Exploring the Nature of School Violence in the Selected Public High Schools: Case Study of Jozini Settlement, Kwazulu-Natal Province, South Africa

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Abstract

The widespread nature of school violence among public high schools negatively affects educational systems, resulting to school possible dropouts and poor academic results. Despite the Department of Basic Education (DBE) strategies and recommendations in managing this scourge, a gap exists concerning management of school violence in public schools of South Africa, Jozini settlement of KwaZulu-Natal (KZN) Province in particular. From a qualitative standpoint, coupled with case study research design, this study used purposive sample to select 25 participants as follows: Fifteen (15) Educators, three (3) Principals, three (3) Heads of Departments (HoD's) and four (4) Social workers. Data were collected through the application of semi-structured Key Informant Interviews (KIIs) and analysed using Inductive Thematic Content Analysis (TCA). The findings of this study indicate that most students experience violence in school. It is found that the common nature of school violence is verbal abuse and bulling. It is recommended that every school must have intervention team which consist of at least the local South African Police Service (SAPS) officials, KZN DBE personnel from district level, School Governing Body (SGB) members, academics and educators to deal with the outrange nature of school violence in selected public high schools of Jozini settlement. Equally, the intervention team must have at least one mandatory meeting a month to look at the matters of school violence.

Keywords: Case Study; Exploring; Jozini Settlement; Kwazulu-Natal Province; Nature; Public High School; School Violence; South Africa

Introduction

In South African schools, safety is a burning issue as there have been a lot of deaths and injuries that have been widely reported in our schools in spite the interventions that were implemented aimed at resolving these safety problems in the schools (Mabasa & Mafumo, 2017). However, it has been found that school-based violence is a global crisis and not just a South African problem (Le Mottee & Kelly, 2017). The study of Urban and Teise (2015) states that, in order for teaching and learning to be effective in school, school environment needs to be clean, safe and disciplined.

In addition, Masitsa (2011) and Gopal and Collings (2017) argue that learner ill-discipline interrupts effective teaching and learning and further jeopardises safety in schools. Most common incidents that jeopardises safety in schools are as follows: Assault, rape, sexual harassment, theft, drug abuse and trafficking, corruption, possession of dangerous weapons, shootings, and intentional disruption of lessons, tardiness, vandalism, bullying, intimidation and gangsters, among others (Makhasane & Mthembu, 2019). Besides, Singh (2018) contends that the learner-on-educator violence is when learners victimise educators; learners attack educators. Generally, there are Two (02) main types of learner-on-educator violence, namely: **1)** Physical violence; and **2)** Non-physical violence (Ncontsa & Shumba, 2013).

School violence is a complex issue with a variety of influence factors (Ngidi, 2018). According to Jacobs (2012), the reality in South African schools, as portrayed by media are not corresponding with the education ideal of promoting democracy and protection of fundamental human rights, which is spelled out in various South African policies and legislation. Although there is an understanding that classroom management is a complex set of skills that includes much more than being able to influence and control leaners' behaviour, there remains an overall impression that classroom management is primarily about discipline (Allen, 2010).

Importantly, with increasing school violence in both urban and rural remote schools, there is a need to explore nature of school violence, as the objective of this study refers. Moreover, it is envisaged that the findings of this study will contribute in the new body of knowledge to benefit the selected public high schools in Jozini settlement of KZN Province. The findings may be transferred to other locations, if need be, which may encounter the same problems. The study generates information, which can be used by the KZN DBE, inspiring researchers and other relevant stakeholders in the province. The outcome of this study can provide directions for Jozini settlement selected public high schools to address the nature of this scourge.

1. Problem Statement

This study explores the nature of school violence in Jozini settlement selected schools in the KZN Province. With the recent violent spells in South African schools, questions have been asked as to whether parents, teachers, and the community are losing the fight against many existing challenges in the educational sector; these challenges continue to be a national crisis, not just educational. Moreover, there is a plenty of literature on dealing with school violence and how to prevent it. However, there is limited literature studies pertaining to the nature of school violence in the study locations. It is this gap in knowledge that this study seeks to address. Because of the on-going international and national debates pertaining to the associated challenges faced by educators, this knowledge remains essential. With increased understanding of the nature of school violence and related challenges presented by the existing strategies to deal with this problem in the South African contexts, schools and policy-makers might devise effective strategies or programmes to respond to the identified challenges (Makhasane & Mthembu, 2019).

To problematise related challenges faced by educators in some parts of the world, Geldenhuys (2018) states that in the United States of America (USA), an average of 253 000 teachers are threatened

with injury and 127 500 teachers are physically attacked by learners each year. Violence against teachers costs the USA more than $2 billion (R30 869 000 000,00 – by the time of drafting this study) per year in lost wages, lost days of work, retraining and replacement of teachers, medical and psychological care, student disciplinary proceedings, increased workers' compensation claims and action against perpetrators. In South Africa, the conducted Survey by the National Schools Violence Centre for Justice and Crime Prevention [CJCP] (2012) (in Geldenhuys (2018) reveals that about 52.1% of teachers were exposed to verbal violence perpetrated by learners. This study also shows that approximately 12.4% of teachers were exposed to physical violence, while 3.3% were exposed to sexual violence perpetrated by Learners. The study of Geldenhuys' (2018) further highlights that teachers do not want to be known as the person who was unable to discipline a child and keep quiet about the violence.

Additionally, Cankaya (2010) highlights that school violence, existing strategies and its challenges to curb school violence, for the purpose of this study, involve arrangements regarding the internal and external environment of the school. However, it is not only limited to environmental adjustments but includes activities geared towards increasing school loyalty of staff, students and families, the acts of violence and unwanted student behaviours are more common in schools where students feel less loyal. Teachers also have the right to work in a safe and secure school environment. The Occupational Health and Safety [OHS] Act (No. 85 of 1993) provides for employees' health and safety in the workplace and teachers should not be excluded, Deacon and Kew (Sa:1). The employer should ensure that their employees are safe and feel safe at work (Masitsa, 2011). Violence in schools and other safety related challenges on educators and scholars of high schools are global challenges that affects all the continents of the world and in South Africa, these challenges are seen as a community problem, because schools are part of the community (Mncabe & Madikizela-Madiya, 2014).

The lasting problem is that school violence and related challenges on learners and educators in schools affect everyone involved in the learning process and everyone within the school premises, learners, teachers, parents and other stakeholders (McMahon & Martinez, 2014). Section 9(1) of the Bill of Rights stipulate that *"everyone is equal before the law and has the right to equal protection and benefit of the law"*; teachers also need to be safe and protected in their workplaces (Coetzee & Van Niekerk, 2016).

Evidentially, the television program *Abakhulume* (2018) shows that for almost a decade, people of Jozini have witnessed problem of high rate concerning school violence, which is hindering the smooth flow of teaching and learning process. The *Abakhulume* (2018) also alludes that poor pass rate and dropouts at Jozini area, which originate from school violence, show this. It is therefore important to explore the management of school violence in Jozini settlement selected public high schools in the KZN Province to effectively respond to this scourge with much ease (Maphumulo, 2018).

A study by Maphumulo (2018) reveals that school violence in the selected high schools of KZN Province has reached a higher level, further undermining and hindering favourable schooling processes. For example, when learners often fight in the school premises where one or two of them were injured as results, some days pass without schooling taking place as injured learners may spend days in hospital and a parents meeting can be arranged. In some cases, social worker services are also arranged to offer counseling to affected learners. Additionally, the process of learning in school involves syllabus and if one is absent because of violence, teachers do not repeat what they already taught (Graham, 2018).

Likewise, when a learner beats a teacher he or she is not able to continue with teaching in the same school because of fear, resulting to shortages of teachers. It has been noted that almost every year, selected high schools in the KZN Province have incidents of school violence (Ngidi & Moletsane, 2015). Educational management of this area has tried to intervene, but the situation does not get better. Unfortunately, learners are continuing to be involved in school violence (Corcoran, Cheung, Kim & Xie,

2018). Therefore, this study focuses on the existing school violence management strategies to provide possible recommendations to improve these strategies.

2. Literature Review and Discussions of Empirical Findings

Literature review is the essential section of a study procedure, which makes an appreciated influence to practically in every single operational step (Kumar, 2011). According to Van Roy, Vanheule and Inslegers (2015), literature review is the practice searching for brief, and constructing the current work on a subject or the resulting script swift of the research. However, the purpose of literature review is to demonstrate actual reader that scientist have read, and have a respectable understanding of the foremost available work regarding a certain topic or inquiry in the specific arena (Locke, Silverman & Spirduso, 2009). Furthermore, Jesson, Matheson and Lacey (2011) observe that the objective of a literature review is to demonstrate to a particular reader that the researcher has read. The purpose of this wide-ranging literature review is to advance the understanding concerning school violence, which continues to arise more often as the enrolment increases in public schools and to explore existing strategies in place to curb school violence and its challenges (Gennari, 2013). Therefore, the structure of this section covers the *Constitutional foundations, the nature of school violence,* by detailing the selected Nine (09) *types of school violence,* consisting of main headings and related sub-headings.

2.1 The Constitutional Foundations to Curb the Nature of School Violence in South Africa

Chapter 2 of the Bill of Rights of the Constitution of Republic of South Africa, 1996 outlines the right to freedom and security for the people of South Africa, as well as the right to education (Jacobs, 2012). However, Mncube and Harber (2013) argue that daily reports appear in written and electronic media about the high levels of physical, sexual and gang-related violence in South African, which are against the highlights in the constitution. There have been outcries from the community of KZN Province about the outrage of high level of violence within the schools of KZN Province (Chikoko, Naicker & Mthiyane, 2015). Disruptive behaviour in school is not new, but the advent of inclusionary policies regarding special education students coupled with a perception that our society is increasingly antisocial and violent, has prompted educators to look for better ways of regulating student behaviour in schools (Allen, 2010).

Further, school violence has drifted from homes and social environment into schools and it keeps on escalating regardless of measures taken to address the issue (Benbenishty & Astor, 2008). Therefore, a worldwide media attention on the issue of violence in schools and the "globalization" of the phenomenon has highlighted the need for prevention strategies and further academic attention dealing with school violence with programmers (Maree, 2010). The study of Visser (1997) reports that an attempt to reduce the increasing rate of violence in South African schools, Section 61 of the South African School Act [SASA] (No. 84 of 1996) make provisions for protection, prevention of the rights and safety of learners in schools by forming laws and rules that learners and educators use.

Moreover, the problem with school safety is not based on lack of Counsellors at South African schools. It is a matter of upbringing that plays a role in the attitude of our children when they interact socially and academically with one another. South African schools do not lack nor have insufficient Counsellors as the National Professional Teachers Organisation of South Africa (NAPTOSA) claimed in the discussion of school safety. Those Counsellors are not there; they are not allocated or employed for their purpose. In addition to the availability of Counsellors, Mdaka (2011) shares that most public schools, if not all, do not have Counsellors to offer counselling, which includes wider goals of helping learners develop socially, personally, and academically.

Mdaka (2021) further suggests that all stakeholders should co-participate in attempts to curb the brutal mentality seedlings in its roots. It is also presented that even if professional Counsellors can be employed at schools, *"if we are going to dump our children in their sole care, we are sure to see the*

counselling render barren services in terms of grooming the responsible members of our communities and future leaders of our Nation." However, this does not mean that Government authorities should let the importance of allocating Counsellors at our school fly over their heads. Their services are much needed and, there is profound certainty that will produce positive results if everyone responsible plays their part in helping to shape the future of our children. Stemming from the parents, community members, teachers, local and national government, we can all assist in ensuring that our schools are the havens for the teaching and learning and the institutions where our children grow in all personal, social, and academic dimensions, Mdaka (2021).

2.2 The Nature of School Violence

The school violence challenge has become so mutual, that the broadcasters now reports about it nearly on every day (Mncube, 2014). An atmosphere that is occupied with delinquency and violence is not accommodative to schooling and learning purposes. Therefore, the main objectives are placed on the nature, contributing factors, effects and challenges presented by existing approaches. This current research also anticipates exploring the current strategies in place to manage school violence and suggest on how it can be improved (Jepson & Forrest, 2006). The consulted literature on school violence indicates an increase in school violence as most learners are being bullied in the school premises.

In USA, the National Center for Education and Statistics [NCES] (2020) indicates that a 75 % of violence occurring among primary, middle and high schools. These kinds of violence have been categorised according to physical attack with/without weapons, theft and cyber bullying (NCES, 2020). Furthermore, the findings of the study conducted by Mhlongo (2017) and Grobler (2019) reveal that the latest statistics on school violence in South Africa are greater than that experienced in the USA, where out of every 1000 scholars, 57 are exposed to school violence. Again, the problem is not only in South African schools but also in other countries such as Australia, Swaziland, Zimbabwe, Germany, Ghana and Canada (Le Roux & Mokhele, 2011).

Continentally, Africa is not innocent of bullying tactics as indicated by Fenny and Falola (2020). In Nigeria, bullying occurrence rate in the sample is 59.9%. These investigators reveal that boys are more likely to bully than girls are, and the common type of bullying is making fun of somebody (Fenny & Falola, 2020). Statistically, relationships for bullying perpetrators were linked with wrong friends, negative attitude towards school; go to private schools and ethnicity (Koyanagi, Carvalho, Smith, Haro & Vancampfort, 2019).

Additionally, in South Africa, Juan, Zuze, Hannan, Govender and Reddy (2019) highlight that school violence is common in most schools, either primary or secondary or high school. These authors recorded 99% of bullying in no-fee paying schools in South Africa compared to their fee-paying counterparts. This implies that private institutions possess strategies to manage violence in their schools. According to the findings of the study conducted by (Ncontsa & Shumba, 2013), about 91% of the participants report that violence in societies contributed to school violence. School violence emanates from poverty, and it was found that hungry learners steal others' lunch boxes (Khumalo, 2019). The second reason can be overcrowded classes (Ncontsa & Shumba, 2013). These reasons are mainly on poverty and failed parenting by parents.

2.2.1 Types of school violence

There are 02 types of school violence, which this section will discuss, these are, physical, also titled as straight bullying, and physiological violence, also referred to as indirect violence.

2.2.1.1 Physical violence

According to Volk, Dane and Marini (2014), each kid has a right to learning in a harmless school that is free of threat and where there is lack of danger, bullying, embarrassment and violence. Honig and

Zdunowski-Sjoblom (2014) indicates that experience of learners to school violence might result to emotional consequences like distress, low self-confidence, danger of hopelessness and suicide. Moreover, physical violence is an action or handling using bodily strength that is rough or harmful (Chisholm, Bullock & Ferguson II, 2017). A study conducted by Winstok (2011) reveals that physical violence is any action of using harmful thing, rock to injure someone.

Heerde and Pallotta-Chiarolli (2020) share that physical violence is a damaging conduct towards one-self, other people or property. In essence, physical violence is an activity or behavior using bodily power that is rough or harmful (Gilbert & Gilbert, 2017). Although, certain learners involve in the physical violence, or carry arms to school for variety of reasons counting from self-protection, safety, control and states (Jose & Medie, 2015). The firearms accessibility is occasionally extended from the public and streets into schools (Mncube & Harber, 2013).

2.2.1.2 Physiological violence

Ullah, Edwards, Ramdhany, Chitchyan, Babar, and Rashid (2018) express that abuses could be unforeseen attacks their target in an indirect manner, and repeatedly act in a socially controlling fashion. Singh (2018) reports that physiological destruction in a situation that is overwhelmed by violence, hostility is not to be undervalued, and learners with disruptive and forceful conduct have a habit of experiencing low self-confidence and Post-Traumatic Stress Disorder (PTSD). However, Ullah *et al*. (2018) suggest that physiological violence can occur in numerous forms, which comprises the betrayal of facts and extorting.

Equally, the emotional abuse includes parent(s), or caregiver(s) (Involving teachers) attractive in outlines of deeds, which are steadily damaging expressively and physiological safety (Bottoms, Peter-Hagene, Epstein, Wiley, Reynolds & Rudnicki, 2016). Apparently, there are numerous forms of emotional violence but the most mutual ones contain physiological abandoning, rejecting, and segregation, frightening, opposing and humiliating of a child (Alsehaimi, Barron & Hodson, 2019).

2.2.2 Forms of school violence

The United Nations (UN) investigated the nature of school violence and discovered that there are five key practices of violence in schools: bulling, sexual and gender-based violence, bodily and emotional violence (Chitsamatanga & Rembe, 2020). Ngidi (2018) reported that there are about nine main practices of violence in schools. The practices include, bulling, theft of property, robberies and vandalism, sexual violence, harassment and rape, violence relating to drugs and alcohol abuse, physical violence and use of weapons, shooting, stabbing and murder, violence through student protest and racial motivated violence. School violence can present itself in several ways, and to differing grades (Ngidi, 2018).

2.2.2.1 Bullying

Aoyama, Barnard-Brak and Talbert (2011) provide that bullying can be classified as fearful action to which another scholar frequently exposes to a scholar. Moreover, a teacher causing: bodily injury to the scholar or damages to his or her belongings, psychological provocation, creating the sense that the learner is not safe or his or her items is not protected and the eventual formation of hostile atmosphere that is counterproductive to learners. Duy (2013) asserts that bullying does not only affect learners but also intrudes educators. Moreover, bulling is not only simply a worry for the victim's welfare but also a severe fear about bullies as their linked with worse juvenile and later-life consequences (Bauman, Toomey & Walker, 2013).

In addition, bullying is usually likely to happen when the learner migrates from one school to another school (Sigurdson, Wallander & Sund, 2014). Learners who practice bullying activities seem to have a wish to dominate over other learners (Jacobs, 2012). Provokers are perceived as bodily strong when compared with the victims (Jacobs, 2012). The violent behavior is related to predisposal, an

arrogance of mind, an essential typical whose possible product is a tendency towards forceful action (Lereya, Copeland, Costello & Wolke, 2013).

According to Volk, Dane and Marini (2014), bullying can occur in different forms, these could be, oral bullying including insulting remarks and immoral labels, bodily bullying such as beating, kicking, pushing and spitting, deprived of cash or damage of items by bullies, bullying through dishonesties and untrue gossips, emotional bullying, cultural bullying, sexual bullying and virtual bullying (Tustin, Zulu & Basson, 2014). Again, Bogopa (2014) alludes that bullying in public schools can be classified into two phases: physical bullying and psychological bullying.

2.2.2.2 Virtual/Cyber bullying

Cyber bulling consists of the use of material and communication knowledge such as Immediate Messages (IM), correspondences, cellphone messages, offensive personal websites, and aggressive individual polling websites, to backing deliberate, frequent, and aggressive behavior by a single or collective that is intendant to destruct others (McLean, 2018). Technology spreads are having an intense result on the range of forms cyber bullying can immerge (Mclean, 2018). Generally, with the Fourth Industrial Revolution (4IR) in our midst, it is an open citrate that the technology has been improved immensely (Kumar, Gnansounou, Raman & Baskar, 2019). Teachers and parents must be mindful of cyber-bullying. With this form of bullying, it can occur without physical contact between the bullies and the victims (Wang, Iannotti, Luk & Nansel, 2010).

This kind of bullying can occur by using electronic device such as internet communication, cellphone, YouTube, Facebook, WhatsApp chatting and Emails. It is easy for perpetrators to practice the act of cyber bullying since one need not to have physical contact with his victim and only uncommonly receive punishment, thus, it is not easy to locate the perpetrator and the element that constitute cyber bullying as a crime are not clear (Ngidi, 2018). The research shows that the bullies target more girls than boys (Tustin, Zulu & Basson, 2014). Consequently, there is an upright indication to propose that cyber bullying stretches its broad and more long-lasting effect, have resulted in numerous suicides and killings (Ngidi, 2018). Cyber bullying is unlike old-style of bullying due to secrecy the internet offers (Sterner & Felmlee, 2017).

The study conducted by Slonje, Smith and Frisén (2013) contend that there are nine key types of cyber bullying, namely: provocation, flaming, imitation, segregation, excursion, scam, cyber treats and cyber chatting. However, the study of Ngidi (2018) rebuffs that cyber bulling can be classified into two namely, sexting and sex videos. Sexting can be defined as the act of distributing or posting sexually expressive transcript massages and pictures, plus undressed photographs using cell phones or workstations internet (Sterner & Felmlee, 2017). The internet has a stability characteristic that is hard to delete for one reason, once something is posted on internet, thousands of individuals can copy and save it instantly, and send it to others (Aboujaoude, Savage, Starcevic & Salame, 2015).

Besides, the simplicity and quickness at which massages can communicate obscures matters further (Berne, Frisén, Schultze-Krumbholz, Scheithauer, Naruskov, Luik, Katzer, Erentaite, Zukauskiene, 2013). However, with the range of opportunity to access to the internet, it is becoming easier for learners to access pornography (Ngindi, 2018). It is not easy for educators to monitor learners against pornography since the high school learners have the access on it even in their place of residence where the educators do not have a control (Coetzee, 2015). The consequence presented by cyber bullying is numerous, ranging from poor educational performance, bodily violence, institute dropout and suicide (Rosewarne, 2017). Cyber bullying adds an entire new element to the challenge because attackers can torment secretly and scope much broader viewers than is imaginable in school surroundings (Langos, 2012). Online persecution is possible to effect in anxiety, sleeplessness and hopelessness (Burton & Lioschust, 2013).

Subsequently, cyber bullying is the most difficult thing for children to deal with it alone without the support of parents, caregivers, educators (Anderson, 2012). Besides, cyber bullying is regarded as a global occurrence that disturbs millions of learners through all races and gender (Ngidi, 2018). However, the emotional destruction that happens in an atmosphere plagued by overwhelmed of violence and anger is not being under-estimated (Bogopa, 2014). Cyber bullying can be prevented by accumulative internet security, obstructive senders, emerging social and monitoring skills and have an information about legal issues regarding cyber bullying (Langos, 2012).

2.2.2.3 Sexual and gender-based violence

Study conducted by the UN postulates that around the globe in public schools, about 150 million girls and 73 million boys below 18 years old respectively, become a victim of sexual violence (Lanham, Ridgeway, Dayton, Castillo, Brennan, Davis, Emmanuel, Morales, Cheririser, Rodriguez, & Cooke, 2019). According to the Children's Act (No. 38 of 2005), exploitation in relation to youth means any form of destruction or ill-treatment intentionally inflicted on a juvenile, and include, sexual exploitation or exposing juvenile to deeds that may damage the juvenile emotionally or psychological. Sexual persecution and rape are erudite by male's pupils outside the school over their relatives, societies and media (De Lange, Mitchell & Bhana, 2012). Nevertheless, pupils who grow up with the background of violence from their respective homes are more likely to demonstrate violent act in school. Moreover, schools have to reflect to the information that certain youngsters who they teach often have to suffer from exploitation and rape at their household (Duma, 2013). However, sexual harassment can be defined as unwanted sexual consideration, which can contain indicative conduct, communications, or comments of sexual nature, implied or direct promises of remuneration for complying with sexual request, such as decent symbols or being promoted to the next class (DBE, 2012).

The study [On sexual harassment] conducted by De Drew (2017) establishes that sexual persecution is any annoying or unwelcomed behavior of a sexual environment. Apparently, sexual harassment can materialise in a form of oral, bodily, and graphical and writing (Thomas, 2015). Although girls are more vulnerable of becoming victims of sexual attack, Bhattacharyya's (2015) study found that it is also possible that they can sexually harass and rape their boys' counterparts. Equally, the findings of Madan's and Nalla's (2016) study indicate higher instances of sexual harassment where female pupils compared to boys may be endorsed to the patriarchal approaches in greatest societies. Nevertheless, often, boys are also exposed to act of name-calling like 'babe, handsome, and 'Sexy' are perceived to be forms of harassment (De Wet & Jacob, 2008).

More above that, Vega-Gea, Ortaga-Ruiz and Sanchez (2016) conducted a study which focused, among other things, sexual abuse on boys. The study found that boys are also target of sexual abuse. According to Streng and Kamimura (2015), there is also indication of prejudiced sexual delinquency where lesbians, transgender, gays and bisexual pupils are raped since it is assumed that they change their sexual perceptions. Students who identify themselves as bisexual, lesbian, gay, or transgender can be subjected to drop out of school since they feel unsafe (Anderson, 2012). It is a matter of concern that there is an alarming rate of reports of incident of sexual violence (Burton & Leoschut, 2013). Teachers are in the better place to detect child exploitation or molestation, from a permissible point of interpretation; all teachers have an obligation to protect pupils. Nevertheless, there is an escalation exercise by male teachers demanding sex with woman counterparts or school-girls (Ngidi, 2018).

In terms of South African Council for Educators [SACE] Act (No. 31 of 2000), the Provincial Departments of Education (PDoE) can recall any teacher found guilty of sexual misconduct against pupils, regardless of the learner's age and readiness, also emphasis the fact that should the teacher found guilty of such misconduct must be deregister as a teacher. Thus, such interventions are worthless if pupils, parents and the public see it as little misconduct or yield an inactive approach (Ngidi, 2018).

2.2.2.4 Violence related to drugs alcohol abuse

The Drugs and Drug Trafficking Act (No. 140 of 1992) bans the practice of custody of, or trade in, drugs and of firm pieces concerning the production or stock of certain drugs. Burton and Leoschut (2013) claim that harmless and none violence school is relentlessly related to nontoxic and non-violence community. The study of Burton (2008) suggests that learners that have certain access to arms and substance external of school which allows them to present equally into school location. Nevertheless, South African Schools Act [SASA] (No. 31 of 2007), Section 8(a) (1) has revised offers schools additional authority to schools' searching and substance testing when addressing the issue of violence between learners.

Again, a study by Burton (2008) reveals that easy entrance availability of liquor and drugs in societies, places survival of school-going phase at kids at jeopardy. Moreover, Imbusch, Missessss and Carrion (2011) mention in their study that drugs and trafficking are technique of outside violence, they initiate external and then gang associates inside the school, enable the facilities of trading drugs, where some pupils may be keen to use drugs. Various teenagers and young individuals are more probable to be involved in substance practice due to their separate characteristics and the atmosphere in which they survive (Hanson, Nacewicz, Sutterer, Cayo, Schaefer, Rudolph, Shirtcliff, Pollak & Davidson, 2015). However, there is a connection among drugs and violence likewise has stood found between juveniles and young children (de Vries, Hoeve, Assink, Stams, & Asscher, 2015).

Additionally, the study conducted by Mothibi (2014) reveals that drugs are also associated with delinquency through the things they obligate on users conduct. Alcohol is established to be the key substance between learners, irrespective of level of drug participation (Mothibi, 2014). Notably, countries usually have laws and principles aiming under-age consumption of alcohol, for instance, nations forbid the use of intoxicating drinks by adolescents, or dealing of alcoholic drinks to minors, over the outline and application of legal age restrictions (de Vries *et al*. 2015). According to Smit (2014) reports that the age at which pupils start consumption of alcohol is fluctuating, this proves that it is essential to teach pupils on drug consciousness and the threats of force. Furthermore, Mothibi's (2014) study also shares that alcohol drinking alone or in mixture, dramatically raises the danger of violence conduct and adds significantly to the occurrence of teenage suicide, aggressive and robberies. Normally, liquor use is linked with poor bodily well-being conditions including digestive conditions, heart condition, and cancer, intensification danger of communicable diseases due to debilitated immune and accidental injuries (Smit, 2014). Dangerous use of liquor in teenagers is connected with neurocognitive things and decreases brain functioning (Becker, Collins & Luciana, 2014).

2.2.2.5 Gang related violence

Gangsterism is the development on city resolute laterally cultural and financial lines (Collier, 2020). According to Mncube and Madikizela (2014), the issue of gangsterism is the worldwide phenomenon. Gangs form   groups for the means of instigating violence and criminality and to secure themselves actually against forcefulness as of other group (Ngidi, 2018). This study discovered three different types of gangsters namely: territorial, scavenger and corporate gangs. Territorial are efficient in that affiliates have preliminary rites that isolate them from non-members (Ngidi, 2018; and Champeyrache, 2018). Scavenger generally does not design their crimes and misbehaviour and typically are low successes or school dropout (Hlatshwayo, 2018; and Cook, 2018).

In addition, the last type of group gangs is extremely organised criminal scheme to sell drugs (McLean, Deuchar, Harding & Densley, 2019). According to Mncube and Madikizela (2014), all gangs have tittles and identifiable symbols. Nevertheless, pupils who do not have bodily power trust on fitting to a gang to shape a status for themselves in their societies and schools (Collier, 2020). Owen and Greeff (2015) indicate that learners who joined gangsters are made to having an impression of being recognised

in the community. Again, Ngidi (2018) claims that learners who have educational problems are cautiously disadvantaged or have low self-confidence develop easy recruits and objects for gangsters.

A study conducted by Fallin, Neilands, Jordan, Hong and Ling (2015) reports that when the household become dysfunctional and frictional since the condition, the pupils left the domestic home, spending their spell in the street at this state progressively portrayed them into criminal deeds. Further, Gorbach (2015) postulates that the existence of gang affiliates in schools raises the episodes of persecution of non-gang associates indorse leading to rises involvement in a gang for defense. Banks (2015) notes that gang affiliation in settlements schools also strengthens criminality and violence, meanwhile gang deeds comprises struggle for space and esteem.

2.2.2.6 Theft of property, robberies and vandalism

School vandalism has adverse commercial, functionally, and educational implications for education (De Wet, 2004). Vandalism places a substantial weight on educational division budget (Ervasti, Kivimäki, Puusniekka, Luopa, Pentti, Suominen, Vahtera & Virtanen, 2012). De Wet (2004) conducted a study, which defines 'school vandalism' as the intentional harmful, destruction, mutilation, of school assets by, amongst others, justification, uninterested, malicious, irritated, or philosophy-driven learners. Ncontsa and Shumba (2013) report that many schools face the problems of damaged doors, pinched doors and windows, which are intentionally destroyed to gain prohibited access inside classroom. Nonetheless, the study of Forsyth, Biggar, Forsyth and Howat (2015) claim that vandalism can affect education and result to failure of school curriculums, since there must be frequently interruption in order to renovate damaged structures.

Furthermore, the findings of Ncontsha and shumba (2013) highlight that pupils constantly lose their workbooks, calculators, as well as their exercise files with transcribed work over theft. Van Jaarsveld's, Minnaar's and Morrison's (2012) study alludes that not only pupil assets are the target, school assets such as equipment, workstations and useable objects are not excluded. According to Forsyth, Biggar, Forsyth and Howat (2015), robberies and erotic violence are all advanced at secondary or high schools, whereas assaults are mutual happening in primary schools. Every pupil needs to protect school assets for usage and for the assistance of all current and upcoming pupils of the school. Besides, pupils and their parents shall be accountable to pay the school for misplaces of or destruction to somewhat property (Fox & Fridel, 2018).

2.2.2.7 Racially motivated violence

According to Gillborn (2015), racism as an established financial, partisan, social and racial affair that warrants that one ethnic group has and sustain supremacy and freedom above all others in all parts of life. The study of Leonardo (2015) states that racism is the judgment or hatred directed against somebody of a dissimilar race created on the acceptance that one's personal race is superior. Generally, when the National Party (NP) came into power in 1948, the administration executed rules of apartheid, which indorsed racial separation in schooling in mandate to permit respectively races to promote its values through education (Leonardo, 2015). Epstein and Gist (2015) note that schools through the period of liberation fight were lobbied and were the place of struggles and, consequently, there is a necessity for the expansion of an uncompromised philosophy of education and learning.

Cheng, Cohen and Goodman (2015) concur that through the era of the escalation in pupil protest in contrary to apartheid and its attached and imbalanced teaching structure, student politicking in South Africa was associated to other public organisations, mainly for black people and the prodigious levels of violence and forcefulness at different levels are rooted in the past experiences and current effects of socio-economic and administrative factors. Furthermore, Cheng, Cohen and Goodman (2015) write cultural or moral perception created on skin colour or ethnic differences is additional practice of school violence. In another study, Ngidi (2018) reports that besides broader apartheid governmental strategies between races,

institutes them devise been used to explicitly or covertly teach pupils to hate pupils from other moral group.

2.2.2.8 Shooting, stabbing and murder

In South Africa, the level of criminality remains at a greatly scale and quite extreme (Dodge, Bierman, Coie, Greenberg, Lochman, McMahon, Pinderhughes & Conduct Problems Prevention Research Group, 2015). The study conducted by Jacques (2015) reports that violence and law breaking is one of the main problems and day-to-day encounters for schools in South Africa. Additionally, in their study, Gina and White (2014) reveal that the key delinquent existing in schools are aggressive, gunfire, stabbing and killings. Again, learners and teachers residing in high-crime spaces are at constant danger of being object of delinquency as they travel to and from school (Jacques, 2015). Generally, it is unsafe to be at certain schools in KZN Province since publics are attacking and even murdering each other in these schools (Gina & White, 2014).

2.2.2.9 Violence through student protests

According to Section 17 of the Constitution of the Republic of South Africa, 1996, everybody has the freedom, tranquilly and without arms, to gather, to demonstrate, and to picket extant a request. Furthermore, Cooper (2014) shares that scholar's group involvement is a great difficult and complicated event. This author (Cooper, 2014) further defines student protest as a reaction to continuing disagreement to the disapproval of a certain perspective; it is described as a condition in which societies come together and show disagreement to something. This confirms that schools and institutions of higher education respect the right of pupils to express their views and to contribute in legal demonstration deed supporting themselves with the wider legitimate moralities of South Africans to autonomy, belief and expression (Lewis, 2016).

Oxlund (2016) further indicates that during the protest student's damages school assets, abolishes school buildings, and even confronted one another. The study by Guba, Lincoln, and Harris (2003) reveal that regrettably protesting pupils overstep on the privilege when they take on violence demonstration deed, damages schools assets and threaten other students. When this materialises, most managements reply by organising armed forces, and the forcefulness ensues once leaving some pupils and police death or injured (Merry, 2020).

The empirical findings of this study presents the following notions; school violence is a global phenomenon (Mncube, 2014). A study by NCES (2020) points out that current events of school-based violence have caused the extensive implementation of school protection strategies across the United States. The state survey in Nigeria exposes that shocking high degree of violence is disturbing children all over the country (Fenny & Falola, 2020). Likewise, Juan *et al.* (2019) eluded that in South Africa extremely high degree of crime and violence are eminent, this discussions and presentations reads with paragraph 2.2 of this study. Moreover, the KIIs were asked about the nature of school violence in selected Jozini public schools. One participant stated the following in verbatim:

> *"The nature of violence in schools is verbal abuse, bulling where learners make threats and intimidation. There are incidents where learners fight, punch, kick and slap other learners. Other instances involve assault among students using weapons"* **KII (Educator).**

This expressed view by the participant reads with paragraph 2.2 of this study where Volk, Dane and Marini (2014) found similar results. They found that bulling can occur in different forms to mention them: Oral bulling including insulting remarks and moral labels, bodily bullying such as beating, kicking, pushing and spitting, depriving of cash or damage of items. This statement is also in line with findings of this study, as reflected in 2.2.2.3 of this study, where Duma (2016) indicated that children often suffer

from rape and various forms of exploitations in their households. Another participant mentioned the following in verbatim:

> '*Normally, at schools it is imperative that there are riots, because schools are having all kinds of kids coming from different background. In schools, they have violence that emanate from village fighting which escalate to school premises. This implies that learners fight according to clans.*'' **KII (HoD).**

This expressed view by the informants reads with paragraph 2.2.2.9 of this study, where (Sturman, 2018) revealed that scholar's group involvement is a great difficult and complicated event to combat. This was supported by Oxlund (2016), Guba, Lincoln and Harris (2003; and Merry, 2020). who stated that regrettably protesting pupils overstep on the privilege when they take on violence demonstration deed, damages schools assets and threaten other students, leading to death and injuries sometimes. Other participants had this to say in verbatim:

> ''*Nature of school violence is vandalism, indiscipline, theft and damage of property within the schools of Jozini. Learners have bad attitude. They just destroy school furniture without a reason*'' **KII (Principal).**

Likewise, paragraph 2.2.2.6 of this study affirmed these findings as mentioned by Forsyth *et al.* (2015) claimed that vandalism can affect education and result to lower pass rate at school since there must be frequently interruption in order to renovate damaged structures. These findings just an affirmation of the outcomes of this study, where in paragraph 2.2.2.6 of chapter two Ncontsha and Shumba (2013) report that pupils constantly lose their workbooks, calculators, as well as their exercise files with transcribed work over theft.

2.3 Identified Study Themes

The Nature and Practice of School Violence

During the conducted KIIs, it was highlighted that they did not report any serious occurrences of violence from their respective high schools. However, they all agreed that school violence is present in their schools. The most common violence is bulling and verbal abuse. This study confirmed 02 types of school violence, namely: **1)** Physical, also titled as straight bullying, and **2)** Physiological violence, also referred to as indirect violence. Therefore, the nature of school violence incidences do not only deprive learners the right to safety but also divest them the right to receive education in the environment that is advantageous to education. To this end, there are strong indications that school violence has a damaging effect on the academic result, bodily and emotional health of those who are victimised. Most of the key informants were of the view that the existence of violence from educators to students is none. Nevertheless, the findings from the literature of this study reveal that schools are unable to identify and deal with the matter of school violence before it explored.

Methodology

From qualitative lenses [Employed to obtain the information to explore rich information from the participants viewpoints, experiences, meanings and opinions on the nature of school violence in the Jozini settlement of KZN Province], with the adoption of case study research design and exploratory research objective, to this course, the exploration of the case study takes place through detailed, in-depth data collection methods, involving multiple sources of information that are rich in context, this can include interviews, documents, observations or archival records, among others (Mohajan, 2018).. This study was confined within Jozini settlement in the KZN Province, this area covers 1243 kilometers, with about a proportion being rural (Co-operative Governance and Traditional Affairs [CoGTA] (2021). Moreover, this study used purposive sample to select 25 participants distributed as follows: 15 Educators, 03

Principals, 03 HoDs and 04 Social workers. The following reasons were used for the selection of participants of this study:

- *Educators* were selected because they are usually the first to witness any form of violence among learners. They are usually the ones to report violence to the HoD.
- The *HoDs* are selected on the basis that they are at the level where they first deal with violence cases. They are also responsible of escalating matters to the principals. Principals are responsible for engaging with relevant stakeholders for assistance.
- *Social workers* placed at schools work with learners in terms of social, emotional and expansion challenges. They also assist leaners with educational disabilities, youths with drug abuse and individuals who have survived through distressing experience. Additionally, social workers offer information to scholars, parents and faculty staff also address appropriate matters in the school.

Data was collected through the application of semi-structured KIIs by interviewing individuals with informed rich views on understanding the nature of violence in the study area (Taylor & Blake, 2015) and analysed using Inductive Thematic Analysis (ITA) by pinpointing, examining and recording themes (Patterns) within data (Braun & Clarke, 2006). The Four (04) methods [**1**) Credibility, **2**) Transferability, **3**) Dependability and **4**) Conformability] of ensuring trustworthiness were applied in this study. For ethical considerations, this study followed the specified standards in terms of conducting research and safety as stipulated at Tshwane University of Technology (TUT) policies and procedures on research ethics document and the KZN DBE. The respect of dignity of participants in any research is critical. Since this study involves the participation of humans.

Conclusions and Recommendations

Moreover, when assessing the extensive nature of school violence, the study discovered that learners are leaving in fear that they can be a victim of school violence. Most of the KIIs express extreme distress over school violence in their society, stating that this tragedy needs agent attention. Besides, his study revealed that it has become extremely significant for the appropriate stakeholders against school violence to work together in dealing with issues pertaining to school violence. To this course, this study offers the following rrecommendations and strategies for improving objective of this study, namely, *'to analyse the nature of school violence in the selected public high schools of Jozini KZN Province.'* Thus, the following factors relate to the improvements of the nature of school violence in the Jozini settlement:

- **Modifying the curriculum:** Generally, Life Orientation (LO) subject focuses on life perspectives, personal growth, rational and emotional decisions of learners. Participants recommended that DBE curriculum planners should include concepts that deal with trauma, positive conflict resolution skills and conflict avoidance. Therefore, this in turn will encourage peace through constructive engagements in our fragile schools.

- **The involvement of stakeholders:** There is a need of collective efforts by all relevant stakeholders in order to combat the alarming rate of school violence. Schools, community members, parents, school governing bodies, police officers and the state should always come together and intervene if there is spotted school violence in schools.

- **Strategy to best deal with violence related to drugs and alcohol abuse:** It is recommended that parents must intervene. This will endorse opportunities for family dialogue, household focused prevention efforts and adolescents programmes to embrace peer group discussion. Support aid systems must be in place to aid learners with a safe environment and drug abusers must be taken to Counsellors or qualified therapist for constant support.

- **Strategy to deal with sexual violence and harassment:** It is recommended to monitor that learners keep rational behaviour in classrooms and toilets as it is perceived that most cases of sexual harassment happen in the toilets. It is also recommended that learners must know human rights to avoid tarnishing of dignity of their fellow members. In the end/long-run, they will appreciate and respect other learner's rights and human dignity.

- **Strategy to deal with bullying:** Generally, schools should have a policy that is specifically established to protect learners from bullying and other forms of violence, aided by strict rules and regulations, which should be carefully monitored. Local monitors [Including DBE employees, teachers, relevant stakeholders and SGB members, amongst others] can be selected to watch out for bulling and related school violence and reporting it to relevant stakeholders.

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