

**THE NATURE AND PREVALENCE OF GANG
RELATED VIOLENCE ON LEARNERS IN
SECONDARY SCHOOLS IN THE LEJWELEPUTSWA
DISTRICT**

By

PULENG MAGDELINE HLATSHWAYO

Submitted in fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS

IN THE FACULTY OF HUMANITIES

at the

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE

Supervisor: Dr L Segalo

Co-supervisor: Dr S Makola

2018

DECLARATION

Full name: Puleng Magdeline Hlatshwayo

Student number:

Degree: Masters in Education

Title of this dissertation: The nature and prevalence of gang related violence on learners in secondary schools in the Lejweleputswa district

I hereby declare that this dissertation is my own work and effort, and that it has not been submitted anywhere for any reward. Secondary sources used have been acknowledged and referenced in accordance with University requirements. I understand the word plagiarism, and I am aware of the University's policy in this regard.

Signature

Date

ACKNOWLEDGEMENTS

I would like to thank and acknowledge the following:

- To God, for giving me the opportunity, wisdom, strength, and perseverance to complete this research project.
- To my supervisor, Dr L Segalo, for his guidance, support, encouragement, and passion for education. I appreciated his dedication and commitment to making this research a success. It has been an honour being under his supervision and to have a supervisor that I can regard as a mentor and a role model.
- To my manager, Dr Rambuda, for the opportunity of offering research as a module to enhance my understanding and for advices received and for believing in me.
- To Mr M Motsoenyane, for helping me with the statistics and data analysis in this study.
- To the participants, teachers, and principals who made the research possible.
- To my mother, Nelsiwe Maria Hlatshwayo, for the encouragement of continuing with my studies, the support with the research, unconditional love, and for believing that I would make it.
- To my late father, Aupa Meshack Hlaole, for raising me up, though he did not see my achievement.
- To my younger sister, Enhle Felicia Hlatshwayo and my family members, for the love they provided.
- To my brothers, sisters, and colleagues at work who supported me through thick and thin.
- To my friends who supported me by showing an interest in my studies.
- To Khomotso Bopape of Let's Edit (Pty) Ltd, for assisting with the editing of this dissertation.

ABSTRACT

This study is based on the field of education which explores the nature and prevalence of gang related violence on learners in secondary schools in Lejweleputswa district. Therefore, the aim of the study was to undertaken to demonstrate that learners at secondary schools in the Lejweleputswa district experience different forms of violence of which gangsterism is mostly feared. The Bronfenbrenner's Ecological Systems theory was discussed in order to understand the manifestation of gang violence on learning and teaching in secondary schools.

In order to achieve the aim of this research study a mixed methods research design was employed, using quantitative and qualitative research approaches. In the quantitative research, 241 learners from grade 8-11 participated using a closed-ended questionnaire and in the qualitative research two focus groups of 16 learners (8 each per focus group) participated. Furthermore, the research study used document analysis in the form of school incident logbooks, learners' school code of conduct on learner discipline triangulated against the South African Schools Act, 84, 1996 and the South African Constitution, Act 104, 1996.

Data for quantitative analysis was used by means of inferential statistics in order to explain patterns of responses of learners in relation to different sections of the questionnaire that they responded to. Data was collected through closed-ended questionnaires was analysed by the use of Statistical Package for Social Sciences (SPSS) with the assistance of a qualified statistician. Both descriptive and inferential statistics were used. Data collected by the use of quantitative was further subjected to a Pearson correlation test to establish the strength of gang related violence on learners on dependent variables such as, fear of physical threat, personal property being stolen, being assaulted, and etc. Thematic analysis was used for the qualitative data. The qualitative data was used to triangulate the extent to which prevalence of gang related violence is a threat to learning and teaching as well as the physical and emotional well-being the learners.

The findings of the research established the following: there nature of gang related violence exist in schools and around the school premises. Gang related violence in school is influenced a number of factors such as lack of physical security at the

schools, and easy access to drugs such as alcohol. Vandalism of school property is noted by learners as having impact on learning and teaching. Prevalence of gang who are mainly juvenile are rampant and identified by learners using different names, implying territorial gangs. The research study recommends that schools, police and parents should work together to fight against gang related violence in schools.

Keywords: Gang related violence; Ecological Systems theory; Education; Safety and security; the Constitution, Vandalism.

TABLE OF CONTENTS

DECLARATION.....	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
LIST OF FIGURES.....	xii
LIST OF TABLES.....	xiii
LIST OF ABBREVIATIONS AND ACRONYMS.....	xiv
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.1 INTRODUCTION.....	1
1.2 SCHOOL VIOLENCE AND CONTEXT	2
1.3 PROBLEM STATEMENT	3
1.4 THEORETICAL FRAMEWORK	3
1.5 RESEARCH AIM, OBJECTIVES, AND QUESTIONS	4
1.6 RESEARCH DESIGN AND METHODOLOGY.....	5
1.6.1 Mixed methods design.....	5
1.7 DATA COLLECTION FOR THE STUDY	5
1.7.1 Data collected for quantitative: Closed-ended questionnaire.....	5
1.7.2 Data collected for qualitative: Focus group interviews	6
1.7.3 Field notes	7
1.7.4 Documents analysis	7
1.8 DATA ANALYSIS	8
1.8.1 Quantitative data analysis.....	8
1.8.2 Qualitative data analysis.....	8
1.8.3 Quality indicators in qualitative research	9
1.9 RESEARCH POPULATION AND SAMPLE	10
1.9.1 Population.....	10

1.9.1.1	Quantitative research sample	10
1.9.1.2	Qualitative sample: Purposive sampling	10
1.10	ETHICAL CONSIDERATIONS.....	10
1.11	DEFINITION OPERATIONALISATIONS OF CONCEPTS.....	11
1.11.1	Violence	11
1.11.2	Gangsterism.....	11
1.11.3	Learners	12
1.11.4	Safety and security.....	12
1.11.5	School	12
1.11.6	Criminality	12
1.12	LIMITATIONS AND DELIMITATIONS OF THE STUDY	13
1.12.1	Limitations	13
1.13	DIVISION OF CHAPTERS.....	13
1.14	CHAPTER CONCLUSION.....	15
CHAPTER TWO.....		17
LITERATURE REVIEW: NATURE OF YOUTH GANGSTERISM		17
2.1	INTRODUCTION.....	17
2.2	THE NATURE OF SCHOOL VIOLENCE IN SOUTH AFRICA.....	17
2.3	A BRIEF HISTORY OF GANGSTERS IN SOUTH AFRICA.....	19
2.4	CONCEPTUALISATION OF GANGSTERISM AS A FORM OF VIOLENCE	20
2.4.1	The nature of school-related gangsterism in South Africa	21
2.5	TYOLOGY OF GANGSTERS.....	22
2.5.1	Scavenger gangsters.....	23
2.5.2	Territorial gangsters.....	24
2.5.3	Corporate gangsters	24
2.6	THE LAW AND GANGSTERISM	25

2.6.1	International declarations.....	27
2.6.2	South African Constitution, Act, 104 of 1996	30
2.6.3	The South African school legislation.....	32
2.6.4	Common law.....	34
2.6.5	Case law.....	34
2.7	PREDICTORS OF INVOLVEMENT IN GANGSTERISM	37
2.7.1	Use of alcohol and Illicit drugs	37
2.7.2	Poverty	38
2.7.3	Atmosphere at home	39
2.7.4	Economy.....	39
2.7.5	Depression	40
2.7.6	Weapons	41
2.7.7	Stress and anxiety	41
2.7.8	Behavioural problems	42
2.7.9	Media effect.....	42
2.7.10	Group effect.....	42
2.7.11	Overcrowding	42
2.7.12	Absenteeism of teachers	42
2.7.13	Patriarchy and masculinity	43
2.8	THE ROLE OF PARENTS	43
2.9	CHAPTER CONCLUSION	44
CHAPTER THREE		45
THE ECOLOGICAL SYSTEMS THEORY.....		45
3.1	INTRODUCTION.....	45
3.2	BRONFENBRENNER'S ECOLOGICAL SYSTEMS THEORY	45
3.2.1	Microsystem	46
3.2.2	Mesosystem	49

3.2.3	Exosystem	50
3.2.4	Macrosystem	52
3.2.5	Chronosystem	52
3.3	CHAPTER CONCLUSION	53
CHAPTER FOUR.....		54
RESEARCH DESIGN AND METHODOLOGY		54
4.1	INTRODUCTION.....	54
4.2	RESEARCH DESIGN: MIXED METHODS DESIGN.....	55
4.2.1	The type of the mixed methods design	55
4.3	DATA COLLECTION FOR THE STUDY	56
4.3.1	Data collected for quantitative: Closed-ended questionnaire.....	56
4.3.2	Data collected for qualitative: Focus group interviews	56
4.3.3	Document analysis	58
4.4	VALIDITY AND RELIABILITY OF THE QUESTIONNAIRE.....	57
4.4.1	Face validity.....	57
4.4.2	Construct validity	57
4.4.3	Content validity	58
4.5	RESEARCH QUESTIONNAIRE OR INSTRUMENT RELIABILITY.....	58
4.6	DATA ANALYSIS	58
4.6.1	Quantitative data analysis: Descriptive statistics	58
4.6.2	Qualitative data analysis.....	59
4.7	RESEARCH POPULATION AND SAMPLE	59
4.7.1	Population.....	59
4.7.2	Quantitative research sample	59
4.7.3	Qualitative sample: Purposive sampling	60
4.8	QUALITY INDICATORS IN QUALITATIVE RESEARCH	60

4.9	RESEARCH ETHICS	60
4.10	CHAPTER CONCLUSION.....	61
CHAPTER FIVE		62
DATA ANALYSIS AND INTERPRETATION		62
5.1	INTRODUCTION.....	62
5.2	PRESENTATION OF THE DESCRIPTIVE STATISTICS.....	62
5.2.1	Section A: The analysis of the demographics.....	63
5.2.2	Section B: Analysis of the variables.....	66
5.3	FINDINGS OF THE INFERENCE STATISTICS.....	90
5.4	PRESENTATION AND DISCUSSION OF THE QUALITATIVE FINDINGS Error! Bookmark not defined.	
5.5	PROCEDURE UNDERTAKEN.....	92
5.6	PRESENTATION OF THE BIOGRAPHICAL INFORMATION	93
5.7	THEMATIC DISCUSSION OF THE QUALITATIVE FINDINGS	94
5.7.1	Theme 1: Awareness of the school policy on learner gangsterism.....	95
5.7.2	Theme 2: Most feared form of gang-related violence	96
5.7.2.1	Gangsterism.....	97
5.7.2.2	Sexual harassment	98
5.7.2.3	Common assault	98
5.7.2.4	Bullying	99
5.7.3	Theme 3: Damage to school and personal property	100
5.7.3.1	School property being damaged	100
5.7.4	Theme 4: Availability of weapons, drugs, and alcohol	101
5.7.4.1	Availability of weapons.....	101
5.7.4.2	Drugs and alcohol	102
5.7.5	Theme 5: Relationships and influences.....	102
5.7.6	Theme 6: Perceived causes of school gang violence.....	103

5.7.7	Theme 7: The impact of gangsterism on learners	104
5.7.7.1	Psychological impact.....	104
5.7.7.2	Academic impact.....	105
5.7.7.3	Social impact.....	106
5.7.8	Theme 8: Learners' viewpoints on strategies about school-based violence	107
5.8	DOCUMENTS ANALYSIS.....	108
5.8.1	The school incident report logbooks	111
5.9	SUMMARY AND CONCLUSION	119
CHAPTER SIX		121
FINDINGS, DISCUSSION, AND RECOMMENDATIONS		121
6.1	INTRODUCTION.....	121
6.2	SUMMARY OF THE STUDY.....	121
6.2.1	Summary of the chapters.....	121
6.3	SUMMARY OF FINDINGS: LITERATURE REVIEW	124
6.4	SUMMARY OF THE FINDINGS: QUANTITATIVE STUDY.....	125
6.5	SUMMARY OF THE FINDINGS: QUALITATIVE STUDY	126
6.6	RECOMMENDATIONS.....	127
6.7	SUGGESTIONS FOR FURTHER RESEARCH	128
6.8	CONCLUSION	129
BIBLIOGRAPHY		130
LIST OF ANNEXURES		139
Annexure A: Questionnaire		139
Annexure B: Letter of permission to conduct research in schools: Educators and learners		149
Annexure C: Permission to conduct research on learners at the schools		150
Annexure D: Approval to conduct research in the Free State Department of Education		151

Annexure E: Letter of consent to participate in conducting research	154
Annexure F: Confirmation letter from the supervisor	156
Annexure G: Focus group interview questions	157

LIST OF FIGURES

Figure 2.1: Violence reported in South African schools.....	18
Figure 2.2: Types of gangsters.....	22
Figure 2.3: Law framework.....	26
Figure 3.1: The Ecological Systems theory	47
Figure 5.1: Teacher awareness and school's dealing with gang-related violence....	66
Figure 5.2: Learner vs. parent awareness.....	67
Figure 5.3: Are learners protected from violence?	69
Figure 5.4: Possibility of incidents of gang-related violence occurring	72

LIST OF TABLES

Table 5.1: Gender of the respondents (N=241).....	63
Table 5.2: Age of the respondents (N=241)	64
Table 5.3: Grade of the respondents (N=241).....	65
Table 5.4: Inferential statistics.....	
Table 5.5: Biographical information – Focus group 1	93
Table 5.6: Biographical information – Focus group 2	94
Table 5.7: Sub-themes related to learners’ awareness of learner-related gang.....	
Table 5.8: Sub-themes related to most feared form of violence by learners	96
Table 5.9: Damage to school and personal property... Error! Bookmark not defined.	
Table 5.10: Availability of weapons, drugs, and alcohol Error! Bookmark not defined.	
Table 5.11: Incident report from the A Secondary School.....	112
Table 5.12: Serious bodily harm.....	115
Table 5.13: In possession	116
Table 5.14: Physical abuse	116
Table 5.15: Emotional abuse.....	117
Table 5.16: Loss of property.....	117

LIST OF ABBREVIATIONS AND ACRONYMS

CRC	Convention on the Rights of Children
cf.	Compare
DBE	Department of Basic Education
HOD	Head of Department
NOS	Newcastle-Ottawa Scale
PTSD	Post-Traumatic Stress Disorder
SADTU	South African Democratic Teachers' Union
SASA	South African School Act
SGB	School Governing Body
SPSS	Statistical Package for the Social Sciences
VL	Vatas Logos
FBS	Fire Boys
TDK	Themba Dala Kufa
IJP	International Junior Putuketsi
MF	More Fire

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

South Africa is a constitutional democratic state which aims to advance human rights through the Bill of Rights. At the same time, South Africa is seen as being on the forefront in the mediations and interventions relating to violent situations as a result of political instability in some of the African states. Despite South Africa being a democratic state, it is experiencing an increase in the violation of human rights, in particular those of the vulnerable who are learners. According to the Constitution of the Republic of South Africa (1996) section 12(1), everyone has the right to freedom and security of the person. This includes the right to be free from all forms of violence and not to be tortured in any way. Subsection (2) stipulates that everyone has the right to bodily and psychological integrity, which includes the right to security and control over their body. Violation of human rights are in the form of violent crimes such as housebreaking, raping of women and children, cars being hijacked at gunpoint, suspected thieves being brutally killed by communities, people suspected of witchcraft being torched alive, violent political protests, and political party opponents being assassinated, to mention but a few.

The above-mentioned incidents of human rights violations have permeated through the public schools in South Africa. Daily newspaper reports on the escalating school violence in the form of learners being raped in classrooms, cyberbullying, gangsterism, prevalence of dangerous weapons in schools, continuation of corporal punishment by teachers, and defacing of school property. In 2011, the secretary of the South African Democratic Teachers' Union (SADTU) reported that 67 000 teachers had resigned, citing learners' violence and challenges with school management. The report revealed that since the banning of corporal punishment in 1996, learner violence has escalated, and effective school management had received less support from the provincial education department (Maseko, 2013:109). It is the view of this study, such violations

of human rights depict South Africa as a very violent country, and it does not do well for it as a custodian of human rights.

1.2 SCHOOL VIOLENCE AND CONTEXT

Incidents of violence in school vary from less serious to serious incidents, and they are a global phenomenon. There are a number of reported school violence incidents that appear in literature and in the print media (Mncube & Madikizela-Madiya, 2014:44; Benbenishty & Astor, 2008:60). In the print media, for example, Gibbs (2013:6) made a comment in a newspaper clip report that teachers work in constant fear because of possibilities of more violence – pupils have no respect at school. Pasensie (2013:2), on the one hand, observes that incidents of violence in school are perpetrated by learners themselves, which could imply that they have a disciplinary problem. The blame on wrong parenting asserts that the failure of parents to teach youth right from wrong leaves them vulnerable, and those parents have lost touch with their children. Often-than-not-uninvolved parents compensate their lack of involvement by buying gifts, which is an indication that they no longer know how to effectively communicate with their children.

Within the context of the school, violence is directed at a defenceless learner or group of learners or a property of the school, with the sole purpose of causing harm or inflicting pain through any of the following: rape, bullying and cyberbullying, gangsterism, corporal punishment, and defacing the property of the school through graffiti (Pahad, 2012:7). From the foregoing, it would be appropriate to make an assumption that school violence is an intentional and purposeful action of the learner or learners on other learner/s or aimed at the property of the school. Thus, learners who commit serious misconduct at schools, such as stealing, damaging school property, threatening with the use of dangerous weapons, involvement in fighting, bullying other learners, harassing learners and teachers, using foul language, and mostly disrespecting educators are at the danger of even committing murder at schools because of the dangerous weapons at their disposal (Botha, Roos, Rossouw & Smit, 2012:157; Ngqela & Lewis, 2012:92).

Emanating from the aforementioned, it would seem that the learners' safety and security should be ensured at all times. This view is supported by Xaba (2006:3) that school grounds must be free of any safety threats. This assertion implies that people such as teachers are entrusted with the safety of learners at school, which creates a friendly school climate that makes everybody feel safe and part of the school.

The Constitution of the Republic of South Africa, Act 104, of 1996 guarantees the safety of its citizens and non-citizens. Examples include section 9 (everyone has the right to be treated equally), section 10 (the right to human dignity), section 11 (the right to life), section 14 (the right to privacy), section 24 (an environment that is safe), and section 28 (safeguards the rights of children). Looked at collectively, these different human rights sections emphasise the importance of the safety of the person. They further embody the life-world of Ubuntu, through which people should treat one another with respect and dignity.

1.3 PROBLEM STATMENT

To curb school-based violence in schools, the Department of Basic Education (DBE) has allowed the use of random searches and seizure of learners in schools. This action is allowed in terms of section 8 of the South African Schools Act, 84 of 1996. The Act allows the school principal or his/her delegate to search learners randomly where it is suspected that they are in possession of harmful drugs or dangerous weapons. In most cases, school principals normally act collaboratively with the South African Police Service to conduct such random searches and seizure. In the classrooms, teachers are also urged to instil discipline in learners, aimed at creating a healthy learning environment free of harassment and bullying by learners towards one another. Despite these efforts by the DBE, the level of gang-related violence persists and affects learners when they are outside or inside school premises. The research study, therefore explored how gang related violence in schools affect learners well-being as well as their academic life.

1.4 THEORETICAL FRAMEWORK

This study will draw on the Bronfenbrenner's Ecological Systems theory in order to understand the manifestation of gang violence and its impact on teaching and learning.

Matthews (2014:30) points out that there are no clear-cut answers as to why some children would be involved in acts of gangsterism while others not. However, it is alluded that there are a number of complex factors at play that could be attributed to some children being gangsters (Matthews, 2014:30; Ganga, Chinyoka & Kufakunesu, 2012:318). According to the Bronfenbrenner's Ecological Systems theory, the interplay between the child and the social context, such as the family, the school, and the community, influences the child's development and the long-term outcomes. Each layer of the environment or ecology, such as the microsystem (family, school, peer group); exosystem (neighbourhood, health services, policy, media, recreational facilities); and macrosystem (social norms, socio-economic factors, government policies) have an influence on the development of the child (Gildenhuys & Wevers, 2013:8).

1.5 RESEARCH AIM, OBJECTIVES, AND QUESTIONS

Against the background provided in the literature review and the problem statement, the aim of this study is to suggest strategies for addressing the impact of gang-related violence on learners in secondary schools. As a result, the study was guided by the following objectives:

- Conceptualise what constitutes gang violence.
- Explore the impact of gang violence on the academic performance of learners.
- Postulate a framework to understand gang violence.
- Recommend strategies to mediate psychological violence on learners in secondary schools

Having phrased the objectives of the study embedded on gang related school violence on learners, the following research questions were answered by the study:

- What forms an idea of gang violence?
- How can the impact of gang violence be explored basing on the academic performance of learners?
- What can the school suggest for learners in understanding the gang violence?
- What are the schools doing to safe guard learners against gang related school violence?

1.6 RESEARCH DESIGN AND METHODOLOGY

The research design and methodology used in this study are briefly explained.

1.6.1 Mixed methods design

This study employed both quantitative and qualitative approaches, which are referred to in this study as a mixed methods design (Creswell, 2014:566; Gay, Mills & Airasian, 2012:483). The logic for the use of mixed methods as an open method is to have an accommodating approach towards reality. The difference between quantitative and qualitative research designs is outlined concisely by Silverman (2011:110). This author brings out that quantitative research design strives for objectivity, whereas qualitative research design accepts and draws on the subjectivity of the respondents or the informants. Therefore, the aim of quantitative research is to generalise the results of the research findings to the population from which the sample was drawn. On the one hand, the aim of qualitative research is to provide an informed description of how learners are affected by gang related school violence.

Generally, there are four distinguishable types of mixed methods designs (Creswell, 2014:219; Creswell & Clark, 2011:112; Hesse-Biber, 2010:219). These are convergent parallel, explanatory sequential, exploratory sequential, and triangulation mixed methods.

In this study, an explanatory sequential mixed methods design will be used. This means quantitative data will be collected first, analysed, and followed by a collection of qualitative data. The two research approaches are discussed to establish similar or dissimilar patterns.

1.7 DATA COLLECTION FOR THE STUDY

What follows next is an outline of how primary data were collected through the use of a closed-ended questionnaire, focus groups and document analysis.

1.7.1 Data collected for quantitative: Closed-ended questionnaire

For purposes of quantitative research, data was collected through a closed-ended questionnaire. The questionnaire was loaded with elements that are based on

literature on gang related school violence. In this study, the questionnaire that was used a four-point Likert scale. The four-Likert scale asked the respondents to judge their level of agreement with the statement – from agree, strongly agree, disagree, and strongly disagree .

During the compilation of the questionnaire, the researcher isolated variables that did not meet the objectives of the study. Items that satisfied the objectives of the study were pulled together, and question statements were formulated out of them, using the validation and reliability test of the questionnaire instrument.

For the research questionnaire to be regarded as valid and reliable the, following strategies were used in the study: face validity, construct validity, and content validity (Babbie, 2016:254; Creswell, 2014:202; Cohen, Manion & Morrison, 2013:183).

Research questionnaire reliability or instrument reliability is defined as a measure of how consistent the results of using a measurement instrument are. This consideration was done by reducing ambiguous questions and ensuring the sequence of the questions. To ensure that the research questionnaire will be reliable, the researcher employed the following steps:

- Test-retest will be employed on a pilot study basis in order to establish how well the learners responded to it.
- Internal consistency, using the Alpha reliability coefficient, which measured how well the items on the questionnaire measure the same thing.

The next subsection is an outline of how qualitative data was collected.

1.7.2 Data collected for qualitative: Focus group interviews

Brinkmann and Kvale (2014:26) state that if the researcher is interested in understanding the world of others and their lives, talking to them is paramount. Thus, through conversation, the researcher is able to listen to what the respondents themselves tell about their world – and so, learn about their views. Furthermore, Brinkmann and Kvale (2014:43) mention that interviews are subjective points of view of the research participants regarding their work situations, family lives, dreams, and hopes. As such, the learners in this study were able to freely talk about their experiences and fears of violence, especially gang related violence in their schools

and communities. Two focus group interviews were organised with secondary school learners from two different schools. Their perceptions, fears, and hopes were allowed to prevail during the two pairs of focus groups.

1.7.3 Field notes

Field notes refer to qualitative notes for research. They are recorded by the researcher in the development of the field research, during the interview of a specific phenomenon they are studying. The notes are intended to be read by the researcher as evidence that gives meaning and support in the understanding of the phenomenon.

The researcher used field notes during the interviews at the schools. The researcher involved the history of the learners during the interviews by taking note of details about their appearance, mannerisms, style of talking, acting, direct verbatim quotations of verbal statements they made, literal transcription interviews, and information conversations the researcher had with the participants. The researcher also used a tape recorder to record the interviews, considering the fact that the words and actions of the participants that were recorded did not have to be translated into the researcher's own personal, professional language when recording them into the field notes.

The accounts of particular events and actions in the setting which were also recorded and taken note of included the listing of who was involved, what the incident was, how participants were involved, and the nature of their actions. The researcher focused on themes, patterns that may be seen in participants' experiences, connections between experiences, the researcher's new ideas and interpretations of the meaning of events, and participants' comments.

1.7.4 Documents analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around the topic (Bowen, 2009:28). It refers to the various procedures involved in analysing and interpreting data generated. The researcher analysed the school incidents reports/logbooks, learners' code of conduct for learners and triangulated them by the use of the South African Schools Act, 84, of 1996 as well as, the Constitution (RSA), Act, 104, of 1996.

1.8 DATA ANALYSIS

Analysis of data is the process of inspecting, cleaning, transforming, and modelling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making (Bazeley & Jackson, 2013:28). Data analysis is the process of obtaining raw data and converting it into information useful for the researcher.

The researcher collected data from different sources, which include the field notes from the interviews, recordings, and the questionnaires from the participants. The data which was obtained was processed for analysis. This involved placing data into rows and columns in table format for further analysis. Data cleaning process was then followed for record matching and identifying the accuracy of data.

1.8.1 Quantitative

Data that was collected through closed-ended questionnaires was analysed by the use Statistical Package for Social Sciences (SPSS) with the assistance of a qualified statistician. Both descriptive and inferential statistics will be used. Descriptive statistics, was used to organise and summarise data from the respondents through the use of frequency tables, bar charts, and percentages (Turner, 2014:15, Hanneman, Kposowa & Riddle, 2013:113).

Inferential statistics are techniques that allow the researcher to use the sample to make generalisations about the population from which the sample was drawn. A Pearson correlation was used to establish if there was a relationship between gang related school violence and variables such as threat to personal life (Versani, 2014:344). The Pearson correlation was set at 0.95 probabilities regarding whether there is any level of significance in the variables tested.

1.8.2 Qualitative data analysis

Data for qualitative data derived from focus groups interviews was analysed thematically. Thematic data analysis is defined as the ability of the researcher to discern from focus group interviews and identify the main ideas and their frequencies (King & Horrocks, 2010:44). Documents relating to gang related school violence and

incidents logbooks were looked at, and frequencies of such incidents were linked to the discussion on the findings of the study.

1.8.3 Quality indicators in qualitative research

To ensure quality in the qualitative data collected, the following measures will be followed (Newton, 2009:109; Bashir, Afzal & Azeem, 2008:35):

- Trustworthiness: the extent to which the data collected could be trusted and defended when challenged
- Plausibility: the extent to which the report of the study could be believed
- Transferability: the extent to which the findings of the study could yield similar outcomes, considering similar contexts and research method used
- Conformability: the perseverance of the data collected and the ability to trace the procedures that were followed in the study

1.9 RESEARCH POPULATION AND SAMPLE

Aspects relating to the population and sample of the study will be discussed.

1.9.1 Population

Population is defined as the entire collection of events or things that have interested the researcher (McMillan, 2012:283). The population should have some common characteristics. The population that will be referred to in this study will be secondary school learners from grade 8 to grade 11 where there have been incidents of school violence in the form of gangsterism.

1.9.1.1 Quantitative research sample

The quantitative research intends using the random sampling technique. Random sampling technique is defined by Babbie (2016:196) as a sampling procedure where a selected element from the population is selected in such a way that their descriptions accurately portray the total population from which the population is drawn. In this section of the study, 200 learners from secondary schools will be sampled from grade 8 to grade 11. The rationale will exclude grade 12 learners, as per Department of Education Free State protocol, as it may affect their preparation for the November-December final examinations.

1.9.1.2 Qualitative sample: Purposive sampling

Babbie and Mouton (2001:132) define a purposive sample as non-probable sampling from which the researcher uses participants that happen to be accessible and represent certain characteristics of individuals who are under study (McMillan & Schumacher, 2014:136). As such, purposive sampling is a subjective selection of the researcher with respect to the participants in the study. The research participants or informants that will be subjectively selected in this study include learners in secondary schools from grade 8 to grade 11 using two focus group interviews.

1.10 ETHICAL CONSIDERATIONS

Ethics are referred to as prescribed standards or rules within a particular professional organisation, regulating the conduct of its practitioners (O'Reilly & Kiyimba, 2015:19; Richards & Schwartz, 2002:135). Permission to conduct the research was requested

from the relevant provincial Department of Education, and the researcher abided by their stipulated rules and regulations. Furthermore, ethical standards that were observed included but not limited to the following: participants were not exploited; anonymity of participants; dignity of participants was upheld; it was ensured that the publication of the findings of the study are not falsified; informed consent agreements from participants; the purpose of the research was stated; the risk and the benefits of the research; voluntary nature of research participants; participants' right to stop the research at any time if they felt they wanted to; and protection of confidentiality of the participants as advised by (Israel, 2014:87).

1.11 DEFINITION OPERATIONALISATIONS OF CONCEPTS

To comprehend the main focus of this study, which focuses on the nature of gang-related violence on learners, it is important to provide succinctly operational definitions of key concepts which are used throughout the study.

1.11.1 Violence

Violence is the behaviour involving physical force intended to hurt, damage, or kill someone. It is the use of force to harm a person or to damage property (Krug, Mercy, Dahlberg, & Zwi, 2002:1084). School violence is the subset of youth violence, a broader public health problem. School violence is any form of violent activity or activities inside school premises. It includes bullying, physical abuse, making threats, intimidating, fighting (punching, kicking, biting, slapping), verbal abuses, shootings, and can involve an assault with a weapon or involvement with a gang. It describes the acts of interpersonal violence that occur within a school community.

1.11.2 Gangsterism

Gangsterism is the culture of gangs. Often members join at a young age, most likely in their mid-teens, when they do not know any better (Magidi, M.D., 2014:9). A gangster is a criminal who is a member of a gang. There is agreement that the member of a gang has a sense of common identity and belonging, and this is typically reinforced through shared activities and visual identification such as special clothing, tattoos, or rings (Brittijn, 2013:52).

1.11.3 Learners

A learner' means any person receiving education or obliged to receive education in South African context according to the South African School Act, 84, 1996). Therefore, learner a person who is trying to gain knowledge or skill in something by studying, practising, or being taught. It is a person who is learning a skill or a subject at school. This is a person who goes to school to be taught different subjects by teachers and to be under their care and authority. Further, a learner is a person who goes to school every day of the week for five days, starting from Monday to Friday, to attend classes. Learners are always eager to learn; they are curious; they need to be motivated to do their school work; and they have to obtain good marks in order to pass and to be promoted to the next grade.

1.11.4 Safety and security

Safety is the condition of being protected from or unlikely to cause danger, risk, or injury. (Bosworth, Ford & Hernandez, 2011:197). Safety is the state of being safe, free from the occurrence of risk or injury, threat of harm, and loss of personnel or property, whether caused deliberately or by accident. Security refers to protection, entailing measures taken to guard against sabotage, crime, or attack (Masitsa, 2011:171).

1.11.5 School

A school means a public school or an independent school which enrolls learners in one or more grades from grade R (Reception) to grade twelve (South African Schools Act, 84, 1996). A school, is therefore, an institution for educating children. It is designed to provide learning spaces and environments for the teaching of pupils under the direction of teachers. School learning is focused on the future; there have to be different assessments to test the pupils and then an exam. After passing all the grades, learners can further their studies at a university or college so that there could be professional employment and stability in the future.

1.11.6 Criminality

Criminality is the state, practice, or quality of being a criminal and it also involves the act or series of acts that constitute a crime (Downes, Rock, & McLaughlin, 2016:238). Criminals use violence as a means of attaining an end. Whether the criminal employs

violence as a means to obtain money, to acquire material goods, or to kill or injure a specific victim for payment, he is acting primarily out of selfish, personal motivation. It refers to conditions or behaviours that the State has agreed constitute crimes or offences against society.

1.12 LIMITATIONS AND DELIMITATIONS OF THE STUDY

The limitations and delimitations of this study are discussed below.

1.12.1 Limitations

Limitations are the acts or processes of limiting or controlling something. These are the restrictions in a study. They can make it difficult for the researcher to complete some of the actions, tasks, or processes for the research, or make it impossible to conduct any type of action, task, or process for the study.

- The researcher was not able to interview the gangsters at the schools, since they knew that they were not forced to participate or say anything. As a result, they decided not to contribute to the research, and the researcher was only able to conduct interviews with conventional learners who were not involved in violent activities at the schools.

This limitation made the process of research difficult for the researcher.

1.13 DIVISION OF CHAPTERS

The chapters that follow highlight the structure of this study.

Chapter 1

This chapter has to do with the introduction and background to the study. School violence and its context are discussed briefly. The problem statement is explained in order to understand the focus of the study. The theoretical framework of the study is also explained. Research aims, objectives, questions, and the research design and methodologies that will guide the study are discussed in this chapter. Data collection for the study is discussed, followed by the population and sampling. Ethical considerations, definitions of operationalisation of concepts, and the limits of the study are also outlined.

Chapter 2

This chapter presents the literature review based on the nature of youth gangsterism. The nature of school violence in South Africa is discussed, followed by a diagram based on violence reported in South African schools. A brief history in South African schools is discussed, followed by the conceptualisation of gangsterism as a form of violence. The nature of school-related gangsterism is discussed in detail, supported by a diagram based on types of gangsters. The law of gangsterism is also discussed, supported by a diagram on law framework. The predictors of involvement in gangsterism are explained in this chapter, followed by the role of parents of learners.

Chapter 3

In this chapter, Bronfenbrenner's Ecological Systems theory is looked at in order to understand the manifestation of gang violence on learning and teaching in secondary schools. This chapter on the Ecological Systems theory is then supported by a diagram on the Ecological Systems theory.

Chapter 4

The chapter discussed the research design and methodology of the study in full, looking at the data collection for quantitative, data collection for qualitative, and the validity and reliability of the questionnaires. Data analysis is briefly discussed, followed by the research population of the study and identifying the sampling methods that are used. Quality indicators of qualitative research are explained and the research ethics of the study.

Chapter 5

The penultimate chapter focuses on data analysis and interpretation of data that was collected.

Chapter 6

The final chapter focuses on the findings, discussion, and recommendations of the study. A summary of the study is provided, followed by a summary of the chapters. A summary of the literature review, summary of the quantitative study, and the summary of qualitative study is outlined. Recommendations of the study and suggestions for further research are provided.

1.14 CHAPTER CONCLUSION

This chapter focused on the introduction and background to the study. This is where the researcher introduces the topic and explains where it comes from. Gang related school violence and its context were described in detail. The problem statement of the research was highlighted. The problem statement is where the researcher explains exactly the problem that the study will focus on. The theoretical framework of the study, research aim, objectives, and questions were explained. The research design and methodology, as well as the data collection for the study were briefly discussed. Data

analysis was described in detail, followed by the research population and sample. Ethical considerations were elaborated on and followed by definitions of operationalisation of concepts. The limitations of the study and the division of chapters were explained.

CHAPTER TWO

LITERATURE REVIEW: NATURE OF YOUTH GANGSTERISM

2.1 INTRODUCTION

The previous chapter presented the aim of the study as to outline the importance of exploring the impact of gang violence in the Lejweleputswa district of the Free State province. Secondly, a background of violence in South African schools was provided by illustrating that violence has different social dimensions such as political, economic, social, and cultural. The aim, objectives, and research questions of the study were also elaborated on. Lastly, the research design and methodology of the study were also identified.

This chapter will focus on a preliminary literature review. The preliminary literature review will be based on gangsterism as a form of violence and its subsequent ecological impact on teaching and learning. Secondly, different forms of pieces of legislation will be used to frame the intention of the law as to create safe learning ecologies for all learners in South Africa. Thirdly, the nature of gangsterism is outlined as well as its educational impact on learners. The next section outlines the prevalence of violence and its possible link to education in a South African context.

2.2 THE NATURE OF SCHOOL VIOLENCE IN SOUTH AFRICA

In this section, the nature of school violence in South Africa is first addressed. Following is the link between school violence and gangsterism violence, especially gang violence perpetrated by juvenile learners. The researcher conceptualised school-based violence and focused on Figure 2.1, which refers to physical violence, emotional violence, and psychological violence. The three types of violence are related, and they mostly occur at schools, especially towards teachers but mostly towards learners. The foregoing three dimensions of school violence is related to the *modus operandi* of school-going juvenile gangsters, through which psychological, emotional, and physical harm to learners could be executed.

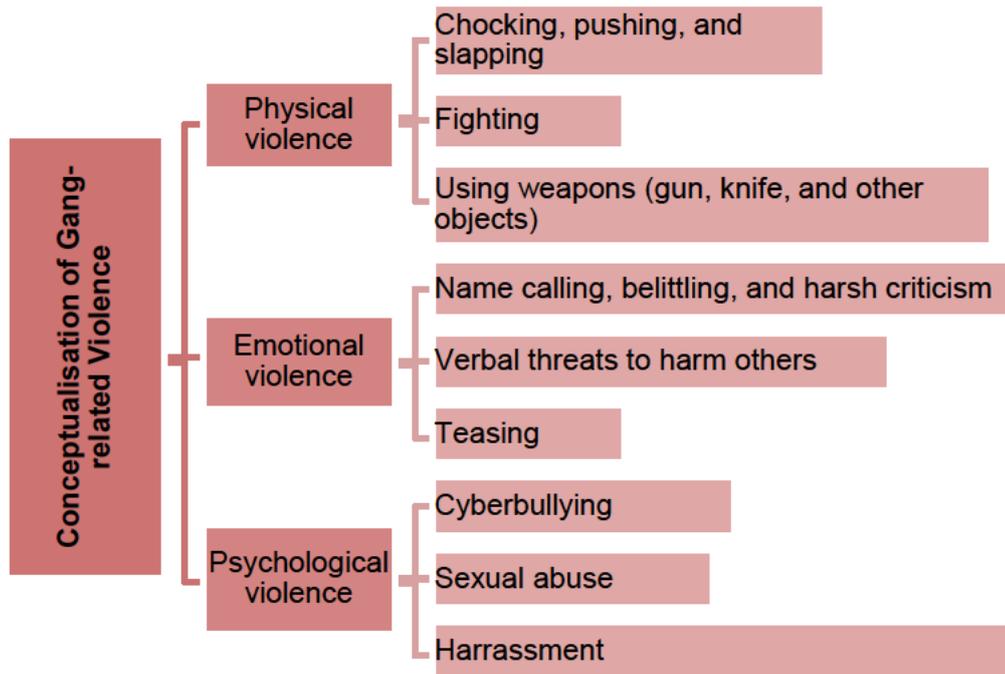


Figure 2.1: Violence reported in South African schools

Figure 2.1 depicts different forms of violence that learners and teachers could be faced with on a daily basis. Typologies of violence described in the figure suggest the potential of disrupting teaching and learning at school. Figure 2.1 highlights three main sources of violence as being typified by physical, emotional, and psychological violence (Widom & Wilson, 2015:30, Galtung, 1990:8). Teachers are usually called up to the task when learners fight using dangerous weapons in class. They are the first line of defence to control the situation. These types of violence may also socially and psychologically affect the learners because they could be victims of violent incidents. In some circumstances, learners may be perpetrators who commit violent activities; in this way, the learners get hurt physically, emotionally, and psychologically (De Wet, 2007:77).

Violence is defined by the World Health Organisation as the intentional threatening or actual use of physical force or power against one’s self, another person, group, or community (Kgobe & Mbokazi, 2008:62). The use of physical force or power in many instances results in injury, death, psychological harm, maladjustment, or depression.

The researcher describes physical violence as the deliberate use of physical force with the potential for causing harm (Garner, 2014:485; Morrell, 2002:40). This means that

learners would want to harm other learners intentionally and teachers who would want to control the incident of violence as well. This type of violence includes learners who would scratch or bite one another; push or shove one another; stab one another with knives, pencils, and scissors; they would want to shoot one another using guns; and they would fight and injure each other. Emotional violence deals with incidents whereby learners would swear at their victims and try to make them feel small, doing things and not taking into consideration the feelings of other learners, threatening the victims and doing things so that they could always be scared, trying to control others, and shaming them in every way.

Mohlaloka, Jacobs and De Wet (2016:714) posit that psychological violence impacts on learners psychologically, which could lead to mental abuse. The use of threats as a form of mental abuse is characterised by a person subjecting or exposing another to behaviour that may result in psychological trauma, including anxiety, chronic depression, or post-traumatic stress disorder (Kaminer, 2010:230). Some authors (Mgijima, 2014:199; Florence & Koch, 2011:481; Pillay & Ragpot, 2010:35) attest that these types of violence illustrated in Figure 2.1 have a direct negative impact on the teaching and learning process as much as they have the potential to destruct the safety and security of learners at school.

2.3 A BRIEF HISTORY OF GANGSTERS IN SOUTH AFRICA

The history of gangsterism in South Africa is associated with the mushroom of townships in the 1950s, with respect to Sophiatown in Johannesburg (Lukhele, 2016:35; Fenwick, 2007:33; Vetten, 2000:3). The increase in male incarceration in prisons can also be attributed to the formation of different gangs. These forms or groups of gangs are divided according to their different misdemeanours with the law, from petty to serious crimes and the length of their incarceration in prison. It is in these prisons where they are initiated into different groups of gangsters. On release from prison, many gangs maintain their gangsterism status as well as recruit new members who have not been imprisoned. Recently, Cape Town has been mostly reported as the hub of gangsterism (Du Toit, 2014:3; MaCmaster, 2010:67).

The common perception is that gangsterism is a so-called coloured phenomenon. However, it is blacks – as far back as the 19th century – who started a number of gangs. It is not surprising, then, that most gangsters' "taal" (street slang) is made up

of black terminology. This “taal” has even made its way into the lives of common people who use it without knowing the meaning behind each term or word. This has led to many being mistaken for members of a gang. Nellie Cupido, a mother from Delft (Cape Town), watched in horror as her son was being butchered to death while on his way from school. “He didn’t belong to a gang”, she says. “But he had picked up this language on the streets.” According to witnesses, the gang insisted that he belonged to a rival gang which operated in the same area. They killed him in broad daylight.

Over the years, gangsterism evolved, changing with the times, with new gangs springing up, changing, or disintegrating. Their modus operandi also evolved with time. Most of the old terminology retained its 19th-century significance, although much of it became distorted or started to mean something different altogether (Ncontsa & Shumba, 2013:6; Hagedorn, 2005:161; Biochip, 1998:10). Gangs also became more dangerous and violent. Whole communities or sections of towns or cities live in fear of gangsters. Disruptions and intimidation became more prevalent. Gangs gained more and more power in communities, and they began spreading.

In essence, there are two types of gangs – street gangs and organised gangs. Street gangs are usually smaller, of lesser significance, and less problematic. These are usually youngsters who congregate on street corners, smoke dagga, and drink and intimidate passers-by. They resort to robbing and stealing to support their drug and alcohol habits. Larger gangs normally keep these youngsters in check, offering them “jobs” – like selling drugs in their neighbourhoods. It is these larger gangs, on the other hand, that are more problematic.

2.4 CONCEPTUALISATION OF GANGSTERISM AS A FORM OF VIOLENCE

Gangsterism is defined as the formation of groups with the aim of committing violence and crime (Mncube & Madikizela-Madiya, 2014:43). The committing of violence and crime by gangsters seems to extend to their physical self-defence against members of other gangster groups. The types of violence committed by gangsters are typically those of a violent nature in order to instil fear and gain respect from other gang groups and members of the community. Some authors (Jacobs, 2014:9; Ncontsa & Shumba, 2013:5; Ngqela, 2012:86) confirm that gangster violence further extends to vandalism of property through graffiti of their group symbols and distasteful messages directed at rival gangsters.

Ngqela (2012:90) points out that juvenile gangsters are the ones that are likely to affect learners in schools the most. Juvenile gangsters are gangsters that are regarded as being below the age of 18. The age status of the gangster might imply that, in most cases, gangsters might be learners at several schools or be expelled or drop-out learners from these different schools. This arrangement may suggest that when different factions of gangsters fight, they use the learners and teachers in these schools as soft targets. The modus operandi of juvenile gangsters in South Africa involves mugging of items such as money, fashion apparels, cellphones by using verbal threats, knives, and to some extent using stolen guns. Jacobs (2014:9) suggests that learners and teachers might be subjected to physical torture, psychological trauma, and spiritual sanctity – and to a large extent, financial loss.

2.4.1 The nature of school-related gangsterism in South Africa

Mncube and Madiya (2014:41) bring out that the word gangsters refers to groups of learners who will normally like being in groups at schools and be called with certain names and engage in all corrupt behaviour and sorts of violence so that they can be famous. Threatening these gangs will normally lead to fights at schools, and they would even kill one another and other people. It is affirmed that media reports indicate that the incidents of assaults, drug abuse, sexual harassment, robberies, vandalism, and gangsterism were on the rise in South African schools (Maphalala & Mabunda, 2014:61; Jacobs, 2014:5). Many schools have put in place policies and codes of conduct to deal with the issue of violence within their premises. Despite the existence of these policies, violence, physical and sexual abuse, and gang activities are still the order of the day in South African schools.

Mncube and Madiya (2014:43) reveal that in the Western Cape, gangsterism is regarded as one of the prime sources of school violence. Factors both internal and external to schools have been found to contribute to the gangsterism phenomenon. Mabuda and Maphalala (2014:60) highlight that violence has a serious impact on learning, but educators are often absent because they need time off for trauma counselling and debriefing. Dangerous weapons used at schools are pangas and knives. These are being carried by learners when they go to school, and they use them to harm and threaten other learners. According to Thaler (2011:3), weapon carrying is usually addressed in literature on violence as one of the interrelated risk factors

contributing to delinquency and suffering and perpetrating violence, alongside factors such as family dysfunction, low educational attainment, substance abuse, and peer delinquency.

Glancing through research on weapon carrying in the United States, Nomanesi and Madiya (2014:47) further add that most United States studies have examined perpetrators and effects of gun carrying as part of the debate on gun control measures and the efficacy of concealed weapon carrying for self-defence. Through samples of youth criminal offenders and non-offenders aged 12 to 25, it was found that unsurprisingly youth offenders were much more likely to know where to access firearms in communities and to have carried or known people who carried weapons. However, a large group of non-offenders stated that it was important to have a firearm in their neighbourhoods, with the highest percentage (51.2%) in the Western Cape. Protection for themselves and their families was the most frequently cited reason for this perceived importance of gun possession. The next section will outline types of gangsters.

2.5 TYPOLOGY OF GANGSTERS

Figure 2.2 identifies three known types of gangsters, namely, scavengers, territorial, and corporate gangsters.

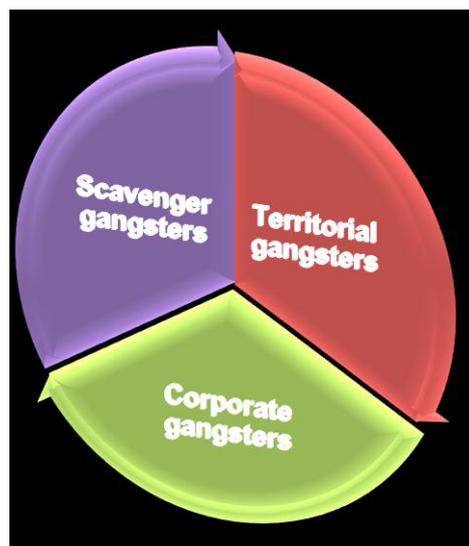


Figure 2.2: Types of gangsters

As shown in Figure 2.2, three types of gangsters can be identified. These include scavengers, territorial gangs, and corporate gangs (Crawage, 2005:46; Musick, 1995:45).

2.5.1 Scavenger gangsters

The Oxford Dictionary defines the word scavenger as someone who goes out on a rummage, searching or hunting something in order to survive. This definition of rummaging, searching or hunting suggests that this type of gangsters lack basic amenities, such as food, clothes, and dignity (Jensen, 2010:78). Empirical evidence suggests that lack of basic human amenities in people is likely to lead to diminished self-worth and self-esteem. In most likelihood, lack of respect from the community towards the individual could lead to isolation. Having discussed juvenility as a process of growing to understand oneself in society and the immediate environment, it is possible that juvenile gangsters who are born of dysfunctional families are likely to scavenge for respect through violent means that could be physical, psychological, and emotional.

It should be understood that to scavenge the immediate environment is not an easy process (Du Toit, 2014:5). Henceforth, the terrain could be characterised by a number of obstacles such as being isolated by the community and self-protection by the community. Therefore, the likelihood of being harmed or killed is high. The scavenger gangs are characteristically disorganised, as they at times act on instinct towards any person they perceive as having the amenities they aspire or are looking for. Thus, scavenger gangs often represent the least successful of all types of gangs.

Members of scavenger gangs may be low achievers at school. The state of being a low achiever at school could further suggest that scavenger gangs are likely to repeat grades, thus being demoralised to continue with their studies, especially where support is not provided by the school and their parents (Burton, 2008:11). To find solace, many scavenger gangs resort to violent or erratic behaviour. As illustrated in Figure 2.2 while being school learners, scavenger gangs are likely to be in conflict with school rules, as they could be involved in physical violence such as fighting using dangerous weapons and psychological violence such as bullying. Their actions are influenced by the need to gain respect and to be feared.

Based on some infringed school rules, scavenger gangs are likely to be suspended and expelled from school. Consequently, the punishment scavenger gangs receive from their schools is possible to add more isolation of the individual gang member from the community and their parents or immediate guardians.

The exact locality of scavenger gangs is fluid and never stable, as they are either in hiding or on the run from the law. Based on the fact that these gangs are disorganised, their leadership may change frequently and without reason, as they are themselves haunted by victims of their crime. Scavenger gangs normally turn to low-level crime usually committed spontaneously and without planning.

2.5.2 Territorial gangsters

Territorial gangs are typically more organised than scavenger gangs, but their primary purpose is still social (Brantingham, Tita, Short & Reid, 2012:855). Some may sell drugs, but this is not a defining characteristic of the territorial gang. Territorial gangs will often use violent means to defend their territory; in some cases, this helps the gang to bond and reinforces the social structures of the gang. Gang members may be attracted to territorial gangs because they have difficult home lives. For example, lack of employment and poverty could be cited as some of the reasons juvenile gangs are likely to join the bandwagon of street violence.

It could be stated that territorial gangs are likely to defend the territories that they perceive as being lucrative for their survival without experiencing any difficulty. School-going learners are likely to be victims in the process, as they are easy prey. It is easy for learners to be caught in the cross fire as they move across different areas to their different schools.

2.5.3 Corporate gangsters

The influx and manufacturing of illegal drugs in South Africa means that there is a ready consumer market for consumption. This dilemma could signal a state of alarm and lack of social security for innocent learners who are deliberately exposed to illegal drugs such as marijuana, tick, cocaine, and the deadly nyaope, to mention but a few. Corporate gangs are highly organised conspiracies, constructed for the purpose of marketing drugs and gaining maximum profits (Buras, 2015:166). The symbolism and turfs that are significant to territorial and scavenger gangs are meaningless to

corporate gangs. Members are expected to follow certain etiquette, and severe punishment can be expected for any *faux pass*. Leadership requires a higher level of intelligence than other gangs, and bosses in these gangs will often be highly successful career criminals (Nel, 2016:142).

The aforementioned distinctions of types of gangs might suggest that learners might be involved in more than one of the groups. Against the conceptual and historical background of gangsters, what follows next is a legal framework to fight against gangsterism and to ensure the safety and security of learners in and around schools.

2.6 THE LAW AND GANGSTERISM

The manner in which juvenile gangsters conduct their business borders along acts of criminality, as they are in collusion with the law. Thus, the Constitution of the Republic of South Africa, 104 of 1996 aspires to protect and uphold human values, such as the right to equality of all the people under the law; human dignity; the right to life, freedom, and security of the person; and the right to an environment which is not harmful. Furthermore, the South African Schools Act, 84 of 1996 protects the rights of learners with regard to dignity, safety and security, and the right to education. Figure 2.3 represents the legal framework that the researcher has discussed in detail.

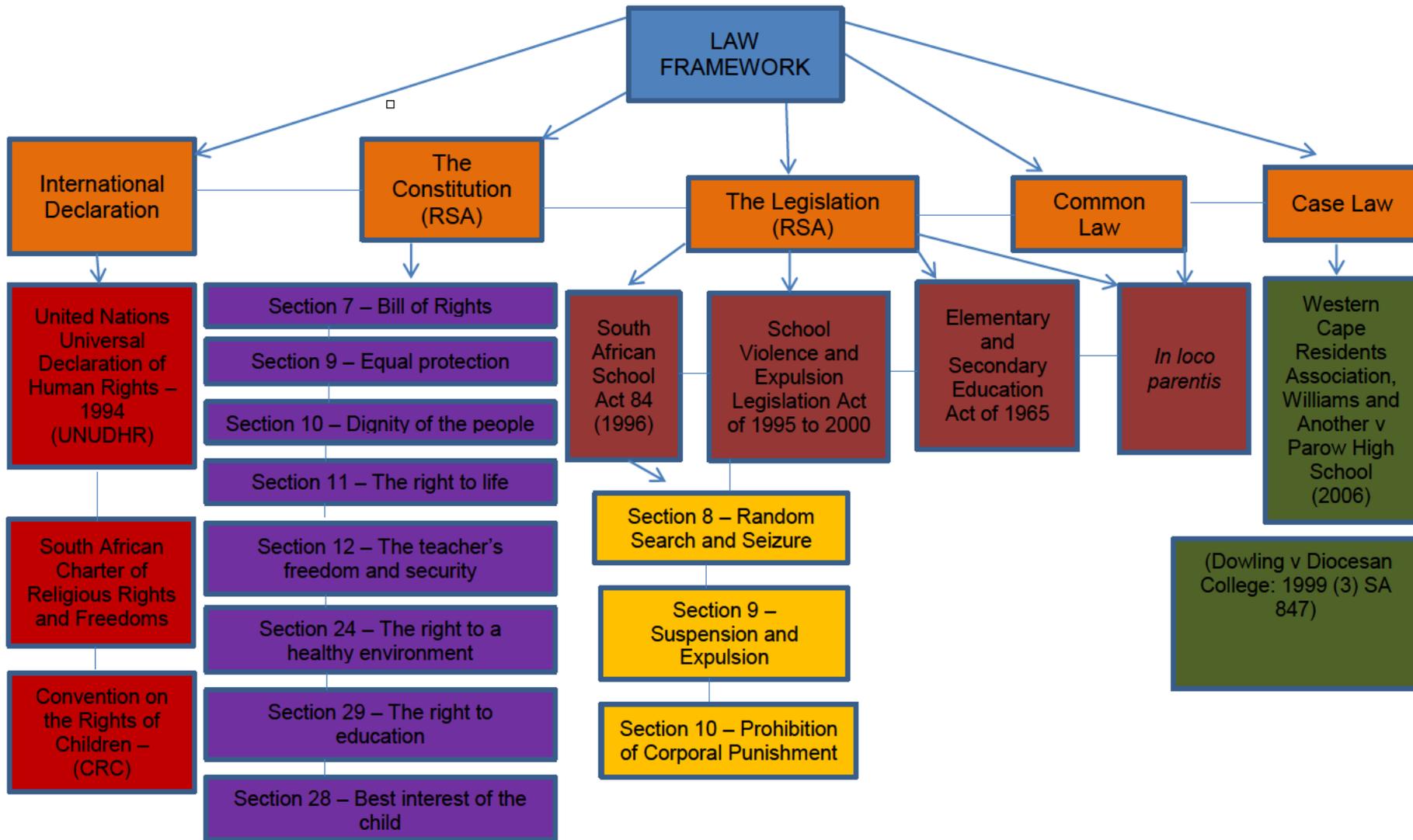


Figure 2.3: Law framework

Figure 2.3 is based on the law frameworks and how they relate. Under the legal framework, the researcher stated the International Declaration of Human Rights, which focuses on different types of articles concerning the rights of people. The main focus of the International Declaration of Human Rights is on the safety and protection of people. The South African Constitution was also stated. The South African Constitution stipulates the rights of people. Then the legislation focuses on different types of Acts which concentrated on school-based violence. Further, the common law is based on certain Acts that affect people, the victims and the perpetrators of school violence. Additionally, there are the two case laws which were dealt with to describe and to give guidance on cases of school violence. The South African Constitution was used, and the researcher stated the following sections: section 7 – Bill of Rights, section 9 – equal protection and benefit of the law, section 10 – dignity of the people, section 11 – the right to life, section 12 – teacher’s freedom and security, section 24 – the right to a healthy environment, section 29 – education, and section 28 – the best interest of the child.

2.6.1 International declarations

Under the international declarations, the researcher referred to the United Nations Universal Declaration of Human Rights (1948). The declaration was made internationally, and its focus was on the rights of people. The South African Charter of Religious Rights and Freedoms was used to point out some sections which were based on the rights of the people and the Convention on the Rights of the Children was also helpful for the researcher to identify and use its articles which protect the rights of children. The United Nations Universal Declaration of Human Rights (1948) refers to about 30 different articles about the human rights of people.

Article (1:2) states that people are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. Article (3:2) highlights that everyone has the right to life, liberty, and freedom of the person. Article (5:2) indicates that no one shall be subjected to torture or to cruel, inhuman, or degrading treatment or punishment. Article (7:3) brings out that all are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this declaration and against any incitement to such discrimination. Article

(8:3) reveals that everyone has the right to an effective remedy by competent national tribunals for acts violating the fundamental rights granted him by the Constitution or by law.

On 10 December 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights, the full text of the articles. Following this historic Act, the assembly called upon all member countries to publicise the text of declaration and to cause it to be disseminated, displayed, read, and expounded principally in schools and other educational institutions. Now the General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all people and all nations. This is to the end that every individual and every organ of society keeping the declaration constantly in mind shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observation, both among the people of member states themselves and among those of territories under their jurisdiction (United Nations, 1948).

According to the South African Charter of Religious Rights and Freedoms (2009:4), section (7), every person has the right to be educated or to educate their children, or have them educated, in accordance with their religious or philosophical convictions. Subsection (7.1) states that the State, including any public school, has the duty to respect this right and to inform and consult with parents on these matters. Parents may withdraw their children from school activities or programmes inconsistent with their religious or philosophical convictions.

The Universal Declaration of Human Rights also deals with the rights of people in terms of the articles: Article 1 says that all human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. Article 3 indicates that everyone has the right to life, liberty, and security of person. Further, according to Article 5, no one shall be subjected to torture or to cruel, inhuman, or degrading treatment or punishment. Additionally, Article 26(1) states that everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall

be made generally available, and higher education shall be equally accessible to all on the basis of merit. Also, Article 26(2) mentions that education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Moreover, Article 26(3) brings out that parents have a prior right to choose the kind of education that shall be given to their children.

In addition to the foregoing, the Convention on the Rights of Children (CRC) refers to the articles, and the researcher has noted Article (3) which talks about the best interest of the child, and it points out that the best interest of the child must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When they make decisions, they should think about how their decisions will affect the children. Article (19) is for protection from all forms of violence and states that children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse, and neglect by their parents, or anyone else who looks after them.

In terms of discipline, the Convention does not specify what forms of punishment parents should use. However, any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour – the ones that are non-violent, are appropriate to the child's level of development, and take the best interest of the child into account. Article (28) focuses on the right to education and states that all children have the right to a primary education. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way, without the use of violence. Governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse, or neglect.

The global affirmations are important to compare the cases and to find a resolution. These cases are cases found from courts that have successfully resolved them. International laws have an impact on how cases dealt with in South Africa.

2.6.2 South African Constitution, Act, 104 of 1996

The Constitution of the Republic of South Africa protects the human rights of people all the times and in all cases. For this study, it will be relevant because it refers to equality of people, human dignity, and the right to life, freedom, security of the person, and the right to an environment which is not harmful.

According to the Constitution (s7), democratic participation of citizens is the cornerstone of democracy in South Africa. Inter alia, section 7 enshrines the rights of all people in South Africa through the affirmation of democratic values such as human dignity, equality, and freedom. Subsection 2 states that the State must respect, protect, promote, and fulfil the rights in the Bill of Rights. This means that teachers, the principal, non-staff members, and non-violent learners also have rights at schools. Section 9(1) entitles learners in schools to equality and equal protection before the law as well as the benefit of the law. Corporal punishment has been abolished as a form of discipline at schools. Violent learners do not listen to teachers at schools when the teachers try to use other forms of punishment.

Section 10 of the Constitution (RSA) stipulates that everyone, including the teacher, has the right to have his/her dignity respected and protected. Insecurity at school may undermine the teacher's right to have his/her dignity respected and protected, and this may have a negative impact on his/her *in loco parentis* status or on his/her right to maintain authority and to exercise caring supervision of the learner. This means that harassment caused by violent learners to teachers and other learners at school is illegal and should be stopped. According to Segalo, (2015:5) the participants interviewed responded that there was a total lack of respect by learners at their schools. Respect for others and respect for self were highlighted as the most important value system that was absent amongst the learners from various schools. One of the male teachers responded in the following way: 'in the school, the majority of learners, especially boys, seem to care less about how they talk and address the teachers. When you instruct them to do some work, they just look at you as if you do not exist. As a teacher, I feel helpless, and I feel that there is not much that I can do to help my rebellious learners.'

The right to life is ensured under section 11 of the Constitution (RSA), which states that everyone has the right to life. This means that learners that carry dangerous

weapons at schools carry them without caring for the lives of other people, and they do so because they want to inflict harm on learners and teachers that might be in their way. The different cases of learner violence and brings out that a grade 12 learner at Mokgome, a secondary school in Meadowlands, Soweto, fired two shots at his girlfriend. The shots missed her but killed a grade 9 learner; realising that he had mistakenly shot another learner, the gunman pointed a pistol at his head and committed suicide in front of the other learners. Secondly, Andreas Werth, a teacher at the Town View High School in Krugersdorp, Gauteng, was shot dead by an upset grade 11 learner. Thirdly, a grade 7 pupil in White River, Mpumalanga, was killed when a classmate stabbed him with a knife. Lastly, a 14-year-old pupil at the Premiere Gedenkskool in Jamestown in the Western Cape was stabbed to death during an argument he was not involved in.

Section 12(1) of the Constitution (RSA) stipulates that the teacher has the right to the freedom and security of a person which includes being free from all forms of violence. This right implies that the teacher has the right to teach or work in a safe and secure school milieu, which is of critical importance because, in the absence of such an environment, the teacher will not be able to effectively perform his/her duties and responsibilities. Learners may also not feel safe and secure in a school environment where their teachers are unsafe. This also includes the right to be free from all forms of violence from either public or private sources; not to be tortured in any way; and not to be treated or punished in a cruel, inhuman, or degrading way. Subsection (2) indicates that everyone has the right to bodily and psychological integrity, which includes the right to security and control over their body. This means that the teachers, staff members at the school, the principal, and learners must have security and protection despite an increase in school-based violence.

The right to a safe environment and not harmful is embodied in section 24 of the Constitution (RSA), which states, among others, the protection of a safe environment for the benefit of present and future generations through reasonable legislative and other measures. This means that violent learners must not destroy the property of the school and must not create an environment that will threaten people while they are practising their profession and acquiring an education.

Section 29(1) of the Constitution (RSA) stipulates that the learner has the right to receive an education. The learner's right to receive an education implies that the learner has the right to attend school and that this right should be protected. Since education can only take place in a safe and secure school environment, everything possible should be done by the school, the school governing body, and by the Department of Education to ensure that the learner experiences safety at school.

Section 28(2) of the Constitution specifies further that the best interests of the child are paramount in every matter concerning the child. It is in the best interests of the child to attend school and to receive an education. Therefore, lack of safety at school is not in the best interest of the child because it will make it difficult for him/her to attend school and to receive an education. To promote school safety, the regulations for safety measures at public schools, par 4, subpar 2(e), state that no person may enter the school premises while under the influence of drugs or alcohol (Masitsa, 2011:5).

2.6.3 The South African school legislation

The legislation had four pillars which are the South African School Act (SASA), School Violence and Expulsion Legislation Act, Elementary and Secondary Education Act, and the Gun-Free School Act. All these acts are somehow related. SASA 84 of (1994) focused on the following sections: s8 – random search and seizure, s9 – suspension and expulsion, and s10 – prohibition of corporal punishment.

Section (8) of the South African Schools Acts, 84 of 1996 allows random searches, seizures, and drug testing at schools. Furthermore, subsection (1) states that unless authorised by the principal for legitimate educational purposes, no person may bring a dangerous object or illegal drug onto school premises or have such object or drug in his or her possession on school premises or during any school activity. According to subsection (2), which is subject to subsection (3), the principal or his or her delegate may, at random, search any group of learners, or the property of a group of learners, for any dangerous object or illegal drug, if a fair and reasonable suspicion has been established that a dangerous object or an illegal drug may be found on school premises or during a school activity (paragraph (a)) or that one or more learners on school premises or during a school activity are in possession of dangerous objects or illegal drugs (paragraph (b)). This means that learners must be searched at all times

at schools in order to protect the teachers, non-staff members, other learners, and themselves.

Section 9 of the Schools Act refers to the suspension and expulsion from public school and states that the governing body may on reasonable grounds and as a precautionary measure suspend a learner who is suspected of serious misconduct from attending school, but it may only enforce such suspension after the learner has been granted a reasonable opportunity to make representations to it in relation to such suspension (subsection (1)). This means that learners who commit any serious misconduct at public schools must be suspended or expelled.

Section (5) specifies that any dangerous object or illegal drug that has been seized must be clearly and correctly labelled with full particulars including the name of the learner in whose possession it was found, the time and date of search and seizure, an incident reference number, the name of the person who searched the learner, the name of the witness and any other details that may be necessary to identify the item and incident (par(a)). Additionally, par (b) states that the incident must be recorded in the school's record book. Also, par (c) brings out that everything must be handed over to the police immediately to dispose of it.

Subsection (1) par (a) of the South African Schools Act (1996) also states that the governing body must conduct disciplinary proceedings in the manner contemplated in section (8) against a learner within seven school days after the suspension of such a learner. Section (1) par (b) highlights that if the disciplinary proceedings are not conducted within seven school days after the suspension of a learner, the governing body must obtain the approval of the head of department for the continuation of such suspension of such a learner. Section (1) par (c) further points out that a governing body may, if a learner is found guilty of serious misconduct during the disciplinary proceedings contemplated in section 8, impose the suspension of such a learner for a period not longer than seven school days or any other sanction contemplated in the code of conduct of the public school or make a recommendation to the HOD to expel such learner from the public school. Section 10 refers to the prohibition of corporal punishment. Subsection (1) states that no person may administer corporal punishment at a school to a learner, and subsection (2) specifies that any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a sentence which could

be imposed and the offence could be viewed as assault. Finally, this Act also implies that the schools must follow the school's code of conduct whenever they try to discipline learners at schools.

2.6.4 Common law

A common law legal system is characterised by case law developed by judges, courts, and similar tribunals when making decisions in individual cases that have a precedential effect on future cases. The body of past common law binds judges deciding later cases to ensure consistent treatment and so that consistent principles apply to similar facts which yield similar outcomes. In common law cases, where the parties disagree on what the law is, the court is usually bound to follow the reasoning used in past decisions of the relevant courts. If the court finds that the current dispute is fundamentally distinct from previous cases, judges have the authority and duty to make law by creating a precedent. Thereafter, the new decision becomes precedent and will bind future courts.

With regard to common law, it is the right of every individual to be treated fairly. Respecting case law, each and every case arising at schools must be treated accordingly and be given a fair procedure at all times.

Oosthuizen (2009:125) refers to the *in loco parentis*, which is a concept that means in the place of a parent. The author indicates that in practice, the educators – in their capacity as professionals – must act as parents at schools, not replacing the parents of the children but by having the original rights and duties in respect of the child's education. They have the obligation of caring supervision for the psychological and physical welfare of the learner as an impressionable, immature person. Apart from the duty of caring for the well-being of learners, an educator is obliged to supervise their physical welfare. This means that the educator must protect the learner victims at school from violence caused by other violent learners.

2.6.5 Case law

Case law refers to the juridical understanding of South African legislation and case law, and the rules and principles used to construct its meaning for judicial purposes. According to Oosthuizen (2009:258), educators have the right to physical safety, and the Occupational Health and Safety Act (Act 85 of 1993) is the key to preventative

legislation to consider when looking at the control of elements that could jeopardise the safety of anyone in any workplace, obviously including schools. This Act provides for a safe and healthy workplace and points at the duty that rests upon employees to ensure, through their actions, their own and their colleague's safety. This means that educators should be protected at all costs from gangsters and their violence at schools.

In the matter of the *Western Cape Residents Association, Williams and Another v Parow High School* (2006), it appeared that a grade 12 learner of Parow High School had been causing problems since the time she entered the school, one of which was her aggressive attitude towards authority figures. As a result of this cumulative record of misconduct, the school decided not to invite her to the matric farewell function. The applicant decided to contest the prohibition, arguing that the school's refusal to invite her to the function amounted to infringement of her constitutional rights to human dignity, equality, and freedom of speech. Judge Mitchell argued: two of the most important lessons that the schools must teach learners are discipline and respect for authority. The granting of a privilege for good behaviour is one tool that may be used to teach such lessons (Oosthuizen, 2009:172).

In one incident in 2006, a 17-year-old learner at a secondary school in North West assaulted a fellow learner during a fist fight in the school's cloakrooms, causing serious injuries to the extent that the latter had to spend five days in hospital. During 2007, the aggressor was criminally charged with assault with intent to cause serious bodily harm. He was found guilty and sentenced to two years imprisonment and suspended for five years (Oosthuizen, 2009:175).

In a case involving an intended school (*Dowling v Diocesan College: 1999 (3) SA 847*), the parents of a boy who had been bullied and badly beaten and humiliated by two prefects won their case after instituting legal proceedings against the school board. According to the findings of this case, schools have an obligation to protect the human dignity of their learners. The judge found out that the assaults had been carried out by the duly appointed prefects, within the scope of their duty as prefects. Thus, schools are held liable for the actions of their prefects. On 15 November 2002, a shocking case was reported in which a 13-year-old boy stands accused with five grade 3 learners aged between 8 and 10 for raping an 8-year-old girl in a classroom (Prinsloo, 2005).

Oosthuizen (2009:259) indicates that educators have the right to psychological safety and says that the safety of educators is not limited to their physical safety, as provided for in the Occupational and Safety Act, 85 of 1993. There is clear evidence that educators' constitutional right to a safe environment is being violated when they are psychologically abused by learners. One of the main causes of unsafe schools is severe destructive behaviour by learners or aggressive, humiliating actions aimed at educators. The media regularly reports on the increase in acts of violence that educators have to face. Their psychological safety and physical safety are at stake, and this contradicts the perception that "it can happen here" and "it can happen to me". For example, an educator at Thorn Wood Secondary School in Pinetown was attacked from behind by a grade 10 learner while she was writing on the chalkboard. She was stabbed 14 times. Oosthuizen (2009:259) also states that educators have the right to be protected against sexual harassment; this means that other educators and learners at schools should not harass educators.

According to Oosthuizen (2009:148), case law as the source of law of education is of particular interest to students regarding the law of education, as such knowledge enables them to understand how it is applied in practice. The courts have to adjudicate disputes between parties and apply the law in the process. The courts are often required to apply broadly formulated legal rules to the facts of a case before it and then determine the rights and duties of the parties to the dispute. The Constitutional Court is the highest court on constitutional matters in South Africa, and the Supreme Court of Appeal is the highest court on all non-constitutional matters. There are also High Courts, Magistrate Courts, and Special Courts with statutorily prescribed jurisdiction and status. The reasons for judgement are binding on others in similar circumstances, whether the judgement is reported or not.

Case laws actually deal with cases that are dealt with in the same way. For example, if there was a case about children at schools which is about the harassment of learners between boys and girls, that particular case will be used to solve other cases at other schools concerning harassment between boys and girls. What is more important about case laws is how the other cases were ruled and what judgement was made, or rather what decision was made concerning those particular cases. The cases would then be compared to other previous cases which had to do with almost one and the same

situations/incidents so that they could also be ruled appropriately. These cases will then be used many times and in many court cases.

2.7 PREDICTORS OF INVOLVEMENT IN GANGSTERISM

The next subsections provide possible predictors of learners being involved in acts of gangsterism and gang-related violence in schools.

2.7.1 Use of alcohol and Illicit drugs

Ramorola and Taole (2014:15) assert that the abuse of drugs by teenagers is observable in South Africa too as in other countries. It may be assumed that the abuse of drugs may be one cause of learner violence in South African schools. Substance abuse and use problems take a terrible toll on the productivity of the nation's youth and further undermine the role of schools as places of learning. Illegal drugs refer to marijuana and drugs used by learners at schools, as well as alcohol. Learners who use them become violent and change their behaviour. They also become bold enough to commit wrong acts towards teachers and other learners as well. In addition, they become bold to rape and harass others at school and do not regret their actions (Morojele, Parry & Brook, 2009:1).

Mogogotsi, Nel, Basson and Tebele (2014:188) state that since corporal punishment has been abolished, teachers would try to instil discipline at school, but it is unfortunate because they are also scared of violent learners. Sometimes learners would steal the property of the school and sell the property to the community. They would also steal the property or possessions of other people, such as phones, laptops, bags, and money. These actions would be committed against both teachers and learners at schools. School violence is a terrible issue for schools these days. Madiya and Mncube (2014:201) maintain that children are getting violent and disturbing other children who are coming to schools, teachers, and principals as well.

More implicitly, students' culture in college appeared to place a high priority on its own form of individuality articulated through a self-conscious "student" or "bohemian" style organised around street fashion and popular music but also the use of specific drugs (especially cannabis and alcohol) and, to a lesser extent, overtly intellectual, political, or artistic interests. Daniel (2010:3) reveals that a mind that hopes to see the truth through drugs, to have extraordinary experiences, or to be entertained through drugs

becomes a slave to them and the drugs ultimately make the mind dull and stupid. Sometimes innocent learners can be drawn or forced into violent behaviour, alcohol, and drug abuse by joining gangs, as this provides them with a sense of belonging.

Mncube, Madikizela-Madiya (2014:41) highlight that school personnel and the public are concerned that activities such as those in the case described above will have a negative effect on the school environment, which is to create a climate of fear among students that inhibits their ability to learn, and leads to other forms of antisocial behaviour such as vandalism, fighting, and the use of drugs and alcohol. The corporate gangs are highly structured criminal conspiracies that are organised to sell drugs – teenagers as young as 14 could become members. All gangs have names and recognisable symbols. Education Laws Amendment Act 31, 2007 has been legislated and deals with search and seizure of illegal drugs and dangerous weapons from students attending school.

2.7.2 Poverty

Poverty is the state of being extremely poor and not having sufficient money. Most children come from poor homes, and many males are drawn into the gang field by the attraction of money, power, and glamour with which they associate gangsterism. An oppositional masculinity has been developed in poverty-stricken townships (Epstein, 2001:141). Those who join gangs dream of flashy cars, massive gold jewellery, a great deal of money, and the power to control a whole town as their ultimate goal. In actuality, this is far from reality because youngsters do not see further than their own ignorance. From the moment they join a gang, their lives become a celebration of murders, robberies, rapes, and drunkenness that they would sometimes not understand or have wanted.

In South Africa, urbanisation has been characterised by a history of repression and poverty, especially of people living in townships, informal settlements, and single-sex migrant hostels. What often happens is that when families become dysfunctional and discordant, many children choose to leave the family home, opting to spend their time on the streets where they are gradually drawn into gang-related and criminal activities. This brings with it socio-economic conditions such as low-income employment; unemployment; and poor living conditions, all leading to conditions of poverty and deprivation (Raj, 2014:64; Motimele & Ramugondo, 2014:389).

2.7.3 Atmosphere at home

The atmosphere of the house is also the cause of violent and gang-related activities because if children are not getting a proper environment in the home, then they tend to become violent. If they see that their parents are fighting and beating each other, then they also learn to do the same. Johnson, Johnson, and Johnson & Senesie, (2016:8) highlighted the extent to which family and community factors intersect with the levels of violence occurring at schools. The results showed that by the time young people enter secondary school, many of them have already been exposed to violence, either as victims or witnesses, in their homes or communities. More than a tenth of the participants had seen people in their family intentionally hurting one another. One in ten learners had themselves been assaulted at home, while less than a tenth had been robbed or sexually assaulted at home – a situation that significantly increased their risk of violence in the school environment (Burton & Leoschut, 2013:1).

It is only in the last decade in South Africa that school violence has become a national concern. Schools, which should be a safe haven for young people and where children of school-going age spend three-quarters of their waking hours, are instead sites where young people are apparently at risk of falling victim to violence as they are in the homes and communities in which they live. The attributes of a young person's family and home environment also play a key role in the child's risk for victimisation and violence perpetration. Families constitute the primary context in which young people learn about behaviours that are considered acceptable or unacceptable in their societies. The most tragic consequence is unsafe homes where children adopt the violent tendencies they are exposed to as a norm, thereby perpetuating the use of violence as a response to problems and as a means of gaining and/or maintaining control within families and broader social contexts (Motimele & Ramugondo, 2014:390).

2.7.4 Economy

Sub-economic areas, where gangsterism is the most prevalent and problematic, are good training grounds for would-be gangsters. In most instances, both parents are either unemployed or both are working, leaving their children unattended or with strangers. Gangs quickly exploit such situations. They sometimes offer youngsters a

surrogate family setup which gives the youngsters a sense of belonging (Epstein, 2001:121).

Burton and Leoschut (2014:6) point out that the factor to consider is the direct costs of health care and intervention that school-related violence can place on an economy. For example, it is estimated that school violence in Brazil costs the state approximately US\$943 million a year, while the figure in the United States is an estimated US\$7.9 billion. In Egypt, nearly 7% of potential earnings are lost as a direct result of school drop-outs (although it is unclear what percentage of these drop-outs relates to school violence).

2.7.5 Depression

Depression can affect the child negatively, and if a child is in depression, he/she can become violent and can show this violence in school. While some children go into depression and seem to resort to medicines to solve the problem, there are others who react aggressively to the situation. These children have very low levels of patience and tend to react violently whenever they feel that things are not going according to their wishes (Epstein, 2001:154).

Mncube and Madiya (2014: 49) also brought out that it is true that exposure to the aforementioned types of violence could result in serious, long-standing physical, emotional, and psychological implications for both teachers and learners. These implications may include distress; reduced self-esteem; risk of depression and suicide; reduced school attendance; impaired concentration; fear; and a diminished ability to learn. Depression and fatigue, two other common results of violence, can, in turn, further impact negatively on school performance. Depression, together with other symptoms, can translate into longer-term psycho-social effects which have an impact not only on the individual victim but also on the way that the individual associates with and assimilates into society in general (Burton & Leoschut, 2013:4).

In less extreme cases, online victimisation is likely to result in depression, anxiety, sleeplessness, and may ultimately facilitate the development of many of the same symptoms as offline violence – that is, lack of self-esteem, and a breakdown in healthy peer and youth-to-adult relationships. Experiences of cyberbullying and online violence are likely to increase the risk of depression, anxiety, self-blame, and negative

self-worth, which, in turn, impact negatively on the well-being and resilience of young people as well as on their ability to adapt and respond to adversity and challenges in healthy pro-social ways. It is also likely to impact negatively on the way in which relationships with peers and adults are formed (Burton & Leoschut, 2013:90).

2.7.6 Weapons

A weapon is something designed or used for inflicting bodily harm or physical damage. In this day and age, weapons are easily available to kids through illegal means. They buy these weapons through such means and use them in schools.

The Education Laws Amendment Act 31, 2007 has been legislated and deals with search and seizure of illegal drugs and dangerous weapons from students attending school (Department of Education, 2007). The law also states that the governing body of a public school must adopt a code of conduct for learners, after consultation with the learners, parents, and educators of the school.

Schools that experience problems of violence need an active safety and security committee that monitors violence and recommends violence prevention measures, and also oversees its implementation. This committee would need to advise on the necessity for and appropriateness and consequences of any searches for drugs and weapons among learners. The nature and causes of violence in society and schools need to be examined and discussed in schools and teacher education, including in society forums (Mncube & Madikizela-Madiya, 2013:50).

2.7.7 Stress and anxiety

Stress is a feeling of emotional or physical tension. It can come from any event or thought that makes one feel frustrated, angry, or nervous. Stress is the body's reaction to a challenge or demand. Anxiety, on the other hand, refers to a feeling of worry, nervousness, or unease about something with an uncertain outcome. There are chances that the person can become violent because of stress and anxiety. Children are under constant stress due to studies and career, so the chances of becoming violent are more if they have stress and anxiety.

2.7.8 Behavioural problems

Behavioural problems in some children give rise to certain disorders in their personalities, such as problems in communication and lack of self-esteem. These children may not be able to blend into school activities and may feel left out and ignored (Freeman & McDonald, 2015:35). Such children may even be ridiculed by others because of their social incompetence. There are also some children who are naturally more aggressive than others. Such children seem to get drawn to violent acts more easily than the rest (Chetty, 2015:58).

2.7.9 Media effect

Media effect refers to how stories published in the media influence or amplify current inclinations, and because of this, much violence is shown in films and on televisions. Children are watching these programmes and films, and in turn, they are becoming violent. They see violent scenes in Television and films such as the use of knives and guns for killing other people and practise them in their life too. Buvinić, M. and Morrison, A.R., 2000. Living in a more violent world. *Foreign Policy*, pp.58-72.

2.7.10 Group effect

Children tend to become violent because of influencing one another, especially if they are part of a group in which all members are violent. If their friends are violent and displaying violence in school, then they will learn the same thing, and they will also express violence in school.

2.7.11 Overcrowding

Overcrowding refers to beyond what is usual or comfortable. Large numbers in classes cause disruptive behaviour, and some educators have difficulty in controlling large groups. Zulu, Urbani, Van der Merwe, and Van der Walt, (2004:170) states that overcrowded classroom seems to be an impediment to successful teaching and learning.

2.7.12 Absenteeism of teachers

Teacher absenteeism is defined as teachers not available in school at the time of duty, and when educators are absent from classes, lack of discipline may prevail. This

absence is due to numerous reasons. These range from mere tardiness, too many co-curricular duties, and other causes including teachers' union activities during school hours.

2.7.13 Patriarchy and masculinity

Patriarchy is a social system in which males hold primary power, predominate in roles of political leadership, moral authority, social privilege, and control of property. In the domain of the family, fathers or father figures hold authority over women and children. Masculinity refers to the possession of qualities traditionally associated with men (Hendrix & Karant-Nunn, 2015:17). Masculinity (also called boyhood, manliness, or manhood) is a set of attribute behaviours and roles generally associated with boys and men. Masculinity traits include courage, independence, and assertiveness. Because of patriarchy and masculinity, boys tend to be more violent, like to lead in gangs, and always want to be heard.

Men who do not fit into the traditional role of masculinity are ignored and are seen as weak as the women who are being mocked. On top of that, men are constantly told to garner respect and be a leader (Johansson & Ottemo, 2015:194). If a man loses respect and is the omega in anything, then he is just not manly enough. In this way, violence is thought of as a suitable mode to regain lost masculinity. This is why reports are constantly heard about more men being put behind bars for gang violence or for abusing women while trying to show their manliness. A patriarchal gender system puts the male ideal over the female; thus, anything that relates to women, such as housework, child-rearing, or even simply being clean, is trivialised and put down.

2.8 THE ROLE OF PARENTS

Parents play a pivotal role in children's life because they are the guardians and the protectors of their children. They must take care of their children and try by all means to guide them through the works of life because they are knowledgeable and because it is their responsibility to do so. Waal, (2011:176) explains the current situation by stating that the first challenge identified is informing public school educators/school authorities, learners, and their parents/caregivers of the extent to which they could be held accountable for maintaining safe learning environments. This requires parental/caregiver involvement. The second challenge is the aspect of educators

being attentive to legal parameters when they need to make a decision. The roles of parents are to protect their children from any type of violence; to guide and direct them so that they know what is right and wrong; to provide care and support for their children by all means; to teach and educate their children norms, values, and appropriate behaviour; and also to discipline their children when they have acted wrongly. According to the Children's Act 38 of 2005, subsection 18, parental responsibilities and rights that a person may have in respect of a child include the responsibility and the right to care for the child, to maintain contact with the child, to act as guardian of the child, to contribute to the maintenance of the child, and to administer and safeguard the child's property or property interests.

Gangsterism should not be allowed to develop in the first place. By taking early preventive measures, crimes associated with gangsterism can be reduced. There are several approaches and ways to curb this issue. Secondary schools should enforce a rule whereby every student is compelled to join a minimum of one co-curriculum activity. This can serve as a prevention to stop students from becoming gangsters.

The South African Police Service reduces the increasing discipline problems and social ills among primary and secondary schools. The movement should be enforced at least throughout major schools in urban areas. They also assist principals at schools to search for any dangerous weapons and illegal substances, and this is done because of the search and seizure principle. Parenting skills must be provided. Community empowerment projects such as parent workshops should be organised to educate parents on how to communicate effectively with their children in any circumstances. Parents must be trained as counsellors, and people in the community must also be trained as counsellors to help troubled teenagers.

2.9 CHAPTER CONCLUSION

This chapter explained the nature of violence in detail. Conceptualisation of violence was discussed, and the main focus was on the three types of violence: physical, emotional, and psychological. The following were elucidated: the nature of school-related gangsters in South Africa; a brief history of gangsters in South Africa; types of gangsters (scavenger gangsters, territorial gangsters, and corporate gangsters); the law and gangsterism; law framework (International Declaration, the Constitution, the legislation, common law, and case law); and predictors of involvement in gangsterism.

CHAPTER THREE

THE ECOLOGICAL SYSTEMS THEORY

3.1 INTRODUCTION

The preceding chapter presented the literature review on the nature of youth gangsterism in detail. The nature of violence was discussed, which focused on the three types of violence, namely, physical violence, emotional violence, and psychological violence. There was a figure which conceptualised these three types of violence and stated three examples for each form of violence. The conceptualisation of gangsterism as a form of violence and the nature of school-related gangsters in South Africa were also deliberated.

A brief history of gangsters in South Africa was discussed so as to understand its background. There are three types of categories under the typology of gangsters. These are scavenger gangsters, territorial gangsters, and corporate gangsters. The law and gangsterism were conferred. Figure 2.3 dealt with the law framework.

The researcher also deliberated on the predictors of involvement in gangsterism. Each of these predictors were discussed to understand the cause of violent activities and gangsterism. Patriarchy and masculinity were mentioned and also deliberated on. The role of parents was mentioned and discussed, since they are very important in the upbringing of the child.

This chapter discusses the Ecological Systems theory.

3.2 BRONFENBRENNER'S ECOLOGICAL SYSTEMS THEORY

The ecological model of human development has different layers that have to do with the development of the human, and this affects the human directly and indirectly. This model was developed by Bronfenbrenner. According to him, there are five environmental systems: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. These systems are according to order, and they have different influences on the human development, which causes them to act differently all the time.

The ecological model, a standard in public health and violence prevention, views individuals as nested within interactive systems. Individual characteristics influence risk and protective factors that may increase or decrease the risk of aggression and exposure to violence (Catherine, Artz, Berg, Boonzaier, Crawford-Brown, Foster, Matzopoulos, Nicol, Seekings, van As & van der Spuy, 2012:215).

The interaction between factors in the child's maturing biology, his immediate family/community environment, and the societal landscape fuels and steers his development. Changes or conflict in any one layer will ripple throughout other layers (Paquette & Ryan, 2001:1). Each layer of the environment is complex, has an effect on the child's development, and conflict within any layer ripples throughout other layers. To study a child's development, the researcher did not only look at the child and their immediate environment but also at the interaction of the larger environment as well.

3.2.1 Microsystem

The microsystem is the first layer or the first environmental system in which the adolescent lives. This is the layer closest to the child and contains the structures with which the child has direct contact. Parts of this system include the adolescent's family, peers, school, and other influences on the individual such as their church, workplace, sports groups, and neighbourhood. The adolescent is actively engaged and influenced by this system.

Families in which parents have warm relationships with their children, provide consistent discipline without being harsh, and supervise adequately are less likely to have aggressive children. Where high rates of child maltreatment occur, improved parenting must be a priority. Since only about half of South African children live with both biological parents and even fewer do so consistently through childhood and adolescence, this must include all caregivers. Research must develop effective, culturally appropriate parenting interventions that are low in cost and easily available to those who most need them. There are some promising interventions from other contexts, but none has been evaluated here, nor have local interventions been evaluated. Intimate partner violence is prevalent in South Africa. There is insufficient knowledge about how to intervene effectively to reduce domestic violence. Locally and internationally, there is no clear evidence that men's violence has been reduced

through participation in programmes for batterers. There are some promising local alternatives, but more research in this area is sorely needed (Johnson, 2008:4).

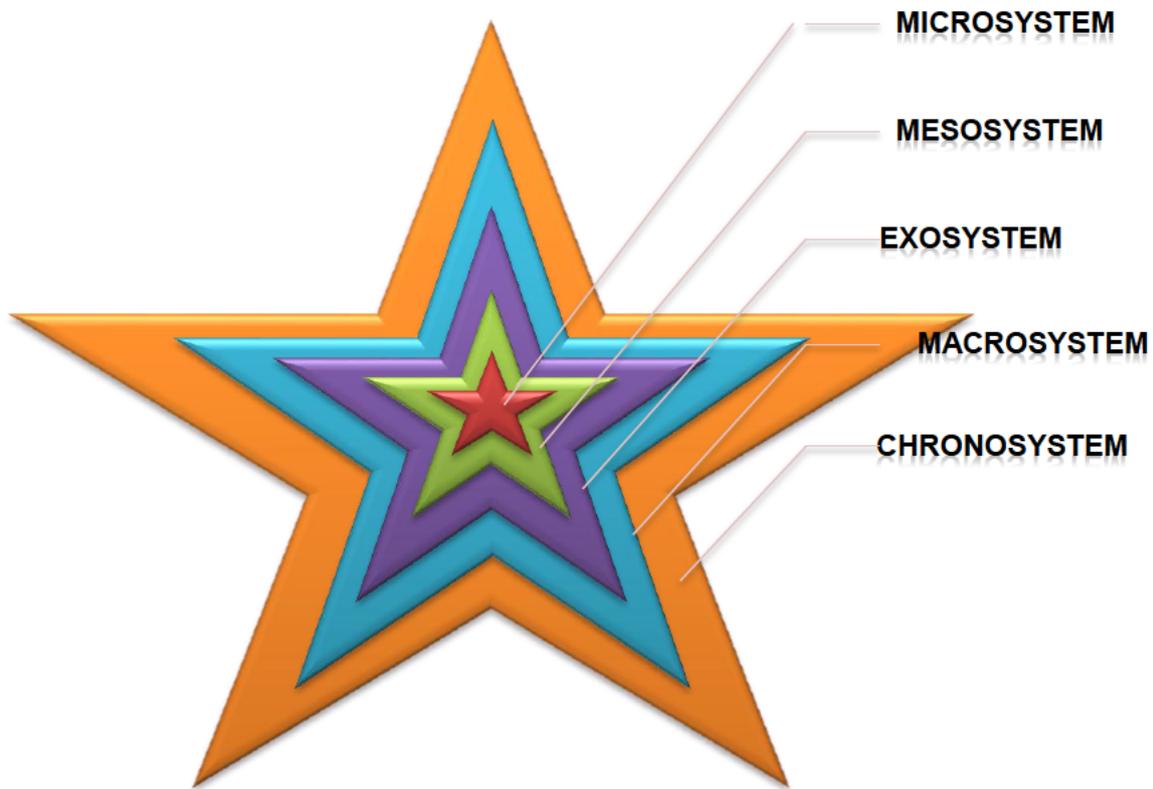


Figure 3.1: The Ecological Systems theory

According to Fivush & Merrill, (2016:310) schools with clear missions and strong stances against violence have lower rates of bullying. However, many South African schools are in disarray, and over 50% of children report that corporal punishment is used for discipline, despite its being prohibited. This is incongruous with promoting non-violence and pro-social behaviours, and school-based violence prevention programmes and policies must form part of the violence prevention agenda. Much offending does not occur as a single incident with one offender and one victim; it is much more frequently the case that there is more than one offender (for instance, gang or group violence), or multiple acts of violence by one person, over a period of time, against another person (such as domestic violence or child sexual abuse). However, theories of victimisation and offending frequently fail to consider the cumulative effects of multiple victimisations or chronic offending over a lifetime.

Gangs, one form of a violent peer group, are a feature in South African violence. There are many international studies into effective policing and models for detaching young people from gangs, but there is little local research into effective interventions. This means that learners who are part of school gangs must be fully understood in terms of the lives they lived when they were still young, the people they interacted with, their family members who raised and took care of them, peers and friends they had, schools they went to, churches they were forced to attend since they were young, and the type of neighbourhood they were born into and grew up in. These different systems have a direct impact on the children. They did not choose the life they found themselves in, yet they had to adapt to those different influences. That is why there are gangs at schools and violent activities caused by learners, and they are the perpetrators due to the lifestyle they found themselves in.

Many learners come from unsupportive home environments. Parents are generally not actively involved in the development of learners that experience barriers to learning. Many parents seldom provide effective stimulation to their children at home, as they perceive it to be the sole task of the school (Geldenhuys & Wevers, 2013:6).

Owing to parents' low education levels, they struggle to find permanent employment and therefore experience varying levels of poverty. Learners that grow up in such home environments will be more inclined to be at risk of poor academic performance. Furthermore, many learners are raised by grandparents who in most instances are not able to provide the necessary support at home, due to their low literacy levels. Parents sometimes display unsympathetic behaviour towards their children, with negative references to the barriers to learning that their children are experiencing. Instead of loving and supporting their children, they sometimes make negative comments such as "Yes, you are stupid" to their children, which may lead to the development of a low self-esteem in the child. Further, children may, in turn, adopt negative responses to any form of support from the school (Geldenhuys & Wevers, 2013:6).

Geldenhuys and Wevers (2013:6) contend that the lifestyle of parents also influences their children's development. The outcomes of the investigation suggest that many learners are neglected at home because of parents' drug and alcohol abuse. One participating educator remarked, "many of the parents drink, and they use drugs and things". Learners from such households are in many cases forced to take care of the

household and look after themselves. This burden of extra responsibility at home impacts negatively on these learners' ability to respond positively to teaching and learning opportunities at school, which, in turn, impedes the management of these learners in mainstream schools.

Some parents are in denial that their children experience barriers to learning. As one participant commented, many of the parents do not want to acknowledge that their children are experiencing barriers to learning Regoli, Hewitt & DeLisi, 2016:15. Parents may perceive their children's barriers to learning as a reflection on the quality of their parenting. They may therefore resist any recommendations from the school to assess their children to determine the nature and extent of their barriers to learning with a view to implementing effective support programmes to assist learners with special education needs. As one educator participant stated, many of the parents do not even want to give permission for their children to be assessed.

3.2.2 Mesosystem

The mesosystem provides the connection between the structures of the child's microsystem. The mesosystem is the system that is among the adolescent's microsystem. This system constitutes all the interactions that those in the adolescent's microsystem have with one another and whether or not they actually know one another.

At many schools, parental involvement is limited to the attendance of general parent meetings where parents are informed about problem behaviours that their child might be displaying, parental involvement in fundraising events, and meetings to discuss the child's progress when retention forms need to be completed (Regoli, Hewitt & DeLisi, 2016:15). There also seems to be a lack of constructive effort on the part of schools to create and maintain effective positive partnerships through continually involving the parents in all aspects of their child's development. The reluctance of some parents to cooperate with the school may therefore be ascribed to the fact that these parents are not treated as equal partners in the development of their children.

Because of lack of collaborative partnerships between educators and parents, learners are not able to comprehend how the school and their parents relate to each other in terms of the learners' development. As a consequence, the learners may see their

educators and their parents as being separate entities, working independently of each other (Geldenhuys & Wevers, 2013:10). SASA acknowledges that parents are equal partners in education. This means that they must also assist and provide support for learners to pass.

Ways in which the microsystem environments interact affect the learners. If family members such as the father and the mother fight inside the house all the time in front of the children, that interaction will eventually affect the learners and end up being violent towards others at school because of being used to the fighting inside the home they live in. Consequently, the learners may end up being part of gangsters and try to resolve their issues and troubles by fighting others at school. There will be different gang groups at school just as there are different families.

A neighbourhood that is violent and has many criminal activities may have a negative influence on learners. Such activities may include killings in the streets, shootings, gangsters stabbing one another and other people, fights from different families/houses, fights from people who are from the bars around the streets, people being raped, cars being hijacked, burglaries at houses, cellphones and properties of people being stolen, people swearing at one another, and bullying among people. All these activities being the norm, culture, and part of the neighbourhood the children grow up in may end up resulting in learners being influenced by their own environment. These interactions do not directly influence the children who live in such areas, but they definitely influence them indirectly or unconsciously, and they end up being involved in such criminal activities at school.

3.2.3 Exosystem

The exosystem is the system of institutions that the adolescent does not directly interact with, but the institutions will indirectly affect their microsystem as well as the adolescent. These institutions include the government/social policy, friends of family, legal services, the community, mass media, businesses, parent workplace schedules, the community, and parent-teacher organisations. The child may not directly be involved at this level, but he does feel the negative or positive force involved with the interaction with his own system.

School shooting incidents lead to involvement of all levels of the ecological systems. For instance, at the exosystem level, the criminal and civil justice systems are likely to experience an influx of public attention on how they deal with these tragic incidents (Honga, Chob, Allen-Mearesc & Espelaged, 2011:866).

Mass media is another type of influence on the child's development in the way that it sometimes broadcasts ideas which are negative such as fighting, stealing, shootings, and gangster activities especially on the movies or even in soapies. Because of this, children end up liking such lifestyles and want to be like some celebrities, not realising that they just portray different characters for the play. This affects them negatively, and in most cases, they would see the actors as their role models because of liking what they do on television.

Honga *et al.* (2011:866) argue that mass media sometimes play a negative role at the exosystem level. It often exaggerates and intensifies shooting incidents by displaying highly selective images and decontextualize and individualise the incident, ignoring influences of the multiple systems. Mass media can also impact a youth's mental health, which, in turn, affects his or her interactions with peers at school. As with access to weapons, violence-themed video games is another identified potential risk factor for shootings. Exposure to violence in the media has increased significantly among youth (Honga *et al.*, 2011:864).

The exosystem layer has to do with different environments that seem to be far from the child but will indirectly affect the child. When the parent's work schedule changes to the extent that the parent comes home late, the child might be affected by the change in the sense that there might be no one to look after the child after late hours. This will attract perpetrators of violence to the child who is always home alone. Also, the parent may not be able to assist the child with homework and assignments, and that will lead to the child failing or even dropping out from school because of lack of support and motivation regarding the child's school work. Parents who often go home late normally do not have time to discipline their children. The children would normally do as they please, and that leads to negative behaviour and attitudes.

3.2.4 Macrosystem

The macrosystem involves the culture and subculture of where the adolescent lives. This system involves the attitudes, ideologies, cultural values, customs, laws, behaviour patterns, and other product of the world around the adolescent. This layer may be considered the outermost layer in the child's environment. The effects of larger principles defined by the macrosystem have a cascading influence throughout the interactions of all other layers. This, in turn, affects the structures in which the parents function. This system has to do with how parents, teachers, and others raise a child. It influences the interaction of all other layers.

At the macrosystem level, the culture of masculinity can either be strengthened or weakened, depending on how involved parties respond to the incidents. Similarly, gun-related policies can either be strengthened or weakened as well. Although firearms are prohibited on school property, obtaining and carrying weapons in schools is relatively plausible for some youth. School social workers need to collaborate with school administrators to participate in state and local discussions on stricter gun control measures in the community (Honga *et al.*, 2011:866).

According to Gonzales, Cauce, Friedman and Mason (1996:368), the social disorganisation theory suggests that low-income, multi-ethnic communities produce deleterious effects. This is because they are plagued by higher crime rates, lack opportunities for pro-social friendship networks, and are unable to supervise and control teenage peer groups (e.g. gangs).

Learners at school will normally change their attitudes at this level. They are influenced by different ideas which are negative and may harm them, and are also influenced by other people negatively. That is why in most cases, different gangsters who violate the rights of others are found at schools. There are different types of group gangs that believe in different ideas and cultures. These learners are influenced by them and are affected by them at the same time.

3.2.5 Chronosystem

The chronosystem includes consistency or change (e.g. historical events) of the individual and the environment over their life course (e.g. birth, divorce, relocation). The chronosystem encompasses the changes that occur over time between people

and their multiple environments (Campbell, Dworkin & Cabral, 2009:7). Campbell *et al.* (2009) further state that the chronosystem examines the cumulative effects of multiple sequences of developmental transitions over the life course. Therefore, a history of sexual assault and other victimisations across the lifespan would influence

Campbell *et al.* (2009:9) state that the cumulative trauma and victimisation predicts negative outcomes such as depression, anxiety, and post-traumatic stress disorder (PTSD). Self-blame is associated with PTSD and depression at the individual level. At the chronosystem level, victims of cumulative trauma have been found to have greater self-blame and higher levels of trauma.

This layer or environment of chronosystem is basically about time, meaning the socio-historical conditions and time since life events. The events that affect the adolescent to develop will cause changes in the human's life. Learners at schools would have been affected by different layers of the ecological system to an extent that some start to show the transition of becoming members of different gangs. Moreover, their behaviour and attitude changes negatively, and they would always be involved in criminal and violent activities such as stabbing, shooting, stealing, fighting, and swearing at school, which lead to school-based violence caused by learners/gang members. These would happen only if the different environments that the learners had to go through were not as effective as they were supposed to be and were negative towards the child. These layers/environments have to be effective enough to develop the human person.

3.3 CHAPTER CONCLUSION

This chapter focused on the ecological systems theory of Bronfenbrenner's. The Ecological system has different systems, which are microsystem, mesosystem, exosystem, macrosystem, and chronosystem. These systems are in sequence, and they have different effects on human development that causes them to act differently all the time.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The importance of undertaking this study was set out in Chapter One as to explore school-based violence and its impact on learners in secondary schools in the Lejweleputswa district of the Free State province. Likewise, the salience of the learners' strategies in dealing with school-based violence was reflected on. The literature review in Chapter Two demonstrated that school violence is a worldwide phenomenon which has spilt into the school environment. Current developments in the world show that there has been increased physical violence since the first and second world wars. Research shows that where there are different forms of violence taking place, children – as vulnerable as they are – are likely to be mostly affected. Irrespective of the magnitude of violence directed at children, it has shown that the aftermath of violence has long-term effects on children. Furthermore, the literature review in focused on the legal aspects of learners' safety and security in schools as a constitutional right in terms of section 24 of the Constitution (RSA). Moreover, school-based violence is a violation of the children's right to education in terms of section 29(a) of the Constitution (RSA).

This chapter focuses on the research design and methodology that were used to answer the research questions that were posed in the study. Importantly, the notion of understanding how learners perceive and understand school-based violence led to multiple approaches of sampling, collecting data, and analysing it. This study opted for a mixed methods approach design, which is largely quantitative and triangulated by a qualitative research method. The aim of the research approach used in this study was to have a relatively large sample of secondary school learners for the purpose of generalising the findings to relatively similar school contexts where learners experience different forms of violence. Likewise, the second aim was to triangulate the findings of the quantitative sample with lived experiences of learners for the purpose

of understanding gang related school violence through their own experiences. What follows next is an outline of the mixed methods research embedded in this study.

4.2 RESEARCH DESIGN: MIXED METHODS DESIGN

This study employed both quantitative and qualitative approaches, which are referred to in this study as a mixed methods design (Creswell, 2014:566; Gay, Mills & Airasian, 2011:483). The use of both quantitative and qualitative research approaches does not imply one method is better or inferior to another; rather, it is meant to strengthen the views that are represented in the study.

Likewise, the logic for the use of mixed methods as an open method is to have an accommodating approach towards reality. The difference between quantitative and qualitative research designs is outlined concisely by Silverman (2005:110). The differences are as follows: quantitative research design strives for objectivity, whereas qualitative research design accepts and draws on the subjectivity of the respondents or the informants. Therefore, the aim of quantitative research is to generalise the results of the research findings to the population from which the sample was drawn. On the one hand, the aim of qualitative research is to provide an informed description of the issues that are being studied for a better understanding of the human world.

4.2.1 The type of the mixed methods design

Generally, there are four distinguishable types of mixed methods designs (Creswell, 2014:219; Creswell & Clark, 2011:112; Gay *et al.*, 2011:484; Hesse-Biber, 2010:219). The distinguishable types are as follows:

- Convergent parallel
- Explanatory sequential
- Exploratory sequential
- Triangulation mixed methods

In this study, an exploratory sequential mixed methods design was used.

4.3 DATA COLLECTION FOR THE STUDY

The following is an outline of how primary sources were collected through the use of a closed-ended questionnaire and in-depth interviews.

4.3.1 Data collected for quantitative: Closed-ended questionnaire

For the purpose of the quantitative research, data was collected through a closed-ended questionnaire. The questionnaire will be loaded with elements that are based on the literature on school violence. In this study, the questionnaire that was used consisted of a four-point Likert scale, asking the respondents to judge their level of agreement with the statement – from agree, strongly agree, disagree, to strongly disagree (Jamieson, 2004:1217).

During the compilation of the questionnaire, the researcher isolated variables that did not meet the objectives of the study. Items that satisfied the objectives of the study were pulled together, and question statements were formulated out of them, using the validation and reliability test of the questionnaire instrument.

4.3.2 Data collected for qualitative: Focus group interviews

Kvale (2010:1) states that if the researcher is interested in understanding the world of others and their lives, talking to them is paramount. Thus, through conversation, the researcher can listen to what the respondents themselves tell about their world – and so learn about their views. Furthermore, Kvale (2010:1) mentions that interviews are subjective points of view of the research participants regarding their work situations, family lives, dreams, and hopes. As such, the informants in this study will be able to freely talk about their experiences and fears of gang violence in their schools and their communities. Two focus group interviews were organised with secondary school learners from two different schools. Their perceptions, fears, and hopes were allowed to prevail during the two sets of focus groups.

4.3.3 Document analysis

Data analysed from the focus group interviews was triangulated by the use document analysis. Document analysis is described as a systematic procedure for reviewing or evaluating documents, either, printed or electronic material. The interpretation of document analysis is to elicit meaning, gain understanding, and develop empirical

knowledge. Documents contain text and images that have been recorded without a researcher's intervention.) Refer to documents as 'social facts', which are produced, shared, and used in socially organised ways. The documents to be analysed may include advertisements; agendas, attendance registers, and minutes of meetings; manuals; background papers; books and brochures; diaries and journals; event programs (i.e., printed outlines); letters and memoranda; maps and charts; newspapers.

There a number of advantages and disadvantages of the use of documents to analyse qualitative data. The following are advantages and disadvantages as identified by the Bowen, (2009:31).

4.4 VALIDITY AND RELIABILITY OF THE QUESTIONNAIRE

For the research questionnaire to be regarded as valid and reliable, the strategies that follow were used in the study (Babbie, 2016:254; Creswell, 2014:202; Cohen *et al.*, 2013:183).

4.4.1 Face validity

This alludes to items the researcher looked at as a measure of the concept being measured on the face of it (Onwuegbuzie & Johnson, 2006:49). In the context of this study, the researcher looked at the concept gang related school-based violence besetting learners in secondary schools and agreed that those items on the research questionnaire are valid.

4.4.2 Construct validity

Construct validity is the degree to which a test measures what it claims, or purports, to be measuring. It is the appropriateness of inferences made on the basis of observations or measurements (often test scores), specifically whether a test measures the intended construct. Constructs are abstractions that are deliberately created by researchers to conceptualise a latent variable, which is the cause of scores on a given measure. This measurement criterion refers to whether school-based violence as a concept will yield similar results when applied in relatively similar settings. It is the process where qualitative analysts return to their data "over and over

again to see if the constructs, categories, explanations, and interpretations make sense” (Creswell & Miller, 2000:125).

4.4.3 Content validity

Content validity is guided by the question of whether the content (items loaded on the questionnaire) fairly represents the representation concept of what is being measured (Wells, O’Connel, Peterson, Welch, Losos & Tugwell, 2000:1). In this instance, the researcher asked questions related to gang related violence and its consequences on learners.

4.5 RESEARCH QUESTIONNAIRE OR INSTRUMENT RELIABILITY

Research questionnaire reliability or instrument reliability is defined as a measure of how consistent the results of using a measurement instrument are. This consideration was done by reducing ambiguous questions and ensuring the sequencing of the questions. To ensure that the research questionnaire was reliable, the researcher employed the following steps:

- Test-Retest was employed on a pilot study basis in order to establish how well the learners responded to it.
- Internal consistency, using the Alpha reliability coefficient, which measured how well the items on the questionnaire measure the same thing (Bauman, Rigby, & Hoppa, 2008:840, Buss & Perry, 1992:452).

4.6 DATA ANALYSIS

What follows next is a description of how data was analysed using quantitative and qualitative data that was collected through closed-ended questionnaires and focus groups interviews.

4.6.1 Quantitative data analysis: Descriptive statistics

Data that will be collected through closed-ended questionnaires will be analysed using SPSS with the assistance of a qualified statistician. As suggested by Creswell (2010:152) and Nolan and Heinzen (2014:41), descriptive statistics which are used to organise and summarise data from the respondents were employed through the use of the following:

- Frequency tables
- Bar charts
- Percentages

The following is an outline of the qualitative data analysis.

4.6.2 Qualitative data analysis

Data for qualitative data derived from in-depth interviews will be analysed thematically. Thematic data analysis is defined as the ability of the researcher to discern from focus group interviews and to identify the main ideas and their frequency (Smith & Firth, 2011:56). Documents relating to gang violence and incidents logbooks were looked at, and frequencies of such incidents will be linked to the discussion on the findings of the study.

4.7 RESEARCH POPULATION AND SAMPLE

The population and sample used in this study will be discussed.

4.7.1 Population

Population is defined as the entire collection of events or things that have interested the researcher (McMillan, 2012:283). The population should have some common characteristics. The population that will be referred to in this study was secondary school learners from grade 8 to grade 11 where there have been incidents of school violence experienced.

4.7.2 Quantitative research sample

The quantitative research intends using the random sampling technique. Random sampling technique is defined by Babbie & Mouton, (2005:196) as a sampling procedure where a selected element from the population is selected in such a way that their descriptions accurately portray the total population from which the population is drawn. Two hundred (241) learners from secondary schools from grade 8 to grade 11 were sampled. The rationale was to exclude grade 12 learners as per the Department of Education Free State protocol, as it may affect their preparation for the November-December final examinations.

4.7.3 Qualitative sample: Purposive sampling

A purposive sample as non-probable sampling from which the researcher uses participants that happen to be accessible and represent certain characteristics of individuals who are under study (McMillan & Schumacher, 2010:136). On that account, purposive sampling is a subjective selection of the researcher of the participants in the study. The research participants or informants that were subjectively selected in this study included learners in secondary schools from grade 8 to grade 11 using two focus group interviews. In total 16 learners participated.

4.8 QUALITY INDICATORS IN QUALITATIVE RESEARCH

Validity of qualitative research refers to the “trustworthiness” of the research, and its ability to be defended when challenged. Trustworthiness of qualitative research included the plausibility, dependability, fittingness, credibility, transferability and conformability (Newton, 2009:109; Bashir, Afzal & Azeem, 2008:35). Likewise, in qualitative research trustworthiness is referred to the degree of consistency which is assigned to the same category by different observers or by the same observer at different occasions. Put differently, similar observations and interpretations referred to by learners on how they perceived the nature and existence of gang related violence on their academic lives. In the context of this research study “trustworthiness” was used to judge the relevance of the study; the degree to which it yielded useful and applicable information.

4.9 RESEARCH ETHICS

Richards and Schwartz (2002:135) refer to ethics as prescribed standards or rules within a particular professional organisation, regulating the conduct of its practitioners. Permission to conduct research was requested from the relevant provincial Department of Education, and the researcher abided by their stipulated rules and regulations. Furthermore, ethical standards that were observed included but not limited to the following:

- Participants were not exploited
- Anonymity of participants

- Dignity of participants upheld
- Ensuring that the publication of the findings of the study are not falsified
- Informed consent agreements from participants about the purpose of the research
- The risks and benefits of the research
- Voluntary nature of research participants
- The participants' right to stop the research at any time if they feel they want to and protection of confidentiality of the participants (Paul & Kumar, 2015:43; Babbie, 2007:62)

4.10 CHAPTER CONCLUSION

This chapter focused on the research design and methodology. Data collection for quantitative research and for qualitative research was discussed. The validity and reliability of the questionnaires were described in detail. Data analysis was explained. The research population and sample were expounded on to give a brief description of where the researcher wanted to focus on. Quality indicators in qualitative research were explained, followed by the research ethics of the study.

The next chapter discusses data analysis and interpretation.

CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

Chapter Three introduced the research design, method, and procedures that were to be applied to answer the research questions posed in Chapter One. The mixed methods approach was preferred, and the rationale for its application in the context of this research was provided for. The population and sampling procedure for this particular research approach was explained. Thus, the population of this study consisted of learners in secondary schools in the Lejweleputswa district. Two sampling approaches were applied for the quantitative and qualitative approach. A stratified sampling and purposive sampling were employed respectively.

The use of both probability and purposive sampling approaches were explained. Furthermore, the ethical consideration and adherence to the Free State province Department of Education research protocol were adhered to (see Annexure E). The sensitivity of administering a questionnaire and interviewing the learners through two focus groups were taken into consideration.

This chapter presents the findings of the empirical study, both quantitative and qualitative. The quantitative research findings are used to present the descriptive statistics through tables and bar charts, whereas the inferential statistics are used to show correlations between independent and dependent variables. The findings of the qualitative research are used to support or identify the gaps and explain discrepancies where necessary.

5.2 PRESENTATION OF THE DESCRIPTIVE STATISTICS

In this section, the descriptive statistics are used to present univariate or single data analysis. The rationale for this presentation of data analysis is to present frequency distributions regarding tables and bar charts of the measures of central tendency, degree of variability, or dispersion of the data. Secondly, the bivariate data analysis

will be presented. The purpose of bivariate data analysis is to cross-tabulate data showing the relationship between dependent and independent variables.

5.2.1 Section A: The analysis of the demographics

This subsection presents the univariate or single variables such as the gender, age, and grade of the learners, and the location of the school that responded to the questionnaire.

Table 5.1: Gender of the respondents (N=241)

		Gender			
		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Female	144	59.3	59.8	59.8
	Male	97	39.9	40.2	100.0
	Total	241	99.2	100.0	
Missing	System	2	.8		
Total		243	100.0		

Table 5.1 provides biographical data of the participants. The focus is mainly on the number of female learners and male learners. The overall total of all learners is identified, and the number of questions which were not answered by the learners is also stated. When the questionnaires were distributed, 144 female learners participated, and 97 male learners also took part. Two learners did not answer the two questions on the questionnaires, and that gave the overall total of 241 learners at the schools.

The aforementioned huge number of females implies that there are more female learners at the schools than male learners. Under the missing system, it shows that

few learners, in this case, two learners, did not answer the question which asked about their gender. The table also shows the rough percentage of the gender of the females, males, the missing systems, and of the total. There is also valid, which is the lawful percentage of all the percentages, and the cumulative percentage is explained.

Table 5.2: Age of the respondents (N=241)

		Age			
		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	14-15	116	47.7	47.9	47.9
	16-18	97	39.9	40.1	88.0
	19-21	29	11.9	12.0	100.0
	Total	242	99.6	100.0	
Missing	System	1	.4		
Total		243	100.0		

Table 5.2 focuses on the age of the learners. The learners' ages differ on all grades. They can be in the same grade, but their ages will still differ. Based on gender, there can be 144 females, for example. However, based on age, they will not be equal. The same also applies to the male learners. In the category of those between 14 and 15 years, 116 learners answered the questionnaire and stated their age. Of those who are between 16 and 18 years, 97 learners stated their age on the questionnaires. Additionally, 29 learners stated their age on the questionnaires, from the category of those who are 19-21 years.

There was one learner who did not specify his/her age when answering the questionnaire. The percentage of the learner that did not state his/her age is invalid. Because of these different age groups, learners between the age of 14 and 21 stated

their age on the questionnaires, and that gave a total of 241 learners who were able to specify their age. The table shows the percentage, valid percentage, and the cumulative percentage of the age of the learners who stated their age on the questionnaires.

Table 5.3: Grade of the respondents (N=241)

		Grade			
		Frequenc y	Percentag e	Valid Percentag e	Cumulative Percentage
Valid	Grade 8	70	28.8	29.2	29.2
	Grade 9	53	21.8	22.1	51.3
	Grade 10	47	19.3	19.6	70.8
	Grade 11	70	28.8	29.2	100.0
	Total	240	98.8	100.0	
Missing	System	3	1.2		
Total		243	100.0		

Table 5.3 focuses on the grade of the learners. Learners who answered the questionnaires were from different grades, namely, grades 8, 9, 10, and 11. The table shows that for grade 8, 70 learners stated their grade; for grade 9, 53 learners indicated their grade; for grade 10, 47 learners specified their grade; and for grade 11, 70 learners pointed out their grade on the questionnaires.

The learners who did not indicate their grade on the questionnaires were three in total, which is also invalid on the percentages. The overall total of the learners who specified their grade was 241. This table shows that there are many grade 8 learners at the schools than grade 9 learners. Also, there are many grade 9 learners than grade 10 learners at the schools. The possible reason for the decrease in the number of learners

when the grades go up is because some learners are failing due to not taking their academic work seriously, being ignorant of their school work, and they end up remaining in their previous grades. The possible reason for the increase in the number of grade 11 learners is that all learners want to pass and they do their level best to be in grade 12. The table also shows the percentage, the valid percentage, and the cumulative percentage of the grades.

5.2.2 Section B: School awareness towards gang related violence

This subsection presents the analysis of the depended and independent variables. Pie charts are used to illustrate the cross-tabulations of the frequencies among these variables.

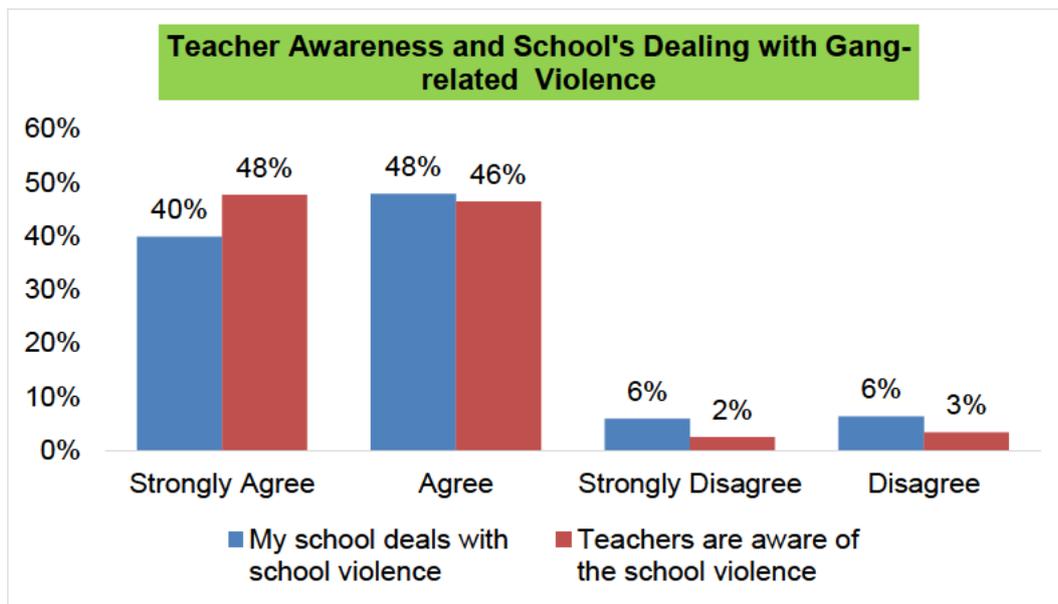


Figure 5.1: Teacher awareness and school’s dealing with gang-related violence

Figure 5.1 deals with teacher awareness and school’s dealing gang related violence. The figure shows the number of learners in percentages who strongly agreed, agreed, strongly disagreed, and who disagreed that there is teacher awareness and the school is dealing with gang related school violence. There are different percentages based on the learners’ answers and responses. The foregoing means that learners had to either agree or disagree with the fact that the school deals with school violence effectively, and they had to agree or disagree with the fact that the “teachers are aware

of the gang school violence”. In this case, the highest percentage is 48%, and the lowest is 3%. The percentage of learners who strongly agree with the statement that “my school deals with gang school violence” was 40%, those who agree equal to 48%, those who strongly disagree make up 6%, and those who disagree equal to 6%. This highlights that the learners who agree are more than those who do not agree to the point that the schools deal with gang school violence because 40-48% agree and 6% disagree. Most learners believe and perceive that their schools deal with gang school violence effectively.

In the case of teacher awareness of the school violence, it is apparent that most learners strongly agree to the point that the teachers are aware of the gang related school violence and few of them strongly disagree with the statement. This is clear because 48% of them strongly agree and 2% strongly disagree. According to the figure, 48% – which is based on both statements – was achieved by learners who believe that the teachers are aware of the school violence and the schools deal with violence effectively. Most learners may believe these statements because of the procedures and strategies used at the schools.

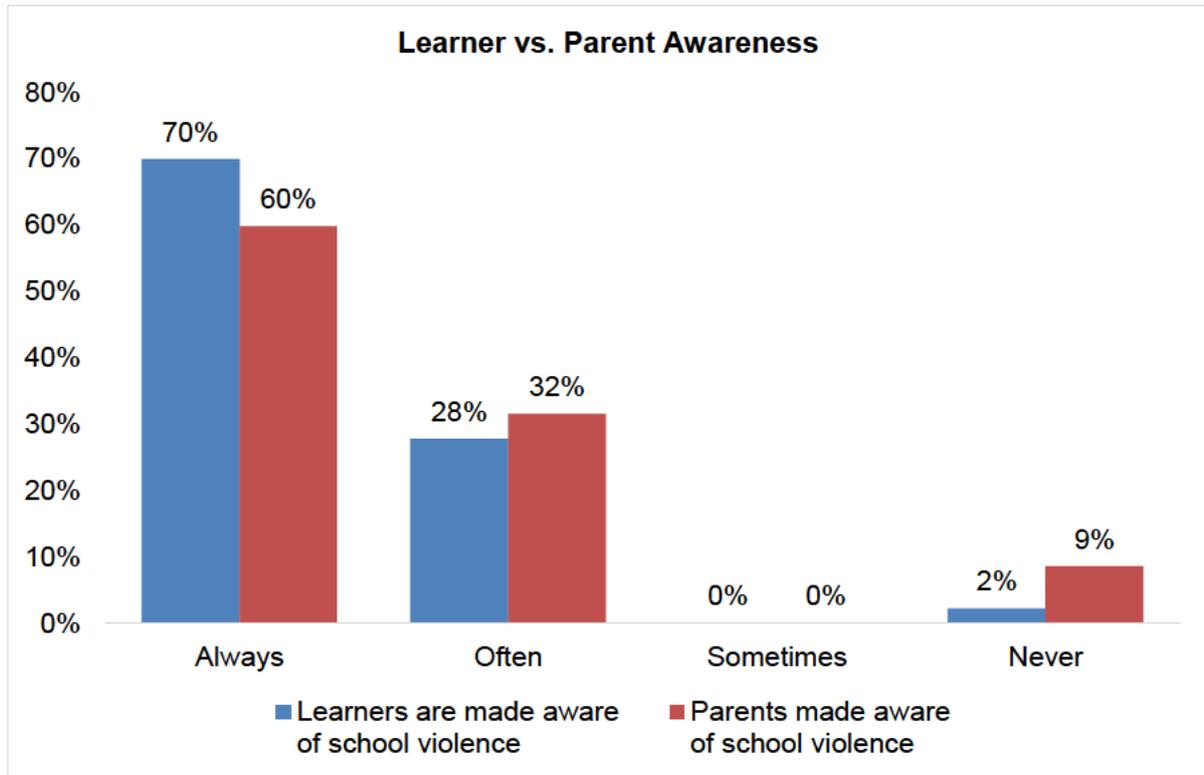


Figure 5.2: Learner vs. parent awareness

Figure 5.2 deals with learner awareness of the gang related school violence and parents made aware of the school violence. The percentages differ from 70% to 0%, based on the times they were made aware of the school violence. The figure shows the number of learners in percentages and how often the learners and the parents are made aware of the school violence.

Seventy per cent of the learners believe that they are always made aware of the school violence, which means that most learners are made aware. This is possible because they are always at school, and in this way, they can see the procedure and strategies that the teachers and the principal use to raise awareness. Learners who believe that they are often made aware make up 28%, and those who believe that they are sometimes made aware are equal to 0%, which implies that it is not sometimes possible to always make them aware. However, those who indicated that they are never made aware are equal to 2%, which is a very small percentage because of not being able to identify the awareness.

Sixty per cent of the learners believe that the parents are always informed, and this is possible because they are not always at the school to see what is happening, but they do attend meetings. Parents are called by the principals to discipline their learners at the schools and at home, and they are always given letters that mention the awareness of violence. Thirty per cent of the learners believe that their parents are often informed, 0% of the learners believe that their parents are sometimes informed, and this is possible because the awareness is always made and not just sometimes. Additionally, 9% of the learners believe that their parents are never informed. This percentage is also possible because of the learners who are not aware of the awareness.

Seventy per cent of the learners are much more informed or aware of school violence than parents (60%). The fact that the schools are making efforts to make both teachers, learners and parents aware of the dangers of gang related school violence it is a demonstration that such violence is prevalent.

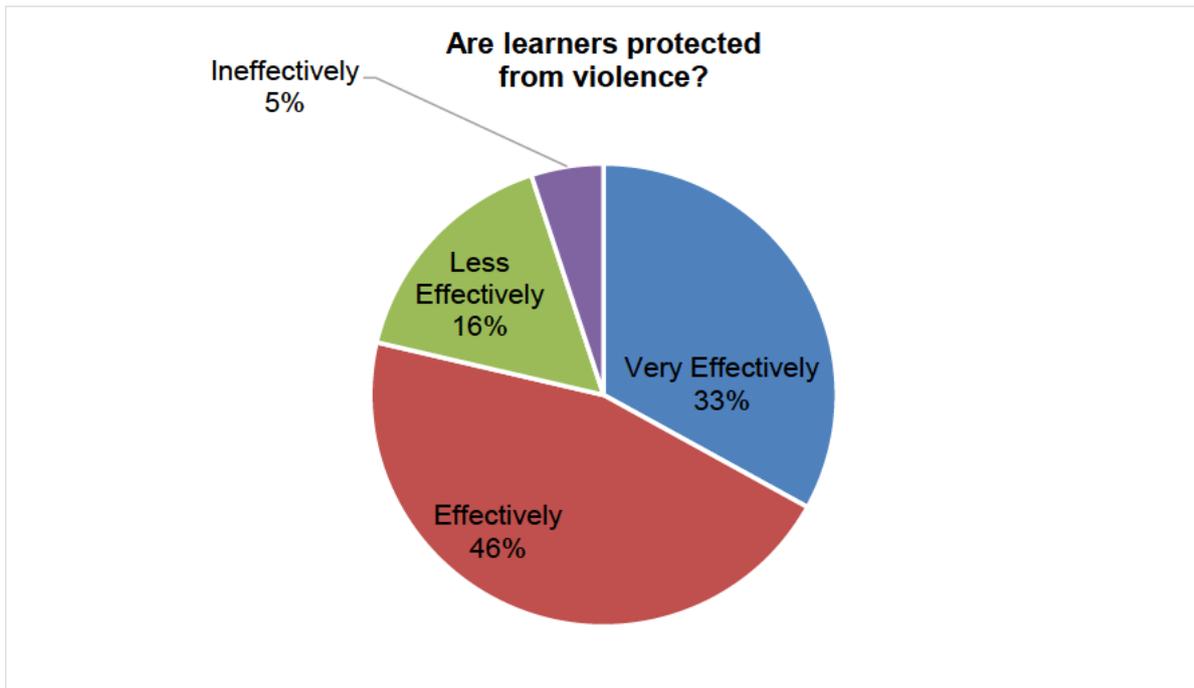


Figure 5.3: Are learners protected from violence?

Figure 5.3 focuses on learners being protected from violence. There are different percentages of learners who believe that they are protected from school violence. The percentages are 46, 33, 16, and 5%. All these percentages of the learners are based on whether learner protection from violence is effective, very effective, less effective, and ineffective.

Forty-six per cent of the learners believe that they are effectively protected from violence. Those who believe that they are very effectively protected from violence make up 33%. Further, learners who believe that the protection is less effective make up 16%, and those who feel that the protection is ineffective equal to 5%.

In total, there is 21% (16%+5%) of the learners who do not feel protected from school violence, and there is 79% (46%+33%) of the learners who do feel protected from violence in school. Seventy-nine per cent of the learners may feel like this because of the strategies and procedures put in place by the principal and the teachers to reduce violence and to make them feel safe at the schools. On the other hand, 21% may be from the learners who feel like more work still needs to be done for them to feel protected and safe.

5.2.3 Section C: Possibility of incidents of gang-related violence occurring

Table 5.1: Prevalence of incidents related gang violence around the school

incidents	Bullying		Gangsterism		Drugs		Alcohol		Accidents	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Always	57	24%	81	33%	86	35%	23	10%	12	5%
Often	27	11%	41	17%	42	17%	23	10%	35	15%
Sometimes	119	49%	92	38%	69	28%	111	46%	124	52%
Never	38	16%	29	12%	46	19%	85	35%	69	29%

Table 5.1 focuses on the possibility of incidents occurring at the schools. These incidents happened to all the schools that were visited and needed to be dealt with. The researcher added the percentages of learners who would say always and often together to get the following: the possibility of bullying (35%), gangsterism (50%), and drug usage (52%), being higher than alcohol usage and accidents (both at 20%). Late coming (83%) and loitering (54%) seem to be at the top, coming from high school learners.

Incidents	Late coming of learners		Teachers' strikes / protests		Illness		Suicide	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Always	167	69%	17	7%	56	23%	13	6%
Often	33	14%	24	10%	56	23%	23	10%
Sometimes	39	16%	124	51%	120	50%	50	21%
Never	4	2%	76	32%	9	4%	150	64%

Table 5.2: Possible incidents happening outside the school premises

According to most learners, all the incidents took place at the schools but not as often as the other incidents. This finding is also expressed by Mncube and Madikizela-Madiya (2014:43) when stating that learners in South African public schools are susceptible to incidents of violence occurring outside the school premises. Late coming was perceived as an incident which always took place, and this resulted in the increase of school violence because if learners are not inside the school premises on time, they are outside alone by themselves with strangers and other gangsters that may want to harm them or steal their belongings. They would always go to school with cases to report because of being late.

Loitering is another problem because learners need to be in an environment which is clean, safe, and conducive to learning. They would throw things all over the place, and that shows that they do not care about them and how that may affect their academic performance. If learners do not care about their environment and education, it shows that they do not care about themselves, whether they are improving or not. If they do

not care about themselves, they will not care about other learners as well, that is why they would infringe on other learners' rights without any mercy.

Gangsterism and drug usage have almost the same percentage because they work together. Most learners who are involved in criminal activities just like the gangsters normally smoke inside the school premises. They sell and smoke drugs in order to be "high". When they reach the state or stage of being high, they are normally not scared to harm other learners because they would feel like they have power and are not scared of anything. This also increases school violence and needs to be dealt with.

Bullying is another form of violence because learners who bully other learners feel the power to do that and make other victims feel small. This is inappropriate because sometimes learners would be afraid to go to school, to attend classes, or just to feel free around school premises. According to Figure 5.4, bullying and suicide have almost the same percentage because if learners are bullied, they would sometimes feel like taking their own lives. The infringement of one's rights sometimes would make the person feel like they are not worth anything, and once the person starts to feel like that, he/she will not take into consideration the other person's life.

Teacher protests show that sometimes they need to stop protesting in order to be around the learners so that they can offer guidance and support. Without education, learners will not know anything and will not know how to deal with problems. Sometimes they would go to school being sick and they would need the teachers to take care of them and to support them so that they can pass. These incidents do relate, and they need to be dealt with so that the environment could be conducive to teaching and learning.

5.2.4: Section D: Prevalence of gang activities

Indicate to what extent you agree/disagree with each of the following statements.	Never		Rare		Common		Everyday	
	N	%	N	%	N	%	N	%
Distribution of illegal drugs (distributing/using drugs inside the school premises).	92	39%	33	14%	36	15%	75	32%
Fights at the school	49	20%	53	22%	10 3	43%	37	15%
Shootings	207	86%	13	5%	9	4%	13	5%
Vandalism (Destruction of school property, spray-painting on walls, burning or breaking the property).	83	34%	38	16%	60	25%	60	25%
Illicit sex	175	73%	32	13%	23	10%	11	5%
Harassment of learners to teachers.	98	41%	48	20%	54	22%	41	17%
Learner threats against other learners.	30	13%	44	18%	74	31%	91	38%
Carrying weapons (knives, guns) at school.	60	25%	47	20%	55	23%	78	33%
Presence of threatening gangs at school.	55	23%	62	26%	60	25%	61	26%
Bullying	50	21%	54	22%	65	27%	72	30%
Cyber bullying	86	37%	66	28%	56	24%	25	11%
Physical abuse	87	36%	58	24%	50	21%	46	19%
Verbal abuse	70	29%	46	19%	52	22%	70	29%
Stabbing	102	42%	66	27%	43	18%	31	13%

Table 5.3: Prevalence of gang activities

The above table indicate how many learners agree or disagree with each of the statements. The percentages of the number of learners who have answered are added horizontally to make 100.

Distribution of illegal drugs (distributing/using drugs inside the school premises) (39% of learners say that this never happens, 14% say that this occasionally happens, 15% of learners say that this commonly happens and 32% of learners say that the distribution of drugs happen every day. This means that most learners (53%) say that

distribution of illegal drugs always occur while few learners (47%) say that it doesn't always happen.

Fights at the school (20% of learners say that they never happen, 22% of learners say that they occasionally happen, 43% of learners say that they commonly happen and 15% of learners say that they always happen) This means that 42% of learners say that the fights do not always occur and 58% of learners say that they always occur.

Shootings (86% of learners say that they never happen, 5% of learners say that they occasionally happen, 4% of learners say that they commonly happen and 5% of learners say that they always happen). This means that the majority of learners (91%) say that shootings do not happen every time and the minority of learners (9%) say that they sometimes happen.

Vandalism (Destruction of school property, spray-painting on walls, burning or breaking the property). 34% of learners say that it never happen, 16% of learners say that it occasionally happen, 25% of learners say that it commonly happen and 25% of learners say that it always happen. This means that half of the learners (50%) say that it does not happen and the other half (50%) say that it always happen.

Illicit sex (73% of learners say that it never happen, 13% of learners say that it occasionally happen, 10% of learners say that it commonly happen and 5% of learners say that it always happen. This means that majority of the learners (86%) say that it does not always happen and the minority (15%) say that it always happen.

Harassment of learners to teachers (41% of learners say that it never happen, 20% of learners say that it occasionally happen, 22% of learners say that it commonly happen and 17% of learners say that it always happen. This means that majority of the learners (61%) say that it does not always happen and the minority (39%) say that it always happen.

Learner threats against other learners (13% of learners say that they never happen, 18% of learners say that they occasionally happen, 31% of learners say that they commonly happen and 38% of learners say that they always happen). This means that the majority of learners (69%) say that learner threats against other learners do not happen every time and the minority of learners (31%) say that they sometimes happen.

Carrying weapons (knives, guns) at school. (25% of learners say that it never happen, 20% of learners say that it occasionally happen, 23% of learners say that it commonly happen and 33% of learners say that it always happen). This means that the majority of the learners (56%) say that it does not happen and the minority (45%) say that it always happen.

Presence of threatening gangs at school. (23% of learners say that it never happen, 26% of learners say that it occasionally happen, 25% of learners say that it commonly happen and 26% of learners say that it always happen). This means that the majority of the learners (51%) say that it does not happen and the minority (49%) say that it always happen.

Bullying (21% of learners say that it never happen, 22% of learners say that it occasionally happen, 27% of learners say that it commonly happen and 30% of learners say that it always happen). This means that the majority of the learners (57%) say that it does not happen and the minority (43%) say that it always happen.

Cyber bullying (37% of learners say that it never happen, 28% of learners say that it occasionally happen, 24% of learners say that it commonly happen and 11% of learners say that it always happen). This means that the majority of the learners (65%) say that it does not always happen and the minority (35%) say that it always happen.

Physical abuse (36% of learners say that it never happen, 24% of learners say that it occasionally happen, 22% of learners say that it commonly happen and 19% of learners say that it always happen). This means that the majority of the learners (60%) say that it does not always happen and the minority (40%) say that it always happen.

Verbal abuse (29% of learners say that it never happen, 19% of learners say that it occasionally happen, 22% of learners say that it commonly happen and 29% of learners say that it always happen). This means that the majority of the learners (51%) say that it does not always happen and the minority (48%) say that it always happen.

Stabbing (42% of learners say that they never happen, 27% of learners say that they occasionally happen, 18% of learners say that they commonly happen and 13% of learners say that they always happen). This means that the majority of the learners (69%) say that they does not always happen and the minority (31%) say that they always happen.

5.2.5 Influence of lack of safety on school performance

INFLUENCE OF SAFETY ON SCHOOL PERFORMANCE		YES		NO	
		N	%	N	%
1.	Learners who are victims of violence at my school perform poor in class.	201	83%	40	17%
2.	Learners do not often come to school for fear of violence.	148	62%	91	38%
3.	Lack of safety has a harmful effect on teaching and learning at my school.	146	61%	94	39%
4.	Learners who feel unsafe are frequently absent.	160	67%	80	33%
5.	Learners of different grades are combined into one classroom.	16	7%	225	93%
6.	Learners fear to remain on school to do projects when there are no educators around.	123	51%	117	49%
7.	It is difficult to gain the concentration of learners in class after a violence incident.	199	83%	41	17%
8.	Township schools are more unsafe than schools in other surroundings.	161	67%	80	33%

Table 5.4: Influence of lack of safety on school performance

The above table focuses on the influence of safety on school performance. The table shows the number of learners who agreed and those who did not agree to different statements under the influence of safety on school performance. The overall percentage of learners to make 100 is calculated horizontally.

According to the table, the following are the statements under the influence of safety on school performance: learners who are victims of violence at my school perform poor in class (83% of learners said yes and 17% of learners said no), Learners do not often come to school for fear of violence (62% of learners said yes and 38% of learners said no), Lack of safety has a harmful effect on teaching and learning at my school (61% of learners said yes and 39% of learners said no), Learners who feel unsafe are frequently absent (67% of learners said yes and 33% of learners said no), Learners of different grades are combined into one classroom (7% of learners said yes and 93%

of learners said no), Learners fear to remain on school to do projects when there are no educators around (51% of learners said yes and 49% of learners said no), It is difficult to gain the concentration of learners in class after a violence incident (83% of learners said yes and 17% of learners said no) and Township schools are more unsafe than schools in other surroundings (67% of learners said yes and 33% of learners said no).

The reason for most learners to say yes (83%) regarding being victims of violence at school and performing poor in class is that they are the victims of violence themselves, some have friends who have been victims of violence while others can see or overhear what has happened to their fellow learners, so they do experience the difficulty of performing well in their academics due to not attending class all the time and always being scared around the school premises. Most learners say yes (83%) to the fact that it is difficult to gain the concentration of learners in class after a violent incident. The reason might also be that they have seen their fellow students not being able to concentrate in class, causing distractions for everyone and themselves, being hyperactive and not wanting to take any instructions from teachers.

Learners who do not come to school due to fear of violence (62%), Those who believe that lack of safety has a harmful effect on teaching and learning (61%), those who say that they feel unsafe and are frequently absent (67%), those who say that they fear to remain on school to do projects when there are no educators around (51%), and those who say that township schools are more unsafe than schools in other surroundings (67%) are more than other learners. While only a few Learners say that Learners of different grades are combined into one classroom (7%).

According to the number of learners who stated yes on different statements, it is apparent that the influence of safety does affect the school performance negatively. Safety must be instilled; the rights of learners must always be taken care of, strategies must be used to protect the safety of learners so that the academic performance can improve.

5.2.5 Section E: Effects of gang related violence

EFFECT OF GANG RELATED VIOLENCE	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
School violence threatens me as an individual.	74	35%	72	34%	37	17%	29	14%
I have been threatened, bullied and intimidated by a learner at the school.	32	13%	62	26%	55	23%	93	38%
I have been physically assaulted at school.	25	11%	48	20%	65	27%	99	42%
My property has been stolen at school.	108	45%	69	29%	24	10%	39	16%
Due to school violence, I do not like to go to school.	28	12%	32	13%	66	27%	117	48%
I tried to commit suicide because of being the victim of school violence.	10	4%	25	10%	42	17%	165	68%
I have committed an act of violence because of the influence and pressure of school based violence.	22	9%	32	13%	60	25%	128	53%
I am always concerned for my personal safety when I am at school.	95	39%	89	37%	24	10%	33	14%
I do not concentrate on my school work because of violence.	24	10%	30	13%	60	25%	126	53%
I am involved in school violent activities because of pressure and influence of others.	13	5%	28	12%	57	24%	143	59%

Table 5.5: Effects of gang related violence

The above table represent the effect of school based violence. The table explains the number of leaners in percentages. These percentages are added horizontally to make hundred per cent. The numbers are as follows: learners who were threatened (strongly agree: 35% strongly disagree: 14%). This percentage basically proves that many learners are threatened by school violence. Learners, who were bullied, intimidated by learners at the school (strongly agree: 13%, strongly disagree: 38%). This percentage proves that few learners are threatened, bullied and intimidated at the school.

physically assaulted at school (11% strongly agree and 42% strongly disagree), whose property has been stolen at school(45% strongly agree and 16% strongly

disagree), who do not like to go to school due to school violence(12% strongly agree and 48% strongly disagree),who tried to commit suicide because of being the victim of violence(4% strongly agree and 68% strongly disagree), who committed an act of violence because of the influence and pressure of school based violence(9% strongly agree and 53% strongly disagree), who are always concerned for their personal safety at school(39% strongly agree and 14% strongly disagree), who do not concentrate on their school work because of violence(10% strongly agree and 15% strongly disagree), and who are involved in school violent activities because of pressure and influence of others (5% strongly agree and 59% strongly disagree),

5.2.5 Inclusion of school safety in the activities of the school

INCLUSION OF SAFETY IN SCHOOL	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
Topics of safety are well taught at my school.	95	41%	91	40%	25	11%	19	8%
Intensive in-service training programmes for safety are implemented.	50	21%	72	30%	59	25%	57	24%
Staff development programmes are in place for educators who have to cope with low morale.	49	21%	102	44%	45	19%	36	16%
School-based activities such as guidance and counselling are arranged to address safety matters.	67	28%	90	38%	45	19%	38	16%
Topics on safety and safety promotion are included into Life Orientation subject.	140	59%	77	32%	11	5%	11	5%
Extra-curricular activities are planned to address safety.	71	30%	99	41%	35	15%	34	14%
There is an in-depth coverage of safety and safety promotion topics at my school.	64	27%	88	37%	47	20%	40	17%
The school curriculum is flexible and accommodates learners whose schooling is interrupted by violence.	50	21%	97	41%	49	21%	43	18%
Classes are often left untaught/unsupervised at my school.	43	18%	57	24%	67	28%	71	30%

Table 5.6: Inclusion of school safety in the activities of the school

The above table focus on the inclusion of safety in school. The number of learners who have answered who have answered strongly agreed, agreed, disagreed and strongly disagreed to the statements under inclusion of safety in school have been calculated horizontally to make 100 per cent. The statements are the following:

Topics of safety are well taught at my school (41% of learners strongly agreed, 40% of learners agreed, 11% of learners disagreed and 8% of learners strongly disagreed). This means that the majority of learners (81%) agree to the statement and the minority of learners (19%) disagrees to the statement.

Topics of safety are well taught at my school (21% of learners strongly agreed, 30% of learners agreed, 25% of learners disagreed and 24% of learners strongly disagreed). This means that the majority of learners (51%) agree to the statement and the minority of learners (49%) disagrees to the statement.

Staff development programmes are in place for educators who have to cope with low morale (21% of learners strongly agreed, 44% of learners agreed, 19% of learners disagreed and 16% of learners strongly disagreed). This means that the majority of learners (65%) agree to the statement and the minority of learners (35%) disagrees to the statement.

School-based activities such as guidance and counselling are arranged to address safety matters (28% of learners strongly agreed, 38% of learners agreed, 19% of learners disagreed and 16% of learners strongly disagreed). This means that the majority of learners (66%) agree to the statement and the minority of learners (35%) disagrees to the statement.

Topics on safety and safety promotion are included into Life Orientation subject (59% of learners strongly agreed, 32% of learners agreed, 5% of learners disagreed and 5% of learners strongly disagreed). This means that the majority of learners (91%) agree to the statement and the minority of learners (10%) disagrees to the statement.

Extra-curricular activities are planned to address safety (30% of learners strongly agreed, 41% of learners agreed, 15% of learners disagreed and 14% of learners

strongly disagreed). This means that the majority of learners (71%) agree to the statement and the minority of learners (29%) disagrees to the statement.

There is an in-depth coverage of safety and safety promotion topics at my school (27% of learners strongly agreed, 37% of learners agreed, 20% of learners disagreed and 17% of learners strongly disagreed). This means that the majority of learners (64%) agree to the statement and the minority of learners (37%) disagrees to the statement.

The school curriculum is flexible and accommodates learners whose schooling is interrupted by violence (21% of learners strongly agreed, 41% of learners agreed, 21% of learners disagreed and 18% of learners strongly disagreed). This means that the majority of learners (62%) agree to the statement and the minority of learners (39%) disagrees to the statement.

Classes are often left untaught/unsupervised at my school (18% of learners strongly agreed, 24% of learners agreed, 28% of learners disagreed and 30% of learners strongly disagreed). This means that the majority of learners (58%) disagree to the statement and the minority of learners (42%) agrees to the statement.

5.3 FINDINGS OF THE INFERENTIAL STATISTICS

Pearson Correlations

	Eff1	Eff2	Eff3	Eff5	Eff6	Eff7	Eff8	Eff9	Eff10	Influ2	Influ4
Effect_threat	1	,107	,038	,121	,014	,132	,124	-,031	-,070	,074	,093
Eff_ThreatBully_Intimidated	,107	1	.442**	.261**	.238**	.242**	,088	.268**	.219**	.169**	-,044
Eff_Physical_Assaulted	,038	.442**	1	.223**	.261**	.289**	,057	.368**	.205**	,111	-,032
Eff_dontLikeGoToSchool	,121	.261**	.223**	1	.177**	.161*	.191**	.400**	.264**	,104	-,009
Eff_Attempt_Suicide	,014	.238**	.261**	.177**	1	.393**	,058	.288**	.333**	,114	-,028
Eff_Acted_violent	,132	.242**	.289**	.161*	.393**	1	.169**	.293**	.220**	,051	.157*
Eff_Safety_concern	,124	,088	,057	.191**	,058	.169**	1	.187**	,044	.275**	.136*
Eff_no_concentration	-,031	.268**	.368**	.400**	.288**	.293**	.187**	1	.403**	.166*	,049
Eff_Violence_Involved	-,070	.219**	.205**	.264**	.333**	.220**	,044	.403**	1	,014	,039
Influ_NotComeToSchool	,074	.169**	,111	,104	,114	,051	.275**	.166*	,014	1	.399**
Influ_Absenteeism	,093	-,044	-,032	-,009	-,028	.157*	.136*	,049	,039	.399**	1

Table 5.6: Correlation of threat

Based on the above table, the correlation between effect 2 and effect of physical assault is significant because it is equals to .442. That means there are many assaults at the schools. The correlation between effect 5 and effect of concentration is significant because it is equals to .400. That means there is lack of concentration. The correlation between effect 6 and effect acted violent is significant because it is equals to .393. The correlation between effect 6 and effect violence involved is significant because it is equal to .333. The correlation between effect 9 and effect violence involved is significant because it is equals to .403. The correlation between influence 2 and influence absenteeism is significant because it is equals to .399. The rest are not significant.

Correlations																					
	Eff3	Eff4	Eff5	Eff6	Eff7	Eff9	Eff10	Acts 1	Acts2	Acts3	Acts4	Acts5	Acts6	Acts7	Acts8	Acts9	Acts10	Acts11	Acts12	Acts13	Acts14
Eff_Physical_A ssaulted	1	.193**	.223**	.261**	.289**	.368**	.205**	-.045	-.102	-.087	-.106	-.156**	-.213**	-.170**	-.183**	-.151*	-.187**	-.160*	-.258**	-.047	-.091
Eff_Stolen_Property	.193**	1	.165*	-.069	.075	.083	.034	-.155*	-.176**	.041	-.241**	-.076	-.139*	-.271**	-.269**	-.159*	-.273**	-.161*	-.188**	-.120	-.140*
Eff_dontLikeGoToSchool	.223**	.165*	1	.177**	.161**	.400**	.264**	-.122	-.085	-.150**	-.169**	-.216**	-.182**	-.132*	-.247**	-.236**	-.186**	-.180**	-.139*	-.068	-.115
Eff_Attempt_Suicide	.261**	-.069	.177**	1	.393**	.288**	.333**	.077	-.024	.274**	-.001	-.267**	-.136*	.083	-.110	-.092	.004	-.130*	-.134*	.026	-.166**
Eff_Acted_violent	.289**	.075	.161**	.393**	1	.293**	.220**	-.103	-.183**	-.112	-.104	-.114	-.295**	-.097	-.129*	-.130*	-.154*	-.247**	-.073	-.085	-.083
Eff_no_concentration	.368**	.083	.400**	.288**	.293**	1	.403**	-.130*	-.181**	-.122	-.174**	-.250**	-.246**	-.171**	-.238**	-.189**	-.162*	-.192**	-.224**	-.031	-.247**
Eff_Violence_Involved	.205**	.034	.264**	.333**	.220**	.403**	1	-.024	-.061	.203**	-.150*	-.072	-.117	-.092	-.049	-.076	-.019	-.108	-.042	.008	-.154*
Acts_DistributeDrugs	-.045	-.155*	-.122	.077	-.103	-.130*	-.024	1	.481**	.040	.349**	.147	.232**	.260**	.409**	.354**	.321**	.282**	.336**	.382**	.244**
Acts_Fights	-.102	-.176**	-.085	-.024	.183**	.181**	-.061	.481**	1	.076	.336**	.118	.197**	.304**	.331**	.242**	.200**	.250**	.228**	.218**	.162*
Acts_Shootings	-.087	.041	-.150**	-.274**	-.112	-.122	.203**	.040	.076	1	.075	.384**	.066	-.029	.125	.054	.055	.107	.109	.046	.213**
Acts_vandalism	-.106	-.241**	-.169**	-.001	-.104	.174**	-.150**	.349**	.336**	.075	1	.215**	.307**	.358**	.481**	.407**	.390**	.109	.332**	.294**	.304**
Acts_Illicit_sex	-.156*	-.076	-.216**	-.267**	-.114	.250**	-.072	.147	.118	.384**	.215**	1	.295**	.105	.272**	.281**	.229**	.202**	.194**	.197**	.294**
Acts_Teacher_harrassed	.213**	-.139*	-.182**	-.136*	.295**	.246**	-.117	.232**	.197**	.066	.307**	.295**	1	.470**	.439**	.397**	.376**	.263**	.299**	.319**	.249**
Threats_LearnervSLearner	.170**	-.271**	-.132*	.083	-.097	.171**	-.092	.260**	.304**	-.029	.358**	.105	.470**	1	.457**	.464**	.469**	.222**	.414**	.416**	.246**
Acts_WeaponsCarried	.183**	-.269**	-.247**	-.110	-.129*	.238**	-.049	.409**	.331**	.125	.481**	.272**	.439**	.457**	1	.525**	.437**	.256**	.389**	.420**	.340**
Acts_Gangs	-.151*	-.159*	-.236**	-.092	-.130*	.189**	-.076	.354**	.242**	.054	.407**	.281**	.397**	.464**	.525**	1	.426**	.253**	.415**	.397**	.402**
Acts_Bullying	.187**	-.273**	-.186**	.004	-.154*	-.162*	-.019	.321**	.200**	.055	.390**	.229**	.376**	.469**	.437**	.426**	1	.446**	.538**	.436**	.246**
Acts_Cyber_Bullying	-.160*	-.161*	-.180**	-.130*	.247**	.192**	-.108	.282**	.250**	.107	.109	.202**	.263**	.222**	.256**	.253**	.446**	1	.480**	.380**	.444**
Acts_Physical_abuse	.258**	-.188**	-.139*	-.134*	-.073	.224**	-.042	.336**	.228**	.109	.332**	.194**	.299**	.414**	.389**	.415**	.538**	.480**	1	.518**	.428**
Acts_Verbal_abuse	-.047	-.120	-.068	.026	-.085	-.031	.008	.382**	.218**	.046	.294**	.197**	.319**	.416**	.420**	.397**	.436**	.380**	.518**	1	.226**
Acts_Stabbing	-.091	-.140*	-.115	-.166**	-.083	.247**	-.154	.244**	.162	.213**	.304**	.294**	.249**	.246**	.340**	.402**	.246**	.444**	.428**	.226**	1

Table 5.6: Correlation of violence

Based on the above table, the correlations are as follows: for no concentration and effect 5 the correlation is .400, for fights and acts 1 the correlation is .481, for illicit sex and acts 3 the correlation is .384, for threats on learner vs. learner and acts 6 the correlation is .470, for acts weapons carried and acts 6 the correlation is .457, for acts of gangs and acts 8 the correlation is .528 which means it is very strong. For cyber bullying and acts 10 the correlation is .446, for physical abuse and acts 10 the correlation is .538 which means it is very strong. For verbal abuse and acts 12 the correlation is .518 which makes it to be very strong as well. For stabbing and act 11 the correlation is .444 and stabbing and acts 12 the correlation is .428. The rest are not significant.

5.4 PRESENTATION AND DISCUSSION OF THE QUALITATIVE FINDINGS

As indicated earlier, two focus groups from local schools in Thabong were purposively sampled. In each school, 8 learners participated in the focus groups, with a total of 16 learners from the schools.

5.5 PROCEDURE UNDERTAKEN

The researcher called the schools to make appointments of meeting with the school principals so that they could talk about conducting research at the selected schools. During the meetings, the following procedures were followed by the researcher:

- Asked for the permission from the school principals
- Explained the intentions and procedures that were going to be followed
- Received letters of permission to conduct the research

After permission was granted by the school principals, the teachers, parents/guardians, and learners were purposively selected to take part in the study. During this process, the learners and the parents/guardians were also given a chance to confirm their participation or withdraw from the research.

The researcher negotiated with the school principals to conduct the focus groups after school hours (see Annexures F and G). The researcher made sure that time was adhered to when collecting data. The researcher received the cooperation of the learners to participate in the focus groups by indicating to them the importance of the study. Learners showed enthusiasm as they expressed the importance of their safety as an important matter affecting their lives. Four weeks consisting of two weeks each with each group were scheduled during the September month. Three o'clock in the afternoon was agreed upon as an appropriate time, and each interview lasted for about an hour in each focus group interview. Even though the learners were eager to extend the duration of the interview, the researcher reminded them of the importance of adhering to the agreed times.

5.6 PRESENTATION OF THE BIOGRAPHICAL INFORMATION

Table 5.5 presents an analysis of the biographical information of the participants.

Table 5.6: Biographical information – Focus group 1

Participant	Gender	Age	Grade
1	Female	16	8
2	Female	19	11
3	Male	17	9
4	Female	16	8
5	Male	18	9
6	Male	19	10
7	Female	18	10
8	Female	20	11
Total = 8			

As shown in Table 5.6, from school A, it appeared that most female learners were available to participate than male learners because there are many females than males. For the focus group, there were five females and three males, which resulted in a total of eight learners. The researcher had two learners from each and every grade for the interviews. The learners' ages differed, and they were between the ages of 16 and 20.

Table 5.6: Biographical information – Focus group 2

Participant	Gender	Age	Grade
1	Male	21	11
2	Female	17	10
3	Male	19	11
4	Female	17	9
5	Female	18	9
6	Female	16	10
7	Female	16	8
8	Female	17	8
Total =8			

Table 5.7 indicates that from B Secondary School, it was also apparent that there were more females available than the male learners for the focus group interviews. There were six females and two males for the interview, which led to a total of eight learners. The researcher also had two learners from each and every grade for the interviews. The learners' ages differed, and they were between the ages of 16 and 21.

5.7 THEMATIC DISCUSSION OF THE QUALITATIVE FINDINGS

This section presents the discussions of the findings from the data analysis. The researcher transcribed the discussions of the learners that were recorded using a tape recorder. Field notes taken during the interviews were also compared with what the learners said during the interviews. According to Motimele and Ramugondo (2014:393), a narrative interview is a form of unstructured, in-depth interview with specific features. It envisages a setting which encourages and stimulates interviewees to tell a story about some significant event in the informant's life. The idea is to

reconstruct social events from the perspective of informants as authentically as possible.

In light of the foregoing, participants were encouraged to share their experiences and were prompted by the broad question: 'What happened to you?' After two weeks of transcribing the recordings, the researcher identified some themes as important for discussion. Consideration was also given to identifying the themes that matched or tried to correlate or answer the research questions posed at the beginning of this study. The themes that were identified are discussed in the next subsections.

The process of analysing each theme was completed through a discussion supported by examples from the interviews and compared with the literature review (Epstein, 2009:248). The quotations of the participants in support of categories are provided for textually verbatim. The purpose of using the literature review is to support or show new emerging information from the findings of other authors or the emerging frictions buttressed in the data.

5.7.1 Theme 1: Awareness of the school policy on learner gangsterism

This theme emanates from the question of whether learners are made aware through school policies on learner gangsterism. The emergence of juvenile gangsters who roam the streets around the school and in some cases are part of the school community necessitates that learners be made aware of the learner school policies that debar learners from being members of gang communities. Although in recent times schools have brazened out the scourge of different forms of violent behaviour from the learners, it seems that much has not been done to amend the learners' school policies on learner gangsterism. The nature of gangsterism borders along the lines of criminality; as such, it should be stated in the learner school policies that it is not allowed. The excerpts that follow verbatim from the learners in the two focus groups highlight the importance of the responsibility of the school management and the school governing bodies (SGBs) to make learners aware of learner gangsterism and its effects on learning and teaching.

One grade learner pointed out the school principal has made a lot of changes at the school by making learners aware of the dangers of being caught in the cross fire by gang members. This is what she said:

“No loitering of learners outside the school premises during break time, and gates are closed at all times during school hours. This action has decreased incidents of violence directed at learners by gang members”

The above excerpt shows that school management do made learners aware of the dangers of gangsters that linger around the school premises. The theme that follow that follows relates to the perceived most feared form of violence by school learners.

5.7.2 Theme 2: Most feared form of gang-related violence

Based on the two focus groups with the 16 learners, it became apparent that gangsterism is one of the types of violence mostly feared by the learners. Table 5.8 indicates incidents of violence in terms of their degree of being feared by the learners based on the two focus groups. Gangsterism is regarded as the most feared form of violence that learners are afraid to come across, as it could be physical, where learners could be stabbed using a knife or any dangerous weapon to gain control of the situation. Sophisticated gangsters will normally use psychological warfare against learners through threats and bullying in order to torment the victim over a period of time for financial gains.

Table 5.8: Sub-themes related to most feared form of violence by learners

Form of violence	Most feared	Feared	Less feared	Not feared
Gangsterism	Most feared			
Sexual harassment	Most feared			
Common assault	Most feared			
Bullying		Feared		

5.7.2.1 **Gangsterism**

Transcribed information from learners at A Secondary School and B Secondary School were similar when referring to gangsterism at their schools. The responses of the learners were that there are many learners at their schools who are members of known gangsters in the community. For example, a grade 11 female learner responded that most of the gangsters at her school were mostly male learners. She responded in this way:

“They are mostly male gangsters; these gangsters normally fight one another, and they are very rude towards other learners; when they fight, they use the knives, and that actually threaten them a lot; they normally steal the other learners’ belongings such as their bags, cellphones, money, and the stationery; they threaten other learners and sometimes beat them or promise to beat them up if they report them; they are even scared to go to school in most cases because they will wait for them outside the school in the morning and sometimes after school.”

From the interview, it became clear that these gangsters are known by their names as exemplified by a grade 10 female learner:

“The names of the gangsters at school are the VL, which stands for Vatas Logos; the FBS, which stands for Fire Boys; and the TDK, which stands for Themba Dala Kufa.”

The statements of these learners in the aforementioned assertions seem to be similar to the findings of Maphalala and Mabunda (2014:61) and Mncube and Madikizela-Madiya (2014:41). This is because these gangsters are learners at different schools who are willing to cause harm or even kill when necessary.

Learner responses from B Secondary School also add that there are many gangsters at the school, which threatens their safety and education. Moreover, there are activities which are sometimes done by the learners that make them to lose focus on learning:

“They sometimes fight with the gangsters from other schools and those on the streets, and they would get through the gate because there is no security, sometimes through the fences because there are holes.”

Learners from B Secondary School also state that they can see and identify the gangsters around them, in the classes and around the school premises:

“They have the tattoos scars on their faces, and they walk differently; they talk differently because they have their own language which is mostly understood by them; they normally smoke and drink inside the school premises. They eat a lot and bully other learners; they carry weapons and do not concentrate in the class because they like making silly jokes, and this normally disturbs and interfere with the process of teaching and learning; the schools are not safe because of them because they even like to bully other learners.”

The learners from B Secondary School also identified some learners who are involved in criminal activities and the identifiable gangs at their school:

“The names of the gangsters in B Secondary School are IJP, which stands for International Junior Putuketsi; the MF, which stands for More Fire; and the VL.”

Based on the names described by the learners in the above, it could be deduced that the names sound foreign, for example, International Junior Putuketsi, which connotes an international connection. Furthermore, the names adopted by the gangsters indicate war and terror, such as Themba Dala Kufa, Fire Boys; and More Fire. The descriptions of these names are consistent with the definition of gang violence as provided in Chapter Two, that it is physical, psychological, as much as it is emotional.

5.7.2.2 Sexual harassment

According to Table 5.8, sexual harassment is secondary to threats made by gangsters. However, it should be borne in mind that most of the participants were female learners and, as such, some could have been exposed to forms of different abuse by members of the gangs to win over the control of the territory where these female learners resided. Alternatively, some could have been experiencing emotional abuse from the gangsters who could have been previously expelled from the school.

5.7.2.3 Common assault

The majority of the learners during the two focus group interviews were of the view that common assault is mostly one of the actions that are committed by members of gangs at their school. At A Secondary School, the learners responded by saying that

there are many acts of violence at the school because learners sometimes injure and hurt one another in front of everyone:

“They sometimes fight with the teachers; they damage the school property in the sense that they normally break the windows and chairs; the gang members sometimes wait for us on the streets in the morning when we go to school; they would want to fight us for no reason or take something from us by force; we then end up being afraid to go to school because we are not safe.”

B Secondary School also added to these points by saying that:

“They are involved in cyberbullying sometimes; they like hurting one another and laugh at others’ pains a lot; they like to gossip; they like to fight and would even stab each other and the teachers as well, and they also like to be in charge and be listened to if not obeyed; they would just hate you and say you have an attitude; they like to bully the other learners at the schools; they would, in most cases, use the vulgar language; they don’t respect the learners and sometimes they don’t show respect towards the teachers; when we make a mistake in class, we are slapped by the teachers sometimes.”

5.7.2.4 Bullying

Though in many cases bullying is treated as a standalone phenomenon, in this study it has been encapsulated within the forms of violence that are known to have been used by members of different gangs in order to instil fear in their victims. From the literature review, bullying was described as a form violence used to instil fear in the victim in order to gain dominance, respect, and fear.

Learners from both schools are also faced and challenged by the act of bullying. They experience this differently, and it is done by both female and male learners. Learners from A Secondary School responded by saying:

“In most cases, learners like to bully each other, and there is nothing much done to protect the victims; others would force and threaten the other learners to do things they actually do not like.”

Learners from B Secondary School also added to these points and said:

“Learners like to tease and humiliate one another in front of other learners; they are sometimes involved in cyberbullying especially when they want to make some learner to feel bad or just to gossip about that particular learner.”

Though the theme bullying, is not made specific to gang related violence, it could be surmised that most of the juvenile gangsters begin their trade by targeting those learners perceived to be helpless and vulnerable. As a result, learners who are vulnerable are likely to be bullied by gang members at the same school.

5.7.3 Theme 3: Damage to school and personal property

This theme focused on damage to school and personal property perpetuated by gang members. Most learners at the schools fear theft the most due to their academic and personal belonging being lost by gang members. Academic belongings are calculators, textbooks, portfolios, assignments, computers, and stationery. If these are being stolen, learners will not be able to do their school work properly. Personal belongings are cellphones, books, school bags, and stationery. If these are lost or are stolen, then the victims will be blamed at home, and the parents or guardians will think that they were careless or they sold them. Vandalism is also feared but less feared because it does not affect the learners physically. However, it does affect the learners psychologically, mentally, and emotionally due to the messages and drawings created by the perpetrators.

5.7.3.1 School property being damaged

It was apparent that the property of the school was damaged by the learners from both schools. They had reasons why the school property was damaged, and they knew the perpetrators who normally damage the property of the school.

Learners from A Secondary School pointed out:

“Learners like to break the school chairs and tables; they even break the doors in the classes to an extent that they cannot be closed properly or sometimes be locked, and they play with the school property just like the chalkboards to an extent that they break.”

Learners from B Secondary School added to these points by saying:

“The learners at the school would write messages on everything such as the walls inside the classes, the chairs, and tables; when they want to steal the books, they don’t mind to break the cupboards and closed shelves of the teachers just to get what they want; they painted the walls in the toilets with a different colour and wrote messages; they like to write their names and group names on the walls so that the other learners can know about them, and the fences are damaged by the learners at the school.”

5.7.4 Theme 4: Availability of weapons, drugs, and alcohol

Theme 4 focused on easy availability of weapons, illicit drugs, and availability of alcohol used by the learners at the schools. The weapons are most feared by the learners at the schools because the perpetrators use them to threaten the lives of the victims; this also affects the victims emotionally, psychologically, and physically. The use of illicit drugs is feared by learners because once the perpetrators use them, they become stubborn; they do not fear anything or anyone; and they feel like they can do anything to anyone. The learners are not scared of the use of alcohol because it is not always available at the schools. The perpetrators of violence only drink alcohol outside the school premises before going to school because they do not know how to hide it.

5.7.4.1 Availability of weapons

Under this theme, learners alluded to the fact that weapons are always used by the learners during fights, to scare or even to injure their opponents.

A learner brought out:

“The learners like to bring knives at the school, and sometimes they bring the big knives (called the pangas) and hide them inside their trousers or around the school ground.”

One learner pointed out:

“There is search of weapons by the principal and the police, but weapons find their way back in the school premises. Some weapons that are found are self-made by the learners who belong to different gang members”

The above-mentioned revelations could imply that innocent learners and teachers could be hurt at any time when gang members are fighting at the school. The sub-theme that follows is based on what learners view as access to availability of drugs and alcohol within the precinct of the school premises.

5.7.4.2 *Drugs and alcohol*

Sometimes the learners sell and smoke drugs inside school premises, especially during break time, and alcohol is normally used during school celebrations.

Learners from A Secondary School revealed:

“At our school, most learners like to smoke marijuana, cigarettes, and drugs, and they normally do this after the break; gang members sell the cigarettes and sometimes dagga inside the school premises; they smoke; they would hide themselves and smoke at the back of the classes/any building and then inside the toilets, and they say that they smoke because they feel high, get energy and think fast.”

Learners from B Secondary School further stated:

“They would drink alcohol especially on Fridays after break at the schools; they sometimes carry the guns at the school but never heard of an incident where they shot someone inside the school premises; they sometimes come to school being drunk, and when that happens, they are very dangerous because they will not be scared to do anything to anyone; the teachers sometimes do smoke with the learners the cigarettes and that influences the learners to continue with the smoking; after they have smoked, they normally disturb the class by making silly jokes because they cannot concentrate.”

The assertions of the learners in the above is consistent with the observations of

5.7.5 Theme 5: Relationships and influences

The learners do get along with one another regardless of whether the other learner is a gangster member or not; the relationship continues until the other one wants to dominate and control in a group. Violent activities sometimes affect first comers at the

school because they would think that it is cool to engage in violent and negative activities towards and around other learners.

Learners from A Secondary School pointed out:

“They are mostly influenced by other learners when they start to do something negative and get away with it because they also want to be in charge, to have power and be in control and for other learners to be scared when they see them; they also said that the group members do get along and understand each other, but if you become against any of the members, they will all want to deal with you because they cannot be touched.”

Learners from B Secondary School also stated:

“As the learners living in the locations, they are mostly influenced by the places where they live; they say that it is the ghetto style to be violent and to survive; the group members do not mind to be around the other learners but as long as they are in charge and as long as we do whatever they want us to do; we are really scared to be with them inside the class because sometimes we seat in pairs and sometimes we are forced to do the group work together with the perpetrators of violence, and in this case, we do not have a choice but to do our school work with them.”

5.7.6 Theme 6: Perceived causes of school gang violence

It was apparent that the causes of the school violence were almost the same for both schools.

Learners from A Secondary School highlighted:

“At the school, there is security guard; the police are not always involved when these happen; learners know that because they are still young, it is easy for them to get away with the violent incidents instead of being arrested; the gate is not always locked, and in this way, anyone can get in and out as they please.”

Learners from B Secondary School added:

“There is a security man inside the school premises who locks the gate, but he is not doing his job effectively; sometimes the matters are being sent to the

teachers, but they do not deal with the cases effectively or do not send the matters to the principal; the gang members are able to do their gang-related activities inside the school premises; some teachers do smoke with the learners, and that becomes an influence, and the policemen are not always involved with the matters of the school; since corporal punishment is abolished, Congress of South African Students suggested that if the teacher beats the learner, then the learner must also fight back because they use something that has been banned, and that increases violence.”

The foregoing are the themes that were covered in both schools, and in most cases, the learners from Schools A and B had almost the same answers for the questions asked during the interviews. What follows next are some valuable points that the researcher gathered during her conversation/discussion/interview with learners from both schools, and they fall under the learners' opinions and viewpoints about school-based violence.

5.7.7 Theme 7: The impact of gangsterism on learners

This theme considers the impact that gangsterism has on learners at the two schools.

5.7.7.1 Psychological impact

The learners at the schools where the researcher conducted the interviews explained that they are normally scared to go to school because outside the school premises and on the streets, there would be gangs waiting for their victims to pass by. Inside the school, it is also a problem for them as well, and it has affected them psychologically in the sense that they would always worry about their lives and belongings. They are sometimes forced to do group work, and they do not have a choice but to work with perpetrators of violence, and that greatly scares them.

One learner from the focus group pointed:

“Sometimes the teacher do not have a clue of members of the group that they bully or are not interested in education. They are just part of the group that must work together as a group. It is difficult to isolate them. It is difficult to focus on the work that must be done and be completed. We just have to work because of we have to work as group”

Another learner stated:

“We just have to work, because it is expected, we are sometime afraid to tell the teacher that we do not want to work a particular learner because it will be said we discriminate them. Again we are afraid we might be bullied after school”

The foregoing excerpts of the learners in the above demonstrate that it is easy to work with the perpetrators of violence inside the classroom, while it is also a challenge to be in the street looking behind your back. This situation could have a long lasting impact on the psychological well-being of learners inside and outside the school premises. The following theme is a discussion on the negative impact of gang related violence on the academic performance of learners at the school.

5.7.7.2 Academic impact

Based on the academic impact, they explained that they do not attend school the way they are supposed to and that affects their education. They also elaborate that since they are forced to work with the perpetrators of violence during group activities, they do not do their level best because they have to listen to them by all means and not have a say.

One learner remarked:

“Some of the learners, like myself do not do their level best on their academics especially with regard to expressing themselves and providing answers or even opinions due to being afraid”

Another learner added:

“We cannot have an educational debate or argument based on any topic because the perpetrators always want to be heard and listened to and they do not want to be their next target by raising good and educational points”

The statements alluded to by learners in the above shows that there is a direct impact of immediate perpetrators of violence on the academic performance of learners at the school. Many of the incidents could not be directly linked to gang members but it would seem more compelling to suggest that if there is a gang member in the

classroom the effect it would have on the academic performance of learners it would be enormous.

The following theme is based on the social impact on learners as result of gang members and perceived gang related violence on them.

5.7.7.3 Social impact

The learners at the schools stated that they do get along with the perpetrators of violence and the gang members, but as long as they do not upset them. They can talk to them, but they cannot confront them about the things that they do not like. That also affects their social impact because they tend not to be themselves and not to speak up, just because they do not want to be the next target.

One female grade 10 learner retorted:

“It is better to walk in groups after schools, it is not easy to be targeted, and this has worked well”

“But members of gangs who are very young in their teens always find their way to scare us even when we walk in groups. They know that if they threaten us, we will run in different directions and they will get will easily get their target and rob him or her or just stab him or her a little bit”

Another grade 11 female learner made the following remark:

“I do not stay far away from the school, but because my parents are afraid that I may be a gang target, I now frequently use public transport to and fro from the school. This is a burden on my parents as they do not have enough money. If I walk to school my parents are always worried of what could have happen to me as my area is full of young boys who are gang members”

This was a remarked by another grade 10 male learner. The above-mentioned statements reiterate the statement that the social life of learners is restricted as they can be anywhere, where they want to be.

5.7.8 Theme 8: Learners' viewpoints on strategies about school-based violence

During the interviews from both schools, learners were allowed to express their viewpoints on school-based violence. They were also allowed to state the strategies that they think could be useful for reducing school-based violence.

Learners from A Secondary School stated that they strongly believe that if the thugs – gangs – are reduced, the school would be a better place. When they were asked about security, they said that the gates should always be locked and the security men must make sure that they are aware of who is going in and out of the school so that they could be safe. They furthermore added that the fences should be fixed so that the learners and other people do not use them to enter the school. Nevertheless, the problem is that after they are fixed, the learners will damage them again.

When they were asked about learners who are mostly troublesome at the school, both Schools A and B said that the grade 9 and 10 learners are the ones who are normally sent to the principal; they are overexcited to be in high school, fresh from primary, and they are not dedicated to their school work. Lastly, the learners said that the school is close to the police station, but they still do not feel safe because they feel like most of the policemen do not help them. The learners felt that the police should not just come to school to patrol for some hours.

Learners from B Secondary School added to the above-mentioned statements when they were asked about learners who are normally sent to the office because of violence. They stated that the boys are normally sent to the office more than the girls and that the learners, especially the boys, do not respect the girls. They revealed that learners tend to be in trouble after break time in most cases because that is when they get freedom to do things they want to do. They then recalled an incident which took place and said that last year in 2014, the policemen did random searches, but learners were still able to hide their knives and drugs on the school grounds. They lastly brought out that the teachers normally do not see the acts of gang violence and they are rarely reported to the principal to be solved. The learners are scared of going to school because of some groups threatening them on the streets, and they do not feel safe inside the school premises because of school violence.

From Schools A and B, learners indicated: “Violent gang members who are learners normally come to school, but what they do is to seat in the toilets/bathrooms and not attend the classes. We are scared to go to the toilets, and we would go in groups. We normally keep quiet about incidents of violence inside the school because we do not want to be the next target/next victims.” Most learners stated that the gang members think that the learners see themselves as being better than everyone else; they do not like the learners’ attitude, and they get intimidated by small things.

Learners had some strategies in mind that they thought would be useful to reduce violent activities at the schools, and they emphasised this by highlighting that there has to be cameras and guards around the school, and more security guards at the gate so that they can be safe. There have to be cards for going in and out, and there have to be more security guards. Discipline should also be enforced more.

5.8 DOCUMENTS ANALYSIS

Data analysed from the focus group interviews was triangulated by the use document analysis. Document analysis is described as a systematic procedure for reviewing or evaluating documents, either, printed or electronic material. The interpretation of document analysis is to elicit meaning, gain understanding, and develop empirical knowledge. Documents contain text and images that have been recorded without a researcher’s intervention.) Refer to documents as ‘social facts’, which are produced, shared, and used in socially organised ways. The documents to be analysed may include advertisements; agendas, attendance registers, and minutes of meetings; manuals; background papers; books and brochures; diaries and journals; event programs (i.e., printed outlines); letters and memoranda; maps and charts; newspapers.

There a number of advantages and disadvantages of the use of documents to analyse qualitative data. The following are advantages and disadvantages as identified by the Bowen, (2009:31).

- Efficient method: Document analysis is less time-consuming and therefore more efficient than other research methods. It requires data selection, instead of data collection;
- Availability: Many documents are in the public domain, and are obtainable without the authors' permission. This makes document analysis an attractive option for qualitative researchers. Both the South African Schools Act and the Constitution were readily available for interpretation in relation with what the schools were doing to safeguard learners against gangsterism related school violence.
- Cost-effectiveness: Document analysis is less costly than other research methods and is often the method of choice when the collection of new data is not feasible. The data (contained in documents) have already been gathered; what remains is for the content and quality of the documents to be evaluated.
- Lack of obtrusiveness and reactivity: Documents are 'unobtrusive' and 'non-reactive'—that is, they are unaffected by the research process. The researcher used the documents as they are reflected in the school policies and incident logbooks.
- Reflexivity—which requires an awareness of the researcher's contribution to the construction of meanings attached to the document under study. In this case, cross referencing of the school incident logbooks and learners' code of conduct against the South African Schools Act and the South African Constitution was done.
- Stability: As a corollary to being non-reactive, documents are stable. The investigator's presence does not alter what is being studied, for instance, the role of the researcher was to study and report what is recorded in the documents looked at. And,

- Exactness: The inclusion of exact names, references, and details of events makes documents advantageous in the research process. For example, incidents of violent behaviour of learners are recorded as such.

The following are some of the gaps that met with when using document analysis, such as the following;

- Insufficient detail: Documents are produced for some purpose other than research; they are created independent of a research agenda. And,
- Irretrievability: Documentation is sometimes not retrievable, or irretrievability is difficult,

The use of official documents in this research study was to establish among others;

- The purpose of the document,
- Basic assumptions containing in the document,
- Authenticity of the document, and
- The meaning of the document to the users.

The researcher perused and utilized the following documents;

- The school incident report logbook,
- School code of conduct for learners,
- Selected sections of the South African School Act, 84, 1996, and
- The Constitution of the Republic of South Africa, Act 104, 1996.

After permission was granted, the researcher made appointment with four school principals in order to establish how was the school incident logbook was understood, used. Having established the different contents of the school incident book and the learners' code of conduct, the researcher used a self-made rubric to analyse whether the school incident report logbook and the learners' code of conduct were consistent with the South African Schools' Act, 84, 1996, as well as the Constitution of the Republic of South Africa, Act 104, 1996. Focus area of the document analysis is illustrated in Table 4.11 below.

Table 4.11: Official documents analysed

Document	Areas of interest	Explanation
School incident report logbook	Daily incidents are recorded as they occur	<ul style="list-style-type: none"> • Explains what occurred • How was the incident attended to and solutions
School code of conduct for learners	Different sections	<ul style="list-style-type: none"> • Explains how learners at the school need to conduct themselves • States what measures should be taken against transgressors
South African School Act, 84, 1996	Section 8, Section 8A, and Section 9	<ul style="list-style-type: none"> • Code of conduct for learners • Create a disciplined learning environment for learners, • Random search and seizure and drug testing • Suspension and expulsion from public school
The Constitution of the Republic of South Africa, Act 104, 1996	Section 10 Section 14 Section 24 Section 28 Section 29	<ul style="list-style-type: none"> • Human dignity • Advancement of human rights and freedoms • The right to life • Safe environment • The right to education

5.8.1 The school incident report logbook

The format of the school incident report logbooks were in table form – very short and straight to the point. Nonetheless, there was no explanation of how the incidents occurred and how they were solved. The incident reports had the following information: the surname of the learner and their name, the number of the learner, date of the incident, grade of the learner, description of the incident (a mark awarded against

someone for misconduct or offence) and the name of the person who reported the incident. The following are the reports from the Butterfly Technical School (*pseudo names*):

Table 5.11: Incident report from the A Secondary School

School	Fail- ing to attend class on time	Severely disrupt- ive beha- viour	Intention- ally causing physical injury to somebody	Leaving class without permi- ssion	Theft and vanda- lism	Total incidents	Action taken by the safety commi- tee and SGB
The A Secun- dary School	42	18	6	18	12	96	0
Grade	8	8 & 9	10	9	8 & 10		

According to the incident report, it seems that in February 2016, 11 learners committed different offences. There were seven learners who failed to attend classes on time from different grades, and there are five merits for that misbehaviour. There were 2 learners who stole at the school and vandalised the school properly, and 15 merits were awarded for that misbehaviour. One learner intentionally caused physical injury to somebody, and 20 merits were awarded for that misconduct. One learner had a severely disruptive behaviour, and 15 merits were awarded for that misconduct.

In March 2016, three learners left class without permission, and there were five merits awarded for each misconduct. One learner had a severely disruptive behaviour, and 15 merits were awarded for the misconduct.

The aforementioned learners were from different grades, which are grades 8, 9, and 10. There were seven learners from Grade 8 who misbehaved in February and March

2016, four learners from grade 8 misbehaved in February and March 2016, and two learners from Grade 10 misbehaved in February and March 2016. This means that grade 8 learners are mostly influenced by negative behaviours at school and outside the school, and they do not have enough concentration to focus on their work; they even lack motivation. Since they are not old enough or rather mature enough, they tend to be victims and perpetrators of violence. When they progress through grades, they tend to be more serious and focused, and their education increases, and they try by all means to avoid school violence; that is why there are only four cases for grade 9 and two cases for grade 10. The more they grow, the more they become wiser and make good decisions and choices with regard to school violence and their education.

On Thursday, at 11:00, the researcher went to B Secondary School. The researcher first went to the administration to explain the nature of her visit at the school. The clerk lady then referred the researcher to the Life Orientation teacher for grade 9 and 10 learners. The researcher was referred to the teacher because she was the one who assisted with the interviews at the school for the research. The teacher then told the researcher that she must meet with the other teacher who is responsible for safety issues at the school.

The teacher who was responsible for safety issues at the school indicated that he did not keep the records with him at all times; he left them on his laptop at home. They arranged and agreed with the researcher that she would have to come back tomorrow so that they can give her something. Since the researcher could not attend the meeting that was supposed to be on Friday, she then called and apologised for the inconvenience. They then asked the researcher to come to school on Monday before 11:00.

When the researcher went to the school, she was referred back to the teacher who was responsible for safety at the school. The teacher then made one copy of the monthly (August 2016) safety incident report of the school. The teacher put a stamp and signed the report. The incident report had all the information of the school, incident, number of cases reported, and action taken by the safety committee and the SGB. The format was different from A Secondary School's format. The report was straight to the point but did not explain how the incident occurred, and the action taken

was also not explained. The monthly safety incident report of B Secondary School is provided next.

Table 5.12: Serious bodily harm

Incident	Number of Cases	Action Taken by Safety Committee and SGB
1.1 Stabbing on the school grounds	None	0
1.2 Fatal stabbing on school grounds	None	0
1.3 Stabbing outside school grounds	2	0
1.5 Assault on school grounds	5	0
1.6 Assault outside school grounds	2	0

From Table 5.12 (report from school), which focuses on serious bodily harm, it is clear that incidents such as stabbing on the school grounds and fatal stabbing on school grounds have not occurred at the school. Stabbing outside school grounds has occurred two times, assault on school has occurred five times, and assault outside school grounds has occurred two times as well. Based on the report, it appears that the actions taken were not recorded.

Table 5.13: In possession

Incident	Number of Cases	Action Taken by Safety Committee and SGB
3.1 Drugs	2	0
3.2 Alcohol	2	0

Table 5.13 reveals that there were two cases with regard to both drugs and alcohol at the school, and no action/s were recorded by the safety committee and the SGB. Drugs and alcohol are very serious in the sense that they affect the concentration of the user, and the users end up committing violent activities inside the classroom and school premises. This affects the victims negatively and affects their academic performance as well.

Table 5.14: Physical abuse

Incident	No. of Cases	Action Taken by Safety Committee and SGB
4.1 Sexual	None	0
4.2 Bullying	10	0
4.3 Kidnapping and abduction	None	0

Table 5.14 named incidents of physical abuse, but there was no sexual harassment at the school, and no kidnapping and abduction at the school. With regard to bullying, it takes place often, and there were 10 incidents of bullying inside the school premises and the classroom. This is because sometimes the teachers would not be around the premises of the school (during break time or free periods) and leave the learners alone inside the classes without checking if everything is okay. It seems as if no action was taken or recorded respecting the cases of bullying at the school.

Table 5.15: Emotional abuse

Incident	Number of Cases	Action Taken by Safety Committee and SGB
5.1 Sexual harassment	5	0
5.2 Bullying (Verbal)	15	0
5.3 Intimidation	50	0

Table 5.15 focuses on emotional abuse. There were 5 cases of sexual harassment at the school, 15 cases of bullying (verbally), and 50 cases of intimidation. Sexual harassment does not occur that often at the school, but bullying happens most of the time, and intimidation takes place more than often. According to the report, there were no actions taken which were recorded by the school.

Table 5.16: Loss of property

Incident	Number of Cases	Action Taken by Safety Committee and SGB
6.1 Theft of school property	1	0
6.2 Theft of personal property	20	0
6.3 Vandalism	5	0
6.4 Robbery	None	0

According to Table 5.16, there was loss of property at the school, but there was no case of robbery. There was one case of theft of school property, five cases of vandalism, and twenty (20) cases of theft of personal property. No action taken was recorded with respect to all the cases.

Based on Table 2 (Incident report), under column (Action taken by the safety committee and SGB), it seems that no action taken was recorded, and there was no elaboration on how the incidents occurred as well. Because of this matter, the researcher believes that the teachers and the learners are not made aware of the importance of the incident report. Most learners may be committing such acts because they know that they are not recorded anywhere and that the right protocol is not always followed by the teachers. Awareness is essential so that the learners do not repeat the misconduct at the school and for them to know that there is a follow-up made by teachers after every misconduct. Teachers must also be made aware that they have to record all the misconducts at the schools as evidence and as a strategy of following the protocol.

According to the report, it seems as if the learners are used to various cases. These include intimidating other learners (50 times in a month), stealing personal property (20 times in a month), bullying other learners verbally (15 times in a month), and bullying others (10 times in a month).

The learners are used to the aforementioned cases because it becomes easy for them to intimidate others, steal property, and bully other learners in the absence of their teachers. Whenever they are away from an older person (e.g. the teacher), they tend to commit such misbehaviour because it is easier and fast. That is why it is very important for the teachers to always supervise/monitor the learners during every break time to see and check if the learners are behaving in the right way.

There are a few cases whereby the learners are used to assaulting others on school grounds (five times in a month), carrying dangerous weapons (five times in a month), and sexually harassing others (five times in a month). Other smaller cases include vandalising school property (five times in a month), stabbing outside school grounds (two times in a month), and assaulting outside school grounds (two times in a month). Additionally, there are cases of carrying drugs (two times in a month), using drugs (two times in a month), using alcohol (two times in a month), and stealing school property (once in a month).

The foregoing cases are few because the learners know that they will be caught. This is due to cameras, the security, and the teachers who will be monitoring them during school breaks. In this way, the learners tend not to commit many cases which will put

them into trouble. However, some learners do take chances, and the schools must make sure that they have good strategies in place to avoid such misbehaviours.

The following cases did not happen in August: stabbing on school grounds, fatal stabbing on school grounds, fatal stabbing outside school grounds, physical abuse (sexual harassment), kidnapping and abduction, and robbery. Such cases are very serious, and it is not always the case where you would find the learners committing them. Strategies and solutions with regard to stopping them also need to be put in place so that they can be avoided and minimised by all means.

5.8.2 School learner code of conduct – SASA & Constitution

It is mandatory that every public school in South Africa must have a code of conduct for learners in terms of sections 8(1) and 9 of South African Schools Act. The purpose of the two sections when jointly interpreted is to among others:

- Establish a disciplined and purposeful school environment dedicated to the improvement and maintenance of quality learning processes.

Reports in the above-mentioned school incident reports logbooks suggest that the school safety committee should give priority on safety of learners at their schools. There are no mentioned in the school incidents logbooks as the remedial actions were taken by the school governing bodies' disciplinary committee. Furthermore, lack of deliberate action by the school governing bodies' disciplinary committee might encourage perpetrators of gangs and violence at schools to increase.

The school incident logbooks further suggest that the constitutional rights of learners to learner in a safe environment (section 24 of the Constitution) and the right to education (section 29) are constantly being violated by the perpetrators of violent acts inside and outside the school premises.

5.9 SUMMARY AND CONCLUSION

This chapter was about the data analysis and the interpretation of the study. The data from the interviews and questionnaires was analysed using figures and tables. It was then interpreted for understanding. There were discussions on the findings based on the following themes: gangsterism, act of violence, bullying, school property being

damaged, weapons and drugs, relationships and influences, causes of violence, and lastly, the viewpoints and strategies of the learners.

The researcher realised that violence affects the schools negatively. It was apparent that there was too much gangsterism at the schools, and this made learners fear for their lives; as a result, education was disrupted in most cases. Acts of violence were committed by learners involved in gangsterism and those who are not part of any groups because of being influenced by others. Bullying is also a serious matter at the schools due to wanting control, being in charge, and wanting others to be scared and to obey one – and it affects everyone.

The property of the schools was damaged. Vandalism in all the schools the researcher visited was a serious problem. The toilets and classes were damaged; the floors, windows, chairs, tables, doors, and walls were also damaged by learners because of reckless behaviour. Weapons are normally used by learners during fights, and when they want to scare others, drugs are normally used during break time because that is when they get freedom. Learners have a learner relationship, but they are always scared of gang members and those who commit violent activities at the schools. The researcher realised that violence is a really serious matter, and it affects the learner's state of mind, physical being, and education of the learners negatively because they are always scared to attend school. When the learners do attend school, they are still afraid of what might happen to them.

CHAPTER SIX

FINDINGS, DISCUSSION, AND RECOMMENDATIONS

6.1 INTRODUCTION

The penultimate chapter presented a data analysis of the study, both quantitative and qualitative from closed-ended questionnaires and focus group interviews. A summary of these findings is presented in this chapter. The summary of these findings is followed by discussions and implications that are grounded on the literature review and the findings of the study. The findings of the study could be extrapolated to other schools that share the same educational contexts similar to those in this study.

6.2 SUMMARY OF THE STUDY

The presentation that follows is a summary of the chapters that were covered in the study. Major themes that emerged are also identified.

6.2.1 Summary of the chapters

Chapter One focused on the introduction of the study by explaining what the research was all about. It also elaborated more on South Africa as being a democratic state with different Acts that protect the people that live in it. Chapter One introduced the topic in detail, explained the problem, and gave a broad view of the Acts that deal with it.

The chapter defined violence in detail explained what is meant by school-based violence, and provided examples of violence at schools. The problem statement was defined the aims and objectives of the study were addressed. The research method – which is a mixed method research approach – was described, the population of the study was stated the data collection instruments were mentioned data analysis techniques were included, and the ethical issues and the contribution of the study were explained.

Chapter Two was based on the literature review of the study. The introduction focused on the incidents of violence at different schools and among learners and teachers. The chapter mainly focused on how the incidents occur and why they occur.

This second chapter described the legal framework, which focused on different elements. These elements included International Declarations which focused on what different nations were saying about school-based violence; the South Africans Constitution, which focused on the rights of the people in South Africa; the legislation, which focused on different Acts; case law and common law.

The chapter also focused on conceptualisation of violence, which included physical violence, emotional violence, and psychological violence. The researcher also discussed school-based violence, which focused on the different types of violence, such as damage to school property; school gangsterism; school bullying and illicit drugs. This chapter also described the causes of violence at the schools and the role of the parents.

Chapter Four was based on the research design and methodology for the study. A mixed method research was used to obtain both qualitative and quantitative data was defined.

The chapter focused on both qualitative and quantitative approach. The qualitative research focused on the views and the words of the participants, while quantitative research focused on the numbers. The rationale for the use of the research was clearly defined. The researcher used questionnaires, focus group interviews and incident reports as forms of data collection. Population and sampling were described. Both random sampling and purposive sampling were used in the study. Under ethical considerations, there was professional integrity, privacy and confidentiality, and voluntary participation. Chapter Four also focused on data analysis. Data was analysed descriptively and inferentially.

Chapter Five analysed and interpreted the data that was collected. There were different tables used to analyse data. Table 5.1 focused on the biographical data of the participants. Some 144 female learners and 97 male learners were used. The overall total of the learners used was 241. The chapter focused on Table 5.2, which was based on the age of the respondents. Twenty-four learners were able to state

their age. Table 5.3 focused on the grades of the respondents. There were 70 learners in grade 8, 53 learners in grade 9, 47 learners in grade 10, and 70 learners in grade 11. The overall total was 241.

The chapter further presented Figure 5.1, which dealt with teacher awareness and schools dealing with violence. The figure showed that most learners strongly agree that the teachers are aware of school violence. Figure 5.2 focused on learner vs. parent awareness. Learners (70%) are much more informed or aware about school violence than parents (60%). Further, Figure 5.3 focused on learners being protected from violence. Seventy-nine per cent of the learners felt protected from violence in schools; they might feel that way because of the strategies and procedures put in place. On the other hand, 21% might be from learners who feel like more work still needs to be done for them to feel protected and safe. Figure 5.4 focused on the possibility of incidents occurring at the schools. Bullying (35%), gangsterism (50%), and drug usage (52%) were higher than alcohol usage and accidents (both at 20%). Late coming and loitering stood at 83% and 54% respectively.

Chapter Five also stated the following: presentation and discussion of the qualitative findings, which focused on the procedure undertaken the presentation of the biographical information – focus group one was explained using Table 5.5 and the biographical information – focus group two was explained using Table 5.6. There was a thematic discussion of the qualitative findings discussed which was based on different themes from different schools.

Chapter Six provides a summary of the study, findings, discussion, and recommendations. All the chapters are summarised in this chapter.

6.3 SUMMARY OF FINDINGS: LITERATURE REVIEW

The second chapter provided a literature review of important factors relating to school-based violence. This chapter included historical information based on school violence of learners. The rights of people were explained, since they are very important and could not be left behind.

The incidents of school violence were addressed from different schools and places to give a more and detailed view of school violence. The explanation of school violence is also clarified in detail for better understanding. According to Jacobs (2014:1), public schools in South Africa are also faced with an increase in school-based violence in the form of gangsters; cyberbullying; learners carrying dangerous weapons at school such as knives and pangas; learners using illegal substances such as marijuana and drugs at school and inside school premises. Other forms of school-based violence faced by public schools include learners damaging the property of schools inside and outside classes; learners breaking tables and chairs; learners writing messages on walls and drawing pictures on the walls of schools; and learners damaging school grounds, toilets, and gates.

The literature review also explains the legal framework, which is very important when considering school-based violence. This legal framework focuses on International Declarations, the Constitution of South Africa, the legislation, common law, and case law. The legal framework was also expressed in the form of a figure to provide more clarification.

The conceptualisation of violence, which focuses on physical violence, emotional violence, and psychological violence is expressed effectively to provide a better understanding. It is also expressed in a figure and has examples for each type/form of violence.

The literature review states the description of school-based violence (c.f. 2.3) in detail and expresses the information using the figure about typologies of school violence. The figure has examples of the types of school-based violence that the researcher mostly focused on, which included school gangsterism, school bullying, damage to school property, corporal punishment, illicit drugs, sexual harassment, loitering, accidents, and suicide. The causes of violence among school learners (poverty,

atmosphere of the house, economy, depression, weapons, stress and anxiety, behavioural problems, media effect, group effect, many learners inside the classroom, absenteeism of teachers, and human dignity) were also discussed to understand the background of school violence even more. The role of the parents was also discussed where it was brought out that the parents also play a crucial role in the lives of children/learners.

The results of the literature review indicated that the causes of school-based violence have to be dealt with accordingly by the teachers, school management, the law, and the parents. If this is done accordingly, it can help to reduce the different types of school violence caused by learners. Safety and security must be instilled so that effective teaching and learning can take place.

6.4 SUMMARY OF THE FINDINGS: QUANTITATIVE STUDY

The findings of the quantitative study was divided into nine subsections. These included biographical information, home background of learners, the management of violence at the school, measures taken to prevent school violence, the effect of school-based violence, the activities of school violence at the school, the inclusion of safety in the school curriculum, and the influence of safety on school performance (c.f. Annexure A).

Responses were gathered from 241 learners from different schools in the Lejweleputswa district. There were 144 female learners and 97 male learners who responded. One hundred and sixteen (116) learners between the ages of 14 and 15 answered the questionnaire and stated their age. Those who are between 16 and 18 years were 97 learners, and they stated their age on the questionnaires. Learners who were between 19 and 21 who stated their age on the questionnaires amounted to 29. Only one learner did not specify his/her age when answering the questionnaire. Because of these different age groups, learners between the ages of 14 and 21 stated their age on the questionnaires, and that gave a total of 241 learners who were able to specify their age.

The focus was on learners from grade 8, 9, 10, and 11. For grade 8, 70 learners stated their grade; for grade 9, 53 learners indicated their grade; for grade 10, 47 learners specified their grade; and for grade 11, 70 learners pointed out their grade.

The learners who agreed with the statement that teacher awareness and school's dealing with violence are more than those who do not agree because 40-48% of the learners agree and 6% of them disagree. Most learners believe and have perceived that their schools deal with school violence effectively and that teachers are aware of it.

With regard to learner versus parent awareness, it was revealed that the learners (70%) are much more informed or aware of school violence than their parents. Only 60% of the parents are aware of school violence.

The researcher asked a question as to whether the learners are protected from violence. The study revealed that 21% of the learners do not feel protected from school. Further, there is 79% of learners who do feel protected from school violence.

According to the possibility of incidents occurring at the schools under study, learners believe that bullying (35%), gangsterism (50%), and drug usage (52%) are very problematic, as they are higher than alcohol usage and accidents (both at 20%). Late coming and loitering seem to be on top of the list at 83% and 54% respectively.

6.5 SUMMARY OF THE FINDINGS: QUALITATIVE STUDY

The researcher focused on two schools. Eight learners from these two schools were used as participants for the focus group interview, thus in total, there were 16 learners. The procedure was undertaken appropriately because permission was granted and the school principals, the teachers, parents/guardians, and the learners were made aware of the research.

A tape recorder was used, and the field notes were also taken during the interview. The themes from what the learners have said were discussed. These themes included gangsterism, acts of violence, bullying, school property being damaged, weapons, drugs and alcohol, relationships and influences, and the causes of school-based violence. The learners' viewpoints on strategies about school-based violence were expressed clearly in discussing the learners' perspectives on school violence. The school incident report logbooks suggest it is not effective if it is only used to report incidents, rather, it should also state what remedial actions are taken against perpetrators of violent acts at the schools.

6.6 RECOMMENDATIONS

Based on the findings obtained from the literature study, questionnaires, interviews, and document analysis, the following recommendations be made:

- The teachers, learners, principal of the school, and all other staff members, including the parents or guardians of the learners, must be made aware of school violence. They must know what is meant by school-based violence, what the causes are, and how to deal with it effectively.
- The learners must be taught about school violence and the good behaviour and consequences of school violence so that they can know how to behave around one another. Learners should be taught about violence so that they can understand it and try by all means to avoid it.
- The parents should check regularly the condition of their children. They must always provide conditions and an atmosphere that is good for children and the right direction to the learners so that they can know what is right and wrong. This will also help the parents to be aware of whether learners are victims of school violence or the perpetrators of violence.
- The learners must be given enough care, love, and support by all means. They need to be made to feel important and worthy. Affection from the parents/guardians as well as from the teachers is very important.
- The learners must be given enough and appropriate punishment by their parent if and when they become involved in violent activities at school. Learners must be motivated to do their school work and be made aware of the importance of their education.
- The parents or guardians of the children must make sure that their children go to school to learn and to be better people. They must also advise the learners about the type of friends they keep. They must try by all means to understand the feelings and emotions of the learners.
- New and effective rules must be formulated by the principal, for everything to be in order. The rules must be strict, straightforward, and emphasised by all the teachers at the schools. Teachers must make sure that they also adhere to the

rules so that all the learners at the schools know that the rules will be emphasised.

- More school policy procedures must be created and formulated for all to follow.
- The teachers and the parents should endeavour to praise, encourage, and possibly reward their children for their good performance. These kinds of gestures motivate the learners to do better, with the hope of getting more reward.
- Schools should engage and maximise their offices of counsellors and psychologists to the advantage of the kids on their premises. Since they received special training relating to the children, they can offer solutions for many problems before they escalate.
- Learners should be outlawed from carrying weapons. Government should make it a criminal offence for parents and sellers that equip children with any kinds of weapons. It should be noted that allowing learners to carry weapons is like sending them on a suicide mission.
- The police should search the schools with dogs every week, randomly to search the learners of any illegal drugs and weapons at school. There have to be enough cameras everywhere, and the gates must always be locked. There has to be a professional security guard at the school who deals with incidents of violence.

6.7 SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions are made for further research:

- To reduce school violence, there has to be rules and laws made effective for the schools to use.
- There has to be enough teaching about school violence to the parents, the teachers, and other members of staff, so as to know what it is and how to deal with it.
- The police must always be involved at the schools and with different cases.

6.8 CONCLUSION

This chapter focused on the findings and recommendations emanating from the questionnaires, interviews, and document analysis. The findings indicate that there is school-based violence at the schools that the learners and the teachers are faced with and that makes teaching and learning not to be effective due to others being scared of their lives, being threatened, lacking motivation, rules not being emphasised, and violent activities by perpetrators. Based on these findings, the researcher has then suggested recommendations that can assist in making sure that there is effective teaching and learning at school so that the learners would feel safe, protected, and happy to be around others at school.

It is hoped that the study will make a contribution to the understanding of school-based violence, how to deal with it, and how to try by all means to reduce gang related violent activities at schools so that teachers can teach effectively and learners can learn effectively and have successful lives in the future.

BIBLIOGRAPHY

- Babbie, E. (2016). *The basics of social research*. Boston: Cengage Learning.
- Babbie, E. (2007). *The practice of social research*. Belmont, CA: Wadsworth Cengage Learning.
- Babbie, E.R. & Mouton, J. (2001). *The practice of social research*. New York: Oxford University Press.
- Bashir, M., Afzal, M.T. & Azeem, M. (2008). Reliability and validity of qualitative and operational research paradigm. *Pak.J.Oper.Res*, 1V (1): 35-45.
- Bauman, S., Rigby, K. & Hoppa, K. (2008). US teachers' and school counsellors' strategies for handling school bullying incidents. *Educational Psychology*, 28(7), 837-856.
- Bazeley, P. & Jackson, K. (Eds.) (2013). *Qualitative data analysis with NVivo*. Sage Publications.
- Brantingham, P.J., Tita, G.E., Short, M.B. & Reid, S.E. (2012). The ecology of gang territorial boundaries. *Criminology*, 50(3), 851-885.
- Benbenishty, R., & Astor, R. A. (2008) School violence in an international context: A call for global collaboration in research and prevention. *Aggressive Behaviour*, 30(2), 71-81.
- Bosworth, K., Ford, L. & Hernandez, D. (2011). School climate factors contributing to student and faculty perceptions of safety in select Arizona schools. *Journal of school health*, 81(4), 194-201.
- Bowen, G.A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40.
- Bowers Du Toit, N.F. (2014) 'Gangsterism on the Cape Flats: A challenge to "engage the powers"', *HTS Teologiese Studies/Theological Studies* 70(3), Art. <http://dx.doi.org/10.4102/hts.v70i3.2727>.

- Brinkmann, S. & Kvale, S. (2014). *Doing interviews*. New York: Sage Publications.
- Brittijn, M. (2013). "We're not boys anymore, we need to be courageous": Towards an understanding of what it means to be a man in Lavender Hill. *Agenda*, 27(1), 49-60.
- Brook, J.S., Morojele, N.K., Pahl, T., & Brook, D. (2006). Predictors of drug use among South African Adolescents. *Journal of Adolescent Health*, 38(1), 26-34.
- Buss, A.H. & Perry, M. (1992). The aggression questionnaire. *Journal of personality and social psychology*, 63(3), 452.
- Burton, P. (2008). Dealing with school violence in South Africa. *Centre for Justice and Crime Prevention*, 4)1-16.
- Buras, K.L. (2015). Gangsta raps, power gaps and network maps. *Mapping Corporate Education Reform: Power and Policy Networks in the Neoliberal State*, 165.
- Galtung, J. (1990). Violence and peace. *A Reader in Peace Studies*. 9-14.
- Gibbs, 2013. Hovering Too Close: The Ramifications of Helicopter Parenting in Higher Education. *Georgia State University Law Review*, 29, 423.
- Chetty, R. (2015). Social complexity of drug abuse, gangsterism and crime in Cape Flats' schools, Western Cape. *Acta Criminologica: Southern African Journal of Criminology*, 54-65.
- Cohen, L., Manion, L. & Morrison, K. (2013). *Research Methods in Education*. New York: Routledge.
- Crawage, M. (2005). *How Resilient Adolescent Learners in a Township School Cope with Violence: A Case Study*. PhD Thesis, Johannesburg: University of Johannesburg.
- Creswell, J.W. & Clark, V.L.P. (2011). *Designing and conducting mixed methods research*. California: Sage Publications.
- Creswell, J.W. (2014). *Research design: qualitative, quantitative and mixed approaches*. California: Sage Publishers.
- Creswell, J.W. & Miller, D.L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124-130.

Creswell, J.W. (2010). *Research design, qualitative, quantitative and mixed methods approaches*. London: Sage Publications.

De Wet, C. (2002). The extent and causes of learner vandalism at schools. *South African Journal of Education*, 24(3), 206-211.

De Wet, C. (2016). The Cape Times' portrayal of school violence. *South African Journal of Education*, 36(2), 01-12.

Downes, D., Rock, P. & McLaughlin, E. (2016). *Understanding deviance: a guide to the sociology of crime and rule-breaking*. Oxford University Press.

Du Toit, N.F.B. (2014). Gangsterism on the Cape Flats: A challenge to 'engage the powers'. *HTS Theological Studies*, 70(3), 01-07.

Eagle, G.T. & Kaminer, D. (2015). Traumatic stress: established knowledge, current debates and new horizons. *South African Journal of Psychology*, 45(1), 22-35.

Fenwick, M. (1996). 'Tough guy, eh?' The gangster-figure in Drum. *Journal of Southern African Studies*, 22(4), 617-632.

Freeman, L. & McDonald, C. (2015). Mapping Khayelitsha: The complexities of everyday policing in a high crime area. *SA Crime Quarterly*, (53), 27-37.

Fivush, R. & Merrill, N. (2016). An ecological systems approach to family narratives. *Memory Studies*, 9(3), 305-314.

Jensen, S. (2010). The security and development nexus in Cape Town: War on gangs, counterinsurgency and citizenship. *Security Dialogue*, 41(1), 77-97.

Ganga, E, Chinyoka, K., & Kufakunesu, M. (2012). Domestic violence: a hindrance to optimal functioning of a learner's cognitive capacity. *International Journal of Learning and Development*, 2(5), 313-323.

Gay, L.R. Mills, W. & Airasian., P.W. (2012). *Educational Research: Competencies for Analysis and Applications*. Canada: Pearson Education Canada

Gay, L.R., Mills, G.E. & Airasian, P.W. (2011). *Educational research: Competencies for analysis and applications*. Pearson Higher Education.

Geldenhuys, J.L. & Wevers, N.E.J. (2013). Ecological aspects influencing the implementation of inclusive education in mainstream primary schools in the Eastern Cape, South Africa. *South African Journal of Education*, 33(3), 1-18.

Gonzales, N.A., Cauce, A.M., Friedman, R.J. & Mason, C.A. (1996). Family, peer, and neighbourhood influences on academic achievement among African-American adolescents: One-year prospective effects. *American Journal of Community Psychology*, 24(3), 365.

Hanneman, R.A., Kposowa, A.J. & Riddle, M. (2013). Basic statistics for social research. San Francisco: Jossey-Bass.

Hendrix, S.H. & Karant-Nunn, S.C. (Eds.). (2015). *Masculinity in the Reformation Era*. Truman State University Press.

Hesse-Biber, S.N. (2010). Mixed methods research, merging theory and practice. New York: The Guilford Press.

Israel, M. (2014). Research ethics and integrity for social scientists: Beyond regulatory. New York: Sage Publications.

Jacobs, L. (2014). Framing of school violence in the South African printed media – (mis)information to the public. *South African Journal of Education*, 34(1), 1-16.

Jamieson, S. (2004). Likert scales: how to (ab) use them. *Medical Education*, 38(12), 1217-1218.

Jennings, W.G. & Miller, J.M. (2012). Juvenile gangs. In *Handbook of Juvenile Forensic Psychology and Psychiatry*, 40(6), 490-501.

Johnson, E.S. (2008). Ecological systems and complexity theory: Toward an alternative model of accountability in education. *Complicity: An International Journal of Complexity and Education*, 5(1).

Johansson, T. & Ottemo, A. (2015). Ruptures in hegemonic masculinity: the dialectic between ideology and utopia. *Journal of Gender Studies*, 24(2), 192-206.

Johnson, J.J., Johnson, A.O., Johnson, A. & Senesie, T. (2016). Juvenile Delinquency in Western, Sierra Leone: Causes and Characteristics of Offenders. *Indian Journal of Applied Research*, 6(6).

Kaminer, D. & Eagle, G. (2013). Psychosocial effects of trauma and violence: implications for intervention. *Journal of Psychotherapy Integration*, 10(3), 301-323.

King, N. & Horrocks, C. (2010). Interviews in qualitative research. New York: Sage Publications.

Krug, E.G., Mercy, J.A., Dahlberg, L.L. & Zwi, A.B. (2002). The world report on violence and health. *The Lancet*, 360(9339), 1083-1088.

Kvale, S. (2010). *Doing interviews*. Los Angeles: Sage Publications.

Lukhele, F. (2016). Tears of the rainbow: mourning in South African culture. *Critical Arts*, 30(1), 31-44.

MacMaster, L.L. (2007). Social and economic emasculation as contributing factors to gangsterism on the Cape Flats. *Scriptura: International Journal of Bible, Religion and Theology in Southern Africa*, 95(1), 278-289.

Madu, S.N. & Matla, M.P.Q. (2003). Illicit drug use, cigarette smoking and alcohol. Drinking behavior among a sample of high school adolescents in the Pietersburg Area of the Northern Province, South Africa. *Journal of Adolescence*, 26(1), 121-136.

Magidi, M.D. (2014). *Experiences of gangsterism by non-gang affiliated high school learners in Hanover Park-Western Cape* (Doctoral dissertation, University of the Western Cape).

Mampane, R., Ebersöhn, L., Cherrington, A. & Moen, M. (2014). Adolescents' views on the power of violence in a rural school in South Africa. *Journal of Asian and African Studies*, 49(6), 733-745.

Maphalala, M.C. & Mabunda, P.I. (2014). Gangsterism: Internal and external factors associated with school violence in selected Western Cape high schools. *Journal of Sociology and Sociology Anthropology*, 5(1), 61-70.

Maseko, S. (2013) Punishment or Treatment in Managing Learner Violence in South African Public Township Schools. *International Journal of Educational Sciences*, 5(2), 109-116.

Masitsa, M.G. (2011). Exploring safety in township secondary schools in the Free State province. *South African Journal of Education*, 31(2), 163-174.

Matthews, S. (2014). Violence against children in South Africa: developing a prevention agenda. *South African Child Gauge*, 26-34.

McCluskey, G. & Lephalala, M. (2010) 'A person is a person because of others': challenges to meanings of discipline in South African and UK schools *Power and Education* 2 (1), 18-30.

McMaster, L. (2010). 'In search of a family: The challenge of gangsterism to faith communities on the Cape Flats', PhD thesis, Theology Faculty, University of Stellenbosch.

McMillan, J.H. & Schumacher, S. (2014). Research in education: evidence based inquiry: New York: Pearson Education.

McMillan, J.H. (2012). *Educational Research, fundamentals for the consumer (6th Ed.)*. New York: Pearson.

McMillan, J.H. & Schumacher, S. (2010). Research in education. Evidence-based research.

Mgijima, M.N. (2014). Violence in South African Schools: Perceptions of Communities about a Persistent Problem. *Mediterranean Journal of Social Sciences*, 5(14),198.

Mncube, V.S. & Madikizela-Madiya, N (2014). Gangsterism as a cause of violence in South African schools. *Journal of Sociology and Social Anthropology*, 5(1), 43-50.

Mncube, V.S. & Steinmann, (2014). Gang-related violence in South African schools. *Journal of Social Science*, 39(2), 203-211.

Mncube, V.S. (2014). Preventing violence in South African schools: control and punish or more effective school management? *Mediterranean Journal of Social Sciences*, 5(3), 416-421.

Mohlaloka, S.M., Jacobs, L. & de Wet, C. (2016). The Influence of Traditional Male Initiation (Lebollo) on School Discipline: Educators' Perspectives. *Deviant Behavior*, 37(6), 709-721.

Musick, D., (1995). *An Introduction to the Sociology of Juvenile Delinquency*. Albany: State University of New York Press.

Ncontsa, V., & Shumba, A. (2013). The nature, causes and effects of school violence in South African high schools. *South African Journal of Education*, 33(3), 00-00.

Newton, L. (2009). Reflexivity, validity and roses. *Complicity: An International Journal of Complicity and Education*, 6 (2), 104-112.

Nel, M. (2016). *Crime as punishment: A legal perspective on vigilantism in South Africa* (Doctoral dissertation, Stellenbosch University).

Ngqela, N. & Lewis, A, (2012). Exploring adolescent learners' experiences of school violence in a township high school. *Child Abuse Research: A South African Journal*, 13(1), 87-97.

Nolan, S.A. & Heinzen, T. (2014). *Statistics for the behavioral sciences*. London: Worth Publishers.

Nolan, S.A. & Heinzen, T. (2010). *Essentials of statistics for the behavioral sciences*. New York: Worth Publishers.

Nolan, S.A. & Heinzen, T. (2011). *Statistics for the behavioral sciences*. New York: Worth Publishers.

O'Reilly, M. & Kiyimba, N. (2015). *Advanced qualitative research: A guide to using theory*. New York: Sage Publications.

Onwuegbuzie, A.J. & Johnson, R.B., (2006). The validity issue in mixed research. *Research in the Schools*, 13(1), 48-63.

Pahad S, Graham, T.M. 2012. Educators' perceptions of factors contributing to school violence in Alexandria. *African Safety Promotion Journal*, 10(1): 1- 15.

Petrus, T., (2015). 'They smoke it, then they go. *Acta Criminologica: Southern African Journal of Criminology*, (3), 180-195.

Pillay, J & Ragpot, L. (2011). Values, Education and Democracy: Manifesto or Myth. *Journal of Education Studies Special Issue*, 104 - 120.

Ramorola, M.Z. & Taole, J.M. (2014). The links between school violence and drug usage in schools: External or internal factor. *Journal of Sociology and Social Anthropology*, 5(1), 11-18.

Regoli, R.M., Hewitt, J.D. & DeLisi, M., (2016). *Delinquency in society*. Jones & Bartlett Publishers.

Richards, H., & Schwartz, L. (2002). Ethics of qualitative research: Are there special issues for health services research? *Family Practice*, 19, 135-139

Segalo, L. (2015). School learner behavioural management: Context and practices in a South African school setting. *Journal of Psychology in Africa*, 25(2), 139–142. <http://dx.doi.org/10.1080/143302237.2015.1021530>

Silverman, D. (2011). *Qualitative research*. London: Sage Publications.

Silverman, D., (2005), September. Instances or sequences? Improving the state of the art of qualitative research. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 6(3).

Singh, G.D. & Steyn, T. (2014). The impact of learner violence in rural schools. *Journal of Sociology and Social Anthropology*, 5(1), 81-93.

Smith, J. & Firth, J., (2011). Qualitative data analysis: the framework approach. *Nurse researcher*, 18(2), 52-62.

Sofaer, S., (2002). *Qualitative research methods*. *International Journal for Quality in Health Care*, 14(4), 329-336.

South Africa (Republic). (1996). *Constitution of the Republic of South Africa, Act 108*. Pretoria: Government Printers.

South Africa (Republic). (1996). *South African Schools Act, 84*. Pretoria: Government Press.

Turner, J.L. (2014). *Using statistics in small-scale language education research*. New York: Routledge.

Twala, C. (2012). The three million gang in Maokeng Township (Kroonstad) and the reaction of the African National Congress aligned structures. *Yesterday & Today*, 7, 101-110.

Versani, J. (2014). Using R for introductory statistics. Boca Raton: Taylor & Francis.

Vetten, L., (2000). Invisible girls and violent boys: Gender and gangs in South Africa. *Development Update*, 3(2), 40-53.

Widom, C.S. & Wilson, H.W., (2015). Intergenerational transmission of violence. In *Violence and mental health*, 27-45.

Wells, G., Shea, B., O'connell, D., Peterson, J., Welch, V., Losos, M. & Tugwell, P., (2007). The Newcastle-Ottawa Scale (NOS) for assessing the quality of nonrandomised studies in meta-analyses 2000. Accessed June 18.

Xaba, M.I. (2006). An investigation into the basic safety and security status of schools' physical environments. *South African Journal of Education*, 26(4), 4565 – 580

Xaba, M.I., (2014). A holistic approach to safety and security at schools in South Africa. *Mediterranean Journal of Social Sciences*, 5(20), 1580.

Zuze, T., V. Reddy, A. Juan, S. Hannan, M. Visser and L. Winnaar. 2016. Safe and sound?: Violence and South African education. *Human Sciences Research Council Policy Brief 22: 1–5*

Zulu, B.M., Urbani, G., Van der Merwe, A. & Van der Walt, J.L., (2004). Violence as an impediment to a culture of teaching and learning in some South African schools. *South African Journal of Education*, 24(2), 170-175.

LIST OF ANNEXURES

Annexure A: Questionnaire

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE
SENTRALE UNIVERSITEIT VIR TEGNOLOGIE, VRYSTAAT
YUNIVESITHI E BOHARENG YA THEKENOLOJI, FOREISTATA



Central University of
Technology, Free State

THE NATURE AND PREVALENCE OF GANG RELATED VIOLENCE ON LEARNERS IN SECONDARY SCHOOLS IN THE LEJWELEPUTSWA DISTRICT

This questionnaire is part of a research that I will be conducting on the nature and prevalence of gang related violence on learners in secondary schools in the Lejweleputswa district. Its main goal is to make our schools and community safer and a better place for everyone.

CONFIDENTIAL

Instructions for completing the questionnaire

1. You are requested not to write your name or name of your school on this questionnaire.
2. Kindly answer the questions by drawing an **x** in the appropriate block.
3. Please insert the answered questionnaire in the envelope provided

SECTION A: BIOGRAPHICAL INFORMATION

1.	Gender		
	Female		Male

2.	Age			
	14-15	16-18	19-21	22 and above

3.	I am in grade			
	8	9	10	11

SECTION B: AWARENESS OF GANG VIOLENCE RELATED SCHOOLS

6.	My school deals with school violence.			
	Strongly agree	Agree	Strongly disagree	Disagree

7.	At my school learners are made aware of school violence.			
	Always	Often	Seldom	Never

8.	Teachers are aware of the school violence.			
	Strongly agree	Agree	Strongly disagree	Disagree

9.	Are parents made aware of school violence?			
	Always	Often	Seldom	Never

10.	At my school, are learners protected from violence?			
	Very effectively	Effective	Less effective	Ineffectively

SECTION C: INCIDENTS THAT ARE A THREAT TO SAFETY OF LEARNERS

11.	At my school, the following incidents could be attributed to learner lack of safety.			
-----	--	--	--	--

11.1	Bullying			
	Always	Often	Sometimes	Never

11.2	Gangsterism			
	Always	Often	Sometimes	Never

11.3	Drugs			
	Always	Often	Sometimes	Never

11.4	Alcohol			
	Always	Often	Sometimes	Never

11.5	Accidents			
	Always	Often	Sometimes	Never

11.6	Late coming of learners			
	Always	Often	Sometimes	Never

11.7	Teachers' strikes/protests			
	Always	Often	Sometimes	Never

11.8	Illness			
	Always	Often	Sometimes	Never

11.9	Suicide			
	Always	Often	Sometimes	Never

11.10	Loitering around the school premises			
	Always	Often	Sometimes	Never

11.11	Number of learners absent per week					
	0-10	11-20	21-30	31-40	41-50	51+

SECTION D: THE MANAGEMENT OF GANGSTER – RELATED VIOLENCE AT THE SCHOOL

Indicate to what extent you agree/disagree with each of the following statements		Strongly Agree	Agree	Strongly Disagree	Disagree
1.	I am aware of what I have to do when faced with violence at the school.	1	2	3	4
2.	There is a safety policy at the school which focuses on violence.	1	2	3	4
3.	I am safe when I am at school.	1	2	3	4
4.	The teachers and the staff are safe from violence when they are on duty.	1	2	3	4
5.	There are security guards at the school.	1	2	3	4
6.	There are monitoring video cameras at school.	1	2	3	4
7.	The gates are always locked at school.	1	2	3	4
8.	The school yard is well fenced.	1	2	3	4
9.	There is a good relationship between the school and the police.	1	2	3	4
10.	There is a police adopted for my school.	1	2	3	4

11.	There are random searches by the police done at my school.	1	2	3	4
-----	--	---	---	---	---

12.	The police are able to arrest the learners who commit crime.	1	2	3	4
-----	--	---	---	---	---

13.	Our principal deals effectively with school violence.	1	2	3	4
-----	---	---	---	---	---

14	Educators, non-staff educators, parents, and learners have a role to play in making the school to be safe.	1	2	3	4
----	--	---	---	---	---

15.	Strict rules are needed to enforce safety procedures at my school.	1	2	3	4
-----	--	---	---	---	---

16.	Violence can be overcome at my school.	1	2	3	4
-----	--	---	---	---	---

17.	Learners are arrested or severely disciplined for violent acts or behaviour.	1	2	3	4
-----	--	---	---	---	---

18.	There is a need for some kind of procedure for safety.	1	2	3	4
-----	--	---	---	---	---

19.	Learners who experience violence from other learners often react by fighting.	1	2	3	4
-----	---	---	---	---	---

20.	Learners who witness others fighting report such incidents to educators.	1	2	3	4
-----	--	---	---	---	---

21.	Learners fear to report cases of harassment caused by other learners.	1	2	3	4
-----	---	---	---	---	---

SECTION E: MEASURES TAKEN TO PREVENT GANG-RELATED SCHOOL VIOLENCE

Indicate to what extent you agree/disagree with each of the following statements.		Strongly Agree	Agree	Strongly Disagree	Disagree
1.	They have done nothing, and my school is perfectly fine.	1	2	3	4
2.	School security patrols the halls.	1	2	3	4
3.	Cameras have been installed.	1	2	3	4
4.	A police officer occasionally checks on the school.	1	2	3	4
5.	Teachers are required to take self-defense training.	1	2	3	4
6.	There are metal detectors at the entrance of buildings.	1	2	3	4
7.	There are occasional random weapon and drug searches.	1	2	3	4

SECTION F: THE EFFECT OF GANGSTER-RELATED SCHOOL-BASED VIOLENCE

Indicate to what extent you agree/disagree with each of the following statements.		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	School violence threatens me as an individual.	1	2	3	4

2.	I have been threatened, bullied and intimidated by a learner at the school.	1	2	3	4
3.	I have been physically assaulted at school.	1	2	3	4
4.	My property has been stolen at school.	1	2	3	4
5.	Due to school violence, I do not like to go to school.	1	2	3	4
6.	I tried to commit suicide because of being the victim of school violence.	1	2	3	4
7.	I have committed an act of violence because of the influence and pressure of school-based violence.	1	2	3	4
8.	I am always concerned for my personal safety when I am at school.	1	2	3	4
9.	I do not concentrate on my school work because of violence.	1	2	3	4
10	I am involved in school-violent activities because of pressure and influence of others.	1	2	3	4

SECTION G: THE ACTIVITIES THAT ENCOURAGES GANGSTER-RELATED VIOLENCE AT SCHOOL

Indicate to what extent you agree/disagree with each of the following statements.				
	Never	Rare	Common	Everyday

1.	Distribution of illegal drugs (distributing/using drugs inside the school premises).	1	2	3	4
2.	Fights at the school	1	2	3	4
3.	Shootings	1	2	3	4
4.	Vandalism (Destruction of school property, spray-painting on walls, burning or breaking the property).	1	2	3	4
5.	Illicit sex	1	2	3	4
6.	Harassment of learners to teachers.	1	2	3	4
7.	Learner threats against other learners.	1	2	3	4
8.	Carrying weapons (knives, guns) at school.	1	2	3	4
9.	Presence of threatening gangs at school.	1	2	3	4
10.	Bullying	1	2	3	4
11.	Cyberbullying	1	2	3	4
12.	Physical abuse	1	2	3	4
13.	Verbal abuse	1	2	3	4
14.	Stabbing	1	2	3	4

SECTION H: THE INCLUSION OF SAFETY IN SCHOOL CURRICULUM

Indicate to what extent you agree/disagree with each of the following statements.		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Topics of safety are well taught at my school.	1	2	3	4
2.	Intensive in-service training programmes for safety are implemented.	1	2	3	4
3.	Staff development programmes are in place for educators who have to cope with low morale.	1	2	3	4
4.	School-based activities such as guidance and counselling are arranged to address safety matters.	1	2	3	4
5.	Topics on safety and safety promotion are included into Life Orientation subject.	1	2	3	4
6.	Extra-curricular activities are planned to address safety.	1	2	3	4
7.	There is an in-depth coverage of safety and safety promotion topics at my school.	1	2	3	4
8.	The school curriculum is flexible and accommodates learners whose schooling is interrupted by violence.	1	2	3	4
9.	Classes are often left untaught/unsupervised at my school.	1	2	3	4

SECTION I: THE INFLUENCE OF SAFETY ON SCHOOL PERFORMANCE

1.	Learners who are victims of violence at my school perform poor in class.	Yes	No
2.	Learners do not often come to school for fear of violence.	Yes	No
3.	Lack of safety has a harmful effect on teaching and learning at my school.	Yes	No
4.	Learners who feel unsafe are frequently absent.	Yes	No
5.	Learners of different grades are combined into one classroom.	Yes	No
6.	Learners fear to remain in school to do projects when there are no educators around.	Yes	No
7.	It is difficult to gain the concentration of learners in class after a violence incident.	Yes	No
8.	Township schools are more unsafe than schools in other surroundings.	Yes	No

END OF QUESTIONNAIRE, THANK YOU.

Annexure B: Letter of permission to conduct research in schools: Educators and learners

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE
SENTRALE UNIVERSITEIT VIR TEGNOLOGIE, VRYSTAAT
YUNIVESITHI E BOHARENG YA THEKENOLOJI, FOREISTATA



Central University of
Technology, Free State

RE: LETTER OF PERMISSION TO CONDUCT RESEARCH IN SCHOOLS:
EDUCATORS AND LEARNERS

Dear Sir/Madam

The above-mentioned matter refers; I am currently a junior lecturer and the MEd student at the Central University of Technology, Free State (Welkom campus). The focus of research is on *the nature and prevalence of gang-related violence on learners in secondary schools in the Lejweleputswa district*. My request to conduct research in schools is on the following objectives:

- Conceptualise what constitutes school-based violence,
- Assess the psychological impact of gang related violence on the academic performance of learners,
- Recommend a model to mediate psychological violence on learners in secondary schools.
- What is the effect of this violence pertaining to educators?
- How is school management being affected by the school violence?

The outcomes of this study are intended to conclude into academic dissertation. I intend to conduct my research in the third quarter (August and September) 2015, to present the data and analysis during the month of September and October 2015 and for the completion of dissertation in the month of December 2015. I intend conducting my research during the third quarter of 2015 and promise to adhere to all departmental ethical issues and conditions. I have attached the structured questionnaires for the purpose of your approval.

I hope my request will be granted.

Yours faithfully



Ms Puleng Magdeline Hlatshwayo (MEd.)
Cellphone: 074 5413 269

Annexure C: Permission to conduct research on learners at the schools

**CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE
SENTRALE UNIVERSITEIT VIR TEGNOLOGIE, VRYSTAAT
YUNIVESITHI E BOHARENG YA THEKENOLOJI, FOREISTATA**



Central University of
Technology, Free State

P.O. Box 1881

WELKOM

9460

July 2015

Dear Parent

PERMISSION FOR CONDUCTING A RESEARCH TO LEARNERS AT THE SCHOOLS

I am currently a student at the Central University of Technology in Welkom. I hereby request permission to conduct research at the schools involving the learners. The research topic is (The nature and prevalence of gang related violence at the schools in the Lejweleputswa district). The focus is on collection of data on violence the learners are faced with and how it negatively affects their studies.

Learners will be participating voluntarily by being involved in the interviews that will be conducted and by answering the questionnaires that will be given to them. Their privacy, anonymity, and confidentiality will be observed.

It is anticipated that this research shed high on how to reduce the levels of violence that learners are faced with on daily basis. By so doing, safety and security to learn and be taught in violent-free environment will be ensured.

This will help the department of education and the schools in the secondary schools in the Lejweleputswa to reduce the violence that they are faced with and it will also help with the safety and security of learners as their right would be inculcated/imparted even more. Their participation and cooperation will be highly appreciated.

I hope this letter will be a success

Yours faithfully

Ms P. M Hlatshwayo (MEd)

Cellphone: 074 5413 269

Annexure D: Approval to conduct research in the Free State Department of Education

Enquiries: BM Kitching
Tel. no: 051404 922
E-mail: berthakitching@gmail.com



PM Hlatshwayo
161 Mgabadeli Street
Thabong, 9463

Dear Ms Hlatshwayo

APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

Research Topic: The impact of school based violence on learners in secondary schools in the Lejweleputswa District

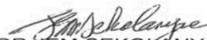
Approval is herewith granted to conduct research in the following schools: Bahale S/S, Kutloanong S/S, Khele ng S/S, LA Wesi S/S, Lekgarietse S/S, Lenakeng T/S, Letsete S/S, Mamello S/S, Mosala S/S, Reatlehile S/S and Seqhobong S/S

Target Population: 200 Grade 8 to 11 Male and Female learners between the ages of 15 – 28 years.

Period of research: For three months from the date of signing of this letter. Please note that the department does not allow any research to be conducted during the fourth term (quarter) of the academic year.

2. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension.
3. The approval is subject to the following conditions:
 - 3.1 The collection of data should not interfere with the normal tuition time or teaching process.
 - 3.2 A bound copy of the research document should be submitted to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein.
 - 3.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 3.4 The attached ethics documents must be adhered to in the discourse of your study in our department.
4. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours sincerely


DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 04/09/2015

Research Hlatshwayo Permission 2 Sept 2015
Strategic Planning, Policy & Research Directorate
Private Bag X20565, Bloemfontein, 9300 - Room 318, Old CNA Building, 3rd Floor, Charlotte Maxeke Street, Bloemfontein
Tel: (051) 404 9290 / 9221 Fax: (086) 6678 678

Enquiries: BM Kitching
Tel. no: 051404 922
E-mail: berthakitching@gmail.com



PM Hlatshwayo
161 Mgabadeli Street
Thabong, 9463

Dear Ms Hlatshwayo

APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

Research Topic: The impact of school based violence on learners in secondary schools in the Lejweleputswa District

Approval is herewith granted to conduct research in the following schools: Bahale S/S, Kutloanong S/S, Khele ng S/S, LA Wesi S/S, Lekgarietse S/S, Lenakeng T/S, Letsete S/S, Mamello S/S, Mosala S/S, Reatlehile S/S and Seqhobong S/S

Target Population: 200 Grade 8 to 11 Male and Female learners between the ages of 15 – 28 years.

Period of research: For three months from the date of signing of this letter. Please note that the department does not allow any research to be conducted during the fourth term (quarter) of the academic year.

2. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension.
3. The approval is subject to the following conditions:
 - 3.1 The collection of data should not interfere with the normal tuition time or teaching process.
 - 3.2 A bound copy of the research document should be submitted to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein.
 - 3.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 3.4 The attached ethics documents must be adhered to in the discourse of your study in our department.
4. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours sincerely


DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 04/09/2015

Research Hlatshwayo Permission 2 Sept 2015
Strategic Planning, Policy & Research Directorate
Private Bag X20565, Bloemfontein, 9300 - Room 318, Old CNA Building, 3rd Floor, Charlotte Maxeke Street, Bloemfontein
Tel: (051) 404 9290 / 9221 Fax: (086) 6678 678

Annexure E: Letter of consent to participate in conducting research



Central University of
Technology, Free State

**CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE
SENTRALE UNIVERSITEIT VIR TEGNOLOGIE, VRYSTAAT
YUNIVESITHI E BOHARENG YA THEKENOLOJI, FOREISTATA**

P.O. Box 1881

WELKOM

9460

July 2015

LETTER OF CONSENT TO PARTICIPATE IN CONDUCTING A RESEARCH

I am currently doing research with the Central University of Technology on the nature and prevalence of gang related violence on learners in secondary schools. I hereby request your consent for the child to participate in the research. Your child will be interviewed, and there will be confidentiality, anonymity, and legality. The participation is voluntary for the research. Your participation will assist in highlighting the impact of violence learners are daily faced with in their schools.

This research will comply with the rules and regulations of conducting research.

If you would like any additional information, you are welcome to contact me at

074 5413 269 or 057 9103 589

Email – puleng.magdeline01@gmail.com or phlatshwayo@cut.ac.za

If you would like to participate in this research, sign below by giving consent.

Thank you.

Name of learner:

Grade:

Signature of parent/guardian:

Date:

Annexure G: Focus group interview questions



CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE
SENTRALE UNIVERSITEIT VIR TEGNOLOGIE, VRYSTAAT
YUNIVESITHI E BOHARENG YA THEKENOLOJI, FOREISTATA

Central University of
Technology, Free State

THE NATURE AND PREVALENCE OF GANGSTER RELATED VIOLENCE ON LEARNERS IN SECONDARY SCHOOLS IN THE LEJWELEPUTSWA DISTRICT.

Interview questions

- 1) What is it like here at _____[name of school]? That is, what is the feeling or climate like here? Describe it.
- 2) Generally speaking, how well do learners get along with one another?
- 3) Are there identifiable [nameable] groups? What are the names of the main groups?
- 4) Is it common that certain students hang together? If so, could these groups be described with names? How do members of the groups relate to one another?
- 5) In your view, what is violence?
- 6) What are some behaviours that make up violence? [What might learner A do to pick on learner B?]
- 7) How does violence affect your school work? Can you provide an example?
- 8) Is it important to reduce violence here?
- 9) What has worked to reduce violence at the school? What hasn't? Why?

- 10) Are there any things that teachers or other adults have done that have made things worse? Can you give examples? You do not have to use anyone's name.
- 11) Is there an adult in the school building to whom you could turn to for help with a problem that relates to violence?
- 12) What do teachers or other adults in the school do to stop violence and make learner relationships better?
- 13) What have you learned from any discussions of violence?
- 14) How many times have you had something taken from you by force or by threats? Explain.
- 15) Have you ever been made to do something you did not want to do? Explain.
- 16) How many times have you been threatened or physically hurt? Explain.
- 17) Who are the learners who repeatedly get sent to the office (grades, academic status, special education status, ethnicity, gender)?
- 18) When (time of day) do learners tend to get in trouble?
- 19) How often do you experience incidents of violence in your school environment?
- 20) What are your experiences with regard to violence as a secondary school educator as displayed by your learners?
- 21) To whom is the violence usually directed (boys, girls or both)?
- 22) In what way do you feel personally affected by school violence?
- 23) How do the violent incidents affect you in the classroom?
- 24) How has school violence affected you with regard to personal safety?
- 25) How did your experiences of violence influence the way you handle conflict in the school environment?

- 26) What are the challenges you have to deal with at school that can be linked to school violence?
- 27) What form (type) of bullying occurs in your school?
- 28) Where and under what condition does violence normally take place in your school?
- 29) Are teachers present in areas where violence normally occurs?
- 30) How do teachers and administrators respond to such bullying incidents?
- 31) Is there any type of intervention provided to you?
- 32) Does violence occur alone or as part of a group activity?
- 33) Do gang-related activities normally occur inside the school premises?
- 34) What has the school done in the past to reduce bullying, harassment, and other forms of violence?
- 35) How do witnesses usually react to violence? What can be done to engage witnesses to be part of the solution?

What can be done to enhance positive relationships between the learners, teachers, parents, and community members?

ANNEXURE H: DECLARATION OF LANGAUGE EDITING