

Perceptions and experience of school violence among teachers and learners within a black township in the Sarah Baartman District, Eastern Cape, South Africa.

A thesis submitted in fulfilment of the requirements for the degree of

Master of Social Science in Industrial and Economic Sociology (coursework and thesis)

of

RHODES UNIVERSITY

in the

DEPARTMENT OF SOCIOLOGY

by

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February 2021

ABSTRACT

In exploring the knowledge/awareness of school violence within the teacher and student school relationship. The principal objective of the study was to investigate the perceptions and experiences of school violence among teachers and learners by reference to a public high school in a historically black African, working class township in the Sarah Baartman District Municipality, Eastern Cape Province, South Africa. The high school was chosen for its geographical location within the community and relative nature of shared stories of violence within the surrounding vicinity.

The conceptual, theoretical, and analytical frameworks underpinning this study is social constructionism theory, expanding from the theoretical claim that violence is socially constructed through the process of socialisation and institutionalization. The study reviewed relevant literature on violence in South African schools highlighting the relationship of school violence to current social and educational challenges and crises and the impact that school violence has on learners, teachers, and communities.

The research methodology employed is qualitative and evidence was derived through semi-structured in-depth interviews. A sample male and female teachers and learners were recruited through networking. The researcher recruited participants outside the school and through participant referrals to uncover intricacies of school violence drawing on relevant literature in relation to the dynamics of this social and institutional problem. Data was analysed and thematically presented in line with the research objectives.

The study findings imply that school violence is complex and gendered. Arguing that cultural, socio-economic, family, community, and social interpersonal factors account for school violence in South Africa. Male teachers and students mostly being the victims and perpetrators, implicating this behaviour to a culture of toxic masculinity and shared complicities as contributing factors to school violence. In addition, the study found that the change in status and expectations of boys who return from initiation sometimes provoked violence between initiated learners and adults who did not accord them the respect expected post-initiation.

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ACKNOWLEDGEMENTS

First and foremost, I would like to thank God for giving me the wisdom, strength, resilience, and resources to continue. Working on this thesis has taught me many important lessons about myself, people in society, social institutions, interpersonal and communication skills, culture, gatekeeping, the art of research and more other lessons.

I would like to thank my research supervisor Claudia Martinez-Mullen for accepting to supervise my research, her guidance and invaluable support, her encouragement, expertise and support including emotional support. I would also like to thank Ms. Corinne Knowles for her immense contributions and for all her support throughout my life at Rhodes University. I wish to acknowledge and thank Professor Lucien van der Merwe, for his contributions and support both during my honours degree journey and during this one and to the ever wonderful staff members in the department Juanita Fuller and Noluvuyo Sakata.

I thank my friends and family; I am forever grateful for the support and encouragement. More, importantly I am grateful to the participants who volunteered to be part of my study during a very difficult time in our country and the world, this thesis would not have come to life without you. May God bless you all.

CHAPTER ONE: RESEARCH STUDY INTRODUCTION AND OUTLINE

1.1 Introduction

The range and scope of the challenges inclusive of violence in South African schools is a long existing social problem and more visible in poor black working-class community schools. This violence happens within a socially and economically challenged communities, and where a significant number of black township public schools are located in poverty ridden neighborhoods, the devastating low rates of unemployment and unemployability, the challenges of crime, overcrowded school classrooms, a shortage in learning materials, teacher unprofessionalism, the outcomes of learner underachievement, social inequalities. These serious challenges are expressed differently and have more impact on teachers and learners alike as primary recipients. This violence does not happen in isolation from the social structures and institutions from which the school and the primary recipients are socially demarcated which may also influence particular social actions of behaviour.

School authorities, such as the principal of the school, teachers, and related staff members, have a hard time ensuring that learners are equipped with the necessary skills to adequately shape the school setting, socialise positive culture, which will accelerate the development of norms and values acceptable in the school setting but also have to deal with the problem of violence that finds expression within school. As the thesis will show, some of these authorities are not trained enough to deal with and manage some of the difficult disciplinary encounters, while others find the task too much to bear without the necessary inducements.

This chapter aims to provide a brief general insight into the issue of violence in public high schools; the background of the study; the rationale for; and the motivation for this exploration of violent encounters among teachers and learners within public high schools in South Africa. Also, this chapter makes clear the overall aim of this research study, the principal question of this research, as well as the ultimate goals of the study. The important aspects of the theoretical framework are also explained. The chapter also sets out the organization of the remaining chapters.

1.2 Context of the research

In common with social and political history of South Africa, Yamauchi in 2004 (cited in Coetzee, 2014: 2) has shown that the general organisation of schools in South Africa is varied and multi-layered along the shades of racial groupings, socioeconomic arrangements, and geographical orientation. It is broadly recognised that the apartheid regime was ultimate form of structural violence that forcefully displaced the black population into the peripherals of the inner cities, where inequality, poverty, unemployment, informal housing with access to neighbourhood schools that are of corresponding quality and shape (Ncontsa, 2013; Burton, 2012; Ngqela and Lewis, 2012; Ncontsa & Shumba, 2016; Coetzee, 2014). This emphasizes the importance of understanding the dynamics around the social aspects of school violence for effective interpretation, analysis, and intervention, especially for those mostly affected, primarily (teachers and learners) living in black poor and disadvantaged communities (Coetzee, 2014; de Wet, 2016), which is a focus of this study. The variability and stratified nature of schools in South Africa can be attributed to the legacy of apartheid and its policies and post-apartheid legacy of the democratic South Africa and its failure to effect timely and effective strategies and policies.

According to Coetzee (2014: 2-3) the institutional challenges had a spill-over effect into the school system of South Africa, for example the policy of geographical separation of population groups legally imposed by the apartheid legislation resulted in spatial social and economic divisions, and the allotment of households within the country were racially defined and regulated. This further limited the economic opportunities available to the black population. Moreover, the institutional separation under apartheid, transformed into racially segregated education departments administering schools, for example, “non-white” education departments were subjected to an investment strike in terms of funding and resources, and as a result the schools black administration were of substandard quality compared to the schools administered by the white counterpart.

South African schools in black communities were undersourced as result of superiority complex to suffocate an already suffering poor community challenged social problems of crime and violence as normalised practice. This segregation designated many black schools in under resourced and black poor communities with limited quality of life available to them by the social facts of the area in which they are designated. The work of Mampane and Bouwer (2011: 114-115) show that “township residential areas in South Africa, for example,

originated as racially divided, relatively low-cost housing developments, for black workers to remain closer to their places of employment within the cities and towns". Today, black-township life is riddled with problems of unemployment, poverty, crime, and violence and it has even been equated to 'war zones', as a result of a compromised safety of residents over time (Harber, 2001; Leoschut, 2006; Prinsloo, 2007).

Related to this context of segregated schooling and society influential studies (Fishbaugh, Berkeley & Schroth, 2003; Human Rights Commission, 2006; Davids & Waghid, 2016), in post-apartheid South Africa imply that black working class township schools are threatened by violent social actions. This reality finds expression despite the collective efforts by institutions such as the Department of Education (DoE) and the respective schools in practically dealing with some of the violent actions to reduction (Fishbaugh, Berkeley & Schroth, 2003; Human Rights Commission, 2006). Despite the National School Safety Framework (NSSF) rolled out by the Department of Education which is meant to tackle and reduce violence, the problems seem to be increasing and persistent even under such interventions (Fishbaugh, Berkeley & Schroth, 2003; Human Rights Commission, 2006; Ncontsa & Shumba, 2013; Grobler, 2019). The primary affected (teachers and learners) live in the a constantly challenging environment of fear and unpredictability (Fishbaugh *et al* 2003: 19), fearing for their safety with the consequence that the teaching and learning process is regularly stymied by the need to deal with problems of unruly behaviours at school and the responsibility to manage eruptions and disruptions of aggression and violence. Consequently, the nature of modern-day school violence has diminished some teachers' ability to act caringly, which may be attributed to inadequate (or limited) support in the education social arrangement (Grobler, 2018: 131). The Human Rights Commission (2006:1) discovered that "the environment and climate necessary for effective teaching and learning is increasingly undermined by a culture of school-based violence and this is becoming a matter of national concern" especially in public high schools and in black schools in particular. The implication being that teaching and learning is constantly undermined, distressed, and stymied by processes of solving issues related to the school violence phenomenon.

Evidently violence is a serious social problem, not endemic in public-township high schools alone, but finds expression in the fabric of society. It has become a tenacious social problem that demands serious critical assessment and intervention from multiple angles. The South African Constitution states that everyone needs to reside and coexist in a safe environment

(South Africa, 1996: 3), however, in practice, this legislated objective is glaringly far from being achieved in everyday reality. It can be seen in recent media coverage and newspapers (Grocott's Mail, 2011; Grocott's Mail, 2018; The South African, 2019; Dispatch Live, 2018; Cape Times, 2011; Witness, 2011; News24, 2019) which carry stories of domestic, social and school violence. Media coverage of social problems, such as violence in schools, has significance due to the social, political, cultural, and economic impact on these institutions and structure of society (De Wet (2014: 490) and in turn influenced by these institutions and structures. In addition, constant media and newspaper coverage relating to this phenomenon not only confirms that there is a problem but also creates a sense of urgency for tangible support in the provision of the necessary human capital and collective effort to address the problem contextually (de Wet, 2014; Jacobs, 2014).

This study focuses on the social indictment of school violence on teachers and learners. It is the main reason why school violence is considered a social issue in education. Much of the research on school violence has been focused on the individual factors that lead to violence, such as psychological disorders or institutional explanations (Henry, 2000:25-26). However, studies on the relationships between teachers and learners have been somewhat neglected.

The study investigates how teachers and students deal with various forms of violence in a public high school in a working-class township in the Sarah Baartman District Municipality. The names of schools, townships, and neighbourhood are hidden to protect informants. This study aims to contribute to the literature by examining the experiences of individuals in a specific school, which will give a sense of how society responds to the problem of school violence. It also explores the cultural factors that may contribute to violence at schools.

For a school to be regarded as a social institution, it must have certain regulations governing its members' conduct, which includes the number of students and teachers they have. In urban areas, schools are regularly targeted by gangsters (Muthukrishna (2000: 424). The rise of crime has created a context where teachers and students are killed and raped by gangsters (Shaikhang, 2012: 75). Whereas all of these declarations are befitting the perplex, they don't relate structures to the collective awareness of people in society and how that will interpret to multi-layered social activities.

In 2016, in a shocking case, a high school in the township of Makhanda witnessed brutality and horror, where a 22 - year-old female learner was brutally murdered by three male school learners on 16, 19, and 20-year-old, and all from the same location. The events leading to the assault and death of the 22-year-old centred on an evening of drinking at a local tavern in the community for a "pens-down" celebration. Many of those associated with the events of that night, were school pupils who had just finished their end-of-year exams, according to Grocott's Mail, 01 May 2018. In 2011, it was reported that Zingisa Centwa a female school pupil from the high school, was brutally raped and murdered by an 18-year-old Mvuzo Matebese, who afterward dumped her body beside an outside toilet near her home according to the Grocott's Mail, 07 September 2011.

The above-reported episodes extend one viewpoint of physical viciousness in working-class township communities and at schools, specifically rough ambushes, assault, and kill. Usually a clear sign that the school environment isn't as it were progressively getting to be hazardous but moreover school savagery does not as it were happen inside the premises of the school but too spills over to the encompassing community. The schools' environment must be secure and secured for viable instruction and learning to happen. Need of satisfactory foundation and official security faculty nearness includes to both learners and teachers feeling hazardous and debilitated inside the school setting (Ncontsa & Shumba, 2013: 1).

Inside and outside components all contribute to the issue of school violence. These are regularly interconnected with the school's physical area and the socio-economic status inside which schools works (Duma 2013: 3). For occurrence, numerous learners and instructors come from environment where manhandle is the standard and so at times exchange such behaviours into social circumstances within the school setting. Mthiyane (2013: 5) contends that the government has presented a few enactment, arrangements, and programs (for illustration, prohibiting corporal discipline at schools, ordering schools to have codes of conduct for learners, permitting schools to look learners for perilous weapons and prohibiting start of learners at school) to stem-out viciousness plaguing schools, with exceptionally small substantial verification that it is succeeding. This circumstance infers that school violence does not happen in separation from the social environment of the people.

It is against this background that this study is being attempted. Using the social constructionist approach to examine this wonder, which empowers a more comprehensive information of school violence in society and extraordinary capacity to relate educate and structure to society's awareness.

Social constructionism is utilized as the epistemological lense conceptualising this study, based on Berger and Luckmann's (2011; 1966) hypothesis of the social development of reality. The most contention of this approach is "our reality is socially constructed" (Berger and Luckmann, 1966: 13), this basically implies that we shape society and in turn are moulded by it customarily, socially and politically (Gergen, 1985; Burr, 2015). This implication being that we make sense of the world by possessing and being possessed by social educate, which give us with apparatuses of translating the world in a significant design whereby we develop meaning

The strength of this approach is that it allows for an understanding of social realities of subjects concerned about the social-interpersonal relations and in relation to the social institutions' social roles such as the family, community and school contextually. It also means that it does not only focus on the individualised psychological life of the subjects' concerned (Burr, 1995: 12). The implication of this is that behaviour should also be examined and judged according to constantly changing social practices, norms, values, and perceptions of the particular society, according to the social conditions from which individuals are situated.

In substance, social constructionism accepts that "social information and representations of reality are built as collaborations, socially transmitted, verifiably sedimented and habitually organizations solidified, and at long last communicatively replicated on-site" (Gunnarson, Linell, and Nordberg, 2014: 1). In other words, we make meanings, which repeated over time, influences our relations with social institutions.

1.3 Research goals

To study the perceptions and experiences of teachers and learners about violence among teachers and learners in a black township high school in Sarah Baartman District Municipality, the following objectives were explored:

1. To explore the knowledge of learners and teachers about school violence among them in the general school system and in their school.
2. To investigate if the everyday life experiences of learners and teachers at home, with their families and immediate community, influence their violent behaviours at high school.

3. To explore how the high school environment affects the relationships between teachers and learners and leads to social violence among them.
4. To explore how the disciplinary process of the school shapes the construction of particular behaviours among teacher and learners.
5. To investigate which are the main social consequences of school violence for teachers and learners in the school environment.

1.4 Research methods and methodology

This study utilizes a qualitative approach to research teacher and learner violence at a black working-class township high school. According to Golafshani (2003: 600) qualitative research is a form of systematic empirical inquiry into meaning-seeking "illumination, understanding, and extrapolation" to similar situations, enabling an understand of social phenomena in common settings, emphasizing implications, encounters, the meanings, and views of participants. This approach, therefore, was selected because of its ability to provide an in-depth understanding of the ways people come to understand, act, and manage their day-to-day situations in particular settings.

Semi-structured in-depth interviews were utilized as a result of the touchy nature of school violence and permitted interviewees to talk unreservedly and broadly. Agreeing to De Vos (2011: 297), a semi-structured meet could "be a combination of structured and unstructured interviews, which can last for a considerable amount of time and can become intense and involved, depending on the particular topic at hand". Struwig and Stead (2014: 98), also agree that in this type of interview, "predetermined questions are posed to each participant systematically and consistently, but participants are also allowed to discuss issues beyond the questions".

Purposive sampling is considered most appropriate for this study because it is less time-consuming and participants could be selected out of the large population. Purposive sampling (also referred to as judgment sampling) is a deliberate choice of an informant based on the qualities or capabilities that the informant possesses. A non-probability, purposive sampling was used, because the sample of the study was not selected on random criteria. The sample unit was selected strategically, for relevance to the research topic and goals, with a specific school and a specific group of people (teachers and students) (Bryman, 2012: 418).

The sampling is composed of teachers and learners from grades 8-12 at the high school level. Participants were selected on their first-hand experience of school violence and the ability to share details regarding their experiences and perceptions. The total sample size is 11 people; interviewees were divided into three intervals with at least 3 teachers and 8 learners with different genders and school grade levels. The sample is nest represented by the table below:

Teachers 3	Grades	Students 8	Grades
1 Male	Grade (8-9)	1 Female	Grade (8-9)
		1 Male	
1 Male	Grade (10-11)	2 Males	Grade (10-11)
		1 Female	
1 Female	Grade (12)	2 Females	Grade (12)
		1 Male	

The interviews lasted between 45 minutes to an hour and a half. The framework used to guide the analysis of data is thematic analysis (Bryman, 2012: 578). Data collected were transcribed, tabulated and analysed searching for themes, such as repetition of terms; categories in terms of expressions; metaphors and analogies; transition; similarities and differences in data; use of language; and material related to theory (Ryan and Bernard as cited in Bryman, 2012: 580).

The instrument of data collection is an interview guide or schedule with open-ended questions related to the main topics and/or objective of the research. Participants were selected according to the following criteria:

- Learners and teachers who had been affected by violence through experience (directly or indirectly).
- Learners who are fluent or fairly understand English and isiXhosa.
- Learners who are attending from grades 8 to 12.
- Teachers younger than 65 years old, who are permanently working at the high school.

Participants were recruited from outside the school premises and made aware that participation was voluntary; therefore, no gatekeeper consent letters were necessary. They were assured that their identities would remain confidential as pseudonyms were used. Protecting participants' identities encouraged them not to hide any information in fear of being victimized after the study. All informants' participants were advised that the data collected was confidential and used for purposes of the research. The researcher arranged to meet with the participants in safe space identified by the the researcher and also agreed upon by the participants. The study involved learners who were 18 years old and above, therefore, no parental consent was necessary. The interview questions were communicated to all participants before the interviews. Participants were assured feedback would be given to them to verify the truthfulness of the date before the final draft was made. Also, for ethical considerations the researcher abided by the ethical standards of Rhodes University, making sure to receive 'informed consent' from the research participants before conducting the interview process (RUSEC, 2014: 24-5).

1.5 Overview of the layout of the dissertation

Chapter One: Includes the introduction and orientation of the research study, the aims and objective of the research, and the research design and methods and methodology, and ethical considerations.

Chapter Two: Explains the main theoretical categories of Social Constructionism that contribute to a scenario of social violence. It also concentrates on a theoretical analysis of the conceptualisations of institutions such as schools and also the primary environment such as family, friends and the community of students and teachers of public high schools.

Chapter Three: Unpacks the social history of education in South Africa since democracy, the current crises of education, and the growing rate of violence in public schools due to not only violence in the educational institutions but also as a result of growing violence and crime in the townships and the society in general.

Chapter Four: Analyses the data obtained through interviews and the relation between the data with the theory and literature related to violence in public high schools. In addition, each one of the research objectives will be explained through the analysis of the data obtained.

Chapter Five: Consists of the discussions, recommendations, and conclusion.

CHAPTER TWO: SOCIAL CONSTRUCTIONISM AND THE CONSTRUCTION OF REALITY

2.1 Introduction

This chapter explains some key concepts of the social constructionist theory and how they can assist in the interpretation and analysis of social reality, knowledge, and the uses of language. To establish the link between concepts and the development of social violence in social institutions such as the school, and community organisation and between the social relations developed thereof by teachers and students in the township school setting.

Social constructionism is a theory which explains that our knowledge of the world comes from shared understandings over time in a particular historical context. In other words, "the existence of all cultural and social reality, such as values and meaningful actions" is a result of "social actions and practices which are collectively performed and generally taken for granted" (Segre, 2016: 93).

Berger and Luckmann (1966: 1) state that reality is social construct, and the reality is "as a quality appertaining to phenomena that we recognize as having a being independent of our own volition" (Berger and Luckmann 1967: 1). Eberle (1993: 5) mentions that reality has two dimensions, on the one hand, is the objective aspect because the reality is recognized as independent of the will of the social actors, and on the other, reality has the subjective aspect, because reality is constituted, like construction, into social life, with specific cultural and historical background.

Nightingale and Cromby (2002: 706) explain: "That language actually co-constitutes reality. The play of linguistic meaning and significance is shaped and constrained by embodiment, materiality, socio-cultural institutions, interpersonal practices and their historical trajectories (all of these structured by and producing structures of power such that language does not independently and thoroughly constitute our world)". Language is understood in its symbolic dimension (Searle, 1999: 59), and language is necessary in order to know about knowledge and meanings of the world. In its symbolic dimension, language is the basic element to create, and be part of, our understanding of the social system, in such a way that the social system becomes a communicative system (Luckmann, 2008: 277). As a communicative

system, the social system has the fundamental quality of collective memory (Luckmann, 2008: 277).

Luckmann (2008: 278) claims that “the communicative construction of collective memory is the most important aspect of the social construction of reality”. Our knowledge about the world goes through generation to generation in the process of social interaction, and this collective memory is an aspect of the social constructions that we make. The collective memory is a dynamic phenomenon that changes in the process of social interaction. Schwartz (1991: 221) explains: “commonly defined as a conception or practice sustained across generations, tradition becomes an invention consciously designed to deal with present problems”. The collective memory operates like a basic knowledge about the world, and that is our reality. The social actors are permanently constructing the reality from collective memory and in the social interaction process.

The social system as a communicative system produces shared rationality and sense, which in turn gives the possibility to distinguish between different social systems (Luhmann, 1995: 237). Rationality and sense at the same time are basic elements to produce the social system as a communicative system. The social system is based on interactions and communications, using rationality and sense, to create meanings that are shared by those within the system. Our constructions of the world, in this world of rationality and sense, are full of meanings. These meanings are exchanged inter-subjectively for means of the symbolic essence of the language.

2.2 Reality as a social construct

Berger and Luckmann (1996: 43) argue that society is created by humans and human social interaction, which they refer to as “habitualization”. Habitualization explains how “any action that is repeated frequently becomes cast into a pattern, which then be...performed again in the future in the same manner and with the same economical effort” (Berger and Luckmann, 1966: 70-71). What this entails is that humans do not only construct their own reality but also accept it as it is because others have created it before them. However, this is not to say, humans do not have their own agency.

For instance, a school exists as a school and not just as a structure/building, because society agrees on the legitimate power of its meaning. If the school as a social institution is older than the students studying currently, it means that the school has a history, a biography and is also the result of social interactions of previous relations between students, staff and the community. In other words, a school exists by consensus, both prior and current. This is an example of the process of what Berger and Luckmann (1966: 53-57) refer to as "institutionalization", meaning the action of implanting any social construction into society. It is important to note, that the institution, even though socially constructed, is still real because reality has both an objective and subjective aspect, as Eberle (1993: 5) explained earlier.

Much like Berger and Luckmann (1966) in their explanation of habituation, Thomas and Thomas (1928: 421) assert that our moral codes and social norms are created or developed by consecutive explanations of the situation. Merton (1968: 421-423) defines this concept as a 'self-fulfilling prophecy'. According to Merton (1968) a self-fulfilling prophecy, even a false idea could become true if it acted upon. An example that he shares to demonstrate this is that of a "bank run". If for some reason, a significant number of people fear that their bank will soon go bankrupt; people run to their bank and demand all their money at once, even if this is false information. As the banks rarely, if ever, have that much money on hand, the bank does indeed run out of money, fulfilling the customers' prophecy. In this sense, the reality is constructed by an idea. When we apply social constructionism to violence in schools, we take note of the explanations and meanings by individual-institutional interactions, which could, in fact, affect the reality of violence in schools.

Berger and Luckmann (1966: 29), also make use of symbolic interactionism for the "analysis of internalization of social reality". Making use of symbols, like language, gestures, and artefacts, people interpret their socially constructed symbols in daily interactions.

They state that "human expressivity is capable of objectifications" (Berger and Luckmann, 1966: 49). Objectification, in other words, "the process through which the externalized products of human action are objectified or attain the character of objectivity", manifests itself in products of human activity that are available both to their producers and to others as elements of a common world. And these can exist beyond the face-to-face situations in which they can be directly apprehended. An individual can have access to another individuals' subjective attitude, for instance, an individual may feel scared at seeing a person holding a

knife, unless, of course, it turns out to be held by a person who is carrying the knife for the purposes of peeling vegetables, and not to harm anyone. Here what we learn is that the initial purpose of the knife is not to impose fear but also it may convey a meaning of threat depending on the context in which it is held (Berger and Luckmann, 1967: 35). So, it is not the knife itself, but the meaning associated with it being harm towards another that is interpreted as a threat.

Therefore, our social constructions of reality are also influenced by symbolic interactions. What this means is that our everyday life constructions, based on symbolic meanings, are essential aspects of our individual socializations, where we learn the ways and the culture of our respective societies in which we are situated. On a day-to-day life basis, people employ many types of behaviours, depending on the specific context, Berger and Luckmann (1966; 2011) refer us to the notion of 'roles'.

What emerge from many types of behaviours that people share in everyday life is roles. Roles can be classified as patterns of behaviour that, and as Berger and Luckmann (1966: 74) put it, as “A and B interact”, in whatever manner, “typifications” will be produced. They state that behaviour that we recognize in each other is representative of an individual's social status.

Berger and Luckmann, (1966: 78) explain that “the institutional world is objectivated human activity, and so is every single institution. In other words, despite the objectivity that marks the social world in human experience, it does not thereby acquire an ontological status apart from the human activity that produced it”. We all take on various roles throughout our lives, and our social interactions are reliant on what types of roles we assume, whom we assume them with, and the social situation where interaction occurs. So, our institutional world or behaviour does not happen in isolation from the human society from which it emerged. This explanation directs us to the concept of primary and secondary socialisation from which habits are learned and behaviour, role-play, and actions primarily and secondarily occur through the process of socialisation.

2.3 Primary and secondary socialisation

Berger and Luckmann (1966: 149), contend that society exists "as both objective and subjective reality". As social actors in society with agency, people simultaneously externalize their being into the social world and in turn, internalize it as an objective reality. Socialisation involves a process whereby an individual is "inducted into participation" to the social world (Berger and Luckmann, 1966: 149). Initially, individuals learn to become members of society by being socialized in their families and communities. This occurs through "primary socialization" (Berger and Luckmann, 1966: 149-157). They (199: 150) explain that: "primary socialization is the first socialization an individual undergoes in childhood, through which he/she becomes a member of society". Secondary socialisation is the "subsequent process that inducts an already socialised individual into new sectors of the objective world of his society" (Berger and Luckmann, 1966: 150). Primary socialisation forms the basic structure for the individual socialisation, and the basic structure of secondary socialisation has to resemble that of primary socialisation (Berger and Luckmann, 1966: 151).

Every individual is born into an objective social structure within which he/she encounters significant others, such as parents or guardians, etc., who are in charge of his/her socialisation. Children are not only born under an objective social structure but also under an objective social world. Family members who moderate the world to the child modify it in the course of socialisation. This is done by choosing aspects of it in line with their own position in the social structure, and also by "virtue of their individual, biographically rooted idiosyncrasies" (Berger and Luckmann, 1966: 151).

For instance, Berger and Luckmann (1966: 151) explain that:

"The social world is 'filtered' to the individual through this double selectivity. Thus, the lower-class child not only absorbs a lower-class perspective on the social world, but he also absorbs it in the idiosyncratic coloration given it by his parents (or whatever other individuals are in charge of his primary socialization). The same lower-class perspective may induce a mood of contentment, resignation, bitter resentment, or seething rebelliousness. Consequently, the lower-class child will not only come to inhabit a world greatly different from that of an upper-class child but may do so in a manner quite different from the lower-class child next door".

Berger and Luckmann (1966: 151), further add, primary socialisation does not only involve cognitive learning alone but occurs under an environment that is "highly emotionally charged". What this entails is that the process of learning would be very difficult if the child was not emotionally attached to significant others (or in this case to their parents' love and protection). Children co-opt roles and emotions from their objective and subjective environment that are learned from their first socialisation.

During the secondary socialisation of individuals, they learn the roles of different institutions such as the education system, the legal system, the world of employment and occupations, etc. This type of socialisation includes the acquisition of role-specific knowledge, thus taking one's place in the social division of labour. These social roles are learned through training and specific rituals (Berger and Luckmann, 1966: 161). According to Berger and Luckmann (1966: 162), "the roles of secondary socialization carry a high degree of anonymity, in that the same knowledge taught by one teacher could also be taught by another". As a key concept of this research secondary socialisation is explained in detail in the next section.

2.4 Secondary socialisation and social institutions

As Berger and Luckmann (1966: 150) stated, secondary socialisation "inducts an already socialized individual into new sectors of the objective world of his society". During secondary socialization adolescents or adults learn new knowledge or skills represented in the acquisition of new social roles.

What this suggests is that people in the secondary process of socialization can experience new areas of the 'social world' that demand certain and specific knowledge (Berger and Luckmann, 1966: 158). All these different social arenas of the social structure 'sub-worlds' have their own institutions which demand particular conduct, and individuals might have to initiate a new process of socialization. Secondary socialization would mean internalization of institutional based 'sub-worlds' (Berger and Luckmann, 1966: 158). Secondary socialisation allows individuals to invest in and gain from role-specific knowledge, which is, in one form or the other, embedded in the division of labour. This, therefore, "entails the attainment of role-specific vocabularies, the internalization of linguistics structuring regime,

interpretations, and conduct within an institutional setting” (Berger and Luckmann, 1966: 158).

Berger and Luckmann (1966: 159) also reveal that the nature of the secondary socialisation process depends on the status of the body of knowledge concerned within the symbolic universe in its entirety. The contradiction then is that the internalized reality has a tendency to persist. Now, whatever that is being internalized must be layered/imposed upon an already existing reality. So, a problem of inconsistency arises due to the original and the new internalizations (Berger and Luckmann, 1966: 160). Hence, Berger and Luckmann (1966: 160) state that “secondary socialisation presupposes conceptual procedures to integrate different bodies of knowledge”. Therefore, biological restrictions become less important to the learning sequence in secondary socialisation and this acquisition and understanding of the foundational structure of knowledge becomes more important. "The internalization of the experiences and knowledge acquired by people during their primary socialisation are expressed in long-lasting habits, quite difficult to be changed. However, the new knowledge and experiences articulated in new roles during the secondary socialisation create a new cumulus of knowledge challenging and re-transforming the old habits," which allows people to circulate within the different position in the social world.

2.5 The role of school education in peoples’ socialisation

As it was explained above, during the secondary socialisation of individuals they learn and experience different knowledge learn through social institutions. In this section, it is crucial to demonstrate the relationship that exists between the educational institutions for the socialisation of individuals and the diverse social actions assimilated in this environment.

The school is an educational institution intended to provide a learning space and learning setting for the teaching of learners under the management and supervision of teachers (Mikael, 1998). In this regard, the school can be regarded as a formally constituted community as opposed to mutual communities (Sinha, 2018:119). Therefore, one of the most significant institutions for people’s socialisation is the school. Schools, and in this thesis, High Schools, are responsible for socialising adolescents and young people on specific skills,

morals, and values. In one form or the other, the school is one of the main social glues that hold society together (Saldana, 2013: 228).

The education system has served the purpose of a catalyst when development and effort were needed, or the purpose of stabilizer when society has needed to put on the breaks – for instance during times of national austerity. According to Saldana (2013: 228), the school system responds to society's needs, and complies with society's demands, for trained workers, intellectual citizens, and well-educated citizens. In this regard, the school system, he says, has always operated within the specific confines and has been charged with the task of promoting conformity. Count (1932: 3) states that: "Faced with any difficult problem of life we set our minds at rest sooner or later by their appeal to the school. We are convinced that education is the one unfailing remedy for every ill to which man is subject, whether it be vice, crime, war, poverty, riches, injustice, racketeering, political corruption, race hatred, class conflict, or just plain original sin. We even speak glibly and often about the general reconstruction of society through the school".

The above statement by Count is most relevant even today. Modern society expects the school system to teach learners life skills, such as conflict resolution, alcohol, and drug awareness, and sex educations, besides the approved curriculum, all within the confines of set parameters imposed by modern society's conflicting values, diverse morals, and evolving mores. The other institutions of socialisation, such as family, community, etc., have changed, and in the absence of the so-called "traditions family" and community values, the school emerged slowly as society's social glue.

Concerning socialisation, the school has successively assumed the role and functions of the family and community i.e. it has assumed not only the primary role of socialisation but also the secondary socialisation (Weeks, 2000: 125-129). What this, therefore, means in Weeks' words is that the school combined the formal (e.g. classroom teaching, suspension, expulsions, corporal punishment, etc.) and informal (such as peer group, influences/pressure) approaches in its socialisation function. The school performs the function of socialisation mainly through: the curriculum, knowledge of basic intellectual skills such as reading, writing, verbal expressions, calculations, and other cognitive ability. Also, it teaches language and allows individuals to communicate with one another according to their positions in society, cultural achievements; and provides opportunities to gain social and

vocational capabilities that are necessary to make an individual a social, useful, and economically productive member of society. It further shapes values and attitudes to the demands of contemporary society in front of the current social problems; educational institutions further socialise individuals in becoming members of society, to take on meaningful roles in the complex of independent positions; schooling education further widens mental horizons of both student and teachers by teaching new ways of self-introspection and to scrutinize society; such capabilities can enable intellectual, emotional and social growth (Weeks, 2000: 134-139).

Thus, education can be influential in promoting new values and stimulating adaptation to change conditions. Also, schools enable the student to learn many other social roles and skills which are also important for his/ her overall development as a member of society. Therefore, education supposedly transforms individuals into useful citizens who will obediently conform to society's norms and will accept the role and status that society will confer upon them when they have finished their schooling. Through education, the child will learn to cooperate, comply with group rules, harmonize their requirements with those of the group and act accordingly. Such inter-relational behaviors have the significance of learner's socializing and personality, which is in continuous development and expansion.

2.6 Social construction of violence

It has been explained previously that social constructionism involves "elucidating the process by which people come to describe, explain, or otherwise account for the world in which they live" (Muehlenhard & Kimes, 1999: 234). It means the learning experiences acquired in the first and secondary socialisation. It is in this process of the social construction of reality that Muehlenhard & Kimes (1999: 234) explain that "what counts as violence is socially constructed, has varied over time, and reflects power relationships". When less-powerful people – i.e.: based in poor socio-economic communities, "attempt to challenge existing power relationships and to promote social change, an initial battleground is often the words used to discuss these problems" (Muehlenhard, & Kimes, 1999: 234).

Historically, 'abuse of power relations in the domestic sphere has perpetuated violence against women and children, as being the most vulnerable members of the household and the community. For instance, in the different ethnic groups in South Africa, some husbands still

believe in disciplining their wives not only through verbal violence but also through corporal violence as part of cultural beliefs and as part of the patriarchal ideals embedded in the society.' As a result, it is perceived by Muehlenhard and Kimes (1999: 235) that the responses to this generalized violence within the communities affect the household and the children who also learn ways of “aggression, feeling out of control, masochism”, etc. As Loseke, (1989, cited in Muehlenhard and Kimes, 1999: 238) suggests, the social construction of violence is among others, spread in the household environment. Domestic and sexual violence “occurred on a continuing basis; grew worse with time; resulted in physical injuries (broken bones, bleeding, permanent injuries) and emotional trauma (living in extreme terror or domestic hell); and ultimately affected the children - *and adolescents*, who witnessed it, and future generations, who would repeat the cycle”.

Blume (1996: 7-8), agreeing with the previous scholars, states that “social constructionism focuses not on the objective social system but rather on the ways in which it is understood by its members”. For example, an environment in which the majority of people experience a lack of socio-economic resources could be conducive to more feelings of violence and frustration. Thus, people could, in this case, understand the social reality according to their suffering and lack of means for survival. The understanding of the social system has been increased with the advance of technology and the means of communication. Written media has played an essential role in disseminating information about social problems and the growth of violence. This affects the “public attitudes demonstrating high anxiety about violence, leading to changes in lifestyles and even place of residence” (Warr, 1994, cited in Blume, 1996: 4). According to Sarbin and Kitsuse (1994) (cited in Blume, 1996: 5-6) “human interaction through language, a primary symbolic tool through which people share their experiences”, increases the popular distribution of symbolic and material means of violence. Violence is expressed in different contexts as Blume (1996) describes: first, family and household violence; secondly: societal and structural violence; and finally, racial and gender violence and how it was expressed previously, “violence – in the family and household, is strongly associated with gender; males not only commit more violent acts” but also reproduces social violence through language and communication (Blume, 1996: 6-7).

In addition, societal and structural violence exposes the “victims of violence, displayed in newspapers and on television news, bring to life another part of the discourse: fear. For example, perceived fear of enemy may help to justify more violent actions (Blume: 1996: 7).

Socio-economic and political crisis in the society, expressed through the growing levels of poverty, unemployment, and exploitation of the working class, are some of the social dimensions that affect the increase of social violence and social problems. Galtung (1990) (cited in Holschuh, 2014: 1-8) states that societal violence is “not always visible but can be incorporated in the structure of society and its cultural circumstances, i.e., there is direct and indirect violence. Direct violence is thus not only a social construct that is rooted in the potential for violence in the structure and culture of a society, but also the reflection of the psyche of society in the minds of men, of its cultural belief systems and structural integrity”. As Carlson *et al* (1989), (cited in Holschuh, 2014: 1-8) explains, violence, in this respect, is more than just an intention and determination to harm but also is "expressive of the instability of the society in which it takes place. It is the embodiment and concentration of cultural and structural conflict".

As a result, and expressed by Reiss & Roth (1993, cited in Blume 1996: 7) “the intolerance also seems to be more common among groups who are excluded from the mainstream”, such as particular racial or ethnic groups who are racially or/and economically segregated. The most vulnerable group of society are until some extent repeating this violence-supporting discourse, “promoted by the fact that members of marginalized groups are unlikely to be exposed to a mainstream society where success and opportunity are described in other terms” (Blume, 1996: 7).

2.7 School violence as a social construct.

As mentioned earlier by Muehlenhard and Kimes (1999: 234), power relations within the household environment are pronounced where abuse of power is mainly exercised against vulnerable groups such as women and children. Henry (2000: 17) contends that school violence cannot only be limited to “extreme physical force”, mentioning “violence involves a multitude of critical elements, such as emotional and psychological pain that result from the domination of some over others”. Henry (2000: 19) argues if we omit "broader dimensions of school violence" it causes us to miss many “*wider social constructs and context of violence* details, content and causes of school violence, which shape the more visible forms of physical violence by students - *and teachers*”. Therefore, according to Henry's (2000: 21) more expansive and inclusive definition, “school violence is the exercise of power over others in

the school-related setting by some individual, agency, or social process, that denies those subject to it their humanity to make a difference, either by reducing them from what they are or by limiting them from becoming what they might be”.

In understanding the construction of school violence, McIntyre (2000: 123) suggests that it is important to analyse the “quality of life available to children, *adolescents*, and families who live in violent, low-income communities”. This is because there are “multiple factors that contribute to and/or inhibit healthy individual and community development” which in one form or the other “suggest that violence can have a negative impact on, among other things” an adolescent’s education, a teacher’s teaching, “health, emotional well-being, sense of self, and ability to communicate effectively with others” (McIntyre, 2000: 123-124). McIntyre (2000: 124) also identifies other stressors that affect the school violent environment such as poverty, single-parent headed families, drug abuse, and availability of weapons which contribute to posttraumatic stress syndrome (PTSD). McIntyre (2000: 124) explains that individuals who grow in environments where they are repeatedly exposed to or are victims of violence may show symptoms that shape their behaviours such as aggressive behaviour, restlessness, a heightened sense of fear, phobic behaviour which in turn affects behaviour in the school environment. According to McIntyre (2000: 124) understanding violence in this way is important because it is “helpful in attempting to understand reactions and outcomes” of individuals living in situations of chronic violence as this will help “contribute to the development of various interventions and prevention programs” to school violence.

Brown and Munn (2008: 219) contend that increased school violence is seen as a serious social problem. The media has played a prominent role in bringing the public's attention to the recognition of the problem of school violence, which has been intensified over time. The media often reports on how schools have become violent and dangerous places, which have become problematic and unruly where “destructive acts of violence” are common. In this way, the media, according to Brown and Munn (2008: 223), “helps construct the problem by making it a legitimate target for political and policy intervention”. While at times media constructions of violence in school tend to focus on “extreme cases”, they are regarded as “claim-makers” or 'social actors' who are engaged in an effort to convince others of the relevance and importance of their chosen social problem. This, according to Jamrozik and Nocella (2000: 67), is done in order to “fight the problem”. Media plays a significant role in how it has “shaped our perceptions” (Brown and Munn, 2003: 572).

The constructions of school violence by claim-making individuals have significant implications for teachers, learners, and the school. Explaining/framing school violence with the help of media “legitimizes greater surveillance”; for example, when schools ask for police or security personnel services to protect the environment of the school. Which according to Rapp (2003: 569), “suggests to students and teachers that they learn and teach in an environment where there is a trust deficit” of teachers and learners and they are under suspicion.

2.8 Conclusion

Social interactionism explains that our reality is socially constructed, and shaped by tradition, culture, and politics over time. As Berger and Luckman (1966: 149) have observed, society is both an “objective and subjective reality”. It is objective because it consists of social values through which individuals' actions and behaviours emerge. Society takes its subjective shape when “individuals internalize social values” and “posteriorly externalize” them by interacting with others. This is known as socialisation. Socialisation shapes individuals to accept or reject social values as an objective reality. Family and the closest social environment have an essential impact in the primary socialisation of the child while schools and other institutions influence the “secondary socialisation of the children and adolescents”. So, the crucial knowledge introduced by beliefs, morals, social values, and so on, helps the functioning of the social group. Those acting against the social norms and rules act outside the “institutional areas of conduct designates” (Berger and Luckemmann, 1966: 83).

Social constructionism, therefore, attempts to analyse social and interpersonal relations within everyday life (Gergen, 1985: 262). This study examines how social relations among family, school, and community where the students, mainly adolescents, and teachers socialise, determine particular individual and social behaviour. The social conditions, in which they live, such as poverty, unemployment, family violence, community’s alcohol, and drugs, etc., affect their adjustment to norms and rules and the socialisation in a transgressive environment influences the production and reproductions of social violence within the school and its close environment.

CHAPTER THREE: VIOLENCE IN SOUTH AFRICAN PUBLIC SCHOOLS

3.1 Introduction

Violence in South African schools is arguably one of the biggest challenges facing teachers and learners alike. The South African Act of 1996 proclaims that schools are meant to build a strong foundation for the development of learner's skills and abilities and to contribute to the eradication of unemployment and poverty (Yusuf *et al*, 2008: 53-54). Yusuf *et al* (2008: 63-64) acknowledges that education on its own will not reduce violence but serves as an important empowering mechanism, and states there should be a developmental plan from which poverty is addressed at all spheres. Nevertheless, this study will argue that twenty-five years after the abolition of apartheid, violence in South African high schools has become an obstacle in the process of learning and teaching. Violence within schools poses a serious problem and has numerous consequences for both teachers and students. Recently scholars have become quite interested in exploring the main reasons and consequences of school violence (Bester & Duplessis, 2010; Burton & Leoschut, 2012; Ncube & Shumba, 2013; Mncube & Steinmann, 2014). Those scholarly articles reveal that South Africa's schools and classrooms have somewhat changed over the past decades because of the expansion of violence in the school's environment. The intensified awareness of the public's concern about violence in schools has been mirrored in several newspaper reports citing school tragedies resulting from incidents of violence within schools (eNCA, 29 September 2013; Grocott's Mail, 07 September 2011, Grocott's Mail, 01 May 2018; Dispatch Live, 15 September 2018; The South African, 28 January 2019; News24, 17 September 2019).

The enormity of crime, violence, victimization and associated disruptions in South African schools interrupts the educational process and the normal psychological development of many learners, and the teaching development and interest in curriculum changes by teachers (Burton & Leoschut, 2013; Mncube & Harber, 2013). A critical problem confronting teachers today is the ability to improve the academic performance levels of students especially in environments where school violence is prevalent. Data on violence is readily accessible from the constant flow of information about violence disseminated through media reports, public surveys, electronic information, and the research literature (Burton & Leoschut, 2013). The consequences of violence are not limited to learners but affect all the actors in the education

system. Violence, by its generative nature, represents a problem that requires serious interventions.

3.2 The current crisis of the education system and the rise of social violence

In line with the statement from Dewey (1976; 2011) education is, on the one hand, concerned with the development of distinctively human capacities of knowing, understanding, judging, and behaving intelligently. Education is, therefore, cultivating learners' capacity to learn, and their capacity to succeed in any aspect of life. On the other, learning how to behave intelligently is related to moral willingness and thoughtful character, as mentioned by Martin Luther King, Jr (1947: 124) "the function of education is to teach one to think critically. But education, which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man or woman gifted with reason, but with no morals. We must remember that intelligence alone is not enough, but intelligence and character is the goal of true education".

According to the International Study Association on Teachers and Teaching (ISSATT, 2019), educational crises are happening in almost every country of the world, since the early 1950s, making experts, particularly those in the education sphere, attempt to reduce and remedy the problem. The problems encountered in the education system include the crisis of the infrastructure, the quality of teaching, finances, curriculum, and the lack of teaching resources, among many other problems. Besides the fact that finance is a very serious problem at the moment to resolve the global education crisis, it is essential to acknowledge heterogeneous cultural and social differences suffered by individuals in different parts of the world (Robb, 1998; Waghid, 2005). In other words, as human beings, we have different experiences in terms of the socialisation process, different cognitive skills, actions, and cultures. This socialisation process is alongside the rise of technological advancement and the information age, which have affected students, teachers, and the school environment.

The loss of the strategic vision of the basic function and objectives of education itself has been transformed into a serious moral crisis that affects people in general (Leming, 1994: 122-130). This moral crisis is characterized by diverse factors, which include, "the rising youth violence, increasing deceitfulness, greater disrespect for parents, teachers and other legitimate authority figures, increasing peer cruelty, a rise in bigotry and hate crime,

deterioration of language, the decline of work ethic, increased self-centeredness, a surge of self-destructive behaviour, and growing ethical illiteracy" (Lickona, 1992: 12-22).

Besides the moral crisis that affects the education system, it is crucial to re-think a new pedagogy (Pont, Nusche, Moorman, 2008: 33). The education system through the creation of policies and new methods of learning has attempted to reform the crisis. Schools have applied different strategies in designing future education, which should 'apparently' bring a positive influence on students' knowledge. Also, the school and its environment should be socially interlinked to achieve educational reform. It is said that without a comprehensive understanding of the strengths of education and its relation to the application as the basis of educational change, it is unlikely there will be an actual change (Pont *et al*, 2008: 33).

However, the moral and ethical crisis of the global education system is perpetuated and is even more acute than ever. The changes in the international division of labour, the roles that individuals should apprehend in their primary and secondary socialisation, the crisis of the social world structure, among many others, affect quite drastically the performance and social actions of individuals. In a social world in crisis, clashes between culture, morals, norms, etc., are creating severe problems for the institutional education of people and their further socialisation. The result is widely spread of violence and anomalies in the behaviour of individuals.

3.3 A brief social context of culture of violence in South Africa

Twenty-six years after the new democratic dispensation, which eroded the violent and oppressive apartheid regime, violence is still an in-depth challenge in the South Africa social, economic, and cultural setting. With the new democratic era, a number of reforms have taken place, which aims to promote human rights, equality, and social justice (Constitution of the Republic of South Africa, 1996). As a result understanding collective violence creates a context of understanding violence within and around the school context. While it is not the sole cause, apartheid and colonialism are also implicated in the high levels of unemployment and violent crimes because of its violent nature and culture. This is particularly present in poor communities, where people are more likely than the rich to be the victims of violent crime. Violence penetrates children and adolescent's lives from different spheres, for example, in

their neighbourhood, in schools, and in families leading to perceptions of South Africa as having a culture of violence (Pretorius, 2020: 139-144). It is suggested that much of the violence is acted out by male figures and related to the social construction of the different forms of masculinity that "both reflect the region's turbulent past and have been a cause of that turbulent past" (Morrell, 2001: 12). Even though both male and female, *learners and teachers*, may be victims of violence; levels of sexual violence against women and female adolescents and girls are very high, as revealed by the Human Rights Watch (2001: 1), that "on a daily basis in schools across the nation, South African girls of every race and economic class encounter sexual violence and harassment at school that impeded their realisation of the right to education".

3.4 Educational history of violence in South Africa

South Africa's educational history is deeply interrelated to the apartheid ideology of racial differentiation and discrimination because "racial segregation was institutionalised and implemented in the educational system" (Coloma, 2009: 119). The education of Black people in South Africa during apartheid rule has a brutal and violent history. Black people of colour were marginalised. The apartheid regime through the implementation of several legislative acts, such as, segregation schools for Africans in 1953, Coloureds in 1963, and Indians in 1965 (Coloma, 2009: 120). The operation of Bantu education in 1953 guaranteed a legacy of a divided and disproportional education system that interrupted the traditional education of the indigenous people of South Africa. This entailed and produced an intentional superior form of education that privileged the White population, while Blacks received an inferior form of education which trained Blacks "exclusively for employment in menial, low-wage positions in racially structured economy", Nkabinde in 1997 explained (cited in Coloma, 2009: 121). The Bantu education worked to expand the apartheid system's "negative social engineering" to control possibilities for Black people from gaining "economic, social, and political independence" (Coloma, 2009: 121). And, as a result, with the Bantu Education Act of 195, the apartheid regime had direct access to most young Black people. This made it easy for the regime to "institute control by inducing passivity in the students and creating ideas about Black history, identity and culture" according to Coloma (2009: 121). So, segregation in education was to be an important tool during the apartheid era which maintained the backbone of racial domination, rooted in the system of White supremacy and racial division. The regime maintained its status quo until the early 1970s, however, during the 1976 Soweto

uprisings, the apartheid structure begun to collapse (Coloma, 2009: 121). Alexander in 1990 (cited in Coloma, 2009: 121), explains that the 16 June 1976 school protest was a sign that the “racist fantasies of the Verwoerd-Vorster era were about to be blown away by the wind of change”.

On June 16, 1976, the apartheid government and the rest of the world witnessed South Africa’s youth and activism into two decades of never seen before “political and educational protest and action” that resulted in South Africa’s first democratic government in 1994 (Coloma, 2009: 122). In other words, the Soweto uprising by Black students marked and symbolised a defining moment in the struggle for equal education and national liberation. According to Kallaway in 1986 (cited in Coloma, 2009; 122), the emergent student power demonstrated through the school boycotts of the 1970s and 1980s served as clear indication to the apartheid government that the schools, which were intended to generate an “education of domestication”, became “Trojan horses” or the sites violent struggle against a system of oppression. Therefore, schools and schooling under the apartheid order were “systematically appropriated by the colonized people” and have played a significant role as not only sites of struggle for liberation but also as sites of violence as explained and suggested by Kallaway in 1986 (cited in Coloma, 2009: 121).

It is important to note that while the new democratic dispensation has exposed and addressed some of the educational divisions and disproportionalities of the apartheid system, the problems of insufficient institutional support, financial and teaching resources in previously disadvantaged Black schools are still with us today (Coloma, 2009: 122). In other words, in post-apartheid era, the apartheid educational structure continues to impose inequities and serve as sites for oppression for Black students and teachers (Coloma, 2009: 122). Hamber (1999: 114) extends that "South Africans has a long history of socially sanctioning the use of violence to solve problems". Therefore, in looking at the history of violence in schools and relevant research, we may come to an understanding of the role the past has played on current conditions.

As a result of a violent history rooted in the apartheid regime, the government of the new democratic dispensation has embarked on several projects and a series of legislation with the aim of transforming the South Africa. Among many of its projects was the introduction of a single educational regime and national curriculum. In 1997 the South African Department of

Education introduced the Outcomes Based Education (OBE) model and developed a framework called Curriculum 2005 (C2005). Which was piloted in a number of schools in 1997, and in 1998 was phased into all of the grade levels. The main aim of C2005 is to promote “human rights, social and environmental justice” with particular emphasis on problems such as ‘poverty, inequality, race, gender, age, disability, and sexual orientation” (Coloma, 2009: 122).

Despite the efforts that have been exerted and imposed in the education sector by the government of the democratic government, schools in post-apartheid South Africa are facing a serious challenge of violence (Davida and Waghid, 2016: 28). The problem of violence in schools sits along the quality of education in South African schools. With “overcrowded classrooms, inadequate resources and learning materials, poor educator professionalism and learner underachievement” these issues are most notable in previously disadvantaged Black schools (Davids and Waghid, 2016: 29).

South African schools are facing these challenges despite the fact that the Constitution of the Republic of South Africa, 1996, the South African Schools Act, and related regulations and policies on equity designate that every South African learner should have access to learning and teaching, adequate and equal facilities, and equal educational chances. However, this is not the case, as poverty and unemployment directly influence the roles of teachers and the quality of education available to learners under these conditions.

In order to have a better understanding of some of the challenges in the South African school system Mouton et al (2013: 32-33), explains challenges that are faced by both learners and teachers, including indirect challenges. They state learner challenges include 'violence in school, high dropout rates, late coming, absenteeism and truancy. On the other hand, challenges facing teacher included, "aspects of poor results, under-performance by educators and lack of effective governance. Indirect challenges involve, "lack of community support, politics in South African schools, corruption and socio-economic" variables (Mouton, et al, 2013: 32-33)

It has been 26 years since the end of apartheid with South Africa having one of the highest budget spending on education in the world. For instance, South Africa spent approximately “R213.7 billion on basic education in the 12 months ended March 2016 or about 15% of the total budget, and the allocation is projected to rise an average of 7.4% annually over the next

three fiscal years, according to the National Treasury" which is a higher proportion compared to the United States, United Kingdom, and Germany according to Cohen (05 January 2017). The new system is accused of having brought in major challenges with it despite the high budgetary spending. To address some of the challenges the government had earlier appointed a National Planning Commission in the year 2011 to identify and report on challenges in the education system (Taylor, 2011). Taylor (2011: 96) spells out several issues affecting the education in South Africa, including unchanged learning outcomes; lack of accountability in schools; teacher inability due to ignorance; teacher's lack of content knowledge and teaching skills; poor and inadequate infrastructure and resources to enable efficient operation of schools.

Mouton et al. (2013: 32-33), analyse the violence that challenges the South African school system. The challenges that are identified are distinguished into those facing learners, those facing teachers, and indirect challenges. The challenges facing learners were identified as follows: violence in schools where adolescents are raped, attacked and assaulted; learners attacking teachers while at time these learners are under the influence of drug or alcohol abuse; learner unpunctuality in school attendance or simply not turning up because parents and teachers neglect their supervision duties; financial challenges, teenage pregnancy, and drug abuse presenting serious difficulties and disrupting school performance. These are expressively disruptive to the teaching and learning processes. In addition, Mouton et al, (2013: 32-33), identified challenges that affect teachers negatively and disrupt the overall teaching programme and performance. These included the OBE and Curriculum 2005 to be posing a serious challenge for teachers as they are not adequately trained and not receiving support and guidance from the education ministry; lack of proper resource material for teaching and learning and the administrative burden of implementing OBE and curriculum 2005.

Other identified challenges include, teacher deteriorating morale, which is attributable to political and economic instabilities in the country, curriculum changes, increased teaching staff turnover causing stress, unsafe working conditions, and employment insecurity. Other challenges included the incapacity to fulfil the requirements of the new policy and legislative requirements adopted under the new democratic era. For example, issues identified included, staff members had to compete with unfamiliar meeting procedures, large volumes of

administrative work, and unfamiliarity with the meaning of legislation and policy according to Mamogale (2016: 40-41).

3.5 The rate of violence in public high schools in South Africa

School violence is a cause for concern; in South Africa daily reports on school violence appear frequently in written and electronic media, which reveal the high levels of physical and verbal related incidents of violence in our schools (Mncube and Harber, 2013: 1). The prevalent forms of school violence include fighting, bullying, rape, murder, and stabbings (Mncube and Steinmann, 2014: 204). In a national study that was carried out in 2012 conducted by the Centre for Justice and Crime Prevention (CJCP), Burton and Leoschut (2013: xi) examine the results, which is a follow-up from a study they conducted in 2008, which focused on a sample of selected secondary schools in South Africa to identify any changes or patterns in the levels of violence affecting schools on a national scale. The extent of violence, and the kinds of violence, are contained in the report and are significant for setting the context for the current study of violence in one school. Set out below are some of the results of the study conducted by CJCP as reported by Burton and Leoschut (2013: 12), some of the figures have been exchanged to adopt the entire South African population of high school members:

- An overall of 22.2% of the learners had experienced some form of violence while they were at school in the 12 months between August 2011 and August 2012. Which translates to over a million learners (1, 020 597) across South Africa.
- The study revealed that threats of violence were the most distinct occurrences at school and was the most common form of violence suffered by learners. One in ten (10%) learners had been threatened with violence by someone at school.
- Physical assault was reported by 1 in 16 participants, approximately 6.3%. This percentage had increased from 4. 3% observed in 2008. Amounting to an overall of 289 629 high school learners across South African having been assaulted in the previous year, at a rate of 63 per 1000 learners.
- Nearly 1 in 20 (4. 7%) of the learners had been sexually assaulted or raped on the school premises. The figure makes up to 216 072 learners having succumbed to sexual violence at school premises during the past year, at a rate of 46. 9 learners per 1000.

- Robbery was revealed as happening in less than 1 in 20 learners. 206 878 high school learners in South Africa reportedly had their property forcefully taken while being at school, at a rate of 45 per 1000 learners.
- Theft was also experienced by 44. 1% of the learners, making up the most frequently reported crime among secondary high school learners (including violent and nonviolent crimes). The 2012 figure amounted to 2 027 403 learners who had their personal property/belongings stolen at school premises, at a rate of 441 per 1000 learners.
- Classrooms were reported to be the most common locales for violence in schools and were identified as the place where victimization occurred in 9 out of 10 thefts (91. 5%), 3 out of 5 (60. 2%) robberies, 1 out of 2 assaults (51%) and sexual assaults (54. 2%), and 2 out of 5 cases where learners were threatened with violence (44. 3%).
- The South African School Act (No. 84 of 1996) abolished and prohibits the use of corporal punishment within educational institutions. It was reported however, a total of 49. 8% of learners reported being physically hit, caned or spanked by teachers or principals in the school for doing wrong.
- Further, the accessibility of alcohol and drugs within the school setting or environment was found to increase and accelerate perpetration on violence within schools.
- The study further revealed and demonstrated that people are aware that there are other people using drugs/substance abuse: ranging from drug use, for example, 47. 1% knew people who smoked marijuana; 12. 2% knew people who made use of illegal drugs, to buying (12. 7%) or selling drugs (6. 3%).
- Also, 1 in 7 (15. 5%) revealed knowing people at their school who had done things that have got them in trouble with the law, such as, theft, selling stolen items or assaulting others.

Set out below are several news articles that report on the most recent examples of physical and psychological school violence incidents that took place in the Eastern Cape, which indicate that violence continues to be a problem in schools.

- High school 17-year-old learner in the Eastern Cape dropped out of school because she claims she was physically assaulted by teachers from her school for failing to complete her homework reported in *The South African*, (28 January 2019). This incident occurred even though corporal punishment has long been abolished yet some schools still make use of it.

- In Nathaniel Pamla High School a 20-year-old grade 11 learner Anathi Baku, was stabbed in the inner thigh by a 16-year-old classmate after having tried to rescue a friend following a fight over a missing cell phone, stated by Dispatch Live, (15 September 2018).
- In Peddie a 13-year-old was stabbed to death by his classmate, also, 13, with a pair of scissors at Tsomo Secondary School (Dispatch Live, 15 September 2018).
- Three educators sexually abused three male learners after enticing the three male learners to their home under the false pretence of helping them with their school-work, before plying them with alcohol and raping them (News360, 17 September 2019).
- A female learner Denise Nogqala, then 22-years-old from Grahamstown from one of the local public high schools was brutally raped and murdered by three male learners. Lindani Mvamva a 19-year-old, who was found guilty of murder and Siphamandla Futhufuthu a 20-year-old learner, was found guilty of murder and rape, while one 16-year-old was acquitted (Grocott's Mail, 01 May 2018).
- A Grahamstown matric female learner from Nombulelo High School by the name of Zingisa Centwa was allegedly tricked by her ex-boyfriend Mvuzo Matebese an 18-year-old male learner from Graeme College school, by luring her to his room, and then, raped and murdered her (Grocott's Mail, 07 September 2011).

According to Njuho and Davids (2012: 270), school violence has a disastrous effect on the education system. Njuho and Davids (2012: 270), further report that violence in school may result from contrasting sources. For instance, it may be learned from outside the school setting but acted or perpetuated inside the school as a result of or inadequacies of the school to deal with it accordingly. Also, violence may involve different actors at different occasions inside the school, for example, learners may intentionally or unintentionally seek to harm each other, teachers may intentionally or unintentionally seek to harm one another, teachers may intentionally or unintentionally seek to harm learners, and learners may seek to harm teachers (Snodgrass and Heleta, 2009: 41).

As discussed in the above sections, violence is part of everyday realities in many schools in South Africa, in particular in public schools, in township schools where poverty is high. The school is viewed as an institution that should be or is supposed to offer a safe space in which learning, and development should occur, but violence seeks to taint the school setting and ruin the student's educational prospects. It further infringes on the learner's and teachers'

rights of freedom and security (Ngqela and Lewis, 2012: 87). In the national study of school violence initiated by Burton and Leoschut (2012: 40) reports that much of the incidents of violence encountered by learners at school is committed by other learners, either classmates of the victims, other learners at the school or the teachers (in the form of corporal punishment in most cases).

Learners' violence targeting teachers is a growing problem in high schools. According to Singh (2006: 45), teachers have the right to a working environment that is free of violence, threat or harm, that is both valued and respected; where they can participate and support their learner's developmental and learning prospects. On the other hand, violence in schools, results in weakening educator's morale (Espelage *et al*, 2013: 75). It is revealed by Singh (2006: 45) that teacher's victimization has been persistently neglected, and the result of this has been the difficulty in assessing the depth of the problem. According to Espelage *et al* (2013: 75), the neglect of this problem by scholars and research institutions results in limited media and policy attention across the country. Therefore, for Singh (2006: 45) and Espelage *et al* (2013: 75), data and information on the rate and extent of teacher victimization by students is important for creating and expanding awareness, and the development of adequate support and interventions, and for the promotion of a positive learning environment in the classroom setting. Contemporary shocking media reports in South Africa reveal incidents of violence perpetrated by learners towards teachers in the schools. Below a few of the incidents that occurred between learners and educators in South Africa's schools are explained by few media and academic writers:

- A grade 11 learner was reported as having threatened a teacher and broke the windscreen of her car (Peters, 2014: 1).
- A high school teacher was allegedly shot in the leg by a 15-year-old male learner who brought a gun to school reported by eNCA (29 September 2013).

In a study carried out by SACE (2011: 19) which included principals from five secondary school's reported incidents in which inflicted violence on teachers:

- 3 out of 5 secondary schools received reports of learner-to-teacher verbal abuse.
- 1 out of 5 secondary schools reported cases of physical violence directed to teachers.
- And 2.4% of reports related to learners having sexually assaulting teachers.

There are four reasons suggested by Bester and Du Plessis (2010: 10) as to why learners may abuse teachers physically. Firstly, the learner may feel cornered and charging out at a teacher is the only way to maintain 'face' or reputation with peers. Secondly, the teacher may be exposed in a position of being an easy or accessible target for the learner during or when an angry encounter occurs. Third, the learner may try to impose control over authorities, to win favour with their peers, seek vengeance on the one with authority, or relieve their boredom, by initiating a prank that endangers the well-being of the teacher. Finally, the learner may feel obligated to defend themselves against a perceived danger that the teacher may pose.

In results reported by Du Plessis (2010: 10), the most frequent reasons by learners, for learner-on-teacher violence are: learners wanting to exercise and exert control over their authorities and to gain favour from other fellow students. This escalated and heightened by easy access to alcohol, as some teachers reported in the study carried out by Du Plessis (2010: 210). Drug and alcohol abuse by learners have increasingly become associated with learner violence against their teachers (Ngidi, 2016: 66). In other words, there is a strong link to alcohol and drug abuse to the ill-behaviours of learners towards teachers in the school.

Concerning school violence perpetrated by teachers to students, it is important to note that most studies on violence in schools are learner-orientated, ignoring and neglect issues surrounding teachers behaviour as either perpetrator or victim of school violence. However, teachers can also be physical and sexual perpetrators themselves (Allen, 2010: 3). This may reflect the power relations in society. Which may amongst many social influences that inject a certain level of violence at school. For example, Allen (2010: 3) describes the persecution by teachers as, "the one who uses his or her power to punish, manipulate or disparage a student beyond what would be a reasonable disciplinary procedure".

Teachers have a responsibility, related to their profession, as well as a delegated responsibility, based on the authority given to them by parents or guardians of learners enrolled in schools, to act in *loco parentis* according to a study conducted by Prinsloo in 2008 (cited in Ngidi, 2016: 66). However, some behaviours by teachers create a condition of unsafe and harmful teaching and learning environment. De Wet (2014: 1) expresses concern that learners who have a bad relationship with teachers, in particular those who experience frequent forms of verbal abuses by teachers, are likely to miss out on important learning chances in relation to the learning content, and in addition, they may be at risk of

behavioural, emotional and social alienation. Further, this increases the chances for cases related to the risk of academic, physical, psychological and social problems, involving poor self-esteem and suicidal actions (De Wet, 2014: 1).

In 2013, Burton and Leoschut (2013: 29) carried out a study which confirmed that teachers at the time do perpetrate violence against learners in schools. Another study conducted by Smit (2010: 25) about the aspect of school discipline in combating violence in schools in Eastern Cape's East London region showed that “a total of 28.1% of principals received cases of teachers who had verbally abused learners; 14% were cases of physical violence against learners by teachers, and 2.5% incidents of sexual violence by teachers on learners”. In the same token, SACE (2011: 16) carried out a study using principals of five secondary schools to search for incidents involving educators imposing violence on learners. The study found/revealed that in all the five schools, school principals reported at least one case in which a teacher verbally abused learners and one in five school principals received reports in which teachers physically abused learners at school.

A national study carried out and analysed by Burton and Leoschut (2012: 29) shares findings and evidence which indicates the continued execution of corporal punishment as means of punishment within schools as a disciplinary measure used by teachers. The study revealed that, “a total of 49.8% of learners surveyed reported having been caned or spanked by teachers in the school for wrongdoing. The study reported provincial rates of corporal punishment which ranged from 22.4% to 73.7% with the highest observed being KwaZulu Natal (73.7%), and in the case of Eastern Cape rates showed that had increased from 58.5% in 2008 to 66.9% in 2012” (Burton and Leoschut, 2012: 30). It seems that the use of corporal punishment or physical punishment continues to be used by teachers in schools.

3.6 The impact of households and communities on school violence

In relation to these findings on school violence conducted by the Centre for Justice and Crime Prevention (CJCP) and UNISA (2012), these bodies suggested that these alarming findings should be put in a specific context within the family and community settings in which the learners and teachers are situated. Therefore, in the following section, the perceived relationship between school violence and the family and community is discussed.

Some scholars contend that school violence does not necessarily begin in the school, and much of violent activities are learned from the family institution and/or the community context. In other words, the family or community context are some of the most important indicators that heavily impacts on attitudes towards violence (De Wet, 2007; Henry, 2000), and therefore, this demands reflection on the context of the learner and teachers' lives. A similar observation is made by Watt and Erwelles (2004: 273) that the "systemic causes of school violence are rooted in oppressive social relations" and to better understand them, we ought to examine those structures in the context of the broader political economy of the civil society. Burton (2007), Le Roux and Mokhele (2011) also agree and express that the causes of violence in communities, and to some extent, at school, are varied, intricate and can be conflicted. As an example, Burton (2007: 12) argues there is no one single cause of violence but that "...a series of interrelated factors impact young people in different ways, one of which will be in the perpetrating of violent acts against other young people and society in general". The implication of this is that for one to gain a sense of understanding of the cause of violence one needs to examine and attempt to understand the broader context in which the school is found, meaning the home and the community.

Eaton, *et al* (2009: 49-53) state that adverse personality traits, poor parental monitoring knowledge, and violence exposure have been theorized as major factors in personal, family and community spheres predicting the perpetration of violence. Negative traits that are common to violent acts include anger, attitudes towards violence, hostility and impulse control. Several scholars contend from their findings on school violence that learners who endorse particular violent actions or negative personality behaviours, who perceive a minimal level of parental monitoring knowledge and involvement and who have been exposed to violence are more likely to engage or get involved in school violence (McCord, Widom, and Crowell, 2001: 76-79).

According to Statistics South Africa (2017), socio-economic factors also impact on levels of violence and poor success in schools. In 2015, "the poverty headcount rose to 55, 5% compared to that of 2011 which rested at a low of 53, 2%. South African households and individuals are experiencing serious problems of poverty. In general, adolescents, black Africans, females, individuals from rural areas, both living in the Eastern Cape and Limpopo with little or no education are the main victims". Mouton *et al*, (2013: 38), reveals that over

12 million adolescents live in households with per head income of less than R350, and it reflects that the quality of teaching, learning, and educational performance demonstrate an overall poor learner performance and considerable variation between provinces, districts, and schools when related to material resources, social class, and type of residence. In addition, the common condition of poverty is related to unemployment, resulting at times in economic survival through selling alcohol and drugs as the temptation is always there for learners in poverty-riddled communities to give in to gangsters who are offering protection money. This sort of behaviour leads to the use of weapons and the joining of gangs, and this violent behaviour spills over to the school (Ngqela and Lewis, 2012).

Therefore, poverty is a factor that is strongly linked to violent behaviour. Communities with poor housing, high volumes of unemployment, high levels of crime and violence and inadequate or non-existent community-based services such as job training, day-care, recreation, public transport are viewed by Benbenishty and Astor (2005) as significant contributory factors to the problem of violence. Every of the accompaniments of poverty probably contributes to its effect—homelessness, overcrowding, lack of opportunity, economic deprivation". But it is generated by a combination of poverty plus disaffection and the hopeless feeling of despair in an unsympathetic nation that breeds hostility, conflict, and violence among individuals. Poverty is most pervasive and prevalent in township schools in South Africa and often contributes to learner vulnerability. And as such teacher-student violence needs to be contextualised within poverty-ridden communities where learners (and teachers) have to journey long distances to get to school, often making use of public transport, which at times is unsafe and dangerous (Mncube and Harber, 2013; Mncube & Steinmann, 2014)).

Various features associated with family life are also reported and found to increase vulnerability to violence outside the house. For example, parental criminality, sibling criminality, exposure to family violence within the home was discovered to expand the risk for assaults, threats, robberies and sexual assaults outside of the home to the school (Burton and Leoschut, 2013: 12-13).

Connected to and beside the family factor, it is also important to understand school-based violence from beyond the school dynamics to the community and the neighbourhood in which the school is situated. Ward (2007) suggests the everyday social context or realities in

which adolescents learn and grow plays a critical role in the socialisation of adolescents (or adults). This is based on the notion or concept of school culture as an expression of wider community realities which Ward (2007: 24) describes “socially disorganised communities are unable to support the common prosocial values and so are unable to maintain effective social control”.

While the study is looking at violence among teachers and students, it is important to note that violence among adolescents and the youth is also on the rise (Njuho and Davids, 2012: 270). In a study by Njuho and Davids (2012: 270), on a national population-based household survey on incidents’, behaviours, and communication of violence in South Africa, conducted in 2008 by the Human Sciences Research Council (HSRC) revealed that 5, 1 % (n= 14, 359) respondents aged 12 years and above reported to have witnessed someone in the household being physically assaulted by another person in the community within the last 12 months. While this study exposed the situation more than a decade ago, violence in schools has not abated since then.

Studies by Ward (2007) and Mncube and Harber (2013) reveal that exposure to higher rates of violence and being socialized in a violent context has been found to negatively affect adolescent - and adults. For instance, adolescents’ sense of safety in the world is diminished resulting in feelings of anxiety and fear. As a result, in order to cope with such feelings and also as a result of exposure to violent actions, adolescents may come to learn that acting violently is the normal or legitimate way of responding to situations of conflict and to protect themselves (Ward, 2007; Mncube & Harber, 2013). What this means is that school violence may result or stem from the larger community and social factors that the school has little or no control over.

The following presents some of the general social realities of the area under study:

Sarah Baartman District Municipality is located in the western part of the Eastern Cape Province. The municipal report of 2017 describes the area:

Although it completely surrounds Nelson Mandela Bay, the two areas are independent entities serving different communities. A district municipality, as opposed to metropolitan and local municipalities within this area that are too small, poor or rural to provide all the services required by communities. The Sarah Baartman District Municipality capacitates seven local municipalities, namely Kou-Kamma, Dr Beyers Naude, Kouga, Blue Crane Route, Sundays River Valley, Ndlambe and Makhanda. The

district covers approximately 58 242 square kilometres, while the people living in the Sarah Baartman District speak isiXhosa (49%), Afrikaans (45%) and English (6%) as their home language. The estimated population size is 451 000 (Sarah Baartman District Municipality, 2016). Sarah Baartman District Municipality has 13% illiteracy ratio (South Africa: 15%), high levels of inequalities, for example, Gini co-efficient: 0.607 (South Africa: 0.65). In 2018 unemployment rate stood at 27.5% as compared to 27.4% nationally. In the District, Makhanda Local Municipality had the highest unemployment rate of 32.5%. In terms of crime levels, in 2018/2019, Sarah Baartman District Municipality had the highest overall crime rate of the sub-regions within the overall Eastern Cape Province with an index value of 138 as declared by the Eastern Cape Socio Economic Consultative Council in cooperation with the municipality under study (Sarah Baartman District Municipality, 2017: 10-22).

Against this backdrop the high school researched in this thesis is located within a black community context of poverty, unemployment, inequalities, violent crimes, and relative illiteracy, visible drug and alcohol abuse by the youth and old alike. Therefore, it is also against this social reality backdrop that social phenomenon under study should be understood in the context of feelings of worthlessness, helplessness and frustration, resulting in anger and violent behaviours in communities.

3.7 Conclusion

This chapter discussed the acute social situations and challenges of the education system in South Africa since 1994; the crisis of the education system in public high schools; provided some data and information regarding the rate of violence in public high schools in South Africa; discussed some of the interventions by the ministry of education and the schools themselves; and the impact of communities and households on schools violence. Findings from scholars of school violence indicate violence as a socially complex phenomenon that results from different interconnected causes such as general criminality and violence, family, and community poverty, unemployment, and so on; and school-related problems. In other words, violence does not happen in a vacuum but can be a result of social, economic and political factors in which individuals are situated. It was mentioned that there are multiple forms of violence that teachers and learners encounter at school and outside of

the school such as bullying; theft of property, robberies, and vandalism; sexual violence, harassment, and rape; gang-related violence, violence related to drug and alcohol abuse physical violence and use of weapons; shootings, stabbings, and murder (SACE 2011: 7). School violence harms the school system such as physical and psychological effects, educational damage, and societal breakdown of relations. Violence can further arise from different sources, either from the learners towards their teachers or teachers towards the learners for different social reasons (Nggela and Lewis 2012:87).

CHAPTER 4: KNOWLEDGE AND EXPERIENCE OF SCHOOL VIOLENCE

4.1 Introduction

The organisation of this chapter is related to each one of the five objectives of the research, firstly: the analysis of teacher and learner's knowledge of high school violence in general and in their school; secondly, the everyday life experiences that influence the violent behaviour of teachers and learners at home and in the close environment; thirdly, the influence of violence of the high school environment on teachers and learners' relationship; fourthly, the disciplinary process and its influence on behaviour among teachers and learners; and finally, the main recognised social consequences for teachers and learners of school violence. Some concluding remarks are explained at the end of this chapter.

The sociologists Berger and Luckman (1966: 15) expressed: *"The sociology of knowledge must concern itself with whatever passes as knowledge in society, regardless of the ultimate validity and invalidity (by whatever criteria) of such knowledge. And in so far as all human knowledge developed, transmitted and maintained in social situations, the sociology must seek to understand these processes..."*.

The following sections explore the detailed response themed from the research objectives.

4.2 Teacher and learner's knowledge of high school violence in general and in their own school.

According to the World Health Organisation (WHO, 2002), violence is explained as: *"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 is high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation"*.

School violence has been described to encapsulate, amongst other things, all forms of "intentional harm or discomfort inflicted on learners, including such as schoolyard fights, bullying, and drug abuse" (Burton, 2008: 19). This definition, however, fails to consider harm inflicted on teachers and their governance and to also factor in the less overt forms of

violence (SACE, 2011: 6). According to the South African Council of Education (ACE) (2011: 6) violence in the school context can range from "mental/psychological to physical forms of violence, which include hazing or initiation, assault – physical or sexual, robberies, rape, murder, sexual harassment, intimidation, bullying, shootings, stabbings, gangsters, drug trafficking and related violence, theft of property and vandalism, racially motivated violence, and students protests that turn violent".

This study found that violence at the school happened in different forms, such as physical violence, bullying, verbal abuse, and emotional abuse among peers and between teachers and learners (learner and teacher encounters). The following quotes by research participants reveal their understanding and knowledge of violence in schools:

A grade 12 female learner accounts were as follows:

"...violence is when you hit someone, grab their belongings and maybe stab them with a knife like some people seem to do else. It's like, physical pain caused by someone to you or maybe someone you know. Okay, right...at my school sometimes fights to happen between boys then someone gets hurt or injured like that.. and maybe they get taken to hospital too. So now someone is injured and everyone is scared if the person will be all right. Also, it can affect the mind badly because you don't focus on your work and are stressed maybe".

Another grade 12 female learner states:

"My understanding of violence is that it is the physical attack of one person by another, it can involve stabbing, shooting, punching. Ya, also the use of corporal punishment at school. Like some teachers in the schools discipline by beating students. Like for me, a beating is a beating it does not matter what someone did so violence..."

Finally, a grade 12 male learner adds:

"It is fighting that happens here a school by students and sometimes by teachers and causes me pain like you see video on YouTube channel of serious of students physically fighting with teachers also. Like there is too much violence in the country right now and schools are not safe from this. Like we are not raised in the same home some people come from families where see people fighting all the time so they also become this way and some people did no grow up with good families or when growing up played with wrong friends who always fight and then the student ends up being a bully

too, and then want to do the same behaviour a school. Like anyone can be violent teacher, learner it doesn't matter who you are if you are violent you are violent..."

The participants here are referring to "structural violence" that leads to "direct violence" which can be linked to the hidden reality in the structure of society (Galtung, 1990: 3-4), the primary institutions implicated being family, the school through teachers' acts participants all mentioned that violence or cause harm. Respondents above respectively indicated violence to be physical in nature and may be enacted by a teacher, learner, or anyone and anywhere in society. Concerning the teacher's actions, a grade 12 female learner mentioned that teachers do discipline through corporal punishment as physical violence. While a grade 12 male learner associated some occurrences of violence as emanating from the family setting, through learning from friends and adopting violent behaviour which is imitated within the school. A female learner from the same grade also mentioned the impact of violence such as loss of focus, stress, and fear.

Learners from grades 8 and 9 witnessed violence in the form of physical fights in school, as exemplified by the responses:

"...last week two female chicks got into a fight. I saw when another girl slapped another grade 9 learner and said I know you have been gossiping about me. The fight was quickly stopped by a teacher who saw the thing and everyone who was watching scared walking away, the teacher took the students to the principal's office" (Grade 9 male learner).

The grade 9 male learner indicates that fighting is not just a male thing, but females to do get into fights and that physical violence in the form of slapping find expression in school among learners but the reality that teachers agency and visibility plays an important role in the struggle to curb violence (Taole, 2016: 43: 58).

Another student went on further to say:

"Fights happen here because males have big egos and no one wants to be disrespected and I don't know why you should hit someone when you feel they are disrespecting you. Especially boss around people you feel are younger than you and always want to show off who is stronger or who is boss and sometimes just impress a crowd. Males always say 'andikoyiki kwedini/I am no scared of you like boy or uzakwendza noni ngalon/what

you gonna do about that and then boom a fight happens. They are so immature and can resolve issues with fighting" (Grade 9 female learner).

The above statement indicates that (township) school violence is socially 'multifaceted', (De Wet, 2007; Ngqela & Lewis, 2012) to include male "ego", the need to express masculinity by males to impress, and in the process intimidation through threats. Masculinity is a social construct that finds expression in the social structures of society. Giddens (2006: 463) states that "there different expressions of masculinity". It may occur within a context of brute force and through cultural dynamics which extends into private life and social realms, a result of lack of better communication social skills among learners in resolving their differences and making use of violence to impose dominance by resorting to violence. Frank in 2006 (cited in Ngqela and Lewis, 2012: 90) observed that a school is a "double-edged sword" in the sense it has the potential to offer interventions to violent behaviours, but a setting where adolescents are vulnerable to violence and in the process causing disruptions to the school system. The teacher who intervened mentioned by the grade 9 female learner to stop the fight and took the two students who fought to the principal's office sets an example that indicates that schools have the potential to offer interventions.

4.2.1. Gender-based violence among learners

The study further found evidence at this school that reflected gender-based physical, emotional and verbal types of violence. Both male teachers and learners were often identified as perpetrators of school violence with both male and female learners bearing the impact: male and female respondents revealed the following:

"boys in the school are always standing in corners and not attending classes and they will try to intimidate you when you walk past them and try to stand in your way and say things like, 'unamalini apha kuwe? khaze ndikusheshe/how do you have on you let me search you', and while this is happening other boys will hold you down while you are being searched and they will take your money if you have some. And if you try anything, they will beat you up" (Grade 10 female learner).

"Boys in this school swear at you for no reason and say uyathanda uzendza kleva/you like to thin your smart and if you respond or look at them, they will say, ndakuqhweba

unye/I will fucken slap you what you are looking at. Males in this school think they can do anything to females. Just because they are males, it's so annoying because they always get away with it" (Grade 8 female learner).

The respondent's above knowledge and experience is also from an interpersonal level with the school setting, where male students who bunk classes intimidate other learners and even take money by force by physical aggression. Swearing is indicated as a form of verbal attacks and threats that have the potential for a violent follow-up. Researchers acknowledge the existence of gender-based violence in schools as a concern that males tend to superimpose a level of toughness, that being tough is their understanding of what it is to be male. In a patriarchal society, aggressive conduct by males towards females is often described as 'typical' or 'boys will always be boys' behaviours (Mills, 2001; Ngqela and Lewis, 2012).

Similarly, Bester and Du Plessis (2010: 224) suggest that the use of aggression by boys/males to gain power and to dominate that is intimidating and threatening undermines female's positive experience of school. This type of violence may also be seen as a violent expression of masculinity (Bhana, 2005; 100). According to Connel (1998: 8), there is a widespread belief in some communities and societies that it is natural for men to be violent. Some male adolescents and teachers see violent actions as being synonymous with manliness (De Wet, 2002: 92). This subordination of females to the authority of male figures, as shown in this study, results in physical and psychological harm to female learners with gender hierarchies, therefore, having an influence on school violence in this context.

4.2.2 Teacher violence on learner

Teachers were also implicated in the interviews with teachers and learners:

"I have witnessed a teacher kicking a male learner in the stomach. Male students were always being unruly in class and always disturbing other learners and bullying them around abusively. The teacher kept on reprimanding the learner and for his behaviour and attitude towards other learners and disrupting the class. But the student did not listen, and he kept on getting a warning about his behaviour but he continued until the teacher one time chased after him in class and kicked him in the stomach very hard" (Grade 9 female learner).

Teachers target only males. They are always nice to females but are nasty to us males. teachers in this school only punish male learners. If a girl misbehaves, they will not do anything guy (Grade 9 male learner).

“Sometimes teachers do provoke students. Like instead of talking to you nicely when you have done something wrong, they will look at you like an insect and knock you with their knuckles in the head playfully but this does not sit well with other students it makes them very angry. Women teachers are very fair and treat students equally” (Grade 11 male learner).

A female teacher also confirmed this and said:

“We have problems with violence but some of my colleagues especially male teachers are not making things easy. They intimidate and provoke students with insults and show bias by always picking on male students. Students complain to me all the time in my class about teachers and ask me why male teachers are unfair to them and always show levels of aggression towards them” (Grade 12 female teacher).

The above findings indicated a gendered unequal treatment by teachers, teacher unprofessionalism that provoke learners. A study carried out (Botha, 2013; Netshitangan, 2019; Taole, 2016) found that male learners in most cases were found to be the ones that start physical fights at school, and teachers were found to repeatedly having demonstrated signs of aggression against learners. For example, SACE (2011: 1) reported on school-based violence, that violence and aggression are not limited to learners at schools, but teachers also give rise to potential violence incidents. According to Botha, Myburgh, and Poggenpoel (2013), reports on school-based violence indicate that male teachers resort and display aggressive behaviours in South African schools, and may use verbal or physical force and that these behaviour impact negatively on the learning-teaching environment, but also impact negatively on teachers’ mental health and wellbeing and their attitudes towards their work and learners (Bester & Du Plessis, 2010; Muthukrishna, 2011).

4.2.3 Learner violence on learner

Ngqela and Lewis (2012: 87) state that township (high) schools are especially predisposed to violence as a result of a variety of factors, which influence behaviours within schools thereof. Urbani, Zulu, & Van der Merwe (2004: 170), are concurring with this observation, that violence is a social reality of everyday life in South African schools. Xaba (2006: 565) and Ngqela and Lewis (2012: 87) suggest that the persistent and perpetual nature in black township schools deters the attitude of society and reflects a breakdown of relations in schools.

In this study respondents (grade 11 and 12 male learners) generally believed that violence at school is caused by dynamic aspects of socialisation within the institutions such as the home, community, and related cultural teachings and assumptions. All teacher and learners' respondents explained this reality as follows:

“Violence happens because of disrespecting one another. For example, in my Xhosa culture as a black male we are taught not to tolerate being disrespected and to sort out someone who disrespects a man. If it means hitting them so be it because we are men who went to the mountain and cannot be disrespected by people who did not go to circumcision school. So, here at school, we attend classes with boys that have not been to initiation school, and now because we are in the same class and they start calling us by names, and then obviously that is a sign of disrespect because they know they supposed to say 'bhuti' to me. I am a man you see and everyone in the community knows that because the ceremony happened, and I deserve respect” (grade 12 male learner).

“Here in the township usually guys when do not see eye to eye, they usually fight and the people there in the community will watch and cheer for the person who is winning. So, some people think fighting is cool and others learn to solve their enemies by facing them directly and challenging them to fight. So, they can see who is stronger. So now this thing does not end there, students end up also doing it here at school. If here at school a male guy who went to circumcision school already sends you to the shop to buy something like they like asking you to go buy them cigarettes you must go or if you don't, they will start picking on you and saying you disrespect and maybe kick you or punch you” (grade 11 male learner).

The respondent is demonstrating how culture can shape society through behaviour and be shaped back. What we see here is what had been observed by Berger and Luckmann (1966; 2011) individuals' consciousness is also shaped by social structures and by individuals with their social agency shape society. The study finds that communities are complicit in violence by cheering for the winner, in a sense condoning violence. This has a broader negative impact on how adolescents and individuals in society might "internalize and exteriorize" violence as an acceptable "social value" (Berger and Luckmann, 1966; 2011).

Teachers also believed violence happens at school due to misunderstanding in cultural teachings in the family and community setting. *"There is a lot of misunderstanding about what a man is our culture that, it is not be understood as something that involves violent behaviour to show that you are a man. I tell them a man is a man through hard work, security, and having a wife if possible and respecting all people"* said a Grade (8-9) male teacher. The teacher is indicating that learners who have been to the mountain that this cultural process does not entitle them to do as they please. Since the problem is persistent it goes to show that there is a social dynamic of misinterpretation of what the culture teaches and what other men believe and practice. Here the extreme implication of the process of socialisation being is that individuals' actions are not based on widely accepted and shared values (Berger and Luckmann, 1966; 2011). What follows is the opinions of two teachers, one male and one female, which illustrates the complexity of cultural beliefs about men, as well as the gap between what some teachers see as social norms, and how these are undermined by different messages in the community:

"In our culture men are taught to respect and not only want to be respected and not give respect. So, we do not condone abuse. We also tell those who have been to the mountain that the school is a mutual ground for learning and we cannot have them behaving like animals and being abusive. The fact that now they are men they can do as they please and bully other students here. See, in some families in the community because there is a lot of misunderstanding of what a man".

"After all, they allow drug abusers, criminals, and drunkards to teach boys who go to the mountain incorrect things that clash with our cultural teachings that why you see students as violent because they have role models that are not good for them". (Grade 10-11 male teacher).

"Learner on learner violence as a result of Xhosa men who also happen to be students in the school is very common. But most of it goes unreported because some boys feel that it is pointless to report the matter. After all, maybe they were beaten up by 'ubhuti' and therefore end up leaving things as they are. This is because the community teaches them to be tough and not report things or fight back but also these students mock each other when other report that they have been abused. So many of them do not want to appear weak among their peers and therefore do not report violence that happens to them they also respond with fights instead of sorting out differences as good learners should". (Grade 12, female teacher).

Township schools draw their learners from different backgrounds; culturally, economically, and socially. These learners bring different characteristics to the school setting. One of the practices from Xhosa culture is that at a certain age in their lives Xhosa boys have to undergo the traditional male initiation custom, *ulwaluko'* (Ntshweni, 2013) and sometimes the age and social pressure present itself while the adolescent might still be at school.

There are contested ideas about the cultures instilled in initiation rites, and if and how the school could and should acknowledge these. According to Mavundla (2009) initiated men have a newly acquired status, *'amakrwala'* but at school, the status remains the same; according to the South African Schools Act (SASA) No. 84 of 1996, there is no distinction between learners who have been to the initiation school and those who have not, they are all referred to as learners and should be treated as such. The issue of culture would be amongst the reasons that, Henry (2009:1242) suggested in studying school violence, "taking an interdisciplinary approach suggests simultaneous considerations of the interrelated components constituting the problem" from the varied and multi-layered realities, such as "culturally framing" in which the problem manifests. It becomes clear that the violence that is initiated by learners who have also undergone initiation and have expectations of how they should be respected, is not only an issue for this school but would need discussions between the school(s) and cultural leaders to find common norms and values.

4.2.4 Learner on educator violence

This study found that violence against educators was verbal and also physical compared to that of learner-on-learner, which was more physical action, a finding this study shares with scholars of school violence (Ncontsa & Shumba, 2013; Burton & Leoschut, 2013). Recently, a study that was carried out by Mohame, Rampa, and Harry (2020) declared, “learner-on-learner-based violence is a serious problem in South African schools” and that “it appears that the reality that it is on the rise is not adequately reported or addressed”. In its contribution to knowledge, the study found verbal attacks were a common form of violence towards teachers.

Similarly, Sibisi (2016: 6-10) reported and indicate school learners do threaten teachers with violence in the form of verbal attacks. Teachers have also been threatened with knives in the school and even outside the school premises on the streets. This set to prove and reinforce the idea that violence does not only happen on school premises but also happens outside the school. Teachers also mentioned verbal abuse by learners, and being exhausted in attempts to discipline learners. It is important to note that some of these threats of violence and verbal abuse were provoked by teachers themselves as a way of enforcing discipline but instead turned out to breed potential harm against teachers as well.

Teachers gave their construct of reality as follows:

I was reprimanding one of the students in my mathematics class grade 11. I came into the class one day and there was lots of noise and saw one student standing and shouting. Everyone kept quiet and I made an example of the one boy who was the only one standing by bringing control in the class. I asked the boy to leave my class or bend on the desk and get some lashes on the butt. Next thing this student sees me in the walking in the streets there and he tells me I am full of 'shit' in my class and he would like to stab me with his okapi for being a 'stubborn madala/old man'. To find out all along, this boy dropped school a while back (Grade 10-11 male teacher).

Students do abuse us teachers you know. They refuse to leave the class when they have done something wrong and you tell them to go out. They will respond to you and say I am not going anywhere, come remove me and see what will happen to you (Grade 8-9 male teacher).

A grade 12 female teacher in the school on the other hand had the following to say:

A student here at one point made me very upset they stole my wallet for a day. I was so mentally unstable that day because I had lost my important things in my wallet and will have to start all over again. I also lost school fees money for my kids which I was to go and pay to the school later that day. The student took all of my money and when he was trying to return the wallet to my bag, I caught him. However, when I confronted him, he told me he wanted to buy food for his unemployed mother and little sister, and they had gone without eating the previous night. I told him it is simple just ask. Now it is difficult to trust learners because how do I know if his story was true or not, but I let it go (grade 12 female teacher).

The South African Council of Education (SACE) (2011: 6) mentions that violence in the school context range from mental/psychological forms of violence to also include 'theft', in this instance the teacher suffered mentally. because here even though the student had good intentions to feed his family his conduct still inflicted mental suffering to the teacher, and this results in a trust deficit among teachers and learners. Violence in the school context can range from “mental/psychological to physical forms of violence, which include hazing or initiation, assault – physical or sexual, robberies, rape, murder, sexual harassment, intimidation, bullying, shootings, stabbings, gangsters, drug trafficking and related violence, theft of property and vandalism, racially motivated violence, and students protests that turn violent” (see also, Burton, 2008; Jeffhas & Arts, 2007).

To conclude this section describing school violence, participants of different grades both female and male, teachers and learners in the study hold different views on the construct of school violence, but they do however share a commonality regarding their knowledge of its existence in the school and outside the school and the related social factors that add to the different forms of violence experienced within institutions of learning. It also appears from the findings that both teachers and learners within the school are either involved as perpetrators or as victims by either engaging in physical or verbal abuses which may in the form of physical assault and corporal punishment.

4.3. Everyday life experiences that influence the violent behaviour of teachers and learners at home and in the close environment

School violence does not happen in a vacuum, therefore, the negative socio-economic factors that are prevalent within township communities cannot be ignored or separated from the violent behaviours. As a result, for example, a school that is situated in an environment/community where there are relatively high levels of crime, violence, and drug abuse is more likely to experience frequent incidences of violent behaviour (Sibisi, 2016: 5). This section is set out to explore the everyday realities of learners and teachers at home, with their immediate environment its influence on violent behaviour.

Berger and Luckmann (1966; 2011) explain the experience of everyday life (reality) in degrees of “closeness and remoteness” therefore it became important for the researcher as a sociologist to understand the reality of everyday life as the objective of analysis. Importantly, because individuals play their roles, they participate in social reality, a reality that is meaningful and subjectively plausible to its members. In other words, by employing role-playing, institutions become embodied in individual experiences. Therefore, understanding the immediate influence of these violent acts is paramount.

The researcher found that the majority of participants reside in the same township where the school is situated and therefore have a better understanding of the community's social dynamics. The United Nations (2006) declared school violence (both in developed and developing countries) has localized social realities and there are cultural dynamics that influence the understanding and manifestation of this phenomenon in (and from) different social contexts. This is important because public schools are situated in areas and in communities that experience varying levels of crime and violence; therefore, educators and learners inevitably become exposed. Community violence is violence that can either be experienced 'as a victim or witness in or homes, schools and surrounding neighborhoods' (Scarpa, 2003: 2).

4.3.1 Community dynamics

The study found violence in the community setting does affect behavior in the school. It found that robberies, break-ins, alcoholism, drug abuse, carrying of weapons, handling of

community issues such as crime using violent mob justice disciplinarian techniques influence violent behaviours. Participants gave their accounts as follows: all participants in the study both male and female (teachers and learners grades 8-9) indicated they lived within the surrounding community in which the school is situated. All participants had lived there for more than five years indicating a significant understanding of the community social dynamics.

Some of their contributions show their understanding of community influence:

"violence is a lot in the community the youth is using drugs and don't work. So, when they want more drugs, they stand around shops asking people for money and sometimes we give them some time we don't but that doesn't stop them from robbing us every now again. You can't do much about it, because they have okapi in their pockets, and they will stab you fast" (Grade 10 female learner).

"We have students here who hangout out with tsotsi's/criminals who don't even go to school and they go around with them and learn all these bad behaviors from them thinking that they are cool and all that" (Grade 10 male learner).

Our young people drink a lot and go to taverns almost every Friday to Sunday. Even from near our school we have three taverns, and they play music loud and school learners go there to drink. Now some of them fight there or get robbed on their way back home during the night. Then Monday they don't come to school either injured or having been robbed and laying at home or hospital (Grade 8-9 male teacher).

"When student and teacher leave the school or coming into the school, they are not safe on the streets because many young people are on the streets, unemployed and poor, so they will rob, you need to be careful and now hold your phone on the street especially if you are walking alone. Student's phones get snatched all the time. We are not safe in this school we are scared we do not know what will happen to us on our way to here or when we go home" (Grade 12 female learner).

This study finds several different things that impact on and affect young people to behave in particular ways which perpetuate violence against the people in the society (Burton, 2007: 12). Unemployment and poverty are some of the main factors which result in increased levels

of violent crimes like robberies, drug abuse, alcohol abuse, and insults of retaliation. A similar study that was carried out found that dynamics such as crime and violence in the community do affect behavior at school (Ncintsa and Shumba, 2012), and reiterates that where learners come from, are situations where unemployment, poverty, and drug abuse are a norm" (Meyer, 2005: 17). This implicates the family and community as not experiencing stability both in social and economic terms and thus giving rise to potential violence within communities which affect also the lives of learners and teachers.

Three learner respondents indicated that behavior within families also affects behaviour at school. For example, a grade 9 learner gave a testimony that her father drinks a lot and is always shouting at him and his mother and that the father can be very aggressive and this frustrated the student that he could not concentrate sometimes at school. While another teacher and learner explained the situation on the streets where they lived:

"Girls and female learners are more at risk because we guys can defend ourselves from random people that bother us on the streets. Plus, many of these guys that rob don't bother males so much they abuse mainly women maybe because they think women are much weaker and then easy targets for their crimes" (Grade 10-11 male teacher).

"Because I got robbed last year twice and, in both times, they took my phones and I got tired of this because I can't afford to buy a phone again. My brother gave me a knife to defend myself if something happens or maybe I am in danger again. I have no choice I took it it's always with me, but I am always nervous at school because I am scared, I will get searched maybe by the teacher or the police on the streets and get into trouble at school" (Grade 9 male learner).

According to a grade 11 female learner, police are not doing enough to help people in black townships that is why some people in the community choose to take matters into their own hands and violently punish perpetrators of crimes.

The participants' statements indicate that violent crimes in the community give rise to violence, the potential for more violence, and aggression at school. This is demonstrated by, for example, the case involving alcohol being disruptive into the student's everyday reality and affecting her behaviour at school; using weapons to self-arm to protect oneself from the danger which creates even more potential for violence, theft, and buying of stolen goods affecting learner behavior at school. The habit of citizens and learners arming themselves

with weapons, such as knives, has been well documented (Mhlongo, 2017, Thaler, 2011, Ntobeko Mtshali, 2013). The study also indicates the females are more targeted for robbery in the surrounding community creating a sense of fear among learners and teachers, and more fear among females. Ncontsa and Shumba (2013: 4-5) find that "lawlessness, disorder and any unethical behavior that cause fear, uneasiness, and intimidation" inevitably affects learners and educators respectively, as also found in this study. Community issues have also been found to be resolved through violent measures which may socialize students to being participants and therefore learning to resolve issues of conflict through violent means.

4.3.2 Family and community social dynamics

Scholars remind us that forms of violence also reflect the wider society and spill over to schools (Mncube & Harber, 2013: 143). The 2008 study and the 2012 National School Violence Study (NSVS) cast light on the extent to which family and community factors (or social life realities) intersect with the levels of violence occurring in South African schools. (Burton & Leoschut, (2013: xiii).

All teacher participants were of the view that their township has experienced increasing violence. A grade 8-9 male teacher contended that he used to stay in the township near the school but later moved to stay in town with his family and further stated a rise in violence in the community:

"As teachers, also students and the community we are all subject to some kind of violence, raping of old and young females".

He further located the problem of violent alcohol consumption and said:

"See there is a huge problem of drinking in township communities, look at the surroundings of our school we have taverns nearby the school, young people these days drink heavily. Look at how the community handles social issues, for example, a thief or a robber that has been caught, and they get beaten up because people have lost faith in the criminal system. This teaches more violence in black communities because young people we learn this violence and sort their problem using violence" (Grade 8-9 male teacher).

A grade 10-11 male teacher also confirmed that:

"In some cases, if a criminal has been caught maybe for stealing or breaking, they usually get beaten up. I am sure you have heard of mob justice, then the police are called after the beating has happened. This is because the justice system does punish perpetrators of criminal violence to the satisfaction of community members or those that have been wronged. Instead, we see these perpetrators back in our communities terrorizing people and this behaviour is also done by some of our students even here at school. They steal, break-in, carry knives, and always intimidating to threatening other learners and teachers at times. So, you see some of the wrong things that are happening in families and communities students bring to school because they have learned it where they come from and are staying. For example, some students get disciplined by getting beaten up in their families, which causes the students to make use of violence to solve conflicts with their peers here at school. Some do this thinking it is a correct way to resolve conflict" (Grade 10-11 male teacher).

It appears from the above teacher respondents that violence that occurs in the family or community does influence and affect behaviour in the school. In other words, it spills over and that violence is also learned behaviour that is found in the fabric of society and that at times it is used as a corrective measure to bad behaviour or to instill discipline. However, as we can see from the different accounts offered by the teachers this behaviour led some young people including school students in adopting this behaviour to resolve conflict at school. In her study on aggressive behaviour in schools, Gasa (2005: 141-140) finds that "family climate, community climate or influence of friends or the more negative the emotional concept of the adolescent is, the more aggressive [and violent] the adolescent is, and vice versa". In other words, the study found a strong correlation between family and community environment as bi-products for learners' aggression and behaviour.

Supporting this view, a grade 12 female teacher who had been a victim of theft on her way home from school, explained:

"Many of the young people that are involved in criminality and violence grow up in dysfunctional family situations. They grow up in households where good morals, respect, and all acceptable good ways to raise adolescents do not exist. They learn to be violent or make use of violence to defend or harm from their older brothers or people in the community and some see these people as role models and emulate their behaviours".

What appears from the teacher's social constructs is the "shared meanings" that violence is predominantly committed by males as primary perpetrators of violent behaviours, a behaviour that they learn in their family or community settings. This is can also be located in the constructionist theory of gendered violence that men perpetrate more violence (Blume, 1996; Kruttschnitt, 1994; Blumenthal et al, 1972). Blume (1996: 4-5) further brings an important aspect to the relationship of violence, that citizens make use of violence to enforce fear and says "armed citizenry stands ready to attack" as a way of responding to issues of conflict and as means of punishing perpetrators. He explains that these violent responses to violence are ground for violence to increase. Blume further states that "the idea remains the same; toughness is value, and the young know what matters. The societal response-meeting violence with violence- does nothing to alter the theme".

Learner respondents gave their accounts of everyday life experiences. A grade 9-10 female learner shared a personal life experience, contending:

"I think violence in this community has increased... Even in my home my father and mother always complain about violence, theft, robberies, and stabbings. And he says young people have become dangerous. But the young people that are more in danger are the ones that are trying to fix their lives properly and be good standing members of society. They are the unlucky ones. Even the police are arresting them and leaving criminals roaming outside to commit more crimes and violence".

The respondent is bringing in an interesting aspect to the unpacking of social life realities. The part of reality in South African society young people are more violent and are also at risk. According to a study in South Africa by the Centre for Justice and Crime Prevention, "showed that young people who have been victims of violence were six times more likely to commit a crime than those who have been victims". Another aspect of reality that appears from the respondent's recollection, is the issue of an ailing justice system, which frustrates communities leading them at times to be "armed citizenry stands ready to attack" (Blume, 1996: 4-5). In other words, violent crimes breeding more violent crimes and therefore institutionalizing violence onto the fabric of society and its psyche.

Other learner respondents summarily asserted that much of the violence has to do with the violence of patriarchal society and fragility of masculinity and further said:

"For example, if you watch the news every day you will notice its mainly men who always fights or do horrible violent things to people..." (Grade 12 female learner).

"even at school I came with another friend of mine who was a boy when we started at grade 8 together, yhoo.. that boy went to become a man through the Xhosa cultural way, so to the bush, when he came back, he was no longer nice. He was different demanding respect and yet not giving respect. He started fighting with other boys and before he would not do this, he would talk things through and not resort to violence (Grade 11 female learner).

Berger and Luckmaan (1966; 2011) argue that different media sources affect people's view of realities around them. The respondents here are not only experiencing incidence of violence, but also the media relays other social life experience of reality to them and about other aspects of social reality in other communities.

The grade 12 female respondent reminds us of Berger and Luckmaan's (1966) notion of social constructionism, the aspect of multiple realities, through her accounts of "subjective and objective reality" – what she experiences in her daily life, and the male violence that is reported in the news. But more so her comment confirms that socialization is a two-step induction of the individual to participate in the social institutional structure, meaning in its objective reality. Berger and Luckmaan (1966: 163) contend that, "the individual... is not born a member of society. He...becomes a member of society. In the life of every individual...there is a temporal sequence, in the course of which he is inducted into participation in the social dialectic".

This shows that adolescents can learn behaviour from the family and community contexts and bring it to the secondary realm of socialisation which is the school and make use of such behaviours within such institutions of learning. For example, if a particular aspect of culture seems to be suggesting male adolescents that fights to resolve conflict or instilling discipline through violent means, therefore, "in the course of which he is inducted into participation in the social dialectic" (Berger and Luckmaan, 1966: 163). Burton (2008: 55), states that individuals are a result of the complex influence and different environments to which they are vulnerable and within which they live their lives. Singh *et al*, (2013: 3-4) suggest violent behaviour can be modeled at home or community in one form or the other, and as such, be adopted at and used in school, the above explanation show.

4.3.3 Influence of socio-economic challenges

Meyer (2005: 6) highlights that, efforts by schools alone to fight against school violence are not enough; that the "extensive socio –economic and political problems in this country needs to be addressed". Only the teachers gave their accounts relating to the issue of socio-economic challenges and its impact in eruption of violence in schools. A grade 12 female teacher linked school violence to unemployment and poverty, that is, being experienced by some of the young people, in their respective families and communities' settings, and who commit violent acts within the school because of complexities being socialised sites of poverty, crime, and unemployment.

Teacher accounts in relation to socio-economic eventualities and school violence are as follows:

Many of our learners come from disadvantaged backgrounds. No one teaches the difference between what is wrong or right, and they end up learning all sort of bad things in the community and from friends. Then they come here to school and behave badly and we have to act as both teachers and parents in teaching and maintaining discipline (Grade 8-9 male teacher).

A grade 10-11 male teacher respondent gave a related account:

Some student steal for to get money to buy food. In the school cellphones get stolen all the time and the explanation that justifies the conduct by a student is that "I was hungry I wanted to buy food" this gives just a glimpse of the problems encountered by students

Here the respondent is unpacking the violent outcomes the social problems of poverty and how this interacts together to result in risky behaviour at school. In other words, one of the challenges of being disenfranchised socio-economically in society influences behaviour.

The grade 10-11 male teacher explains that poverty and unemployment does affect behaviour and may lead to violence. Contending:

"Living in poor situation does affect behaviour because when you hungry you must make a plan if your family there is no one working. When people ignore or reject you then you can grow up doing bad things such as stealing to feed yourself and maybe your family. Being poor though does not always mean a person will be violent too.

Because we all make choice differently. Even when someone is violent they can taught good behaviours and change".

The respondent here is revealing that violent behaviours are also unlearned and learned in the social setting from which it finds persistent expressions. This suggests that the socialisation process from which this behaviour emerged can be used to socialise students and teachers to apply socially acceptable social practices (Berger and Luckmaan, 1966; 2011). Therefore, these findings indicate that t everyday life experiences of either the learners or teachers within school does affect behaviour at school. These everyday life experiences should not be explained in terms of social causes but a link should be clear about the influence of institutions such as family, community, and school context in relation to the socio-economic conditions as well.

4.4 Influence of violence of the high school environment on teachers and learners' relationship

This section examines how the high school environmental context, social reality surrounding the school and the environment in which the school is and the connection of this to violence possibilities.

4.4.1 School environmental dynamics

The Human Rights Commission (2006: 1) found: "The environment and climate necessary for effective teaching and learning is increasingly undermined by a culture of school-based violence and this is becoming a matter of national concern".

Learner respondents from different school grades (8, 9, 10, 11, and 12) mentioned the existence of drinking establishments that are closer to the school compromising the lives of young people. The study reveals that both teachers and students do at times subject to bad behaviours associated with drinking and on other occasions presented a social context disrespect and potential violence.

One participant contended:

Both student and teachers attend taverns we have two near the school and most young people go there on weekends but teacher go there even during school hours like on lunch break and come back smelling alcohol and smoke. And some day they will be a fight because when learners see the teacher went there they start making sly remark in a mocking way especially male and this cause the teachers to very angry and look at students with intimidating and threatening eyes (Grade 11 male learner).

Here the learner's account of reality indicates there is a relationship that exist in alcohol consumption establishments near school, a general problem of drinking, and alcohol consumption giving rise to potential violence, among teachers and students. It is for this reason amongst many that, it was mentioned in the literature chapter that, the issue of alcohol abuse by teachers and students is disruptive and stymies the teaching and learning environment (Burton & Leoschut, 2013; Mncube & Harber, 2013; Mouton et al, 2013).

What we learn from this and other respondent stories is that school violence has no socially demarcated boundaries in terms of where it happens, as the respondent explained.

A grade 12 male respondent mentioned that there is a run-down and abandoned set of building structures across the front entrance of the school, that many of the male and female learners like to hangout around, smoke, constantly ask for money from by passers, mock and tease other learners, and sometimes bully them. For example, the learner gave an account:

“I hate those guys who hangout by those building I wish sometimes son of the so ever self-assured guy called Buhle, who is always bullying students that walk near there when they come to school or leaving school, would bully me or say something. I will show him something and I am not scared of him. I know I can give him one punch and he will be done”.

The student here is expressing his frustration and annoyance to the effect that he wants to resolve issues through violence. It was mentioned in earlier chapters that school students resolve moments of conflict using violence. This indicates a deficiency in the will and capability, and the necessary socialisation, to resolve issues in a civil manner. This sort of behaviour undermines the culture of teaching and learning, and this implies that teachers, through school systems, spend enormous amounts of time resolving issues of ill-discipline and fights, instead of teaching, while other learners are also affected in their learning process (Cothran, & Ennis, 1997: 541-553). Similarly, there are findings which report that, bullying is

common among learners, that bullies go further to even forcefully take money from their victims and when do not have they beat them up (Ncontsa and Shumba, 2013; Burton and Leoschut, 2013).

A grade 12 female teacher confirmed this:

"We spend most of our teaching time reprimanding learners because of discipline issues. They always do not get along for one reason or the other and you find out that the conflict is something they could have resolved but perhaps didn't know how to and so they use physical force. It is very bad in itself and also frustrating because it makes teaching impossible" (Grade 12 female teacher).

Some of the violence, threats, and intimidations bring about a state of fear in the school as students at the school contended:

"I am scared sometimes in this school; people will want to fight you even for a senseless thing" (Grade 8-10 female learner).

"we are not safe in this school because of being intimidated by older males" (Grade 8-11 female learner).

It appears from these findings indicates the frustrations of learners relating to the persistent culture of violence of threats, intimidation and compromised safety issues which disrupt the culture of learning through feelings of fearer and being intimidated etc.

4.4.2 Safety and protection at schools

Safety and protection in schools is an important factor in the study of violence as the researcher also believes that easy access to the school adds to the intensification of school violence (Ncontsa and Shumba, 2013). The study reveals safety and protection in the school was strengthening with relative improvements.

Learners implied that easy access and entry to the school as a contributing element of reality in the school. It was reported that previously in the school people from outside entered the school easily and at times commit crimes. A learner explained:

“Before the new principal in this school we did not have a remote-controlled gate that opens and closes. The new principal has introduced new safety measures. No one just comes into the school grounds now without being monitored” (Grade 8-11 male learner).

Similarly, a grade 12 female and grade 10 male learner seemed to be in agreement with the contention of the above learner, that safety in the school has been recently beefed up in terms of the aspect of security by the new school principal. The gate is now locked and closed all the time and that anyone entering the school must make their business known to the safety officer at the gate. However, the grade 10 male learner maintained: *“We are still not safe because when we leave the school or coming to the school who gets to protect us, so we are not safe”*.

There was consensus from the grade 8-9 and grade 10-11 males’ teachers that the school has become relatively safer. They expressed that fights do occasionally transpire in the school because of weakening teacher investment in strengthening positive behaviour through increased teacher surveillance. A participant explained the physical and emotional unavailability of teachers sometimes results in the school atmosphere being undermined. For example:

“teachers are not where they are supposed to be. For example, some teachers spend little time in class this opens a window for ill-disciplined behaviour in the absence of the teacher who not only meant to teach but to maintain order and control in the classroom for a safe space not only for their teaching but also for the learning of the students” (Grade 10-11 male teacher).

In addition to this the grade 8-9 male teacher explains:

“the absence of teachers in classrooms during times of teaching impact negatively in class because when unruliness occurs no one is there to monitor the situation. When theft or conflict happens, no one is there to monitor the situation. Some of our teachers shun going to class because they fear students and are demotivated and this is the same with some learners when effective learning is not happening what is the use of going to the class”.

The explanations by the respondents demonstrate the contextual dynamics of social everyday reality the school system of South Africa. These must be comprehensively considered to

prescribe adequate solutions and strategies to the various kinds of violence that teachers and learners are exposed to in the schools' social setting. The general impact is that the phenomenon of violence impacts on moral value systems causing them to fall, resulting in issues such as poor school attendance, and reduced levels of commitment to school endeavours (Govender, 2015: 2). Govender (2015) found that learners become aggressive for different reasons, mostly as a result of underlying factors like poverty, drug abuse, and dysfunctional families as was also revealed earlier in this analysis. So, many learners turn to violence in response to their circumstance.

As one learner aptly explained:

“teachers do not know how to handle students at my school. They can be rude also. Other understand that someone is not just born a bad boy or girl but the community we stay influence us, the family also or friends so we learn behaviour sometimes thinking this is right or wrong we learn as we go” (Grade 12 female learner).

The varied and socially dynamic social realities of violence fits well with a social constructionist approach, as the emphasis in each is upon how people understand issues, rather than on generating large-scale quantitative data (which cannot provide the same deep information on perceptions) or on mapping out the larger causes of the problem (which involves a more structural and abstract analysis) (Berger and Luckman, 1966; 2011).

4.5 Disciplinary process exploration and its influence on behaviour among teachers and learners

This research also found that the school and classrooms that were generally well-governed and were less likely to give rise to school violence than for example classes that are were not well governed well by teachers. A grade (8-9) male teacher in the school seemed to agree with the grade 12 students that, discipline is enforced in the school by teacher and the school's principal, however, this is not as effective as it should, even though the school has a discipline committee.

A grade 10-11 male teacher expressed similar sentiments and said:

“Our school is well led and managed, yes we do have problems of discipline and violence sometimes. We try and look out for these problems so that our children don’t fight each other. So, if it happens, for example, we have to deal with it sometimes you deal with it as a teacher but if it is too serious then you are forced to involve the disciplinary committee then the matter is tabled forwards, we follow plans that we have it’s a long process sometimes, but it works”.

On the other hand, a grade 12 female teacher expressed a different reality and said:

"Here we do have a good disciplinary process, but the problem is when some of our male teachers in the school sometimes choose to take matters into their own hands. You see when a learner behaves in an unacceptable way some teachers beat them. I fear that some of the learners carry weapons and one day a student will stab a teacher in retaliation"

This teacher argues that the school has a generally good disciplinary process which creates the potential for danger through aggressive or violent retaliation by the learners, showing that the disciplinary process is not a cure for the complex problems of violence. Teachers reported a feeling of disempowerment sometimes in their duties to maintain discipline in the school and resort to corporal punishment measures even though they knew what they were doing was wrong. Similarly, Maphosa and Shumba (2010: 395) in their study, also found that male teachers felt agitated and disempowered and this led them to use harsher means in enforcing discipline.

Students in grades 10, and 11 also confirmed that there was a culture of corporal punishment used by some male teachers in the school. A grade 11 female learner explained as follows:

"Some teachers in this school do beat school kids for example my younger brother who is in grade 9 in this school sometimes tells stories at the home of what happens in their classes sometimes that they get beaten up, or the teacher would beat you with the duster on your fingers or hand".

Another grade 10 male learner says:

"Sir if you taught in this school you will also want to beat us; I mean students here will disrespect you especially if you are a young teacher, sir. You won't want to but maybe

you will end up being frustrated. Teachers here are old school some of them it's like it's in their blood they like hitting learners especially teachers who are guys”.

It is clear from the above and other descriptions by the different respondents that discipline is a problem in the school. It is also clear that teachers make use of corporal punishment to discipline. Moyo, et al, 2014: 184) also confirm that "some practices in schools are conducive of violent behavior, including disciplinary activities and the ways that schools handle a breach of school policy". It is clear in this study that harsh forms of discipline and control may lead the learner to in turn adopt violent means. Todd *et al*, (2016: 3) contend "an attitude of zero tolerance towards learners as a type of discipline policy by teachers, is often not very effective in maintaining learner discipline".

It also was found that it was very difficult to get parents involved in disciplinary issues surrounding learners in the school. A teacher in grades 8-9 discusses as follows:

“We call parents to meetings to discuss many issues and fighting and conflict but very few of them come through many of them do not participate in their children's education and this problem is generational because some of our parents too never participated in our schooling and most of the time did not know what was happening school or care to know”.

According to Mthiyane (2013: 197) lack of clear roles that parents have to play, hinder parents from being active in their children's school life and disciplining strategies. A study that was carried out by Singh, Mbokodi, and Msila (2004) explains that parents from impoverished backgrounds also need to be empowered if they are to make a meaningful contribution to the education of the learners. Wolhuter, Lemmer & de Wet (2009) explain that the inclusion of parents in school governing bodies has created a space that is conducive to parental involvement in schools, but actual parent involvement in South African schools remains weak. Also, this study found that corporal punishment is a strong traditional informal norm that presents itself in how some teachers respond to issues within the school.

4.5.1 Corporal punishment disciplinary measure

Researchers explain the 'in loco parentis' status of teachers places them in a position to take disciplinary measures against learners, to maintain disciplined learning and teaching environment at school (Burnett, 1998; Mthiyane, 2013). In this regard, some educators (for example, Grade 8-9, Grade 10-11 male teachers) in the school view this practice as an essential disciplining measure.

A grade 11-10 male teacher added the following:

"No all of our learners are that bad. But some come from families where there is no guidance. Others are so rude and have no respect leading some teachers to be aggressive and make use of corporal punishment way".

The above indicates the existence and persistence of corporal punishment within township schools even though it was abolished (Burton, 2008; Makhasane & Chikoko, 2016). Teachers equate discipline with corporal punishment and see it as a better alternative and believed that families are not doing enough to socialise law-abiding citizens.

On the other hand, a grade 12 female teacher expressed the following sentiments:

Some teachers hit troubling students but what they don't know is that they are making them more violent because some of the students report to their criminal friends who then want to come to the school and fight in defense of students and this sparks more conflict..." (Grade 12 female teacher).

These findings are consistent with previous studies, which found the use of corporal punishment, in fact using it, teachers are likely to socialise learners into violent behaviour (Burton, 2008).

The primary role of a teacher is to teach and act 'in loco parentis', therefore how teachers conduct themselves as socialising agents through the use of violence means to maintain order may lead to students making use of the same methods in the future (Makhasane and Chikoko, 2016: 6).

All learner respondents from grades (8-12) also confirmed the use of corporal punishment to discipline learners. However, female and male learners in (Grade 10 male learner), (Grade 11 male learner) (Grade 12 male learner). all attested that teachers are provoked by

learners at times to the extreme and that many male learners and female learners disrespect their teacher with the knowledge that teacher will not do anything about it. This is an indication that corporal punishment is a contested social phenomenon that finds expression at school even after it has been abolished policy-wise but in practice, it is still much alive.

4.6 Main social consequences for teachers and learners of school violence of school violence

Inevitably, the varied nature and socially multilayered perpetual acts of violence that teachers and learners experience, affect them in different ways, physically, mentally, and emotionally. Violent encounters have serious implications for the individuals affected and the institution.

For this reason, establishing the consequences of school violence on primary actors could have a positive outcome in helping to identify areas that need serious interventions and reduce the violence (Govender (2015: 109).

Teacher and student respondents from different grades and genders shared similar views regarding the implications of violence at school and in general. All teachers offered different but related social consequences of violence.

According to one Grade 10-11 male teacher:

"It makes us look weak and unfit to fulfill our responsibilities in black townships as teachers, it gives township bad image and discourages people from studying or working here. Some parents when students fight they come here and want to fight the perpetrator inciting more violence"(Grade 10-11 male teacher).

Teacher and the governing structures were also implicated in their failure to effect strong working strategies to curb violence. According to the participants, school violence

"... affects the teaching plan because everything must stop and we must try and attend to it. For others, it affects them causing stress, fear, paranoia, and make it as if it is something that is normal because it occurs occasionally. Almost every other day black township schools are reported for bad behavior and lacking action to manage the situation (Grade 8-9 male teacher).

"It shows that schools are not empowered enough by the department, it shows there is lack of positive programs to help learners or just that the one we have been doing a half job. I think also and importantly it tells us about the society we live in and give a glimpse to problems at homes and communities and how problems there can affect behavior of young people (Grade 12 female teacher).

The statements above confirm that violence can be structural, for example, be hidden in the structure of society. The structural integrity of the school and department of education is an important determinant of non-violence. In other words, persistent violence is a result of the different structures. Structural inequalities can increase direct violence among members of society due to feelings of social disadvantage (Walker & Smith, 2002), meaning as the gap of inequalities increases the more there is potential for aggression and episodes of violence.

Learner respondents shared similar observations to that of teachers that violence has a negative impact on the health and well-being of learners, leading to a sense of hopelessness even though the answers seem straightforward. According to respondents:

"There are many things that we do not know about it because students do not report some of these things, maybe some of us feel embarrassed or discouraged because the school won't do much. Because if it could we would not have all this violence (Grade 11 female learner).

"It affects everyone and implicates everyone both teachers, learners, parents, the school, and the government. It shows that schools are not working together and that there are no good relationships in schools" (Grade 10 female learner).

It shows that teachers are not working side by side with parents and the police do not respond in time to criminal and violent timely and this frustrates some people leading them to resort to finding their own street justice such as fighting to gain respect or to show you are not weak (Grade, 9 male learner).

The constructs above by teachers and learners' respondents indicate a general consensus among respondents that, violence does affect teachers, the learners, the school, and the

community in negative ways but also that the violence may be a result of the failure of responsible structures and institutions.

Other research exists on the consequences of school violence on teachers (for example Holschuh, 2014: 1-9), but media reports also show that educators are also affected by school violence in recent years (Prince, 2008; Grobler, 2018, Bailey, 2008). For this reason, the following section will explore the manner in which participants viewed educators as having been affected by school violence, looking specifically at the psychological and physical impacts.

4.6.1 Psychological consequence

In this study, psychological consequences appear to be a minor problem at the school, albeit that psychological violence is more common than physical violence. However, the study reveals that specific acts of psychological violence are common.

According to Smith and Arlson (1997), stress is a situation where individuals perceive the demands as exceeding his or her capacity to perform adequately. Hansen and Sullivan (2003), assert that stress can cause mental and physical outcomes such as anger, tension, frustration, or depression. Participants agreed that school violence has produced increased levels of stress within their lives. Some learner participants from grades 10, 11, and 12 stated that, school violence:

"... causes anxiety, depression, anger, and many other psychological problems and the school is not equipped enough to deal with such" (Grade 10 male learner).

"... creates fear and tension within the school. The school is becoming strict because they do not want fights happening. Fights cause more fights because some students will go tell their older brother or friend because they are scared and then the friend come to the school and fight to defend the student who was victimized" (Grade 12 female learner).

"... is not always happening in our school but when it does it makes me, and my school friends very stressed out because we do not like fights, they make us anxious" (Grade 11 female learner).

A grade 12 female teacher gave a more detailed account that some teachers get stressed because of the outcomes that result from them (teachers) having exercised corporal punishment even though it is no longer permissible for them to make use of it by law.

"Some teachers are not stressed because of violence directly but get stressed out because they cannot manage learners and make use of corporal punishment at times. Which results in them getting reported by students to the principal or just getting in trouble because of hitting a learner and corporal punishment is no longer a measure to instill discipline. So, when the teachers who hit learners get in trouble with having hit learners, they get stressed out, and some resort to alcohol abuse (Grade 12 female teacher).

As a result of unwarranted stress, some participants have engaged in alcohol abuse as a coping mechanism with the everyday stress of working as educators in volatile conditions. Study findings reflect that there is a link between occupational stress and alcohol use (Saunders, 2007). Taking this further, Myburgh and Poggenpoel (2002) discovered that behaviour of teachers in township schools who experience stress, manifested in alcohol abuse, absenteeism, or dysfunctional relationships. Teacher participants admitted that they have or knew another teaching member who abused alcohol to forget about the incidents of school violence.

"...it creates a very bad image for the school and for us as teachers alike. If you go around in the community, you will hear people saying, teachers in our school are drunkards. They do not know that some of the problems are a result of the bad behaviour of their children in the school which ends up stressing and frustrating teacher leading them to abuse alcohol because of the hopelessness of the situation" (Grade 8-9 male teacher).

Another teacher went on to say:

"Yes, some teachers do resort to drinking just to forget about the challenges not just of violence within the school but also drink because of ill-behaviour by students and the inability of them as teachers to handles being disrespected by a learner(s)" (Grade 10-11 male teacher).

A learner had this observation about teachers and alcohol:

"Male teachers in the school drink a lot. I think they drink because of being stressed out by many things, including the ill-behaviour of us students but some just choose to avoid

teaching us or choose to be absent from school because of our ill-disciplined behaviours" (Grade 12 male learner).

Studies have shown the nexus between stress and psychological problem in an individual's life (Crawage, 2005). In this study, participants reveal that other teachers resorting to different 'ignoble' coping mechanisms to relieve their stress did not come as a surprise. However, the researcher did experience the participants' demeanour around the topic of behavioural coping mechanisms to be one of shame. This could be hypothesised as being perceived as an inability to cope and thus a failure as an educator. One teacher participant spoke to the idea that stress is a reality for many teachers and students; and even though each presents differently, the consequences tend to be negative.

"Many male teachers in this school drink alcohol and are always absent from school or in their respective classes because of stress that they experience. As you know, not everyone responds to stress the same way, but their absenteeism can be caused by many things not just because of physical fights" (Grade 12 female teacher).

It appears that stress related to either direct or indirect incidents of violence does occur within the school and affects both teachers and learners in different ways. In accordance and consistent with the participants' experiences, Smith and Carlson (1997) found a link between stress and unfavourable individual outcomes. Besides the physical consequences mentioned above, psychological outcomes such as depression, anxiety, suicide attempts, and so on have features as outcomes of stress induced by school violence (Crawage, 2005).

4.6.2 Motivation/Performance

Each and every participant that disclosed being impacted upon by school violence experienced de-motivation and an inability to perform adequately in their capacity either as a teacher or learner. Pahad (2010: 112) explains that a sense of failure can occur among educators *and learners* (my emphasis) working with emotionally and/or economically deprived adolescents and this may lead to both teacher and learner dissatisfaction. A grade 11 male learner participant acknowledged his and that of other learners' inadequate performance in class and in relationships as a result of feelings of apathy combined with the stress of being

a victim of violence and external life stressors. Similarly, a grade 8-9 male teacher participant asserted that the norm of school violence (constant threat of violence when he attended school and absence of learners from class) had left him disenchanted about teaching. A grade 11 female respondent meanwhile, confessed her happiness to leave the school because she was no longer enjoying her studies at the school and she had no motivation to do her work. This lack of motivation to perform could be explained by the participants' constant fear for their safety. A study by Vettenberg (2002, in Pahad 2010: 112) found that educators feeling unsafe in classes tended to show a reduced commitment to their educational tasks. As a teacher explains:

There is always something and you know when you go to the school there is something that may affect you in a negative way because our learners especially male learners are either fighting or not getting along, for one reason or the other. It is something that happens most of the time. This is very discouraging to both of us as teachers and other learners who come to this school. Learners in this school have no respect for their fellow peers or even for teachers they disrespect us very much and we can't do much about it and that is why some teachers don't really practice care and kindness (Grade 8-9 male teacher).

The participants alleged that the violence or fear of violence affected the performance of both teachers and learners and consequently prevented them from fulfilling their respective duties to teach and learn. Pahad explains that the idea of decreased performance has been highlighted by the media and the Department of Education statistics. This cannot be attributed to the performance of teachers alone as it is only one of the factors learners are challenged within education today (Pahad, 2010: 113). Learners expressed their frustration, but also their understanding of the process:

When we do not do our work, some teachers do not question us. They let us be. I think they are sick and tired of us (Grade 10 female learner).

It doesn't affect our teachers that much because we the learners are making fools out of ourselves and we are the ones that do not perform well and fail our grades (Grade 9 female learner).

It is clear from the above statements that school violence has affected the performance and motivation of some teachers and learners within the school with dire consequences for teachers, learners, and the school.

4.6.3 Physical impact

Respondents only disclosed a few incidents of physical impact on teachers. It could be assumed that teacher participants either did not suffer many physical effects or that they chose to continue the 'conspiracy of silence' regarding physical abuse and victimization of teachers by either colleagues or learners. Research has revealed that physical impacts are not obvious and may involve mild, or serious wounds, bruises, fractures, deaths, or suicide (Pineiro, 2006; Pahad, 2010). It was also suggested that unplanned pregnancy and sexually transmitted infections due to sexual assault be considered a physical impact of school violence (WHO, 1998). However, this is an argumentative issue as most studies did not regard this as a physical impact (Pineiro, 2006; Pahad, 2010: 117).

Relating to this study, all teacher participants that did disclose effects seemed to suffer from varying degrees of such as fear, nervousness, physical abuse in retaliation to indiscipline issues and frustrations. Grade 12 female teacher participant of not being able to relax while at school. While a grade 8-9 male teacher described almost physically assaulting a learner due to overwhelming anger towards the learner's victimising conduct. Another grade 10-11 male teacher expressed hopelessness in relation to the physical effects of school violence. Below are the participants' statements:

"I am unable to relax when I am at this school because some of our learners especially male learners carry weapons to school. They bring knives to either threaten us or their peers. But besides that, seeing some of our students engage in violent behaviours makes me very nervous. Because you never know what might happen or the severity of the injuries that might be sustained" (Grade 12 female teacher).

"When our students have done anything wrong, we report the matter or try and manage it. But there is this student I once slapped and kicked; I was very angry because the learner slapped a female learner in front of me. This is what they do, they do bad things"

whether your present or you are not, these learners do not care about our presence. They are very rude and ill disciplined, while I may not be proud of my behaviour, but that boy deserved it" (Grade 8-9 male teacher).

The situation can be very disrupting mentally. I have a son who studies here as well but who is not in my class. Not so long ago I reported one student to the principal's office for ill-discipline. The learner during break time decided to take their frustration to my son. There was a fight and my son sustained a serious nose injury. The situation is hopeless here other teachers are not as serious about their jobs because we are teaching criminals in uniform here (Grade 10-11 male teacher).

The researcher found that school violence can impact teachers physically in three ways: by causing bodily harm that needs medical assistance; by developing chronic diseases such as hypertension, panic attacks, and migraines. However, all the psychological and physical effects occur simultaneously with one another.

4.6.4 Effects on learners

Over the years researchers have suggested that the effects of school violence on learners are overwhelming (see Allen, 2005; Burton, 2008, Brynes, 1996, Crawage, 2005; Pinheiro, 2006; UNESCO, 2009). According to Burton (2008), violence experienced during adolescence impacts negatively on the cognitive development of the individual as well as affecting the individual's social behaviours. Victimization of learners is said to have long-term consequences including low self-esteem, depression, isolation, peer relationship problems, school avoidance, and truancy or dropping out due to fears of violence (Allen, 2005). Furthermore, violence and victimization during adolescence are said to radically increase an individual's predispositions to delinquency, conduct disorder, and criminal behaviour (Sexton-Radek, 2005).

As this study also focused on learners' experiences of school violence, it was found that participants (different genders and grades) also mentioned the impact of school violence on learners. As this study also focused on learners' experiences of school violence, it was found that participants (different genders and grades) also mentioned the impact of school violence on learners.

A grade 9 female learner stated that:

"When it happens it makes us scared and to lose concentration. We come to school to learn but when a fight breaks out it messes up our learning time. Even the teacher won't be able to teach nicely. So, lessons get ruined because our teachers are busy solving the issue instead of teaching."

Another male learner from grade 10, says:

"Some students are scared when a teacher is not around because they know older males will start trouble and pick on younger students. They can be bullies.."

A grade 12 male learner and grade 11 female also felt that school violence impacted learners' academic performance negatively. It is well documented that both victims and perpetrators tend to get lower marks than other learners (Pahad, 2010: 120). A senior grade 8-9 male teacher participant articulated that sometimes learners' academic underperformance, at times was often due to them not attending school and bunking classes because maybe they were involved in a fight, while others never return to school due to the fear of being bullied by older learners. Research by Pinheiro (2006) confirms that there is an existing relationship between bullying, the absence of bonding with other learners, and absenteeism.

Learners in township schools participating in violent conduct at school may find that their functioning is affected in other ways. Pahad, for instance, speaks of externalized behaviour disorders, substance abuse, social, behavioural, and health problem, and even suicide (Pahad, 2010: 121). Besides recent research endeavors which reveal the extent of violence and its effects, greater attempts must be made to reduce the effects of school violence on learners, as is evident from learners' continuous violent encounters.

4.7 General concluding remarks

This study set out to explore the knowledge of learners and teachers on school violence among learners and teachers in general and their own school: the study found that different forms of violence do happen at the school, such as physical and verbal abuses that translate to violence or the potential of it. The study found that the different forms of violence performed in the school was mainly actioned by male" (teachers and learners). Teachers in the school

used corporal punishment to enforce discipline and at times this operation did not end well for them but instead created the potential for more violence. Social institutions such as family, the community, and cultural assumptions were also implicated by respondents in the study.

4.7.1 Conflict resolutions through violence

Fighting was found to be common behaviour between males at the school. Whenever they would get in situations of conflict, they either fought in the class, or take the fight outside the classroom, and at times would take the fight to the streets. A majority of male learners opted to not reporting incidences of violence to school authorities and instead chose to fight their opponents. This either happened in the form of physical and verbal abuses such as trash talk, insults, and physical fights. In the study both male and female learners make use of verbal abuses either directed at their peers or the teachers especially when they get into situations of disagreements and conflict, female learners and educators being the main recipients of these abuses."

4.7.2 Common causes of violence at the school

In the study naive devotion to certain cultural practices was a social factor in violent actions instigated by male learners and males being the leading perpetrators of violence. Many learners in the school become men through the male Xhosa initiation traditional social practice and when they return to the school with an acquired status of manhood and respect. However, they still have to share the status of being a learner along with the rest of the learners within the school. At times when the expected respect would not suffice situations of conflicts, fights and bullying would occur and the men would have more advantage. Other men would randomly bully their peers or the learners to test their manhood to establish respect if it was not given and even get into physical confrontations to establish dominance." Violent actions in the school mainly happen between males by exhibiting social actions that were either taught in the home located in the culture, through social actions by role models located in their social settings. The study further found that male learners frequently ironed out their difference by engaging in violent behaviours, such as fighting it off, through physical fights that may end up developing to grudges among the students.

The study further found that the social actions of males fighting it off at inside or outside the school confines was not something that was viewed by learners as unusual indicating that violent actions are normalised in society. Violent incidents were mainly triggered by general disrespect in the school, where teachers were implicated as provoking some of the students to a level where they may get offended and act violently. In other words, teachers in the school exercised some level of unprofessionalism. It was established that teachers also targeted learners they did not like or either they previously had an encounter in terms of discipline issues and label those students with derogatory labels. Talk-back engagements between a student and their teachers, male in particular resulted to some teachers acting with violent aggression towards male learners and this created resentment between the teachers and students alike and at a later an early or later stage created conditions for potential student-vs-teacher physical confrontations. Therefore, the school system has an organisational weakness of teachers that played a role in violent social actions through unprofessionalism and in the process shaping violent behaviours in the school, which may socialise male learners to being violent

4.7.3 Role of the family, community and school in managing violence

Family, the community, and the school as social institutions that impart certain values and modes of behaviours in society in many instances were not as empathetic, offering nurturing and guidance on adolescents but chose using heavy-handed disciplinary and control measures. This indicated a heavy burden on the students of having to deal with the emotional side of their education. “To ignore the emotional world of schooling and of students is to contribute to the repressions which recycle and legitimate violence (Kenway and Fitzclarence, 1997: 117).”

Harsh forms of discipline and control exercised in social institutions (family, community, and school) play a critical role in the social influence of behaviour. Students and teachers in the study indicated both teachers and learners actions were adapted and adopted from different teachings from either family members, friends or rolemodels in the community, or simply from how matters of discipline were handled in the family structure, the school or community. Which at a later stage imparted certain ideological impositions to young people as they grow to resolve issues of indifference through violent actions. This means disciplinarian

techniques from these social institutions both intentionally and unintentional social young people use the same methods of violent disciplinary actions, as the study has shown that some teachers still make use of the 'caning' system to enforce discipline. Engaging in this sort of behaviour even though it is unlawful to do so by the Constitution South Africa. This social behaviour is not only unlawful but normalizes violence as means resolving differences. This implicates the family, the school and the community as complicit in the perpetual culture of violence in the fabric of society.

4.8 Conclusion

This chapter has provided an overview of the research process and the main conclusions drawn from the study. The implications of this study and recommendations for interventions, future research and policy were discussed. This study builds and adds to existing knowledge and understanding of violence in general and school violence in particular. An important finding of the research in this study is that there are multiple and qualitatively different social connected and interpersonal forms of violence, causes, and influences in the representations of interpersonal violence. It is firmly believed that, with more extensive research in schooling contexts, involving all stakeholders, it would be possible to devise more effective and creative approaches to reduce violence at schools.'

CHAPTER 5: MAIN CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter concludes the study and provides recommendations. It is important to note that the study set out to explore the perceptions and experiences of violence in a school in the Sarah Baartman District Municipality. The study aims to gain a deeper understanding on the experiences of the violence that occurs within the school.

5.2 Main conclusions of this study

Conclusions sketched out from this study are addressed in response to the research objectives outlined in Chapter 1.

The first conclusion is teachers and learners from the school believed that the school environment is mainly affected by the lack of social communication skills among the learners which at times translates to violent actions. Some of the violence that teachers and learners witnessed in the school were explained to have been learned from other individuals in the family, and community social organisations and not from the school. It was described that in some families and in the community makes use of violent actions to resolve issue of conflict while some other encouraged it. For example, male students frequently used violence to defend their honour or themselves. They were also more likely to engage in fights with other males.

Secondly, the study revealed that after returning from initiation, some of the boys who were initiated may have provoked violence between learners and between initiated learners and adults who did not accord them the respect they expected post initiation. In other words, hegemonic and toxic notions of masculinity emerged as a factor promoting violence both between learners and educators and learners. Although conflicts are common in society, they are rarely studied and acknowledged by the literature in nuanced detail. It was important to study how these conflicts develop contextually and how they can affect the lives of the participants as participants both affect and are affected by cultural, socio-economic, family, community, and interpersonal factors through process of socialisation and institutionalization. Thirdly, the school complicity contributed to violence among the learners through questionable disciplinary practices by male educators.

5.3 Recommendations

'The researcher proposes the following recommendations:

The need for an integrated plan in handling school violence, for both short and long term purposes.

- Immediate measures should be put in place for safety and security, for example, forms of searches to prevent unlawful items like weapons on school premises.
- An educational programme to educate learners, teachers, parents, and primary community leaders about the various forms of violence prevalent that exist in the school, and how this affects teaching and learning and development.
- Awareness inclusive discussions and workshops on the forms of school violence within the school, and alternatives to the use of violence. Educators and learners should be taught to tolerate and accept others through team building practices and talks by positive role models.
- The victims of abuses in schools should be encouraged to report their perpetrators to school authorities or someone they can trust.
- Gender equality and women empowerment through advocacy and awareness campaigns should be on the school's programme of action.
- Teachers should also be encouraged to use less aggressive forms of discipline and to encourage learners use non-violent means to find solutions to their problems.
- The school should actively work with all the stakeholders with interest, including youth structures, non-government organisations (NGO's), church leadership, the South African Police Service, community forums, women's organisations, correctional services, welfare services and the Department of Health with the aim of advising learners against the practice of violence to resolve conflicts.'
- The school and its educators should become active participants and work with the community to enable learners to establish meaningful relationships with each other based on cultural practice and gender equality. Relationships that support and respect each other equally must be encouraged. It is only through the combined efforts of school authorities, parents, community leaders and government that school violence can be addressed effectively.'

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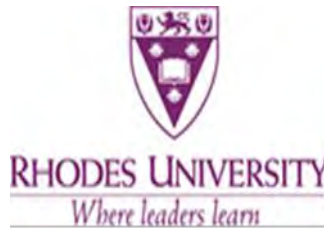
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Appendix A: Participant Information Sheet



Research Project: Perceptions and Experience of Violence among Learners and Teachers within a Township High School in Sarah Baartman District

Good day,

My name is Mr. Sibulela Ndemka, and I am conducting research for the purposes of obtaining a Master degree in Sociology at the University of Rhodes. My area of focus is on teachers' and learners' perceptions and experiences of school violence, focusing particularly on school violence among teachers and learners.. This study aims to explore learners' and teachers' understanding of violence to, or against, both learners and teachers. By analysing trends found within the data, I will analyse school violence and the social consequences it has for learners and teachers. The personal experiences of secondary school learners and teachers from a public high school in a low-income community will form the basis of this study. The information gained could aid prevention strategies against victimization. I will only interview people of 18 years old and above.

I would like to invite you to participate in this study. Participation in this study will entail being interviewed by me, at a time and place that is convenient and agreed both by you and me as the researcher – not, however, not within the premises of the school. The interview will be approximately be 45 minutes to 1 hour long. With your permission, this interview will be audio recorded in order to ensure accuracy. Participation is completely voluntary, and you

will not be advantaged or disadvantaged in any way for choosing to participate or not participate in the study. You may refuse to answer questions you would prefer not to, and may choose to withdraw from the study at any point

As a participant you are guaranteed complete confidentiality: safeguards will be put in place to ensure the identity of participants is safe. All identifiers (including teachers'/learner's names) will be retracted from the transcripts and research report except for gender and Grade levels. The name of the school, the area in which it is based and similar identifying data will be hidden for the same reasons. Audiotapes will be transcribed and processed by only the researcher. Some direct quotations will be used in the research report, but without your name attached, and with anything that can identify place and people directly removed. All typed transcripts and other personal documents will be kept in a secure location for 5 years on campus by the primary investigator (myself) in a location (physical or digital).

The findings of this study will be reported in an MA research report, which will be submitted to the Sociology Department of Rhodes University. A summary of the research findings will be made available to you on request.

There are no perceived risks or threat of any harm when participating in this study. However, you will be debriefed on your experience of the interview process and should it be found that you have experienced any distress as a result of your participation in the study, contact details for relevant and free counselling services will be provided. Assistance will also be provided in contacting these services.

If you choose to participate in the study please complete the Interview Consent Form, attached. I will contact you within a week in order to discuss setting up an interview time with you. Alternatively, I can be contacted telephonically at 0833133965 or via email at g11n2303@ru.ac.za. For further information regarding this study, also feel free to contact my supervisor. My supervisor is Ms. Claudia Martinez- Mullen who is lecturing at Rhodes University, Sociology Department, and her contact details are as follows: **E-mail:**

c.martinezmullen@ru.ac.za, Cell: 084 261 4983, **Office number:** +27 (0)46 603 8862. You may also contact the Rhodes University Ethics Coordinator: Mr S. Manqele. Email address: s.manqele@ru.ac.za .

Your participation in this study would be greatly appreciated. Whilst there are no direct benefits to participating in this study, this research will contribute both to the larger body of knowledge on school violence, and help in the development of measures that can impact positively on the development, performance and social functioning of learners, teachers and schools.

Yours faithfully



Sibulela Ndemka (Mr)

Masters Candidate in Industrial and Economic Sociology

Department of Sociology, Rhodes University

Appendix B: Interview Consent Form

I, _____ have read the information sheet and I am aware of the nature of this study. I hereby voluntarily consent to being interviewed by Sibulela Ndemka for his research on exploring teacher'/learner's perceptions and experience of school violence with their school. I understand that:

Please tick

- Participation in this interview is completely voluntary
- I may refuse to answer any questions I would prefer not to.
- I may withdraw from the study at any time
- I understand that there are no direct risks or benefits to participating in this study
- No information that may identify me will be included in the research report, and my responses will remain confidential.
- The researcher may use direct quotes taken from the interview, in the research report, provided no information that may identify me is included.
- I will receive a summary of the research if requested.
- The researcher will assist me in contacting relevant counselling services should I feel that I require such services as a result of my participation in this study

Signed: _____

Date: _____

Appendix C: interview schedule

INTERVIEW SCHEDULE

For

Teachers/Learners

Objective one: Teachers and learner awareness/knowledge of school violence.

1. How long have you been a teacher/student of this high school? How long have you worked/study at the school?
2. What motivated you to become a teacher/learner in this school?
3. In your experience as a teacher/learner what do you think about violence in South Africa? What do you understand by violence? Please define
4. What is your awareness or knowledge of violence in South African schools? In your school? Do you have any stories or events about violence in your school you would like to share?
5. Do you think black township schools have become more or less over the years? Please explain why?
6. Have you ever witnessed a violent action towards a teacher/learner at your school? Have you ever been subjected to a violent action perpetrated by a school teacher or learner? Please explain
7. Have you ever been attacked by a student/teacher verbally or physically?
8. In your own opinion what causes violence in general? What causes violence among learners and teachers? And in your school?

Objective two: To understand if the everyday life experiences of learner and teachers at home, with their immediate environment influence their violent behaviour at the high school

9. Do you live close to the school? Or in the township? How long have you lived here?
10. Do you think that members of the community (township) have experienced a high rate of violence since democracy? Have you (teacher or learner) experienced any kind of violence such as robbery, rape, assault, or verbal violence? Please, explain when and where

11. In your experience as a teacher/student or a member of this community how is discipline handled?
12. In your understanding do you think that physical or verbal abuse in the home or community impacts on behaviour at school? Please explain
13. Do you think violent behaviour in the immediate family of the learner/teacher affects the student's/teacher's behaviour in the school? What about towards learners? And teachers? Have you [learner/teacher] experienced violence within your family/family home? How does it affect your behaviour at school?
14. Have you noticed violent behaviour [verbal or physical] from your friends? How does this affect you and your behaviour in your everyday life and at school? Please explain.
15. In your experience as a teacher/learner have you ever come across a situation where a learner or a teacher told you they were being abused at home or in the community (or experiencing any form of violence within their homes/community)? What impact did this have on the school?
16. Do you think that poverty, unemployment and precarious employment in your household [teacher/learner] affects their behaviour within the school? Does this contribute to be more violent or less?

Objective three: To explore how the high school environment affect the relationship between teacher and learners and lead to social violence among them.

17. How do you [teacher/learner] feel when you are at school? Explain
18. Have you breathed a peaceful or violent environment there? Please explain
19. Can you tell me about the culture and climate of this school? What impact does it have on learners and teacher? Does it make them violent?
20. How would you describe the everyday teachers and learner's interactions with each other in the school? Does it lead to or ever led to violence?
21. Would you suggest that your school is safe and secured? What are the mechanism put in place to secure a safe environment at school?
22. Do learners get into fight at school in the classroom or during breaks? Explain why? Do learners get into fight with teachers in the classroom and during breaks? Do teachers get into fight with students in the classroom and during breaks? Explain.
23. Do learners often speak to the teachers with disrespect or vice-verse? Please explain

24. Are there any nearby alcohol drinking establishments that learners/teachers go to during school hours? Has this triggered any form of violent behaviour on the part of the learners or teacher?
25. In relation to the school context/setting/infrastructure/health hazards/environment what do you think are some of the triggers for fighting or getting into a fighting? Among teachers and learners?
26. What would you like to change in the school or surrounding environment? Which would lead to less violent incidents

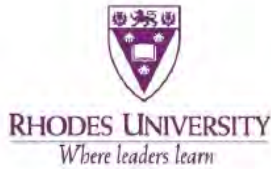
Objective four: To explore how the disciplinary process of the school shape the construction of particular behaviour among teacher and learners?

27. Do you think your school has a good discipline system? Please explain.
28. How do you think other members of the school [learners/teachers] perceive the discipline system?
29. What are the main disciplinarian technique you have in this school? Are you consider them fair or unfair to both teacher and learners? Explain
30. Does the school officials feel that they are able to control learners and teachers in relation to the growing levels of violence at school?
31. How do teachers control learners at this school? Do teachers use the same approach to maintain control inside the classroom as well as on the playground?
32. In terms of discipline, do teachers treat male and female students differently? Why?
33. Are learners and teachers familiar with the code of conduct of the school? How do the teachers and learners respond to the code of conduct?
34. In your opinion how do male and female students respond to teacher authority at this school? And how do teachers respond to the school official's authority?
35. Does the school have a policy in place to handle violence among learners and teachers?
36. How does the school (managers, and principal, governing body) handle violent incidents? Do you think that the school handles violent incidents correctly? In other words did the school use the right approach? Prevent violence among learners and teachers at school? Is this a topic of serious discussion at the school? What are the possible strategies to prevent school violence? Explain.
37. In relation to the disciplinary process of the school what would you like to change?

Objective five: To investigate which are the main social consequences of school violence for teachers and students on the school environment.

38. What do you think are the implication of violence in school among teachers and learners?
39. How does violence affect the process of learning/teaching in the school?
40. Do you think a school that is riddle with incidence of violence a safe environment for learners/teachers who want to come to this school to teach/learn?
41. In your experience what are the main consequences school violence in the school for teachers/learners?
42. What consequence has school violence had on the health and well-being of learners/teachers? For example: depression, anxiety, or any other psychological disorder? Is the school prepared with professional care (psychologist, therapist) to attend students/teachers in distress?
43. Do you think school violence affects students/teachers' academic performance? Why? How?
44. Do you think school violence affects teacher's conduct? Their teaching? Their attitudes to the school's environment?
45. What do you think the future holds for school(s) and/or education system that engage in excessive and prevalent form of violence?

Appendix D: Ethics



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Grahamstown 27th February 2020

From:

Associate Professor Roman Tandlich, PhD
Chairperson of the Rhodes University Ethical Standards Committee
Rhodes University
P.O. Box 94
Grahamstown 6140
South Africa
e-mail: r.tandlich@ru.ac.za

To:

Sbu Ndemka

Re: Waiver of gatekeeper permission and final approval for the application 0753.

Dear Sbu Ndemka,

Thank you for your request for a gatekeeper waiver on the ERAS Ethics application number 0753, entitled: "School Violence among teachers and learners". The Rhodes University Ethical Standards Committee (RUESC) considered the details of your request and I am happy to inform you that in my capacity as the Chairperson of the RUESC I hereby grant a waiver of the gatekeeper requirement on the following conditions:

- 1) The study participants are not recruited using any school resources, such as but not limited to email addresses linked to the school in question;
- 2) The interviews do not take place on any school ground or in any location which compromise the anonymity, privacy or help trace particular response(s) or data to a given person;
- 3) The researcher(s) involved in the study will ensure their safety and the safety of the study participants during the duration of the study.

If these conditions are complied with, you can proceed with the data collection.

Please ensure that the Rhodes University Ethical Standards Committee is notified should any substantive changes(s) be made, for whatever reason, during the research process.

Yours sincerely,

Roman Tandlich, PhD

CHAIRPERSON: RHODES UNIVERSITY ETHICAL STANDARDS COMMITTEE