

**The role of intergroup conflict in school-based violence in the
Johannesburg Central Education District Schools: Towards a
strategy for Peace Education implementation**

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DECLARATION

I, Moses Sipho Mkhomi, declare that the contents of this dissertation constitute my original work except where acknowledgement indicate otherwise and that neither the whole work nor any part of it has ever been or shall be submitted to any institution for the purpose of obtaining a degree.



Researcher's Signature

01 June 2016

Date

DEDICATION

This dissertation is dedicated to my late adorable mother, Ellen Ntsizana Mkhomi-Dhlamini, uDonga laMavuso, with mere Grade 4 basic education was able to raise and educate and plants a seed for academia in me. Her soul has been an inspiration to me; my supportive wife, Pinki - MaVilakazi and my children; Nqobane, Mbalenhle, Nompumelelo, Ntokozo, Njabulo and Mihle. You were the motivation for me to complete this treatise.

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ABSTRACT

School-Based Violence (SBV) is prevalent in South Africa and globally. SBV is one of the challenges that the South African education system is facing resulting in a new deep-rooted culture of unsafe and insecure schools. Teachers are expected to teach learners, who display antisocial behaviour. These learners swear, back chat, verbally and physically abuse and show total disrespect for teachers. The presence of such learners has turned schools into battle field. This violence is not exclusively directed to teachers, but learners are also the common victims of bullying in particular. This study therefore sought to investigate how intergroup violence impacts on the school-based violence. The concepts, Intergroup Conflict (IC) and gangs/gangsterism were used interchangeably to describe actions of individuals who take part in the social conflict, driven by competition, antagonism and aggression within the school context.

A qualitative research method was used to capture the experiences and narratives of participants affected by school based violence. The study employed the interpretivist research paradigm the phenomenological research approach was preferred for the study to gain the meaning, structure, and essence of the lived experiences of the participants with regard to SBV. To extract participants' experiences, perceptions and views, the study used a semi-structured interview, focus group interviews and non-participatory observation methods. The selected schools were purposefully selected because of historical and ongoing violent incidents, as well as the violent communities in which these schools are located. The researcher complied with and observed ethical principles during the research study. The research was conducted on sites (schools) and included seven learners, seven teachers, three principals, three parents who are members of the School Governing Body, three parents, as well as a District Official. Permission was sought and granted by the Provincial Education Department – Gauteng Province, as well as by the District Director.

It emerged during the study firstly that; SBV is perpetuated by the competition for scarce resources like territory among gangs in schools. Secondly, extortion is a common manifestation of SBV through which learners are made to pay to gain access to school toilets and lunch boxes taken away. Thirdly, the intergroup conflicts

are characterised by aggression between the rival groups. Fourthly, the gang members are obsessed with impressing other learners that they are in control and powerful than their rival group. Therefore, the study recommends the adoption and implementation of Peace Education Intervention Strategy (PEIS) to address the scourge of SBV as well as the:

- Establishment of a School Safety Monitoring Team (SSMT)
- Intraschool Committee Coordination
- Training on Conflict Management and Mediation
- Peace Education as an intervention Strategy.

KEY WORDS: social conflict, intergroup, gangs, in-group, out-group and peace education.

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LIST OF ACRONYMS AND ABBREVIATIONS

ARBAX	Against Racial Bullying and Xenophobia
CJCP	Centre for Justice and Crime Prevention
CPF	Community Police Forum
DBE	Department of Basic Education
DRC	Democratic Republic of Congo
FGI	Focus Group Interviews
GBV	Gendered Based-Violence
GED	Gauteng Education Department.
GLOWT	Global War on Terror
HALM	Hierarchy-Attenuating Legitimizing Myths
HELM	Hierarchy-Enhancing Legitimizing Myths
IC	Intergroup Conflicts
ITT	Integrated Threat Theory
JCED	Johannesburg Central Education District
LCC	Learner Code of Conduct
NIMSS	South Africa's National Injury Mortality Surveillance System SMT
	School Management Teams
NSSF	National School Safety Framework
PE	Peace Education

RCL	Representative Council of Learners
SACE	South African Council of Educators
SBV	School Based Violence
SDT	Social Dominance Theory
SGB	School Governing Body
SIT	Social Identity Theory
SMT	School Management Team
SSMT	School Safety Monitoring Team
SSP	School Safety Policies
TRC	Truth and Reconciliation Commission
WCED	Western Cape Education Department
WHO	World Health Organization

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CHAPTER 1

BACKGROUND AND RATIONALE OF THE STUDY

1.1 INTRODUCTION

This chapter has three sections, with the first giving the background and the rationale of the study. This section also gives a theoretical definition of the intergroup conflict as a phenomenon and its manifestation in the global arena, as well as its manifestation in the South African context in relation to school-based violence (SBV). The second section focuses on the research questions, the aims and objectives of the research, the significance of the study, delimitation of the study and the limitations of the study. The last section gives clarity on the research methodology preferred for the study and the definition of key terms of the study, as well as the chapter outline.

1.2 BACKGROUND AND RATIONALE OF THE STUDY

The South African education system is besieged by school-based violence which is a new deep-rooted culture, making schools unsafe and insecure (Masitsa, 2011). Mncube and Steinmann (2014), assert that the teachers are expected to teach learners from different backgrounds, even those who display antisocial behaviour by swearing and back chatting teachers. The verbal abuse and total disrespect and challenging of teachers are common features in some South African schools. This view is shared by Mnyaka (2009, p.2) who states that the school setting, has always been regarded as a safe place but has turned into a war zone, characterised by violence and aggressive behaviour of learners. This study therefore sought to investigate how intergroup violence impacts on the school-based violence.

1.3 INTERGROUP CONFLICT

For the purpose of this study, Intergroup Conflict (IC) and gangs/gangsterism will be used interchangeably. According to Weisel and Bohm (2015), IC is made possible by actions of individuals who take part in the conflict; with the cooperative desire to help the in-group – ‘in-group love’ and display aggression towards the out-group – ‘out-group hate’. Similarly, McDonald, Navarrate and Van Vugt (2012) describe Intergroup Conflicts, as conflicts of human groups characterised by competition, antagonism and aggression. These scholars further argue that where there are social groups, conflict is inevitable. Sommer (2013) argues that IC categorises groups into in-group and out-group. The in-group promotes power of group emotions, particularly negative emotions like fear and anger (Mc Doom, 2012). On the other hand, the out-group is ill-treated by the in-group with the intention to harm and discriminate it (Sommer, 2013).

On the other hand, gangs are defined as a group of three or more persons who come together with the intention of committing crime or violent acts (Taylor, 2013). Fitch (2009) argues that the anti-social behaviour of the gang members is simply to make them acceptable and fit in to peer pressure. Crawage (2005) defines gangs as an “evolution of urban identity along racial and economic lines” and Hagedorn (2005) regards gangs as socially excluded and marginalised organisations with resistance identities. In defining gangs, some scholars focus on the common characteristics of gangs. Fitch (2009) state that gangs are composed of truant and school excluded learners, who carry and use knives. The desire by the gangs to emulate American hip-hop musicians gives the gangs glamour. Taylor (2013) is of the view that peer pressure plays a role in recruiting learners to join the gangs with the desire to belong. As indicated earlier on, this study will use both Intergroup Conflict (IC) and gangs/gangsterism interchangeably because both terms refer to groups in a competition for resources; the former uses negative perceptions such as dehumanisation and stereotypes to label the out-group. The latter uses violence and intimidation to subdue opponents. This chapter is divided into three sections: the first one pays attention to gangsterism; the second unpacks the causes and effects of SBV and the last focuses on Peace Education as intervention strategy to the scourge of SBV.

1.4 GLOBAL PERSPECTIVES OF INTERGROUP CONFLICT AND SCHOOL-BASED VIOLENCE

Gangsterism is a global phenomenon. In a study carried out by the School of Mental Health Project (2007) in the USA, it was found that gangs are self-formed association of peers between the ages of 12-24 years with the sole purpose of involvement in delinquent or criminal activity. These gangs form permanent relationships and organisations. Driven by the desire to promote their identity, the gang members are dressed in a similar style of clothing, display graffiti and use similar hand signs. The American Institute of Justice (2011) research study concurred with the above mentioned research findings and asserted that gangs can be made of three or more persons. Central to the purpose of gang formation, is forming a common identity and creating an atmosphere of fear and intimidation, protecting each other and encouraging criminal activity through violence and intimidation. Gangs as organisations, have structures with rules and norms members have to conform with. Taylor (2013) argues that the formation of gangs is triggered in some cases by the family abuse and rivalry between peers. The environmental risk factor contributes to gang activities as they (gangs) offer release from frustrations, bad feelings of guilt and create opportunities and ways to make money (Taylor, 2013).

Both intergroup conflicts and gangs as synonymous terms in this study have a critical role in the perpetuation of SBV. According to Mc Doom (2012) intergroup conflict or gangs promote power of group emotions, particularly negative emotions like fear, anger, resentment and hatred which polarise attitudes between groups. The power of security threats mobilises social groups against each other due to distrust and fear.

Sommer (2013) argues that intergroup conflict creates a culture of conflict with vicious revenge, elevation of prejudice and negative non-verbal behaviour towards the out-group. Hayden (2009) conducted a study in United Kingdom (UK) schools and not only found that gangs promote the development of offending behaviour, but also found that gangs have dual roles, deviant and violent. By being deviant, the gangs in schools disrupt learning, challenge teachers' authority and display inappropriate and unacceptable behaviour. With the violent role, Hayden (2009) further found that

schools that have gangs reported that 18.7% of teachers are physically hit, punched and kicked by learners and 2.9% of teachers are hit with objects by learners. 50.7% of learners are hit by other learners and most learners in these schools carry weapons. This state of affairs and the gang activities, certainly make schools unsafe, insecure and not peaceful for teaching and learning.

In the United States of America (USA), Taylor (2013) found that 11 homicides were committed by school age learners between 5-18 years belonging to some gangs. 749 200 non-fatal violent victimisations took place in schools in 2012 among the 12 year olds; 9% of teachers have been threatened with injury by students at school and 5% of teachers have been physically attacked in schools by learners who belong in gangs. These findings were further supported by The 2013 American Survey on School Violence which found that; 7.1 % of learners absented themselves from school because they felt unsafe due to gang activities and 5.2 % of learners carry weapons such as knife, gun or club on school premises either to protect themselves or to engage in gang activities. Mc Donald, Navarrate and Van Vugt (2012), argue that gangs or intergroup conflicts create social stereotypes that are often prejudiced and discriminated against. The categorisation of learners into in-group and the out-group inevitably results in dehumanisation, in which the out-group is seen and perceived as an enemy and evil to be eliminated; these perceptions contribute to the punitive actions towards the out-group.

Von Reininghaus, Castro, and Frisancho (2013) conducted a research in six Chilean schools and found that the causes of SBV are external to the school perpetuated by gangs and genetic or biological factors. Brown and Winterton (2010) cite that the UK schools continue experiencing school-based violence and bullying and cyber bullying are on the rise. They have reported that about 50 per cent of primary pupils and a quarter of secondary pupils have been bullied at school at some time by group of learners. This suggests that gangs are involved. According to this study, verbal abuse is by far the most frequently reported form of bullying, and pupils are verbally aggressive and this has led to an estimated 16 children in the UK killing themselves every year as a consequence of being bullied at school (Brown & Winterton, 2010).

1.5 INTERGROUP CONFLICTS AND SBV IN SOUTH AFRICAN CONTEXT

The researcher found overwhelming scholarly work on school-based violence and gangsterism, particularly delinquent youth in South Africa. However, the available literature could not specifically attribute SBV to intergroup conflict. The common narrative in the literature was that gangsterism is an external force and operates outside the school in the communities, surrounding the schools and makes drugs available to learners to and from school (Mncube & Madiya, 2014; Mncube & Harber, 2014; Maphalala & Mabunda, 2014). In Africa, the role of intergroup conflicts is mostly confined to ethnic conflicts and genocide carried out by child soldiers. In South Africa, most of the available research literature is primarily on gangsterism and school and little research has been done, specifically on the role of intergroup conflict in SBV. In a study conducted by Maphalala and Mabunda (2014) in selected Western Cape Province high schools; it was found that learners who are involved in gang activities attend school every day, but not for learning purposes but to promote gang activities like selling drugs, to disrupt teaching and learning and undermine teachers' authority. Daniel and Adams (2010) assert that gangsterism is a dominant culture in the Western Cape Province as it provides a safe backdrop for children who lack personal validation in families and lack role models and is promoted by economic deprivation. Thus, gangsterism in this province is not seen through the criminal lenses entity but is regarded as a social and cultural phenomenon. The Maphalala and Mabunda (2014) study found that community gangsterism spills into schools, as schools are used as practise centres to sell drugs and stolen goods which are brought into schools and sold to teachers. Burton and Leoschut (2012) declare that schools are a microcosm of broader communities in which they are located; social issues permeate the schools as 49.6 % of crime and violence is widespread in the communities in which learners live.

Intergroup conflict or gang-related violence permeates schools and manifests itself through bullying, intimidation and harassment of teachers, sexual violence and carrying of weapons (Mncube & Steinmann, 2014). The Maphalala and Mabunda (2014) research study found that intergroup conflict or gang-related violent activities are carried out by learners as young as 13 years old who fear victimisation and are recruited as a result of sporadic fights increase. The young learners are attracted into gang activities for money, power and glamour of gangsterism. School gang

activities not only negatively affect the perpetrators but the victims as well. Among the effects are: poor concentration, truancy, the fear factor traumatising teachers and learners alike leading to absenteeism (Maphalala & Mabunda, 2014). Mncube and Steinmann (2014) found that school gang activities or intergroup conflict destabilise school environments and contribute to high stress levels of the teachers who always feel insecure, are unable to manage the class of gangsters and the overwhelming psychological trauma pushes them to resign from their jobs. The learner bully victims are forced to be frequently absent from school, seek transfers to other schools and experience poor concentration and sleep disturbances. The victims of intergroup conflicts or school gang activities, according to Maphalala and Mabunda (2014), develop a fatalistic view of the future, depression, anxiety, diminished self-esteem, suicidal ideation, withdrawal and a susceptibility to criminal victimisation.

Intergroup conflict school gang activities are a manifestation of a broader spectrum of SBV. The researcher of this study is of the opinion that learners as individuals become violent in the learning environment and team up with like-minded learners to give birth to school gangs or intergroup conflicts. School-based violence is a subset of violence which is not a new phenomenon in South Africa, but is on the rise (SACE Report, 2011). Undoubtedly safety in South African schools is adversely affected by school-based violence which is not limited to physical sexual harassment but sexual as well. In terms of physical sexual harassment, Mncube and Steinmann (2014) cited a study of Abrahams et al. (2006) which found that boy learners grabbed breasts, buttocks and genitals of girl learners. Girl learners also experience sexual harassment in the form of rapes, resulting in unwanted pregnancy, violation of girl learner rights, underperformance and dropping out of school (Mncube & Steinmann, 2014). The scourge of school-based violence is expressed both physically and emotionally in the form of bullying and physical attacks. According to the South African Council of Educators 2011 Report (SACE, 2011), school-based violence and aggression are also practised by teachers in meting out discipline through corporal punishment albeit being banned. The violent incidents in schools, be they committed by individuals or gangs, undeniably create unsafe and un-peaceful learning environment, and thus violate the learners from learning in peaceful schools.

The Department of Basic Education (DBE) has constitutional responsibility to ensure safe schools and eliminate school based-violence through policy advocacy and

implementation in schools; as stated in the National Education Policy Act of 1995, article 4 (12) that:

The goal of education and training should be to establish a democratic, free, equal, just and peaceful society in South Africa (SASA, 1996).

Education is central in entrenching human rights culture and equips learners with basic knowledge and skills for meaningful occupation (Oosthuizen & Rossouw, 2003). To achieve this objective, section 29 of the South African Constitution confirms the right of every child to basic education (Oosthuizen, 2007). Furthermore, the Bill of Rights guarantees everyone in a school environment safety from all forms of violence (Rossouw & Oosthuizen, 2007). On the other hand SACE Educators' Code of Conduct states that an educator has a responsibility to acknowledge, uphold and promote basic human rights enshrined in the constitution (Oosthuizen, 2007). The responsibility of an educator goes beyond upholding and promoting basic human rights, but also requires the educator to take decisive steps to ensure safety of learners from abuse, physical or psychological as well as from any possible humiliation (Oosthuizen, 2007).

It is clear that these legislations are aimed to entrench human rights culture in the South African education system in the face of the scourge of violence which undermines and erodes the core foundations of human rights and dignity and denies learners a right to learn in an environment free of danger, intimidation and fear. Over the years it has become clear that the levels of school-based violence have increased (Ncontsa & Shumba, 2013) and the researcher of this study attributes these increased levels of school-based violence to three factors. One, the curriculum is failing to equip the learners with the necessary skills to deal and cope with conflict. Two, the teachers tasked with teaching Life Skills and Life Orientation themselves could have shortcomings or having no skills to impart to learners with regard to conflict management. Three, the department's intervention strategies aimed at curbing school-based violence are insufficient, ineffective and poorly publicised for teachers to engage with. This research, therefore, envisages advocating for Peace

Education (PE) to promote human rights in education, social justice, and eliminate structural violence.

The South African education system, in the researcher's view, whilst it strives to equip learners with necessary skills to participate meaningfully in the economic development of the country, is, however, falling short in responding or taking too long to transform in order to meet the socio-economic needs of the society. However, the fact is that teachers' lack training in dealing with school-based violence and they are also the victims of school-based violence. The aim of this research, therefore, is to explore the role of Intergroup Conflict in school-based violence in Jabulane Soweto primary schools and how peace education can be implemented to reduce the incidence of such violent incidents. SBV has its roots in violent societies (Segoe & Mokgosi, 2007) and it is therefore important to refer briefly to violence theory and ultimately give a brief historical perspective of violence and its prevalence both globally and nationally. The SACE Report (2011, p.2) quotes Burton (2008), asserting that the school is a space in which children can come and learn in a safe and protected environment; however, in reality this is not the case. Jacobs (2014) defines school violence as any intentional use of physical or other force or power to threaten another person or a group. In their research Ward, Van der Merwe and Dawes (2012) refer to violence as antisocial behaviour of children and adolescents, which includes fighting, stealing, and assault and assert that:

Violence, in its various manifestations, constitutes an enormous problem at both a national and an international level. Not only is it a major killer and a cause of many more people being seriously injured, but the economic costs in terms of healthcare, work losses as well as costs and time of policing and the criminal justice system, are enormous. The human costs of violence are beyond calculation but clearly considerable in terms of loss, grief and pain, but also in infecting communities with a climate of fear, anger, suspicion and terror (Ward, van der Merwe & Dawes, 2012, p.55)

Among the key features of school violence, according to Jacobs (2014), is that SBV is intended to use psychological power or physical force to harm someone. Secondly, SBV involves the manipulation and the use of coercion, as well as rejection, taking place during or outside school hours, during class times and breaks,

at school-related events (sport, cultural and social), as well as while commuting to and from school. The school violence expresses itself through physical and psychological forms. Physical violence is often observed through beating, kicking and punching one another, as well as physical assault. Phasha and Nyokangi (2012) refer to Nieves' research (2000) that revealed an incident in which a 12-year-old girl with intellectual disability was sexually abused by her male peers at school, only to be raped two weeks later at a new school to which she had been moved. The psychological violence is expressed through direct verbal victimisation and intimidation. Girl learners are sexually victimised in schools through sexual name-calling, suggestive storytelling and unwanted sexual comments.

Literature has abundant causes of SBV; however, this chapter will briefly mention a few as in-depth discussions are in Chapter 3. Ncontsa and Shumba (2013), in their study of four South African high schools, discovered among others, the following as the causes of SBV: community high crime rate, indiscipline and intolerance of learners, high levels of unemployment resulting in poverty, easy access to the school premises, lack of recreational facilities and classroom overcrowding. Similarly, Mncube and Madiya (2014), in their study of six South African provinces, found that the lack of security was a problem as strangers walk into the school premises uninvited often with violent intentions. The security issue also enabled the learners to sneak out of the school premises unmonitored. More important to the school security issue, according to this study, were the external gang activities which penetrated the schools

In an effort to ensure that the constitutional rights of learners are protected, the researcher of this study is of the view that Peace Education (PE) can make an impact as an intervention strategy to the prevailing scourge of violence, particularly in schools. The South African government seems to be adequately indulging in practices that promote PE. Despite the fact that South Africa went through decades of struggle against the apartheid regime characterised by both conflicts and violence; peace education was not adopted as a mechanism of teaching the South African society to learn how to deal with their past history of conflict. Instead the Truth and Reconciliation Commission (TRC) was set up to investigate what actually happened and how human rights violations were committed during the apartheid era by the

security forces and its agencies against the Black majority. This was in the researcher's opinion a costly oversight because the Black majority achieved political freedom in 1994 but still lack the skills of peaceful engagement in conflict situations; therefore this study proposes Peace Education as an intervention strategy.

Peace Education, according to Aderibigbe and Olapegba (2010, p.59-60), is “a holistic paradigm, a long-standing expression of educating for more peaceful society [which] is anchored in the concept of human rights.” PE is not exercised or applied in South African education and is common in countries such as Rwanda, Burundi, and the Democratic Republic of Congo, just to mention a few, which have experienced years of protracted social upheavals in the form of violence. These countries' social fibres have been disintegrated by social conflict and have hallmarks of bitterness and vengeance among their people. These countries have also experienced the normalisation of violence as a way of life and it has affected the social cohesion and normal functioning of good civilian life. Therefore PE in these countries is to create a “peaceful society anchored in the concept of human rights” (Aderibigbe&Olapegba, 2010, p.60). Violence in the South African society seems to be institutionalised; thus the escalation of violent behaviour. Therefore, PE is necessary to address violence escalation in schools. Ndagi (2009, p.3) asserts that peace education includes both a preventive and curative role. It prevents conflicts and violence from escalating and therefore saves material and psychological costs and its curative role creates the sense that it empowers people through practical training in peaceful conflict resolution (Ndagi, 2009). In responding to violence torn township schools Msila (2011, p.14) asserts that peace education needs to be made part of the post-Apartheid education policy to entrench and inculcate democratic values in South African education system. The new human rights culture in South Africa needs to prepare the youth for peaceful future and political stability.

Any intervention strategy in South African problems has to take into account conditions and cultural diversity. It's therefore for this reason that PE proposed for South African township schools has to be premised on an African value system such as Ubuntu. Ubuntu is a philosophy based on principles of humanness, caring, sharing, respect and compassion (Van der Westhuizen, 2007). Van der Westhuizen (2007) cites Mbingi (2005) that African culture centres on the needs of community

and promotes service to society and stakeholders, the dignity of others, teamwork and service to others in the spirit of harmony and interdependence. Van der Westhuizen (2007) emphasises the community in the definition of a culture which seeks to re-align individual goals with the needs of the stakeholders through listening, empathy, persuasion, healing, self-discipline and consciousness. It is the researcher's view that the South African government should promote Peace Education (PE) as a mechanism or strategy to create a peaceful society which will find its expression in peaceful schools.

1.6 PROBLEM STATEMENT

The South African schools are under siege as the intergroup conflicts take a centre stage and the safety of both learners and teachers is not guaranteed. Mncube and Steinmann (2014) are of the opinion that school violence is prevalent in most South African schools and manifests itself as gang-related violence. Masitsa (2011) argues that there are a number of laws and policy guidelines aimed at protecting the learners and the teachers in schools; despite these, schools remain unsafe. On the other hand, Segoe and Mokgosi (2007) assert that safe and non-violent schools are linked to safe and non-violent communities. It is in the backdrop of media headlines such as, "We will hunt you down,' cops tell Bloem school gangs" (Shange, 2015), that this study is undertaken to gain an understanding of the role played by school gangs in SBV. This was after a Grade 11 learner was fatally stabbed by a member of Marona gang. The aftermath of this killing was an attack of several learners and the community taking arms against the school gangs in Mangaung - Bloemfontein (Shange, 2015). In the Western Cape Province which is perceived to be the capital of gang-related violence and crime in South Africa, with an estimated 100 000 gang members (Van der Merwe, 2015), the courts recently convicted a 21-year-old male gang member for shooting and killing a Grade 12 learner (Van der Merwe, 2015). The schools are not only unsafe, but are also not peaceful; the existence of school gangs violates the rights of learners to learn in a peaceful environment (Masitsa, 2011). Therefore, this research study sought to explore the school stakeholders' experiences on the role intergroup conflict or school gangs play in the production and the perpetuation of school violence.

1.7 RESEARCH QUESTIONS

The main research question that this study sought to answer is:

What is the role of intergroup conflict in School Based Violence?

Sub-questions are:

- How does intergroup conflict influence SBV?
- What are the views of the stakeholders with regard to the role of intergroup conflict on SBV?
- How does intergroup conflict affect school environment?
- What challenges do stakeholders encounter regarding intergroup conflicts and SBV?
- How can Peace Education be used as an intervention strategy to combat school-based violence?

1.8 AIMS AND OBJECTIVES OF THE RESEARCH

The aim of this research was to explore the role of intergroup conflict on school based violence. The researcher investigated the views of the stakeholders regarding school-based violence in some Soweto schools and how peace education can be implemented to reduce the incidence of such violence. To realise these aims, the research pursued the objectives below to:

- Investigate the influence of intergroup conflict on SBV
- Investigate the views of the stakeholders with regard to the role of intergroup conflict on SBV
- Establish how intergroup conflict affect school environment
- Unearth the intervention strategy for the implementation of Peace Education in South African schools.

1.9 THE SIGNIFICANCE OF THE STUDY

It is hoped that the understanding of the role of intergroup conflict on SBV will further help the Department of Basic Education in the school violence policy formulation process. The study hopes to set the Peace Education advocacy platform for education stakeholders to make informed decisions within the violence torn schools. This study envisages influencing the curriculum framework to help the education department and the teachers about the scope, content and the principles of Peace Education as an intervention strategy to empower learners and teachers with alternative skills to deal with school-based violence. The stakeholders' experiences will form a base to assess the effectiveness of peace education skills and values for all the participants. Peace Education (PE) will also make a significant contribution to the theory of education in studying the learner holistically and the dynamics which can have an adverse impact in the learner's development into a desired member of society. It is hoped that this study will strengthen the current Valued Citizen Initiative which was launched in 2000 in Gauteng schools targeting 423 000 learners and 4500 teachers aimed at inculcating values such as civic responsibility, respect, Ubuntu, tolerance, and dignity among teachers and learners (Mail & Guardian, 2010). Furthermore, it is hoped that this study is going to contribute towards the existing body of knowledge on the role of intergroup conflict on SBV and Peace Education.

1.10 DELIMITATION OF THE STUDY

The research was conducted within the Johannesburg Central Education District with special reference to Soweto schools. Due to the vastness of Soweto, only three Jabulane primary schools were used for the study. The study focused on the role of intergroup conflict on SBV.

1.11 LIMITATIONS OF THE STUDY

The researcher of this study experienced some challenges conducting interviews with most of the stakeholders. Learners could not be interviewed during contact time, thus a focus group was opted for to gather all the learners in one venue to be interviewed together at the same time. The same challenge was experienced with

the teacher participants. The selected school principals and the District Official were interviewed individually; however, sticking to the set date for the interviews was impossible and was constantly changed due to their busy schedule.

1.12 METHODOLOGY

In order to extract the original views and perceptions of the participants in the study, the qualitative research approach was preferred. The use of the qualitative research approach according to Blaikie (2010) is to give a detailed behaviour of participants within a specific social context by attaching meaning to it. This view is shared by Neuman (2006), who maintains that behaviour and feelings of people can easily understood and interpreted in specific settings. The data analysis strategy used in the study facilitates the development of grounded theory, which is based or grounded in the data as it is developed from the data and accurately reflects the data. The other characteristic is that the research design emerges as the research progresses, as it is impossible to anticipate the participants' responses beforehand (Blaikie, 2010). The phenomenological research approach was also applied in this study to gain in-depth understanding of participants' experiences around SBV as a specific phenomenon. Therefore, these two research approaches were applied in conjunction with the qualitative research approach.

1.13 DEFINITION OF TERMS

Social conflict

Social conflict is a conflict that emanates from people interacting within a social context. Social conflict is attributed to the unequal distribution of resources or competition of limited available resources (Coser, 1956).

Intergroup

Intergroup Conflicts are conflicts of human groups characterised by competition, antagonism and aggression (Mc Donald, Navarrate & Van Vugt, 2012)

Gangs

Gangs are defined as a group of three or more persons who come together with the intention to commit crime or violent acts (Taylor, 2013). The display of anti-social behaviour of the gang members is simply to make them acceptable and fit in to peers pressure (Fitch, 2009). Gangs are an organisation of socially excluded and marginalised with resistance identities (Hagedorn, 2005).

In-group

The in-group can be described as the group of people with whom an individual categorises himself or herself. Members of an in-group are bound by a sense of commitment to the group and gain greater esteem from their sense of belonging to the group (Redmond & Serrano, 2015).

Out-group

The out-group can be described as any group outside of an individual's in-group and a group that can be a potential rival or competitor for resources (Redmond & Serrano, 2015).

Peace Education is a holistic paradigm, based on human rights aimed at educating learners for a more peaceful society through skills, knowledge, values and attitudes (Aderibigbe & Olapegba, 2010),

1.14 OUTLINE OF CHAPTERS

Chapter 1 gives the background and the rationale of the study.

Chapter 2 focuses on the literature review as the theoretical framework of the study.

Chapter 3 deals with school based-violence.

Chapter 4 unpacks the research methodology applied in the study.

Chapter 5 presents data collected and its analysis.

Chapter 6 discusses the research findings.

Chapter 7 concludes the study and makes recommendations.

CHAPTER 2

THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter gives the theoretical framework of the study in relation to the role of social conflict theory as well as the intergroup conflict theories. The school-based violence phenomenon is not exclusively evident in South African schools. As indicated earlier it is a global issue affecting school going children of all races throughout the world. The school-based violence phenomenon cannot be understood in isolation, but in both social conflict theory and intergroup conflict theories context. It is for this reason that the researcher refers to these theories to explain the origins of school-based violence. These theories serve as lenses of the study and furthermore explain the school-based violence as a phenomenon, its manifestations and causes.

2.2 SOCIAL CONFLICT THEORY

The study focused on the Social conflict theory, which explains how intergroup conflict manifests itself in a social environment, in this case the school. Due to the fact that the study focuses on intergroup conflicts, Intergroup Conflict Theory, Integrated Threat Theory and Social Identity Theory are used to explain the dynamic relationship in the formation of social groups in a school environment that plays a critical role in the perpetuation of intergroup conflicts.

2.2.1 Social conflict theory and its dynamics

Social conflict theory is an important theoretical framework for this study in achieving its objective to describe school-based violence as a subset of a social conflict. According to Coser (1956, p.214), social conflict theory seeks to scientifically explain the “general contoursof conflict in society: how conflict starts and varies, and the effects it brings.” Coser (1956) further argues that the group controls access to classand power, and status is likely to have its legitimacy questioned.Schools are macro-levels of society and as such reflect how society operates, interact in conflict

situations and more importantly however members deal with issues of deprivation, competition for scarce resources and formulation of perceptions during the conflict. The competition for resources manifests itself on two levels, either as personal or intergroup threat (Redmond & Serrano, 2015). Both threats force individuals into reactive mode to protect their own identity or their resources (Redmond & Serrano, 2015).

In terms of the social conflict theory, any conflict has dynamics which include escalation, aggravators and moderators, the shift in tactics of parties in conflict, as well as their mutual perceptions (Anstey, 2006). According to Bradshaw (2008), social conflict flows in a particular pattern with a starting point known as escalation which also involves conflict spirals and a second stage, often referred to as the stalemate stage, when the conflict becomes exhausted. The final stage of the conflict dynamic is de-escalation whereby the conflict is terminated due to a resolution. Zartman and Faure (2005) argue that conflict escalation makes the conflict to reach a peak which is often destructive and unmanageable. These authors are also of the view that conflict can also escalate when the incompatibility of the adversaries is transformed into a dynamic incompatibility and the conflict moves towards a greater magnitude of conflict behaviour. Zartman and Faure (2005) explain that conflict is primarily cyclical and consists of the following stages:

- Existence of the underlying bases for the conflict;
- Emergence of conflict due to parties having incompatible goals;
- The opposing party aims and selects contending means; and
- The intensity and scope of the struggle escalates.

According to Anstey (2006), conflict escalates in the presence of many aggravating elements, particularly when parties assume a competitive stance, making conflict either constructive or destructive. Among the key elements of conflict escalations are: issues and demands, shifts in tactics, communication, psychological changes, mutual perceptions and group changes. Zartman and Faure (2005) argue that conflict often increases in one or more escalation dimensions. The intergroup conflict as a sub-set of social conflict manifests itself in schools and is aggravated by acts of bullying, which becomes an aggravator resulting in learners grouping themselves to

fight off the bullies. The grouping of learners leads to the intensification of conflicts as revenge attacks become common.

Conflict dynamics are not exclusively evident in social groups but are also visible in a school milieu. Learners as part of the broader society bring along to schools behaviours and values which are likely to be conflict triggers. Coser (1956) cites two factors that can produce violent conflict, namely, emotional involvement and transcendent goals. Emotional involvement refers to the level of importance the people in the conflict attach to the group and its issues. In order to become violent, people must be emotionally engaged, as engagement increases emotional involvement and creates moral boundaries around group values and goals (Coser, 1956). On the contrary, Dahrendorf (1989) postulates that conflict will vary according to its level of intensity and violence. Conflict intensity refers to the amount of costs and involvement. The cost of conflict is rather intuitive; it refers to the money, life, material, and infrastructure that are lost due to conflict. The dominant party's primary goal in conflict is often to pressurise and hurt the weaker party to make concessions. During the conflict, win-lose beliefs can develop and the winning party often increases its demands. The conflict becomes costly for the weaker party and the dominant party can exploit this to its advantage. The communication between parties can then change from cordial to confrontational; persuasive to coercive and problem solving and compromise tactics can include threat, deception and violence (Anstey, 2006). Emotional involvement of learners in intergroup conflicts is evident in their commitment to conform to group violent culture, resulting in the escalation of conflicts.

In a school environment, some learners would be the source or perpetrators of conflict and others would be the victims. The different roles assumed by learners in a conflict situation, according to Anstey (2006), are namely "aggressor-defender". Anstey's aggressor-defender conflict model states that the dominant party progressively makes demands and, if these are not met, uses contentious tactics, while the weaker party - the defender- reacts at the same rate as the aggressor. If the demands are too great or the cost too high, one party will eventually concede to the demands. According to this model, conflict escalation is the result of a vicious cycle of action and reaction between parties. Through the retaliatory spiral, each

party punishes the other through aversive actions (Anstey, 2006). According to Maiese (2003, p.1), the conflict spiral model “is a dynamic, interactive process by which groups find themselves caught in hostilities.” The interaction in a conflict spiral breeds further conflicts as each party in the conflict intensifies and extends the conflict by reacting in a punitive or defensive manner to the other party’s behaviour. Such interaction between rival groups moves conflict spirals into escalation as the parties in the conflict blame each other for the harm suffered and want to ‘teach’ the other party a lesson, resulting in retaliatory spirals driven by blame and anger with defence being driven by fear (Maiese (2003). In addition, as Anstey (2006) maintains, parties in conflict engage in conflict behaviour to provoke the other into reprehensible response. Social conflict as a phenomenon has several causes which exist interdependently and overlap with each other as are mentioned below.

2.2.2 Social conflict

The second objective of this study is to explore and explain the causes and the manifestations of school-based violence. This section will focus on social conflict as a general term; school-based violence as a subset of social conflict will be dealt with in a separate section. Social conflict, as explained earlier, is the result of people or groups competing for limited resources. Bergh and Geldenhuys (2014) state that conflict can either be real with violent aggression, benign or just be felt by filling the atmosphere tension. The worst conflicts are strategic conflict whereby resources are manipulated to favour one party against the other, and the destructive or dysfunctional conflict with only one outcome – win or lose (Bergh & Geldenhuys, 2014). This section will pay attention to the bases of social conflict among them are structural-based and class conflict as created by the apartheid legacy, power, deprivation and communication during conflict which result in the formation of perceptions.

2.2.3 Structural-based and Class conflict

The learner participants' socio-economic conditions in this study indicated the high levels of poverty of their households. This state of affairs was worsened by the social inequality the learners are living in and invariably classify these learners as poor. Literature has sufficient evidence of the impact of poverty, one of them resulting in anti-social behaviour. The unequal socio-economics of the learners constitute structural-based social conflict. Structural-based social conflict emanates from the social, political and economic structures in a country. Bradshaw (2008) argues that these structures are designed according to demand and relevance at a certain point in history. Anstey's (2006) structural model shows how structural-based conflict can occur as a result and focuses on factors such as personal dispositions, social pressures, negotiation procedures and rules. As Anstey (2006) explains, power and control are tools used by a dominant group to monopolise ownership and distribution of resources. Such economic domination allows a few people to own the means of production, which monopolises the economy; and the wealthy few gain control over society, political, public, and legal systems. Furthermore, structural imbalances are created as a result of the perceived unequal control, ownership and distribution of resources (Anstey, 2006).

In this study, the competition for power, space and recognition is identified and how this leads to the formation of perceptions by various stakeholders resulting in school based-violence. The social and economic inequalities in South Africa, according to the researcher of this study, have created the 'have and have not' social groups which perpetuate social conflict and schools are not immune to its impact. According to Deutsch (1973), class conflict is the most pervasive social conflict between groups in conflict. He argues that this form of intergroup conflict manifests itself in various social categories between unequal parties, one being dominant and the other being subordinate in terms of power, resources and authority, giving rise to the stereotypes such as employer-employee, black-white and women-men, Deutsch (1973) maintains that the status quo in these unequal parties, when challenged, results in latent protracted social conflict due to frustration of the weaker party and quotes Karl Marx's theory of social conflict as the most fully developed theories of intergroup conflict; which states that conflict spirals into a revolution due to power relations of the conflicting classes. According to the researcher of this study, schools as a

reflection of society bear the hallmarks of socio-economic inequalities through their learners who vent their anger and frustration in violent behaviour

2.2.4 Power

According to the observation of the researcher, the possession of power in a school setting by a certain group of learners creates an asymmetric position and lack of equilibrium in school groups. The powerful group of learners become the untouchable and most probably engage in violent activities at the expense of the weaker and vulnerable group. Dahrendorf (1989) claims that power is the one unavoidable feature of all social relations and defines power as:

The probability that one actor within a social relationship will be in a position to carry out his own will despite resistance, regardless of the basis on which this probability rests(p.223).

Dahrendorf (1989) is of the view that power finds its expression in authority. Authority is a form of power; it is legitimate power and associated with social positions or roles. In group relations, power is translated into norms, which Dahrendorf (1989, p.223) regards as “social mechanisms that act like a shepherd dog”, and also “help preserve group solidarity and imply power hierarchy within the interest group” (1989, p.227).Mayer (2000) observes that the goals of any group can be achieved through the dynamic factors of intergroup conflict, namely, power and group cohesion. Such power refers to the influence the group has in pursuing the goals and interests of its members, and cohesion refers to the level of togetherness and commitment of the group to achieving its goals. Group cohesion is necessary to maintain group order and conformity (Mayer, 2000).Bergh and Geldenhuys (2014), on the other hand,define group cohesion as an attraction and motivation of individuals to stay in a group and arenoticeable by spending more time together. A strong assertion is made of the fact that the severity and the harsh initiation of an individual in a group makes the initiate to stay longer in the group. Also the small size of the group determines the intensity of cohesion as members of the group bond more easily with each other. Group cohesion also helps the group to deal with external threats by increasing the group identity (Bergh & Geldenhuys, 2014).

According to Deutsch (1973), power is a relational concept not confined to an individual, but to the relationship of a person to the environment. He attributes three distinct meanings to power, namely: environmental power, relational power and personal power. Deutsch also refers to Laswell and Kaplan's (1950) definition of power as a 'high degree of coerciveness'; arguing that power has a facilitative, deliberate influence, as well as a liberating and restraining function. Krause and Smith (2012, p.8) define power as:

Power is the ability, skill or capacity to do something. Control and influence over other people and their actions. Power is neither positive nor negative. It can be used constructively or destructively.

Evident from this definition are control and influence, meaning that those who have power control resources and influence or decide who access those resources. Ultimately the actions of those in power have consequences, either positive or negative. The researcher of this study has observed that in a school environment, the gangs or bullies yield power and use it to terrorise other learners and often gain more members not necessarily because they are liked, but because the vulnerable learners, the victims of SBV, fear for their lives and seek refuge and protection from being attacked by these groups. According to de Jager (2008), power plays a key role in conflicts such as wars and intergroup conflicts, because when a group has power, it has access to the valued resources and uses them to achieve personal, relational or environmental goals. Ward, van der Merwe and Dawes (2012) are of the view that, youths are drawn to violent and gang sub-culture that offer them an attractive alternative to the mainstream society in which they are largely disempowered. Bartos and Wehr (2002) mention different types of power: power-over and power-with. Power-over implies the skill to force someone or a group to do something. Power-with (Bartos&Wehr, 2002) underlines the value of shared or corrective action, when groups cooperate in resolving their differences.

2.2.5 Deprivation

According to Bradshaw (2008), when human needs such as identity, independence, security and control are denied, frustration is the outcome. Kriesberg (1982) argues that frustration and aggression are primarily expressions of deprivation involving both social relationships and social interaction. In essence, when a group's efforts to attain goals are frustrated, the result is the perception of those who have achieved these goals as adversaries and often spiral a vicious competition for limited resources and pervasive social conflict. Often unsatisfied human needs for security, identity, recognition, participation and autonomy of either group will cause the relations to be unstable and create mutual negative perceptions (Kriesberg, 1982).

According to Burton (1998), conflicts are a direct result of institutions and social norms being incompatible with inherent human needs for recognition and identity. Such needs form the basis of individual development and security and need satisfaction. Burton further argues that denial of these needs often leads to alternative behaviour by the grievant party. Discussing Burton's needs theory, Marker (2003, p.1) argues that needs cannot be "negotiated, be traded, suppressed or bargained for," but can only be addressed through a win-win approach. Kok (2007, p.2) explains needs theory as a "people's unyielding drive to meet their unmet needs on the individual, group or societal level" and regards identity, recognition, participation and understanding as essentials of human needs. Needs are compared to Maslow's (2007) pyramid of human needs with Burton's (1998) human needs emphasising that to the needs Maslow's lists are primarily physiological while the needs Burton (1998) refers to for personal development.

According to Coser (1956, p.215), the deprivation is also a source of conflict as it "leads a group to class consciousness and produces conflict and social change." There are two types of deprivation, namely: absolute and relative deprivation. The former refers to the condition of being destitute, living well below the poverty line where life is dictated by uncertainty over the essentials of life (food, shelter, and clothing). This kind of deprivation limits people's willpower to become involved in conflict and social change. The latter form of deprivation refers to a sense of being

underprivileged relating to other group members. People or groups in this kind of deprivation have the emotional and material resources to become involved in conflict and social change if “the economic structural changes can’t keep pace with their rising expectations (Coser, p.215). Ellis (2009) argues in relative deprivation theory that conflict is signalled when one group feels relatively disadvantaged, even if objective circumstances suggest otherwise.

2.2.6 Communication during conflict

Bergh and Geldenhuys (2014) are of the view that information and semantic differences, as well as the blocked communication channels, are contributing factors to the escalation of conflict. As Anstey explains (2006, p.40), if channels of communication become “unreliable and impoverished”, misunderstandings become common and espionage can become rife, resulting in psychological changes in group emotions, attitudes and perceptions which can become distorted and all these factors exacerbate intergroup conflict. Social conflict theory is applicable in intergroup conflict which perpetuates SBV. In a school environment, often there is a victim and the perpetrator of SBV. The perpetrator often wants to make his or her presence felt and dominates the weaker learners. The perpetrators can be individuals, groups or collectives with distinct characteristics. Dovidio, Saguy and Schnabel (2009) explain that interpersonal and intergroup orientations “reflect complex, often mixed motives such as self-interest, moral and justice-based concerns” (p.433), which result in the creation of advantaged in-groups and disadvantaged out-groups with incompatible goals and consequently perceptions and stereotypes against each other. Similarly, Brown and Winterton (2010) define intergroup conflict as a “conflict that is the result of an individual, an interpersonal relationship, an intergroup relationship, or a combination of the three” (p.318). Common in these definitions is the concept of interaction which is the mode of communication between the interacting parties.

Poor communication between groups in conflict is common and often creates negative mutual perceptions leading to conflict escalation. Pruitt and Rubin (1986) detail how conflict escalation happens when both parties categorise negative

information about each other and list some of the negative attitudes and perceptions held by conflict parties during the escalation phase. In terms of dehumanisation the 'other' or the out-group is often seen as barbaric, treacherous, cruel and uncivilised. In addition, the perceptions of the rival group as the enemy can give rise to intensification of the between rival groups and distorted perceptions become rife (Anstey 2006). Ellis (2009,p.292) further argues that this interaction is characterised by "categorizing, stereotyping, attitudes, and attributions", which impact on the conflict and asserts that "almost every study of Black–White relations, diversity, political conflict, discrimination, stereotypes, minority-majority relations, ethnic or religious bias, or bullying on the playground, is related to intergroup conflict."

Regarding the stereotyping of the other group, Mncube and Harber (2013) argue that it exposes the country to high levels of violence resulting in normalisation of violence as it is "seen as a necessary and justified means of resolving conflict"(p.13). Often in our schools, teachers resolve disputes on a daily basis through a tit-for-tat approach, thus reinforcing violence as a solution to conflict. Mutual perception will be used to explain the conflict between learners and between learners and teachers in the learning environment and how these parties develop perceptions about each other. Often conflict is between two parties, and school based-violence is not an exception as it also involves the perpetrator who initiates a violent act and the victim who receives and responds to the violent acts. This relationship is characterised by competition over a resource resulting in violent conflict and often leads to development of attitude and perceptions by each member. The victim is often the out-group, challenged and treated violently by the in-group.

Ellis (2009), states that social identity theory makes the distinction between individual and group identity in intergroup conflict. This theory manifests through prejudice, psychological essentialism, emotions, and communication. With respect to prejudice, it refers to a negative or hostile attitude toward another social group. It is a distorted, biased, or inaccurate attitude toward a group based on defective or incomplete interpretations of information acquired through either direct or indirect experience with a group (Ellis, 2009). Participation in everyday activities with deviant peers is observed to raise the probability of antisocial behaviour in youngsters who are developing deviant patterns. Deviant behaviour escalates as moderately deviant youngsters observe, begin to imitate and are reinforced by more deviant peers. This

learning is also evident when children with externalising tendencies are aggregated together for administrative purposes, such as special schools and delinquency prevention programmes (Wardet al., 2012). The phenomenon known as 'delinquency training' alerts us to the need to be cautious of aggregating groups of antisocial youth in prevention programmes.

2.3 INTERGROUP CONFLICT THEORY

The intergroup conflict theories used in this study describe and explain the prevalence of violent groups or gangsters in the selected schools for the study. In the process, this section explains the relationship between groups in conflict and how the school-based violence in the selected schools conforms to these theories. Furthermore, attention is paid to the impact the intergroup conflicts have on the effective learning in schools. According to Ellis (2009, p.292) intergroup conflict is defined as a:

Subset of the more general study of intergroup relations... and as the study of any aspect of human interaction that involves individuals perceiving themselves as members of a social category, or being perceived by others as belonging to a social category.

De Jager (2008), states that although intergroup conflict can be either positive or negative, mostly intergroup conflict has more negative consequences than positive ones. Intergroup conflict often results in dysfunctional intergroup conflict which may lead to heightened anxiety, mistrust and hostility, feelings of incompetence and powerlessness, especially within the out-group (Koorsten & Wrogemann, 2003). Ellis (2009) asserts that intergroup conflict theory also involves subjective essentialism. Subjective essentialism, one of the most important lay beliefs, is of the notion that members of a group have numerous surface similarities, but all share a belief in the deep underlying features that describe themselves and differentiate them from others. These deep underlying features are assumed to capture the meaning of individuals and groups and their underlying nature (Ellis, 2009).

Emotions are displayed when individuals categorize themselves as group members; they may feel deep comradeship with the other group members. Consequently, the group takes on emotional attachments and characteristics such that individuals react emotionally to in-groups and out-groups. For example, when an out-group is judged and threatened, intergroup emotions such as anger or hostility are aroused. The converse is true; positive judgments for the out-group garner positive intergroup emotions. One practical consequence of this line of theorising is that dominant groups often the poor academic achieving learners often report that they avoid contact with academic achieving learners who are often in minority in schools; due to the discomfort and anxiety the interaction often creates. These groups are often uncertain about how to act, engage in conversational topics with the fear of possible unintentional offense (Ellis, 2009). This theory has its sub theories which are integrated threat theory; social identity theory and social dominance theory.

2.3.1 INTEGRATED THREAT THEORY AND ITS COMPONENTS

The Integrated threat theory in this study explains how rival groups in a school environment perceive each other's presence as a threat to their existence and how competition for limited available resources like territory result in intergroup conflicts. Whilst intergroup conflict theory is an umbrella theory, Integrated Threat Theory (ITT) is a sub-set of this theory and in this study, these theories are used interchangeably. Integrated Threat Theory focuses on the conditions that lead to perceptions of threat, which in turn have an impact on attitudes and behaviour and premised on the basis that a threat must exist in order for conflict and negative behaviours to ensue between groups (Redmond & Serrano, 2015). Tajfel and Turner (1979) believe that intergroup conflict is explicitly institutionalised to breed losers or winners and to establish relations between a superior in-group and an inferior out-group, resulting in "antagonism between the dominant and subordinate group." The threats experienced by one group, either in-group or out-group are often evident either in group's beliefs or pose a challenge the opponent group's attainment of its goals.

The availability of resources like money, status, power and influence for individual groups further reinforces the weakening of the opposing group (Redmond & Serrano, 2015). The out-group engages in “competitive mobilisation” (Oberschall 2007:p.187) with an agenda for change, resulting in escalation of intergroup conflict. Therefore, as Oberschall (2007) explains, whereas out-group members are likely to experience an enhanced need to increase their sense of power, in-group members are likely to experience an enhanced need for acceptance. The scarcity of resources threatens group’s ability to maintain its identity as a group or to achieve its goals, leading to the development of negative attitudes towards those in the group utilising the resources (Redmond & Serrano, 2015). Threats to the groups can either be realistic or symbolic.

Intergroup conflicts are aggravated by perceived threats. Power and domination are scarce resources the social groups use to extend and consolidate their position in a school environment. Stephan and Mealy (2010) also mention the various types of threats a group can experience in a conflict situation: realistic (tangible) or symbolic (intangible) harm to the in-group’s welfare, such as territorial threats, threats to political power, economic threats, and threats of physical harm. Symbolic threats include threats to the in-group’s identity, values, beliefs and norms. These threats can evoke strong negative emotions, such as fear, rage, resentment, frustration, contempt or feelings of insecurity. In addition, perceptions of threat reduce emotional empathy for members of the out-group. According to Forsyth (2005), in realistic group conflict theory, the out-group will compete to gain the valued resources and status and the in-group regards this competition as a threat and thus shows hostility to the out-group. Forsyth asserts that the hostility evident in such intergroup conflict is usually caused by frustrating circumstances. Such activities stimulate the oppression of groups by other oppressed groups and show how a group’s open hostilities are often as a result of prejudice and oppression. Bergh and Geldenhuys (2014) are of the view that the group members when under threat, pair each other with the power block to avoid alienation and develop and integrate ‘We-ness’ to achieve a common goal of survival. It is at this point that dependency on leadership is accentuated.

Oberschall (2007, p.180) also argues that when group membership becomes salient in conflict, “social boundaries sharpen, individual relations across groups become depersonalised and stereotyped and intergroup behaviour becomes more aggressive and competitive than interpersonal behaviour.” In essence, both the in-group and the out-group begin to have distinct identities with a set of goals to achieve and any challenge to these goals is often seen as a threat to the group’s territory, power, authority and identity. According to Dovidio et al. (2009), once members of the dominant group feel a threat to their group’s power, they will be motivated to defend their status and remove the threat. Members of disadvantaged groups, conversely, will be motivated to change the status quo to improve their group’s position. Often unsatisfied human needs for security, identity, recognition, participation and autonomy of either group will cause the relations to be unstable and create mutual negative perceptions. Symbolic threats include threats to the in-group’s identity, values, beliefs and norms. These threats can evoke strong negative emotions, such as fear, rage, resentment, frustration, contempt or feelings of insecurity. In addition, perceptions of threat reduce emotional empathy for members of the out-group (Stephan & Mealy, 2010).

They primarily involve perceived group differences in morals, values, standards, beliefs, and attitudes (Redmond & Serrano, 2015). These threats affect the in-group’s life view and the manner in which the group perceives and interprets the world. The symbolic threats arise, in part, because the in-group believes in the moral rightness of its system of values. Redmond and Serrano (2015) are of the view that both realistic and symbolic threats create intergroup anxiety, uneasiness and awkwardness in the presence of out-group members because of uncertainty about how to behave towards them. This can be considered the strongest threat, as it deals with high emotions between groups, with a fear of being embarrassed, rejected and ridiculed. The emotional anxiety can even occur in circumstances when the in-group incorrectly predicts the out-group’s response to in-group values. The increased expectation of a negative reaction leads to a higher degree of prejudice and bias between members of the conflicting groups (Redmond & Serrano, 2015). Bergh and Geldenhuys (2014) assert that the group under threat often questions its leadership through rebellion and often forcing it to withdraw.

According to Redmond and Serrano (2015), intergroup threats contribute to the escalation of conflict because they influence behaviours, perceptions, and emotions. These threats have a potential of evoking strong negative emotions, such as: fear, rage, anger, resentment, frustration, contempt and insecurity. Coupled to this, the in-group develops no empathy for the out-group (Redmond & Serrano, 2015). Furthermore, the out-group develops a mental pre-occupation in the face of tangible threats and these results in poor decision making. On the other hand, the in-groups develop a perception of being 'powerful' and isolated from threats as the powerful in-group are often not used to be threatened. Pruitt and Rubin (1986) detail how conflict escalation happens when both parties categorise negative information about each other and list some of the negative attitudes and perceptions held by conflict parties during the escalation phase. In terms of dehumanisation the 'other' or the out-group is often seen as barbaric, treacherous, cruel and uncivilised. In addition, the perceptions of the rival group as the enemy can give rise to autocratic leadership between rival groups and distorted perceptions become rife (Anstey, 1999).

Anstey (1999) is of the view that negative intergroup perceptions and emotional biases contribute to the response in behaviour towards a threat. The level of the behavioural response depends solely on the power of the threatened group. Higher power groups are not used to being threatened; in turn their power generally isolates them from threat. Negative behavioural effects associated with these threats can impede peace and prolong reconciliation. When working in a group and threats and conflicts arise, communication comes to a screeching halt. The group begins to lose focus of the goals that were initially set for them. When groups do not communicate or there is miscommunication, there can be detrimental results. Communication is the key to all groups succeeding (Anstey, 1999).

2.3.2 SOCIAL IDENTITY THEORY

As the threat of attacks become apparent in schools from gangsters, the threatened group of learners are tempted to group themselves into a rival group to protect themselves. The emergence of a new group in response to a threat requires that group must be identifiable and differentiated from others. The Social Identity Theory

(SIT) by Tajfel and Turner (1979) is premised on the basis to understand the psychological aspect of intergroup discrimination and identify the minimal conditions of discrimination between the in-group and the out-group (Redmond & Serrano, 2015). Redmond and Serrano (2015) assert that Social Identity Theory focuses on the relationship between self-concept and group behaviour and seek to explain that different aspects of individuals' personalities motivate them at different times, and that the identity component that motivates behaviour will be determined by the specific situation that the person is in. In other words, people's behaviour will be affected by their positive association with their in-group, when their self-esteem and status are elevated by that association. Similarly, Ellis (2009) is of the view that social identity theory makes the distinction between individual and group identity plays an important role in intergroup conflict, through the manifestation of; prejudice, psychological essentialism emotions, and communication. With respect to intergroup conflict; prejudice refers to a negative or hostile attitude toward another social group. Considerations of group cohesion are also significant for this study. De Jager (2008, p.70) describes group cohesiveness as a "process whereby a sense of 'we-ness' emerges" over and above individual and motives and maintains that cohesion can also be visualised as "attraction to collectivity."

In addition, as Deutsch (1973) asserts, the bond between the members of a group is influenced by open communication which can make consensus achievable. Many delinquent acts are committed in the context of seeking peer approval, suggesting that peer groups play similar socialisation roles as do families and schools. That is, they too model and reward violent behaviour, enable children to develop self-efficacy for violent acts and set standards that approve violence (Ward et al., 2012). According to Ward et al. (2012), the socialisation of youth into a gang results in violent lifestyle, a choice that encourages a continuation of high levels of youth violence and, through gang status, a glorification of such a lifestyle among many children. Ellis (2009) argues that intergroup discrimination is a distorted, biased, or inaccurate attitude toward a group based on defective or incomplete interpretations of information acquired through either direct or indirect experience with a group. Often new learners are subjected to initiation, which is demeaning and unwelcoming.

This treatment makes the initiates to be resentful as they are prejudiced on the basis of being new in the school. This can result in counter reaction by the initiates and intergroup conflict becomes inevitable. Prejudice is also evident between old learners and treated as such by other learners because they might refuse to join a particular group or culture. This is often prevalent among high achieving learners who at times are ill-treated by others on the grounds that they out class them academically. The theory further describes and predicts intergroup behaviours based on the individuals perceived status in an intergroup setup.

2.3.2.1 Components of Social Identity Theory

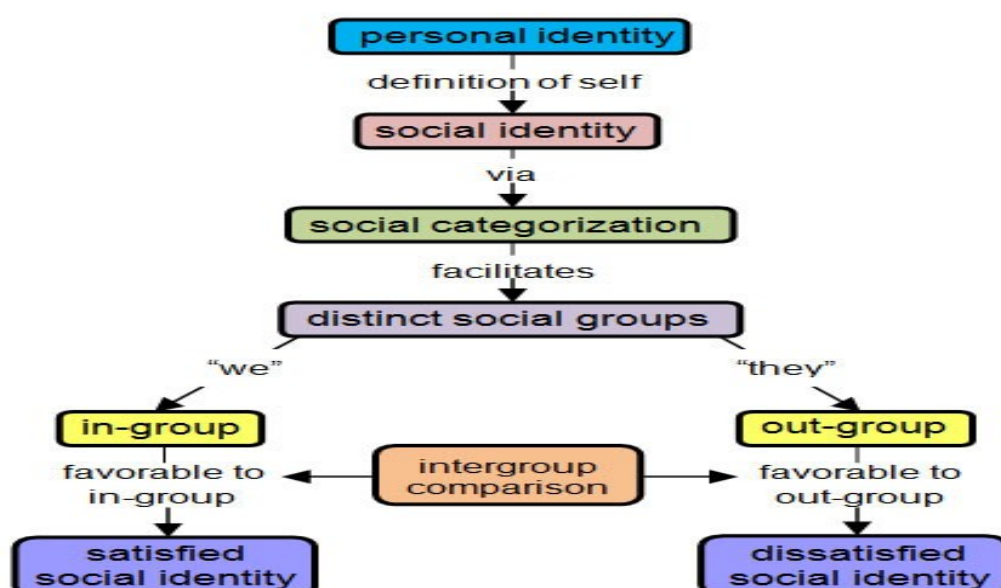


Fig 1: Social Identity Theory. Adapted from Redmond and Serrano (2015)

2.3.2.1.1 Self-categorization

According to Hogg and Terry (2001), self-categorisation occurs when a person's beliefs are aligned to a particular a group. A person must categorize or identify him or herself as a member of a group in order to have his or her self-esteem elevated through association with the group. This categorization then, "sharpens intergroup boundaries by producing group-distinctive stereotypical and normative perceptions and actions and assigns people, including self, to the contextually relevant category." By assigning roles to individuals that are self-categorized as being part of a

group, individuals can derive meanings and expectations associated with their roles, and as a result, are able to create value-based standards that motivate and guide what is perceived to be appropriate behaviour (Hogg & Terry, 2001). Furthermore, Deutsch (1973) asserts that the in-group develops a superior mindset as the only group which can solve the current conflict by imposing its views on the out-group and consequently creates “suspicious and hostile attitudes”(p.353). Imposition, suspicions and hostile attitudes of one group towards the other generate “intensification of conflict beyond a moderate level” and result in “impairment of perceptual and cognitive processes” (p.355). Other determinants of conflict escalation are the nature of the conflict, which includes the conflict size and issue centrality. Deutsch (1973) defines conflict size as the “expected difference in value of the outcome that a group or person will receive if it wins (p.369). The categorisation results in an individual being accepted and treated favourably by the in-group, and the contrary often lead to an individual being derogated as an out-group.

2.3.2.1.2 In-group favouritism

The initiated, assimilated and socialised group members are often given a special treatment as a welcome; this includes, among others, protection and money by the existing in-group members. In-group favouritism occurs to protect the group as individuals and provides special treatment by distributing resources like money to group members. The overall intention is that members of the in-group stick together and give each other support (Redmond & Serrano, 2015). The in-group can be described as the group of people with whom an individual categorises himself or herself. Members of an in-group are bound by a sense of commitment to the group and gain greater esteem from their sense of belonging to the group. Group commitment refers to the strength of the commitment a person feels to their in-group (Hogg & Terry, 2001). Furthermore, Redmond (2009) asserts that when a person identifies himself or herself with a group, he or she gains a positive self-esteem through the group, and feels committed to the group, then the person will be motivated to maintain the group and their memberships in the group. Group self-esteem refers to the positive self-esteem or self-identity gained through membership in a group (Redmond & Serrano, 2015).

Coser (1956) claims that the groups often form group structures on high and low network density levels. These levels determine the functionality of the conflict based on the gathering frequency of groups and their involvement in a conflict. Regarding groups operating on the high network density level, Coser (1956) argues that groups will tend to suppress or discourage conflict and conflict will erupt as a result of “unresolved grievances and unreleased hostilities”. Bergh and Geldenhuys (2014) are of the view that groups develop in a particular process rather than in a haphazard fashion. Individuals forming groups often come with personal differences and need to bridge these differences and uncertainty. Group membership is characterised by storm individual members who compete for attention, leadership position and trust. As soon as the storm settles, the group set up norms, which are standards each member has to conform with. Conformity becomes the parameters for members to work together, share information and collaborate on group activities, celebrate on completion of tasks and reflect on their activities from time to time. Deutsch (1973, p.369) argues that “the more the parties disagree on issues and interests, the bigger the conflict.” To diminish the perceived opposition, parties have to “eliminate misunderstanding” through “open, full direct communication between parties.” (p.370). Centrality of issues refers to any issue that “infringes upon something considered to be vital to a person’s well-being, socio-economic position, self-esteem, or defence against anxiety.” (p. 371).

On the other hand, low network density groups interact less frequently and demand less involvement and likely to experience the functional benefits of conflict (Coser, 1956). Hogg and Terry (2001) suggest that people have a need to see themselves in a positive light in relation to relevant others and this can be achieved in a group context through making comparisons between in-group and relevant out-groups in ways that favour the in-group. Redmond (2010) argues that self-esteem and status are the main reasons that social identity is proposed to motivate individuals, based on self-categorization as well as being part of the group commitment. Thus Coser (1956) postulates that the stronger external boundaries enable the group to also experience higher levels of internal solidarity during conflict, in order to feel a greater sense of comradeship than during peaceful times. Members of the in-group interact with out-group through different strategies, either on a personal or a group level. Coser (1956) further argues that in order for any group to exist, it must include

some people and exclude others. This inclusion and exclusion process involves controlling the group's behaviour, feelings and thinking. The control of group members' behaviour constitutes centralised power structure to regulating internal stresses and needs, negotiating external challenges or threats. Furthermore, the regulation of group members occurs within a group boundary. As an in-group experiences external conflict, the boundaries surrounding the group become stronger, the members of the group experience greater solidarity, power is exercised more efficiently, and the group tends to form coalitions with other groups (Coser, 1956).

2.3.2.1.3 Out-Group Derogation

The out-group members in schools are often the target of the in-group violent activities, especially bullying. As non-members, the out-group is often subjected to dehumanisation and name calling to isolate and pressure them to join the in-group. The out-group can be described as any group outside of an individual's in-group and a group that can be a potential rival or competitor for resources. Individuals in the out-group may be motivated to try to enter the in-group to gain access to limited or previously unavailable resources and are often with resentment by the group. Members that are in the in-group can attempt to make members of the out-group look bad as to enhance their image and status. This is the basis of the out-group derogation (Redmond & Serrano, 2015). However, when an individual over-identifies with a group that has an adverse result in that; it can lead to stereotyping and the degradation of out-groups (Hogg & Terry, 2001). According to Tilly (2003: 24, 225) groups excluded from the polity contend for power on the grounds of equality, dignity, and religious freedom and workers' rights. According to Dovidio et al. (2009:338), if members of a dominant group feel a threat to their group's power, they will be motivated to defend their status and remove the threat. Members of disadvantaged groups, conversely, will be motivated to change the status quo to improve their group's position.

2.3.3 Social Dominance Theory and its components

The in-group's objective is to dominate other learners and extend their violent activities. To achieve this objective, the out-group are often organised into a structure to ensure that all members know and understand their roles in the group, this organisational structure sustains and perpetuates intergroup conflicts in schools.. Social Dominance Theory (SDT) examines the process of structuring human societies and helps understanding of how groups are formed and how individual group members behave to maintain them. Social dominance theory further explains and reveals how groups form into hierarchies to understand how prejudice stereotypes and discrimination are produced and maintained. Social Dominance Theory is based on the idea that in virtually all societies, group-based hierarchies are formed in which both dominant and subordinate groups co-exist (Redmond & Serrano, 2015). Members of society are assimilated into the hierarchy through positive social value, as well as through negative social value. With the former assimilation, low status group members join the high-status group, resulting in asymmetric behaviour with the high status group members being dominant groups and the low status group becoming a subordinate group (Sidanius&Pratto, 1999).

Members of the high status group maintain the hierarchy by keeping in-group favouritism and out-group derogation practices (Redmond & Serrano, 2015). This helps keep the high-status group's status, power, and resources so that they alone can continue to benefit. Subordinate group members on the other hand help keep the status quo by not being able to challenge a dominant group and with the hope of eventually joining the dominant group so that they can have access to the positive social value. According to the Social Dominance Theory, many subordinate groups will work to maintain the social hierarchy even if they are put at a disadvantage, because the existence of the subordinate group gives an opportunity to join a high-status group (ibid). Social Dominance Theory has the following components namely; legitimizing myths, trimorphic structure, and social dominance orientation (Redmond & Serrano, 2015).

2.3.3.1 Legitimizing Myths

The Legitimizing Myths component represents the low status group hopes of joining the dominant, high status groups and thus access available resources. According to Sidanius and Pratto (1999), the social systems create certain types of social practices; amongst them is the distribution of social values that reinforce certain attitudes. Social practices are responsible for distributing social moral and cognitive values that maintain and legitimise social hierarchies. Dambrun, Kamiejski and Schalk (2009), assert that group-based hierarchies promote group inequality and domination; this is achieved by applying social practices and policies to benefit the dominant high status group at the expense of the subordinate low status group and in the process result in asymmetric behaviour. Legitimizing myths consist of attitudes, values, beliefs stereotypes, and ideologies that provide moral and intellectual justification for the social practices that distribute social value within the social system (Sidanius & Pratto, 1999). Legitimizing myths have two group levels: hierarchy-enhancing legitimizing myths (HELM) and hierarchy-attenuating legitimizing myths (HALM). HELM enables individuals, groups, and institutions to behave in a dominance-sustaining manner which often leads subordinates to collaborate with dominants in the maintenance of oppression. On the contrary, HALM provides a symmetric playing for low status subordinate groups (Pratto, Sidanius & Levin, 2006).

2.3.3.2 Trimorphic Structure and Social Dominance Orientation (SDO)

Trimorphic Structure views social hierarchy in which members are stratified into social groups based on characteristics-related age system, a gender system and an arbitrary-set system. According to PSU (2014), on the age system, adults have more power over children and older individuals have a high social value and are motivated to maintain their social stature. In terms of the gender system; men have more power over women and hold a higher social stature and are motivated to maintain the status quo. The arbitrary-set system is based on what the society, in which the group is based, finds or holds socially distinct in terms of power. There is also a higher degree of violence in arbitrary set groups. It is thought that arbitrary-set hierarchy focuses mostly on the control of subordinate males by coalitions of dominant males through different factors such as religion, organisational values and statutory authority (Pratto, Sidanius & Levin, 2006). Social Dominance Orientation (SDO) is the individual's and group-based hierarchy support, in which the low status subordinate group is dominated by the high status dominance group. This orientation often leads

to high SDO individuals discriminating against individuals from low status groups in social interactions using legitimizing myths justify and support their behaviour.

2.4 SUMMARY

This chapter presented the theoretical framework for Social Conflict Theory to define and explain the SBV as a phenomenon. Central in a conflict, is competition for scarce resources, which can intensify and escalate the conflict. Parties in conflict, particularly the dominant group, tend to exert pressure through confrontation to extract concessions from the weaker group. The confrontation is termed by Anstey (2008) as the aggressor-defender model. SBV as social conflict is caused by a multiple of factors, among them are: class conflict and power yielded by the dominant group to deprive the weaker group. The availability of resources and poor communication during the conflict process undoubtedly contribute to the sustained conflict as the weaker group or out-group is perceived negatively by the dominant or in-group. The negative perceptions create stereotypes based on prejudices. Since this study is focused on SBV which occurs among groups in a school environment, intergroup conflict theories were used as lenses in the study and these theories are: The Integrated Threat Theory (ITT), Social Integrated Theory (SIT) and Social Dominance Theory (SDT). The Integrated Threat Theory (ITT) postulates that threat must exist in order that negative behaviours can be elicited by the in-group towards the out-group. Parties in conflict can either experience realistic or symbolic threat. Realistic threats include physical harm, competition for a territory and power. Symbolic threats include threats to a group's beliefs, values and norms and all of which evoke strong emotions resulting in frustration and insecurity. In a school situation, the emergence of new gangs in the same school can pose a realistic threat as competition for territory and power will inevitably ensue. On the other hand, the coercion of some learners to belong into a group can constitute a symbolic threat as the gang's behaviour can probably be contrary to their beliefs, values and norms.

The social conflict can also be explained in Social Integrated Theory (SIT), which focuses on the psychological dispositions of the parties in conflict. This theory further explains that a person's beliefs are aligned to a particular group and this alignment is

incentivised by in-group favouritism, in which the new members are given special treatment and protection. However, in-group favouritism is subject to conforming to the in-group standards and expectations. In school gangs, new initiates, whilst they are treated well initially, are expected to prove their worth in the gangs by committing criminal activities. This initiation seals their membership and guarantees continued protection. The last theory, Social Dominance, relates to how societies are organised in hierarchies. The in-group with access to resources entices the out-group to join and share the resources.

CHAPTER 3

INTERGROUP CONFLICTS, SCHOOL-BASED VIOLENCE AND PEACE EDUCATION

3.1 INTRODUCTION

This chapter deals mainly with literature review with special reference to intergroup conflicts, school based violence and peace education. The first section pays attention to the international and South African SBV trends, highlighting the role of intergroup conflicts in these trends. The second section deals with the manifestations of SBV in schools, with special focus on educator-on-learner violence, gendered based violence and bullying. The third section identifies the causes of SBV and the family, peer group, socio-economic factors and school environment are dealt with in detail. The final section is on Peace education as the study's intervention strategy. In this section attention is given to the types of peace and the aims of peace education as well as the peace education theories.

3.2 INTERNATIONAL TRENDS ON SCHOOL-BASED VIOLENCE

School-based violence is not an isolated phenomenon in South Africa, but is a global problem. Various researchers in various countries use different terms when referring to school based-violence. Maring and Koblinsky (2013) refer to community violence, with major health problems affecting public schools. SBV on the international level shows similarities in terms of causes and effects. Von Reininghaus, Castro, and Frisancho (2013) conducted a research in six Chilean schools and found that the causes of SBV are external to the school or are genetical or biological and unchangeable. De Assis, de Oliveira, Pires, Avanci and Pesce (2013) confirmed the genetical or biological factor through their study that showed that violence is associated with poor physical and mental health and reproductive health problems and serious medical conditions such as cancer and ischemic heart disease, either as a trigger or as a risk factor. Furthermore, they also verified the behaviour and family environment variables which give rise to SBV. This study based on these trends sought to investigate the role of intergroup conflicts in perpetuation of SBV.

Referring to the family environment variable, de Assis, et al. (2013) in their study revealed that the quantity or quality of negative life events from the family has a potential adverse effect on child development. As a result, aggressive and violent parental behaviours become a model to children, exposing them to greater risk for internalising such behavioural tendencies in childhood. School- based violence has devastating effects on both children and teachers alike. According to Von Reininghaus et al (2013) research findings conducted in six Chilean schools, confirmed that school violence changes the school environment with negative consequences on learners' well-being and learning. Maring and Koblinsky (2013) found that with teachers in schools experiencing high levels of violence, their communities report direct and indirect exposure to assaults, shootings, gang conflicts, and drug-related crime. Similarly, some students who live in areas affected by chronic violence, display high risk behaviours such as fighting, bullying, or carrying weapons on the school property. The violent trends in the schools mentioned in the various research studies above indicate the role of intergroup conflicts as most of the violence is committed by gangs who terrorise learners and teachers alike and the proliferation of weapons in schools is indicative of possible revenge attacks by gangs.

These findings are further supported by deAssis et al. (2013) in their research that has shown a relationship between violence in the community and the school environment as risk factors for emotional and behavioural problems in children. Through their study, in a violent neighbourhood of Washington, United States, it was found that exposure to the phenomenon of violence is associated with mental distress and manifesting in poor concentration at school. Johnson, Burke and Gielen (2011) in their research findings also indicated that violence in United States schools affects negatively the educational, psychological, and social development of learners as they display social isolation, depression, frustration, and poorer school attachment.

The teachers have also felt the heat of SBV. The Maring and Koblinsky (2013) research found that teachers throughout the nation (USA) feel threatened and unsafe by the violent youth behaviours, particularly in the urban areas. This study also found that the socio-economic status of the children has a bearing on violent behaviour, as African Americans from the low-income and urban communities display higher levels of violence compared to their European Americans counterparts. The scourge of SBV has led to its normalisation of violence in Chilean schools. Von Reininghaus, et al. (2013,) in their research revealed that in Chile and other Latin American countries teachers and students perceive school violence as normal and is used by the teachers as a means of exerting power and status over the learners. These research findings give an account of violent acts committed by learners in schools; however, this study's main objective is to find the actual role played by gangs in the escalation of SBV which literature does not highlight prominently. This study therefore envisaged to verify that SBV in most cases is not carried out by an individual learner but gangs who delegate and support individual learners to commit violent acts in school premises on their behalf and in their name.

The 2006 research study in the United Kingdom found that 25% of learners were cyber bullied; this study also recorded 54% Canadian and 61.9% Flemish learners being cyber bullied (Minton, 2012). Brown and Winterton (2010) cite that the United Kingdom schools continue experiencing school-based violence and bullying and cyber bullying are on the rise. They have reported that about 50 per cent of primary pupils and a quarter of secondary pupils have been bullied at school at some time. According to this study, verbal abuse is by far the most frequently reported form of bullying, and pupils are verbally aggressive and this has led to an estimated 16 children in the UK killing themselves every year as a consequence of being bullied at school (Brown & Winterton, 2010). Similarly a study conducted in Scotland in 1989 (Minton 2012), found that 6 percent of 6 – 12 year olds reported to have been bullied and 4 percent were found to be perpetrators of bullying. Between 2004 and 2005 an Irish survey found that 35.3 % primary school learners have been bullied and 36.4% post primary school learners have been bullied. However, these research findings do not give an indication of the socio-economic status of the sampled learners as it was random sampling and further they do not attribute these violent acts manifested through bullying as intergroup conflicts but acts committed by individuals. As a result intergroup conflict is not mentioned as causal factor.

3.3 SOUTH AFRICAN CURRENT TRENDS ON INTERGROUP CONFLICT AND SCHOOL-BASED VIOLENCE

South African schools also experience the similar trends in terms of causes and effects of SBV. A research conducted by de Assis et al. (2013) in Cape Town, South Africa, revealed that children exposed to a significant amount of community violence in the form of school violence, neighbourhood violence, gang violence, and police violence, are affected in one way or another. Of 185 children interviewed, 91.3% of them were hit by someone at school and 83% kicked or shoved. Besides being victims of school-based violence and community violence, this sample of learners also witnessed more serious forms of violence being meted out on others, as well as being threatened with dangerous weapons such as knives (60.7%), or with a gun (45.4%). 57.4% of these participants witnessed shootings and 35.5% reported seeing someone being killed. Phasha and Nyokangi (2012) refer to 2005 research which reported extensive sexual abuse of girl children; with 38 of the 94 files they reviewed at a facility in the Western Cape involving cases of children below the age of 16 who are victims of sexual violence.

Aitken and Seedat (2007) have found that children exposed to violence show lower academic achievement, impaired development of social skills, diminished internalisation of moral values, and decreased altruistic and empathy behaviours. This exposure motivates children to be prone to temptation, more likely to participate in aggressive and disorderly conduct. This finding concurs with the view that nurture rather than nature has an impact on children's behaviour as schools are a microcosm of society and children's behaviour reveals and reflects behaviour sanctioned and accepted by communities. The National School Violence Study (2012) found that school violence has a potential to erode the ability of victims to form healthy, pro-social and trusting relationships with peers and adults. This assertion has far reaching consequences in inculcating fear and mistrust between the learners and the teachers. Fearful and distrusting learners are easily recruited into gangs and form a solid base for intensification of intergroup conflicts in schools and are susceptible to conform to violent group leading to the escalation of SBV.

Ncontsa and Shumba (2013) are of the view that the escalation of violence in South African schools has led researchers to conclude that schools are rapidly and increasingly becoming arenas for violence, not only between pupils but also between teachers and pupils, and thus schools are no longer viewed as safe and secure environments where children can learn, enjoy themselves, and feel protected. However, these scholars do not attribute the scourge of SBV to intergroup conflict, as this study hoped to prove that SBV is 'not a one-man show', but is orchestrated by organised and well-coordinated gangs within and outside the school premises. Based on the international and local trends on school-based violence, this study therefore seeks not only the narrative of the victims of school-based violence but the role of intergroup conflict in perpetuating school-based violence in Johannesburg Central Education District (JCED) schools, its manifestation and impact in the didactic environment. Secondly, it seeks to explore strategies that will assist schools to implement Peace Education (PE). The researcher as a teacher and school Principal for a number of years, has personal experience of school-based violence which is a result of groups of learners competing for limited resources like territory, recognition, status and power and friendship, just to mention a few. Therefore, this study employed conflict theories, particularly intergroup conflict theories to gain its role in this phenomenon.

According to Harber and Sakade (2009), the United Nations now officially recognises Pinheiro's research findings (2006) on the role of schooling in sustaining overt forms of violence which is both consistent and widespread and manifests itself in a number of ways. Violence in schools manifests through corporal punishment; gendered violence, bullying, including homophobic bullying, racial and ethnic prejudice, and hatred and bullying. These findings are not exclusively applicable and evident to the Western countries, but also find expression in South African school going learners. According to a School-Based Violence Report commissioned by South African Council of Educators (SACE) (2011), violence in the schools includes physical forms; expressed in physical and sexual, murder, intimidation and stabbings, to mention a few. Brown and Winterton (2010) and Winterton (2010) contend that violence is intended to physically or emotionally harm a person and his or her property.

3.4 THE ROLE OF INTERGROUP CONFLICT IN SBV

According to Ward et al. (2012), South African children are growing up and raised in families with challenges, under performing schools and violent communities. These appalling conditions predict a potential of raising children who are prone to violent behaviour. For the purpose of this research study, the terms intergroup and gangs are used interchangeably. Brown and Winterton (2010) define intergroup conflict as a “conflict that is the result of an individual, an interpersonal relationship, an intergroup relationship, or a combination of the three.” Similarly, Ellis (2009, p.292) defines it as;

A subset of the more general study of intergroup relations... and as the study of any aspect of human interaction that involves individuals perceiving themselves as members of a social category, or being perceived by others as belonging to a social category.

The common denominator in these definitions is strained relationships between individuals and groups, influenced by perceptions, stereotypes and prejudices. Thus, the strained relationships in schools between learners lead to the formation of violent groups. On the other hand, Mncube and Madiya (2014) declare that gangsterism is a worldwide phenomenon and referring to Huizinga (1997) research findings that concluded that in schools with gangs have a higher victimisation rate and gangsters are more likely to commit serious and violent crimes. Clearly, the presence of gangs in a school indicates a potential of conflicts as learners are likely to be victimised, attacked and bullied. The victims are likely to react to these violent acts in a violent manner, resulting in the perpetuation of intergroup conflicts. Crawage (2005), quoted in Mncube and Madiya (2014), contends that gangs in schools should be seen as a community problem in South Africa since schools are a part of the community; they reflect the problems of that community. Learners who become gang members often challenging teachers' authority (Mncube & Madiya, 2014). Crawage (2005) defines gangsterism as the evolution of an urban identity determined along racial and economic lines. The primary aims of gang formation are: to commit violence and crime, and to defend themselves physically against violence of other groups.

According to Swartz, de la Rey, Duncan and Townsend (2013), the root cause of gangsterism is poverty of the gang members which affects a psycho-social mindset due to deprivation of basic needs resulting in living in a situation of hopelessness, uncertainty about the future and alienation from mainstream society. Mncube and Madiya (2014) classify gangs into three different categories. The first is the scavenger gangs whose violent and crime activities are not planned and carried out by lower achievers and school dropouts. The second category is the territorial gangs who are more organised and members are initiated into the gang and members have to prove loyalty to the group by fighting. Lastly, the corporate gangs which are highly structured criminal conspiracies with identifiable members with symbols and names as young as 14 years and whose activities include selling drugs. Mncube and Madiya (2014) are of the opinion that gangs emerge from within communities themselves and have many root causes like socio-economic conditions such as unemployment, low-income employment, and poor living conditions; all leading to conditions of poverty and deprivation. These researchers refer to The Portfolio Committee on Education Report (2002); which found that the Grade 4 learners are prone to poor academic performance, learning difficulties, truancy, attrition and antisocial behaviour due to low self-esteem. These factors lead to these learners being easily recruited into gangs in schools as they look for a home, seek affirmation and recognition despite being academically challenged. De Jager (2008) describes the 'family' concept as group cohesion, which bonds the group together. This argument concurs with Swartz, de la Rey, Duncan and Townsend's (2013) assertion that gangs provide adolescents with structured life, protection, status and sense of belonging. It is the belonging of learners particularly with violent tendencies that breeds intergroup conflicts in a school environment as non-group members pose a threat to them and are dealt with to assert their position through violent means. In addition, as Deutsch (1973) asserts, the bond between the members of a group is influenced by open communication which can make consensus achievable. Mncube and Madiya's (2014) research findings concluded that gangsterism is the source of SBV in South African schools. According to the Western Cape Education Department (WCED, 2003), gangs appear to choose the arrival and departure times of educators and learners deliberately, and they wait for learners at the school gate. This brings with it a terrorising "fear factor" which traumatises educators, learners and parents.

Mncube and Harber (2014), in their study of school violence, categorise school violence into external and internal factors and gang activities were found to be an external factor impacting on teaching and learning. External violence refers to violence caused by the gangs outside the school and the surrounding society and impacts adversely on education provision; as these gangs' illegal activities such as drug dealing affect the school and the learner performance. On the contrary, internal violence emanates within the school itself. This research however, was based on six South African provinces, namely: Western Cape, Gauteng, KwaZulu Natal, North West, Limpopo and Eastern Cape. The research understudy focused on a micro-level of three Johannesburg Central District Education schools and gangsterism was rife in one of the schools, with learners bullied and intimidated; the victims were forced into reactive mode to defend and protect themselves, and inevitably, intergroup conflicts occurred. Most research studies relate gang violence activities outside the schools and argue that these activities then impact negatively on learning in schools. The lack of or limited literature on the role of intergroup conflicts in escalating SBV has created a gap which this study sought to close. Burton and Leoschut (2012) cite the World Health Organization's (WHO) 2002 report on violence and health to define school-based violence as:

The intentional use of physical force or power, threatened or actual, (against oneself, another person, or against a group or community) that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation (p.2).

School-based violence is a sub-set of violence and the latter has to be explained to grasp the former concept. According to Pruitt and Kim (2004), violence is meant to inflict physical injury to another person. The National School Violence Study (2012) refers to school violence as daily learners' experiences within the schools. Mncube and Harber (2013), in their school-based violence report, refer to violence as behaviour by people with intentions to physically or psychologically harm others. Mncube and Harber (2013) refer to Van den Aardweg and Van den Aardweg's (1988), definition of school violence as an intentional act by learners, teachers or any other person to injure someone or cause damage to property. These definitions allude to harmful and destructive intentions to both individuals and property. Therefore, this study seeks to understand the role played gangs in the school environment in carrying out these violent acts.

Pruitt and Kim (2004) further differentiate violence into structural and emotional violence categories. Structural violence refers to denying others basic resources to sustain their well-being and protect their dignity. The uncurbed violent acts in schools which manifest through bullying and intimidation constitute violation of basic human rights and the right to be treated with dignity. Berkowitz (1993) cited in Pruitt and Kim (2004), differentiates between instrumental violence and emotional violence. The former is a means to an end and aims to advance the cause of the other party in the conflict and this often manifests itself in the form of threat enforcement, as well as coercive commitment, which is often violent. On the other hand, emotional violence is aimed at causing pain or relative deprivation to the other. Henriques (2011) cites indirect and direct violence. Direct violence is observable and involves physical, visible manifestations such as beatings, verbal insults, emotional blackmail and economic abuse. School-based violence is a social conflict and it is therefore important to explain the bases or causes of social conflict. Intergroup conflict in schools as manifested through SBV becomes emotional violence when a learner is called names. It becomes structural when the school policy does not protect a learner from harm and intimidation and it becomes direct violence when learners are being physically attacked by others with the aim to inflict pain.

3.5 MANIFESTATIONS

SBV is an anti-social behaviour which develops from aggression, which is intentional with intent to injure or harm others either being hostile or instrumental. Bergh and Geldenhuys (2014) define aggression as any behaviour that is intended to hurt someone physically and verbally. Similarly, Marotz, Allen, Shaffer and Kipp (2014) attest that aggression escalates into hostility and explodes into violence, particularly if it is indeed to harm others. Ward et al. (2012) found that there are three developmental pathways in antisocial or violent behaviour from childhood to adolescence:

- 1) An early authority conflict pathway, consisting of stubborn behaviour, followed by defiance and authority avoidance
- 2) A covert pathway, consisting of minor covert behaviours (for example lying, shoplifting), followed by property damage, followed by moderately serious antisocial behaviours, followed by serious antisocial behaviour
- 3) An overt pathway, consisting of aggression, followed by physical fighting, and finally, more serious and varied forms of violence.

Bergh and Geldenhuys (2014) mention different types of aggression. Hostile aggression is a form of rage or emotional impulse with intention to harm someone. This type of aggression is an antisocial aggression with malicious intent and can be either physical or verbal through negative comments. Instrumental aggression is often intended to inflict pain to someone for personal gain or achieve a particular objective. Sanctioned aggression on the other hand is prosocial in nature in which individuals display aggression in the interest of others by performing a civilian duty like apprehending a criminal. This aggression also finds its expression in self defence against personal attacks (Bergh & Geldenhuys, 2014).

Aggression from the early stages of development of a child manifests itself from tantrums over the possession of toys and attention; lays fertile grounds for anti-social behaviour (Marotz, et al., 2014). The aggression is expressed differently between boys and girls. Girls during the adolescent years are more subtle and malicious among themselves. On contrary, the boys express anger and frustrations indirectly: through truancy, theft, substance abuse and sexual misconduct. The progression of uncontrolled aggression undoubtedly leads to violence and manifests itself in various formats; among others, educator-on-learner violence, gender-based violence (GBV) and bullying.

3.5.1 Educator-on-learner violence

South Africa's post-apartheid society is founded on respect for human rights. South Africa's Bill of Rights states that everyone has a right to be free from all forms of violence, on the part either of the government or other sources; not to be tortured in anyway; and not to be treated or punished in a cruel, inhuman or degrading manner

(Bullying Reader, 2012). Sadly, teachers who are supposed to be the protectors of learners and the custodians of the constitutional values are often found violating learner rights by meting out corporal punishment on learners. Common in schools is an expression of intergroup conflict perpetrated by educators on learners. Burton (2008) has made research findings in some South African schools, where SBV is inflicted by educators on learners in the form of verbal abuse, meting out corporal punishment and physical abuse. Often this infliction of violence on learners by educators is known by school Principals. The majority of primary school learners (70.1%) and almost half (47.5%) of secondary school learners reported experiencing corporal punishment delivered by an educator or principal as a means of maintaining order and discipline in a school. Furthermore, Burton (2008) argues that in most cases, corporal punishment is meted out jointly with verbal abuse, such as shaming, humiliating or yelling at learners, particularly in group situations.

3.5.2 Gender-based violence

Swartz et al. (2013) regard gender-based violence (SBV) as an interpersonal violence, which occurs at a high rate against women due to the way men are socialised to accept the traditional gender roles in their relationships. Swartz et al. (2013) are of the view that children learn this behaviour of gender dominance and might be victims or perpetrators in the future. According to Krause and Smith (2012), gender-based-violence (GBV) is violence that is directed at a person or a group because of their gender or sex. It includes any abuse or violence that is physical, mental or relational and caused because of inequality between genders. Bhana (2005) quoted in Burton (2008), asserts that violence is woven throughout social relations between boys and girls even at very young ages. The interwovenness means that the GBV occurs primarily in two social spheres, public institutions and private settings. This assumption is further supported by Mncube and Harber (2013) who argue that the main cause of sexual harassment and violence in schools is that traditional gender stereotypes and unequal power relationships within the broader society are not challenged but rather reproduced by the school. Moreover, the authoritarian, closed nature of schooling in general, meshed with patriarchal values and behaviours, provides a conducive context for the patterns of sexual harassment.

Public institutions and settings refer to places used by the public like schools and the workplace and the violence manifests itself through among others: sexual assault, rape, attempted rape, sexual harassment and manipulation within the workplace or school (Krause & Smith 2012). Common in all GBV manifestations, is sexual harassment; which makes the victims vulnerable, places them under pressure and makes them feel humiliated because of remarks or actions taken against them on the basis of gender (Krause & Smith, 2012.p.32). Pelsier (2008) quoted in Burton (2008), indicates that educators are involved in indirect form of violence through the so-called 'love relationships' with learners that are most often initiated by educators; and argue that though the phenomenon exists, it is difficult to quantify due to the facts that these relationships are discreet. The Educator-perpetrated sexual abuse of girl learners; according to Burton (2008), is unethical and denotes unequal power relations between the teacher and the victim. Mncube and Harber (2014) cite Gender Links study (2012) which indicated that 75, 5% of men in Gauteng admitted to having perpetrated some form of violence against women, thus making South Africa the rape capital of the world. Twenty-seven complaints of sexual misconduct against teachers were received by the South African Council of Educators between January and October 2008, and in some cases the teacher-learner relationships took place with the consent of the children's parents based on some kind of financial agreement (Mncube and Harber, 2014).

According to Krause and Smith (2012), the private sphere refers to marriages between couples and relationships among individuals, with domestic violence or relational violence as its manifestation. Domestic violence or relational violence takes the form of emotionally degrading comments in which the victim(s) is or are criticised, manipulated and exploited. Another form of relational violence is the perpetrator being physical and using force against his or her victim. Lastly, the victims of relational violence are often subjected to forced sexual activity which include kissing, touching, groping (touching private parts), flashing (showing private parts). Burton (2008), has found that gender-based violence often takes the form of sexual violence and rates of sexual violence in South Africa are among the highest in the world; and these incidents occur to both girl and boy learners even though girl learners' sexual violence reports are higher than those of boy learners.

According to Burton (2008) citing Human Rights Watch (2001), incidents of gang rape are also prevalent in South African schools, particularly when perpetrators are male learners acting in groups. The National Schools Violence Study found that 3.1% of secondary school learners and 1.4% of primary school learners reported experiencing unwanted sexual contact in the past year while at school, most commonly at the toilets or in classrooms often these incidents are unreported and dealt with as victims fear reprisals from the perpetrators.

3.5.3 Bullying

The bully activity is often led by a gang in a school environment with the boy learners recruited and initiated at an early age in primary school (Wardet al., 2012). The bullies often assume various roles in the interaction with the victims, either being a ringleader, follower or reinforcer, as well as being an outsider or a defender of bullying. Minton (2012, p.100) defines bullying as:

Long-standing violence, mental or physical, conducted by an individual or a group against an individual or group who is not able to defend himself or herself in that actual situation.

Marotz, et al, (2014) are of the view that bullying in the presence of others is the result of peer aggression for a number of reasons; among them: bullies hang out with other aggressive peers to assist and reinforce their bullying activities. This anti-social behaviour is viewed cool for their ability to convince victims to comply with their wishes. Swartz et al. (2013) argue that peer group pressure is very powerful among adolescents; conformity is both negative and positive in promoting both anti- and prosocial behaviour. Bullying is often committed by groups in schools who recruit members on the basis of fear of reprisals and seeking protection from others. According to Swartz et al. (2013), bully initiates and members often have to comply with group norms which are both proscriptive and prescriptive. Conformity means modifying one's behaviour in the presence of perceived pressure from others. In terms of the prescriptive norms, these are shared expectations and recommended behaviour of the group to achieve its objectives. On the contrary, proscriptive group norms refer to restricted behaviour for group members like selling out.

Much gang activity takes place around the toilets, particularly drug dealing, and gang members are prone to assault those students who innocently arrive in this area and who have no intention of becoming involved in these activities (Burton, 2008; Ward et al., 2012). Bullying which takes place in the presence of other learners, is often more intense and prolonged as the behaviour of the bully is validated by the bystanders who cheer, laugh and take pictures, validate it as acceptable (Bully Reader, 2012). The victims of bullying have two options, either to be passive victims and accept the beatings, ridicules and nasty comments without fight back or be proactive victims who become restless and hot tempered and fight back often with no success (Marotz et al., 2014). The victims of bullying are profiled as those learners who don't get on well with others and are less popular with fewer or no friends. Often these victims have low self-esteem and show signs of depression and anxiety (Bully Reader, 2012). Bullying is undeniably the most prevalent form of SBV and often used by the gangs to subject their victims to intimidation, beatings and even subdue them to join the gang activities. As indicated earlier on, bullying is often carried out by gangs and mainly against individuals. The victims of SBV have a choice, either give in or stand up against the bullies or the gangs. If the latter is the preferred choice, intergroup conflicts become evident with revenge attacks and counter attacks. Central to bullying behaviour is the urge of the bullies to be popular in their immediate environment. Marotz, et al. (2014, p.313) describe popularity as:

A social construction by children for being well known and accepted by others having high status, attractiveness and with desirable possessions. Popularity is maintained through overt and relational aggression – spread rumours, are aggressive, threaten, and exclude to enhance their popularity; boys fight more and are more disruptive.

The collaborative research study by the Centre for Justice and Crime Prevention (CJCP) and the Department of Basic Education (DBE), have identified the profile of the bullies as individuals who are concerned with popularity and an urge to dominate others. Bullies do not identify with emotions or feelings of others and display aggressive behaviour particularly to the authority resulting in difficulty to follow rules (Bully Reader, 2012). The collaborative research conducted by the Centre for Justice and Crime Prevention (CJCP) and the Department of Basic Education (DBE) (2012), has found that teachers seem to have accepted bullying as part of normal

growing up and this despite the fact that bullying violates every child and young person's right to respect, safety and an education in a safe and nurturing environment.

3.5.3.1 Forms of bullying

Bullying forms are mainly direct and indirect and with the technological advancement, bullying has escalated to social media platforms in the form of cyber bullying. This section will pay attention to these forms of bullying, as well as its effects on the both the perpetrators and the victims. Direct bullying is male preferred, overt, and an open physical attack on the victim and includes among others hitting, pushing, slapping, tripping or pulling one's hair (Bully Reader, 2012) and (Minton 2012). Minton (2012) mentions extortion as manifestation of direct bullying in which the victim's possessions and resources or belongings are stolen or deliberately damaged by the perpetrator (Minton 2012). The indirect bullying, which constitutes hidden or covert activities that involve the manipulation of friendship and peer groups to isolate the target and make it unpopular or damage his or her reputation, is popular among girl learners (Minton 2012). The subsets of indirect bullying are social and verbal bullying and it includes gossiping, spreading rumours, leaving out people on purpose. Direct bullying on the other hand includes threats, insults, unwelcome nicknames, direct threats, ridiculing, name calling and making racist or sexual slurs.

The rise of the technological advancement has given rise to the rapid growth of Cyber bullying, which takes place via the use of the internet, mobile phones or other electronic devices to insult, and harass, spread rumours and damage a person's reputation (Bully Reader, 2012). Minton (2012, p.01) defines Cyber bullying as an:

Aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.

Cyber bullying is often conveyed non-verbally by transmitting and posting hurtful messages, and, distributing pictures or videos that hurt someone or damage their reputation. This form of bullying can also be of a sexual nature as inappropriate and offensive notes, jokes, pictures, taunts and rumours of a sexual nature are

posted from one person to multiple recipients and become viral in no time with the intention to harm the victim's image and reputation (Minton, 2012).

3.5.3.2 Effects of bullying

Ncontsa and Shumba (2013) cite the Human Rights Commission (2006) that found that; the environment and climate necessary for effective teaching and learning is increasingly undermined by a culture of school-based violence and this is becoming a matter of national concern. This means that educators spend most of their time focusing on solving problems associated with school violence instead of focusing on effective teaching and learning. According to Bully Reader (2012) and Minton (2012) bullying involves one or more people singling out and deliberately and repeatedly hurting or harming physically or mentally over a period of time. Annerback, Sahlqvist and Wingren (2014) are of the view that bullying involves violation of one's own personal integrity and creates traumatic experiences of powerlessness. The issue of power between the victim and the perpetrator highlights the power imbalance in favour of the perpetrator who is often provocative and aggressive (Minton 2012). According to collaborative research by the Centre for Justice and Crime Prevention (CJCP) and the Department of Basic Education (DBE) in addressing bullying in schools - Bully Reader (2012, p.2):

Bullying constitutes a significant challenge for school safety, and undermines directly the creation of an enabling school environment that supports personal growth and development. It is arguably one of the most underrated and enduring problems in schools today.

Bullying is a common manifestation of school-based violence which has both emotional and physical effects particularly on the victim. Effects of bullying range from the destruction of the target's self-confidence and self-esteem, inflicting emotional and psychological damage, to increasing psychiatric disorders leading to depression and suicides (Minton 2012). Furthermore, bullying can have devastating consequences as victims result in school drop-out. It negatively affects the atmosphere of a school and disrupts the learning environment (Bully Reader, 2012). Annerback, et al. (2014) cites school dropout, truancy and illness as the effects of bullying.

According to Bully Reader (2012, p.2);

Bullying constitutes a significant challenge for school safety, and undermines directly the creation of an enabling school environment that supports personal growth and development. It is arguably one of the most underrated and enduring problems in schools today.

Bullying is carried out by gangs in a school environment, and their activities are disruptive in schools. Ward et al. (2012) mentioned several effects of bullying; among others are that bullying or intimidation occurs in school and affects teaching and learning, learners learn in fear as the levels of extortion increase when bullies demand payment from non-members in exchange for protection from gang violence. The anti-social and violent behaviour often poses a threat to the learners and staff, exposes school property to vandalism and at times forces the closure of school. Above all, bullying lays the foundation for the emergence of intergroup conflicts.

3.6 CAUSES OF SBV

The researcher of this study is of the opinion that school-based violence is a result of a number of interrelated factors facing an individual child from home to school and his or her interaction with the environment and community members. This section will focus on a family as the first socialising agent; the socio-economic status of the learner, the school environment, as well as the role of the peer group in promoting violent behaviour.

3.6.1 Family

Marotz, et al, (2014) refer to Bronfenbrenner's ecology system theory which alludes to the fact that the immediate environment of the child has major influence in his or her behaviour. In terms of the ecology system theory, there are microsystem, mesosystem, exosystem and macrosystem levels, all of which influence the child's social and psychological development. The home or family falls into the microsystem in term of the ecology system theory which is described as an:

Innermost environmental layer, dynamic context that influences, and is influenced by, activities and interactions that occur in one's immediate environment. Interactions result in habits, physical characteristics, capabilities and finally behaviour (Marotz et al., 2014, p.349).

The family is one of the most powerful socialising environments for children - an effect that continues through adolescence (Ward et al., 2012). Mnyaka (2006) found that violent parents become role models for their children. Marotz et al. (2014) refer to coercive and conflict-ridden homes in which coercion, conflict and aggression is common practice, influencing children negatively to be uncontrollable, unruly and defiant. Parents' fights cause distress and increase the likelihood of hostility among children as parents spend more time fighting and become "emotionally unavailable" to their children (Marotz et al., 2014, p.316). Meyer, Moore and Viljoen (2003) through their situationalism theory, are of the view that the situation in which one finds himself or herself has a potential to determine one's behaviour because all people in the same situation will behave the same. In essence this theory validates the fact that children from the conflict-ridden homes have a potential of being aggressive in their interactions with others.

Marotz et al. (2014) contend that the levels of family violence or family involvement in crime and leisure boredom contribute to school violence as the school In addition to the struggle for scarce resources in many families and communities and community contexts are mutually influential. Secondly, they argue that the lack of adequate services for victims and perpetrators of violence and their families have a negative impact on perpetuating violent behaviour. By not appropriately addressing trauma with victim-survivors and their families, and also not effectively addressing violent behaviour with perpetrators, the behaviour is not remediated and the cycle of violence from childhood through adulthood at various levels of society is perpetuated. The extension of domestic violence into schools finds its expression in learners who resort to violence as means of dealing with conflicts with peers as some learners come from homes where domestic violence is normal (Marotz et al., 2014). Ward et al. (2012) state that family characteristics are the strongest and most consistent predictors of aggression for children. It is in the interactions between what children bring and what these socialising environments offer that children learn to be either violent or prosocial. Marotz et al. (2014) regard the home as the right place for parents to teach children moral development in which children learn to avoid hurting others and develop prosocial behaviour like altruism which is the selfless concern for the welfare of others and personal commitment to abide by rules.

The assumption that nurture rather than nature has an impact in the perpetuating violence in schools is further supported by Nord (1976) cited in Van der Westhuizen (2007, p.121), "if a person lives in a particular culture for long enough, the culture will influence the person's behaviour." This assertion is further supported by Ward et al. (2012) that socially disorganised communities are unable to realise common prosocial values among their residents and so are unable to maintain effective social controls. This means that families that encourage prosocial norms are often challenged by different standards of behaviour in the neighbourhood and the family values are less likely to be upheld by the environment or neighbourhood. Bergh and Geldenhuys (2014) are of the view that values are critical in inculcating prosocial behaviour among children. Thus values are defined as a:

Set of preferential standards that are used in making selection of objects and actions, resolving conflicts, invoking social sanctions, and coping with needs or social and psychological defences of choices made or proposed (p.191).

Values emanate from the family and peer during the early socialisation and are acquired through assimilation from the child's cultural upbringing. The core characteristics of values are endurance, predictability and stability (Bergh & Geldenhuys, 2014). This means that a child, who has a certain set of values, will display them in various situations over time. Furthermore, Bergh and Geldenhuys (2014) cite two types of values, namely terminal and instrumental values. The former refers to the end goals people seek, in other words, what is desirable, and the latter refers to the means to achieve the goals or one's desires. The purpose of value acquisition, as Bergh and Geldenhuys (2014) put it, is to direct one's position in social issues in order to make an informed choice regarding morality and rational behaviour and create a self-image to be portrayed to others. The purpose of values plays an important role in the way one defines oneself in relation to others.

The adoption of violence by children as a means of resolving conflicts is also strengthened by the xenophobic attacks, vigilantism and mob justice activities in the townships; in which some children are part of the attackers or present when these acts are committed; and this has made violence to be an acceptable means of conflict settlement (Zvomuya, 2013). According to Ward et al. (2012), risk in one system affects risk in another. This implies that a child who is witnessing violence

between his or her parents (family risk) might not be able to concentrate well and may therefore perform poorly in schoolwork (school risk). Children with unsupportive home environments are also likely to have high-risk school and peer environments.

3.6.2 Socio-economic factors

Ward et al. (2012) argue that SBV is not a product of a single factor but a combination of factors among the socio-economic conditions in which a learner finds him/herself. These include poverty and social inequality, which contribute to youth violence, as they react to the continued experiences of disempowerment in an attempt to gain personal power in a dire situation. Neighbourhood poverty is often associated with community social disorganisation and poor families have less opportunity to move to better neighbourhoods. Relative deprivation may also sometimes be used as a reason for violent crime when basic necessities, rather than luxury goods, are sought. Consequences of violent actions are therefore minimised through emphasising the perpetrator gains and this gain is justified in terms of what is essential for either physical or social survival. This disengages moral judgement and makes violent behaviour more possible (Ward et al, 2012). Burton (2008), argues that the socio-economic status does not offer protection from violence, which, albeit in different manifestations, is prevalent in low-income and high-income schools. Often impoverished communities offer little stimulation to their children who are often bored and resort to substance abuse. Use of substances may introduce children to social environments where violent behaviour is modelled. In their research findings Ward, et al. (2012) found that gang activities such as anti-social behaviour and violence are rife in the Cape Flats as a result of substance abuse and high levels of poverty.

3.6.3 School environment

Ncontsa and Shumba (2013) cite the Human Rights Commission (2006) that found that the environment and climate necessary for effective teaching and learning is increasingly undermined by a culture of school-based violence and this is becoming a matter of national concern. Meaning, that educators spend most of their time focusing on solving problems associated with school violence instead of focusing on

effective teaching and learning. According to Mncube and Harber (2014) bullying may be learned outside the school but perpetuated inside the school because the school ignores it or doesn't deal with it satisfactorily. It may also involve different actors at different times inside the school – for example, learners may bully each other, teachers may bully learners, learners may bully teachers, parents may bully teachers, and principals may bully teachers or be bullied by them. The Department of Basic Education (DBE) through The National School Safety Framework (NSSF) (2015), states that most violence in schools is perpetrated by learners and peers from the school, rather than young people outside the school. This research finding is in contravention of the nation's commitments to uphold the rights of all children to learn in a safe environment. South African children are exposed to high levels of violence within their school contexts in addition to the high levels of violence in South African homes and communities. Ward et al. (2012) assert that:

Ideally, schools provide youths with several benefits beyond a formal education. They facilitate optimal cognitive development and provide opportunities for developing social, emotional and cultural competencies that create a solid foundation for success in adulthood. However, these benefits are eclipsed or not fulfilled at all when schools struggle with challenges such as high levels of violence (p.176)

The most feared areas are the toilets for both male and female learners; the most common site of violence in schools is classrooms, particularly those in which learners are left unsupervised. This research finding has been confirmed by the Department of Basic Education (DBE) through, The National School Safety Framework (NSSF) (2015) that most forms of violence take place in the classroom. Other areas that learners fear are open areas or playing fields and sports fields. These areas are often not well supervised, creating opportunities for violent victimisation. Also part of the school context is the twice-daily trip between the youth's home and school. This trip makes youths particularly vulnerable, as they often have to use public transport or walk without an adult chaperone (Ward et al, 2012).

According to Ward et al. (2012, p.177), school-based violence is “complex and interwoven” throughout the school and linked to daily functioning of the school. Several factors create opportunities for such violence, including lack of security and poor infrastructure, poor supervision of learners, little support or avenues for reporting violence and helping victim-survivors, and lenient or lack of policies to deal effectively with perpetrators (Ward et al., 2012). Mncube and Harber (2014) assert that bullying can be looked at through the lens of the social learning perspective of modelling and reinforcement by Bandura (1977). Bandura identified three conditions that influence the likelihood of modelling which state that children are more likely to imitate a model when the model is a powerful figure; the model is rewarded rather than punished for the behaviour and when the model shares similar characteristics with the viewer (child). This section focused on the role of the educator as a violent model, dysfunctional management and monitoring school systems and traditional repressive school ethos.

3.6.3.1 The role of the educator as a violent model

Mncube and Harber (2014) assert that there are two closely interconnected social and psychological explanations of the causes of violent behaviour in relation to socialisation that are relevant to the authoritarian role of schooling in reproducing and perpetrating violence.

The first is the idea of role modelling, that is if those adults who young people are expected by society to admire, respect and imitate are consistently authoritarian to them, and they will come to accept this as the normal way of relating to others – giving orders or taking orders. Similarly, if those in authority over them are physically violent and abusive towards them, then this becomes normal for them and they will reproduce this violence in their own relationships with others (p.21).

According to Ward et al. (2012), the educators in the context of school violence have two roles: prevention and intervention. However there is sufficient evidence that suggests that teachers are the perpetrators of various forms of violence against learners. Ward et al. (2012), cite Burton’s (2008) research study that found that incidents of educator-on-learner verbal abuse and educator-perpetrated physical abuse are common practices in some of the South African schools.

The verbal abuse against learners by teachers is in the form of shaming, humiliating or yelling at learners, particularly in group situations. Corporal punishment is used to discipline learners and its application is justified that no other method of discipline and control is effective. Burton (2008) also found a strong correlation between the levels of corporal punishment used in a school and the levels of learner violence in the same school. This means that the use of corporal punishment is internalised and normalised by the learners in some of the schools.

3.6.3.2 Dysfunctional management and monitoring school systems

According to Ward et al. (2012), other factors that create opportunities for such violent schools include: lack of security and poor infrastructure, poor supervision of learners, little support or avenues for reporting violence and helping victim-survivors, and lenient or lack of policies to deal effectively with perpetrators. Motala et al. (2007), cited in Mncube and Harber (2014), mention educator late coming, early departure, teacher strikes, stayaways, sporting events and municipality activities as impacting adversely on loss of learner time. These factors prevent teachers from being available for their core duty – teaching - and thus create a vacuum for violent behaviour for learners particularly bullying to occur and perpetuate. Mncube and Harber (2013) in their analysis of the 2009 Ministerial Committee that was tasked to examine the factors that contribute to successful schools in South Africa found that successful schools focused on their core tasks of teaching, learning and management with a sense of purpose, responsibility and commitment. These schools were also found to have a strong organisational capacity, including leadership and professional management. These schools also displayed organisational culture that supported hard work, competence and accountability.

3.6.3.3 Traditional repressive school ethos

Mncube and Harber (2014) are of the view that schools as organisations with a distinct culture can breed school-based violence through its oppressive and competitive culture with winners and losers; hence, when people are considered to be losers are bossed around in a situation they can't change. In such schools,

learners daily witness double standards in respect of the behaviour that is expected of them and those in authority. The oppressive school culture is synonymous with authoritarianism and its emphasis on automatic obedience to orders. Mncube and Harber (2014) assert that the oppressive schools reinforce the masculine tendencies of victory at all costs through sporting activities that use warfare language and refer to the opponents as an enemy.

3.6.3.4 Features of safe schools

Schools as centres of learning have to be conducive for effective teaching and learning. Central to this is learner and staff safety. Then the question arises as to what constitutes and makes a school safe? This sub-section attempts to define the concept – safe school - as well as explore its features. Prinsloo (2005:5) cited in Mncube and Harber (2014), defines a safe school as a school that is:

Free of danger and where there is an absence of possible harm, a place where non-educators, educators and learners may work, teach and learn without fear of ridicule, intimidation, harassment, humiliation, or violence. School should be a safe environment that encourages effective teaching and learning.

The Department of Basic Education (DBE) through The National School Safety Framework (NSSF) (2015), states that safe schools should exist in safe communities. Thus it states that schools are socialisation institutions that not only enable learners to develop academically, but also teach them how to form healthy and reproductive relationships. Squelch (2000/1) cited in Mncube and Harber (2014) states that the characteristics of safe schools include among others: the presence of physical features such as secure walls, fencing and gates, buildings that are in good state of repair, well maintained school grounds, good discipline and a culture conducive to teaching and learning, professional educator conduct, good governance and management practices and absence of (or a low level) of crime and violence. These features of a safe school go beyond the interaction between learners and peers, as well as between learners and teachers; but it embraces the physical infrastructure, the school culture, and its management and governance style.

From these features it is clear that safe schools need to operate at optimal level with the staff taking accountability for the well-being of learners in their care. Xaba (2014), in his holistic approach to school safety, mentions the basics to school safety activities the school must ensure and these include, maintenance, surveillance, access control, territoriality and organisational safety structure. According to Xaba (2014), school safety means minimum threats to safety of learners, as well as the experience and perceptions based on the school conditions. Therefore, school safety hinges on the school ability to maintain its infrastructure through a detailed maintenance plan, mainly to prevent injuries. Maintenance is aimed at sustaining the lifespan of school facilities and includes the following maintenance types and activities: emergency maintenance is carried out for immediate replacement or repair of facilities; routine maintenance for the general up keeping of facilities. Preventive maintenance involves scheduled maintenance activities. Predictive maintenance implies forecast servicing of equipment to minimise failure due to age, whilst corrective maintenance addresses deficiencies, and deferred maintenance is meant to upgrade the existing system, equipment and structures (Xaba, 2014).

Maintenance alone cannot safeguard learners and teachers in a school environment; thus Xaba (2014), further suggests that over and above maintenance, the school environment should be constantly be under surveillance, territoriality must be created, control access and create organisational safety and security structure. Surveillance implies whole school environment monitoring to remove obstacles and items that poses danger from the school grounds. Access to the school premises must be controlled through physically guidance of people entering the premises, signage, fencing, demarcation. Territoriality has to be established by use of physical features to create a sense of ownership among learners and educators by defining the purpose of an area and finally the school has to an organisational safety and security structure, to advocate school safety, monitor policy compliance and record and record safety and security breaches (Xaba, 2014).

3.6.4 The peer group

Marotz et al. (2014) and Ward et al. (2012) regard peers as another key socialising agent that influence, especially in adolescence. Marotz et al. (2014), distinguish between peers and peer group. The peers are social equals who operate at the same level of behavioural complexity, have equal status and power, negotiate, cooperate and compromise to achieve goals. Equal status of peers results in development of social competencies such as sociability and willingness to engage others in social interactions and seek attention and approval. On the other hand, the peer group interacts on a regular basis to provide a sense of belonging, and formulate norms with regard to dress code and how to think, behave and develop a leadership hierarchy.

The distinction between the two terms is that the former relates to individuals in a social interaction context, independent of each other but equal in terms of development and whose interaction with others is not a pre-condition for acceptance and approval. The latter refers to conformity to set norms for acceptance and approval. Marotz et al. (2014), state that children actively socialise themselves and are not merely passive pawns of social influence. Minton (2012) regards the peer group as a social group because it is prescriptive with norms acquired through internalisation and socialisation that apply to all the members for appropriate behaviour. It is the view of the researcher of this study that there are factors that cement groups together; among others are the power the group is perceived to have by those at a distance, the group cohesion – family or unity the group portrays - perceptions the group holds for its members and non-members and the ability of the group to satisfy its members' needs. Deviation from the expected behaviour and norms of the group is often punished by sanctions. Affiliation with a delinquent peer group or siblings, and particularly gang membership, consistently predict youth violence, while affiliation with peers who disapprove of delinquency lowers its likelihood (Dawes & Van der Merwe, 2004). The peer group has more influence in shaping the children's pro and anti-social behavioural dispositions and is the focus of this study.

3.6.5 Other Factors

Several research studies have found evidence to the fact that there are other factors that have a bearing on SBV except the role of the educator as a violent model, the dysfunctional management and monitoring school systems, the traditional repressive school ethos and the peer group. These other factors include the individual personality, exosystem, macrosystem, chronosystem and mesosystem contexts. According to Meyer, Moore and Viljoen (2003), personality is whatever makes a person who they are; however, his or her behaviour can be explained in terms of personism. Personism states that behaviour is influenced chiefly by the individual's personality and fixed characteristics. The exosystem is the outside contexts that influence the school. The National School Safety Framework (NSSF) (2015), state that social issues permeate the school environment and criminal activities occurring within schools among learners represent the broader community in which the school is situated. Macrosystem, on the other hand, constitutes the cultural, sub-cultural, social class values and the prevailing ideology of what is to be taught and how children should be treated in a particular society. In terms of this system, children can easily be socialised into violent behaviour if it is sanctioned by the community they live in (Meyer, Moore & Viljoen, 2003). The other system which has impact on the socialisation and normalisation of violence in the child's developmental stage is the chronosystem. The chronosystem, according to Meyer, Moore and Viljoen (2003), determines the cognitive and biological changes at puberty that increase conflict between children and parents.

3.7 PEACE EDUCATION

Johnson and Johnson (2006, 2009) use the traditional definition of peace as the "absence of war or violence in a mutually beneficial, harmonious relationship among relevant parties" (2009, p.234). From this definition several characteristics of peace are highlighted: namely relationship, the dynamic nature of peace, peace as an active process, the difficulty of building peace and continuous conflict. Peace is relational; it exists among individuals, groups, and nations; thus it cannot be maintained by separation, isolation, or building barriers between conflicting parties. Secondly, peace is a dynamic, not a static, process.

The level of peace constantly increases or decreases with the actions of each relevant party. Thirdly, peace is an active process, not a passive state. Peace building and its maintenance requires peace active involvement. Fourthly, peace is hard to build and easy to destroy. It may take years to build up a stable peace, then one act can destroy it. Finally, peace is characterized by continuous conflict as conflicts occur continually, and it is inevitable and requires new means of engagement (Johnson&Johnson, 2009). According to Johnson and Johnson (2009) there are different types of peace, including, imposed peace, consensual peace and peace education.

3.7.1 Imposed Peace

Imposed peace emanates from those who yield power with an aim to subdue and impose and enforce their views and ideology on the weaker or subordinate group. The high-power groups use their military and economic power to force low-power groups to end hostilities and implement the peace accords, resulting in structural oppression, systematic inequality and injustice in the long term; with social structures that perpetuate the oppression to the detriment of the weaker parties (Johnson and Johnson, 2009).

3.7.2 Consensual Peace

Consensual peace is a desirable, legitimate, just, and beneficial approach that seeks to reach an agreement to end violence and hostilities, and establish a new relationship based on:

Harmonious interaction aimed at achieving mutual goals, justly distributing mutual benefits, being mutually dependent on each other's resources, and establishing a mutual identity" (Johnson&Johnson,2009. p.226).

Unlike the imposed peace, consensual peace results in structural liberty, wheresocial institutions promote equality, justice, and the well-being of all relevant parties. In consensual peace, all parties are interdependent of each other and have a fair chance to influence the decision; their commitment to implement the decision is maximised, and they are obligated to abide by the agreement and promote each other's efforts to peaceful resolution of conflicts.

Consensual peace has two levels: peacemaking and peace building. In the former level the parties involved negotiate an end to hostilities and agreement to deal with future conflicts. On the other hand, peacemaking deals with the management of emerging conflict but fails to deal with underlying causes and structural issues related to the conflict. The economic, political, and educational institutions are used to promote and sustain long-term peace with the ultimate aim of mutual respect and social justice (Johnson&Johnson 2009).

3.7.3 Peace Education

Fountain (1999) refers to the UNICEF definition of peace education as the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour change to resolve conflict peacefully. Johnson and Johnson (2009), refer to peace education as teaching behavioural competencies needed to resolve conflicts without violence and harmonious relationships. Harris (2002), states that peace education is about the challenges of achieving peace, developing nonviolent skills, and promoting peaceful attitudes. Johnson and Johnson (2009), are of the view that the ultimate goal of peace education is for individuals to be able to maintain peace at intrapersonal or individual level, interpersonal or group level, as well at intergroup or national, and finally at cultural or international level. From these scholarly definitions, common characteristics of peace education include knowledge to differentiate between peace and war, skills of peaceful co-existence and harmonious relationships with fellow human beings, dealing with conflicts in a non-violent manner and the values to value human life and human dignity. Cooperation among parties rather than competition is a prerequisite for peace education (Johnson & Johnson 2009). Similarly, Fountain (1999) asserts that peace education:

Is best thought of not as a distinct 'subject' neither in the curriculum, nor as an initiative separate from basic education, but as a process to be mainstreamed into all quality educational experiences (p.3).

This implies that peace education should not be a stand-alone subject but be the integral part of the education system which influences the behaviour and the thoughts of all the education stakeholders, particularly the learners and the teachers. With the integration of peace education into the education system, this study

envisages the minimisation of intergroup conflicts, managed conflicts through mediation processes and ultimately peaceful schools, families and communities. Fountain (1999) argues that peace education has been necessitated by a series of UNICEF declarations over the years ranging from the Convention on the Rights of the Child (1989), to the World Declaration on Education for All (1990), the Impact of Armed Conflict on Children (1996) and the State of the World's Children (1996). The UNICEF Article 29 of the Convention on the Rights of the Child (1989) declares that education should prepare children to be tolerant to others and live peacefully with each other. The 1990 World Declaration on Education for All affirms that every child shall benefit from a free and peaceful society. The 1996 a study by Graça Machel on The Impact of Armed Conflict on Children reaffirmed the importance of peace education in shaping a peaceful future in that it promotes social justice, respect for human rights and the acceptance of responsibility.

Similarly, the UNICEF 'Anti-War Agenda set out in The State of the World's Children 1996, that education must be geared towards preventing the continued cycles of conflicts. Furthermore, The Education Section, Programme Division's paper tabled at the Executive Board, June 1999 session, also asserted UNICEF's commitment to ensure access to good quality basic education, based on knowledge, skills, values and attitudes that will impact not only on them as individuals but on their families and society (UNICEF 1999, E/ICEF/1999/14). Central to these UNICEF declarations is provision of educational opportunities for children; however, these opportunities are threatened by structural violence which concerns injustices such as poverty, discrimination and unequal access to opportunities, which are at the root of most conflicts. Peace education therefore has to address the prevention and resolution of all forms of social conflicts and violence, whether overt or structural, from the interpersonal level to the societal and global level. Therefore, this study not only sought to highlight the role of intergroup conflicts in our schools, but also provides peace education as an intervention strategy to bring about peaceful, tolerant and receptive schools in which learners understand that differences can be dealt with in a non-violent manner. Schools whose teachers understand that they need to be models and ambassadors of peace and constantly make efforts to inculcate values and attitudes that learners can integrate in their daily lives for peaceful co-existence with others.

3.7.3.1 Aims of peace education

Peace education aims focus on knowledge, skill and attitudes. The knowledge aim seeks to create self-awareness, awareness of own needs, and awareness and recognition of own cultural heritage. The learners or children's development of awareness has a potential of identifying and eliminating racial and cultural prejudice. With the knowledge acquired, the learners or children will gain understanding of the nature of conflict and peace and know and understand their rights and responsibilities in contributing to a peaceful school, community and the world. Furthermore, with the knowledge aim, children will gain understanding of the interdependence between individuals and societies in identifying causes of conflict, and non-violent means of resolution such as the mediation process to contribute to a peaceful environment (Fountain 1999, p.15). Reardon (1998) is of the view that the general purpose of peace education is transformational to:

Promote the development of authentic planetary consciousness that will enable us to function as global citizens and to transform the present human conditions by changing the social structures and the patterns of thought that have created it (p.15).

According to Fountain (1999), peace education imparts communication skills which include verbal actions such as self-expression and non-verbal actions like active listening and assertiveness. Often conflicts are a result of incompatibility among parties; peace education therefore has to teach children and learners critical thinking about prejudice to enhance their ability to deal with social, racial and ethnic stereotypes. The core function of communication skills is for the learners to engage in constructive conflict resolution by exploring through problem-solving and generate alternative solutions which can result in conflict prevention. These communication skills, according to Fountain (1999), will enable the learners to "participate in society on behalf of peace, with the ability to live with change and ability to cooperate" (p.15). Core to peace education are the acquisition and development attitudes to facilitate peace and these include:

- Self-respect, positive self-image, strong self-concept
- Tolerance, acceptance and respect of others
- Respect for rights and responsibilities of children and parents
- Bias awareness
- Gender equity
- Empathy
- Reconciliation, solidarity
- Social responsibility
- Sense of justice and equality (Fountain, 1999, p.16).

3.7.3.2 Peace education postulates

Peace education has five main postulates. The first one explains the roots of violence, warns about the hazards of violence and enables the learners to “learn about the ‘other’ in order to deconstruct enemy images” (Harris, 2002, p.7). Postulate two presents different peace strategies that can be used to address the problems of violence pointed out in postulate one. Postulate three covers different forms of violence and explains the dynamic nature of peace education as it shifts its emphasis according to the type of violence it is addressing. Peace itself is a process that varies according to context and postulate peace education theory and practice within specific cultural norms. Because conflict is omnipresent, postulate five states that peace educators cannot eliminate conflict but they can provide students valuable skills in managing conflict (Harris, 2002). Reardon (1998) asserts that peace education’s ultimate function is behavioural change by reforming social structures to prevent conflicts and reconstruct the global systems to abolish wars and total disarmament. Based on the transformational premise of peace education, Reardon (1998) proposes that all forms of violence be rejected and eliminated among individuals and nations. Fountain (1999) argues that peace education should focus on behavioural change which occurs in social contexts and interactions like the family, peer group, the community and the larger society. However Fountain (1999) further states that:

Behaviour development is intrinsically linked to interdependence with the values and norms of those groups. Existing values and norms can either contribute to or hinder behaviour that promotes peace. Peace education in UNICEF promotes the development of values as the basis for behavioural change, and views behaviour as an indicator of an individual's or group's values. The effectiveness of peace education is increased when strategies are used that address the values of the entire community (p.5).

3.7.3.3 Peace Education Theories

There are three peace education theories which this study will use to define and explore peace education as a phenomenon. Social interdependence theory underlies the development of cooperative relationships. Constructive controversy theory focuses on effective political discourse, creative problem solving, and decision-making on difficult issues. Integrative negotiations theory focuses on resolving conflicts to maximize by joint gain. All three theories promote the civic values which underpin consensual peace. Each of these theories is defined, and the supporting research and operational procedures are presented. The essential elements of peace education are then discussed.

3.7.3.3.1 Social Interdependence Theory

The social interdependence theory is premised on the assumption that consensual peace can be maintained when parties are procooperation rather than competition. Social interdependence exists when the accomplishment of each individual's goals is affected by the actions of others (Johnson & Johnson, 2009). There are two types of social interdependence: positive—cooperation, and negative – competition. Positive interdependence exists when individuals perceive that they can reach their goals if and only if the other individuals cooperate by promoting each other's efforts to achieve the goals. On the contrary, negative interdependence exists when individuals perceive that they can obtain their goals if the other individuals with whom they are in competition fail to achieve their goals. This relationship is characterised by obstruction, distraction and sabotage of each other's efforts to achieve the goals and engaging in particular psychological processes such as substitutability, inducibility and positive cathexis (Johnson & Johnson, 2009). The positive (cooperation) interdependence results in substitutability, which is the party's other ability to substitute other party's actions. Furthermore, the parties in positive

(cooperation) interdependence are said to display inducibility, which is the openness to be influenced and to influence others. Finally, parties in this relationship display positive cathexis, which is the investment of positive psychological energy in objects outside of oneself. The negative (competitive) interdependence creates negative psychological processes of detachment and resistance (Johnson & Johnson, 2009).

3.7.3.3.2 Constructive Controversy Theory

This theory is primed on the assumption that a controversy exists when one person's ideas, opinions, information, theories, or conclusions are incompatible with those of another and the two seek to reach an agreement (Johnson & Johnson, 2009). Therefore, the controversies are resolved by creative engagement based on the following theoretical assumptions:

1. When individuals are presented with a problem or decision, they have an initial conclusion based on categorizing and organizing current information, experiences, and perspective.
2. They freeze their epistemic process when individuals present their conclusion and its rationale to others; they engage to deepen their understanding of their position.
3. They unfreeze their epistemic process when individuals are confronted with different conclusions based on other people's information, experiences, and perspectives.
4. Uncertainty, conceptual conflict, or disequilibrium motivates epistemic curiosity, an active search for more information, new experiences and a more adequate cognitive perspective and reasoning process in hopes of resolving the uncertainty.
5. By adapting their cognitive perspective and reasoning through understanding and accommodating the perspective and reasoning of others, individuals derive a new, reconceptualised and reorganized conclusion (Johnson & Johnson 2009, p.229).

3.7.3.3.3 Integrative Negotiations and Peer Mediation

The theory underlying the resolving of conflicts of interests to maximize joint gain and mutual benefit is integrative negotiation theory. Negotiation is a process by which persons who have shared and opposed interests and want to come to an agreement try to work out a settlement (Johnson & Johnson, 2009).

The negotiator engages in either distributive mode to achieve an agreement more favourable to oneself than to the other negotiators or in integrative mode to make the agreement that benefit everyone involved. When individuals are unable to negotiate a resolution to their conflict, they can engage a mediator. A mediator is a neutral person who helps two or more people resolve their conflict, usually by negotiating an integrative agreement.

3.7.4 Institutionalising Consensual Peace through Peace Education

As much as these theories form the foundation for peace education, there are prerequisite steps that need to be followed to realise peace education in a school environment. Firstly, public schools need to be established where peace education can be implemented. Secondly, education should be used to build a culture of cooperative learning. Thirdly, children and learners need to be taught to make difficult decisions based on democratic values. Fourthly, learners need to be taught how to resolve conflicts constructively through negotiations and mediation. Finally, inculcating civic values such as equality, social justice and mutuality must be promoted among learners. Johnson and Johnson (2009) assert that Peace Education (PE) needs a setting in which it may be delivered and the most natural setting for peace education is schools. However, there are pre-conditions for PE to be effectively implemented; that is schooling and attendance must be compulsory; schooling must be ethnically, culturally, and religiously integrated; and a school must be a microcosm of a peaceful society “that is lived and experienced, not just talked about” (Johnson & Johnson 2009, p.232). Peace education is concerned with imparting knowledge, skills and values to achieve a mutual goal, peace, distribute peace benefits to all and develop a common identity for all the stakeholders in a school environment. To achieve this goal, Johnson and Johnson (2009) suggest the implementation of cooperative learning in schools, which has a potential of building team work and maximise learning. Johnson and Johnson (2009) allude to the fact that most children and youth in many societies have never lived in a democracy, where freedom of speech and expression are practised and as a result they are unfamiliar with the role of the active citizen in a democracy. These children often come from societies where a different opinion from the prevailing and dominant ruling party is regarded as dissent and is often punished. Peace education provides a

platform for engagement in democratic decision-making, involving political discourse and creative problem solving as:

Maintaining peace requires that difficult decisions are made through open-minded discussion of diverse views and perspectives in a way that ensures that all citizens are committed to implement the decision (p.236).

Johnson and Johnson (2009), state that violent societies create violent models for their children. These children grow and have “participated in the conflict as warriors, support personnel, or victims and they may be used to seeing violence as the primary strategy for dealing with conflicts” (p.237). Peace education in such instances is needed to change the violent mindsets of children to manage conflicts constructively, through peacemaking, negotiations, peace building, mediation, reconciliation, restitution and forgiveness. Civic values such as equality, social justice, mutuality, integrity and empathy are critical for consensual peace to exist and be sustained in a balanced manner as:

Consensual peace survives on the basis of the way individuals and groups balance their own needs with the needs of the society as a whole. This balance is created by a sense of belonging to an inclusive society, a concern for the society as a whole, and a moral bond with the society whose life is at stake (Johnson & Johnson, 2009).

Equality in this case denotes absence of domination and social justice and refers to the creation of social conditions in which every citizen is treated fairly. Central to peaceful relationship is mutuality which defines appropriate behaviour towards each other eliminating domination and competition (Johnson & Johnson, 2009). The process of changing behaviour proceeds through a sequence of stages (Fishbein, 1992; HealthCom, 1995) in which an individual:

1. Becomes aware and concerned about the issue (peace and conflict);
2. Acquires knowledge and skills pertaining to the issue;
3. Becomes motivated, based on new attitudes and values;
4. Intends to act by trying out a new behaviour (peaceful conflict resolution);
5. Evaluates the trial; and
6. Practices the recommended behaviour (Fountain, 1999, p.5).

3.8 SUMMARY

This chapter presented both the global and South African trends on SBV. Globally SBV is on the rise and some studies trace it back to the genetical factors which affect the physical and mental status of some learners, resulting in violent behaviour. The other cause of SBV according to the Chilean study is the compromised quality of family lifestyle and anti-social parental behaviour. The USA study, on the other hand, found that teachers feel threatened by their violent wards (learners). Similarly, in South Africa, studies have found that the continued exposure of children to violent behaviour internalises and normalises violence as a means of settling disputes. In South Africa, violence is carried out by gangsters, which have become a new urban life identity, related to racial and economic lines. Gangs affect communities and schools are not immune. In this chapter, the scholarly work revealed that violence can be caused by gangs or individuals and the root causes are among others, aggressive behaviour and a violent family lifestyle. The socio-economic conditions in which learners find themselves subject them to relative deprivation in the form of poverty and inequality. The school environments, according to the research findings, have become the arenas of violence because some teachers still mete out corporal punishment, some schools have dysfunctional monitoring systems to deal with SBV, and some schools still have traditional and oppressive methods to deal with SBV, thus violating learners' rights. Finally, the safety standards in some schools are lacking, exposing learners and staff to both external and internal forces of violence. The second section of this chapter focused on the solution to the SBV challenges, which is Peace Education. PE is an intervention strategy to change the learners' mindsets and inculcate a culture of tolerance and settling disputes in a peaceful manner. PE involves a process to promote and acquire knowledge, skills, values and attitudes to bring about change of behaviour. These can be achieved by identifying the root causes of violence and applying peace strategies. PE like any body of knowledge is premised on theories. The Social interdependence focuses on the cooperative relationships of parties in dealing with conflicts. On the other hand, the Constructive controversy theory focuses on the political dialogue of the parties to end conflict through creative problem solving; and finally, the Integrative negotiation theory seeks to look for ways to resolve conflicts with all the parties making meaningful contributions.

CHAPTER 4

RESEARCH METHODOLOGY AND DESIGN

4.1 INTRODUCTION

This chapter focuses on the researcher's preferred research approach – qualitative research to capture the experiences and narratives of participants affected by school based violence. The chapter is divided into four sections. Section one focuses on the characteristics of the qualitative research approach; section two discusses the interpretivist research paradigm of the study as well as the phenomenological research approach. Section three pays attention to the researcher's qualitative research data collection methods and data analysis method. The last section discusses the ethical considerations of the participants and the selection of participants for the study.

4.2 RESEARCH PARADIGM: INTERPRETIVISM

Since this study was located within the qualitative research approach to extract and explain the perceptions and feelings of the participants regarding the role of intergroup conflicts of SBV in the selected schools the interpretivist paradigm was relevant. The interpretivist research paradigm was used to understand how the participants construct and interpret social reality and gain in-depth understanding of participants' experiences around SBV phenomenon. Research paradigms are research models that reflect a general agreement on the nature of the world (Burton & Bartlett, 2009). Denscombe (2010) states that interpretivism is a philosophical position premised firstly on the assumptions that social reality is constructed and interpreted by people; secondly, humans under study become self-conscious and react differently from normal. Based on these assumptions, this study therefore focused on the interpretivism paradigm on how participants make sense and create a life view on school-based violence. The self-awareness of the participants has a potential of altering or even distorting reality, thus leading to a creation of new personal experiences.

According to Blaikie (2010, p.99), in interpretivism:

Social reality is regarded as a product of its inhabitants; it is a world that is interpreted by meanings participants produce and reproduce as a necessary part of everyday activities together.

The aim of interpretivism, according to Blaikie (2010), is to produce verifiable knowledge of the meanings that constitute the social world; with the special focus on the nature of meaningful social action, its role in understanding patterns in social life, and how this meaning can be assessed. Similarly, Burton and Bartlett (2009) argue that the interpretivist or qualitative paradigm embraces social perspectives such as phenomenology, symbolic interactionism and ethnomethodology, in which the world is not perceived as a “fixed structure or hidden” but as a product of social interactions of individuals (p.18). According to these scholars, social interaction is characterised by social norms and values that are continuously changing as people interpret and respond to the social events. In turn these participants in the social interaction make choices and thus this paradigm seek to understand the meaning behind these actions (Blaikie, 2010). Furthermore, Burton and Bartlett (2009, p18) postulate that the Interpretivist prefers “naturalistic forms of data collection, making use of individual accounts, detailed descriptions to give a feel of the environment.” The interpretivist favours the research method like informal interviews and observation to allow the situation to be as normal as possible. This method is also favoured because it requires the researcher to be reflexive in the micro environment seeking details and understanding rather than statistical representation. The ultimate goal of the researcher is to seek to portray the participants’ perceptions and understandings of a particular situation or event (Burton & Bartlett, 2009).

Through the use of the interpretivist research paradigm, the researcher was able to understand how the participants construct and interpret social reality in relation to SBV. Thus the researcher gained in-depth understanding of participants’ experiences around SBV as the participants made sense and created a new view on school-based violence. The interpretivist research paradigm blended well with the unstructured interviews and observation which allowed the setting to be as normal as possible for the participants

4.3 QUALITATIVE RESEARCH APPROACH

This research study applied the qualitative research. Blaikie (2010) is of the view that the qualitative research approach focuses on original data produced in two languages: the technical language of the researcher or the everyday language of the participants to describe their behaviour and social interactions (ibid). Neuman (2006) maintains that to capture the language of cases and contexts and interpret or create meaning in specific settings, qualitative research is appropriate because it is more concerned about “issues of richness, texture, and feeling of raw data” (p.149). On the other hand, Borg and Gall (1989) state that the qualitative research approaches has several characteristics. The first characteristic is that the research approach is holistic and carried out in a naturalistic setting to gain an understanding of reality. Similarly, Janesick (2011) argues that qualitative research has characteristics, among others holistic – to give a complete picture of the social context under study (Janesick, 2011). In its holistic nature, the qualitative research focuses on details to gain an understanding of the social phenomenon (Janesick, 2011). This view is also shared by Leedy and Ormrod (2005), who argue that qualitative research encompasses several approaches different from one another; which focus on the phenomena that occur in natural setting in the real world and in its complexity.

Secondly, humans are the primary data-gathering instruments, as this approach “relies on human powers of observation rather than measurement instruments” (Leedy and Ormrod 2005, p.385); as a non-human instrument cannot be flexible or adapt to complex human situations. This assertion concurs with Blaikie (2010), who states that the qualitative research approach is a flexible approach which uses social actors’ points of view to describe in detail social actors’ interactions and process with the aim of developing concepts and theory. Thirdly, the research approach prefers purposive sampling to focus on the deviant cases and uncover a number of realities (Blaikie, 2010). Leedy and Ormrod (2005) are of the view that, the phenomenon being studied has many dimensions and layers and attempts to present the issue in multifaceted form. Fourthly, this approach applies inductive data analysis, to expose the unknown results (Leedy & Ormrod, 2005). The data analysis strategy facilitates the development of grounded theory, which is based

or grounded in the data as it is developed from the data and accurately reflect the data.

According to Borg and Gall(1989), participants in the research study play a critical role in interpreting outcomes of the study as they reconstruct reality from the frame of reference of their experiences and perceptions, taking their cultural beliefs into account. Not only are the participants' responses important in the research process but also their intuitive insights, which are given prominence as they carry legitimate knowledge of study (Borg & Gall, 1989). The qualitative research approach was relevant in this study as it enabled the researcher to capture the participants' experiences regarding the role of intergroup conflict expressed in the everyday language they are comfortable with. The qualitative research approach facilitated the participants' responses in an original and authentic manner and represented the participants' inner emotions and perceptions in a natural and less intimidating environment. The researcher was able to probe the participants' responses because of the qualitative research approach's flexible nature. More importantly, this research approach gave the researcher unpredictable responses, as participants were reconstructing and reflecting on their personal experiences which the researcher used to contextualise and reconstruct a new social meaning based on the participants' shared experiences.

4.4 THE RELEVANCE OF PHENOMENOLOGICAL RESEARCH DESIGN

This study focused on the role of intergroup conflict or gangsterism on school-based violence in selected Soweto schools, drawing participants' experiences on sites (schools). The complexity of the research phenomenon in this study required the appropriate qualitative research design-phenomenological research study. The phenomenological research study studies a person's perception, perspective and understanding of an event. Even though the researcher might have personal experience related to the phenomenon under study, he nevertheless wanted to gain better understanding from others – from the “insider's perspective” (Leedy&Ormrod: 2005, p.139). Simon and Goes (2011) explain that the primary objective of phenomenological research study is to gain the meaning, structure, and essence of the lived experiences of a person, or a group of people around a specific

phenomenon under study. Furthermore, phenomenological research study is to understand human behaviour through the eyes of the participants and through detailed descriptions of their experiences of the phenomenon understudy.

These experiences can be in the form of in-depth interviews, written or oral reports and even the personal expressions or narratives. The Phenomenological research study in this research was useful as it enabled the researcher to interrogate the participants' perceptions, perspectives and understanding on the role of intergroup conflict in SBV. This interrogation led to the researcher gaining of what it means to be bullied, what it means to be subjected to peer pressure and what it means to attend school under fear of attacks and with the possibility of being hurt or killed. It was through the phenomenological research study that the researcher gained the meaning, structure, and essence of the lived experiences of participants in coercive and violent torn schools.

4.5 SAMPLING- PURPOSIVE

Purposive sampling was selected for obtaining data in qualitative research from the participants in this study and suited well in investigating the role of intergroup conflicts has on SBV. According to Gledhill and Schweitzer (2008), purposive sampling is often used when small samples are studied using intense, focused methods such as in-depth interviews. The in-depth interview offers a unique means of understanding complex human behaviour and is regarded as a 'best fit' as it generates large amounts of valuable data obtained from a free flowing communication process of the participants (Punch, 1998). Therefore this study, purposively selected three primary schools in Jabulane, Soweto, because some experienced violence in the past and the others still do.

4.5.1 Selection of sites and participants

The study selected three primary schools in Jabulane, Soweto, in JCED. To protect the participants and the identities of the schools, pseudonyms were used. Mxolisi Primary was given pseudonym A, Isu 'Lihle pseudonym B and Indyebo pseudonym C. These schools were selected purposely because of their location which is perceived to be a violent neighbourhood, as well as flaring violent incidents within

the schools. As indicated earlier on, this research study used purposive sampling to focus mainly on schools experiencing violence in JCED, as well as homogeneous sampling which involves selection of a small, homogeneous group of participants. Each school had two learners, two teachers and two parent representatives, as well as the school Principal. Participants in these schools were accessed after the permission from the Gauteng Department of Education (GDE) and JCED (See Annexure C and D) had been granted to conduct research in the respective schools. Due to the fact that most of the participants were minors, consent forms, Annexure B, were given to the willing participants for their parents to grant permission to participate in the research study.

4.6 METHODS OF DATA COLLECTION

Janesick (2011) highlighted that the phenomenological research study has several methods of collecting data among which are; the semi-structured interview, focus groups, observations of learners' behaviour, written documents, personal journals or diaries of the participants. Simon and Goes (2011) assert that the experiences of the participants can also be in the form of written or oral reports and even through aesthetic expressions, narratives and poetry. For the purpose of this research study; semi-structured interviews, focus groups, observation of learners and documentary analysis were used to collect data from the participants from the sites.

4.6.1 Semi-structured Interviews

The researcher interacted with the participants using the semi-structured or unstructured interview questions in a focus group setting for both the learners and the teachers of the selected schools. The focus group was preferred as initially the researcher experienced a challenge of securing interviews on a one-on-one basis with participants. The other challenge was the availability of teachers who had to be interviewed after school and often most of them were not available for personal reasons. The researcher finally secured a day for all the participants on Friday afternoon and arranged the interview room with a semi-circle sitting arrangement and encouraged all the participants to sit wherever and whoever they were

comfortable with. The interview process was explained to the participants, that a question would be asked and all were encouraged to respond to it in a language of their choice. After the question was responded to, the researcher asked the group if they concurred with that response. This was done to validate the responses and ascertain the level agreement on experiences shared.

According to Turner (2010), the standardised open-ended interview is extremely structured in terms of the wording of the questions, which allows participants to be always asked identical questions, at the same time allowing open-ended responses. Swartz, de la Rey, Duncan and Townsend (2013) assert that the unstructured interview is open ended and the researcher remains focused on the main issue of the study and uses few predetermined questions, to gain insight of the participant's interpretation of his or her experiences. Turner (2010) further attests to the fact that the "open-endedness allows the participants to contribute as much detailed information as they desire and it also allows the researcher to ask probing questions as a means of follow-up" (p.756). May (2011) further argues that the open-endedness of the semi-structured interview has the potential to "challenge the preconceptions the researcher may bring to the interaction" (p.136). Burton and Bartlett (2009) are of the view that the semi-structured interview is used when the researcher wishes to place more emphasis on the respondent's own account. Jacob and Furgerson (2012) argue that the qualitative semi-structured interview enables the researcher to share and listen to the participants' stories within their own (participants) context.

The semi-structured interviews took place in natural settings. Blaikie (2010) states that there are three levels of natural social settings: namely, micro-social, meso-social and macro-social settings. In this study, the researcher conducted all the interviews in the affected schools, an environment which all the participants are familiar with and therefore poses no threat to anyone of them. However, Blaikie (2010) is of the view that it is difficult to use naturalistic methods in large scale social units; therefore, for the purpose of this research study, the researcher focused on the micro-social setting. The micro-social made up of units of individuals in their daily social setting characterised by face-to-face social interactions giving meaning to their own actions, and the action of others involved. Actors of this social action have

“continuity, history, and a relatively permanent membership and they develop and reproduce patterns, structures and institutions” (p.206).

On the other hand, meso-social includes organisations, communities, crowds and social movements, who have a relatively permanent relationship. The last level represents the macro-social which are larger social entities. Borg and Gall (1989) cite several characteristics of the semi-structured interview; among others, they have to be clear and in meaningful language to the participants, probing in nature to get further information with the interviewer talking less and allowing the participants to talk more. The interviews have to be conducted in conversational mode using daily conversation to extract empathy, understanding and trust of the participants. Burton and Bartlett (2009) suggest that the unstructured interview has to be an informal, normal conversation and be a natural interaction between the researcher and the participants. More importantly, the controversial questions should be asked last (Borg & Gall, 1989). The researcher of this study made a concerted effort to apply the Borg and Gall recommendation by designing the questions ranging from simple to complex. The FG questions were simple, requiring to be answered in a normal daily language of their experiences and feelings on SBV. The questions requiring more details were asked at the end to enable the participants to gain composure and settle in the group. Burton and Bartlett (2009) recommend that the researcher use listening skills so as not to be distracted and use verbal and facial signals to indicate interest in the conversation with the participants. Furthermore, the researcher must set the appropriate atmosphere of the interview, which the current researcher did.

4.6.1.1 The Interviewer Stance

According to Blaikie (2010) there are several researcher stances which can be used and by the researcher during the research study process, among them are: detached observer, empathetic observer, the faithful reporter, mediator of languages, reflective partner and dialogic facilitator. For the purpose of this research study, the researcher opted for the detached observer and faithful reporter stances.

4.6.1.1.1 Detached observer

Freitas, Oliveira, Jenkins and Popjoy (1998) are of the view that the moderator or the interviewer of the FG has a continuum involvement in the discussion ranging from low, allowing the participants to be immersed in the discussion to extreme, when he or she has to control the dynamics of the discussion. However, low involvement is desirable to eliminate the researcher's bias and gives the researcher an opportunity to evaluate the participants' interests in the topic under discussion. Blaikie (2010) argues that detachment is the requirement for producing reliable knowledge. The detached observer or researcher is an "uninvolved spectator during data collection process" fearing that his or her "values and preferences can threaten the objectivity of the research" (p.50). Furthermore, Freitas et al.(1998) state that the interviewer must not hold the position of power or influence and not be judgemental but encourage both the negative and the positive responses from the participants. Above all, the interviewer should be careful with his or her language not to communicate approval or disapproval of the participants' responses. The FG of this study was more relaxed, with the participants seated in a semi-circle and the researcher used less intimidating gestures and tone and asked the participants to feel free in participating and assured them of confidentiality. During the session there was less interjection from the interviewer which could be perceived as interrogation, but participants were allowed to state their perceptions, views and feelings and the researcher made follow up questions to clarify points made.

4.6.1.1.2 Naturalism/faithful reporter

Contrary to the detached researcher stance, Blaikie (2010) is of the view that the researcher needs to be a faithful reporter researcher and less detached to allow the participants to "speak for themselves" (p.51) and allow the social actor's point of view by immersing in that way of life to grasp these meanings. This research stance is also known as naturalism due to the fact that social actors are studied in a natural setting, sensitive to the nature of a social setting, to describe what happens and how social actors perceive their actions and of others. Even though the researcher can be immersed in the participants' discussion with the aim of gaining meaning, Blaikie (2010) argues that the researcher has to "retain the integrity of the phenomenon"

(p.51) even though the researcher is not too neutral as he or she has to “invest something of themselves into the account” and his or her voice will always be present (p.51). The researcher opted to be a faithful reporter in which he allowed the participants to speak for themselves and share with him their personal experiences of SBV in their respective schools. This research stance also enabled the researcher to present the social actors’ points of view by probing their feelings during the interview process.

4.6.2 Focus groups

Focus Group Interviews (FGI) are an in-depth interview accomplished in a group to generate ideas for investigation based on the perception of the participants (Freitas et al., 1998). According to Blaikie (2010, p.207), FGI enables the researcher “to get close to the social actors’ meanings and interactions” and provide greater insight into why certain opinions are held by participants. On the other hand, Morgan and Spanish (1984) define the focus group as bringing “together several participants to discuss a topic of mutual interest to themselves and the researcher” (p.253). Furthermore these scholars are of the opinion that FGI allows “richness and flexibility” in the collection of data that are not usually achieved when applying an instrument to individual participant (Freitas et al., 1998, p.4). However, there are concerns of using the FGI as a means of collecting data. Morgan and Spanish (1984) are of the view that FGI results are often questionable because it is conducted in unnatural environments; and the researcher has less control on the large volumes of data collected which are often difficult to analyse. Freitas et al. (1998) cite the disadvantages of the FGI; among others are: participants are likely to influence each other through their answers and contribute during the discussions. Morgan (2013) raises an ethical concern that the fact that the participants share their perceptions with the researcher in the presence of others presents an invasion of privacy and limits the type of questions and topics that can be probed in a group.

Notwithstanding these disadvantages, FGI is still the preferred research method to generate hypotheses based on the perceptions and experiences of participants. The usage of the FGI is preferred by some researchers because it is easier to conduct, has high face validity and provides results immediately (Freitas et al., 1998). Swartz et al. (2013) argue that the advantage of the FGI statements made by one participant may initiate a reaction from other participants- offering a wider perspective of the topic. Blaikie (2010) asserts that FGI provides “a permissive and non-threatening environment” (p.207) for the participants to share their perceptions. In the case of this study, the researcher did not experience the challenges cited by Morgan (2013) and Freitas et al. (1998), as all the participants expressed their feelings, experiences and views independently of each other.

4.6.2.1 Composition of the Focus Group Interviews

This study preferred to apply both homogeneous and purposive sampling. The focus group is conducted more easily when the participants are homogeneous in terms of culture, race and age group (Morgan 2013). The preferable group number is six to ten (Freitas et al., 1998). Morgan (2013) is of the view that small groups are likely to be interested in the topic and respectful to each other. However, this group is likely to be disrupted by “friendship pairs, experts or uncooperative participants” (p.15). Participants have to say something and be comfortable with others even if has a different perspective with others in the group. Morgan (2013) argues that in selecting the participants, the focus should be on reducing bias rather than achieving generality and concludes that acquaintances “converse more readily” than strangers and acquaintances can help the researcher to deal with issues of self-disclosure (p.10). This research study used purposive sampling to focus mainly on schools which are experiencing some form of violence in Johannesburg Central District (JCED). The homogeneous sampling involved selection of a small, homogeneous group of learner participants who have some personal experiences of SBV. The homogeneous sampling was made up by three primary schools in JCED, selected for research purpose. The stakeholders in these schools were interviewed, as well as the District official responsible for school safety monitoring.

The Focus Group Interviews were the best viable option for the researcher to gather the teacher and learner participants in one place and conduct unstructured interviews at once. FGI were convenient for the participants as they saved time. FGI also provided a safety zone for participants from a one-on-one/ face-to-face interview with the researcher. The researcher arranged the interview room with a semi-circle sitting arrangement and encouraged all the participants to sit wherever and whoever they were comfortable with. The interview process was explained to the participants that a question would be asked and all were encouraged to respond to it in a language of their choice. After the question was responded to, the researcher asked the group if they concurred with that response. This was done to validate the responses and ascertain the level agreement on experiences shared. During the interview process, the researcher fulfilled a role of a moderator and a detached interviewer and allowed the participants to be immersed in the discussion to the extreme, and only controlled the proceedings of the discussion (Freitas et al., 1998).

4.6.2.2 Questions

Freitas et al. (1998) are of the view that questions should be spontaneous to the participants but carefully structured for the expected information. They further state that the questions of the FG can be classified into the following categories: opening, introductory, transition, key, ending and final questions. The questions of this study almost followed the recommended categories, with opening questions which identified the participants' common understanding of SBV. The transition questions enabled the discussion to move to the main discussion, resulting in key questions which are core to the study where participants gave details of their personal experiences on SBV. The ending questions highlighted the impact and the effects of SBV on the participants (See Annexure A1). The school Principals and the District Official were interviewed on one-on-one as their schedule could not allow for focus group interviews and also the researcher needed more information from the policy implementation point of view. Other participants, like the learners, the teachers and parents, participated in the study through Focus Group Interviews (FGI). FGI allowed the participants to engage in an interactive manner and shared their personal experiences and perceptions on the role of intergroup conflict in influencing SBV in their respective schools.

4.6.3 Non-participant Observations

During the interview process, the researcher fulfilled a role of a moderator and a detached interviewer and allowed the participants to be immersed in the discussions and shared their perception and experiences with the researcher, regarding the role of intergroup conflicts in SBV (Freitas et al., 1998). Swartz et al. (2013) explain non-participation observation as involving the researcher observing people without interacting with them. The researcher used non-participant observation, which Blaikie (2010) regards as an excellent qualitative method because it “produces a picture of the way of life of some people” (p.206). Janesick (2011) asserts that phenomenological research study helps the researcher to gain a whole picture of the social context of the participants. On the other hand, Leedy and Ormrod (2005) are of the view that the phenomenological research study requires the researcher to conduct the research in the real world. Similarly, Neuman (2006), states that non-participant observation is important in order to understand the participants’ issues and feelings. To understand the context of the school-based violence, it was important for the researcher to spend quality time on the sites of study not only to interview the participants but also to observe their behaviour. During the observation period, the researcher recorded the elicited participants’ behaviour and interaction with others to gain an understanding of the cause of school-based violence and how it affects them. Swartz et al. (2013) state that the drawback of this observation is that people may behave differently to the way they normally do because they are being watched. Borg and Gall (1989, p.396) recommend that there should be minimal interaction with participants being observed to gain a complete record of behaviour relevant to the observer’s interest. The minimal interaction is less obstructive and less emotional distortion of the observer. In this study, the researcher had minimal interaction with the learners due to time limitations and the condition given by the JCED that the research should be conducted outside school hours and should not disrupt teaching and learning. Learners were observed at the assembly, as they walked into their classes and during break time. The minimal interaction during this study confirmed Borg and Gall’s (1989) assertion that it limits the researcher’s ability to ascertain the participants’ feelings and perceptions.

4.6.4 Documentary analysis

Documentary analysis is a detailed and systematic examination of books, newspapers and transcripts of conversations. The aim of this systematic examination is to identify patterns and themes (Leedy & Ormrod, 2005). The selected schools were visited after obtaining permission from the JCED and the schools' principals to obtain detailed information on school policies and procedures on how to deal with incidents of school-based violence as well as accessing incident reports of recorded cases in these schools. Other written documents used in collecting data in this study included asking the participants to share their experiences of school-based violence recorded in their personal journals and diaries. (See Annexure F)

4.7 ANALYSIS OF RESULTS

The collected the data from the participants and voice recorded it after obtaining consent from the participants and transcribed by the researcher verbatim to arrange it in unit themes. The data was analysed per group participant and later the views of the various group participants were compared to identify common trends. These trends formed the basis of themes for the study. In the documentary analysis and non-participant observation, the researcher analysed documents and recorded learner activities of each school separately and then compared the schools to identify trends. Swartz et al., (2013) state that data is transcribed by sifting through the transcripts in a systematic way to reach conclusion on the research topic. Neuman(2006) asserts that conceptualisation and coding are integral part of the research. Conceptualisation enables the researcher to formulate new concepts during the data analysis process by organising the data on the basis of themes and similar features. Coding, on the other hand, though closely related to conceptualisation, is used to condense and reduce large amounts of raw data into manageable units. The thematic analysis approach in this study enabled the researcher to apply axial coding to make "connections among themes or elaborating the concepts that the themes represent" (Neuman 2006, p.426). The thematic data analysis approach helped the researcher in selecting relevant participants' experiences with regard to school-based violence and thus "prioritising certain aspects over others" (Denscombe 2007, p.252).

4.8 ETHICAL CONSIDERATIONS

The researcher of this study made concerted efforts to comply with and observe several ethical principles during the research study. The research was conducted on sites (schools) and included learners, teachers, Principals, members of the School Governing Body, as well as the parents and the District Official. All these participants were invited to participate by the researcher after permission to conduct the research in the selected area was requested and granted by the Provincial Education Department – Gauteng Province, as well as the permission from the District Director of the selected schools (See Annexure C and D). Furthermore, the researcher of this study visited the selected schools to present to the school Principals the permission letters from the Provincial and the District offices and to further seek permission. This research study applied, complied with and observed most ethical principles; among others: the consequential principle, the deontologic principle, beneficence, respect for autonomy of participants' persons, informed consent and confidentiality, the principle of justice and the principle of fidelity. Social Science research is based on ethics, which according to Burton and Bartlett (2009) is:

The systematic study of value concepts such as good, bad, right, wrong and general principles that justify their use, concerned with perspectives on right and proper conduct (p.30).

Burton and Bartlett (2009) are of the view that researchers are able to conduct research studies because of the goodwill of individuals and social groups willing to participate in research studies. Researchers who undertake a research study on humans need to understand the goodwill of its participants and not abuse it; thus Burton and Bartlett (2009) argue strongly that the researcher:

Does not have an automatic right to expect this and it is a privilege that can be withdrawn if the researcher behaves in ways that are harmful, unjust, or insensitive to the needs of those communities (ibid, p.30).

Borg and Gall (1989) maintain that the researcher has to establish a clear and fair agreement with research participants' prior participation that clarifies obligations and responsibilities of each and informs the participants of all aspects of the research that might reasonably be expected to influence willingness to participate. There are

standard ethical principles to be applied when conducting social science research, namely: the consequential principle, the deontologicprinciple, beneficence, and respect for autonomy of participants' persons, informed consent and confidentiality.

4.8.1 Applyingfor Ethical Clearance

The researcher was granted ethical clearance to conduct the research by the Ethics Committee from the University of Fort Hare (See Appendix E). This ethical clearance provided guidelines which the researcher had to comply with to ensure that the study met the acceptable research ethical standards. Due to the fact that most of the participants are minors, consent forms, Annexure B, were given to the willing participants for their parents to grant permission to participate in the research study. Adult participants gave consent for their participation in the study voluntarily. During the interviews, observation and schools' safety policies were scrutinised. The researcher ensured absolute confidentiality as indicated in the ethical section below. Furthermore, the interviews were conducted in private and the pseudo names were used to protect the identity of the participants and participating schools. The collected recorded data was exclusively used for the research purpose and afterwards it was forwarded to University of Fort Hare (UFH) for safe keeping.

4.8.2 Negotiation of Entry

Participants in these schools were accessed after permission from the Gauteng Department of Education (GDE) and JCED, as well as from the school Principal (See Annexure C and D) had been granted to conduct the research in the respective schools.

4.8.3 Consequential principle

According to Burton and Bartlett (2009), theconsequential principle is concerned with the balance between the good and bad consequences of an action and if its application is morally right and whether its benefits outweigh the risk. Also important to the research, is for the researcher to ensure that the participants' views are

accurately represented, and each participant is given the opportunity to comment on the transcript of the interview and to suggest changes where necessary. Borg and Gall (1989), in explaining this principle, allude to the fact that after the data has been collected the researcher has to provide the participant with the information regarding the nature of the study and remove any misconceptions that may arise and ensure that there are no damaging consequences for the participant. Similarly, Burton and Bartlett (2009) argue that the researcher has to make an assessment of harm of the participants in the study of the research and ensure participants' safety, including undue stress, mental discomfort and inconvenience for the participants. The researcher during the interview process asked other participants of the study to remark on participants' responses. This approach validated the responses and also invited the participants to clarify their points of view. After the collection and analysis of data the researcher went back to the participants to verify if their views were not quoted out of context and distorted.

4.8.4 Deontological principle

On the other hand, Burton and Bartlett (2009) citing the deontological principle approach are more concerned about the researcher's action during the study rather than its effects; which constitutes fair and reasonable procedures and equals treated equally (p.32). This principle is premised on doing what is right and the morality of the action. This concurs with Swartz et al's (2013) principle of justice, which implies that the participants are not discriminated against based on gender, race, or any other characteristics. According to Borg and Gall (1989), the researcher's methodical requirements of the study may make use of concealment or deception necessary and the researcher has the responsibility to ascertain the justification of such an approach and explain this to the participants. This implies that the researcher has to be honest and open – not to influence the participants unduly (Borg & Gall, 1989). Similarly, Swartz et al. (2013) refer to this honesty and openness of the researcher as the principle of fidelity, which implies that the participants must have trust and faith in the researcher; therefore the researcher must honour promises and agreements made between them. In terms of the principle of discontinuance, participants can withdraw from the study any time without any repercussions (Swartz et al., 2013). Linked to this principle is the participant's freedom to decline to

participate or withdraw from the research at any time; moreover when the researcher is in a position of power or authority, he has an obligation to protect the participant's freedom (Borg & Gall, 1989). In implementing this principle, the researcher ensured that all the participants would be treated equally during and after the research and that all the procedures applied during interview be fair and participants would not be prejudiced in anyway. The researcher established a rapport with the participants based on openness, transparency and honesty and assured that participation in the study was voluntary and the participants could withdraw from the study if they so wished. The researcher also kept his promises to the participants, by keeping their identities anonymous and treating all information given during the interviews with absolute confidentiality.

4.8.5 Informed consent

The researcher explained to the selected participants the purpose of the study and then requested them to give consent or permission to participate in the study. The informed consent guaranteed that the participants' identities would be kept anonymous in the study and their contributions treated with confidentiality; this was done to protect the participants' privacy. Adult participants gave consent themselves and learner participants were given consent by their parents. Burton and Bartlett (2009) suggest that participants must give consent to participate in the research and be able to withdraw even if they had granted permission earlier. Adult participants can give consent themselves; heads of institutions like schools grant institutional consent and children participants require consent to be given by their parents. The participants in this research study gave a written consent to participate in the study and have their voices digitally recorded. The principle of autonomy and respect of human dignity implies the importance of voluntary informed consent of participants, as well as the protection of individual, institutional and community confidentiality (Terre Blanche, Durkheim & Painter: 2006). Borg and Gall (1989) are of the view that the protection of individual privacy in educational research involves two factors: the consent of the individual as to what will be disclosed to the researcher, and the confidential use of the collected data (See Annexure B).

4.8.6 Confidentiality

Burton and Bartlett (2009) are of the view that data collected during research is privileged information and should be safely stored. Similarly Borg and Gall (1989) assert that the researcher has to make sure that no one has access to the collected data except for the researchers and his or her supervisor of studies. This action, according to Burton and Bartlett (2009), will ensure that the participants' privacy is guaranteed. Borg and Gall (1989, p.88) argue that "absolute assurance of confidentiality increases the number of participants willing to participate in the study." To achieve the maximum participation and ensure confidentiality; they further suggest that names of participants be removed and replaced by codes or pseudonyms so that collected data cannot be traceable to a particular participant. Through the application of the beneficence principle, the participants received the maximum benefit of this study in terms of feedback and the copy of the research findings. In this research study both the children and adult participants were assured of confidentiality and the participants were asked to sign the Informed Consent/Assent and Confidentiality Form (See Annexure B and C).

4.8.7 Trustworthiness

To ensure that the participants' views were accurately represented, each participant was given the opportunity to comment on the transcript of the interview and to suggest changes where necessary. In addition, all participants were later invited to comment on the draft findings of the study and their remarks would be taken into account in the final report. According to Creswell (2008), the trustworthiness of a research study has to take the following considerations into account: credibility, transferability, dependability, and conformability. In terms of credibility; the researcher has to establish good rapport with the participants and remain in the research field up to the end to ensure that quality and sufficient data are collected from the participants. With regard to transferability, the collected volumes of data and their findings will be consolidated and used for application. The dependability of the research will ensure that the research design and methods are described in detail. The concept of conformability will ensure transparency of the research process, data collection and its analyses.

4.9 SUMMARY

This study was located within the qualitative research approach to extract and explain the perceptions and feelings of the participants regarding the role of intergroup conflicts on SBV in the selected schools; therefore the interpretivist paradigm was relevant. The qualitative research approach was relevant in this study as it enabled the researcher to capture the participants' experiences regarding the role of intergroup conflict expressed in the everyday language. The complexity of the research phenomenon in this study required the appropriate qualitative research design-phenomenological research: to study a person's perception, perspective and understand an event in depth. For the purpose of this research study; semi-structured interviews, focus groups, observation of learners and documentary analysis were used to collect data from the participants from the sites. The researcher of this study collected the data from the participants and voice-recorded it after obtaining consent from the participants. The recorded voice data was transcribed by the researcher verbatim to arrange it into unit themes. The data was analysed per group participant, meaning the views of teacher participants were analysed separately and later the views of the various group participants were compared to identify common trends. These trends formed the bases of themes for the study. The researcher made concerted efforts to comply with and observe several ethical principles during the research study. All the participants were invited to participate in the study by the researcher after permission to conduct the research in the selected schools was requested and granted by Provincial Education Department – Gauteng Province, as well as the permission from the District Director of the selected schools. Furthermore, the researcher of this study visited the selected schools to present to the school Principals the permission letters from the Provincial and the District offices and to seek further permission. This research study applied, complied with and observed most ethical principles; among others: the consequential principle, the deontologic principle, beneficence, respect for autonomy of participants' persons, informed consent and confidentiality, the principle of justice and the principle of fidelity.

CHAPTER FIVE

ANALYSIS AND PRESENTATION OF DATA

5.1 INTRODUCTION

This chapter presents and analyses the data collected from the three selected primary schools in the Johannesburg Central Education District (JCED). This chapter is divided into two sections, with section one covering the experiences of the participants on the sites and dealing specifically with the following themes: biographic information, the perceptions of stakeholders on intergroup conflict and SBV, the role and influence of intergroup conflict on SBV, the views of stakeholders on the effects of intergroup conflict and SBV on school atmosphere and implementing Peace Education (PE). The second analysis presents: the documentary analysis of both the Learner Code of Conduct (LCC), School Safety Policies (SSP) of the selected schools, as well as the non-participatory observation of learners in their respective schools.

5.2 Biographic information

As this study involved multiple stakeholders on the role of intergroup conflict in SBV, it was necessary that their biographic information be outlined. This sub-section therefore is meant to give an idea of the gender of the participants, as well as the age cohort and grade of the learner participants. The learner participants in the study were between the ages of eleven and twelve. These learners were purposely selected from grades six and seven. The reason for this selection was to have participants who have a few years in the phase and have experience about the topic under study. The learner participants were of mixed gender of boys and girls. The adult participants in the study, that is the teachers, principals, parents and the members of the SGB, represented both genders, but mainly were females. The reason for this skew gender representation was that on sites female participants were more willing to participate in the study.

Table 1: Distribution of Learner Participants by Gender

	Males	Females
School A	1	1
School B	1	1
School C	1	1
Total	3	3

Table 1 represents learner participants from the selected schools with both genders equally represented by three boys and three girls. In selecting these learners, the researcher of this study aimed at extracting the experiences of both genders regarding SBV. This approach, according to the researcher of the study, provided a balanced view of the sampled learners of the research study.

Table 2: Distribution of Learner Participants by Grade

	GRADE 6	GRADE 7
School A	1	1
School B	1	1
School C	1	1
Total	3	3

Table 2 represents the sampled learners in both grades six and seven with equal participants in each grade. As in selecting participants according to gender, the researcher of this study aimed at a balanced grade representation. These grades were selected on the basis that the learners are more experienced in the Intermediate Phase (Grade 6) and new in the Senior Phase (Grade 7). The former grade, according to the researcher of this study, would be able to provide their detailed experiences on the subject of the study. With the Grade 7s on the other hand, the researcher hoped to tap on their experiences on the past and new phase regarding the research topic.

Table 3: Distribution of Learner Participants by Age

	11 YEARS	12 YEARS
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School A	1	1
School B	0	2
School C	1	1
Total	2	4

Table 3 gives age distribution of learner participants, with more learners in the twelfth year bracket. This skew representation is due to the fact that School B provided learners who are of the same age but in different grades.

Table 4: Distribution of Teacher Participants by Gender

	Males	Females
School A	0	3
School B	0	2
School C	0	2
Total	0	7

Table 4 represents the Teacher participants in the study from the selected schools. Teacher participants were all female simply because female teachers were more willing to voluntarily participate in the study. However, it must be noted that the study did not seek the experiences of a particular gender of teachers, but of teachers regardless of gender. The female representation in this study does not represent the views and experiences of female teachers exclusively but of teachers in general.

Table 5: Distribution of Principal Participants by Gender

	Males	Females
School A	1	0
School B	0	1
School C	0	1
Total	1	2

Table 5 presents Principals of the selected schools who are mainly females and one male. The predominance of female gender is not a focus of this research study which seeks the views and experiences of Principals regarding SBV.

Table 6: Distribution of Parent Participants by Gender

	Males	Females
School A	1	0
School B	0	1
School C	0	1
Total	1	2

Similarly, like Table 5, Table 6 shows parent participants who are also mainly female. This is explained by the availability and willingness of the parents to participate in the study.

Table 7: Distribution of SGB Participants by Gender

	Males	Females
School A	1	0
School B	0	1
School C	1	0
Total	2	1

Table 7 is a depiction of SGB members who voluntarily participated in the study. More males participated in the study and their voices and experiences represented the general opinion of the SGBs in their respective schools.

5.3 STAKEHOLDERS' DEFINITION OF SBV

This sub-section gives the participants' definition of SBV. There was a varied definition; however, each stakeholder interviewed gave an understanding of the concept. Those participants, who could not clearly define SBV, gave for example the causes and the effects of SBV.

5.3.1. The Learners

The learner participants could not define SBV; however, they gave their own understanding of the phenomenon in the context of their daily experiences of the scourge of SBV. Learner 1 described SBV as a treatment and experience of learners at school who are ill-treated by bullies demanding R2 to use the ablution facilities at their school and take their lunch boxes.

Other children are not treated well at school because of bullies. They have to pay R2 to use the toilets and they take their lunch boxes

(Data set 1/Learner 1, 24.03.2015).

Learner 2 mentioned that beatings, death threats and threats that their books would be stolen by the bullies if they ever report them to their teachers or parents are often made by the bullies. It is apparent, according to the learner respondent, that the culture of rooting out bullying in school A is not evident as learners are constantly bullied and intimidated about reporting such incidents to the teachers and school management.

Children are beaten at school and threatened that if they report to a teacher or parent, they will be killed or his or her school bag will be stolen **(Data set 1/Learner 2, 24.03.2015).**

The common characteristics of the SBV as experienced by learners, besides beatings, threats and taking away lunch boxes include amongst others: abuse, bullying and sexual harassment. There is, however, a serious allegation in this learner participant's remarks, of death threats to other learners which seemingly are not probed by the school. This in the researcher's opinion is a serious oversight which, if it actually occurs would have serious consequences for the school. Learner 3 declared that "*Boys bully boys*" **(Data set 1/Learner 3, 24.03.2015)**. This participant's experience is that boys abuse other boys at school, even though the respondent never mentioned in which manner. This is a common modus operandi of bullying in most schools. However, the respondent did not disclose more information except to mention that in her school only boys are bullied. Learners' perceptions of SBV are primarily among others caused by parental neglect, emotional and physical abuse, peer pressure, group leadership and group competition. Bullying persists in schools under study, despite Sub-section 11.1(a) of the LCC that gives a directive with reference to violence and bullying and states that: "*no violence, bullying, intimidation or threatening of any kind is allowed at the school*" (GDE, 2014).

5.3.2 The Teachers

Teacher participants were unanimous in defining SBV as violence that occurs in schools. However, the participants highlighted that SBV is not confined between learners but between teachers themselves within the school environment. Domestic violence was highlighted as a major contributing factor of SBV. Teacher participants

also indicated that bullying that occurs in schools leads to the formation of groups for and against bullying as part of protection.

In most cases it (SBV) is initiated by bullies, who persist in bullying others leading to fights and formation of groups for and against the bullies. (Data set 2/ Teacher 2, 21.04.2015)

Teacher 1 described SBV as;

Violence that occurs within the schools, between the teachers and learners themselves; that's why is SBV as it occurs within the school.

(Data set 2/ Teacher 1, 21.04.2015)

SBV, as much as it was clearly defined by the teachers, was attributed as an external factor which is home-brewed. This means that SBV is imported into the school by learners who watch their violent parents fighting in their presence. Teachers themselves who have personal differences with each other and expressed these in the presence of learners,, perpetuate the violent behaviour among their learners. Therefore the role of modelling is critical in sustaining the SBV culture.

Teacher 3 concurred with Teacher 1 that SBV occurs within the school but further stated that continuous bullying of individual learners inevitably leads to the formation of groups or gangsters within the school environment.

In most cases it (SBV) is initiated by bullies, who persist in bullying others leading to fights and formation of groups for and against the bullies.

(Data set 2/ Teacher 3, 21.04.2015)

The persistent bullying is indicative of the fact that the school does **not** intervene to deal with SBV or alternatively has no systems in place to deal with the violent situation. In terms of The School Safety Policy, the school must adopt a zero–tolerance approach to all perpetrators of any form of school violence, gangsterism, substance abuse and bullying (GDE, 2014). Furthermore, LCC requires the school to put in place clear protocols for the recording, reporting and management of incidents (GDE, 2014); and the discipline of learners at school in terms of SASA of 1996, sub-section 8 (1) remains with the SGB, who have to adopt a code of conduct after consultation with the learners, parents and educators (Rossouw & Oosthuizen 2007).If there were protocols and structures in place in some of the schools understudy, the levels of SBV could be minimal.

Teacher 2 asserts that SBV is violence that is within the school, among learners characterised by bullies who take other learners' lunch packs and money. However, Teacher 2 mentioned that teachers, who argue in front of learners, become models of violence and declared:

... and also when teachers have a squabble, maybe they are not on good terms with each other; it turns up confront each other or there's altercation between the said teachers (Data set 2/ Teacher 3, 21.04.2015)

It also interestingly emerged that squabbles between teachers in the presence of the learners according to the teacher participants were regarded as SBV. The victims of bullying who are helpless in the bullying activities in turn formed a counter defence group to protect and defend themselves. Most participants felt it was not their responsibility to curb SBV but the DBE has a responsibility to hire professionals such as social workers and psychologists to deal with SBV challenges.

5.3.3 The Principals

The principal participants had an almost common understanding of SBV. All concur that SBV is caused largely by: *"rude and ill- disciplined learners"* (Data set 3/ Principal 1, 23.06.2015).

While Principal 2, over and above the unruly behaviour, cites that poor scholastic performance contributes to SBV by stating that academically challenged learners are prone to be involved in violent activities and that:

In some schools you see it with learners stabbing each other and harassing girls. But that's common in high schools as in primary schools, is mostly kicking, fist fighting, revenge attacks and stealing of food, money and lunch boxes. (Data set 3/ Principal 2, 17.08.2015).

The teachers and the principals had an idea of the concept SBV as violence within a school environment caused by the learners and the teachers. The SBV components

which were highlighted by the participants meant that the victim learners were badly treated by bullies who are rude and ill-disciplined learners; through threats that they would be hurt or killed and their school bags stolen if reported to the teachers. In response to these threats, the victim learners formed counter groups to defend themselves. The rude behaviour of learners, in terms of LCC General Behaviour, is dealt with in sub-section 11.1(d) (g) and states that;

Any ill - disciplined behaviour in the classroom, on the school premises, during school trips/excursions or any school function, including any action that brings the school into disrepute will not be tolerated(GDE, 2014).

The SSP and LCC give clear directions in terms of the roles, responsibilities, processes and procedures to deal with violent incidents in schools. Therefore, it is the responsibility of the school to implement and enforce LCC and SSP by making sure that learners understand that action will be taken against them if they contravene the policies. Furthermore, it must be stressed that all learners are subjected to the Code of Conduct without exception (GDE, 2014).

5.4 CAUSES OF SBV

The participants highlighted a number of factors as the causes of SBV.

5.4.1 Learners' viewson causes of SBV

Learner Participants mentioned several causes of SBV; among others are: family background, parents' stress levels, cliques or schemes or gangs, peer pressure and jealousy. However, topping the list is the family background of bullies. As one respondent is of the opinion that the bullies are abused at their homes and they vent their anger on other learners.

Sir, I think they are bullies because they are abused at home and they vent their anger on other learners through bullying (Data set 1/Learner 2, 24.03.2015).

I think people engage in this thing (bullying) because they are neglected by their mothers at home, they (mothers) are drunkards that is why they (bullies) vent their stress here (school) because they need attention (Data set 1/Learner 1, 24.03.2015).

This learner's contribution further sheds light on the lifestyles of some of the bullies, whose parents' abuse alcohol. According to this respondent, parental neglect causes the bullies to want to vent on others and they are stressed from neglect. Another learner was of the view that learners form cliques or "schemes" (**Data set 1/Learner 1, 24.03.2015**); that are often in competition with others and defeat is not taken kindly, resulting in school violence.

They form scheme (group/clique), for an example, when they realise that they are beaten in dance competition, they resort to physically attack their competitors (Data set 1/Learner3, 24.03.2015).

As indicated earlier on, bullies seek attention; victory in any social setting has a potential of enhancing their profile and status. Losing a competition is synonymous with losing power and status in a social setting and thus the weaker group resorts to violence to compensate the dance shortcomings. Peer pressure was mentioned as the cause of SBV, as some learners engage in violent action not through their own choice but in an attempt to conform to peer expectations and gain acceptance into the group. Bullies want to fit in and be accepted by others; they want a home, belonging and recognition. The 'schemes' most probably create safe havens for their illicit acts.

Others do this thing (bullying) because they want to impress others and whatever they do to impress others is wrong (Data set 1/Learner 1, 24.03.2015).

This observation was supported by another learner who strongly believes that peer pressure was at the centre of most of the SBV, as learners try to impress others to ascend to the group's leadership position.

Another thing is peer pressure; they want to impress others and gain recognition as bosses (Data set 1/Learner 4, 24.03.2015).

Asserting one's power and seeking to control the group were also mentioned. It is apparent according to learner 3 that bullies operate optimally within a group which provide support and protection from others. One learner alluded to the fact that some victims of bullying are far better off than the bullies; and this make the bullies jealous.

Others do this (bullying) because of jealousy, as what you have, they don't have (Data set 1/Learner 3, 24.03.2015)

Competition for resources is critical in this participant's response. It is evident that bullies lack something, and the victims often have what the bullies don't have. From this assertion, the respondent is of the view that the bullies operate from the premise that, *'if I don't have, you can't have it; and if you have it, you must give it to me'* (**Data set 1/Learner3, 24.03.2015**).

This assertion supports a learner's view that the socio-economic dynamics of the learners' background such as poverty and illiteracy levels contribute to the scourge of SBV (**Data set 1/Learner 5, 24.03.2015**).

5.4.2 Teachers' views on causes of SBV

The teacher participants mentioned a number of causes of SBV; among them are: jealousy, violent learner home background, learner poor performance and anger.

Is also caused by jealousy, maybe some, of the learner, is from a family which can afford and the child is clean...and has money ...he wears expensive clothes and the others become jealous. And then they quarrel because that child can afford (Data set 2 Teacher 2, 21.04.2015)

Jealousy was also mentioned as the cause of SBV; it does seem that poverty and socio-economic inequalities and deprivation of learners have a bearing in SBV in the selected schools. What is evident in the teacher 2's comment is relative deprivation of bullies, which is a sense of being underprivileged in relation to other group members and it emotionally drives the bullies to become involved in conflict. The learners' family background, as mentioned by learner participants earlier on, does contribute to the anti-social behaviour at school characterised by bullying. This study also confirmed the critical role played by a family in promoting and reducing violent behaviour. Teachers 4 and 5 commented respectively that:

...and some learners learn violence from their parents at home and come to school to practise what they observed at home and this triggers SBV (Data set 2/ Teacher 4, 21.04.2015).

Some learners are exposed to violence in their families and communities and come to school to prove that they can fight (Data set 2/ Teacher 5, 21.04.2015)

The researcher of this study is of the view that domestic violence and the quality of nurturing in some families pose a serious risk in the development of children. Teacher respondent 6 commented that the underperformance of some bullies has a lot to do with being ignored and not cared for by parents.

What I observed is that the weaker learners tend to be bullies due to poor performance and want recognition and attention by intimidating other learners (Data set 2/ Teacher 6, 21.04.2015).

Parents often expect their children to do well at school and at times their expectations are not realistic and overlook the child's ability, leading to unfair comparison of siblings' performances. In some cases, the researcher of this study has observed that parents tend to love the performing child as opposed to the weaker one. Often this leads to a sense of rejection. Teacher 7 in this study commented that;

Within families, parents often praise the brighter children and this often angers the weaker sibling who vents anger on other learners at school (Data set 2/ Teacher 7, 21.04.2015).

The SBV is a result of what the learners observe and exposed to over time and adopt it as way of life and practise it at school. Teachers themselves often promote bullying by calling learners names which belittle and degrade them and at times fail to consistently discourage learners from calling other learners names. According to Teacher 3, some of the teachers contribute to bullying as she related a story of her daughter being called names by the teacher because of her obesity and the teacher set a bad example which other learners followed.

My daughter is obese, and her teacher called her –‘John Cena’. Some of the teachers are the same as bullies (Data set 2/ Teacher 3, 21.04.2015).

The researcher of this study holds the view that South Africa is founded on the respect for human rights; however, there seems to be evidence suggesting that some teachers as the custodians of human rights culture are responsible for its destruction.

5.4.3 Principals’ viewson causes of SBV

The causes of SBV mentioned by Principal participants included: broken families, domestic violence, violent environments, learners’ socialisation, media, the teachers disregard of the law, unruly behaviour of learners and parental role. One Principal respondent mentioned that often the parents of the bullies are responsible for their children’s behaviour as they are:

Present but absent; they don’t play the parental role of talking and teaching their children the manners and the ways to behave in schools. Some hardly discipline their children who are out of order. Some fear them and some treat them as eggs and must not be reprimanded or punished” (Data set 3/ Principal 2, 21.04.2015).

Principal 2 further argued that parents’ poor education levels worsens the learners’ misbehaviourresulting inincreasing the chances of violence at home and at school (ibid).Principal Respondent 3 argued that the bully’s behaviour has more to do with anger of the learners whose parents are going through a divorce and some learners

are angry due to loss of their parents (**Data set 3/ Principal 3, 11.11.2015**). Furthermore, according to Principal 3, some parents of the bullies speak badly about teachers and often threaten teachers with comments such as “*bazebakuthinte*” – should they dare touch you (**Data set 3/ Principal 3, 11.11.2015**).

This threat, according to this respondent, undermines teachers’ authority to discipline learners who are overprotected by parents who would confront teachers for reprimanding them (bullies). Principal 3 also alluded to the fact that some parents have abdicated their parental duties and responsibilities of raising responsible children. According to Principal 1, learners’ environment, peers and the media contribute to the unruly behaviour and bullying.

For learners also, their immediate violent environments reinforce violence as a normal and acceptable way of life and means to settling disputes. Learners’ socialisation with violent peers reinforces anti-social behaviour. The learners’ access to internet, violent video games, violent movies and TV soapies and dramas, all make violence look cool and acceptable(**Data set 3/ Principal 1, 23.06.2015**).

Furthermore, Principal 1 alluded to the fact that domestic violence is a contributing factor to SBV as: “*their violent parents are the best role models*”(Data set 3/ Principal 1, 23.06.2015).

Principal 2 argued that domestic violence gets “*worse if parents abuse alcohol*” (**Data set 3/ Principal, 17.08.2015**).

All Principal participants concurred that learners’ violent background has an impact on learners’ bullying behaviour. Principal2 commented that:

Our communities are violent, our learners experience violence in the neighbouring taverns; all these make it obvious – our learners will be violent as their environment is nothing else but violence(**Data set 3/ Principal 2, 17.08.2015**).

Principal Respondent 3 mentioned that some parents of the bullies are so used to beating their children to an extent that they beat them in the presence of teachers and the school principal when called to school. According to the participants, beatings in some of the families are a common practice and as a result children

regard beating other children as normal and acceptable (11.11.2015). Similarly Principal1 added that violent environments “reinforce violence as a normal and acceptable way of life and means to settling disputes” (**Data set 3/ Principal 1, 23.06.2015**). Citing the South African recent xenophobic attacks, Principal2 argued that violence was made “cool and fashionable among our learners” (**Data set 3/ Principal 2, 17.08.2015**) and gave South African learners to “think they are licensed to ridicule others and think foreign learners have less protection and rights than them” (**Data set 3/ Principal 2, 17.08.2015**).

The teachers as the protectors of learners and the custodians of policies safeguarding the learners were mentioned as the cause of SBV. Principal1, commented that teachers meted out corporal punishment on learners because; “teachers want to be feared by learners and believe that teaching and learning can only take place under strictly controlled conditions” (**Data set 3/ Principal 1, 23.06.2015**). The hardening of attitudes of teachers towards learners according to Principal 1 is due to the manner the teachers were raised:

Most teachers were themselves subjected to corporal punishment during their school years and they do not know any alternative discipline except corporal punishment (Data set 3/ Principal 1, 23.06.2015).

Principal 1 further argues that violent upbringing of most of the teachers leads to “disregarding the law and assault the poor learners” (**Data set 3/ Principal 1, 23.06.2015**). The other important observation of Principal 1 is the teachers’ personal problems which lead to “stress, depression and work overload are at times the causes for teachers to lose their cool, their temper” (**Data set 3/ Principal 1, 23.06.2015**). The electronic media, particularly the television and the internet, are also mentioned as contributing factors to SBV. Principal 1 commented that;

Learners’ access to internet, violent video games, violent movies and TV soapies and dramas, all make violence look cool and acceptable (Data set 3/ Principal 1, 23.06.2015).

These sentiments were shared by Principal2 who commented:

Particularly wrestling as these young boys copy those giants they see on TV beating each other mercilessly and hardly bleed. The violent movies are

portrayed as cool and the violent guys as victors (Data set 3/ Principal 2, 17.08.2015).

The other causal factor of SBV, according Principal 1, is peer pressure which through socialisation “reinforces anti-social behaviour” (**Data set 3/ Principal 1, 23.06.2015**).

Principal 3 declared that:

The abuse of drugs, inevitably led to groups of learners and the gangs alike to carry weapons ready to attack each other. Certainly the school was no safer for all the learners. Despite the concerted efforts from the teachers and Principal to deal with the crises, the parents of the perpetrators and drug abusers were less concerned (Data set 3/ Principal 3, 11.11.2015).

Furthermore, Principal 3 has experienced external threats sponsored and supported by the drug dealers selling drugs; in particular ‘nyaope’ directly to the learners, and upon intervention, the dealers asked where they are supposed to get money from:

Ucabangaukuthisiyitholephiimali?Imalisiyithola la esikoleni(Data set 3/ Principal 3, 11.11.2015).

Where do you think we get the money from? We get money from the school.

From this statement multiple causes of SBV are mentioned. Firstly, it is the learners’ drug abuse habits, resulting in group formations; and it is these formed groups which carry weapons to school, triggering armed conflicts. Secondly, Principal 3 stated that the school efforts to deal with SBV are limited as the parents of the bullies often refuse to come to school to deal with their children’s problem. Thirdly, the drug dealers supply drugs to learners who in turn often engage in violent activities with other learners in school.

5.4.4 SGB/Parents’ views on causes of SBV

The main reasons the parents alluded to as the cause of SBV were: loss of parents, dispossession, environment and peer pressure. According to Parent 1, children who are orphaned whose parents were wealthy and left in the care of relatives are often disposed of their inheritance and this develops into anger and bitterness as other children are better taken care of at school whilst they get through life. They are

neglected despite the fact that their late parents left them with enough money to survive.

Other children at school might have clothes and food and the orphaned children have nothing and this makes them to be angry. Anger drives these orphans to join groups to relieve pressure, stress and to gain love (Data set 4/ Parent 1, 13.11.2015)

On the other hand, Parent 2 attributed SBV to the environment the child is raised in, particularly where there is rampant abuse of alcohol. The people the learner associates with and what the child listens to and has an impact on the child, as:

“The voice the child hears, if negative the child will be negative” (Data set 4/ Parent 2, 13.11.2015). Another cause of SBV, according to Parent 2, is the lack of values as learners grow not knowing what is wrong and unacceptable (ibid).

Different participants had different explanations for the causes of SBV in schools. However, the areas of commonality were the learners' violent backgrounds such as violent communities and coercive, abusive and absent parents failing to fulfil their parental roles. Relative deprivation was blamed for some learners being bullies as they were driven by competition, need for attention and recognition. The persistent levels of SBV inevitably led the victim learners to form 'schemes' as a defence mechanism. The involvement of some learners in violent behaviour the study found that it was attributed to peer pressure and attempt to impress others by conforming to violent peer pressure. The influence of the media and drug abuse were also contributory factors. Most participants ascribed SBV to external factors except one principal mentioned that the use of corporal punishment by some teachers models violent behaviour, violating SASA which states that no one may administer corporal punishment in a school.

5.5 CONCEPTIONS OF INTERGROUP CONFLICT/GANGSTERISM

This sub-section focuses on the participants' understanding of gangsterism.

5.5.1 Learners' understanding of intergroup conflict/gangsterism

On the question whether gangs are the cause of SBV, some learner participants confirmed that they are the source of violence at school by harassing and beating learners. However, one learner was of the opinion that these gang members were a result of violent homes which extends into schools.

They experience family problems and vent their anger on other learners by beating them and taking their money (Data set 1/Learner3, 24.03.2015).

This view was concurred by Learner 2 who stated that;

Gangs in our school bring violence and bully other children without provocation; because they are abused at their homes by their fathers who are 'Rambos' and vent their anger on innocent learners (Data set 1/Learner2, 24.03.2015).

This learner confirmed the existence of the gangs in School B, which are a source of SBV. Secondly, the learner's views indicate the role played by modelling in emulating their parents' anti-social behaviour which has been internalised and normalised. The learner's views suggest that the bullies have anger from their homes and probably with their parents resulting in other learners being used as punching bags. The "Rambo" figure portrayed by some fathers mentioned by Learner 2, suggests that some bullies are physically abused and the bottled anger is vented often on other learners. The victimisation of learners by gangs in schools is indicative of poor implementation of SSP whose objective is provisions

To ensure that the school is safe for all and that effective measures are employed to ensure that the school address issues related to discipline, drugs, dangerous objects, violence and bullying, rape, assault, sexual abuse, theft and robbery (GDE, 2014).

It is therefore the responsibility of the school, to ensure compliance and the safety of learners as required by the policy guidelines. However, this study has gathered enough evidence that suggest to the contrary. The policy guidelines are often not implemented to deal with incidents of violence. The key stakeholders, teachers, learners and the parents are not familiar with the prescripts of these guidelines. The omission and often the dereliction of duty have resulted in spiralling violent episodes in schools and the schools under study are no exception. Gangsters are exploiting

the gaps and the inconsistencies of policy implementation in schools, and the laxity and oversight of these become opportunities for misdemeanour.

5.5.2 Teachers' understanding of intergroup conflict/gangsterism

Teacher participants gave different definition of gangsterism, but common to all was an organised group of boys either reacting to bullying or being bullies themselves. However, it was mentioned that some of the groups are formed to commit criminal activities like abusing drugs, theft and armed robberies. Teacher 3 defined it as;

A group of boys, who often were once bullied and turned to be a gangster and they abuse -drugs (Data set 2/ Teacher 1, 13.11.2015).

Teacher 4 concurs with Dawes and Van der Merwe's (2004) definition of gangs that socialisation of youth into a gang results in violent lifestyle, and encourages a continuation of high levels of youth violence.

Group of boys gathered to violate the freedom of other people. They do whatever they want to do anyhow. If they want, to break into your house, they will and take anything. They know you won't react as you fear to be killed. It is like an organised criminal group (Data set 2/ Teacher 4, 21.04.2015).

As Teacher 3 commented, gangs are learners who were once bullied and teacher goes further to say that their role is to violate the rights of others and commit crime. Whilst teacher participants had a good understanding of gangsterism, however, they could not conclusively confirm its existence in their respective schools; except to mention occasional reported bullying incidents.

5.5.3 Principals' understanding of intergroup conflict/gangsterism

Principal participants gave personal understanding of the term – gangsterism as well as the reasons why learners are involved in gangs. Principal 2, described gangsterism as an;

Organisation of unruly boys, who want their presence to be felt by beating, stealing and bullying other learners. Often these boys are fighting for control of either a spot in school or girls. They protect each other from their rivals. Any learner, who is at odds with the gang member, is automatically a target who has to be dealt with (Data set 3/Principal 2, 17.08.2015).

Principal 1 concurred with Principal 2 and stated that gangsters;

Is group of girls or boys with bad intentions. They try to promote something and they would stop at nothing to achieve their goals. Kainingi, (often) anyone who was once beaten or bullied (Data set 3/ Principal 1, 23.06.2015).

From these definitions, there is clear sense of purpose of the gang to commit criminal activities, control their territory from others and protection of members against any possible threat. Reasons cited by Principal participants were;

- Gangsters fight members' fights not theirs as a group **(Data set 3/ Principal 1, 23.06.2015).**
- Gangs offer home for some learners and at times more love and acceptance than what is offered by parents and teachers **(Data set 3/ Principal 1, 23.06.2015).**
- Belonging to a gang is cool and provides benefits such as protection, loot from rivals, girlfriends and respect **(Data set 3/ Principal 2, 17.08.2015).**
- Lack of love and parental support **(Data set 3/ Principal 3, 11.11.2015)**

Principal Respondent 3 gave an account of an emergence of gangs in her school in which three boys who had started behaving strangely in class and were confronted by the teachers and they confessed to abusing drugs - nyaope every morning before they come to school. It also emerged that this activity was also taking place in the school toilets with a number of learners recruited to participate and being sold to other learners. These group of boys then stated terrorising other children particularly girls by means of “*bhansa*” - beating and touching their buttocks **(Data set 3/ Principal 3, 11.11.2015).** This action constitutes sexual abuse and is regarded as misconduct by LCC. Sub-section 11.1.1 state that; a learner will be guilty of Schedule 1 misconduct if he/she:

- (i) Insults the dignity of or defames any learner or any other person, which includes racist remarks; sexual harassment.

Due to the escalation of drug abuse by a group of learners, the school was forced to conduct a random search of the suspected class with the help of the Community

Police Forum (CPF); knives, dagga and benzine were found in the learners' bags during the search. Upon interrogation learners who were in possession of knives confessed that they were "tired of the bullies and they wanted to deal with the bullies" (**Data set 3/ Principal 3, 11.11.2015**).

5.5.4 SGB/Parents' understanding of intergroup conflict/gangsterism

The participants in defining gangsterism cited group criminal activities transgressing the law. Parent 2 indicated that SBV leads to gangsterism which involves criminal activities, like stealing and selling drugs (**Data set 4/ Parent 2, 13.11.2015**). SGB member 2 also mentioned that SBV influences learners to gangsterism and described gangsterism as:

Violent group not prepared to abide by the law, people who want to go against whatever must be done, to prove ukuthi we are not going to do this – but our way. Gangs give children power for protection (**Data set 4/ SGB 2, 13.11.2015**).

Gangsters are group of people influenced by negative things and go out to shoot and rob people (**Data set 4/ Parent 1, 13.11.2015**)

Common to the parents and SGB members was the antisocial behaviour of learners to commit criminal activities like stealing and selling drugs. What was also apparent from their understanding is that gangsters have power over children and they use this power to provide protection to their initiates and members.

The participants gave a clear understanding of gangsterism within a school context, its modus operandi and the reasons thereof. However, the gangs exist in schools despite the SSP provision are that schools must adopt a zero-tolerance approach to all perpetrators of any form of school violence, gangsterism and bullying (GDE, 2014).

5.6 THE RELATIONSHIP BETWEEN GANGSTERISM AND SBV

This sub-section explores the relationship between gangsterism and SBV and how the latter perpetuates SBV.

5.6.1 Learners' perceived relationship between gangsterism and SBV

Learnerparticipantsinterviewed in this study unanimously agreed that there is a close relationship between SBV and gangsterism. The modus operandi of bullies in schools is identical to the ones used by the gangs. One respondent described the gangs as; *“Bad company with bad pressure”* (**Data set 1/Learner1, 24.03.2015**). According to this respondent the gangs have so much influence that they can force other learners to leave school and join them on the streets.

You may find out that someone has dropped from school due to bad pressure (**Data set 1/Learner1, 24.03.2015**).

His view was echoed by another learner who is of the opinion that gangs have a potential of influencing other learners' behaviour in a negative way, like smoking and not sleeping at home.

Gangsterism is wrong, because if one (member/bully) smokes and runs away from home, he/she will influence you to do the same (**Data set 1/Learner 1, 24.03.2015**).

This view was further supported by another learner, who asserted that gangs have a coercive manner to initiate new members, who have to prove their belonging by committing serious acts of crime to prove their worth in the group. These criminal acts include carrying knives, stabbing people and stealing.

Whatever they (bullies) do, they want you to do it. When they carry knives, you must carry it too and before you join them, you have to prove yourself by stabbing others and stealing from others as well (**Data set 1/Learner4, 24.03.2015**).

One learner was of the view that these gangs are often led by gang leaders who give instructions, of what to be done and when certain criminal acts have to be carried out.

In gangs, there is a boss who instructs you to sniff glue or attack others by stabbing (**Data set 1/Learner 6, 24.03.2015**).

As indicated earlier the learnerparticipantsindicated that the modus operandi of bullies in schools is identical to the ones used by the gangs outside the schools is often replicated in schools. One learner asserted that it all starts at school and extends to the community.

Teacher, there is, because it starts at school with violence and leads to gangsterism and rob people (Data set 1/Learner 5, 24.03.2015).

The participants gave an interrelatedness of gangsterism and SBV, with difference in terms of origins. Some assert that SBV is the reactive result of rife bullying tendencies in schools and some think that gangsterism is an external factor which finds expression in a school. Despite the different opinions, the participants seem to agree that gangsterism from outside or within the school, have a role in perpetuating SBV.

5.6.2 Teachers' perceived relationship between gangsterism and SBV

Teacher participants unanimously agreed that there is a strong relation between gangsterism and SBV. Teacher 6 asserted that;

It is related because, what is happening in the schools is what they see outside (Data set 2/ Teacher 6, 21.04.2015).

Peer pressure was mentioned as a factor in promoting gangsterism in schools as learners seek to be noticed and fit into the groups despite the learner's good family background and this was confirmed by Teacher 1;

I think peer pressure does play a role with the gangsters and a child wants attention and to do what others are doing. Whilst other children have no reasons to be involved because is from a good family and as well provided for, but because of peer pressure, is involved in wrong doing (Data set 2/ Teacher 1, 21.04.2015).

5.6.3 Principals' perceived relationship between gangsterism and SBV

The relationship between gangsterism and SBV according to Principal 1 is evident in schools, particularly when gangs within school compete for territorial control.

School violence is a result of these gangs trying to gain control and eliminating competition (Data set 3/ Principal 1, 23.06.2015).

This sentiment is further supported by Principal 2 who asserted that:

Kahle, kahle (actually), there are gangs first and their activities result in school violence. At times SBV is caused by individuals kicked out of a group as part of revenge, but mainly, SBV is the work of gangs (Data set 3/ Principal 2, 17.08.2015).

5.6.4 SGB/Parents' perceived relationship between gangsterism and SBV

SGB 2 indicated that SBV leads to gangsterism and pointed out that gangster:

Snatch these young learners; they make them join and initiate them. They give them power; by saying we will protect you if you join us. If a child is a member of this gang outside the school, he will come with power to the school to be a bully or hooligan (Data set 5/SGB 2, 13.11.2015).

According to Parent 3, criminal activities in the township are extended into the school by gangsters who use learners as drug mules.

Izintoezenzeka la –elokshini, kuthengiswaama-drugs. Babanikaukuthibaphusheeskoleni. When this activity is in school, it influences education (Data set 4/Parent 3, 13.11.2015).

There is sufficient evidence provided by participants in this study that suggests a causal link between gangsterism and SBV. The participants in responding to the relationship between gangsters and SBV clearly gave a violent narrative of the gangs in schools and outside schools. The penetration of gangs into schools could not be clearly defined, however from the participants' comments; it seems that gangs are often an extension home or township anti-social behaviour into the school environment with an aim to control the school as a territory.

5.7 THE INFLUENCE OF INTERGROUP CONFLICT ON SBV

Having established the causal link between gangsterism and SBV, this sub-section therefore attempted to identify the influence of intergroup conflict or gangsterism on SBV.

5.7.1 Learners' views on the influence of gangsterism on SBV

It emerged from learner participants that, whilst SBV is not prevalent and common in one of the schools due to the intervention by the school principal. However, some incidents are not reported and learners indicated;

There is no more SBV in our school because the principal appointed prefects. But I'm 100% sure that bullying still exists, is just that the victims don't report (Data set 1/Learner 1, 24.03.2015).

On the contrary, Learner 3 insists that bullying is evident at their school particularly during break times.

Bullying still exists because during breaks some learners are bullied and cry and fear to report the bullies (Data set 1/Learner 3, 24.03.2015).

When asked how they identified the gang members in their respective schools. Learner participants gave the following identification profile of gangs at their schools.

“Taking other learners' money and lunch boxes” (Data set 1/Learner 1, 24.03.2015). Evident in this study is that gangs operate by instilling fear to its victims and assert their power through extortion and intimidation to force the victims to subdue to their demands. Common identity and common purpose was mentioned by learner participants in that gangs in schools are easily identifiable with, “untidy dress code” (Data set 1/Learner 4, 24.03.2015) and the “use specific gang language and walking style” (Data set 1/Learner 1, 24.03.2015). The main purpose of the gangs is to, “they beat us and bring corruption to school (Data set 1/Learner 5, 24.03.2015). Beating their victims is the gang's strategy to force conformity, instil fear and exercise power over their victims. By ‘corruption’ the participant implied that gangs can't operate in a sterile environment, it has to be characterised by wrong doing, delinquent behaviour and often disregarding the rules and authority by being “rude and rebellious to teachers (Data set 1/Learner 6, 24.03.2015).

The general feeling of the learner participants with regard to bullies at school was fear and intimidation. Some believe that bullies compromise their right to learn in a safe environment. Worse among the learner participants was the thought that they

might be hurt and killed at school. Learner participants indicated relatively the same feeling of fear and uncertainty with the bullies or gangs in their schools.

We feel bad as we are unsafe at school. We feel bad; they take our money and do all wrong things because they think they have rights. They forget that rights go with responsibilities (Data set 1/Learner 1, 24.03.2015).

We feel bad, they take our money, beat us and hurt us and kill us (Data set 1/Learner 5, 24.03.2015).

Incidents of bullying seem to be under reported in the schools because the victims fear reprisals from the bullies even though there has been intervention from the school principal to curb bullying in school. Reporting bullies seems to have negative effects and increases the chances of bullying and beatings to intensify. Some learner participants indicated that they have been bullied and have witnessed other learners being bullied as well. Through documentary analysis this study found that most violent incidents are not recorded and no action is taken against the perpetrators in terms of the provisions of SSP which requires that the school must establish protocols and structures to deal with violence and bullying.

They used to beat me sir, and take my pens and I could not write in class (Data set 1/Learner 1, 4.03.2015).

One learner respondent related that he witnessed a learner being beaten because he had reported the bullies to the teacher for damaging school property. The beatings were a result of a sense of betrayal and wanted compliance and conformity from the whistle blower.

I have been bullied, but I have witnessed one learner being beaten by his friends for spilling the beans that they have damaged the toilets. They just wanted to show off that they are victors (Data set 1/Learner4, 24.03.2015).

The culture of violent impunity is indicative of the ineffective intervention by the schools to deal with violent behaviour. Beatings and damage to school property go unpunished. In terms of The School Safety Policy (SSP) requires schools to:

- Adopt a zero–tolerance approach to all perpetrators of any form of school violence, gangsterism, substance abuse and bullying;
- Ensure that all incidences of school violence, gangsterism, substance abuse and bullying must be reported by all stakeholders to school authorities and the police services once they become known;
- Ensure that there is appropriate support for the victim and victim empowerment.

Meeting these requirements remains a management and governance function and non-compliance not only places the learners and teachers at risk but also violates their rights to safety and made gangsters to thrive in a school environment.

5.7.2 The Principals' views on the influence of gangsterism on SBV

The participants in this study gave personal observations of learners belonging to gangs in their respective schools. These observations range from academic performance, physical appearance, dress code, communication styles, meal sharing and the gangs' rendezvous patterns. Interestingly, Principal 2 mentioned that the dress code of the gangs also gives an indication of the groups' behaviour; "the violent groups are clumsy and the naughty and attention-seeking ones are flashy" (**Data set 3, Principal 1, 17.08.2015**). However, this observation was negated by Principal 1, who argued that;

In primary schools, is bit difficult because these learners can't buy clothes they which like in high schools to identify themselves. Gangs are bit suffocated in primary schools due to constant monitoring by teachers (Data set 3, 23.06.2015).

On the other hand, Principal 3 alluded to the fact gangs in her school show "bossy behaviour disregard of authority and more involved in recruiting other learners to join them" (**Data set 3, 11.11.2015**). The gangs' rendezvous patterns include boys playing together at breaks; walk together to and from school (**Data set 3/ Principal 2, 17.08.2015**). This pattern was also mentioned by Principal 1, "They collect or wait for each other in the morning on their way to school, at break times and after school" (**Data set 3, 23.06.2015**). It was also noted that meal sharing is a common feature

among the gangs. As Principal 1 rightly puts it, *“At break time, bayagazata (share) - to make sure that there is no needy one in the group”* (Data set 3, 23.06.2015). Physical appearance of the gangs according to Principal 2 is often similar and identical haircuts or style (Data set 3, 17.08.2015). It does seem that gangs are obsessed with distinct identity as the respondent mentioned that the gangs in his school *“carry identical school bags, exchange shoes, or have distinct and identical shoe laces”* (Data set 3/ Principal1, 23.06.2015). Furthermore, the gangs have a distinct communication code well understood to them. The alliance of the gangs is not confined to the identifiable features but extends to their academic performance. Principal 1 mentioned that the gangs often *“bunk classes together and fail to do class work and projects”* (Data set 3/ Principal1, 23.06.2015).

5.7.3 SGB/Parents’ views on the influence of gangsterism on SBV

On the other hand, Parent 1 gave a detailed description of gangsters’ behaviour and outlook that they dress in similar fashion to show off of their branded clothes and smoke in groups in public. They address parents and teachers in a particular manner and walk in a particular manner as well (Data set 4/Parent 1, 13.11.2015).

The presence of gangs in the selected schools was confirmed by the participants of this study, as well as by the violent incidents carried by the gangsters to victimise other learners. The provision of GDE Safety School Policy (SSP) sets out roles and responsibilities for all the stakeholders to ensure compliance and safety of learners in schools. The focus is the access to school premises and management of threats to school safety, which include school violence, bullying and gangsterism. In terms of management of threats to school safety, the policy guidelines require that all schools must have a break duty roster, as well as the formation of safety committee. The worrying observation during the study was that all the learner participants were not aware of the LCC and SSP which are policy guidelines to regulate learner behaviour and prescribe processes and procedures in cases of infringement. The advocacy and implementation omissions have created a vacuum which was subsequently occupied and exploited by gangsters, making learners and the teachers the victims of perpetual SBV.

5.8 THE EFFECTS OF INTERGROUP CONFLICT ON SCHOOL ENVIRONMENT

The participants in this study gave an account of the causes and manifestation of SBV in their respective schools. This sub-section therefore sought to identify the effects of the presence of gangsters on the teaching and learning in schools.

5.8.1 Learners' stated effects of SBV

Bullying at school according to the participants has wide ranging effects and certainly affects learning as it instils fear of bullies and negatively affects concentration. According to learner participants, SBV has varied effects on effective learning. Learners fear that the bullies might kill other learners at school.

Sir, it makes me unhappy because we will end up seeing others being killed (Data set 1/Learner 1, 24.03.2015)

Learner 3 indicated that SBV destroys learners' potential to achieve and disrupts learning.

I feel bad because that child (bully) could have a brighter future but the abuse at home forces him or her to bullying. His or her school performance drops and takes nyaope (drug) whilst we progress and be successful and drive our own cars. Asking He/she becomes a beggar at the street corners asking for R2s. (Data set 1/Learner 3, 24.03.2015)

The respondent is futuristic in that she predicts that bullies today at her school will envy her success in the future. In terms of this respondent, bully seems to extend beyond school years, as bullies grow and become beggars and drug addicts. Learner 1, who stated that,

Teacher, I feel bad because our parents, they don't know what we are doing here (school). They (parents) know that we are here to learn. Bullying disturbs other learners (Data set 1/Learner 1, 24.03.2015).

The other learner has confirmed through this study that bullies waste their learning time as bullies in class throw papers at other learners. It does seem that the teacher in a classroom of bullies spends most of the time not teaching but reprimanding, disciplining and mediating between learners.

It can affect us a lot and fail to do our school work due to class disruptions by bullies who throw papers at us (Data set 1/Learner 6, 24.03.2015).

Effective teaching and learning, according to the researcher, is dependent on order, discipline, learners' readiness to learn and the teacher's preparedness to deliver the content of the subject matter. However, this study found that learning in schools understudy is compromised due to disruptions by bullies in class and affects the learners' ability to concentrate. As one learner indicated that;

Others (learners) no more concentrate and traumatised by harassment from bullies (Data set 1/Learner 2, 24.03.2015)

Bullying is also emotionally harmful for both bullies and those who witness it. It negatively affects the atmosphere of a school and disrupts the learning environment. One learner however, had a different angle of looking at the impact of bullying at school. She focused on the damage caused by SBV on the school's public image. This view was shared by learner 2 who argued that SBV affects school learner enrolment as prospective learners are discouraged by violence and incidents of bullying.

We must stop bullying because prospective learners and parents fear bullying at this school and we won't get new learners (Data set 1/Learner2, 24.03.2015).

5.8.2 The teachers' stated effects of SBV

SBV according to teacher participants, wastes teaching and learning time as more time is spent resolving disputes instead of teaching. Some teachers have resorted to ignoring the bullies in their classes (**Data set 2/ Teacher 5, 21.04.2015**).Teacher 5 commented that:

It (bullying) wastes teaching time as we have to attend cases involving SBV and learning is affected as more time is spent on issues not related to school work and curriculum (Data set 2/ Teacher 5, 21.04.2015).

Learner performance is adversely affected by SBV resulting in school drop-outs as some learners fear to attend school because of bullies. Teacher 6 commented that in her school:

Those who are being bullied their academic performance drops as they are no longer free and focussed on their work. This affects the learner's attendance as the child fears to come to school (Data set 2, Teacher 6, 21.04.2015).

Teacher 2 asserts that the known bullies at school are often overlooked and not given attention by teachers who are often irritated by them because of their disruptive behaviour and lack of respect.

You get annoyed; you get irritated so you don't attend to that child fully because you know that it's a bully and then that child also lacks respect for the teacher (Data set 2/ Teacher 2, 21.04.2015).

Teachers 3 and 4 alluded to the fact that gangsters waste teaching time. Teacher 4 argued further that the gangsters in school force teachers to pay more attention and effort trying to win them and end up neglecting other learners.

They do waste time, because sometimes you spend more time attending to those groups, trying to win them back and you do that other learners get neglected (Data set 2/ Teacher 4, 21.04.2015).

5.8.3 The Principals' stated effects of SBV

Generally the Principal participants confirmed that SBV disrupts and affects teaching and learning adversely. Principal 1 asserted that, "*the whole class often suffer because more attention is paid to the bully*" (Data set 3, 23.06.2015). Similarly Principal 2, added that, "*before you know it, the lesson time is over, with no teaching but refereeing, reprimanding and disciplining*" (Data set 3, 23.06.2015), since the bullies' intention is gain attention, Principal 1 is of the view that:

Learners get hyped up as they try to keep track of the bully's tricks and drama. The office is turned into a court with hours spent by the teacher and the principal interviewing the bully (Data set 3, 23.06.2015).

Principal 2 shared the same view that the bully's behaviour forces the teacher to *"dump the whole and frogmarch the fighting learners to the office all the time"* (**Data set 3, 17.08.2015**). Principal 3 mentioned that SBV make learners come late to school as the bullies via somewhere to access drugs to prepare themselves for the day. On the other hand, the victims come late because they are scared of the bullies and often avoid contact with them. The victims of SBV are fearful and resort to carrying weapons to school for *"revenge attacks"* (**Data set 3, 11.11.2015**). Surely the state of mind of both the perpetrator and the victim is adversely affected for effective learning and most probably, according to the researcher of this study, such a state of affairs does not create an environment for conducive teaching and learning.

5.8.4 The SGB/Parents' stated effects of SBV

The participants indicated several effects of SBV in the learning of their children. Parent 2 argued that whilst some children are keen to learn but *"can be affected and influenced by those learners who violent, taking drugs and whose aim is to disrupt effective learning and teaching"* (**Data set 4/Parent 2, 13.11.2015**). The violent learners' behaviour goes beyond the school into the communities and they commit criminal activities and *"bring back their loot to school to show off thus recruiting other learners to join in"* (**Data set 4/Parent 2, 13.11.2015**). Parent 1 cited disruption of learning by SBV as learners are *"easily entertained by wrong behaviour"* and impacts on the values of the school (**Data set 4/Parent 1, 13.11.2015**). On the other hand the SGB member 2 was of the view that SBV affects learner attendance resulting in high rate of absenteeism.

Once learners feel unsafe and the environment is not conducive for learning, they stay away because they are scared of being bullied (**Data set 5/SGB 2, 13.11.2015**).

The participants to this question indicated that the existence of gangsters in a school is not only unacceptable but has far reaching consequences for both the school and the learners. SGB member 2 argued that no one wants his or her child return home with injuries and asserted:

Learners will be hesitant to come to school and they will be hesitant to be spotted by the bullies or gangsters and simply stay at home (Data set 5/SGB 2, 13.11.2015).

Furthermore, an SGB respondent added that outbreaks of violence in a school often leads to damage to property. The learners are invariably reluctant and hesitant to come to school that has gangsters. The presence of gangsters in a school according to this respondent brings “*uncertainty and impairs peaceful atmosphere*” (Data set 5/SGB 2, 13.11.2015). Parent Respondent 2, mentioned the ripple effects of having gangsters in a school, namely: affecting the learner enrolment as parents won’t bring children here fearing for their safety and such a situation will put teachers’ posts at risk (Data set 4/Parent 2, 13.11.2015).

The findings of this study have confirmed that effective teaching is adversely affected by bullying in the selected schools. Learners have expressed their experiences of fear of being attacked and killed by bullies; fear of lagging behind with their school work because of disruptions caused by bullies. They also complained about lack concentration as a result of trauma in the presence of bullies in their classrooms.

5.9 RELATIONSHIP BETWEEN GANGSTERISM AND SCHOOL VIOLENCE

The previous sub-section highlighted the effects of SBV on teaching and learning and this sub-section seeks to establish a relationship between SBV and gangsterism. Learner 1 indicated that the modus operandi of bullies in schools is identical to the ones used by the gangs; which include among others: bullying, beatings, fights, stabbings, rapes and murder. The operations of gangs outside schools are often replicated in schools, making the relationship between gangsterism and school violence possible.

Thissha bukhona ngobabuqalalapha esikoleni ku-school violence vesekuyekuyeku- gangsterism, besebebambainkunzi-ke (Data set 1/Learner 1, 24.03.2015).

English Translation

Sir, they (bullies) start here at school with school violence and progress into gangsterism and pick pocket people.

Teacher 6 stated that SBV and gangsterism are related because “*what is happening in the schools is what they see and do outside*” (Data set 2/ Teacher 6, 21.04.2015). On the other hand, Principal 2 confirmed that there is relationship between gangsterism and school violence by arguing that the gang activities result in SBV.

There are gangs first and their activities result in school violence. At times SBV is caused by individuals kicked out of a group as part of revenge, but mainly, SBV is the work of gangs (Data set 3, 17.08.2015).

Similarly, Principal 1 echoed these sentiments as mentioned that “*school violence is a result of these gangs trying to gain control and eliminating competition*” (Data set 3, 23.06.2015).

5.10 STAKEHOLDERS’ EXPERIENCES OF SBV

Learner participants gave an account of existence of bullying in their respective schools. Learner 1 commented that,

Ikhona, cause abanye usuka ubabonange- break bekhala, umaubabuzabathingishayweulo. Uthi why ungayompayisa, athingiyasaba, ngobauthemangingampayisauzongishaya. (Data set 1, 24.03.2015).

English Translation

It (bullying) does exist, because at break you notice other learners after being beaten by other learners (bullies). And when you advice the victim to report bullying and that he/she fears reprisals.

Learner 3 witnessed a fellow learner who was a victim of reprisals for selling out on bullies and reporting them to the teachers.

Mina, angikaze mina bangibullishe, marakukhona angambonabemshaya sir, bamshaya, bamshaya. Ebeshaywa abanganebakhe for ukuthi ubajikelile wabapayisa ukuthi babhamuze ama-toilet. Manje sir, kade bafuna ukubona, kade bafuna kahle-kahle, ukubonisa –ishow off. Kade befuna ukubonisa ukuthi ubani umpetha” (Data set 1, 24.03.2015).

Learner 2 stated that he was bullied and his pens taken and he could not do his class work.

“Yimi, babengishaya sir, bangithathela ama-ball pens, ngingasakwazi ukubhalanase-klasini (Data set 1, 24.03.2015).

However, this question was not sufficiently answered by the teacher participants as they mentioned that SBV on teachers is not prevalent in primary schools and however mentioned that it is more common in secondary schools as their secondary school colleagues have been victims. The Principal participants admitted that SBV does take place in their respective schools in the form of:

Sporadic incidents in which boys are fighting over a number of things resulting in fist fights. No matter how much you put things in place; learners come from different backgrounds and do fight each other from time to time. Common in my school is fist fighting and kicking among boys (Data set 3, Principal 1, 23.06.2015).

Even though learner-teacher SBV is not common to the selected schools for this study, Principal 1 alluded to the teacher-learner SBV in his school and commented that “SBV is often from teachers meting out corporal punishment on learners”(Data set 3, 23.06.2015). Principal 3 gave an account of an emergence of gangs in her school in which three boys who had started behaving strangely in class and were confronted by the teachers and they confessed to abusing drugs –‘nyaope’ every morning before they come to school. It also emerged that this activity was also taking place in the school toilets with a number of learners recruited to participate and being sold to other learners. These groups of boys then stated terrorising other children

(Data set 3, 11.11.2015).SBV is not confined within the school premises but also taken outside the school by learners who feared to be punished by teachers. Principal 1 commented of the afterschool violence carried out by learners;

However, the gang members' normally become bystanders as a member beats or attack the other child. It is after school at their homes that that they regroup and go after their target. If that happens, the following day you will see a group of boys from another school coming to square up (Data set 3, Principal 1, 23.06.2015).

5.11 INTERVENTIONS TO THE SCOURGE OF GANGSTERISM AND SBV

The learner participants presented varied yet critically important views on how schools should deal with bullying. A common tendency among the learner participants is an 'eye for aneye'approach, in that violence must be met with violence. This tendency could be attributed to the entrenched violent culture learners are exposed to both at school and at home and alternative dispute resolution mechanisms being unknown to them.

5.11.1 Learners' proposed intervention to gangsterism and SBV

Common to most learner participants, was calling the parents of the bullies to monitor their children at school, issuing warningsand finally expulsion from school.

I suggest the expulsion of bullies. Bullies must be monitored daily by teachers and any misbehaviour must be reported to the office. Bullies must be given three (3) warnings, and after the third warning, the parents must be called. If the parents don't come, then the learner must be expelled. When the parents come, the parents must attend class with their bully children (Data set 1/Learner 1, 24.03.2015)

Even though the learners were aware that corporal punishment is illegal, they still regarded it as the most effective deterrent to the bullies and their violent behaviour. The researcher of this study argues that there is evidence supported by the media reports that corporal punishment is still used in public schools by teachers; that is why learners still refer to it as means of dealing with bullying.

No, they have to be cained (beaten) on the bums. Police and parents have to be called, and if parents fail to come, they have to be expelled (Data set 1/Learner 6, 24.03.2015).

Others felt that the school and class rules have to be applied consistently to deal with bullies. Shaming the bullies at school and the neighbouring schools was also suggested.

....if a bully is caught smoking or misbehaving at school, he or she must be paraded to all schools and district office; so that even when he or she leaves the school he or she is known all over (Data set 1/Learner 1, 24.03.2015).

One Learner suggested external interventions, like calling police to deal with the bullies, as well as the appointment of learner leaders to monitor bullies.

There must be prefects at school and call police to monitor the situation (Data set 1/Learner 3, 24.03.2015).

Another learner mentioned conflict management training to be offered at school to learners to deal with SBV.

Beside expulsion, there must be school rules and there must training on SBV and bullying (Data set 1/Learner 4, 24.03.2015).

The learner responses alluded to the fact that schools under this study have not communicated to them the policy documents such as Learner Code of Conduct as none of the participants referred to it or claimed its knowledge. This is despite the requirement that LCC must be given to learners in the language of the choice and it must be prominently displayed with the classroom rules (GDE, 2014). The culture of Human Rights seems to be non-existent in these schools as learners still prefer illegal means like corporal punishment to deal with bullying. Other unacceptable and degrading means of punishing bullies included parading them at neighbouring schools as bullies. This suggestion is not only violating the bullies' right to dignity but also endorses and promotes the bully culture and has a potential of attracting others as they will receive the attention they seek. In terms of the LCC:

- a) Any form of discipline embarked upon by the school is underpinned by dignity and respect;
- b) To ensure that no learner is unlawfully and unfairly treated;
- c) To foster mutual respect and establish a culture of tolerance and peace amongst learners and educators in the school (GDE, 2014).

Clearly, from these provisions, the schools are mandated to do more to safeguard learners in their care, as well as to ensure that any discipline taken against learners as a result of any violation is compliant to the law.

5.11.2 The teachers' proposed intervention to gangsterism and SBV

Most teacher participants responded to this question by indicating that they often call parents of problem children to school to discuss their children. Teacher 5 indicated that they seek external help from Lovelife, Community Police Forum and Social Workers to be invited to address the learners on bullying. However, Teacher 6 praised this intervention but complained that this activity consumes teaching time. Such SBV intervention programmes are welcome and it is hoped that they might reduce the levels of violence in schools. On the other hand, Teacher 3 indicated that a bully in her class pushed her to apply corporal punishment.

I had a bully in my class who was troublesome and beating other learners. He ended up giving me a name because I was punishing him. I punished him and later realised that he becoming worse. I investigated his background and the neighbour told me that his parents are always fighting and the vulgar language he gets I from home (Data set 2/ Teacher 3, 21.04.2015).

Teacher 7 alluded to the fact that Model C schools have the services of resident school psychologists to deal with learners with deviant behaviour. Teacher 7 further mentioned that whilst they have an *in loco parentis* role, they (teachers) cannot be everything to learners and urges the government to intervene.

You can't be a teacher and a parent at the same time. Yes you can be parent for a while but you still have to teach. So, I think if our government can intervene by employing psychologists in our schools to deal with the problems. (Data set 2/ Teacher 7, 21.04.2015)

Teacher 3 felt that a visit to Sun City (Johannesburg Prison) by learners can be a deterrent to most bullies (Data set 2/ 21.04.2015).

5.11.3 The principals' proposed intervention to gangsterism and SBV

The principal participants gave a multi-level approach in dealing with the scourge of SBV as they strongly felt a single approach is not sufficient because the causes of SBV do not emanate from a single source. The participants were concerned about the learners' backgrounds as a source of SBV; thus Principal 1 was of the opinion that domestic violence has to be rooted out first; *"with parents being trained and counselled"* (**Data set 3/ Principal 1, 23.06.2015**). Also of critical importance to Principal 1, was the state of the communities of the learners, which depend on the state of families and argued that, *"if we have a happy and peace families we will have a peaceful communities"* (**Data set 3/ Principal 1, 23.06.2015**), Principal 2 concurred with the importance of community involvement in combating SBV and asserted: *"the communities themselves must be involved in peace campaigns like they are involved in fighting HIV/AIDS"* (**Data set 3/ Principal 2, 17.08.2015**).

Principal 3 mentioned the importance of other stakeholders in eradicating SBV in schools such as South African Police Service (SAPS), SANCA and more importantly, for the parents and learners to understand the provisions of the Learner Code of Conduct and the implication of its application (**Data set 3/ Principal 3, 11.11.2015**).

On the role of the teachers, Principal 1, added that teachers *"must keep on reprimanding, talking and guiding learners and encourage learners in clubs or teams that eliminate gang activities in schools"* (**Data set 3/ Principal 1, 23.06**). However, Principal 2 expressed concerns on the incapacity of teachers in dealing with SBV and commented that:

Teachers are expected to do miracles and yet they are not trained to deal with SBV. Teachers need not to attend workshops but formal training on SBV and positive discipline (**Data set 3/ Principal 2, 17.08.2015**).

Coupled to capacitating teachers, Principal 1 alluded as well to the role of school principals in policy advocacy, implementation and monitoring and added that principals must:

Enforce learner code of conduct and make sure that learners and teachers understand the provisions of school safety policy and ensure 100% implementation of these policies and compliance from learners, teachers and SGB (**Data set 3/Principal 1, 23.06.2015**).

On the other hand, Principal 2 suggested that SBV must be of national importance and placed in the public domain for the government to regard *"SBV as number one*

threat to social stability and needs to strongly promote and support NGOs involved in fighting SBV” (Data set 3/Principal 2, 17.08.2015).

5.11.4 SGB/Parents’ proposed intervention to gangsterism and SBV

Parent 2 was of the view that communication between the parents and the teachers has a potential of curbing the escalation of SBV. She also raised the fact that the schools might not have the capacity and the expertise of dealing with SBV and it was therefore important for the school to involve other stakeholders such as the NGOs to address the learners on the issue. She regards SBV as a problem which needs an appropriate remedy and recommends that bullies must be referred for professional help and both the teachers and the parents need to provide support to the bullies to recover.

Both the parents and the teachers should not judge the problem learners. Teachers need to use different approaches in trying to help the affected learners (Data set 4/Parent 2, 13.11.2015).

SGB member 2 strongly argued for strong school and stakeholders’ partnership in establishing forums to deal with SBV. However, she also mentioned that the school still has a responsibility to ensure the safety of learners particularly at break times through assigning teachers on break duties.

Duty roster have to be adhered to as most of violent activities happens at break time and there is no one monitoring learners (Data set 5/SGB 2, 13.11.2015).

Parent Respondent 1 was adamant that core to the SBV problem was the absence of values and thus advocated that children to be taught values because “*they become violent because of frustration and they don’t know how to deal with issues*” (Data set 4/Parent 1, 13.11.2015). Dealing with SBV and maintaining a peaceful and safe school is the ultimate goal of any school and the SGB. In order to achieve this, Parent 2 suggests that parents have to communicate transparently with the teachers with regard to their children’s deviant behaviour and more importantly own up for their short comings (Data set 4/Parent 2, 13.11.2015). Collaboration and cooperation with all the relevant stakeholders are also mentioned as important in dealing with SBV (13.11.2015). Other views included random search for weapons

(Data set 4/Parent 3, 13.11.2015), and parents to take their parental roles seriously and teach their children values (Data set 4/Parent 1, 13.11.2015).

5.12 DOCUMENTARY ANALYSIS

In analysing these policy documents, it is evident that there is a concerted effort from the Department of Basic Education to deal with violent incidents in schools; by providing clear policy guidelines regarding the implementation, monitoring structures and due processes to handle violent acts in schools. However, it was noted that participants in selected schools were not familiar with the contents of these policy documents. There was also reluctance in applying the provisions of these documents in the various school violent incidents. The documents analysed in schools are: the School Safety Policy, Learner Code of Conduct, Incident Reports, SGB and staff meeting minutes regarding SBV.

5.12.1 School Safety Policy

The selected schools have Learner Code of Conduct (LCC) as well as School Safety Policy (SSP) prescribed by the Gauteng Education Department (GDE). The purpose of the SSP is;

To ensure that the school is safe for all and that effective measures are employed to ensure that the school address issues related to discipline, drugs, dangerous objects, violence and bullying, rape, assault, sexual abuse, theft and robbery (GDE, 2014).

These two policy documents are the main guidelines for schools to deal with various incidents of violence and provide clear procedures in the event of violent incidents. However, during the researcher's interaction with most participants, little was mentioned of the provisions and the processes to be followed in an event of bullying occurring. Meaning that these policy documents are not used in schools to deal with SBV as common to all participants was the calling of the parents of the offender to school. However, this study found no effective measures being employed at the schools to deal with the scourge as required by policy. This oversight has led teaching and learning disruptions, learners and teachers subjected to intimidation and violence.

The GDE Safety School Policy (SSP) sets out roles and responsibilities for all the stakeholders to ensure compliance and safety of learners in schools. The focus is the access to school premises and management of threats to school safety, which include school violence, bullying and gangsterism. In terms of management of threats to school safety, the policy guidelines require that all schools must have a break duty roster, as well as the formation of safety committee.

5.12.2 The Learner Code of Conduct

The Learner Code of Conduct (LCC) sets out the parameters within which learners should behave in order to protect and promote the integrity and security of each learner and all members of the school community. LCC has to put in place clear protocols for the recording, reporting and management of incidents (GDE, 2014).

The objectives of the policy framework are:

- a) To ensure that no learner is unlawfully and unfairly treated;
- b) To foster mutual respect and establish a culture of tolerance and peace amongst learners and educators in the school;
- c) To ensure that the administrative procedures are clearly defined (ibid).

These objectives are rooted in the Bill of Rights which have become the core principle in ensuring the rights of learners, provided in sub-section 11.1(b)(c)(e) of The Learner Code of Conduct, which are among others state that:

- a) Any form of discipline embarked upon by the school is underpinned by dignity and respect;
- b) Corporal punishment is prohibited;
- c) Learners have the right to expect educators to maintain high standard of professional ethics.

The discipline of learners at school in terms of SASA of 1996, sub-section 8 (1) remains with the SGB, who have to adopt a code of conduct after consultation with the learners, parents and educators. Sub-section 8(5) states that the code of conduct has to safeguard the interests of learners in the disciplinary process (Rossouw&Oosthuizen 2007, 34).

5.12.2.1 Promotion of Code of Conduct

- i) This policy will be made available to each learner in the official language of teaching and learning on registration.
- ii) Each learner to be given a copy of the code of conduct at the beginning of each year, younger learners at primary to be informed verbally.
- iii) Classroom rules and the consequences for breaking these rules must be displayed in the class.

The promotion of LCC as required by policy, according to the researcher of this study, is not a common practice in the schools that participated in the study. This oversight or omission was confirmed by learners and parents who wanted a clear way to deal with SBV. The levels of SBV could be dramatically reduced if, for instance, classroom rules are displayed in each and every class and the same goes to LCC is distributed to all parents to read and understand.

5.13 CHAPTER SUMMARY

This chapter presented the participants' definition of SBV as violence that occurs within the school, carried out by ill-disciplined and rude learners. The participants gave varied causes and the effects of SBV. For the causes, this study found that coercive, disorganised and violent family background was the main driver for SBV. Other factors that caused SBV included: peer pressure, deprivation and violent communities, just to name a few. The study established a relationship between gangsterism and SBV and how the latter influences and perpetuates SBV. The main effect of gangsterism in schools was disruption which impacted on the teaching and learning in schools. The operations of gangs outside schools are often replicated in schools making the relationship between gangsterism and school violence possible. The learner participants presented varied yet critically important views on how schools should deal with bullying. A common tendency among the learner participants is an 'eye for an eye' approach, in that violence must be met with violence. This tendency could be attributed to the entrenched violent culture learners are exposed to both at school and at home and alternative dispute resolution mechanisms being unknown to them.

CHAPTER 6

DISCUSSION OF FINDINGS

6.1 INTRODUCTION

Mncube and Madiya's (2014) research findings concluded that "gangsterism is one of the sources of school violence in the many provinces of South Africa." This study concurred with Mncube and Madiya (2014); however, it focused on the role of intergroup conflict in SBV. The findings below represent the personal experiences of the learners, teachers and principals, as well as the parents of the selected schools. The first finding is that the intergroup conflicts in the selected schools result in the formation of in-group and the out-group to avenge bullying tendencies as a result of

competition for limited resources like territory. Linked to the formation of in-group and the out-group is common practice of extortion, which often is carried out with intense aggression resulting in injuries as well as the weaker group's tendencies to engage in violent activities to impress others.

The second finding of this study is the role of peer pressure in the formation of rival gangs which contributes significantly to the scourge of SBV in the selected schools. Thirdly, this study found that the learners' immediate environments, like homes, schools and communities have a profound impact in breeding and perpetuating violence which is often manifested in their interactions in schools. The fourth finding of the study is the teacher-learner relationship in the violence-torn schools. Learners who belong to gangs and are prone to violent behaviour are easily identifiable and often don't have a pleasant relationship with the teachers, peers and school authority. The last finding relates to the consequences of intergroup conflicts in schools, which are far reaching and include among others: disruption affecting teaching time, poor learner performance, poor learner attendance and school learner enrolment, and fears and safety concerns. The findings of this study were also linked to various research findings both nationally and internationally. There were common trends that emerged; among them were that intergroup conflict in schools is a universal phenomenon. Secondly, groups are formed in response to threats to the group's interest and thus formed to protect themselves against their rivals. Thirdly, disorganised, violent and coercive communities, families and schools are definite breeding grounds for intergroup conflicts, expressed commonly through bullying.

6.2 Formation of intergroup conflicts

This research study found that bullying in schools inevitably leads to the formation of intergroup to *"revenge attacks and deal with the bullies"* (**Data set 3/ Principal 3, 11.11.2015**). The new group formations are also a result of *"individuals kicked out of a group as part of revenge"* (**Data set 3/ Principal 2, 17.08.2015**). The 'kicking out of members' from the group, according to Oberschall (2007), is the result of strained relationships and salient nature of conflict in the group that has become depersonalised and stereotyped and characterised aggression and competitiveness. Coser (1956) argues that this state of conflict is primarily due to the unequal

distribution of scarce resources and power which leads to deprivation, competition for scarce resources and formulation of perceptions during the conflict. The competition for resources manifests itself on two levels, either as personal or intergroup threat; in this case it is the latter as it involves individuals. The formation of new intergroup implies that gangsters cannot survive without a support structure to provide opportunities to impress, dominate and to belong. This also means that gang violent and criminal activities often are easily carried out by a group rather than an individual.

The bullies often assume various roles in the interaction with the victims, either being a ringleader, follower or reinforcer, as well as being an outsider or a defender of bullying (Minton, 2012). Teacher 2 commented that *"in most cases it (SBV) is initiated by bullies, who persist bullying others leading to fights and formation of groups for and against the bullies"* (**Data set 22, 1.04.2015**). The 'persistent bullying' presents pressure to the out-group to join the in-group; according to Dahrendorf (1989), the dominant party's primary goal in conflict is often to pressurise and hurt the weaker party to make concessions. During the conflict, win-lose beliefs can develop and the winning party often increases its demands. The conflict becomes costly for the weaker party and the dominant party can exploit this to its advantage. Often in schools bullying lays the foundation of formation of rival groups.

Ward et al. (2012) are of the opinion that the bullying activity is often led by a gang in a school environment with the boy learners recruited and initiated at an early age in primary school. Learner 1 commented that: *"others do this (bullying) because of jealousy, as what you have, they don't have"* (**Data set 1, 24.03.2015**). Learner 3 also added: *"they form scheme (group/cliq), for an example, when they realise that they are beaten in dance competition, they resort to physically attack their competitors"* (**Data set 1, 24.03.2015**). According to Dovidio et al. (2009) once members of a dominant group feel a threat to their group's power, they will be motivated to defend their status and remove the threat. Members of disadvantaged groups, conversely, will be motivated to change the status quo to improve their group's position. Members of an in-group can attempt to make members of the out-group look bad as to enhance their image and status and this is the basis of the out-group derogation (Redmond & Serrano, 2015). Principal 1 asserted that gangsters

area *“group of girls or boys with bad intentions, who try to promote something and they would stop at nothing to achieve their goals; often, they were victims of bullying”* (Data set 3, 23.06.2015). From this assertion is the evidence of will power of the group to promote their violent activities at all costs by unleashing violence to their detractors. According to Forsyth (2005), in realistic group conflict theory, the out-group will compete to gain the valued resources and status and the in-group regards this competition as a threat and thus shows hostility to the out-group. Forsyth (2005) further asserts that the hostility evident in such intergroup conflict is usually caused by frustrating circumstances. Such activities stimulate the oppression of groups by other oppressed groups and show how a group’s open hostilities are often as a result of prejudice and oppression. From the participants’ views, it can be deduced that the bully victims are often driven to form counter groups to ward off future potential attacks. Secondly, intergroup conflicts are driven and perpetuated by competition and defeat is not an option.

SGB 2 commented that *“violent groups not prepared to abide by the law, people who want to go against whatever must be done, to prove ukuthi we are not going to do this – but our way. Gangs give children power for protection”* (Data set 4, 13.11.2015). These comments indicate the level of commitment the group develops when it is entrapped in violent acts with the ultimate aim of benefitting through protection. Coser (1956) cites two factors that can produce violent conflict, namely: emotional involvement and transcendent goals. Emotional involvement refers to the level of importance the people in the conflict attach to the group and its issues. In order to become violent, people must be emotionally engaged, as engagement increases emotional involvement and creates moral boundaries around group values and goals

6.2.2 Competition for limited resources

This study also found that competition for limited resources like territory increases the formation intergroup conflicts, resulting in SBV. Principal 2 commented that gangsters are formed by *“unruly boys, who want their presence to be felt by beating, stealing and bullying other learners with a clear objective to fight to control a territory or girls in a school. Other groups present a threat to their mission and they are*

determined to protect each other from their rivals” (Data set 3, 17.08.2015). Stephan and Mealy (2010) also mention the various types of threats a group can experience in a conflict situations: realistic (tangible) or symbolic (intangible) harm to the in-group’s welfare, such as territorial threats, threats to political power, economic threats, and threats of physical harm. Symbolic threats include threats to the in-group’s identity, values, beliefs and norms. These threats can evoke strong negative emotions, such as fear, rage, resentment, frustration, contempt or feelings of insecurity. Oberschall (2007) is of the view that the out-group engages in “competitive mobilisation” with an agenda for change, resulting in escalation of intergroup conflict. Therefore, whereas out-group members are likely to experience an enhanced need to increase their sense of power, in-group members are likely to experience an enhanced need for acceptance. The competition of limited resources by intergroup invariably implies that groups need a territory to own, to operate in and serve as rendezvous for their antisocial activities. The continued control of a territory signifies dominance, power and control over their counterparts. More importantly, the territory means a refuge and no-go area in times of attacks from their rivals. Competition for girls, particularly girls snatched from the rivals, not only symbolises victory, the girls serve as triumph trophies to show off to their rivals.

6.2.3 Extortion

Extortion was found to be a common practice in the selected schools for this research study. Learner 1 lamented that *“other children are not treated well at school because of bullies, they have to pay R2 to use the toilets and they take their lunch boxes” (Data set 1, 24.03.2015).* Minton (2012) mentions extortion as a manifestation of direct bullying in which the victim’s possessions and resources or belongings are stolen or deliberately damaged by the perpetrator. Evident in this extortion activity is the group action, meaning the intergroup conflict posed by the out-group pry their victims in areas where they (victims) are vulnerable. According to Burton (2008) and Wardet al. (2012), much gang activity takes place around the toilets, particularly drug dealing, and gang members are prone to assault those students who innocently arrive in this area and who have no intention of becoming involved in these activities.

Extorting money from their victims, the bullies exert their power over the vulnerable victims, at times they (bullies) are testing if their victims will subdue to their demands. Often the 'loot' – money taken from the victims is used to buy drugs, clothes and feed themselves and the girlfriends; with the ultimate aim to glamorise gangsterism. From a distance, loot sponsored activities appeal to other learners and are easily lured and not knowing that as part of their initiation, they would be expected to commit criminal activities.

6.2.4 Aggression

This study also found that most of the intergroup conflicts in the selected schools are of violent nature. Learner 2 complained that; *"gangs in our school bring violence and bully other children without provocation; because they are abused at their homes by their fathers who are 'Rambos' and vent their anger on innocent learners"* (**Data set 1, 24.03.2015**). There is evidence suggesting that the gangs apply aggression in attacking their victims. Geldenhuys (2014) defines aggression as any behaviour that is likely to hurt someone physically, verbally, or cause damage to something and often aggression leads into violence. Aggression becomes hostile if is intended to harm and instrumental if it is a means to some end. On the other hand, Marotz et al. (2014) are of the view that bullying in the presence of others is the result of peer aggression for a number of reasons among them; bullies hang out with other aggressive peers to assist and reinforce their bullying activities; this anti-social behaviour is viewed cool for their ability to convince victims to comply with their wishes. Like any other social groups, gangsters have a particular behaviour to display in order to carry out their activities, in this case aggression is used to express themselves to their victims, to intimidate and subdue them to conformity.

Teacher 1 indicated that intergroup conflicts by the bullies compelled some boys to join the gangsters, *"a group of boys, who were once bullied and turned to be a gangster and they abuse drugs"* (**Data set 2, 13.11.2015**). Learner 2 indicated that *"children are beaten at school and threatened that if they report to a teacher or parent, they will be killed or his or her school bag will be stolen"* (**Data set 1, 24.03.2015**). According to Anstey (2006), conflict escalates in the presence of many

aggravating elements, particularly when parties assume a competitive stance, making conflict either constructive or destructive. Personal threat is when an individual thinks is under threat. Redmond and Serrano (2015), state that individuals are forced into reactive mode to protect their own identity or their resources. Parent 1 expressed an opinion that *“gangsters are group of people influenced by negative things and go out to shoot and rob people”* (**Data set 4, 13.11.2015**). This opinion is supported by Anstey’s (2006) findings that often the dominant party’s primary goal in a conflict is to pressurise and hurt the weaker party to make concessions. During the conflict, win-lose beliefs can develop and the winning party often increases its demands. The conflict becomes costly for the weaker party and the dominant party can exploit this to its advantage. Threats and aggression are tools readily used by gangs to intimidate their victims or the weaker group. This means that the gangs need to intimidate their victims to achieve their goals, whether to extort money, force them out of a territory, or force them to conform to their demands. It is evident that the gangsters don’t only threaten their victims with beatings, but with death to silence them from reporting them to the teachers. This *modus operandi* has devastating effect on the victims and disarms them to surrender to the gangs’ wishes in fear of their lives.

6.2.5 Impression

Also found by this study is that intergroup conflicts are perpetuated to impress peers. Learner 1 commented: *“others do this thing (bullying) because they want to impress others and whatever they do to impress others is wrong”* (**Data set 1, 24.03.2015**). Swartz et al. (2013) argue that peer group pressure is very powerful among adolescents; conformity is both negative and positive in promoting both anti and prosocial behaviour. Bullying is often committed by groups in schools who recruit members on the basis of fear of reprisals and seeking protection from others. Similarly, Minton (2012) argues that indirect bullying constitutes hidden or covert activities that involve the manipulation of friendship and peer groups to isolate the target and make it unpopular or damage his or her reputation. This is popular among

girl learners. Teacher 6 commented that the need for recognition and attention by academic struggling learners are the drivers for them to join the gangsters (**Data set 2, 21.04.2015**). The academically struggling learners when accepted into the in-group, according to Redmond and Serrano (2015), experience in-group favouritism, which implies protection and provision of special treatment by distributing resources like money to group members. The overall intention is that members of the in-group stick together and give each other support. Gangsters in a school environment have been found academically wanting, and as a result they use misbehaviour to seek attention. It seems they compete to be recognised and noticed for wrong reasons.

6.3 THE ROLE OF PEER PRESSURE

This study found that peer pressure of rival gangs contributes significantly to the scourge of SBV in the selected schools. Marotz et al. (2014) distinguish between peers and peer group. The peers are social equals who operate at the same level of behavioural complexity, have equal status and power, negotiate, cooperate and compromise to achieve goals. The equal status of peers encourages development of social competencies such as: sociability, willingness to engage others in social interactions and seeking attention and approval. On the other hand, the peer group interact on a regular basis to provide a sense of belonging, and formulate norms with regard to dress code, thinking, behaving and developing leadership hierarchy (Marotz et al., 2014). Learner 1 in the study defined peer pressure as: *“bad company with bad pressure”* (**Data set 1, 24.03.2015**).

This ‘bad pressure’, according to Marotz et al. (2014), is responsible for antisocial behaviour prevalent among the gangs which contribute to SBV. Ward et al. (2012) regard peers as another key socialising agent that influence adolescents. However, peers prone to violence socialise others to assimilate and emulate the violent behaviour as SGB respondent 2 remarked that the gangs or peer groups:

Snatch these young learners; they make them join and initiate them. They give them power; by saying we will protect you if you join us. If a child is a member of this gang outside the school, he will come with power to the school to be a bully or hooligan (**Data set 5, 13.11.2015**).

From this assertion this study has found that often learners are forced or 'snatched' to join the gangs and also go through initiation on gang activities. Minton (2012) regards the peer group as a social group because it is prescriptive with norms acquired through internalisation and socialisation that apply to all the members for appropriate behaviour. It does seem that peer groups attract other learners to join the gangs to access and benefit from gang or collective power to ward off attacks within and outside the school. Krause and Smith (2012) define power as the ability, skill or capacity to do something, to control and influence over other people and their actions. On the other hand, Dahrendorf (1989) is of the view that power finds its expression in authority. Authority is a form of power; it is legitimate power and associated with social positions or roles. Krause and Smith (2012) assert that power can be used constructively or destructively.

The violent peer group's power is certainly used destructively as the 'snatched youngsters' are conferred with power to 'fight members' fights - not theirs but as a group (**Data set 3/ Principal 1, 23.06.2015**). Often these 'fights' are a show of support of each other and Ward et al. (2012) argue that these 'fights' are delinquent acts committed in the context of seeking peer approval and set standards that approve violence. Krause and Smith (2012) further argue that those who have power control resources and influence or decide who has access to those resources. Critical to peer group acceptance and approval is conformity, which sets norms and standards (Marotz et al., 2014). Similarly, Bergh and Geldenhuys (2014) argue that conformity becomes the parameters for members of a group to work together, share information and collaborate on group activities, celebrate on completion of tasks and reflect on their activities from time to time.

Teacher 1 asserted that learners join the gangs to gain attention and copy other's behaviour: *"peer pressure does play a role with the gangsters and a child wants attention and to do what others are doing"* (**Data set 2, 21.04.2015**). Whilst teacher respondent alluded to attention seeking and copying others' behaviour as the reason for learners to be attracted to gangs, there were varied reasons given by the participants as to why learners are attracted to join gangs. The need for belonging, protection from rivals and to be respected was drivers for learners to be susceptible and be influenced by the peer group to join the gangsters. *"Belonging to a gang is*

cool and provides benefits such as protection, loot from rivals, girlfriends and respect” (Data set 3/ Principal 2, 17.08.2015). This assertion concurs with Swartz et al’s (2013) argument that gangs provide adolescents with structured life, protection, status and a sense of belonging. Academic failure by the gangsters in schools is often substituted by the display of antisocial behaviour. In most cases, it is not a voluntary behaviour, but a result of peer pressure to fit in and conform.

The other finding of this study is that learners are easily recruited and even succumb to peer pressure and join gangsters because the gangs offer love and acceptance *“gangs offer home for some learners and at times more love and acceptance than what is offered by parents and teachers” (Data set 3/ Principal 1, 23.06.2015).* The ‘home’ offered by the gangsters is the feeling of belonging, family and promise of fraternity and brotherhood (Mncube & Madiya, 2014). Similarly De Jager (2008) describes the family concept as group cohesion and a sense of ‘we-ness’ among the gang members. According to Bradshaw (2008), when human needs such as identity, independence, security, love, acceptance and control are denied, frustration is the outcome. Learners are drawn into gangsters because of deprivation, neglect and often rejection by parents and teacher, resulting in frustration and the gangsters fill the vacuum. Kriesberg (1982) argues that frustration and aggression are primarily expressions of deprivation involving both social relationships and social interaction. The sense of belonging, love and acceptance by learners drawn to the gangsters, confirms Marotz et al’s (2014) argument that children actively socialise themselves and they are not merely passive pawns of social influence. Furthermore, the socialisation of learners into violent gang activities through peer pressure encourages a continuation of high levels of violence and glorification of such a lifestyle among many children (Ward et al., 2012). The love and acceptance in the gangster environment is conditional. Gang members have to give up something to gain something. In this case, they have to embrace gang activities which are often criminal and antisocial; they have to display violent and aggressive behaviour to their victims. The ‘love and acceptance’ is on the bases of common purpose – to be unruly and defiant to authority. However, it must be noted that such that ‘love and acceptance’ is temporal and any deviation from the group’s norms and expectation result in rejection, expulsion and even death, as such behaviour is regarded as betrayal to the gang.

One Principal respondent is of the view that SBV can squarely be blamed on gangs within the school, as well as the expelled gang members who then form rival group(s).

There are gangs first and their activities result in school violence. At times SBV is caused by individuals kicked out of a group as part of revenge, but mainly, SBV is the work of gangs (Data set 3/ Principal 2, 17.08.2015).

In a school environment, some learners would be the source or perpetrators of conflict and others would be the victims. The different roles assumed by learners in a conflict situation according to Anstey (2008) are namely “aggressor-defender”. According to the aggressor-defender conflict model, the dominant party progressively makes demands and, if these are not met, uses contentious tactics, while the weaker party – the defender- reacts at the same rate as the aggressor. If the demands are too great or the cost too high, one party will eventually concede to the demands. According to this model, conflict escalation is the result of a vicious cycle of action and reaction between parties (Anstey, 2008). This conflict model explains the behaviour of ‘kicked out’ individuals who then engage in revenge attacks. Often it starts as a solo activity and later recruits former gang members who are disgruntled with the current status of their peer group.

6.4 COMMUNITY AND ENVIRONMENTAL FORCES

This research study further found that the learners’ immediate environments, like homes, schools and communities, have a profound impact on breeding and perpetuating violence which is often manifested in their interactions in schools. This finding concurs with the situationalism theory which states that the situation in which one finds himself or herself has a potential to determine one’s behaviour because all people in the same situation will behave the same (Meyer et al., 2003).

6.4.1 The family

The family is one of the most powerful socialising environments for children, an effect that continues through adolescence (Ward et al., 2012). In essence, the family

as a primary informal school has a responsibility of laying a foundation which the formal school can continue from. However, this study has found that children are neglected and abused in some of the families, thus making the families the breeding grounds of violent behaviour for learners. Marotz, et al. (2014), refer to such families as coercive and conflict-ridden homes in which coercion, conflict and aggression are common practice influencing children negatively to be uncontrollable, unruly and defiant. Learner 2, remarked, *“I think they are bullies because they are abused at home and they vent their anger on other learners through bullying”* (**Data set 1, 24.03.2015**). The neglect of learners by parents, according to learner 1, causes *“stress here (school) because they need attention”* (**Data set 1, 24.03.2015**). Marotz et al's (2014) research study also found and confirms learner 1's assertion in that parents' fights cause distress and increase the likelihood of hostility among children as parents spend more time fighting and become emotionally unavailable to their children. The family variable in perpetuating gangsterism and SBV is due to the fact that violent parents become models to their children. Violent families have hallmarks of abuse, aggression and lack of accepting responsibility for one's actions. Such family environments foster in the children's minds a will and desire to survive at costs, even in engaging in criminal activities. Violent and criminal behaviour is justified as means of survival.

Teacher 5 commented that violence at learners' homes prepares them to put into practice what they have seen at home. *“Some of learners are exposed to violence in their families and communities and come to school to prove that they can fight”* (**Data set 2, 21.04.2015**). This comment confirms Mnyaka's research findings (2006) that violent parents become role models for their children. Principal 2 alluded to the fact that some parents have abdicated the parental responsibility and remarked:

Present but absent (parents), they don't play the parental role of talking and teaching their children the manners and the ways to behave in schools. Some hardly discipline their children who are out of order. Some fear them and some treat them as eggs and must not be reprimanded or punished” (**Data set 3, 21.04.2015**).

This finding implies that active parental involvement in the lives of their children is critical in guiding and influencing appropriate and socially approved behaviour. However, it must be noted that it is not the presence of parents that can influence the

child's behaviour, but parental involvement, which involves, modelling socially acceptable behaviour, dealing appropriately with conflicts and setting social acceptable standards for your child to live up to.

6.4.2 The Schools

Schools were found to be the extension of home or community violent activities by this study. The schools are made up of learners, teachers, the physical structure, and culture or ethos, all of which contribute to the escalation or de-escalation of intergroup conflicts in schools. The learners' violent behaviour goes beyond the school into the communities and commits criminal activities and *"bring back their loot to school to show off thus recruiting other learners to join in"* (**Data set 4/Parent 2, 13.11.2015**). The showing off of the 'loot' is a way of glamorising gangsterism and luring other learners to join. However, not shown to the potential new recruits is the extent of criminal activities involved to secure the 'loot'. The show off also implies that the school environment is a fertile recruitment area for the gangsters particular if there are no security measures to randomly search the learners. However, the schools must not carry the burden of searching and confiscating stolen goods from learners, whilst the parents of the gangsters allow the stolen goods in their homes.

The Department of Basic Education (DBE) through The National School Safety Framework (NSSF) (2015), states that most violence in schools is perpetrated by learners and peers from the school, rather than young people outside the school. Learners learn violent behaviour from parents, peers, teachers, the media and the socialisation process. Principal 1 argued that *"learners' socialisation with violent peers reinforces anti-social behaviour. The learners' access to internet, violent video games, violent movies and TV soapies and dramas, all make violence look cool and acceptable"* (**Data set 3, 23.06.2015**). Mncube and Harber (2013) assert that the social and psychological connections explain the causes of violent behaviour in relation to socialisation prevalent in schools. Besides socialisation, modelling in a school environment is the most powerful means of influencing behaviour. Teachers can model and influence learners' behaviour for good or worse. Teacher 3 alluded to the fact that an altercation between teachers in the presence of learners has a potential of normalising violence.

... and also when teachers have a squabble, maybe they are not in good terms with each other, it turns up confront each other or there's altercation between the said teachers (Data set 2/ Teacher 3, 21.04.2015).

This implies that, teachers at all times have to model and relate to each other in a professional manner as their learners are always watching them and regard their behaviour and utterances as above board and unquestionably acceptable.

Learners are subjected to corporal punishment by teachers, which in most schools are regarded as normal and acceptable, despite being illegal. Principal 1 mentioned:

Most teachers were themselves subjected to corporal punishment during their school years and they do not know any alternative discipline except corporal punishment (Data set 3, 23.06.2015).

The continuous use of corporal punishment on learners reinforces and normalises violence and is supported by Mncube and Harber (2013), who are of the opinion that the violent role modelling, by adults who young people are expected by society to admire, respect and imitate, are consistently authoritarian to them, and they will come to accept this as the normal way of relating to others. Similarly, if those in authority over them are physically violent and abusive towards them, then this becomes normal for them and they will reproduce this violence in their own relationships with others.

6.4.3 Learners' Communities

The relationship between the school and the community as the breeding grounds for intergroup conflicts was echoed by Teacher 6 who asserted: *"what is happening (violence) in the schools is what they see outside" (community)* (Data set 2, 21.04.2015). Principal 1 remarked, *"for learners also, their immediate violent environments reinforce violence as a normal and acceptable way of life and means to settling disputes"* (Data set 3, 23.06.2015). This assertion is further supported by Ward et al. (2012) that socially disorganised communities are unable to realise common prosocial values among their residents and so are unable to maintain effective social controls. This means that families that encourage prosocial norms are often challenged by different standards of behaviour in the neighbourhood and the family values are less likely to be upheld by the environment or neighbourhood. Community violent culture in which the learners are raised into and exposed to, inevitably normalise the use of violence as acceptable. Principal 2 commented that

“our communities are violent, our learners experience violence in the neighbouring taverns, all these makes it obvious – our learners will be violent as their environment is nothing else but violence” (Data set 3, 17.08.2015). This comment is supported by Nord (1976) cited in Van der Westhuizen (2007), that a person who lives in a particular culture for long enough is likely to be influenced by it. Learners’ communities’ have a far reaching impact in shaping and influencing their perspective of reality in terms of what is socially acceptable behaviour. Thus the incongruent messages regarding acceptable behaviour presents confusion to the learners, who become easy targets and prey of gangsters exploiting the gap and the differences in values between the school and the community.

6.5 TEACHER-LEARNER RELATIONSHIP IN VIOLENCE-TORN SCHOOLS

The third finding of this research study is the teacher-learner relationship in the violence-torn schools. Learners who belong to gangs and are prone to violent behaviour are easily identifiable and often don’t have a pleasant relationship with the teachers, peers and school authority. Among the common profile features of the gangsters in schools are:

- *They beat us and bring corruption to school (Data set 1/Learner 5, 24.03.2015).*
- *They bully others because they think they have more rights than others (Data set 1/Learner 2, 24.03.2015).*
- *Rude and rebellious to teachers (Data set 1/Learner 6, 24.03.2015).*
- *Use specific gang language and walking style and are always in groups or cliques (Data set 1/Learner 1, 24.03.2015).*

The antisocial behaviour of the gangsters in a school situation often triggers negative reception and tit-for-tat approach from the teachers, as Teacher 2 stated:

You get annoyed, you get irritated so you don’t attend to that child fully because you know that it’s a bully and then that child also lacks respect for the teacher (Data set 2, 21.04.2015).

The disrespect displayed by the bullies to teachers creates tension characterised by between the teacher and the learner; with the former being pushed to the dereliction

of duty by not fulfilling his or her professional of caring and teaching the learners. In some violent ridden schools, teachers are often pushed to stoop so low that they find themselves not teaching but challenging the bullies, a situation which has to be avoided at all times at all costs. The negative relationship between the teachers and the gangsters can be explained by the fears the teachers have about the gangsters and that they might soon be victims. The Maring and Koblinsky (2013) research study found that teachers throughout the United States of America (USA) feel threatened and unsafe by the violent youth behaviours, particularly in the urban areas. This research study also found that some teachers were no more prepared to perform dual functions, of being a teacher and a parent of the gangster (*In loco parentis*) and Teacher 7 declared:

You can't be a teacher and a parent at the same time. Yes you can be parent for a while but you still have to teach. So, I think if our government can intervene by employing psychologists in our schools to deal with the problems. (Data set 2, 21.04.2015)

These sentiments indicate that teachers are aware of their *In loco parentis* function but they simply don't have the skills and the expertise of dealing with the gangsters and want specialists to deal with gangsterism in schools so that they can continue to do what they know best – teaching. The total disregard of authority is a hallmark of gangsters in schools. Principal 3 alluded to the fact that gangs in her school show “bossy behaviour disregard of authority and more involved in recruiting other learners to join them” (Data set 3, 11.11.2015). The antisocial behaviour of the gangsters in a school environment not only affects other learners, but has a negative impact on the teachers and the principals as well, as they are treated with disrespect and their positions and authority are constantly undermined. The teachers as they get ‘annoyed and irritated’ are eventually victims of gangsterism. The National School Violence Study (2012) found that school violence has a potential to erode the ability of victims to form healthy and trusting relationships with others.

6.6 THE CONSEQUENCES OF INTERGROUP CONFLICTS IN SCHOOLS

The last finding relates to the consequences of intergroup conflicts in schools, which are far reaching and include among others: disruption and affecting teaching time, poor learner performance, poor learner attendance and school learner enrolment with fears and safety concerns.

6.6.1 Disruption affecting teaching time

The intergroup conflict (gangsterism) in schools primarily manifests itself in bullying to intimidate other learners and gain status. The teacher participants in this study unanimously agreed that gang activities in the form of bullying disrupt teaching and learning. Teacher 4 stated that, *“they do waste time, because sometimes you spend more time attending to those groups, trying to win them back and you do that other learners get neglected”* (Data set 2, 21.04.2015). On the other hand Teacher 5 complained that the core business of school – teaching - is overshadowed by bullying:

It (bullying) wastes teaching time as we have to attend cases involving SBV and learning is affected as more time is spent on issues not related to school work and curriculum (Data set 2, 21.04.2015).

Order and discipline are the prerequisites for effective teaching and learning in any school. Ncontsa and Shumba (2013) cite the Human Rights Commission (2006) that found that the environment and climate necessary for effective teaching and learning is increasingly undermined by a culture of school-based violence and this is becoming a matter of national concern.

This study found that bullying as a form of SBV is a deterrent to effective learning. This finding concurs with research findings of Ward et al. (2012), who mentioned that bullying or intimidation that occurs in school, affects teaching and learning; learners learn in fear as the levels of extortion increase when bullies demand payment from non-members in exchange for protection from gang violence. Attention seeking bullies and gangsters cause chaos and disrupt classes so that their academic shortcomings don't become obvious. This is often a strategy to try to make even the brightest learners behind like themselves. The principals of schools have decried the prevalence of intergroup conflicts in the form of bullying in their schools. Principal 1 asserted that:

Learners get hyped up as they try to keep track of the bully's tricks and drama. The office is turned into a court with hours spent by the teacher and the principal interviewing the bully. The whole class often suffer because more attention is paid to the bully (Data set 3, 23.06.2015).

Principal 2 added that:

The teacher dumps the whole and frogmarch the fighting learners to the office all the time. Before you know it the lesson time is over, with no teaching but refereeing, reprimanding and disciplining” (Data set 3, 23.06.2015).

From this assertion it is clear that the bullying activities in a school have ripple effects from the classroom to the Principal’s office; the teacher is forced to deviate from teaching to referring and the principal is forced to spend unavailable time mediating, reprimanding and counselling the bully or the gangsters. This is certainly a costly deviation on functions of both the teachers and the principals, resulting in neglect of countless learners. This assertion concurs with the findings of the Bully Reader (2012) that bullying negatively affects the atmosphere of a school and disrupts the learning environment. The parent participants also expressed concerns on disruption of teaching and learning by the intergroup conflicts expressed through bullying. Parent 1 stated that SBV is wrong as learners are *“easily entertained by wrong behaviour”* and impacts on the values of the school **(Data set 4, 13.11.2015)**. Parent 2 argued that whereas some children are keen to learn they *“can be affected and influenced by those learners who are violent, taking drugs and whose aim is to disrupt effective learning and teaching”* **(Data set 4, 13.11.2015)**.

6.6.2 Poor learner performance

The objective of children going to school is to learn and acquire skills, knowledge and values that will help them to shape their futures. It is there expected of every learner to perform well and achieve success in school with the support of both the teachers and the parents. However this objective can be a dream if the current scourge of SBV persists in our schools. There is sufficient literature which supports the learner participants’ assertions. Annerback et al. (2014) cite school dropout, truancy and illness as the effects of bullying. Through their study, in a violent neighbourhood of Washington, United States; it was found that exposure to the phenomenon of violence is associated with mental distress and manifest in poor concentration at school (de Assis et al., 2013). Johnson et al’s (2011) research findings indicated that violence in United States schools affects negatively the educational, psychological, and social development of learners as they display social

isolation, depression, frustration, and poorer school attachment. On the other hand, Aitken and Seedat (2007) found that children exposed to violence show lower academic achievement, impaired development of social skills, diminished internalisation of moral values and decreased altruistic and empathy behaviours. This exposure motivates children to be prone to temptation, more likely to participate in aggressive and disorderly conduct.

South African school children, particularly in the selected schools, have mentioned some of the above-mentioned research findings as applicable to them as well. This research study found enough evidence that intergroup conflict in schools impacts negatively on learner performance. Several learner participants indicated the negative impact of SBV and among others were: school drop outs, concentration and trauma. Learner 1 mentioned that *“you may find out that someone has dropped from school due to bad pressure”* (Data set 1, 24.03.2015). Learner 2 added that; *“others (learners) no more concentrate and traumatised by harassment from bullies”* (Data set 1, 24.03.2015). One can deduce from this finding that the existence of gangsters in a learning environment has an adverse effect on learning and teaching. The learners become victims of gang activities and often caught in a cross fire. The level of coercion to join the gangsters and the fear of being attacked, undoubtedly result not only in truancy, but to school drop-outs.

6.6.3 Attendance and school learner enrolment

Academic performance of learners is dependent on regular and uninterrupted school attendance; however, this study found that this is not the case as absenteeism in the selected schools was rife due to intergroup conflicts. Teacher 6 stated that, *“those who are being bullied their academic performance drops as they are no longer free and focussed on their work. This affects the learner’s attendance as the child fears to come to school”* (Data set 2, Teacher 6, 21.04.2015). The Portfolio Committee on Education Report (2002); also found that the Grade 4 learners are prone to poor academic performance, learning difficulties, truancy, attrition and antisocial behaviour due to low self-esteem, due to gang activities in schools. Principal 1 mentioned that the gang members in school often *“bunk classes together and fail to do class work and projects”* (Data set 3, 23.06.2015). The research study also found that poor attendance of non-gang members is caused by fear of being harassed and intimidated by gangsters. Parents in the SGB commented that; *“once learners feel*

unsafe and the environment is not conducive for learning, they stay away because they are scared of being bullied” (Data set 5/SGB 2, 13.11.2015). Ward et al. (2012) mentioned several effects of bullying; among others are that: bullying or intimidation occurs in school and affects teaching and learning, learners learn in fear as the levels of extortion increase when bullies demand payment from non-members in exchange for protection from gang violence. The fear of intimidation makes learners unsafe and *“hesitant to come to school to be spotted by the bullies or gangsters and simply stay at home”* (Data set 5/ SGB 2, 13.11.2015). Safe schools are ideal schools and well sought after by prospective parents. Reported incidents of SBV have a de-marketing and negative reputation effect on a school. Learner 2 commented that, *“we must stop bullying because prospective learners and parents fear bullying at this school and we won’t get new learners”* (Data set 1, 24.03.2015). These sentiments were echoed by Parent 2, who mentioned the ripple effects of having gangsters in a school, namely: *“affecting the learner enrolment as parents won’t bring children in a violent school fearing for their safety and such a situation will put teachers’ posts at risk”* (Data set 4/Parent 2, 13.11.2015). Schools are meant for learning and teaching, however, the participants’ experiences allude to the fact that they have turned into backgrounds for gangsters wrestling for control and dominance. Inevitably, some schools are blacklisted by parents resulting in lower learner enrolment. This state of affairs does not only affect the learners, but the livelihood of teachers as their careers are at risk.

6.6.4 Fear and safety concerns

This research study found that the intergroup conflicts in a school environment subject the learner victims to fear of being attacked and intimidated. The fear factor of the victims of SBV forces them to carry weapons to school for *“revenge attacks and deal with the bullies”* (Data set 3/ Principal 3, 11.11.2015). Surely the state of mind of both the perpetrator and the victim is adversely affected for effective learning. This assertion is supported by Ward et al’s (2012) research finding that mentioned bullying or intimidation as a form of SBV in a school affects teaching and learning; learners learn in fear. Similarly, learners echoed these sentiments of being unsafe in the presence of gangsters in their schools. *“We feel bad as we are unsafe at school”* (Data set 1/Learner 1, 24.03.2015). Furthermore, the presence of gangsters in a school, according to one SGB Parent, brings, *“uncertainty and impairs*

peaceful atmosphere” (Data set 5/SGB 2, 13.11.2015). The fear factor and safety concerns of both the learners and the teachers, according to the participants are exploited by the gangs as they assert their position and power in a given territory. Obvious from the participants is the continuous turf wars learners and teachers caught in the cross fire. Important to note is that the existence of gangs in any school, tip the balance of power, control and authority in favour of the gangs. Often the gangs not only intimidate the learners but the teachers and the principal who are in fact stripped of their authority, mainly because the available mechanisms to deal with gangsterism are ineffective, but more importantly they are time consuming and process driven.

6.7 PEACE EDUCATION IMPLEMENTATION STRATEGY (PEIS)

Based on the findings of this research, intergroup conflicts manifested by bullying play a role in the SBV in most of the schools. This study therefore proposes the Peace Education Intervention Strategy (PEIS) to deal with the scourge of SBV in schools. However, this strategy is holistic in nature in that, it is not only focused on the learners but on teachers and parents as well as the education stakeholders. The success of any strategy depends on the policy framework advocacy, implementation and monitoring and evaluation processes. It is for that reason that this study’s intervention strategy has a top-down approach; to influence the education system to incorporate and magnify peace education as a strategy.

6.7.1 PEIS Model

The PEIS envisages training teachers first in Conflict Studies and Peace education. Through Conflict Studies teachers gain a deeper understanding of different types of conflict, the causes and manifestation of conflict with special emphasis on intergroup conflicts. With Peace Education, teachers can be empowered with peace-making and peace-building with a strong emphasis on skills, knowledge and values. PEISas strategy relies on the body of knowledge of Peace education scholars and recommends the application of researched work. According to Harris (2002), peace education includes teaching about the challenges of achieving peace, developing nonviolent skills, and promoting peaceful attitudes. Johnson and Johnson (2009), are of the view that the ultimate goal of peace education is for individuals to be able to maintain peace at intrapersonal or individual level, interpersonal or group level as well at intergroup or national and finally at cultural or international level. The levels of peace can be achieved by establishing a cooperative, not a competitive, relationship among all parties (Harris, 2002).

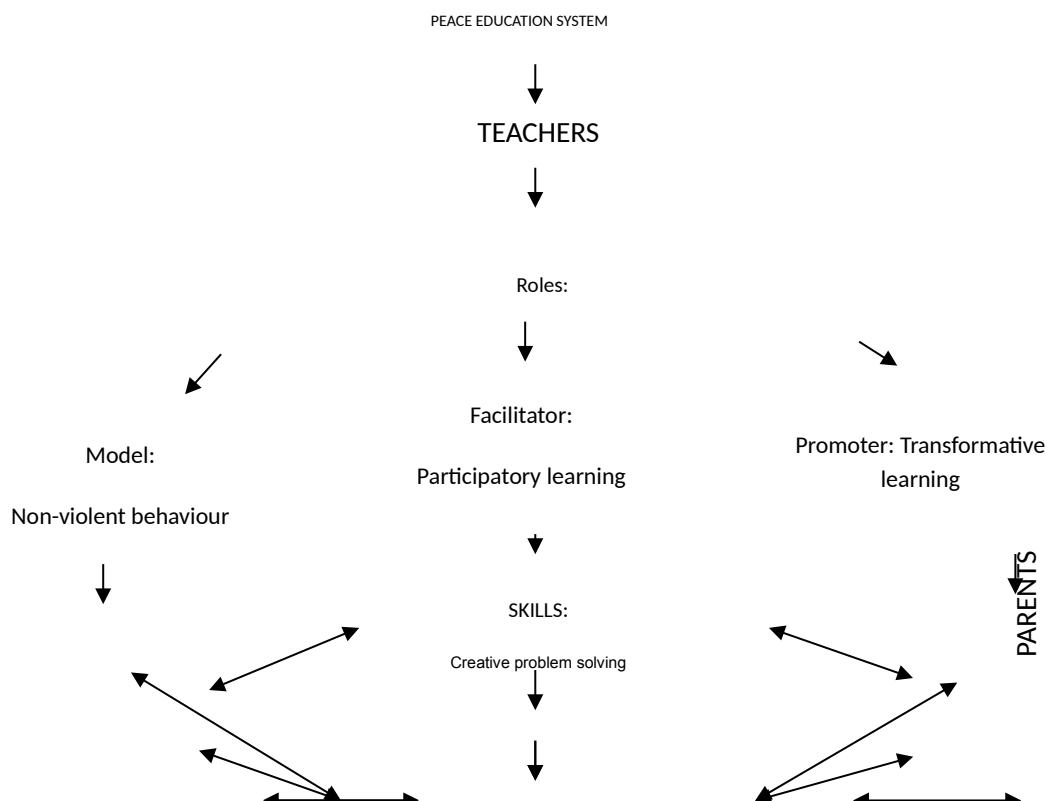




Diagram 1: Peace Education Intervention Strategy (PEIS) Model (Mkhomi, 2016)

6.8 CHARACTERISTICS AND THE WORK OF THE PEACE EDUCATION IMPLEMENTATION STRATEGY

The PEIS Model is an integrated and interactive model with various stakeholders and components influencing and being influenced by each other. The integrated and interactive nature of the model is indicated by arrows pointing on the stakeholders and the components as both the influence and the influencer. The notable stakeholders are: teachers, learners, parents and the community who are willing to participate voluntarily in the transformation process and assimilation of Peace Education principles for a peaceful society. The components include: the roles, skills, knowledge and values (SKV). The model is founded on the assumption that the Peace Education System (PES) will allow integrated and interactive functioning of the stakeholders through skills, knowledge and values (SKV), not as standalones but as interdependent of each other. PES is envisaged to influence the skills, knowledge and values (SKV) of the teachers as the transmitters of SKV to the learners and

parents with the ultimate goal of transforming the community and society for a peaceful existence. The role of the teacher is critical and central in the model as it overlaps and influences all the stakeholders. PEIS presents a social dialogue, to engage on social issues that breed social injustice and ultimately a violent society.

6.8.1 Peace Education, Teachers and Learners

Through PEIS, non-violence in education can be promoted and encouraged in which the corporal punishment of learners by the teachers can be eliminated as its values and principles promote non-violent behaviours (Teachers without borders, 2011). PEIS can promote transformative learning which focuses on changing frames of reference and engages in critical reflection on assumptions and beliefs the teachers might have about the learners' discipline. The teacher has a role of facilitating of transformative learning, which promotes the inculcation of diversity by acknowledging and respecting individual differences. Through PEIS, teachers have a potential of promoting participatory learning in which learners identify social problems and their root causes, and collectively seek remedies to deal with them. Finally PEIS can instil a culture of peace which hinges on the respect of human rights and social justice. The empowered teachers through PEIS can have a positive impact in transforming and influencing the learners in a positive manner.

Through PEIS, Peace education aims which focus on knowledge, skills and attitudinal change can be realised. The knowledge aim seeks to create self-awareness, awareness of own needs, and awareness and recognition of own cultural heritage. The learners or children's development of awareness has a potential of identifying and eliminating racial and cultural prejudice. With the knowledge acquired, the learners or children will gain understanding of the nature of conflict and peace and know and understand their rights and responsibilities in contributing to a peaceful school, community and the world. Furthermore, with the knowledge aim, children will gain understanding of the interdependence between individuals and societies in identifying causes of conflict, and non-violent means of resolution such as the mediation process to contribute to a peaceful environment (Fountain 1999). Furthermore, Fountain (1999) asserts that peace education imparts communication skills which include verbal actions such as self-expression and non-verbal actions like active listening and assertiveness. Another skill that learners can

benefit from is integrative negotiation. Negotiation is a process by which persons who have shared and opposed interests and want to come to an agreement try to work out a settlement (Johnson & Johnson, 2009). Johnson and Johnson (2009) allude to the fact that most children and youth in many societies have never lived in a democracy, where freedom of speech and expression are practised and as a result they are unfamiliar with the role of active citizens in a democracy. These children often come from societies where a different opinion from the prevailing and dominant ruling party is regarded as dissent and is often punished.

Therefore Peace education provides a platform for engagement in democratic decision making involving political discourse and creative problem solving. It through conflict resolution skills empowerment as envisaged by PEIS that the scourge of SBV can be dealt with in schools. PEIS embodies skills, values and knowledge to equip all education stakeholders at the school level to identify, understand and deal with SBV, especially as manifested by gangsterism. PEIS as model for behaviour change has a potential of transforming violent learner behaviour at an early stage, resulting in a solid foundation laid for constructive conflict resolution.

6.8.2 Peace Education and Parents Community

Parents are role models for their children; thus PEIS includes them in the transformation process because if isolated they can be a missing link and peaceful societies will remain a distant dream. Parents need to be empowered and exposed to the value of peace education so that they can in turn support their children to manage conflicts constructively and provide the necessary guidance in line with Peace education principles and values. Johnson and Johnson (2009), state that violent societies create violent models for their children. These children grow and have participated in the conflict as warriors, support personnel, or victims and they may be used to seeing violence as the primary strategy for dealing with conflicts. Therefore, Peace education in such instances is needed to change the violent mindsets of a society through peacemaking, negotiations, peace building, mediation, reconciliation, restitution and forgiveness (Johnson & Johnson, 2009).

6.9 SUMMARY

This study found sufficient evidence to support the assertion that intergroup conflict has a role in SBV. The learner participants in this study gave personal experiences as victims and perpetrators of SBV in various schools. On the other hand, the teachers, principals and parents gave an account of what they have to deal with as a result of intergroup conflicts in schools. This study conclusively found that intergroup conflicts in the selected schools result in the formation of in-group and the out-group to deal with rampant bullying tendencies as a result of competition for limited resources like territory. Secondly, the role of peer pressure in the formation of rival gangs which contributes significantly to the scourge of SBV in the selected schools was confirmed. Thirdly, this study found that the learners' immediate environments and communities have a profound impact in breeding and perpetuating violence. Fourthly, the study found that the teacher-learner relationship in violence-torn schools is strained. Lastly, the study confirmed that intergroup conflicts in schools have undesirable consequences which impact negatively on learning and teaching. The findings of this study were also linked to various research findings both nationally and internationally and common trends such as the universality of intergroup conflict in schools and group formations in schools are a response to threats; disorganised, violent and coercive communities.

CHAPTER 7

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

This chapter gives a summary of all the chapters of the study. Chapter 1 focused on the problem statement which is the state of school safety in South Africa. Chapter 2 gave the theoretical framework of the study in relation to the role of social conflict theory, as well as the intergroup conflict theories. Chapter 3 dealt mainly with the literature review with special reference to international and South African SBV trends, their manifestations in schools, identification of causes and peace education as intervention strategy. Chapter 4 focused on the researcher's preferred research approach, which is qualitative research; to capture the experiences and narratives of

participants affected by school-based violence. Chapter 5 presented the analyses of data collected from the three selected primary schools. Chapter 6 focused on the findings on the role of intergroup conflict in SBV.

7.2 SUMMARY OF CHAPTERS

Chapter 1 focused on the problem statement which is the state of school safety in South Africa. To unpack the problem statement, the study's research question was: what is the role of intergroup conflict in School-Based Violence? SBV is prevalent in South Africa and globally. SBV is one of the challenges that the South African education system is facing resulting in a new deep-rooted culture of unsafe and insecure schools. The aims and objectives of the research are:

- To investigate the influence of intergroup conflict on SBV;
- To investigate the views of the stakeholders with regard to the role of intergroup conflict on SBV;
- To establish how intergroup conflict affect school environment and
- To unearth the intervention strategy for the implementation of Peace Education in South African schools.

The concepts, Intergroup Conflict (IC) and gangs/gangsterism were used interchangeably to describe actions of individuals who take part in the social conflict; driven by competition, antagonism and aggression within the school context. Intergroup Conflicts lead to the formation of social groups, namely: in-group and out-group. This chapter explained how the in-group promoted power of group emotions, particularly negative emotions like fear and anger. Through the out-group it was explained why it was maltreated and discriminated against. In the face of escalating intergroup conflicts in our schools, the study proposed Peace Education as an intervention strategy. Peace education is based on skills, knowledge, values and attitudes to enable learners to deal with conflicts.

Chapter 2 gave the theoretical framework of the study in relation to the role of social conflict theory, as well as the intergroup conflict theories. The school-based violence

phenomenon is not exclusively evident in South African schools; as indicated earlier it is a global issue affecting school going children of all races throughout the world. The school-based violence phenomenon cannot be understood in isolation, but in both social conflict theory and intergroup conflict theories context. These theories served as lenses of the study and furthermore explained the school-based violence as a phenomenon, its manifestations and causes. The Integrated threat theory in this study explained how rival groups in a school environment perceive each other's presence as a threat to their existence and how competition for limited available resources like territory result in intergroup conflicts. Therefore, Integrated Threat Theory in this study focused on the conditions that lead to perceptions of threat, which in turn have an impact on attitudes and behaviour and premised on the basis that a threat must exist in order for conflict and negative behaviours to ensue between groups (Redmond & Serrano, 2015). In terms of Social Identity Theory (SIT), as the threat of attacks becomes apparent in schools from gangsters, the threatened group of learners is tempted to group themselves into a rival group to protect themselves. The emergence of a new group in response to a threat requires that, that group must be identifiable and differentiated from others. Social Identity Theory in this study focused on the relationship between self-concept and group behaviour and sought to explain how the different aspects of individuals' personalities motivate them at different times.

Chapter 3 dealt mainly with literature review with special reference to international and South African SBV trends, manifestations of SBV in schools, identification of SBV causes and peace education as intervention strategy. In terms of the international trends, Von Reininghaus, Castro, and Frisancho (2013) and De Assis, de Oliveira, Pires, Avanci and Pesce (2013) found that the causes of SBV in six Chilean schools are external to the school or genetical or biological and unchangeable and with family environment variables giving rise to SBV. Referring to the family environment variable, de Assis et al's (2013) study revealed that the quantity or quality of negative life events from the family have a potentially adverse effect on child development. Aggressive and violent parental behaviours become a model to children, exposing them to greater risk for internalising such behavioural tendencies in childhood. Brown and Winterton (2010) cite that the United Kingdom schools continue experiencing school-based violence with bullying and cyber bullying being on the rise and with verbal abuse being by far the most frequently reported

form of bullying resulting in verbally aggressive learners. Similarly a study conducted in Scotland in 1989 (Minton 2012), found that 6 percent of 6 – 12 year olds reported to have been bullied and 4 percent were found to be perpetrators of bullying.

In South Africa a research conducted by de Assis et al. (2013) revealed that children exposed to a significant amount of community violence in the form of school violence, neighbourhood violence, gang violence, and police violence, are affected in one way or another. Aitken and Seedat (2007) have found that children exposed to violence show lower academic achievement, impaired development of social skills, diminished internalisation of moral values, and decreased altruistic and empathy behaviours. This exposure motivates children to be prone to temptation - more likely to participate in aggressive and disorderly conduct. The National School Violence Study (2012) found that school violence has a potential to erode the ability of victims to form healthy, pro-social and trusting relationships with peers and adults. This assertion has far reaching consequences in inculcating fear and mistrust between the learners and the teachers. Fearful and distrusting learners are easily recruited into gangs and form a solid base for intensification of intergroup conflicts in schools and are susceptible to conform to violent groups leading to the escalation of SBV. The scholarly research in South Africa found that SBV manifests itself through educator-on-learner violence, gender-based violence and bullying. The common causes of SBV are the family, the peer group, socio-economic factors and school environment. In view of the challenges of SBV, this study proposes Peace Education as an intervention strategy. PE is based on skills, knowledge, values and attitudes that would empower learners to deal with conflicts amicably among themselves.

Chapter 4 focused on the researcher's preferred research approach – qualitative research - to capture the experiences and narratives of participants affected by school-based violence. The qualitative research approach was relevant in this study as it enabled the researcher to capture the participants' experiences regarding the role of intergroup conflict expressed in the everyday language they are comfortable with. The qualitative research approach facilitated the participants' responses in an original and authentic manner and represented the participants' inner emotions and perceptions in a natural and less intimidating environment. The researcher was able

to probe the participants' responses because of the qualitative research approach's flexible nature. More importantly, this research approach gave the researcher unpredictable responses, as participants were reconstructing and reflecting on their personal experiences which the researcher used to contextualise and reconstruct a new social meaning based on the participants' shared experiences.

The study employed the interpretivist research paradigm. Denscombe (2010), states that interpretivism is a philosophical position premised firstly on the assumptions that social reality is constructed and interpreted by people. Secondly, humans under study become self-conscious and react differently from normal. Based on these assumptions, this study therefore sought to focus on the interpretivism paradigm on how participants make sense and create a life view on school-based violence. The phenomenological research approach was preferred for the study because the primary objective of phenomenological research study is to gain the meaning, structure, and essence of the lived experiences of a person, or a group of people around a specific phenomenon under study. Furthermore, phenomenological research study is to understand human behaviour through the eyes of the participants and through detailed descriptions of their experiences of the phenomenon under study (Simon & Goes, 2011).

The study used the semi-structured interview, focus group interviews, non-participatory observation and documentary analysis for data collection methods and analysis. The researcher of this study made concerted efforts to comply with and observe several ethical principles during the research study. The research was conducted on sites (schools) and included learners, teachers, Principals, members of the School Governing Body, as well as the parents and the District Official. All these participants were invited to participate by the researcher after permission to conduct the research in the selected sites was requested and granted by Provincial Education Department – Gauteng Province, as well as permission from the District Director of the selected schools (See Annexure C and D). Furthermore, the researcher of this study visited the selected schools to present to the school Principals the permission letters from the Provincial and the District offices and to further seek permission. This research study applied, complied with and observed most ethical principles; among others: the consequential principle, the deontologic

principle, beneficence, respect for autonomy of participants' persons, informed consent and confidentiality, the principle of justice and the principle of fidelity.

The selection of participants for the study was made up of two learner participants, two teacher participants and two parent participants, one being an ordinary parent and the other being an SGB member, as well as the school Principal for each school. Participants in these schools were accessed after permission from the Gauteng Department of Education (GDE) and JCED (See Annexure C and D) was granted to conduct research in the respective schools. Due to the fact that most of the participants were minors, consent forms, Annexure B, were given to the willing participants for their parents to grant permission to participate in the research study.

Chapter 5 presented the analyses of data collected from the three selected primary schools in the Johannesburg Central Education District (JCED). These schools were purposefully selected because of historical and ongoing violent incidents, as well as the violent communities in which these schools are located. The study in each school requested two learner participants, two teacher participants, two parent participants - one drawn the SGB and one being an ordinary parent - as well as the Principal as the head of the institution. All the participants except the Principals participated in the study through Focus Group Interviews (FGI). The collected data was digitally recorded and later transcribed verbatim. The collected data represented the experiences and the perceptions of stakeholders on the role of intergroup conflict in influencing SBV. The data also represented the views of the stakeholders on the effects of intergroup conflict and SBV on school atmosphere. The study also undertook a documentary analysis in which school documents such as incident reports, records of staff minutes of School Governing Body (SGB) meetings, School Management Teams (SMT) and School Safety Committee (SSC) meetings to ascertain how these school structures record reports and manage SBV issues. Critical policy documents such as the School Safety Policy (SSP) and Learner Code of Conduct (LCC) were analysed. The study therefore sought to verify if these policies are implemented in the selected schools to mitigate SBV. The researcher went further and conducted non-participatory observation on the selected schools to gain first-hand information on the scourge of SBV, as well as to verify the interview reports. Chapter 6 focused on the findings of the role of intergroup conflict in SBV.

The findings below represent the personal experiences of the learners, teachers, principals, as well as the parents of the selected schools.

7.3 TRANSVERSAL ISSUES RAISED BY THE STUDY

The aims of this study were to explore the role of intergroup conflict on school-based violence; investigate the views of the stakeholders regarding school-based violence in some Soweto schools; determine the effects of Intergroup Conflict in schools; and assess how peace education can be implemented to reduce the incidence of such violence. In striving to achieve these aims the researcher of this study divided these aims to form themes. This chapter also paid attention to the documents such as the policy documents and minutes of meetings of both the SGB and the SMT.

7.3.1 The Views of the stakeholders with regard to the role of Intergroup

This theme was broad and divided into sub-themes to include, among others, how the participants defined the SBV phenomenon, the identification of SBV causes, as well as the relationship and the role Intergroup Conflict in SBV. This study's participants described SBV as violence that occurs in schools.

SBV was described as a treatment and experience of learners at school who are ill-treated by bullies who demand R2 to use the ablution facilities at their school and take their lunch boxes. Whilst it is common that SBV is often between learners, this study, however, found that it does also occur between teachers and between teachers and learners.

7.3.2 Causes of SBV

This research study found among others; family background, parents' stress levels, cliques or schemes or gangs, peer pressure and jealousy as the causes of SBV. Enough evidence emerged that abusive, non-caring and alcoholic parents make their children to vent on other children at school, as they seek love and attention that they lack from home. The present but absent parents, fail to play the parental role of talking and teaching their children the manners and the ways of behaving in schools. The domestic and community violence some learners are exposed to influences their

behaviour as violence is modelled, internalised and normalised by children. Total disregard of school authority by some parents encourages some learners to be rude to teachers as they know that their parents are always ready to defend them and attack teachers.

Peer pressure was also found to be the cause of SBV, as some learners engage in violent action not through their own choice but in an attempt to conform to peer expectations and impress others, as well as to gain acceptance and protection from others. Learners, who are better than the bullies in terms of academic performance and well looked after, cause the bullies to be jealous, resulting in a competition by the bullies to compensate for their shortcomings. This study further found that the socio-economic dynamics of the learners' background, such as poverty and illiteracy levels, contribute to the perpetuation of SBV. Also found in this study was the sense of relative deprivation of bullies, which is a sense of being underprivileged in relation to other children and emotionally drives the bullies to become involved in conflict. This study further found that the teachers as the protectors of learners and the custodians of policies safeguarding the learners are the cause of SBV. Teachers meted out corporal punishment on learners because teachers want to be feared by learners and believe that teaching and learning can only take place under strictly controlled conditions. There was also enough evidence in the study that suggested that teachers' personal problems and work overload affect their stress levels, resulting in depression and at times pushes the teachers to lose their temper and name call and mete out corporal punishment on learners. The role played by the proliferation of electronic media, particularly the television and the internet, was also found as a contributing factor to SB by this study. Learners' access to internet, violent video games, violent movies and TV soapies and dramas, all make violence look cool and acceptable. The ready availability of drugs such as '*nyaope*' in our schools influence learners' violent behaviour, inevitably lead to group formations which carry weapons ready to attack each other on the school premises. Certainly the school was no longer safe for all the learners.

7.3.3 The role of gangsterism or intergroup conflict in SBV

This study found sufficient evidence to suggest a causal link between gangsterism or intergroup conflict and SBV. The gangs in schools also extended beyond the school premises. The study also established a relationship between SBV and gangsterism or intergroup conflict as participants confirmed that the modus operandi of bullies in schools is identical to the ones used by the gangs; which include among others: bullying, beatings, fights, stabbings, rapes and murder. The operations of gangs outside schools are often replicated in schools making the relationship between gangsterism or intergroup conflict and school violence identical.

This study found that in a school situation that gangsterism or intergroup conflict is triggered by sporadic incidents in which boys fight over a number of things, resulting in fist fights, and learners' different backgrounds make it impossible for school policy to contain violence. It was also found that emergence of gangs in schools is noticeable by strange behaviour and undermining authority in particular where drug abuse is involved. It also emerged that bullying of learners and selling of drugs to learners by gangs take place in the school toilets. This study found enough evidence to suggest that SBV is not confined within the school premises but also extends beyond the school with afterschool violence carried out by gangs; with gang members becoming bystanders as members attack their victims. The grouping of gangs afterschool creates a never ending vicious violent cycle of revenge.

This study found that there is a close relationship between SBV and gangsterism or intergroup conflict as the modus operandi of bullies in schools is identical to the ones used by the gangs; simply being bad company. The study also found that the gangs have a potential of influencing learners' behaviour in a negative way, like smoking and not sleeping at home. Furthermore, new initiates are coerced to commit criminal activities like carrying knives, stealing and stabbing others to prove their belonging and worth in the group. Gangs are often led by gang leaders who give instructions, of what is to be done and when and which criminal acts are to be carried out. Peer pressure was found to be a factor in promoting gangsterism or intergroup conflict in schools as learners seek to be noticed and fit into the groups. This study also found that gangsters are drawn across social class. The gangsters in schools compete for territorial control. The gangs give members power and protection. Criminal activities in the township are extended into the school by gangsters who use learners as drug mules.

This study also found that intergroup conflict has a strong influence on SBV. It was found that bullying is prevalent in schools, particularly during break times, and bullies take other learners' money and lunch boxes. This study found that incidents of bullying are under reported in the schools because the victims fear reprisals from the bullies and this causes the chances of bullying and beatings to intensify. The identification of gangs in schools includes:

- Bullies claiming to have more rights than others
- Identical haircuts or style; untidy, clumsy dress code
- Attention-seeking, bossy behaviour
- Beating other learners
- Bringing corruption to school
- Stealing from other learners
- Disregard of authority; bunking classes together and failing to do class work and projects
- Using specific gang language; specific walking style
- Always in groups or cliques
- Wearing flashy clothes, carrying identical school bags, exchanging shoes, or having distinct and identical shoe laces.

7.3.4 The effects of Intergroup Conflict on school environment

Effective teaching and learning, according to the researcher of this study, is dependent on order, discipline, learners' readiness to learn and the teacher's preparedness to deliver the content of the subject matter. However, this study found that learning in schools understudy is compromised due to disruptions by bullies in class, affecting the learners' ability to concentrate. Learner participants mentioned that intergroup conflict in their respective schools manifested through bullying has a negative impact on learning as it disrupts learning in class, instils fear for bullies and negatively affects concentration. The victims of SBV are fearful and resort to carrying weapons to school for '*revenge attacks*'. Once learners feel unsafe and the environment is not conducive for learning, learners stay away because they are scared of being bullied. Learners are hesitant to come to school as they don't want to be spotted by the bullies or gangsters and simply stay at home. Most bullies, as some learner who responded indicated, have academic potential and bullying destroys the learners' potential to achieve. Teacher participants also echoed the learners' views that learner performance is adversely affected by SBV, resulting in

school drop-outs as some learners fear to attend school because of bullies. Bully learners come late to school as they via somewhere to access drugs to prepare themselves for the day. Some teachers have resorted to ignoring the bullies in their classes. Known bullies at school are often overlooked and not given attention by teachers who are often irritated by them because of their disruptive behaviour and lack of respect.

Due to bullying, the study found that bullying extends beyond school years, and bullies grow and become beggars and drug addicts because of the lost learning opportunities to better themselves. On the other hand, the teacher participants argued that intergroup conflicts waste teaching and learning time as more time is spent resolving disputes instead of teaching. Teachers in schools where bullying is rife, spend most of the time not teaching but reprimanding, disciplining and mediating between learners; thus neglecting the well behaved learners. One principal respondent commented that; learners get hyped up as they try to keep track of the bully's tricks and drama. The office is turned into a court with hours spent by the teacher and the principal interviewing the bully.

This study further found that bullying is emotionally harmful for both bullies and those who witness it; as it negatively affects the atmosphere of a school and disrupts learning. The school rife with bullying has a bad reputation and this affects school learner enrolment as prospective learners are discouraged by violence and incidents of bullying, and low enrolment puts teachers' posts at risk to be redeployed to other schools. Bullies bring back their loot to school to show off, thus recruiting other learners to join in; this is made easy because learners are easily entertained by wrong behaviour and this impacts on the values of the school. The findings of this study have confirmed that effective teaching is adversely affected by bullying in the selected schools. Learners have expressed their experiences of fear of being attacked and killed by bullies; fear of lagging behind with their school work because of disruptions caused by bullies. They also complained about lack of concentration as a result of trauma in the presence of bullies in their classrooms.

7.3.5 Response to SBV

This research study found that the culture of Human Rights is non-existent in these schools as teachers still prefer illegal means like corporal punishment to deal with bullying. Other unacceptable and degrading means of punishing bullies included parading them at neighbouring sites as bullies. This suggestion is not only violating the bullies' right to dignity but also endorses and promotes the bully culture and has a potential of attracting others as they will receive the attention they seek. The participants of this study made a passionate appeal for training to deal with conflict in schools, particularly the violent conflict. This study found a common response to conflict, 'an eye for an eye approach', in that violence must be met with violence. This tendency could be attributed to the entrenched violent culture learners are exposed to both at school and at home and alternative dispute resolution mechanisms being unknown to them.

Also a common response to gangsterism in schools was: calling parents of the bullies to school, issuing warnings to bullies, caning bullies, parading and shaming bullies to the neighbouring schools and finally the expulsion of bullies from school. Despite the extreme and punitive actions to be taken against the bullies, this study found that there are equally a number of participants who suggested a structure and programme to deal with SBV. In terms of structure, the study found that learner leaders must be appointed to monitor bullying activities at break times and intervention training on SBV was needed for all the stakeholders. Dealing with SBV and maintaining a peaceful and safe school is the ultimate goal of any school. This study further found that some learners' homes are breeding grounds of violence and parents of these households need to be trained and counselled with an aim at having happy and peaceful homes which will result in peaceful communities. The study also found that the schools might not have the capacity and expertise to deal with violence and thus a partnership with Non-Governmental Organisations (NGOs) is necessary.

7.3.6 Documentary Analysis

This study upon scrutinising the following documents: School Safety Policy and SGB/SMT Minutes of Meetings found the following:

Schools understudy have commonly GDE prescribed policy documents which are detailed; however, most participants except one or two Principal participants referred to them during the interviews. These policy documents prescribed the establishment of Safety Committees to deal with violent incidents in schools; however, during the research, it emerged that these committees were not established or functional in schools. Each school simply handled each case of violence as it happened with reference to the policy. This can be explained by the fact that the policy documents are not used as a guide in dealing with incidents of violence in schools. The incident reports are kept of injuries of learners at school but there were no records of violence incidents recorded, except for school A where learners were assaulted by the police (See Annexure A). This can be explained by the common practice of calling the parents of the bullies to whenever there are incidents and thus not necessitating keeping records. No formal disciplinary actions were noted for learners involved in violent acts; again the reason given was that the disciplinary process is time consuming and often the SGB is not available to deal with cases and the Principals are also busy with school administration work. The minutes of both the SGB and the SMT have no reference to violent incidents in the schools under study.

7.4 SUMMARY OF RESEARCH FINDINGS

The first finding is that the intergroup conflicts in the selected schools resulted in the formation of an in-group and an out-group to deal with rampant bullying tendencies as a result of competition for limited resources like territory. Linked to the formation of an in-group and an out-group is the common practice of extortion, which often is carried with intense aggression, resulting in injuries as well as the weaker group's tendencies to engage in violent activities to impress others.

The second finding of this study is the role of peer pressure in the formation of rival gangs which contributes significantly to the scourge of SBV in the selected schools.

Thirdly, this study found that the learners' immediate environments, like homes, schools and communities have a profound impact on breeding and perpetuating violence which is often manifested in their interactions in schools.

The fourth finding of the study is the teacher-learner relationship in the violence-torn schools. Learners who belong to gangs and who are prone to violent behaviour are easily identifiable and often don't have a pleasant relationship with the teachers, peers and school authority.

The last finding relates to the consequences of intergroup conflicts in schools, which are far reaching and include among others: disruption and affecting teaching time, poor learner performance, poor learner attendance and school learner enrolment, and fears and safety concerns.

The findings of this study were also linked to various research findings both nationally and internationally. There were common trends that emerged; among them were that intergroup conflict in schools is a universal phenomenon. Secondly, groups are formed in response to threats to the group's interest and thus formed to protect themselves against their rival. Thirdly, disorganised, violent and coercive communities, families and schools are definite breeding grounds for intergroup conflicts, expressed commonly through bullying.

7.5 CONCLUSIONS

This study found that intergroup conflicts play a role in SBV and have a negative impact on normal schooling; this ranges from teaching and learning constant disruptions, learners who are fearful of bullies and absent themselves from school and thus lose out on academic work. The scourge of SBV in schools has undoubtedly undermined the culture of Human Rights of learners and teachers alike. The state of affairs has made learners to be revengeful and adopt an approach of 'an eye for an eye' whenever conflict arises. The schools have become arenas of violence, with some teachers constantly breaking the law by meting out corporal punishment. However, it must be noted that schools only incubate parental and family failures in instilling discipline and values for cooperative co-existence among learners. This study also found that, the behaviour of those around the child, be it parents, peers or teachers, is easily assimilated and likely to be replicated by children. This study also found that there is a strong relationship between SBV and

gangsterism or intergroup conflict, in which learners align themselves with groups for protection and socialisation reasons.

7.6 RECOMMENDATIONS FOR POLICY IMPLEMENTATION

In view of these disturbing findings, the researcher of this study is of the view that the current mechanisms to deal with violence in schools need urgent review and recommends the following:

7.6.1 Establishment of School Safety Monitoring Team (SSMT)

Whilst this prescribed policy document is available in schools, it needs to be revived with proper advocacy and training for all stakeholders to understand its purpose, content and application. Currently school safety is the responsibility of the school in terms of implementing and enforcing compliance. Due to the omissions and dereliction actions in schools by the Principals in ensuring that structures are in place to deal with SBV and the seriousness and the escalation of SBV, this study proposes a model that is similar to the curriculum management model, which frequently visits schools to assess compliance and provide support.

7.6.2 Intraschool Committee Coordination

The schools have several committees with different functions and most probably some become dysfunctional because of poorly defined role clarity and time factors. This study therefore, proposes that committees such as the School Safety Committee (SSC) and the School-Based Support Team (SBST) should cooperate and work together in ensuring the well-being of learners at school. The SSC becomes a watch dog of violent and safety issues and SBST can provide support to learners who constantly display anti-social behaviour. This coordination will ensure that issues are dealt with expeditiously and most stakeholders are well informed and save time on multiple meetings.

7.6.3 Training on Conflict Management and Mediation

This study found that teachers in schools have no capacity and expertise to deal with violent incidents in schools. In some cases, learners are attacked even when they reported bullying to the teachers, as the reports are simply brushed off by the teachers. School stakeholders need thorough training in conflict management and mediation process. This missing link –training - is the reason why safety committees are ineffective and dysfunctional, as they lack role clarity. The assumption that the school Principal ‘knows all’, must be eliminated by at least empowering him or her in order to provide the appropriate guidance and leadership on issues of school safety.

7.6.4 Peace Education as an intervention Strategy

Whilst the recommendations above are short and medium term activities, there needs to be a long term strategy to root out violence, not only in our schools but also in our societies. This study proposes full implementation of Peace education into the curriculum framework. Peace education, as stated in Chapter 3, focuses on knowledge, skill and attitudinal change to transform behaviour. Through knowledge, PE seeks to create self-awareness, awareness of own needs, and awareness and recognition of own cultural heritage. The learners or children’s development of awareness has a potential of identifying and eliminating racial and cultural prejudice. With the knowledge acquired, the learners or children will gain understanding of the nature of conflict and peace, know and understand their rights and responsibilities in contributing to a peaceful school, community and the world. Peace education firstly aims to explain the roots of violence, warns about the hazards of violence and enables the learners to “learn about the ‘other’ in order to deconstruct enemy images” (Harris, 2002, p.7). Secondly, PE presents different peace strategies that can be used to address the problems of violence.

Core to peace education is the acquisition and development attitudes to facilitate peace and these include:

- Self-respect; positive self-image; strong, self-concept
- Tolerance, acceptance and respect of others
- Respect for rights and responsibilities of children and parents
- Bias awareness
- Gender equity

- Empathy
- Reconciliation, solidarity
- Social responsibility
- Sense of justice and equality (Fountain,1999,p.16)

7.7 RECOMMENDATION FOR FURTHER RESEARCH

Intergroup conflicts in schools are on the rise and yet year after year new teacher graduates fill the ranks of the teaching fraternity with no skills and knowledge to deal with SBV. This study recommends that a further study be undertaken on teachers as peacemakers and peace builders in the township schools. The findings of such a study can be used to reconfigure the roles, responsibilities and functions of a teacher in an ever changing social landscape.

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Appendix A: Interview Questions

For Learners, Teachers, Principals, SGBs, Parents and District Official

1. What is your understanding of school- based violence?

2. What do you think are the causes of school- based violence?

3. How does school based violence affect your school? (Probe: Why?)

4. How do you deal with school-based violence in your school? (Probe: Why?)

5. What is your understanding of gangsterism?

6. How do you deal with gangsterism in your school? (Probe: Why?)

7. What is the relationship between school - based violence and gangsterism?
(Probe: Why?)

8. Do you think school groups or gangsters are responsible for school-based
violence? (Probe: Why?)

9. How does gangsterism manifest itself in your school? (Probe: Why?)

10. How do gangsters impact on the school atmosphere? (Probe: Why?).

11. What are your personal experiences on school-based violence?

12. How often do you experience school-based violence in your school?

13. What do you think should be done to maintain peaceful school atmosphere?
(Probe: Why?).

Is there any this that you would like to share with me on school-based violence and gangsterism?

Thank you very much for your time



University of Fort Hare
Together in Excellence

Ethics Research Confidentiality and Informed Consent Form

Dear Participant

I am currently registered for PhD in Education at the University of Fort Hare and I am completing my research dissertation entitled;

The views of stakeholders on the effects of intergroup conflict on School Based-Violence (SBV): Towards peace education strategy in primary schools.

I am interested in finding out more about the *School Based-School based-violence*, and carrying out this research to help the stakeholders to understand the role played by intergroup conflict in school based School based-violence.

As a student at the University of Fort Hare, Education Department, I am asking learners and teachers from your school to answer some questions, which we hope will benefit your school in the future. Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, I would really appreciate it if you do share your thoughts and experiences

with me. If you choose not take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way. Confidentiality will be observed professionally.

I will not be recording your name anywhere on the questionnaire and no one will be able to link you to the answers you give. Only the researchers will have access to the unlinked information. The information will remain confidential and there will be no "come-backs" from the answers you give.

The interview will last around 30 minutes. I will be asking you a questions and ask that you are as open and honest as possible in answering these questions. Some questions may be of a personal and/or sensitive nature. I will be asking some questions that you may not have thought about before, and which also involve thinking about the past or the future. I know that you cannot be absolutely certain about the answers to these questions but I ask that you try to think about these questions. When it comes to answering questions there are no right and wrong answers. When I ask questions about the future we are not interested in what you think the best thing would be to do, but what you think and reflect on your personal experiences regarding school based School based-violence.

If possible, I would like to come back to your school once I have completed my study to inform you the results and discuss my findings and proposals around the research and what this means for your learners and teachers.

Yours sincerely,

Mkhomi Moses Siphos- PhD Researcher

Dr.PM. Mavuso- Supervisor

078 868 3212

mkhomim@webmail.co.za

082 335 4647

pmavuso@ufh.ac.za

Cont. Appendix B



University of Fort Hare
Together in Excellence

Ethics Research Confidentiality and Informed Consent Form

INFORMED CONSENT

I hereby agree to participate in research regarding; *The views of stakeholders on the effects of intergroup conflict on School Based-Violence (SBV)*. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

.....

.....

Signature of participant/Parent/Guardian

Date

I hereby agree to the tape recording of myself/ my child/ my ward participating in the study

.....

Signature of participant

.....

Date

Cont. Appendix B



University of Fort Hare
Together in Excellence

**PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR USE BY
PARENTS/LEGAL GUARDIANS**

TITLE OF THE RESEARCH PROJECT:

The views of stakeholders on the effects of Intergroup Conflict on School Based-Violence: Towards peace education strategy in primary schools

REFERENCE NUMBER:

PRINCIPAL INVESTIGATOR:Mkhomi Moses Sipho

ADDRESS:Plot 35, Sixth Road Walkers Fruit Farms. Walkerville

CONTACT NUMBER: 0788683212

Your child is being invited to take part in a research project. Please take some time to read the information presented here, which will explain the details of this project. Please ask the study staff or doctor any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how your child could be involved. Also, your child's participation is **entirely voluntary** and you are free to decline to participate. If you say no, this will not affect you or your child negatively in any way whatsoever. You are also free to withdraw him/her from the study at any point, even if you do initially agree to let him/her take part.

This study has been approved by the University Research Ethics Committee at the University of Fort Hare and will be conducted according to the ethical guidelines and principles of the International Declaration of Helsinki, South African Guidelines for Good Clinical Practice and the Medical Research Council (MRC) Ethical Guidelines for Research.

What is this research study all about?

- This research project wants to know what your child thinks about school based-violence, such as bullying, assault, corporal punishment in your school. .
- The research interview session will take 40 minutes after school in the school premises.
- This research has no sponsor; I carry it out as part of my Doctoral studies.

Why has your child been invited to participate?

- Your child has been selected to share his/her opinion with the researcher regarding school based-violence such as bullying in his/her school.

What will your responsibilities be?

- Kindly grant permission for participation in the study and encourage your child to participate fully in the study.

Will your child benefit from taking part in this research?

- *Your child will not be paid in being part of the study; however, she/he will be part of the solution in fighting the scourge of school based-violence. His or her views will be used to formulate a strategy against SBV.*

Are there any risks involved in your child taking part in this research?

- *There are no envisaged risks in the study*

If you do not agree to allow your child to take part, what alternatives does your child have?

- Participation in the study is purely voluntary; and should your child decide not to participate, she/he will not be punished or victimised in anyway. Furthermore, should your child decide during the study to withdraw, his/her choice will respected by the researcher.

Who will have access to your child's medical records?

- No medical research will be conducted with your child.

What will happen in the unlikely event of your child getting injured in any way, as a direct result of taking part in this research study?

- As indicated earlier on, your child will not be exposed to any risk which might result in injuries. His/her participation in the study is limited to interview and has no physical activities.

Will you or your child be paid to take part in this study and are there any costs involved?

You or your child will not be paid to take part in the study, but out-of-pocket expenses will be covered for each study visit. There will be no costs involved for you if your child does take part.

Is there any thing else that you should know or do?

- You can contact Dr Mavuso at 0823354647, if you have any further queries or encounter any problems.
- You can contact the Chair person of the University Research Ethics Committee if you have any concerns or complaints that have not been adequately addressed by your child's study doctor.
- You will receive a copy of this information and consent form for your own records.

Assent: Children with an age of 7 and above must give assent to participate in research

Declaration by parent/legal guardian

By signing below, I (*name of parent/legal guardian*) agree to allow my child (*name of child*) who is years old, to take part in a research study entitled (*insert title of study*)

I declare that:

- I have read or had read to me this information and consent form and that it is written in a language with which I am fluent and comfortable.
- If my child is older than 7 years, he/she must agree to take part in the study and his/her ASSENT must be recorded on this form.
- I have had a chance to ask questions and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to let my child take part.
- I may choose to withdraw my child from the study at any time and my child will not be penalised or prejudiced in any way.
- My child may be asked to leave the study before it has finished if the study doctor or researcher feels it is in my child's best interests, or if my child does not follow the study plan as agreed to.

Signed at (*place*) on (*date*)

.....

Signature of parent/legal guardian

.....

Signature of witness

Declaration by investigator

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understand all aspects of the research, as discussed above

- I did/did not use a interpreter (if a interpreter is used, then the interpreter must sign the declaration below).

Signed at (*place*) on (*date*)

.....

Signature of investigator

Declaration by interpreter (Only complete if applicable)

I (*name*) declare that:

- I assisted the investigator (*name*) to explain the information in this document to (*name of parent/legal guardian*) using the language medium of Afrikaans/Xhosa.
- We encouraged him/her to ask questions and took adequate time to answer them.
- I conveyed a factually correct version of what was related to me.
- I am satisfied that the parent/legal guardian fully understands the content of this informed consent document and has had all his/her questions satisfactorily answered.

Signed at (*place*) on (*date*)

.....

Signature of interpreter

.....

Signature of witness

Appendix C



University of Fort Hare
Together in Excellence

CHILD ASSENT FORM

PARTICIPANT INFORMATION LEAFLET AND ASSENT FORM



TITLE OF THE RESEARCH PROJECT:

The views of stakeholders on the effects of Intergroup Conflict on School Based-Violence:
Towards peace education strategy in primary schools

RESEARCHERS NAME(S):Mkhomi Moses Sipho

ADDRESS: Plot 35, Sixth Road Walkers Fruit Farms. Walkerville

CONTACT NUMBER: 0788683212

What is RESEARCH?

Research is something we do to find new knowledge about the way things (and people) work. We use research projects or studies to help us find out more about disease or illness. Research also helps us to find better ways of helping, or treating children who are sick.

What is this research project all about?

This research project wants to know what you think about school based-violence, such as bullying, assault, corporal punishment in your school. .

The duration of the research project?

The research session will take 40 minutes. Please answer all the questions and say as much as you like on each question asked.

Why have I been invited to take part in this research project?

I, the researcher want you to share your views about school based-violence, such as bullying, assault, corporal punishment in your school. .

Confidentiality

To ensure confidentiality, your name and schools name will not be used or revealed in the study to protect both your identities. You will be referred as a learner either in 'Chocolate School'/ 'Strawberry School" or 'Caramel School'. All the information collected from you

through interviews will be transcribed and stored safely in the archives of the University of Fort Hare.

If a sponsor is to be involved

This research has no sponsor; I carry it out as part of my Doctoral studies.

Who is doing the research?

I am Moses Sipho Mkhomi, the Principal of Mxolisi Primary School. I am a student at University of Fort Hare and I am conducting this research as part of my Doctoral studies. This research study is important to me, you, your parents and the Department of Education to understand your views on school based-violence.

What will happen to me in this study?

I will ask you and your group questions and each one of you will get a chance to answer them. If you don't understand the question, you can ask me to repeat the question.

- You can answer the questions in a language of your choice.
- Your answers will be recorded on a voice recorder and later your answers will be written out.
- You are not forced to be part of this research study.
- You have a right to withdraw from the research and you will not be punished.
- Whatever you say during the research, will be treated as confidential and I won't share it with anyone else, except that it will be used for the research purpose
- I will not use your name or identify you, name of your school or people you refer to

Can anything bad happen to me?

You will not be exposed to any risk which might result in injuries. Your participation in the study is limited to interview and has no physical activities

Who else is involved in the study?

This research involves other learners, teachers, principals, parents and SGB members from Mxolisi, Indyebo and Isu' Lihle Primary Schools.

Can anything good happen to me?

Yes, you will help the Department of Education and your school to come up with ways to deal and stop school based-violence. You will contribute to the solution to the current situation. Your views will be read by a lot of people in South Africa.

Will anyone know I am in the study?

Your school principal, class teacher and parents will know that you are in the study. But they won't know exactly what you have said because your name and your school will be kept confidential.

Who can I talk to about the study?

Mr. Mkh... PhD Researcher 0788683212

Dr. Mayu... Supervisor 0823354647

C... University Research Ethics Committee

What to do this?

Participating in this study is purely voluntary; and should you decide not to participate, you will not be punished or victimised in anyway. Furthermore, should you decide during the study to withdraw, your choice will be respected by the researcher

Do you understand this research study and are you willing to take part in it?

YES

NO

Has the researcher answered all your questions?

YES

NO

Do you understand that you can pull out of the study at any time?

YES

NO

Signature of Child

Date

Appendix D



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no. D2015/437

GDE RESEARCH APPROVAL LETTER

Date:	13 March 2015
Validity of Research Approval:	13 March 2015 to 02 October 2015
Name of Researcher:	Mkhomi MS
Address of Researcher:	Plot 35
	Sixth Road
	Walkers Fruit Farm
	WalkerVille
	1884
Telephone Number:	011 930 5516 or 078 868 3212
Email address:	mkhomim@webmail.co.za
Research Topic:	The views of Stakeholders on the effects of intergroup conflict on school based violence: towards peace education strategy in primary schools.
Number and type of schools:	Three Primary Schools
District/s/HO	Johannesburg Central

Re: Approval in Respect of Request to Conduct Research

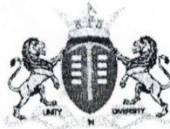
This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Makhado
2015/03/13
The following conditions apply to GDE research. The researcher may proceed with the

Making education a societal priority

Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za



GAUTENG PROVINCE

REPUBLIC OF SOUTH AFRICA

Enquiries: Mashooda Ismail
Tel: 011 983 2170
Mashooda.Ismail@gauteng.gov.za
REF: EOS/PP 03/15/01

To: Mr M. S. Mkhomi
From: Ms B. L. T. Seate
District Director
Johannesburg Central District
Date: 24 March 2015
Subject: Permission to Conduct Research

Dear Mr Mkhomi

Correspondence received from you requesting permission to Conduct Research at the following schools in the Johannesburg Central District is acknowledged and has reference:

- Mxolisi Primary School;
- Isu'lihle Primary School; and
- Indyebo Primary School.

Thank you for informing the District Office of your intended research.

The following attachments are acknowledged and received:

1. GDE Research Approval letter from the Knowledge Management and Research Directorate at GDE Head Office
2. The Abstract of the Research Proposal
3. Topic Motivation and Interview questions
4. Ethics Research Confidentiality and Consent Forms

You are welcome to proceed with your research however, in the execution thereof, you are reminded to heed the President's non-negotiable and be mindful of protecting contact time. Please note that permission is also granted to interview two District Officials in the School Safety Unit.

The District Office wishes you great success with your research and reminds you to comply with the terms and conditions against which approval has been granted by the Knowledge Management and Research Directorate.

Kind regards

Ms B. L. T. Seate
District Director
Johannesburg Central District

DISTRICT: JOHANNESBURG CENTRAL
Tel: (011) 983 2308, Cell: 071 474 6051, Fax: (011) 933 5429 | Email: Tshopo.Seate@gauteng.gov.za
Corner Morala & Chris Hani Roads, Pinetown, Soweto, 1809, P.O. Box 80084, Bertsham, 2013
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Research Clearance Certificate from UFH

University of Fort Hare

FACULTY OF EDUCATION

Alice (main) Campus:

Private Bag X1314, King William's Town Road, Alice, 5700, RSA
Tel: +27 (0) 40 602 - 2410/ 2412 • Fax: +27 (0) 40 653 - 2448

East London Campus:

Tel: +27 (0) 43 704 - 7227/ 7218 • Fax: +27 (0) 43 704 - 7113



University of Fort Hare
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29 August 2014

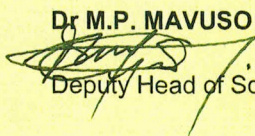
TO WHOM IT MAY CONCERN

This is to certify that Moses Mkhomi student number **201414142** is registered for the doctoral degree in the Faculty of Education, University of Fort Hare. In order to fulfil the requirements of the degree Mr Mkhomi needs to carry out research on the approved topic entitled *The role of Intergroup Conflict in School Based-Violence in the Johannesburg Central Education District Schools: Towards a strategy for Peace Education implementation*

He is now ready go to the field and I therefore request you to allow him to collect data in your schools.

Thanking you in advance.

Dr M.P. MAVUSO


Deputy Head of School for Further and Continuing Education and Supervisor

East London Campus: Private Bag X9083, EL 5200, 50 Church Street, East London, 5201, RSA
Tel: +27 (0) 43 704 - 7227/ 7218 • Fax: +27 (0) 43 704 - 7113
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ETHICAL CLEARANCE CERTIFICATE

Certificate Reference Number: MAV021SMKHO01

Project title: **The role of Intergroup Conflict in School Based-Violence in the Johannesburg Central Education District Schools: Towards a strategy for Peace Education implementation**

Nature of Project: PhD

Principal Researcher: Moses Sipho Mkhomi

Supervisor: Dr P.M Mavuso

Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

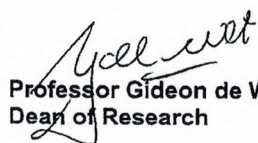
Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

16 March 2015

AppendixG

Letter from the Language Editor



Room 14 Busa Building, Dlamini Street Jabulane, Soweto

Box 105, P.O Kwa-Xuma. Email Address:crelep@webmail.co.za. Cell: 082 600 7389

10 August 2016

Dear Dr. Mavuso

This letter serves to confirm that Mr. Mkhomi submitted his dissertation to be edited. I have proof read and edited the thesis taking into account the comments of the external examiners.

Yours faithfully

Makhubela Y – Language Editor

B.A, B.Ed Hons (UNISA)

Appendix H: LEARNERS' FGI: 24.03.2015

LEARNER

What is your understanding of school based violence?

LEARNER 1: Eh, mina teacher my understanding of school violence is that, abanye abantwana abaphathwa kahle ekolweni, abaphathwa kahle ekolweni, kuneqwaga. Bangena ngama- R2 esikolweni babathatheli.....ematoilet bangena ngama-R 2, babathathela i-khafthini abasazi ukuthi nabo benzeni, bayalova basaba nokuthsela abazali babo kebona abafuni ukuphathwa kanje ngoba bona bazofunda ekoleni.

LEARNER 2: Into engi-understandayo nge- school based violence ukuthi abanye abantwana bayashaywa ekoleni and baya threanisha ukthi mangatshela uthisha or umzali bazombulala or bamthsothsela incwadi.

LEARNER 3: I - understanding yami ukuthi abafana, bayabahlukumeza abafana. Bangena e-toilet, bangena bayi-scheme, njengoba eshilo uthisha ukithi i-gangsterism, bangena bayi-scheme omunye bamveza nasezindabeni bemfaka into yomshanyelo empundu, ebunu.

LEARNER 4: Teacher eh.... school based violence is when you bully somebody, someone by taking their lunch or beating them or sexual harassment.

LEARNER 4: My understanding of school based violence is that other children bullies others, bullies others in the school, or takes their lunch box.

LEARNER 2: My understanding about school based violence is because abantu bafuna ukuzi-provana ukuthi bangabobani, bafuna ukubonwa. I think lento lena iqala emakhaya ngoba uma obomama beba-neglecta, abanwtana baya bona ukuthi abanakwa.bayenza lento ngoba bafuna uthola i-attention yabothisha nama- learners.

LEARNER 5: Into engi-understandayo nge- school based violence ukuthi kufuka siyeke uku-bulla abanye abantwana because akukho right.

LEARNER 6: Into engi-understandayo nge- school based violence ukuthi kufuka siyeke uku-bulla abanye abantwana because lento ayikho right.

What are the causes of SBV?

LEARNER 1: Sir, mina ingangiphatha kabi ngoba singagcina sesibona abanye babulalana

LEARNER 2: Mina ingangiphatha kabi because loyontwana loyo une-future ekahle kodwa ekhaya kuyahlukumezeka yikho enza lento and futhi inekusasa elihle, futhi manje sekeyahluka nasezingeni lakhe tholo futhi bekefunda enza umsebenzi uthole ukuthi lomntwana usebhema i-nyaope nina seninezimoto zenu , kanti wuye ubenihlula nonke e-classini , uthole ukuthi senimthola lapho estratini esenicela ama-
LEARNER 2. Leyonto iyahlupha, nithole , bajike bathi abantu.... bajike bathi abantu....

LEARNER 1: Thisha ingazwisa ubuhlungu lento ngoba Bazali bethu abazi ukuthi senzani la es-ikoleni. Bazi ukuthi sizofunda. Ingangiphatha kabi, enye into ingangi-affecta ngokuthi izophazamisa abanye abantwana ezifundweni zabo, njengoba beseshilo.

LEARNER 3: Ingani affecta ngoba thina , izinto eziningi singagcina singasazenzi, njalo uma uthi uyafunfa eclasini bakushaya ngamaphepha, bayaku-bullisha. Abanye ngeke basakwazi ukuthola ukufunda kahle.

LEARNER 5: ingangi-affecta ngoba ngizogcina ngisaba ukuza eskoleni ngoba ngithi bazongihlupha

LEARNER 1: E, teacher abanye abasa- concentrati kahle , abasa- concentrati kahle baba-traumatised ngokuthi kukhona lo obahluphaphayo.

LEARNER 2: Thisha ingangiphatha kabi because abantu ingangiphatha kabi because abantu bayahlukumezeka la eskoleni and thina sikhona, asisa- concentrati . Abantu the most mayenzeka abantu bacabanga ukuthi yibo abacabanga ukuthi yibo abangafuni ukungena kulesikole. Yonke into, makuthiwa umuntu u-bulishiwe, kuthi kuphi – kuse Mxolisi. That's why inye into kufeneka siyeke i-bullying because abantu, ama-learners ayafuna ukusi-joina, indaba basuke bacabange ukuthi umntanami uzofike athini lapho, cause maybe bangathatha i-advantage bamthatehele imali , yikkho thina singa watholi ama-learners.

What do you understand by the word gangsterism?

LEARNER 1: Teacher, into engiyi understandayo nge-gangsterism ukuthi, ama-gang sometimes a-wrong because ayi-bad company. Ungathola ukuthi omunye useyekile esikoleni, nawe uyeke nenze lento eniyenxayo, akufake i-pressure, i-pressure ebhedayo.

LEARNER 6: ama-gangstrism a-wrong ngoba mhlawumpe oyi –one uyabhema akalali ekhaya, nomunye uzofuna ukuthi ubheme ungasalali ekhaya wenze izinto ezi-wrong njengaye.

LEARNER 3: Mam, into engi understandayo about gangsterism ukuthi... ukuthi, leyonto leyo abayenzayo nawe bafuna ukuthi uyenze, uma bephathe amamese nawe kufuka uyiphathe futhi before ungena khona bafuna ukuthi ugwaze umuntu noma uhambe uyotshontsha, before bakubona ukuthi nawe uyilungele ukungena kule-group.

LEARNER 2: Into engi-understandayo ngama-gangsterism, ama-gangsterism ama-gents. ama-gents uma ufuna ukungena e-scheming sabo, angazxe athi, hamba uyotshintshona leyamoto ukuze sambe kahle siyekeke ukuhamba ngezinyawo .

LEARNER 2: Into engi-understandayo nge-gangsterism, ukuthi ku- gangsterism kune- boss ezothi masenzeni lento or masibheme i-glue or ithi hambani nogwaza balaya.

LEARNER 1: Teacher, enye into nge-gangsterism uthola ukuthi bayabhema, bazofuna ukuthi nawe ubheme nokuthi ungaba payisi, ngoba bazocabaga ukuthi wena njengoba uhleli nabo uzobapayisa.uma uhlala nabo nibhema nonke

Is there a relationship between gangsterism and school violence?

LEARNER 1: Yes, sir sometimes bukhona ngoba izinto abazenzayo ku school based-violence ziyafana ne-gangsterism, yes, sir. Eh, like sir, uku...uku... uku-bullisha abanye abantwana, ne- gangsterism nabo bayashayana besekuyaliwa ke, yes sir. That's why ngithi bukhona.

LEARNER 2: Ku –school violence bayashayana, bagcine sebegwazana, sebephenduka ama-gang. Ku–school violence bukhona ubudlelwane ne-gangsterism, ngoba zonke izinto abazenzayo, zonke izinto abazenzayo ziyafana njengoku bullishana, bayashayana, bavimbe abantwana after school, bayaba-rappa, abanye bayababulala.

LEARNER 3: Yes, bukhona ubudlelwane between school violence ne-gangsterism, cause bayabulalana, bayashayana, benza yonke lento lena ngoba nasesikoleni ziyenzeka zonke lezo zinto.

LEARNER 4: Ku- gangsterism ne- school violence bukhona ubudlelwane ngoba bayashayan, benze zonke lezizinto ezingafuneki; babulanane, bgwazane, babulale abantwana, thats why ngithi bukhona.

LEARNER 5: bukhona ubudlelwane phakathi kwe-school violence ne-gangsterism ngoba if izikhothane ziyakhothana, ekugcineni, bazogcina balwa.

LEARNER 6: There is a relationship between gangsterism and school violence because they do the same thing; they kill each other and in the school they bully others.

LEARNER5: Yes, bukhona ngoba benza into efanyo; bayashayana, ku-gangsterism nakhona bayashayana.

LEARNER 1: Thisha bukhona ngoba buqala lapha eskoleni ku- school violence vese kuye kuye ku- gangsterism, bese bebamba inkunzi ke.

Do think school gangs are the cause of school violence?

LEARNER 2: Ama-gang adala i-school violence ngoba ama-gang anokuhlupha abantwana abangenise ngama- R 2 ema-toilet

LEARNER6: Eh..., I..., ama..., ama- school group ayaya, ... aqala ngo.... abanamaproblem kuma-family bese akhiphela kwabanye abantwana , bayabashaya, besebebatela nezimali zabo.

LEARNER 1: Iya thisha, minangithi ama-gang, ama-gangsterism la ku-violence eskoleni yibo abaletha udlame ngoba bahlupha banye abantwana bengenzanga

litho; ngob aekhaya bayazi abobababo bangao-Rambo, bayabashaya manje bazokhiphela isizungu kulantwana abangenzanaga lutho.

How do identify gangs in schools?

LEARNER 1: Babonakala ngokuhlupha abanye abantwana esikoleni, babathathele izimali, nekhaftini zabo

LEARNER 2: Sibabona ngoku-bulisha abanye abantwana babathahele imali, babarape

LEARNER 3: Bagcoka untidy eskoleni, bagcoka i-porty bese bayasiqwaga.

LEARNER 2: Sibabona ngama-group nokubulisha abanye abantwana

LEARNER 4: Sibabona ngokuthi bayasishaya and baletha i-corruption eskoleni

LEARNER 5: Sibabona ngokuthi babulishe abanye abantwana

LEARNER 6: Sibabona ngokuthi batshontshele abanye abantwana

LEARNER 2: Sibabona ngokuthi bahambe bonke futhi babulishe abanye abantwana

LEARNER 3: Sibabona ngokuthi bahambe bonke futhi babulishe abanye abantwana ngoba baphethwe lento yokuthi bona banama-rights

LEARNER 6: Sibabona ngokuthi uma uthisha ethi uyamshaya amgolozele

LEARNER 4: Sibabona ngokuthi babulishe abanye abantwana babathathele imali, babakhahlele

LEARNER 5: Sibabona ngokuthi babathathele abanye abantwana imali nezikhaftina zabo

LEARNER 2: Sibabona nge-language yabo nangokuhamba kwabo nokuhlanagana kwabo.

LEARNER 1: Sibabona nge-behaviour nangokugqoka njengoba beshilo. Abanye bakhuphula ama-shirt kanje, bathsekise amakahanda, bagqoka amacici

eskoleni. Obe-mama mabafuna umsebenzi abawenzi, sibabona lapho, ukuthi lona akayi ndawo.

How do you in the presence of gangs in schools?

LEARNER 1: si-feela kabi, ngoba asikwazi ukuba –safe eskoleni

LEARNER 2: si-feela kabi, ngoba sisaba ukuthi bazosithathela izinto zethu

LEARNER 4: si-feela kabi, ngoba, ngoba...sisaba ukuthi bazosithathela ikhaftini zethu

LEARNER 2: si-feela kabi, ngoba, basifaka ema-toilet ngama-LEARNER 2, uma ungenayo bayakushaya

LEARNER 3: si-feela kabi, ngoba, mam, basithatela imali basenza yonke lento embi cause baphethwe ilento enqonweni yabo, bacabanga ukuthi bona banamarights. Bayakhohlwa ukuthi ama-rights ahamba nama-responsibility.

LEARNER 2: mama, si-feela kabi, ngoba, njalo uma sesi skoleni sihlala sithukile

LEARNER 3: si-feela kabi, ngoba, sisaba ukuthi bazosi-bulisha ene bazosithathe imali yethu yoku-khera

LEARNER 4: si-feela kabi, ngoba, mhlawumbe mawu-kherile uthi uyathenga uzoqamuka athi letha

LEARNER 5: si-feela kabi, ngoba bakuthathela into onayo and afuni kubanikeza

LEARNER 6: we feel bad because they take your money and your, your carry..... and other things.

LEARNER 1: si-feela kabi, ngoba bazosithathathela imali, basishaye basikhiphe amagazi bese basibulalala

Is there any of you who have experience school based-violence personally?

LEARNER 2: Yimi, babaengishya sir, bangithathela ama- ball pens , ngingasakwazi ukubhala nase-klasini

LEARNER 3: mam, kukhona omunye umtwana oke wa-experiensa i-bullying cause inge mangihamba manje lomtwana lo umane uyangihlukumeza, so ufuna ukushayan mina cause ufuna ukubonisa ukuthi i-boss ubani. Ufuna ukuthi abonwe cause unomona ngomsebenzi engwenzayo. So umane efuna ukubona ukuthi mina ngizoyenzani, emani engichukulza, efuna ukubonisa ukuthi yean uyi-bossa yamantombazana

LEARNER 1: mina, angikaze mina bangibullishe, mara kukhon aangamboan bamshaya sir, bamshaya, bamshaya. Ebe shaywa abangane bakhe for ukuthi ubajikelile wabapayisa ukuthi babhamuze ama-toilet. Manje sir, kade bafuan ukubona, kade bafuna kahle kahle, ukubonisa –ishow off. Kade befuna ukubonisa ukuthi ubani umpetha

Is there any school based-violence in your school?

LEARNER 2: sikhonakulesikole abasiza i-Letare, ngoba baya bullana bafakana ngama-LEARNER 2 ema-toilet

LEARNER 1: ayisekho esikoleni sethu ngoba u-principal wasetha ama-leaders eskole, ama-prefects. Mina teacher ngi-100% sure ukuthi ikhona, ngoba kukhona abantwana aba-bulishaywo, bayathula, and obothisha bazobona sengathi ayikho ngoba kuyathuleka. I-100%.

LEARNER 3: ikhona mama, cause abanye usuka ubabona nge- break bekhala, uma ubabuza bathi ngishaywe ulo. Uthi why ungayompayisa, athi ngiyasaba, ngoba uthe mangingampayisa uzongishaya.

What needs to be done to stop school based-violence?

LEARNER 5: ukuthi kube nama-prefects ezikoleni, kubizwe amaphoyisa azobona ukuthi lasekoleni kuqhubekani.

LEARNER 2: Ukuthi kuqxoshwe lama-gang la gqoka noma kanjani

LEARNER 1: mina thisha into engayenzwa ukuthi kuxoshwe labantwana ababulishayo ekoleni, nokuthi umtwana kumelwe abhekwe ukuthi u-behava kanjani each and every day. Obothisha kufunka bambheke bese bazo repota e-ofisini. Kumele abe nama-warning awu-3. Mawafika ku 3, kufuneka alande umzali, makangazanga nomzali, angaphide eze eskoleni. Eze nomzali afunde naye eklasini, ahlale nomzali wake kanje edeskini.

LEARNER 2: no, ukuthi batalajwe, babekwe phansi bashaywe izingqe. Kubizwe amaphoyisa nabazali, mabangazi nabazali bese bayagxosha bonke.

LEARNER 3: mama, ukuthi ku stotshwe leyonto ye-violence kumele ukuthi into ebenaz violent is because emakhaya ababanaki. Kumele ukuthi abazali babo ba-communicate nabo bababuze ukuthi bekunjani eskoleni, ini, bakhathale. Yiyo lento ebenza ukuthi. Ukuthi babe violent eskoleni ukuthi abanakwa ene futhi bane-anger. Umzali wakhe makangenayo imali ye-beer uyikhiphela kumtanakhe, so yikho umtana enza lento ayenzayo.

LEARNER 4: eh, sir ukuthi bagxoshwe and sir ukuthi baze nabazali babo.

LEARNER 1: ayi mina thisha ukuthi enye into, kumele... umntwana makabanjiwe ebhema eskoleni or enzeni, elethe ama-violence eskoleni, athahwe aboniswe kuzozonke ikole, ama-district ahmbe ukuthi, noma anangaya kuphi-kuphi asikho isikole esisamthatha, akasena-future, akamelanga afunde ngoba usimoshele, uzomoshisa futhi.

LEARNER 3: kumele bafundiswe emakhaya ukuthi kumele baziphathe kanjani nothihsa babatshela ukuthi baziphathe njani kube nama-school rules and class rules, kube nama-prefects. Kuguidwane ukuthi lana wenze wrong umaqeda kanjalo uyilungise.

LEARNER 1: ene thisha, besides ukuthi bagxoshwe kumele ukuthi kwenziwe ama-school rules. Kumele ukuthi kubekhona abantu abazosifundisa nge-school based-violence nage-bullying khona sizokwazi ukuthi into enjani.

APPENDIX I: Teachers' Focus Group Interviews (FGI) (21.04.2015)

What is your understanding of school based violence?

Teacher 1: Iyazichaza SBV, i-violence eyenzakala ezikoleni, eyenzeka phakathi kwabafundi bona ngokwabo, na also phakathi kobo –teacher, that's why is SBV. It does not happen outside the school, yenzeka phakathi eskoleni.

Teacher2: School violence, eh.... is violence that is within the school, where learners eh....bully other learners , they bit other learners, eh.....take their lunch packs and also take their money. Uhm ... and also when teachers have a squabble, maybe they are not in good terms with each other, it turns up confront each other or there's altercation between the said teachers.

Teacher 3: Uhm... I -school violence kusho ukuthi into enyenzeka kuma-premises eskole not outside the school.Esikhathini esiningi iyaye iqalwe ama-bully.Kuyaye kube nama-bullies eskoleni and now umuntu mabaloku bambulisha, bembulisha, bagcina belwile eskoleni. Kuze kuqale nama-groups, kuthi ok, mina ngi-favour lobulishwayo, mina ngi-favour i-bully uyabona, bese kuba na-that violence eskoleni.

What are the causes of SBV?

Teacher 3: Is bullying. Ja, bullying causes all this, ngoba if ever kuna- somebody ka –grade 12 o-bulisha the wole school, kuzoliwa vele. I- causwa i-bullying i-school violence.Ayikho enye into.

Teacher 2: is also caused by jealousy, maybe some, of the learners , is from eh..... family which affordable where a child is clean , comes to school and then has money, has more money at school and then he wears expensive clothes and the others become jealousy. And then they quarrel one another because that child can afford.

Teacher 4: And some learners bayifunda from ekhaya, makulwa abazali babo, i-experience bayithola from ekhaya, so then babuya bazoyi-practisa laskoleni.impilo ayiphilayo from at home, abuye azoyi pratisa kwabanye abantwana. I-stata kanjalo.

Teacher 5: Yes, ilokhunjana, i-SBV, uqinisile u-mam, inga cauzwa ilokhunjana, izinto eziphuma emakaya. Some of ama-learners, they come to school beqamuka from ama-communities ahlale 'shayana njalo. So they are exposed to violence kuma-communities la beqamuka khona or kuma-families la beqamuka khona and then, when they come to school they want to exercise all those things. Uthole ukuthi ekhaya there's violence, umama ushaya ubaba, ubaba ushaya umama. when umtwana esesskoleni ufuna uku- exercisa that thing abone ukuthi mina, I can fights. Mhlawumbe ulwa nje ufuna uku-suropporta umama ukuthi i can fight back, uyayibona leyonto. Okanye name I can be ubaba ngishaye abanye abantwana, most of the time izinto ezi-causa i-SBV.

Teacher 6: And enye into that I have observed, abantwana, those weak learners abasemaclasini they tend to be the one abangama-bully, because uthola usuke anelento yokithi ok, uyahluleka eklasini and eklasini kusoloku kunalesi-star lesi afune ukuba famous ngendlela e-wrong, ukuthi I will be the one ngendlela yokuthi bayamsaba eskoleni. Uthole ukuthi uqwaga abantwana. For example, there's a child lapha eklasini lami, ah shame !akekho akaziboni izibani. But kuhlala kunama-reports and from outside, like akusila wala, uzothola umama walapha uqamuka esezolwa eti, ja wena uma engezanaga makadojile uma lapha ekhoneni agade laba abaza eskoleni nabanye abaya kwezinye izikole like ko-Mathafeni, ababulishe , abathatahele amapensela, abathatahele izikhaftini nyo yonke lento lena. And uma uthi uyambheka eklassini ngeke uze umbone , akabonakali. But ngaphandle uya-shina, uyaziw yena ukuthi wuye oyisiqwaga.

Teacher 5: Nasemakhaya, ukuthi uphuma e-familini enjani. Uthole ukuthi umntwana makanagahlakaniphanga maybe udadewabo uhlakaniphile, umama uzoncoma lomunye . so umtwana uba ne-anger, makabona lomunye , akhiphele ukukwata kubanye abantwana.

How does SBV affect teaching and learning?

Teacher 5: One, it wastes isikhathi, because sometimes we have to attend to ama-cases acauswa yile- violence and ngalesosikhathi wena uloosa isikhathi se-teaching. Nanantwana baloosa isikhathi of learning. So iyasilimaza kakhulu, at the end of the day, u-spenda more time trying to resolve ama-issues sometimes akungasiwona weikole, angahlangene nomsebenzi wesikole ne-curriculum. A-personal , we even

go kwezinye izindawo siyo- invita amanye ama-professionals, like ama-social workers, amaphoyisa, just to resolve lama-issues lagcwele laskoleni. Ngaleso sikhathi isikhathi sokusebenza siyaphela.

Teacher 6: And enye into, like, like, those who are being bullied neh, bazo-endapha i-performance yabo i...i-droppa .but becauseba..ba...abasekho free eskoleni and abasenakhathi esiningi sokuthi a-focuse kuma-learning areas opr kuma-subjects lawo awenzayo. And then usehlale ne-attendance, umtwana uhlala ngoba uyasaba ukuza eskoleni , ngoba kunalomntwana lo-mbulishayo. So obviously uma ange aze attende uya loosa kuma lessons abenziwa for that day. And uma esefika kuthiwa nansi i-assessment akasakhoni ukuthi ayibhale le-assesement because akazazi lezazinto bezilaphaya . and those izinto okuyaye ukuthi uzibheke wean uma unguthisha , ukuthi like, lomntwana ubehlakaniphile and the yini lento eyenza ukuthi i-attendance yakhe i-drophe. And omunye ayikho ekhaya. We would say inkinga isekhaya, kanti ila eskoleni.

Teacher 2: At the end of the day the teacher has a problem, sometime you don't emphasise that child. You get annoyed, you get irritated so you don't attend to that child fully because you know that it's a bully and then that child also lacks respect for the teacher. So you end up not eh... attending him/her.

Teacher 3: Some of the teachers they contribute to ku-bullying. Ngikhuluma ngento ngoba ngikhumbula owami untwana, fine it was a boarding school. Ngaze ngathatha ngokuthi bebayangokuthi lo, sekanana so many years efika la abhadale imali engaka. There was a case lapho umntanami wa-reporta ku Principal, then kwathi lomntwana uma ebezwa, u- Principal wathi ubemanale ekudlalisa nje. ngoba kuthi umntwana omnane uma efik nombamabe nibize abafana, nithi niyamfuna umzi ngoba enye into leyo, kwakiyi-case enjani? Abanye uthole ukuthi the teachers uma nilwa, kuba nalo abamfavayo le-bully. Isikhathi esiningi obo-teacher baba involved .Uthole ukuthi i-favourite yakhe. Ene ukuthi u-behava nkanajani akanandaba. Mina nje, lo engikhuluma ngaye , u Prinipal mangimbuza ngithi, nangu mntwana sekekhona umbuze ukuthi kwenzenjani, '*hhayi ubemane ekhuluma nje*'. Another teacher, sengisho ukuthi lento abantwana bathatha obi –teacher, omunye, othisha.Thina ekhaya sikhule vele i-Afrikaans asiyazi angithi, umntanami une-problem ye-Afrikaans, the teacher waba nesibindi sokukhipha igama kumntanami,

ukuthi uyazi uma ungafuni ukufunda i-Afrikaans, uyogcina uhamba ubutha amakaka ezinja. Kusho ukuthini lokho? Itisha loyo osho njalo. Umtanami, mina ngi-problem, uyisidudla, thisha omunye wake wambizango- Jon Cena. So bayafana some of the teachers bayafana nama-ullies. Uthole ukuthi umntwana uyamona ukuthi u-wrong kodwa anagam-correcti. Lontwana uzoqubeka nalento and lapho uzozibona eseyi-boss kakhulu ngoba even the teachers basho kulomntwana into engiyishoyo mina.

How do you deal with SBV in your school currently?

Teacher 3: Mina ke ngingengaba nomntwana obeyi-bully eklasini, ahlupha, ahlupha, ahlupha, ashaya wonke umuntu. So the best thing engayibona ukuthi ngiqale ngibuke i-background ekhaya. Ngibone ukuthi lomntwana ukuthi alwe kanagaka, abe ne-anger, thina nje kwa-grade R abantwana, imbona ge-black pen. uthole, mhlawumbe they draw a picture, ayishaye go-black, ayishaye go-black, omunye ngathi ngimbuza ukuthi, uyamthanda u-black? Wathi, *'angithi u-black ufana nemfene .ubaba, umama uhlala ambiza ngemfene'*, uyayona into enjalo? So lo wagcina asengipe igama lenhlamba, ukuthi ngingu-teacher onjani ngoba ngiyamhlupha ngiyamshaya. So, ngamshaya, ngamshaya, ngabona ukuthi no, umshaya sengathi ngimenza worse. I had ukuthi ngiye kuma-parents, ngifike ngibheke isimo ekhaya. Ok, ngibuze kancane omakhelelwane, basho ukuthi abazali balwa kuze kuse. All this vulgar language uyithatha khona. And loyomntwana loyo uba ne-anger, afike uma eloku equbeka aze aye ema-beggini abo-teacher ayothatha imali uyazi ukuthi noma ngabe nibonile akekho ozompayisa, ngoba uzobashaya.

Teacher 6: Enye futhi indlela we can deal with situation ezikoleni, eh... we usually invite abantu from ngaphandle like from Lovelife, eh... Ama-Social workers, eh... ama-Community Police Forum beze bazo- addressa abantwana. Because sometimes umntwana makazothselwa iphoyisa about i-violence, ezomwonisha, sometimes uzwa kangcono than etselwa uwean as a teacher. So lezo zinto lezo, labobantu masiba invita, they help kancane though nacho kudla isikhathi sesikole. Maybe if, singathola maybe more time ukuthi abantwana bafundiswe about these programmes, nale nje kwesikole bafundiswe nagalama- programmes; ukuziphatha, i-violence and so on, eh... mhlawumbe ingathi ukwehla into ye-violence ezikoleni.

Teacher 3: Enye into futhi-ke, like kwezinye izikole ama-multi-racial schools bayaye baba nama-psychologists eskoleni and the ama-psychologists eskoleni ayaiyidlala i-part yawo, because if ubona ukuthi umntwana is having a problem uyam-transfera umise kulawo ma-psychologists., so that azobheka umsuka wayo yonke lento ukuthi lona aze abenjela nje kusukelaphi ecause ungawenza konke, kodwa ngeke ukhona ube; uthisha , ube umzali. Yes uzoba umzali kodwa okwesikhashana kodwa nomsebenzi kufukeka uwene nalokhu futhi kufunka ukubheke. So, i think if u-gvernment wethu angangenelela, ebese eqasha ama-psychologists ezikoleni, njengakwezinye izikole, i think nalokho nacho kunga siza.

Is SBV related to gangsterism?

Teacher 6: It is related because, what is happening in the schools is what they see outside. Mangabe umntwana ucane kanagakanani eku- grade 1. If a brother, ubani, bani , ubaba who is a gangster and izinto azenzayo uyakopa umntwana ebese abuye azozenza la eskoleni. Things azibone ebusuku laphaya, kunabazali abahamaba nezingane ngisho ebusuku beya ema-klabini kuphi kuphi, izinto abazibonayo, mabezenza laphaya zibuya zize la eskoleni zinjengoba zinjalo , senezi-practiza eskoleni zinjengoba zinjalo So, there is a relationship because , they take izinto from outside bazi the laskoleni bazozipractiza.

Teacher 1: And also if kunama-bully , kuthola ukuthi kukhona lo, ukuthi yazini i-boss leya and then now they will form ama-groups khona lasekolelini ukuthi ucace ukuthi uyazi yini i-sheme sikabani si-powerful ukudlula esomunye and ba- end up labobantu labo eqalile. Angithi yonke into inesiqalo, baqola from ebuncaneni and he umntwana ayikhulele lento, lapho asazo- belonga ku-gang eyakhe yabankulu and abe involved kuzinto zama-robberies , nani, nani. And usually lento leyo iyaye yenzwe ilabantwana aba... kisuke ku-lacka i-sense of belonging. Uyafuna ukuelonga somewhere. Also i-peer pressure does play a role, malokhuzni, kuma-gangsters and umntwan ufuna ukuthi abanakale ukuthi uyakwazi ukuyenza leyont leyo. Omunye umntwana uma uthi uyabheka, awuyiboni i-reason youthi enze kanje, uphila kahle endlini, uthola konke but because ufuna leya-pressure leya ilapho eba-involved ezintweni ezi-wrong.

What is gangsterism?

Teacher 3: Is a group of boys, asithi nje, kukhona, kuqale ngokumbulisha, kuzohamba abene-group yakhe and then ku- end up sekuyi- gangster. And then bese kubenabanye nabo kangoba baze bazinike amagama, ukuthi mhlawumbe abanye ama-Cats, abanye bathi no, thina ngoba siyabashaya sizozibiza ama-Lion, iqala ngoku ama-Lions, iqala kanjalo. Is a group of boys, group of hooligans angazi ngingabiza ngibathini, yes.

Teacher 3: Bese besenzisa nam-drugs.

Teacher 4: Uma siphinde sichaze i-gangsterism, iyona le-group yabantu, yabafana abahlangana ndawonye, and basuke benza izinto, eh... against ilokhuzana, i-freedom of other people. They do whatever they want to do anyhow. If they want bangene emzini wakho bathate anything. They do that bayazi ukuthi ungeke ubaphendule bazoshaya ngesibhamu. If befuna imali, bazoyifuna whenever lapho beyifuna khona. And, I mean, is like an organised eh... criminal what... group. Is an organised one because no one can just join any group kuma-gangsterism. Bayazana bona. Even izinto abazigqokayo, bayazi ukuthi lo u-belonga kwi-group yethu. So, is just an organised criminals abazihlanagisayo nje.

Interviewer: Does it have to be boys?

Focus group: No

Teacher 4: Not only boys, even girls, bayangena kuma-gangsterism.

Teacher 3: Like to add loko okushiwo umam, kwesinye ne isikole I won't mention the name, kuyekwenzeka into kanjena kwaxabana abafana abngama-group ahlukeni ahala ezindaweni ezahlukeni, abanye abase Jabulane abanye abase Zondi and kwagcina sekuliwa lapho baze bacuthelana, bacuthelana emakhoneni ngemimese. Sebenanokuthi, uma uhlala e-Zondi, sebebangelela ngisho nasemantombazaneni uma e-Zondi, umfana wase Jabulane angakulahla akwenze noma yini vele ngeke wenze lutho ngoba lona ine-group yakhe nalona ine-group yakhe.

Teacher 3: Abanye sebeze bayeka nesikole njena, sebephumile kulesisikole osishoyo. Sebephumile goba akasakhoni ngoba le-gang eyasikole kule-area afunda kuyo. And abafuni le-area asuka kuyo. Kangangokuba, baningi, lent yenzeke last

year, baningi abahinthse iziole. Omunye, omunye, owafika laphana wafike waforma e-ganagster, umuntu owayebuya ejele for 15 years. Kwaba na this thing, kuye duma , there was this gang e deal ngama-dustbin. Ukuze abafake lapho wayethsela ukuthi wena ntwana yenza ukuthi nokuthi. Athi uthi hayi, hayi, athi wena ngizokushaya. Umntwana athi ngisaba ukuboshwa athi, usaba ukuboshwa? Ngiphuma ku- 15years and im back. Nawe uzozaya uzobuya. Baze bangene labantwana kanjalo. And uma bengafuni uzobashaya, omunye aze amthathe amfake phakathi edustbinini. Impela, beyidumile into yama-dustbin. Somebody ebena 15 years ephuma ejele, wabatshela wathi nizokwenza niyathanda anithandi; ngoba mina ngibuya ku-15 years nginganenza noma yini, ngibuye futhi ngoba mina ngenze 15 years. So you are going to do it, bayakubopha, uthola these years. If ever uyasibamba sizomshaya, ngoba siyenza lento ekuseni noma siyambulala akusendaba. Bathi abanntwana, 'hawu sizobulala umuntu?' athi yes, angithi kuzobe kumnyama masithsontsha ama-dustbin, uma esidisteba sizombulala. Ngoba you know very well ukuthi ngibuya ejele nje, ngangibulale umuntu, nga spenda i-15 years and I came back.

Do gangsters exist in your school?

Teacher 1: With the spirit esikhona se-xenophobia, that is possible, because we do have ama- learners from other countries. Like there's a class ebengikuyo manje, ngizwe kukhona i-discussion, kukhulunywa ukuthi loya umshanange. Angisazi, langase-winoweni, lo-umshanagane angizi, intoni, ntoni. Bengifuna ukuyi attenda leyonto leyo angazi yini into eye-ya ngi- disturba ngingasakwazi ukuyilandeleda. So, ma ubona, lezinto bayiozibona zenzeka kwamanaye ama- lokish, they would want to practise leyo nto leyo. Besazi ukuthi loya umshanagane, loya ungumZulu you understand. and amashangane laba aba... from the other group, amashangane, they would want to ukuthi baziprotecte angithi. Bazohlala besendawaeni eyi-one and beyi-group. And then bese kube nalaba abalayikhaya abathi bona asingama-kwerekwere, so uyabona with the current situation, thats why ngithi, kungenzeka anga fomeka noma sila eskoleni.

Teacher 3: Uku- adda kulento u-mama ayishoyo, yocwasa ngebala. Everybody knows, sikubona ku-TV, sikufunda emaphepheni. This boy was from Mozambique or Zimbabwe, but bekuyi-foreigner, belokhu bembulisha, bembulisha. Bamthahtela

ifoni, bamthathela iwashi, anything e-nice bamthathela. This thing lomtwana yamphusha to an extent, wafike wathatha isibhamu sikamamakhe, wadubula umntwana esikoleni. I ase yakhona engazi noma isiphelile yini. Wathatha isibhamu ngokukwata, ngoba wafika kulomunye, babemthithela amafoni into edurile, kodwa bamthathela e-cap. Ngoba kube naye bekunamanye ama-foreigners bezo-joiner, bathi lets make a gangster silwe against these boys. Kwathola ukuthi yena uzithsela ukuthi, i will fight it alone. Wafike' ndlini wathatha isibhamu sikamamakhe, waya eskoleni, wafika kulabafana wathi ngicela ikepisi lami. Bathi nwean shangane ungazositshela, wakipha isibhamu wamdubula wafa.

How do gangsters affect teaching in your school?

Teacher 3: ayi-affecta ngokumosha isikhathi sabothisha. Manginga bekisa nje, ngomfana esike saba naye eskoleni, last year or year before last. Everybody could see ukuthi this boy usezama enye into, sekene-gang yakhe. Ene ubuthola ukuthi haba sebelaphaya emhangeni, agijime u-Principal, use siye abantwana eklasini, useyolungisa lento yabo. Ngikhumbula one time, besingazi ukuthi kunama-pipe la, kwaphuma some of the teachers bathi nizokwenxzeni, kukhona some boys from outside babe funda la; sengathi babazothengisa obogwayi laba, obonsangu or wona amapilisi. Labobantwana bashaywa bangena kwenye indawo bathi ngeke nize nisithole. Abafana bala skoleni bathi ngeke nize nibathole, ngeke baphume laphaya. Kwakubonakala ukuthi loyomfana loyo, wayeseqalile lento yakhe kwa-Grade 4, impela ngabe kukhulunya ezinye manje. Wasiza ukuthi sesine-male teacher. Yona leyonto ichitha isikhathi, uma neza ukuthi, kufuneka niyeke ama-class, nigijime niye lapho. Futhi besithatahelwa ama-bag laskoleni. Edverybody ubeshiya into phansi agijime, kugijimiswa labo botsotsi, uyayibon into enjalo. Iyahlupha kakhulu, ngoba ubuthola ukuthi, futhi lakithi, bekungabantwana babe funda laskoleni. Abaziyo ukuthi uma ngiphuma lapha 'klasini, ngaphuma this direction ngiya e-toilet, ngaphuma this direction ngiya e-offisini, bajampe bangene. Bekuyi-gangster yala. Bagijime bangene bafike bathate lawoma-bag. Uku-screama kwami, every teacher uzoyeka umsebenzi, ayo-concetrata kulento eyenza kimi.

Teacher 4: Ya, ama-gansters ayasichitha isikhathi shame. They do waste time, because even kungabantwana bethu from langaphakathi eskoleni, if sebefome these groups. kukhosta ukuthi sometimes uspende more time attending to those groups, trying to win them back ,ukuthi babuyele ukuba abantwana and that time that you use trying to win them back, abanye abantwana sebe-neglected laphaya ema-klasini and ilokhuzana u-end up at the end of the day ungazange uwuqede umsebenzi wakho. You won't cover i-curriculum and futhi awukwazi ukugijimisa i- curriculum, and yet uyigijimisa nobani because abantwana ofuneka ubafundise abekho sebefome these groups, kumele wenze njani?kumele nabo uba-include, ubafake la, and uhamba slowly ku- curriculum and u-busy futhi you are nursing Teacher k: Abafokhasi kwi-teaching and learning. Abanaso isikhathi, kancane, kancane during i- lesson, kancane, kancane kufuneka u-concetrate kubo, ngapa u-disturba ikhosi. So isikhathi siya –disturbheka se teaching and learning.

How do you deal with gangsterism in your school?

Teacher 2: as soon as possible if kuyabonakala ukuthi naba bafoma i-gangster, kumele eh... si-invite ama-organisations ukuthi azokhuluma. Kumele si-invite amaphoyisa, si-invite wonke ama-organisations anaokubanceda. Ukuthi at least bazame uthi baphume lapho,noma kungeke kube overnight, but kncane, kancane.

Teacher 3: Organise a trip to Sun City Prison, to go and see the life in prison.

And once you are there, ku-prison, you ask ama-prison warders ukuthi umuphi la ola ejele because ube involved ne-gangerism. And aba-adresse, ou understand, kube like babone umuntu obe-involved, achaze ukuthi ufike kanjani , uzizwa enjani njegoba ela. And i-goal yakhe e-layifini, makaphuma la ejele ufuna ukwenzani and ukubakhona kwakhe laphakathi kwenzeni, uyabona kum-disturbe kanagakanani empilweni. I think uma beba exposed kwizinto ezinjalo, nalo ebesangene nobuso ngeke esafaka umzimba wonke ngoba uzabe esebonile kumlidela kuphi. 28.59 ram

Teacher 4:Enye into futhi, ngiye nagabona esinye ikole la-White City abantwana bakhona bayaba chekca amasecurity, ku chekwa ibag.Ngaleyondlela bayabastopa ukuthi bangangeni nezinto esikoleni .

Teacher 1: enye into futhi ukuthi kuinvitwe amaphoyisa, banaga reporti ukuthi bazofika, bavele bafike nje anytime, bavale ama-klasi ba-raide and leyonto izobenza bahlale banovalo, noma sebe nawo ama-groups lawo but they won't bring izinto okuzothi uma kufika amaphoyisa manje.

APPENDIX J: Principals' Interviews

Principal 1:23.06.2015

What is SBV?

Eh, SBV is violence in our schools brought about largely by rude and ill- disciplined learners. However, of late more incidents of violence meted out by the teachers and some school principal has become common.

What are the causes of SBV?

There are various reasons for various perpetrators. Learners from broken families, families which are experiencing domestic violence are prone to be bullies at school. This is because; their violent parents are the best role models. For learners also, their immediate violent environments reinforce violence as a normal and acceptable way of life and means to settling disputes. Learners' socialisation with violent peers reinforces anti-social behaviour. The learners' access to internet, violent video games, violent movies and TV soapies and dramas, all make violence look cool and acceptable.

Eh,... for the teachers, eish is difficult to say, but what comes to mind and the experience one has; is that teachers want to be feared by learners and believe that teaching and learning can only take place under strictly controlled conditions. Most teachers were themselves subjected to corporal punishment during their school years and they do not know any alternative discipline except corporal punishment. Well, we as teachers must admit that some of our colleagues are disregarding the law and assault the poor learners. This is totally unacceptable. Personal problems, stress, depression and work overload are at times the causes for teachers to lose their cool, their temper. Kodwa ke, there are these rude learners who actually push you, hayi mani! Push you, no matter how much you try to keep calm. Despite the

pressure, as teachers we have to refrain from breaking the law and be role models to our learners.

How does SBV affect learning? (Ripple effects of SBV)

Ag shame! is disruptive for the teachers as they lose focus in class. The whole class often suffer because more attention is paid to the bully. Learners get hyped up as they try to keep track of the bully's tricks and drama. The office is turned into a court with hours spent by the teacher and the principal interviewing the bully.

What do you understand by the word gangsterism?

As its word state itself, this is group of girls or boys with bad intentions. They try to promote something and they would stop at nothing to achieve their goals. Kaniing, anyone who is on their way is beaten or bullied. Gangs offer home for some learners and at times more love and acceptance than what is offered by parents and teachers but at a price. Laba ntwana have to pay back by conforming to the gang standards and expectation and get, deep, deep into trouble. Before you know it, they are hooked and can't get out.

Is there a relationship between gangsterism and school violence?

Sometimes, as not all gangs are involved in violent acts. School violence is a result of these gangs trying to gain control and eliminating competition.

Do think school gangs are the cause of school violence?

Ja, sort of as I said before

How do you identify gangs in schools?

In primary schools, is bit difficult because these learners can't buy clothes they which like in high schools to identify themselves. Gangs are bit suffocated in primary schools due to constant monitoring by teachers. Boys often play together at breaks; walk together to and from school. They have a common communication code, walking style and at times bunk classes together and fail to do class work and projects.

Is there any of you who have experience school based-violence personally?

As I have said, in primary schools SBV is often between learners and teachers meting out corporal punishment on learners. I have not being attacked personally and unfortunately as a principal I hardly see violent incidents except to get reports afterwards.

Is there any school based-violence in your school?

I will be lying if I say this does not exist in my school. No matter how much you put things in place; learners come from different backgrounds and do fight each other from time to time. But most violent incidents take place outside the school, kakhulu after school. Kwesinye isikhathi learners bring township fights to school and settle it in the classroom or school yard. Common in my school is fist fighting and kicking among boys.

What needs to done to stop school based-violence?

Heyi kuningi that's needs to be done. The problem is that you preach something at school, they parents at home do the opposite at home. But we must keep on reprimanding, talking and guiding learners. When we promote public speaking, encourage debating teams. We need to encourage learners in clubs or teams that eliminate gang activities in schools.

Principal 2 :17.08.2015

What is SBV?

SBV is bullying in schools, by unruly and academically challenged learners. In some schools you see it with learners stabbing each other and harassing girls. But that's common in high schools as in primary schools, is mostly kicking, fist fighting, revenge attacks and stealing of food, money and lunch boxes. Teachers are now frequently the culprits with corporal punishment on learners.

What are the causes of SBV?

The unruly behaviour of learners is one of the causes of SBV. TV is the main culprit, particularly wrestling as these young boys copy those giants they see on TV beating each other mercilessly and hardly bleed. The violent movies are portrayed as cool and the violent guys as victors. Parents our learners are present but absent, they don't play the parental role of talking and teaching their children the manners and the ways to behave in schools. Some hardly discipline their children who are out of order. Some fear them and some treat them as eggs and must not be reprimanded or punished. Poor education levels of parents also contribute as the low education level of the parents, the higher the chances of violence at home. Is worse if parents abuse alcohol, domestic fights are just common and what do you expect from the learners? The recent xenophobic attacks made violence to be cool and fashionable among our learners especial if other learners are foreigners. Learners then think they are licensed to ridicule others and think foreign learners have less protection and rights than them. Our communities are violent, our learners experience violence in the neighbouring taverns, all these makes it obvious – our learners will be violent as their environment is nothing else but violence. Haai, asisazi!

How does SBV affect learning? (Ripple effects of SBV)

The Undertakers and John Cenas in our schools have taken control. Yibo, yibo. The fearful poor teachers simply don't take matters into the hands and dump the whole and frogmarch the fighting learners to the office all the time. Is worse if the teacher can leave the class for a while, on your return you will get a learner crying being beaten, laughed at, a pen/ book stole. How on earth do you teach under such conditions? The unruly classes are avoided by teachers and the poor good learners are compromised. Unfortunately, teachers can't push away reported cases of bullying in class and they have to deal with them there and there. At what time? Teaching time! Not later, not tomorrow or at the end of the lesson, ngaleso sikhathi. Otherwise learners will always take you for granted and take chances. Before you know it, the lesson time is over, with no teaching but referring, reprimanding and disciplining.

What do you understand by the word gangsterism?

Gangsterism is an organisation of unruly boys, who want their presence to be felt by beating, stealing and bullying other learners. Often these boys are fighting for control

of either a spot in school or girls. They protect each other from their rivals. Any learner, who is at odds with the gang member, is automatically a target who has to be dealt with. Kaningi, gangsters fight members' fights not theirs as a group. Bys think belonging to a gang is cool and provides benefits such as protection, loot from rivals, girlfriends and respect.

Is there a relationship between gangsterism and school violence?

Yebo! Kahle, kahle, there are gangs first and their activities result in school violence. At times SBV is caused by individuals kicked out of a group as part of revenge, but mainly, SBV is the work of gangs.

Do think school gangs are the cause of school violence?

Yes, gangs and SBV are inseparable, into eyi one.

How do you identify gangs in schools?

In my school though these gangs are harmless because of strict discipline, you can identify these groups with; haircuts, either they were school uniform neatly or clumsily, carry identical school bags, exchange shoes, or have distinct and identical shoe laces. Kuya dependa ukuthi lama gangs apusha which aims. The violent groups are clumsy and the naughty and attention-seeking ones are flashy. Common is sharing of meals at break time, bayagazata- to make sure that there is no needy one in the group. They collect or wait for each other in the morning on their way to school, at break times and after school. Some of the wrong doing occurs outside the school at the parks, streets and neighbourhood.

Is there any of you who have experience school based-violence personally?

No, I have not being attacked personally but my high school colleagues have experienced their cars being stoned, tyres slashed and even threatened with knives.

Is there any school based-violence in your school?

Yes, sporadic incidents in which boys are fighting over a number of things resulting in fist fights. However, the gang members' normally become bystanders as a member beats or attack the other child. It is after school at their homes that that they regroup

and go after their target. If that happens, the following day you will see group of boys from another school coming to square up.

What needs to be done to stop school based-violence?

I don't know where to start. These learners come from homes which are a problem. Domestic violence has to stop first with parents being trained and counselled. If we have a happy and peaceful families we will have a peaceful communities. The communities themselves must be involved in peace campaigns like they are involved in fighting HIV/AIDS. The government must regard SBV as number one threat to social stability and needs to strongly promote and support NGOs involved in fighting SBV. Poor teachers are expected to do miracles and yet they are not trained to deal with SBV. Teachers need not to attend workshops but formal training on SBV and positive discipline. Violent movies must be censored by South African Broadcasting Corporation (SABC).

Principal 3: 11.11.2015

In my school, we picked up the emergence of gangs in which three boys who had started behaving strangely in class and were confronted by the teachers and they confessed to abusing drugs - nyaope every morning before they come to school. It also emerged that this activity was also taking place in the school toilets with a number of learners recruited to participate and being sold to other learners. These group of boys then started terrorising other children particularly girls by means of "bhansa" beating and touching their buttocks. Due to the escalation of drug abuse by a group of learners, the school was forced to conduct a random search of the suspected class with the help of the Community Police Forum (CPF); knives, dagga and benzine were found in the learners' bags during the search. Upon interrogation learners who were in possession of knives confessed that they were "tired of the bullies and they wanted to deal with the bullies"

One of the boys gave an account of his weekend drinking spree with the uncle at home; "ngiyaphuza, ngiyabhema (I drink and smoke) with my uncle over the

weekend". After these learners were identified as abusing drugs, they were referred to South African (SANCA) for professional help. The parents of the bullies were reluctant to come to school when called to attend their children's behavioural problem and failed to accompany their children for counselling sessions and consequently these learners did not complete the counselling and the school was forced to suspend them temporarily fearing the safety of other learners and disruption from these learners as they continued to come to school and continued to sell drugs to other learners. To worsen the situation, the township drug dealers were now directly selling Nyaope to learners over the fence and when confronted they responded;

Ucabangaukuthisiyitholephiimali?Imalisiyithola la esikoleni

Where o you think we get the money from? We get money from the school
The abuse drugs, inevitably led to groups of learners and the gangs alike to carry weapons ready to attack each other.

APPENDIX K: Sites Observation Guide

Learners at the school assembly	
School A	• Pushing and shoving to be in front of the line • Orderly when singing and praying • Disorderly when marching to class, teachers chatting to each other and having short meetings
School B	• Learner late coming is rampant • Fewer learners at the assembly as majority who are late are made to pick up papers • Disorderly when marching to class as some teachers rush to the
School C	• High teacher alert and moving between the lines of learners • Order and discipline enforced • Assembly is short with singing, prayers and few announcements
Learners in the classroom	
School A	• Rowdy and attacking each other particularly grades 3 and 4 in the absence of the teacher • When not engaged start making noise and running around • Stealing of stationery occurs during this period
School B	• Lessons start relatively late as teachers go around collecting files • Learners are on their own for almost 15minutes of the first period • Classes are rowdy and learners are running around
School C	• Lessons start relatively late as teachers go around collecting files • Most classes start immediately • Some group of boys quickly run to the toilets in classes where there are no teachers
School A	Learners during break Grade R
School B	• Learners play on their own • Teachers in groups in classes having lunch • No teacher on break duty
School C	• Learners play on their own • Several teachers on break duty at different points • Scholar Patrollers patrolling and keeping watch around the boys

Learners in the sport fields	
School A	School sport field being upgraded and is out of bounds
School B	Boys mainly occupy the playing field with various teams playing soccer
School C	- Younger boys playing soccer - Older boys in groups under trees

APPENDIX L: Incident Report of School A - 10 September 2015

On the 10th September 2015, I (Principal) reported to SMT members; and Admin Assistant, that I would in the morning start at Makro to purchase Typek paper and via the district to collect mail. Around 09h30 I received a call from Teacher X, the Grade 7 teacher, reporting that dagga was found in one of the learner's bag. I instructed Teacher X to confiscate the dagga from the learner and call his parents as I would be at school shortly.

On my return at school around 12h35, I called the SMT members for briefing regarding the incident. They indicated to me that they were informed about the dagga incident after they spotted the police leaving the school premises. I then

called Teacher X to explain as to what happened, she told me that she called the police as I delayed to return. I then asked her who gave her the authority to summon the police to school, and she said no one. I also asked her if she informed the SMT about the incident and her decision to call the police, she said she informed Mrs. Y (HOD), a claim denied by Mrs. Y, who alleges that she was told that the dagga was taken by the police. During this discussion, Teacher X never mentioned the fact that the police assaulted the learners.

I then proceeded to the Grade 7 class to address them about the incident, to my shock; learners complained to me that they were assaulted by police in the presence of Teacher X. Learners allege that they were given two strokes on the buttocks and girls were struck on the thighs. Some girl learners were pulled with their panties and the police peeped under Nomvula's skirt as she was beaten. Learner A complained that he was taken to my office and beaten up on his private and was painful when urinating. Learners allege that during the assault, Teacher X closed the classroom door and watched as they were assaulted.

I then asked Teacher X to explain her failure to report the assault to the SMT and to me immediately, and she indicated that she thought that the police were just scaring the learner as each learner was given two strokes. Teacher X's explanation was unsatisfactory and I then asked her to give me detailed report on the incident. I explained to the learners that the incident was unacceptable as no one has a right to assault them, worse in the presence of a teacher. I apologised to them for the indignity and humiliation they suffered in the hands of the police in the presence of their teacher. I asked them to give me individually detailed report of the incident; also asked to invite their parents to come to school on Friday – 11/09/2015.

On Friday, the 11th September 2015 few parents came to school and some phoned that they can't come as they were at work. I then asked the present female parents and the SMT members to inspect the extent of the bruises on the girl learners. Myself, General Assistant and Assistant Teacher, we checked the extent of bruising on Learner A's private parts. I was shocked to find that Learner A scrotum was swollen and asked him when last did he passed urine and he said that since the assault he has not as it is painful. On the other side, 7 girl learners were still swollen and with bruises from beatings. I immediately phoned Learner A's mom about the condition of her son, who was unaware of the assault and the injuries of her son. I told her that based on our observation, immediate medical attention is required. I also phoned the Circuit Manager as well as School Monitoring Unit Commander at Jabulane SAPS. Both the Circuit Manager and the Unit Commander suggested taking the injured learners to the hospital and then open an assault case against the police implicated.

I transported the injured to the hospital together with the parents. 7 girl learners were checked at the clinic and swelling and bruises confirmed by the medical doctors. The learners were supplied with swelling ointment and pain tablets. Learner A's condition

had worsened and was referred to the hospital for x-ray and further treatment. A catheter was inserted in his penis to help him pass urine. He was kept at the hospital and released in the early hours of Saturday, 12th September. The discharged girl learners and their parents then proceeded to the Jabulane SAPS to open a case of assault against the alleged attackers. A docket was open with case no. **172/09/2015**. Based on the seriousness of the incident I sent an instruction to school for grade 7 learners to ask their parents to attend an urgent meeting on Monday, 14th September. I further sent text messages to most of the learners' parents inviting them to the meeting. I also informed the SGB members about the incident and also invited them to the meeting.

On Monday, 14th September 2015, parents arrived at the special meeting and refused to enter the school hall until Learner A is removed from the school premises. I explained to them that I have already removed Learner A from Grade 7 and placed her in Grade 5 class and internal disciplinary process is underway to deal with Learner A's conduct. Parents protested that still other learners will still be subjected to humiliation and she must go. I phoned the Circuit Manager to inform him of the parents' position and asked me to negotiate with the parents and explain the pending internal process. I finally persuaded the parents to go to the hall for the meeting. At that moment, the SAPS members arrived at school led by the Unit Commander. The meeting proceeded and I explained the turn of events to the parents. The parents then demanded that Teacher X be called in to state her side of the story. Parents were angered with her explanation as well as her failure to apologise to them for the incident. They argued that showed no remorse as she took a unilateral decision overlooking school authority and watched their children being assaulted by police.

The majority of parents demanded she be removed from school as her presence will negatively affect their children's learning. I then instructed Teacher X to work in the main hall and prepare her files for the fourth term pending the investigations.

1. In this incident, Teacher X acted in ultra vires- beyond the scope of responsibility by overlooking the SMT at school and made an executive decision without authorisation. She failed to follow simple instruction of calling the learner's parents instructed by the principal.
2. Teacher X called the members of South African Police – School Monitoring Unit to the school without authorisation of the School Principal, who assaulted the learners and resulted in several learners being injured.
3. Teacher X failed to protect the Grade 7 learners from being assaulted by the SAPS members in her presence, resulting in:
 - 39 learners being beaten with a plastic pipe with a steel edge
 - 39 learners sustained bruising and lacerations on the lower torso

- Learner A sustaining severe scrotum injuries
 - Some girl learners being pulled with their panties
4. Teacher X failed to report the alleged assault of the learners to the School Principal.
 5. Teacher X failed to inform the Grade 7 parents of the alleged assault
 6. Teacher X bragged to the injured learners that they must not waste their time reporting her as she will not be punished for their assault.
 7. Teacher X failed to take action on the reported bullying by Learner B reported to you by Learner C, which could have prevented the incident of dagga planting in Learner B's school bag.

School Principal