The culture of teaching and learning is adversely affected.”

Learner 1 confirmed what had been said:

“It becomes difficult for teachers to go to class when there are violent learners. Teachers stop teaching and focus on fighting learners.”

Learner 2 said:

“School violence disrupts teaching and learning, and demoralises the teaching staff.”

4.5.3.3 Subtheme 3: Curriculum provision and resources

This subtheme relates to the ability of the school to provide and cover curriculum content, manage teaching and learning resources, and provide co-curricular services. Findings revealed that curriculum provision is also highly affected by school violence. This was supported by

Principal 2 when he said:

“Teachers fail to complete their ATPs or work programme. In that manner they are forced to assess learners with little work done, and learners proceed to other grades with content gaps. These gaps manifest themselves in the work of the next grade, and in life in general.”

Teacher 1 supported Principal 2:

“Curriculum progress is affected by school violence.”

So did **Teacher 2**:

“School violence deprives learners of the opportunity to showcase their talents in sports or other co-curricular activities”

Learner 1 said:

“Curriculum coverage is compromised, hence sometimes learners write examinations having not completed the work.”

Learner 2 concurred with Learner 1:

“Curriculum coverage is sometimes delayed.”

4.5.3.4 Subtheme 4: Learner Achievement

This subtheme relates not only to learners’ academic achievement in internal and standardised assessment but also performance in co-curricular activities. Findings revealed that the prevalence of school violence increases the rate of failure.

This was supported by **Departmental Head 1**:

“The academic performance of the school subsides.”

Departmental Head 2 agreed:

“The failure rate increases, and parents take their children out of school to schools that are still performing well.”

Teacher 1 commented:

“School violence contributes to a drop in learner performance.”

The success of any school is measured by its ability to realise its educational and social goals, of which learner achievement and behaviour are indicators. It is clear, therefore, from

the above findings that schools with a violence problem are destined for poor learner achievement.

4.5.3.5 Subtheme 5: Leadership, management and communication

This subtheme relates to the ability of the school to provide direction, manage curriculum and staff, and maintain good communication. Findings revealed that the situation becomes chaotic, learners unruly and SMTs helpless when there is violence in schools.

This was supported by **Departmental Head 2**:

“SMT members become helpless and learners capitalise on the situation. As a result, the school becomes the centre of violence and havoc. Sometimes hooligans invade the school and turn the learning environment into an uncondusive one, where things are done willy-nilly without following any policy.”

Teacher 2 confirmed this assertion:

“The situation stresses the SMT personally because they always try to find ways of dealing with those issues.”

Learner 1 had this to say:

“It causes chaos and learners become uncontrollable.”

Learner 2 agreed:

“This situation diverts the attention of management from their duties, and causes a communication breakdown as learners become wild, and give their own instructions to other learners, especially during strikes.”

It is clear that school violence can render a school to be directionless and dysfunctional as communication breakdown and helplessness of the SMT suggests that.

4.5.3.6 Subtheme 6: Governance and Relationships

This subtheme relates to the capability of the SGB to establish a purposeful and disciplined school environment, and provide direction. Findings revealed that the SGB in most cases functions only if teachers still have control over learners. Once the SMT and teachers become

helpless, learners do not respect the SGB. The SGB also becomes helpless, and looks to the Circuit or District to intervene.

This was confirmed by **Principal 1** when he said:

“This discredits the SGB as parents want it to be above all challenges, yet some of the parents are afraid of their own troublesome children who create problems in schools.”

Principal 2 concurred with this:

“School violence compromises good governance as members of the SGB begin to absent themselves from meetings, or decide to keep quiet due to fear.”

Teacher 2 had this to say:

“Learners do not respect the SGB. It becomes helpless and look to Circuit or District officials to intervene.”

This is clear evidence of damage done by school violence in the education of learners in King Cetshwayo District and in South Africa as a whole.

4.5.3.7 Subtheme 7: School safety, security and discipline

This relates to the ability of the school to provide a safe and secure environment for learners, staff and other stakeholders at the school, and managing learner discipline. Findings revealed that this becomes impossible as fear engulfs staff and other learners who are not involved in deviant behaviour. This was supported by **Principal 2** when he said:

“Teachers fail to perform to their optimum if they are unsure of their safety at school. They are uncomfortable in a class that has violent learners. The security personnel of the school become agitated because they don’t know whom to trust among learners.”

Departmental Head 1 supported this confirmation:

“Teachers are fearful in a school with violent learners.”

Departmental Head 2 did so as well:

“Teachers feel unsafe to execute their duties of teaching. Those of them who are brave and observe teaching time become vulnerable and victims of bullying learners, and learners likewise become victims of the bullies.”

Teacher 1 said:

“Learners drop out of school due to internal and external threats, and few learners attend extra classes at night due to fear. Staff members involved in extra classes also become fearful.”

Teacher 2 supported the comment:

“Teachers may find it hard to deal with violent learners, and even harder to conduct extra classes for learners because they feel unsafe at school.”

Learner 1 had this to share:

“School violence compromises the safety of both learners and teachers.”

Learner 2 agreed:

“Safety is compromised.”

4.5.3.8 Subtheme 8: School Infrastructure

This subtheme relates to the provision and maintenance of school buildings, equipment, furniture conducive to a positive teaching and learning environment. Findings revealed that school infrastructure is vandalised, and movable equipment and material stolen. Findings also revealed that vandalism is highly related to theft as sometimes the infrastructure is damaged in order to gain access to steal something. This was confirmed by **Principal 2** when he said:

“The infrastructure of the school is damaged during these violent skirmishes – for example, windows, panes, doors, water tanks, roofs and sometimes staff vehicles. When parents of the perpetrators are called to foot the bill, they plead poverty.”

Departmental Head 1 concurred:

“School infrastructure is sometimes damaged at night by people who come to steal computers and other equipment. Learners are suspected to be giving out the information and sharing in the profits after these are sold.”

As did **Teacher 2**:

“Violence leads to a lot of infrastructure damage.”

Learner 2 supported Teacher 2:

“The school is vandalised during violence.”

The above interview extracts indicate the high rate of vandalism that is due to school violence. It is evident that damage to infrastructure can also be attributed to the community, especially those who take advantage of chaos and lack of security to invade schools and steal.

4.5.3.9 Subtheme 9: Parental and stakeholder involvement

This subtheme relates to the promotion of parental and community participation in the education of learners. Findings reveal that stakeholders do not want to associate themselves with ill-disciplined learners, and therefore schools suffer if they cannot manage learners' behaviour well.

This was supported by **Principal 1** when he said:

“The community loses trust, and does not want to assist an ill-disciplined school.”

This was confirmed by **Principal 2**:

“A violent school doesn't get any help from outside the Department.”

Teacher 1 revealed:

“Learners from a school well known for violence do not even get bursaries from companies as misbehaviour tarnishes the school name.”

Learner 2 said:

“The attitude of parents towards the school becomes negative when there are a lot of violent incidents at school, and they no longer send their learners to that school.”

Researchers like Ngqela and Lewis (2012), Ncontsa and Shumba (2013), Shields (2015), Davids and Waghid (2016), Zuze, Reddy, Hannan, Visser and Winneer (2016), Dlungwane (2017) and Grobler (2018) all agree that school violence with the aforementioned effects has a highly damaging impact on the functioning of the schools. For theme 3 the researcher attended to each and every domain of the schools' functionality, and there is not a single one that is not affected by school violence.

4.6 CONCLUSION

The chapter on participants' views on school violence reveals principals, departmental heads, teachers and learners are very concerned with the prevalence of violence in their schools. Chapter 5 focusses on the findings of the research study on school violence.

CHAPTER 5

DISCUSSION OF FINDINGS, IMPLICATIONS OF THE STUDY AND FUTURE RESEARCH AND RECOMMENDATIONS

5.1 INTRODUCTION

The aim of this chapter is to present the summary of the study, discussion of the findings, implications of the findings and recommendations emanating from the research findings that were analysed and interpreted in chapter 4. The first section in this chapter presents an overview of the study, followed by discussion of the empirical research findings, the implications and the recommendations thereof. Next is the section that presents limitations in this study and the concluding remarks.

5.2 OVERVIEW OF THE STUDY

The purpose of this study was to investigate the effects of school violence on school functionality in the secondary schools of King Cetshwayo District. The previous four chapters laid a foundation for this chapter. The problem statement in Chapter 1 indicates that school violence is increasingly becoming a high risk in our schools. The high levels of violence and all other forms of abuse cannot be ignored as they lead to unsafe environments for learners, teachers and other staff members, as well as ineffective teaching and learning.

To conform to the characteristics of qualitative research, the study is guided by three research objectives in order to gain an extensive and contextualised understanding of school violence and its effects on school functionality. The research objectives were:

- (a) To identify causes of violence in the secondary schools of King Cetshwayo District.
- (b) To determine forms of school violence in the secondary schools of King Cetshwayo District.
- (c) To understand the effects of school violence on school functionality in the secondary schools of King Cetshwayo District.

The researcher employed a qualitative multiple case study approach where two sites were purposefully sampled. The principal, an HOD, a PL1 teacher and a learner were selected from each school. Data were collected through multiple instrumentation, comprising semi-structured interviews, observation and document analysis. In Chapter 4, a detailed report of research findings and the main themes accruing from the study were outlined. The steps recommended by De Vos et al. (2011) were used to analyse and categorise data.

5.3 FINDINGS AND DISCUSSIONS

This section focuses on the empirical research findings which arose from this study regarding school violence. The main focus was on exploring, investigating and understanding causes, forms and effects of school violence on school functionality. From the literature study, it is evident that schooling in South Africa is highly affected by school violence. As Ntuli (2015) reports, South Africa is second to Jamaica with the most incidents of school violence.

Literature study shows that school managers cannot win the battle of school violence by themselves. As Mohapi (2014) argues, the measures to mitigate school violence would be more effective not only when they are advanced by school staff, but also by other stakeholders. These stakeholders are, among others, parents, SGBs, community leaders, teacher unions, faith-based institutions, governmental departments, NGOs and others. Below, the summary of findings is tabled in three themes that arose in this study. Findings in these themes answered all three research questions of this study as each theme was aligned to one research question.

5.3.1 Research question 1: What are the causes of school violence?

Theme 1: Causes of school violence

The theme looked at the contributory factors to school violence.

Findings in this theme revealed that participants understood violence and its negative implications for school operations or functionality. Upon responding to the question on their perceptions of school violence (subtheme 1), all participants expressed in

different ways that school violence may be physical or non-physical acts harmful to teaching and learning, because they result in fights or emotional disturbance in victims. This finding is in line with Netshitangani's definition (2014:1394), that "violence and crime are prevalent antisocial maladies in a significant number of schools in South Africa. These maladies have, ostensibly, debilitating effects on learning and teaching."

Enyinnaya (2015) supports this finding, stating that school violence could be defined as physical assaults between students or by students on school staff, going to or coming from school/school sponsored events, or on the school premises or at a school- sponsored event. Findings on this theme also revealed that participants were aware of the fact that school violence is sometimes influenced by events outside the school environment, and these are called external causes of school violence.

Participants mentioned these external causes in subtheme 2 as domestic violence, community quarrels spilling over to schools, poverty, lack of parental care, ineffective laws of the country, *muthi* (traditional medicine) and mass media. Findings in this theme further revealed that other causes of school violence emanate from within the school environment, and they are called internal causes of school violence. These were revealed in subtheme 3 as possession of weapons at school, drugs and alcohol abuse, teenage dating, theft, lack of supervision by teachers, labelling, competition in performance, age, peer pressure, communication breakdown, unprofessional conduct by teachers and lack of respect for teachers by learners.

Findings in this theme also revealed that corporal punishment is being administered in the two schools despite being banned. Some participants accepted the use of corporal punishment, while others were against it viewing it as one of the internal causes of school violence. It appear that schools are failing to stop the use of corporal punishment. The literature review in this study concurs with the findings on this theme. Mthiyane (2013), Mncube and Harber (2013), and Turner, et al. (2017) agree that there are many contributory factors to school violence. In his findings, Mthiyane (2013) points out that school violence does not take place in a vacuum, but is influenced and shaped by contextual factors. This is in line with findings in this theme, in which participants acknowledged their awareness of causes emanating from both environments (external and internal). Burton and Leoschut (2012) support Mthiyane's idea when they say that the significant source of risk for violence is constituted by the

varied settings in which school children are and the type of people that they find themselves with in these contexts. Morrel (2007) in Grobler (2018:28) attests to the administering of corporal punishment by many teachers in South African, and this is exactly what was revealed by this study in the two schools. The researcher is of the view that corporal punishment has a negative effect on learner performance and contribute to a high number of learners dropping out of school as whenever learners think of school pain come their minds

5.3.2 Research question 2: What are the forms of school violence?

Theme 2: Forms of school violence

This theme relates to what participants identified as forms of violence prevalent in their schools, and the categorisation thereof. The findings in this study revealed that participants understood the four categories of school violence, namely, physical violence, gender-based violence, emotional violence and vandalism. On physical violence the study revealed that faction fights, physical attacks (kicking, punching and slapping), one-on-one fighting (using hands or any available and handy objects), and corporal punishment are common in King Cetshwayo district.

Participants also revealed incidents of murder, which is, however, not as common as the other forms of physical violence. All these forms of violence contribute to the creation of an unsafe and insecure environment in schools, although, as Mgijima (2014) states, learning in a safe and secure atmosphere in South Africa is a constitutional right. Participants revealed that faction fights had been a common form of physical violence in the district, but the situation was then calmer. This was attributed to parental involvement and application of the learner code of conduct. The researcher here is also of the view that violence has emotional trauma of the side of learners mostly. The enforcing of the code of conduct and parental involvement help calm violence in schools.

The study also revealed that male learners are more involved as perpetrators in physical violence than female learners. Lunneblad and Johansson (2018) confirm this finding in their study when they say that literature show that school personnel describe boys as noisy, disruptive and aggressive. Boys occupy a great deal of space, and act

out an expansive and aggressive masculinity. Boys who fall victims to violence or bullying are taken to be unfulfilled, or as having a non-standard masculinity. Literature further, shows that dominant representations of masculinity encourage physical violence among boys. The study revealed that teachers are also culprits as they administer corporal punishment, thereby inflicting pain on learners. Dishing out corporal punishment despite it having been banned for more than twenty years conflicts with Pyatt's (2017) statement that children have a right to be free from all forms of violence, to enjoy their education and not to be treated or punished in a cruel, inhumane and degrading way. This finding on corporal punishment is critical in the sense that schools want to curb violence, but they themselves are perpetrators. This contradiction is highlighted by Mncube and Harber (2013) when they say that corporal punishment is unethical and makes violence worse in schools.

On emotional abuse, findings revealed that this form of violence is highly prevalent in schools. Participants understood emotional abuse: they mentioned that it goes two ways in most cases (staff member on learner, or learner on staff member). One learner in this study said "Even teachers sometimes do get emotionally abused when bully learners attack them verbally, or through social media." Literature confirms this when Mohapi (2014) states that violence in schools, especially bullying, should not be thought of only in terms of its being directed at learners. In her study teachers also become victims of violence in schools.

One of her study's participants indicated that "during school trips boys become drunk, and when called to order they start harassing female teachers." Participants in this study shared cases where emotional abuse was directed to learners either by other learners or by teachers. The study revealed that the main contributors to emotional violence are bullying, cyberbullying, verbal attacks like insults, demeaning statements, gossip and lies against others. Boys need more male figures who are involved in law enforcement terrain as mentors so that they understand that being a man is not associated with aggressiveness.

This suggests that there are no visible scars or bruises in emotional violence, but these exist within a person; hence the SAHRC (2008:10) in Tuminwe (2015:21) states that "the presence of psychological violence in schools is underestimated and receives less attention." Findings reveal that emotionally depressed learners may even think of

committing suicide. This finding is in line with Burton and Leoschut (2013), Jones et al. (2013) and Bronkhorst (2014) when they say that bullying and cyberbullying have resulted to many suicide cases among learners owing to these abuses causing low self-esteem and intense depression to victims. Muro-Ruiz in Duma (2013:60) confirms what was revealed by participants, and concurs with other authors when saying that “victims of cyber-bullying are so traumatised and disempowered by the bullying that they often express a desire to die rather than suffer further humiliations and abuse.”

On gender-based violence, findings in this study revealed that it is prevalent in schools mainly in the form of touching or fondling of girl learners’ private parts by boys without the girls’ consent. Findings also revealed that another form of sexual abuse prevailing in schools is boys forcing girls to agree to their dating proposals and threatening to hurt or murder them if they do not agree. Sometimes sexual abuse is accompanied by threats and even ridicule from the perpetrators or friends of the perpetrators.

This is confirmed by Mncube and Harber (2013:11), who state ‘subjecting girls to gender-based violence, including rape and forced dating, is sometimes due to the assertion of masculine identity that males or boys inherit or learn as they grow up in their families and communities’. They (Mncube and Harber, 2013:11) add “this teaches the boys that girls are inferior to boys, hence boys can force them to give whatever they want”. Participants said that there had been no reported cases of rape on school premises.

The study found that there is underreporting of gender-based violence owing to fear of victimisation by the perpetrator, his friends or his family. One participant mentioned a particular case where a girl learner was raped by her schoolmate on the way home from school. The victim did not report the perpetrator because she was afraid of his rude and arrogant father, who was an *induna* (traditional councillor) in the area. This finding is confirmed by Veriava, Thom and Hodgson (2017) in Chapter 18 of the *Basic Education Rights Handbook* when they state: “It is difficult to find reliable data on the number of learners affected by gender-based violence in schools, because most victims of gender-based violence do not report the violence to official bodies.” The researcher is of the view that more male role models are needed as boys were not taught how to behave correctly as they harass females.

5.3.3 Research question 3: What are the effects of school violence on school functionality?

Theme 3: Effects of school violence

This theme relates to what participants understood and experienced as effects of school violence on the functionality of their schools. Findings in this theme revealed that school violence decreases learner enrolment owing to the school environment being unconducive to learning, and as a result parents remove their children from school. This finding is in line with the finding in UK Essays (2018) that a lot of violent situations happening in school will create stressful learning, which does not provide appropriate conditions for students to study.

Findings also revealed that teaching and learning is delayed owing to late coming as some learners go in groups as a way of protecting one another, and that school violence increases absenteeism of learners and teachers. Ncontsa and Shumba (2013) confirm the latter revelation: they say that school violence attacks effective teaching and learning, leading to poor school attendance and high failure rate. Findings also revealed that school violence demotivates teachers and learners, and the culture of teaching and learning is undermined.

This finding is supported by Ncontsa and Shumba's (2013:10) that "the morale of teachers becomes very low and teachers are completely demotivated." This theme's findings revealed that many hours of learning are lost because of the disruptions caused by violence; sometimes whole days are involved. Findings were that the teachers' focus shifts from teaching to learners' behaviour and conflict resolution. This finding is again in line with Ncontsa and Shumba (2013) as they also found that during school violence a lot of time is wasted on conflict resolution meetings instead of learning and teaching. School violence results in some learners dropping out of school for fear of bullies or victimisation. Ncontsa and Shumba (2013) confirm this finding when they say that learners who are victims of bullying absent themselves from classes and end up dropping out of school. The researcher is of the view that the prevalence of school violence increases the failure rate, so parents remove their children to well-performing schools.

This affects the teacher post provisioning norms (PPN) as teachers are moved from schools with fewer learners to schools with increased enrolments, which is sometimes inconvenient for both teachers and schools. This finding is in line with Ngidi's (2018) that "poor results are the most common effect of this problem because learners get traumatized and fail to concentrate in class."

The study found that SMT's management of curriculum, staff and good communication are defeated as chaos erupts and people at school become uncontrollable. This revelation reflects Ncontsa and Shumba's (2013) that no effective teaching taking place when learners are ill-disciplined. Teachers in the two schools fail to complete annual teaching plans (ATPs) or work programmes, and end up assessing learners with little work done, and consequently learners proceed to other grades with content gaps.

Ncontsa and Shumba (2013) also found that teachers are unable to complete the syllabus due to learners' poor attendance, and time wasted on resolving problems triggered by school violence. This study found that the safety of both learners and staff is compromised, as confirmed by Mohapi (2014), says that both learners and teachers feel unsafe in chaotic classes. The present study revealed that school property is vandalised, and movable property or material stolen. This causes a setback in the school budget as vandalism calls for repairs or replacements.

This finding is consistent with Ncontsa and Shumba's (2013) that in schools engulfed in violence there are no textbooks due to the a high rate of theft, books and school property are intentionally damaged by unruly learners, and these hamper teaching. According to Ncontsa and Shumba (2013: 11), "the effect of school violence is reflected by dilapidated buildings which have been vandalised; the environment is not conducive for teaching." This study found that good governance is compromised as SGB members are reluctant to attend meetings for fear of victimisation by learners. Ncontsa and Shumba (2013) assert that unruly behaviour and violence leads to learners' lack of respect for the elderly and education officials. School violence deprives learners not only of academic benefit but also of opportunities to show case their talents in sports or other curricula activities. School violence has the effect of changing the attitude of stakeholders towards the schools from positive to negative. This results in schools losing support from the society and its institutions. Those

teachers who become brave enough to discipline unruly learners become vulnerable to bully learners or their relatives. Vandalism has a potential of instilling a culture of destruction in our nation as we always see during protests that people end up destroying infrastructure.

Most of the effects of school violence are common in both schools that were explored in this study. The study focused on nine domains of school functionality, as mentioned in previous chapters. The above findings spread across all the nine domains. These domains are basic functionality; quality of teaching and learning, and teacher development; curriculum provision and resources; Learner achievement; Leadership, management and communication; governance and relationships; school safety, security and discipline; school infrastructure; and parents and community. The findings confirm that school functionality is indeed by school violence in the secondary schools of King Cetshwayo District.

5.4 IMPLICATIONS OF THE STUDY AND FURTHER RESEARCH

The findings from this study successfully responded to the research questions, and thereby helped in achieving the objectives of the study, which are stated in the introduction to this chapter. Violence is a serious problem in many schools. This study found that some causes of school violence are external, meaning they emanate from institutions and conditions outside school premises – for example, families, community gatherings, and the socio-economic situation in the society.

This therefore suggested a very strong relationship between school violence and socio-economic conditions where the school is located. The implications of this are that no school is able to curb violence on its own. Schools should work hand-in-hand with society so as to understand learners' backgrounds and effectively deal with school violence. Schools need to understand the way of life in the society and the impact of that on the school itself.

Secondly, it was found in this study that one common form of school violence is corporal punishment administered by teachers to learners. Both school principals the researcher spoke to admitted to corporal punishment being administered in their schools. One principal even commended corporal punishment as the quickest way to

resolve conflict. Even learners did not see any problem as long as the punishment was administered fairly, without prejudice

However, this implies that unless school leadership acknowledges that corporal punishment is inhumane, cruel, aggravates violence and is an assault, there can be no solution to the problem of school violence. Further research on why schools continue dishing out corporal punishment, even though it was banned a long time ago should be conducted. The researcher strongly believes that if those in authority commend violence and ignore the laws of the country, schools will never be the safe havens they should be.

The study also found that emotional violence cannot be easily detected at face value as its consequences exist within a person, and can lead to suicide. The implications here are that unless teachers are trained in psychology, social work or counselling related skills, some learners and members of staff will continue being victims of unseen violence as they will be bearing no scars or wounds for everyone to notice. The researcher feels strongly that further research on the role of school-based counsellors in mitigating school violence should be conducted. The findings of this study may be helpful in convincing the Department of Basic Education to employ school-based social workers or school counsellors for all schools.

The study found that vandalism is rife in schools. The implications are that the school budget may not accommodate other school needs as vandalism calls for repairs to be done as well as replacement of vandalised or stolen property. Ongoing training for learners, parents and communities on the need to own public institutions like schools and get involved in their activities, even on a voluntary basis, should be implemented by schools. This will result in more community members valuing and protecting schools in their areas.

The study found that gender-based violence is prevalent in schools, but is underreported by victims. The implication for this is that unless schools come up with programmes to change the attitude of boys towards girls, thereby instilling respect and human rights culture, gender-based violence in our schools will multiply. The researcher strongly feels that schools should also approach this problem integratively, as this form of violence is also rife in the society. This therefore suggests that boy learners are sometimes influenced by what they see or experience in the society.

Further research to come up with strategies or programmes to curb gender-based violence is encouraged. Mills (2001:139) in Mthiyane (2013:229) states that “changing gender patterns and relations is a long-term process that will require major cultural shifts”, and as the people of South Africa, we have to make decisions to changing this situation.

5.5 RECOMMENDATIONS OF THE STUDY

5.5.1 Research question 1: What are the causes of school violence?

5.5.1.1 Integrated Approach

The finding that causes of school violence are both internally and externally influenced suggests that schools cannot work alone to curb violence. This study puts it clearly that curbing school violence cannot be a one-man task. It is therefore recommended that school-parent-community-government relationship be strengthened. Mitigating violence in schools should be a combined effort to solve the problem by all stakeholders, namely, school, parents, community members and their various institutions as well as government structures should be part of solving the problem.

According to Ngidi (2017), schools should teach learners about abuse and its consequences. Learners model what they experience in their society, and therefore society can be used to expose them to peace and harmony through programmes initiated by their schools. The government should strive for equal distribution of resources to society as poverty is found to be one of the causes of school violence. The government has the huge task of fighting gender-based violence as it is rife in the country.

Local municipalities, social workers and health departments should work closer with schools to deal with learners' social ills. The researcher further proposes that learners and parents be capacitated to deal with violence. Working closely with learners' families could promote non-violent home environment which will reduce levels of violence in schools. The social learning theory which is one of the theoretical frameworks underpinning this study explains that individual behaviour is acquired, maintained and modified through interaction with society. Therefore, parents and communities should be agents of peace and positive conflict resolution. Experts could

be invited to address parents about violence management during their meetings at school. The very same experts could also be invited to teach staff and learners about violence management skills. Research confirms that violence within families is owing to inability to resolve conflicts constructively (Mthiyane, 2013).

5.5.2 Research question 2: What are the forms of school violence?

5.5.2.1 School Counsellors/Psychologist

Based on the finding that emotional violence cannot be easily detected at face value as consequences exist within a person, and that it can lead to suicide, the researcher recommends that the Department of Basic Education should employ school counsellors or psychologists so as to quickly identify and assist learners with suspicious or deviant behaviour and psycho-social challenges. If budget does not allow for each school to have a psychologist or school counsellor, schools should be clustered in numbers that make it practicable for counsellors to be where they are needed at the time their services are required.

5.5.2.2 Culture of Human Rights

For the finding that sexual harassment is prevalent in schools, the researcher recommends that the culture of human rights should be instilled in schools to increase the level of responsibility and care in learners.

The study further recommends that schools extend their relationship to amakhosi (chiefs), izinduna (councillors), churches, NPOs and other governmental departments in order to couple the culture of human rights with Ubuntu (essential human virtues, compassion and humanity) which is more understandable and practical to chiefs and their councillors, churches and other institutions that believe in peaceful existence. This is seen as building blocks towards the culture of respect for people and property in our schools and communities.

5.5.2.3 Disciplinary Measures

This study found that corporal punishment is still applied in schools. Research has revealed that corporal punishment feeds the violence. Breen et al. (2015) state that corporal punishment is an everyday experience in South Africa, has negative emotional and behavioural consequences, and plays a role in how children resolve interpersonal conflicts. The study therefore recommends that alternative forms of disciplinary measures be used to minimise misdemeanours among learners.

The study further recommends that on top of the alternative disciplinary measures to be used in place of corporal punishment, a revised guide for code of conduct for learners that is friendly and practical for the SGBs to implement when there are hearings for learners' cases be made available. In rural areas especially, not all SGB members are literate to understand and implement the SASA (84 of 1996) prescriptions during disciplinary hearings for learners. This therefore leads to schools taking short cuts, for example, expelling learners without following proper procedures. It is therefore recommended that human resource at district levels be made available and highly trained to assist schools when there are hearings that might lead to expulsion of learners whilst the amendments to both SASA (84 of 1996) and code of conduct for learners are being done. To give one example, it takes long for the Head of Department to decide on expulsion of a learner, it is recommended that such powers be devolved to District Directors as the expulsion of a learner does not take the learner's right to education, but an alternative school is sought for that particular learners.

5.5.3 Research question 3: What are the effects of school violence on school functionality?

5.5.3.1 Curriculum based violence mitigating programmes

Based on the finding that teachers and learners become demotivated, the researcher recommends that the Department of Basic Education, working with stakeholders, should introduce curriculum-based violence mitigation programmes. Literature reveals that this is working in Rwanda as they have programmes such as "Violence Free Schools in Rwanda, Save the Children" and "Safe Schools for Girls". Such

programmes are highly involving, and create platforms for learners and teachers to discuss violence in a classroom situation, and thereafter want to practise the theory discussed in class.

5.5.3.2 Working with CPF's

For the finding that vandalism is rife in schools, and both learners and the community are responsible, the researcher recommends that on top of schools being linked to local SAPS, they should also be linked to local community policing forums (CPF). School safety committees should be established to work collaboratively with CPFs. This will lead to the development of programmes to combat violent activities both in the school and in the community, as well as quick identification of culprits in cases of school break-ins, vandalism and theft by outsiders from the community.

5.6 LIMITATIONS OF THE STUDY

The main aim of this study was to investigate and comprehend the effects of school violence on school functionality in the secondary schools of King Cetshwayo district. However, the following emerge as the study's limitations:

- Owing to its being a work of qualitative research, this study was purposely confined to two secondary schools in King Cetshwayo district. These limited participants to two principals, two heads of department, two post level one teachers and two learners. These eight participants represented the whole population of King Cetshwayo district. At eight participants, the sample size of this study is too small for results to be generalised.
- The second limitation is that observation could not be done for an extended period of time owing to time constraints, and this might have caused important data to be left out. In any case, participants did provide in-depth information about their experiences of school violence.

5.7 DELIMITATION OF THE STUDY

- This study focussed on one district, King Cetshwayo. The province has twelve (12) districts which means the other eleven were not included. King Cetshwayo district has twenty two circuits and 236 secondary schools yet the researcher focussed on two secondary schools only.

5.8 CONCLUSION

The above recommendations are by no means exhaustive. The provision of a caring and gainful environment through visionary leadership can promote discipline and safety in our schools. This study adds to existing understanding of school violence. An important finding of the research in this study is that there are multiple disruptive effects of school violence on school functionality. The researcher believes that it is possible to devise more effective and creative approaches to reduce violence in schools with more extensive research involving all stakeholders, thus improving the level of functionality in schools.

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ETHICAL CLEARANCE

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)

**RESEARCH & INNOVATION**

Website: <http://www.unizulu.ac.za>
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6731
Fax: 035 902 6222
Email: DlelanaM@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2019/56						
Project Title	EFFECTS OF SCHOOL VIOLENCE ON SCHOOL FUNCTIONALITY IN THE SECONDARY SCHOOLS IN KING CETSHWAYO DISTRICT						
Principal Researcher/ Investigator	P.V Dube						
Supervisor and Co-supervisor	Dr A.B Buthelezi				Ms. N.P Khumalo		
Department	Education Management						
Faculty	Education						
Type of Risk	Med Risk – Data Collection from people						
Nature of Project	Honours/4 th Year		Master's	x	Doctoral		Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

Special conditions:

- (1) This certificate is valid for 1 year from the date of issue.
- (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-10 October 2020]
- (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
- (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.


Professor Gideon De Wet
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation
11 October 2019



APPENDIX B

PERMISSION LETTER FROM THE KZN DEPARTMENT OF BASIC EDUCATION



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma/Buyi Ntuli

Tel: 033 392 1063/51

Ref.: 2/4/8/4071

Mr Presley Velenkosini Dube
P.O. Box 1144
ESIKHAWINI
3887

Dear Mr Dube

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: “EFFECTS OF SCHOOL VIOLENCE ON SCHOOL FUNCTIONALITY IN THE SECONDARY SCHOOLS OF KING CETSHWAYO DISTRICT”, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 14 February 2020 to 10 January 2022.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma /Mrs Buyi Ntuli at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Dr. EV Nzama
Head of Department: Education
Date: 14 February 2020

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa

Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201

Tel.: +27 33 392 1063 • Fax.: +27 033 392 1203 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za

Facebook: KZNDOE.....Twitter: @DBE_KZN.....Instagram: kzn_education.....Youtube: kzndoe

...Championing Quality Education - Creating and Securing a Brighter Future

The Learner

Name of the school.....

Dear Sir /Madam

As one of learners in the King Cetshwayo district, I am convinced that you are in possession of important information which can be crucial in the study of school violence, if you are willing to help with the matter. You are in a position to give valuable information about violent incidents and effects in your organisation. Data gathered will be analysed so that findings could be given appropriate attention by the officials in the KwaZulu-Natal Department of Basic Education. The information you give will be kept confidential and will serve no other purpose other than pursued by this study entitled:

EFFECTS OF SCHOOL VIOLENCE ON SCHOOL FUNCTIONALITY IN THE SECONDARY SCHOOLS OF KING CETSHWAYO DISTRICT

It is because of increased cases of violence at school level that I have decided to ask your assistance in gathering data. All I request from you is to answer the questions pertaining to violent occurrences during the interview session. I am also aware that as a learner you remain busy the entire day.

The study has been approved by the Kwa-Zulu Natal Department of Basic Education and the University of Zululand. This makes your contribution as the learner very essential, relevant and significant. The interview requires you to state your opinion, preference, attitude or way of doing things as they are. In this study, there are no right or wrong answers. It is, therefore, important that all questions be answered either briefly or elaborately as you choose. You need not to sign or write your name on the interview schedule used by the researcher.

Your contribution to the success of this research is highly essential. The findings of the investigation will enable the researcher to make worthwhile and significant recommendations with regard to management of violence at secondary schools in the King Cetshwayo district.

Thank you for your assistance

Yours faithfully

.....

Presley Velenkosini Dube (Mr)

Researcher

901 8718/079 896 3435

Contact number:035

The Teacher

Name of the school.....

Dear Sir /Madam

As one of teachers in the King Cetshwayo district, I am convinced that you are in possession of important information which can be crucial in the study of school violence, if you are willing to help with the matter. You are in a position to give valuable information about violent incidents and effects in your organisation. Data gathered will be analysed so that findings could be given appropriate attention by the officials in the KwaZulu-Natal Department of Basic Education. The information you give will be kept confidential and will serve no other purpose other than pursued by this study entitled:

**EFFECTS OF SCHOOL VIOLENCE ON SCHOOL FUNCTIONALITY IN THE
SECONDARY SCHOOLS OF KING CETSHWAYO DISTRICT**

It is because of increased cases of violence at school level that I have decided to ask your assistance in gathering data. All I request from you is to answer the questions pertaining to violent occurrences during the interview session. I am also aware that your work demands that you remain busy the entire day.

The study has been approved by the KwaZulu-Natal Department of Basic Education and the University of Zululand. This makes your contribution as the teacher very essential, relevant and significant. The interview requires you to state your opinion, preference, attitude or way of doing things as they are. In this study, there are no right or wrong answers. It is, therefore, important that all questions be answered either briefly or elaborately as you choose. You need not to sign or write your name on the interview schedule used by the researcher.

Your contribution to the success of this research is highly essential. The findings of the investigation will enable the researcher to make worthwhile and significant recommendations with regard to management of violence at secondary schools in the King Cetshwayo district.

Thank you for your assistance

Yours faithfully

.....

Presley Velenkosini Dube (Mr)

Researcher

901 8718/079 896 3435

Contact number:035

The Head of Department

Name of the school.....

Dear Sir /Madam

As one of the school managers, I am convinced that you are in possession of important information which can be crucial in the study of school violence, if you are willing to help with the matter. You are in a position to give valuable information about violence incidents and effects in your organisation. Data gathered will be analysed so that findings could be given appropriate attention by the officials in the KwaZulu-Natal Department of Basic Education. The information you give will be kept confidential and will serve no other purpose other than pursued by this study entitled:

**EFFECTS OF SCHOOL VIOLENCE ON SCHOOL FUNCTIONALITY IN THE
SECONDARY SCHOOLS OF KING CETSHWAYO DISTRICT**

It is because of increased cases of violence at school level that I have decided to ask your assistance in gathering data. All I request from you is to answer the questions pertaining to violent occurrences during the interview session. I am also aware that your position demands that you remain busy the entire day.

The study has been approved the KwaZulu-Natal Department of Basic Education and the University of Zululand. This makes your contribution as the head of department very essential, relevant and significant. The interview requires you to state your opinion, preference, attitude or way of doing things as they are. In this study, there are no right or wrong answers. It is, therefore, important that all questions be answered either briefly or elaboratively as you choose. You need not to sign or write your name on the interview schedule used by the researcher.

Your contribution to the success of this research is highly essential. The findings of the investigation will enable the researcher to make worthwhile and significant recommendations with regard to management of violence at secondary schools in the King Cetshwayo district.

Thank you for your assistance

Yours faithfully

.....

Presley Velenkosini Dube (Mr)

Researcher

901 8718/079 896 3435

Contact number:035

The Head of the School (Principal)

Name of the school:.....

Dear Sir /Madam

As the school manager, I am convinced that you are in possession of important information which can be crucial in the study of school violence, if you are willing to help with the matter. You are in a position to give valuable information about violence incidents and effects in your organisation. Data gathered will be analysed so that findings could be given appropriate attention by the officials in the KwaZulu-Natal Department of Basic Education. The information you give will be kept confidential and will serve no other purpose other than pursued by this study entitled:

EFFECTS OF SCHOOL VIOLENCE ON SCHOOL FUNCTIONALITY IN THE SECONDARY SCHOOLS OF KING CETSHWAYO DISTRICT

It is because of increased cases of violence at school level that I have decided to ask your assistance in gathering data. All I request from you is to answer the questions pertaining to violent occurrences during the interview session. I am also aware that your position demands that you remain busy the entire day.

The study has been approved by the KwaZulu-Natal Department of Basic Education and the University of Zululand. This makes your contribution as the head of department very essential, relevant and significant. The interview requires you to state your opinion, preference, attitude or way of doing things as they are. In this study, there are no right or wrong answers. It is, therefore, important that all questions be answered either briefly or elaborately as you choose. You need not to sign or write your name on the interview schedule used by the researcher.

Your contribution to the success of this research is highly essential. The findings of the investigation will enable the researcher to make worthwhile and significant recommendations with regard to management of violence at secondary schools in the King Cetshwayo district.

Thank you for your assistance

Yours faithfully

.....

Presley Velenkosini Dube (Mr)

Researcher

901 8718/079 896 3435

Contact number:035

APPENDIX G

PARTICIPANT INFORMED CONSENT DECLARATION

INFORMED CONSENT DECLARATION

(Participant)

Project Title: Effects of school violence on school functionality in the secondary schools of King Cetshwayo district

.....from the Department of Education Management-University of Zululand has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project, and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to investigate.....

.....
.....

2. The University of Zululand has given ethical clearance to this research project and I have seen/may request to see the clearance certificate.

3. By participating in this research project I will be contributing towards promotion of safety in schools, I will participate in the project by completing the questionnaire.

4. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.

5. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.
6. There may be risks associated with my participation in the project. I am aware that:
- a. the following risks are associated with my participation: (issue of privacy and confidentiality will be respected)
 - b. the following steps have been taken to prevent the risks: (information about participants will not be disclosed)
 - c. there is 0% chance of the risk materializing
7. The researcher intends publishing the research result in the form of thesis, paper articles in relevant journals. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.
8. I will not receive feedback/ will receive feedback in form of seminar regarding results obtained during the study.
9. Any further questions that I might have concerning the research or my participation will be answered by
.....
.....
10. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.

11. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

Ihave read the above information/confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntary agree to participate in the above-mentioned project.

.....
.....

Participant's signature

Date

.....
.....

Parent/Guardian (if minor or learner)

Date

APPENDIX H

INTERVIEW SCHEDULE FOR LEARNERS

This is a study of the effects of school violence on school functionality in the secondary schools of King Cetshwayo district.

The purpose of this section is to answer the questions on the following aspects:

- ☐ The effects of school violence on school functionality in the secondary schools of King Cetshwayo district.
- ☐ Causes of school violence in the secondary schools of King Cetshwayo district.
- ☐ Manifestation of school violence in the secondary schools of King Cetshwayo district.

School

:.....
.....

Position :.....

Time:.....

Qualifications :..... **Location of the interview**
:.....

Date :..... **Number of years as**

Principal/Deputy/HOD:.....

NB.: All participants need to sign the consent form, and to make preliminary test of the recording equipment.

QUESTIONS ON SCHOOL VIOLENCE AT SECONDARY SCHOOLS IN THE KING CETSHWAYO DISTRICT

1. What is your understanding of school violence?
2. What forms or types of school violence do you experience or witness at school. After mentioning all, choose one that is common in your school and tell me how it happened?
3. Tell me what you understand about physical, emotional and gender-based violence? Match incidents that took place in your school with each of the three (if any).
4. If corporal punishment is administered in your school, what is your feeling about that?
5. What do you think are the causes of school violence (Direct and Indirect)? After mentioning, take any and justify how it caused violence in your school.
6. Learners and staff members of Sonke Secondary School are very happy to wake up every morning and go to school, as they regard their school as a safe place to be, while learners and staff members of Nhlokomo Secondary School do not find it pleasing to go to school on daily basis, as they feel their school is no longer a safe place to be due to many incidents of violence. Tell me about your situation and support your response.
7. How is the involvement of stakeholders in your school in school violence related matters? Please support your response.
8. Have you heard of or seen your school learner code of conduct? How did you hear, and did you sign to commit to abide by it?
9. How does school violence affect functionality of the school (the manner in which the school operates)? Please look at it wider (Academic activities, performance of learners and staff members, infrastructure, other support activities and structures as well as personnel well being)
10. What is your school doing or have done to minimise or discourage violence and what other strategies you think will help when applied?

The interviewer may **probe** and **thank** the interviewees. Assure them of the **confidentiality** of responses. Allow interviewees to **ask questions**, and discuss how the researcher intends to **disseminate information** from the study.

APPENDIX I

INTERVIEW SCHEDULE FOR PL 1 TEACHERS

This is a study of the effects of school violence on school functionality in the secondary schools of King Cetshwayo district.

The purpose of this section is to answer the questions on the following aspects:

- ☐ The effects of school violence on school functionality in the secondary schools of King Cetshwayo district.
- ☐ Causes of school violence in the secondary schools of King Cetshwayo district.
- ☐ Manifestation of school violence in the secondary schools of King Cetshwayo district.

School

:.....
.....

Position :.....

Time:.....

Qualifications :..... **Location of the interview**
:.....

Date :..... **Number of years as**

Principal/Deputy/HOD:.....

NB.: All participants need to sign the consent form, and to make preliminary test of the recording equipment.

QUESTIONS ON SCHOOL VIOLENCE AT SECONDARY SCHOOLS IN THE KING CETSHWAYO DISTRICT

1. What is your understanding of school violence?
2. What forms or types of school violence do you experience or witness at school. After mentioning all, choose one that is common in your school and tell me how it happened?
3. Tell me what you understand about physical, emotional and gender-based violence? Match incidents that took place in your school with each of the three (if any).
4. If corporal punishment is administered in your school, what is your feeling about that?
5. What do you think are the causes of school violence (Direct and Indirect)? After mentioning, take any and justify how it caused violence in your school.
6. Learners and staff members of Sonke Secondary School are very happy to wake up every morning and go to school, as they regard their school as a safe place to be, while learners and staff members of Nhlokomo Secondary School do not find it pleasing to go to school on daily basis, as they feel their school is no longer a safe place to be due to many incidents of violence. Tell me about your situation and support your response.
7. How is the involvement of stakeholders in your school in school violence related matters? Please support your response.
8. Tell me about your school learner code of conduct. Is it available, are learners and other stakeholders aware of it and how is it implemented?
9. How does school violence affect functionality of the school (the manner in which the school operates)? Please look at it wider (Academic activities, performance of learners and staff members, infrastructure, other support activities and structures as well as personnel well being)
10. What strategies are currently used by the school to minimise violence or control learner and staff members behaviour and what other strategies do you think should be added to totally turn around the situation to being highly peaceful?

The interviewer may **probe** and **thank** the interviewees. Assure them of the **confidentiality** of responses. Allow interviewees to **ask questions**, and discuss how the researcher intends to **disseminate information** from the study.

APPENDIX J

INTERVIEW SCHEDULE FOR DEPARTMENTAL HEADS

This is a study of the effects of school violence on school functionality in the secondary schools of King Cetshwayo district.

The purpose of this section is to answer the questions on the following aspects:

- ☐ The effects of school violence on school functionality in the secondary schools of King Cetshwayo district.
- ☐ Causes of school violence in the secondary schools of King Cetshwayo district.
- ☐ Manifestation of school violence in the secondary schools of King Cetshwayo district.

School

:.....
.....

Position :.....

Time:.....

Qualifications :..... **Location of the interview**
:.....

Date :..... **Number of years as**

Principal/Deputy/HOD:.....

NB.: All participants need to sign the consent form, and to make preliminary test of the recording equipment.

QUESTIONS ON SCHOOL VIOLENCE AT SECONDARY SCHOOLS IN THE KING CETSHWAYO DISTRICT

1. What is your understanding of school violence?
2. What forms or types of school violence do you experience or witness at school. After mentioning all, choose one that is common in your school and tell me how it happened?
3. Tell me what you understand about physical, emotional and gender-based violence? Match incidents that took place in your school with each of the three (if any).
4. If corporal punishment is administered in your school, what is your feeling about that?
5. What do you think are the causes of school violence (Direct and Indirect)? After mentioning, take any and justify how it caused violence in your school.
6. Learners and staff members of Sonke Secondary School are very happy to wake up every morning and go to school, as they regard their school as a safe place to be, while learners and staff members of Nhlokomo Secondary School do not find it pleasing to go to school on daily basis, as they feel their school is no longer a safe place to be due to many incidents of violence. Tell me about your situation and support your response.
7. How is the involvement of stakeholders in your school in school violence related matters? Please support your response.
8. Tell me about your school learner code of conduct. Is it available, are learners and other stakeholders aware of it and how is it implemented?
9. How does school violence affect functionality of the school (the manner in which the school operates)? Please look at it wider (Academic activities, performance of learners and staff members, infrastructure, other support activities and structures as well as personnel well being)
10. What strategies are currently used by the school to minimise violence or control learner and staff members behaviour and what other strategies do you think should be added to totally turn around the situation to being highly peaceful?

The interviewer may **probe** and **thank** the interviewees. Assure them of the **confidentiality** of responses. Allow interviewees to **ask questions**, and discuss how the researcher intends to **disseminate information** from the study.

APPENDIX K

INTERVIEW SCHEDULE FOR PRINCIPALS OF SCHOOLS

This is a study of the effects of school violence on school functionality in the secondary schools of King Cetshwayo district.

The purpose of this section is to answer the questions on the following aspects:

- ☐ The effects of school violence on school functionality in the secondary schools of King Cetshwayo district.
- ☐ Causes of school violence in the secondary schools of King Cetshwayo district.
- ☐ Manifestation of school violence in the secondary schools of King Cetshwayo district.

School

:.....
.....

Position :.....

Time:.....

Qualifications :..... **Location of the interview**
:.....

Date :..... **Number of years as**
Principal/Deputy/HOD:.....

NB.: All participants need to sign the consent form, and to make preliminary test of the recording equipment.

QUESTIONS ON SCHOOL VIOLENCE AT SECONDARY SCHOOLS IN THE KING CETSHWAYO DISTRICT

PRINCIPALS
1. What is your understanding of school violence?
2. What forms or types of school violence do you experience or witness at school. After mentioning all, choose one that is common in your school and tell me how it happened?
3. Tell me what you understand about physical, emotional and gender-based violence? Match incidents that took place in your school with each of the three (if any).
4. If corporal punishment is administered in your school, what are you doing about it as a school manager?
5. What do you think are the causes of school violence (Direct and Indirect)? After mentioning, take any and justify how it caused violence in your school.
6. Learners and staff members of Sonke Secondary School are very happy to wake up every morning and go to school, as they regard their school as a safe place to be, while learners and staff members of Nhlokomo Secondary School do not find it pleasing to go to school on daily basis, as they feel their school is no longer a safe place to be due to many incidents of violence. Tell me about your situation and support your response.
7. How is the involvement of stakeholders in your school in school violence related matters? Please support your response.
8. Tell me about your school learner code of conduct. Is it available, are learners and other stakeholders aware of it and how is it implemented?
9. How does school violence affect functionality of the school (the manner in which the school operates)? Please look at it wider (Academic activities, performance of learners and staff members, infrastructure, other support activities and structures as well as personnel well being)
10. What strategies are currently used by the school to minimise violence or control learner and staff members behaviour and what other strategies do you think should be added to totally turn around the situation to being highly peaceful?

The interviewer may **probe** and **thank** the interviewees. Assure them of the **confidentiality** of responses. Allow interviewees to **ask questions**, and discuss how the researcher intends to **disseminate information** from the study.

APPENDIX L

OBSERVATION SCHEDULE

This observation schedule is aimed at observing the functionality of the school as well as the behaviour of learners and staff members during school hours. When observing, the researcher will focus on the following:

- Time keeping by both learners and teachers – especially the arrival time in the morning and departure time in the afternoon. The researcher will take note of the rate and patterns of late coming and early departure.
- The manner in which learners and teachers respond to bells indicating the start and end of different activities, for example, response of teachers to bells indicating change of periods, response of learners to bells indicating the end of breaks.
- The manner in which learners and staff members interact inside and outside the classroom situation.
- The nature of interaction among learners.
- Movement or loitering of learners during teaching time.
- Honouring of teaching periods and duration by teachers.
- Reaction of both learners and teachers to any noticeable deviant behaviour or violent act.
- Learners conduct and response to school rules, for example, wearing of school uniform and others.
- Teachers conduct and presentability, for example, dress manner and disciplinary methods used.

The researcher will record the notes of what was observed during the actual observations as quickly as possible thereafter, since the quantity of forgotten information is very slight over a short period of time after the observation but increases as more time passes by.

APPENDIX M

DOCUMENT ANALYSIS SCHEDULE

The documents that will be reviewed will not be older than two years and will include:

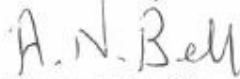
- ☐ Minutes of disciplinary committee meetings.
- ☐ Minutes of staff meetings.
- ☐ Minutes of SGB meetings.
- ☐ Minutes of safety committee meetings.
- ☐ Records of tribunal sittings (if any).
- ☐ Log book.
- ☐ Incidents book.
- ☐ Records of communication between the school and stakeholders (parents, other organisations, sister departments, circuit, district and provincial offices of the Department of Basic Education) concerning learner and teacher deviant behaviour.
- ☐ Minutes of parents' meetings.

Official documents will be used to confirm with evidence the observation and interviews thus improving the trustworthiness of the findings. The documents may reveal aspects that were not found through the observation and interviews. They may even shape new directions for observation and interviews (Mthiyane, 2013). Extensive notes will be taken on matters relating to discipline and school-based violence.

EDITORS CERTIFICATE

CERTIFICATE

This is to certify that I have been responsible for the language editing of the M.Ed dissertation by Presley Velenkosini Dube, of the University of Zululand, entitled *The Effects of School Violence on School Functionality in the Secondary Schools of King Cetshwayo District*.



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18 November 2020