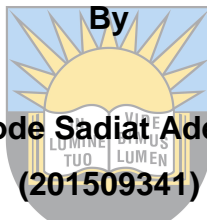




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**EFFECT OF SELECTED FORMS OF SCHOOL VIOLENCE ON GRADE 10
LEARNERS' ACADEMIC ACHIEVEMENT IN BUFFALO CITY METROPOLITAN
MUNICIPALITY DISTRICT, SOUTH AFRICA**



By
Olabode Sadiat Adewumi
(201509341)

A thesis submitted in fulfillment of the requirement for the degree of
University of Fort Hare
Together in Excellence
Doctor of Philosophy

At the

Department of Education
University of Fort Hare

(Supervisor)

Prof, Emmanuel O. Adu

Co-supervisor:

Dr. Sive Makeleni

March 2025

DECLARATION OF COPYRIGHT

This thesis was written by me, Olabode Sadiat Adewumi, and it has never been submitted for a degree before. According to department guidelines, appropriate credit has been provided for printing and online sources used in this work.

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ABSTRACT

The problem of school violence is not specific to South Africa but is a global concern that continues to be on the increase. Despite numerous measures put in place by the government and other educational stakeholders, the menace of school violence continues unabated in schools, particularly in secondary schools in South Africa. This complex problem has now manifested into various forms of violence, including bullying, gender-based violence (GBV), physical fighting, stabbing, gang rivalry, racial discrimination, shootings, crimes and robberies, and vandalism. This problem has resulted in wasted lesson time and learners' poor overall academic performance. School violence has caused physical harm and psychological distress to the victims. For learners to achieve a good academic record and transition to the next grade level, good term marks are required.

Hence, this study examined the effects of selected forms of school violence (bullying, sexual harassment, teen gang violence, and vandalism) on Grade 10 learners' academic achievement within Buffalo City Metropolitan Municipality (BCMM), Eastern Cape Province, South Africa. Dreikurs' social discipline model and Bronfenbrenner's ecological systems theory were adopted for the study. The study employed a positivist paradigm approach where quantitative data was collected from the participants. A descriptive research design survey was adopted. This study used a proportional stratified sampling method to select participants from within the BCMM area. As of the time of planning this study, a total recorded enrolment of 14,819 Grade 10 learners was confirmed at the Buffalo City Education District, of which one thousand and thirty-seven (1,037) Grade 10 learners participated by filling out a structured questionnaire, whilst a document containing participants' term report marks was also used as part of the analysis. Both descriptive and inferential analyses were performed.

The study results reveal that Grade 10 learners who rarely experience any of the selected forms of school violence are less likely to fail in their academic performance compared to those who only sometimes or many times experience any of the selected forms of school violence; moreover, those who only sometimes experience the selected forms of school violence are more likely to pass in their academics than those who experience it many times; those who experience the selected forms of school violence many times are more likely to pass compared to those who always

experience selected forms of school violence. At the same time, those learners who always experience any of the selected forms of school violence are less likely to pass compared to those who never, rarely, or only sometimes experience it.

The study concludes that the selected forms of school violence affect learners' academic progress. As school students must study for every subject and hand in good-quality projects and assessment tasks from the beginning of the school year to be transitioned to the next grade, it is vital to provide a safe learning environment for learners to perform at their best. Based on this conclusion, the study asserts that school authorities must provide a conducive environment for students to learn effectively. If students continue to learn in a hostile environment where violence flourishes, such an atmosphere could create fear, anxiety, and psychological trauma in their minds, which may subsequently affect their academic outcomes.

Keywords: School violence, bullying, sexual harassment, teen gang violence, vandalism, academic achievement



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SUPERVISOR'S STATEMENT

I confirm that this thesis was submitted under my guidance and authorisation. I have closely monitored and guided the research process to ensure the content meets the required standards. I have also reviewed the final draft to ensure that it accurately represents the findings and conclusions of the study. Overall, I am confident in the quality of work presented in this thesis and believe it makes a valuable contribution to the field.

Signed

Professor E.O Adu



Supervisor

Date 19/03/2024

Signed

Dr. Sive Makeleni



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Co-Supervisor

Date: 15/03/2025

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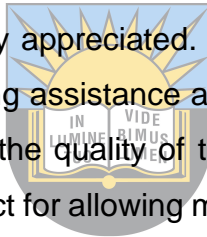
I thank my amazing husband, Dr Joseph Ayobami Olabode, whose unwavering love and strength have guided me through thick and thin. He has stood by my side in moments of doubt and despair and provided me with the moral, emotional, spiritual, and financial support I needed to keep going. I am also profoundly grateful to my dearest children, Michael and Daniel, and my extended family for their continuous prayers, encouragement, and genuine interest in developing this thesis. Also, I want to acknowledge my siblings, Mrs. Adijat Adepeju Akinwumi, Mr. Muideen Adekola Hamzat, Kamil Rasaq, and Suliyat Olaronke Rasaq for their unwavering support and presence in my life and my late big brothers, Nurudeen and Adebukola Munirudeen Hamzat, whom I lost while doing this study. May their souls rest in peace.

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To all colleagues and those encountering challenges in writing their thesis, I want to offer you some words of encouragement: Do not let your worries consume you, as God has a unique plan for you, and He will pave the way for you even in the most difficult situations. If you find yourself confused, seek assistance from those more knowledgeable than you. Do not forget that it is your thesis, your findings, and your time spent; you have the right to politely reason with your supervisor on how you want your thesis to be. Read as many educational journal articles as possible, textbooks, and conference proceedings, and attend academic workshops; remember it is not done until it is perfectly done. I sincerely appreciate the language editor, Mrs. Steenberg Redene (One Stop Solution Professional Editing Services), for her expertise and dedication to editing this thesis; the quality of your editing has played a vital role in enhancing this thesis's overall coherence and professionalism.

DEDICATION

I dedicate this thesis to God for the breath of life. My husband, Dr Joseph Ayobami Olabode, and our precious children, Michael and Daniel, for their unwavering support.



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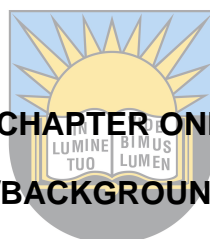
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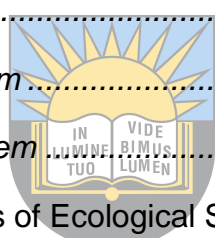
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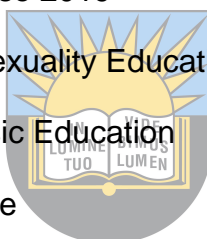
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LISTS OF ABBREVIATIONS AND ACRONYMS

ANCOVA	–	Analysis of Covariance
AOR	–	Adjusted Odds Ratio
APA	–	American Psychological Association
BCMM	–	Buffalo City Metropolitan Municipality
CAPS	–	Curriculum and Assessment Policy Statement
CASE	–	Community Agency for Social Enquiry
CDCP	–	Center for Disease Control and Prevention
CJCP	–	Centre for Justice and Crime Prevention
COR	–	Correlation
COVID-19	–	Coronavirus Disease 2019
CSE	–	Comprehensive Sexuality Education
DBE	–	Department of Basic Education
DV	–	Dependent Variable
ECDOE	–	Eastern Cape Department of Education
EMIS	–	Education Management Information Systems
FET	–	Further Education and Training Phase
GBV	–	Gender-Based Violence
GMRDC	–	Govan Mbeki Research and Development Centre
GPA	–	Grade Point Average
HBSC	–	Health Behavioural School-Aged Children
IFECR	–	Interna-Faculty Ethics Commission
IJP	–	International Junior Putukets
IV	–	Independent Variable
JET	–	Joint Education Trust
KCSE	–	Kenya Certificate of Secondary School



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MEC	–	Member of the Executive Council
NCASA	–	National Survey for American Attitudes on Substance
NCES	–	National Centre for Education Statistics
NCS	–	National Curriculum Statement
PPCT	–	Process, Person, Context, and Time
SACE	–	South African Councils of Educators
SAHRC	–	South Africa Human Rights Commission
SAICEd	–	South Africa International Conference on Education
SAPS	–	South African Police Service
SASA	–	South Africa School Acts
SASAMS	–	South African School Administration Management System
SAT	–	Stanford Achievement Test
SDGs	–	Sustainable Development Goals
SGBs	–	School Governing Bodies
SPSS	–	Statistical Package for Social Sciences
SSVQ	–	Selected School Violence Questionnaire
TIMSS	–	Trends in International Mathematics and Science Study
UNESCO	–	United Nations Educational Scientific and Cultural Organization
WHO	–	World Health Organization



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CHAPTER ONE

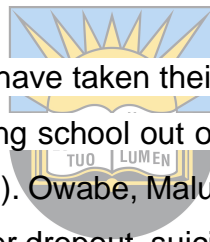
INTRODUCTION/BACKGROUND TO THE STUDY

1.1 INTRODUCTION

School violence remains a global concern. It is of public health importance and a significant threat to global development, and it has social, economic, political, and health implications (Afolabi & Deji, 2014). One out of three learners aged 13 to 15 in the world has been a victim of bullying or other forms of violence for over 13 hours a day, mainly perpetrated by classmates and other people at school (SDGs, cited in UNESCO, 2019:7). In South Africa, a report published by Stats SA (2023:7) also specifies that over a million children aged 5 to 17 years had experienced some form of violence at school in 2019. Olusegun (2017) describes a school as a place designed for the formal education of people in any country. In this setting, learners gain important knowledge, develop good behaviour, and learn the skills and values needed to lead a productive life. Doğutaş (2013) defines school violence as actions that go against a school's goal of providing a respectful learning environment; this includes behaviours that threaten the school's aim to keep the place safe and free from aggression toward learners or property, as well as issues related to drugs, weapons, disruptions, and disorder. A positive school environment is essential for effective teaching and learning.

School violence can lead to lower academic performance because victims find it hard to concentrate on their studies (Burton & Leoschut, 2012). Research by the Community Agency for Social Enquiry (CASE) and the Joint Education Trust (JET) found that 5 to 15% of South African learners miss school without permission and are not reaching their full potential in education, social growth, and mental health. According to the CASE and JET reports, common reasons for learners' frequent absences include experiencing bullying or harassment or feeling unsafe at school (CASE & JET 2007, as cited in Bezuidenhout, 2018, p. 39). Also, Leoschut (2009), cited in Harber and Mncube (2017, p. 58), found that South African schools appear to be environments that elicit feelings of anxiety, with 10.2% of learners indicating feeling unsafe while at school, and 9.9% reporting fearing a particular place at school, for example, the school playground.

Khumalo (2019) claims that the scourge of violence has reached alarming proportions in South African schools and notes that daily reports of violent occurrences in schools appear on social media platforms, television, radio, and newspapers. An example of violence in schools was a case of bullying that happened in one of the Buffalo City high schools, where the case was treated as a boys will be boys' issue. This was reported in a local newspaper where a 15-year-old boy with a bloody mouth and shirt surfaced on social media after other learners allegedly beat him up on the school playground (Makapela reported in *Rising Sun*, 2019, p. 5). The article claims that the case was treated like a boys' will-be-boys issue when the victim's parents went to school to report the incident. Joubert, Plessis, Mahlangu, and Prinsloo (2015) posit that educators should distinguish between bullying and teasing. Huang and Cornell (2015) and Huang and Cornell (2016, p. 729) provide a similar perspective that when learners who are equally strong or popular have a disagreement or fight, it is not considered bullying.



It has been reported that learners have taken their own lives due to bullying violence, while others have stopped attending school out of fear of being attacked (Chandran, Namboodiripad & Madhavan, 2018). Owabe, Maluleke, and Olutola (2022) also assert that school violence leads to learner dropout, suicide attempts, impaired learning, and poor academic results. Furthermore, Baruth and Mokoena (2016) theorise that school violence remains a significant obstacle for South African learners, with issues such as sexual violence, physical altercations, riots, and various criminal activities such as vandalism posing a constant threat to their safety and well-being.

The above presents a few studies on what is already known about the problem of school violence. There is a lack of existing studies on the impact of the selected forms of school violence (bullying, sexual harassment, teen gang violence, and vandalism) on tenth graders, particularly within Buffalo City. This motivated the researcher to focus this study on the effects of the selected forms of school violence on academic achievement in this group of high school learners. The readers of this study should note that Grade 10 in South Africa are learners in the first year of senior grade. Grade 10 is the further education and training (FET) phase. Learners at this grade level are typically young adults aged between 16 and 17 years who are amid their adolescent stage, where they are eager to establish their personal identities and explore their

potential in a supportive and secure environment alongside their peers who may be facing similar emotional challenges.

Based on this, the study examined the effect of the selected forms of school violence (bullying violence, sexual harassment violence, teen gang violence, and vandalism) on Grade 10 learners' academic achievement in Buffalo City Metropolitan Municipality, Eastern Cape Province, South Africa. Quantitative research methods were adopted. Findings from this research add to existing research on the effect of school violence within BCMM. Moreover, recommendations are provided for future studies.

1.2 BACKGROUND TO THE STUDY

This section provides general knowledge of the issue under study. It discusses previous studies on school violence, the findings, frequency, severity, and prevalence internationally and nationally. The adverse effects on learners' academic achievement and the measures suggested by authors from different countries to address the problems of school violence are also discussed.



1.2.1 International Studies

Wallace and Figuera (2017) state that a wide variety of violent school activities in the Caribbean has exacerbated a common problem that has affected many school learners. The authors note the following: Approximately 20% of children aged 12 to 18 were bullied in school in 2015, and one in every four learners was found to have experienced violence at school. Based on their report, 39% of students had experienced violence, 73% had seen school violence en route to school, and 31% of teachers believed male learners committed the violence. In comparison, 90% of respondents agreed that bullying has negative consequences. In addition, weapons such as knives, bottles, belts, and fists and feet are noted to have been used to commit these violent crimes in Caribbean schools. Wallace and Figuera (2017) claim that a multi-pronged approach could achieve prevention and reduction. Teachers should be given more training in violence prevention techniques that will enable them to set and follow classroom and school rules and promote and reward positive behaviour to improve student behaviour.

Stabbing and shootings are frequently reported forms of violence among students in North American schools (Gulliford, 2019). According to Garnet (2013), there is a correlation between violence occurring on school premises and issues such as classroom behavioural problems, violence among teenage friends, neighbourhood safety, and family size. Moreover, classroom behavioural problems were found to be associated with violence on school grounds, violence among teenage friends, school safety, and family size.

Estrada, Gilreath, Astor and Benbenishty's (2013) study in American high schools found that 9.5% of Grade 7 students identified as gang members. According to their study, the relationship between school violence and gender, ethnicity, gang membership, school risk, and protective behaviours was found to be somewhat connected. Male students had a slightly higher reported percentage (25%) compared to female students (21%), and Latino and Black students had significantly higher reported percentages (36 to 38%) compared to White students (16%). The research indicates that gang membership could potentially have an indirect impact on school violence through school risk behaviours and attitudes, particularly among middle school students in California. The research suggests that youth often engage with gang-affiliated peers at school, as gang activities frequently take place on school grounds. Bezuidenhout (2018) highlights that young people who have experienced victimisation tend to be more involved in violence, as gang members operate within school premises, leading to increased peer pressure towards criminal behaviour and higher chances of becoming gang members.

Crawford and Burns (2015) explain that school violence is associated with bullying, gang-related crimes, threats of weapon attacks, and racial tensions. In order to address these issues, security cameras, metal detectors, and reporting hotlines are recommended to monitor and report trouble, especially in high schools with high rates of threatened weapon attacks. Schools situated in high-crime areas and urban settings were found to report higher levels of racial tensions and threats of weapon attacks. The researchers propose implementing intervention programmes and anti-bullying strategies both on and off campus to tackle these challenges effectively.

Crawford and Burns (2015) conclude that bullying victims in American schools have the following consequences: mental health problems, academic difficulties, and physical health problems. Their study further suggests that the bullying victim should have more than one friend to avoid being bullied. Also, the school approach intervention should be based on bullying victims' specific needs and vulnerabilities (Graham, 2016).

One could conclude that the presence of gangs in and around schools can influence students to join if pressured by their peers. Involvement in gang activities can lead to tragic outcomes. Learners must stand firm against the temptation of joining gangs in school. Individuals who are associated with gangs often find themselves quitting school, which significantly hampers their chances of securing future employment. Furthermore, having ties to gang activities not only jeopardises the safety of the individual but also that of their friends and family.

Additionally, parents play a decisive role in educating their children about the dangers of getting involved with the wrong crowd at school. It is important for parents to have open and honest conversations with their children about peer pressure and the consequences of making poor choices. By establishing a strong foundation of trust and communication, parents can help guide their children toward making positive decisions and avoiding negative influences. This proactive approach can empower children to resist peer pressure and stay focused on their academic and personal goals. Ultimately, parents serve as the first line of defence in protecting their children from the harmful effects of associating with the wrong crowd.

In Chicago, Burkdick-Will (2013) found that violent crime rates hurt learner test scores, particularly in reading and math standardised tests in Chicago public high schools, but not on grades. Their study suggests that the effect is more likely due to cognitive stress and classroom disruptions rather than changes in school safety or discipline practices. Burkdick-Will recommends allocating more resources to prevent violent acts and better prepare students for tests. Beland and Kim (2016) found that school shootings negatively affect students' mathematics and English test scores in Californian high schools. They suggest implementing preventive measures such as gun control and providing more resources to both victims and witnesses of violent incidents.

In addition, researchers emphasise the pressing issue of school violence, particularly bullying and peer aggression, impacting learners negatively. The severity of the problem is evident in cases of learners changing schools or losing their lives due to violence. Victims often require medical and psychological support. Respect, empathy, and healthy communication should not be ignored. By fostering a supportive and understanding environment at home, parents can help prevent bullying behaviour and encourage positive interactions among peers.

Additionally, schools should provide education and resources on conflict resolution and emotional intelligence to empower students to navigate difficult situations effectively and report any violence they encounter. School violence disrupts students' right to a safe learning environment, and educators must educate students about their rights and empower them to respond to violence effectively. The detrimental effects of violence on victims include academic underperformance, low self-esteem, anxiety, dropping out of school, and depression, which can have long-term consequences. It is essential for young learners to seek help from adults and to avoid being alone, especially when commuting to and from school or attending school events.

In India, Vanlaldusaki, Laloo, Visi, Sangma, Saravanan and Singh (2018) studied peer victimisation in Indian higher secondary schools and found that 71.90% of learners at Imphal High School had experienced bullying, impacting their studies significantly. The prevalence of bullying was found to be 92.4%, mainly in the form of verbal bullying (72.8%) and physical bullying (36.4%). Vanlaldusaki et al. (2018) emphasise the need to address the consequences of victimisation on younger students to lessen the long-term effects. They found that male learners were more likely to be victims and bullies. Prevention and intervention strategies are crucial to addressing the adverse impacts of bullying on educational progress (Vanlaldusaki et al., 2018, p. 50). In Kerala, South India, Chandran, Namboodiripad and Madhavan (2018) studied school violence and found that bullying within the school environment affects learners' self-esteem and academic success. Furthermore, bullied learners can have lowered self-esteem, leading to a lack of concentration and fear of attending classes. This ultimately affects their motivation and interest in learning. Bullying can result in self-injury, suicidal tendencies, depression, and low grades. Conversely,

bullies tend to excel academically (Chandran, Namboodiripad & Madhavan 2018, p. 597).

Arya, Kaushik, and Arya (2019) researched sexual harassment faced by schoolgirls in India, focusing on the nature, intensity, causes, and consequences. Sexual assault was found to include verbal abuse, unwelcome touching, grabbing, and hugging, according to the researchers. The main culprits identified were a display of control, deceptive moral values, and the socialisation of boys. Physical symptoms were ranked at 69%, anxiety at 45%, and fatigue at 43% among rural learners, while urban girls reported depression and headache at 49%, and anxiety at 48%. The report also found a 42% decline in academic success among rural students, with the emotional consequences being shame (44%) and self-consciousness (37%). According to the authors, sexual assault is common in urban and rural high schools in Grades 7, 8, 9, and 10, with public transportation, roadside, retail, and schools being the areas where most harassment takes place (Arya, Kaushik & Arya, 2019, p. 47).

From the researcher's view, school violence is not limited to students only; teachers, parents, strangers, relatives, and even bus drivers can also be involved. Some children have experienced sexual abuse at home or in their community, which can have a detrimental impact if not addressed promptly. This situation can negatively affect the motivation of students. The lasting repercussions of such violence may result in behavioural issues among students, causing disciplinary problems and conflicts with their peers. Additionally, the absence of assistance and guidance for victims may perpetuate a pattern of violence and trauma, fostering an unfriendly learning environment for all students.

A study in China found that physical bullying by classmates is a significant problem in rural schools located in the northwestern region of China, negatively impacting students' academic performance. A study carried out in one of the most impoverished provinces in China found that 40% of students between the ages of 13 and 16 had experienced physical violence from their peers (Adams & Hannum, 2016). To combat this issue, Adams and Hannum (2016) recommend implementing clear school policies, promoting the reporting of incidents, and offering support to victims. Modifying school practices to establish a more educational setting for all learners is crucial.

In Turkey, Yildirim (2017) found that male students are likelier to engage in vandalistic behaviour as they progress in their grades. In the Mamak District, 27.5% of students strongly agreed that vandalism results from indiscipline among learners at school, while in Altındag and Cankaya, only 13% and 14.5% of students agreed. Furthermore, it was found that students in Cankaya (44.5%) were more likely to participate in acts of vandalism to assert themselves than students in Altındag (26.8%) and Mamak (32.9%). The most common form of vandalism was damaging desks and tables, while the least common form was taking school or friends' materials without permission. Yildirim (2017) also links vandalism to seeking joy and fun and asserts that the school's location influences the frequency of vandalism. The author suggests implementing a curriculum on violence and vandalism and conducting seminars for students and teachers to prevent such behaviour (Yildirim, 2017, p. 44).

A study by Haroon (2018) on the impact of bullying on Turkish high school learners found that bullying significantly affects learners' academic performance, with girls being bullied more than boys. His study found a negative correlation between bullying and academic achievement, with learners who experience frequent bullying at greater risk of low academic achievement. The author emphasises the importance of bullied victims speaking up to teachers, adults, or parents for support, as dealing with bullying alone can be challenging for learners.

Also, Yoruk and Cankaya (2013) report that students who witness or are involved in violence can experience traumatic stress, resulting in fear, anxiety, attention deficits, and difficulties. It is suggested that school administrators and teachers hold regular class meetings and consult with parents to address violence-related issues. According to research by Kaya, Bilgin and Singer (2012), witnessing violent acts and witnessing attacks with knives or guns are all factors that influence violent behaviour in Turkish high school students. The most common aggressive behaviour among high school learners is beating others. The authors further add that interdisciplinary efforts by parents, teachers, school administrators, and the community are essential in preventing bullying among students who display inappropriate behaviour.

The above evidence shows that learners who experience violence may feel the need to get away from school, leading to absenteeism. Haroon (2018) states that a bullied victim is at significant risk of low achievement. In those situations, victim learners should be encouraged to tell their parents so they can handle the situation in school before it affects learners' academic results. Teachers and school administrators must create a safe environment where students feel comfortable reporting any incidents of bullying or violence without fear of revenge. Schools can help prevent further negative impacts on learners' academic performance by fostering open communication and supporting victims.

Aunampai, Widyastari, Chuanwan, and Katewongsa (2022) investigated the association of bullying with happiness at school in Thailand, gathering evidence from Thailand's national school-based survey. Their research focused on the association of bullying victimisation of primary school students with their happiness in urban and rural areas of Thailand. The authors employed a nationally representative survey, Thailand Healthy School Data 2017, and a total of 7,825 students (aged 6 to 12 years) from 160 schools in nine regions were included in their study analysis. They note that a critical characteristic of bullying is the negative, systemic, deliberate, and consistent actions aimed at the most susceptible peers (Aunampai et al., 2022, p. 73).

Aunampai et al. (2022) found that about 49.7% of learners across the selected regions of Thailand had been bullied and that bullying victimisation was higher among males (52.0%) and younger learners. Moreover, bullying was also associated with urban/rural ($x^2 = 5.3$, $p = 0.021$). Thailand learners who had been bullied were 28.0% less likely to be happy ($p = 0.000$; CI 0.647–0.810). Aunampai et al. (2022) conclude that bullying victimisation significantly negatively influences learners' happiness. They suggest specific actions to be taken by entities that directly contribute to the implementation of the education system in Thailand. Their study also implies that a sense of connection with the school can improve learning performance and, in the future, decrease bullying among primary school children in Thailand, which should contribute to reduced school dropout (Aunampai. et al., 2022; p. 81). One could say that bullying is a cowardly action, and no learner should be aggressive toward their peers because no effective teaching and learning can take place in an unhealthy environment, subsequently leading to low learning outcomes.

In South Asia, Jan and Hussain (2015) focused on Grade 8 students in government and private schools in the district of Mianwali. They found no correlation between bullying behaviour regarding authority, aggression, physical insufficiency, and jealousy. The authors further add that various forms of bullying are common among Pakistani school students, including verbal and physical assaults, jokes and expressions, insults, and facial expressions. They also identify revenge-seeking and jealousy as the significant causes of bullying. Bullying affects educational community members' well-being, attitudes, and performance. Jan and Hussain (2015, p. 54) suggest that schools should implement a peer support system with the assistance of educators, parents, school psychologists, and other professionals.

In Malaysia, Hashim, Ariffin, Razalli and Musa (2019) explored contributing factors of vandalism violence in schools and found that learners involved in vandalism often come from broken families or negative lifestyles. According to Hashim et al. (2019), the cost of school property vandalism to the Malaysian Government is significant. Furthermore, the absence of positive values in the family, emotional damage, and disruption lead to vandalism behaviour. Students who engage in vandalism behaviour tend to exhibit low self-motivation, hyperactivity, disobedience, and short attention spans. Hashim et al. (2019) recommend updating school discipline management procedures and considering family factors to prevent future vandalism.

In addition, a cross-sectional study by Mat Reffien, Shamsul Azhar Shah, and Lim (2020) in Peninsular Malaysia found higher violence-related behaviours among adolescents (22.4%), with higher rates among males (29.1%) compared to females (16.3%). Violence-related behaviour was also found to be significantly associated with exposure to sex. Students who never skipped school or had strong peer support were less likely to exhibit violence-related behaviour. Parental marital status and concerns were not found to be significantly associated with violence-related behaviour. National surveys in Malaysia report high rates of students being physically attacked or seriously injured. Malaysian schools have a higher prevalence of violence compared to other countries. Mat Reffien, Shamsul Azhar Shah, and Lim (2020) recommend a holistic approach to address adolescents' physical, mental, psychological, social, and spiritual needs.

Kambuga (2017) researched indiscipline in Tanzanian schools, identifying two main categories of disciplinary problems: minor and major. Minor issues include bullying, lying, sleeping in the classroom, noisy classrooms, improper wearing of uniforms, and late coming. Major problems include physical fights, drug use, and pregnancy. Factors contributing to discipline problems include parenting style, peer pressure, and media influence. School administrators face challenges such as a lack of parental support and political interference. In addition, discipline problems among students negatively impact their academic, psychological, and social well-being. These issues also disrupt a school's overall functioning as they interfere with the teaching and learning process. Kambuga (2017) recommends a nurturing approach to managing discipline issues and strengthening the relationship between schools and parents.

A study by Kambuga, Manyego and Mbalamula (2018) found that 86% of teachers in Tanzanian schools prefer corporal punishment, while students believe it should be abolished due to its harmful effects. Corporal punishment is legal in Tanzanian schools, and it can lead to fear, physical harm, psychological impact, and increased learner dropout. Kambuga, Manyego and Mbalamula (2018, p. 189) suggest that the government should train teachers on alternative disciplinary strategies.

In Jordan, the main types of violence in schools include swearing at colleagues, swearing at and assaulting teachers, rioting, violating school discipline regulations, and intimidating other students. Al-Zoubi and Bani-Younes (2015) focused on the reasons for learners' low academic achievement and found that traditional teaching methods, poor teacher-student relationships, and lack of respect contribute to this issue. They suggest that parents should be more involved in their children's academic progress, promote student well-being, create a positive learning environment, and use engaging educational techniques to enhance motivation. A study by Al-Raqqah, Al-Bounini, Al-Talahin and Araki (2017) focused on the effect of bullying on academic achievement and found a significant adverse effect on victims' academic performance. Bullying creates fear and insecurity among students, affecting their ability to focus on their studies and diminishing their interest in school activities. The researchers recommend implementing programmes to address bullying and improve the school climate to support students' well-being and academic success (Al-Raqqah et al., 2017).

Given the evidence presented, it can be inferred that the adverse consequences of bullying go beyond psychological impacts, extending to physical harm and social exclusion. Research indicates that individuals subjected to bullying are at a heightened risk of sustaining physical injuries and health problems due to the persistent stress and anxiety stemming from such behaviour. Furthermore, being ostracised by peers can induce feelings of solitude and seclusion, compounding the detrimental effects of bullying on the victim's overall health. Hence, educational institutions should strive to establish a secure and welcoming atmosphere that encourages students to seek assistance and voice their concerns regarding bullying.

In Ethiopia, Le Mat (2016) examined the prevalence of sexual violence, including hitting, insulting, unwanted touches, comments, and forced sex and found that girls reported experiencing sexual violence from boys and male teachers, such as inappropriate comments and being touched without consent; the causes were attributed to societal gender beliefs, boys' aggressive behaviour, and the taboo around discussing sexuality. Girls felt discriminated against by teachers and uncomfortable in gym class due to appearance-related comments. In order to address this issue, Le Mat (2016, p. 575) recommends having open discussions, without judgment, about sexuality, encouraging boys to be less aggressive, empowering girls with self-confidence, and implementing awareness-raising programmes involving families and communities.

In Colombia, Van der Werf (2014) examined the effects of bullying on academic success and found that bullying influences children's school experience and self-esteem. According to her, there are similarities in the relationship between bullying and student success, and bullying results in situations in which both victims and perpetrators miss learning opportunities, lowering their quality of education and, consequently, their academic success. According to Van der Werf (2014, p. 277), bullying behaviour can include insults, physical assault, and social alienation. The author further states that prevention strategies should be designed to protect children around the median of the academic spectrum by assisting them in finding friends with similar characteristics and promoting higher academic success within schools.

Acknowledging the distress caused by bullying to learners and their families, who have invested much into their children's education, is crucial. The disruptive nature of bullying necessitates immediate intervention. The emotional implications of bullying, such as anxiety and depression, can have a lasting impact on the victim's well-being. The enduring trauma inflicted by bullying emphasises the urgency of addressing this issue.

1.2.2 In Some African Countries

In Lesotho, Ngakane, Muthukrishna and Ngcobo (2012) reviewed the Education Act (2010) and its relation to violence in Lesotho schools. They emphasise the different types of violence that students encounter, including sexual violence, physical punishment, sexual harassment, bullying, and physical abuse. Despite the Constitution's prohibition of torture and degrading punishment, teachers in Lesotho still use corporal punishment to enforce discipline. The authors add that unequal power relations in schools can negatively impact children's development and inhibit learners' academic performance. Additionally, Mosia (2015) found that verbal bullying is the most common type of violence in Lesotho schools, with a high percentage of learners experiencing it. A national survey was recommended to address the severity of the issue.



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From the researcher's point of view, the significance of tackling the issue of violence in schools should be addressed with the utmost seriousness. School violence encompasses not only physical harm but also psychological damage, impacting victims' self-esteem and conduct in the long run. The Department of Education must take proactive measures in combating school violence by employing school psychologists and implementing targeted anti-bullying initiatives to educate students about the detrimental effects of such behaviour.

A recent study in Kenya by Muli, Nzoka and Muthee (2019) found a possible connection between poor academic performance and bullying issues in public secondary schools in Kitui. The schools in the Kitui region have faced challenges with violence, leading to their absence from the list of top 100 best-performing schools in the Kenya Certificate of Secondary Education (KCSE) for the past three years, including 2013 and 2012. Their study also found that factors such as coming from a

monogamous family or broken home and community vulnerability contribute to the prevalence of bullying behaviour. Verbal and indirect bullying are commonly seen among secondary school students in Kenya. Despite efforts to enhance the curriculum and teaching standards, the problem of poor academic performance persists. In order to tackle these issues, suggestions have been made, such as decreasing the occurrence of bullying, working closely with students who bully, implementing programmes for bullies, encouraging participation in extracurricular activities, and ensuring that learners have access to adequate facilities.

In addition, bullies may have personal issues stemming from home. It is fundamental to recognise that such behaviour often reflects deeper emotional turmoil. A continuous cycle of abuse, whether at home or school, can affect a child's mental health. Therefore, schools must invest in social workers and psychologists who can provide the necessary support and intervention to address these underlying issues effectively. Moreover, collaboration with law enforcement agencies can help create a safer environment for students within and outside school premises. Taking a holistic approach to addressing bullying can assist in creating a more nurturing and inclusive educational environment for all students.

In Nigeria, a cross-sectional survey by Omisore, Omisore, Adelekan, Afolabi, Olajide, Arije and Ogunbiade (2012) highlights the impact of school violence on students' health and education. They found that violence in schools can lead to physical injuries, psychological issues, and behavioural problems. A study by Fawole, Balogun and Olaleye (2018) found that Nigerian school learners experience sexually coercive behaviour, with predictors including alcohol use and witnessing domestic violence. Afolabi and Deji (2014) identify common kinds of school violence, such as verbal abuse and threats with weapons. They recommend increased vigilance from teachers and parents to address and reduce school violence.

Stanley (2014) found that most school learners believe time management is crucial to their academic performance. In his study, a significant number of respondents agreed that school rules and regulations impact academic performance. Stanley (2014) argues that indiscipline in schools leads to disruptive behaviour, ineffective teaching, bad time management, and the absence of a well-defined set of ethical guidelines, all

of which negatively affect academic achievement. It is essential to promote effective school discipline to enhance students' academic performance (Stanley, 2014).

In addition to these authors' views, a consistent disregard for school rules and regulations is widely seen as a significant hindrance to the efficient operation of the educational system. Moreover, the failure to adhere to established school guidelines not only disrupts the school but also undermines the effectiveness of the educational process. This lack of discipline and respect for rules can create a chaotic atmosphere that hinders learners' ability to focus on their studies and achieve their full academic potential.

Other substantial studies on bullying and gender-based violence (GBV) in Nigerian secondary schools include Fareo (2015) and Okonkwo, Nwankwo and Oputa (2015). Fareo states that societal, biological, peer group influence and environmental factors contribute to bullying problems, leading to learners experiencing fear and humiliation. The author suggests increasing public awareness about bullying behaviour to address the issue. Also, Okonkwo, Nwankwo and Oputa found that GBV is common in Imo state secondary schools, with both students and teachers perpetrating violent acts. Their study concludes that GBV is common and a distraction to the school setting; thus, it is a stumbling block to the achievement of educational objectives.

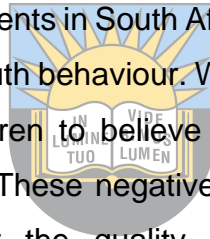

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One can add to the author's views on GBV that it continues to be a pressing global issue that profoundly impacts the lives of those who experience it. The effects of GBV are long-lasting and can manifest in various ways, including causing individuals to drop out of school, suffer physical injuries, or even lose their lives. It is essential to acknowledge that GBV is not exclusive to one gender, as women can also be perpetrators of violence against men. Moreover, victims of sexual GBV must be supported and encouraged to speak out about their experiences and seek help from the appropriate authorities. It is crucial to raise awareness about this issue and work towards creating a safer and more equitable society for all individuals.

A study in Ghana by Ofori, Tordzro and Asamoah (2018) highlights the impact of social vices such as sexual misconduct, theft, and alcohol consumption on human relations and learning environments. Factors like peer influence, large class sizes, and relaxed school rules were identified as contributors to indiscipline among Ghanaian secondary

students. This indiscipline led to poor academic performance, including lack of concentration, absenteeism, and increased dropout rates. Furthermore, disruptive behaviours such as assaults and vandalism affected the learning process. Ofori et al. (2018) suggest collaboration between parents and teachers through regular meetings to address these issues. They also link the rise in indiscipline to flaws in the education system, overcrowding in schools, lack of teacher-student relationships, and unfair management practices (Ofori et al. 2018).

To further elaborate on the above authors' perspectives, the increase in unruly student behaviour could be linked to the substandard education system. The issue of overcrowded classrooms and the lack of a positive teacher-student relationship in some educational institutions contribute to this problem. The school authorities' mismanagement can exacerbate the situation, leading to a lack of discipline among learners. Also, societal factors play a significant role in shaping a child's behaviour. For instance, the 2019 looting incidents in South Africa during the COVID-19 pandemic have had a profound impact on youth behaviour. Witnessing such acts of violence and lawlessness could influence children to believe that aggression or vandalism is a viable solution to their problems. These negative societal influences affect a child's behaviour and ultimately hinder the quality of their education if appropriate interventions are not implemented.



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A study conducted in Uganda by the Ministry of Education and Sports in 2012, referenced in Muhangi (2017, p. 298), reports high levels of bullying in various areas of Uganda. The eastern region had 66% of students experiencing bullying, the northern region had 57%, the western region had 22%, and the central region had 23%. Muhangi (2017) identifies different types of violence, such as bullying, sexual and gender-based violence, physical and psychological violence, as well as external violence connected to gang culture and weapons. These negatively impact students' interpersonal relationships and academic performance. Cyberbullying, sexual harassment, and gender-based violence were also highlighted as significant issues affecting learners. Strict monitoring is recommended to protect students from bullying and harassment (Muhangi, 2017, p. 305). In a study on sexual harassment, Victoria (2019) points out the adverse effects of sexual harassment on students' class attendance and concentration, with verbal sexual expressions being the most common

form of harassment. Other forms of sexual harassment, according to her, include nonverbal gestures and unwanted physical touches.

In the researcher's opinion, there are instances where some learners have faced sexual harassment, resulting in their reluctance to attend school due to fear of being victimised. This fear stems from a lack of security within the school environment. Consequently, these students may skip classes without seeking approval from school officials. School principals and educators should undergo proper training to address this issue effectively.

A study by Idoko, Ngane and Ogbe (2015) found that 88% of learners in Gambia have experienced sexual harassment, ranging from verbal to physical abuse. The study found that 86.8% of girls and 90.4% of boys reported being victims of harassment by fellow learners. The effects of sexual harassment on learners include difficulty in studying and sleeping and loss of appetite. Their study emphasises the importance of open discussions about sexual harassment in schools.

Moreover, the emotional toll is immense for parents or guardians witnessing their children endure sexual harassment. It is heart-wrenching to see young learners suffer in silence, unable to confide in their teachers or families due to feelings of shame or unworthiness, particularly among female students. Many children have experienced unwanted advances from individuals they consider friends, while some children have been exposed to inappropriate content online. Victims of sexual harassment must be encouraged to seek help from designated school personnel, such as security officers or counsellors.

1.2.3 Nationally

In the South African context, previous studies have shown a high rate of violence in schools, contributing to learners' low academic performance. For example, Baruth and Mokoena (2016) conducted a study on violence in South African public schools and found widespread patterns of school violence, including drug and alcohol use, illegal firearms, sexual assault, gang-related violence, and bullying. Stout and Wood (2004), as cited in Baruth and Mokoena (2016, p. 101), emphasise the negative impact of disciplinary problems on learners' academic progress and self-confidence. They

recommend a collaborative approach involving school principals, governing bodies, parents, the education department, and educators to promote positive learner discipline. They also stress the importance of understanding individual learners' emotional, cognitive, and psychological development to effectively address indiscipline issues (Baruth & Mokoena, 2016, pp. 101-103).

Also, Reddy, Visser, Winaar, Areds, Jan, Prinsloo and Isdale (2016) reviewed the survey findings of Trends in International Mathematics and Science Study (2015) on the mathematics and science achievement of Grade 9 learners. According to their report, levels of bullying among Grade 9 learners are alarmingly high. According to these authors, schools with discipline and safety issues do not provide conducive environments for learning. A stable, safe environment and good discipline are associated with high performance. The authors also report that learners who rarely experience bullying perform better in mathematics and science. Close to one in five learners experienced bullying weekly. Female learners outperform male learners, but the difference is not statistically significant. Boys face a disadvantage due to high levels of bullying and grade repetition (TIMSS, 2015, as cited in Reddy et al., 2016, p. 14).

A study in 2012 by Burton and Leoschut found that 53.2% of school violence occurs among secondary school learners. The highest prevalence was in KwaZulu-Natal (23.6%), followed by Limpopo (19.1%), Eastern Cape (13.9%), Gauteng (12.3%), Mpumalanga (9.2%), Western Cape (8.5%), and North West (5.1%). The Free State and Northern Cape had a 4.2% prevalence rate each. The study findings show that school violence is a common issue across provinces, with Eastern Cape ranking third. Causes include crime in the community, intolerance, and indiscipline. The National Center for Education Statistics (NCES), cited in Crawford and Burns (2015, p. 632), indicates frequent reports of bullying in schools within urban areas were found to be strongly correlated with instances of severe violence among students in different grade levels.

According to Qwabe, Maluleke and Olutola (2022), the nature of violence in selected public high schools in Jozini Village in the KwaZulu-Natal Province shows that verbal abuse, bullying, vandalism, and village fighting have erupted in schools. In addition,

this outrage of violence had hampered these school's learning success, resulting in poor academic results and potential school dropouts. The report suggests that each school should establish an intervention team consisting of the South African Police Service (SAPS), KwaZulu-Natal, Department of Basic Education representatives at the district level, school governing body (SGB) members, scholars, and teachers. Furthermore, Qwabe, Maluleke and Olutola (2022, p. 116) recommended that the intervention team hold a compulsory meeting at least once a month to discuss matters related to school violence. In his study on school violence and learners and socially equitable education, Khumalo (2019) found that many rural high school students often use dangerous weapons like knives, rifles, and pangas. He also found that school bullying is a common occurrence that negatively affects learners' lives and the academic progress of schools.

Mayeza and Bhana (2021, p. 1) explored the dynamics of bullying among primary school boys in their study "*Boys and Bullying in Primary School: Young Masculinities and the Negotiation of Power*". They discovered that a combination of wider societal violence, poverty, and patriarchy contributes to the development of a culture of aggressive gender relationships among students. Furthermore, their study reveals that boys often perceive themselves as strong and in charge, leading them to avoid reporting incidents of bullying by girls or teachers. In contrast, girls tend to seek refuge in the restroom when facing bullying from boys. Bullying was identified as a gendered behaviour that is a common experience among both boys and girls, playing active roles as perpetrators and victims.

Nconsta and Shumba (2013) explored school violence in South African high schools, focusing on forms such as bullying, vandalism, gangsterism, indiscipline, intolerance, and corporal punishment. These types of violence negatively impact learners, leading to issues such as a lack of focus, poor academic performance, skipping classes, and depression. The research highlights widespread problems in South African schools, including vandalism, drug abuse, gangs, and sexual harassment. Bullying was found to be the most common form of violence, followed by corporal punishment and vandalism. Factors contributing to school violence include violent communities, lack of discipline, intolerance, easy access to school grounds, high unemployment rates, poverty, insufficient recreational facilities, and overcrowding. Recommendations

include awareness seminars, workshops on gangsterism and vandalism, and the employment of security personnel to monitor school entrances. De Wet's (2004) study on vandalism violence at schools found that a significant percentage of learners believed that vandalism occurs in the neighbourhoods adjoining the schools and at their schools. Many learners viewed vandalism as a problem, with a majority admitting that vandalism occurred at their schools. The study also highlights the common forms of school vandalism, such as vandalising learner bathrooms/toilets, breaking windows, and internal vandalism. The learners in the study generally believed that vandals, particularly boys, were responsible for vandalism at their schools. Participants also believed intruders not directly involved in the schools must be held responsible for school vandalism. Overall, the learners expressed concerns about the poor condition of their schools, including dirty classrooms and broken windows, which could impact learning. The study suggests that classroom educators should educate pupils about the negative effects of vandalism and encourage them to report any misbehaviour. It also emphasises the need for school management authorities to penalise all vandal acts.



In addition to the study's findings, focusing on teaching and learning activities involves engaging students in educational tasks to enhance their knowledge and skills. These activities promote active participation, critical thinking, and collaboration among students. By incorporating various teaching strategies and resources, educators can create a dynamic learning environment that caters to the diverse needs of students. Effective teaching and learning activities are essential in fostering a positive and enriching educational experience for students and teachers.

A significant study on school stakeholders' perceptions and experiences regarding school violence in various provinces, including Gauteng, North West, Limpopo, Western Cape, KwaZulu-Natal, and Mpumalanga, highlights the prevalence of school violence in those areas (Mncube & Madikizela-Madiya, 2014). Mncube and Madikizela-Madiya (2014) found that the major obstacle faced by students in South African schools is gangsterism, which significantly contributes to violence within schools, especially in the Western Cape and Limpopo provinces (Mncube & Madikizela-Madiya, 2014). The study notes that during gang-related conflicts, both

students and teachers are at risk of harm, not only within the school premises but also while travelling to and from school (Mncube & Madikizela-Madiya, 2014).

In another study on gang-related violence at school, Mncube and Steinmann (2014) found that fear of gang-related violence at school can lead to learners dropping out or not attending school, losing focus in class, and struggling to form healthy relationships. According to their findings, schools vary in levels of gang-related violence, a lack of parental participation adds to the issue of the learner's disrespectful behaviour at school, and inequitable promotion of human rights is a significant factor (Mncube & Steinmann, 2014, p. 208). The authors suggest that school policies should involve learners, parents, and administrators to address the issues and promote collective ownership, responsibility, and self-reliance. Implementing a consistent code of conduct and safety programme tailored to each school's needs and providing psychological support are crucial steps in preventing and managing school-based violence (Mncube & Steinmann, 2014, p. 209).

In addition to the authors' views on gang problems at school, it becomes apparent that gang violence goes beyond the boundaries of educational institutions and penetrates various aspects of society. An example is the frequent occurrence of gangsterism in Cape Town, which has persisted over generations. Studies have shown the existence of different types of gang members within the community; one such category includes individuals affiliated with scavenger gangs.

Similarly, a study by Hlatshwayo (2018) found that gang-related violence is prevalent in schools in various forms, such as sexual harassment, bullying, physical assault, property damage, and the presence of firearms, cocaine, and alcohol. Hlatshwayo (2018) highlights that learners experience significant psychological effects from gangsterism violence, leading to fear of attending school alone and hindering academic performance. Victims of such violence also struggle to form friendships and engage openly with their perpetrators in social interactions. Vandalism on school premises further disrupts the learning environment.

The study identified juvenile gangs like the International Junior Putukets (IJP) and Fire Boys, with learners acknowledging their territorial presence. Despite this awareness, only 40 to 48% of students believed that their schools effectively address bullying,

while 70% were more informed about the issue compared to their parents. The learners perceived bullying, gangsterism, and drug use as significant issues within their educational institutions (Hlatshwayo, 2018, p. 105). In order to address these challenges, the study recommends a collaborative effort between schools, law enforcement, and parents to develop concrete strategies and protocols for tackling gang-related violence effectively.

Tintswalo (2014) emphasises that bullying violence, sexual harassment, gang presence, drug use, and corporal punishment are prevalent forms of violence experienced by students in South African secondary schools. These issues negatively impact students, teachers, and the learning environment (Tintswalo, 2014). The author also notes that many township schools encounter high levels of violence, leading to academic challenges for learners. To address this issue, Tintswalo (2014) recommends utilising social and human resources as essential tools for children and teachers to reduce violence within township schools. In order to enhance student achievement, schools should leverage social capital by fostering connections with the broader communities in which they operate (Tintswalo, 2014).

Ngidi and Moletsane (2018) investigated bullying in school toilets in a South African township. Their research found that school toilets were identified as the most high-risk area for bullying among secondary school students in Durban. The bullying incidents in these facilities involved physical and sexual assaults, criminal activities, and threats of violence. Perpetrators often used dangerous weapons to intimidate their targets, and the presence of heroin and drug trafficking further escalated the likelihood of bullying and violence in the toilets.

Furthermore, teachers were described as hesitant and reluctant to confront the bullies and protect the victims, leading to a culture of unchecked bullying in the school toilets. The consequences of bullying were found to have a profound impact on both the victims and the perpetrators, resulting in long-lasting psychological and physical harm (Ngidi & Moletsane, 2018). Bullying is a form of violence that negatively impacts youth's social and cognitive growth, affecting their concentration and learning skills (Gevers & Flisher, 2011; Mncube & Steinmann, 2014, as cited in Ngidi & Moletsane, 2018, p. S1). To address this problem, the authors suggest considering the overall

layout of the school building and the location of the toilets to mitigate bullying and violence among students (Ngidi & Moletsane, 2018).

Netshitangani (2014) identified various factors contributing to school violence, with the most significant being the normalisation of violence due to exposure. Factors such as exposure to mass media, peer influence, poor parental care and socioeconomic background, and lack of values among peers were found to contribute to violent behaviour in learners. Social settings like the school environment, family, and communities also play a role in school violence. Proposed interventions include empowering teachers, supporting young teachers, promoting moral values, teaching discipline at home, encouraging teamwork between teachers and parents, and avoiding sensationalising stories about school-based violence in the media. The invitational educational theory of practice was also suggested to reduce school-based violence.

Singh and Steyn (2014) thoroughly investigated the repercussions of learner violence in rural South African schools in KwaZulu-Natal. Their research found that violence primarily originated from learner aggression, triggering a cascade of adverse outcomes, including diminished self-worth, increased truancy, heightened anxiety, and a myriad of psychological challenges. As a result, the ability to learn and thrive in an educational environment has been severely compromised. Moreover, the aggressive behaviour displayed by learners has had extensive implications on the mental well-being of those victimised, precipitating feelings of distress, worry, despondency, and, in extreme cases, thoughts of self-harm (Singh & Steyn, 2014, p. 92).

Based on the findings of the above studies, one could say that school violence is a global concern. South Africa is not excluded; the government and those involved with learner academic achievement are concerned with the frequency, prevalence, and severity of violence in schools. For example, in a study, it was noted that 53.2% of school violence occurs among secondary school learners, with the highest prevalence in KwaZulu-Natal (23.6%), followed by Limpopo (19.1%), Eastern Cape (13.9%), Gauteng (12.3%), Mpumalanga (9.2%), Western Cape (8.5%), North West (5.1%), Free State (4.2%), and Northern Cape (4.2%) (Burton & Leoschut, 2012).

In addition to the above-mentioned studies, a good term mark is required for learners to transition from one grade level to the next. This is crucial for learners' educational growth and positive contribution to society. Unfortunately, the problems of school violence have caused harm to many, especially the victims and their families. Learners have lost their lives, some are depressed, some are unable to concentrate on their studies because of violence, and some find it difficult to associate with their peers because of fear and intimidation. Many cases of violent incidents in Buffalo City Metro secondary schools will be discussed in the subsequent sections of this study.

Another reason for conducting this study was quantitative research analysis on the effect of selected forms of school violence on Grade 10 learners' academic achievements in the BCMM region, which was not readily available in the literature. Therefore, the current study sought to fill the knowledge gap in this area and contribute to the existing studies on school violence by examining the effects of selected forms of school violence on the academic achievement of Grade 10 learners in Buffalo City Metro. The researcher anticipates that the findings of this study will contribute valuable insights to the existing knowledge on school violence and indicate recommendations for the victim learners.



1.3 RESEARCH PROBLEM

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This thesis investigated the effect of bullying, sexual harassment, teen gang violence, and vandalism on Grade 10 learners' academic achievement within the Buffalo City Metro District in the Eastern Cape Province. Globally, educational stakeholders are concerned about the frequency, prevalence, and severity of school violence. Baruth and Mokoena (2016) found that learners' violent behaviour, such as drinking alcohol during school hours, physical fighting, and gangsterism, compromise their health and academic success. Similarly, Mncube and Madikizela-Madiya (2014) identify gangsterism as a significant external factor contributing to violence in South African schools, especially in provinces like Western Cape and Limpopo.

As contained in the South African Constitution Act of 1996 (Bill of Rights), the government posits that all learners have a right to learn in a safe environment without fear. Section 24 of the Constitution stipulates that every learner has the right to an environment that is not harmful to their well-being. Everyone has a right to freedom

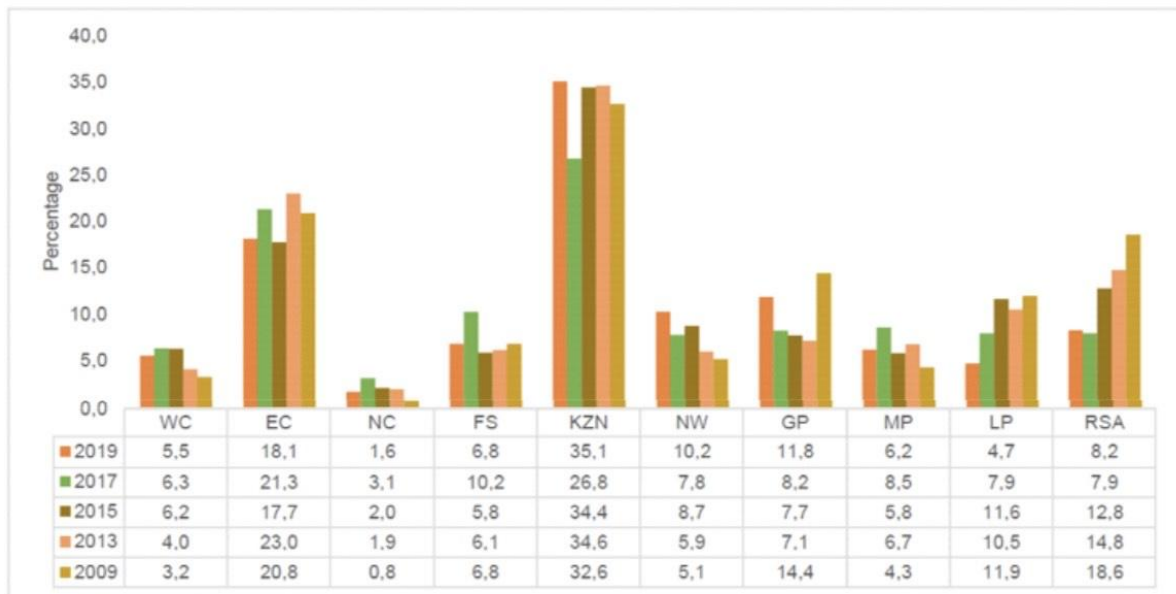
and security of their person, which includes the right to be free from all forms of violence from either public or private sources and not to be treated or punished in a cruel, inhuman, or degrading way; and that all learners have the right to a safe learning environment (SASA, 1996).

Burton and Leoschut (2012) report the impacts of violence on school-related outcomes and note the high frequency of violence in South African schools. According to their findings:

“Majority of young people who had experienced violence reported that there was no impact on their school attendance, concentration, or marks; there was still sufficient negative impact to directly reflect the relationship between experiences of violence, school performance, and attachment. Just close to a fifth (17.4%) of young people reported missing school once or twice because of a violent incident, while 4.5% of learners had missed school a few times. This could be a result of either physical injuries resulting from violence or psychological harm. In addition, more than one in ten (13%) victims reported that their marks dropped in the short term as a direct result of the violence. In comparison, significantly fewer (4.6%) reported that their marks dropped for a while or a few times after the violence.” (Burton & Leoschut, 2012, p. 93)

*University of Pretoria
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Stats SA (2023) reports that 70.8% of primary education and 29,2% of secondary education children have experienced violence at school. Moreover, over a million children (1,073,913) across South Africa experienced some form of violence at school in 2019. Figure 1.1 below illustrates the proportion of learners in South Africa who have experienced various forms of violence in schools, highlighting differences across provinces, as mentioned in the Stats SA (2023) report.



Source: GHS 2009–2019

Source: GHS 2009–2019, cited in Stats SA (2023, p. 5)

Figure 1.1: Percentage of children aged 5 to 17 years who have experienced some form of violence at school by province, 2009 to 2019

Figure 1.1 shows the frequency of school violence in South Africa according to each province (Stats SA, 2023). It shows that KwaZulu-Natal had the largest number of children facing violence at school, followed closely by the Eastern Cape. Across the country, the percentage of students experiencing violence fell from 18.6% in 2009 to 8.2% in 2019, which is a decrease of 10.4 percentage points. However, only a few provinces have demonstrated a noticeable drop in violence. In the Eastern Cape, violence decreased by 2.7 percentage points, dropping from 20.8% in 2009 to 18.1% in 2019. Limpopo experienced the largest decline, with a drop of 7.2 percentage points. Gauteng saw a reduction of 2.6 percentage points. KwaZulu-Natal saw a significant drop of 5 to 8% between 2009 and 2017; however, from 2017 to 2019, it increased by 1 to 8 percentage points. Violence decreased by 2.7% in the Eastern Cape, dropping from 20.8% in 2009 to 18.1% in 2019.

Despite the educational policies and legal framework measures to eradicate this phenomenon, incidences of bullying such as physical fighting, verbal bullying, assaults, cyberbullying, sexual harassment, and vandalism persevere, and reports of school violence continue to surface on social media platforms daily, indicating a need for further study and tailor interventions.

Finally, noted below are some violent incidents reported in newspapers by scholars and members of the executive council of Basic Education in Eastern Cape Province:

- In an article in the Rising Sun, Makapela (2019, p. 5) reports about a school violence incident where a high school learner in Buffalo City Metro was bullied by older learners on the school playground, and the victim was left with severe injuries to his face.
- On January 15, 2019, a 16-year-old Grade 7 learner from a primary school in Peddie, Eastern Cape, was allegedly stabbed by a 15-year-old classmate, which resulted in his death in the hospital two days later (Khumalo, 2019).
- Etheridge and Ngqakamba (2019) report that an incident occurred on 13 March 2019, where a 19-year-old Mondeor High School Grade 11 learner was attacked and stabbed to death on his way to school by three learners aged 13 to 15 years from a rival school (News24, March 13, 2019).

The discussion above focuses on various topics regarding school violence problems, including the one reported by the newspaper. There is a lack of existing research on the effect of bullying, sexual harassment, teen gang violence, and vandalism on the academic achievement of Grade 10 learners in Buffalo City Metro high schools in the Eastern Cape Province using social discipline and ecological system theories to explain the influence of ecosystems on the selected forms of school violence.

1.4 MAIN RESEARCH QUESTION

What are the effects of selected forms of school violence on Grade 10 learners' academic achievement in Buffalo City Metropolitan Municipality (BCMM) secondary schools, Eastern Cape Province, South Africa?

1.4.1 Sub-Research Questions

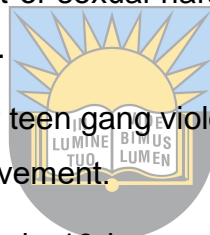
- 1) What were the composite effects of bullying violence on Grade 10 learners' academic achievement in BCMM secondary schools?
- 2) What were the relative effects of sexual harassment violence on Grade 10 learners' academic achievement in BCMM?

- 3) How often did Grade 10 learners experience teen gang violence and its effects on their academic achievement in BCMM?
- 4) How often did Grade 10 learners experience vandalism, and how does it affect their academic achievement?

1.5 OBJECTIVE OF THE STUDY

There is a lack of existing research on the effect of bullying, sexual harassment, teen gang violence, and vandalism violence on Grade 10 learners' academic achievement within the BCMM in this critical time when levels of violence are high in South African schools; thus, the study aimed to achieve the following objectives:

- 1) To examine the cumulative effect of bullying violence on the Grade 10 learners' academic achievement.
- 2) To explain the relative effect of sexual harassment on Grade 10 learners and their academic achievement.
- 3) To explain the experience of teen gang violence and how often it affects Grade 10 learners' academic achievement.
- 4) To determine how often Grade 10 learners experience vandalism and how it influences their academic achievement.



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1.6 HYPOTHESES

The following null hypotheses were generated to test the appropriate correlation and statistical techniques at a 0.05 level of significance:

- 1) There is no significant effect of bullying on Grade 10 learners and their academic achievement.
- 2) There is no significant relationship between sexual harassment violence and Grade 10 learners' academic achievement.
- 3) There is no significant relationship between teen gang violence and Grade 10 learners' academic achievement.
- 4) There is no significant effect of vandalism on Grade 10 learners and their academic achievement.

1.7 PURPOSE OF THE STUDY

This study examined the effects of selected forms of school violence on Grade 10 learners' academic achievement within BCMM in the Eastern Cape Education District, South Africa.

1.8 SIGNIFICANCE OF THE STUDY

The current study is significant as it explored a previously unexplored area of research in Buffalo City Metro and contributes to the existing knowledge on the effects of school violence. This was done by examining the effects of bullying, sexual harassment, teen gang violence, and vandalism on Grade 10 learners' academic achievement within BCMM schools by gaining a deeper understanding of the issues and potentially uncovering new insights that could have far-reaching implications. The findings of this study contribute to the existing body of knowledge and inform future research and decision-making in this field. In addition, the findings of this study may have practical applications that could benefit society.

Also, the Buffalo City Metro and its associated entities, such as curriculum developers, teachers, librarians, and school administrators, can benefit from this study's findings. Educators can use the study findings to gain insight into the effects of violence within schools and understand the importance of fostering a secure and supportive learning environment for learners. School administrators can benefit from this study's findings by acquiring the necessary knowledge to effectively address violence issues and educate learners on reporting such incidents within the school premises, at home, or within the broader community to the appropriate authority. Additionally, curriculum planners can draw upon these findings to develop inclusive educational programmes, particularly in subjects like mathematics and science, to promote a discrimination-free learning atmosphere for learners and teachers. Furthermore, the study's findings may be useful for future researchers as the researcher suggests areas that need further study.

In addition to the above, the proverbial saying "it takes a village to raise a child" underscores the interconnectedness between schools and communities. Since schools are a fundamental part of communities and play a significant role in children's

lives, this study encourages collaboration between community members and school administrators to address violence issues and create a secure learning environment. School counsellors can utilise the study findings to lecture on violence prevention for students.

Parents can also benefit from the research findings, as they can gain valuable insights into their children's behaviour and needs by understanding the latest discoveries in child development. This knowledge can help parents effectively navigate the challenges of raising children, leading to stronger parent-child relationships and happier families. They can use this information to make informed decisions about their children's education, health, and well-being. Ultimately, by being informed about the latest research findings, parents can create a positive and nurturing environment for their children to thrive and reach their full potential. Finally, the data collected from this study can be used to develop proactive measures to lessen school violence and encourage learners to concentrate on their studies and not be violent towards their classmates in school.

1.9 RATIONALE AND MOTIVATION OF THE STUDY

The researcher became interested in researching this topic after reading previous literature on violence in schools. This is recognised as one of the significant problems learners face in schools worldwide. Another reason for conducting this study is that there is a lack of existing studies examining the effects of bullying violence, sexual harassment, teen gang violence, and vandalism on Grade 10 learners' academic achievement in BCMM. Moreover, the prevalent incidence of learners' violent acts taking place in and around the school premises is reported by education ministers, on social platforms, and in magazines. For example, Eastern Cape Minister of Basic Education Angie Motshekga confirms that the recent spate of serious learners' violent behaviour at learning institutions across South Africa is a significant concern (Khumalo, 2019).

The South African Council of Educators (SACE) reports that most sexual harassment cases concern learners in Grades 10 to 12 (SACE, cited by Joubert, Du Plessis, Mahlangu & Prinsloo, 2015, p. 251). Also, the use of illegal drugs such as dagga and vapes, getting drunk during school hours, gangs, sexual harassment, aggressive

behaviour, bullying, stabbing, fighting, and endangered lives reveal the tension and intimidation some learners face daily in schools. However, the South African school policy prohibits teachers from sending learners out of the classroom or school. According to Tintswalo (2014), the failure of some schools to act in preventing violence remains a significant concern. This hinders and wastes teaching time because teachers must attend to and report the problem. Research evidence shows that violence interrupts schooling in terms of access and academic progress. In addition to the above-mentioned evidence-based gaps, there is a pressing need to conduct such a study as this study to understand learners' experiences of the selected forms of violence in BCMM schools.

1.10 DELIMITATIONS/SCOPE OF THE STUDY

The study focused on the effects of selected school violence on Grade 10 learners in high schools within Buffalo City Metro. The target size was 1,037 Grade 10 learners in BCMM in the Eastern Cape Province. It should be noted that the study findings may not be generalisable to other provinces in South Africa due to the sample restriction. Bryman (2016) notes that when a sample has been selected using probability sampling, any results can only be generalised to the population from that sample. Nevertheless, the findings from this study have broader applicability to Grade 10 learners only. Therefore, the study's broader applicability is acknowledged despite the limitations in generalisation. Moreover, readers should note that the researcher had no connection with her study participants, and all ethical procedures were strictly followed.

1.11 OPERATIONAL AND CONCEPTUAL DEFINITION OF KEY CONCEPTS

The definitions of important terms regarding the study are provided below.

a. School Violence

Baruth and Mokoena (2016) defined violence in schools as any behaviour by students, teachers, staff, or outsiders that aims to harm others or school property. In this study, violence is defined as inappropriate learner conduct that can have physical, emotional, or psychological consequences on the well-being of other learners in the school.

The Center for the Prevention of School Violence in the North Carolina Department of Juvenile Justice and Delinquency Prevention describes school violence as any behaviour that contradicts a school's educational goals and peaceful environment, posing a threat to learners and their teachers (Doğutaş, 2013). This study adopted Khanhkham's (2019) definition of school violence, which falls under the umbrella of youth violence. It connects to aggressive behaviour exhibited by individuals aged 10 to 24 in different school-related settings. These settings include situations on school premises, during commutes to and from school, at events sponsored by the school, and while traveling to and from these events.

b. Academic Achievement/Performance

Academic achievement is often considered a measure of how well a learner does in school and is seen as a reflection of their overall success (Ahmed, Jelas & Ali, 2011, cited in Adu, 2020:99). The study adopted the definition by Al-Zoubi and Bani-Younes (2015), who describe academic achievement as the progress in a particular subject due to different factors, such as those involving the learner, family, social, and school environment.



c. Bullying

Bullying is defined as when *someone* aggressively threatens and uses force, blackmail, or violence to cause mental, bodily, or emotional harm to another person (Chandran, Namboodiripad & Madhavan, 2018). In this study, bullying is defined as unwanted behaviour by the learner, such as unnecessary bullying perpetrated by fellow learners, teachers, school general managers, or family members. This includes instances where someone is intentionally causing harm or distress to another person through physical or verbal means. Bullying can take many forms, ranging from name-calling and teasing to physical violence and cyberbullying. It is important to recognise that bullying can have severe consequences for the mental and emotional well-being of the victim, leading to feelings of isolation, anxiety, and depression.

d. Sexual Harassment/Sexual Violence

Sexual harassment/violence is non-consensual sexual conduct in which sexual attention is imposed on an unwilling participant (Idoko, Ngane & Ogbe, 2015). In this study, sexual harassment and sexual violence have been used interchangeably to mean an unwelcome sexual advance, requests for sexual favours, or other physical or verbal behaviour based on gender, derogatory stereotypes, jokes, and teasing; and graphic material depicting hatred, alienation, or ridicule against a learner or group of learners. This study chose to use the two words together because 'sexual violence' includes rape and attempted rape, abuse, or lack of consent, which can result in long-term effects such as emotional trauma on the victim learner. Both sexual harassment and sexual violence call for school violence education and prevention strategies to curb or eliminate it from schools and society.

e. Teen gang violence

A youth gang is a group of teenagers and young adults who share common symbols, claim control over a specific area, and are involved in criminal behaviour (Mcwhirter, Mcwhirter, Mcwhirter & Mcwhirter, 2017, p. 13). This study defines teen gang violence as violent behaviour within a peer group especially those that stay in a school hostel. The harmful actions of young adults can begin early and persist in adulthood. Teen gang violence may include victimisation through various means, such as physical fighting, threats, and the use of sharp weapons like knives, scissors, and forks. Victims may experience emotional or physical harm, leading to injuries or even death. In this study, the decision was made to use the term "teen gang" because the focus is on examining the effects of gang violence on Grade 10 learners who fall within the age bracket of 16 and older.

f. Vandalism

Vandalism is an intentional attempt to destroy or deface school property (Goldstein 1996, cited in Hashim, Ariffin, Razalli & Musa, 2019, p. 764). This study adopted the definition by Kira and Ivan (2021, p. 240), which defines vandalism as an intentional act of destroying or damaging property, whether it belongs to the public or private sector.

1.12 RESEARCH METHODS AND METHODOLOGY

This study investigated and analysed the effect of selected forms of school violence on the academic achievement of Grade 10 learners in the Buffalo City District of the Eastern Cape Province, South Africa. It evaluated the experiences of these learners with bullying, sexual harassment, teen gang violence, and vandalism within schools, as well as the effects of such violence on their academic success.

The following sections briefly outline the research methods employed to achieve the stated research objectives. Chapter 3 of this thesis thoroughly discusses the research methods and methodology. This includes discussions on the research paradigm, approach, design, target population, study area, the researcher's role in quantitative research, sampling strategies and techniques, data collection instruments, data analysis, and ethical considerations related to quantitative research.

1.12.1 Research Paradigm: Positivism

A paradigm is a collection of beliefs held by a group of people; these beliefs are shared, passed on, and believed by generations. The common types of research paradigms are positivism, constructivism, and pragmatism. This study adopted a positivism paradigm to examine the effects of bullying, sexual harassment, teen gang violence, and vandalism on Grade 10 learners' academic achievement. Knowledge can be measured in positivism, allowing the researcher to use a quantitative approach.

1.12.2 Research Approach: Quantitative Research

The study employed a quantitative research approach. Creswell (2014) explains that quantitative research involves the processes of gathering, analysing, interpreting, and documenting the findings of a research study. Furthermore, a quantitative research method tries to quantify the data and establish cause-and-effect relationships between variables with the help of statistical methods (Creswell, 2014, p. 32). Scholars have debated quantitative research and its usefulness in social research; thus, the quantitative method was adopted to align with the researchers' study objectives and aims and the nature of the research.

Some reasons for using quantitative research in this study are its objective measurement, statistical analysis, generalisability, hypothesis testing, structured approach, and data collection tools, that is, the use of surveys, questionnaires, and other standardised data collection instruments in quantitative research allows for the efficient gathering of large amounts of data (Creswell & Creswell, 2018, p. 18). This flexibility made it easier for the researcher to target precise demographics and collect specific types of information appropriate to the nature of the study. Moreover, it has clear outcomes; thus, this study's results have been presented clearly and concisely using graphs, tables, and statistics, making it easier for the researcher to communicate the study findings to education stakeholders, policymakers, and those interested in positive learning outcomes for school learners. In conclusion, the decision to use the quantitative research method was motivated by the need for objective analysis, the capacity to test hypotheses, and the aim to derive statistically significant conclusions that can contribute to the body of knowledge in the field of education.

1.12.3 Research Design: Descriptive Survey

A survey design provides a numeric or quantitative description of the opinions, trends, attitudes, or population using a portion of the population called a sample (Creswell, 2014, p. 13). As mentioned, this research study aimed to examine, explain, describe, and analyse the experience of Grade 10 learners on the effect of selected forms of school violence in BCMM district areas. Applying the survey design allowed the researcher to administer a survey to a diverse population sample within the Buffalo City District area to capture a broad understanding of school violence.

1.12.4 Data collection: Structured Questionnaires/Document

A structured questionnaire was developed to facilitate the quantitative analysis. The main questions inquired about the experience of bullying violence, sexual harassment, teen gang violence, and the effects of vandalism on Grade 10 learners' academic achievement. Surveys were distributed to Grade 10 learners using validated questionnaires to enhance accessibility. Participants could complete the survey anonymously to encourage honest responses. The researcher used a structured and unstructured research questionnaire to gather information from 1,037 Grade 10 learners within the Buffalo City District secondary schools.

1.12.5 Data Analysis: Descriptive Statistics

After data collection, statistical analysis was conducted to identify trends and correlations among the study variables (bullying, sexual harassment, teen gang violence, and vandalism). Quantitative research analysis procedures were followed. Both descriptive and inferential analyses were used. For descriptive analysis, frequency distribution, percentage, mean, skewness, kurtosis, and visualisation tools were used to summarise the data collected. For inferential analysis, Chi-square, correlation, and regression tests were used to test the formulated hypotheses. All these are explained further in Chapters 3 and 4 of this study.

1.13 ORGANISATION OF THE STUDY

This thesis is organised into five chapters.

Chapter 1: Introduction and background to study

Chapter 1 provides an overview of the study, including the definitions of key terms, the problem statement, research questions, hypotheses, and objectives. It also discusses the significance and limitations of the study.

Chapter 2: Theoretical framework and literature review

Chapter 2 delves into the existing literature on the main research topic and the theoretical frameworks guiding the study, including the social discipline model and ecological theory adopted for the study. The conceptualisation of selected forms of school violence is also discussed, along with identified gaps in the literature.

Chapter 3: Research methodology and methods

Chapter 3 discusses and justifies the application of the quantitative research approach and the broader research approach. The chapter addresses the following sub-sections: the research paradigm, study design, population, sampling techniques, data collection system (structured questionnaires), validity and reliability, data analysis, and research ethics considerations.

Chapter 4: Data analysis, findings, and discussion

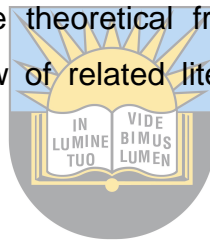
Chapter 4 presents the data analysis and discusses the interpretation of the study's results.

Chapter 5: Summary, conclusion, and recommendation

Chapter 5 summarises and concludes the study and provides recommendations for further research.

1.14 CHAPTER SUMMARY

This chapter introduced the topic and provided an overview of the study. It also presented the research problem and its significance. Moreover, the chapter outlines the study's objectives and scope, setting the foundation for the research. Finally, it also included a brief review of relevant literature to provide context for the study. The following chapter delves into the theoretical frameworks that guided the study, presents a comprehensive review of related literature, and identifies the gaps in previous research.



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CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

The preceding chapter introduced the research topic and discussed the research aims, objectives, and the formulated research questions that guided the study. It defined the scope of the research and outlined the key concepts that were explored. In addition, the chapter discussed how learners' academic performance suffers significantly due to the incidents of different kinds of violence in schools. These include gang-related activities, bullying, sexual harassment, and discrimination based on gender.

Chapter 2 begins by outlining the theoretical frameworks used in the study and reviewing related articles on school violence and learners' academic achievement. It conceptualises variables in the study and the gaps emerging in the literature, culminating in a chapter summary. In addition, it should be noted that older theoretical frameworks are used and referenced in the following sections as they were relevant and suitable to this current study. To conclude, old citations will be cited from recent research by scholars.

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2.1.1 Theoretical framework

A theoretical framework is a collection of theories or related concepts that support researchers' investigations. It serves as the foundation for how a study will be conducted, covering long-accepted concepts, theories, models, laws, and policies (Olandria, 2015). In this study, the theoretical framework allowed the researcher to explain the study's independent variables (bullying, sexual harassment, teen gang violence, and vandalism violence). The theoretical framework also provided a general framework for the study's data analysis. The next section delves into theories underpinning the study.

2.1.2 Theoretical frameworks underpinning this study

This study's theoretical frameworks comprised Dreikurs' social discipline model and Bronfenbrenner's ecological systems theory. It should be noted that old citations have been used because the theories are still relevant; however, they are cited in recent

studies (Dreikurs, 1986, cited in Kambuga, 2017:27 Bronfenbrenner, 1979, cited in Analisah & Indartono, 2018:45). These theories emphasise the importance of positive discipline and tolerance in creating an effective school learning environment. They also highlight how the ecological systems in which a child is placed influence their growth and development and their interactions with their immediate environment.

The following section explains in detail the definitions of models, critiques, and their applications in relation to the study research questions.

2.1.3 Dreikurs' Social Discipline Model: A Background

Dreikurs' social discipline model states that all humans are socio beings and that all behaviour, including misbehaviours, is orderly, purposeful, and directed toward achieving social approval (Dreikurs, 1986 cited in Kambuga, 2017, p. 27). According to McWhirter, McWhirter, McWhirter, and McWhirter (2017), Dreikurs' social discipline model is the best model for understanding the children and adolescent behaviour found in the work of Alfred Adlers' (1964) concepts of social interest, mistaken goals, and purposive behaviour (Adler, 1964, as cited in McWhirter *et al.*, 2017). Dreikurs believes the central motivation of all human beings is to belong and be accepted by others (Mansager & Griffith, 2019, p. 218). He used the model to study child guidance at the Chicago School's public consultancy centres. In Dreikurs' analysis of child behaviour, a child's problematic or inappropriate behaviour is because of the learner's inability to fit in the school environment or a problem of acceptance or isolation—alternatively, failure to be accepted by the environment in which one finds oneself; a good example is school. Indiscipline is a significant problem that negatively affects schools (Ncontsa & Shumba, 2013) because learners become uncontrollable and behave as they wish. Indiscipline affects the school environment because of fighting, gang rivalry, and other forms of violence; ill behaviour becomes the order of the day (Ncontsa & Shumba, 2013, p. 8). Good behaviour, tolerance, and discipline improve schools and society.

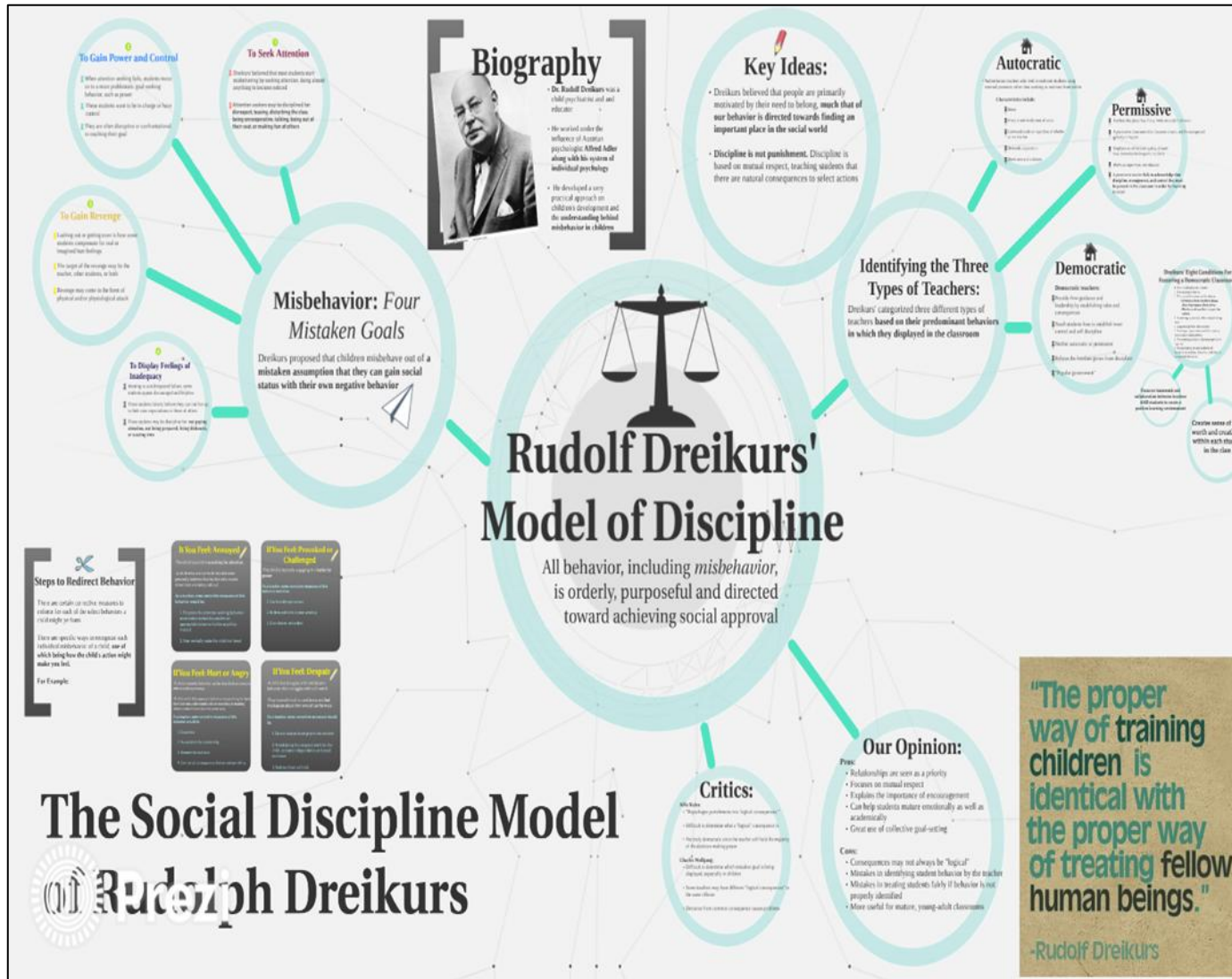
Most importantly, mutual respect for other people in the learning environment enables learners to work cooperatively in groups, schools, and classrooms. Dreikurs' (1986) social discipline model believes discipline should be based on mutual respect; according to him, discipline is not punishment. People behave based on their need to

belong. He believes that a fair and just disciplinary measure for learners is also needed to maintain a peaceful learning environment where learners do not feel intimidated, bullied, harassed, scared, or fearful for their lives. The South African School Act stipulates that schools should be free of all these violent behaviours for effective teaching and learning; that is, all learners have a right to a safe learning environment (SASA, 1996, cited in Nconsta & Shumba, 2013).

2.1.4 Assumptions of the Social Discipline Model

The primary assumption of Dreikur's social discipline model is that it promotes self-discipline, equality, mutual respect, and cooperation for a peaceful learning environment, which is essential for academic success. Kambuga (2017), Mansager and Griffith (2019), and McWhirter et al. (2017) assert that learner academic success is linked to self-discipline. According to (Dreikurs, 1986 as cited in Larkin, 2014) learners' misbehaviours are linked to attention, power, revenge, and inadequacy, which should be addressed progressively. Both teachers and students should create rules until students can set their own, aiming for self-discipline. Dreikurs emphasises the importance of a democratic teacher who provides encouragement, leadership, friendliness, cooperation, and guidance, as humans desire to belong and feel part of a group, leading to misbehaviour when this need is unmet. The social discipline model believes all humans desire to belong and feel part of a group.

Adapting this model can assist classroom teachers in using the charts to manage and attend to learners' misbehavior without wasting teaching time and encourage a healthy learning environment, which is one of the key concepts of Dreikur's social discipline model. The next are charts obtained from Dreikur's' social discipline model.



Source: Wasmer, K. cited in Prezi.com 2014

Figure 2.1: Dreikurs' Social Discipline Model

The above image is very important as it contains vital information regarding the social discipline model. To make the diagram legible for readers, the researcher extracted a few to make it readable.

2.1.5 Misbehaviour: Four Mistaken Goals

Dreikurs identified four goals of misbehaviour and methods to achieve them (McWhirter et al., 2017):

- 1) Attention-getting
- 2) Power and control
- 3) Revenge
- 4) Assumed inadequacy

2.1.5.1 Getting Attention

According to Dreikurs (1986, cited by Kambuga, 2017, p. 27), attention-seeking behaviour in learners involves seeking attention from the teacher to achieve social goals or disrupt the class. McWhirter et al. (2017) add that children who do not feel accepted or valued within the family may seek attention through negative behaviours. This can lead to instances of violent behaviour among learners, such as fighting, taking other learners' belongings, vandalism, or bullying. The social discipline model helps to understand learner behaviour and suggests that educators should use logical consequences and encouragement instead of discipline. The model states that children believe that adult intervention reinforces their desires for attention because it is better to be punished than to be ignored. However, attention-seeking behaviour is usually negative. Furthermore, youth behaviour seems directed toward becoming the best or better than the other learner (McWhirter et al., 2017, p. 189), which implies that they are probably motivated by a desire for attention. Educators in South African schools are not allowed to discipline learners, so employing the social discipline model may help reduce violence and improve students' academic achievement.

2.1.5.2 Power

Besides getting attention, another goal of misbehaviour is power. Misbehaviours can also stem from a desire for power. Learners may seek to establish dominance within a group by controlling and manipulating others, including adults and peers. This desire for control can manifest through refusal to follow instructions or breaking school or class rules (McWhirter et al., 2017). Some individuals use manipulation to assert their power over others, demonstrating a need to be in charge and control. Kambuga (2017) explains that exercising power is when learners want to be in charge or control, and power motivates or influences some of them to misbehave.

2.1.5.3 Revenge

The act of seeking revenge in a learning environment can have serious implications for both the individual seeking revenge and those on the receiving end. Dreikurs, as cited in McWhirter et al. (2017, p. 191), emphasises the negative consequences of seeking revenge and the harm it can cause to both the individual seeking revenge and the target of their actions. If students cannot gain attention or power through more positive means, they may resort to hurting others to assert themselves. McWhirter et al. (2017) also highlight how revenge can stem from underlying issues such as depression, learning difficulties, and unrealistic expectations, as well as pressure from authority figures. In the view of Kambuga (2017), revenge often occurs when students feel a loss of power and seek to regain it by lashing out at their peers.

2.1.5.4 Inadequacy and Helplessness

Inadequacy and helplessness occur when a learner has given up on themselves. According to McWhirter et al. (2017), feelings of inadequacy and helplessness, or the assumption of inadequacy, present a significant challenge for parents, educators, and counsellors. When young individuals understand that underachieving and displaying a lack of effort are effective ways to maintain adult attention, they may persist in violent acts even when it is no longer warranted. Moreover, emotions such as despair, frustration, and helplessness indicate that young people are functioning under the belief of inadequacy. Therefore, adults should carefully consider the emotions evoked by young people's misbehaviours, as these feelings are often precisely what the young individuals want them to address. While despair and hopelessness may be the desired

outcome for the children, responding with pain only serves to reinforce their sense of inadequacy. This type of reaction could perpetuate continued feelings of inadequacy (McWhirter et al., 2017, p. 192).

Dreikurs' social discipline theory suggests that adults should help young individuals struggling with misbehaviours by using corrective procedures like logical consequences and encouragement. He believes every learner's actions are driven by the need to find their place in the group (Dreikurs, 1968, cited in Kambuga, 2017, p. 27). Well-adjusted children conform by contributing positively, while those who misbehave seek to maintain social status. Learners choose misbehaviour goals because they believe it is the only way to fit in. This behaviour may stem from family background or community influences. Dreikurs' model emphasises that a child's goals may change depending on the circumstances, but ultimately, their main aim is social acceptance. Teachers are advised to understand their students in the classroom setting (Dreikurs, 1968, cited in McWhirter et al. 2017, p. 195).

Moreover, Dreikurs' model emphasises the importance of teachers recognising learners' efforts and guiding them in self-evaluation. It highlights the significance of motivating learners who exhibit violent behaviour in the classroom by instilling in them the belief that they have the potential to excel academically and socially through perseverance. Educators should demonstrate the advantages of fostering nonviolent interactions and creating a harmonious educational setting.

2.1.6 Constructive strategies to positively address learners' misconduct and redirect their behaviour

According to Dreikurs' social discipline model, learners' misbehaviour at school could be reduced by applying the following corrective measures:

2.1.6.1 Corrective procedures

Dreikurs' model emphasises the use of corrective procedures to help learners understand the goals behind their misbehaviours. This includes addressing risky sexual behaviour, vandalism, gang-related activities, and bullying (McWhirter et al., 2017). Adults, such as parents, teachers, or counsellors, should alter their responses by identifying their feelings and advising against impulsivity. Adults must assist young

individuals in interpreting their goals and guiding them toward more constructive behaviours. Corrective procedures should focus on helping young adults make better choices and set positive goals rather than labelling or condemning their actions (Dreikurs, 1968, cited in McWhirter et al. 2017, p. 195).

2.1.6.2 Natural and Logical Consequences

This method of correcting misbehaviours involves using natural and logical consequences. Natural consequences occur directly from the behaviour, such as failing a grade if a student does not meet expectations (Dreikurs, 1968, cited in McWhirter et al., 2017). Moreover, logical consequences are determined in advance and are connected to misbehaviours, like restricting students from using classroom materials if they damage them. Both consequences teach children responsibility, cooperation, respect, good judgment, and decision-making skills. According to Kambuga (2017), some learners develop a sense of helplessness and do not try to avoid failure, leading to dishonesty and lack of attention in class (Dreikurs, 1968, cited in McWhirter et al., 2017).



2.1.6.3 Encouragement

Encouragement is crucial for young people as it boosts their self-esteem and sense of worth by highlighting their strengths and assets (McWhirter et al., 2017). This positive reinforcement improves the relationship between adults and children, reducing the need for negative behaviour to seek validation. Regular encouragement is necessary for adolescents and children to prevent misbehaviour. Teachers and counsellors should offer encouragement by acknowledging effort, improvement, and accomplishment, expressing appreciation, separating actions from individuals when necessary, focusing on unique talents and contributions, and treating youth respectfully. This approach has been proven effective in reducing misbehaviours in educational settings, highlighting its importance in the current study.

2.1.7 Previous Applications of the Social Discipline Model

As noted in previous studies, school violence influences learners' academic performance. These studies have shown that exploring the practical applications of Dreikurs' social discipline theory in educational settings yields valuable insights into

the complexities of managing student behaviour. For example, the study by Kambuga (2017) on the challenges of maintaining discipline in Tanzanian schools highlights the multifaceted nature of factors influencing student behaviour, ranging from parental styles to peer pressure and teacher conduct. These factors not only impact individual students but also have broader implications for the overall functioning of the school environment (Kambuga, 2017).

Similarly, research conducted by Soheili, Alizadeh, Murphy, Bajestani and Ferguson (2015) in South Africa highlights the positive impact of implementing Dreikurs' intervention measures on classroom dynamics and academic performance. The interplay between school discipline and academic achievement has been scrutinised, with Stanley (2014, p. 191) highlighting the detrimental effects of poor social discipline on the teaching and learning process. Accordingly, learners' lack of social discipline interferes with teaching and learning. Furthermore, it manifests in various forms, including bullying, lateness, vandalism, substance abuse, truancy, and unwillingness to do schoolwork. This lack of discipline not only disrupts the classroom environment but also hinders the overall educational progress of all students. It creates a negative atmosphere that affects teachers' and learners' motivation and engagement, making it difficult to achieve desired learning outcomes. The consequences of such behaviour extend beyond the classroom, impacting students' social and emotional well-being and future success in academics and beyond. Meyer and Chetty (2017, p. 121) further emphasise the need for a safe school environment to mitigate risks of violence and ensure optimal learning outcomes for students.

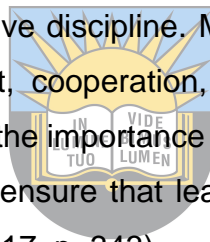
In addition, developmental theorists like Bandura (1962) and Glasser (1998) have also contributed to child development stages and behaviour. Bandura's social learning theory emphasises the importance of observation and imitation in shaping behaviours. In contrast, Glasser's choice theory focuses on the idea that individuals make choices based on their perceptions of the world around them. The social bonding theory by Hirschi (1969) assumes that individuals are constrained from deviant behaviour because of their social bond to conventional aspects of society (Hirschi, 1969, cited in Bezuidenhout, 2018). This theory suggests that strong bonds to family, school, and community can prevent individuals from engaging in criminal or delinquent behaviour. Thus, this study adopted the social discipline model to explain the effect of selected

forms of school violence (bullying, sexual harassment, teen gang violence, and vandalism) on Grade 10 learners' academic achievement in the BCMM. The following section discusses the model's relevance to this study.

2.1.8 Relevance of Dreikurs' Social Discipline Model in this Study

Having discussed the assumptions of the social discipline model, goals of misbehaviours, and corrective measures to reduce learners' misbehaviours in school, the researcher now explains the need for including Dreikurs' social discipline model in this study.

Using the social discipline model in this study was important because it emphasises learners' mistaken goals, constructive strategies, and preventive measures to correct learner misbehaviour at school, home, public places, and society in general. The social discipline model mainly indicates shaping behaviour in various settings and promoting constructive behaviour over coercive discipline. McWhirter et al. (2017) add that the model promotes equality, respect, cooperation, and self-discipline for a peaceful learning environment. It highlights the importance of maintaining school discipline and mitigating disruptive behaviour to ensure that learners' education flourishes (SASA, 1996, cited in Veriava & Power, 2017, p. 343).



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According to the literature, the social discipline model is strongly related to social psychology and recognises the influence of society on human behaviour, attributing negative behaviour to the need to fit in. Studies have linked various behaviours such as bullying, sexual harassment, aggression, gang-related activity, vandalism, substance abuse, and poor parental participation to antisocial behaviour and poor academic performance in schools (Baruth & Mokoena, 2016, p. 101; Harber & Mncube, 2017, p. 14; Meyer & Chetty, 2017, p. 198).

Also, Grade 10 students are still in their youth stages, and Dreikurs' social model is particularly beneficial in explaining the effects of bullying, sexual assault, teen gang violence, and vandalism on students' academic success. Moreover, many studies have shown that learners in this stage of their lives still struggle with the developmental stage, which is peer pressure. Stanley (2014, p. 191) emphasises how the administration of school discipline influences students' academic performance.

According to the author, a lack of discipline interferes with the teaching and learning process. It manifests in many ways, including bullying, tardiness, vandalism, assault, substance abuse, truancy, and an inability to do schoolwork. The crisis in maintaining discipline has exacerbated the matriculation failure rate in South African secondary schools (Saunders, 2011, as cited in Baruth & Mokoena, 2016, p. 101). In addition, parenting style, environment, class size, teacher behaviour, peers, and school administration contribute to learners' indiscipline (Kambuga, 2017, p. 27).

Due to learners' violent behaviour at schools, educators face the challenge of maintaining discipline in the classroom without resorting to punitive measures. When students misbehave, teachers are required to adhere to school policies that prohibit the use of corporal punishment. Instead, they are encouraged to teach students about the consequences of their actions and provide positive reinforcement to promote a conducive learning environment. Joubert et al. (2015, p. 117) wrote that school principals and teachers in South Africa are finding it increasingly difficult to uphold discipline due to strict education policies.

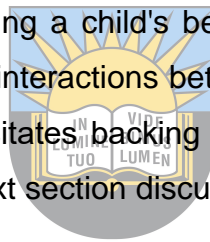
Applying the social discipline model in social sciences studies helps researchers understand the influence of learners' indiscipline and violent acts contributing to learners' low academic performance. It notes that factors contributing to indiscipline include peer pressure, negative influences from peers inside and outside school, lack of discipline at home and school, ineffective parental supervision, social media influence, and teacher authority issues. Mansager and Griffith (2019) recommend the importance of collaborative efforts between schools and society to instil good learner discipline.

2.1.8.1 Criticism of the Social Discipline Model

The social discipline model has long been used to classify child misbehaviours. While some scholars have raised concerns about Dreikurs' social discipline model, Mansager and Griffith (2019) highlight the differences between Adler and Dreikurs in their report "Respecting differences: Theoretical variance between Adler and Dreikurs." Adler emphasises the importance of nurturing feelings, suggesting that individuals interpret their surroundings based on subjective instinct and exhibit behaviours adaptable to their beliefs rather than reality. In contrast to behaviourism,

the social discipline model proposes that behaviours could be controlled through encouragement rather than reinforcement and punishment. It has been noted that the social discipline model does not advocate for praise but instead emphasises using motivation as a tool to shape learner behaviour and promote positive learning habits. According to the social discipline model, belonging and being socially accepted are crucial, especially in a learning environment. For instance, a learner who struggles to find acceptance in the classroom may display disruptive behaviour at school or home. This lack of acceptance can lead to learners losing focus on their studies, affecting the learner psychologically due to feelings of loneliness and isolation.

However, Dreikurs' social discipline model fails to explain how external factors like the school, mass media, society, or family influence individual learner behaviour and the psychological environment that impacts educational outcomes (cognitive, behavioural, and attitudinal). Having discussed the relevance of the social discipline model, the researcher notes that understanding a child's behaviour, growth, and development requires focusing on the dynamic interactions between the child and their immediate environment; thereby, this necessitates backing it with Bronfenbrenner's ecological systems theory. Therefore, the next section discusses the second theory adopted for the study.



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2.2 ECOLOGICAL SYSTEMS THEORY

Ecological systems theory, developed by Urie Bronfenbrenner in 1979, focuses on the interactions between individuals and their social environments. It is a psychological theory that stems from Bronfenbrenner's (1917-2005) work *The Ecology of Human Development: Experiments by Nature and Design* (Bronfenbrenner, 1979, cited in Analisah & Indartono, 2019, p. 238). The theory states that development results from continuous interactions between individuals and their social environments (Ward, van der Merwe & Dawes, 2012, p. 67). According to Bronfenbrenner, human development is influenced by the relationships between the individual and their immediate settings and larger contexts. Families and schools are considered the most influential in this theory. Bronfenbrenner's ecological theory holds that young people bring their characteristics to the settings where they develop, and their behaviour is shaped by their immediate environment, particularly their families. The theory is often used to explain the influence of ecosystems on children's educational achievement.

Researchers have identified three phases in the development of Bronfenbrenner's theory, with the first phase focusing on the original ecological systems theory of human development, which holds that a child's development is affected by everything surrounding them, and this is divided into five ecological systems: microsystem, mesosystem, ecosystem, macrosystem, and chronosystem (Analisah & Indartono, 2018; Hlatshwayo, 2018, p. 45). These systems help explain how external factors can impact learners' academic success.

2.2.1 Basic assumptions of the ecological systems theory

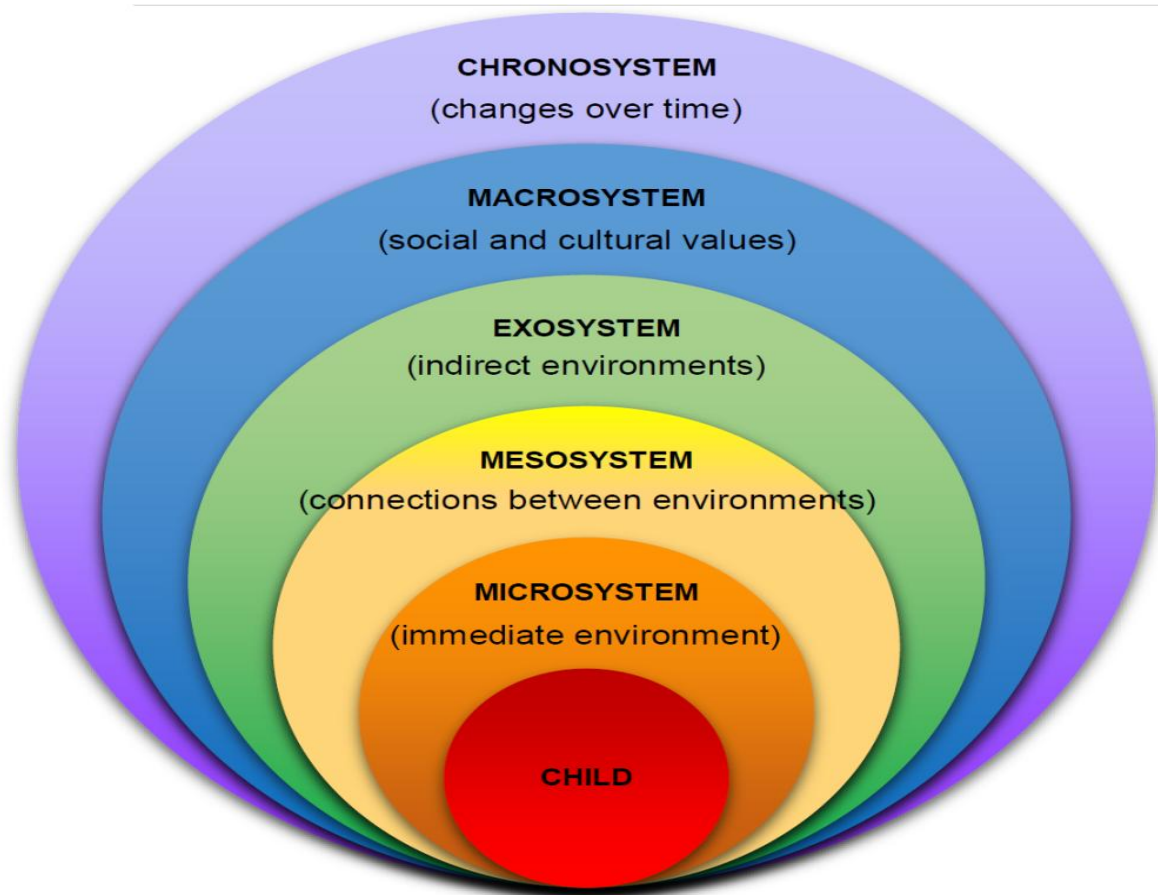
The ecological development model emphasises integrating human development with the surrounding environment. According to Evans (2023):

- The ecological development model believes that human development involves working with the surrounding environment.
- The microsystem is the most influential ecological system. It is the environmental setting containing the developed child, such as their family, peers, and school.
- The environment affects the person (how they grow, who they become).
- Bio-ecological model: Levels are divided by areas of the environment children are in, from people and institutions immediately surrounding the individual to nationwide cultural forces (Bronfenbrenner, 1979, as cited in Ettekal & Mahoney, 2017, p. 6).
- Bronfenbrenner's ecological systems theory has implications for education practice.

2.2.2 The Five Ecosystems

According to the literature, different ecosystem layers surround a child, beginning from the innermost layer, which represents the child, followed by the microsystem, which consists of the child's immediate environment, such as family, peers, and school. The mesosystem focuses on the relationships between these microsystems, like the connection between family and school. The exosystem includes indirect environments like the parents' job, which can impact the child's academic performance. It is the link

between two settings: the immediate setting or where the child does not play an active role (Elliott & Davis, 2018, p. 7). A child can be affected by their parent's stress, which can directly or indirectly influence their schoolwork. The macrosystem encompasses the larger cultural and social context, including religious and cultural beliefs. Lastly, the chronosystem concerns environmental changes in a child's life over time, such as school violence. Research has shown that ecological systems influence child development, with interactions between different layers and larger contexts playing a crucial role (Analisah & Indartono, 2018, p. 239). The diagram below illustrates a child's ecological system.



Source: Buckley & Budzyna (2023:45)

Figure 2.2: Diagram of the Ecological Systems Theory

2.2.3 Explanation of the five ecosystems, their influence on children, and relevance to educational contexts

A positive relationship is crucial in counteracting the adverse effects of a boring and unproductive learning environment (Bronfenbrenner, 1979, cited in El Zaatari & Maalouf, 2022:3). Furthermore, when students feel loved, accepted and have a sense of belonging at home, school or with peers, they are motivated to study and excel in their schoolwork. Factors such as supportive teacher behaviours, an achievement-focused atmosphere, a safe learning environment, and positive peer interactions significantly contribute to a sense of belonging in school (Bakır-Ayg̃ar & Kaya, 2017, cited in El Zaatari & Maalouf, 2022, p. 1). These elements are interconnected with school violence and students' academic achievement.

2.2.3.1 *Microsystem*

This refers to the immediate environment surrounding a child, including interactions with peers, teachers, family, school, and community (Bronfenbrenner, 1979, as cited in El Zaatari & Maalouf, 2022, p. 5). According to McWhirter et al. (2017:22), the family is the primary microsystem, shaping a child's development through direct experiences and relationships. Proximal interactions, such as those between learners and educators, are crucial in enhancing a sense of belonging to the school. Everyday contexts of a child's development, particularly within the family, are powerful in socialising children towards either violent or prosocial behaviour. McWhirter et al. (2017) also highlight risk factors for child violence in the family.

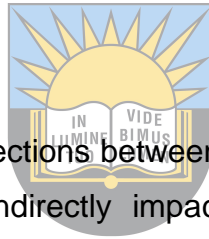
2.2.3.2 *Mesosystem*

This connects different microsystems within the ecological system. It is about how a learner interacts with their microsystems. For example, a child's relationships with their family, school, peers, and church play a role. Sometimes, communicating with a teacher about a child's behaviour at home may be difficult. Additionally, where a learner lives and their exposure to violence in the community can affect them. Sherer and Sherer (2011, p. 876) researched how common and serious violent behaviour is among learners. They discovered that signs of violent behaviour in learners could include uncontrollable anger, drug and alcohol use, and being a victim of violence, all of which can impact school performance.

Living in an unsafe or violent environment can hurt a child's behaviour, as the relationships between those around the child and between parents and school can indirectly influence them. Bronfenbrenner identified risk factors within the individual, family, school, peer group, and community, with the microsystem's web of relationships playing a significant role (Bronfenbrenner 1979, cited in Ward, van der Merwe & Dawe, 2012, p. 53). Studies have shown that violence in South African secondary schools leads to decreased school attendance, learning, and achievement. In some cases, learners missed school days, failed courses, or dropped out altogether due to experiencing violence (Mncube & Harber, 2012, cited in Harber & Mncube, 2017, p. 85). Furthermore, the National School Violence Study notes that school violence can result in truancy, decreased educational performance, depression, fatigue, and reduced trust, with victims often becoming more aggressive themselves and believing that violence is an effective way to resolve conflicts and enforce discipline (CJCP, 2013, cited in Harber & Mncube, 2017, p. 85).

2.2.3.3 Exosystem

The exosystem refers to the connections between different environments that do not directly involve individuals but indirectly impact the systems they interact with (Espelage, 2014; McWhirter et al., 2017). For example, if parents lose their jobs or have low incomes, they may direct their frustration on their children, affecting their children's motivation to succeed in school. Public policy is another exosystemic factor that influences schools and the rules they must follow. In South Africa, education is considered a fundamental right (SASA, 1996, cited in Joubert et al., 2015, p. 29). Sometimes, students may use these rights to their advantage, even if they misbehave. During my master's fieldwork programme in 2018, one of the teachers I interviewed mentioned that school policy prevented her from removing disruptive learners from the classroom. For instance, in her class, a learner stabbed another with a sharp pencil, but the education policy prevented any further disciplinary action on learners to remain in class.



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2.2.3.4 *Macrosystem*

This is a child's most crucial cultural and social environment. It includes all the people and places that significantly impact the child. This involves the historical, cultural, and social influences of a child's parents that affect the behaviours of smaller systems. For instance, if a child is from a war zone, they might wish for a peaceful place to live, which could impact their mental health and make it hard for them to focus and learn in that kind of environment. Another example is the COVID-19 pandemic, which has badly impacted learners' school routines and academic success. Due to COVID-19, learners cannot attend school like they used to, as the schooling system had to switch to online learning; however, not all students have computers, electricity, or access to the internet.

2.2.3.5 *Chronosystem*

The chronosystem concerns the role of time in a person's life, including when events happen. This layer involves changes and transitions throughout an individual's life, influenced by historical and social contexts. For example, events like divorce can affect a child's life, which is a significant change. A child going through a divorce may struggle to focus on school and may even act out toward their classmates because they are not getting enough attention at home. Research has shown that children can feel the adverse effects of their parents' divorce for up to a year (Buckley & Budzyna, 2023, p. 46). In an academic setting, when a student has a low math grade, the teacher should not just focus on the student and their struggles with the subject; a good teacher should also consider the interactions between the teacher and student, the school environment, peers, and the student's family background. Additionally, the teacher might have to follow school rules that could impact the student's learning, such as new math expectations or time constraints. An anxious child may seek extra attention from the teacher.

Bronfenbrenner's ecological theory categorises a child's immediate surroundings into five ecological systems. This encourages researchers to look beyond the individual to understand human development and make improvements. Singh and Steyn's (2014, p. 86) study highlights various psychological reactions exhibited by victims in response to learners' aggression and the subsequent repercussions of such behaviour in

educational settings; this aggressive behaviour significantly hinders the effectiveness of teaching and learning processes. The researchers further emphasise that the outcomes of learner aggression are indeed distressing, causing considerable harm to the victim's mental well-being by inducing heightened levels of stress, anxiety, depression, and, in some extreme cases, even resulting in fatalities. Learners who are exposed to any form of violence within the school environment often suffer emotional scars, leading to potential academic setbacks because of this traumatic experience (Khumalo, 2019, p. 8; UNESCO, 2019, p. 11).

2.2.4 Previous Applications of Ecological Systems Theory

This section discusses how ecological systems impact human development, emphasising a child's interaction with various factors across individual, family, peers, school, and community subsystems. Environmental events and transitions throughout life also significantly shape a child's development and behaviour (Bronfenbrenner, 1979, as cited in Sherer & Sherer, 2011, p. 868).

Ettekal and Mahoney (2017, p. 6) explain how young people participate in activities, how different environments impact their development, and the role of society as a whole in activities. Ward (2007), cited in Mampane et al. (2014, p. 4), states that it is important to look at the environments children grow up in and the communities to which they belong to understand how they learn violent behaviours. Adams and Hannum (2016, p. 47) used Bronfenbrenner's social ecological theory to study the occurrence of school violence in rural Chinese middle schools. They discovered that the activities and relationships a person experiences in their immediate surroundings, like the classroom or the school, directly influence them (Bronfenbrenner, 1979, cited in Adam & Hannum, 2016, p. 9). Similarly, Mncube and Madikizela-Madiya (2014, p. 43) applied the ecological systems theory to investigate the perspectives and experiences of school community members on school violence and the types of violence that occur in South African schools.

Moreover, the adoption of the ecological systems theory in this work draws mainly from a finding that gangsterism is a cause of violence in South African schools; this is based on cases of six provinces carried out by Mncube and Madikizela-Madiya (2014, p. 44). The authors suggest that gangsterism is a serious concern and is one of the

external factors that aggravate violence in South African schools and contend that schools, being a microcosm of society, often reflect the violence present in the broader community. The notion that schools are incapable of safeguarding children from the negative aspects of society is concerning. However, it is important to note that schools are not entirely defenseless against external violence in a society plagued by violence. The ability of schools to resist and counteract violence in society largely depends on how well-organised and managed they are, as well as their commitment to protecting and nurturing both staff and students through the implementation of clear safety and security measures (Mncube & Madikizela-Madiya, 2014, p. 44).

One of the limitations of this current study is that it focused on examining the external factors (bullying, sexual harassment, teen gang violence, and vandalism) affecting Grade 10 learners' academic achievement in BCMM high schools.

2.2.4.1 Relevance of Bronfenbrenner's ecological systems theory to the study

There is evidence regarding Bronfenbrenner's ecological systems theory in explaining school violence and how ecosystems impact child development. El Zaatari and Maalouf (2022) utilised Bronfenbrenner's bio-ecological systems theory to explore how students develop a sense of belonging in school. Their study emphasises the importance of protecting students who are victims of violence to prevent them from developing serious mental health issues. In another study, Garner (2014) used the ecological systems theory to investigate the dimensions of school-based violence involving children. The author stresses the need to examine the root causes of school violence, including factors within the school, family, community, and culture.

Bronfenbrenner's ecological systems theory was important to use in this study because it helped to understand how different types of school violence (like bullying, sexual harassment, teen gangs, and vandalism) affect the academic achievement of Grade 10 students. This theory shows the various influences on a child's development and how the environment can impact a child's behaviour. Educators learn from this theory that a supportive learning environment plays a significant role in how learners behave and how peer pressure, home life, and school administrators can affect them; children are influenced by what they see around them every day. Khumalo (2019) notes that violence is not just limited to schools but can also be found in communities,

homes, and other places where people find themselves. Using violence to solve problems in a community can have a negative impact. A clear example of this is the frequent incidents of physical fighting violence in South African schools. In January 2019, Mr. Fundile David, the MEC of the Eastern Cape Department of Education, spoke about a case of school violence where older students bullied another high school student on the school playing grounds, and the victim was left with multiple injuries in his face.

Khumalo (2019) notes incidents of school violence in Peddie in the Eastern Cape Province. According to him, a 16-year-old Grade 7 learner was stabbed and killed by a 15-year-old classmate in Peddie. In Butterworth, a Grade 11 student was stabbed with a sharpened spoon by another student for his lunch. In another tragic event, a 19-year-old learner at Mondeor High School was attacked near the premises and fatally stabbed by three students from another school. These incidents highlight the alarming rise of violence within the immediate environments where children learn. It can be concluded that a significant issue in schools is learners behaving antisocially. It is important to remember that many learners between the ages of 13 and 16, a critical stage of development for teenagers, come from unstable homes. Therefore, teachers should not expect them to act like college students. For example, students who believe that violence is the solution to any problem pose a serious challenge, which is why educators must recognise that these students are teenagers who may be facing difficulties at home or in their community. Teachers need to connect with these students and understand their backgrounds. Mncube and Shumba (2013, p. 9) highlight the following as the consequences of school violence if the learning environment (microsystem) is not supportive:

- The environment becomes nonconductive to learning.
- There is a lack of effective learning and teaching, leading to poor school attendance and a high failure rate.
- Learners become uncontrollable and challenging to manage.
- Time is wasted on conflict resolution meetings instead of learning and teaching.
- There is high absenteeism and dropout rates.

- A general lack of discipline at school.
 - Disobedience leads to non-submission of school tasks or not doing homework.
 - School violence leads to academic performance that is not on par with the goals and aspirations of the school.
 - Learners who are victims of bullying tend to bunk classes and end up dropping out of school.
 - Lack of concentration on the part of the learners because they fear the perpetrators.
 - It may lead to poor results and an unpleasant atmosphere in the classroom.
- Most of the above effects of school violence are common in all the schools investigated in this study.

2.2.4.2 Ecological factors influencing learners' academic success

There are always connections between one's environment and success in life. The theoretical frameworks adopted for the study describe the impact of external factors such as school environment, community and cultural impacts, and family background on learners' academic achievement. One of the most significant risk factors mentioned was children's exposure to violence, either at home or in communities. Children who witness violence or are victims of abuse are more likely to exhibit aggressive behaviour at school. Moreover, factors such as poverty, lack of parental supervision, and peer pressure can also contribute to a learner's violent tendencies. Schools need to address these risk factors and provide support to learners who may be at risk of engaging in violent behaviour. Schools can help learners develop healthy coping mechanisms and prevent violent incidents by implementing programmes that promote social and emotional well-being.

Bronfenbrenner (1979) emphasises the significant impact of everyday contexts on child development, stating that these environments play a crucial role in shaping children's behaviours; furthermore, the interactions between children's characteristics and their socialising environments determine whether they exhibit violent or prosocial tendencies (Bronfenbrenner, 1979, cited in Ward, van der Merve & Dawes, 2012, p. 69). The authors, Ward, van der Merve, and Dawes (2012) further add that one of the

main risk factors that influence a child to misbehave in school is exposure to violence at home or in the neighborhood. When learners witness violence in their daily lives, they may internalise these behaviours and act similarly at school. Also, learners who come from unstable or abusive homes may use violence to cope with their emotions and frustrations. Risk factors such as family, school, community, group/peer pressure, and mass media are perceived to contribute to learners' violent behaviour. It is, therefore, important for educators to be aware of these risk factors and provide support and intervention for learners who may be at risk of exhibiting violent behaviour in school.

a. Family

The family is one of the fundamental socialising environments for children, influencing them from early childhood through adolescence (Bronfenbrenner et al., 1984, cited in Ward, van der Merve & Dawes, 2012, p. 69). The authors further highlight the specific risk factors within the family that contribute to child violent behaviour, including family conflict and violence, caregiver criminality, antisocial siblings, larger family size, low maternal age, poor family management practices, harsh and inconsistent disciplinary practices, poor monitoring and supervision of child activities, permissive or lax parenting, low family bonding, and low maternal education (Hawkins et al., 1998; Loeber et al., 1998; Patterson et al., 1997, cited in Ward, van der Merve & Dawes, 2012, p. 70).

Children emulate what they perceive within their environment; for example, children may want to behave and become like their parents, peers, siblings, or others. Regarding violence and health, the WHO reports multiple causes of violence and the interaction of risk factors within the family and broader community, social, cultural, and economic contexts (WHO, 2002, cited in McWhirter et al. 2017, p. 22). McWhirter et al. (2017) found that most violent problems are commonly perpetrated by fellow learners or school staff. Nconsta and Shumba (2013, p. 8) add that 72.5% of their study participants blamed easy access to schools as a contributing factor in school violence. According to them, people from outside quickly enter the school premises to conduct business or to commit a crime.

Also, some parents engage in behaviours that could lead their children to trouble with the law (Leoschut & Burton, 2006, cited in Ward, van der Merve & Dawes, 2012, p. 71). For instance, parents who vape or use substances at home may influence their children to do the same. Factors such as large family size, low maternal education, low maternal age, and learner violence can result in poor family management practices, inconsistent discipline, and inadequate supervision of children's activities, which can impact learner behaviour and academic performance in school. According to Evans (2023), having a supportive relationship with parents can positively affect a learner. In contrast, distant and unaffectionate parents, siblings, and caregivers may negatively impact a child's behaviour in school.

b. The school

The school environment can be considered one of the risk factors that contribute to learners' violent behaviour. A school's strict rules and pressure to perform academically can sometimes increase learners' emotions and frustrations, potentially resulting in peer conflict, bullying, and even physical fighting. In addition, the pressure to fit in and be accepted by their peers can sometimes push learners to engage in violent behaviour to gain social status or assert their dominance. As discussed above, learners may also be exposed to violence at home or in their communities, which can further exacerbate their aggressive tendencies when at school.

Ward, van der Merve, and Dawes (2012) indicate that schools are socialising agents and have a crucial role in shaping a child's social development, especially during the challenging transition into adolescence. They highlight that children who struggle academically, drop out of school, lack commitment, have low educational goals, and frequently change schools are more prone to engage in violent behaviour. Further, one of the major concerns in South African schools is the prevalence of violence, with some schools openly displaying aggressive behaviour towards learners by using corporal punishment despite its illegality (Ward, van der Merve & Dawes, 2012). The authors suggest that schools that prioritise academic excellence by setting clear goals, providing high-quality instruction, monitoring student progress, and investing in staff development are better equipped to foster a safe and positive learning environment (Masten & Coatsworth, 1998, cited in Ward, van der Merve & Dawes, 2012, p. 72).

c. The community/neighbourhood

The neighbourhood is another risk factor contributing to learners' violent behaviour at school. The environment in which learners grow up can significantly impact their behaviour in the classroom. Children who come from disadvantaged neighbourhoods may be exposed to higher levels of violence, crime, and instability, which can lead to feelings of fear, anger, and aggression. These negative experiences can manifest as disruptive or aggressive behaviour towards peers and teachers. Teachers and school staff need to be aware of the challenges that learners from these neighbourhoods face and work to create a supportive and nurturing environment that helps them overcome these difficulties (Gephart, 1994, cited in Ward, van der Merve and Dawes, 2012, p. 75). The longer a child spends in a neighbourhood, the more likely they are to be influenced by it.

d. The peer group

A learner's peer group plays a substantial role in shaping their behaviour, especially regarding violence at school. Learners are easily influenced by their peers, often feeling pressured to conform to certain behaviours or attitudes that may not align with their values. This influence can lead to increased aggressive behaviour, as learners may need to act violently to gain acceptance or respect from their peers. As a result, a learner's peer group can serve as a risk factor for promoting violence within the school environment.

e. Mass media

Mass media is another dangerous zone. Learners learn a lot from social media—to the extent that they may disagree with their parents' point of view. Mass media plays a crucial role in shaping the behaviour of learners in schools, and it cannot be underestimated. The portrayal of violence in various forms of media can profoundly impact how learners perceive and react to conflict. Constant exposure to violent images and themes in movies, TV shows, online, and video games can desensitise learners to the consequences of violent actions, making them more likely to resort to aggressive behaviour when faced with challenges. It is important for parents and teachers to be aware of children's media consumption habits and to engage in conversations about the potentially harmful effects of violent content.

2.2.4.3 Critiques of Bronfenbrenner's ecological systems theory

Bronfenbrenner's ecological systems theory has been criticised for failing to address certain aspects of human development. In their book, *The Whole Child and Development in the Beginning Year*, Buckley and Budzyna (2023:46) argue that the ecological model created by Bronfenbrenner places too much emphasis on biological and cognitive factors while neglecting the socio-emotional dimension of development. They propose a more holistic approach to understanding human development, focusing on the various domains of development at the core. Evans (2023, p. 8) also highlights the challenges of empirically testing Bronfenbrenner's theory. Studies exploring ecological systems may reveal correlations but cannot definitively prove causation. Additionally, Leventhal and Brooks-Gunn (2000), as cited in Evans (2023, p. 8), note the limited research on mesosystems, particularly the interactions between a child's family and neighbourhood. This lack of comprehensive study makes the influence of these ecosystems on child development ambiguous. Tudge et al. (2009), as cited in Eriksson, Ghazinour and Hammarstrom (2018, p. 430), suggest that the underutilisation of the process, person, context, and time (PPCT) concept in research may be due to the theory's limited dissemination within the scientific community. This analysis delves into both theories' origins, assumptions, previous applications, significance, and criticisms. The next section discusses the factors that may influence a child's behaviour.

2.3 LITERATURE REVIEW

This section unpacks previous studies on the effects of school violence on learners' general academic performance. A literature review summarises previous research on a topic and the state of scholarship in a field, allowing researchers to map the situation regarding the current research topic (Dhlamini & Alex, 2022, as cited in Adu & Okeke, 2022:70).

The literature review for this study focused on the recent and relevant articles on the selected forms of school violence and its impact on learners' academic outcomes. It is important to note this thesis's primary research question and the sub-research questions the study intended to address: The primary research question was: What are the effects of selected forms of school violence on Grade 10 learners' academic

achievement in Buffalo City Metropolitan Municipality (BCMM) secondary schools, Eastern Cape Province, South Africa?

The four sub-research questions were:

- 1) What are the composite effects of bullying on the academic achievement of Grade 10 learners within the BCMM secondary schools?
- 2) What are the relative effects of sexual harassment violence on Grade 10 learners' academic achievement in BCMM?
- 3) How often do Grade 10 learners experience teen gang violence and its effects on their academic achievement in BCMM?
- 4) How often do Grade 10 learners experience vandalism, and how did it affect their academic achievement?

This section covers various aspects of school violence, including different forms such as bullying, sexual violence, social violence, corporal punishment, and more. It discusses the impact of school violence on academic achievement, literature on gang membership, prevalence, and contributing factors like home, community, and school environments. It also discusses school policies, national safety frameworks, and viewpoints from educational stakeholders (Baruth & Mokoena, 2016; Ncontsa & Shumba, 2013; Ngakane, Muthukrishna & Ngcobo, 2012; Mosia, 2015; Muhangi, 2017; Kambuga, 2017).

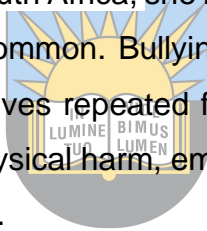
2.3.1 The Composite Effects of Bullying on Learners' Academic Achievements

Scholars use the term bullying to refer to repeated adverse events that, over time, are directed at individuals and carried out by one or several other people stronger than the victim (Fareo, 2015). A TIMSS (2015) report found that approximately one in five learners (17%) have experienced bullying weekly (Reddy et al., 2016 as cited in Ngidi & Moletsane, 2018, p. 1). Mayeza and Bhana (2021) highlight how boys in South African township schools construct hegemonic masculinity through bullying. Ngidi and Moletsane (2018) studied violence in South African schools, identifying various patterns of school violence, including victimisation, threats, gender-based violence, physical harm, emotional harassment, rioting, vandalism of school property, relational

aggression, and criminal activities like mugging. UNESCO (2019) reports that children involved in bullying report having a lower quality of health and life satisfaction compared to those not involved.

Furthermore, children who are frequently bullied are at a higher risk of feeling like outsiders at school and missing school. They are likelier to have worse educational outcomes than those who are not bullied (UNESCO, 2019, cited in Mayeza & Bhana, 2021, p. 2). A study by Wallace and Figuera (2017) found that 38% of learners have witnessed five or more acts of school violence per month, with 33% witnessing 3 to 4 acts of school violence per month. Their report highlights that school violence, including school shootings, is a significant concern for many Americans (Wallace & Figuera, 2018).

In Power's (2017, p. 298) work "School Violence" in the Basic Education Rights Handbook - Education Rights in South Africa, she highlights the prevalence of bullying, noting that it has become more common. Bullying is a serious issue in schools, as described in Power's work. It involves repeated frightening or intimidating treatment by a peer or teacher, leading to physical harm, emotional harassment, feeling unsafe, and a hostile learning environment.



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Violence at school is linked to behavioural issues in the classroom ($r = .92, p < .01$). Violence among teenage friends also showed a strong association ($r = .85, p < .01$), as did neighbourhood safety ($r = .84, p < .01$) and family size ($r = .85, p < .01$). Additionally, classroom behavioural problems were positively correlated with violence on school grounds ($r = .92, p < .01$), violence among teen friends ($r = .84, p < .01$), school safety ($r = .84, p < .01$), and family size ($r = .84, p < .01$) (Garnet, 2013, p. 4). Power (2017) emphasises the importance of addressing these factors to reduce violence in American schools, suggesting counselling and support groups as effective strategies.

Qualitative research by Ngidi and Moletsane (2018, p. 3) found that bullying can have both physical and mental health effects on the students who are bullied. This affirms previous research by Baruth and Mokoena (2016, p. 98), who found that the bullying victims in their study often refused to go back to school, others had post-traumatic stress disorder (PTSD), and the victims' educational performance deteriorated.

Graham (2016) describes some of the consequences bullying can have on learners, such as mental health problems, academic difficulties, and physical health problems. In 2015, Mosia discovered that 73.3% of learners in Lesotho schools had been verbally bullied through name-calling, jokes, gossip, insults, teasing, or threats. Teachers also reported experiencing verbal bullying at a rate of 81.6%, which is higher than other forms of bullying, such as physical (76.3%), social (65.4%), and electronic (12.4%). Surprisingly, 61% of victim learners did not report instances of bullying to school authorities, which allowed bullying to continue. Verbal bullying was identified as the most common form of violence in schools in Lesotho. Mosia (2015) recommended that the Ministry of Education and Training conduct a more comprehensive national survey to understand the extent of this issue. Nconsta and Shumba (2013, p. 13) conclude that bullying, vandalism, gangsterism, indiscipline, and corporal punishment are the most prevalent forms of school violence in South African high schools and that these forms of violence can lead to low academic achievement, absenteeism, chaos, and loss of teaching time. Olusegun (2017, p. 55) found that learners may refuse to go to school after repeatedly facing bullying, or their grades may suffer. Singh and Steyn (2014, p. 86) note many psychological effects of learner violence on victims, such as humiliation, low morale, and lack of confidence. All also showed that bullying creates a hostile school environment for both students and teachers. Haroon (2018) found that students who experienced frequent bullying were more likely to have lower academic performance, i.e., a greater risk of low achievement. Roman and Murillo (2011, p. 50) found that students who were victims of peer aggression tended to perform worse in reading and math compared to those who were not bullied. It also revealed that theft (39.4%), verbal violence (26.6%), and physical violence (16.5%) were the most common forms of aggression among American students, with over 51% of Grade 6 students reporting having been robbed, insulted, or victimised in some way.

According to Vanlalduhsaki, Laloo, Visi, Sangma, Saravanan, and Singh (2018), most students in India (71.90%) have experienced bullying, which has had a significant impact on their studies. In their research on bullying and academic performance among school children, Chandran, Namboodiripad, and Madhavan (2018, p. 598) found a 92.4% overall prevalence of bullying, with verbal bullying being more common at 72.8% compared to physical bullying at 36.4%. They also identified physical, verbal, and emotional bullying as common forms of bullying experienced by Indian high school

students. Physical bullying includes activities like fighting, teasing, pranking, kicking, headlocks, hazing, and pushing; emotional bullying involves spreading rumours, ignoring, and making fun of others, while verbal bullying involves harassing, threatening, and mocking. They conclude that bullying could lead to feelings of depression, anxiety, anger, stress, and helplessness, which may even result in suicidal thoughts, poor academic performance, insecurity, and lack of trust. They also found that students who participate in extracurricular activities tend to perform better academically, with some improving by up to 20%.

Approximately 20% of kids aged 12 to 18 were found to have been bullied at school, while 1 out of 4 students reported experiencing some form of violence while at school. The study of Wallace and Figuera (2018:101) showed that 39% of students were identified as victims, and 73% personally witnessed violence, 90% agreed that school violence has negative consequences. Weapons like knives, bottles, belts, fists, and feet were used in these violent incidents. Adams and Hannum (2016) listed physical victimisation, such as "beatings," as a significant type of violence that students in Chinese schools experience. They found that 40% of their participants reported being beaten by their peers. The authors note that physical victimisation by classmates is more common in rural schools and puts students' academic performance at risk. Haroon (2018) found that girls are bullied more than boys, and students who are bullied frequently are more likely to have lower academic achievement.

Bullying violence harms everyone in the school community and impacts how they learn and perform (Jan & Hussain, 2015). Furthermore, the different types of bullying, like teasing, hitting, threats, and making fun of others, are common among students in Pakistan. When students were asked about bullying, they showed similar behaviours in categories like being powerful, aggressive, physically weak, and jealous. Research has also shown that bullying affects students' grades because it makes them scared and unsure of themselves; bullied students struggle to focus on their schoolwork and may not want to go to school at all (Al Raqqah et al., 2017, p. 44). This also stops them from joining in class discussions or enjoying school events. In Colombia, bullying, like saying mean things, hitting someone, and leaving someone out, is a big problem (van der Werf, 2014). Further, van der Werf (2014) found that bullying makes kids feel bad at school and about themselves. It also found that the frequency of bullying can affect

how well students do in school, depending on how good they are at schoolwork. The study concludes that bullying could make it hard for both the learners who are mean and the learners who are hurt to learn well, which makes school not as good and can make grades worse (van der Werf, 2014:277).

Muli, Nzoka and Muthee (2019) conducted a study on bullying and its impact on academic performance in Kenya. They discovered that bullying at school is a significant reason for poor academic performance among students. Verbal and indirect bullying are common occurrences among Kenyan students. Despite efforts to enhance the school curriculum and teaching quality, the researchers observed an increase in poor academic performance among students (Muli, Nzoka & Muthee, 2019, p. 239).

In a similar vein, Afolabi and Deji (2014) found that Nigerian students experience various forms of violence, including verbal abuse, theft, physical assaults, threats with weapons, weapon attacks, and property damage. The researchers note that bullying is more prevalent in public secondary schools compared to private schools: verbal abuse (87.2% in public schools and 62% in private schools), physical assaults (53.3% in public schools and 28.7% in private schools), and threats with weapons (18% in public schools and 3.3% in private schools), and property damage in both types of schools, with verbal abuse being more common in private schools while students were waiting for their teacher in class (Afolabi & Deji, 2014, p. 39).

In addition, Stanley (2014) states that school rules and regulations are important for helping students do better in school. He found that over 70% of students think that how discipline is handled at school can affect their grades. Also, more than 70% of students agreed that being on time for things is important for doing well in school. Furthermore, many students (60.53%) strongly believed that rules and regulations impacted their academic performance. Moreover, almost 80% of students did not agree with punishments (Stanley, 2014, p. 191). Not having enough appropriate resources in schools has been linked to bullying in Nigerian secondary schools. Many students fear going to school daily because they are worried about being harassed, teased, and embarrassed (Fareo, 2015, p. 440).

As previously discussed, bullying violence comes in different forms, like hitting, making someone sing or dance, taking their food, and teasing them, all of which can harm how students relate to each other. Using technology like mobile texting, social media, or emails to bully someone is called cyberbullying. A study found that 66% of students in the eastern part of Uganda, 57% in the northern region, 22% in the western region, and 23% in the central region had experienced bullying (Muhangi, 2017, p. 298). The research found that bullying could lead to students doing poorly in school and even dropping out.

Musariwa (2017) discovered that there is a lot of bullying violence among schoolboys in urban areas of Zimbabwe. Makwanise (2021, p. 4) supports this discovery and lists the effects of bullying violence on high school students in Zimbabwe as feeling unsafe at school and struggling to pay attention in class. Some students even drop out of school due to severe bullying. The authors also mention that another consequence of bullying on students is when they try to harm themselves. Their research found that 56% of students believed that most bullying occurs in hidden spots like toilets, as school staff do not easily monitor these areas. However, Mayeza and Bhana (2021) note that toilets could be safe places where students can feel protected from bullying and violence. This is because the school rules prevent boys from entering girls' toilets, which helps maintain safety. Their study also found instances of psychological bullying, such as teasing and laughing at other students. Makwanise (2021, p. 3) found that some students bullied their peers by making them clean their shoes or pressuring them to give money for drugs, especially those struggling with addiction.

Furthermore, a study by Burdick-Will (2013) found that violent crimes in schools can negatively affect students' academic performance. The author suggests that school violence mainly decreases learning by causing cognitive stress and disruptions in the classroom rather than affecting safety perceptions, overall school environment, or disciplinary methods. Additionally, the research found that violent crimes at school negatively impact students' reading and math test scores. Additionally, students who have experienced or witnessed violence may suffer from emotional stress like worry or fear and may have trouble sleeping (Yörük & Çankaya, 2013). Fareo (2015) further extends the knowledge on bullying in Nigerian secondary schools by highlighting societal, biological, peer group influence, and environmental factors contributing to the

issue. Lack of resources in schools leads to higher levels of bullying, causing learners to fear harassment and humiliation.

Bullying violence in schools has been a growing issue for the past 20 years, with research showing its negative impact on victims' quality of life (Graham, 2016). De Wet (2006), cited in Joubert. et al. (2015, p. 191), highlights the detrimental effects of bullying on the school environment, learners' right to education, and teachers' ability to create a safe learning space. Chandran, Namboodiripad and Madhavan (2018) link bullying to poor academic performance, suicidal thoughts, insecurity, and lack of trust. Having suicidal thoughts is a significant problem among teens.

Evidently, a tragic incident in the Limpopo Province of South Africa, where a Grade 10 learner took her own life after being bullied, further emphasises the severity of the bullying problem in schools (News 24, 17 April 2021). According to the author, students who associate with violent peers are more prone to displaying violent behaviours themselves. Agreeing with the author's view, in the video circulating online, the bullying perpetrator appears to have no remorse after the incident that later claimed Lufuno's life. McGaha-Garnett (2013, p. 5) found that students who exhibit inappropriate behaviour in school are likely to face less discipline from teachers and more likely to engage in harmful activities.



Based on the above study's findings, bullying violence can have a detrimental impact on learners' academic progress, as victims may struggle to return to school due to fear of further attacks. An example is an undocumented incident in an East London college that involved two Grade 8 learners puncturing another learner with a sharp object in the toilet area, leading to their suspension. Being suspended from school means losing teaching and learning time for the bullies, which might result in low academic achievement for both bullies and the victim. The victim's mother expressed concern about her son's safety and the long-term consequences of bullying if left unchecked.

2.3.1.1 Conceptualising bullying violence

Researchers have various definitions of bullying. Some define it as when someone stronger than the victim repeatedly does harmful things to them over time or when more powerful peers intentionally keep being mean to weaker individuals (Fareo,

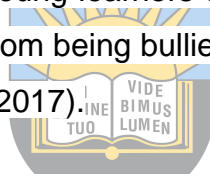
2015; Day & Kahle, 2015, cited in Bezuidenhout, 2018, p. 56). Others view bullying as scary or intimidating behaviour that a learner repeatedly experiences from other learners or teachers (SAHRC, 2008, in Power, 2017, p. 298).

According to Joubert et al. (2015), bullying is planned, ongoing, mean, and demeaning behaviour. The author also describes bullying as a hostile action where someone deliberately hurts or upsets another person, whether through physical, verbal, or nonverbal means or by excluding them from a group or activities. Bullying can be more harmful than physical abuse as it can also be psychological or emotional and very subtle (Joubert et al., 2015). It involves aggressive behaviour with unwanted, negative actions, repeated bullying over time, and a power imbalance between the bully or bullies and the victim (UNESCO, 2019). School bullying is the physical, verbal, or psychological abuse of victims by those who want to harm them (Olweus, 1993, cited in Graham, 2016, p. 137). Dillon (2015) views bullying as an emotional issue influenced by attitudes and cultural norms. Additionally, bullying is defined as repeated harmful behaviour, whether verbal, physical, social, or psychological, that involves the misuse of power by one person or a group towards another or more persons (Fried & Soland, 2011, cited in Baruth & Mokoena, 2016, p. 98).

It is imperative to consider the viewpoints of other researchers on the subject to have a comprehensive understanding of bullying violence. According to Whirter et al. (2017, p. 279), bullying can be seen as a form of hostile aggression with an imbalance of power, with a stronger individual or group targeting a weaker learner. This definition highlights the dynamics at play in bullying. Direct bullying, which involves physical or verbal attacks, and indirect bullying, characterised by covert actions like spreading rumours or excluding others, are two common forms of bullying behaviour (Baruth & Mokoena, 2016, p. 98; Harber & Mncube, 2017, p. 29). Exploring these definitions provides a more nuanced understanding of the complexities of bullying violence and its impact on learners. Bullying can involve making someone feel embarrassed, controlling them, frightening them, making them a target, and other types of harassment. Bullying occurs when students who are stronger or more aggressive use force against those who are weaker and less aggressive. If schools, teachers, parents, and guardians do not take more action to protect those being bullied, it could lead to

bullying and violence continuing in schools. Certain behaviours in schools need to be addressed adequately to understand why students are violent towards each other.

Regardless of specific definitions, bullying may lead to physical harm to learners or their belongings, making learners feel unsafe and creating a hostile environment that hinders learning. Harber and Mncube (2017) attribute the issue of violence in South African schools to the wide age gap between learners. They note that students' ages can span several years within a grade level, leading to antisocial behaviour among students. For example, Grade 8 learners could be between 12 and 14 years old while they should be 14 years old, Grade 9 between 14 and 18, Grade 10 between 15 and 20, and Grade 11 and 12 between 15 and 22 while they should be between 16 and 18. This significant age range within grades has been identified as a key factor contributing to violence in schools (Harber & Mncube, 2017, p. 112). The age analysis of students reveals a significant age gap, with younger learners often feeling subservient to older ones. Many young learners carry dangerous weapons, claiming they do so to protect themselves from being bullied by older students who force them to carry drugs (Harber & Mncube, 2017).



A stabbing incident in Johannesburg involved a 19-year-old Grade 11 learner from Mondeor High School who was attacked by three younger learners from a rival school (13-15 years), showing the wide age gap among students (reported by Etheridge and Ngqkamba for News24, 2019, p.8). Research has shown that bullying in schools can lead to low academic achievement, with both bullies and victims facing short and long-term adjustment difficulties (Swearer, Espelage, Vaillancourt & Hymel, 2010). Bullying is characterised by six defining factors such as the intent to harm, prolonged duration, power dynamics, victim selection, lack of support, and long-lasting consequences like withdrawal from school activities (Neser et al., 2003, cited in Bezuidenhout, 2018:56).

As highlighted previously, bullying violence extends beyond the school environment and involves parents and society. It is disheartening that communities often ignore or overlook specific issues when such incidents occur outside school premises. Instead of stepping in to stop fights, onlookers often prefer to record the altercations, inadvertently perpetuating the cycle of bullying. A comprehensive approach is crucial to address this issue, requiring the collective efforts of communities, social workers,

the Department of Education, law enforcement, parents, and other education stakeholders. Active parental engagement in children's academic journey is paramount, and schools must consistently strive to prevent the recurrence of such conflicts. Neglecting to address these issues adequately can lead to long-term psychological repercussions for the victims. The following section delves into forms of bullying and violence that students may be exposed to within the school environment.

2.3.1.2 Forms of bullying violence in schools

Several researchers highlight the issue of bullying and its different manifestations in schools. Several types of bullying violence have been identified, including physical, verbal, psychological, emotional, sexual, and cyberbullying, as well as social or relational aggression (Harber & Mncube, 2017; Muli, Nzoka & Muthee, 2019; Mncube & Madikizela, 2014). Physical bullying, for instance, involves the use of physical force or aggression to intimidate or harm others.



a. Physical bullying

Physical bullying is a serious issue with no clear solution (Bezuidenhout, 2018). It involves various harmful activities like kicking, pushing, punching, poking, hair pulling, tripping, suffocating, and the such. A tragic example of this was seen in one of the South African high schools, Mbilwi secondary school, in the Limpopo Province, where a Grade 10 learner took her own life after being physically attacked by a classmate. Despite efforts to address bullying in schools, incidents like this continue to happen. The effects of bullying can lead to psychological problems such as loneliness, anxiety, depression, suicidal ideation, and low self-esteem (Vanlalduhsaki et al., 2018, p. 47). The tragic loss of this student highlights the lasting impact of bullying violence.

Singh and Steyn (2014) highlight the psychological impacts of school violence on both students and teachers, including low self-esteem and lack of confidence due to shame and bullying. Depressed learners may exhibit unhappiness, irritability, and disinterest in daily activities. In addition, Moeller, 2001, cited in Singh and Steyn (2014, p. 84), notes that feelings of inferiority and guilt can lead to a loss of self-esteem and increase the risk of depression and suicidal tendencies. For Netshitangani (2014), children who have been exposed to violence tend to display violent behaviour. Harber and Mncube (2017) assert that bullying behaviour could be learned from family and community

environments and practised in schools. Chronic exposure to violence can lead to adverse effects on children, such as identifying with aggressors, moral development issues, and maladaptive responses to violence. Children who witness violence at home may learn violent behaviour (Harber & Mncube, 2017). Further, if young people are taught that violence is normal or acceptable in their community, they may replicate this behaviour in school when faced with challenges.

b. Psychological bullying

Psychological bullying, also referred to as psychological violence, is a type of bullying that involves one learner subjecting another learner to behaviour that can lead to psychological harm, such as anxiety, long-term depression, or stress-related disorders. UNESCO's (2019) report on school bullying outlines that psychological bullying encompasses verbal abuse, emotional abuse, and social exclusion, which can manifest in various forms, such as name-calling, hurtful teasing, deliberate exclusion from activities, total neglect, and spreading false or malicious gossip. In essence, psychological bullying occurs when someone spreads rumours or talks negatively about an individual. This kind of bullying is not limited to a specific gender and is commonly observed among both boys and girls in school settings. It comprises actions like emotional manipulation and social isolation, where learners may be shunned from social events, ridiculed, insulted, subjected to racial remarks, intimidated, called derogatory names, and made fun of to undermine their self-esteem.

c. Verbal bullying

Verbal bullying is one of the most prevalent forms of verbal abuse and can have a significant impact on an individual's self-esteem and overall well-being. The power of words can be used as a weapon to harm others, causing emotional distress and mental anguish. In a school setting, verbal bullying can manifest in various ways, including taunting, exclusion, spreading rumours, and teasing. To address this issue, students must speak up and seek help from a trusted adult, report the bullying behaviour, or remove themselves from the situation.

d. Emotional bullying

Emotional bullying is when a learner tries to get what they want by making other learners feel angry, afraid, or uncomfortable. The victim often feels ashamed to walk around the school or fears making friends. Emotional bullying behaviour may include humiliation, spreading rumours, isolation, nervousness, and making mean or rude hand gestures toward others. Emotional bullying can have a lasting impact on the victim's mental well-being, causing them to struggle with trust, relationships, and self-confidence. It creates a toxic environment where the victim feels constantly on edge and unable to engage in school or social activities fully. Emotional bullying can lead to long-term emotional scars that may take years to heal, affecting the victim's overall quality of life. Emotional bullying includes a range of activities, such as terrorising, defaming, humiliating, blackmailing, and blacklisting (De Wet, 2005; Nesor et al., 2003, cited in Bezuidenhout, 2018, p. 57). Emotional bullying makes friendship and communication difficult for the victim. The emotional toll of bullying can be overwhelming, leading to feelings of helplessness, hopelessness, and isolation. It can create a sense of deep insecurity and vulnerability that follows the victim long after the bullying has stopped. Emotional bullying can have serious consequences on a learner's mental health, leading to issues such as anxiety, depression, and even suicidal thoughts. Schools and communities need to address emotional bullying proactively and provide support to both the victims and the perpetrators to prevent long-term harm.

e. Cyberbullying

Cyberbullying, a form of harassment using electronic technology, has become a significant issue among teenagers globally (Bartol & Bartol, 2017, cited in Bezuidenhout, 2018, p. 57). It involves the deliberate and repeated use of cruel text and graphics to intimidate or threaten others through various electronic means (Mahoney, 2012, cited in Joubert et al., 2015, p. 190; Mason, 2008, cited in Harber & Mncube, 2017, p. 30). This type of bullying violence can have severe consequences on the mental health and well-being of those involved, affecting their academic performance and self-esteem. In addition, the causes of cyberbullying include parents' emotional attitudes, lack of support from peers and adults, feeling disconnected from

school, permissiveness towards aggressive behaviour, and seeking revenge or reaction from peers and victims.

f. Sexual bullying

This is another form of bullying violence that seriously affects learners' academic achievement at school. Sexual bullying might include saying dirty words, force hugging, kissing, grabbing, or saying something sexual. Equal Rights Advocates (2012), cited in Bezuidenhout (2018, p. 56), highlight the flashing of genital organs or mooning, pinching sexually, or visual display of nude pictures as some forms of sexual bullying. Sexual bullying can have a lasting impact on the victim's mental health and well-being, leading to feelings of shame, embarrassment, and fear. It can create a hostile environment that hinders the victim's ability to focus on their studies and succeed academically. Schools need to address sexual bullying promptly and effectively to create a safe and supportive learning environment for all learners. By educating them about the impact of sexual bullying and providing resources for victims, schools can help prevent future incidents and promote a culture of respect and empathy among learners.



g. Social or relational aggression bullying

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Social bullying refers to a situation in which a person is isolated from social activities and is not accepted in a peer group. This form of bullying can cause the victim to feel alone and have long-lasting effects on their mental health and well-being. Relational bullying is aimed at destroying the bonds between friends and disrupting the harmony within a group. By undermining someone's status and reputation, relational bullying can create a toxic and hostile environment that makes it difficult for the victim to feel safe and supported.

In addition to forms of school bullying, De Wet (2005) and Liang et al. (2007), as cited by Bezuidenhout (2018, p. 57), provide specific key characteristics of school bullying. These authors emphasise that violence among student bullies is not a standalone issue but rather a result of various intertwined factors such as family dynamics, community influences, and peer pressure. Furthermore, they note that aggressive behaviour by learners is not limited to bullying incidents; often, bullies tend to be physically stronger and more imposing than their victims. In addition, they note that

some learners carry weapons to school, creating a hostile and unsafe learning environment. News reports frequently feature stories of stabbings in schools, where learners bring knives or other sharp objects to harm their peers or defend themselves.

This section examined different aspects of bullying and its various forms of violence. It is crucial to understand that no form of bullying should be tolerated, whether it manifests as physical aggression, psychological manipulation, verbal abuse, relational hostility, or emotional torment, including name-calling, cursing, or cyberbullying. Joubert et al. (2015) stress that all types of bullying, including racial discrimination, sexual harassment, physical intimidation, homophobic taunting, cyberbullying, and emotional abuse, are not accepted in South Africa.

2.3.1.3 Causes of bullying in schools

Bullying is the most prevalent issue at schools. Studies have found that brutal fights, teasing, cyber-attacks, and even death have been reported in schools. The National Center for Education Statistics in America (2017) reports that 65% of school violence incidents occurred in public schools, ranging from shootings to stabbings. Children are exposed to high levels of violence in schools, homes, and communities. The causes of bullying violence include four factors (Olweus 1993 in Joubert et al. 2015, p. 191):

- 1) The emotional attitude of parents, especially the primary caretaker, towards a child plays a crucial role in shaping their behaviour.
- 2) The mother's lack of warmth and involvement during the child's early years can increase the child's risk of becoming aggressive and hostile towards others.
- 3) Permissive caretakers who allow aggressive behaviour without setting clear limits can further contribute to a child's aggression.
- 4) Finally, parents who use power and assertive child-rearing methods like physical punishment can also increase the child's aggression levels; studies confirm that a child's temperament, specifically an active and hot-headed one, is more likely to develop into an aggressive youngster than a quieter one (Olweus 1993, cited in Joubert et al. 2015, p. 91).

According to Fareo (2015), the causes of bullying can be broadly classified into societal factors, family factors, peer group influence, and environmental factors. Each of these elements plays an important role in shaping an individual's tendency to engage in bullying behaviour, highlighting the complex interplay of various factors in the manifestation of this issue.

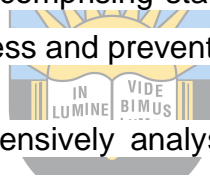
In adding to Fareo's (2015) view on the causes of bullying violence in schools, it is essential to consider the impact of violence in society on children. When acts of violence plague society itself, the children residing in that community are inevitably affected and harmed. The absence of positive role models for these children can further worsen the issue, as they may not have the guidance or support to navigate challenging situations. This lack of guidance can lead to learners engaging in violent behaviour, perpetuating a cycle of aggression and harm to others. Furthermore, the prevalence of violent video games today also plays a significant role in shaping children's attitudes towards violence if parents are not monitoring what games their children are playing. Many children spend countless hours playing these games, where the main objective is often centred around killing or harming others. This exposure to such graphic content can pacify children to the consequences of violence and blur the lines between fantasy and reality. As a result, these children may struggle to differentiate between right and wrong, leading to potential involvement in violent acts both in the virtual world and in real life.

2.3.1.4 Tackling bullying violence in schools

Makwanise (2021) proposes the bystander approach, which encourages individuals to intervene when witnessing harmful behaviour, as well as having volunteers monitor restrooms to discourage bullies. Gender bias can contribute to bullying, with boys being targeted more than girls. Winnaar, Arends and Beku (2018) suggest that schools should monitor and intervene to address bullying effectively. Mncube and Steinmann (2014) emphasise the importance of intervention measures to reduce bullying incidents. Fareo (2015) recommends a systematic approach involving the community, school, parents, peer groups, bully victims, and counsellors. Furthermore, communities play a crucial role in shaping learners' behaviour. Schools should review policies, parents should provide a supportive environment, peer groups should engage in positive activities, and bullies should be educated on the consequences of their

actions. Victims should seek support, document incidents, monitor events, and evaluate the support they receive (Fareo, 2015; Ward, van der Merwe & Dawes, 2012). Bezuidenhout (2018) further provides valuable insights into how bullying violence in South African schools can be addressed. Some of the strategies proposed include:

- Anti-bullying activities should be integrated into the school curriculum, with educators, administrators, and students being educated on what constitutes bullying.
- It is important for school staff to be able to identify potential bullies and victims, as well as to recognise the different forms of bullying.
- Observations and questionnaires can help determine the extent of bullying to develop an anti-bullying policy.
- An anti-bullying committee comprising staff, parents, and students should be established to plan awareness and prevention activities (Bezuidenhout, 2018).



In conclusion, the researcher extensively analysed the available related literature concerning the effect of bullying violence on learners' educational accomplishments and the diverse forms of bullying behaviour in school environments. The subsequent section explains sexual harassment violence, shedding light on this critical problem.

2.4 RELATIVE EFFECTS OF SEXUAL HARASSMENT VIOLENCE ON LEARNERS' ACADEMIC ACHIEVEMENT

Across various African countries like Kenya, Ghana, and Mozambique, schoolgirls are subjected to sexual harassment as a part of their daily school life, with both boys and girls accepting this behaviour as a societal norm (Parkes et al., 2013, cited in Harber & Mncube, 2017, p. 35). According to their report on sexual violence in schools, the South African Councils of Educators (SACE cited in Joubert et al., 2015) also highlighted in their research reports that most cases of sexual harassment involve learners in Grades 10 to 12. Of primary school students, 15.3% reported experiencing some form of violence at school, with 1.8 million children being victims of sexual abuse in primary schools, 1.4% of learners who had experienced sexual abuse were in primary school, and 3.1% were in secondary schools, as well as 2.3% generally in

society. Also, Muhangi (2017) found that the prevalence of sexual and gender-based violence among Ugandan school children contributes to low self-esteem, poor academic performance, and a disturbing trend of school dropout.

Le Mat (2016) found that girls in Ethiopian secondary schools experience sexual violence from boys and male teachers, leading to emotional consequences like depression, fear, and low self-esteem. This violence negatively impacts academic performance, with victims skipping classes, not paying attention, and dropping out of school (Le Mat, 2016, p. 570). Ofori, Tordzro, and Asamoah (2018) highlight that learners' indiscipline in Ghanaian schools leads to issues such as inability to concentrate, absenteeism, and school dropout. Furthermore, learners' violent acts like assault, vandalism, and violation of school rules disrupt academic programmes and lessons. The study recommends that parents and teachers work together to address indiscipline through regular meetings (Ofori et al., 2018). The repercussions of sexual violence, as evidenced by various studies, are profound and multifaceted. Among the most concerning repercussions are the adverse effects on victims' cognitive development, self-confidence, and academic progress (Muhanguzi 2011, cited in Altinyelken & Le Mat, 2018, p. 650). Further, the hindering impact of sexual abuse can hinder victims' ability to concentrate, comprehend information, and ultimately succeed in their educational pursuits. Consequently, victims may experience a decline in academic achievement, increased rates of absenteeism, lack of interest in schooling, and eventual dropout (Altinyelken & Le Mat, 2018).

The alarming statistics provided by Harber and Mncube (2017) regarding sexual violence against females in South African society and schools raise serious concerns about the safety of learners. Additionally, Burton and Leoschut (2013) highlight the heightened vulnerability of female students who walk or commute using public transport, exposing them to the risk of sexual violence. UNESCO (2019) further underlines the widespread impact of gender-based violence on approximately 246 million children, including mistreatment, bullying, psychological abuse, and sexual harassment during their daily journeys to school. The prevalence of sexual harassment and abuse in secondary schools in sub-Saharan African countries like Zimbabwe, South Africa, Uganda, Malawi, and Ghana, as indicated by various studies, poses a significant threat to the well-being of both male and female learners. Mjijima

(2014) describes a disturbing trend of male students sexually harassing their female counterparts in many South African schools, emphasising the urgent need for proactive measures to address and prevent such behaviour, safeguarding the rights and dignity of all learners.

Research by Nconsta and Shumba (2013) highlights the disturbing trend of male students coming from the bush (new initiates) demanding sexual relations with girls, particularly girls in Grade 9. Moreover, 21% of students in their study admitted to either experiencing or witnessing sexual harassment at their schools; in comparison, 40% of participants in one school and 30% in another school said that sexual harassment is a severe problem in their school. This highlights the urgent need for intervention. The effects of sexual violence on learners are profound, leading to decreased concentration, poor academic performance, and emotional distress, as underscored by Nconsta and Shumba (2013).

Various studies highlight the disturbing prevalence of sexually coercive behaviours among Nigerian school students, with unwanted kisses and inappropriate breast touching being the most reported incidents (Ajuwon et al., 2001a; Fawole et al., 2002; 2003; 2005, cited in Ajuwon, Fawole & Osungbade, 2011, p. 27; Stanley, 2014). Additionally, Okonkwo, Nwankwo and Oputa (2015) found alarming rates of gender-based violence within the secondary school system in Imo state, Nigeria. They found that both male and female students, as well as teachers, were culpable for engaging in violent acts. The implications of such gender-based violence are far-reaching, impeding the effective teaching and learning process in secondary schools and hindering the achievement of educational goals. They recommend establishing guidance and counselling services to address these challenges as a permanent and essential component of secondary school administration (Okonkwo, Nwankwo & Oputa, 2015).

Victoria (2019) found that sexual harassment negatively impacts students' academic performance: 85.1% of participants agreed that it affected their class attendance, with some taking 1 to 3 weeks or even a year to return to the classroom; 42% expressed hatred towards perpetrators, feeling blamed and isolated; 82% admitted to being unable to focus on class due to emotional distress, impacting their concentration.

Verbal sexual expressions and persistent requests for sex via WhatsApp messaging were common forms of harassment. Other intrusive behaviours included unwanted touching, sending sexual images, and attempted physical assault (Victoria, 2019, p. 38).

Idoko, Ngane and Ogbe (2015) note a shocking statistic that 88% of school learners in Gambia had faced some form of sexual harassment, with 86.8% of girls and 90.4% of boys admitting to being victims. The harassment ranged from verbal abuse to more physical forms like having clothes forcibly removed or being coerced into participating in sexual activities. The impact of this harassment was devastating. As a result of these traumatic experiences, the affected learners struggled with their studies, experienced sleep disturbances, and even exhibited signs of weight loss (Idoko, Ngane & Ogbe, 2015).

Similarly, Naylor (2002), cited in Baruth and Mokoena (2016, p. 101), highlights the alarming prevalence of violence against women in South Africa, emphasising that many children in schools may be enduring abuse, violence, or even rape in their own homes. This grim reality makes the task of education even more challenging for educators. Considering these findings, the authors Baruth and Mokoena (2016, p. 101) theorise the crucial role of schools in not only safeguarding their learners against sexual violence but also in holding perpetrators accountable through legal action and providing essential support to the victims.

Fawole, Balogun, and Olaleye (2018) found that gender-based violence (GBV) is prevalent among learners in public and private high schools. The authors examined factors influencing the experience of physical violence (kicking, boxing, slapping), sexual violence (sexual harassment, defilement, rape), and psychological violence (constantly insulting someone, calling other learners names, controlling what people can and cannot do), and found that 89.1% of public-school learners and 84.8% of private school learners had experienced at least one form of GBV. Psychological violence was the most common type of GBV, with 72.5% of public school learners and 69.2% of private school learners having reported experiencing it. Sexual violence was the least common, with only 1.4% of public school learners and 37.4% (p = 0.3) of private school learners having experienced it. Female learners were less likely to

experience physical and psychological violence. Fawole et al. (2018) suggest multi-disciplinary interventions to end physical and psychological violence among private school students and sexual violence in public schools.

According to a survey on school-based violence and control strategies by Omisore, Omisore, Adelekan, Afolabi, Olajide, Arije and Agunbiade (2012), violence is a significant health issue affecting young adults and the community. They found that school-age children involved in violence may suffer devastating injuries impacting their health and education. They emphasise that school-based violence not only leads to physical harm or death but also results in psychological, social, emotional, and behavioural problems. The close interaction of students from diverse backgrounds in schools often leads to conflicts, whether violent or not (Omisore et al., 2012, p. 81).

Afolabi and Deji (2014) found that the most common forms of school violence included verbal abuse, physical assaults, and threats with weapons, respectively. Verbal abuse (27%) was more prevalent in private schools than in public schools (26%). The study also found that physical assaults mainly occurred on the playground for both public (36.3%) and private (23%) school students. The authors recommend increased vigilance by schoolteachers and parents to monitor students at school and home and implement rules to reduce school violence (Afolabi & Deji, 2014).

Together in Excellence

Fawole, Balogun, and Olaleye (2018) investigated how common gender-based violence is among students in public and private high schools and found that 89.1% of public school students and 84.8% of private school students had experienced some form of GBV. Psychological violence was found to be the most prevalent type of GBV, with 72.5% of public school students and 69.2% of private school students reporting having experienced it. Notably, sexual violence was reported the least, with only 1.4% of public school students and 37.4% of private school students experiencing it. The researchers note that female students are less likely to experience physical and psychological violence. Their study identified factors such as kicking, boxing, slapping, sexual harassment, defilement, rape, and constant insults as common forms of violence experienced by students. In conclusion, they highlight the need for interventions to address physical and psychological violence among private school students and sexual violence in public schools (Fawole et al., 2018, p. 69).

Finally, Arya, Kaushik, and Arya (2019) highlight that harassment is prevalent in schools. Their study found that 60% of learners in rural areas and 52% in urban areas faced harassment while at school, particularly at the school gate. Surprisingly, only 38.3% of students felt comfortable reporting these incidents to their parents, while fewer (28.2%) sought help from their teachers. Even more alarming is that no single learner reported the harassment to the school authorities. The reluctance to speak up about instances of sexual violence is primarily driven by feelings of shame, discomfort, embarrassment, and fear of being ridiculed or becoming a laughingstock, with 85.93% of students having expressed these concerns. Moreover, worries about potential consequences (60.93%) and the fear of being unfairly blamed (46.87%) were identified as significant barriers to seeking help (Arya, Kaushik & Arya, 2019, p. 47). In addition to the authors' findings, sexual harassment can negatively impact learners' academic performance by increasing stress and anxiety, making it difficult for them to succeed. Additionally, the emotional toll of harassment can affect students' self-esteem and confidence.



2.4.1 Conceptualising Sexual Harassment

Sexual harassment is defined as non-consensual and unwelcome sexual behaviour that negatively impacts people's lives, particularly in the education system (Idoko, Ngane & Ogbe, 2015). It can involve suggestive behaviour, sexual messages or remarks, intimidation, and promises of rewards for complying with sexual requests (SAHRC, 2008, cited in Power, 2017, p. 298). This behaviour can be physical, verbal, or nonverbal and is a serious issue that affects individuals personally and professionally (Joubert et al., 2015). Arya, Kaushik and Arya (2019) define sexual harassment as including offensive jokes, comments, greetings, verbal teasing, inappropriate name-calling or spreading of sexual rumours, writing sexual graffiti on bathroom walls, sending crude e-mails or letters, and displaying sexual drawings or pornography; moreover, it is more directed at female learners. Sexual harassment can severely impact a learner's education in the short and long term (Arya, Kaushik & Arya, 2019).

A substantial report by Human Rights Watch (2001), cited in Ngakane, Muthukrishna and Ngcobo (2012, p. 40), reports that the situation in South African schools is deeply troubling as girls are often subject to sexual harassment from teachers and are

coerced into engaging in inappropriate relationships. Cases of rape, sexual abuse, harassment, and assault by both peers and educators are disturbingly common. Despite having better access to education compared to girls in other sub-Saharan countries, female students in South Africa face significant barriers due to the prevalence of sexual violence within school premises, hindering their ability to learn on an equal footing with their male counterparts. Furthermore, research across multiple sub-Saharan African nations highlights a consistent pattern of sexual misconduct towards female students by male teachers and peers, underlining the urgent need for intervention and reform in the education system.

Sexual harassment can lead to feelings of shame and isolation, which can impact a learner's ability to focus and engage in their studies. Learners who experience sexual harassment may also struggle with trust issues and have difficulty developing positive relationships with their peers and teachers. Schools need to take proactive measures to prevent sexual harassment and violence and create a safe and supportive learning environment for all learners. By addressing this issue, schools can help ensure that every learner can reach their full potential and succeed academically.

2.4.2 Forms of sexual harassment violence in schools

According to Joubert et al. (2015), sexual harassment includes unwelcome physical, verbal, or nonverbal conduct. In this study, the following forms of sexual harassment are discussed: physical, sexual, visual, verbal, and nonverbal. It is crucial to raise awareness about the different ways in which learners may experience sexual harassment and to create a safe environment where victims feel encouraged to speak out against sexual harassment violence. By shedding light on the various forms of sexual harassment, educational stakeholders can work towards creating a more inclusive and respectful society for all.

2.4.2.1 Physical sexual harassment

In sexual harassment, the physical behaviour may include rape, physical assault, unnecessary touching, pinching, patting, and unwanted groping on school grounds (Arya, Kaushik & Arya, 2019). These actions can have a lasting impact on the victims, causing emotional distress and trauma that can affect their well-being and academic performance. According to Harber and Mncube (2017), girl children are particularly

vulnerable to sexual harassment in school due to societal norms and expectations that perpetuate such behaviour (Harber & Mncube, 2017). This highlights the need for schools to create a safe and supportive environment for all students, free from harassment and abuse.

In continuation of the sub-research topic of sexual harassment violence, it is essential to recognise the power dynamics at play in these situations. Perpetrators often use their position of authority to manipulate and control their victims, making it difficult for victim learners to speak out. This abuse of power can have serious consequences on the mental and emotional well-being of those affected. By educating learners on what constitutes harassment and providing clear channels for reporting incidents of sexual harassment, school administrators can empower learners to stand up against such behaviour and create a safer learning environment for all.

2.4.2.2 Visual sexual harassment

Visual sexual harassment could be used to mean any unwelcome behaviour of a sexual nature that is communicated through visual means, such as gestures, facial expressions, or suggestive looks. Furthermore, this includes displays, such as posters or graffiti, of offensive, pornographic material. It can make the victim learners feel uncomfortable, objectified, or intimidated. For example, a learner may experience visual sexual harassment when someone suggestively leers at them, makes inappropriate gestures towards them, or stares at their body in a sexualised manner. These actions can create an offensive learning environment for the targeted individual and impact their well-being and sense of safety. It is important to recognise and address visual sexual harassment to create a more respectful and inclusive society where everyone feels valued and respected.

2.4.2.3 Verbal sexual harassment

Verbal sexual harassment is a serious problem that can harm the well-being and confidence of the learner victim. This can include unwanted persistence, sending WhatsApp sexual jokes, sexual advances, and messaging asking for sexual activity. It could lead to shame, embarrassment, and fear, affecting victim learners' ability to pass their school subjects. Other examples of such behaviour include inappropriate jokes and comments, unwanted advances, and explicit language. By creating a culture

of zero tolerance for verbal sexual harassment, school heads can foster a more inclusive and respectful learning environment where everyone feels valued and safe.

2.4.2.4 Nonverbal sexual harassment

This may include body movement, sending of sexual images, unwanted physical touches, physical rape attempts, staring or leering, inappropriate distribution of derogatory pictures, or stalking Joubert et al., (2015), which may differ in degree depending on the personal nature of the individuals affected, for example, sexual posturing and can have severe consequences for the victim's mental and emotional well-being.

2.4.2.5 Causes of sexual harassment violence

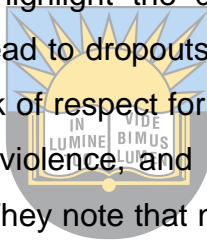
The leading cause of sexual harassment is a sense of power and wrong values (Arya, Kaushik & Arya, 2019). Studies have shown that external factors such as family, community, and media influence male learners to adopt masculine identities that lead to sexual harassment (Harber & Mncube, 2017). Furthermore, when schools fail to address this issue, it can escalate into direct internal violence by educators. Traditional gender stereotypes and power imbalances in society also contribute to sexual harassment in schools. To determine if sexual harassment has occurred, one must consider the context of the victim's behaviour, the power dynamics between the victim and harasser, how the victim perceives the behaviour, and its impact on the learning environment (Joubert et al., 2015, p. 256). However, the issue of sexual violence against learners is a serious concern that cannot be overlooked. Research has shown that such violence can hurt learners' academic performance. Victims of sexual violence may experience fear and anxiety, making it difficult for them to attend school regularly. This, in turn, can result in higher dropout rates and hinder learners' ability to focus and participate in class.

The next section discusses how teen gang violence poses a significant threat to learners' safety and well-being.

2.5 THE EFFECTS OF TEEN GANGS ON LEARNERS' ACADEMIC ACHIEVEMENT

Crawford and Burns (2015) found significantly higher levels of serious violence among American students in high schools plagued by gang crimes and racial tension on a daily or weekly basis. The authors stress the continuous experience of racial stress by learners, which has a direct impact on the school climate. In South African schools, the issue of gangsterism violence has emerged as a pressing concern, particularly affecting students in the country (Baruth & Mokoena, 2016). One striking example is the ongoing gang warfare in the Western Cape Province, where gang members dictate the daily routines of teachers and students, disrupting the learning process. This disruption has led to considerable emotional distress for educators and learners, resulting in unauthorised absences from school.

Mncube and Steinmann (2014) highlight the detrimental impact of gang-related violence on students, which can lead to dropouts, absenteeism, and lack of focus in the classroom. They identify a lack of respect for teachers, threats against teachers, school weapons, bullying, sexual violence, and harassment as common causes of gangsterism violence in schools. They note that not all schools experience the same types of gang-related violence.



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Baruth and Mokoena (2016) highlight the negative impacts of gang violence on learners' academic performance, including anxiety, aggression, and insomnia. Nconsta and Shumba (2013) note that gangsterism violence is prevalent in schools, with 3.7% of study participants indicating that drug abuse and 37.5% that gang activity operates and affects students in the schools. The effects of gangsterism violence on learners include poor academic performance and bunking of classes, which can lead to failing and having to repeat grades, as well as depression (Nconsta & Shumba, 2013, p. 1). Estrada, Gilreath, Astor and Benbenishty (2013) found a weak association between gender, ethnicity, and gang membership in schools. According to their study, 9.5% of Grade 7 learners considered themselves to be gang members. Similarly, Beland and Kim (2016) found that homicidal shootings negatively impact learners' academic performance in California schools. Their study further found that the educational effects on learners influenced their behaviour, decision to stay at school, and cognitive skills. Mncube and Madikizela-Madiya (2014) emphasise the serious

concern of gangsterism in South African schools, affecting both learners' and educators' safety. Tintswalo (2014) emphasises the harmful effects of gang violence and drug abuse on South African school learners and educators.

A comprehensive analysis by Crawford and Burns (2015) found a clear link between gang crimes, threats involving weapons, instances of bullying, and the escalation of racial tensions, all of which exhibited a positive association with different aspects of school violence. Building on this, Gulliford (2019) extensively explored the landscape of school shootings in the United States and found that stabbings and shootings were the prevalent forms of violence within the student population. Furthermore, his study highlights students' behavioural difficulties and challenges, indicating they are at a heightened risk of experiencing adverse academic outcomes (Gulliford, 2019).

According to Hlatshwayo (2018), gang-related violence leads to common assaults, damage to school property, and the presence of weapons, drugs, and alcohol, and has a significant impact on learners' academic progress. This not only affects the attendance of learners at school but also hampers their ability to focus on their studies. Moreover, the social consequences of such violence are equally distressing as learners feel intimidated and unable to communicate freely with their peers, thus hindering their ability to form meaningful friendships. The fear of being targeted by gang members while walking to school further exacerbates the situation (Hlatshwayo, 2018).

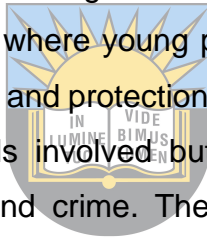
Moreover, Mncube and Madikizela-Madiya (2014) emphasise the importance of school managers creating customised gang-related policies that harmonise with district policies, school values, and overall policies. These policies should be clearly outlined in a designated section of the students' handbook and prominently displayed in all school offices and classrooms. It is crucial that these policies be easily accessible to all stakeholders to address gang-related issues within the school community effectively.

According to Hlatshwayo (2018), gangsterism is essentially a subculture associated with gangs. The researcher defines teen gangs to gain a deeper understanding of this phenomenon. Hlatshwayo (2018) notes that teenagers involved in gangs are often linked to various criminal activities, such as street crimes, drug dealing, and

intimidation of witnesses. Additionally, there is a strong likelihood that teenagers involved in gangs may resort to using firearms in the commission of violent crimes (McWhirter et al., 2017, p. 214). Numerous studies provide three distinct categories of gang members: scavenger, territorial, and corporate gangsters (Bezuidenhout, 2018, p. 64; Hlatshwayo, 2018, p. 22; Qwabe, Maluleke & Olutola, 2022, p. 124; Mncube & Madikizela-Madiya, 2014, p. 43; Ward et al., 2012, p. 242).

2.5.1 Forms of teen gang violence

A teen gang is a group consisting primarily of adolescents and young adults who frequently interact with one another, share a common identity expressed through a gang name and standard symbols, claim control over a particular geographical area, and are deliberately involved in illegal activities (McWhirter et al., 2017, p. 213). Ward, van der Merwe and Dawes (2012, p. 180) further state that gang activity in and around schools continues to disrupt the schooling of South African youths. Teen gangs often form in marginalised communities where young people feel a lack of belonging and turn to gangs for a sense of identity and protection. These groups can have a negative impact not only on the individuals involved but also on the broader community, perpetuating cycles of violence and crime. The forms of teen gang violence are discussed below.



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2.5.1.1 Scavenger gangsters

Scavenger gangsters are a group of young people who informally hang out together on street corners (Ward et al., 2012). According to Mncube and Madikizela-Madiya (2014), people generally think that members of scavenger gangs might not do well in school or may have dropped out. Also, if a scavenger gang member is an achiever in school, they feel discouraged from studying by other gang members, leading to them having to repeat grades, especially when they do not get support from their school and parents (Burton, 2008 cited in Hlatshayo, 2018, p. 23).

2.5.1.2 Territorial gangsters

Territorial gangsters, known for their strong organisational structure, have specific rituals that distinguish them from others not part of their group (Mncube & Madikizela-Madiya, 2014). Ward et al. (2012) state that these individuals are typically young and

tend to collectively engage in minor acts of mischief, gradually progressing towards participation in more serious unlawful activities under the influence of external forces. Hlatshayo (2018) notes that territorial gangs resort to violent tactics to safeguard their territories, fostering a sense of solidarity and reinforcing the social hierarchy within the gang. The appeal of territorial gangs to members can be attributed to the challenging circumstances learners' parents face in their personal lives, such as unemployment and poverty, which drive some learners to seek acceptance and purpose within these groups (Hlatshayo, 2018, p.24). An illustrative instance of territorial gang behaviour can be witnessed in Cape Town, where gang-related violence has earned the city a reputation as one of the riskiest places globally, mainly due to the prevalence of gang crimes among the younger population. Consequently, schools in the region have been compelled to shut down temporarily to protect learners and staff from the repercussions of gang violence (Bezuidenhout, 2018, p. 64).

2.5.1.3 Corporate gangsters

According to Ward et al. (2012), gangsters, particularly corporate gangs, are highly structured criminal organisations that recruit young people as members. These gangs are organised to sell drugs and make maximum profits, posing a significant danger to society (Buras, 2015 as cited in Hlatshayo, 2018, p. 25; Qwabe, Maluleke & Olutola, 2022, p. 124). Teens as young as fourteen years old can join these gangs and potentially become experts in criminal activities. Gang-related issues, including violence, abuse, and disruptive behaviour, are a growing concern in schools worldwide, with reports of gang activities in both formal and informal gangs causing disturbances on school premises. The reasons for youth joining gangs vary from drug use and selling to antisocial beliefs, peer pressure, and a desire for independence and belonging.

Cooper and Word (2012), cited in Bezuidenhout (2018:64), also highlight why young people are drawn to gangs, indicating that factors such as involvement in drug use or trafficking, aggressive behaviour, attention and learning difficulties, adoption of antisocial beliefs, and exposure to violence at home all contribute to the allure of gang life. Moreover, the need for independence, a sense of belonging, poor relationships with parents and school, and the struggle to resist peer pressure towards criminal behaviour further drive youth towards gang membership. These factors not only

perpetuate the cycle of violence but also hinder the personal and academic growth of the individuals involved, trapping them in a vicious cycle of criminality and antisocial behaviour.

The literature indicates that joining a gang can be influenced by antisocial behaviour, such as a positive attitude towards violence, smoking, and drug abuse. This study adopted two theoretical frameworks, the social discipline theory and ecological development theory, which emphasise child development and ecological factors influencing the academic achievement of school learners. Examples of learner misbehavior include a viral video of one of the secondary school learners in East London Education Province getting drunk during school hours in uniform; also, in Gauteng, 36 learners from Leondale Secondary School were found smoking dagga on school premises (Heidi Giokos reported for eNCA, April 2022). These learners were later suspended after a disciplinary hearing, highlighting the need for parental involvement in enforcing discipline despite South African law's ban on corporal punishment. An adage says, "Spare the rod, spoil the child." Corporal punishment at home and school should be legalised, not dagga smoking, except for medicinal purposes. The government should bring back corporal punishment.

Likewise, Mncube and Harber (2012, p. 81) found evidence of a link between drug use and violence in schools. The traditional method of using physical discipline in parenting and education has been proven effective in instilling discipline and respect in children. By allowing corporal punishment, parents and teachers can effectively manage children's behaviour and prevent them from engaging in harmful activities. This approach is supported by research that shows a correlation between drug use and violence in schools, highlighting the importance of implementing stricter disciplinary measures.

2.5.1.4 Causes of teen gang violence in schools

When a child is exposed to risk factors like previous violence, harsh discipline, social rejection, and poverty, the likelihood of engaging in violent behaviour increases. According to the literature, gang violence can manifest in various forms, such as bullying, fighting, threats with weapons, verbal abuse, drug use, and hate crimes. Exposure to violent media can also influence violent behaviour in young adults. Gang

violence can disrupt schools, leading to psychological trauma and academic issues. Nconsta and Shumba (2013) found that 63.3% of learners in their study reported that they could not concentrate on their studies because of violence in schools. Some participants in the study were influenced by their peers to engage in negative behaviours, such as stealing or skipping classes (19%). Peer victimisation led to some learners dropping out of school, with a significant number reporting a decline in grades due to school violence (45.6%). Risk factors like previous exposure to violence and poverty can increase the likelihood of violent behaviour. School risk behaviours and attitudes play a role in mediating the relationship between gang membership and school violence (Estrada, Gilreath, Astor & Benbenishty, 2013, p. 26). Also, it is important to consider the impact of peer pressure on teenagers. When a young person is surrounded by peers who are involved in gang activities, they may feel pressured to join to fit in. This can lead to an increase in gang violence within the school community. The availability of weapons among teenagers can escalate the level of violence, posing a serious threat to the safety of others.

2.5.1.5 Strategies to reduce gang violence problems

Teen gang violence within school walls is a pressing issue that requires a collaborative effort from parents and the government. Parents play a crucial role in shaping their children's behaviour by teaching them to refrain from spreading rumours and engaging in harmful gossip. By fostering a culture of respect and empathy at home, parents can help prevent conflicts and violence at school. In addition to parental involvement, government intervention is essential in addressing the underlying causes of violence. The influence of media on teenagers cannot be underestimated, and measures should be taken to regulate and monitor the content to which they are exposed. Encouraging students to participate in sports and extracurricular activities can also provide them with a positive outlet for their energy and emotions, reducing the likelihood of engaging in violent behaviour. Moreover, parents should guide their children away from harmful influences and ensure they make positive choices. School administrators should also take proactive measures to address truancy issues, as skipping school can often be a precursor to involvement in criminal activities. By creating a supportive and nurturing environment within schools, we can help prevent teen gang violence and promote a safer community for all. The next section focuses on vandalism.

2.6 EFFECT OF VANDALISM ON LEARNERS' ACADEMIC ACHIEVEMENT

Vandalism involves students damaging school property, such as breaking windows, graffiti on walls, or destroying school equipment. Vandalism not only causes physical damage but also creates a negative environment within the school community. It can lead to insecurity and fear among learners and staff, affecting their overall well-being and academic performance. Focusing on this specific form of school violence, the study aimed to understand the underlying causes and consequences of such behaviour and identify effective strategies to prevent and address school vandalism. Understanding the root causes of vandalism can help schools implement targeted interventions to promote a safe and positive learning environment for all students.

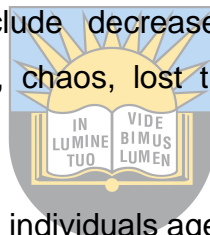
According to previous research findings, social-ecological factors like learner indiscipline, association with troubled teens, social media, poor grades in school subjects, family background, drugs and alcohol use, as well as poverty in the community are noted as contributing factors to violence in schools (Adams & Hanuum, 2016; Burton & Leoschut, 2012; Haroon, 2018; Netshitangani, 2014; Yildirim, 2017).

Yildirim (2017) conducted a study on school vandalism in Turkish high schools in which 27.5% of students admitted to committing vandalism due to a lack of discipline. Additionally, 44.5% did so to prove themselves, while others did it for fun, and 21.5% believed the school was ownerless and that no one owns the school buildings and they can do whatever they want with it. Hashim et al. (2019) studied students' family background and environment affecting vandalism in Malaysian high schools. They found that weak family structures led to vandalism as parents failed to model good behaviour. The authors identify six student behaviours linked to vandalism: low self-esteem, short attention span, over-reliance on someone, low self-motivation, giving whim responses, and hyperactive behaviour. Vandalism in schools causes emotional damage and disruption to students. Factors like parents' education level, peer groups, school environment, and socioeconomic status have been found to influence students towards vandalism, which costs the government a significant amount to repair damaged school property (Hashim et al., 2019, p. 770).

A study by Afolabi and Deji (2014) compared violence prevalence among adolescents in public and private high schools in Nigeria and found that intentional damage to

school property was common among public junior high school students (58.2%), with vandalism being the most common form of violence. Threats with weapons were prevalent among high school students (67.2%), leading to fear among learners walking to school alone. Ofori et al. (2018) found that violent acts such as assaults, vandalism, and violation of school rules disrupted school programmes and lessons, ultimately contributing to poor academic performance among Ghanaian school learners.

Nconsta and Shumba (2013) researched violence in South African high schools and found vandalism to be the prevalent form of violence; 75% of learners reported common vandalism in their schools, with broken windows and vandalised locks being significant concerns. In one school, 80% of learners acknowledged vandalism as a significant issue (Nconsta & Shumba, 2013). The impact of vandalism includes teachers spending more time dealing with violence instead of teaching, as well as learners losing valuable items like calculators and workbooks to theft. The consequences of vandalism include decreased concentration, poor academic performance, bunking of classes, chaos, lost time, and depression (Nconsta & Shumba, 2013, p. 13).



School vandals are typically young individuals aged between 11 and 16 with a history of suspension, low academic performance, or low self-esteem. Furthermore, these individuals engage in vandalism to seek attention and express power and control (Finn & Frone, 2003, cited in Singh & Steyn, 2014, p. 92). The consequences of vandalistic behaviour in schools include increased stress, poor academic performance, and anxiety among learners. Harber and Mncube (2017) additionally found that school vandalism negatively impacts individuals and society and impedes effective learning. Hlatshwayo (2018) emphasises that vandalism of school property hinders teaching and learning activities, with 21% of participants feeling unprotected from school violence. Additionally, 83% of learners reported arriving late, and 54% reported loitering within the school premises (Hlatshwayo, 2018, p. 126). An important study by Qwabe, Maluleke and Olutola (2022) explored the nature of school violence in South African high schools and found that vandalism compromises student safety and disrupts their learning environment. Forsyth, Biggar, Forsyth and Howat (2015), cited in Qwabe, Maluleke and Olutola (2022, p. 25), stress that vandalism leads to educational setbacks as schools must pause curriculum to repair damaged buildings.

It has been widely acknowledged through multiple research studies that learners should not be held accountable for instances of vandalism; however, the focus should be shifted to individuals from the community where the learners reside. A prime example of this can be seen in a study by de Wet (2008), where nearly half of the participants (45.8%) expressed that the root cause of vandalism in schools lies with those not directly associated with the educational environment.

McWhirter et al. (2017, p. 202) found that vandalism in America has resulted in millions of dollars in damage to various properties, including schools, parks, playgrounds, street signs, billboards, museums, libraries, buses, trains, and more. This problem is not unique to America, as schools worldwide face similar challenges. Learners often engage in vandalism by defacing desks and breaking furniture, possibly due to a lack of ownership perception. Vandalism violence is known as one of the everyday violence occurring in schools. Common forms of school vandalism include burning libraries, vandalising restrooms, and breaking windows and sports equipment. Many learners feel unsafe at school, most especially on the school playing ground, and some schools struggle to ensure student safety. De Wet (2008) suggests that school violence may vary depending on the school environment and the perceived outcomes of violence.

In addition to the authors' views, school vandalism takes many forms, such as the destructive behaviour of learners towards teachers' teaching materials, such as tearing up textbooks or scribbling on whiteboards and defacing school walls with graffiti. Another aspect of this issue is the aggressive behaviour of learners towards their peers, such as forcefully taking other learners' property. Furthermore, vandalism from outsiders, like burning down school buildings or stealing computers from the library, can also harm the school environment. All acts of vandalism and violence harm learners' motivation and can make them feel insecure.

2.6.1 Conceptualising vandalism in the school context

Vandalism within the school setting encompasses a range of destructive behaviours, including breaking doors and windows (Cohen 1979, cited in Yildirim, 2017, p. 2). In South African schools, vandalism is not a recent phenomenon; the roots of this destructive behaviour can be traced back to the turbulent Sharpeville riots in the 1970s. However, the severity and extent of the damage inflicted on school properties

have escalated over the years. Today, acts of vandalism have taken a more sinister turn, with incidents involving the burning of schools and violent attacks on learners and teachers using weapons like knives and fighting sticks. This pattern of vandalism has reached crisis proportions, with an alarming number of schools bearing the brunt of learners' destructive actions. The financial implications of this widespread vandalism are staggering, with the Department of Education expending significant resources to repair the damage caused by these acts of senseless destruction. Yildirim (2017) underlines the magnitude of this issue by pointing out that the recovery and repair of vandalised school properties have led to the squandering of millions of taxpayer money.

Additionally, the media has been awash with reports of vandalism in South Africa, with no institution immune to these destructive tendencies, including municipal offices and health centres. Recent events in 2021, such as the unrest and looting in KwaZulu-Natal and Durban, have brought the issue of vandalism to the forefront, with over 11 schools falling victim to acts of vandalism and arson. The perpetrators behind these destructive acts are often members of the same community as the schools they vandalise, causing widespread damage to government property, private businesses, and shopping centres. The economic toll of vandalism is significant, with the South African Government spending substantial sums to repair the damage inflicted on school buildings. McWhirter et al. (2017) state that vandalism extends beyond schools to impact various public spaces, including parks, playgrounds, street signs, museums, libraries, buses, and trains. Acts of vandalism on school property not only deprive learners of a safe and conducive learning environment but also result in emotional harm and disruptions to their educational experience (Hashim et al., 2019, p. 769). Vandalism is prevalent in schools, impacting learners' progress and the community.

2.6.2 Forms of vandalism

Scholars such as Hashim et al. (2019, p. 767) and Yildirim (2017) highlight the different ways vandalism occurs in schools.

- Burning of school buildings and libraries
- Damage to teaching materials, such as tearing library books and damaging laboratory equipment

- Breaking chairs and desks
- Breaking of restroom doors
- Playing ball in the classroom
- Throwing a chair and causing a defect
- Taking friends' or school materials home without permission
- Defacing and painting school walls
- Scratching cars that belong to teachers or non-teaching staff
- Smashing windows and glass doors
- Damaging lamps in the school
- Theft and robbery

2.6.3 Possible causes of vandalism in schools

- Frustrated learners
- Vindictive learners who harbour revenge
- Malevolent learners who like causing a problem
- Bored learners who commit vandalism in search of excitement
- Escalated violence in the community



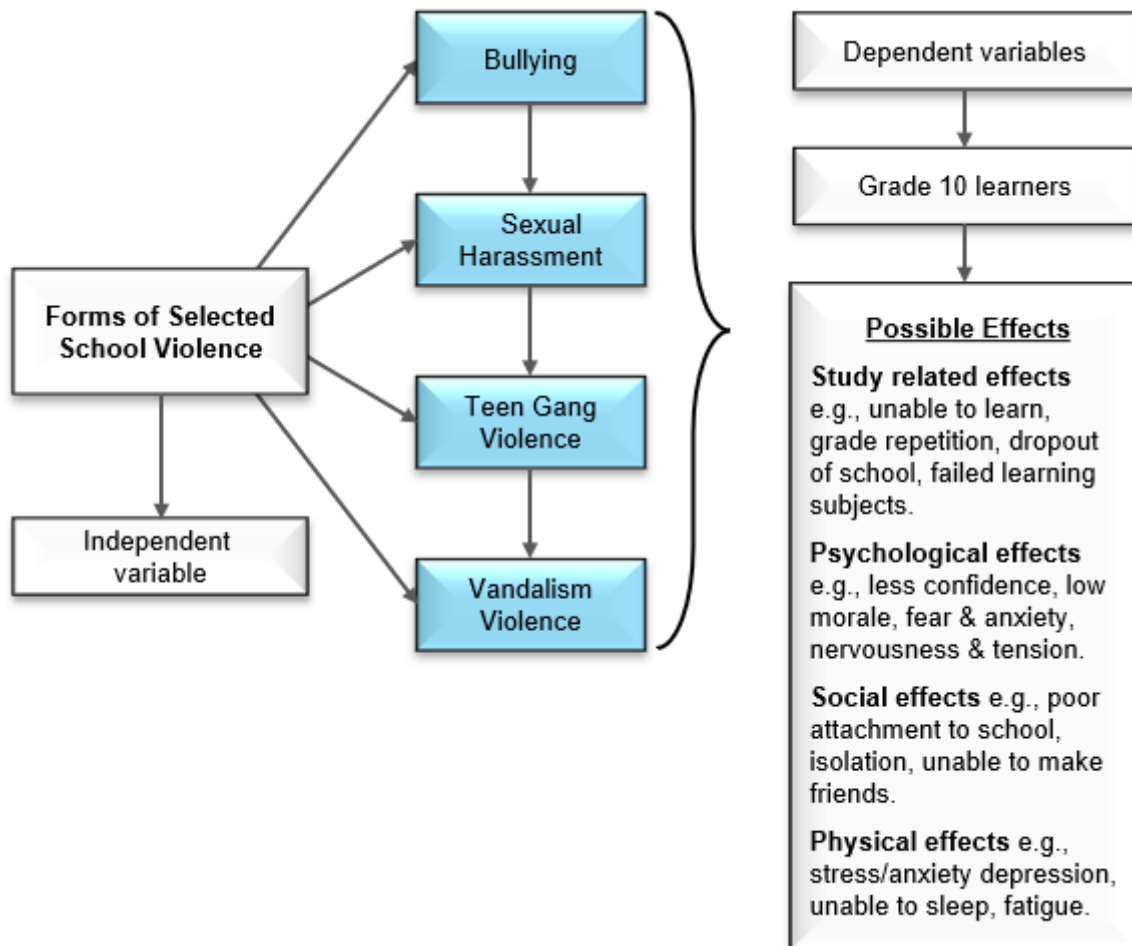
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It is evident that there is no existing research on the effects of selected forms of school violence (bullying, sexual harassment, teen gang violence, and vandalism) on the academic achievement of Grade 10 learners in BCMM secondary schools. Therefore, delving deeper into this subject matter is imperative to understand its implications better. Similarly, a study by Hashim et al. (2019) highlights the escalating problem of vandalism within the student community, emphasising the urgent need to address this issue. The researchers note that students involved in destructive activities often belong to broken families or follow a negative lifestyle, highlighting the importance of providing appropriate interventions to prevent such behaviour.

The Department of Education emphasises the importance of providing learners with a clean and safe environment for education, including well-cared-for facilities, furniture,

equipment, clean restrooms, water, and a harassment-free environment. However, vandalism remains a significant issue for educational stakeholders in South Africa.

2.7 CONCEPTUAL FRAMEWORK FOR FORMS OF SELECTED SCHOOL VIOLENCE USED IN THE STUDY



Source: Researcher (2022)

Figure 2.3: Conceptual framework of the study variables

Figure 2.3 above illustrates various forms of selected school violence the researcher investigated. The study examined categorising different types of school violence, identifying the dependent variable, and establishing the correlation between the independent and dependent variables. Independent variables are factors that can trigger, shape, or impact results. They are also known as controlled or predictor variables. In contrast, dependent variables rely on the independent variables and represent the consequences or effects of the independent variables. They are also referred to as outcome variables or response variables.

The independent variable is the presumed causal factor, and the dependent variable is the presumed effect in a relationship (Arya, Kaushik & Arya, 2019, p. 47; Kerlinger 1986, cited in Hoy & Adams, 2016, p. 31).

Forms of school violence affecting learners' performance noted in the literature include bullying, assault, gangsterism, drug/alcohol abuse, and vandalism. These can lead to learners' decreased interest in studies, lower grades, limited university admission options, reduced class participation, late homework submission, truancy, teacher obstruction, unsafe environment, anxiety, depression, and low self-esteem.

On academic achievement, the terms "performance," "academic achievement," and "outcomes" are often used interchangeably (Haroon, 2018). Performance is defined as a deed or accomplishment. In contrast, academics pertain to learning or studies in a college or university, and outcomes refer to results or consequences. According to Haroon (2018), 'academics' has its roots in the term academy, which signifies "a school where special types of instruction are imparted." This can be evaluated in various ways, such as through grade point average (GPA), Stanford achievement test (SAT), or scores on essay-type examinations (Haroon, 2018, p. 3).

Humans strive to accomplish something great for themselves and work hard to achieve it. Al-Zoubi and Bani-Younes (2015) emphasise that learners must work hard and do their best to achieve success and ambitions and fulfil their academic goals and objectives. According to researchers, educational growth is crucial for the development of a school learner. High academic success in school boosts the learner's self-esteem and self-confidence and opens new opportunities for personal growth and future success. A strong educational foundation is believed to empower learners to overcome challenges to achieve their full potential in various aspects of their lives (Maslow 1954, cited in Haroon, 2018, p. 4). Parents are encouraged to support their children's academic achievement to ensure they can transition between courses successfully (Al-Zonbi & Bani-Younes, 2015, p. 2267).

Below is a summary of the existing studies on the composite effects of school violence on learners' educational attainment in schools.

According to the literature, the effects of school violence can be categorised into four main areas (Graham, 2016, p. 140; Singh & Steyn, 2014, p. 86; Khumalo, 2019, p. 8; Ward, van der Merwe & Dawes, 2012, p. 177):

- Health and physical effects, such as headaches, poor appetite, depression, fatigue, insomnia, stress and anxiety, and weight loss/gain.
- Educational and study-related effects include lower grades, school dropout, increased absenteeism, impeded learning, and difficulty concentrating.
- Stress can also lead to psychological effects such as nervousness and tension, less confidence, feeling alone, low morale, feeling embarrassed, low self-esteem, anger, fear, and anxiety.
- The social effects of stress include less socialisation, stressed relationships with peers, difficulty making friends, and feeling depressed, anxious, and lonely.

Graham (2016) notes that while not all victims of bullying experience mental health issues, physical health problems, or academic difficulties, some scholars believe that the effects of violence on students and teachers can be profound. Singh and Steyn (2014) highlight the psychological impact of learner violence, showing that victims often display signs of low self-esteem, diminished morale, and a lack of confidence when subjected to bullying or humiliation. Ngidi and Moletsane (2018) and Vanlaldusaki et al. (2018) suggest that school violence can have detrimental effects on victims' physical, emotional, social, and educational well-being. These researchers argue that violence in schools can significantly impact students' social lives and academic performance. Jan and Hussain (2015) assert that school violence not only hampers academic achievement but also contributes to mental health issues and physical harm. Khumalo (2019) found that violence is a pervasive issue in South African schools, with serious implications for learners' lives and school performance. Yoruk and Cankaya (2013) studied teachers' perceptions of student violence in rural and urban areas. They found that primary school students in rural areas exhibit more violent behaviour in various dimensions compared to urban students. Crawford and Burns (2015, p. 645) studied the impact of gang-related violence at schools and found a positive relationship between gang crimes, threatened weapon attacks, and racial tensions. They also found that schools with security cameras had higher rates of

threatened weapon attacks, and schools located in high-crime areas or cities were at a higher risk of weapon attacks.

Tintswalo (2014) and Hlatshwayo (2018) conducted studies on violence in South African schools. Tintswalo (2014) identified bullying, violence, sexual and verbal abuse, gangsters, drug abuse, and corporal punishment as significant issues affecting learners, learning environments, and teachers. In Hlatshwayo's (2018) study, 21% of learners did not feel protected at school, while 79% felt safe from violence. Learners identified bullying (35%), gangsterism (50%), and drug usage (52%) as major concerns, with late coming (83%) and loitering (54%) also being prevalent issues (Hlatshwayo, 2018, p. 126). Muli, Nzoka and Muthee (2019) found that bullying behaviour has significantly impacted academic performance among public school learners in Kenya. They discovered a high prevalence of bullying, especially among learners from monogamous families and broken homes. Verbal and indirect bullying were identified as the most common forms of bullying, with every learner reportedly experiencing some form of bullying. Additionally, Ngakane, Muthukrishna and Ngcobo (2012) studied school violence at a secondary school in Lesotho and found that learners faced various types of violence, including sexual harassment, corporal punishment, and physical violence. Additionally, teachers were reported to use harsh disciplinary measures such as caning, slapping, and whipping to maintain order in the classroom (Ngakane, Muthukrishna & Ngcobo, 2012, p. 43).

Fawole, Balogun and Olaleye (2018) compared the prevalence of gender-based violence (GBV) in private and public secondary schools in Nigeria. They discovered that learners often experience physical, sexual, and psychological violence in school. Their findings show that slaps were the most common form of physical violence in both public (40.4%) and private schools (37.1%) ($p = 0.4$). Unwanted kisses were the most prevalent form of sexual violence in public schools (26.5%) and private schools (19.5%) ($p = 0.04$). Moreover, spite was identified as the most common form of psychological violence among students in public (49.7%) and private schools (62.6%) ($p = 0.001$) (Fawole, Balogun & Olaleye, 2018). In contrast, according to Muhangi (2017), bullying, sexual and gender-based violence, physical and psychological punishments, and external violence like fighting and gang violence are the main types of school violence in Ugandan schools. According to his research, bullying violence

includes physical aggression, intimidation, exclusion, name-calling, damaging victims' property, and extortion. This behaviour impacts students' relationships with others and lowers their academic performance. Victims of bullying are more prone to feeling depressed, isolated, or worried, and they often have low self-confidence (Muhangi, 2017).

Baruth and Mokoena (2016) discuss the various forms of school violence in South Africa, highlighting that bullying, gang-related violence, drug and alcohol abuse, illegal firearms, sexual violence, and harassment are significant issues affecting public high school learners. Bullying can be direct, involving physical or verbal abuse, or indirect, through social manipulation. Gang-related violence includes threats and intimidation, while drug and alcohol abuse poses risks to health and legal consequences that can hinder education. These challenges can prevent South African learners from achieving their educational goals.

In summation, bullying violence in schools can result in various adverse effects, such as low self-esteem, stress, lack of concentration, and truancy among students (Baruth & Mokoena, 2016). The lack of discipline among learners has been exacerbated by poor collaborations, capacity building, and partnerships among public school stakeholders and has become a widespread issue in public schools. If not addressed, school violence will continue to hinder teachers' ability to achieve educational goals.

2.8 BRIEF HISTORY OF VIOLENCE IN SOUTH AFRICAN SCHOOLS

The impact of violence and crime in the community on the quality of education and academic achievement of learners is overwhelming. This section briefly discusses the history of violence in South African schools before delving into the legal framework of school violence. By providing a brief overview of the history of violence in South African schools, the researcher lays a foundation for a more comprehensive examination of the subject matter. Recognising the historical underpinnings of the problem is crucial in developing strategies to mitigate its impact on learners and create a safer and more conducive learning environment.

Generally, violence in South Africa has significantly impacted the country's schools, with disruptions and unrest being common occurrences. Post-1994, challenges with discipline and violence in schools have been prevalent (Harber & Mncube, 2017, p. 58; Ward, van der Merve & Dawes, 2012, p. 25). The period of resistance and liberation in the 1970s saw an increase in violence, particularly among Black youths facing state violence; the imposition of Afrikaans as the medium of instruction led to violent protests in Soweto. Despite efforts to protect human rights, ongoing exposure to violence in communities continues to affect schools (Power, 2017:295). The legacy of apartheid laws still influences socioeconomic challenges, including violence, unemployment, and poverty in Black African townships (Mayeza & Bhana, 2021, p. 1). In addition, this widespread violence among young adults in schools harms the educational system and academic performance. Parents expect schools to provide a safe environment for their children, but violent attacks in schools are becoming more common, raising concerns about the safety of students.

2.9 THE LEGAL FRAMEWORKS AND EDUCATIONAL POLICIES ADDRESSING SCHOOL VIOLENCE IN SOUTH AFRICA

The South Africa National School Safety Framework aims to guide the creation of safe and healthy school environments (Bongweni & Tyilo, 2019). It includes policies such as Regularities for Safety Measures at Public Schools, The Gangsterism Anti-Strategy, The National Strategies for the Prevention and Management of Alcohol and Drug Master Plan, and the National School Safety Framework.


Despite existing laws and education policies in South Africa aimed at addressing violence in schools, the issue persists. Makwarela, Mammen, and Adu's (2017) study found that 85% of their participants' schools had policies to address violence, and 15% disagreed that these policies were effective. Additionally, 68.3% of their participants supported policies on sexual harassment, while 31.6% indicated a lack of such policies. Furthermore, 71.7% noted the presence of anti-bullying policies in their schools, with 28.1% disagreeing. Regarding parental involvement in school safety, 66.6% agreed that parents should be engaged, while 33.2% disagreed (Makwarela, Mammen & Adu, 2017).

The South Africa Schools Act 84 of 1996 (SASA) also emphasises that violence violates learners' constitutional Right to freedom and security of the person, which includes the right to be free from all forms of violence. Also, The Bill of Rights in the Constitution of the Republic of South Africa (1996) subsections 12 (1) (c) and (e) of 1996 stipulate that everyone has a right to be free from all forms of violence from either public or private sources; a right not be treated or punished cruelly, inhumanly, or be degraded. Moreover, Act 24(a) says, "Everyone has the right to an environment that is not harmful to their health or well-being" (Nconsta & Shumba, 2013). It is generally believed that implementation is a problem. Bongweni and Tyilo (2019) effectively encapsulate the essence of the previous statement by highlighting the issue of insufficient support from the department. It is evident that even after incidents are brought to light, the department lacks communication or follow-up, leaving many feelings neglected and unheard. Moreover, while safety committees, policies, and codes of conduct exist in certain schools, they often appear to be merely for show, lacking the necessary enforcement and implementation to make a difference in ensuring the well-being of students and staff (Bongweni & Tyilo, 2019, p.199).

In addition to the study by Bongweni and Tyilo (2019), the issue of inadequate support from the department remains a significant challenge that needs to be addressed urgently. The absence of feedback or acknowledgement from the authorities after cases are reported only adds to the frustration and helplessness experienced by those affected. Furthermore, while schools may have safety committees, policies, and codes of conduct, these measures often fall short of their intended purposes as they are not effectively adhered to or enforced. This lack of follow-through undermines the credibility of these initiatives and perpetuates a culture of nonaccountability within the educational system (Bongweni & Tyilo, 2019). Teachers attend conferences and summits to improve their skills and knowledge, yet the issue of violence within schools continues to persist. Despite teachers' dedication to professional development and seeking out new strategies, the safety and well-being of students remain a concern. While these conferences provide valuable opportunities for networking and learning, the root causes of violence in schools are complex and deeply ingrained. More comprehensive and multi-faceted approaches are needed to address this ongoing challenge.

2.9.1 The Bullying Policy

Bullying happens more than once, and it keeps going until it starts to affect the victim learners emotionally or psychologically. Studies show that bullying can be a way for some learners to show dominance over their peers by scaring or intimidating them (Joubert et al., 2015, p. 179). Teachers must protect all learners by stopping violence or bullying at school. When making anti-bullying rules, it is important to think about equality, human dignity, safety, privacy, children, and fair treatment. These rules should also explain the consequences of bullying, so everyone knows there are limits to how we treat each other. Joubert et al. (2015) further emphasise the importance of developing anti-bullying school policies with the involvement of all education stakeholders. These policies must adhere to legislation such as the Constitution, School Act, Children's Act, common law, and case law. This issue includes an example of a framework for a no-bullying policy. Any school anti-bullying policy must (Zeelie, 2004, as cited in Joubert et al. 2015):

- 
- Provide a safe learning environment.
 - Protect children against bullying.
 - Provide support for victims, bullies, and parents.
 - Provide sustainable guidelines on how to deal with bullying violence in schools.

Other international findings suggest that decreasing bullying violence in schools requires a multi-faceted approach. According to Benbenishty and Astor (2005), cited in Harber and Mncube (2017), several key strategies have been identified, including an overarching school vision, which is crucial in creating awareness of bullying. The attitudes and behaviour of teachers and the principal play a key role in reducing bullying. School staff must respond to bullying reports and act when witnessing it. Peer groups' discouragement of bullying helps decrease its frequency. Involving learners in decision-making and intervention design is essential. Anti-bullying strategies target specific locations and times where bullying is most likely to occur (Benbenishty & Astor, 2005, cited in Harber & Mncube, 2017, p. 147).

So far, this section has discussed the anti-bullying policies to prevent and reduce bullying violence in schools. Schools must create a safe, supportive environment where learners feel comfortable reporting bullying incidents. Schools can foster a culture of respect and kindness that discourages bullying by promoting empathy and understanding among learners. Also, educators and administrators must take proactive measures to address bullying and support both the victims and perpetrators. By implementing comprehensive anti-bullying policies that involve collaboration with parents, community members, and mental health professionals, schools can effectively combat bullying and create a positive learning environment for all learners.

2.9.2 Anti-Sexual Harassment Policy

In South Africa, unlawful sexual acts are regarded as criminal offences. The education department plays a crucial role in clearly explaining the meaning of sexual harassment acts to the public. Sexual harassment violence comprises various behaviours, including making inappropriate comments or asking uncomfortable questions, showing explicit or offensive images, unwanted physical contact, offering favours in exchange for sexual acts, coercing someone into sexual activities, or even committing rape. Additionally, forcing someone to engage in sexual acts with objects or in front of others also falls under the category of sexual harassment (Department of Education, stated in Joubert et al., 2015). *Together in Excellence*

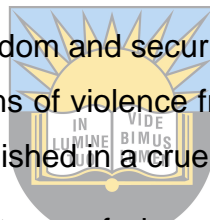
Section 12 of the Constitution of the Republic of South Africa (1996) states that each person has the right to bodily integration and not to be treated in a cruel, inhuman, or degrading fashion; this is in line with Section 10, which states that each person has the right to dignity. Further, educators and learners at the school must uphold a standard of conduct that respects all learners' physical and emotional well-being (Peterson wrote in Veriana, Thom & Hodgson, 2017, pp. 310). Moreover, according to section 3 of the Constitution, it is the responsibility of each branch of the state, including government, the legislature, and the courts, to guarantee the protection, respect, advancement, and fulfillment of rights, a duty that extends to state institutions such as schools, as highlighted by Peterson in the research by (Veriana, Thom & Hodgson, 2017).

2.9.3 Anti-Gangsterism Strategy

The Anti-Gangsterism Strategy is a proactive strategy addressing the complex factors contributing to school gang-related activities and violence. It involves a combination of law enforcement, social programmes, and community engagement to address the root causes of gang involvement and prevent the spread of gang influence among the learners. By working together, neighbourhoods, local authorities, and organisations can create a safer environment for everyone, especially young people who are most vulnerable to gang recruitment. Education, outreach, and support help build a stronger, more resilient, united community against gang activity.

Section 24 of the South African Constitution of 1996 (Bill of Rights) states:

- Every learner has the right to an environment that does not harm their well-being.
- Everyone has a right to freedom and security of the person, which includes the right to be free from all forms of violence from either public or private sources and not to be treated or punished in a cruel, inhuman, or degrading way.
- All learners have the right to a safe learning environment (The South Africa Schools Act 84 of 1996 cited in Nconsta & Shumba, 2013).



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Adhering to legal requirements is necessary for educational institutions to function effectively and provide a conducive learning environment for learners. The policy must follow existing legislation, such as the Constitution, School Act, and Children's Act. (Bronfenbrenner, 1979 cited in Sherer & Sherer 2011, p. 686). Proposed changes in policies and practices in education play a vital role in shaping the future of education and promoting the holistic development of learners. It is necessary for schools to regularly review and update their policies to meet the evolving needs of learners and comply with legal standards.

Current policies do not effectively address the gang problem in schools, leading to disruptions in the academic environment. Gang activity is prevalent in many schools, prompting the need for policies to control gang behaviour (Lal, 1996, cited in Mncube & Madikizela-Madiya, 2014, p. 48). The education department identifies gangsterism among learners aged 14 to 17 years as a growing challenge in schools. Furthermore,

children who are part of gangs live in communities (Department of Social Development, 2021). The Department of Social Development introduced the Anti-Gangsterism Strategy to help the youth and families understand the dangers of child gangsterism. It is recommended that school administrators develop site-specific policies that are aligned with district policies to address gang violence. Displaying the school philosophy on all premises and classrooms and including gang policies in the learner's handbook and school offices is crucial. Educators and school leaders play a key role in preventing learners from joining gangs by ensuring proper supervision during school hours (Mncube & Madikizela-Madiya (2014).

2.9.4 Anti-Vandalism Strategy

In education, adhering to the legal principles of discipline is imperative to maintain a secure and conducive learning environment for learners and staff members. Joubert et al. (2015, p. 119) highlight that implementing these principles is fundamental to fostering a culture of safety and order within schools. The South African Schools Act (South Africa, 1996a) stipulates that the school governing body is responsible for managing and overseeing the school's physical infrastructure, including its property, buildings, and grounds. Furthermore, Section 24 of the Act underscores the importance of providing learners with an environment free from harm to their health and well-being. Therefore, it is incumbent upon school administrators to enforce these regulations and uphold safety standards as outlined in the district policy (Joubert., et al., 2015). This entails ensuring that school property is adequately protected against vandalism. However, despite the existence of these legal frameworks in South African education, instances of school violence persist and remain a prevalent issue in educational institutions across the country (Mgijima, 2014).

2.10 EMERGING GAPS IN THE LITERATURE

After reviewing various studies on the selected forms of school violence and its impacts on learners' academic achievement at a transnational level, it is evident that this issue is a significant concern across different countries such as America, Canada, Ghana, Nigeria, and South Africa. For example, researchers like Qwabe, Maluleke, and Olutola (2022) in South Africa conducted a qualitative study involving 25 participants to investigate the prevalence of violence in high schools in KwaZulu-Natal.

They found that a majority of learners had been exposed to violence within the school environment. Similarly, Arya, Kaushik and Arya (2019) focused on sexual harassment by exclusively sampling female learners, teachers, and parents. Their study highlights how instances of sexual harassment can deter learners from pursuing their education further. Mayeza and Bhana (2021) explored the issue of bullying among boys in primary schools, shedding light on the various forms and impacts of bullying behaviour among students. Ngidi and Moletsane (2018) delved into the topic of bullying in school toilets, emphasising how these spaces can become breeding grounds for violent behaviour among learners. Mncube and Steinmann (2014) conducted a mixed-methods research study on gang-related violence in South African schools, revealing the detrimental effects of such violence on the overall school environment. They found that the presence of gangs instilled fear among students, leading to increased dropout rates and a decline in academic performance. Netshitangani (2014) explored educators' perspectives on the causes of school-based violence, highlighting how exposure to violence can affect learners' behaviour. Singh and Steyn (2014) focused specifically on the impact of learner violence in rural South African schools, shedding light on the unique challenges schools face in these areas.

While previous studies have covered various aspects of school violence, none have specifically examined the effects of bullying, sexual harassment, teen gang, and vandalism violence on Grade 10 learners' academic achievement in Buffalo City Education District. In this regard, the study aimed to fill this existing knowledge gap using quantitative methods to investigate the effects of the above-mentioned forms of school violence on Grade 10 learners in BCMM secondary schools in the Eastern Cape Education Province. By drawing on Dreikurs' social discipline model and Bronfenbrenner's ecological systems theory, the research provided a comprehensive understanding of how ecosystems influence learners' development and behaviour in the context of school violence. This study is important as it contributes new insights into the relationship between school violence and the academic achievement of Grade 10 learners in the BCM region area.

2.11 CHAPTER SUMMARY

In conclusion, the review of existing literature highlighted the pervasive nature of problems such as bullying, sexual harassment, teen gang violence, and vandalism in

educational institutions, all of which have a profound effect on learner's academic success. These problems might not only hinder the advancement of schools in achieving their educational goals but also affect learners' futures. Moreover, it was noted that violent circumstances within the family, community, and school context can contribute to learners engaging in violent behaviours at school or in the community. The chapter thoroughly explored the various manifestations of previous studies on the impact of selected school violence on learners and school educational attainment. The next chapter discusses the study's research methodology and procedures.



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CHAPTER THREE

THE RESEARCH METHODS AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter reviewed the relevant literature on the effects of bullying, sexual harassment, teen gang violence, and vandalism. By examining previous research, the researcher gained valuable insights into the potential outcomes of the selected study variables. This thorough review helped provide a solid foundation for the study and allowed the researcher to build upon the knowledge already established in the field.

This chapter details the quantitative research approach, population, sample, data analysis, and sampling techniques used in the study. Thus, the chapter is crucial as it outlines the study procedure and approach used to collect data.

3.2 RESEARCH PARADIGM



Cohen, Manion and Morrison (2018) define a research paradigm as a shared set of beliefs and agreements among researchers about understanding and addressing a problem. It serves as a lens through which phenomena can be viewed and researched, representing a worldview of accepted scientific knowledge and practices. Johnson and Christensen (2017:31) further elaborate that a research paradigm is a collective worldview or perspective a community of researchers holds based on shared assumptions, concepts, values, and practices. Similarly, Linake, Maphosa and Mthethwa-Kunene citing Denzin & Lincoln, 2000, in Adu and Okeke (2022:91), describe a research paradigm as human constructs that encompass principles and worldviews, revealing the researcher's background when interpreting research data. Likewise, Yusuf (2022) defines a research paradigm as a method researchers employ to investigate and address the phenomenon being studied. This implies that research paradigms are germane to and part of scientific investigation. Research paradigms are crucial in guiding researchers on what to study and how to study it effectively. They help determine the appropriate methods and approaches to be used to interpret the study outcomes accurately (Linake, Maphosa & Mthethwa-Kunene, as cited in Uyangoda, 2015, in Adu & Okeke, 2022:92). According to the authors, there are three major types of paradigms: positivism (quantitative), post-positivism, and interpretivism

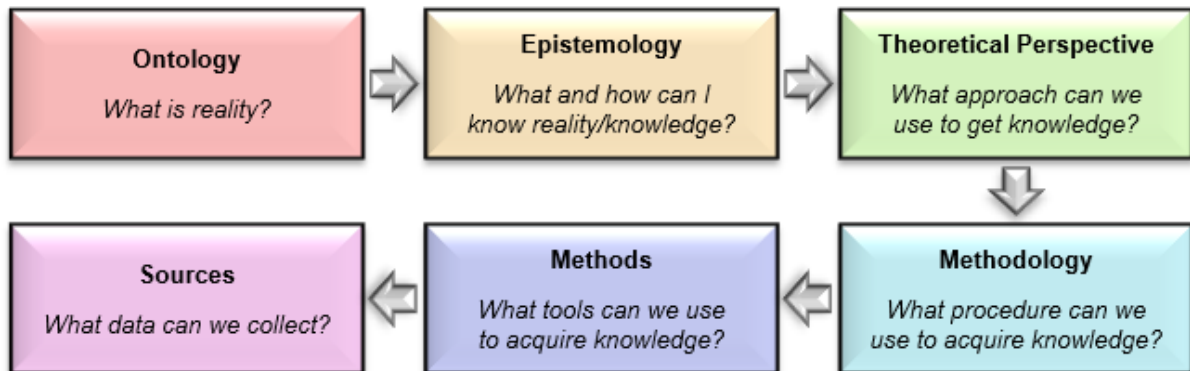
(qualitative). The three research paradigms may differ in application, but they represent the scientific methods of the research endeavour. The quantitative research paradigm connotes number-oriented surveys, which allow for the use of statistics to generalise study findings. According to Hennink, Hutter and Bailey (2020), quantitative research design is a methodology that uses numerical data to examine the relationship between variables, typically by formulating hypotheses. The qualitative paradigm, alternatively, is language-oriented and usually involves using words. Qualitative research usually targets a smaller sample size to get detailed information from the respondents (Sale, Lohfeld & Brazil, 2002). However, the quantitative (positivism paradigm) is more dependable and trustworthy, mainly due to its flexibility and structured research instruments (Sale, Lohfeld & Brazil, 2002).

Even though there are areas of divergence in the epistemological traditions of the two paradigms, scholars believe both paradigms are profound in research (Linake, Maphosa & Mthethwa-Kunene, cited in Adu & Okeke, 2022:92). Nonetheless, the positivism paradigm (quantitative research) appears to be more impartial since the researcher is not swayed by the phenomenon being studied (Park, 2020). Moreover, according to Creswell and Plano (2011, 2013), pragmatism is an important aspect of the research paradigm. They suggest it is one of the older approaches (Creswell, 2013; Creswell & Plano, 2011, cited by Linake, Maphosa & Mthethwa-Kunene in Adu & Okeke, 2022:92).

3.2.1 The paradigm employed in the study

The study used a quantitative research approach based on positivist epistemology. Social sciences scholars such as Creswell and Creswell (2018), Cohen, Manion and Morrison (2018), Johnson and Christensen (2017:31), and Adu and Okeke (2022) assert that researchers must know four important research paradigm terminologies that must be included in any research study. Creswell and Plano (2017) further explain that research must be justified on a philosophical basis. The researcher must ensure that their research is grounded in a philosophical perspective. The study focused on only three philosophical stances relevant to the study. Hay (2002) and Crotty (1998), as cited by Linake, Maphosa, and Mthethwa-Kunene in Adu and Okeke (2022:91), outline the key components of the research paradigm in the diagram below to aid researchers in gaining a comprehensive understanding of this concept. These

philosophical stances are (i) ontology, (ii) epistemology, and (iii) methodology, as illustrated below.



Source: Modified from Linake et al. citing Hay (2002) and Crotty (1998) in Adu & Okeke (2022:91).

Figure 3.1: Components of the paradigm

3.2.2 Philosophical stances relevant to the study

3.2.2.1 Ontology

The ontological underpinning of positivism is that reality is quantifiable and only involves what can be observed (Tashakkori & Teddlie, 2021). According to Johnson and Christensen (2017), ontology is about understanding the types of entities within the social world. It delves into the essence of existence and seeks to uncover the various forms of being that shape our reality. Furthermore, assumption philosophy explores the fundamental nature of reality and truth. It invites us to question our preconceived notions about the world and critically examine our beliefs and perceptions. In essence, ontology and assumption philosophy work hand-in-hand to deepen our understanding of the social world's complexities and the truths underpinning our existence. It concerns the nature of knowledge or the study's objective, "how people come to know about things around them" (Bryman, 2016:27; Cohen, Manion & Marrison, 2018:5; Guba in Johnson & Christensen, 2017:32). In addition, the authors identify three ontological positions: realism, idealism, and materialism. Realism argues that external reality exists independently of human perception. Idealism posits that reality is constructed through human understanding and social meanings. Materialism focuses on the physical world as the only real entity, with other phenomena, such as beliefs and values, arising from it. The study chose

realism to address the real issue of school violence among South African secondary school learners.

3.2.2.2 *Epistemology*

Epistemology is a philosophical branch that focuses on studying knowledge and its validation (Johnson & Christensen, 2017:32). It explores the concept of knowledge and understanding, highlighting the connection between the individual seeking knowledge (the inquirer) and the information being sought (knowable). This field investigates the nature of the relationship between researchers and their research subjects: How does the researcher get knowledge? How do researchers discover new things? It pertains to the level of knowledge considered adequate within a specific field of study (Bryman, 2018:23). Epistemology is the study of knowledge and how we come to understand the world. It is about questioning what we know and how we know it. By exploring these concepts, researchers will gain a deeper perception of the impact of violence on students' academic achievements. For example, this study focused on understanding the selected forms of school violence that can hinder the academic success of Grade 10 students in BCMM, South Africa. By examining how violence can affect students' learning, the study highlights the importance of truth, belief, and justification in research (positivism epistemology).

In contrast to the ontology perspective, epistemology focuses on the methods researchers use to discover knowledge outside of themselves and understand reality. Epistemology delves into the fundamental aspects of knowledge, including how researchers define the knowledge, interpret results and evidence, and approach their research projects (Flicks, 2015:28). It also asks questions like how researchers know what they claim to know. It believes that people develop knowledge based on their perceptions and experiences. Epistemological thought is governed by hypotheses and stated theories (Cohen, Manion & Morrison, 2018).

A theory provides the framework for the researcher to explain things. Theory and theoretical frameworks are crucial in guiding researchers' exploration of a particular subject. By connecting the researcher to existing knowledge in the field, theories serve as a foundation for new insights. They act as a frame of reference, enabling researchers to contextualise their findings within the broader scope of the subject area.

Moreover, theories help identify new issues and areas that warrant further investigation, driving the research forward. Also, theories provide a solid basis for hypothesis formulation and testing, allowing researchers to evaluate their ideas systematically and draw meaningful conclusions (Cohen, Manion & Morrison, 2018).

The study's theoretical framework was based on Bronfenbrenner's ecological systems theory and Dreikurs' social discipline theory. Both philosophers emphasise the importance of microsystems within a community and other environmental influences in understanding antisocial behaviour. Bronfenbrenner highlights the mesosystem, which involves interactions between different microsystems, like family, school, and peers, in shaping behaviour. Dreikurs emphasises the role of social expectations and consequences in determining behavioural patterns within social contexts (Bronfenbrenner, 1979; Dreikurs, 1986, cited in McWhirter, McWhirter, McWhirter & McWhirter, 2017:203).

3.2.2.3 Methodology

The research methodology describes the philosophies that guide data-gathering techniques, e.g., surveys, interviews, document reviews, and direct observations. It is the process, method, or layout to examine social reality (Creswell & Creswell, 2017). It is defined as how the researcher should discover knowledge or what method to adopt in a study (Cohen, Manion & Morrison, 2018, p. 7; Johnson & Christensen, 2017, p. 31). It includes appropriate research design. Moreover, the methodology involves the techniques used for data collection and the underlying principles that shape the research process. It serves as a roadmap for researchers, guiding them to uncover knowledge and determining the most suitable approach for their study. In essence, it outlines the strategies and procedures to be followed to ensure a systematic and effective investigation.

Considering the significance of methodology in research, the study focused on investigating the impact of bullying violence, sexual harassment, teen gang violence, and vandalism acts on learners' academic achievement in BCMM high schools using quantitative research methods. The data collection process involved administering open and closed-ended questionnaires to gather relevant information from selected

secondary schools within the BCMM. The data analysis involved descriptive and inferential statistical methods to draw meaningful conclusions.

3.2.3 Justification for the research paradigm in the study: Positivism

Based on a realist philosophy, the positivist research paradigm holds that an objective reality can be scientifically tested (Linake, Maphosa & Mthethwa-Kunene, cited in Adu & Okeke, 2022:91). It guides researchers in effectively investigating and addressing research inquiries (Cohen, Manion & Morrison, 2018).

In this study, the researcher chose positivism to conduct quantitative analysis and generalise study findings across the BCMM secondary schools. Positivism, also known as modernism, emphasises collecting and analysing quantitative data. The research utilised both open and closed-ended questions to investigate the effects of school violence on learners' academic performance. Various statistical tools were employed to conduct descriptive and inferential analyses, test the formulated hypotheses, and ensure instrument reliability. The positivist approach strives for objectivity, predictability, and the establishment of behaviour laws, making it well-suited for studying human behaviour in natural settings.

Furthermore, Flicks (2011) states that generalisation usually involves inference from a small number of people in a study to a larger number of people that could have been studied. The study population was 14,819 Grade 10 learners, and 7.0% of the Grade 10 learners (1,037) were selected for the study sample. The study population was confirmed with the province administrators in the BCMM (See Appendix O).

3.2.4 Basic assumptions and criticisms of the positivism paradigm

According to researchers, positivism is based on several key assumptions. First, it asserts that only phenomena confirmed by the senses can be considered knowledge. The paradigm also believes that theories are used to generate testable hypotheses and explain laws. Knowledge is believed to be produced by collecting facts that form the basis for laws. Additionally, positivism holds that sciences should be conducted value-free and objectively. There is a clear distinction between scientific and normative statements, with the former being the domain of scientists. Empiricism is another key

assumption that reliable knowledge can only come from experience (Bryman, 2018:28; Flick, 2015:20).

However, critics of the positivist paradigm argue that it fails to acknowledge the researcher's unique ability to interpret and represent experiences (Pring, 2015, cited in Cohen, Manion & Morrison, 2018:15). Furthermore, positivist researchers view human behaviour as passive and controlled, ignoring intention and individualism. They struggle to address the balance between agency and structure in social theory. Quantification in research is seen as potentially dehumanising, replacing humane study with a focus on statistics (Ions, 1977, as stated by Cohen, Manion & Morrison, 2018:15). Also, it is criticised for its limitations in studying human behaviour, which is complex and unpredictable. In educational settings, positivism faces challenges in understanding issues like learning, teaching, and human interaction, presenting positivistic researchers with a massive challenge.

Relating to this paradigm, one of the challenges the researcher encountered in the field was related to teaching, learning, and human interaction. The researcher visited a school with inadequate learning materials and vandalism, hindering both learning and teaching. Despite the school having buildings, there was a shortage of furniture, requiring learners to carry tables and chairs around from one subject class to the next. Papers were scattered in classrooms, indicating a lack of maintenance. Surprisingly, many respondents from that school claimed that vandalism and violence were not issues at their school.

3.3 RESEARCH APPROACH

In their work, Creswell and Creswell (2018) emphasise that research approaches are essentially the scaffolding that supports researchers in navigating their way from broad theoretical assumptions to the intricate data collection, analysis, and result interpretation processes. Put differently, these approaches act as a guiding framework that researchers can rely on throughout their study. Additionally, it encompasses the specific methodologies researchers select for gathering, analysing, and making sense of data in their research endeavours (Creswell & Creswell, 2018:16). The three research approaches are qualitative, quantitative, and mixed-methods research. As mentioned previously, the foundation of this study was rooted in positivism. Therefore,

the methodology utilised in this research was quantitative. Quantitative research involves systematically exploring tangible elements by collecting measurable information and applying mathematical and statistical methods for analysis (Johnson & Christensen, 2017).

3.3.1 Quantitative Research Approach

The quantitative research approach, which gained prominence in the late 19th century and continued until the mid-20th century, involves collecting numerical data to test objective theories by examining relationships among variables (Creswell & Creswell, 2018, p. 4). This approach is characterised by a deductive view of the relationship between theory and research, a preference for a natural science approach (particularly positivism), and an objectivist conception of social reality (Bryman, 2016:108). The characteristics of quantitative research make it unique from other research approaches.

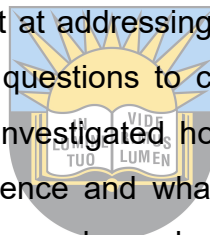
Quantitative research involves gathering quantifiable data and using mathematical and statistical techniques to analyse it (Johnson & Christensen, 2017). It is different from qualitative research, which focuses on non-numerical data. Researchers use numerical data and mathematical methods to explain phenomena (Aliaga & Gunderson, 2000, cited by Muij, 2011:1). Quantitative research aims to test theories objectively by examining relationships among variables. It allows for the quick study of more cases and provides highly generalisable results (Flick, 2015:12). Education researchers often use quantitative methods to develop theories and hypotheses. Researchers can make inferences about the larger population by collecting data through surveys and questionnaires. Relating to the quantitative research ability to test objectivity and examine the relationship between variables, in this study, the researcher tested the significant relationship between the study variables (bullying, sexual harassment, teen gang violence, and vandalism) and Grade 10 learners' academic achievement in BCMM secondary schools.

3.3.2 Justification for choosing the quantitative approach

The study adopted a quantitative research approach for data collection and analysis. This approach was chosen for its ability to provide a better understanding of the study through numerical data and statistical techniques. It allows for data collection from

larger sample populations and generalisation to a wider audience. Similarly, the researcher utilised Stoker's recommended sample size to carefully select 1,037 Grade 10 learners from a population of 14,819. By following this method, the researcher aimed to ensure that the sample accurately reflected the characteristics of the broader population.

Additionally, the researcher took the initiative to double-check the number of study participants from the Eastern Cape Education District during the initial planning stages to guarantee the precision and validity of the research findings. The positivism paradigm, which focuses on phenomena confirmed by the senses, underpinned this approach (Flick, 2015:20). Measurement is also a key aspect of quantitative research, allowing for fine distinctions between participants and providing a consistent basis for analysis (Bryman, 2016). Additionally, Muijs (2011) explains four key research questions that lend themselves to quantitative research. In this light, the quantitative research methodology is proficient at addressing queries about the 'how' and 'what percentage' of types of research questions to collect numerical data for statistical analysis. The current study also investigated how often the independent variables experience selected forms of violence and what effects violence has on learners' academic achievement in BCMM secondary schools.



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3.3.3 Benefits and challenges of using a quantitative approach

Research approaches have their advantages and disadvantages. Quantitative methods help collect numerical data for easy analysis, while qualitative methods provide deeper insights into participants' thoughts and feelings. Mixed-methods research combines both approaches for a comprehensive understanding. Participatory research involves participant collaboration for accurate representation. By combining different approaches, researchers can overcome limitations and produce reliable findings. Researchers are encouraged to choose the method that aligns with their research questions and objectives.

The benefits of using a quantitative approach in this current study were because of its structured and systematic way of collecting and analysing data, providing precise and measurable results. This approach employs statistical analyses to identify data trends, patterns, and correlations. Another benefit of this approach is that it helps the

researcher ensure the reliability and validity of study findings through replication and testing. For example, using a large sample size of 1,037 Grade 10 learners in BCMM increases the generalisability of results. Johnson and Christensen (2017) explain that quantitative research provides an objective way to measure the impact of variables on outcomes, facilitating informed decision-making; this includes data analysis accuracy, reliability, generalisability, and objectivity. Quantitative research is a fast and efficient way to analyse data using statistical software, with results that can be applied to the general population. It relies on numerical data and follows the confirmatory scientific method by testing hypotheses and theories (Johnson & Christensen, 2017:33). Researchers can establish validity and reliability, identify cause-and-effect relationships, and make predictions and generalisations based on empirical data. In conclusion, the quantitative approach aims to provide conclusive evidence of cause-and-effect relationships.

Challenges

Besides the advantages of using a quantitative approach, researchers often experience challenges when adopting it. One of the challenges of using a quantitative research approach is the limited depth of understanding that can be achieved (Flick, 2015). Quantitative research focuses on numerical data and statistical analysis, which may not capture the full complexity of human experiences or behaviours. This can result in a superficial understanding of the issue under study, overlooking important nuances and context that qualitative research methods are better equipped to capture. Another challenge of using a quantitative research approach is the potential for data collection and analysis bias. Quantitative research often relies on surveys, questionnaires, or experiments, which may not always accurately reflect the true attitudes or behaviours of the participants (Cicourel 1982, cited in Bryman, 2015, p. 123).

Regarding the study, the researcher encountered some challenges during the fieldwork. It was noted that some respondents just ticked the boxes, providing inaccurate responses. In contrast, others did not want to express their views on the subject matter because of shame or fear. Biases can also arise from how research questions are framed, the sample population is selected, or the statistical methods used to analyse the data. These biases can lead to misleading conclusions and

undermine the validity of the study findings. A quantitative approach is also costly, especially when dealing with large samples. However, for this study, the researcher was financially supported by the Govan Mbeki Research and Development Centre (GMRDC), University of Fort Hare, East London.

3.4 RESEARCH DESIGN

Research design is a critical aspect of conducting a research study, outlining the plan and strategies for data collection and analysis. It ensures reliability and validity and minimises bias and errors, guiding the research process from start to finish. In other words, the research design is the blueprint for conducting research, outlining the approach, theories, methodology, data collection methods, analysis procedures, and reporting techniques. It also addresses the validity and reliability of the research elements and the sequence of the research process (Cohen, Manion & Morrison, 2018:38). Bryman (2016) explains that a research design is a plan for gathering information that helps to address the questions a researcher wants to explore. Similarly, Creswell (2014) defines a research design as a type of inquiry that guides procedures in qualitative, quantitative, and mixed methods approaches.

Building on what the authors above have said, a research design in a study is how the research is structured and planned. It involves the methods and techniques used to collect and analyse data. The research design is important because it determines the overall success of a study. A well-planned research design ensures that research is systematic and organised, leading to reliable and valid results. When planning this study, the researcher carefully considered different factors, like the research questions, hypotheses, and variables. A clear and well-defined research design helped the researcher effectively address the study objectives and draw meaningful conclusions from the findings. This study used a descriptive design, and the researcher adopted a survey design.

3.4.1 Survey research design adopted for the study and justification

Surveys are a valuable tool for collecting data on attitudes, beliefs, opinions, behaviours, and experiences (Weisberg et al., 1996; Aldridge & Levine, 2001; Dillman et al., 2014, cited in Cohen Manion & Morrison, 2018:335). Surveys can take various forms, but the data collection is characterised by the use of standard questionnaire

forms administered, such as face-to-face interviews, phone surveys, postal questionnaires, or online forms (Muijs, 2011). A survey involves gathering numeric descriptions of opinions and trends from a sample of the population (Creswell, 2014). The results are typically generalised to the entire population and can be used for descriptive, developmental, or correlational purposes (Ugwuanyi, 2022, cited in Adu & Okeke, 2022:102). Consequently, a survey research design was suitable for this study because it allowed the researcher to gather data and valuable information from the larger population of Grade 10 learners in BCMM in the Eastern Cape Education District. This design involved creating a structured and unstructured questionnaire to collect participant responses. The researcher used a survey research design to attain valuable insights into Grade 10 learners' opinions, beliefs, and behaviours on the effect of selected forms of school violence on their academic achievement. A survey research design effectively gathers information to make informed decisions based on the collected data.

Moreover, a survey research design is common in quantitative research as it provides valuable insights into various phenomena. For instance, a study by Fawole, Balogun and Olaleye (2018) and another by Stanley (2014) focused on the prevalence of GBV in private and public secondary schools. Their use of a survey design revealed that Nigerian school learners had experienced at least one form of sexually coercive behaviour. Further, these researchers identified unwanted kissing and touching of the breast as the most common forms of sexual violence. Despite some limitations, these researchers believed the survey methodology was well-suited for their studies.

3.4.2 Challenges arising when setting up this survey research project

As stated by Ugwuanyi (2022), cited in Adu and Okeke (2022;104), a research design serves multiple functions. It assists researchers in determining the appropriate method of data analysis, maintaining a clear focus on the research, collecting relevant data, generating answerable research questions, establishing a time frame for the study, managing financial demands, formulating hypotheses for quantitative research, and minimising time wasted.

At the outset of this survey study, the researcher faced many difficulties that hindered the study's progress. One of the primary challenges encountered was in the presentation of the research proposal, necessitating numerous revisions to ensure its approval by the faculty. Moreover, there was a protracted delay in obtaining ethics clearance, with the university Ethics Committee taking nearly two years to grant a clearance certificate. Subsequent challenges included navigating the official process of obtaining approval to conduct research in the Eastern Cape Education District and difficulties in accessing the study research site. Despite the initial goal of expeditiously completing the study, another unforeseen setback, such as the onset of the COVID-19 pandemic, which lasted for a while, and study analysis delays, significantly impeded the research's progress and completion.

3.5 VARIABLES IN THE STUDY

A variable is a characteristic or attribute that can be measured and varies among individuals or organisations being studied (Creswell, 2014). Further, relating the variables to specific questions or hypotheses in the research methodology is important. In this study, the independent variable included the forms of selected school violence, including bullying, sexual harassment, teen gang violence, and vandalism violence, while the dependent variable was Grade 10 learners.

The next section focuses on the main types of variables and their significance in the research.

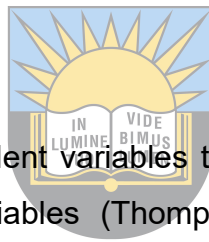
3.5.1 Types of Variables in Research

Variables in statistics and research can be measured, manipulated, and controlled. Furthermore, qualitative research collects non-numerical data, while quantitative research uses variables to describe a person, place, thing, or idea. The main types of variables used in research are dependent and independent (Creswell, 2014:52; Flick, 2015:95; Muijs, 2011:8). Flick (2015) states that a dependent variable belongs to the 'then' part of an 'if-then' hypothesis and is influenced by the independent variable. It is also known as the variable that is changed by another variable, the independent variable.

The independent variable belongs to the 'if' part of the hypothesis and is what the researcher is testing or investigating. The dependent variable is the result of what is affected by the independent variable. In summary, the independent variable is the cause or effect, while the dependent variable is the result. This study was quantitative research with multiple variables. The researcher selected the appropriate variable to measure, test, and interpret the findings. Creswell (2014) identified different forms of quantitative variables: Intervening or mediating variables, moderating variables, control variables, and confounding variables.

Intervening or mediating variables

Mediation variables are essential in research as they link independent and dependent variables, impacting the connection between them. Mediation variables act as a mediator, structuring the study and enabling the causal relationship between the variables.



Moderating variables

Interaction variables are independent variables that shape the connection between independent and dependent variables (Thompson, 2006, as cited in Creswell, 2014:53). These variables are generated by multiplying one variable with another to investigate how their combined impact affects the dependent variable. For instance, the product of age and attitude toward quality of life can influence self-esteem. Interaction variables are frequently utilised in studies and experiments to examine the collective influence of various factors on the result.

Control variables

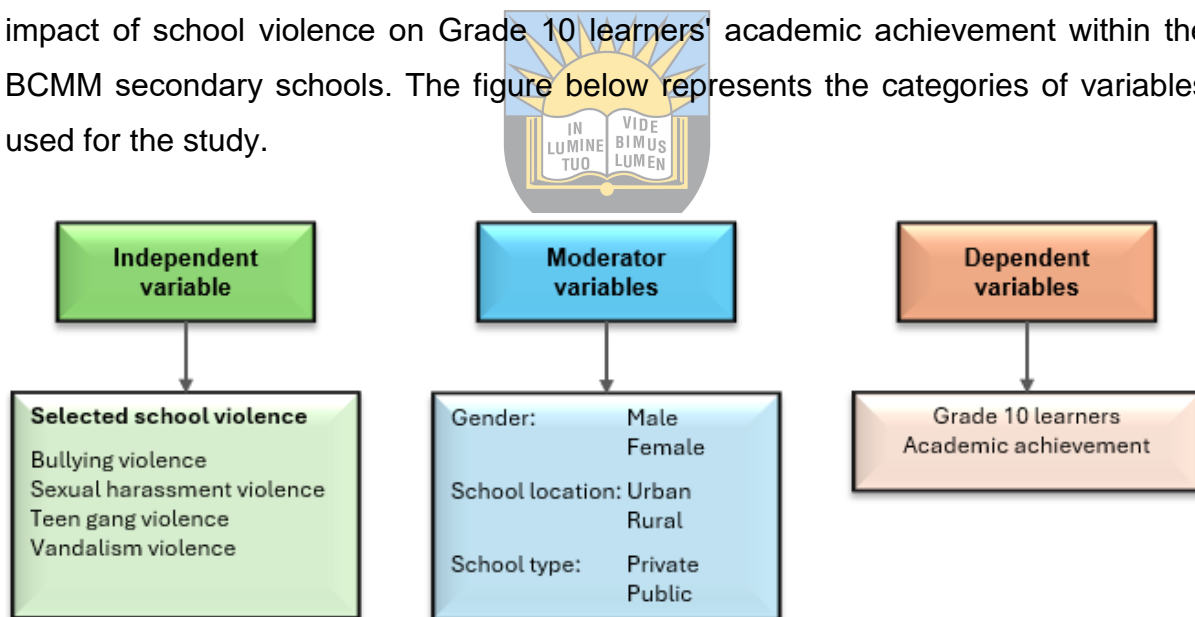
Creswell (2014) emphasises the significance of control variables in quantitative research. These variables are essential as they have the potential to impact the dependent variable. Researchers employ statistical techniques such as analysis of covariance (ANCOVA) to manage these variables effectively. These control variables could be demographic or personal factors like age or gender, which must be regulated to accurately assess the impact of the independent variable on the dependent variable. Additionally, controlling these variables helps maintain the integrity of the experimental

results, ensuring fairness and minimising bias caused by the researcher's manipulation.

Confounding variables

According to Creswell (2014), a third variable in a study can influence independent and dependent variables, but its direct detection is impossible. Johnson and Christensen (2017:283) define it as an extraneous variable that systematically varies with the independent variable and affects the dependent variable.

In this study, the researcher focused on three main variables: independent variables (bullying, sexual harassment, teen gang violence, and vandalism violence), dependent variable (Grade 10 learners' academic achievement), and moderator variables (age, gender, and participants' school type/location). The aim was to investigate the correlation between the independent variables and the dependent variable, that is, the impact of school violence on Grade 10 learners' academic achievement within the BCMM secondary schools. The figure below represents the categories of variables used for the study.



Source: Researcher (2022)

Figure 3.2: The framework of the variables in this study

3.6 POPULATION

In research, the population is the set of all elements to which researchers want to generalise their sample results (Johnson & Christensen, 2017:254). A population refers to the group from which a sample is chosen. This group can consist of various units such as nations, cities, regions, and firms, not just individuals. Flick (2015)

asserts that population is the mass of individuals, cases, and events. One can conclude that population is the total number of people in a particular province or area.

Similarly, the current research sample comprised Grade 10 learners attending secondary schools within the BCMM. It was essential to consider the social, economic, and cultural factors that may impact their learning environment and opportunities for good academic achievement. The purpose of sampling Grade 10 learners was that these learners are at a critical stage in their academic journey, beginning to make important decisions about their future career paths and opportunities. Therefore, the researcher worked towards creating more awareness of the effects of selected school violence among learners in the Eastern Cape Province.

3.6.1 Sampling and Sampling Procedures

A sample, as defined by Flick (2015), is a unit included in data collection. Johnson and Christensen (2017) describe a sample as a set of elements taken from a larger population, such as a group of people or learners participating in research. That means that when conducting a study, researchers need to select a sample of people or issues in society to collect data from, as it is not feasible to gather information from every single member of the population. Samples help make inferences about the larger population, cut costs, and make data collection more effective, convenient, and manageable.

3.6.1.1 Sampling techniques in research

Scholars identify two basic sampling techniques for research studies: probability and non-probability sampling (Nwaigwe, cited in Adu & Okeke, 2022, p. 118). Probability sampling is essentially random selection, ensuring that each element in the target population has an equal chance of being chosen (Johnson & Christensen, 2017). This method aims to minimise sampling error and is commonly used in quantitative research (Bryman, 2016). Types of probability sampling include random, simple random, systematic, stratified, cluster, two-stage, and multistage sampling. Cohen, Manion and Morrison (2018:214) assert that each type incorporates randomness and allows for generalisation in research studies.

Non-probability sampling refers to a sample that has not been selected using a random method (Bryman, 2016). The four types of non-probability sampling are purposive, quota, snowball, and convenience sampling, which are commonly used in qualitative research. Non-probability sampling allows researchers to choose participants based on specific criteria, ensuring that the sample represents the studied population. This method is often used when random sampling is not feasible or practical, such as when studying hard-to-reach populations or when resources are limited. It is important to note that while non-probability sampling has advantages, such as allowing for targeted recruitment, it also has limitations, such as potential bias and limited generalisability of findings.

Furthermore, sampling techniques in research are crucial for ensuring that the data collected is representative of the population being studied. By selecting a sample that accurately reflects the characteristics of the larger group, researchers can make valid inferences and draw meaningful conclusions. As discussed earlier, there are various sampling techniques, such as random, stratified, and cluster, each with advantages and limitations. Random sampling, for instance, involves selecting participants purely by chance, ensuring that everyone has an equal opportunity to be included in the study (Johnson & Christensen, 2017). Cluster random sampling involves selecting clusters, such as schools or households, instead of individual elements for research purposes (Johnson & Christensen, 2017). Moreover, this method is commonly used when the population is geographically dispersed, requiring in-person interviews. Cohen, Manion, and Morrison (2018, p. 217) explain that stage sampling is a method that builds upon cluster random sampling by selecting samples in stages, which means taking samples from different stages. Stage sampling can be divided into one-stage and two-stage cluster sampling (Cohen, Manion & Morrison, 2018:217; Johnson & Christensen, 2017:265).

Another type of sampling technique is systematic sampling, which involves systematically selecting subjects from a population list rather than randomly. According to the literature, researchers must select every tenth, twentieth, or thirtieth individual from the study population. For example, from a population of 100,000, a sample of 1,000 elements would be drawn. The first number is randomly selected between 1 and 100, such as 37. Subsequent selections would follow a pattern like

137, 237, 337, and so on. Researchers can determine the frequency of systematic sampling by dividing the total population by the sample size required.

The purposive sampling technique is a judgment or selective sampling, which involves researchers selecting a specific sample with a clear purpose (Flick, 2015:103; Johnson & Christensen, 2017:268). This method allows researchers to use their judgment to choose individuals with specific experiences or specialised knowledge related to the research topic. For example, if a researcher is studying sexual abuse violence toward women, they may choose to focus on victims in the participants' immediate environment. By specifying the characteristics of the population of interest, researchers can locate individuals who possess those specific traits. This targeted approach allows researchers to gather relevant data from individuals who can provide valuable insights into the research topic (Johnson & Christensen, 2017).

Convenience sampling allows researchers to choose the nearest individuals readily available to participate in a study until the desired sample size is reached. It is based on accessibility and ease of selection (Bryman, 2016:143). Also, quota non-random probability sampling involves identifying major interest groups, determining the number of people in each group, and selecting a convenience sample (Johnson & Christensen, 2017). This method is commonly used in commercial research to reflect the population's proportions in gender, ethnicity, age, socioeconomic status, and region of residence. It is rarely used in academic social research.

Lastly, Mwaigwe, referenced by Lumadi (2015), as cited in Adu and Okeke (2022:121), explains that quota sampling involves selecting a specific number of participants from various groups within a population. For example, if a class has 50 male and 12 female students, researchers may choose 20 males and 12 females for their study. This method ensures that a representative quota is chosen from each group in the population. To generalise this study's findings, the researcher adopted proportional stratified sampling.

3.6.1.2 Sampling technique used in the study: Proportional stratified sampling

Stratified sampling is a technique in which elements in the target population are divided into strata (Cohen, Manion & Morrison, 2018:216; Nwaigwe in Adu & Okeke, 2022:19). It involves dividing the population into subgroups based on specific characteristics and selecting participants from each subgroup to ensure proportional representation. The selection of participants in the study followed a probability sampling procedure. Hence, the study used simple random sampling to select the schools and stratified sampling to select the respondents. This study adopted the stratified sampling technique as one of the probability methods. The sampling elements for the study comprised 1,037 Grade 10 learners in Buffalo City Metro, in the Eastern Cape Province. To determine the sample unit for the study, the researcher used Stoker's sample guidelines, which are commonly used in calculating sample size in quantitative research (Stoker, 1985, in Adu et al., 2014, as cited in Adu, 2020:150).

Table 3.1: Stoker's Sample Guideline

Population	Percentage suggested	Number of study participants
20	100%	20
30	8%	24
50	64%	32
100	45%	45
200	32%	64
500	20%	100
1000	14%	140
10,000	4.5%	450
100,000	2%	2000
200,000	1%	2000

Source: Stoker (1985), as cited in Adu (2020, p. 150)

Table 3.1 indicates sample guidelines. To determine the sample size needed for the study, the researcher went to the Eastern Cape Department of Education (ECDOE) in Buffalo City District to collect the total enrolment number of Grade 10 learners.

Moreover, 14,819 were confirmed as the total reported enrolments of Grade 10 learners: 115 secondary schools and 2,511 secondary school educators, of which 536 were Grade 10 teachers. The proof of this document is in **Appendix O**.

Furthermore, there were 17 circuits in the Buffalo City District, of which eight were randomly selected for this study. A disproportionate stratified sampling technique was employed to ensure representation from each chosen circuit, resulting in the selection of 11 schools from these circuits. Consequently, 11 schools were included in the research sample, covering various areas within the East London District. One arm of Grade 10 learners was chosen randomly from each of the selected schools, and a total enumeration approach was used to involve all the learners in the selected classroom. While the expected number of learners per class ranged from 32 to 40, during the fieldwork, the researcher noted that some schools had more than 60 learners in a single classroom, particularly in rural public schools like Qagamba Public, East London Secondary, and Mzamowethu. Despite these variations, the final sample consisted of 1,037 Grade 10 learners selected from 11 secondary schools in the Buffalo City District. Table 3.2 below shows the study sample.

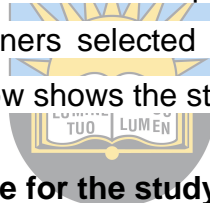


Table 3.2: Calculated sample size for the study

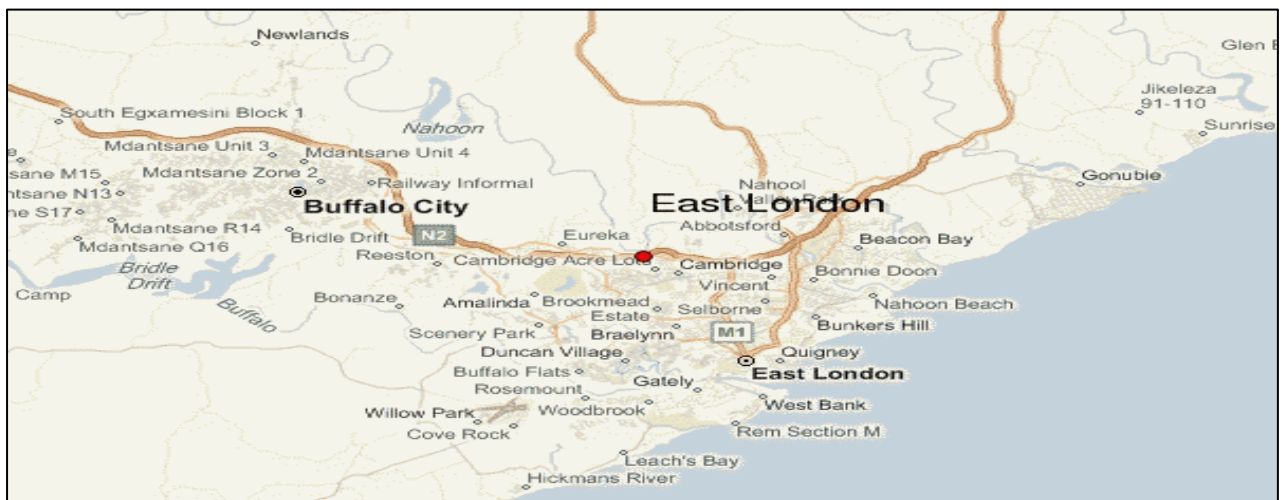
Types of school	Number of secondary schools	Total in sample	Size of population (total number of Grade 10 learners)	Total in the sample (approximately 7.0%)
Private	7	3	706	50
Public	108	8	14,113	987
Total	115	11	14,819	1,037

Source: ECD&E: EMIS (2019)

Furthermore, stratified sampling by disproportionate allocation is preferred when the cost and standard deviations of obtaining data from different strata vary significantly. Key steps include defining the population and subgroups. Another step is separating the population into strata, determining sample sizes for each stratum, and randomly sampling from each stratum (Cohen, Manion & Morrison, 2018:217; Bryman, 2016:134). Also, the researcher identified Buffalo City secondary school circuits and contacted their principals and grade heads to gain access to study participants.

3.6.2 Study Setting

As stated above, the study was conducted in Buffalo City District, and the sample comprised 1,037 (7.0% of 14,819) Grade 10 learners randomly selected using Stoker's sample guideline. Daily reports of incidents of violence among school learners in the Eastern Cape Province triggered the choice of this study area. An example of this regarding Eastern Cape Grade 10 learners is the tragic case of a girl learner taking her own life after being cyberbullied (Siphosihle Dyonase reported in GO! & EXPRESS, 2021, p. 4). This example stresses the importance of examining the effect of violence on Grade 10 learners. Below is a map showing the study area and school circuits.



Source: Greater GOOD SA (2023)

Figure 3.3: Map showing Buffalo City Area

3.7 DATA COLLECTION INSTRUMENTS: QUESTIONNAIRE AND DOCUMENT

Data collection methods provide researchers with firsthand knowledge and insights into their research problems. According to Masha and Eze, cited in Adu and Okeke (2022, p. 124), research instruments are tools to collect data from research subjects. Similarly, Johnson and Christensen (2018) define data collection instruments as methods through which researchers obtain data for analysis. Expanding on this, social science and education researchers use various research instruments to measure variables and provide valuable data for analysis. These instruments may include surveys, questionnaires, interviews, and observations (Johnson & Christensen, 2017).

Surveys are often used to gather information from a large group, while questionnaires allow researchers to collect data from individuals in a more structured way. Interviews provide researchers with in-depth insights into participants' thoughts and experiences, while observations allow researchers to observe behaviour directly in natural settings (Flick, 2015).

Researchers can gather comprehensive and reliable data to support their studies and draw meaningful conclusions using these research instruments. In addition to surveys, questionnaires, interviews, and observations, researchers may also utilise experiments and case studies to collect data. Experiments allow researchers to manipulate variables and observe the effects on participants, while case studies provide detailed information about a particular individual or group.

Each research instrument has strengths and limitations, and researchers must thoroughly consider the methods most appropriate for their study objectives. By employing a combination of research instruments, researchers can obtain a well-rounded understanding of the variables under investigation and produce insightful findings that contribute to knowledge in their field. Thus, the researcher adopted a quantitative method to provide reliable answers to the study objectives.

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3.7.1 A Quantitative Research Instrument

Data was collected through quantitative data procedures rooted in a survey design. The researcher employed closed-ended questionnaires and included some open-ended questions. According to Johnson and Christensen (2017), the quantitative method includes using questionnaires. This method allows for collecting numerical data that can be analysed statistically to draw conclusions and make inferences. It provides a structured approach to gathering information from a large sample size, ensuring consistency and reliability in the findings. The closed-ended questions offered respondents predetermined answer choices, making quantifying and comparing responses across participants easier, while the open-ended questions allowed for more in-depth insights and perspectives from the Grade 10 learners, providing a richer understanding of the topic under study. Combining both question types allows a researcher to capture a comprehensive view of the research subject, enabling a more thorough analysis of the collected data. This approach allows for

translating information into statistical data, providing a reliable and generalisable understanding of the study population (Cooksey, 2020).

3.7.1.1 Questionnaires

A questionnaire is a self-report data collection instrument used in research studies to gather information about participants' thoughts, feelings, attitudes, beliefs, values, perceptions, personalities, and behavioural intentions (Johnson & Christensen, 2017). As presented in Table 3.1 of this study, the Stoker sample guideline was used to calculate the study sample. The researcher used closed and open-ended questionnaires to study the effects of bullying, sexual harassment, teen gang violence, and vandalism on Grade 10 learners' academic performance in BCMM. Closed and open-ended questions were only used for demographic information, while structured questions were used to measure the experience of Grade 10 on other study variables. A quantitative questionnaire tagged the **Selected School Violence Questionnaire (SSVQ)** was developed to collect data on the effects of school violence on academic achievement. The learners actively participated in answering questions related to the impact of school violence on their academic success.

3.7.1.2 Researcher's role in the administration of the questionnaire

Before commencing the distribution of questionnaires in BCMM secondary schools, the researcher first visited the Eastern Cape Department of Education (EoCDE) to request official approval to conduct doctoral research in Buffalo City District secondary schools. The application was granted with specific conditions in place: The data collection process should not disrupt the daily schedules of teachers and learners. Learners should not be forced to participate in the study, and no learners should be involved without their explicit consent and that of their parents, among other requirements. Furthermore, the researcher also sought permission from the school principals and grade heads to gain access to the learners in each class.

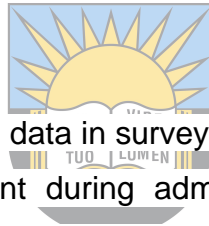
3.7.1.3 Administration of the measuring instrument (SSVQ)

The opinions of the researcher's supervisor and the expert in test and measurement helped the researcher prevent ambiguity; they assisted the researcher in establishing a connection between the study's primary objective and the stated researcher

questions. Therefore, the instrument consisted of five main sections. Section A was used to gather respondents' demographic information, which was used to know their gender, age, residence, and school types. Section B had eight items, which measured the Grade 10 learners' experience of bullying in schools, with the following headings: **Always (5), 11–15 times (4), 6–10 times (3), less than 5 times (2), and never (1).** Section C had eight items measuring the experience of sexual harassment in schools. Section D had 12 items measuring the experiences of teen gang violence in schools, and Section E had six items measuring the experience of vandalism violence in schools.

In this regard, Parts B to E of the instrument sought information to help the researcher answer the research questions that guided this study. Sections B, C, D, and E were constructed on five-point Likert rating scales. Additionally, the tables in the appendices show the logistic regression results.

3.7.1.4 Missing Data



According to the literature, missing data in surveys can be caused by various factors, such as participants being absent during administration, not understanding the questions, taking exceptions to them, or simply overlooking them (Cohen, Manion & Morrison, 2018, p. 342). Bryman (2016) states that missing data arises when participants fail to answer a question by accident or do not want to answer it. Likewise, the researcher experienced the same in this study after her fieldwork, as some participants failed to return the questionnaires. In addition, some learners left part of the questionnaire unanswered, making it unqualified for further analysis.

A thousand and thirty-seven (1,037) questionnaires were initially planned for distribution among participants for the study, but only 1,012 questionnaires were collected. This indicates a shortfall of 26 questionnaires compared to the original target. It is important to highlight that the analysis conducted by the researcher was solely based on the responses gathered from the questionnaires successfully obtained from the study participants.

3.7.1.5 Document (Term Mark List for Grade 10)

This study examined the effects of bullying, sexual harassment, teen gang violence, and vandalism on the academic achievement of Grade 10 learners in Buffalo City District. The term mark list for Grade 10 was used as the second data collected to analyse the study results. Permission to use the document containing the learner's term marks was sought from the school principals, who authorised the class teachers to allow the researcher access to it. This is because the documents are considered important and personal; hence, permission from the authorities concerned was required.

The documents used to get additional information about the respondents were the terminal report sheets, which were further used to know the average score of each study participant. It was also important for the researcher to get documents showing the term marks/scores of the Grade 10 learners. Working with documents, the analysis of documents can refer to existing materials, e.g., dairies, which have not been used as data in other contexts. Sometimes, it can refer to existing data sets from other contexts, like official statistics, which are produced not for research but for documentation purposes (Flick, 2015).

Maree (2007) argues that the documents used for analysis are usually written documents or communication and are appropriate to complement other sources of data collection, especially the issue under investigation. The documentary method is sometimes considered more reliable and operational than other sources of data collection (Mogalakwe, 2006). In other words, the documentary method assists the researcher in investigating other prominent issues that other data collection methods may not ascertain. As a result, the documentary information regarding the issue under investigation is usually in written form, either in public or private spaces (Mogalakwe, 2006). In this study, the participants' mark reports were important as the researcher used them to calculate their academic performance to determine whether the selected forms of school violence affected their academic term marks.

3.8 INSTRUMENT VALIDITY AND RELIABILITY

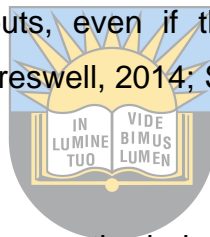
The validity and reliability of an instrument are crucial factors to consider when conducting research. Validity refers to an instrument's accuracy in measuring what it

is intended to measure (de Klerk & van Wyk, cited in Adu and Okeke, 2022:133; Johnson & Christensen, 2017:17), while reliability refers to the consistency of the instrument's results over time (Bryman, 2016:115). Ensuring that an instrument is valid and reliable is essential for obtaining trustworthy and meaningful data.

Researchers use various methods to establish validity and reliability, such as conducting pilot studies, establishing measurement scales, and performing statistical analyses (Muijs, 2011, p. 62). By ensuring that an instrument is valid and reliable, researchers can have confidence in the accuracy and consistency of their results, leading to more credible and impactful research findings. When assessing measurement instruments in research, particularly quantitative research, validity and reliability are crucial ideas to consider (Mohajan, 2017). According to Tavakol and Dennick (2011), the two ideas are utilised to determine the precision and accuracy of statistical findings. Validity and reliability are complementary in assuring the precision and exactness of research outputs, even if they are utilised differently in the quantitative research technique (Creswell, 2014; Sürücü & Maslakci, 2020).

3.8.1 Validity

The ability of an instrument to measure the behaviour it is designed to test and the accuracy with which the instrument measures the behaviour or quality are the two main aspects of validity (Anastasi & Urbina, 1997). In essence, an instrument is considered effective if it measures what it is intended to measure. For instance, the questionnaire used in this study measures the “effects of selected forms of school violence on academic achievements of Grade 10 learners. Hence, the questionnaire was seen as valid by experts (supervisor and two other analysis experts), who concluded that the instrument measured what it intended to measure. Deciding whether to implement a study's findings into practice is essential. If any study lacks validity, then it cannot be accepted or used for solving or answering research questions. According to Cohen, Manion, and Morrison (2018), if a piece of research is invalid, it is not very worthy. Therefore, validity is assessed for research designs and measurements (Flick, 2015). It is the accuracy of a researcher's inferences or interpretations from the test scores (Johnson & Christensen, 2017). It asks the question, are researchers measuring what they want to measure? Undoubtedly, it is the most critical aspect of the design of any measurement instrument in educational



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research (Muijs, 2011). It has to do with whether a measure of a concept measures that concept Bryman (2016). Validity aims to confirm that when an instrument correctly measures any prearranged variable, it is considered valid for that specific variable (de Klerk & van Wyk in Adu & Okeke, 2022). The validity determined in this study is further discussed below.

3.8.2 Face Validity and Content Validity

Bryman (2016) suggests that a researcher who develops a new measure should establish that it has face validity. The measure should reflect the content of the concepts in question, which can be established by asking other people whether the measure seems to be getting at the concept that is the focus of attention—that is, whether the assessment appears valid on the surface (de Klerk & van Wky, cited in Adu & Okeke, 2022, p. 135). To ensure the face validity of this thesis, the researcher developed the questionnaire, which the researcher's supervisor later validated. Thereafter, the researcher also gave the questionnaire to experts (two university lecturers) for revalidation. After the experts validated that the questionnaire was suitable for answering the research question and providing the solution to the research objectives, it was approved for distribution to the study respondents.

In addition, to determine the validity of the questionnaire, the researcher conducted a pilot study. The pilot study allowed the researcher to distribute the validated draft questionnaire to limited respondents to ensure its consistency and accuracy as the research instrument; the researcher administered the amended version to the respondents. The researcher administered a four-part questionnaire to 15 Grade 10 learners in two secondary schools for the pilot test, including eight females and seven males from the target study population. The 15 questionnaires were filled out and returned by the respondents, representing a 100% response rate. The results of the pilot study show that the instrument was valid. Based on this, the study's face validity was considered good.

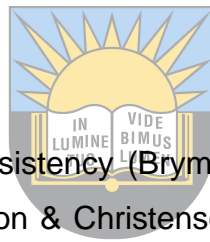
3.8.2.1 Construct validity

The term 'construct' is a slightly complex issue relating to the internal structure of an instrument and the concept it is measuring (Muijs, 2011). The researcher is encouraged to deduce hypotheses from a theory relevant to the concept (Bryman,

2016, p. 118). One way to assess construct validity is to use various measurements (Flick, 2011, p. 234). In other words, construct validity is the extent to which an instrument measures what it asserts to measure. This suggests that the instrument must accurately obtain the expected answers to the questions. Construct validity in this study was ensured because the Grade 10 learners' responses were precise answers expected from the questions posed to the respondents.

3.8.2.2 Criterion validity

According to Thatcher (2010), the term validity connotes the extent to which a tool or instrument in a study could be used to envisage related circumstances, studies or persons. The author further explains criterion validity as how much a measure meets the validity requirement (de Klerk & van Wky, cited in Adu & Okeke, 2022, p. 135). Validity is achieved if a measurement result corresponds with an external criterion (Flick, 2015, p. 232).



3.9 RELIABILITY

Reliability regards measuring consistency (Bryman, 2016:115). It is the stability or consistency of test scores (Johnson & Christensen, 2017:163). Cohen, Manion and Morrison (2018) emphasise the importance of dependability. Reliability encompasses replicability, consistency, and dependability over time across different instruments and among various groups of respondents. Similarly, a measure is considered reliable when it is trustworthy and accurately reflects the intended impressions without bias (Dikko, 2016, cited by de Klerk & van Wyk in Adu & Okeke, 2022, p. 135). According to Muijs (2011), dependability is the extent to which test results are free from measurement error. Furthermore, in quantitative research, reliability takes many different forms related to one another. For Cohen, Manion and Morrison (2018:268) and Bryman (2016:116), stability, internal reliability, and inter-rater dependability are examples of the three forms of reliability.

3.9.1 Questionnaire Pilot Testing

From the above discussion, the researcher also conducted pilot testing questions before administering them to the study participants.

A pilot study is regarded as an abbreviated version of a full-scale study done as groundwork ahead of the comprehensive study, and it is also used to mean an achievability study (de Klerk & van Wyk in Adu & Okeke, 2022:134). Further, it entails a pre-test of the instruments, questionnaires, or interview schedules. The wording of questionnaires is paramount, and pre-testing is vital to their success (Dillman et al., 2014; Krosnick & Presser, 2010; Owen et al., 2016, cited in Cohen, Manion & Morrison, 2018:496). According to the literature, a pilot study serves many purposes, mainly to increase a questionnaire's reliability, validity, generalisability, and practicability (Oppenheim, 1992; Morrison, 1993; et al., cited in Cohen, Manion & Morrison, 2018:496).

Hence, the researcher tested the reliability and validity of the research questionnaire so that the study participants could understand the research questions. First, the researcher ran a small-scale pilot test. The researcher administered a six-part questionnaire to 15% of the study participants (79 Grade 10 learners) randomly selected from the target population from two secondary schools (one private and one public school) in the Buffalo City Metro, Eastern Cape Province, South Africa. During the pilot testing, the following were observed:

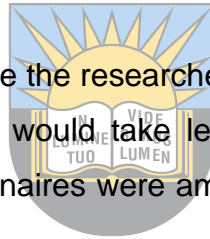
- The questionnaire took the Grade 10 learners over 20 minutes to complete. This was substantial evidence because the researcher wrote in the learners' consent form that the questionnaire would take less than 15 minutes to complete. This led the researcher to reduce the number of pages of the questionnaires.
- There were some repeated questions the researcher did not pick up, which were subsequently removed.
- More than half of the respondents ignored most questions, possibly because too many questions bored them. The research supervisor advised reducing the number of pages.
- During the pilot testing, the researcher also noted that the sitting arrangement for the respondents was uncomfortable (three learners on a bench), making it difficult for them to answer questions without other learners interrupting them.

To address this, the researcher sought a spacious classroom for the respondents to have some privacy when completing the questionnaire.

- Based on this, the research supervisor advised that some of the questions be merged or changed so that the learners could relate to them; for instance, learners' understanding of school violence, aspects of occurrence and severity, forms of selected school violence, and contributing factors to school violence were summarised under the heading: The effect of selected forms of school violence on learners' academic achievement. This was done to minimise the respondent's time.

The pilot study is helpful as it allows the researcher to identify redundant questions. Cohen, Manion and Morrison (2018) wrote that questionnaire pilot testing assists the researcher in identifying which items are too easy, too difficult, too complex, or too remote from the respondents' experience.

In summary, the pilot test thus gave the researcher a good indication of what needed to be rephrased and how long it would take learners to complete the measuring instrument. The research questionnaires were amended where necessary to suit the study.



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3.9.2 Validity and Reliability of the Study Research Instrument

To ensure the consistency and accuracy of the research instrument, the researcher returned to the research site (school) and administered the amended version of the instrument to the respondents. This time, the researcher administered a four-part questionnaire to 15 Grade 10 learners in two secondary schools for the pilot test, including eight females and seven males from the target study population. When the researcher received and retrieved the questionnaires, the analysis expert calculated the Cronbach's alpha value for all four subscales; the results are shown in Table 3.3, which presents the reliability statistics for the research instrument.

Table 3.3: Reliability statistics

Instrument	Cronbach's alpha	Number of items
Experiences of bullying in schools	.78	8
Experiences of sexual harassment in schools	.81	8
Experiences of gang violence in schools	.75	13
Experience of vandalism in schools	.72	7

Source: Researcher (2022)

Table 3.3 shows that reliability was calculated using Cronbach's alpha. A four-part questionnaire was administered to 15 Grade 10 learners in two secondary schools within Buffalo City Education District in the Eastern Cape Province. The Experiences of Bullying subscale consisted of eight items (Cronbach's alpha = .78). The Experiences of Sexual Harassment subscale consisted of eight items (Cronbach's alpha = .81). The Experiences of Gang Violence subscale consisted of 13 items (Cronbach's alpha = .75). The Experiences of Vandalism subscale consisted of seven items (Cronbach's alpha = .72). Based on the results, the researcher argues that the Cronbach's alphas for the all the four subscales were acceptable as they were above 0.7. According to experts in test and measurement, all the subscales passed the reliability test and could be used for this study. Table 3.4 shows how different Cronbach's alpha values are usually interpreted:

Table 3.4: Cronbach's alpha and internal consistency

Cronbach's alpha	Internal consistency
When Cronbach's alpha is equal to or greater than 0.9	Excellent
When Cronbach's alpha is between 0.8 and 0.89	Good
When Cronbach's alpha is between 0.7 and 0.79	Acceptable
When Cronbach's alpha is between 0.6 and 0.69	Questionable
When Cronbach's alpha is between 0.5 and 0.59	Poor
When Cronbach's alpha is less than 0.5	Unacceptable

3.9.3 TEST OF RELIABILITY

The study had four independent variables (bullying, sexual harassment in schools, teen gang violence in school, and vandalism in schools). Before determining their effect sizes on the dependent variable (effect on learners' academic achievement), it was important to test their reliability using Cronbach's alpha. The results of Cronbach's alpha are presented as follows in Table 3.5:

Table 3.5: Cronbach Alpha (SPSS was used to test the formulated hypotheses)

Independent variable	Number of items	Cronbach's alpha
Bullying in schools	8	0.64
Sexual harassment in schools	8	0.65
Teen gang violence in schools	12	0.69
Vandalism in schools	7	0.61

Source: Researcher's fieldwork (2022)

3.9.4 Validation for Validity and Reliability

In this study, validity and reliability are essential. The researcher used face validity, content, and internal consistency reliability to establish the accuracy and consistency of the research questionnaire: **Selected School Violence Questionnaire (SSVQ)**. Face validity allows a researcher to develop a new instrument, and it helps to examine whether it adequately covers all the content concerning the variable. Moreover, test and measurement experts use a statistical method to calculate Cronbach's alpha coefficient to assess the internal consistency of the various question items of the research questionnaire.

For example, Section B of the research questionnaires focused on measuring Grade 10 learners' experiences of bullying in schools. Section C measured the experience of sexual harassment, while Section D measured the experiences of teen gang violence in schools. Finally, Section E measured Grade 10 learners' experiences of school vandalism. The aim was to examine the effect of bullying, sexual harassment, teen gang violence, and vandalism on Grade 10 learners' academic achievement in high schools. This covers the entire domain related to the study's dependent variables.

The next section focuses on quantitative data analysis. The researcher used statistical methods to analyse the study participants' data.

3.10 DATA ANALYSIS

The study used statistical data analysis, implying that only quantitative data collection and analysis were used. Quantitative data analysis is a systematic approach to investigations during which numerical data are collected, and the researcher transforms the data collected or observed into numerical data (Dube & Shawe, cited in Adu & Okeke, 2022:51). According to scholars, quantitative data analysis is a powerful research method associated with large-scale research, which can be performed using software programs such as Statistical Package for Social Sciences (SPSS) Minitab, Excel, SSA, Statistical, R Software to apply statistical formulae and carry out computations (Cohen, Manion & Morrison, 2018).

Furthermore, both descriptive and inferential statistics were used for the analysis. For descriptive analysis, frequency distribution, percentage, mean, skewness, kurtosis, and visualisation tools were used to summarise the data. Multiple regression was done for inferential analysis to test the association between the study's independent and dependent variables. Descriptive statistics were also used to describe the demographic characteristics of the respondents. For the inferential statistics, multiple regression was used to test the relationship between the independent and dependent variables at a 95% confidence level. At the same time, alpha values less than 0.5 were seen as statistically significant. That is, regression was used to examine the relationship between selected forms of school violence and the academic achievement of Grade 10 learners. According to Mertens (2005), multiple regression is usually used when a study deals with several variables to indicate the number of variances explained by each predictor variable.

Subsequently, the data collected in this study was given to a data analyst and analysed using Statistical Package for Social Sciences (SPSS) version 22. It is important to know that descriptive statistics such as simple percentages, means, charts and standard deviations are used to analyse continuous variables.

3.10.1 Researchers' role in research: challenges and benefits

This section details the researcher's time in the field in depth, providing a more comprehensive understanding of the study. This is a crucial part of the research process as it allows for a deeper insight into the practical aspects of the study. The challenges faced, the observations made, and the overall impact of the researcher's fieldwork on the study are discussed. This section serves as a platform for the researcher to showcase her hands-on experience, giving the audience a clearer picture of the research process.

It is believed that researchers often embark on a journey with quantitative research, facing various challenges and reaping numerous benefits. Similarly, the researcher faced challenges when planning this study, such as gaining acceptance into the research site, collecting accurate data, and dealing with the impact of COVID-19. The study proposal was approved after the faculty presentation in November 2019, followed by ethics clearance from the University of Fort Hare's Research Ethics Committee in September 2021. Also, the Eastern Cape Education District granted permission to conduct research. The approval letters were taken together with letters written to school principals requesting permission to conduct research in their schools. After this process, times were arranged for the researcher to access the Grade 10 learners. Then, the purpose of the study was explained clearly, and informed consent forms were given to the Grade 10 learners to take home for their parents to sign and return. Questionnaires were used to gather information from the Grade 10 students regarding their experiences with selected forms of school violence. The participants knew their involvement was optional and could opt out of the study anytime. Their identity was kept confidential, and the data collected was solely for research.

3.10.2 Challenges

The researcher faced several challenges. One of them was gaining access to schools and obtaining the trust of school authorities to release the learner's term marks. These marks were crucial in determining the effect of violence on participants' academic achievements. Before commencing this research, the researcher contacted school principals via email and phone and went to them to seek permission to conduct the study. While some schools were cooperative, others were hesitant. Questionnaires

were distributed at East London Secondary School, and only a few were returned. Also, at Qagamba Senior Secondary School, 121 questionnaires were returned from two classes. At Cambridge Secondary School, 150 questionnaires were given to the teacher in charge, and only 25 were returned. Port Rex was the least participative school, with 125 questionnaires distributed, and only 14 were returned after several attempts to collect them. Saint Christopher College, Kidd Breach, returned 48 questionnaires. The researcher visited more secondary schools like Selborne College, Unathi Secondary School, Mzamowethu Pupils School, and Centre of Excellency Private School. The researcher was not allowed in Clarendon Secondary after several attempts to access the learners, while a few questionnaires were returned from Stirling High School. Another important challenge was that some students felt reluctant to answer questions regarding violence in their schools honestly. It is evident that bullying occurs daily for learners in schools, but reporting is another challenge. The researcher believes that this reluctance to report bullying is one of the reasons why it is difficult to eradicate it from schools.



Aside from the long delay in getting the ethics clearance certificate from the University of Fort Hare's Research Ethics Committee, there were challenges related to the COVID-19 pandemic. Movement restrictions and the shift to online learning disrupted the researcher's plans, putting a massive setback on the progress of the researcher's fieldwork. The pandemic has significantly influenced learner academic performance, as many struggled with virtual learning and resource accessibility. School closures further complicated the situation, underscoring the long-term consequences of COVID-19 on education. There were delays in data analysis since the data experts were busy with their academic work in their various higher institutions of learning. Despite these obstacles, the researcher remained determined to explore the effect of selected forms of school violence on academic achievement. The fieldwork concluded in September 2022.

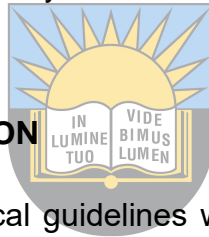
3.10.3 Benefits

Through this research process, the researcher gained a deeper comprehension of the subject matter and sharpened her investigative and data-evaluating skills. Engaging in quantitative research presents a series of hurdles to overcome, but the satisfaction of uncovering fresh perspectives and valuable data makes the journey worthwhile.

This exploration allowed the researcher to contribute meaningfully to the ongoing research on the problems of violence in schools; expanding the collective understanding of this crucial issue is advantageous to the body of knowledge.

3.10.4 Study Limitation

It is crucial to emphasise that the scope of the study was limited to examining the impact of specific types of school violence on the academic performance of Grade 10 students in the Buffalo City Education District of the Eastern Cape Province, South Africa. Therefore, the conclusions drawn from this research may not be generalisable to the remaining 11 districts in the Eastern Cape, given the diverse nature of the educational landscape across the region. This is because the researcher could not bear the cost of conducting such research in all districts. Despite this limitation, the insights gained from the study are valuable for educators and policymakers seeking to address the challenges posed by school violence and enhance preventative measures.



3.11 ETHICAL CONSIDERATION

Researchers must adhere to ethical guidelines when conducting research, as data collection involves human lives and opinions (Flicks, 2015). Every research study must be planned according to ethical principles, which include rules and laws that researchers must follow (Okeke, Omodan & Dube in Adu and Okeke, 2022, p. 169). These principles guide researchers on what they should and should not do during their studies. Moreover, gaining permission from the institution and ethics committee before conducting research is important, as no project can start without approval from the institutional review board.

The researchers' experience is that ethical approval takes time. Requesting it could be more difficult than one might initially anticipate. However, the ethical approval process will differ from study to study. Farrimond (2012) highlights that ethics committees can be excessively time-consuming and bureaucratic. They rely on models from disciplines like medicine, which may not always suit social science research. Additionally, there is an emphasis on protecting institutional reputation rather than supporting researchers in challenging decisions. This lack of consistency can create difficulties for researchers navigating the ethics approval process.

In order to adhere to research ethics for this study, the researcher finalised and submitted the research proposal to the Faculty Research and Higher Degrees Committee on 27 November 2019. The committee reviewed the proposal and requested corrections, which the researcher promptly made. Then, the researcher submitted the ethical application to the Inter-Faculty Ethics Committee at the Govan Mbeki Research and Development Centre (GMRDC), University of Fort Hare, on 11 January 2020; after several months of waiting, the ethical clearance was officially granted on 22 September 2021. Following this important achievement, the researcher sought permission to conduct the research in BCMM secondary schools. This involved applying to the Department of Education in the East London Education District in the Eastern Cape Province. The application process took some time, but on 29 October 2021, the researcher received the much-awaited permission to proceed with the research project. Cohen, Manion and Morrison (2018, p. 121) emphasise the importance of maintaining ethical research quality, as low-quality educational research can have negative consequences when used for decision-making by various stakeholders such as funding bodies, parents, government, and policymakers.

3.11.1 Negotiation of Site Entry/Gaining Access

To gain access to the research site, the researcher followed ethical considerations by contacting all appropriate communication channels before entering the school. Initially, the researcher politely introduced herself to the school gatekeepers, requesting entry to the premises. Subsequently, the researcher diligently sought official permission and negotiated access to the Grade 10 learners by securing the approval of the school principals and grade heads. By establishing a warm and friendly rapport with the learners and recognising the significance of fostering a strong connection, she focused on ensuring they grasped the significance and positive impact the study could offer them and the broader community.

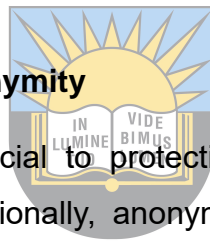
3.11.2 Participants Rights

According to Johnson and Christensen (2017, p. 138), participants are free to withdraw from the research at any point unless their official positions or responsibilities prevent them from doing so. The researcher must clearly outline the participants' objectives, procedures, and responsibilities, emphasising the voluntary nature of their

involvement in the study. Adhering to this ethical guideline for this study, the researcher ensured that the Grade 10 students were aware of their right to opt out of the study at any time.

3.11.3 Informed Consent

Participation in research requires informed consent from participants, as outlined by Flick (2015, p. 32). This involves informing the participants about the research process and outcomes and obtaining their voluntary consent to participate (Okeke, Omodan & Dube, stated in Adu & Okeke, 2022:171). For children under 18, both the child and their parents/guardians must provide informed assent. In this study, the researcher maintained ethical standards by not pressuring participants to sign consent forms, instead focusing on building a good relationship with them. Each participant received a detailed explanation of the study and a copy of the consent form to review and sign voluntarily.



3.11.4 Confidentiality and Anonymity

Confidentiality in research is crucial to protecting participants' identities (Cohen, Manion & Morrison, 2018). Additionally, anonymity and confidentiality are key to ensuring privacy and preventing harm. Individuals are considered anonymous when their identity cannot be identified from the information provided. Violations of confidentiality should only occur with the participant's consent (Bryman, 2016:532).

In the same vein, the researcher prioritised the privacy of the study participants and their schools throughout the study. This was achieved by taking necessary precautions to protect their interests and ensuring that no risks were posed to them in any way. Moreover, the researcher made a commitment to the school authorities that the identities and marks of the learners would remain undisclosed to anyone, thus maintaining confidentiality in all aspects of the research, including the details provided in the informed consent forms (Refer to the appendices at the end of this thesis regarding permission to use participant information).

3.11.5 Protection from harm

Scholars highlight that harm in research can include physical harm, harm to development, loss of self-esteem, stress, and influencing subjects to engage in unethical behaviour (Diener & Crandall, as cited in Bryman, 2016:526). It is crucial that research does not cause any physical or mental discomfort or injury to participants, especially when sensitive topics like rape and sexual harassment are involved (Okeke, Omodan & Dube, cited in Adu & Okeke, 2022, p. 174). The researcher ensured that the study did not cause physical or mental harm to the participants and explained that their participation would not harm or damage them.

In conclusion, the researcher conducted herself professionally throughout the fieldwork process, ensuring that the study was conducted with the utmost integrity and honesty. Following the completion of the study, all the data gathered has been securely stored electronically and in hard copy format. These records have been submitted to the researcher's school faculty, where they will be preserved as a reference for further research in the future.



3.12 CHAPTER SUMMARY

The chapter focused on the research methodology used for the study, starting with explaining the chosen paradigm, which was positivism. The justification for choosing this paradigm was provided, highlighting the use of scientific methods for data collection and analysis. The study utilised quantitative methods and collected data through questionnaires distributed to Grade 10 learners in high schools in BCMM in the Eastern Cape Province of South Africa. Sampling techniques included random and stratified sampling. Statistical tools such as descriptive and inferential statistics were used for data analysis, while validity, reliability, and ethical considerations were also addressed.

The next chapter presents the data and analysis and discusses the findings.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS OF RESULTS

4.1 INTRODUCTION

The previous chapter focused on this study's research methodology. The study adopted a quantitative research approach. Given the research methodology explained in the previous chapter, Chapter 4 presents the data and the results of their analysis. The organisation and structure of this chapter make it easy for readers to understand the results of the data analysis. This presentation of data includes many tables, figures, and explanations. Before continuing, it should be noted that the researcher experienced issues with missing data as not all the questionnaires were returned, as explained in the previous chapter.

Again, the study's target sample size was 1,037, but only 1,012 copies of the questionnaire were retrieved from the respondents. This means only the completed and retrieved copies of the questionnaire were used for analysis. Both descriptive and inferential analyses were performed. Visualisation tools were used to summarise the data for the descriptive analysis, frequency distribution, percentage, means, skewness, and kurtosis. For inferential analysis, multiple and logistic regression was used to test the hypotheses formulated for this study.

4.2 SOCIODEMOGRAPHIC CHARACTERISTICS OF THE PARTICIPANTS

This section provides a summary of the respondents' sociodemographic characteristics using frequency and percentage as well as appropriate visualisation techniques. This is important because it reveals the nature and significant characteristics of the study population regarding its gender distribution, age distribution, and type of residence and school; see Table 4.1 below.

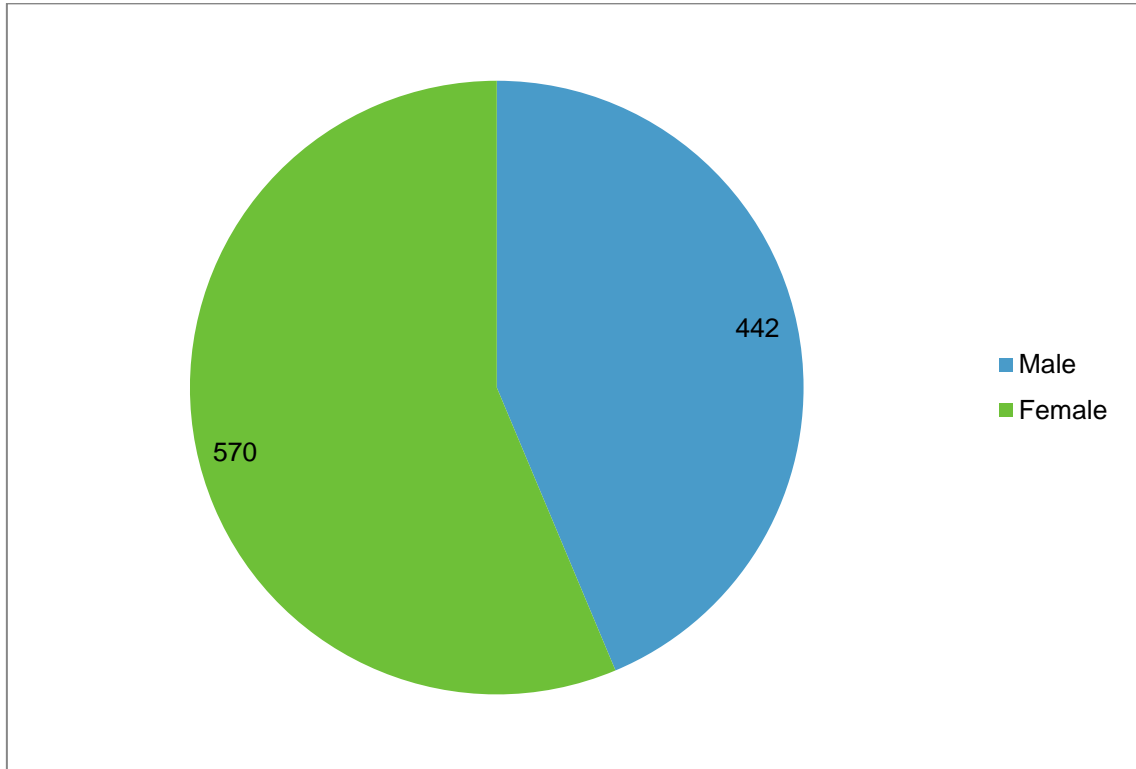
Table 4.1: Sociodemographic characteristics of study participants

Variables	Frequency	Per Cent
Sex		
Male	442	43.7
Female	570	56.3
Age		
14	4	0.4
15	126	12.5
16	530	52.4
17	258	25.5
18	72	7.1
19	16	1.6
20	4	0.4
21	2	0.2
Residence		
Urban	935	92.4
Rural	77	7.6
School Type		
Public	684	67.6
Private	328	32.4

Source: Researcher's fieldwork (2022)

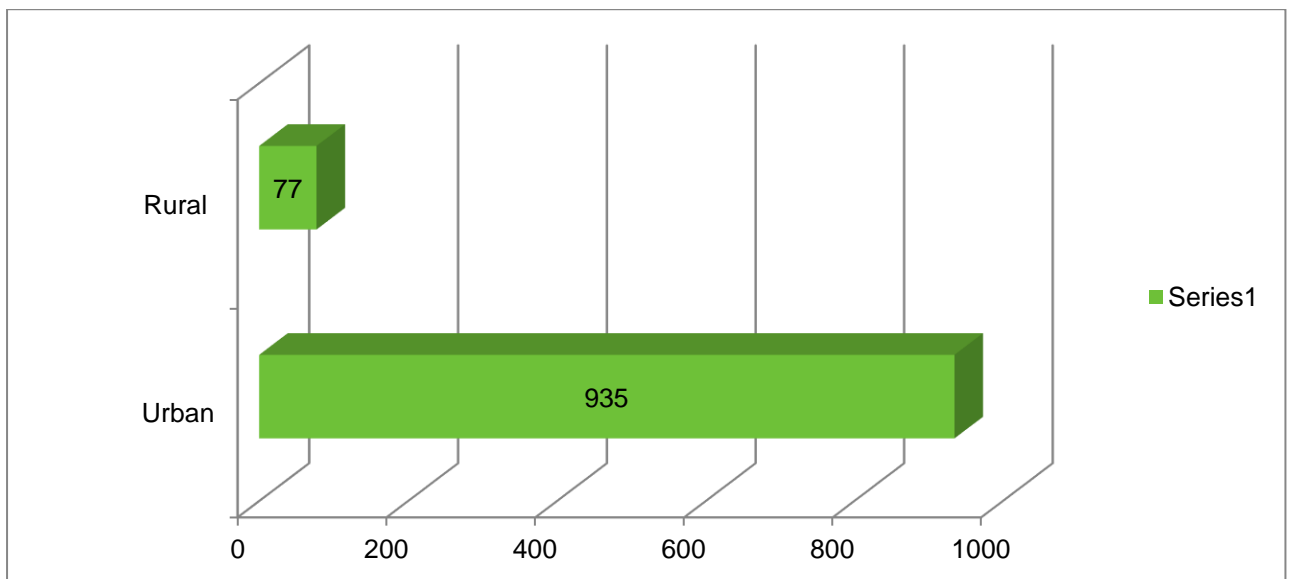
Table 4.1 shows that the majority of the respondents were between 15 and 17 (90.4%). Only 0.4% of the respondents were 14 years of age, while the remaining respondents (9.3%) were between 18 and 21 years of age. This is expected because the participants were high school learners. Just over half of the respondents were female (56.3%); however, the margin is small enough to argue that there was a fair gender distribution. Also, it should be noted that the ratio of females is higher than that of males in most schools. For instance, in a class of 35 learners, the researcher noticed that three-quarters were female while the rest were male. Table 4.1 also shows that 92.4% of the respondents lived in urban areas, while the rest lived in rural areas. This

implies that the overwhelming majority of the respondents attended urban schools. In addition, more respondents (67.6%) attended public schools than private schools (32.4%).



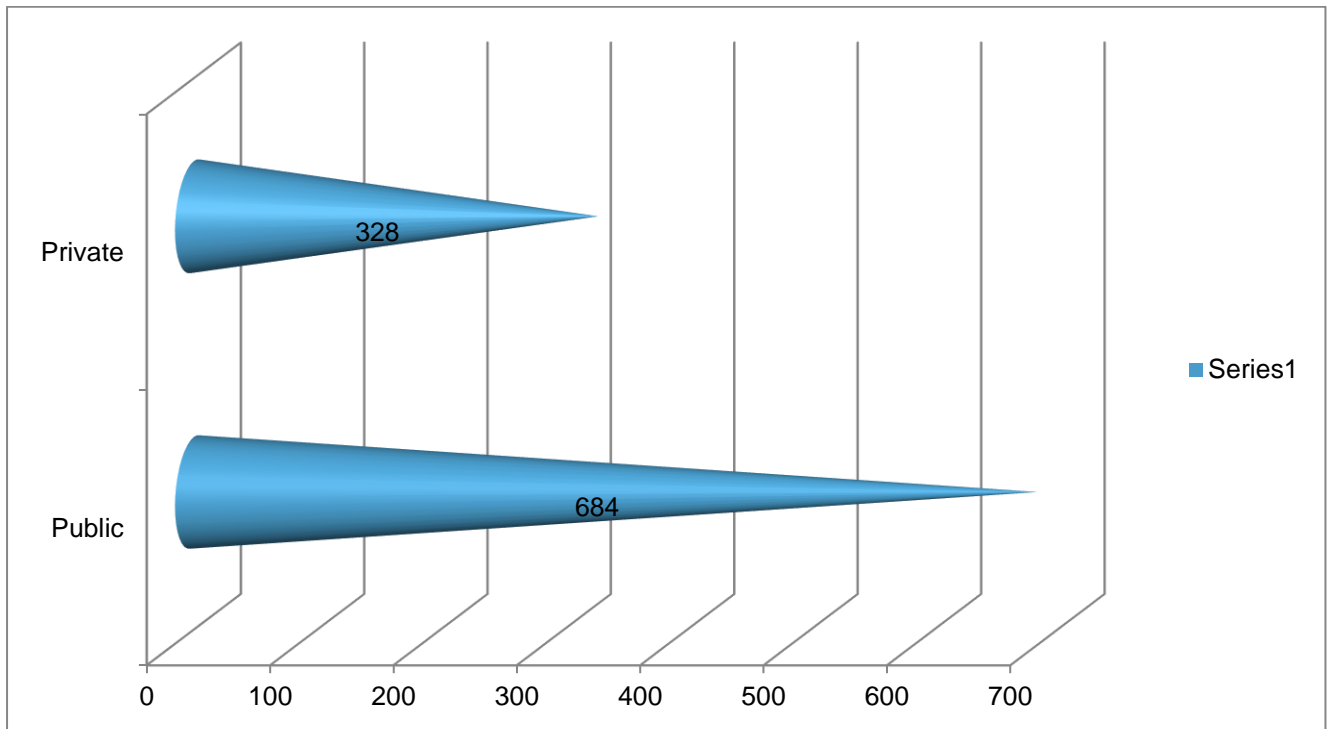
Source: Researcher's fieldwork (2022)

Figure 4.1: Distribution of the respondents based on gender



Source: Researcher's fieldwork (2022)

Figure 4.2: Distribution of the respondents based on residence



Source: Researcher's fieldwork (2022)

Figure 4.3: Distribution of the respondents based on school type

4.3 DESCRIPTIVE ANALYSIS OF INDEPENDENT VARIABLES USING FREQUENCY AND PERCENTAGE

Having presented and analysed the participants' sociodemographic characteristics, it is imperative to summarise the independent variables for this study. These are *bullying violence in schools, sexual harassment in schools, teen gang violence, and vandalism violence in schools*. These are summarised using frequency and percentage descriptive methods.

4.3.1 Composite effects of bullying on Grade 10 learners' academic achievement In Buffalo City Metro Secondary Schools

This section presents the results of the analysis of the level of bullying experienced in schools and how it affects the academic achievement of Grade 10 learners in some schools in the Buffalo City Metropolitan Municipality (BCMM). These were measured by intimidation, spreading rumours, downgrading, physical assault, imposing will, destruction of personal belongings, seclusion, and insult. This is presented in Table 4.2:

Table 4.2: Measuring the Experience of Bullying in Schools

S/N	Measuring the experience of bullying in schools	Always	11 – 15 times	6 – 10 times	Less than 5 times	Never
		5	4	3	2	1
1	During the last week, how many times, if any, has someone made fun of you, called you name or insulted you in your school?	39 (3.9%)	63 (6.2%)	192 (19.0%)	194 (19.2%)	524 (51.7%)
2	During the last week, how many times, if any, has someone spread rumours about you in school?	29 (2.9%)	87 (8.6%)	147 (14.5%)	126 (12.5%)	623 (61.5%)
3	During the last week, how many times, if any, has someone pushed you, shoved you, tripped you, or spit on you in your school?	21 (2.1%)	38 (3.8%)	82 (8.1%)	99 (9.8%)	771 (76.2%)
4	During the last week, how many times, if any, has someone threatened you with physical harm in your school	19 (1.9%)	34 (3.4%)	65 (6.4%)	95 (9.4%)	799 (78.9%)
5	During the last week, how many times, if any, has someone tried to make you do things you do not want to do, for example, giving them money in your school or taking your snacks	21 (2.1%)	33 (3.3%)	78 (7.7%)	85 (8.4%)	795 (78.5%)
6	During the last week, how many times, if any, has someone destroyed your property in your school on purpose?	30 (3.0%)	40 (4.0%)	60 (5.9%)	62 (6.1%)	820 (81.0%)
7	During the last week, how many times, if any, has someone intentionally left you out of class activities in your school?	14 (1.4%)	31 (3.1%)	98 (9.7%)	111 (11.0%)	758 (74.8%)
8	During the last week, how many times, if any, has someone used a telephone, text message, or the internet to say or post hurtful things about you in your school	22 (2.2%)	50 (4.9%)	88 (8.7%)	79 (7.8%)	773 (76.4%)

Source: Researcher's fieldwork (2022)

Table 4.2 shows the distribution of respondents' responses according to how many times, if any, someone made fun of them, called them names, or insulted them in their school during the last week. From the results, 51.7% of the respondents reported that they had never experienced such insults in the previous week, 19.2% had such experiences less than 5 times, 19% had such experience about 6 to 10 times, while 6.2% between 11 to 15 times last week and 3.9% have such experience always. This implies that most of the respondents had not experienced someone making fun of them, calling them names, or insulting them in their school the previous week.

Also, the distribution of respondents according to how many times, if any, someone spread rumours about them in school during the last week shows that 61.5% of them never had such an experience, 12.5% had the experience less than 5 times, 14.5% had such experience about 6 to 10 times, 8.6% between 11 to 15 times, and 2.9% have such experiences always. This implies that most of the respondents had not experienced someone spreading rumours about them in school during the previous week.

In addition, Table 4.2 shows the distribution of respondents according to how many times, if any, someone pushed, shoved, tripped or spat on them in their school in the previous week; 76.2% never had such an experience, 9.8% had the experience less than 5 times, 8.1% had such an experience about 6 to 10 times last week, 3.8% between 11 to 15 times, and 2.1% had such experiences always. This implies that most of the respondents had not experienced someone pushing, shoving, tripping or spitting on them in their school the previous week.

Table 4.2 also shows the distribution of respondents according to how many times, if any, someone threatened them with physical harm in their school the previous week: 78.9% of the respondents never had such an experience, 9.4% had the experience less than 5 times last week, 6.4% had such experience about 6 to 10 times, 1.9% between 11 to 15 times, and 2.1% had such experiences always. This implies that the majority of the respondents had not experienced someone threatening them with physical harm in their school during the previous week.

Based on the results of the distribution of respondents according to how many times, if any, someone tried to make them do things they did not want to do, for example, extorting them or collecting their snacks in school, 78.5% never had such an experience in the previous week, 8.4% had the experience less than 5 times, 7.7% had such experience about 6 to 10 times, 3.3% between 11 to 15 times, and 2.1% had such experiences always. This implies that most of the respondents had not experienced someone trying to make them do things they did not want to, for example, extorting them or collecting their snacks in school during the previous week.

Also, the distribution of respondents according to how many times, if any, someone had destroyed their property on purpose in their school in the previous week shows that 81% of the respondents never had such an experience, 6.1% had the experience less than 5 times, 5.9% had such an experience about 6 to 10 times, 4% between 11 to 15 times, and 3% had such experiences always. This implies that many of the respondents had not experienced someone destroying their property (belongings) on purpose in their school during the previous week.

Moreover, Table 4.2 shows the distribution of respondents according to how many times, if any, someone intentionally left them out of class activities in their school in the previous week: 74.8% of the respondents never had such an experience, 11% had the experience less than 5 times, 9.7% had such experience about 6 to 10 times, 3.1% between 11 to 15 times, and 1.4% had such experiences always. This implies that most of the respondents had not experienced someone threatening them and intentionally leaving them out of class activities in their school during the previous week.

Lastly, Table 4. 2 shows the distribution of respondents according to how many times, if any, someone used a telephone, text message, or the internet to say or post hurtful things about them in their school in the previous week: 76.4% of the respondents never had such experience, 7.8% had the experience less than 5 times, 8.7% had such experience about 6 to 10 times, 4.9% between 11 to 15 times, and 2.2% had such experiences always. This implies that most of the respondents had not experienced someone using a telephone, text message, or the internet to say or post hurtful things about them in their school during the previous week.

It can be concluded from the results that few school students experience intimidation, spreading rumours, downgrading, physical assault, imposing will, destruction of property, seclusion, and insults. This might have an impact on the academic performance of students in schools. Moreover, bullying was reported by some students in this study, which can arguably adversely impact students' academic achievement.

4.3.2 Relative Effects of Sexual Harassment Violence on Learners' Academic Achievement

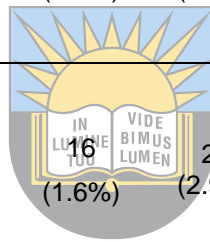
This section presents the analyses of the results regarding sexual harassment experienced in school and how it affects academic performance. This was measured according to unwanted pressure, unwanted physical contact, attempts to make a date, unwanted sexual calls, unwanted sex-related conversations, unwanted virtual sexual displays, unwanted sexual gestures, and unwanted sexual jokes (See Table 4.3).



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Table 4.3: Measuring the Experience of Sexual Harassment

S/N	Sexual harassment	Always	11 – 15 times	6 – 10 times	Less than 5 times	Never
		5	4	3	2	1
1	During the last week, how many times, if any, have you experienced unwanted pressure for sex in your school?	10 (1.0%)	21 (2.1%)	66 (6.5%)	58 (5.7%)	857 (84.7%)
2	During the last week, how many times, if any, have you experienced unwelcome physical contact, such as touching or someone deliberately leaning or brushing against your body in your school?	11 (1.1%)	34 (3.4%)	101 (10.0%)	78 (7.7%)	787 (77.8%)
3	During the last week, how many times, if any, have you experienced repeated attempts to make a date which is unwanted in your school	8 (0.8%)	17 (1.7%)	83 (8.2%)	80 (7.9%)	824 (81.4%)
4	During the last week, how many times, if any, have you experienced unwanted phone calls, letters, email messages, or faxes which are of a sexual nature in your school?	16 (1.6%)	29 (2.9%)	77 (7.6%)	57 (5.6%)	833 (82.3%)
5	During the last week, how many times, if any, have you experienced unwanted teasing, jokes, or remarks relating to sex in your school?	9 (0.9%)	54 (5.3%)	106 (10.5%)	97 (9.6%)	746 (73.7%)
6	During the last week, how many times, if any, have you experienced unwanted sexually suggestive looks and gestures in your school	19 (1.9%)	46 (4.5%)	102 (10.1%)	72 (7.1%)	773 (76.4%)
7	During the last week, how many times, if any, have you experienced unwanted displays of visual material of sexual nature, such as slides, photos, posters, and online materials, among others, in your school	13 (1.3%)	46 (4.5%)	70 (6.9%)	80 (7.9%)	803 (79.4%)
8	During the last week, how many times, if any, have you experienced obscene/sexual jokes demeaning a gender in your school	25 (2.5%)	69 (6.8%)	128 (12.6%)	95 (9.4%)	695 (68.7%)



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Source: Researcher's fieldwork (2022)

Table 4.3 shows the distribution of respondents according to how many times, if any, they experienced unwanted pressure for sex in their school during the previous week: 84.7% never had such an experience, 5.7% had such experiences less than 5 times, 6.5% had such experiences about 6 to 10 times, 2.1% between 11 to 15 times, and 1% had such experiences always. This implies that most of the respondents had not experienced unwanted pressure for sex in their school during the previous week.

Also, the distribution of respondents according to how many times, if any, they experienced unwelcome physical contact such as touching or someone deliberately leaning or brushing against your body in their school in the previous week shows that 77.8% never had such experience, 7.7% had the experience less than 5 times, 10% had such experience about 6 to 10 times, 3.4% between 11 to 15 times, and 1.1% had such experiences always. This implies that many respondents had not experienced unwelcome physical contact such as touching, learning, or deliberately brushing off their bodies against the wall in their school during the previous week.

In addition, Table 4.3 shows the distribution of respondents according to how many times, if any, they experienced repeated attempts in the previous week to make an unwanted date: 81.4% never had such experience, 7.9% had the experience less than 5 times, 8.2% had such experiences about 6 to 10 times, 1.7% between 11 to 15 times, and 0.8% had such experiences always. This implies that many of the respondents never experienced repeated attempts to make a date which was unwanted in their school during the previous week.

The distribution of respondents according to how many times, if any, they experienced unwanted sexual phone calls, letters, email messages, or faxes in their school shows that 82.3% never had such an experience in the previous week, 5.6% had the experience less than 5 times, 7.6% had such experience about 6 to 10 times, 2.9% between 11 to 15 times, and 1.6% had such experiences always. This implies that most of the respondents had not experienced unwanted sexual phone calls, letters, email messages, or faxes in their school during the previous week.

Based on the results of the distribution of respondents according to how many times, if any, they experienced unwanted teasing, jokes, or remarks relating to sex in their school in the previous week, 73.7% never had such an experience, 9.6% had the

experience less than 5 times, 10.5% had such experience about 6 to 10 times, 5.3% between 11 to 15 times and 0.9% had such experiences always. This implies that the majority of the respondents had not experienced unwanted teasing, jokes, or remarks relating to sex in their school during the previous week.

Also, the distribution of respondents according to how many times, if any, they experienced unwanted sexually suggestive looks and gestures in their school in the previous week shows that 76.4% never had such experience, 7.1% had the experience less than 5 times, 10.1% had such experience about 6 to 10 times, 4.5% between 11 to 15 times, and 1.9% had such experiences always. This implies that most of the respondents never experienced unwanted sexually suggestive looks and gestures in their school during the previous week.

The distribution of respondents according to how many times, if any, they experienced unwanted displays of visual material of a sexual nature, such as slides, photos, posters, and online materials, among others, in their school in the previous week shows that 79.4% never had such experience, 7.9% had the experience less than 5 times, 6.9% had such experience about 6 to 10 times, 4.5% between 11 to 15 times, and 1.3% had such experiences always. This implies that many of the respondents had not experienced unwanted displays of visual material of sexual nature, such as slides, photos, posters, and online materials, among others, in their school during the previous week.

Lastly, Table 4.3 shows the distribution of respondents according to how many times, if any, they experienced obscene/sexual jokes demeaning a gender in their school in the previous week: 68.7% never had such experience, 9.4% had the experience less than 5 times, 12.6% had such an experience about 6 to 10 times, 6.8% between 11 to 15 times, and 2.5% had such experiences always. This implies that most of the respondents had not experienced obscene/sexual jokes demeaning a gender in their school during the previous week.

Based on the analysis, some respondents had experienced unwanted pressure for sex in schools, unwelcome physical contact such as touching or someone deliberately leaning or brushing against their body in schools, repeated attempts to make an unwanted date, received unwanted sexual phone calls, letters, email messages, or

faxes, as well as experienced unwanted teasing, jokes, or remarks relating to sex, unwanted sexually suggestive looks and gestures, unwanted displays of sexual visual material, such as slides, photos, posters, and online materials, among others, and obscene/sexual jokes demeaning a gender. It is argued that experiencing sexual harassment could impact student's academic achievement.

4.3.3 Effect of Teen Gang Violence on Grade 10 Academic Achievement

This section presents and analyses results regarding experiences of teen gang violence in schools and how it affects academic performance. This was measured by the respondents' experiences of being attacked, feeling fear, feeling unsafe, fear of attack, using an object for protection, using a sharp object as protection, carrying a weapon for protection, drug threats, injured by weapon, damaged property, stolen property, robbery in school, and physical fights (See Table 4.4).



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Table 4.4: Measuring the Experience of Teen Gang Violence

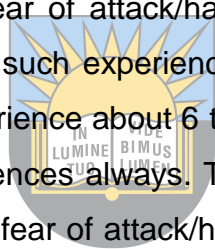
S/N	Experience of gang violence in schools	Always	11 – 15 times	6 – 10 times	Less than 5 times	Never
		5	4	3	2	1
1	During the last week, how many times, if any, have you experienced an attack/fear in school?	16 (1.6%)	47 (4.6%)	129 (12.7%)	116 (11.5%)	704 (69.6%)
2	During the last week, how many times, if any, have you felt unsafe in school?	22 (2.2%)	42 (4.2%)	168 (16.6%)	121 (12.0%)	659 (65.0%)
3	During the last week, how many times, if any, have you experienced fear of attack/harm en route to/from school?	19 (1.9%)	24 (2.4%)	87 (8.6%)	105 (10.4%)	777 (76.7%)
4	During the last week, how many times, if any, have you carried a stick/club/bat to school for protection?	7 (0.7%)	10 (1.0%)	45 (4.4%)	60 (5.9%)	890 (88.00%)
5	During the last week, how many times, if any, have you carried a knife to school for protection?	9 (0.9%)	15 (1.5%)	27 (2.7%)	46 (4.5%)	915 (90.4%)
6	During the last week, how many times, if any, have you carried a weapon or brought a sharp object to school for protection?	3 (0.3%)	11 (1.1%)	42 (4.2%)	50 (4.9%)	906 (89.5%)
7	During the last week, how many times, if any, have you been threatened to take/abuse drugs at school?	9 (0.9%)	16 (1.6%)	60 (5.9%)	45 (4.4%)	882 (87.2%)
8	During the last week, how many times, if any, have you been threatened or injured with a weapon at school?	7 (0.7%)	12 (1.2%)	60 (5.9%)	67 (6.6%)	866 (85.6%)
9	During the last week, how many times, if any, had property been damaged at school?	48 (4.7%)	81 (8.0%)	114 (11.3%)	111 (11.0%)	658 (65.0%)
10	During the last week, how many times, if any, had property been stolen at school?	65 (6.4%)	112 (11.1%)	168 (16.6%)	116 (11.5%)	551 (54.4%)
11	During the last week, how many times, if any, have you been robbed at school?	22 (2.1%)	40 (4.0%)	99 (9.8%)	80 (8.0%)	771 (76.1%)
12	During the last week, how many times, if any, have you been involved in physical fights in school?	11 (1.1%)	27 (2.7%)	88 (8.7%)	106 (10.5%)	780 (77.0%)

Source: Researcher's fieldwork (2022)

Table 4.4 shows the distribution of respondents according to how many times, if any, they experienced an attack/fear in school during the previous week: 69.6% never had such an experience, 11.5% had such an experience less than 5 times, 12.7% had such an experience about 6 to 10 times, 4.6% between 11 to 15 times, and 1.6% had such experiences always. This implies that the majority of the respondents had not experienced an attack/fear in school during the previous week.

Also, the distribution of respondents according to how many times, if any, they felt unsafe in school in the previous week shows that 65% never had such an experience, 12% had the experience less than 5 times, 16.6% had such an experience about 6 to 10 times, 4.2% between 11 to 15 times, and 2.2% had such experiences always. This implies that most of the respondents had not felt unsafe in school the previous week.

In addition, Table 4.4 shows the distribution of respondents according to how many times, if any, they experienced fear of attack/harm en route to/from school in the previous week: 76.7% never had such experience, 10.4% had the experience less than 5 times, 8.6% had such experience about 6 to 10 times, 2.4% between 11 to 15 times, and 1.9% had such experiences always. This implies that the majority of the respondents had not experienced fear of attack/harm en route to/from school during the previous week.



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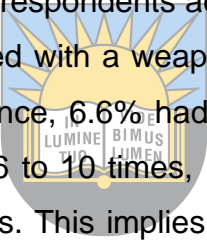
Moreover, the distribution of respondents according to how many times, if any, they carried a stick/club/bat to school for protection in the previous week shows that 88% never had such an experience, 5.9% had the experience less than 5 times, 4.4% had such experience about 6 to 10 times, 1.0% between 11 to 15 times, and 0.7% had such experiences always. This implies that the majority of the respondents had not carried a stick/club/bat to school for protection during the previous week.

Based on the results of the distribution of respondents according to how many times, if any, they carried a knife to school for protection in the previous week, 90.4% never had such an experience, 4.5% had the experience less than 5 times, 2.7% had such experience about 6 to 10 times, 1.5% between 11 to 15 times, and 0.9% had experienced such always. This implies that the majority of the respondents had not carried a knife to school for protection during the previous week.

Also, the distribution of respondents according to how many times, if any, they carried a weapon or sharp object to school for protection in the previous week shows that 89.5% never had such an experience, 4.9% had the experience less than 5 times, 4.1% had such experience about 6 to 10 times, 1.1% between 11 to 15 times, and 0.3% had always experienced such. This implies that most of the respondents had not carried a weapon or sharp object to school for protection during the previous week.

The distribution of respondents according to how many times, if any, they had been threatened to take/abuse drugs at school in the previous week shows that 87.2% never had such an experience, 4.4% had the experience less than 5 times, 5.9% had such experience about 6 to 10 times, 1.6% between 11 to 15 times and 0.9% had such experiences always. This implies that the majority of the respondents had not been threatened to take abuse drugs at school during the previous week.

Table 4.4 shows the distribution of respondents according to how many times, if any, they had been threatened or injured with a weapon at school in the previous week: 85.6% never had such an experience, 6.6% had the experience less than 5 times, 5.9% had such experience about 6 to 10 times, 1.2% between 11 to 15 times, and 0.7% had experienced such always. This implies that many of the respondents had not been threatened or injured with a weapon at school during the previous week.


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Also, the distribution of respondents according to how many times, if any, they had property damaged at school in the previous week shows that 65% never had such an experience, 11% had the experience less than 5 times, 11.3% had such experience about 6 to 10 times, 8% between 11 to 15 times, and 4.7% had experienced such always. This implies that the majority of the respondents did not have property damaged at school during the previous week.

Furthermore, Table 4.4 shows the distribution of respondents according to how many times, if any, they had their property stolen at school in the previous week: 54.4% never had such an experience, 11.5% had the experience less than 5 times, 16.6% had such experience about 6 to 10 times, 11.1% between 11 to 15 times, and 6.4% experienced such always. This implies that most of the respondents had not had their property stolen at school during the previous week.

Also, the distribution of respondents according to how many times, if any, they had been robbed at school in the previous week shows that 76.1% never had such an experience, 8% had the experience less than 5 times, 9.8% had such experience about 6 to 10 times, 4.0% between 11 to 15 times, and 2.1% had experienced such always. This implies that most of the respondents had not been robbed at school the previous week.

The distribution of respondents according to how many times, if any, they had been involved in physical fights in school in the previous week shows that 77% never had such an experience, 10.5% had the experience less than 5 times, 8.7% had such experience about 6 to 10 times, 2.7% between 11 to 15 times, and 1.1% had experienced such always. This implies that the majority of the respondents had not been involved in physical fights in school during the previous week.

Based on the analysis, it is evident that the respondents had had many adverse experiences at school, including fear of being attacked, feeling unsafe, fear of attack/harm en route to/from school, carrying a stick/club/bat to school for protection, carrying a knife or other sharp object to school for protection, being threatened or injured with a weapon, having belongings damaged at school, having belongings stolen, being robbed, and being involved in physical fights. It is argued that the experience of gang-based violence in schools adversely impacts academic performance.

To further describe the study results, the mean value is used to determine the relative importance of each measure of gang violence. The standard deviation was also used to determine the variability of data. In addition, skewness and kurtosis were used to determine whether the data were normally distributed or not.

4.3.4 Effect of Vandalism Violence on Learners' Academic Achievement in BCMM Secondary Schools

This section presents the analysis results regarding the experience of vandalism in schools and how it affects academic performance. These were measured by the experience of vandalism, learners breaking windows, learners breaking doors,

learners drawing on walls, diverse outdoor vandalism, schoolfield vandalism, and vandalism of staff property (See Table 4.5).

Table 4.5: Experience of Vandalism in Schools

S/N	Vandalism in school	Always	11 – 15 times	6 – 10 times	Less than 5 times	Never
		5	4	3	2	1
1	During the last week, how many times, if any, have you experienced the breaking of windows by fellow students?	48 (4.7%)	72 (7.1%)	75 (7.4%)	98 (9.7%)	719 (71.1%)
2	During the last week, how many times, if any, have you experienced the breaking of doors?	61 (6.0%)	72 (7.1%)	74 (7.3%)	170 (16.8%)	635 (62.8%)
3	During the last week, how many times, if any, have you experienced diverse outdoor vandalism, such as uprooting flowers by fellow students?	226 (22.3%)	162 (16.0%)	124 (12.3%)	79 (7.8%)	421 (41.6%)
4	During the last week, how many times, if any, have you experienced sports equipment and field vandalism by fellow students?	51 (5.0%)	89 (8.8%)	90 (8.9%)	110 (10.9%)	672 (66.4%)
6	During the last week, how many times, if any, have you experienced vandalisation of toilets used by educators or staff cars by fellow students?	117 (11.6%)	103 (10.2%)	117 (11.6%)	83 (8.2%)	592 (58.4%)

Source: Researcher's fieldwork (2022)

Table 4.5 shows the distribution of respondents according to how many times, if any, they had experienced the breaking of windows by fellow learners in the previous week: 71.1% of the respondents never had such an experience, 9.7% had the experience less than 5 times, 7.4% had such an experience about 6 to 10 times, 7.1% between 11 to 15 times, and 4.7% had experienced such always. This implies that the majority of the respondents had not experienced the breaking of windows by fellow students during the previous week.

In addition, Table 4.5 shows the distribution of respondents according to how many times, if any, they had experienced the breaking of doors in their school in the previous week: 62.8% of the respondents never had such an experience, 16.8% had the experience less than 5 times, 7.3% had such experience about 6 to 10 times, 7.1% between 11 to 15 times, and 6% had experienced such always. This implies that the majority of the respondents had not experienced the breaking of doors in their school during the previous week.

The distribution of respondents according to how many times, if any, they had experienced diverse outdoor vandalism, such as uprooting flowers, by fellow students in the previous week, shows that 41.6% of the respondents never had such an experience, 7.8% had the experience less than 5 times, 12.3% had such experience about 6 to 10 times, 16% between 11 to 15 times, and 22.3% had experienced such always. This implies that the majority of the respondents had not experienced diverse outdoor vandalism, such as uprooting flowers, by fellow students during the previous week.

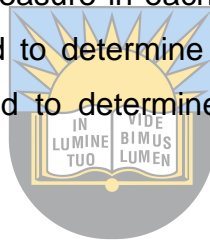
Also, the distribution of respondents according to how many times, if any, they had experienced sports equipment and field vandalism by fellow students in their school in the previous week shows that 66.4% never had such an experience, 10.9% had the experience less than 5 times, 8.9% had such experience about 6 to 10 times, 8.8% between 11 to 15 times, and 5% had experienced such always. This implies that the majority of the respondents had not experienced sports equipment and field vandalism by fellow students in their school during the previous week.

Lastly, Table 4.5 shows the distribution of respondents according to how many times, if any, they had experienced vandalisation of staff toilets or staff cars by fellow students in their school in the previous week: 58.4% never had such an experience, 8.2% had the experience less than 5 times, 11.6% had such experience about 6 to 10 times, 10.2% between 11 to 15 times, and 11.6% had experienced such always. This implies that the majority of the respondents had not experienced staff toilets or staff cars being vandalised by fellow students in their school during the previous week.

Based on the results, some respondents had experienced vandalism by fellow students, such as breaking doors and windows, diverse outdoor vandalism, such as uprooting flowers, the vandalism of sports equipment and sports fields, and staff toilets and staff cars. It is argued that the experience of vandalism could adversely impact students' performance in school. Examples include breaking windows, chairs, and tables and defacing school property, such as graffiti on walls. In some schools, Grade 10 learners have been seen carrying their chairs with them to their next classroom due to a lack of sufficient chairs and tables. Those who do not have a chair to sit on end up standing or sitting on the floor. See **Appendix H** of this thesis.

4.4 DESCRIPTIVE ANALYSIS OF INDEPENDENT VARIABLES USING MEAN, STANDARD DEVIATION, SKEWNESS, AND KURTOSIS

To further describe the data, the researcher calculated the mean value to determine the relative importance of each measure in each of the independent variables. The standard deviation was also used to determine the variability of data. In addition, skewness and kurtosis were used to determine whether the data were normally distributed or not.



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Table 4.6: Descriptive Measurement of Bullying Violence

Measuring Bullying in Schools	Mean	Standard deviation	Skewness	Kurtosis
During the last week, how many times, if any, has someone made fun of you, called your name or insulted you in your school?	4.54	0.94	-2.18	4.05
During the last week, how many times, if any, has someone spread rumours about you in school?	4.52	1.03	-2.17	3.65
During the last week, how many times, if any, has someone pushed you, shoved you, tripped you, or spit on you in your school?	4.52	0.96	-2.08	3.54
During the last week, how many times, if any, has someone threatened you with physical harm in your school?	4.48	0.93	-1.83	2.65
During the last week, how many times, if any, has someone tried to make you do things you do not want to do, for example, giving them money in your school or taking your snacks	4.48	0.98	1.92	2.89
During the last week, how many times, if any, has someone destroyed your property on purpose in your school?	4.44	1.04	-1.79	2.15
During the last week, how many times, if any, has someone left you out of class activities on purpose in your school?	4.10	1.18	-1.02	-0.78
During the last week, how many times, if any, has someone used a telephone, text message, or the internet to say or post hurtful things about you in your school?	3.95	1.16	-0.87	-0.15

Source: Researcher's fieldwork (2022)

Table 4.6 above shows that mean value for the question, “During the last week, how many times, if any, has someone made fun of you, called your name or insulted you in your school?” is 4.54 and that the standard deviation is 0.94, meaning that the variation or disparities of each response on this question from the mean is on the scale of 0.9, the skewness, used to explain the symmetry and asymmetry of data, for this question is -2.18. In this case, we can say the data is negatively skewed to the mean. The kurtosis value is 4.05. Kurtosis is used to explain the heaviness of a distribution's tail relative to a normal distribution, which could be long or short. In this case, the tail of the distribution is positively long.

The mean value for the question “During the last week, how many times, if any, has someone spread rumours about you in school?” is 4.52, and the standard deviation is 1.03, meaning that the variation of the responses from the mean is 1.03. The skewness value is -2.17, meaning that the data distribution is negatively skewed, and the kurtosis value is 3.56, meaning the tail of the distribution to the mean is positively long.

Furthermore, the mean value for the question “During the last week, how many times, if any, has someone pushed you, shoved you, tripped you, or spit on you in your school?” is 4.52, representing the average distribution value of the responses on this question, the value for the standard deviation on this question is 0.96, this represents the level of variation of the responses to the mean value. The skewness value of the responses is -2.08, which implies that the data value is negatively skewed. The kurtosis value is 3.54, meaning the distribution tail is positively long.

Similarly, the mean value for the question “During the last week, how many times, if any, has someone threatened you with physical harm in your school?” is 4.48, which represents the average value of the responses. The standard deviation value is 0.93, which is the extent of variation to the mean. The skewness value of the data is -1.83, meaning the data is negatively skewed to the mean. The kurtosis value is 2.65, meaning the tail of the distribution of the responses to the mean is positively long.



In addition, the mean value for the question “During the last week, how many times, if any, has someone tried to make you do things you do not want to do, for example, given them money in your school or take your snacks” is 4.48, representing the average value of the responses, the standard variation value is 0.93, which explains the level of variation from the mean value, the skewness value of the data is -1.83, meaning the data is negatively skewed to the mean value. The kurtosis value is 2.63, meaning the data distribution is positively long compared to the mean value.

The mean value for the question “During the last week, how many times, if any, has someone tried to make you do things you do not want to do, for example, made you give them money in your school or take your snacks” is 4.48, representing the average value of the responses. The standard deviation is 0.98, representing the degree of variation of the responses to the mean. The skewness value is 1.92, showing that the

data is positively skewed. Similarly, the kurtosis value of the data is 2.89, which shows that there is heavy data distribution.

The mean value for the question “During the last week, how many times, if any, has someone destroyed your property on purpose in your school?” is 4.44, which represents the average value of the responses, the standard deviation value is 1.04, representing the rate of variation in responses, the skewness value is -1.79, which implies that the data is negatively skewed. The kurtosis value is 2.15, which shows a positive distribution between the responses.

Also, the mean value of the question, “During the last week, how many times, if any, has someone left you out of class activities on purpose in your school?” is 4.1, which represents the average value of the responses. The standard deviation value is 1.18, representing the variation level of responses to the mean value. The skewness level is -1.02, which means the data is negatively skewed with the mean value. The kurtosis value is -0.78, which implies that it is negatively distributed to the mean value.

Lastly, the mean value of the question “During the last week, how many times, if any, has someone used a telephone, text message, or the internet to say or post hurtful things about you in your school?” is 3.95, representing the average value of the responses. The value of the standard deviation is 1.16, which explains the variation in the question responses to the mean value. The skewness value is -0.87, which implies that the data is negatively skewed, and lastly, the kurtosis value is -0.15, which shows a negative distribution of the responses to the mean value.

The analysis shows that the question “Has someone made fun of you, called your name or insulted you in your school?” ranked first, followed by “Has someone spread rumours about you in school?” ranked second, “Has someone pushed you, shoved you, tripped you, or spit on you in your school?” ranked third, and finally “Has someone threatened you with physical harm in your school?” ranked fourth. Based on the skewness and kurtosis results, the data set is not normally distributed.

Table 4.7: Descriptive Measurement of Sexual Harassment

Measuring Sexual Harassment	Mean	Standard deviation	Skewness	Kurtosis
During the last week, how many times, if any, have you experienced unwanted pressure for sex in your school?	4.66	0.80	-2.58	6.22
During the last week, how many times, if any, have you experienced unwelcome physical contact, such as touching or someone deliberately leaning or brushing against your body in your school?	4.62	0.80	-2.26	4.67
During the last week, how many times, if any, have you experienced repeated attempts to make a date which is unwanted in your school?	4.59	0.91	-2.28	4.42
During the last week, how many times, if any, have you experienced unwanted phone calls, letters, email messages, or faxes which are of a sexual nature in your school?	4.53	0.94	-2.04	3.20
During the last week, how many times, if any, have you experienced unwanted teasing, jokes, or remarks relating to sex in your school?	4.51	0.92	-1.87	2.61
During the last week, how many times, if any, have you experienced unwanted sexually suggestive looks and gestures in your school?	4.44	1.02	-1.75	2.01
During the last week, how many times, if any, have you experienced unwanted displays of visual material of sexual nature, such as slides, photos, posters, and online materials, among others, in your school?	4.42	0.98	-1.57	1.35
During the last week, how many times, if any, have you experienced obscene/sexual jokes demeaning a gender in your school?	4.25	1.13	-1.30	0.49

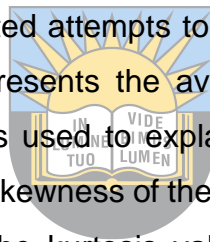
Source: Researcher's fieldwork (2022)

Table 4.7 above shows that the mean value of the question “During the last week, how many times, if any, have you experienced unwanted pressure for sex in your school?” is 4.66, representing the average value of the responses to this question, the standard deviation value is 0.80, explaining the variation of the responses to the mean value meaning that the of variation of the response is at the rate of 0.80, the skewness value is -2.58 which explains the symmetric level of the data. In this case, the data is negatively skewed; the kurtosis value is 6.22, which explains how the responses have

been distributed in relation to the mean; in this case, the distribution has a positively heavy tail.

Also, the mean value of the question “During the last week, how many times, if any, have you experienced unwelcome physical contact such as touching or someone deliberately leaning or brushing against your body in your school?” is 4.62, which represents the average value of the responses. The standard deviation value, which explains the extent of variation of the responses, is 0.80, which means the response rate of variation from the mean value is 0.80. The skewness value, which explains the symmetry of the data, is -2.58, which means that the data is negatively skewed. The kurtosis value, which explains the distribution tail of the data, is 4.67, which implies that the tail of the distribution of this data is positively long.

Similarly, the mean value of the question “During the last week, how many times, if any, have you experienced repeated attempts to make a date which is unwanted in your school?” is 4.58, which represents the average value of the response. The standard deviation value, which is used to explain the distribution of responses in relation to the mean, is 0.91. The skewness of the data is -2.28, which means that the data is negatively skewed, and the kurtosis value is 4.42, implying that the data distribution tail is positively long.



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In addition, the mean value of the question “During the last week, how many times, if any, have you experienced unwanted phone calls, letters, email messages, or faxes of a sexual nature in your school?” is 4.53, which represents the average value of the responses. The standard deviation value of the data is 0.94, explaining the variation in response to the question in relation to the mean value. The skewness of the data, which explains the symmetry of the data, is -2.04, which implies that the data is negatively skewed. The kurtosis value of the data is 3.20, which implies that the distribution tail is long.

Likewise, the mean value of the question “During the last week, how many times, if any, have you experienced unwanted teasing, jokes, or remarks relating to sex in your school?” is 4.91, which represents the average value of the responses. The standard deviation is 0.92, which is the variation in deviation from the mean. The skewness of

the data, which explains the symmetry of the data, is -1.87 , which implies that the data is negatively skewed. The kurtosis value of the data is 2.61 , which implies that the data distribution tail is long.

The mean value of the question “During the last week, how many times, if any, have you experienced unwanted sexually suggestive looks and gestures in your school?” is 4.44 , which represents the average of the responses. The standard deviation value is 1.02 , representing the variation of the responses to the mean value. The skewness value of the data is -1.75 , which implies that the data is negatively skewed. The kurtosis value is 2.01 , which means that the distribution of the data is positively long.

Also, the mean value of the question “During the last week, how many times, if any, have you experienced unwanted displays of visual material of sexual nature, such as slides, photos, posters, and online materials, among others, in your school” is 4.42 , which represent the average value of the respondent. The standard deviation value is 0.98 , which is the level of variation of the responses to the mean. The skewness value of the data is -1.57 , which means that the data is negatively skewed. The kurtosis value is 1.35 , meaning that the distribution tail is long.

Lastly, the mean deviation of the question “During the last week, how many times, if any, have you experienced obscene/sexual jokes demeaning a gender in your school?” is 4.25 , which represents the average value of the responses. The standard deviation value is 1.13 , representing the rate of variation of the responses to the mean value. The skewness value is -1.30 , which implies that the data is negatively skewed. The kurtosis value is 0.49 , which implies that the data distribution tail is long.

From the above, the statement “Have you experienced unwanted pressure for sex in your school?” ranked first, followed by “Have you experienced unwelcome physical contact such as touching, learning or deliberate brushing off your body against the wall in your school?,” ranked second, “Have you experienced repeated attempts to make a date which is unwanted in your school?” ranked third, and “Have you experienced unwanted phone calls, letters, email messages, or faxes which are of a sexual nature in your school?” ranked fourth. However, the variability is high, as well as skewness and kurtosis. This implies that the data is not normally distributed.

Table 4.8: Descriptive Measurement of Teen Gang Violence

Measuring Gang Violence	Mean	Standard deviation	Skewness	Kurtosis
During the last week, how many times, if any, have you experienced an attack/fear in school?	4.79	0.06	-3.34	11.5
During the last week, how many times, if any, have you felt unsafe in school?	4.79	0.66	-3.75	14.5
During the last week, how many times, if any, have you experienced fear of attack/harm en route to/from school?	4.76	0.66	-3.25	11.1
During the last week, how many times, if any, have you carried a stick/club/bat to school for protection?	4.71	0.75	-2.88	8.04
During the last week, how many times, if any, have you carried a knife to school for protection?	4.71	0.71	-2.79	7.86
During the last week, how many times, if any, have you experienced unwanted sexually suggestive looks and gestures in your school?	4.57	1.87	18.9	492.6
During the last week, how many times, if any, have you been threatened to take/abuse drugs at school?	4.54	0.88	-1.98	3.33
During the last week, how many times, if any, have you been threatened or injured with a weapon at school?	4.52	1.01	-1.81	2.31
During the last week, how many times, if any, had property been damaged at school?	4.40	1.98	18.4	475.7
During the last week, how many times, if any, had property been stolen at school?	4.24	1.07	-1.21	0.51
During the last week, how many times, if any, have you been robbed at school?	4.12	1.25	-1.18	0.11
During the last week, how many times, if any, have you been involved in physical fights in school?	3.81	1.34	-0.70	0.83

Source: Researcher's fieldwork (2022)

The mean value for the question “During the last week, how many times, if any, have you experienced attack/fear in school?” is 4.79. The standard deviation value, which explains the rate at which the variation of the responses in relation to the mean, is 0.06. This implies that the level of variation of the average responses is at the rate of

0.06. The skewness value, which is used to explain the symmetric level of the distribution, is -3.34, implying that the data is negatively skewed. Lastly, the kurtosis value, which is used to explain the distribution tail of the data, is 11.5, implying that the data has a long distribution tail.

The mean value of the question “During the last week, how many times, if any, have you felt unsafe in school?” is 4.79, which represents the average value of the responses. The standard deviation value of the question is 0.66, which represents the level of variation of the responses. The skewness value is -3.75, which implies that the data is negatively skewed. The kurtosis value is 14.5, which implies that the data distribution tail is long.

Also, the mean value of the question “During the last week, how many times, if any, have you experienced fear of attack/harm en route to/from school?” is 4.79, which represents the average value of the response. The standard deviation value is 0.66, representing the variation level of the responses to the question. The skewness value is -3.25, which implies that the data is negatively skewed. The kurtosis value is 11.1, which implies that the data distribution tail is long.

Similarly, the mean deviation of the question “During the last week, how many times, if any, have you carried a stick/club/bat to school for protection?” is 4.71, which represents the average value of the responses. The standard deviation is 0.75, which represents the rate of variation of the responses. The skewness value is -2.88, which implies that the data is negatively skewed. The kurtosis value is 8.04, which implies that the data distribution tail is long.

Furthermore, the mean value of the question “During the last week, how many times, if any, have you carried a knife to school for protection?” is 4.71, which represents the average value of the responses. The standard deviation value is 0.71, which explains the variation of responses. The skewness value is -2.79, which implies that the data is negatively skewed. The kurtosis value is 7.86, meaning the data distribution tail is long.

Additionally, the mean value of the question “During the last week, how many times, if any, have you experienced unwanted sexually suggestive looks and gestures in your school?” is 4.57, which represents the average value of the responses. The value of standard deviation is 1.87, which represents the variation of the responses. The skewness value is 18.9, meaning the data is positively skewed. The kurtosis value is 492.6, which implies that the rate of distribution of the response is positively long.

Furthermore, the mean value of the response “During the last week, how many times, if any, have you been threatened to take abuse drugs at school?” is 4.54, which represents the average value of the responses. The standard deviation value is 0.88, representing the variation of the responses to the mean value. The skewness value is -1.98, indicating the data is negatively skewed. The kurtosis value is 3.33, implying that the data distribution tail is long.

Similarly, the mean value of the question “During the last week, how many times, if any, have you been threatened or injured with a weapon at school?” is 4.52, which represents the average value of the responses. The standard deviation is 1.01, which represents the variation of the responses. The skewness value is -1.81, which implies that the data is negatively skewed. The kurtosis value is 2.31, which implies that the distribution tail is long.

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The mean value of the question “During the last week, how many times, if any, had property been damaged at school?” is 4.40, which represents the average value of the responses. The standard deviation value is 1.98, representing the variation of the responses. The skewness value is 18.4, indicating the data is positively skewed. The Kurtosis is 475.7, which implies that the rate of distribution of the response is positively long.

In addition, the mean value of the question “During the last week, how many times, if any, had property been stolen at school?” is 4.24, which represents the average value of the responses. The standard deviation of the question is 1.07, which is the rate of variation of the responses. The skewness value is -1.21, which implies that the responses are negatively skewed. The kurtosis is 0.51, which implies that the rate of distribution of the responses within the mean is long.

Similarly, the mean value of the question “During the last week, how many times, if any, have you been robbed at school?” is 4.12, which represents the average value of the responses. The standard deviation is 1.25, representing the variation of the responses. The skewness of the data is -1.18, which implies that the data is negatively skewed. The kurtosis value is 0.11, which implies that the tail of the distribution is positive.

Lastly, the mean value of the question “During the last week, how many times, if any, have you been involved in physical fights in school?” is 3.81, representing the data's average value. The standard deviation is 1.34, representing the variation of the responses to the mean value. The skewness value of the data is -0.70, which means the data is negatively skewed. The kurtosis value is 0.83, which implies that the distribution tail is long.

The results show that “During the last week, how many times, if any, have you experienced attack/ fear in school?” ranked first. This is followed by “During the last week, how many times, if any, have you felt unsafe in school?” ranked second. Also, “During the last week, how many times, if any, have you experienced fear for attack/harm en route to/from school” ranked third; “During the last week, how many times, if any, have you carried a stick/club/bat to school for protection?” ranked fourth; and “During the last week, how many times, if any, have you carried a knife to school for protection?” ranked fifth. Nonetheless, the variability (based on standard deviation values) is high. Also, the data set is not normally distributed based on the kurtosis and skewness values.

Table 4.9: Descriptive Measurement of Vandalism

Questions	Mean	Standard deviation	Skewness	Kurtosis
During the last week, how many times, if any, have you experienced vandalism in your school?	4.26	1.22	-1.48	0.86
During the last week, how many times, if any, have you experienced the breaking of windows by fellow students	4.23	1.30	-1.48	0.73
During the last week, how many times, if any, have you experienced the breaking of doors?	4.22	1.25	-1.44	0.76
During the last week, how many times, if any, have you experienced drawing on desks and walls by fellow students?	4.19	1.27	-1.38	0.54
During the last week, how many times, if any, have you experienced diverse outdoor vandalism, such as uprooting flowers by fellow students?	4.12	1.27	-1.20	0.08
During the last week, how many times, if any, have you experienced sports equipment and field vandalism by fellow students?	3.76	1.50	-0.73	-1.09
During the last week, how many times, if any, have you experienced vandalisation of toilets used by educators or staff cars by fellow students?	3.06	1.62	0.08	-1.60

Source: Researcher's fieldwork (2022)

Table 4.9 above shows that the mean deviation for the question “During the last week, how many times, if any, have you experienced vandalism in your school?” is 4.26, which represents the average value of the responses. The standard deviation of the data is 1.22, which represents the variation of the responses. The skewness is -1.48, which means that the data is negatively skewed. The kurtosis value is 0.86, which represents the tail of the distribution.

Also, the mean value of the question “During the last week, how many times, if any, have you experienced the breaking of windows by fellow students?” is 4.23, which represents the average value of the responses. The standard deviation value is 1.30, which represents the variation of the responses. The skewness value of the data is -1.48, which implies that the data is negatively skewed. The kurtosis value is 0.73, which implies that the data distribution tail is long.

Additionally, the mean value of the question “During the last week, how many times, if any, have you experienced the breaking of doors?” is 4.22, which represents the average value of the responses. The standard deviation of the data is 1.25, which represents the variation of the responses. The skewness value of the responses is -1.38, which means the data is negatively skewed. The kurtosis value is 0.54, which implies that the data distribution tail is positively long.

Similarly, the mean value of the question “During the last week, how many times, if any, have you experienced diverse outdoor vandalism, such as uprooting flowers by fellow students?” is 4.12, which represents the average value of the responses. The standard deviation of the data is 1.27, which represents the variation of the data. The skewness value of the data is -1.20, which means that the data is negatively skewed. The kurtosis value of the responses is 0.5, which represents the data distribution tail.

Furthermore, the mean value of the question “During the last week, how many times, if any, have you experienced diverse outdoor vandalism, such as uprooting flowers by fellow students?” is 3.76, representing the average value of the responses. The standard deviation of the data is 1.27, which represents the variation of the responses. The skewness value of the data is -1.20, which means the data is negatively skewed. The kurtosis value is 0.08, which implies that the data distribution tail is long.


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In addition, the mean value of the question “During the last week, how many times, if any, have you experienced sports equipment and field vandalism by fellow students?” is 3.76, representing the average value of the distribution. The standard deviation value is 1.50, representing the variation in the responses. The skewness value is -0.73, which implies that the data is negatively skewed. The kurtosis value is -1.09, meaning the data distribution tail is negative.

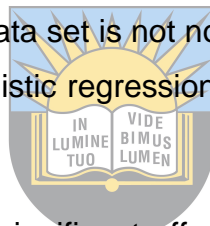
Lastly, the mean value of the question “During the last week, how many times, if any, have you experienced vandalisation of toilets used by educators or staff cars by fellow students?” is 3.06, representing the average value of the responses. The standard deviation value is 1.62, representing the rate of variation of the responses. The skewness value is 0.08, meaning the data is positively skewed. The kurtosis value is -1.60, meaning the data distribution tail is a negative standard deviation variation or

dispersion of a set of values. Skewness is when symmetrical or asymmetrical kurtosis is the heaviness of a stale distribution relative to a normal distribution tail.

From the results, it is evident that “During the last week, how many times, if any, have you experienced vandalism in your school?” ranked first, followed by “During the last week, how many times, if any, have experienced the breaking of windows by fellow students?” ranked second. Also, “During the last week, how many times, if any, have experienced the breaking of doors?” ranked third, while “During the last week, how many times, if any, have you experienced drawing on desks and walls by fellow students?” ranked fourth. Nonetheless, the variability (based on standard deviation values) is high. Also, the data set is not normally distributed based on the kurtosis and skewness values.

4.5 TEST OF HYPOTHESES

It should be noted that since the data set is not normally distributed, as shown by the skewness and kurtosis values, logistic regression was used to test the following null hypotheses:



- 1) Bullying in schools has no significant effect on the academic achievement of Grade 10 learners in Buffalo City Metropolitan Municipality (BCMM).
- 2) Sexual harassment in schools has no significant effect on the academic achievement of Grade 10 learners in BCMM.
- 3) Teen gang violence in schools has no significant effect on the academic achievement of Grade 10 learners in BCMM.
- 4) Vandalism in schools has no significant effect on Grade 10 learners' academic achievement.

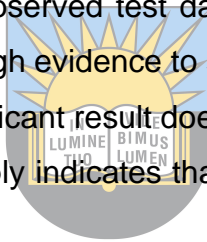
Table 4.10: Model Fitting Information, Goodness of Fit, and Pseudo R-Squared

Model fitting	0.51
Goodness of fit	0.291
Pseudo R-squared	0.33 (Nagelkerke)

Source: Researcher’s fieldwork (2022)

4.5.1 Model Fitting Information

Model fitting is used to explain the significance of the model developed to explain the independent and dependent variables compared to the null model. A model is said to fit if its significant value is 0.5. If the model is significant, it shows a significant improvement in fit compared to the null model. Hence, the model is said to show a good fit. It is expected that the intercept model and the final model should be significant. In this case, it is insignificant, as the significant value is 0.51, which means there is no significant improvement in fit compared to the null model. So, the model does not show a good fit. When the significant value is 0.51, it means that the result of the statistical test is not statistically significant. In other words, no significant evidence exists to reject the null hypothesis. In statistical hypothesis testing, the p-value is the probability of observing a test statistic as extreme as or more extreme than the one calculated from the sample data, assuming the null hypothesis is true. A p-value of 0.51 indicates that the observed test data is not unusual or extreme. This value shows that there is not enough evidence to support the model. In summary, it is important to know that a non-significant result does not necessarily mean no effect or relationship with the model; it simply indicates that either the sample or variable size is too small.



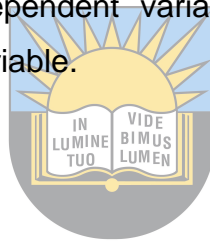
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4.5.2 Goodness of Fit

The goodness of fit statistics indicates a poor fit if the significant value is less than 0.05. Thus, the model adequately fits the data since the p-value is greater than 0.05. A goodness of fit test, in general, refers to measuring how well the observed data corresponds to the fit model. A goodness of fit is typically evaluated using statistical tests that compare the observed data with the expected distribution under a particular hypothesis. The significant value, also known as the p-value, is a measure of the probability of obtaining tested data at least as extreme as the one calculated from the sample data, assuming that the null hypothesis is true. Goodness of fit is an important concept because it helps to determine whether the model is a good representation of the data. A high p-value indicates that the model is a good fit for the data, meaning that the independent variable in the model explains a larger proportion of the variation in the dependent variable.

4.5.3 Pseudo R-squared

In statistical analysis, the pseudo-R-squared value refers to a measure of how well a statistical analysis fits the data. Unlike the R-squared value used in linear regression, which provides a direct measure of the proportion of variance explained by the model, pseudo-R-squared values are calculated based on different methods depending on the type of model used. Pseudo means it does not technically explain the variation in performance, but it can be used as an approximate variation in the dependent variable (DV). In this case, the researcher used the Nagelkerke pseudo-R-squared measure. The Nagelkerke value is commonly used to measure goodness of fit. A higher value indicates a better fit of the model to the data. The Nagelkerke value is often used because it measures the proportion of variation in the dependent variable that the independent variables in the model can explain. A higher Nagelkerke value indicates a better fit of the model to the data. In this case, the Nagelkerke value of the data is 0.33. This means that the independent variables explain a 3.3% variation in performance on the dependent variable.



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Table 4.11: Effects of certain variables (Bullying, Sexual harassment, Teenage gang, and Vandalism) on Grade 10 learners' Academic achievement

Variable	Univariate logistic		Multivariate logistic	
	COR [95% CI]	p-value	AOR [95% CI]	p-value
Bullying				
Never	0.543 [-1.716 – 0.497]		0.473 [0.712] 0.315	
Less than 5 times	0.575 [-1.403 – 0.299]		0.481 [1.843] 0.748	
6 – 10 times	0.978 [-0.505 – 0.462]	<0.004*	0.945 [0.634] 0.056	<0.003*
11 – 15 times	1.150 [-0.177 – 0.452]		0.912 [0.447] 0.674	
Always	1		1	
Sexual Violence				
Never	0.375 [-3.253 – -1.292]		1.67 [1.21 – 3.81]	
Less than 5 times	0.945 [-0.671 – 0.536]		1.39 [1.02 – 2.66]	
6 – 10 times	0.928 [-0.505 – 0.462]	<0.001*	1.31 [1.00 – 3.11]	<0.003*
11 – 15 times	0.805 [-0.072 – 0.504]		1.68 [1.33 – 4.12]	
Always	1		1	
Teen Gang				
Never	0.875 [-2.950 – 2.621]		1.197 [2.666] 0.903	
Less than 5 times	0.678 [-1.357 – 0.581]		0.772 [0.958] 0.677	
6 – 10 times	0.581 [-0.995 – -0.091]		0.489 [-1.303] 0.016	
11 – 15 times	0.829 [0.509 – 0.135]		0.655 [-0.797] 0.027	
Always	1	<0.009*	1	<0.005*
Vandalism				
Never	0.760 [0.839 – 0.290]	<0.004*	1.101 [0.811] 0.789	<0.002*
Less than 5 times	0.831 [0.697 – 0.327]		0.976 [0.571] 0.836	
6 – 10 times	1.269 [-0.155 – m0.632]		0.755 [0.719] 0.210	
11 – 15 times	1.269 [-0.155 – m0.632]		1.32 [0.665] 0.142	
Always	0		1	

Table 4.11 shows that the effect of violence on academics was measured using factors such as *Bullying, Sexual Harassment Violence, Teen Gang Violence, and Vandalism Violence*. These factors were analysed on a five-point Likert scale to measure the students' exposure to them and analyse their effect on their academic performance. On this scale, 5 = Always, 4 = 11 – 15 times, 3 = 6 – 10 times, 2 = Less than 5 times, and 1 = Never.

Bullying (Never = AOR: 0.473, CI [-2.208 – 0.473], Less than 5 times = AOR: 0.481 CI: [-1.843 – 0.382], 6 – 10 times = AOR: 0.945 CI: [-0.634 – 0.521], 11 – 15 times = AOR: 0.912 CI: [-0.263 – 0.447]).

Sexual Harassment Violence (Never = AOR: 0.895, CI [-2.644 – 2.424], Less than 5 times = AOR: 0.466 I: [-0.138 – 1.663], 6 – 10 times = AOR: 0.678 CI: [-0.109 – 0.944], 11 – 15 times = AOR: 0.766 CI: [-0.710 – 0.603]).

Teens Gang Violence = (Never = AOR: 1.197 CI: [-3.046 – 2.666], Less than 5 times = AOR: 0.772 CI: [-1.474 – 0.958], 6 – 10 times = AOR: 0.489 CI: [-1.303 – 0.133], 11 – 13 times = AOR: 0.655 CI: [-0.797 – 0.047]).

Vandalism = (Never = AOR: 1.101 CI: [-0.616 – 0.811], Less than 5 times = AOR: 0.976 CI: [0.620 – 0.571], 6-10 times = AOR: 0.755 CI: [-0.159 – 0.719], 11 –15 times = AOR: 1.320 CI: [-0.098 – 0.665]). This implies that these factors have significant effects on academic performance.



The next section explains the findings of specific independent variables on Grade 10 learners' academic achievement within BCMM secondary schools.

4.6 EXPLAINING THE EFFECTS OF STUDY VARIABLES ON LEARNERS' ACADEMIC ACHIEVEMENT BASED ON THIS STUDY'S FINDINGS

From the above table, those who have never experienced bullying compared to those who have always experienced it are -0.748 less likely to fail rather than pass. This implies that those who never experience bullying are less likely to perform negatively academically. However, the impact is insignificant if the p-value is greater than 0.5 (p-value = 0.315). This means that the model used in explaining this study does not fit. The level of academic performance is best explained using internal factors such as IQ level; however, this study adopted an external approach, such as violence, to explain academic performance.

Those who rarely experience bullying are -0.731 less likely to fail rather than pass compared to those who always experience bullying. This implies that those who rarely experience bullying are less likely to have poor performance in school compared to those who always experience bullying. However, the impact is insignificant if the p-

value is greater than 0.05 (p-value = 0.198). This means that the model used in this study does not fit well in the analysis of academic performance.

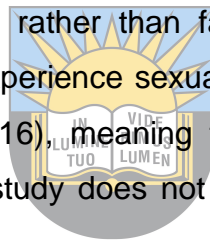
Academic achievements are typically analysed by measuring intelligence levels, among others; however, in this study, the researcher used bullying to measure academic performance. Also, those who sometimes experience bullying in school compared to those who always experience bullying are -0.056 less likely to fail than pass. This implies that those who sometimes experience bullying are more likely to perform excellently academically than those who always experience bullying. However, the impact is insignificant if the p-value is greater than 0.05 (p-value = 0.848). This model is insignificant because it does not fit the analysis of academic performance well.

Similarly, those who have experienced bullying many times are 0.092 more likely to fail than pass compared to those who rarely or sometimes experience bullying, but if compared with those who experience bullying always, they are more likely to pass than fail. This means that those who always experience bullying are more likely to perform poorly in their academics compared to those who rarely or sometimes experience bullying. However, those who have experienced bullying many times are more likely to pass compared to those who always experience bullying. The p-value is greater than 0.05 (p-value = 0.614), meaning the impact is insignificant. This indicates that the model used in this study does not adequately explain academic achievement.

Also, Table 4.11 above shows that those who never experienced sexual violence are -0.110 less likely to fail than pass in their academics. This implies that those who never experienced sexual violence are less likely to perform poorly in their academics. However, the p-value is greater than 0.05 (p-value = 0.973), indicating that the impact is insignificant. The model adopted does not adequately explain the dependent variable. Those who rarely experience sexual violence are -0.762 less likely to perform poorly in their academic performance rather than to perform well. This implies that those who rarely experience sexual violence are more likely to have higher grades in their courses compared to those who always experience sexual violence. However, the p-value is greater than 0.05 (p-value = 0.97), indicating that the impact is

insignificant. This means the model used in this study does not fit well in analysing academic achievement.

Academic performance is measured using intelligence level and other related measures; however, this study used sexual violence. Those who sometimes experience sexual violence are 0.388 more likely to perform positively in their academic performance compared to those who always experience sexual violence. This implies that those who sometimes experience sexual violence are more likely to have better grades compared to those who always experience sexual violence. However, the p-value is greater than 0.05 (p-value = 0.172), meaning the impact is insignificant. This means that despite the variation of effects, the model does not adequately explain the DV. Similarly, those who experience sexual violence most times are -0.714 less likely to fail than pass compared to those who always experience sexual violence. This implies that those who, most of the time, experienced sexual violence are more likely to pass rather than fail in their academic performance compared to those who always experience sexual violence. However, the p-value is greater than 0.05 (p-value = 0.016), meaning the impact is insignificant. This is because the model used in this study does not adequately explain the dependent variable.



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In addition, those who never experience gang fights are 0.180 more likely to pass than fail academically compared to those who always or rarely experience gang fights. This implies that those who have never experienced gang fights are likely to perform excellently in their academics compared to those who have always experienced gang fights. However, the p-value is greater than 0.05 (p-value = 0.902), meaning the impact is insignificant. This is because the model used in this study does not perfectly explain the DV. Also, those who rarely experience gang fights are -0.258 less likely to fail than pass compared to those who always experience gang fights. This implies that those who rarely experience gang fights are more likely to perform well in their academics compared to those who always experience gang fights. However, the p-value is greater than 0.05 (p-value = 0.677), meaning the impact is insignificant. This is because the model used in this study does not adequately explain the DV; that is, the model does not explain academic performance compared to using the IQ model. Also,

those who sometimes experience gang fights are 0.718 less likely to fail rather than pass compared to those who always experience gang fights.

This means that those who sometimes experience gang fights will have a better academic performance compared to those who always experience gang fights. However, the p-value is greater than 0.05 (p-value = 0.016), meaning the impact is insignificant. This is because the model used in this study does not adequately explain the DV.

Academic performance is always best explained by considering internal factors such as intelligence level, reading duration, and reading style, among others. However, this study used external factors such as gang fights to measure academic performance. Similarly, those who experience gang fights most of the time are -0.422 less likely to fail than pass compared to those who always experience gang fights. This implies that those who most times experience gang fights perform well in their academics compared to those who always experience gang fights. However, the p-value is greater than 0.05 (p-value = 0.27), meaning the impact is insignificant. This is because the model does not adequately explain academic performance.

Lastly, those who have never experienced vandalism are 0.097 more likely to pass than fail than those who have always experienced vandalism. This implies that those who have never experienced vandalism are more likely to perform well academically than those who have always experienced vandalism. However, the p-value is greater than 0.05 (p-value = 0.986), meaning the impact is insignificant. This is because the model does not adequately explain the Dependent Variable. Also, those who rarely experience vandalism are 0.24 less likely to pass than fail compared to those who never experience vandalism, and compared to those who always experience vandalism, they are less likely to fail than pass. This means that those who rarely experience vandalism will perform academically less than those who never experience vandalism, and those who rarely experience vandalism are less likely to fail than those who always experience vandalism. However, the p-value is greater than 0.05 (p-value = 0.936), meaning the impact is insignificant. This is because the model used for this study does not fit to explain the DV.

Academic performance is best explained using individual characteristics like IQ; however, this study used environmental factors to explain academic performance. Similarly, those who sometimes experience vandalism are 0.280 more likely to pass than fail compared to those who always experience vandalism; at the same time, they are more likely to fail than pass compared to those who rarely and never experience vandalism. This means that those who sometimes experience vandalism are more likely to perform well in their academic activities than those who always experience vandalism. Similarly, they are also more likely to fail than pass in their academic performance compared to those who never or sometimes experience vandalism acts. However, the p-value is greater than 0.05 (p-value = 0.210), meaning the impact is insignificant. This is because the vandalism model does not best fit to explain academic performance.

Lastly, those who experience vandalism most of the time are 0.285 more likely to pass than fail than those who always experience vandalism, and they are also 0.285 more likely to pass than fail compared to those who never, rarely, or sometimes experience vandalism. This means that when compared to those who always experience vandalism acts, people who most times experience vandalism acts are more likely to do well in their academic performance; however, they are more likely to fail rather than those who never, rarely or sometimes experience vandalism. However, the p-value is greater than 0.05 (p-value = 0.142), meaning the impact is insignificant. This is because the model used to explain the DV is not a perfect fit.

4.7 DISCUSSION OF FINDINGS FROM THE RESEARCH QUESTIONS

The study examined the effect of selected forms of school violence on Grade 10 learners' academic achievement in Buffalo City Metro secondary schools.

4.7.1 Cumulative effect of bullying on Grade 10 learners' academic achievement

The result indicates that bullying affects learning and academic performance. That is, learners who have experienced bullying in a class or school environment are more likely to perform negatively academically, while those who have never experienced bullying in a class or school environment are less likely to perform negatively. This indicates that Grade 10 learners who are exposed to some forms of bullying in BCMM

schools are more likely not to perform well in school academically. This result agrees with the findings of Vanlalduhsaki et al. (2018), who state that bullying has a long-term effect on learners, especially their academic performance. This is because learners who are bullied in school are more likely to miss classes, feel unsafe, and lack concentration, which in turn affects their academic outcomes. Similarly, the result is consistent with the findings of UNESCO (2019) that, typically, learners who are bullied have worse educational outcomes. In other words, students experiencing bullying either within or outside the school environment are likely to have poor academic performance. The findings are consistent with the results of past studies (Baruth & Mokoena, 2016; Graham, 2016; Haroon, 2018; Mosia, 2015; Nconsta & Shumba, 2013; Olusegun, 2017; Singh & Steyn, 2014; Stanley, 2014) that report bullying has negative consequences on the general school climate, for the learners to learn, and for the educators to teach in a safe environment without fear.

Roman and Murillo (2011) found that poor academic performance due to bullying often manifested in core subjects such as mathematics. Hence, bullying often manifests in poor academic performance in mathematics and reading. This could be true because mathematics requires full concentration, and learners who are bullied may be psychologically affected and made emotionally weak by the experience of such acts (Raqqah et al., 2017). Similarly, the social discipline model of Dreikurs (1986) also supports the findings. Dreikurs (1986) found that learners' poor academic performance could be attributed to problematic behaviours in the school environment, such as bullying. For instance, verbal, physical, social, and electronic bullying could affect learners psychologically and academically if they do not have anyone with whom to share their experience.

However, sometimes, bullied students perform better academically if they are engaged in extracurricular activities (Chandran, Namboodiripad & Madhavan, 2018). This is closely related to ecological systems theory, which highlights the profound impact of everyday contexts on child development. This asserts that factors such as family, school, community, peer pressure, and mass media play a crucial role in shaping learners' behaviours (Bronfenbrenner, 1979, cited in Ward, van der Merve & Dawes, 2012, p. 69). The authors Ward, van der Merve, and Dawes (2012) further highlight that children who struggle academically, drop out of school, lack commitment, have

low educational goals, and change schools are more prone to engaging in violent behaviour. When learners are exposed to violence in their daily environments, they may adopt these negative behaviours and replicate them at school. This is particularly true for those from unstable or abusive family backgrounds, who may resort to violence as a means of coping with their emotions and frustrations, thus affecting learners' academic and school progress.

In addition to the above findings, this study concludes that intimidation, spreading rumours, downgrading, physical assault, imposing will, destruction of property, seclusion, and insults are experienced by some Grade 10 learners in BCMM secondary schools. This implies that most learners do not experience bullying in their school. However, this does not mean bullying is absent in the school.

Makwanise (2021) found that some students bullied their peers by making them clean their shoes or pressuring them to give money for drugs, especially those struggling with addiction. This aligns with the findings of other scholars (Baruth & Mokoena, 2016; Harber & Mncube, 2017), who state that direct bullying involves physical or verbal attacks, and indirect bullying is characterised by covert actions like spreading rumours or excluding others, which may have an indirect impact on learners' academic achievement.



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4.7.2 Effect of Sexual Harassment on Learners and Their Academic Achievement

The relationship between sexual harassment violence and Grade 10 learners' academic achievement in BCMM was tested, and the study found that Grade 10 learners who rarely experience sexual violence are less likely to perform poorly academically compared to those who often experience sexual violence. This implies that learners who experience sexual violence are more likely to have poor academic performance, while those who rarely experience sexual violence are more likely to have higher grades. This result aligns with Joubert et al. (2015), who found that most cases of sexual violence in South African schools are with learners within Grades 10 to 12. More so, sexual violence is not limited to a particular sex; both sexes could experience sexual violence in school, which can negatively influence their academic performance (Le Mat, 2017). However, girls are more likely to experience sexual

violence than boys; hence, such sexual violence in school could negatively affect their academic performance. Likewise, learners who are exposed to any form of school violence often suffer emotional scars, leading to potential academic setbacks because of this traumatic experience (Khumalo, 2019, p. 8).

The result agrees with Altinyelken and Le Mat (2018, p. 570), who found that sexual violence usually affects academic performance. This is because learners who have experienced sexual violence may have lost interest in education, changed schools, been absent from school, and eventually dropped out, which may affect their academic achievement. This study argues that the experience of sexual harassment by Grade 10 learners could have an impact on their academic achievement; this agrees with Muhangi (2017), who found that the prevalence of sexual and gender-based violence (GBV) among school children has led to poor academic performance and a disturbing trend of school dropout. This is also similar to findings by Victoria (2019), who reports that sexual violence in school is a significant impediment to excellent academic performance. The author notes that it can take learners who are sexually abused in school weeks or years to get back to school; they feel embarrassed, depressed, and lack concentration in class, which subsequently results in poor academic performance.

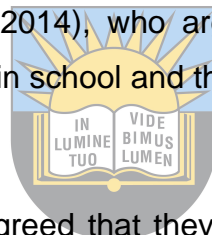
4.7.3 The Impacts of Teen Gang Violence on Grade 10 Learners and Their Academic Achievement

The results from this study indicate that those Grade 10 learners who never or rarely experience gang fights in the school environment are more likely to perform well academically than those who often experience gang fights. In other words, those who experienced gang violence in school are more likely to be negatively affected academically. This result aligns with findings by Baruth and Mokoena (2016), who found that the activities of gang members in the school environment usually affect learning and often cause absenteeism among students.

This study also found that Grade 10 learners experienced situations where their belongings had been damaged at school. Baruth and Mokoena (2016) found that gang violence in school usually results in anxiety, insomnia, and nightmares, which can affect academic performance.

This study also found that some Grade 10 learners have experienced situations where they have had to carry a stick/club/bat to school for protection, experienced situations where they have had to carry a knife to school for protection, experienced situations where they have had to carry a weapon or sharp object to school for protection, and experienced situations where they had been threatened or injured with a weapon at school. This is similar to the study of Harber and Mncube (2017), who found that most young learners commonly possess dangerous weapons and claim that older learners force them to carry drugs, so they need weapons to protect themselves from being bullied by older learners.

Furthermore, according to findings by Hlatshwayo (2018), learners fear walking to school alone due to concerns about being attacked by gang members. Crawford and Burns (2015) found that gang crimes, threats with weapons, and bullying were all positively related to the different measures of school violence. The result agrees with Nncube and Madikizela-Madiya (2014), who argue that gangsterism is a serious problem that could incite violence in school and threaten the security of both learners and teachers.



Some participants in this study agreed that they had experienced situations where their belongings had been stolen at school, experienced situations where they had been robbed at school, and experienced situations where they had been involved in physical fights at school. Khumalo (2019) states that school violence is detrimental, and no teaching can occur in an environment where fear, intimidation, low self-esteem, and undermining occur. Dreikurs' social discipline model advises that school heads should promote equality, respect, cooperation, and self-discipline to promote a safe learning environment for learners and ensure a peaceful learning environment (Dreikurs, 1986, cited in Kambuga, 2017, p. 27). However, Mncube and Steinmann (2014) affirm that the experience of gang violence in school could prompt some learners to drop out of school due to a lack of concentration. These findings correspond with Gulliford (2019), who found that gang violence in school, such as school shootings and stabbings, has the potential to cause behavioural problems among learners, which will subsequently affect their academic outcomes negatively. Garnet (2013) also found a correlation between violence occurring on school premises and issues such as classroom behavioural problems, violence among teenage friends,

neighbourhood safety, and family size. Shumba (2013, p. 9) notes that when the learning environment (microsystem) lacks support, it can lead to unsatisfactory outcomes and a hostile atmosphere within the classroom.

4.7.4 The Effect of Vandalism on Grade 10 Learners' Academic Achievement

Finally, the study tested the relationship between vandalism and Grade 10 learners' academic achievement and found that those who never or rarely experience vandalism in the school environment are more likely to perform well academically than those who often experience any act of vandalism. In other words, those who often experience any form of vandalism in school are more likely to have poor academic performance than those who never or rarely experience vandalism in school. The result aligns with Adams and Hannum (2016) and Yildirim (2017), who found that vandalism in school often results in learners' indiscipline, drug abuse, poor grades in subjects, and, ultimately, poor academic achievement. This is because vandalism is a serious problem in many schools, especially in high schools, and it can potentially affect and disrupt academic achievement. Similarly, Nconsta and Shumba (2013) found that school vandalism negatively affects learners' academic activities. In a study by Yildirim (2017), 27.5% of high school learners strongly agreed to commit school vandalism due to a lack of discipline in their school (Yildirim, 2017, p. 44).

Although Dreikurs' social discipline model describes the misbehaviours of the learners as a form of gaining power among their peers, which is a mistaken assumption (Dreikurs, 1986), that is, learners engage in acts of vandalism in the mistaken assumption that it gains them influence; however, it often jeopardises the academic achievement of other learners. Also, the patterns of activities and interpersonal relationships experienced by the individual in the immediate context, such as the classroom or the school, directly affect them (Bronfenbrenner, 1979, cited in Adam & Hannum, 2016, p. 9).

In addition, ecological systems theory proposes changes to the legal framework and educational policies on school violence. This plays an important role in shaping the future of education and promoting the holistic development of Grade 10 learners in schools (Bronfenbrenner, 1979, as stated in Sherer & Sherer, 2011, p. 686).

In summation, the relationship between stress caused by bullying, sexual harassment, teen gang violence, and vandalism and academic achievement is significant. High levels of these selected forms of school violence can impair cognitive functions such as memory, attention, and problem-solving skills, leading to poorer academic outcomes. Additionally, Grade 10 learners who are bullied or have experienced other forms of school violence may experience absenteeism, further hindering their educational progress. The interruption in learning and emotional distress can create a cycle where learners' academic achievement continues to suffer for extended periods.

4.8 THE IMPLICATION OF THEORETICAL THEORIES ON THE FINDINGS OF THIS STUDY

This study used two theories: Dreikurs' social discipline model is the best model for understanding children and adolescent behaviour found in the work of Adler (1964): concepts of social interest, mistaken goals, and purposive behaviour (McWhirter et al., 2017). Dreikurs' analysis of child behaviour shows that a child's problematic or inappropriate behaviour is because of the learner's inability to fit in or a problem of acceptance or isolation. The model correlates with the findings of this study because, as shown in Table 4.2, 9.7% of Grade 10 learners in BCMM had experienced someone intentionally leaving them out of class activities about 6 to 10 times a week. Learners who have experienced any form of school violence, whether in school, at home, or in the community, may find it difficult to fit into their learning environment, which may lead to their inability to concentrate at school or be absent from school. This, in return, may negatively impact their academic progress. Another example of learner misbehaviour is vandalism. Table 4.11 shows that 16.8% of Grade 10 learners in Buffalo City District had experienced vandalism less than 5 times a week. It is argued that the experience of vandalism in schools adversely affects learners' academic achievement.

The Bronfenbrenner ecological systems theory provides invaluable insights into how young individuals develop, emphasising that children bring their unique characteristics into the various environments they inhabit. Central to this theory is the understanding that a child's behaviour is significantly influenced by their immediate surroundings, particularly their families, which serve as the foundational support system in their early years. The application of this theory is particularly relevant in the context of education as it sheds light on how different ecological systems can influence children's different

stages of development and their educational outcomes. Schools are microcosms of society, meaning that violent communities tend to have higher rates of violence in their schools. The theory holds that a child's development is affected by everything surrounding them, and this is divided into five ecological systems: microsystem, mesosystem, ecosystem, macrosystem, and chronosystem (Analisah & Indartono, 2018). Bronfenbrenner's ecological systems theory helped the researcher to explain the external factors such as school, peer group, and community that can impact Grade 10 learners' academic progress.

4.9 CHAPTER SUMMARY

This chapter covered the presentation and analysis of data collected by administering validated structured questionnaires and reviewing the participant's term mark/reports documentation. The general profile of the participants was outlined using frequency and percentage as well as appropriate visualisation techniques; the analysis and results discussion followed. The data was analysed based on the sub-research questions based on the main research question. The findings were presented clearly and concisely, highlighting key trends and patterns observed in the data. Additionally, comparisons were made between participants' responses to provide a comprehensive analysis of the results. The implications of the findings were also discussed in relation to existing literature, shedding light on the significance of the research findings in the broader context of the field. In conclusion, this chapter analysed the data collected and briefly summarised the study findings. The next chapter discusses the study's findings, conclusion, and recommendations.

CHAPTER FIVE

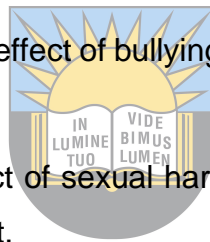
DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 CHAPTER REVIEW

The study examined the effect of selected forms of school violence on Grade 10 learners' academic achievement within Buffalo City District in the Eastern Cape Education Province, South Africa. This chapter presents a summary of the results from the previous chapter (Chapter 4). Four research hypotheses were formulated and tested using logistic regression; the results have been presented in Chapter 4 of this thesis. Thus, conclusions and recommendations are presented based on the study findings.

The objectives of the study were:

- 1) To examine the cumulative effect of bullying violence on the Grade 10 learners' academic achievement.
- 2) To explain the relative effect of sexual harassment on Grade 10 learners and their academic achievement.
- 3) To explain the experience of teen gang violence and how often it affects Grade 10 learners' academic achievement.
- 4) To determine how often the Grade 10 learners experience vandalism and how it influences their academic achievement.



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5.2 SUMMARY OF FINDINGS FROM THE STUDY

- 1) What were the composite effects of bullying on Grade 10 learners and their academic achievement in Buffalo City Metropolitan Municipality secondary schools?

The summaries of the study findings are:

- a) The results regarding the distribution of participants according to how many times, if any, someone tried to make Grade 10 learners do things they did not want to do, for example, extorting them or collecting their snacks in school the

previous week, show that 78.5% never had such an experience, 8.4% had the experience less than 5 times, 7.7% had such experience about 6 to 10 times, 3.3% between 11 to 15 times, and 2.1% had such experiences always. This implies that most respondents had never experienced someone trying to make them do things they did not want to do, for example, extorting them or collecting their snacks in school during the previous week. Also, the results for the distribution of respondents according to how many times, if any, someone destroyed their property on purpose in their school in the previous week shows that 81% never had such an experience, 6.1% had the experience less than 5 times, 5.9% had such experience about 6 to 10 times, 4% between 11 to 15 times, and 3% had such experiences always. This implies that some of the Grade 10 learners had never experienced someone intentionally destroying their property (belongings) in their school during the previous week.

- b) The analysis shows that “Has someone made fun of you, called you names or insulted you in your school?” ranked first, followed by “Has someone spread rumours about you in school?” ranked second, “Has someone pushed you, shoved you, tripped you, or spit on you in your school?” ranked third, and “Has someone threatened you with physical harm in your school?” ranked fourth. Based on the skewness and kurtosis results, the data set is not normally distributed.
- c) Academic achievements are analysed by measuring intelligence levels, among others; however, in this study, the researcher used bullying to measure academic performance. Also, those who at times experience bullying in school compared to those who always experience bullying are -0.056 less likely to fail than pass. This implies that those who never experience bullying are more likely to perform excellently academically. Similarly, those who experience bullying many times are 0.092 less likely to pass than fail compared to those who never or sometimes experience bullying, but if compared with those who experience bullying always, they are more likely to pass rather than fail. This means that those who always experience bullying are more likely to perform poorly in their academics compared to those who rarely or sometimes experience bullying. However, those who experience bullying many times are more likely to pass

compared to those who always experience bullying. However, the p-value is greater than 0.05 (p-value = 0.614), meaning the impact is insignificant.

It can be concluded that intimidation, spreading rumours, downgrading, physical assault, imposing will, destruction of property, seclusion, and insults were experienced by a few Grade 10 learners in this study. Moreover, some learners in this study reported being bullied. It is argued that bullying may adversely impact learners' academic achievement.

- 2) What are the relative effects of sexual harassment on Grade 10 learners and their academic achievement in BCMM?

The following findings emerged from this research:

- a) Based on the results of the distribution of respondents according to how many times, if any, they experienced unwanted teasing, jokes, or remarks relating to sex in their school in the previous week, 73.7% never had such an experience, 9.6% had the experience less than 5 times, 10.5% had such experience about 6 to 10 times last week, 5.3% between 11 to 15 times, and 0.9% had such experiences always. This implies that the majority of the respondents never experienced unwanted teasing, jokes, or remarks relating to sex in their school during the previous week.
- b) The study further found that “Have you experienced unwanted pressure for sex in your school?” ranked first, followed by “Have you experienced unwelcome physical contact such as touching, learning, or deliberate brushing off your body against the wall in your school?” ranked second, “Have you experienced repeated attempts to make a date which is unwanted in your school?” ranked third, and “Have you experienced unwanted phone calls, letters, email messages, or faxes which are of a sexual nature in your school?” ranked fourth.
- c) The study findings imply that those who never experience sexual violence are more likely to have better grades compared to those who always experience sexual violence. However, the p-value is greater than 0.05 (p-value = 0.172), meaning the impact is insignificant. This means that despite the variation of effects, the model does not adequately explain the DV. Similarly, those who

experience sexual violence most of the time are -0.714 less likely to fail than those who always experience sexual violence.

d) The study found that some of the Grade 10 learners had experienced the following in school: unwanted pressure for sex, unwelcome physical contact such as touching, learning or deliberate brushing off their body against the wall, repeated attempts to make an unwanted date, unwanted sexual phone calls, letters, email messages, or faxes, unwanted teasing, jokes, or remarks relating to sex, unwanted sexually suggestive looks and gestures, unwanted displays of visual material of sexual nature, such as slides, photos, posters, and online materials, among others, and experienced obscene/sexual jokes demeaning a gender. It is argued that the experience of sexual harassment can impact learners' academic achievement.

3) How often did Grade 10 learners experience teen gang violence and its effects on their academic achievement in BCMM?

a) The study also found that some Grade 10 learners had experienced the following in school: attack/fear/feeling unsafe, fear of attack/harm en route to/from school, carrying a stick/club/bat to school for protection, carrying a knife or other sharp object to school for protection, being threatened or injured with a weapon, having their belongings damaged, having their belongings stolen, being robbed, and being involved in physical fights at school. It is argued that school learners being exposed to teen gang violence in schools can negatively affect their academic performance.

b) From the descriptive analysis of the effect of teen gang violence, the study findings show that "During the last week, how many times, if any, have you experienced attack/fear in school?" ranked first, followed by "During the last week, how many times, if any, have you felt unsafe in school?" ranked second, "During the last week, how many times, if any, have you experienced fear for attack/harm en route to/from school?" ranked third, "During the last week, how many times, if any, have you carried a stick/club/bat to school for protection?" ranked fourth, and "During the last week, how many times, if any, have you carried a knife to school for protection?" ranked fifth. Nonetheless, the variability (based on standard

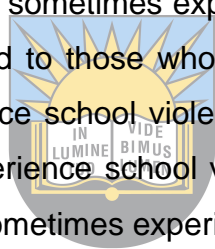
deviation values) is high. In addition, based on the kurtosis and skewness values, the data set is not normally distributed.

- c) The study revealed that those who never experience gang fights are more likely to pass academically than those who always experience gang fights or rarely experience gang fights. This implies that those who never experience gang fights are likely to perform excellently in their academics compared to those who always experience gang fights.
- 4) How often did Grade 10 learners experience vandalism, and how did it affect their academic achievement?
- a) The study found that few Grade 10 learners had experienced vandalism, such as the breaking of windows by fellow students, breaking of doors, experienced diverse outdoor vandalism, such as uprooting flowers by fellow students, experienced sports equipment and field vandalism by fellow students, and experienced the vandalisation of toilets by fellow students. It is argued that the experience of vandalism could adversely impact students' performance in school if the learning environment is not conducive to the teaching and learning process.
- b) The study found that 58.4% of the Grade 10 learners never had such an experience, 8.2% had the experience less than 5 times the previous week, 11.6% had such experience about 6 to 10 times the previous week, while 10.2% between 11 to 15 times the previous week, and 11.6% had such experiences always. This implies that the majority of the respondents had never experienced vandalisation by fellow students in their school during the previous week. The study argues that this does not imply that vandalism is not a problem in schools, as vandalism has cost the South African Government a tremendous amount of money to repair the furniture at schools and renovate the school buildings vandalised by people from the community.
- c) The study also found that vandalism was evident in schools. The result shows that “During the last week, how many times, if any, have you experienced vandalism in your school?” ranked first, followed by “During the last week, how many times, if any, experienced the breaking of windows by fellow students?” ranked second, “During the last week, how many times, if any, have

experienced the breaking of doors?” ranked third, and “During the last week, how many times, if any, have you experienced drawing on desks and walls by fellow students?” ranked fourth. Nonetheless, the variability (based on standard deviation values) is high. Also, the data set is not normally distributed based on the kurtosis and skewness value.

5.3 GENERALISING THE STUDY FINDINGS

Based on the above data analysis, the overall summary of study findings is that violence negatively affects learners’ academic achievement as those who never experience any form of violence (bullying, sexual harassment, teenage gang violence, and vandalism) are more likely to pass rather than fail in their academic performance. Similarly, those who rarely experience violence are less likely to fail in their academic performance compared to those who sometimes or many times experience any form of violence. In addition, those who sometimes experience violence are more likely to pass in their academics compared to those who experience school violence many times. Lastly, those who experience school violence many times are more likely to pass than those who always experience school violence but are less likely to pass than those who never, rarely, or sometimes experience school violence.



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Although the data shows a possible correlation between school violence and academic achievement, the model was not adequate in explaining the effects of selected forms of school violence on learners’ academic achievement, implying that the independent variables are external factors. This is because academic performance is best explained through models that emphasise internal factors such as intelligence (IQ), rate of assimilation, and reading style, among others. However, this study adopted a model that adopted external factors such as bullying, sexual violence, gang fights, and vandalism, all of which were assumed to influence academic performance; however, as a model, this does not adequately explain academic performance. The fact that this model does not fit does not imply that it cannot be applicable to explaining the dependent variables. This is because the confidence level of the model is significant.

In conclusion, school violence has a significant effect on the academic achievement of learners, and as such, there is a need to address this to enable learners to perform academically to the best of their abilities.

More importantly, Bronfenbrenner's ecological systems theory and Dreikur's social discipline model adopted in the study helped to explain the effect of external factors such as family background, community, social media, peer group pressure, and school since children learn from their communities, whether it is good or bad behaviour and children replicate this behaviour when out in public, especially at school.

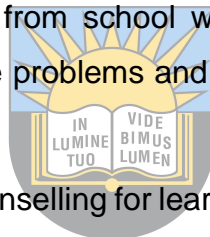
5.4 RECOMMENDATIONS

Based on the analysis of results and interpretation of the findings, the study concludes that bullying, sexual harassment, teen gang violence, and vandalism in school significantly affect learners' academic achievement. Consequently, the following recommendations are made:

- 1) The study emphasized the importance of creating a safe learning environment for teachers and learners that will not tolerate any form of school violence. Moreover, learners should prioritise their mental well-being by reporting any experienced forms of school violence to school authorities.
- 2) Integrate insights from the framework adopted in this study, which posits that a positive relationship is important in counteracting the adverse effects of school violence on learners. The ecological systems theory believes that when learners feel loved, accepted, and have a sense of belonging at home, school, or with their peers, they feel motivated to study and excel in their school subjects. While the social discipline model highlights the importance of maintaining good school discipline to ensure that learners' education flourishes without disruptive behaviour.
- 3) Through these, educators and policymakers can adopt multifaceted approaches to address school safety, working directly with security agents, implementing various school safety programs, and reducing problems of school violence among learners in schools by shaping behavior in various settings and promoting constructive behavior over coercive discipline.
- 4) Also, learners should be encouraged to participate in activities that promote positive behaviour and build strong peer relationships. This can help create a sense of community and belonging, positively impacting academic

performance. Ultimately, it is important that learners prioritise their mental and emotional well-being to succeed academically.

- 5) There should be more working and effective surveillance in all high schools in South Africa. This can be done by installing surveillance cameras in classrooms and other places within the school environment. This will help the school management monitor learners' activities and even dissuade them from engaging in any form of school violence when they are aware of the surveillance cameras. In addition, the schools should also make provisions for security personnel to patrol the school grounds.
- 6) Parents must monitor their children and encourage them to speak out whenever they experience any form of violence at school. In addition, there should be open communication between parents and the school management to know their children's conduct in school, well-being, and academic performance. The information parents obtain from school will help them know their children's academic strengths and the problems and challenges their child might face at school.
- 7) There should be regular counselling for learners on the consequences of joining bad gangs or friends. The school counsellor, teacher, and management must reiterate to learners the importance of speaking or reaching out to teachers, counsellors, or their parents whenever they experience any form of selected school violence. Various ways or signs of reporting school violence must be put in place by the school management to help learners overcome fear, anxiety, or trauma that could affect their academic achievement due to violence.
- 8) There should be regular public awareness of the effects of bullying, sexual harassment, teen gang violence, and vandalism on learners' academic progress. Most importantly, parents should be reminded that their children are still young teenagers and that they should be monitoring what their children are doing and the conversations they are having on their phones. They should also encourage their children to speak up about any form of violence they may be experiencing at school or on their way to and from school.



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- 9) Educators and school managers must be aware of the risk factors, such as social media, peer groups, society, and schools, and take proactive measures to create a safe and supportive learning environment for all learners. By addressing these issues early on and providing learners with the necessary support and resources, schools can help prevent violent behaviour and promote positive social interactions among learners.
- 10) It is important for parents and educators to monitor learners' media use and to have open discussions about the influence of violent content on their behaviour. Being vigilant and engaging in conversations about media literacy can help learners make more informed choices about the media they consume and its potential impact on their behaviour and academic achievement.
- 11) The government should invest in programmes that promote conflict resolution, emotional intelligence, and positive communication, which can help prevent violent incidents and improve learner academic achievement. Additionally, policymakers should also prioritise the training and support of teachers and staff in identifying and addressing signs of violence, as well as providing resources for learners who may be at risk. By proactively addressing school violence, policymakers can create a positive and nurturing school climate that fosters academic success for all learners.
- 12) The community and police must also come together and take action. Promoting a safe and supportive learning environment within schools allows learners to focus on their studies without fear of violence or disruption. This can be achieved through implementing anti-violent programmes, counselling learners experiencing trauma, and fostering a culture of respect and understanding among school learners.

5.5 SUGGESTIONS FOR FURTHER STUDIES

The suggestions for further studies are as follows:

- 1) The current study only focused on the effects of bullying, sexual harassment, teen gang violence, and vandalism on the academic achievement of Grade 10 learners in the Buffalo City District. The study used external factors to measure the learners' experiences of school violence. Future studies could adopt internal

factors such as IQ, rate of assimilation, and reading style to measure the impact of school violence on learners' academic achievement.

- 2) Future research could also focus on all school circuits in Buffalo City Metro and, if possible, in the greater Eastern Cape Education Province.
- 3) A comparative study on the effect of selected forms of school violence on learners' academic achievement in South African secondary and primary schools could be done.
- 4) Lastly, since the current study adopted a quantitative method approach, future researchers on the same subject matter could employ mixed research methods to capture both learners' structured and verbal experiences and their effect on academic achievement.

5.6 CONTRIBUTIONS TO EXISTING KNOWLEDGE: STUDIES OF VIOLENCE

The study has both practical and theoretical contributions. The practical contributions are to policies on school-based violence. As a reminder, the study examines the effect of selected school violence on Grade 10 learners' academic achievement in Buffalo City District secondary schools in the Eastern Cape Education District, South Africa. The study found that the selected forms of school violence (bullying, sexual harassment, teen gang violence, and vandalism) affected the academic achievement of Grade 10 learners in BCMM in the Eastern Cape Education District. The knowledge derived from this study assists in formulating and implementing strategies to address school-based violence. On school policies, this study shows school authorities that learners can only learn effectively in a loving and peaceful environment. A hostile environment where violence flourishes creates distractions, fear, anxiety, and psychological trauma for learners, which may subsequently affect their academic achievements.

The study improves the knowledge of the school authorities on the causes of school-based violence and its consequences; particularly, the findings show that the selected forms of school violence only affect the academic achievement of those who experience it. In contrast, those who never experience school violence or experience it less than 5 times a week or those who experience any form of school violence are less likely to be affected. For instance, the Grade 10 learners in this study who had

not experienced any of the selected forms of school violence were more likely to have positive academic achievement. In comparison, those who experienced school violence had a greater chance of having poor academic performance. In other words, there is a relationship between school violence and the academic achievement of learners. The more learners are exposed to academic violence like bullying, sexual harassment, teen gang violence, and vandalism, the more likely it will negatively affect their academic achievement. The study findings are significant as they guide school authorities in formulating policies to address the rate of school-based violence.

Also, the study contributes to existing knowledge on the effects of the selected forms of school violence on academic performance. Most existing studies have focused on one specific form of school-based violence. Studies that look at more than one form of school-based violence and how this affects academic achievement, particularly for Grade 10 learners within the BCMM, do not exist. In this regard, this study filled the existing literature gap on selected forms of violence within BCM district schools.

Specifically, the study findings reveal that bullying, sexual harassment, teen gang violence, and vandalism pose is a concern not only to learners' academic achievement but also to their mental health and that of teachers, parents, and school management. More importantly, the study implies that those learners who engage in school violence may drop out of school and later grow to be a nuisance to society at large. This is a significant contribution to literature.

5.7 CONCLUSION

Violent act is deviant behaviour that happens among learners, which often interrupts learning activities. The study examined the effects of selected forms of school violence on Grade 10 learners' academic achievement in Buffalo City Metropolitan Municipality in the Eastern Cape Education District, South Africa. The four objectives/hypotheses revealed that the selected forms of school violence negatively affect the academic achievement of Grade 10 learners in Buffalo City District secondary schools in the Eastern Cape Province.

Bullying, sexual assault, gangsterism, and vandalism of school buildings are cowardly acts and a criminal offense, according to the South African Educational Constitution. These are taking place more and more in schools through social media platforms. The use of violent language, sending inappropriate texts and indecent images, and physical fights and stabbings must not be tolerated.

Specifically, the study found that Grade 10 learners who rarely or never experience bullying are less likely to have poor academic performance than those who always experience bullying in school; learners who rarely or never experience sexual violence are less likely to experience poor academic achievement than those who always experience sexual violence; learners who always experience teen gang violence are more likely to have poor academic achievement. In addition, the study found that the Grade 10 learners who participated often experienced vandalism. Learners who experience the burning of school buildings, insufficient furniture, and damage to their writing materials in school are more likely to have poor academic achievement than those who rarely or never experience vandalism in their schools. Even though the majority of Grade 10 learners in this study had never or rarely witnessed school violence, the analysis found that school violence negatively affected the academic performance of those who had experienced school violence. In other words, the selected forms of school violence adversely affect learners' academic achievement.

For academic achievement, it is concluded that school violence negatively affects learners' academic progress. School learners must learn every subject and hand in good-quality projects and assessment tasks from the beginning of the school year to pass to the next grade.

5.8 THESIS SUMMARY

This section is important as it provides a summary of the whole thesis.

Chapter 1 introduced the study's topic: the composite effect of selected forms of school violence (bullying, sexual harassment, teen gang, and vandalism acts) on Grade 10 learners' academic achievement in Buffalo City Metro, Eastern Cape Province, South Africa. The chapter established the key research problem and its significance while

outlining the objectives and scope. It also provides a brief literature review to set the context.

Chapter 2 discussed the review of existing literature on issues like bullying, sexual harassment, gang violence, and vandalism in the school environment, emphasising their negative impact on learners' academic progress and the overall goals of schools. It discussed the two theoretical frameworks employed in the study: Dreikurs' (1986) social discipline model, as cited in Kambuga (2017, p. 27) and Bronfenbrenner's (1979) ecological systems theory, as cited in Analisah and Indartono (2019, p. 87). The theories adopted allowed the researcher to explain and discuss how violent environments in families, schools, and communities, as peer pressure, can lead to such violent behaviors in school.

Chapter 3 detailed the research methodology, focusing on the positivist paradigm and justifying its use for scientific data collection and analysis. The study employed quantitative methods, using questionnaires to gather data from Grade 10 students in private and public high schools in Buffalo City, Eastern Cape, South Africa. Also, the researcher used a document analysis that included the participant term grades reports to determine how much impact selected forms of school violence had on Grade 10 learners' academic performance. Random and stratified sampling techniques were utilised, and data was analysed using descriptive and inferential statistics while addressing validity, reliability, and ethical considerations.

Chapter 4 presented and analysed the collected data, outlining the participants' general profile through frequency percentage and visual techniques. The analysis followed the sub-research questions, clearly highlighting key trends and patterns. Comparisons of participants' responses provided a comprehensive understanding of the results. The implications of the findings were discussed in relation to existing literature, emphasising their significance in the broader field.

Chapter 5 concluded the study by discussing school violence as a deviant behaviour in learning environments affecting individuals of all ages. Significantly, bullying, sexual harassment, teen gangs, and vandalism problems negatively impact learners and disrupt educational activities. However, it seemed that most of the study participants were not free to report violent challenges they may be experiencing at home, school,

community or peers, which may lead to the violence continuing if not adequately addressed.



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Appendix A: Research instrument: selected school violence questionnaire (SSVQ)

Dear Participants,

I am a Ph.D. Education student at the School of Further and Continuing Education, University of Fort Hare East London, and I am currently conducting research titled: “The effects of forms of selected school violence (**Bullying, Sexual harassment, Teen gang violence, and Vandalism**) on Grade 10 learners' academic achievement” in Buffalo City District secondary schools. With this research, I humbly ask you to please take the time to fill out this questionnaire based on the effect of school-based violence on your academic achievement. Please know **there is no wrong or correct answer; the information collected will be treated confidentially. Your data will not be identified in any report or released to anybody.** The results of this questionnaire will be used for academic purposes only. Please know that ethical clearance for this study has been obtained from the University of Fort Hare's Research Ethics Committee (**ADU021SOLA01**) and **permission to research from the Eastern Cape Department of Education, South Africa.** Thank you so much for your attention and participation. Mrs. Olabode Sadiat Adewumi



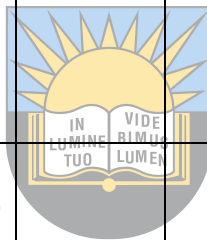
SECTION A: DEMOGRAPHIC DATA

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1. Your name is.....
2. You are a: Male Female
3. What is your current age?
4. Residence: Urban Rural
5. School location: {Optional}
6. School Type: Public Private

Section B: Measuring the Experiences of Bullying in Schools

S/N	Bullying at school	Always	11-15 times	6-10 times	Less than 5 times	Never
		5	4	3	2	1
1	During the last week, how many times, if any, has someone made fun of you, called you names, or insulted you in your school?					
2	During the last week, how many times, if any, has someone spread rumours about you in your school?					
3	During the last week, how many times, if any, has someone pushed you, shoved you, tripped you, or spit on you in your school?					
4	During the last week, how many times, if any, has someone threatened you with physical harm in your school?					
5	During the last week, how many times, if any, has someone tried to make you do things you did not want to do, for example, give them money in your school or take your snacks?					
6	During the last week, how many times, if any, has someone destroyed your property on purpose in your school?					
7	During the last week, how many times, if any, has someone left you out of class activities on purpose in your school?					
8	During the last week, how many times, if any, has someone used a telephone, text message, or the internet to say or post hurtful things about you in your school?					



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Section C: Measuring the Experiencing of Sexual Harassment

S/N	Sexual harassment	Always	11-15 times	6-10 times	Less than 5 times	Never
		5	4	3	2	1
1	During the last week, how many times, if any, have you experienced unwanted pressure for sex in your school?					
2	During the last week, how many times, if any, have you experienced unwelcome physical contact, such as touching or someone deliberately leaning or brushing against your body in your school?					
3	During the last week, how many times, if any, have you experienced repeated attempts to make a date which is unwanted in your school?					
4	During the last week, how many times, if any, have you experienced unwanted phone calls, letters, email messages, or faxes which are of a sexual nature in your school?					
5	During the last week, how many times, if any, have you experienced unwanted teasing, jokes, or remarks relating to sex in your school?					
6	During the last week, how many times, if any, have you experienced unwanted sexually suggestive looks and gestures in your school?					
7	During the last week, how many times, if any, have you experienced an unwanted display of visual materials of a sexual nature, such as slides, photos, posters, and online materials, among others, in your school?					
8	During the last week, how many times, if any, have you experienced obscene/sexual jokes demeaning a gender in your school?					

Section D: Measuring the Experiences of Gang Violence in Schools

S/N	Experience of gang violence in schools	Always	11-15 times	6-10 times	Less than 5 times	Never
		5	4	3	2	1
1	During the last week, how many times, if any, have you experienced attack/fear at school?					
2	During the last week, how many times, if any, have you felt unsafe in school?					
3	During the last week, how many times, if any, have you experienced fear of attack/harm en route to/from school?					
4	During the last week, how many times, if any, have you carried a stick/club/bat to school for protection?					
5	During the last week, how many times, if any, have you carried a knife to school for protection?					
6	During the last week, how many times, if any, have you carried a weapon or sharp object to school for protection?					
7	During the last week, how many times, if any, have you been threatened to take abuse drugs at school?					
8	During the last week, how many times, if any, have you been threatened or injured with a weapon at school?					
9	During the last week, how many times, if any, had the property been damaged at your school?					
10	During the last week, how many times, if any, had property stolen at school?					
11	During the last week, how many times, if any, have you been robbed at school?					
12	During the last week, how many times, if any, have you been involved in a physical fight at school?					

Section E: Measuring the Experiences of Vandalism in Schools

S/N	Vandalism in schools	Always	11-15 times	6-10 times	Less than 5 times	Never
		5	4	3	2	1
1	During the last week, how many times, if any, have you experienced vandalization of restrooms and/or toilets used by learners by fellow students?					
2	During the last week, how many times, if any, have you experienced the breaking of windows by fellow students?					
3	During the last week, how many times, if any, have you experienced the breaking of doors by fellow students?					
4	During the last week, how many times, if any, have you experienced drawing on desks and walls by fellow students?					
5	During the last week, how many times, if any, have you experienced diverse outdoor vandalism, such as uprooting flowers by fellow students?					
6	During the last week, how many times, if any, have you experienced sports equipment and field vandalism by fellow students?					
7	During the last week, how many times, if any, have you experienced vandalization of toilets used by educators or staff cars by fellow students?					

END AND THANKS!

Appendix B: Logistic Regression Results: Confidence Interval

		Estimate	Significance	95% confidence interval	
				Lower Bound	Upper Bound
Threshold	(performance=1.00)	-0.51	.772	-0.295	0.397
Location	[bullyingbehaviour=1]	-.748	.315	-2.208	0.712
	[bullyingbehaviour=2]	-.731	.198	-1.843	0.382
	[Bullyingbehaviour=3]	-.056	.848	-0.634	0.521
	[Bullyingbehaviour=4]	.092	.614	-.264	0.447
	[Bullyingbehaviour=5]	.0 ^a			
	[sexualviolence=1]	-.110	.932	-2.644	2.424
	[sexualviolence=2]	.762	.097	-0.138	1.663
	[sexualviolence=3]	.388	.172	-0.109	0.944
	[sexualviolence=4]	.266	.122	-0.71	0.603
	[sexualviolence=5]	-.0 ^a			
	[gangfight=1]	.180	.902		
	[gangfight=2]	-.258	.677	-3.046	2.666
	[gangfight=3]	-.714	.016	-1.474	0.958
	[gangfight=4]	-.422	.027	-1.303	-0.133
	[gangfight=5]	0 ^a		-0.797	-0.047
	[vandalismact=1]	.097	.789		
	[vandalismact=2]	-.024	.789		
	[vandalismact=3]	.280	.836	-0.616	0.811
	[vandalismact=4]	.285	.210	-0.620	0.571
	[vandalismact=5]	0 ^a	.142	-0.158	0.719
			-0.096	0.665	

Appendix C: Logistic Regression Results (COR/AOR)

	COR	AOR
[bullyingbehaviour=1]		0.473 [0.712] 0.315
[bullyingbehaviour=2]		0.481 [1.843] 0.748
[Bullyingbehaviour=3]		0.945 [0.634] 0.056
[Bullyingbehaviour=4]		0.912 [0.447] 0.674
[Bullyingbehaviour=5]		0
[sexualviolence=1]		0.895 [2.424] 0.932
[sexualviolence=2]		0.466 [1.663] 0.097
[sexualviolence=3]		0.678 [0.944] 0.172
[sexualviolence=4]		0.766 [0.603] 0.122
[sexualviolence=5]		0
[gangfight=1]		1.197 [2.666] 0.903
[gangfight=2]		0.772 [0.958] 0.677
[gangfight=3]		0.489 [-1.303] 0.016
[gangfight=4]		0.655 [-0.797] 0.027
[gangfight=5]		0
vandalismact=1]		1.101[0.811] 0.789
[vandalismact=2]		
[vandalismact=3]		0.976 [0.571] 0.836
[vandalismact=4]		
[vandalismact=5]		0.755 [0.719] 0.210
		1.32 [0.665] 0.142
		0

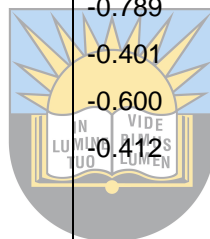


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Appendix D: Logistic Regression Results

Bullying Violence		Estimate	Significant	Lower Bound	Upper Bound
Threshold	(performance=1.00)	0.111	0.270	-0.086	0.307
Location	Insult= 1.00		0.276	-0.294	1.031
	Insult= 2.00	0.368			
	Insult= 3.00	-0.308	0.265	-0.850	0.234
	Insult= 4.00	0.100			
	Insult= 5.00	0.308	0.571	-0.246	0.447
Threshold	(performance=1.00)		0.080	-0.037	0.053
		-0.048			
Location	Rumour= 1.00				
	Rumour = 2.00	0.095	0.598	0.224	0.128
	Rumour = 3.00	-0.492			
	Rumour = 4.00	-0.308			
	Rumour = 5.00	0.148	0.080	0.609	0.858
Threshold	(performance=1.00)	0	0.038	0.958	0.027
		14.201	0.103	0.679	0.062
			0.470	0.249	0.541
Location	Pushed= 1.00				
	Pushed = 2.00				
	Pushed = 3.00	13.510	0.000		
	Pushed = 4.00	13.820		14.049	14.358
	Pushed = 5.00	14.154	0.000		
		14.515	0.000		
Threshold	(performance=1.00)		0.000	12.590	14.430
			0.000	13.145	14.494
Location	Physical= 1.00			13.695	14.614
	Physical = 2.00			14.084	14.946
	Physical = 3.00	0.024	0.757		
	Physical = 4.00				
	Physical = 5.00	-0.749	0.134		
		-0.582	0.113		
Threshold	(performance=1.00)	0.469	0.080		
			0.990	-0.128	0.175
Location	Money= 1.00	0.003			

	Money = 2.00				
	Money = 3.00		0.704	-1.728	0.230
	Money = 4.00				
	Money = 5.00	0.029		-1.302	0.137
			0.659		
Threshold	(performance=1.00)		0.256	-0.056	0.993
		-0.179	0.985		
Location	Property= 1.00	-0.377	0.187	-0.427	0.433
	Property = 2.00	-0.005			
	Property = 3.00	-0.354			
	Property = 4.00			-0.120	0.178
	Property = 5.00				
			0.261		
Threshold	(performance=1.00)			-0.926	0.568
		-0.096	0.093	-1.026	0.273
Location	Activities= 1.00		0.266	-0.537	0.527
	Activities = 2.00	-0.789	0.015	-0.172	0.880
	Activities = 3.00	-0.401	0.080		
	Activities = 4.00	-0.600			
	Activities = 5.00	-0.412			
			0.524	-0.248	0.056
Threshold	(performance=1.00)		0.040	-1.709	0.131
Location	Message= 1.00	-0.051	0.008	-1.108	0.306
	Message = 2.00		0.960	-1.085	0.114
	Message = 3.00	-1.350	0.343	0.873	0.050
	Message = 4.00	-1.107			
	Message = 5.00	-0.011			
		-0.197	0.665	-0.207	0.105
			0.255	-2.636	-0.064
		-0.034	0.331	-1.926	-0.287
			0.041	-0.417	0.437
		-0.520	0.376	0.603	0.209
		-0.289			
		-0.479			
		-0.212		-0.188	0.120
				-1.414	0.375



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			-0.294	0.871
			-0.936	-0.021
			-0.681	0.257

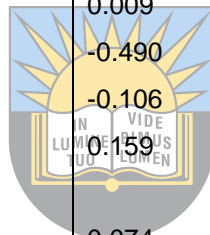


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Appendix E: Logistic Regression Results (Sexual harassment)

Sexual Harassment Violence		Estimate	Significant	Lower Bound	Upper Bound
Threshold	(performance=1.00)	-0.003	0.970	-0.148	0.142
Location	Pressure= 1.00	-0.696	0.328	-2.089	0.698
	Pressure = 2.00	-0.098	0.325	-0.967	0.771
	Pressure = 3.00	-0.157	0.546	0.666	0.352
	Pressure = 4.00	-0.141	0.606	0.677	0.395
	Pressure = 5.00				
Threshold	(performance=1.00)	0.012	0.876	-0.140	0.165
Location	Touching= 1.00		0.155	-2.304	0.367
	Touching = 2.00	-0.969	0.302	-0.331	1.069
	Touching = 3.00	0.369	0.684	-0.506	0.332
	Touching = 4.00	-0.087	0.619	-0.600	0.357
	Touching = 5.00	-0.121			
Threshold	(performance=1.00)	-0.040	0.596	-0.189	0.108
Location	Date= 1.00	0.0	0.0	-21.243	-21.243
	Date = 2.00	-21.243	0.128	-1.896	0.239
	Date = 3.00	-0.829	0.447	-0.280	0.635
	Date = 4.00	0.177	0.017	-1.060	0.104
	Date = 5.00	0.585			
Threshold	(performance=1.00)	-0.020	0.792	-0.167	0.128
Location	Calls= 1.00		0.309	-1.554	0.492
	Calls = 2.00	-0.531	0.008	-2.028	-0.302
	Calls = 3.00	-1.165	0.954	-0.493	0.453
	Calls = 4.00	-0.020	0.934	-0.564	0.524
	Calls = 5.00	-0.020			
Threshold	(performance=1.00)	0.078	0.334	-0.080	0.239
Location	Joke= 1.00		0.830	-1.470	1.179

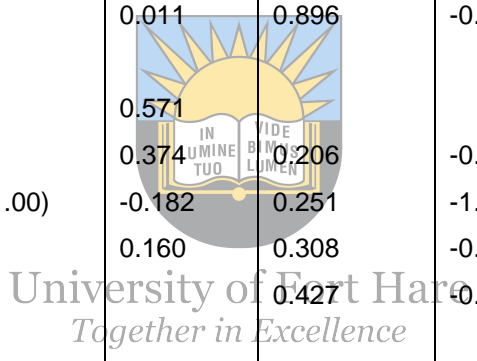
	Joke = 2.00	-0.145	0.117	-1.113	1.018
	Joke = 3.00	0.452	0.548	-0.548	0.283
	Joke = 4.00	-0.133	0.094	-0.063	0.806
	Joke = 5.00	0.371			
Threshold	(performance=1.00)		0.753	-0.129	0.179
		0.025			
Location	Gesture= 1.00		0.445	-0.597	1.360
	Gesture = 2.00	0.381	0.714	-0.487	0.710
	Gesture = 3.00	0.112	0.422	-0.591	0.247
	Gesture = 4.00	-0.172	0.832	-0.437	0.543
	Gesture = 5.00	0.053			
Threshold	(performance=1.00)		0.908	-0.142	0.160
		0.009			
Location	Photo= 1.00		0.988	-1.133	1.150
	Photo = 2.00	0.009	0.122	-1.111	0.131
	Photo = 3.00	-0.490	0.675	-0.598	0.387
	Photo = 4.00	-0.106	0.502	-0.306	0.624
	Photo = 5.00	0.159			
Threshold	(performance=1.00)		0.378	-0.091	0.234
		0.074		-0.171	
Location	Gender= 1.00		0.115	-0.692	1.576
	Gender = 2.00	0.703	0.692	-0.216	0.315
	Gender = 3.00	0.188	0.392	-0.256	0.552
	Gender = 4.00	-0.168	0.419		0.615
	Gender = 5.00	0.179			



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Appendix F: Logistic Regression Results: Teen gang violent

Teens Gang Violence		Estimate	Significant	Upper Bound	Lower Bound	COR
Threshold	(performance=1.00)					
Location	Attack= 1.00					
	Attack = 2.00					
	Attack = 3.00					
	Attack = 4.00					
	Attack = 5.00					
Threshold	(performance=1.00)					
Location	Unsafe= 1.00					
	Unsafe = 2.00					
	Unsafe = 3.00	0.011	0.896	-0.159	0.181	
	Unsafe = 4.00					
	Unsafe = 5.00	0.571				
Threshold	(performance=1.00)	-0.182	0.251	-1.014	0.265	
Location	Route= 1.00	0.160	0.308	-0.532	0.168	
	Route = 2.00		0.427	-0.235	0.556	
	Route = 3.00					
	Route = 4.00					
	Route = 5.00					
Threshold	(performance=1.00)					
Location	Stick= 1.00					
	Stick = 2.00					
	Stick = 3.00					
	Stick = 4.00					
	Stick = 5.00					
Threshold	(performance=1.00)	-0.076				
Threshold	(performance=1.00)	-21.279	0.293	-0.218		
Location	Knife= 1.00	0.329	0		0.066	



	Knife = 2.00	-1.088	0.612	21.279	
	Knife = 3.00	-0.596	0.002	-0.944	-21.279
	Knife = 4.00		0.032	-1.764	1.602
	Knife = 5.00			-1.143	-0.412
					-0.050
Threshold	(performance=1.00)	-0.041			
			0.568		
Location	Gun= 1.00			-0.181	
	Gun = 2.00	-2.120			0.099
	Gun = 3.00	-0.445	0.046		
	Gun = 4.00	-0.734	0.402	-4.204	
	Gun = 5.00	-0.446	0.077	-1.489	-0.037
			0.153	-1.546	0.596
Threshold	(performance=1.00)			.1.059	0.078
		0.008			0.166
Location	Weapon= 1.00		0.914		
	Weapon = 2.00	0.701		-0.133	
	Weapon = 3.00	-0.175	0.568		0.148
	Weapon = 4.00	-0.183	0.775	-1.704	
	Weapon = 5.00	-0.197	0.565	-1.370	3.105
			0.506	-0.807	1.021
Threshold	(performance=1.00)	-0.017		-0.777	0.440
			0.799		0.383
Location	Threatened= 1.00	-0.242		-0.161	
	Threatened = 2.00	-0.030	0.720		0.124
	Threatened = 3.00	-0.494	0.080	-1.564	
	Threatened = 4.00	-0.115	0.073	-2.183	1.081
	Threatened = 5.00		0.709	-1.034	0.123
				-0.488	0.046
Threshold	(performance=1.00)	-0.035			0.718
			0.632		
Location	Damaged= 1.00	-0.323		-0.180	
	Damaged = 2.00	-0.035	0.674		0.109
	Damaged = 3.00	-0.555	0.952	-1.827	
	Damaged = 4.00	-0.306	0.047	-1.176	1.181
	Damaged = 5.00		0.235	-1.102	1.105
				-0.810	-0.008
Threshold	(performance=1.00)				0.099
		-0.057	0.515		

Location	Stolen= 1.00			0.227		
	Stolen = 2.00	-0.845	0.009		0.114	
	Stolen = 3.00	-0.308	0.202	-1.479		
	Stolen = 4.00	-0.288	0.167	-0.781	-0.211	
	Stolen = 5.00	0.199	0.344	-0.696	0.166	
				-0.214	0.121	
Threshold	(performance=1.00)				0.613	
Location	Robbed= 1.00	-0.057	0.560			
	Robbed = 2.00			-0.247		
	Robbed = 3.00	-0.273	0.308		0.134	
	Robbed = 4.00	-0.057	0.791	-0.798		
	Robbed = 5.00	-0.104	0.568	-0.476	0.252	
		-0.284	0.180	-0.462	0.363	
Threshold	(performance=1.00)			-0.698	0.253	
					0.131	
Location	Fight= 1.00	0.003	0.969			
	Fight = 2.00			0.151		
	Fight = 3.00	-0.557	0.216		0.157	
	Fight = 4.00	-0.151	0.648	-1.439		
	Fight = 5.00	-0.202	0.354	-0.799	0.326	
		-0.209	0.386	-0.629	0.497	
				-0.263	0.225	
					0.681	
		0.006	0.938			
				-0.147		
		0.186	0.758		0.160	
		-0.464	0.259	-1.008		
		-0.017	0.941	-1.269	1.385	
		-0.068	0.741	-0.464	0.341	
				-0.480	0.431	
					0.341	

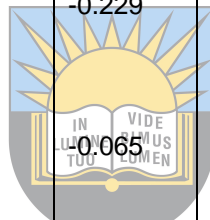
Appendix G: Logistic Regression Results: Vandalism

Vandalism	Estimate	Significant	Lower Bound	Upper Bound
Threshold (performance=1.00)				
Location Toilet= 1.00				
Toilet = 2.00				
Toilet = 3.00				
Toilet = 4.00				
Toilet = 5.00				
Threshold (performance=1.00)				
Location Window= 1.00				
Window = 2.00				
Window = 3.00				
Window = 4.00				
Window = 5.00				
Threshold (performance=1.00)				
Location Doors= 1.00				
Doors = 2.00				
Doors = 3.00				
Doors = 4.00				
Doors = 5.00				
Threshold (performance=1.00)	-0.198	0.078	-0.362	-0.034
Threshold (performance=1.00)	-0.547	0.050	-1.094	0.001
Location Desk= 1.00	-0.817	0.004	-1.373	-0.262
Desk = 2.00	-0.772	0.001	-1.241	0.302
Desk = 3.00	-0.538	0.014	-0.966	0.110
Desk = 4.00				
Desk = 5.00				
Threshold (performance=1.00)	0.135	0.245		
Threshold (performance=1.00)	0.243	0.172	-0.043	0.364
Location Outdoor= 1.00	0.247	0.208	-0.105	0.590
Outdoor = 2.00	-0.077	0.722	-0.137	0.632
Outdoor = 3.00	-0.135	0.595	-0.499	0.345



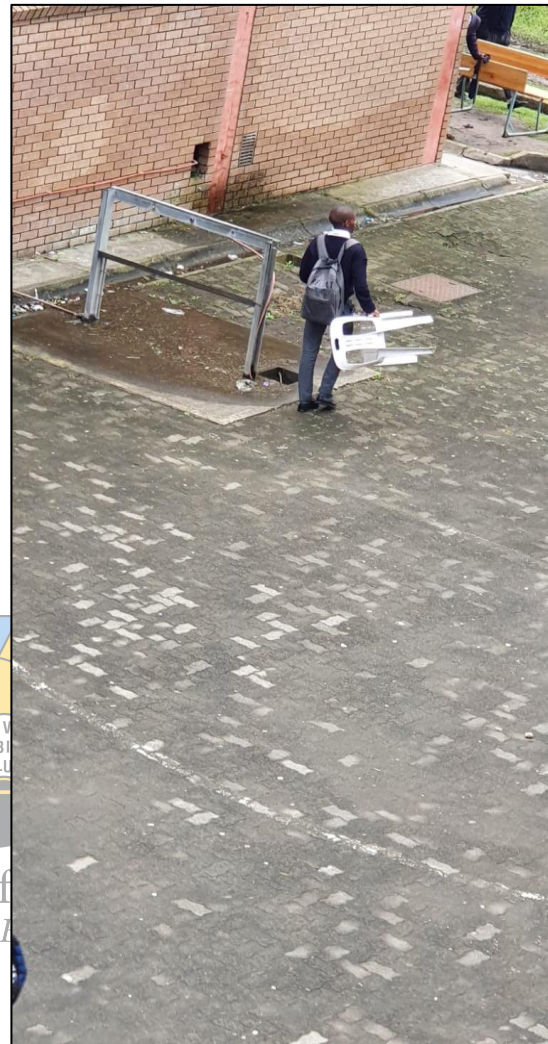
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	Outdoor = 4.00			-0.364	0.534
	Outdoor = 5.00				
Threshold	(performance=1.00)	-0.049	0.557		
				-0.214	0.115
Location	Sport= 1.00	-0.414	0.130		
	Sport = 2.00	-0.279	0.270	0.950	0.122
	Sport = 3.00	-0.432	0.085	-0.778	0.221
	Sport = 4.00	0.079	0.705	-0.925	0.060
	Sport = 5.00			-0.331	0.490
Threshold	(performance=1.00)				
		-0.085	0.304		
Location	Staff= 1.00				
	Staff = 2.00	-0.336	0.267	-0.246	0.077
	Staff = 3.00	-0.397	0.118		
	Staff = 4.00	-0.435	0.080	-0.929	0.257
	Staff = 5.00	-0.229	0.297	-0.895	0.101
				-0.922	0.052
				-0.660	0.201
		0.065	0.419		
		-0.215	0.405		
		-0.353	0.186	-0.224	0.093
		-0.293	0.245		
		-0.353	0.166	-0.721	0.291
				-0.877	0.170
				-0.793	0.203
				-0.852	0.146



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Appendix H: Picture of a group of grade 10 learners in a school walking around with broken chairs to their next subject class





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Appendix I: Ethical Clearance Certificate

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ETHICS CLEARANCE
REC-270710-028-RA Level 01

Project Number:	ADU021SOLA01
Project title:	Effects of Selected School Violence on Grade 10 Learners' Academic Achievement in Buffalo City Metropolitan Municipality schools.
Qualification:	Doctor of Philosophy in Education
Student name:	Sadiat Adewumi Olabode
Registration number:	201509341
Supervisor:	Prof E Adu
Department:	Education
Co-supervisor:	N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby grant ethics approval for ADU021SOLA01. This approval is valid for 12 months from the date of approval. Renewal of approval must be applied for BEFORE termination of this approval period. Renewal is subject to receipt of a satisfactory progress report. The approval covers the undertakings contained in the above-mentioned project and research instrument(s). The research may commence as from the 22/09/21, using the reference number indicated above.

Note that should any other instruments be required or amendments become necessary, these require separate authorisation.
Please note that UREC must be informed immediately of

- Any material changes 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 student must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

UREC retains the right to

- Withdraw or amend this approval 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.

Your compliance with Department of Health 2015 guidelines and any other applicable regulatory instruments and with UREC ethics requirements as contained in UREC policies and standard operating procedures, is implied.

UREC wishes you well in your research.

Yours sincerely



Dr N Taole-Mjimba

Chairperson: University Research Ethics Committee

22 September 2021

Appendix J: Permission letter to conduct research in BCMM secondary schools



CORPORATE PLANNING, MONITORING, POLICY AND RESEARCH COORDINATION

Steve Vukile Tshwete Complex, Zone 6 Zwelitsha, 5608, Private Bag X0032, Bhisho, 5605 REPUBLIC OF SOUTH AFRICA:
 Enquiries: Ms. F. Pakade Tel: 040 608 4537/4353 . Fax :040 608 4372. Email: fundiswa.pakade@ecdoe.gov.za
 Website: www.ecdoe.gov.za Date: 29 October 2021

Mrs. Sadiat Adewumi Olabode

8 Brambleberry 5th Street

Gonubie

East London

5257

Dear Mrs. Olabode

PERMISSION TO UNDERTAKE A DOCTORAL RESEARCH: EFFECT OF SELECTED SCHOOL VIOLENCE ON GRADE 10 LEARNERS' ACADEMIC ACHIEVEMENT IN BUFFALO CITY METROPOLITAN MUNICIPALITY SCHOOLS

1. Your application to conduct the above-mentioned research involving selected Grade 10 learners from the public and private high schools within the Buffalo City Metropolitan Municipality under the jurisdiction of the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:
 - a. there will be no financial implications for the Department;
 - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - c. no minors will participate without the consent from the parent/guardian;
 - d. it is not going to interrupt educators' time and task;
 - e. the research may not be conducted during official contact time;
 - f. no physical contact with educators and learners, only virtual means of communication should be used and that should be arranged and agreed upon in writing with the Principal and the affected teacher/s;
 - g. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Cluster and District Directors before any research is undertaken at any institutions within that particular district;
 - h. you will make all the arrangements concerning your research;



Customer care line: 086 063 8636
 Website: www.ecdoe.gov.za





- i. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Corporate Strategy Management;
 - j. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis;
 - k. you present the findings to the Research Committee and/or Senior Management of the Department when and/or where necessary;
 - l. you are requested to provide the above to the Chief Director: Corporate Strategy Management upon completion of your research;
 - m. you comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you;
 - n. you comply with your ethical undertaking (commitment form);
 - o. You submit on a six-monthly basis, from the date of permission of the research, concise reports to the Chief Director: Corporate Strategy Management.
2. The Department reserves a right to withdraw the permission should there be non-compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDoE and/or legal requirements to do so.
 3. The Department will publish the completed Research on its website.
 4. The Department wishes you well in your undertaking. You can contact the Mrs. Fundiswa Pakade on the numbers indicated in the letterhead or email fundiswa.pakade@ecdoe.gov.za should you need any assistance.

T. MASOEU
CHIEF DIRECTOR: CORPORATE STRATEGY MANAGEMENT
FOR SUPERINTENDENT-GENERAL: EDUCATION



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 Website: www.ecdoe.gov.za



Appendix L: Principal Permission Letter Sample to Schools

APPENDIX L: SAMPLE LETTER TO SCHOOL PRINCIPALS



Olabode Sadiat Adewumi
University of Fort Hare, East London Campus
South Africa

[The principal,
XXX Secondary School East London]

Request for Permission to Conduct Research¹

Dear Sir/Madam

My name is [Olabode S.A], a [Ph.D.] student at the University of Fort Hare. My research working title is **"Effect of Selected School Violence on Grade 10 Learners' Academic Achievement in BCMM Secondary Schools"**.

I am seeking permission to undertake research in your school; please allow me to use the grade **10 learners** to complete the research questionnaire.

The administration of the questionnaire will take 15 minutes or less. All information supplied by the learners will be treated with the utmost confidentiality.

I have provided you with a copy of the consent forms, which include a copy of the permission to conduct research from the Eastern Cape Department of Education to be used in the research process, as well as a copy of the approval letter which I received from the University of Fort Hare Research Ethics Committee (UREC).

If you require further information, please do not hesitate to contact me [067 854 7931 and 201509341@ufh.ac.za]. Thank you for your time and consideration in this matter.

Yours sincerely,

[Olabode S.A]

University of Fort Hare

¹ Approved by UREC (13 November 2019)

Appendix M: Parents' Consent Form



PARENTS' INFORMATION SHEET AND CONSENT FORM¹

Please note: This form is to be completed by the researcher(s) as well as by the participants before the commencement of the research. Copies of the signed form must be filed and kept on record

Title of Research: Effects of Selected School Violence on Grade 10

Learners' Academic Achievement in Buffalo City Metropolitan

Municipality secondary schools in the Eastern Cape Education District, South Africa.

Who am I?

Hello, I am studying at the University of Fort Hare towards a doctorate in Physiology in Education (**Ph.D.**)

What am I doing?

I am asking you to allow me to conduct research about (Effects of selected school violence (bullying, sexual harassment, teen gang, and vandalism violence) on grade 10 learners' academic achievement in BCMM). The questionnaire will last for 15 minutes.

Your child's participation _____

I am asking your permission for your child to be part of this study as well as to participate in answering a research questionnaire with other learners in the school. The questions will examine the effect of selected school violence on grade 10 learners' academic achievement in BCMM secondary schools.

Please understand that **your child's participation is voluntary**, and they are not being forced to take part in this study. You can decline consent for the child to participate. If he/she/other choose not to take part, they will not be affected in any way whatsoever. If he/she/other agrees to participate, they may stop participating in the research at any time and tell me that they don't want to continue. If he/she/other does this, there will be no penalties, and he/she/other will not be prejudiced in any way.

Confidentiality

All identifying information about your child will be kept in an electronic computer file and will have a password which will be given to only a few researchers on the study, and will not be available to others and will be kept confidential to the extent possible by law. The records from his/her/other participants may be reviewed by people responsible for making sure that research is done properly, including members of the ethics committee at the University of Fort

Hare. (All of these people are required to keep your identity confidential.) Records that identify you will be available only to people working on the study unless you give permission for other people to see the documents.

I am asking you to give me permission to give your child the questionnaire to fill out so that I can have reliable findings on the issue under study.

Your child's answers will be stored electronically in a secure environment and used for research or academic purposes now or later in ways that will not reveal who you are. All future users of the stored data are required to apply for further Research Ethics Committee review and approval for secondary use of the stored data.

It is not necessary for the learner to write his/her/other names anywhere and no one will be able to connect your child to the answers he/she/they give. Their answers will be linked to a fictitious code number, or a pseudonym (another name) and we will refer to him/her/they in this way in the data, any publication, report, or other research output.

Risks/discomforts

At the present time, I do not see any risk of harm from your child's participation. The risks associated with participation in this study are no greater than those encountered in daily life.

Benefits

There are no immediate benefits to your child's participation in this study.

Who to contact if you have been harmed or have any concerns

This research has been approved by the University of Fort Hare Research Ethics Committee (UREC) and Inter-Faculties Research Ethics Committee (IFREC) as per delegated authority by UREC. If you have any complaints about ethical aspects of the research or feel that you have been harmed in any way by participating in this study, please contact the UREC Administrator, [Dr, N Taole, Njimba] chairperson, university research ethic committee.

If you have concerns or questions about the research, you may call the researcher/project leader Olabode Sadiat Adewumi, on **067 854 7931**

CONSENT	
I hereby agree to allow my child to participate in research on the Effect of the Selected School Violence on Grade 10 Learners' Academic Achievement in BCMM Secondary schools . I understand that my child is participating freely and without being forced in any way to do so. I also understand that I or my child can stop participating at any point should I not want him/her to continue, and that this decision will not in any way affect us negatively. I understand that this is a research project whose purpose is not necessarily to benefit myself or my child personally in the immediate or short term. I understand that my child's participation will remain confidential.	
.....	
Signature of participant	Date:

Appendix N: Learners Consent Form



ASSENT TO PARTICIPATE IN A RESEARCH STUDY¹

(CHILDREN AGED 12-17 YEARS)

Please note:

This form is to be completed by the researcher(s) as well as by the PARTICIPANTS before the commencement of the research. Copies of the signed form must be filed and kept on record

(To be adapted for individual circumstances/needs)

Title of Research: EFFECT OF SELECTED SCHOOL VIOLENCE ON GRADE 10
LEARNERS' ACADEMIC ACHIEVEMENT IN BUFFALO CITY METROPOLITAN
MUNICIPALITY SECONDARY SCHOOLS

Dear participant,

My name is [OLABODE SADIAT ADEWUMI], and I am studying at the University of Fort Hare towards a [postgraduate] degree in {Physiology in Education}. My research study is about (School violence; its purpose is to examine the effect of selected school violence on grade 10 academic achievement in BCMM secondary schools). There is some information about this study you should know. It will take about 15 minutes or less to answer all the questions.

Please answer these questions as best you can. **Do not worry about whether your questions are right or wrong.** If a question makes you feel uncomfortable or you don't understand what is asked, please ask the researcher to explain it differently, or you can choose not to answer the question if you don't want to.

There will be no direct benefit to answering these questions except if you are sick, I will refer you to a doctor. If you do not want to be part of this research study, I understand, and there will be no consequences. When I finish this study, I will report what was learned.

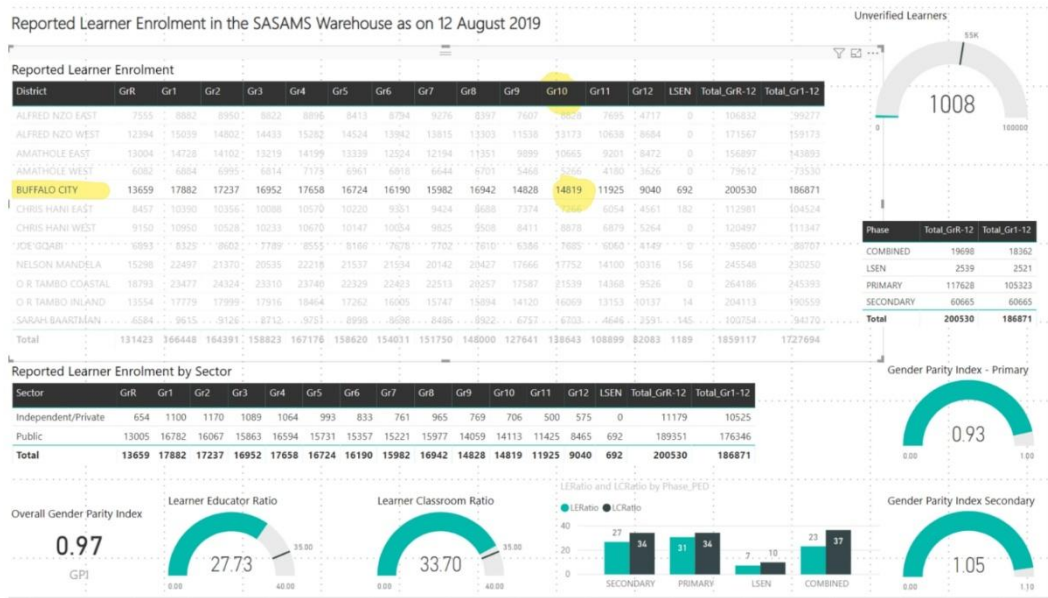
This report will **not include your name or that you participated in the study.** You do not have to be in this study if you do not want to be. If you decide to stop after we begin, that's okay too. Your parents know about the study too. If you decide you want to be in this study, please sign your name.

I, [write your full name _____], agree to be in this research study.

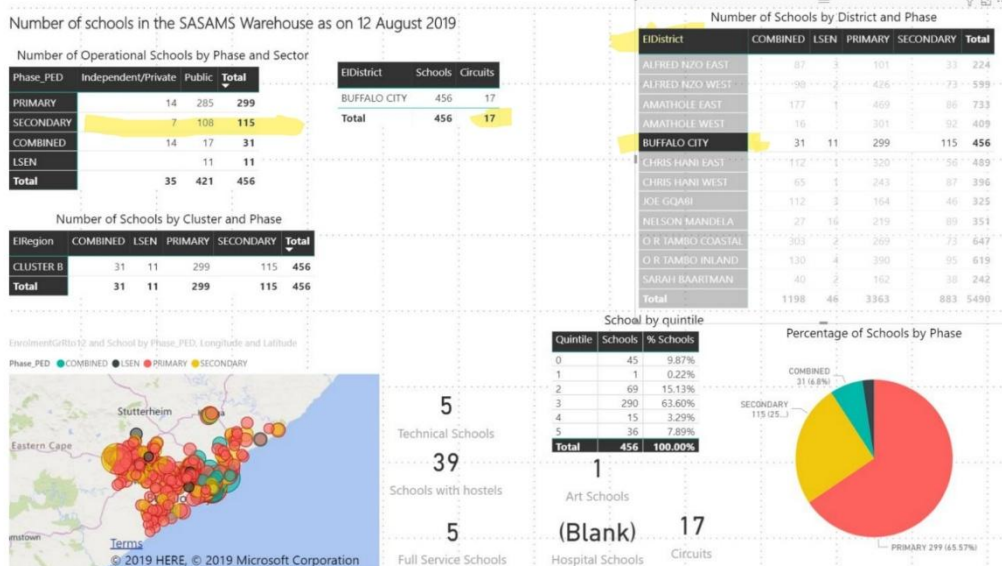
(Sign your name here) _____ (Date)

¹ Approved by UREC (13 November 2019)

Appendix O: Reported Enrolment Grade 10 learner



SOURCE: (EMIS: 2019/09/25) LEADERSHIP INSTITUTE EAST LONDON



Appendix P: 1st Language Editor Certificate

To whom it may concern

This document certifies that the thesis whose title appears below was edited for proper English language usage, grammar, punctuation, spelling and overall style by Dr Edward John who is a member of the Professional Editors' Group and whose academic qualifications appear in the footer of this document.

THESIS TITLE

"EFFECTS OF SELECTED FORMS OF SCHOOL VIOLENCE ON GRADE 10
LEARNERS ACADEMIC ACHIEVEMENT IN BUFFALO CITY METROPOLITAN
MUNICIPALITY DISTRICT, SOUTH AFRICA.

BY**OLABODE SADIAT ADEWUMI****201509341****DATE EDITED****June 2024****Editor's comment**


All mistakes relating to grammar, punctuation, spelling and overall style have been corrected. The editor was not responsible for conducting a cross-referencing check.

B. A. (Ed) Linguistic, M.A.(English), P.hD (African Studies)



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Together in Excellence

Appendix Q: 2nd Language Editor Certificate



ONE STOP SOLUTION
Professional Editing Services

Proofreading Certificate


It is hereby certified that this thesis has been proofread and edited for spelling, grammar and punctuation by a professional English language editor from www.OneStopSolution.co.za

Client

Olabode Sadiat Adewumi

EFFECT OF SELECTED FORMS OF SCHOOL VIOLENCE ON GRADE 10 LEARNERS' ACADEMIC ACHIEVEMENT IN BUFFALO CITY METROPOLITAN MUNICIPALITY DISTRICT, SOUTH AFRICA

Editor

<p>..... Matthew Harvey Name</p>	 <p>..... Signature</p>
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.....
12 March 2025
.....
Date