THE ROLE OF DISCIPLINE IN CIRCUMVENTING SCHOOL VIOLENCE IN SELECTED SECONDARY SCHOOLS OF MAMELODI TOWNSHIP IN GAUTENG

By

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DEDICATION

I dedicate this PhD thesis to my mother, Christina Mamorake Tshehla, and my late father, Sarel Tlopeng Tshehla

You always valued and prioritised the education of your children against all odds and ensured a better future for them, through access to a better education.

DECLARATION

I, DIZON SELLO TSHEHLA declare that:

The Role of Discipline in Circumventing School Violence in Selected Secondary Schools of Mamelodi township in Gauteng is my own work and all sources that I have used or quoted have been indicated and acknowledged using complete referencing, and this research has not been submitted in part or full for any degree at any other university.

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ABSTRACT

This study focuses on violence occurring in schools from a holistic perspective. The increase in the number of violent cases reported as directed towards learners and teachers in most township schools located in the Tshwane South District prompted the researcher to focus his attention on a search for new and viable strategies that would be suitable and effective for the circumvention or reduction of the level of violence in schools. Therefore, this study further focused on the role that proper discipline could play in circumventing school violence.

A qualitative research approach was used in the empirical investigation. The study was conducted at ten secondary schools located in Mamelodi township in Gauteng province. Purposeful sampling comprised ten school principals, ten members of the School Governing Body (SBG) (parent component), ten members of learner representative councils (LRCs), and 50 teachers. Semi-structured interviews were conducted with principals, SGB members and learners from LRCs. Qualitative survey questionnaires were completed by teachers. Data were analysed and interpreted using the Constant Comparative method of data analysis. The findings of the study revealed that most teachers lack effective administrative training and support in handling issues of discipline and curbing violence. The educational level of the parent component of the SGB should be considered, as lack of education limits and interferes with the quality of policy making, interpretation and implementation, pertaining to school discipline.

It was concluded that teachers, learners and parents need to be workshopped on how to effectively deal with discipline. The major recommendations of this study are that the department of education should include in its curriculum topics that deal with violent behaviour such as bullying, drug abuse, domestic violence, and suicidal thoughts in school subjects such as life orientation, and that tertiary institutions should also design and make available researched and tested conflict and violence management programmes; and infuse them into the tertiary education curriculum.

OPSOMMING

Hierdie studie fokus op geweld wat in skole voorkom vanuit 'n holistiese perspektief. Die toename in die aantal gewelddadige voorvalle wat aangemeld word en wat gerig is op leerders en onderwysers in die meeste township-skole in die Tshwane-Suid-distrik het die navorser genoop om sy aandag te vestig op 'n soeke na nuwe en lewensvatbare strategieë wat geskik en effektief kan wees om geweld in skole te bekamp. Hierdie studie het verder gefokus op die rol wat behoorlike dissipline kan speel om skoolgeweld te hanteer.

'n Kwalitatiewe navorsingsbenadering is in die empiriese ondersoek gebruik. Die studie is uitgevoer by tien sekondêre skole in Mamelodi township in die Gauteng provinsie. Doelgerigte steekproefneming het bestaan uit tien skoolhoofde, tien skoolbeheerliggaamslede (ouerkomponent), tien leerderraadlede en 50 onderwysers. Semi-gestruktureerde onderhoude is gevoer met skoolhoofde, lede van die skoolbeheerliggaam (ouerkomponent) en leerders van die leerderraad. Kwalitatiewe opnamevraelyste is deur onderwysers voltooi. Data is ontleed en geïnterpreteer deur gebruik te maak van die Constant Comparative-metode van data-analise. Die bevindinge van die studie het aan die lig gebring dat die meeste onderwysers nie oor doeltreffende administratiewe opleiding beskik nie en nie die nodige ondersteuning kry om kwessies van dissipline te hanteer of om geweld te bekamp nie. Die opvoedkundige vlak van die ouerkomponent in die beheerliggaam moet aandag kry, aangesien die gebrek aan opleiding die kwaliteit van beleidmaking, interpretasie en implementering, met betrekking tot skooldissipline, beperk en daarmee inmeng.

Daar is tot die gevolgtrekking gekom dat onderwysers, leerders en ouers 'n werksessie moet kry oor hoe om dissipline doeltreffend te hanteer. Die hoofaanbevelings van hierdie studie behels dat die departement van onderwys die onderwerpe van gewelddadige gedrag by die kurrikulum moet insluit en dat tersiêre instellings ook bewese konflik- en geweldbestuursprogramme by hul onderwyskurrikulum behoort in te sluit.

TS'ELISO

Phuputso ena e shebane le pefo e etsahalang likolong ho latela pono e akaretsang. Keketseho ea palo ea linyeoe tsa merusu e tlalehiloeng joalo ka ha e tobisitsoe ho baithuti le matichere likolong tse ngata tsa makeisheneng tse Seterekeng sa Tshwane Boroa e ile ea etsa hore mofuputsi a tsepamise maikutlo ho batleng maoala a macha a ka bang a loketseng le a sebetsang bakeng sa ho qoba kapa phokotso ya boemo ba dikgoka dikolong. Ka hona, phuputso ena e ile ea boela ea shebana le karolo eo khalemelo e nepahetseng e ka e bapalang ho qoba pefo ea sekolo.

Ho ile ha sebelisoa mokhoa oa ho etsa lipatlisiso tsa boleng lipatlisisong tsa mahlale. Boithuto bona bo entsoe likolong tse leshome tsa sekondari tse fumanehang lekeisheneng la Mamelodi profinseng ea Gauteng. Sampling e nang le morero e ne e na le baokameli ba likolo tse leshome, litho tse leshome tsa Sehlopha se Busang sa Sekolo (SBG) (karolo ea batsoali), litho tse leshome tsa makhotla a baemeli ba baithuti (LRCs), le matichere a 50. Lipuisano tse sa hlophisehang li ile tsa etsoa le mesuoe-hlooho, litho tsa SGB le baithuti ba tsoang LRCs. Lipotso tsa tlhahlobo ea boleng li ile tsa tlatsoa ke matichere. Lintlha li ile tsa hlahlojoa le ho hlalosoa ka mokhoa oa Constant Comparative oa tlhahlobo ea data. Liphuputso tsa phuputso li senotse hore matichere a mangata ha a na koetliso e matla ea tsamaiso le tšehetso mabapi le ho sebetsana le litaba tsa khalemelo le ho thibela pefo. Boemo ba thuto ba karolo ea motsoali ea SGB bo lokela ho nkoa, kaha khaello ea meeli ea thuto le ho kena-kenana le boleng ba ho etsoa ha maano, tlhaloso le phethahatso, e amanang le boitšoaro ba sekolo.

Ho ile ha phethoa ka hore matichere, baithuti le batsoali ba lokela ho rupeloa mabapi le mokhoa oa ho sebetsana le khalemelo ka katleho. Litlhahiso tse kholo tsa phuputso ena ke hore lefapha la thuto le kenyelletse litabeng tsa kharikhulamo tse buang ka boitšoaro bo mabifi joalo ka bompoli, tšebeliso e mpe ea lithethefatsi, tlhekefetso ea malapeng, le menahano ea ho ipolaea lithutong tsa sekolo tse kang thuto ea bophelo, le hore litsi tsa thuto e phahameng le tsona li lokela ho etsa joalo. rala le ho etsa hore ho be le manane a entsoeng lipatlisiso le a lekiloeng a taolo ea likhohlano le pefo; le ho li kenya lenaneong la thuto e phahameng.

LIST OF ABBREVIATIONS

CDs	Compact Discs
COSAS	Congress of South African Students
CPFs	Community Policing Forums
DBE	Department of Basic Education
ELRC	Educators Labour Relations Council
HOD	Head of Department
LRC	Learner Representative Council
NASGB	National School Governing Body Organisation
NSSF	National School Safety Framework
NSVS	National School Violence Studies
QMS	Quality Management System
SACE	South African Council for Educators
SADTU	South African Democratic Teachers Union
SAPS	South African Police Services
SASA	South African Schools Act
SBST	School-based Support Team
SGB	School Governing Body
SMT	School Management Team
TLO	Teacher-learner Liaison Officer

KEY TERMS

Academic Performance, Bullying, Department of Education, Discipline, Learners, Management, Parental Involvement, Principals, School Governing Body, School Violence, Secondary School, South African Schools Act, Stakeholders, Substance Abuse, Teachers.

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CHAPTER 1

ORIENTATION AND BACKGROUND TO THE STUDY

1.1   INTRODUCTION

Over the past two decades, school violence has been a prominent topic in public and media discussions. The attention of most research on violence in schools was directed at learner-to-learner violence, or teacher-to-learner violence, while little attention was given to the possibility of teachers being the victims **(Anderman *et al.*, 2018:622)**. This study focuses on violence in schools from a holistic perspective, in that all stakeholders form an important part of this research project because all are directly or indirectly affected by issues of violence. Violence is an intricate occurrence, and its source can be related to several factors within society or the community, as well as to individual factors **(Bacıoğlu & Kocabıyık, 2019:146).**

This study was first thought of because of the disruption caused by violent incidents in township schools reported daily on media platforms across South Africa. According to a study by **Bacıoğlu and Kocabıyık (2019:146)** violent incidents at school mostly result in injuries, psychological harm and even death. The increase in the number of reported violent cases directed towards fellow learners and teachers in most township schools located in the Tshwane South District of the Gauteng province prompted the reseacher to conduct research in order to explore new and viable strategies that could be suitable and effective in circumventing or reducing the level of violence in schools.

The main aim of a move towards circumventing violence should be the development and construction of an environment where violence is reduced or where there is no violence, and where all parties feel secure and at liberty to freely take part in school activities **(Bacıoğlu & Kocabıyık, 2019:146)**. **Demir and Kumcağız (2015:222)** stated that factors such as media, society, family, friends, and characteristics play a vital role in one's attitude towards violence. The involvement of the community in school activities may strengthen the relationship between the school and the community, thereby improving learners' outcomes and personal success in dealing with issues of violence **(Cuellar, 2018:30).**

The majority of public schools in the Tshwane South District are in the Mamelodi and Atteridgeville townships where exposure to violent and criminal activities is highly prevalent

in some communities. This could be ascribed to the high level of unemployment and the densely populated areas, which depicts learners as either victims or perpetrators themselves. **Krek (2020:157)** stated that violent learners were often exposed to physical violence themselves, or their upbringing was very lax and lenient. **Krek (2020:157)** further stated that the violent behaviour of adults can contribute to learners' disruptive or violent behaviour. To ward off violence, the interconnectedness of preventative and risks factors needs to be addressed. These factors involve individuals and community relationships **(Patel, Liddell & Ferreira, 2018:36)**. Most teachers experience stress as a result of violence **(Bounds & Jenkins, 2016: 337)**, and teachers need to be trained on how to identify and understand violent behaviour in learners. To deal with issues of violence effectively, two different support and moral education strategies are required **(Krek, 2020:157)**. **Krek and Zabel (2017:188)** stated that learners need to be taught to start adopting common social norms and values such as solidarity, respect and equality, to deal with issues of violence effectively. School leaders are now compelled to spend much of their time dealing with issues of violence, and to eliminate and prevent the incidences of violence that are occurring in many schools **(Gonzales, 2019:31)**.

The application of corporal punishment in South African schools was widely practised before the introduction of the democratic government in 1994. Corporal punishment was viewed as the most expeditious and effective method of dealing with classroom disciplinary issues **(Middleton, 2008:253)**. According to **Nelson (2016:312)** the fact that most learners believe that they are untouchable and that teachers' hands are tied by law from physically inflicting pain on them has and still is contributing to the increase in violent attacks by learners directed at teachers. **Bechuke and Debeila (2012:11)** poignantly mentioned that effective and quality teaching is mostly rendered impossible due to learners' rowdy and recalcitrant behaviour. **Tlhapi (2011:70)** mentioned that the lack of effective discipline in most South African schools can result in poor performance. **Coetzee, Van Niekerk and Wydeman (2008:215)** stated that most teachers are faced with formidable problems due to having to create a disciplined classroom that is suitable for effective teaching and learning, and inadmissible learner conduct.

Bara (2019:32) opined that violence in schools could be attributed to an imbalance of force within a learner's interpersonal relationships with his/her family and peers. **Bara (2019:32)** stated that violence is a discombobulated aspect of social, personal and collective systems, which can result in a loss of personal character and morality. This could display itself in a

physical, emotional or psychological form. **Malette (2017:5)** classified interpersonal violent learners as prone to be involved in intergroup violence, scapegoat violence, peer-to-peer honour violence, and bullying. **Malette (2017:9)** stated that these forms of violence can be direct or indirect.

Direct forms of violence are defined as overt aggression because they are intended to cause physical or bodily harm, whereas indirect forms of violence are defined as not being that obvious, for example name calling and libellous gossip. **Guilherme (2017:217)** averred that violence can only be resolved through dialogue, because if dialogue fails, then confrontation begins. **Guilherme (2017:219**) further stated that individuals start seeing each other as objects once an opportunity for dialogue as a resolving measure has failed. This results in an eruption of harmful violence.

Anhorn (2008:16) reiterated that productive teaching and learning can be negatively affected by penurious classroom management. Modest discipline should be directed at creating a safe and conducive environment for both teachers and learners. **Anhorn (2008:16)** further stated that when teachers are faced with inconvenient and demanding disciplinary problems, they often exhibit enervation and prostration.

Following the banning of corporal punishment in South African schools after 1994, some teachers began to experience learner discipline as a challenge and hurdle to be overcome by using alternative means (**Middleton, 2008:253**).

Effective management of school discipline is crucial as it enables proper and effective teaching and learning. **Joubert (2008:3)** stated that the main objective of school discipline is to safeguard and intensify an environment deemed conducive for proper teaching and learning. Because discipline keeps the vision and strategies of the school from turning into unattainable outcomes, proper discipline is essential for the success of a school **(Joubert, 2008:3)** .

In South Africa, violence is common in schools that are located in townships and informal settlements. Hence this study focuses mostly on schools in the townships and informal settlements. **Martinez *et al.* (2016:389)** stated that teaching in urban schools is associated with more violent experiences directed towards teachers. **Martinez *et al.* (2016:389)** further stated that more teachers are physically attacked by learners in urban schools than in rural schools. According to **Thornberg and Wanstrom (2018:1134**) more violence directed

towards teachers has been reported daily in most urban schools, and that black teachers were more likely to experience assaults and threats perpetuated by learners. **Thornberg and Wanstrom (2018:1134**) further reiterated that the need for acceptance by peers and dissemination of responsibilities in learners might force learners to get involved in violent activities against their will. **Thornberg and Wanstrom (2018:1134)** went on to assert that most learners can empathise with the victim internally, but peer pressure may still persuade them to continue with violent activities.

Bean (2018:15) stated that violent activities usually originate outside the school environment before they are displayed at school. **Bean (2018:15)** further elaborated, saying that most violent activities involving learners started on platforms such as social media since most learners nowadays spend a lot of time on such platforms. **Lumadi (2019:54)** averred that it was a common belief that schools are expected to be responsible for guiding and channelling learner behaviour by instilling a sense of self-discipline in them, but other factors such as parental and community involvement played a larger role. **Lumadi (2019:54)** asserted that classroom management should be designed in such a way that it creates leadership roles for learners in order for them to be taught and trained to take responsibility for their own transgressions and are then better able to guide their peers in problem solving and in effectively creating a positive learning environment.

Berg (2018:85) mentioned that the school climate plays a vital role in issues of violence. A positive school environment linked with positive classroom management can be portrayed as intervention strategies for dealing with school violence **(Berg, 2018:85)**. **Mares (2018:556)** stated that the behaviour of learners affects the climate, both in the classroom and in the school as a whole. Therefore, dealing effectively with discipline will yield a positive classroom and school environment.

Mares (2018:557) further alluded that the engagement of learners in searching for solutions to school violence is as important as the engagement of all the other stakeholders. Against this backdrop, this study focuses on the role of discipline in circumventing violence in South African schools, from a humanistic perspective. Furthermore, it provides important insights into the teachers' intellectual competency in dealing with disciplinary challenges as a way to prevent and micromanage violence in schools. This study also focuses on the relationship between the management of learner discipline and school violence. This chapter provides the background to the study, the rationale of the study, the theoretical framework, the

literature preview, statement of the problem, research questions and sub-questions, the aims and objectives, the methodology, the significance of the study, clarification of concepts, and an outline of the thesis.

The next section will address the background of the study. It will present a review of the literature relating to the role of discipline in dealing with school violence. The section will identify gaps in the existing research relating to this topic and explain how these gaps are addressed in this study with the intention to make a meaningful contribution to the existing body of knowledge.

1.2   BACKGROUND TO THE STUDY

School violence has contributed to the weakening of proper learning and teaching; not only in township and informal settlement schools, but also in all other schools. This has further contributed to unwanted activities, such as violence, vandalism, victimisation and bullying, which have been burning issues that involve learners and teachers in most South African schools (**Burton & Leoschut, 2013:1**). These issues have become the main contributory factors in the creation of unsafe and non-conducive school environments across the country and have negatively affected productivity and learner performance in most South African schools (**Mncube & Harber, 2013:12**). **Burton and Leoschut (2013:11)** stated that safety in schools is of revolutionary significance to all role players and stakeholders in education and therefore, its influence on education requires all spheres of leadership in education to respond with instantaneous alleviative solutions. Violence in schools has escalated since the banning of corporal punishment in South African schools in 1994. This brought about the need to design and introduce alternative disciplinary methods that are conscious of learner rights and are not in violation of the law (**Maphosa & Shumba, 2010:397**).

Bullying is increasingly happening online via social media platforms (**Ferrara *et al.,* 2019:270**), and many teachers are currently exposed to violence from learners, which in turn, negatively impacts the teaching and learning environment, thereby derailing the learning ability of learners **(De Cordova *et al.,* 2019:435). Fishbaugh, Berkeley and Schroth (2003:19)** asserted that teaching and learning processes are continuously interrupted by demands to deal with distracting learner behaviour and to negate belligerent incidents of aggression and brutality.

School-based violence has become an increasingly thorny issue in most South African schools, and it has now turned into a national issue. More and more teachers are faced with the task of having to deal with violence issues instead of executing teaching and learning activities (**Harber & Muthukrishna, 2000:424**). A dangerous and unsafe environment can be detrimental to the development of the youth in that it exposes youth to victimisation, thereby limiting their opportunity to develop socially, and exposure to an unsafe environment increases the likelihood of the youth adopting externalised behaviour such as aggression, fighting, and being in possession of dangerous weapons **(Radu 2018:1506**).

Butcher *et al.* (2016:1731) stated that home violence can expose the youth to victimisation and witnessing of violent activities such as domestic abuse or maltreatment. These behaviours, according to **Butcher *et al.* (2016:1728),** can cause exposed youth to experience post-traumatic stress disorder, lower cognitive functioning, and a tendency to drop out or to reduced academic performance. By virtue of the powers vested in educators, they possess more power when it comes to their roles in the classroom. They decide on the direction they want to see their classes take. **Leriche (1992:71)** reiterated that educators should learn to exercise a limited amount of power that is necessary to execute their duties in order to produce the expected results. Furthermore, **Harber and Muthukrishna (2000:424)** mentioned that most township schools are exposed to gangsterism and violence. Following an increasing number of school violence cases reported daily, schools are no longer perceived as secure and conducive environments for effective teaching and learning **(Harber & Muthukrishna, 2000:424)**. They concluded that schools have turned into imponderable and unforseeable places **(Harber and Muthukrishna 2000:424)**.

The period towards the end of the twentieth century brought to the surface much dissatisfaction about the execution of corporal punishment in South African schools, followed by a manifestation of the persuasion of human rights such as the United Nations' Convention on the Rights of the Child (2005) in which arduous clauses that opposed the administration of corporal punishment were instituted **(Leriche, 1992:71).** This drastic change resulted in the abolition of corporal punishment by the South African government as stipulated in the South African Schools Act (84 of 1996 Chapter 2 Section 10(1)). This radical action left most teachers frustrated and confused, and paved the way to an alarming level of violence in South African schools (**Leuschner *et al.*, 2017:69**).

In South Africa, there is evidence of daily media reports documenting violent activities taking place in most township and informal settlement schools. These violent activities are mostly directed towards teachers and fellow learners. In one of the reported cases (**Citizen, 13 March, p. 2**), one boy aged 16 was stabbed to death outside the school, allegedly by a fellow pupil, and two other learners were also attacked during the same incident and hospitalised. According to **News24 (23 March, p. 3)** another learner, aged 13, stabbed to death a 19-year-old Grade 11 learner just outside Polokwane. In the **City Press (21 February, p. 6)** a Grade 10 learner at a school in the Eastern Cape stabbed to death a Grade 9 learner with a knife, following an argument they had had a day prior. In one incident a 12-year-old learner stabbed a 12 year-old-learner to death with a pair of scissors at a school in Mamelodi East, a township located in Gauteng (**News24, 14 October, p. 5**). In another incident reported in the **Citizen (13 September, p. 4**), a 19- year-old learner was stabbed to death following a fight over a cell-phone in Eersterust, in Gauteng. In another media report a Johannesburg's Grade 10 learner was stabbed to death by a 14-year-old schoolmate **(Star, 21 February, p. 3)**. According to the **Daily Voice (26 November, p. 9)** a Grade 1 learner was stabbed to death inside a school toilet by a fellow learner in a primary school in Cape Town. In another incident (**Daily Voice, 11 December, p. 2**) a 17-year-old boy stabbed a 15-year-old boy to death at a school of skills in Matroosfontein, Bellville in the Western Cape.

These brutal, fatal incidents are not only directed towards learners but at teachers too. Many teachers have been raising concerns about their safety in schools following a number of fatal incidences that were reported. **Tintswalo (2014:56)** reiterated that incidents of violent behaviour by learners directed towards teachers occur. In one incident reported in the **Citizen (13 September, p. 4)** a 24-year-old teacher was stabbed to death by a 17-year-old Grade 10 learner in Zeerust, North West province. This happened after the teacher reprimanded the learner for jumping the feeding-scheme queue.

Netshitangani (2014(a):1399) stated that the media created the impression that violence is acceptable behaviour. They did this by displaying severe violent images and actions via television, computers and the internet. According to **Netshitangani (2014(b):1845)** teachers also play a contributory role in school violence. Furthermore, Netshitangani mentioned that teachers sometimes tend to respond inappropriately by ignoring incidences of violence reported by learners, which in turn makes the learners more aggressive. The minister of the

Department of Basic Education (DBE) has also raised concerns about the safety of teachers in schools (**Tau, 2013:5**).

According to **Tau (2013:5)**, the Minister of Education reiterated that violence in schools is a societal issue that needs the intervention of parents and community members at large. According to the minister (**Motshekga, 2013:5**) it is also the responsibility of parents to teach their children to be able to distinguish between right and wrong, and to instil in them a sense of togetherness. Furthermore, the former provincial Minister of Education in Gauteng, Barbara Creecy, condemned parents for not taking responsibility to instil discipline and good behaviour in their children (**Creecy, 2013:3**).

Tabane (2014:511) stated that school violence impacts the physical, psychological and emotional nature of a child. **Singh and Steyn (2014:81)** mentioned that safety issues in schools can lead to damage to the psychological wellbeing of learners and teachers. South African schools, particularly those in townships and informal settlements, are currently facing a big challenge of struggling to strike a balance between learners' and teachers' safety, and school violence. In this whole challenge, school principals play a vital role in ensuring that educational processes are not interrupted, and that conducive environments are created for both learners and teachers. According to the **South African Council for Educators (SACE) (2011:68)** school violence manifests itself within a psychological and physical context, and includes activities such as intimidation, stabbing, bullying, drug trafficking, vandalism, robberies, gangsterism, rape, murder, initiation, and physical and sexual assault. The results of the two surveys conducted in 2008 and 2012 in the National School Violence Studies (NSVS) at the Centre for Justice and Crime Prevention cited in **Burton and Leoschut (2013:7)** predicted that school violence in South African schools is increasing drastically. The study expressed general dissatisfaction by different stakeholders regarding violence over the period of four years, showing a 22% increase in 2008 and a 22.2% increase in 2012.

These findings displayed a very disturbing picture of the state of safety in most South African schools (**Burton & Leoschut, 2013:7**). **Burton and Leonschut (2013:11**) further asserted that learners' rights to education and protection are violated directly when their psychological and physical wellbeing are put at risk by the experience of school-based violence and abuse. **Save the Children (2011:6)** stated that creating a safe and supportive environment for learners should be on the priority list of every school. **Save the Children (2011:6)** went

further by saying that a school environment should promote democracy, participation, and responsibility, should be free of discrimination and violence, and should be able to assist all learners to develop to their full potential. The literature review provided evidence of the fact that there is a lack of research on how discipline contributes to school violence, and it also became evident that there is a need to conduct more research on the role discipline plays in circumventing school violence. In line with this background, this study evaluates the role of discipline in addressing the issues of school violence with the intention to explore better and more relevant circumventing strategies that could be deployed to address the challenge of violence experienced daily in most South African township schools.

1.3   STATEMENT OF THE PROBLEM

In light of the literature, the following statement was formulated relating to the research problem. School violence and learner discipline have both become crucial issues, following the abolition of corporal punishment in South African law in 1996. Most teachers started experiencing disciplinary challenges following the enactment of the South African Schools Act 84 of 1996 (Section 16:1). Teachers were compelled to search for and apply new disciplinary methods, which are conscious of learners' rights and in line with legislation. In the process of searching for better disciplinary methods, learners became more unruly and aggressive towards one another, as well as towards teachers. This aggressive behaviour, displayed mostly by township learners, has led to an increase in school violence. The researcher was interested in establishing the role of discipline in reducing school violence, and in finding out to what degree has this impacted the education system of our country. School violence is currently causing severe and extensive damage to the education system in South African schools, particularly in township schools in the Tshwane South District in the Gauteng province. Violent attacks against learners and teachers are reported daily via the media and social media platforms. The severity and recent increases of these attacks have prompted the researcher to undertake this study.

1.4   RATIONALE FOR THE STUDY

Education has been widely perceived as a tool to equip and mould learners to become responsible, knowledgeable, competent and productive citizens, who can interpret and make sense of the things happening in and around them. Therefore, the main objective of any school should be to instil a sense of self-control and self-discipline. The school

management team, teachers and other stakeholders are critical to the accomplishment of this advancement.

This study aims to identify and highlight the role discipline plays in creating and maintaining a school free of violence. The intention is to further explore various disciplinary methods and measures that are more suitable in the current situation of a modern era where corporal punishment, which was perceived as the most effective and successful method of discipline prior to 1994, was done away with (**Middleton, 2008:254**). Furthermore, the study aims to identify the gaps created by outlawing corporal punishment in 1994, which left most teachers across the country feeling powerless and unable to cope with the disciplinary challenges they face daily (**Mncube & Harber, 2013:12**).

1.5   LITERATURE REVIEW

A literature preview is crucial as it puts this study within the existing research on the role of discipline and school violence with a particular reference to selected secondary schools in the Tshwane South District in the Gauteng province.

1.5.1 Manifestations of School Violence

School violence in urban schools manifests itself in a drastic and unpleasant way. Urban schools are usually densely populated with many learners living in townships and informal settlements where poverty is experienced daily and school attendance is poor. These factors consequently affect academic achievement negatively. These schools experience a high level of violent activities involving physical attacks, bullying, and the carrying and sometimes using of dangerous weapons (**Robers, Zhang, & Truman, 2012:176**). The rocketing level of school violence has recently captured the attention of the public and the media (**Reddy et al., 2018:11**). **Longobardi et al. (2018:171)** stated that most research conducted on school violence primarily focused on learner-to-learner bullying and peer violence, and **Kapa et al. (2018:247)** attest to the fact that to date there has not been enough research on teacher-directed violence, although this trend is rapidly increasing.

The tragic killing of learners and teachers by other learners in many South African schools clearly shows that school safety should be at the top of all stakeholders' priority lists. The media coverage of most of these cases plays a vital role in alerting stakeholders about the immediate need for an action plan to deal with this disastrous behaviour (**Mason, 2012:83**). **Butcher et al. (2016:1726)** stated that the exposure of youth to conditions of violence can

be classified into three social categories, being at home, at school, and in the neighbourhood. **Parker *et al.* (2016:529)** averred that the involvement of the youth in such high-risk behaviour could be influenced by certain aspects of the school environment. **Parker *et al.* (2016:529)** asserted that a discombobulated school environment might be contributing to learners' involvement in risky behaviours.

1.5.2 The Role of Discipline

The main aim of discipline is to maintain order in the school environment, to ensure the welfare and to safeguard both learners and teachers (**Bechuke & Debeila, 2012:7**). **Hunter (2004:12)** maintained that most teachers are involved in learner discipline today, which makes it difficult for them to take pride in their jobs and their profession. **Wald and Casella (in Reyes, 2006:89)** mentioned that some teachers compare their teaching task with fighting a battle. **Rosen (2005:10)** stated that due to discipline-related stress many teachers resign from the teaching profession. Disciplining learners is the most challenging task facing teachers today, and teachers are expected to enforce discipline to create an organised environment that is conducive for teaching and learning processes to be smoothly and fully executed. A disorderly environment takes time away from teaching and learning because learners cannot concentrate on their work, and teachers cannot teach.

The main purpose of managing discipline is to ensure that it serves its purpose of creating security and safety for everyone involved in its processes (**Bechuke & Debeila, 2012:8**). **Oosthuizen, Roux and Van der Walt (2003:375)** maintained that the management of discipline should be focused on creating a relationship of love, care and guidance, and not only on controlling unruly behaviour. For educational processes to be meaningful and fruitful to learners and the community at large, a safe and secure teaching and learning environment should be enforced (**Joubert, De Waal & Rossouw, 2004:77**).

Discipline in South African schools has become such an alarming issue that one might conclude that more learners enter the system with the intention to disrupt rather than to learn (**Masitsa, 2007:3**). **Masitsa (2007:3)** further alluded that teachers and other stakeholders involved in education are continually searching for better ways to manage discipline in schools, since discipline is a global challenge that affects everyone. For educational processes to exercise their effectiveness, school managements should guarantee sound and solid discipline, and for this to be achieved, teachers should apply personal discipline, and ensure constant discipline among learners (**Du Plessis & Loock 2007:7**). School

management could enhance positive discipline by reinforcing positive behaviour among learners. According to **Du Plessis and Loock (2007:7)** rewarding positive behaviour could serve as one strategy to enhance cooperation and personal commitment to create a positive learning and teaching environment.

1.5.3 Contributory Factors to School Violence

In an attempt to explore and gain knowledge of the factors contributing to violence in schools, which in turn could assist in the development of suitable and feasible intervention strategies, the DBE has identified truancy, gangsterism, possession of weapons and bullying as the main causes of violence in schools, and physical, emotional and psychological torture as the main forms that violence at schools take (DBE, 2015:87). **Netshitangani (2018:5)** stated that a discombobulated and deficiently run school is more prone to various kinds of school violence. **Mncube and Harber (2013:13**) highlighted the following forms that school violence mostly takes: physical attacks that involve spitting, hitting, harm caused by the use of objects; verbal attacks including mocking, shouting, bullying and insulting; as well as destruction of property including breaking windows, stealing, and drawing of graffiti on school walls. **Guilherme (2017:216)** stated that violence can stem from a lack of dialogue, which can easily turn into defiance. **Guilherme (2017:216)** asserted that people can enter into a dialogue with the intention to resolve their differences, but if one party is ignored, they might resort to defiance, which then leads to confrontation.

1.5.4 Intermural and Intramural Risk Factors Associated with Violence

School violence can be influenced by several factors, which according to **Çengel and Türkoğlu (2016:1894)** are classified as intramural, occurring within an individual; and intermural, involving other people such as peers, family, or community members. Furthermore, **Çengel and Türkoğlu (2016:1896)** asserted that the extent of the problems may differ, depending on the geographical location and setting of a specific school. **Inchley et al. (2016:175)** in a study conducted by the Word Health Organisation in 2016 on school-aged children across 40 countries revealed that sex and age play a very significant role in the frequency of individuals involved in violent activities. **Inchley *et al.* (2016:175)** stated that fewer females than males were involved in school violence. Intramural risk factors are usually associated with a negative climate in a school where a learner feels insecure and exposed, and poor academic performance, which is associated with the learner inability to cope academically (**Berkowitz *et al.,* 2017:426)**.

Berkowitz *et al.* (2017:426) said that intramural risk factors are probably linked with victimisation within the family, which includes the child's exposure to domestic violence, as well as interactions with violent community members. **Ladd, Ettekal and Kochenderfer-Ladd (2017:827)** averred that peer victimization is also associated with academic issues such as negative attitudes towards the school, a lack of academic excellence, and a high level of absenteeism, whereas **Orpinas and Raczynski (2015:10)** attested that the lack of participation in school, as well as the inability to develop positive and vital relations with others also contributed towards intermural risk factors. Violence is an issue that is also influenced by peers, family members, and community members (**López *et al.*, 2017:324).**

1.5.5 Violence Circumventing Strategies in Schools

School managers carry the responsibility of ensuring a safe and conducive learning and teaching environment for all parties involved. Teaching and learning processes should at all times take place without interruption. **Sayed *et al.* (2017:57)** stated that the presence of violence in schools violate the learners' right to a safe and secure learning environment, thereby disrupting their concentration. This, in turn, negatively affects their academic performance. Furthermore, **Sayed *et al.* (2017:57)** stated that it has been reported by teachers that violence in schools makes it difficult to complete the curriculum, as dealing with the violence consumes a lot of teaching and learning time.

In response to the above statement, the DBE in 2015 released a document entitled "The National School Safety Framework (NSSF)". This document was intended to eliminate violent incidents experienced daily in most South African schools. The Minister of Basic Education, Angie Motshekga (in DBE, CJCP, UNICEF, & NSSF, 2015:17) stated that the main aim of the NSSF is to enhance the creation of a safe and secure learning and teaching environment, as a measure for ensuring equitable access to quality education for all children throughout the country. The DBE (2015:28) further outlined the purpose of the NSSF as a guide to the management of school violence by providing for the development of appropiate policies and structures. The NSSF Safety Plan is divided into three sections, namely problems, objectives, and an action plan (DBE, 2015:87).

Matthews (2018:30) highlited school safety strategies as being grouped in three dinstinct typologies as the most useful strategies that can be applied collectively to reduce violence in schools. According to **Matthews (2018:30)** these strategies are classified as physical, interactionist, and legal. The physical strategy involves the physical structure of school

security such as controlled access, surveillance cameras and metal detectors, whereas the interactionist strategy includes practices such as effective communication, mentoring, conflict resolution, group counselling, and condonation of anonymous reporting of violent activities (**Matthews, 2018:30**). The third strategy as mentioned in **Matthews (2018:31**) is the legal strategy, which involves law enforcement, and school personnel exercising legal authority. The following section emanating from the literature review was deveoped to describe and support the positioning of the research problem.

1.6   RESEARCH QUESTIONS

The main research question and sub-questions are listed below. The sub-questions became guidelines for the literature review, survey questionnaire and interview questions. The primary research question was: *What role does discipline play in circumventing school violence in Mamelodi township in Gauteng*?

The sub-questions related to the main question were:

- *What is the role of discipline in circumventing violence?*
- *To what extent does violence affect teaching and learning?*
- *What factors are contributory to the rise in school violence?*
- *What role do teachers and school managers play in eradicating school violence?*
- *Which strategies can be employed to prevent school violence and promote school safety?*

1.7   AIMS AND OBJECTIVES OF THE STUDY

1.7.1 Aim

The aims of the research are to investigate the role of discipline in preventing or reducing school violence, to make further recommendations regarding strategies and guidelines on how discipline could be utilised to reduce school violence, and to make a useful and significant contribution to educational research.

1.7.2 Objectives

The following objectives for this study are identified:

- To examine the role of discipline in reducing school violence
- To examine the extent to which violence affects teaching and learning

- To investigate the factors that are contributing to the rise in school violence
- To assess the role of teachers and school managers in eradicating violence in schools
- To explore strategies that may be employed by schools to reduce violence.

For the fulfilment of the above aims and objectives, the following section discusses the preliminary methodology of the study. This aspect of the study is discussed in detail in chapter 4. Following on from this preliminary discussion are the research design, the approach to the study, population, sampling, instrumentation, data analysis and interpretation.

1.8 METHODOLOGY OF THE STUDY

1.8.1 Research Paradigm

1.8.1.1 Interpretivist paradigm

The researcher's belief system and philosophy about the social life of learners, teachers and community members is underpinned by a social paradigm. This paradigm, the interpretivist humanistic paradigm, played a vital role of guiding the researcher on the systematic development of the research problem and research question for this study. The interpretivist paradigm has been proven to be profound and to fit the social research method (**Moriah, 2018:11**) that applies to most qualitative research, in that it is capable of helping researchers to make logical future predictions about research outcomes through its ability to prompt possible research responses **(Moriah, 2018:11)**. This paradigm also made it possible for the researcher to adopt research strategies that guided the method of data collection and analysis, to ensure that the research processes are credible and reliable.

Purswell (2019:359) believes that a person's interpretation and belief about themselves and the world to a large extent affect their actions and interactions with the world and the people around them. **Purswell (2019:359)** further stated that the relationship between a learner and a teacher contributes to personality construction or destruction. If the relationship between them is negative, a learner might be resistant, difficult, violent, and non-cooperative, whereas if the relationship between the teacher and the learner is positive, a learner can develop empathy, positive regard, cooperation, and congruency **(Javadi & Tahmasbi, 2020:42)**. **Tolan (2017:162)** stated that learners who develop high self-actualisation perceive challenges as opportunities to learn and develop their problem-

solving skills, and therefore such learners approach challenging situations with a positive mindset.

The Interpretive Humanistic paradigm is an approach that makes the denotation of inter-subjective knowledge construction more prominent **(Josselson, 2007:121)**. **Taylor (2013:4)** stated that the Interpretive Humanistic paradigm aims to construe people from their own ethnic milieu; meaning that people can benefit themselves by immersing themselves within their ethnic groups, utilising interviews, observations and advancing alliances that are ethnically sound. This approach can be applied to educational research to enable researchers to combine concrete comprehension of the real life experiences of teachers and learners, with the classrooms, schools and societies they serve. According to **Purswell (2019:362**) the Interpretive Humanistic paradigm aims to create and promote an environment where learners respect, accept, and care for each other and other members of the community. This approach further asserts that when learners feel accepted they develop a sense of belonging, which in turn ignites their sense of curiosity about the needs and wellbeing of their peers and people around them. **Prabhavathy and Mahalakshmi (2016:38)** outlined four main aspects of teaching and learning as being the teacher, learner, learning processes, and learning outcomes. Therefore, these four aspects are key to the development and shaping of learner behaviour. Furthermore, **Prabhavathy and Mahalakshmi (2016:39)** reiterated that if these aspects are well integrated and facilitated, they can act as principles for positive personality transformation. In line with **Arifi (2017:195)** the main intention of an Interpretive Humanistic approach is to develop in a person an acceptable social attitude and empathy, which are the keys to moulding a person to take leadership roles in society.

Frias (2019:2) asserted that the development of individual anatomy and purpose, as well as self-determination marks the core of an Interpretive Humanistic approach. According to **Firdaus and Mariyat (2017:27)** education has the ability to ignite and improve the ability of humans to develop good personalities. **Kivunju and Kuyini (2017: 33)** asserted that the Interpretive paradigm is interested in making sense of, and interpreting what the subjects are thinking and experiencing. **Croucher and Cronn-Mills (2018:213)** proposed that a pivotal supposition in the Interpretive Humanistic paradigm is that subjective perception and interpretation are elements of reality construction. This interpretation means that human beings act out what they have learnt from various life occurrences and from what is perceived as appropriate by society at large. The violent behaviour displayed by most

learners in Mamelodi township schools could have been learnt from their peers, family members, or community members they interact with on a daily basis. Therefore, based on these assumptions, this study sought to investigate further how such interactions contribute to violent behaviour among most learners in Mamelodi township schools, with the intention to scrutinise how best discipline could be utilised as a violence prevention mechanism.

1.8.2 Research Approach

1.8.2.1 Inductive approach

The researcher made use of an inductive approach to qualitative research. According to **Azungah (2018 :383)** the inductive approach involves the collection of data that are relevant to the topic, and analysing the data in order to support and answer the reseach question. The researcher made use of in-depth individual interviews in order to gain detailed knowledge about a research topic under investigation. The researcher also employed a qualitative survey as another data collecting strategy in that it is also able to draw diverse and extreme information from participants, that could be used in answering the research question. According to **Brantnell, Baraldi and Van Achterberg (2019 :246)** the inductive approach aims to gain meaning about the collected data, with the intention to answer the research question, and develop theory about the outcome of the research study.

1.8.3 Research Design (Grounded Theory)

The researcher deemed a Grounded theory design to be appropriate. **Nenty (2009:24)** stated that a Grounded theory design is primarily an exploratory design where the researcher aims to gain a perception of fundamental opinions and insights about the research problem. The main aim of this study was to make recommendations in the form of guidelines and strategies on how discipline can be incorporated into schools as a method of violence avoidance. Participants' opinions, insights and interactions were accumulated and analysed using in-depth interviews, and a qualitative survey (see 1.9.5.2(d) below for further substantiation in this regard). The researcher could recommend informed, meaningful, and relevant guidelines and strategies to schools and to the department of education on a systematic approach to issues of school violence. This study is empirical and multimethod in nature, as it involves an Interpretive approach to its subject matter.

This qualitative study is impassioned in its attempts to make sense of and derive at interpretations about the factors that contribute to school violence. **Moriah (2018:8)** stated

that qualitative research pays attention to the social reality of communities and individuals and seeks to find meaning as to why they are practising violence and how they do that. The researcher used in-depth interviews to examine the extent to which violence negatively impacts teaching and learning processes in schools by interviewing participants who were actively involved in teaching and learning processes. The main intention was to create a platform that allows participants an opportunity to express their views and experience by means of verbal and non-verbal actions. By interviewing school managers and stakeholders the researcher could accumulate very useful qualitative data, which is vital to make informed recommendations.

The SGB members (parent component) and learners played an important role in providing data relating to external factors of community and home interactions that learners and parents are involved in daily. This information could not be provided by either school managers or teachers. This form of qualitative data could also be accumulated through in-depth interviews, and finding pieces of puzzles that described the role of society as a contributory factor to issues of violence. School managers and teachers are the primary administrators of discipline in schools. Therefore, they play a major role in providing qualitative data on the methods of discipline that are being utilised, and their effectiveness or ineffectiveness of dealing with issues of violence in schools. By completing a qualitative survey, information which could not easily be elicited through interviews was supplied. Participants were provided with an opportunity to put their experiences and ideas in writing, which could then encourage more realistic and unbiased responses. The researcher avers that the research design guides a researcher from the beginning to the end of a research project. The main purpose of the selected design was to furnish the researcher with the most precise responses practicable to the research questions. **Pitman and Maxwell (2003:74)** stated that the main purpose of qualitative research is to interpret and understand the aim and meaning that underlies all human actions, rather than describing human behaviour in relation to well-founded but nevertheless universal laws.

Cruz and Tantia (2017:80) opined that in order to gain knowledge of people's beliefs and attitudes, one needs to gain access to their minds. **Cruze and Tantia (2017:81)** assert that qualitative research is useful for gaining insights into people's interactions, experiences and interpretation about their own world and environment. In line with **Pernecky (2016:172),** the qualitative approach is designed to explore the meaning that lies behind people's actions and perceptions. Therefore, in order to scrutinise how principals, teachers, learners, and

parents perceive and think about the impact of discipline on violence experienced daily in most township schools of Tshwane South District in Gauteng province; the researcher entered into the academic world of principals, teachers, learners and parents, and explored their actions and perceptions by gathering qualitative data as described in section 1.9.5.1 of this study. For the purpose of this study, the researcher is interested in the role that discipline plays in school violence in selected township schools, and to what extent this role contributes to reducing violence in South African schools.

The next section focuses on the approach underpinning this research study, and goes on to describe the specific contribution and relevance of the interpretivist paradigm to this research.

1.8.4 Sample

The target sample for this study includes teachers, principals, SGB members (parent component) and learners who are currently in the system and are exposed to violence taking place in schools. The sample focused on learners attending school in the demarcated area of Tshwane South District; specifically in the township of Mamelodi. Mamelodi township is divided into East Mamelodi and West Mamelodi, of which East Mamelodi is made up of both formal and informal settlements; whereas West Mamelodi comprises only formal settlements, and is the oldest settlement in the history of Mamelodi. The development of this township started from the west and moved to the east side. The township was established in June 1945 (**Matlou, Bakker & De Jong, 2003:2**) and has about 13 public schools (**Matlou et al., 2003:4**). Ten secondary schools out of 13 were sampled to take part in the study, which makes it an adequate representation of secondary schools in the demarcated area. This sampling covered schools in the western and eastern parts of Mamelodi township. The researcher was guided by the relevant education department in the sampling of these secondary schools. Individual interviews were conducted with ten sampled principals, ten sampled SGB members (parent component), and ten sampled Learner Representative Council (LRC) members. A survey comprising 50 sampled teachers (5 per school) from ten secondary schools in Tshwane South District was also conducted using questionnaires. A total of 80 participants were sampled for this study.

1.8.5 Sampling

1.8.5.1 Purposeful sampling

The researcher found purposive sampling relevant for the objective of this study. The researcher was interested in participants who had experienced or were currently exposed to the research topic under investigation. Purposive sampling according to **Palinkas *et al.* (2016:4**) is a widely used technique for the selection and identification of cases that are information rich for conducting qualitative research, and which also involves selection and identification of groups and individuals that had experience and specific knowledge about the phenomenon under study.

Ames (2019:124) asserted that the main purpose of the study should be to reach the research objectives. Purposeful sampling in research is utilised to identify and preselect informed participants about the research study under investigation **(Ames, 2019:124)**. **Palinkas *et al.* (2016:5)** stated that sampling refers to the process of acquiring specimens from the population for a research project. Therefore, the size of a sample is generally smaller than that of the population **(Palinkas *et al.*, 2016:5)**. In conducting purposeful sampling, information-rich sources such as groups, places and events are key. The chosen sample for this study was considered knowledgeable and experienced about the phenomenon the researcher was investigating. The researcher interviewed ten school principals, followed by ten SGB members (parent component), and then ten LRC members; all of whom were from the ten sampled secondary schools demarcated in the township of Mamelodi, in the Tshwane South District. The researcher also conducted a survey with 50 teachers; five teachers per school in ten selected secondary schools. All these participants are actively involved in the education system, and were considered knowledgeable about the phenomenon under study. For this thesis, sampling was purposive in that it focused on the characteristics of the school principals, the teaching (staff), the community (represented by parents in the SGB) and learners (LRC) all of whom might influence the development of discipline and violence in schools.

1.8.5.2 Stratified sampling

Since simple random sampling was not appropriate due to the limitation of the sample per school, the researcher subdivided the participants in to homogenous groups in respect of characteristics under study. In this case, the researcher classified the participants in to four

categories, namely principals, teachers, school governing body memebrs (parent component), and learners. Then a simple random sample was conducted with the assistance of school principals. For the purpose of this study, the researcher automatically selected all school principals from ten randomly selected secondary schools, since each school has only one principal. The researcher then selected teachers with two or more years teaching experience since this could be enough time for a teacher to gain enough experience about issues of school discipline and violence. The resercher further selected SGB members (parent component) and only learners who were part of the executive committee of the representative Council of Learners.

1.8.6 Instrumentation and Data Collection Techniques

The researcher used interviews and a self-administered questionnaire (see section 1.9.5.2(d)) to collect data from the participants **(Canals, 2017:391)**. The purpose of using individual interviews was to create a platform for individual principals, parents, and learners to openly express their experiences and opinions about issues of violence and discipline in schools. A self-administered qualitative survey was also utilised because of the advantage of its widespread open-ended questions, which yield responses that are regarded as more conventional and able to go deeper in providing data that are more relevant to the problem under review.

1.8.6.1 Instrumentation

Instrumentation according to **Canals (2017:392)** refers to the construction of tools to be used by the researcher to collect, measure and analyse data. Data were collected in secondary schools situated in Mamelodi township. The schools were chosen by virtue of distance, financing, ethnic representation, and time. The data gathering techniques employed by the researcher can be summed up under the following two categories:

➢ In-depth interviews – consisting of semi-structured and open-ended questions
➢ Qualitative survey – consisting of a questionnaire comprising sections A to G

1.8.6.2 Data collection techniques

1.8.6.2(a) In-depth interviews

Boyce and Neale (2006:3) stated that in-depth individual interviews are useful when a researcher wants to gain detailed knowledge about a person's feelings and actions. They

furthermore mention that in-depth individual interviews should be utilised in substitution of focus group interviews where subjects may not be comfortable speaking openly in a group, or where individual opinions are explored.

Individual interviews with ten principals, ten SGB members (parent component), and ten LRC members were conducted to access individual experiences about discipline and violence in schools. By utilising individual interviews, a platform for individual principals, parents, and learners to openly express their experiences and opinions was provided.

1.8.6.2(b) Survey

The researcher deemed the deployment and application of a qualitative survey as an appropriate instrument for gathering data. The researcher chose a qualitative survey in order to take advantage of its widespread use of open-ended questions, which are known to yield responses that are more conventional and can go deeper in providing data that are relevant to the research problem. **Jansen (2010:6)** averred that the use of a qualitative survey as a data collecting strategy is vital in that it is able to pull in diverse and extreme feedback from participants, and can also access hidden information that the researcher had not previously contemplated as a probability.

Through the application of a qualitative survey, a platform for teachers to freely and openly share experiences can be utilised, which they might feel uncomfortable about sharing verbally, or in the presence of others. **Kane (2008:184)** stated that a qualitative survey is a less structured method of research, which is used to obtain data about individuals' or groups' thinking, motivations and origins. The main aim of this study is to examine the role discipline plays in circumventing school violence. Thus, by using a qualitative survey, the researcher was able to develop an intense apprehension and grasp of the contributions made by discipline in reducing and eventually preventing school violence. The open-ended questions in this qualitative survey were designed to allow participants to provide genuine and unique answers relating to their everyday experiences; as opposed to a list of prearranged questions. **Jansen (2010:7)** asserted that distributing open-ended questions in a qualitative survey provides participants with the prerogative to express exactly what they feel about a research problem, which in turn, provides a researcher with exploratory data that might deliver unexpected opportunities, utterances, or explanations.

By applying a qualitative survey, the researcher was able to collect data from a larger group of participants within a limited time period, with less expense, and this eventually guaranteed more credible, conclusive, and valuable results. The researcher found a sample of five teachers per school in a total of ten schools for the survey to be adequate in that the survey only formed one part of the data collection instruments used. In-depth individual interviews with ten school principals, ten SGB members (parent component), and ten LRC members from ten different secondary schools located in Mamelodi township of Tshwane South District were also conducted. That brought the total number of participants completing surveys to 50. The survey was conducted by means of questionnaires containing open-ended questions. **Jansen (2010:7)** further mentioned that researchers use questionnaires to transform information provided directly by participants into data.

1.8.6.3 The structure of the questionnaire

A qualitative questionnaire according to **Rivano and Hagstrŏm (2017:16)** is an ethnological method for collating and documenting data about everyday life experiences. **Rivano and Hagstrŏm (2017:16)** further asserted that the responses to qualitative questionnaires usually consist of life experiences, memories, and opinions. The items of the questionnaire were formulated in a way that they directly covered aspects of the research objectives (**Rivano & Hagstrŏm, 2017:16**).

The questionnaire comprised 15 questions focusing on the following aspects:

- Biographical information (section A)
- Kinds of disciplinary challenges experienced (section B)
- Disciplinary measures used – proactive/reactive (section C)
- Contributory factors to school violence (section D)
- Impact of violence on teaching and learning (section E)
- Support from stakeholders – parents/community (section F)
- Circumventing strategies (section G)

1.8.7 Data Analysis and Interpretation

A qualitative data analysis method was used. This involved the application of a Grounded theory approach. This approach according to **Dufour, Richard and Li (2019:3)** has two main goals, namely to establish rules for meticulous qualitative data analysis to support the scientific trustworthiness of qualitative research; and to use a continuous benchmarking

process involving persistent alternating methods ranging between emerging theory and empirical data to construct social theories that are grounded in reality. **Timonen, Foley and Conlon (2018:2)** stated that a Grounded theory approach is used to refer to a method of data analysis derived from a more general method of qualitative research. Qualitative data analysis according to **Timonen, Foley and Conlon (2018:2)** is conducted by *inductive reasoning, thinking and theorising,* to derive meaning from observed data retrieved from social life. The following processes give a detailed insight into the Grounded theory approach:

1.8.7.1 Data transcription

After the field work was completed, the researcher carefully read through the data gathered using interviews and the literature study and then undertook a more detailed and fine-grained analysis of the information conveyed by participants. This information was classified under topics, themes and categories, and was then compared with other literature studies to find similarities and differences (**Méliani, 2013:435**). In the final stage of data analysis, the researcher compared the information within categories to look for any variation in their meaning. The researcher also compared the data within categories to discover any intersections between themes in order to create a reliable, meaningful and understandable theory that offered an accurate interpretation of the data collected in respect of the research topic.

1.8.7.2 Coding

The first step in coding involves utilising keywords that are very close to the described experience by encapsulating meaningful units **(Timonen *et al.*, 2018:3)**. In analysing data, the researcher began by identifying stand-alone pieces of information, referred to as segments, which are known as 'comprehensive texts' **(McMillan & Schumacher, 2010:162)**. These segments included participants' ideas and expressions about, the role of discipline, the effect of violence, factors that contributed to school violence, the role of teachers and school managers, and circumventing strategies.

1.8.7.3 Categories

By combining similar codes, the researcher formed categories. For this study, codes, for example, discipline, was separated into categories such as 'proactive' and 'reactive' discipline, and violence was separated into 'physical' and 'psychological' violence. Some

categories were labelled as 'major' as they represented more important ideas and others as 'primary,' representing less critical ideas. Categories are entities comprising various group codes (**McMillan & Schumacher, 2010:163**).

1.8.7.4 Patterns

As stated by **McMillan and Schumacher (2010:163),** a pattern is a relationship among categories. In this study, related categories were grouped by combining related experiences of teachers, principals, governing body members, and learners about the role of discipline in circumventing school violence, and relating ways whereby the role of discipline is interpreted and understood by all stakeholders. The next section addresses the trustworthiness of the research study. Issues of credibility, transferability, dependability, and conformability are discussed in detail with the intention to ethically align the research topic under investigation.

1.9   TRUSTWORTHINESS OF THE STUDY

Shenton (2004:63) postulated that a researcher is responsible for ensuring trustworthiness at all times. Trustworthiness is defined as the 'truth value' of the study and consists of four components, namely credibility, transferability, dependability, and confirmability (**Lincoln & Cuba in De Vos, 2002:311**). The components of trustworthiness are discussed as follows:

1.9.1 Credibility (Internal Validity)

Credibility refers to the internal validity of a study (**Shenton, 2004:64**). To ensure credibility, the researcher made sure that the study measured what it was supposed to measure by adopting research methods that are well established and trusted, such as data gathering, and using analysing instruments that had been utilised in previous comparable projects.

Furthermore, the researcher used purposive sampling to ensure that only participants who were information rich about the phenomenon under study were selected, to ensure the credibility of the information received.

This included school principals, teachers, learners and SGB members (parent component). The internal validity of the researcher was also discussed under the following four categories:

- **Face validity**: according to **Middleton (2019:27)** this kind of validity refers to the degree of validity of the researcher's instrument. The question being asked is, whether the data gathering instrument measures what the researcher wants it to measure? The researcher used available software such as the Xplenty data integration tool, and the Zoho Survey tool kid, and also consulted information about the structure of questionnaires in qualitative research so as to design suitable and valid questionnaires for semi-structured interviews, and a self-administered survey.

- **Content validity**: this kind of validity is used to ensure that all the content that should be measured is included in the researcher's construct(s). To ensure content validity the researcher included in both questionnaires, questions that were aimed at addressing all the research objectives. These questions were guided by the research question, as well as sub-questions.

- **Construct validity**: this validity is very crucial for standardisation **Middleton (2019:27)**. It asks the question: "How many elements of a questionnaire in an instrument are measuring the construct?" The researcher structured each question of a questionnaire in such a way that they all measured and addressed the main research question, which was "What role does discipline play in circumventing school violence in Mamelodi township in Gauteng?"

- **Criterion validity**: criterion validity; also known as concrete validity refers to the extent of the correlation between the measuring tool used and the outcome of the study **Middleton (2019:27)**. Because the researcher used a self-developed questionnaire, there was no way to access the score of the instrument used (the questionnaire).

The researcher used triangulation, which **Shenton (2004:65**) stated requires the use of several data collection methods. To ensure triangulation, the researcher utilised two methods of data collection, namely individual interviews and a qualitative survey.

1.9.2 The Role of the Researcher

The researcher in his capacity as a school teacher, had prior knowledge and experience about issues of school violence. This helped in the identification and formulation of the research problem. The rate of violence in most township schools, compelled the researcher to conduct this study with the intention to discover more effective and learner rights conscious disciplinary methods. In dealing with objectivity and biases, the researcher, who

is a primary school teacher, decided to concuct the study in secondary schools, and ensured that he relies on scholarly literature to guide his way of doing, instead of depending on his own personal experience. The researcher also made use of well-developed and credible data collection tools. These actions by the researcher helped him to avoid leaning towards certain themes and from leading participants towards his belief. The review of literature, and the analysis of documents further developed in the researcher the necessary skills that contributed immensely towards the success of this study. In chapters 2 and 3, the researcher engaged greatly with research in the literature in order to support the basis and formation of this study scientifically, and to better position the overall idea of this research study within the theoretical frameworks.

1.9.3 Transferability (External Validity/Generalisability)

Liamputtong (2013:25) stated that transferability refers to whether the research findings can be generalised to the entire population. The results of this study may be applied to other schools with similar backgrounds and settings because the researcher gave the readers a detailed description of the phenomenon under investigation. This enabled them to make comparisons and decide on the level of transferability of the findings to similar settings and situations.

1.9.4 Dependability (Reliability)

Dependability is a technique employed to ensure that if the work were to be repeated, in the same context, with the same methods and the same population of participants, similar results would be obtained (**Shenton, 2004:71**). To ensure dependability, the researcher reported all processes followed within this study, to enable future researchers to be able to repeat the study and gain similar results.

1.9.5 Confirmability (Objectivity)

Confirmability attempts to present the findings and interpretations of the study without any influence from the researcher (**Liamputtong, 2013:26**). To enhance confirmability, the researcher consulted the Department of Education's Tshwane South District office to assist with the selection of schools, and the researcher did not take advantage of any relationship with any of the selected schools. To avoid conflict of interest the researcher ensured that the school where he works does not form part of the population for the study.

1.10   RESEARCH ETHICS

McMillan and Schumacher (2010:117) stated that researchers are fully responsible for the ethical standards adhered to in the study they are conducting, and that research ethics is concerned with what is morally correct or incorrect when engaging with participants.

In this study the researcher took responsibility for ensuring the safety and protection of the human rights of participants and accepts responsibility for ensuring that the study conforms to acceptable and correct norms, values and standards, as outlined by the Ethical Committee of the University of South Africa. The researcher applied for ethical clearance certification from the University of South Africa, and this study was found to be compliant (see Appendix A). The following ethical measures were undertaken:

1.10.1 Informed Consent

Annabel and Bryan (2008:63) stated that after obtaining informed consent, researchers have to inform participants about the purpose of the research, its expected duration and procedures, their right to decline to participate, limits of confidentiality, and who to contact to ask questions about the research and the research participants' rights. **Schulze (2015:111)** concurred that the researcher had to provide participants with adequate information relating to a study, prior to the data collection processes.

Taking into consideration these facts, the researcher applied for permission from the Department of Education Tshwane South District, as well as from individual participants to proceed with the project. He informed participants about the confidentiality of their inputs and the anonymity of their identities. All participants were then requested to sign informed consent forms validating receipt of information explaining the study details.

1.10.2 Privacy, Confidentiality and Anonymity

Access to participants' responses, behaviour, and other details were only available to the researcher (**McMillan & Schumacher, 2010:121**). It is the responsibility of the researcher to protect the privacy of participants. Privacy, according to **McMillan and Schumacher (2010),** can be ensured based on three aspects, namely:

1.10.3 Anonymity

Anonymity, according to **Annabel and Bryan (2008:61),** refers to keeping the participants' personal information such as their names and physical addresses out of the research material. To ensure anonymity in this study, the researcher did not link any information gathered to participants' names. School names were also not mentioned or linked to any data gathered. To preserve anonymity, code names were used instead of participants' names.

1.10.4 Confidentiality

Confidentiality, according to **Dyer (2006:44),** refers to the organising of all records such as interview notes and subsequent writing in such a way that the source of the information cannot be identified. The researcher treated all information as confidential in order to preserve the dignity and safety of participants. No names were mentioned, and schools were referred to using code names.

1.10.5 Data Storage

Straub (2004:13) stated that appropriate data storage is critical in that it safeguards the research investigation. Data may need to be accessed in the future, and research subjects and the researcher can be protected in the event of legal allegations. For this study, data are stored in a safe and secure place to avoid unauthorised access. Only the researcher has access to the place where the data are stored.

1.11 LIMITATIONS OF THE STUDY

Collecting data after school hours may be challenging as some participants may feel exhausted and not in a positive mood to participate. They may seem reluctant to complete the questionnaire and merely do it for the sake of compliance. This may affect the quality of responses. Sometimes the responses of the participants may not give a true reflection, due to their lack of interest. The validity of the study may be limited due to potential bias in the implementation and assessment of data. To overcome these limitations, the researcher did a follow-up prior to data collection with the participants and the schools; as a way to ascertain preparedness. The researcher also reminded participants about their right to withdraw from participation in the study should they so wish. The researcher also emphasised the importance and benefits of the study to the community at large.

1.12 THE SIGNIFICANCE OF THE STUDY AND CONTRIBUTION TO THE BODY OF KNOWLEDGE

The findings of this study could pave the way for new and fresh debate about the roots and causes of violence in schools and strategies that could be established to restrain this escalating trend. This study intends to determine the role of discipline in circumventing school violence, with the intention of making recommendations on strategies that schools could employ as a way to curb or circumvent violence in schools. The findings could be transferable to similar schools in other townships in other parts of South Africa. Thus the study is justifiable and significant. The data that were collected and analysed will help the DBE to determine the common factors that contribute to the increasing incidence of school violence experienced in most South African schools and will enable stakeholders to design and implement new strategies that could help circumvent destructive violence in order for successful teaching and learning to occur, without distractions. This study should also serve as an indispensable source of information on the role of discipline and its impact on school violence in secondary schools in the Tshwane South District of Gauteng province. This study intends to provide the following contribution to the body of knowledge:

➢ The outcomes could be applied to other provinces and township schools across the country.
➢ On conclusion of the study, principals, teachers, learners, and other stakeholders will be well equipped on how to approach issues of discipline to deal effectively with school violence.
➢ The reliability, validity, and objectives of disciplinary measures used by schools could be improved in such a way that it will help to instil a sense of responsibility and problem solving in learners.
➢ Many institutions such as schools, colleges, universities, and other government and non-government institutions could use this thesis as a resource document that provides guidelines on the issues of school violence and the management of discipline.
➢ An awareness of the challenges encountered by secondary school principals and teachers in dealing with issues of violence may be established for further research.

1.13 CLARIFICATION OF KEY CONCEPTS

In line with **Schulze's (2015:109)** view that concepts need to be clearly and precisely defined, as intended in the study to avoid ambivalence, the researcher identifies and defines the following key concepts: learner, discipline, school violence, school, secondary school, Gauteng province, management, case study, and SGB.

1.13.1 Learner

The **Oxford English Dictionary (2020:940)** defines a learner as "One who learns or receives instruction" or someone who is in the process of learning via formal educational institutions. On the authority of the South African Schools Act 84 of 1996 (1996:4), the term *learner* refers to any person obligated by the law to receive a formal education. In this study, "learner" refers to any child of schoolgoing age, as stipulated by law, who is obliged to attend formal schooling in a public primary or secondary school.

1.13.2 Discipline

According to the **Oxford English Dictionary (2020:263)** discipline refers to "the action imposed with the intention of controlling or correcting future behaviour". **Dadds and Tully (2019:795)** stated that discipline is a necessary and critical aspect of learning positive attitudes and behaviour, according to certain guidelines. **Dadds and Tully (2019:795)** went on to state that discipline refers to positive behaviour management aimed at promoting appropriate behaviour and developing self-discipline and self-control. They proposed that discipline is the potential to motivate, inspire, and persuade the production and nurturing of positive behaviour and ethical standards. Discipline is a way of learning positive behaviours or attitudes, by benefiting from the guidance of an experienced person **(Dadds & Tully, 2019:795)**. **Cohen, Manion and Morrison (2000:124)** stated that discipline is purposeful learning that takes place by means of an educational process. Discipline is executed in different ways by different people. Some people wait for a transgression to take place and then exercise discipline, whereas others prepare children in advance to try to encourage them to avoid committing such transgressions in future. **Tidwell, Flannery and Lewis-Palmer (2003:19)** stated that research shows that "reactive discipline systems are ineffective and result in increases in problem behaviour, rather than improvement in behaviour".

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Cohen, Manion and Morrison (2000:124) supported this statement by stating that reactive discipline is an immediate and temporary response to a problem situation, but that it does not stop the situation from occurring again in future. A proactive discipline system according to **Sugai and Horner (2002:25)** focuses on rewarding positive behaviour and attitudes by teaching learners what is deemed acceptable and by encouraging positive behaviour. **Segalo and Rambuda (2018:1)** stated that the teacher is core for ensuring a conducive and disciplined classroom environment that enables effective teaching and learning. Discipline forms part of moral development, which is the presentation of how we make judgements about right and wrong, about our conduct towards each other in terms of the treatment we give to others, and how we expect them to treat us (**De Klerk & Rens, 2003:347**). Discipline, in the opinion of **Charles (2012:306),** is defined as "what teachers do to help students conduct themselves appropriately in class". In this study, the term *discipline* refers to the positive management of the behaviour of learners, which is aimed at promoting self-discipline and self-control. Discipline in schools is the responsibility of school management and teachers. Therefore, positive management of discipline can result in the creation of an environment that is conducive for effective teaching and learning.

1.13.3 School Violence

School violence is defined as an activity that encompasses physical or verbal conflict by learners directed towards other learners or teachers (**UNESCO, 2017:110**). **Enyinnaya (2015:2)** stated that school violence can be defined as the intentional use of physical power or force towards other learners, teachers or oneself by a learner with the intention to cause harm. School violence is defined as any form of activity that is destructive to the education system. This includes physical or other verbal altercations, which can cause physical or psychological harm to another individual, school or the community (**Henry, 2000:16**). School violence, according to (**Mncube & Harber, 2013:4**), is the use of force directed towards other learners and teachers, which may cause severe bodily harm. It is defined as an act of interpersonal conflict taking place within the school community, which simply means it involves more than one person (**Mncube & Harber, 2013:4**). Thus, in this study, the concept of school violence refers to all actions displayed by learners towards other learners or teachers with the intention to cause physical, emotional or psychological harm, taking place within the school premises, which also interrupts learning and teaching processes.

1.13.4 Township School

The term *township school* is defined as a primary or secondary educational institution located in high-density populated areas where most occupants fall within the lower or middle economic classes, where schoolgoing age children are trained or taught (**Seekings & Nattrass, 2017:63**). Thus, in this study, the concept of a township school refers to a government-owned educational institution located in residential areas mostly occupied by lower and middle class black and coloured communities, where primary and secondary education take place.

1.13.5 Secondary School

A secondary school is an institution offering secondary education, which comprises a senior phase, and a further education and training phase (South African Schools Act, Act 84 of 1996, 1996:4).

1.13.6 Gauteng province

Gauteng is the smallest province of the nine provinces of the Republic of South Africa. The name of this province is a Sotho-Tswana word meaning "place of gold". This is a highly urbanised and over-populated province, and it contains the country's largest cities. South Africa has nine provinces, which from the largest to the smallest comprises Northern Cape, Eastern Cape, Free State, Western Cape, Limpopo, North West, Kwazulu-Natal, Mpumalanga and Gauteng. Below is a map of Gauteng province and neighbouring provinces.
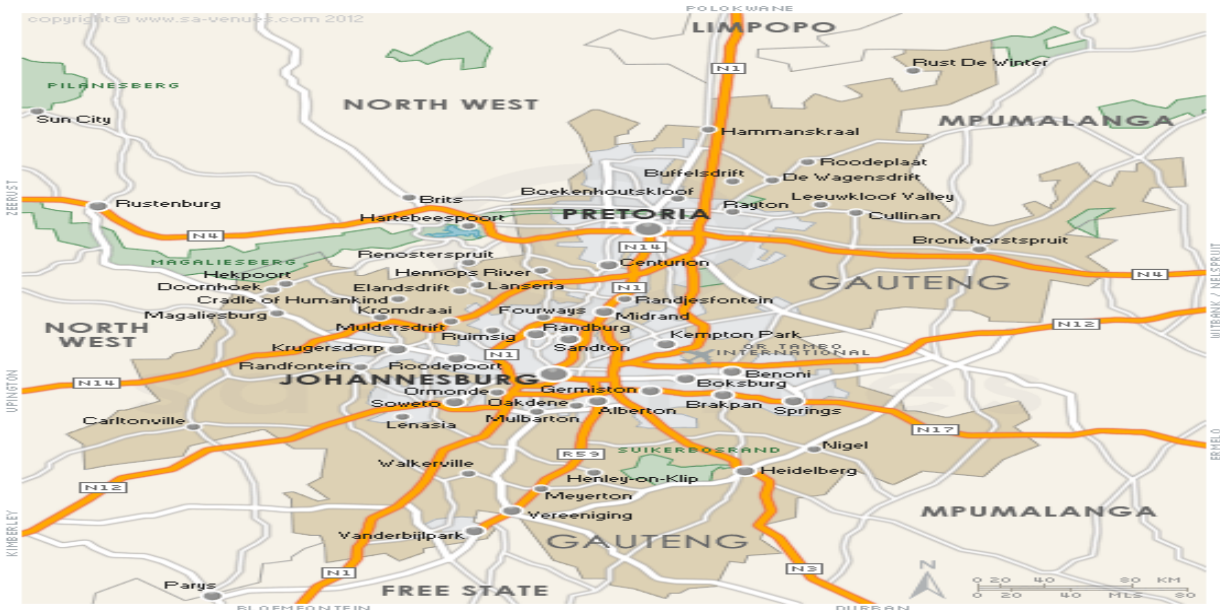
1.13.7 Tshwane South District

Tshwane South District is one of the 15 educational districts of the Gauteng Department of Education. This district covers primary and secondary public and private schools located in the City of Tshwane Metropolitan Municipality, the local municipality that presides over the northern part of the Gauteng province in South Africa. The metropolitan area is centred in the city called Pretoria.

1.13.8 Management

Management refers to the process of supervision, organisation, and directing part of an organisation, or a business, through the handling of resources (**Oxford English Dictionary, 2020:1026).** In this study, management refers to the ability of school management and teachers to manage discipline in a school environment, and their ability to limit negative behaviours that might interrupt effective learning and teaching.

1.13.9 School Governing Body (SGB)

According to the South African School Act, Act 84 of 1996, Section 16, a School Governing Body is a group of people elected or appointed to rule or govern the school as an organisation. According to South African Schools Act (Act 84 of 1996) chapter 3(21) the governing body committee of all public ordinary schools should comprise the following:

➢ Subject to this Act, the membership of the governing body of an ordinary public school comprises:

- elected members

- the principal, in his or her official capacity

- co-opted members

➢ Elected members of the governing body shall comprise a member or members of each of the following categories:

- parents of learners at the school

- educators at the school

- members of staff at the school who are not educators; and

- learners in the eighth grade or higher at the school.

1.14 OUTLINE OF THE THESIS

This study comprises the following chapters.

Chapter 1

Chapter 1 provides an introduction to the study, background and orientation, it also highlights the problem statement, aims and objectives. The chapter also describes the research questions, provides a preliminary literature review, discusses the significance of the study, and the research methodology and design. The sampling process, method of data analysis and ethical considerations, as well as clarification of concepts are also discussed.

Chapter 2

This chapter focuses on what the literature says about the role of discipline in circumventing school violence in South African schools. Furthermore, it explores the views and opinions of other researchers about discipline and violence in schools with the intention to give meaning to the research question at hand. The chapter further exposes the general understanding of the role of discipline in circumventing violence, and also discusses the theoretical framework upon which the study was conducted. The theoretical framework of the study is discussed with the intention to provide in-depth information about the challenges posed by violence in most South African schools. The structure within which the research outcomes and the existence of the research problem being investigated is described or explained literally and metaphorically.

Chapter 3

This chapter focuses on various models for preventing violence with the intention of creating a secure and safe environment for both teaching and learning to occur properly. Chapter 3 also discusses various intervention strategies that school managers, teachers, learners and stakeholders can deploy for reinforcing a conducive school environment. The role of school managers, teachers and learners in creating a safe and secure school environment is also discussed in detail.

Chapter 4

In this chapter, the research methodology and research design are dealt with in-depth, and aspects such as sampling, ethical considerations, trustworthiness and triangulation are also discussed; as well as methods of data collection and analysis.

Chapter 5

Chapter 5 presents the findings of the research, and data analysis and interpretation are discussed, focusing on the role of discipline in school violence, and describing how discipline can be applied as a strategy to circumvent violence in schools. More viable and policy aligned strategies are explored and aligned with the daily activities of teaching and learning. The roles of teachers and school managers in eradicating violence are also outlined and re-emphasised.

Chapter 6

In this chapter, the summary, conclusion, and recommendations about how discipline can be applied as a strategy to circumvent violence in schools are presented. The extent of the effects of violence towards teaching and learning are addressed through recommendations aimed at eliminating and eradicating school violence, and prioritising the rejuvenation of teaching and learning processes. This chapter also explains that the research aims were achieved adequately and convincingly and emphasises the contribution the study makes to the theory and practice of managing schools in general, and in particular the townships schools of the Tshwane South District.

1.15 CONCLUSION

By exploring and studying the positive methods of learner discipline, relevant recommendations can be reached. These can assist school management teams, teachers, learners and various other stakeholders in identifying ways that can be employed and implemented in schools to circumvent or reduce violence directed towards other learners and teachers. The intention is to create a safe school environment for proper learning and teaching to take place. The next chapter focuses on the preview of literature that underpins this study.

The literature review was undertaken to emphasise the absolute role of discipline in circumventing or reducing school violence. Different views and opinions of other researchers were brought to light and critically discussed in order to give meaning to the research question at hand, and a thorough deliberation on the state of violence in South African schools is also discussed.

CHAPTER 2 – THE LITERATURE REVIEW

MANAGEMENT OF DISCIPLINE AND SCHOOL VIOLENCE

2.1 INTRODUCTION

In this chapter an overview of preceding research on the role of discipline and school violence will be given. The framework for the case study comprising the main focus of the research will also be introduced. Chapter 1 provided the rationale for the study, and explained the significance of the project as well as the scope of the study. The research aims and objectives, the problem statement, research methods and design, as well as data gathering methods were also discussed briefly. A brief discussion on the important aspects of learner disciplinary and school violence issues and intervention strategies to counteract them were presented in chapter 1.

In this chapter, a literature review is presented with the intention to access background information on the topic that previously sought solutions for the research problem raised in chapter 1; as well as answering the sub-questions. **Mouton (2008:156)** asserts that it is important to start with a literature review in order to decide on a clear approach to the research question. **McMillan and Schumacher (2006:247)** state that in a qualitative review, the research question is re-formulated during data collection. The researcher studied both primary and secondary literature in order to get a full picture about what other researchers have discovered about the topic under investigation.

This chapter also makes recommendations on strategies and guidelines that can be used to effectively solve the issue of the violent activities taking place in most South African schools. Through the literature, the researcher was able to gain thorough knowledge and understanding of factors contributing to violence in schools, and to explore what other researchers in the same field have discovered and recommended as possible solutions to similar research problems.

The issue of learner discipline and school violence is not a new phenomenon at all. In his study titled *Youth in Crises* **Goldson (2011:34)** concurs that the issues of violence in schools are as old as those of domestic violence and substance abuse. **May (2018:2)** stated that violent activities can happen unexpectedly and violence can also result from past experiences.

Stephens (2010:45) reiterated that the number of violent deaths in schools was a problem between 1992 and 2010 in most schools. **Mabeba and Prinsloo (2000:156)** concurred that the methods of discipline employed by schools not only negatively impact the attitude of learners towards their self-identity, but also their approach to problem solving. **Shiva-Kumar et al., (2017:14)** asserted that the main cause of violent attacks displayed by many learners could originate from the society in which these learners are raised. **Waschbusch, Breaux and Babinski (2018:10)** mentioned that there is a lack of balance between the experiences of the victim and the perpetrator when it comes to violent activities. This research problem is affecting principals, teachers, learners and stakeholders in South African schools. The literature review was organised in such a way that insight into the issue of learner discipline and school violence could be gained. The next section looks at the definition and purpose of school discipline by referring to the literature on the topic. Various views on the meaning of discipline from various authors are presented, and the intention and capability of discipline as an instrument to prevent or curb violence in schools are discussed further therein.

2.2   THE CONCEPT OF DISCIPLINE

Firstly, the main intention of school discipline will be critically discussed. A definition of school discipline will also be provided based on the views in the literature. The term *discipline* was defined by **Ebrahim (2017:153)** as a teaching and learning process that aims at creating a conducive environment where teaching and learning can take place without unnecessary disruptions. **Ebrahim (2017:153)** reiterated that the teaching and learning processes should aim at equipping learners with skills that will enable them to act as responsible citizens. **De Wet (2003:163)** stated that school discipline is defined as all actions performed with the intention to control and channel learner behaviour and enforce order and compliance. **Mokhele (2006:150)** concurred by saying that learner discipline could be defined as an exercise that promotes love, support, respect and understanding of one's fellow learners. **Du Plessis and Loock (2007:2)** stated that discipline is defined as a specific way of behaving that is considered appropriate for individuals, aimed at promoting the welfare of every individual and society at large.

Every school is expected to have a code of conduct as enshrined in the South African Schools Act 84 of 1996, Chapter 3, Section 20. Therefore, school discipline refers to compliance by learners with expected standards, contact time, behaviour, and ethics as set out by the school and stakeholders (**Grant & Ray 2018:15**). **Charles (2006:5)** stated that

discipline should be seen as training for learners to understand the importance of loving, caring and supporting one another. Discipline also teaches learners to understand that as human beings, they do not exist in isolation (**Charles, 2006:5**). **Mtsweni (2008:28)** averred that discipline is concerned with minimising learning and teaching interruptions, by means of enforcing acceptable behaviours or conduct. **Mtsweni (2008:28)** asserted that proper learning and teaching can only take place under safe and disciplined conditions. The adherence of learners to schools' code of conduct is of the utmost importance in that it creates a conducive and safe environment for both teachers and learners to be able to produce positive outcomes (**Roos, 2003:499).**

Roos (2003:499) furthermore reiterated that proper discipline helps school managers to bring about order and stability in schools. Thus, it is vital for all learners to adhere to, and practise the code of conduct as presented by the school, in order to positively contribute to a conducive and safe teaching and learning environment. Various definitions of the concept of discipline show that the concept aims at modifying or guiding a person's behaviour with the intention to encourage what members of society deem appropriate and positive conduct. Consequently, there are various factors that negatively impact discipline in schools. These factors contribute to the lack of discipline in most South African schools. This, in turn, compromises effective teaching and learning, thereby violating numerous rights that both teachers and learners are entitled to. These factors also act as barriers to the elicitation of behaviours that are deemed appropriate and acceptable. The next section discusses the determinants affecting discipline in schools more deeply.

2.3 DETERMINANTS OF DISCIPLINE IN SCHOOLS

In the battle to maintain order and discipline in many South African schools, there are certain damaging determinants that one cannot ignore. This section describes and explains the four main determinants hindering the creation of a safe and disciplined school environment, namely *learner determinants, teacher determinants, family determinants,* and *community determinants* (**Wolhunter & Steyn, 2003:526).**

2.3.1 Learner-affiliated Determinants

Nisbett (2018:6) stated that learners' incidences of ill-discipline can be the results of academic difficulties, and domestic or family issues. **Nisbett (2018:7)** alludes that most teachers suffer from stress and depression due to learners' unruly behaviour. **Baladzi and**

Araujo (2007:12) stated that most learners live in chaotic, poor environments where they are physically, socially, and psychologically exposed to danger and unruly actions. **Cornell (2017:8)** asserted that most learners from poor communities tend to display behaviours associated with being antisocial and unruly. Peer pressure is an aspect of child development that cannot be easily avoided. Some children are more dominating than others in many ways, and once a child develops low self-esteem, he/she turns to give in to peers in most decision making. **Mguzulwa and Gxubane (2019:17)** stated that most teenagers are lured in to joining gangsterism by their peers. Some are forced by the need to belong and to find identity, which include the desire to be famous. **Mguzulwa and Gxubane (2019:17)** further asserted that some learners joing gangs in order to take actions of revenge. This usually happens after they previously experienced unpleasant activities, such as bullying **(Mguzulwa and Gxubane 2019:17)**.

2.3.2 Teacher-affiliated Determinants

Teachers can also contribute negatively to disciplinary issues in schools. **Naidoo (2011:861)** stated that sometimes learners' aggression and misbehaviour in class is provoked by teachers who have difficulty managing their tempers. **Torres (2019:112)** asserted that sometimes teachers provoke learners through their hurtfull words intended at mocking or degrading them. **Santos and Tin *(*2018:544)** stated that those teachers who usually resort to violence when disciplining learners, become the reason learners retaliate in violence. **Cullinan (2016:6)** asserted that sometimes learners are angered by teachers who come to class unprepared. They also tend to get restless simply because the teacher has not prepared enough work to keep them busy (**Cullinan, 2016:7**). **Sutchet, Darling-Hammond and Carver-Thomas (2016:149)** concurred that those teachers who come to class unprepared, are indirectly fueling misbehaviour in learners. Some teachers rely too much on punishment as a disciplinary mechanism, and that does not equip learners with self-discipline. Instead the learners rely on other people for correction (**Mabitla, 2006:117**). **Thompson (2009:39)** stated that sometimes learners' lack of interest in learning is due to the teacher's inability to pay attention to their specific needs, which could lead to learners losing interest in the lesson and starting to misbehave. **Sutchet, Darling-Hammond and Carver-Thomas (2016:149)** further contended that sometimes learners' aggression and misbehaviour are provoked by negative comments teachers make, directed towards learners' weaknesses or disabilities.

2.3.3 Family-/Parents-affiliated Determinants

Domestic violence is perceived as another contributing factor to learner's aggressive and violent behaviour (**Pennell & Burford, 2017:11**). **Patton** *et al.* **(2017:8)** supported the statement that whenever parents or partners are engaged in physical or emotional conflict, learners develop anxiety and start feeling insecure. **Patton** *et al.* **(2017:8)** stated that parents' or spouses' conflict negatively affect a learner's attitude and behaviour even outside the home, either at school or in the community. **Blazevic (2016:154)** stated that sometimes learners' aggression towards teachers and other learners is the result of exposure to domestic violence. **Maree (2007:89)** mentioned that a fractured state of affairs in a family exposes children to destructive convivial relationships with others.

Hattery and Smith (2019:17) stated that school management teams when attempting to resolve school violence should try to collaborate with parents at home, in order to improve the situation of children at school. **Basic and Matsuda (2020:12)** stated that most parents think that being lenient to their children shows that they care for and love them. **Basic and Matsuda (2020:12)** further reiterate that these parents become afraid to be strict with their children simply because they are afraid they might create disharmony between themselves and their children. The conduct and attitude of parents towards the management of their children's school also play a huge role in shaping learner perception of and response to the school's code of conduct. Learners tend to become more cooperative, respond better, and have a more positive attitude if parents display support for the rules and regulations set out by the school (**Breen, Daniels & Tomlinson, 2019:311**).

According to **Hattery and Smith (2019:18),** if parents play an active role in school activities, learners feel more positive and secure, and are then better able to greatly improve their academic performance. **Breen, Daniels and Tomlinson (2019:311)** alluded that parental involvement plays a very positive role in the attitude and overall behaviour of the child. The socio-economic status of a family, may directly or indirectly impact the behaviour of children. The morals and values a child posesses are the results of the environment in which he/she grows up. **Pennell and Burford(2017:11)** further alluded that parents employ various methods, for example parents who practise a *laissez-faire* disciplinary method at home, can instil discomposure, disobedience and alienation in their children. Such learners turn to be the source of unruliness in schools. **Basic and Matsuda (2020:12)** further asserted that some parents seem to be absent from parenting, even if they are physically there.

2.3.4 Community-affiliated Determinants

Communities play a crucial role in the upbringing of learners in every sphere. Therefore, social interactions directly or indirectly play a role in moulding and channelling the behaviour and attitude of learners. **Warnick and Van der Westhuizen (2019:409)** concurred that the media play a huge role in shaping the behaviour and attitude of children towards their peers and other people. The fact that most children prefer to socialize less physically, and choose to spend most of their time on social networks, negatively affect their behaviour and attitude. **Rich and Roman (2019:492)** asserted that social issues such as crime, drug abuse, violence, poverty, family break-ups, and unemployment affect the behaviour of learners.

According to **Petrus and Kinnes (2019:184)**, conducive social environments play a very crucial part in moulding the behaviour and attitude of the learners. This means that most children adopt positive values and morals if they grow up in communities that embrace a spirit of tolerance and obedience. Most children are exposed to societal environments that are not conducive and nurturing for a child's psychological and physical development. These conditions are full of harmful drugs and bad human company. In these environments most children come into contact with bad company that lures them and negatively influences their behaviour. **Pinnock (2019:138)** reiterates that children should be taught that as much as they have rights, they also have responsibilities that they have to carry out. Furthermore, **Rich and Roman (2019:492)** stated that most school principals are compelled to recognise the rights of learners, and thus do not exactly know to what extent such children should be allowed to express their voices. Another contributing determinant to learners' misbehaviour is social alienation **(Warnick & Van der Westhuizen 2019:409). Pinnock (2019:138)** stated that if learners feel an emotional disconnection from family, friends and community, they start experiencing psychological pain, which in turn can then push them into being involved in issues such as violence and substance abuse. It is clear that the above determinants contribute to the indiscipline conditions experienced in most township schools across South Africa. It is also evident that the practice of allowing social determinants such as drug abuse, violence, and crime in schools contributes to the increased level of school violence. Therefore, every stakeholder who is involved in teaching and learning processes plays a direct or indirect contributory role to the alarming level of violence in most South African

schools. These contributions could be caused by negligence, avoidance of responsibilities and lack of knowledge.

Factors such as academic struggles, domestic violence and social class have been highlighted as being among the primary contributory factors to violent behaviour displayed by learners in most township schools in South Africa and Africa as a whole. These factors seem to be gaining momentum, to the point where teachers themselves are unable to take charge of discipline in their own classrooms because of negative attitudes, unpreparedness, the use of negative comments, and disciplinary methods that do not instil a sense of self-discipline and responsibility in learners.

This situation also took into cognisance the role of parents and the community in which learners grow up and spend most of their time. The researcher reiterates that children who grow up in families where they are exposed to too much violence tend to become violent themselves or become withdrawn, which is likely to result in a display of antisocial behaviour. The community also plays a huge role as a determinant contributing to school violence. Most learners from communities with poor economic backgrounds are exposed to dangerous lifestyles where substance abuse and violence are prevalent. Such learners then tend to develop rebellious behaviour which results in violent activities. The next section introduces and explores the philosophies surrounding discipline in schools. It also describes the purpose of discipline, and its role in bringing about a violence-free environment where effective teaching and learning can take place with limited disruption.

2.3.5 Legal Determinants

Some researchers such as **Govender and Sookrajh (2014:14)** have revealed that some teachers' beliefs about discipline differs from the legislation. Some teachers still believe that ancient ways of discipline were much better compared to modern ways which are legislated. This is supported by **Segalo and Rambuda (2018:138)** who maintain that some teachers in South Africa are of the view that alternative methods of discipline are ineffective in maintaining order in schools. The lack of trust in the legal disciplinary policies is usually the result of a lack of proper training and experience in handling disciplinary issues the legal way **(Obadire & Simthumule, 2021:64). Yu and Gao (2018:211)** reiterate in support of this statement that the training of teachers about issues of discipline should be strengthened. **Zhang and Wang (2021: 148)** alluded that legislators and other law makers have the

responsibility to standardize the formulation of school disciplinary mechanisms. **Zhang and Wang (2021:149)** further reiterated that teachers should form part of law making since they are well informed about issues of exercising discipline in schools.

2.4   THE PURPOSE OF DISCIPLINE IN SCHOOLS

The main purpose of discipline is to create a conducive and orderly environment wherein proper teaching and learning can take place (**Joubert & Squelch, 2005:23**). **Digulio (2005:5)** stated that unruly and disruptive behaviour could negatively affect proper teaching and learning. The purpose of discipline should be to eliminate unnecessary disruptions that consume teaching time. The more a teacher is called to respond to disciplinary issues, the more teaching and learning time is wasted.

This was supported by **Ramsay (2006:4)** who said that parents have to curb the unruly conduct displayed by their children at school. **Bear, Cavalier and Manning (2005:13)** proposed that teachers should use positive discipline to mould learners towards developing self-discipline, control, and good character, and not only as a means to correct unruly behaviour, when it is displayed. **Mtsweni (2008:39)** asserted that discipline should be used to assist learners who are able to accept responsibility for their own actions, and judgements.

Oosthuizen, Roux and Van der Walt (2003:375) stated that discipline should also promote the safety and protection of learners who might fall victim to aggressive and unruly actions displayed by other learners. **Joubert, De Waal and Rossouw (2004:80)** stated that a conducive and disciplined school climate should be maintained constantly, to teach learners to value positive behaviour. The main purpose of school discipline should therefore be to bring about an improvement in the behaviour, attitudes, and conduct of learners. It should also create a safe school environment, and be used to teach learners self-responsibility with the intention to make them capable of contributing elements towards the creation of a conducive teaching and learning environment. The primary purpose of discipline is to maintain order in all spheres. Discipline is also aimed at moulding behaviour and promoting acceptance of responsibility for every action one takes. The next section addresses the philosophical background of learner discipline. It will also focus on how discipline could be utilised as a valid instrument to circumvent violence in South African schools.

2.5   PHILOSOPHICAL BACKGROUND ON LEARNER DISCIPLINE

Discipline is considered to be a vital aspect needed to create a harmonious, orderly, and workable learning environment (**Joubert & Squelch, 2005:23**). Discipline is an essential aspect of creating the conducive and agreeable school environment that is needed for proper teaching and learning to take place. **Kant and March (2004:3)** averred that discipline has two main objectives, namely to safeguard teachers and learners and to generate a productive domain wherein teaching and learning can take place. **Von Wilderman (2011:56)** proposed that if learners were taught self-discipline in schools, they would be more likely to become responsible adults, which then contributes to a harmonious society. The following philosophies elaborate on the importance of maintaining learner discipline in schools.

2.5.1 Discipline as a Principle of Order and Fairness

The primary objective of discipline is to establish order within a person, and in other members of society. **Goodman (2006:214)** postulated that every educational environment needs to maintain order if they want to function properly. Discipline and order go together; meaning that where there is proper discipline, there is always order (**Masitsa, 2008:235**). **Mtshweni (2008:152)** proposed that, for order and compatibility to be perpetuated in a classroom situation, discipline is mandatory. **Poter (2004:142)** concurred by saying that the primary intention of discipline in schools is to maintain order and create a conducive learning and teaching environment. A school that has order, and where learners are obedient and do not constantly interrupt teaching, creates a beneficial learning environment for all learners.

2.5.2 Discipline as a Protection of Learners' Right to Education

If learners are taught in a school environment that is governed by legally driven policies, learners tend to be protected from wrongful actions by their teachers and fellow learners (**Charles, 2002:45**). All learners have the right to education according to the Constitution of the Republic of South African 108 of 1996. **Mabeba and Prinsloo (2000:35)** stated that this means that the school environment should be free of any unnecessary disruptions caused by teachers who come to class unprepared, or learners in class who make it difficult for learning and teaching to take place. Since learners come to school with a variety of values and morals, it becomes the responsibility of the school management and teachers to direct those values and morals and incorporate them into a single school code of conduct that is

neutral, understandable and acceptable to all. **Roos (2003:500)** mentioned that it is the responsibility of school management and various stakeholders to converge and formulate a school code of conduct that is fair, unbiased and acceptable to all. **Mabeba and Prinsloo (2000:34)** stated that a safe and disciplined school is one where learning and teaching take place without unnecessary disruptions, and where all learners feel safe at all times. The introduction of the school's code of conduct as stipulated in the South African Schools Act 84 of 1996, Chapter 3, Section 20, was intended to bring in an alternative to corporal punishment. The formulation of the school's code of conduct involved contributions from different stakeholders as a way of ensuring a form of discipline that was conscious of learners' rights. That statement asserts that discipline should not be left in the hands of teachers alone, but should be a collective responsibility. Therefore, this study intends to gather the perceptions and experiences of teachers in relation to interventions and efforts made by different stakeholders in order to put forward an alternative to corporal punishment.

2.5.3 Discipline as a Teacher of Self-control and Self-regulation

Unlike punishment, discipline is educative. It not only teaches a child to avoid what is wrong but also teaches a child to know what is right (**Mtshweni, 2008:153).** When corporal punishment was abolished in South African schools most teachers were left with no other choice but to search and identify other methods of discipline that enhance a sense of self-control in learners (**Afifi _et al._, 2017:493**). The primary objective of discipline is to manage and embrace positive behaviour. **Squelch (2000:23)** stated that discipline not only embraces positive behaviour but also instils a sense of self-control and self-discipline in a child. **Mtshweni (2008:153)** contested that by saying that discipline teaches learners to be accountable for their actions. **Mokhele (2006:151)** stated that positive and constructive discipline can nurture self-discipline in a child.

2.5.4 Discipline as a Preparation Tool for Social Congruence

Wolfgang (2001:259) averred that the main objective of discipline is to teach learners to grow up as responsible and self-disciplined citizens. Teachers at school act as representatives of the society they live in. Therefore they play a vital role in teaching learners about what is socially acceptable and correct, and what is not. If people in the society have self-discipline, the society at large becomes conducive for all people to live in peace, without any fear.

On the authority of **Kronenberger *et al.* (2005:201)** if learners are exposed to an environment that is full of violence, they turn to develop aggressive behaviour, but if learners are equipped with self-disciplinary skills from schools, they turn to overcome such life challenges. This statement emphasises the importance of the implementation of proper disciplinary methods in schools, since these disciplinary methods are the source of positive behaviour among learners in our society and can, in turn, equip learners to become responsible citizens of this country. Therefore, teachers need to be adequately trained in identifying and implementing disciplinary mechanisms in schools.

2.5.5 Discipline as a Source of Safety

Discipline is very vital for the proper functioning of a school. It is perceived as the instrument of safety within the school premises. According to **Joubert *et al.* (2003:424)** through proper discipline a friendly and inviting learning environment can be created. **Le Mottee (2013:78)** declared that the primary objective of discipline is to maintain order so learning can take place. **Ndamani (2008:177)** mentioned the importance of discipline, by stating that, if both the school and parents can collaborate to discipline a child, some disciplinary matters prevailing in schools would be easily eradicated. The above philosophies examined the role that proper discipline plays in moulding learners towards becoming responsible and self-disciplined human beings. Only through proper discipline can an orderly and fair learning environment be created. The philosophies also explored the importance of the constitution and policies in ensuring that a fair and safe teaching and learning environment is created for teachers as well as learners.

The importance of educative discipline in embracing positive behaviour and teaching of accountability, as well as socially acceptable conduct have been brought to the surface. The next section pays attention to how discipline can be utilised when one is preparing learners for social congruence. In light of this discussion, a deeper analysis of the role discipline plays in reducing violent activities in South African schools is pursued below. This analysis approaches discipline from various angles with the intention to broadly explore various methods of discipline and their implications, in bringing about a fair teaching and learning environment by reducing violence in schools.

2.6 DISCIPLINE AS A TOOL TO REDUCE VIOLENCE IN SOUTH AFRICAN SCHOOLS

In order to deal effectively with violence in schools, all stakeholders need to be brought on board and need to actively participate in brainstorming possible solutions (**Casey, Lindhorst & Storer, 2017:33**). **Casey *et al.* (2017:33)** went on to state that teachers, parents and other stakeholders feel that the department of education has failed to involve them in issues of school violence. This has resulted in the increase of incidences of violent activities among learners, which are also directed at teachers. **Hughes *et al.* (2017:588)** reiterated that these stakeholders feel that the government sidelined them in respect of bringing possible mitigation strategies to violence in schools.

Belle (2018:48) stated that traditional leaders believed that issues of school discipline should be left to the leadership of different cultures, and they even suggested that some forms of punishment, which had previously been abolished, should be reinstated. Some religious organisations also raised their opinions. For example, Christian organisations lobbied against the banning of corporal punishment and also took the department of education to court (**Mayeza, 2017:480**). **Weine *et al.* (2017:209)** stated that most teachers who were charged with illegally administering corporal punishment to learners, benefited from the support of their union. The South African Democratic Teachers Union (SADTU) stated that the ability of teachers to deal with issues of corporal punishment has been diminished. Consequently, teachers are unable to put alternative methods in place.

Lachman *et al.* (2018: 759) stated that most teachers believe that the abolishment of corporal punishment could be the main reason for the lack of discipline in most schools, which in turn led to increased violence in schools. **Jansen (2017:1526)** referred to the importance of dignity and confidence when dealing with issues of school discipline and learner violence. This was supported by **Benoliel and Schechter (2017:227)**. They stated that the constitution of this country was created based on the presumption of the dignity that is inherent in all its citizens. Therefore, dignity forms the foundation of this country's constitution. **Jansen (2017:1526)** stated that since dignity forms the foundation of the constitution, managers and other stakeholders should prioritise learners' right to dignity when dealing with issues of discipline in schools. In support of this statement, **Merrill (2018:204)** asserted that in dealing with issues of violence in schools, teachers have to acquire knowledge on how to identify and tackle violent actions in such a way that it did not

violate learners' right to dignity. **McLean (2017:357)** proposed that teachers and parents work together to create a school-family relationship, in order to gain knowledge regarding issues of violence so as to have the ability to tackle these issues successfully.

Fraser (2017:10) reiterated that school managers should also develop collaboration with other professional organisations such as the South African National Council on Alcohollism and Drug Dependence (SANCA), and the National Forum on Youth Violence Prevention (NFYVP) in dealing with issues of school violence. **Masilo (2018:8)** emphasised the importance of using professionals when dealing with the problem. **Masilo (2018:8**) stated that the presence of professionals, such as social workers and psychologists, can assist with reducing the effect of the social ills that learners bring with them to school. **Mason (2017:19)** added by saying that most learners who are extroverts are at the centre of violence, as they like to be noticed and hence act violently in some situations. **Chodkiewicz et al. (2017:502)** emphasised the enormous responsibility that rests on teachers' shoulders to teach positive behaviour to learners at schools. According to **Carlson (2017:10)** a sound and conducive teaching and learning environment is crucial for the development of positive and effective violence intervention strategies. **Curtain and Vakaoti (2017:13)** emphasised the fact that teachers need to be trained adequately on how to handle issues of violence in schools. **Mason (2017:19)** further proposed that the formulation and application of codes of conduct in schools is very useful for preventing incidences of violence from occurring as such codes would ensure that all learners understand the roles and conduct that is expected of them at school. **Miller and Mullins (2017:218)** stated that violence mostly occurred in places where learners gather in numbers such as at tuck-shops and restrooms. Therefore, schools need to enhance visibility and security in such areas.

Novelli and Higgins (2017:36) stated that schools needed to partner with police where learner violence often occurs and poses a danger to people's livelihoods. **Kester and Cremin (2017:1416)** assert that in order to save money, schools could also make use of neighbouring community members as patrollers and watchers. Such aid could reduce the incidences of violence. The importance of involving stakeholders in issues of discipline at schools has been highlighted. The importance of intensively training teachers on how to approach discipline effectively has also been emphasised. The views of traditional leaders and teacher unions as stakeholders have also been publicised. It is now evident that the issues of discipline in South African schools cannot be left to teachers and school managers alone. All stakeholders involved in educational processes have an important role to play.

Therefore, they should at all times be part of policy making and planning in an effort to positively create a supportive and fair environment for both teaching and learning processes to unfold effectively and safely. Teachers as primary caregivers play a vital role in moulding learners by means of teaching them self-discipline and how to be responsible. Therefore, teachers are the primary instruments that should be used in the implementation of disciplinary methods and also as evaluation instruments of the effectiveness and ineffectiveness of such methods. The next section elaborates more on the role teachers play in managing violence in schools.

2.7   THE ROLE OF TEACHERS IN THE MANAGEMENT OF VIOLENCE

Teachers play a vital role in the management of discipline because they have more exposure to learners than any other person. **Benoliel and Schechter (2017:70)** stated that teachers need to be proactive in dealing with issues of violence. They need to have a fully planned strategy on how to respond when issues of violence erupt. **Zhang, Musu-Gillette and Oudekerk (2017:196)** stated that the involvement of teachers in tackling issues of violence is crucial. **Vollet, Kindermann and Skinner (2017:637)** stated that the government should value the inputs of teachers in an attempt to bring solutions to issues concerning school violence. Teachers have more knowledge of and experience with learners because they spend most of their time with them in classrooms. This sentiment was supported by **Alan and Tal (2017:876)** who asserted that the involvement of teachers would help the government to get first-hand information.

Topping *et al.* **(2017:1109)** stated that a safe and conducive school environment can be made possible if the government placed emphasis on the training of teachers in dealing with and reporting violent activities. **Varela** *et al.* **(2017:491)** supported this statement by stating that if teachers are well trained, they could handle violent activities in a proactive way. **Powers and Leili (2016:243)** added that the training of teachers should focus on identification and problem solving. **Powers and Leili (2016:243)** further stated that if the department of education, school managers and teachers could prioritise the training of learners in anger management, and teach them to acknowledge and understand diversity, violence could be circumvented.

Casey *et al.* **(2017:33)** stated that if schools could include in their curriculum, the teaching of learners about the consequences of gangsterism, they could assist in eradicating violent activities among learners. **Wilkinson** *et al.* **(2018:230)** stated that the school management

team should spell out the the consequences of the use of weapons and the possibility of imprisonment. **Price and Khubchandani (2019:15)** stated that most learners living in poor economic conditions need to be trained on how to deal with stress, and how to convert negative energy into a coping mechanism. **Crenshaw, Ocen and Nanda (2018:10)** supported this notion by stating that for learners to overcome peer pressure and avoid substance abuse, the school management team should encourage training learners on assertiveness and self-control. **Gregory *et al.* (2017:486)** stated that the drafting of codes of conduct in schools should take into consideration issues of violence. A code of conduct should focus on the effective management of violence **(Gregory *et al.,* 2017:486**). **Mayes *et al.* (2019:9)** declared that schools should take responsibility for giving guidance to learners and parents on how to handle issues of violence, and should emphasise accountability towards school rules. **Crenshaw, Ocen and Nanda (2018:10)** stated that schools need to recruit and develop learners by giving other learners peer counselling. This type of guidance should focus on learners who are willing and interested in helping other learners, and should prioritise help to learners who display signs of aggression and violence (**Crenshaw, 2018:10**). **Duku and Salami (2017:115)** stated that if issues of violence are not efficiently dealt with it could result in severe mental and physical damage to families and society as a whole.

After reviewing the literature on the role of teachers and learners in managing discipline, a broader picture of the importance of teacher training has emerged. This section also emphasised that through proper teacher training, learners could benefit from receiving appropriate coaching and training from teachers on issues of anger management, peer pressure and assertiveness. The next section explains the management of discipline in detail. It also highlights the views of other researchers concerning the importance of effective management of discipline in schools.

2.8   MANAGING DISCIPLINE IN SCHOOLS

School management teams are faced with a challenge of training and equipping teachers and learners with alternative disciplinary methods **(Hirschfield 2018:151)**. **Schwartz (2017:1082)** suggested that schools should approach violence in a holistic manner, and stated that they had to ensure that all necessary policies are in place to deal effectively with issues of discipline. The way teachers manage discipline in the classroom informs the outcome displayed through learner behaviour. **Hirschfield (2018:151)** argued that the

management of discipline is at the core of effective teaching and learning. **Tyler and Trinkner (2018:116)** opined that a school is a place where learners usually develop relationships with authoritative bodies; and that consequently, effective and exemplary management should be displayed at all times. Proper management of discipline is vital to maintain order in the school environment. According to **Hirschfield (2018:151)** most teachers struggle with the implementation of effective discipline in secondary schools due to the development of the adolescent stage. **Bendl *et al.* (2018:628)** suggested that proper management of discipline in school results in the creation of harmonious learning environment, which enhances reasonably restricted individual freedom. **Bendl *et al.* (2018:628)** stated that the creation of moral strength in learners can help them develop the ability to restrict and contain their own personal unacceptable desires.

Bendl *et al.* (2018:629) argued that discipline is an empirical and theoretically dissuading topic in that discipline is not a good nor a bad phenomenon wherein the outcome is measured by how it influences individual behaviour. According to **Ahmed (2020:67)** for effective and successful school management, a variety of disciplinary methods and perspectives have to be studied and employed.

Ahmed (2020:68) further drew attention to three main disciplinary perspectives, namely a Relationship-Listening perspective, which includes, listening, supporting and motivating a learner; a Rule-and-Consequences perspective, which requires the setting of classroom rules, imposing of power and following-up; and a Confronting-Contracting perspective, which deals with understanding, confronting and supportive techniques.

Proper and effective management of discipline in school have a direct impact on the learners' academic outcome (**Gage *et al.,* 2018:303**). **Sprick and Knight (2018:49)** said that in order to promote effective classroom management, professional development is very important. **Sprick and Knight (2018:49)** mentioned that the forms of training available to teachers do not provide sufficient support that is needed to create a conducive learning and teaching environment.

Kappan (2019:20) contended that the management of discipline in schools is negatively impacted by the political correctness that is currently invading schools. This invasion according to **Kappan (2019:20)** has robbed teachers of their power to effectively exercise discipline in their classrooms. When learners continue to display aggressive and devious

behaviours despite numerous interventions, teachers tend to experience work-related stress and some even resort to resignation (**Martin, Bosk & Bailey, 2018:93**).

Martin *et al.* **(2018:93)** asserted that some teachers shift the blame from learners onto parents, stating that the main cause of learners' unruly behaviour is wrong parenting. **Katic, Alba and Johnson (2018:582)** stated that one of the main sources of stress teachers endure daily is managing learners' behaviour. **Katic** *et al.* **(2018:582)** went on to say that the strategies a school employs to manage discipline are the most vital factors in predicting management issues. The creation of a conducive teaching and learning environment is the responsibility of both school leaders and teachers (**Berg, 2018:84). Berg (2018:84)** went on to say that if school principals and teachers could put their heads together, they could successfully design and put into practice effective disciplinary policies.

The next section looks at the concept of violence and the various kinds of violence experienced daily in most South African schools. A deeper discussion on passive and physical violence will also be presented, in an effort to provide a better understanding of the concept of violence.

2.9   THE CONCEPT OF SCHOOL VIOLENCE

School violence is defined as an act of interpersonal conflict taking place within the school community, which simply means it involves more than one person (**Mncube & Harber, 2013:4).**

2.10   TYPES OF SCHOOL VIOLENCE

Schwartz (2017:1082) stated that the department of education should provide teachers with human and material resources for dealing with school violence and mentioned that schools should apply a holistic approach in their efforts to deal with issues of school violence.

School violence can occur either in a passive or a physical form. **Mncube and Harber (2013:4)** supported this statement by stating that violence can be categorised as either internal or external violence, depending on the source. Different types of violence are discussed below:

2.10.1 Passive Violence

Passive violence is considered the main cause of physical violence because it involves fuelling words and actions such as yelling, lying, gossiping, teasing, being jealous and others, which can provoke a person into taking physical action (**Burton & Leoschunt, 2013:15)**. These violent activities can negatively affect a person's confidence and self-esteem. **Nisbett (2018:185)** stated that teachers and the school management team should be equipped with the necessary skills to effectively manage conflict in nonviolent ways; which, in turn will help learners to be more responsible and less-aggressive; which will then help to lower the level of violence in schools. Two forms of passive violence are discussed below:

2.10.1.1 Verbal altercations

Verbal altercations are described as incidents involving one or more offenders who engage in threatening comments which are of an obscene, profound, and/or abusive nature (**Burton & Leoschunt, 2013:15**). These comments can also include squabbles, wrangling, quarrelling, and altercations marked by anger and heated verbal exchanges (**Ncontsa & Shumba, 2013:12**).

2.10.1.2 Cyber altercations

Cyber altercations are described by **Reekman and Cannard (2009:43)** as the wilful and repeated use of electronics such as computers, cell phones and other communication devices to threaten and harass other people. **Reekman and Cannard (2009:45)** said that the continuous and repetitive sending of harassing messages can be worse than physical altercations because victims may lose interest in furthering their studies or may even resort to suicide.

2.10.2 Physical Violence

Physical violence is a form of violence that involves direct bodily attack with the intention to inflict severe bodily harm, such as shooting and stabbing by means of a weapon or by hand, which may involve a group of people or an individual person **(Burton & Leoschut, 2013:15)**. The following types of physical violence are examined:

2.10.2.1 Fighting

Fighting is one type of physical violence that is on the increase in most South African schools, and has now blown out of proportion in a way that is considered to be abnormal (**Burton & Leoschut, 2013:15**). This type of physical violence may arise as a result of internal factors, meaning disputes happening inside the school premises; or due to external disputes, which take place outside the school premises (**Mncube & Harber, 2013:51**). **Mncube and Madikizela-Madiya (2014:48)** stated that violence taking place inside the school premises may be caused by internal factors such as bullying, or fighting for utilities like chairs and stationery. Violence happening outside the school premises may be the result of external factors such as involvement in gangsterism. **Sadler (2017:29)** stated that schools should ensure strict warnings and measures for learners who are involved in any form of physical violence.

2.10.2.2 Assault with weapons

Mncube and Harber (2013:4) stated that physical assault with a weapon may include actions such as stabbing, shooting or hitting with a hard object, with the intention to cause severe bodily harm. This type of violence has been reported to be the cause of many deaths reported through the media in most South African township schools. **Mhlongo (2017:80**) stated that the use of weapons has caused many learners to engage in violent physical actions against other learners and teachers. **Kempen (2018:12)** stated that most violent activities involving weapons take place during break time. **Wallace (2017:88)** said that some learners take pride in the use of weapons, including showing-off their weapons to other learners, while claiming that they are untouchable.

Mncube and Steinmann (2014:208) stated that most learners who take weapons to schools are doing it to avenge themselves against someone, or as a form of protection from thugs who mug them in the morning when they are on their way to school or in the afternoon when they are on their way home. **Mncube and Steinmann (2014:205)** went on to say that sometimes learners turn their school utensils such as scissors, pencils, and pens into weapons that they then use to cause bodily harm. **Verrecchia and Hendrix (2018:66)** stated that learners who show off their dangerous weapons are doing that to make other learners fear them. Most schools faced with learner violence have to put rigid disciplinary policies in place in order to effectively tackle any violent issue that may arise (**Murphy, 2017:801**). The above discussion detailed various kinds of violence experienced in most

South African schools, and also evaluated the views of different researchers on various kinds of violence that are prevalent in most South African schools.

The discussion further described how verbal altercations are often the root cause of violent actions. Such actions always start with the use of words before progressing to physical actions. Verbal altercations are also linked to cyber altercations which are prevalent in today's world of technology. Children across the globe are exposed to too much technology with little monitoring of their activities. That makes it easy for them to use social media platforms to meet culprits and express their frustration that could arise from domestic or academic issues. The next section focuses on factors that contribute to violence, which among others include poor parenting, domestic violence, poor academic performance, gangsterism, bullying, and community issues. These factors are presented with a view to weighing the theories of various researchers concerning issues of school violence.

2.11 FACTORS CONTRIBUTING TO VIOLENCE IN SCHOOLS

School-based violence undermines the creation of a conducive climate and environment where teaching and learning processes can take place productively (**Ncontsa, 2013:43**). Furthermore, **Ncontsa (2013:45)** stated that teachers spend more of their time handling violent behaviour than on teaching. **Schlegelmilch *et al.* (2017:56)** asserted that learners' backgrounds and issues in communities made it difficult for school managers and teachers to deal effectively with issues of school violence. **Lamb and Snodgrass (2017:8)** stated that unsafe school environments pose a long-term threat to the emotional, psychological, and physical wellbeing of teachers and learners. Following on from the above statement, the researcher avers that the creation of a conducive and safe teaching and learning environment is hindered by the violent activities displayed by many learners. The following factors contribute to violence occurring within school communities:

2.11.1 Poor Parenting

Parenting can be a very daunting task, especially if parents are not sure about what they are doing. Some parents are too lenient in their parenting, while others are too strict. Parenting is described as a process that needs social, intellectual, physical, and emotional support to be provided to a child, from infancy to adulthood (**Mowder, 2005:46**). **Levy (2001:336)** stated that a lack of guidance and direction, harsh discipline, and poor supervision, especially among male learners, make learners vulnerable to acts of violence.

Orbot (2003:5) stated that parents teach and persuade their children to know and fight for their rights without guiding them regarding their responsibilities of not escalating the problem of violence in schools and communities. **Leemis *et al.* (2019:184)** stated that a lack of parental and social support can result in learners developing low self-esteem and anger issues, which, in turn, can lead to bullying. **Orbot (2003:5)** further stated that the lack of good parenting skills can make adolescents feel over powerful within the family, which may then encourage them to start bullying others and becoming instigators of violence in their community and in their schools.

Griffin *et al.* (2000:180) concurred that a lack of consistency in monitoring and supervising childrens' schoolwork, displaying poor problem-solving skills, and a lack of effective communication by parents can drive children to want to experience street life and start frequenting evil and destructive environments such as street gangs. **Lindstrom *et al.* (2019:476)** stated that positive involvement of parents in dealing with school violence could help learners who are victims of violence to cope better.

2.11.2 Domestic Violence

Domestic violence is perceived as one of the issues triggering violence in most South African schools (**Pennell & Burford, 2017:11**). **Pennell and Burford (2017:11)** stated that domestic violence instils aggressive behaviour and anger in learners. These are then displayed through violent activities in schools directed at other learners and teachers. **Hattery and Smith (2019:17)** proposed that violence contributes to the tension displayed by most learners at school.

Exposing children to acts of violence in the family, as well as separation of parents due to divorce can negatively impact the upbringing of most children. Furthermore, **Coley and Medeiros (2007:145)** stated that most male adolescents who grow up without a father figure, tend to engage in aggressive and violent behaviour in their community and at school. Parental conflicts in the family also negatively impact the psychological and social wellbeing of adolescents; which may then lead to the displaying of antisocial behaviour in teenagers; such as breaking the law, acts of impulsiveness, violent behaviour and a lack of regard for the safety of others or themselves (**McBurnett *et al.*, 2001:491**).

Farrell *et al.* (2020:1311) commented on children's exposure to violent activities by stating that physical aggression in learners is sometimes aggravated by exposure to violence at home and in the community. **Heerde and Hemphill (2019:357),** in line with the above

statements, said that too much exposure to violence poses a risk of self-harm and harm directed at others. **Wright *et al.* (2019:1271)** asserted that prior abusive experiences in children can result in bullying, and in order to deal effectively with bullying and other school violence, a caregiver needs to deal with prior abusive experiences first.

McBurnett *et al.* (2001:495) stated that a person with antisocial disorder as a result of domestic violence may display one or more symptoms which can be contributing factors to school violence. These symptoms can be the continuous and excessive violation of the rights of others by practising dishonesty and intimidation; violence, aggression, agitation, hostility, and significant irritation; a lack of recognition or failure to learn from negative consequences of behaviours; a sense of superiority and arrogance; continuous and excessive deceit or lying with the intention to exploit; and the manipulation of others for personal pleasure and personal gains. **Thompson *et al.* (2020:512)** stated that exposing learners to violence can negatively affect academic performance, and can also lead to post-traumatic stress disorder.

2.11.3 Bullying

Mncube and Harber (2013:8) stated that bullying is one form of violence that promotes disharmony on school premises. They stated that bullying can manifest itself either in a direct form, which involves verbal and physical attacks, or in an indirect form, which involves gossiping, teasing, improper touching, and spreading malicious rumours. **Daly (2017:835)** stated that bullying can come from a learner directed at a teacher, or from a learner directed at another learner. **Rambaran, Dijkstra and Veenstra (2020:1338)**, in line with the above statements, said that victims of bullying usually display poor academic performance due to social isolation and feelings of rejection. **Daly (2017:835)** further stated that learners at high school are at the age where they need to explore things. **Van der Ploeg, Steglich and Veenstra (2020:74)** averred that learners who are bullied and victimised tend to hate school and then start bunking classes. This stage of exploration, coupled with adolescence causes many learners to become involved in violent activities. Another form of bullying that has been prevalent lately is cyber bullying, which involves online exposers who observe and comment on other learners' behaviour or actions that are taking place currently or took place in the past (**Burton & Leoschut, 2013:70**). **Singh and Steyn (2014:83)** stated that cyber bullying can cause severe depression, school phobia, loneliness, or even suicide. **Burton and Leoschut (2013:18)** concurred by saying that bullies were usually learners who had been

victims of violence or abuse in the past. **Van der Ploeg *et al.* (2020:72)** alluded that the long-term effects of bullying contribute to making learners violent, and which can eventually cause them to become bullies themselves. **De Cordova *et al.* (2019:37)** asserted that bullying has a very negative impact on teaching and learning, and that it negatively impacts learners' and teachers' efforts to create a positive learning and teaching environment.

2.11.4 Gangsterism

One of the contributing factors to school violence is gangsterism, which can also be described as association with delinquent peers. Gangsterism according to **Denver (2020:3)** refers to the use of tactics associated with violence by the youth and adults in order to achieve something. Gangsterism is a form of violence that originates from communities, and is mainly perceived to be the results of having a poor social background, as it is more prevalent in poor townships and informal settlements (**Mncube & Madikizela-Madiya, 2014:44**). **Mncube and Madikizela-Madiya (2014:45)** reiterated that a well-managed school plays a vital role in the reduction of gangsterism in school. **Frey *et al.* (2020:635)** stated that there is a connection between pride, ineffective communication and antisocial behaviour. **Kedia *et al.* (2020:297)** stated that substance abuse by learners can lead to involvement in physical violence. Gangsters target learners, and sometimes teachers too in the morning and after school, and they focus on learners that are academically poor performers. The gangsters are able to enrol them in their gangs by giving them a sense of belonging and providing, with personal protection (**Mncube & Steinmann, 2014:204**). Furthermore, **Mncube and Steinmann (2014)** concur by saying that gangsterism is also linked to the possession of weapons by learners, which are then used to intimidate teachers and fellow learners. Gangsterism is also often the cause of bullying and sexual harassment taking place in most schools.

2.11.5 Poor Academic Performance

De Wet (2003:93) stated that most learners experiencing learning difficulties involved themselves in antisocial activities such as fighting, substance abuse, and bullying. **Kreifels and Watson (2018:28)** stated that the impact of violence on teaching and learning time is extremely negative as precious teaching time is lost through unnecessary interventions teachers have to make. **Ferrara (2019:271)** stated that the impact of violence in class is negative as it affects normal teaching and learning, thereby consuming teaching time. **Van Breda (2006:50)** stated that learners who struggle academically tend to lose interest in their

studies due to frustration, and then resort to violent actions. **Ferrara (2019:271)** stated that children who are exposed to violence in schools, in the community or at home are likely to report life events associated with stress. This according to **King and Mrug (2018:497)** can play a negative role in the academic performance of such learners.

King and Mrug (2018:498) averred that there is a positive relationship between students' exposure to violence and poor academic performance. These statements are supported by **Kim *et al.* (2020:726)** who stated that violent actions at school negatively affected teaching and learning, thereby impacting on learners' academic performance. **Myers (2015:171)** mentioned that children raised in larger families were more likely to be exposed to violent behaviour such as bullying from other siblings and parents. Consequently, these children tend to adopt and bring such behaviours into the school environment. **Ferrara (2019:272)** stated that if learners' challenges are not effectively dealt with, they eventually negatively affect the learners' academic performance. **Myers (2015:172)** stated that if teachers and other stakeholders could collaborate and start examining academic and non-academic aspects with the intention to eradicate barriers and obstacles to learning, then academic performance could easily be improved.

2.11.6 Poor Management Style

The way in which the school management manages a school is vital in the creation of a positive teaching and learning environment that is free of violence. **Van Deventer and Kruger (2003:142)** identified laissez-faire, democratic, autocratic, or situational management styles as the preferred styles of leadership of most school managers. This is because of their effectiveness and flexibility in yielding positive results in terms of creating order and providing a platform for staff members and learners to develop their skills. The management style adopted by a particular school should aim at shaping the school, especially the attitude of learners and teachers towards one another, and towards their school environment. A positive school environment is one that is free from unnecessary violence, where everyone feels safe and secure, and where the management styles adopted by schools and parents enhance similar behaviour among the learners in their care (**Elliot, 2009:184**).

2.11.7 Community as Risk Factor

Community plays a vital role in the development of every child. **Wilson (2019:2)** stated that a lack of response from the community on the needs of children can lead to antisocial behaviour such as school violence. Lack of community programmes such as after-school programmes and proper infrastructure, which includes libraries, sporting facilities and more could push learners towards getting involved in antisocial activities. **Wilson (2019:3)** asserted that learners start displaying antisocial behaviour during periods of unstructured and unsupervised time. School discipline is also linked to the community's economic status, the population size, and the racial and ethnic mix (**Wilson, 2019:3**).

Children raised in poor communities are at risk of developing patterns of violence, as parents' economic status plays a major role in reinforcing children's positive behaviour with gifts and other benefits (**Wilson, 2019:4**). Some communities expose children to substance abuse through lack of control over such practices. Recently a new drug has been introduced into South Africa called Crystal Methamphetamine or commonly called Crystal Meth or Tik. According to **Asante and Lentoor (2017:128),** Crystal Meth was first discovered and used by coloured youth in the Western Cape. The drug Is also known as a "Tik" due to the "Ticking" sound it makes when smoked. **Asante and Lentoor (2017:128)** stated that Crystal Methamphetamine is one of the fastest growing addictive drugs ever in local markets. When taken, this drug causes emotional responses associated with self-blame, mood swings and violence.

Lumadi (2019:54) stated that certain disciplinary practices in some communities become barriers to progress in some dysfunctional schools. **Lumadi (2019:54)** mentioned that learners raised in violent communities are likely to have behavioural problems associated with violent activities. The exposure of children to community violence can yield negative consequences which may then lead to deviant behaviour such as bullying, violence and disrespect (**Ahlin, Antunes & Watts, 2021:2**).

Ahlin *et al.* (2021:2) stated that most learners displaying deviant behaviour come from communities that are exposed to high levels of unemployment and substance abuse. **Peist *et al.* (2020:554)** stated that there is a positive relationship between the causes of violence in schools and at home. **Peist *et al.* (2020:554)** went on to assert that violent incidents are more prevalent in communities experiencing high levels of poverty, unemployment and gender inequality.

This discussion explored in-depth the contribution of various factors to school violence. Parenting should be perceived as a primary guiding and developing principle that serves to mould a child into becoming a respected and responsible human being. If parenting is not done correctly, a child could turn out to become the opposite of what is perceived to be good and acceptable in society. A lack of proper parenting skills could then play a contributory role to a lack of discipline and that could lead to violent activities taking place in schools. The above discussion also highlighted exposure to violent activities at home where children live. This exposure instils in children aggression, anger and other violent activities, which learners are likely to express through bullying and physical fights.

Gangsterism is one issue that is prevalent in most township schools. The above discussion further outlined the correlation between gangsterism and poor social backgrounds. Gangsterism is mainly caused by the influence of delinquent peers. This issue regarding violence is believed to emanate from poor community backgrounds. Poor academic performance has been known to be a contributory factor leading to antisocial activities such as fighting, substance abuse, and bullying. These learners tend to hide their inability to cope academically with attention capturing activities associated with being antisocial. The above discussion further commented on the contribution made by school managers to avoid school violence. Management styles that managers choose should always aim at shaping the attitudes of both teachers and learners in a positive way with the intention to create a harmonious teaching and learning environment. The next section focuses on the effects that the factors discussed above have on teaching and learning.

2.12 HOW VIOLENCE AFFECTS TEACHING AND LEARNING IN SCHOOLS

The issue of violence in schools perpetrated by learners directed at other learners and teachers has been an ongoing issue in most South African schools and abroad. **Psaki, Mensch and Soler-Hampejsek (2017:356)** stated that violence in schools is a contributory factor to the school dropout rate and poor achievement across the globe. **Antle *et al.* (2020:16)** reiterated that there is a positive correlation between peer bullying and self-reported absenteeism in most schools. **Antle *et al.* (2020:17)** went on to state that most learners resorted to network friendships as a solution to avoid bullying. Consequently, most of them become bullies themselves in order to be accepted by their peers.

The next section focuses on the role played by teachers, school managers, government, and various stakeholders such as community members in promoting discipline and curbing violence.

2.13 ROLE OF STAKEHOLDERS IN PROMOTING DISCIPLINE AND CURBING VIOLENCE

When discussing issues of discipline, all stakeholders have a crucial role to play. Discipline is not a one man show and therefore requires cooperation and collective efforts from all spheres of education (**Mncube & Harber, 2013:17**). The roles of each stakeholder will be described below:

2.13.1 Roles of school principals as managers

The overall management of a school remains the core responsibility of school principals and the school management team (SMT). A school principal as a leader and the head of a school is responsible for creating a safe school environment, amid a conducive teaching and learning climate. Exercising leadership that adheres to school policies is crucial for ensuring a safe and functional school.

Kyegombe *et al.* (2017:13) mentioned that SMTs are responsible for dealing with issues of physical assaults. **Mncube and Harber (2013:17)** stated that schools that are managed effectively stand a better chance of preventing violence from happening in a school. **Taole and Ramorola (2014:21)** mentioned that learners tend to take advantage, and express their unacceptable violent behaviour if the school management is not playing its role in enforcing discipline. **Liu, Tu and Yeoh (2018:416)** asserted that principals are core to effective planning on how to address issues regarding discipline. **Coyle *et al.* (2017:921)** alluded that the SMT is responsible for the creation of a violence-free learning and working environment. **Van Wyk and Marumoloa (2012:104)** stated that the governing body of a school together with various stakeholders are responsible for the formulation of a code of conduct for learners. Then it becomes the responsibility of the school principal to implement the code and to ensure that all learners adhere to and promote such conduct.

Botha and Triegaardt (2014:309) said that school principals have to ensure at all times that they carry out their responsibilities as school managers in the most effective way possible. **Pashiardis and Brauckmann (2009:122)** argued that most principals enter into leadership positions without having received proper training and support from their

employer. **Bush, Kiggundu and Moorosi (2011:31)** alluded that the lack of proper training and support for school principals can lead to dysfunctional schools, which eventually provide opportunities for school violence to occur. The creation of a positive school climate is one of the focal areas that school principals are faced with, and tasked to accomplish (**Dagnew, 2014:28**). **Schlegelmilch *et al.* (2017:702)** reiterated that the SMT needs to ensure that the psychological wellbeing of victims of violence is prioritised because if the psychological state of teachers and learners as victims is tampered with, the overall performance of the school could be negatively affected. Collaborative learning, which is very crucial in creating effective teaching and learning, includes the main elements of a positive school climate (**Agokei, 2013:98**). **Botha (2014:1229)** emphasises distributive leadership, which is described as a form of leadership that is aimed at empowering teachers to take charge of their work environment with the intention to promote functionality and a positive school climate.

Furthermore, **Botha (2014:1229)** stated that distributive leadership promotes teamwork and solidarity among teachers, and teamwork can promote a safe school environment. **Devries *et al.* (2017:844)** reiterated that it is the responsibility of the SMT to ensure proper discipline that is in line with school policies. **Devries *et al.* (2017:849)** stated that the SMT should always be conscious of their obligations in dealing with sensitive issues of school violence. **Human-Vogel and Morkel (2017:345)** asserted that the creation of a safe and secure learning environment remains the main responsibility of school managers.

2.13.2 Roles of Teachers

Teachers should be mindful of not promoting actions or attitudes in learners that condone violent acts (**Nisbett *et al.*, 2018:36)**. As enshrined in the Education Labour Relation Act, Act 76 of 1998 (Republic of South Africa Regulation Gazette 1996, 4475), under the conduct between teacher and learner; every teacher is responsible for taking reasonable steps to ensure the safety of learners, and must strive to enable learners to develop a set of values that are consistent with the fundamental rights contained in the constitution of South Africa.

Teachers have an obligation to protect learners, foresee possible harm and ensure learners' safety as they are compelled to do by the principle of *in loco parentis*, translated to *in the place of the parent* in English (**Republic of South Africa Regulation Gazette 1996,4475**) **Netsitangani (2014(b):1843),** stated that teachers can contribute to the creation of a violence-free environment by practising professionalism, which includes avoiding unnecessary absenteeism because acts of violence usually happen when the teachers are

absent, and by attending classes regularly and on time. **Nisbett (2018:6)** elaborated that teachers can also contribute to a violence-free environment by switching from an authoritative leadership style in the classroom, to democratic leadership, where learners are made part of decision making such as formulating class rules together.

Tintswalo (2014:58) stated that teachers play a vital role in teaching learners good morals and instilling in them skills that will make them avoid violence, such as problem solving, decision making, and effective communication skills. Teachers can also play a crucial role in preventing school violence, by creating platforms and procedures for reporting violence, and by being active participants in taking action to curb such activities (**Burton & Leoschut, 2013:103**). **Olley, Cohn and Cowan (2010:7)** stated that there are three crucial determinants that a teacher can adopt as a way to create a disciplined teaching and learning environment, namely:

a) Constant surveillance of teaching and learning activities

If teachers could make time to organise and set up a conducive classroom environment in advance, learners would feel safe enough to express their challenges. This could encourage openness about issues of bullying and abuse. **Olley *et al.* (2010:7)** declared that it is crucial for teachers to outline from the onset what is expected from learners and to draw up class rules and regulations and to display them in their classrooms for learners to see and practise. In addition, **Olley *et al.* (2010:7)** emphasised the importance of proper classroom attendance and lesson planning as well as developing an insight into learners' personalities and behaviours in order to create a positive teaching and learning environment.

(b) Initiate behavioural anticipation

Olley *et al.* (2010:7) emphasised the importance of utilising systematic processes in enhancing established rules and explaining the consequences of violating classroom rules. These systematic processes could prompt desired behaviour, which would then enable teachers to provide proper feedback on the effectiveness of the adopted classroom management strategies.

(c) Instructional preparedness

Olley *et al.* (2010:7) expressed the importance of proactiveness in dealing with classroom issues while ensuring positive classroom management. **Olley *et al.* (2010:7)** said that teachers have to celebrate success and achievement relating to academic attainment and

the display of acceptable behaviour by learners. **Olley *et al.* (2010:7)** went on to assert the importance of avoiding punitive discipline, procrastination and unnecessary disruption, but emphasised the importance of devoting energy and time to teaching and learning activities, as well as actioning immediate responses to behaviour.

2.13.3 Roles of Parents

Kruger *et al.* (2002:329) mentioned that parents should involve themselves in the academic and social aspects of their children, and should also teach their children about community skills and problem solving. Parents play a very significant role in curbing school violence, by providing their children with positive morals and improving on or providing parental care that is currently lacking in most dysfunctional families (**Netsitangani, 2014(a): 1398**).

Netsitangai (2014(a):1399) stated that parents should be examples to their children on how to conduct themselves in relation to others in the community, at home, at school, or elsewhere. **Van Wyk and Lemmer (2009:57)** stated that it was the responsibility of parents and guardians to create an academic relationship between themselves and schools whereby their children could learn more effectively. This type of relationship could take the form of attending parents' meetings, teacher-parent academic sharing conferences, and other platforms for decision making regarding the children. The bond that parents create between themselves and their children is of the utmost importance in that it assists the child to develop social ties that are dependable and solid (**Tintswalo, 2014:58**). **Segoe and Mokgosi (2007:10)** further argued that it is crucial for parents and guardians to attend programmes that are aimed at equipping them with the necessary skills that could make it easier for them to deal with issues of depression, stress, anger, and problem solving. According to **Singh, Mbokodi and Matsila (2004:301)** there are five phases that schools could adopt as a way of empowering and giving support to parents to enhance parental involvement. These phases are enlisted hereunder:

➢ **First phase: Anticipation phase**

The first phase involves including stakeholders such as parents in school leadership by creating opportunities where parents can freely give their inputs. According to **Singh *et al.* (2004:301)** this can help school managers to openly explain disciplinary challenges experienced in schools; thereby creating a suitable platform for parents to understand and start playing their roles effectively in supporting the education of their children.

> **Second phase: Explication phase**

The second phase is a planning phase in which both school managers and parents can agree on objectives and aims, and together draw up a vision and mission for the school. This phase involves agreeing on procedures to be followed in fulfilling these objectives and aims, as well as equipping parents with knowledge of the curriculum, and making clear their various roles in a variety of educational backgrounds (**Singh *et al.,* 2004:301).**

> **Third phase: Devotional phase**

The third phase according to **Singh *et al.* (2004:301)** is a collaborative phase when teachers and parents create a positive working relationship where planning together and managing anxiety and stress are conducted. This phase also outlines the importance of collaborative policy making and decision making between managers and stakeholders.

> **Fourth phase: Accomplishment phase**

This phase according to **Singh *et al.* (2004:301)** is a discussion phase where both school managers and parents take equal responsibility for the utilisation of resources. The phase also includes synchronising and controlling ventures aimed at embracing a translucent approach towards executing policy.

> **Fifth phase: Appraisal phase**

The fifth and last phase is an evaluation phase where all communication channels with faults will be identified and revitalised. Feedback on positive interventions will also be provided with the intention to alter contemporary plans of action and consider substituting content that is more suitable to fulfil current aims and objectives, where necessary **(Singh *et al.,* 2004:301)**.

The next section will examine the role of the principal in circumventing school violence. It will emphasise the importance of exercising professionalism in school leadership through adhering to the law and school policies in handling issues of violence by school principals as managers. The role of school principals as leaders is also explored in that principals are the main influence on the mission and vision of the school. The section will also articulate on the importance of the role teachers can play in promoting actions and attitudes that promote freedom from violence. Teachers in their capacity as professionals also play a huge role as parent figures. This is translated to *in loco parentis* and enshrined in the Republic of South Africa Regulation (Gazette 1996, 4475). The importance of the role of parents as

stakeholders in the creation of a safe and just teaching and learning environment has been described in detail. Through active involvement in academic issues, platforms for discussions associated with discipline can be developed and solutions brainstormed by gathering together teachers, school managers and parents. This positive involvement could bring about a reduction in the violent activities displayed by learners in most South African schools. In addition, the section will elaborate further on these roles by drawing attention to the roles of learners, communities and the government.

2.13.4 The Roles of Learners

Learners should at all times ensure that they adhere to the school's code of conduct. **Robers et al. (2011:130)** asserted that learners should develop skills such as conflict resolution, emotional self-awareness, problem solving, and teamwork, to resolve issues without resorting to conflict. Learners can be agents of positive behaviour in the societies where they live by taking responsibility for their actions (**Viviers, Clacherty & Marker, 2011:62**).

This can be enforced by engaging in programmes that discourage the development of hostility and teach learners how to resist pressure from peers and gang members. This could then equip learners with skills that would help them to withstand violence (**Viviers et al., 2011:62**). **Burton and Leoschut (2013:41)** stated that schools should create platforms that provide for discreet reporting of violence. The creation of such platforms could play a major role in motivating and encouraging learners to report acts of violence experienced inside and outside the school environment. According to **Segoe and Mokgosi (2004:7)** there is a general belief that learners are aware of all violent activities taking place in and around the school environment. Therefore if their identities are not disclosed, they will probably feel free enough to report violence, which in turn will assist the school management to curb violence from happening within the school.

2.13.5 Roles of Community Members

Dahlberg and Butchart (2005:96) stated that the community should embark on campaigns to raise awareness as a way to stop violent actions from taking place, so that children are exposed to limited or no violence at all in their communities. It is a common saying, mostly in black communities that "*It takes a village to raise a child*", which simply translates to "*No individual exists in isolation; community members play a major role in the upbringing of every child in the community*". **Bosworth et al. (2018:356)** stated that communities and societies form an important part in eradicating school violence. Communities have to be active

participants in this process and should therefore form part of schools' safety plans. Children learn and adopt many things that they get from the community around them in their day-to-day interactions. Therefore, it is vital that children are raised in communities that instil good morals and values in them (**Dahlberg & Butchart, 2005:97**). Communities play a major role in how local children turn out as adults. Communities should be seen as providing platforms for support, education, and caring for one another. A community with a low incidence of violent activities is crucial for curbing or eliminating violence among learners in schools (**Kruger *et al.,* 2002:329**).

2.13.6 Roles of the Government

The government should play a big role in ensuring that schools are violence-free zones. **Anyon *et al.* (2018:341)** stated that the government, through the department of education, is playing a vital role in ensuring that school safety in South African schools is prioritised. **Anyon *et al.* (2018:341)** reiterates in support that this is evident through the provisional creation of disciplinary policies as well as the provision of police officials at schools who monitor and intervene in any violent activities that might arise in schools. **Dahlberg and Butchart (2005:100)** stated that the government should focus on improving the overall environment of schools by promoting cooperative learning techniques, more parent involvement, and supervision and monitoring of learners.

Esser and Jernigan (2017:474) mentioned that the government had begun to pay more attention to the provision of value and ethical education in order to give support and contribute to the positive creation of caring schools and societies. **Dunn, Clark and Pearlman (2017:3444)** stated that the DBE is responsible for promoting the right to safety of all learners and teachers. Kreifels and Warton emphasised the importance of police involvement as a way to ensure safety and security for teachers and learners.

Kreifels and Warton (2018:34) stated that there should be a continuous connection between schools and the police department. **Afkinich and Klumpner (2018:13)** stated that the involvement of police officials is crucial to bringing about order and stability in schools. However, **Dunn *et al.* (2017:3447)** said that the department of education's effort to collaborate with the police department as a school safety creation partner has not yielded positive results; even though the department of education has provided a framework (the National School Safety Framework) to provinces and districts across the country. This

framework serves as a guideline in the proper identification and management of violence-related issues in schools.

This framework tasks principals, SGB members, and other stakeholders with the responsibility of ensuring a safe and secure teaching and learning environment for both teachers and learners (**Netshitangani 2018:97)**. It is the responsibility of the government to ensure that teachers receive adequate training on how to deal with violent actions displayed by learners in schools (**Kruger *et al.,* 2002:329**). **Dahlberg and Butchat (2005:101)** asserted that the involvement of government in curbing the issues of school violence is vital in that all stakeholders including learners, could start understanding the importance and value of having violence-free schools where learners are able to learn without any disruptions, which in turn may assist in acceleration of their performance, and other positive outcomes. **Netshitangani (2018:97)** reiterated that the SMT should include in their plan to curb school violence, the creation of a possible and successful partnership with the South African Police Services, through their school safety committees.

Burnette, Datta and Cornel (2018:4) mentioned that school management is tasked with the responsibility to create a suitable teaching and learning environment for both teachers and learners, thereby promoting their rights to a safe and secured environment. This revealed the significant role of the government, learners and communities in strategies aimed at circumventing school violence. This strategy ensured that by adhering to schools' codes of conduct, learners could develop conflict resolution skills that are necessary for the development of emotional self-awareness, problem solving and teamwork. In addition, having a code of conduct institutionalises the role of the community in which children grow. It also emphasises the responsibility of the community of ensuring a violence-free environment aimed at curbing exposure to violent activities and substance abuse. If such an environment could be prioritised, and more community projects developed with the intention of keeping children occupied by means of learning and sporting activities, learners could develop a violence-free mentality which could then contribute positively to the prevention of violence in schools. In addition, the role of government is to support teachers, school managers and learners by providing adequate and relevant training aimed at equipping all stakeholders involved in education with the knowledge and skills to deal with issues of violence effectively. The involvement of all stakeholders could yield much needed solutions for curbing the violence taking place in most South African schools. The next section concentrates on various strategies that schools and the government could adopt as a way

to eradicate violence in schools. These strategies include a code of conduct, proper classroom management, workshops and in-service training, emotional proficiency and enhancement of self-discipline.

2.14 STRATEGIES TO ERADICATE SCHOOL VIOLENCE

Schools can employ certain strategies to help eradicate violence by learners directed towards other learners and teachers. **Robers *et al.* (2011:124)** stated that the main violence prevention strategy should be to prevent violence from happening in the first place. These strategies are discussed in the following sections.

2.14.1 Code of Conduct

Masekoameng (2010:87) mentioned that discipline becomes effective in schools when the governing body is actively involved, and develops and implements a code of conduct that is feasible and clear for everyone to interpret and follow. **Buka, Matiwane-Mcengwa and Molepo (2017:100)** averred that effective and sound school discipline is possible when the SGB plays its part. **Roos (2003:489)** alleged that the responsibility of adopting a legal code of conduct that will be utilised as a mechanism to enhance discipline in a school lies in the hands of the governing body of the school. The South African Schools Act 84 (1996:8) stated, under Section 8, that *the governing body of the school is responsible for adopting a code of conduct for learners, as a way of ensuring proper discipline in schools.* Furthermore, this document stated that the code of conduct must inform learners about what kind of behaviour is appropriate and acceptable at school. According to the South African Schools Act 84 of 1996, Chapter 3, Section 8, each school has the responsibility to institute a code of conduct that is learner rights' conscious, and that various stakeholders such as parents, learners, educators, and non-teaching staff members should be involved in creating such a code. Section 8 of the South African Schools Act 84 (SA, 1996(a)) furthermore states that the aim of creating such a code of conduct should be the advancement of self-discipline and impeccable conduct; as learners learn through contemplation and experience. **Grant and Ray (2018:15)** mention that the code of conduct plays a vital role in the creation of a conducive teaching and learning environment. The South African Schools Act 84 of 1996 Chapter 3, Section 8, states further that the code of conduct must suit the cognitive development of the learner, and should be presented in comprehensible language. Furthermore, the code of conduct should contain a set of precepts, values and norms that the community should adopt, and it should be binding on all learners. **Ndamani (2008:177)**

stated that it is vital for every school to have a set of rules guiding learner behaviour for it to function properly.

2.14.2 Proper Classroom Management

The ability to manage a classroom is vital for proper teaching and learning. The majority of teachers are faced with the situation that they are unable to effectively control and take charge of their classrooms post-corporal punishment. **Bechuke and Debeila (2012:240**) contest that the skill of classroom management is the biggest challenge facing teachers today. According to them, classroom management refers to the teacher's ability to deliver teaching, despite learners' disciplinary problems. Teachers should use a variety of mechanisms such as setting classroom rules, teaching self-respect and self-discipline, and teaching the importance of respecting others' right to education.

Landsberg (2005:138) said that when setting classroom rules, the teacher should avoid long and complicated rules. The classroom rules should be short and precise, and not biased. **Woolfolk (2006:64)** mentioned that teachers should establish a routine in their daily classroom activities as part of their disciplinary strategy. This routine can include an attendance register, a bathroom register, monitoring interaction with teachers, group discussions, peer assistance, homework and monitoring of assignments.

Woolfolk (2006:64) stated that if routines are consistent and applied more often, they become automatic. That can play a significant role in the management of classrooms. Without an orderly and proper system in place, the learning and teaching task becomes aimless and disorderly (**Clarke, 2007:178**). **Clarke (2007:178)** further pointed out that a well-managed classroom creates accelerated encouragement to the teacher; with an impetus to deliver content effectively, and it creates an exhilarating and exciting classroom environment within which learners can engage in learning content willingly.

2.14.3 Enhancing Self-discipline

Jones *et al.* (2017:49) asserted that a lack of self-discipline in most learners contributes to the alarming rate of violence in most South African schools. Discipline, unlike punishment, is aimed at teaching and enhancing a sense of self-discipline in learners. Learners with self-discipline do not rely on others for information on what is right or wrong. They can identify their mistakes before they are even told about them, and correct them. **Squelch (2002:24)** stated that discipline is concerned with the administration of positive behaviour, and its

primary objective is to instil and inculcate in a learner the capacity and propensity to identify wrong behaviour and then deal with it without any intervention from other parties. The promotion of self-discipline by teachers to learners could be one of the permanent solutions teachers could utilise in dealing with disruptive behaviour. Once some learners have effectively developed self-discipline in class, it becomes easy for them to develop other similar characteristics by recognising and self-correcting their wrongs, even before the teacher is even aware that there is a problem **(Squelch, 2002:24).**

2.14.4 In-service Training and Workshops

Taylor and Settelmaier (2003:233) mentioned that most teachers in primary and secondary schools have not received adequate training in dealing with issues of discipline. In-service training is critical as it equips teachers with the necessary knowledge and skills to deal effectively with disciplinary issues experienced daily at school. If teachers are not well equipped with appropriate strategies on how to prevent and intervene in learner disciplinary issues, these issues tend to escalate to an uncontrollable state. **Kalb and Loeber (2003:641)** asserted that if teachers are unable to identify and effectively deal with the cause of learners' misbehaviour, it is clear that they lack proper training. Furthermore, **Kalb and Loeber (2003:642)** stated that when training teachers, learners' culture and previous disciplinary methods should also be discussed; in order to understand the causes and possible solutions to learners' disciplinary challenges.

Taylor and Settelmaier (2003:233) stated that the utilisation of authoritarian disciplinary methods in a class, shows a lack of proper training of the teacher. **Sobel and Taylor (2011:142)** support the notion that a lack of training of teachers can then lead to a power struggle, and hence contribute to increased challenges regarding learner behaviour. Furthermore, **Sobel and Taylor (2011:142)** mentioned that improving learner behaviour depends on investigating learners' cultural backgrounds, which then strengthens the teachers' ability to manage the classroom more effectively. This implies that teachers should be well trained on how to assimilate diversity into their classroom management.

2.14.5 Emotional Proficiency

Teaching is a very demanding and challenging career. Therefore, it needs teachers who are emotionally stable. **Goleman, Boyatzis and McKee (2002:74)** described what is known as the "18 competencies" in four clusters. Teachers need to have these competencies in order

to deal with the day-to-day emotional challenges they are faced with in their profession. **Goleman *et al.* (2002:74)** described these competencies in clusters, as discussed below:

The first cluster according to **Goleman *et al.* (2002:74**) is the *Self-awareness Cluster,* which includes emotional self-awareness, accurate self-awareness, and self- confidence. This refers to one's ability to be aware of one's emotions, to be accurate, and to develop self-confidence. The second cluster is the *Self-management Cluster,* which includes emotional self-control, achievement, initiative, transparency, adaptability, and optimism. This is the ability to control and make sense of your own emotions and emotional needs.

The third cluster, according to **Goleman *et al.* (2002:74),** is the *Social-awareness Cluster* which includes empathy, service orientation, and organisational awareness. This is the ability to effectively understand and make sense of other peoples' emotions in society. One has to acknowledge that other people have feelings too.

The fourth cluster is the *Relationship-management Cluster,* which includes inspirational leadership, influence, conflict management, change catalyst, developing others, teamwork, and collaboration. This is the ability to take the lead in a relationship while acknowledging that there are people who look up to you, and who acknowledge that their success lies in your hands.

These four clusters are organised in such a way that they are able to guide teachers on how to deal with the day-to-day emotional challenges they come across in their duties, and are said to be of the utmost importance to the emotional wellbeing of teachers. **Van Wyk (2001:326)** stated that teachers who have "self-awareness" concede and comprehend their own emotions. Therefore, such teachers are very capable of responding correctly to situations of an emotional nature. As the struggle to discover effective disciplinary methods that are conscious of learners' rights continues, one must be aware that the above methods have been in use for some time, and are believed to be effective in resolving disciplinary issues. Therefore, the researcher believes that more effective and law aligned methods of discipline could be formulated through scientific research and could then be implemented, in addition to the above methods. The code of conduct has been widely used as an effective method for instilling a sense of responsibility and self-discipline. This method has been deemed appropriate and effective in that it is proactive because it involves learners in strategies aimed at dealing with violence by teaching them to discern right from wrong. The

method therefore affords learners the opportunity to choose to avoid committing a transgression by clearly outlining the consequences of such action.

The above methods also outline the role that teachers and school managers could play in the struggle to fight the indiscipline found in most South African schools through the exploration of the responsibilities to be bestowed by teachers and school managers. This should be done in order to ensure that a positive teaching and learning environment that ensures the promotion of learners' right to education is created. That not only outlines the role of teachers and managers in circumventing school violence but also the task that the department of education faces in supporting teachers and other staff members in their effort to circumvent violent activities taking place daily in most South African schools. The following section describes the various methods that schools in South Africa could adopt in their effort to create a positive and safe school climate. These methods also describe the legal processes that are aimed at providing a positive response to learners' mischievous and sometimes dangerous actions. These processes are designed to ensure the maximum amount of discipline that is aimed at creating a safe and positive school climate for both teachers and learners.

2.15 CREATING A SAFE SCHOOL CLIMATE

The main objective of discipline is the creation of a conducive teaching and learning environment, where teachers and learners interact without interruption. In order to ensure that all schools would maintain and endorse positive discipline, a clear code of conduct should be formulated as per the South African School Act, Act 84, Section 8. Every school has to convene a committee that would deal with discipline, and all processes and procedures to be followed in cases of serious misconduct also to be clearly described. The following measurements and procedures had to be observed to ensure that fair and just disciplinary steps were taken:

> **Convening/establishing a grievance handling committee**

It is vital for a school to convene a special committee that will specifically handle all disciplinary issues experienced daily at school. All learners have the right to a reasonable and fair hearing, based on fundamental principles of law. These principles are endorsed in the Constitution of the Republic of South Africa under section 33, and do not only apply to the procedures to be followed, but also to the manner in which arguments are to be

presented. The **Department of Basic Education (2001:20)** outlines the following guidelines and procedures to be followed when conducting a formal disciplinary hearing:

> ### Inquire into the learner's misdemeanours

A presentation in writing enlisting or describing allegations should be made to the school principal for consideration. Then these allegations should be investigated. The person appointed to investigate such allegations should always maintain the principle of 'innocent until proven guilty'. The **Department of Basic Education (2001:27)** stated that an alleged offender is entitled to the support of his/her parents or guardians during the appearance and presentation of the case. Parents or guardians of the offender should be informed about the allegations being made in writing.

> ### Issuing of notice for the hearing

In order to emphasise the principle of justice, the alleged offender and his/her parents should be provided with a proper notice of hearing, and be given the opportunity to be heard. Such a notice should be prepared and delivered at least within five working days from the date of the hearing, and should include important details such as the date and time of the hearing, the place where it will be held and it should state the alleged offence. Parents and the alleged offender should be made aware that all evidence given can be tested by cross-examination (**Department of Basic Education, 2001:27**).

> ### Grievance forum in procession

The chairperson of the committee is responsible for determining whether an alleged offender and his/her parents have received in writing, read, and understood the charge sheet. The committee should allow parents and a learner to gain access to the school with the intention to accumulate evidence. They should also be furnished with copies of all affidavits. The alleged offender and his/her parents should be informed about the seriousness of the case and its possible outcomes **(Department of Basic Education, 2001:27).**

> ### Initiate a grievance handling committee

The person in charge of the investigation into serious misconduct could be the school principal or senior educator and this person should act as the prosecutor. This prosecutor should read the charges out loud for recording purposes. The chairperson should then give

the alleged offender the opportunity to plead either "guilty" or "not guilty", and should the alleged offender plead "guilty" the chairperson should still ask the alleged offender questions to gain information in support of the appeal. Should the alleged offender plead "not guilty" the following procedure must be followed: Evidence given by witnesses should be presented by the prosecutor and witnesses should be given an opportunity to confirm their statements. The prosecutor has the right to cross-examine the alleged offender as he/she gives evidence for the defence. The chairperson and any other member of the committee have, in the interest of justice, the right to cross-question witnesses in order to seek clarity **(Department of Basic Education, 2001:27).**

➢ **Uncovering of attestation**

The chairperson should outline the findings from the committee and explain the reason for the findings. The tribunal should then give the alleged offender and his/her parents the opportunity to explain why such an act was committed and should also ask the committee for leniency in their decision making concerning the punishment. The tribunal should make available and forward a copy of the minutes stipulating the decision taken, to the Head of Department (HOD), and keep the other copy at school for filing. The parents of the offender should be provided with the outcome of the hearing in writing, and should the outcome be "Expulsion", the committee should receive approval and endorsement of the verdict from the HOD **(Department of Basic Education, 2001:27).**

➢ **Appealing of adjudication**

The offender's parents have the right to appeal a verdict to the provincial Minister of Education, should the verdict be expulsion. In such a case, it becomes the responsibility of the HOD to find an alternative school for the learner. The school (SGB, principal and stakeholders) carries the responsibility of formulating the school's code of conduct, and must make it available to all learners, in order to ensure that every learner is conversant with such code of conduct. Furthermore, this will assist learners to avoid transgressions that constitute serious misconduct in future.

The above disciplinary procedure is deemed very relevant by the researcher as it takes into cognisance the fundamental rights of the learners while acknowledging the importance of positive discipline, which involves teaching self-discipline and the acceptance of responsibilities. If schools could adopt and implement the above fundamental disciplinary

procedures, a conducive and safe teaching and learning environment could be created in which learners' right to education will be protected and promoted. Proper implementation and utilisation of the disciplinary procedure could continue to explore and best position the role discipline plays in preventing school violence. Schools are seeking to find disciplinary methods that are conscious of learners' rights and therefore the above disciplinary procedure is aligned to the law, as enshrined in the Constitution of the Republic of South Africa section 33 (1996:9).

2.16 CONCLUSION

This chapter focused on reviewing the conceptual meaning of violence and its impact on South African schools. The issue of violence in South African schools has recently become more of an intellectual matter than a social problem due to its depoliticisation. This chapter explored in detail the main aim of the study, namely to make recommendations using strategies and guidelines on how discipline could be used to prevent violence in schools. Various strategies aimed at creating a safe school climate have been discussed in detail. By means of an in-depth discussion of the factors affecting teaching and learning, as well as a diligent deliberation on the effect that school violence has on teaching and learning, the objectives of the study have been fulfilled.

The possibility of the media as a contributory factor to school violence has not been debated thoroughly. This creates a gap in the literature related to factors contributing to violence in schools. The media plays a huge role in that the majority of the youth, usually boys, spend most time watching action movies. These movies are usually violent in nature, and may create a need in the youth to identify with those who are considered *'starrings'.* The youth who watch these shows may feel brave and in power through the role models they perceive.

The chapter further reiterated the roles teachers and various stakeholders could play in managing violence in schools. The importance of proper discipline in reducing violence was also examined by means of discussions based on the role each stakeholder involved in education processes could play. The role of teachers and various stakeholders in promoting discipline and curbing violent activities was also discussed in detail. The chapter further concluded with an evaluation of various strategies that schools could adopt, in an attempt to create a safe school climate.

The next chapter will focus on the conceptual and theoretical frameworks underpinning this research study. The chapter will also explore various theories of violence with the intention of finding meaning regarding the deep-rooted causes of violence and will discuss how it could be eradicated or prevented.

CHAPTER 3

CONCEPTUAL AND THEORETICAL FRAMEWORKS

3.1 INTRODUCTION

Theories are defined as a set of interwoven ideas and postulations that are organised according to a specified system in order to describe correlations within humans and societies (**Hutchinson & Oltedal, 2014:47**). **May (2018:385)** stated that the concept *theory* refers to presumptions, insinuations, or certitudes that attempt to provide a trustworthy and cogent explanation for the interconnections among a perceived group of phenomena. **Hutchinson and Oltedal (2014:47)** defined theories as a set of connected notions that intend to control some phenomenon through predictions, explanations, and descriptions.

This study has scrutinised and developed innovative approaches to the role that discipline can play in the circumvention of violence experienced daily in secondary schools located in the Tshwane South District of Gauteng province. The aim of the study was to make recommendations through strategies and guidelines on how discipline could be utilised to prevent or reduce school violence, and to contribute to the development of policies in dealing with school violence in future; as well as making a useful and significant contribution to educational research. Since social understanding involves different notions from different philosophers (**Bachman & Schutt, 2015:149**), this chapter combines and outlines the philosophical views of different theorists on causes, effects, prevention and circumvention aspects of violence as a way to give meaning to and gain an understanding of the issues of violence in schools and in the society at large.

The next section summarises the conceptual framework within which this research project was formulated and supported. This is done by describing the applicability and appropriateness of this study within the discipline of educational research.

3.2 CONCEPTUAL FRAMEWORK

Dickson, Adu-Agyem and Emad Kamil (2018:439) define a conceptual framework as a method that is to be followed in order to test, scrutinise, reform and review a research problem by means of an investigation. A conceptual framework was defined by **Ravitch and Carl (2016:101)** as the position of the researcher regarding the research problem at hand. **Osanloo and Grant (2016:13)** defined a conceptual framework as a collection of ideas and

concepts that are used to give meaning to the research problem under investigation. The conceptualisation for the apprehension of this study revolves around the legal role of teachers and school managers about taking care of learners' needs and safety by acting in the place of their parents, that is *in loco parentis* (**Osanloo and Grant, 2016:13**). **Osanloo and Grant (2016:13)** stated that teachers are legally obliged to also act as *diligens paterfamilias*, which is translated as 'acting in a caring and reasonable way'.

Ervin *et al.* (2018:107) made mention of the fact that community structures contribute to the development of violence in learners. **Gorchani *et al.* (2017:37)** stated that some disruptive behaviours are learnt in the community where learners live. **Nkosi-Malobane (2019:2)** averred that issues of gangsterism, bullying and other violent actions have turned school environments into unsafe places for both teachers and learners. This is in contrast to the previous situation when schools were considered to be the safest places to be for learners. **Varela *et al.* (2018:489)** mentioned that learners' satisfaction with their school environment and activities can serve as a mediating mechanism for all the emotional and psychological injuries learners might otherwise have encountered at home or in their communities. **Sellers, Winfree and Akers (2012:425)** stated that people's exposure to different social activities is what influences their personality, either in a positive or a negative way. Discipline should be restorative in that it focuses on moulding the behaviour of learners so that they can then become responsible citizens (**Mohanty, 2015:320**).

Oosthuizen and Rossouw (2008:85) mentioned that teachers are perceived as having failed in their role as parents, thereby subjecting learners to danger by not being able to protect them against violence, and by also having been part of inflicting pain through the continued use of corporal punishment. **Oosthuizen and Rossouw (2008:85)** stated that teachers should play a parental role in protecting learners from any pain, and not the other way round. **Oosthuizen and Rossouw (2008:85)** further reiterated that these actions by teachers may fuel anger and aggression in learners and may make them impulsive and likely to resort to violent activities. The historical background provides a stimulus towards assisting today's teachers and school managers with the restructuring of disciplinary methods by adopting new methods that are more conscious of learners' rights and not in violation of the law.

The next section will introduce and describe the theory behind the problem under study. The section further outlines the framework within which this research project was formulated and

supported, by further describing the applicability and appropriateness of the study within the disciplines of educational research.

3.3 THEORETICAL FRAMEWORK

A theoretical framework is defined by **Osanloo and Grant (2016:13)** as a guideline and foundation upon which the structure of a research study is built. **Osanloo and Grant (2016:13)** explained a theoretical framework as an outline of the structure of the philosophy, the methodology and the analysis the research is going to follow in answering the research question under review. **Abend (2013:174)** stated that a theoretical framework refers to the formulation of a group of theories with the intention to explain, understand, and make predictions about the research problem on the basis of an existing body of knowledge. **Ravitch, Sharon and Matthew (2017:103)** stated that a theoretical framework is important in that it expresses the researcher's knowledge and understanding of concepts and theories that are relevant to the research study under investigation. **Ravitch *et al.* (2017:103)** went on to describe the importance of a theoretical framework, as follows:

➢ A theoretical framework is a plain statement of a theoretical presumption that allows the reader to critically assess the study.

➢ A theoretical framework connects the researcher to the already available body of knowledge.

➢ It forces the researcher to answer the questions of *How?* and *Why?* by articulating theoretical presumptions of the research study.

➢ A theoretical framework also assists the researcher with identifying the limitations of a research study by explaining keys that directly influence the research questions being asked.

For the purpose of this research study, the researcher deemed the Humanistic theory and Humanistic approach to human behaviour to be appropriate. This theory and approach to human behaviour provide a framework in which real-global experiences of teachers, learners and of the educational institutions and classroom territory can be explained and comprehended. The theoretical framework of a study presents a structure within which an account and exposition of the outcomes and reality of the research problem under investigation can be demonstrated authentically and denotatively **(Grant & Osanloo, 2015:13)**. The ultimate aim of this research study was to explore and investigate the role that discipline plays in circumventing violence. This is done by exploring the various

disciplinary methods deployed by different township schools, and their effectiveness in moulding the lives of learners to become violence-free citizens.

The Humanistic approach and theory put school managers, teachers and various stakeholders in the centre of this study by making them icons in the creation of a supportive and conducive learning and teaching environment, which involves the display of positive personal images to all learners **(Prabhavathy & Mahalakshmi, 2016:64)**. **Prabhavathy and Mahalakshmi (2016:64)** further stated that Humanistic theory focuses on the facilitation of learning through the interpersonal correlation between the teacher, learners and other stakeholders.

A Humanistic approach and theory classify teaching approaches into a text-based behavioural approach, and an appealing training approach, which attempts to combine the experiences of learners and teachers concerning issues of violence and violent behaviour with current situations they have to face **(Prabhavathy & Mahalakshmi, 2016:65).** Humanistic theory is interested in the interaction and interrelatedness between human beings and the society they live in, as well as their educational experiences. **Arifi (2017:195)** asserted that the value of education depends on the learning process and the conditions under which learning occurs, taking into cognisance the formation of an acceptable social attitude and the development of empathy.

The role that discipline plays in society should be one of creating an acceptable social attitude of good behaviour and an expression of empathy towards one another, which if well presented could lead to the circumvention or avoidance of the violence experienced daily in most South African schools. According to **Frias (2019:2)** a Humanistic approach emphasises a learner's individual sovereignty, self-determination and purpose, which requires the support and guidance of teachers and other stakeholders for them to successfully advance.

The role of discipline in this regard should be to give direction and guidance to learners, to enable them to be able to achieve the above aspects of life. Since learning takes place in an organised setting such as a school, or a natural setting such as a community, the role of discipline should be traceable in both learning settings **(Frias, 2019:3)**. A conducive learning environment where discipline is exercised provides the learner with an opportunity to achieve academic, individual, and worldly experiences through organised systems of empathy and holisticism **(Rahmanpanah & Mohseni, 2017:70)**.

By exploring the meaning of discipline within the Humanistic approach and theory, it becomes possible to locate its role and significance in facilitating individual and group learning. According to **Firdaus and Mariyat (2017:28)** a strategic and significant role of education is to facilitate cognitive, affective and psychomotor progress, in order to improve the ability of a human being to create a positive character. **Firdaus and Mariyat (2017:28)** further mentioned that for learners to easily relate and understand what they are taught, one must connect with and take into cognisance their beliefs, feelings, views and attitudes, which form the core of the Humanistic approach and theory. In order for school discipline to be effective and useful, every school must adopt a school's 'code of conduct', which considers the beliefs, feelings, views and attitudes of all stakeholders (South African School Act 84 of 1996, Chapter 2, Section 8(1)). This approach is Humanistic in that it considers the views, feelings, beliefs, and attitudes of stakeholders involved in the creation of a disciplined teaching and learning environment. The application of Humanistic education was extended as a response to subjectivity of detrimental and non-conducive learning and teaching environments **(Shih, 2018:27)**.

The role of discipline in this matter should then be to respond appropriately to the subjectivity of learners and teachers to violent activities occurring within the learning and teaching environment, within the scope of Humanistic education. Furthermore, this theory allows school managers, teachers, and other stakeholders to design, apply, and take charge of disciplinary measures that are aimed at facilitating learning processes within the context of Humanistic theory and a Humanistic approach. To establish and explore the credibility of this study, the following section demonstrates the researcher's familiarity with the available literature on the research problem and integrates and summarises previous research on the study under investigation. It then demonstrates the researcher's knowledge gained through the reviewing of previous literature, with the intention to correctly and relevantly position the problem under study.

3.4   TEMPERAMENT THEORIES

According to classical theories the main purpose of committing criminal activities is to avoid behaviour that could inflict pain, or alternatively, to gain personal pleasure from it (**Regis-university, 2018:145**). With the development of more social and human studies, classical theories were substituted with positivist theories that aver that human behaviour can be influenced by social, biological, and psychological attributes, which human beings have little or no jurisdiction over (**Regis-University, 2018:146**). **Crossman (2018:176)** stated that the

occurrence of crime could be the result of underlying psychological or personality disorder/s. **Crossman (2018:176)** stated that the reason why people commit criminal activities remains a question for many personality theorists to answer.

3.5   COGNITIVE AND PSYCHOLOGICAL THEORY

In order to gain more knowledge on how a person's personality can lead them to become involved in antisocial and criminal activities, psychological theories, as part of personality theories can be explored (**Byrne, 2015:113**). In an attempt to explain people's actions concerning involvement in criminal activities, criminologists who base their studies on psychological theories associate human criminal actions with individual factors involving lack of socialisation. This could be linked to poor or incomplete cognitive development, or negative childhood experiences.

Valdez (2017:421) stated that Freud's psychoanalytical perspective on Psychodynamic theory describes criminal behaviour as a result of low self-esteem, a lack of personal control, or cognitive immaturity. **Andrews and Bonta (2010:152)** stated that a person's lack of guilt, antisocial behaviour, disregard for rules, or misconduct can be attributed to a weak super ego. **The Criminal Justice Research Centre (2018:4)** explained behavioural disorders under the heading of Psychodynamic theory, which asserts that behavioural disorder describes criminal offenders as having one or more disorders associated with rage, depression, social isolation, and/or narcissism. According to the **Criminal Justice Research Centre (2018:5),** children with behavioural disorders find it difficult to adhere to set rules and to conduct themselves in socially acceptable ways. Therefore, this disorder manifests itself as behavioural and emotional difficulties in young adults. **Glenn (2013:162)** described antisocial personality disorder as a disorder that begins in childhood in which behaviour involving delinquent, irresponsible, repetitive, and criminal activities manifest in individuals. **Cherry (2017:324)** described personality disorder under cognitive and behavioural theories, as behaviours that are learnt during childhood and then continue into adulthood. **Neese (2018:491)** stated that the term *cognitive* refers to the ability to process information with understanding. **Anon (2018:46)** agreed with the theorist Jean Piaget who described behavioural disorder as an inability to develop moral judgement beyond the pre-conventional level. **Parekh (2017:358**) declared that a person needs to take responsibility for wrongdoing as a corrective measure and a way of modifying unwanted behaviour.

3.6   SCHOOL VIOLENCE THEORIES

School violence is a problem that emanates from either the family, the community, or peers and then continues in the school environment (**Birkeland & Tungodden, 2013:126**). Therefore, theories on school violence involve one or a combination of these aspects. **Varela *et al.* (2018:489)** stated that school violence is linked to satisfaction, or a lack of satisfaction in the lives of learners or youth. The next section describes some of the most quoted theories on the origin of violence in schools.

3.6.1 School Climate

Varela *et al.* (2018:489) alluded that if learners are satisfied with their academic performance and the overall climate of the school, they are more likely to acquire self-control. In the context of a country like South Africa, which undergoes many changes, the majority of the youth is exposed to and is expected to cope with unstable changes they experience daily **(Jansson, 2016:118)**. **Burton and Leoschut (2013:214)** stated that violence in schools can negatively affect learners' behaviour and academic performance which, in turn, can affect their future economic status. **Kwong (2017:11)** stated that employers should design strategies that are aimed at improving the physical environment of schools. **Masinga (2017:115)** went on to say that schools should emphasise the development of many different skills such as problem solving, anger management, conflict resolution, and decision making in learners. **Ervin *et al.* (2018:107)** stated that school managers and teachers should focus more on training related to behavioural and social skills development. **Ervin *et al.* (2018:107)** further mentioned that community structures contribute to the development of violence in learners. **Gorchani *et al.* (2017:37)** stated that some disruptive behaviours are learnt in the community where learners live. **Nkosi-Malobane (2019:2)** averred that issues of gangsterism, bullying and other violent actions have turned school environment into unsafe places for both teachers and learners. Previously, schools were considered to be the safest places for learners to be.

3.6.2 Community Climate

Gorchani *et al.* (2017:38) mentioned that community structures contribute to the development of violence in learners and added that some disruptive behaviours are learnt in the community where learners live. **Nkosi-Malobane (2019:2)** stated that most children have for a long time been exposed to criminal activities such as domestic violence, substance abuse, the use of guns and other weapons, as well as physical abuse. **Nkosi-**

Malobane (2019:3) stated that exposure to such activities over a long period makes learners to think that living in such damaging conditions is an acceptable way for people to live.

3.6.3 Personal Climate

The two most important theories of personal climate are the Rational Choice and the Biological theory. Rational Choice theory states that individuals are rational in that they always weigh the pros and cons of every situation they find themselves in, and choose what favours them the most (**Lo, McKimm & Till, 2018:346**). **Lo, McKimm and Till (2018:346)** further argued that individuals tend to choose situations that have no negative consequences. Therefore, they behave in a way that they think will allow them to avoid negative consequences. Biological theory according to **Coetzer, Bussin & Geldenhuys, (2017:5)** avers that if a school adopts policies that clearly show learners the consequences of violating the rules and regulations of the school, they are likely to avoid any form of violation. **Coetzer *et al.* (2017:5)** stated that schools should be consistent in applying consequences to learners, when they violate the rules and regulation of the school. so that learners have no option but to take the rules seriously and abide by them.

3.7   BEHAVIOURIST THEORIES

Behaviourism finds its paradigmatic home in psychological explanations. According to **Geyser (2000:32)** the Behaviourism theory pays more attention to external observable human behaviour. According to **Shaffer (2000:278)** behaviour is learnt through interaction with the environment, therefore inherited factors have little influence on a person's behaviour. **Shaffer (2000:278)** stated that if behaviour is linked to reinforcement, which means that if positive behaviours are reinforced correctly, such behaviours will be displayed more often. Leaders prefer to apply different leadership styles, depending on the situation they find themselves in and on the behaviour people display (**Storey, 2016:35**). Some researchers found that people often display a dislike for work. Therefore, it is vital for people to be monitored, managed, directed, and sometimes threatened with disciplinary measures such as warnings and other forms of punishment (**Amanchukwu & Ololube, 2015:13**). **Amanchukwu and Ololube (2015:14)** stated that an average person will avoid responsibility if given the chance, has limited ambition, but has the ability to exercise self-control and self-direction to achieve the aims and objectives to which they are dedicated. **Keller *et al.* (2017:196)** stated that leaders acquire skills to solve problems, make decisions and think creatively; which then allows them to make informed choices and relevant

decisions. Therefore, the capacity and ability to exercise intellectual potentiality in bringing solutions to solve organisations' problems is widely distributed among the population.

3.8   VIOLENCE AND THEORIES OF PSYCHOLOGY

Psychologists maintain that factors contributing to violence can be attributed to personal and family maladjustment (**Offord *et al.*, 2016:1478**). **Offord *et al.* (2016:1478)** stated that there is a positive correlation between violence committed against strangers and the family background of perpetrators. **Offord *et al.* (2016:1478)** stated that in psychological terms, when people are handling issues concerning violence, factors such as the community where the perpetrator lives, and his/her family background and personality should be taken into consideration. This approach to issues of violence is vital in the development of effective reclamation strategies. **Antonakis and Day (2017:38)** stated that one needs to take into consideration the external actions of the victims as opposed to those of the perpetrators in connection with issues of violence, rather than simply intrapersonal factors alone. **Reddy *et al.* (2015:249)** asserted that in an attempt to understand the reasons for violent behaviour that is rooted in certain people, there is only a limited amount of theory on the subject. **Antonakis and Day (2017:38)** alluded that Classic Psychoanalytic theory, the theory of psychological vulnerability, and evolutionary psychology are the theories that are used to explain human nature, whereas self-esteem, self-concept, self-regulation, and Cognitive Behavioural theory are used to explain a negatively affected psyche.

3.9   VIOLENCE AND THEORIES OF POLITICAL ECONOMY

The relationship between violence and the political economy is discussed in this section.

3.9.1 The Classical Theory

This theory of classical political economy maintains that violence and conflict are the results of capitalism (**Leigh, 2016:146**). **Bogotch (2014:55)** stated that poverty is perceived as a choice rather than an economic classification. This is because there are free market opportunities everywhere. Those who are brave enough can grasp opportunities and thereby improve their current economic status, but those who do not have the guts to grasp and make use of opportunities are labelled as lazy. Consequently, poverty is perceived as a choice that individuals make (**Bogotch, 2014:55**).

3.9.2 The Neo-classical Theory

The Neo-classical theory is an expansion of classical theory in that it explains the causes of violence under the category of 'race'. **Shapiro and Stefkovich (2016:35)** in their definition of violence, stated that the neo-classical theorists exclude class status, race, socio-political factors, poverty, and discrimination, and instead focus their definition on rational choices; asserting that violence arises from cost-benefit analysis which means that violence occurs because the possible gains of indulging violent behaviour are perceived to be much better that the consequences. **Beare, Caldwell and Millikan (2018:18)** stated that the cost-benefit analysis differs from person to person; depending on factors such as power differences, status, access to resources, and economic needs. They went on to say that the political-economic difference lies in the fact that people evaluate the alternatives by assessing the *'opportunity costs'* of violence. The radical theorists state that if free markets are left without central control, they tend to become the driving force of violence between the rich and the poor in the community (**Bolman & Strait, 2017:32**). This according to **Bolman and Strait (2017:32)** further fuels tension between individuals and groups; thus causing them to engage in violent behaviour, and the risk of punishment might not even be sufficient to prevent parties from engaging in violence. **Storey (2016:46)** stated that violent behaviour is linked to people's upbringing in that, if they grow up in a violent community, they are more likely to display violent behaviour in the future.

3.10 VIOLENCE AND THEORIES OF REVOLUTION

Fanon, one of the theorists of revolution links violence with anticolonial struggles. According to him colonialism on its own is violent in nature (**Fanon, 1952:184**). **Fanon (1952:184)** further asserted that without violence, there can be no freedom. Therefore, violence is necessary and will only yield if it is confronted with a greater violence. **Fanon (1952:185)** went on to say that by using violence nations can achieve liberation, renaissance, and a commonwealth. **Jansen (2017:8)** stated that when there is decolonisation there may be new developments. Although decolonisation on its own represents violence in that it represents two forces in a natural dispute wherein one force is endorsed by the presence of the other. **Samier (2017:271)** alluded that in order to correct the violent situation created by the colonial world, a nation has to seek understanding of the importance of decolonisation. **Samier (2017:271)** said that decolonisation seeks to create a new nation by freeing the native people from the yoke of being colonised.

3.11 PROCESS THEORIES

Process theorists interpret violence and crime from a socialisation point of view **(Tibbetts & Schram, 2018:287)**. These theorists maintain that a person learns criminal and violent activities either by socialising with others or by being isolated **(Tibbetts & Schram, 2018:287)**. **Ovens and Prinsloo (2010:326)** stated that the African way of interpreting human behaviour is very different from the Western way. The Western method emphasises prediction, analysis, and control of human behaviour, whereas the African way emphasises integration and intuition. **Louw and Van Wyke (2016:41)** stated that the traditional African approach is strongly linked to a restorative approach in that they both aim at restoring peace and harmony in communities. The African perspective emphasises humanity, which means that every human being is perceived as a social being who needs to abide by the rules and regulations governing social cohesion because he/she is part of a society.

3.11.1 Social Learning Theory

Social Learning theory holds that a lack of social bonds and social cohesion can cause a person to commit offences **(Sellers, Winfree & Akers, 2012:425)**. **Sellers *et al.* (2012:425)** stated that people's exposure to different social activities is what influences their personality, either in a positive or a negative way. **Schubert (2018:216)** alluded that offending behaviour is learnt while socialising with others who already possess such behaviour.

3.11.2 Differential Association

The Differential Association theory maintains that exposure to criminals and criminal attitudes makes a person adopt or learn criminal behaviour and develop a criminal attitude **(Andrews & Bonta, 2010:76)**. **Yogi (2014:278)** said that the Differential Association theory developed by **Sutherland (1947)** emphasises that peers and other individuals in society shape a person's behaviour. Therefore a criminal attitude is learnt through interaction with individuals who form part of a society. The following nine propositions comprise **Sutherland's (1947)** Differential Association theory **(Yogi, 2014:279)**:

➢ Behaviour associated with criminality is mostly learnt.
➢ Criminal behaviour is mostly learnt through social interactions and communication.
➢ A vital part of criminal activity is learnt from very close people in society, such as one's friends and families. Therefore, what people learn from the media becomes secondary.

- Social behaviour of criminals is learnt and transmitted through values and attitudes from one to another, and forms part of techniques that are necessary to commit such crimes.

- Both treasured and detested information associated with crime are learnt from definitions of legal codes.

- A person is considered a criminal when the number of detested laws become intolerable.

- Behaviour associated with crime may differ in its priority, time span, prevalence, and strength.

- Learning criminal activities is a process that differs due to association. Some people learn criminal activities simply because of lack of knowledge about the law. A child may take a toy from a shop and leave unnoticed. In the child's mind it seems right since no punishment was exerted because of it, and therefore the child has learnt and adopted the criminal behaviour of taking without asking, without it knowing that it is wrong.

- **Sutherland (1947)** maintains that criminality could also be the result of a person's life circumstances, and not only due to associations. He gives an example; saying that a hungry man may steal food simply because he is hungry and cannot afford to buy it. This means that the man has made the criminal behaviour of stealing acceptable to himself, simply because of his current situation. The main emphasis of **Sutherland's (1947)** theory of differential association is on the frequency and intensity of everyday interaction with other people in the community as a cause for development of criminal behaviour.

3.11.3 Control Theory and Social Bonding

Control theory according to **Serva (2017:186)** aims to give answers to the question "Why do people obey the law". **Serva (2017:186)** stated that there are two factors that make people obey the law. These could be classified as internal forces of values and consciousness, and external forces due to negative circumstances that are associated with punishment and disapproval of other members of the society **(Serva, 2017:187)**. **Graves (2017:227**) stated that Social Bonding theory puts emphasis on the environment that may contribute to the development of criminal behaviour. **Graves (2017:227)** further stated that the environment includes the place where a person grows up. If a child is raised by abusive parents or is exposed to criminal activities in the community, he/she might learn and adopt behaviour that

is associated with crime and violence **(Graves (2017:227). Graves (2017:228)** argued further that what people learn at an early age, tends to remain in them until they reach adulthood. **Gottfredson and Hirschi's (1990:342)** Self-Control theory states that low self-control and self-esteem may lead to them becoming people who are involved in criminal activities simply because of their desire to confide in other people, which in this case could be ill-disciplined peers. **Gottfredson and Hirschi's (1990:342)** alluded that individuals with low self-control tend to involve themselves in a risky lifestyle which could include substance abuse and other unwanted social behaviour. **Nieman (2002:146)** asserted that when seeking an intervention plan for individuals involved in criminal and violent activities one needs to consider other factors such as an individual's peers, family members, and community members.

3.11.4 Labelling Theory

Labelling theory finds its roots in criminal theories developed by Emile Durkheim on suicide **(Paternoster & Bachman, 2017:422)**. Emile Durkheim said that labelling had grown in many countries and mostly manifested in deviant behaviour and that people usually associate deviant behaviour with crime and violence **(Paternoster & Bachman, 2017:422)**. **Bond (2015:184)** reiterated that deviancy usually means that application of laws and punishment are perpetrated on offenders, but the severity of the unlawful or unacceptable acts committed by the deviant person are not taken into account

3.11.5 Punitive Theory

Punitive theory, also known as Criminal Justice theory, refers to theories associated with criminal justice and punishment **(Grave, 2017:228)**. **Mohanty (2015:319)** stated that punishment should not be pleasant, and should be administered by community members, backed-up by legal authority. He went on to say that theories of punishment are divided into Retributivist theory *'punishment is important because it punishes the criminals in proportion to their crime, thereby restoring a proper balance'*, and Consequences theory *(concerned with the practice of punishment in order to bring out better consequences)*. Retributivists believe that every person committing a crime should be given a painful punishment which is equivalent to the crime committed; whereas consequentialists believe that punishment should aim at yielding positive results by moulding a person to be better and more responsible in future **(Mohanty, 2015:319)**. Retributivists are not concerned about the outcome of punishment. They are only concerned about causing pain to the offender in proportion to the crime committed **(Mohanty, 2015:319)**. A Consequential Approach forms

part of Restorative Discipline as it is interested in the role of punishment in moulding the perpetrator to accept responsibility and become a more responsible member of society, which is in direct contrast to the Retributivists Approach (Traditional), where the focus is on inflicting pain that is matched to the severity of the transgression committed, which in turn, discourages people from committing similar transgressions in future **(Mohanty, 2015:320)**.

Table 3.11.5.1: A Contrast between Restorative Discipline (New perspective) and Traditional Discipline (Current perspective)

NEW PERSPECTIVE	CURRENT PERSPECTIVE
Pay attention to fixing the damage caused by society	Damage caused by society is punished by inflicting equivalent pain on the offender
Misdemeanours are perceived as a breach of school rules and regulations	Misdemeanours are perceived as a breach of school rules
Focus on correcting unwanted behaviour and moulding the attitude and behaviour of perpetrator for future improvement	Focus on proofing guilt or innocence, and recommend inflicting punishment equivalent to the crime
Emphasis is put on effective communication and creation of positive relationship	Antagonistic approach and relationship
Involve the perpetrator in finding the solution to the wrong convicted, and the perpetrator is made to understand the decision taken in relation to the punishment	Culpability of the perpetrator is defined by accepting retribution
The rights and needs of the perpetrator are taken into consideration, and the perpetrator becomes part of the discipline process	The perpetrator is not actively involved in the process. Acquiescent role

Schools need to adopt and apply proper discipline in handling violent issues among learners, or directed towards teachers. Discipline should be restorative in that it focuses on moulding the behaviour of learners so they can then become responsible citizens (**Mohanty, 2015:320**). Punishment should not focus only on inflicting pain with no intention to prepare learners to take responsibility for their wrongdoing, but should rather be aimed at restoration of relationships and the creation of better and more effective channels of communication (**Mohanty, 2015:320**). A Restorative Approach should be applied rather than a Retributive Approach.

3.12 SYSTEMIC THEORIES

Systematic theory examines the correlation between people and organisations, and shows how institutions, such as schools, influence people operating within them (**Akers & Sellers, 2013:45**). **Grave (2017:267, 2016:75)** stated that systematic theories are also referred to as Organisational theories. He stated that institutions such as workplaces, universities, schools and other social institutions have replaced the role of families. This is a result of the complexities of developing societies and changing social roles. **Schwartz (2014:189)** stated that there are four main determinants of systemic theories, namely:

- ➢ Attributes – the characteristics of structures and their entities.
- ➢ Entities – particles, components, or inconstant elements within a system. These could include conceptual, corporeal or both, depending on the nature of the system.
- ➢ The domain in which the system exists.
- ➢ The system is made up of correlations among its objects.

According to System theory, human behaviour is influenced by various interrelated systems (**Hutchinson & Oltedal, 2014:117**). Systemic theory also avers that the involvement of community members, family members, and other stakeholders in an attempt to understand and assist an individual person with difficulties, is of the utmost importance (**Hutchinson & Oltedal, 2014:117**). **Hutchinson and Oltedal (2014:117)** maintained that according to System theory, individuals are influenced by the environments they live in because they are believed to be in constant interaction with it, and this interaction is referred to as an ecological system. Systemic theory also emphasises the importance of verbal interactions between individuals, stating that communication can influence behaviour (**Hutchinson & Oltedal, 2014:118**). **Akers (2017:215)** stated that some aspects such as a lack of emotional involvement, poor parenting, and lack of discipline may result in either a weak or a complete lack of self-restraint. **Victoria (2017:158)** stated that the home and community environment where a child is raised play a huge role in moulding the child's behaviour, thereby influencing how the child behaves at school in relation to other learners and teachers.

3.12.1 Community System

The community system can negatively affect relationships among community members, which may in turn affect school relationships **(Patton, 2011:66)**. **Patton (2011:66)** went on to say that as a strategy to eradicate the violent activities taking place in schools, community structures should be involved as part of safety plans at schools. This means that the

government should be tasked with the creation of sustainable relationships between school structures and communities **(Patton 2011:66)**. **Patton (2011:66)** further proposed that the action of involving parents in issues of violent behaviour relating to their children is a sign that relationships between schools and communities have been in existence for some time.

3.12.2 Family System

The family situation is vital for establishing an amicable foundation for children's moral development. **Barbarin and Richter (2001:204)** stated that over-parenting associated with rigid rules may negatively affect the child to the extent that the child might lack confidence, and may develop low self-esteem and aggression, due to a feeling of lacking freedom. **Barbarin and Richter (2001:204)** further stated that children who have such parents may grow up imitating their parents' roles and may then additionally practise violence and aggression. **Richman and Frazer (2001:47)** stated that when teenagers are raised in difficult family backgrounds, accompanied by disfunctionality, and are exposed to an overwhelming community associated with gangsterism and other criminal activities they may lose hope and confide in unsuitable friendships and even resort to violent activities.

3.12.3 Peer System

Most teenagers identify with and approve of the behaviour of friends more than that of parents. They therefore tend to join groups of peers they feel can identify with, and who share the same experiences as they do (**Govender & Killian, 2001:1**). If a group of teenagers is without prospects and self-reliance, they are a target for recruitment by criminal gangsters in schools (**Govender & Killian, 2001:2**). **Emmett and Butchart (2001:209)** reiterated that situation may be sustaining the cycle of crime and violence in communities, because the introduction of new members to criminal activities is the modus operandi of all criminal gangs.

3.13 STRAIN THEORY

Strain theory, according to the **Criminal Justice Research Centre (2018:11),** avers that a child's involvement in criminal activity could be the result of a negative attitude caused by previous ill-treatment they experienced. This theory postulated that some strains or stressors such as abusive discipline, a lack of parenting, emotional or physical abuse, or non-acceptance by parents may increase the probability of offences. The **Criminal Justice Research Centre (2018:11)** stated that people who experience such strains tend to find

comfort in involvement in criminal activities such as seeking revenge, fighting, or becoming involved other juvenile delinquent activities.

3.14 GENERAL STRAIN THEORY

The General Strain theorist, Robert Agnew stated that juvenile delinquency could be the result of one or more strains leading to a negative attitude (**Seepersad, 2016:113**). He went on to say that if individuals with a lack of self-control experience strain or stress, they are at risk of becoming involved in delinquent activities and displaying violent behaviour (**Seepersad, 2016:113**). General Strain theory proposes that individuals experiencing strain may show symptoms such as exasperation, apprehension, displeasure, and melancholy (**Seepersad, 2016:113**). These symptoms according to Strain theory require a coping mechanism, and if a person does not get assistance he/she may become involved in antisocial behaviour or take pleasure from criminal activities (**Seepersad, 2016:113**).

3.15 ANOMIE THEORY

In order to explain the increasing level of violence in the United States of America, Robert K. Merton developed the Strain theory of deviance called the " Anomie theory" (**Wickert, 2019:276). Wickert (2019:276**) stated that the Anomie theory was based on three different factors that can explain why episodes of violence occur, namely:

- ➢ an inability to achieve a goal
- ➢ taking away positive impulses
- ➢ the presence of harmful impulses

According to the Anomie theory a stressful situation may cause negative emotions such as depression and anger to be displayed in people. If no positive coping skills are available, the chances of delinquent behaviour occurring are enhanced (**Wickert, 2019:276). Wickert (2019:277**) stated that the Anomie theory attempts to explain how "strain" results in criminal activities and violence. The theory proposes that when people in the society are faced with strain or a stressful situation, they react in the following five ways (**Thompson, 2016:188**):

- ➢ Retreatism – finding a way not to comply with and avoid all cultural goals.
- ➢ Rebellion – replacing and rejecting cultural goals with rebellious behaviour; i.e nurturing the desire to attain material success without the actual ability to attain it.
- ➢ Conformity – Socially accepting and following cultural goals.
- ➢ Ritualism – achieving less solitary goals, using socially approved means.

> ➢ Innovation – using socially irregular or unapproved means to obtain goals that are culturally approved of.

Thompson (2016:188) suggested that the Anomie theory focuses only on crimes relating to economy, and does not necessarily apply to violent social crime.

3.16 PROPOSED MODEL FOR PREVENTION OF VIOLENCE IN SCHOOLS

The following is a proposed model for the prevention of violence in schools, and a creation of a conducive learning and teaching environment. This Model is adopted from **Dahlberg and Krug (2002:12).**

3.16.1 The Social-Ecological Model: A Framework for Prevention

Dahlberg and Krug (2002:12) use a four-level Social-Ecological Model to better understand violence and the effect of potential prevention strategies. The researcher deemed this Social-Ecological Model more appropriate for the purpose of presenting a more collaborative solution to the issue of school violence in Mamelodi township. This model could also be adopted for use in similar schools across the country and beyond.
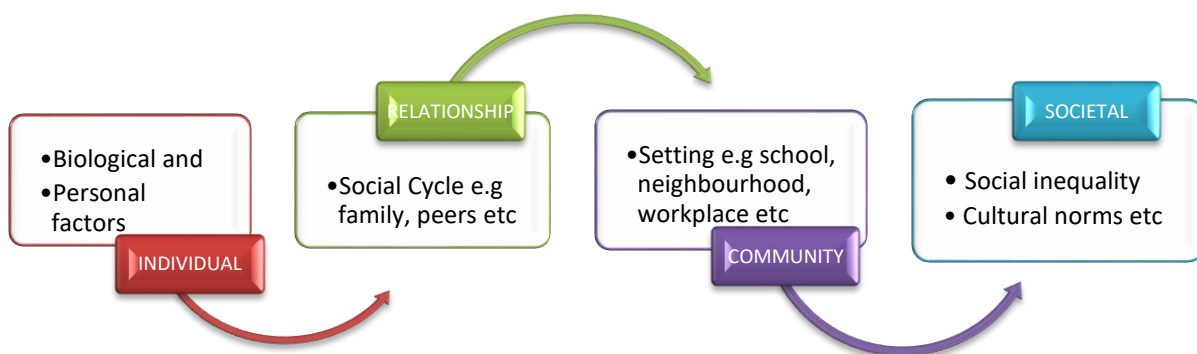
The **Social-Ecological Model** takes cognisance of the complexity of the connection between individuals, relationships, communities and societal factors, in dealing effectively with issues of school violence. This model brings an understanding into the factors that are contributory to the development of violent activities among school learners. The model also outlines factors that could contribute towards the prevention of violence in schools. The above structure depicts how one factor is linked and influences the other. The Social-Ecological Model also states that to effectively deal with school violence, it is crucial to react and address all different levels of the model simultaneously. The prevention efforts in this model are more likely to be sustained over time, and this could provide schools with a much-needed drop in cases of violence experienced daily. The following four levels of Social-

Ecological Models are discussed with the intention to find lasting solutions to issues of school violence.

Individual

The *first level* of this model discusses personal and biological factors related to an individual, which are more likely to contribute to the likelihood of violence, either as a perpetrator or as a victim. These factors include drug and substance abuse, income, individual history of abuse and age. These factors have to be taken into cognisance in an effort to find suitable solutions to school violence. At this level, prevention strategies will include, among others, the development of a positive attitude and belief system in learners, and related behaviour that is aimed at preventing violence. Skill development approaches such as problem solving, decision making, and conflict resolution could be very useful at this level.

Relationship

The *second level* of this model looks at relationships that could contribute to the development of school violence. At this level, the closest social cycle of a person is examined. This includes the contributions of family, peers and partners in developing experience and behaviour associated with violence. At this level, prevention strategies include among others, mentoring, introduction of positive role models, programmes aimed at enhancing child-parent effective communication, the promotion of positive peers and peer norms and the promotion of healthy relationships.

The *third level* of this model focuses on the characteristics of the settings where relationships occur. These settings could include the school environment and school culture, neighbourhood where children grow up and workplaces where parents and other family members work. The contribution of these settings to a person's attitude and behaviour about violence plays a major role in identifying contributory factors, for better intervention. Prevention strategies at this level include, among others, the improvement of the social and physical environment and cultures of these settings.

This could be achieved through by creating safe environments in schools and communities where children are raised, and addressing other conditions that contribute to the increase in violence. These conditions could include restricted access to drugs and other substances,

reducing the level of poverty through the development of entrepreneurial skills, reducing the density of alcohol outlets and addressing segregation.

Societal

The *fourth level* of this model draws attention to the broader societal factors that are contributory to the creation of a climate that encourages violence. This involves cultural and societal norms that support violent activities as being appropriate. This also includes all other factors such as societal policies that maintain economic and societal inequalities.

In dealing with these, the following preventative strategies are outlined: the creation of employment and educational opportunities in the society, efforts to promote positive societal norms of equality and unity, as well as the promotion of healthy and safe lifestyles.

3.16.2 The role of principals, teachers, parents and learners in the Social-Ecological Model for circumvention of school violence

- **Role of school principals through school management teams.**

It is the primary responsibility of the school principal to ensure that the safety of all staff members and learners is not compromised. It is also the responsibility of the school principals to ensure that the necessary disciplinary policies are made available to all stakeholders.

The SMT should then ensure that all these policies are correctly and effectively implemented. These measures could play a huge role in ensuring a quick, timely and constant response in preventing and curbing issues of violence in schools.

- **Role of Teachers**

Usually, teachers become the first witnesses and encounters of violent actions in their classrooms and school environment. It is therefore good to equip teachers with the necessary responsive skills to assist in eradicating violence in schools. This first-hand experience places teachers at the best suitable positions in addressing violent activities when they arise. This position of teachers should not only focus on training for skills development, but should be supported by the provision of alternative learner right conscious methods of disciplining.

- **Role of school governing body members**

The involvement of parents as individuals or school governing body members is very crucial in the development of the code of conduct for learners as enshrined in the South African School Acts 84 of 1996. This positive contribution should be supported by proper workshops and training of parents on how to deal effectively with issues of violence. The partnership between the school management team and parents in the implementation of disciplinary policies is very crucial in that parents are familiar with community dynamics. This should be taken into account when developing disciplinary policies. In order to circumvent school violence effectively, disciplinary policies should include such dynamics, and adherence to such policies should be prioritised at all costs.

- **Role of learners through LRC**

A school without proper safety and security could instil fear and anxiety in learners. This could negatively impact on learners' self-esteem and confidence, thereby increasing school dropout. In order to contribute positively to the safety and security of the school, learners should learn to be resilient to engage with violence activities in the school premises. This could be achieved through a positive approach and correct interpretation of the school code of conduct. Learners could play a vital role of encouraging other learners to act responsibly and develop a positive attitude towards their fellow learners, teachers and schooling. Through the Learner Representative Council, learners could play a contributIry role in policy formulation through taking part in the formulation of the code of conduct, and could encourage other learners to abide.

3.17 CONCLUSION

The above theories emphasize issues that contribute to school violence, such as psychological disorder, personal and behavioral issues, community, personal and social climates, as well as labelling. This further means that the issue of violence in schools cannot be attributed to a single factor. This chapter shows that there are many complex factors that affect the likelihood of violent actions and behaviours occurring. This, in a nutshell, proves that teachers and school managers are faced with the mammoth task of having to come up with strategies that will eliminate violent behaviour; and consequently improve the chances of having a sustainable teaching and learning environment. This chapter also serves as guidance on how the government and the department of education could design strategies that collaborate and consolidate families, communities, and other stakeholders in an effort to bring about a permanent solution to the critical issue of school violence. The next chapter will focus on the research methodology and the research design. Aspects such as sampling,

ethical considerations, trustworthiness and triangulation, as well as data collection and analysis are discussed in depth.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The previous chapter presented an overview of previous research on the role of discipline in preventing or reducing violence in schools. This chapter provides an in-depth explanation of the research methodology and research design used in the study. **Mtsweni (2013:65)** asserted that the research design presents the overall plan whereby strategies to select participants, collect data, and analyse data are decided upon, in order to answer the research question. The research design is a blueprint of the steps a researcher utilises to conduct an empirical study **(Mtsweni, 2013:65)**. The role that discipline plays in circumventing school violence is a crucial part of this research project. A variety of methods currently employed at various schools to manage discipline were investigated. The impact of these methods on school violence was examined, in an attempt to lower the level of violence experienced mostly in township schools in the Tshwane South District of Gauteng province. The following research questions were core to the research study:

➢ *What is the role of discipline in preventing violence?*
➢ *To what extent does violence affect teaching and learning?*
➢ *What factors are contributing to the rising school violence?*
➢ *What role do teachers and school managers play in eradicating school violence?*
➢ *Which strategies can be employed to reduce or prevent school violence and promote school safety?*

The next section introduces and describes the methodology and the design underpinning this research study. It also pays attention to sample selection and setting.

Table 4.1 Selected Secondary Schools in Mamelodi township and purposively selected strata

Province	District	Number of selected schools	Number of selected participants	Population stratum 1	Population stratum 2	Population stratum 3	Population stratum 4

Gauteng	Tshwane South	S1	8	School Principal	SGB Parents	PL1 Educator	RCL Member
		S2	8	School Principal	SGB Parents	PL1 Educator	RCL Member
		S3	8	School Principal	SGB Parents	PL1 Educator	RCL Member
		S4	8	School Principal	SGB Parents	PL1 Educator	RCL Member
		S5	8	School Principal	SGB Parents	PL1 Educator	RCL Member
		S6	8	School Principal	SGB Parents	PL1 Educator	RCL Member
		S7	8	School Principal	SGB Parents	PL1 Educator	RCL Member
		S8	8	School Principal	SGB Parents	PL1 Educator	RCL Member
		S9	8	School Principal	SGB Parents	PL1 Educator	RCL Member
		S10	8	School Principal	SGB Parents	PL1 Educator	RCL Member
1	1	10	80	10	10	50	10

4.2 RESEARCH METHODOLOGY AND DESIGN

4.2.1 Research Paradigm

The term *paradigm* is defined by **Kuyini (2017:26)** as the ontology, epistemology and philosophy of science that can be applied to the theory on which a research study is based. Ontology is defined as one's consciousness about actuality, and epistemology refers to justifiable and admissible procedures of yielding, apprehending and utilising knowledge.

Methodology is defined as the plan that the researcher puts into place for gathering and analysing data using systematic and practical techniques **(Kuyini, 2017:26)**.

For this research project, the researcher deemed the Interpretive paradigm as being a well positioned paradigm to use. The researcher's choice of the Interpretive paradigm was motivated by the type of variables defining the study. The researcher has a better knowledge of the variables leading to the research problem, which in this case are 'violence' and 'discipline' in schools. In his capacity as a school teacher, the researcher has had first-hand experiences of school violence and discipline. This is the reality of the challenges that comes with daily interactions of education stakeholders, which are real life experiences defining the ontology of the research. The epistemology of the researcher about this empirical research has contributed in guiding the data collection techniques. The researcher made use of semi-structured research questions and a qualitative data questionnaire in order to create a suitable platform for participants to share their experiences and interpretations subjectively.

The Interpretive paradigm, like this research project, is concerned with making sense of the world by means of examining the subjective experiences of individuals. This study is concerned with making use of individual experiences of school principals, teachers, the SGB members and learners, to make sense of the challenges they experience that are associated with violent actions in schools and how they influence their perceptions of the school world. The Interpretive paradigm is regarded as more relevant for social research studies (**Moriah, 2018:11**) because it is applicable to most qualitative research as it is capable of helping a researcher to make logical predictions about research outcomes due to its ability to illicit prompt fruitful research responses (**Moriah, 2018:11**). This paradigm also made it possible for the researcher to adopt research strategies that would guide the methods of data collection and analysis to ensure that the research processes were credible and reliable.

4.2.2 RESEARCH METHOD

To address the key research objectives, the researcher used a qualitative method and a combination of both primary and secondary sources. The data collected through interviews, qualitative surveys and observations supported a qualitative data analysis and results. The research method played a vital role in the outcome of the research project by explaining the strategies that were utilised in sampling participants and the reason why such a specific population was chosen (**Scholtz, De Klerk & De Beer, 2020:3**). The researcher utilised

triangulation to obtain more reliable and realistic results. The primary data comprised of questionnaires, interviews and discussions. The secondary data comprised of literature such as books, journals, newspapers and websites. **Bussetto, Wick and Gumbinger (2020:124)** stated that the research method outlines clearly how data will be collected and organised in order to answer the research question.

The next section describes the sampling selection and the research settings. The role of the researcher as an instrument in data collection is also discussed.

4.2.2.1 Participant Selection

The researcher found purposive sampling appropriate for the study. Purposive sampling is the intentional selection of the participants based on their characteristics in relation to the research objectives **(Ames, Glenton & Lewin, 2019:142)**. The researcher selected participants who had experience of or were currently exposed to elements of the research topic. **Palinkas *et al.* (2016:4)** stated that purposive sampling is a widely used technique for the selection and identification of data that are information rich for qualitative research. It also means selection and identification of groups and individuals that have experience and specific knowledge concerning the phenomenon being studied.

Taherdoost (2016:19) asserted that purposive sampling refers to a careful selection of participants, with a particular purpose in mind. The researcher deemed homogeneous sampling to be the best purposive sampling technique for this research study, simply because in this study the selection focused on participants who shared similar experiences and traits in terms of school and community backgrounds. Homogeneous sampling, according to **Taherdoost (2016:19),** is a purposive sampling technique used when the research question being investigated specifically matches the characteristics of the participants. The purposeful selection of school principals, teachers, parents and learners who are all role players in school activities, helped the researcher to get primary experiences and perceptions about the role discipline can play in the prevention of school violence. Ten school principals from ten schools, ten SGB members (parent components) from ten schools, ten learners serving in the LRC from ten schools, and a qualitative survey with 50 teachers were selected as participants, in order to gain information about the research problem.

The above composition of numbers was determined from the total number of public secondary schools located in the township of Mamelodi. This township has 13 public secondary schools as per information received from the Department of Education Tshwane South District database. Therefore, a sample of ten public secondary schools out of the available 13 served as an appropriate representation of all public secondary schools of Mamelodi township. A sample of one principal, one SGB member (parent component) and one LRC member per school was deemed appropriate since every school has one principal as a head, and both the SGB and learner representative councils are naturally composed of a small number of executive members who represent the whole mass of parents and learners. Selection of these participants is based on the role they play in the management of discipline and school violence.

4.2.2.2 Settings

This study was conducted in ten public secondary schools based in the township of Mamelodi, which is located in the Tshwane South District of Gauteng province. These schools cater for the majority of disadvantaged learners, most of whom live either in bonded houses, low-income houses, or informal settlements in this township. The majority of community members are either classified as middle class, low-income earners, or unemployed. The socio-economic issues of these communities contribute directly or indirectly to the issue of school violence. The identities of schools and all participants were kept secret in order to adhere to the principle of anonymity and confidentiality.

4.2.2.3 The Researcher as an Instrument

The researcher was informed by his experience as a teacher and member of the SMT about the need to conduct a study about the role of discipline as a tool to reduce the alarmingly increasing violence taking place in most South African schools. The role of the researcher in qualitative research according to **Roger *et al.* (2018:552**) is crucial in that a researcher develops a relationship with the participants by engaging in reflective practices that help the researcher to find meaning of his/her worldview, by means of data gathering, analyses and interpretation. The researcher explained his role as a student and a researcher to the participants as a way of making them comfortable and at ease, so they could express and share their experiences and perceptions. Furthermore, the researcher exercised creativity and sensitivity in working with field-data by not sharing his own experiences as a school manager with the participants, as it could have influenced their responses. According to

Farrell, Harrison and Coburn (2019:4) the main role of a researcher in qualitative research is to attempt to access genuine feelings, experiences and thoughts of the participants. By means of constant consultation of sources and with support from the supervisor, the researcher managed to enhance the data collection, recording and analysing skills. Regarding data analysis, **Lester, Choid and Lochmiller (2020:41)** stated that the main purpose of data analysis is to give meaning to a set of data. It therefore includes the provision of insights and a detailed description of the phenomenon under study. The researcher was responsible for testing and executing data collection instruments and processes. The researcher was also responsible for analysing data by means of approved data analysis methods. The researcher focused on instruments of data collection, which include a semi-structured interview questionnaire and a qualitative survey questionnaire.

4.2.3 Research Design

A phenomenological research design was utilised. That made it possible for the researcher to make sense of the experiences, perceptions, situations and incidents that involved the participants. The researcher utilised the data collected from school principals, teachers, SGB members (parent component) and learners, to construct a theory based on the experiences, perceptions and opinions of participants about how discipline could be applied correctly and effectively to reduce violent actions from taking place in most South African schools. That enabled the researcher to collect rich and unbiased data in order to conceptualise theory without having to verify previous theoretical assumptions. **Kailah (2019:4)** said that there are three main types of phenomenological research, namely *transcendental* phenomenology, *hermeneutical* phenomenology and *existential* phenomenology. The researcher deemed hermeneutic phenomenology appropriate for the purpose of this study. Hermeneutic phenomenology according to **Rush (2019:66)** is concerned with the interpretation of human believes, intentions and actions. In line with hermeneutic phenomenology, this study aims to interpret the believes, intentions and actions of learners, teachers, family and community members in relation to factors contributing to violence in schools, as well as different ways in which these factors can be eliminated or circumvented. This study is therefore, influenced by era, current society, individual opinions, experiences and interpretations, which form the core aspects of hermeneutic phenomenology. **Kailah (2019:3)** stated that the role of discipline has changed over time due to the era, society norms and how people and other theorists interpret discipline at the time. The way discipline was conducted in the previous era, particularly in

South Africa, has changed following the introduction of democracy into our society in 1994. Therefore, today's society has a completely different interpretation of the use of corporal punishment and discipline.

The following table distinguishes between Classical Grounded theory, Interpretive Grounded theory and Constructivist Grounded theory. The researcher selected **Interpretive Grounded theory** for this research study.

	GT *(Classical Grounded Theory)*	**IGT** *(Interpretive Grounded Theory)*	**CGT** *(Constructivist Grounded Theory)*
Philosophical Influence	(Attempts to be) free from influence	Interpretivism	Constructivism and Pragmatism
Role of the Researcher	The researcher is *distant* and *detached*.	The researcher is *engaged* with and *actively interprets* the data.	The researcher *constructs* rather than *discovers*.
Allowance of Prior Knowledge	No, the researcher and research must remain neutral. Only the information provided by the collected data should influence the progress of the research. Prior knowledge could negatively influence the direction or quality of the concluding theory.	Yes, it can be used to strengthen the overall research and data collection. Referred to as '*sensitivity*' and includes having insight on relevant issues.	Yes, it is understood that one cannot escape prior knowledge. Examine and understand how it influences the researcher and research; do not ignore, erase or let it control the direction of the research.
Literature Review	To be conducted following data analysis.	Allowed prior to and during the data collection process. Can be used for data comparisons, enhance sensitivity, stimulate observations, and confirm or explain results.	There is no prescribed location; it is up to the decision-making process of a given researcher. If written early, it should be revisited to critique and confirm it aligns with the research's conclusion.
Research Question(s)	There should be no pre-set or vaguely established questions prior to data collection. Questions should become clear during data analysis.	Kept partially vague for flexibility; will become clearer as data emerges. Each additional question can reference another topic of interest.	Influence how data is collected. Can and should be altered if more significant or pressing questions arise.
Data Coding and Analysis	(1) Substantive coding, and (2) Theoretic coding (TC) Focuses on patterns or trends within the data. Includes the Constant Comparative Method and use of a core category. Includes TC to merge categories together into a substantive theory.	(1) Open-coding, (2) axial-coding, and (3) selective-coding Allows for single occurrences within the data to be coded and analyzed for significance. Includes the Constant Comparative Method and use of a core category. Have broken down and rebuilt codes to create more significant and descriptive categories that lend themselves to a substantive theory.	(1) code everything, and (2) group all data around the most predominant codes (includes focused coding) Purports these as flexible guidelines rather than strict rules. Allowance of more than one core category.
Theory Creation and Verification	There is a distinct separation between theory generation (primary) and verification (secondary). Creation of a substantive or formal theory is central to the completion of a research study. Verification can only occur afterwards by quantitative analysis.	Creation of a substantive or formal theory is central to the completion of a research study. Verification occurs through multiple perspectives confirming the same data.	The constructed theory is an interpretation rather than an exact representation. The theory is dependent upon the researcher's view and cannot occur or stand without it.

Extracted from **Kailah (2019:4).** *Journal for Social Thought* 3(1) July 2019

Based on the table above, the study found its roots in Interpretive Grounded theory, in that the role of the researcher was to engage with participants by means of data collection. The

researcher made use of in-depth interviews and a qualitative survey as main data collection techniques. The researcher played a vital role in the analysis of data collected, as well as the conceptualising of theory, based on the collected data. The researcher only selected participants with prior knowledge and experience about the problem under investigation. The literature review was conducted prior to data collection and continued during the data collection and analysis processes.

Collection and analysis of data from school principals, teachers, SGB members (parent component) and learners in this study should provide precise meaning and understanding of the relationship between the disciplining of learners and the school violence experienced in most South African township schools, and may also lead to the evolution and expansion of newer methods that could be employed to reduce the incidence of violence that is taking place. This study is empirical and multimethod in nature, as it used an Interpretive approach to its subject matter. This qualitative study is concerned with making sense of the factors that are contributing to school violence. **Moriah (2018:8)** stated that qualitative research is paying attention to the social reality of communities and individuals, and is seeking to find meaning regarding why and how learners are perpetrating such violent actions in schools.

The researcher made use of in-depth individual interviews and a qualitative survey to examine the extent to which violence negatively impacts teaching and learning processes in schools. This was done by interviewing and surveying participants who are actively involved in teaching and learning processes. The main intention was to create a platform that gave participants an opportunity to express their views and experiences through verbal and non-verbal actions. By interviewing school managers and stakeholders, and surveying teachers, the researcher was able to accumulate very useful qualitative data, which is vital for making informed recommendations. The SGB members (parent component) and learners played an important role in providing data that could not be provided by school managers or teachers. This data related to external factors of community and home interactions that learners and parents are involved in daily. This form of qualitative data could also be accumulated through in-depth interviews, which would then serve to provide pieces of puzzles that could assist in examining and positioning the role of family and society as they contribute to issues of violence. School managers and teachers are the main administrators of discipline in schools. Therefore, they play a major role in providing qualitative data on the methods of discipline utilised in schools, and their effectiveness or ineffectiveness in dealing with issues of violence in schools. Through completion of a

qualitative survey, information which would not be easily elicited through interviews was obtained more effectively. Participants were provided with the opportunity to put their experiences and ideas into writing, which motivated more realistic and unbiased responses. **Jansen (2010:6)** stated that the use of a qualitative survey as a data collecting strategy is vital in that it is able to pull in diverse and extreme feedback from participants, and can also provide acquaintance with hidden information that the researcher had not previously contemplated as being reachable. The main aim of this study was to examine the role discipline plays in reducing school violence. Therefore, by utilising a qualitative survey, the researcher was able to develop an intense appreciation and grasp of the types of disciplining techniques that are employed to reduce or eliminate school violence.

The open-ended questions in this qualitative survey were utilised to create a platform for participants to provide genuine and unique answers relating to their everyday experiences, as opposed to a list of prearranged responses normally used in quantitative surveys. **Jansen (2010:7)** asserted that preparing and using open-ended questions in a qualitative survey usually follows an approach that provides participants with the prerogative to express exactly what they feel about a research problem; which then provides the researcher with exploratory data that may divulge unexpected opportunities, utterances, or explanations. By applying a qualitative survey, the researcher was able to collect data from a larger group of participants within a limited time period, with less expenses involved. This eventually guaranteed more credible, conclusive and valuable results.

4.4   DATA COLLECTION INSTRUMENTS

Canals (2017:390) stated that a researcher employs data collection instruments to gather information that is necessary to explain a phenomenon. In developing data collection instruments, the researcher chose qualitative data collection instruments that would allow him to get raw data directly from the research participants. This notion was based on the researcher's paradigm, which in this case is interpretive in nature. This paradigm focuses on the experiences and interpretations of social life interactions and their meaning as perceived by individuals rather than objective reality. In order to get access to the subjective experiences and interpretations of teachers and other education stakeholders about issues of violence and discipline in schools, the researcher identified well-developed qualitative data collection instruments that would allow him to collect primary or raw data directly from participants. The researcher deemed the following two data collection instruments relevant

and useful: in-depth individual interviews and a qualitative survey. These data collection instruments and their relevance, are discussed further below.

4.4.1 In-depth Interviews

The primary purpose of the interviews was to explore, in full, the perceptions of teachers about the role of discipline in overcoming violence in schools. The researcher decided on in-depth individual interviews as the primary data gathering method, because by using interviews, information-rich data could be extracted using semi-structured questionnaires. During the interviews, the researcher could also engage with participants in a conversational manner, which helped him to gain information that was badly needed and relevant to answer the research question at hand. In-depth interviewing, according to **Guion, Diehl and McDonald (2020:162),** is a method of interviewing that collects detailed information beyond inceptive and surface-level data. According to **Silverman (2000:172**), qualitative data collection methods such as interviews are good for providing an intense understanding of social phenomena. **Silverman (2000:172)** furthermore asserted that interviews are more useful and appropriate where prior knowledge has already been developed about the phenomenon under study **(Silverman, 2000:173).**

The researcher administered semi-structured interviews for this research. **Croxson, Ashdown and Hobbs (2017:138)** stated that semi-structured interviews contain questions that assist in defining the area to be explored. Furthermore, **Croxson *et al.* (2017:138)** mentioned that semi-structured interviews give room for the interviewer and interviewees to engage deeply in conversations, and also allow for slight deviation from the main questions, in order to get clarity or more information from the answers provided. An audiotape recorder was used as the primary instrument of data collection. Other data were recorded in writing on a notepad. This technique is supported by **Guion *et al.* (2020:162)** who mentioned that qualitative studies usually collect audio or visual data which is later transcribed into a written form for further analysis. After the interviews, the researcher played back the voice recorder for data interpretation and analysis. The researcher played the voice recorder several times to gain a clear interpretation correlation between what was recorded and the notes taken down in writing, during the interviews.

4.4.2 Interview Questions

The structure of the questions was guided by research objectives within which the researcher wanted to explore the topic under study. The questionnaire consisted of a total of 12 questions on issues of discipline and violence in schools. The questionnaire had open-ended semi-structured questions which were designed to create a suitable platform for participants to freely express their experiences about issues of discipline and violence in South African schools. The importance of a qualitative interview questionnaire is that it provides assistance to the researcher in that it gives guidance on what information should be collected and it also helps the researcher to identify, at an early stage, problems that might arise during the interviewing process **(Leunendonk, 2019:4)**. The main focus was on the role of discipline in circumventing school violence. Therefore, the researcher used semi-structured questions that explored the impact of both reactive and proactive disciplinary methods on violence experienced in schools. The interview questions in this study were designed around aspects of management of learner discipline as a tool to reduce violence. The questionnaire was therefore structured from the sub-questions already mentioned in section 1.7. A number of important aspects such as the methods of learner discipline and management styles employed by schools to control discipline, and the impact of these methods on school violence were recorded, as they play an important role in data analysis.

4.4.3 Qualitative Survey

In line with fulfilling the aims and objectives of the study, the researcher deemed the deployment and application of a qualitative survey as one of the instruments of data gathering as useful. The purpose of using a qualitative survey was to take advantage of its widespread use of open-ended questions, which are known to yield responses that are more conventional and can go deeper in providing data that are more relevant to addressing the related problem. **Braun *et al.* (2020:1)** mentioned that qualitative surveys have numerous advantages for qualitative researchers because they are flexible and can capture information that participants might not feel comfortable expressing verbally. **Jansen (2010:6)** stated that the use of a survey as a data collection strategy is vital in that it is able to pull in diverse and extreme feedback from participants, and can also provide acquaintance with hidden information that the researcher had not previously contemplated.

Through the application of a qualitative survey, a platform for teachers to freely and openly share experiences which they might feel uncomfortable to share verbally or in the presence

of others, were created and provided. **Braun, Clarke and Gray (2017:244)** stated that a qualitative survey is a less structured method of research, which is used to obtain data about individuals' or groups' thinking, motivations and origins. The main aim of this study is to examine the role discipline plays in preventing school violence. Therefore, by using a qualitative survey, the researcher was able to develop an intense appreciation and grasp of the contributions made by discipline in reducing and or preventing school violence. The open-ended questions in this qualitative survey were utilised to allow participants to provide genuine and unique answers relating to their everyday experiences; as opposed to a list of prearranged responses used in a quantitative survey. **Jansen (2010:7)** asserted that open-ended questions in a qualitative survey usually provide participants with the prerogative to express exactly what they feel about a research problem, which further provide the researcher with exploratory data that may divulge unexpected opportunities, utterances, or explanations.

By applying a qualitative survey, the researcher was able to collect data from a larger group of participants, in a limited time, with less expense, and this eventually guaranteed more credible, conclusive, and valuable results. The researcher found a sample of five teachers per school in a total of ten schools for the survey to be adequate, in that a survey only forms one part of data collection instruments. Among others, in-depth individual interviews with ten school principals, ten SGB members (parent component), and ten LRC members from ten different secondary schools located in Mamelodi township of Tshwane South District were conducted. This brought the total number of participants completing the survey to 50. The survey was conducted by means of questionnaires consisting of open-ended questions. **Santiago-Delefosse *et al.* (2016:142)** mentioned that researchers use questionnaires to transform information provided directly by participants into data.

4.4.4 Qualitative Survey Questionnaire

A qualitative questionnaire according to **Rivano and Hagstrőm (2017:16)** is an ethnological method for collating and documenting data about everyday life experiences. **Rivano and Hagstrőm (2017:16**) stated that responses to qualitative questionnaires usually consist of life experiences, memories, and opinions. The items of the questionnaire were formulated in such a way that they directly cover aspects of the research objectives **(Rivano & Hagstrőm, 2017:16)**.

The questionnaire comprised 12 questions focusing on the following aspects:

- Biographical information (section A)
- Kinds of disciplinary challenges experienced (section B)
- Disciplinary measures used – proactive/reactive (section C)
- Contributory factors to school violence (section D)
- Impact of violence on teaching and learning (section E)
- Support from stakeholders – parents/community (section F); and
- Circumventing strategies (section G).

The next section is concerned with ethical measures. These include informed consent, anonymity and confidentiality. This section focuses on measures to ensure trustworthiness, meaning the process of establishing the validity, credibility, transferability, dependability and confirmability of a research study and outcome.

4.5 ETHICAL MEASURES

McMillan and Schumacher (2010) stated that the researcher is fully responsible for the ethical standards used in the study that he or she is conducting, and that the ethics are concerned with what is morally correct or incorrect when engaging with participants. **Surmiak (2016:120)** stated that if the researcher does not follow acceptable ethical standards, the study could pose harm to everyone involved. A full discussion of the ethical measures undertaken in this study follows.

4.5.1 Informed Consent

Manti and Licari (2018:146) stated that informed consent gives participants the opportunity to decide whether to participate or not in a study, after all the benefits and risks involved are explained to them. In this study, informed consent was obtained from participants. All potential risks and benefits of the study were outlined to them. The full procedure of the research was described. All procedures for ensuring confidentiality were followed. Participants thus made informed decisions to take part in the study voluntarily, after having fully understood all the benefits and risks involved. All participants signed the consent letter voluntarily without any influence from the researcher. The following documents were received and signed by participants:

- ➢ Data sheet
- ➢ Consent form for teachers
- ➢ Consent form for parents

➢ Assent form for learners.

This section introduced and described the theory that led to the problem under study. The section further outlined the framework within which this research project was formulated and supported, by further describing the applicability and appropriateness of the study within the disciplines of educational research.

4.5.2 Anonymity and Confidentiality

The identity of all participants involved in this study was protected by giving verbal and written assurance. All procedures necessary to ensure the protection of identity were also observed by substituting the real names of participants and schools with codes. The names of the participants, as well as their schools, are not mentioned anywhere in the study. **Surmiak (2018:15)** stated that confidentiality intends to preserve the real identity of participants and their opinions, as well as their perceptions about the topic under investigation; and in a way that prevents directly or indirectly exposing their identity.

4.5.3 The Role of the Researcher

The researcher is considered the main instrument of any research under investigation. He or she gives direction to the research study. Therefore, the role of the researcher is of the utmost importance. The researcher in this study was enriched by conducting a literature review relating to the empirical research, and to give guidance as well as receiving intensified support from the supervisor assigned by the university. Due to these practices, the researcher developed the necessary skills in order to be prepared for successfully undertaking and completing the study under investigation. Throughout the study, the researcher also developed mastery of the adaptation and application of necessary research principles and procedures.

Harding (2013:213) stated that it is vital that the researcher possesses all the necessary skills needed to conduct a study, and is also exposed to tremendous support from the supervisor for him or her to conduct the empirical study professionally and competently. **Fink (2020:146)** stated that the researcher acts as the main source of direction and as a guideline in the research project because the researcher is expected to oversee all protocols pertaining to the administration of the research project.

The next section describes the measures taken to ensure trustworthiness. It includes aspects such as credibility, conformability, transferability, dependability, and triangulation.

4.6 CLEARANCE CERTIFICATE FROM UNISA AND APPROVAL FROM THE DEPARTMENT OF EDUCATION

The researcher applied for ethical clearance from the university and was bound to adhere to the university's research policy (see Appendix A). The researcher also applied for an approval letter to conduct research from ten identified secondary schools located in the Tshwane South District of Gauteng province (see Appendix B&C). The researcher adhered to all rules and regulations stated on the aforementioned appendices, in order to validate and maximize the credibility of this study.

4.7 MEASURES TO ENSURE TRUSTWORTHINESS

To ensure trustworthiness, the researcher utilised a combination of theories, observations and other data gathering techniques. Trustworthiness is a vital aspect of a research study and it is crucial that such a study should elicits trust in any person who engages or interacts with it. The researcher defines and explains all measures taken to ensure the trustworthiness of this study he is undertaking. Trustworthiness according to **Korstjens and Moser (2018:120)** refers to the transparency, and truth that one can place on the outcome or findings of the research project. **Gunawan (2015:10)** mentioned that trustworthiness is the process of establishing the validity, credibility, transferability, dependability and confirmability of a research outcome.

4.7.1 Credibility (Internal Validity)

The use of triangulation of the data gathering methods, the formulation of research questions that emphasised the objectives of the study, and the selection of ten public secondary schools out of 13 in the Mamelodi township, enforced and fortified credibility. The research questions were designed with the objectives of the study in mind, as a way of ensuring internal validity. Credibility is a crucial aspect of trustworthiness in a qualitative study. **Korstjens and Moser (2018:121)** defined credibility as an internal aspect of how to ascertain diligence and precision in a study, and also verifies when and how the researcher can claim to have attained it. Credibility assesses whether the data collected from the

participants are well represented by the findings of the research **(Korstjens & Moser, 2018:121)**. According to Chilisa in **Liamputtong (2013)** the only time evidence of the research can be considered credible, is when it comprehensively represents the multiple realities presented by the participants.

4.7.2 Transferability (External Validity)

In this study the research was conducted in the actual setting, and the researcher had no intention to generalise the findings of this research to another context. Furthermore, the researcher utilised the application of cautiousness in sampling, as well as providing an intense illustration of the research setting in order to enhance transferability (Chilisa in **Liamputtong, 2013:142**). Transferability according to **Ferero *et al.* (2018:105)** refers to the extent to which the research findings can apply to another context, outside that of the research study. Transferability was defined by **Korstjens and Moser (2017:271)** as the extent to which the findings could be transferable to other contexts. **Creswell (2009:264)** asserted that the results of a specific study and the conclusions reached by the researcher could contain errors which the researcher might overlook when drawing conclusions. Therefore, the researcher has to evaluate the extent to which the research findings can be generalised to another context without any errors.

4.7.3 Dependability (Reliability)

To ensure dependability in this study, the researcher ensured that the processes followed in data gathering and data collection were rational, well-archived and traceable. This was done by providing an extensive choice of the research methodology and data gathering methods. The researcher provided coherence between the research results and the data gathered to accommodate the audit trail as a way to allow for the inspection of the acceptability of the processes used. Dependability according to **Korstjens and Moser (2018:121)** refers to how stable and sustainable the research findings are over time. **Shenton (2004:71)** defined dependability as quality assurance of the various instruments used in data gathering, data analysis and the precipitation of theory in a study.

4.7.4 Confirmability (Objectivity)

For this research study, the researcher enhanced confirmability by enhancing auditing and reflexivity. **Liamputtong (2013:26)** stated that the experiences and beliefs of the researcher make the research findings more credible. The researcher personally experienced the topic

under investigation. The researcher is a school teacher and a SMT member. This played a huge role in confirming the aspects of auditing and reflexivity. Confirmability according to **Trochim (2006:127)** refers to the extent to which the research results can be confirmed as valid by other researchers. **Korstjens and Moser (2018:121)** stated that confirmability is the extent to which other researchers can confirm the findings of the research.

4.7.5 Triangulation

To increase the validity and credibility of the findings of this study, the researcher engaged with various theories and also made use of various data gathering mechanisms. This was done to overcome fundamental biases resulting from the use of a single data gathering method. The use of triangulation further helped the researcher to explore and explain the complex behaviours and attitudes of learners and teachers towards issues of violence in schools and how these could be overcome in a better way. The researcher wanted to define the role that discipline could play in circumventing school violence from a variety of data sets. Triangulation is defined as the process of intensifying qualitative research by means of multiple approaches (**Korstjens & Moser, 2018:122).** According to **Noble and Heale (2019:166)** the use of multi-data gathering techniques such as in-depth interviews, field notes and focus groups is one way of enhancing methodological triangulation. **Pelto (2017:241)** described the history of triangulation by saying that the term is sourced from trigonometry in respect of mapping and surveying, and is widely used by qualitative researchers. The following section addressed the methods of data storage and data analysis. It includes data transcription, coding and categorising.

4.8   METHODS OF DATA STORAGE

Hard copies, electronic devices, and digital devices were used to store all the data collected from the interviews and qualitative survey. Since the audio recording was used to record data from the interviews from the ten selected secondary schools, data was immediately uploaded and saved onto the computer hard drive, as well as in carefully labelled compact discs (CDs). All field notes, copies of transcriptions, additional notes, permission letters, as well as consent forms from participants were stored as hard copies in a file and locked up in a safe. Audio recordings from interviews were precisely transcribed and also stored electronically.

4.9 DATA ANALYSIS

The researcher employed the Constant Comparative method of data analysis. Constant Comparative method according to **Olson** *et al* (2016: 36) is a method of analysing data aimed at developing Grounded theory. This choice of data analysis is in line with Interpretive Grounded theory research design, and allowed for the coding of single occurrences within the data to be analysed for significance. The Constant Comparative method of data analysis further helped the researcher to create more significant and descriptive categories, which resulted in a substantive theory.

Snyder (2019:333) asserted that data analysis helps the researcher to better understand and make sense of the overall situation being studied. By using data coding and categorising, the researcher was able to make meaningful and well-informed interpretations. **Orngreen and Levinsen (2017:76)** mentioned that data interpretation cannot take place until it is categorised and stratified.

Olson *et al.* **(2016:181)** stated that Constant Comparative analysis allows the researcher to generate theory in a more systemic way which includes breaking down data into small units and coding them into categories. Interviews were audio recorded and later transcribed into notes by the researcher. Some data collected from qualitative survey were thoroughly read, in order to develop themes and concepts. Analysis of data was continuous, as it took place throughout the data collection process, to enable the researchers to conduct necessary follow-ups whenever the need arose. The research question and sub-questions served as guidelines in the categorising process. The researcher repeatedly read through the notes and the related data were put into sub-themes and categorised. The data were hand-coded, even though the process was time consuming. **Snyder (2019:333)** stated that data analysis and interpretation can be extremely complex and time consuming.

4.9.1 Data Transcription

The two kinds of data collected through audiotape recorded interviews and a qualitative survey were converted into an analytical format such as, summarising and typing of audiotape information. Data transcription is the process of taking notes and other information and converting them into a format that will facilitate analysis (**Nascimento, 2019:3**). Some of the data from the audio recording was uploaded to a computer for better analysis and as a backup. The researcher transcribed data by repeatedly reading written data, and listening

to audiotape recorded data, in order to get a clear understanding of what the participants said. According to **Moore and Llompart (2017:409)** the transcription of interactions is a vital necessity in the data analysis process. The researcher also created a written record of the audiotaped data, so that it was easy to repeatedly return to the data whenever it was necessary. This was done in order to reflect on and create meaning from the data collected. Through data transcription, the researcher was able to formulate findings and compile the research report.

4.9.2 Coding

In this study, deductive coding was utilised to find themes and patterns. Deductive coding is a top-down approach where the researcher develops a codebook with a set of coding derived from the research question and sub-questions (**Roberts, Dowell & Nie, 2019:5)**. Through the utilisation of research question and sub-questions the researcher developed a codebook in which excerpts from the collected data were assigned. This method ensured that the data collected gave answers to the research question. The researcher structured data collected from the semi-structured interviews into themes and patterns, to make it more systematic and rigorous. The researcher intended to find meaning in the experiences and perceptions of school principals, SGB members (parent component) and LRC executive members.

Williams and Moser (2019:45) stated that coding is a system that provides an organised platform for meaning construction, and it involves the process that enables collected data to be thematically sorted, assembled and categorised. Data coding begins with classification of *segments,* which are smaller pieces of data. The researcher broke down and classified data collected from the in-depth interviews and the qualitative survey, into segments. **Elliott (2018:2850)** said that a segment describes a word, a sentence, or a few lines of text. Data coding describes the grouping of similar segments, and compares them with other segments in divergent and convergent ways of thinking.

4.9.3 Categories

For this research, the researcher used four ranks of participants as categories, namely school managers as category one, teachers as category two, parents as category three and learners as category four. In analysing data, the researcher started by identifying stand-alone pieces of information called segments, which are comprehensive texts. These segments included participants' ideas and expressions about learner discipline, and the

methods of discipline they consider to be effective. These segments were grouped together to form codes, which were later arranged into categories. **Vaismoradi and Snelgrove (2019:117)** stated that categories are sets of similar codes that are formed in order to gain a broader meaning from the data. Data collected from school principals were classified under a category labelled 'school managers', and data collected from teachers were classified under 'teachers' as a category, until all four categories were classified. The next section focuses on the acquisition of an ethical clearance certificate from the University of South Africa, as well as a research approval letter from the Gauteng Department of Education.

4.10 CONCLUSION

This chapter brought to the surface all the processes that were followed in conducting this research project, as well as the philosophical assumptions underpinning it. An in-depth explanation of the research methods and research design used in the empirical stage of this study was outlined in this chapter. This chapter also highlighted and presented the methods used for sampling, data collection and analysis. Aspects such as ethical considerations, measures to ensure trustworthiness, and triangulation were also detailed.

The next chapter presents the findings of the research study. The theoretical framework of this study, as presented in section 1.4 of this thesis was utilised, to discuss and interpret the research findings. The findings of the empirical research were also presented in full, and were supported by the literature, as discussed in chapters 2 and 3 of this thesis. The perceptions of school managers, teachers, SGB members (parent component), as well as learners, about the role discipline plays in preventing violence were also explored and deliberated on.

CHAPTER 5

DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

This chapter focuses on the analysis, interpretation and presentation of the data collected from the in-depth individual interviews and a qualitative survey. Chapter 2 of this thesis outlined the role of every stakeholder in the management of school violence, and in chapter 3, various theories of violence were discussed with the intention to gain more background on issues of violence experienced in schools and communities. Principals, SGB members (parent component) and LRC members from ten different secondary schools were interviewed, while teachers from the same schools completed qualitative surveys. (see Section 4.3.1) for sampling selection, and (Section 4.4.3) for the use of a qualitative survey. From the data obtained, the following themes were formulated:

➢ *The role of discipline in circumventing school violence.*
➢ *The extent of the effect of violence on teaching and learning.*
➢ *Contributory factors to school violence.*
➢ *The role of principals, teachers, parents and learners in circumventing school violence and strategies to eliminate school violence.*

The researcher analysed and interpreted data from individual interviews and qualitative survey questionnaires, using the Constant Comparative method of data analysis (see Section 4.8).

5.2 REALISATION OF THE SAMPLE

The participants who took part in this research study were all stakeholders in education. The population was made up of professional teachers, school principals, LRC members and SGB members (parent component).

The following Table 5.2.1 depicts pseudonyms for four categories of participants, namely school principals, teachers, SGB members (parent component), and learners from ten secondary schools located in Mamelodi township. A total of ten principals, ten SGB members, and ten LRC members were interviewed (see Section 4.3.1 and 1.9.4 on

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sampling). A total of five teachers per school, from ten secondary schools completed the qualitative survey questionnaires. In total, 50 teachers completed the qualitative survey, from ten secondary schools located in Mamelodi township.

Table 5.2.1: Pseudo names for ten schools and four categories of participants

SCHOOL NAME	Principals	Teachers	SGB (parents)	Learners
SCHOOL A	PR-01	TS-A1 TS-A2 TS-A3 TS-A4 TS-A5	SG-O1	LE-01
SCHOOL B	PR-02	TS-B1 TS-B2 TS-B3 TS-B4 TS-B5	SG-02	LE-02
SCHOOL C	PR-03	TS-C1 TS-C2 TS-C3 **TS-C4** TS-C5	SG-03	LE-03
SCHOOL D	PR-04	TS-D1 TS-D2 **TS-D3** TS-D4 TS-D5	SG-04	LE-04
SCHOOL E	PR-05	TS-E1 TS-E2 **TS-E3** TS-E4 TS-E5	SG-05	LE-05
SCHOOL F	PR-06	TS-F1 TS-F2 **TS-F3** TS-F4 TS-F5	SG-06	LE-06
SCHOOL G	PR-07	TS-G1 TS-G2 **TS-G3** TS-G4 TS-G5	SG-07	LE-07
SCHOOL H	PR-08	TS-H1 TS-H2	SG-08	LE-08

		TS-H3		
		TS-H4 TS-H5		
SCHOOL I	PR-09	TS-I1 TS-I2 **TS-I3** TS-I4 TS-I5	SG-09	LE-09
SCHOOL J	PR-10	TS-J1 TS-J2 TS-J3 TS-J4 TS-J5	SG-10	LE-10

The next section presents Table 5.3.1, which depicts five themes generated from the research objectives. These five themes are aimed at answering the main research question (see Section 1.8.2). The responses by four categories of participants were classified as sub-themes.

5.3 THEMES AND SUB-THEMES

Table 5.3.1: Themes and sub-themes

Research question: *What is the role of discipline in circumventing school violence in selected secondary schools of Mamelodi township?*	
Themes	**Sub-themes**
Theme 1: The role of discipline in circumventing school violence	• Responses by school principals • Responses by teachers • Responses by SGB members • Responses by learners
Theme 2: The extent of the effect of violence on teaching and learning	• Responses by school principals • Responses by teachers • Responses by SGB members • Responses by learners
Theme 3: Contributory factors to school violence	• Responses by school principals • Responses by teachers • Responses by SGB members • Responses by learners

Theme 4: The role of principals, teachers, parents and learners in circumventing school violence	• Responses by school principals • Responses by teachers • Responses by SGB members • Responses by learners
Theme 5: Strategies to eliminate school violence	• Responses by school principals • Responses by teachers • Responses by SGB members • Responses by learners

In the next section, the analysis of the research findings is outlined in detail in two phases. Phase 1 of the analysis focuses on interview responses from principals, SGB members and LRC members. Phase 2 of the analysis presents qualitative survey responses from teachers. The analysis from the two phases was discussed under five themes generated from the research objectives (see Section 1.8.2).

5.4   ANALYSIS OF RESEARCH FINDINGS

PHASE 1: *Responses from interviews*

The next section describes the analysis of the research findings under the phase 1 category of participants. This analysis was discussed under theme 1: *The role of discipline in circumventing school violence*. The following questions: *1. What disciplinary measures are in place to deal with these violence challenges?, 2. Do you think that the disciplinary strategies employed by the school are in line with current disciplinary policies? and why?, 3. How do you experience and perceive learner discipline today?* and *4. In your opinion, what role do you think discipline can play in preventing violence?* are directly linked to this theme, since they provide data that are appropriate to address and answer the research objective number 1, namely *To examine the role of discipline in circumventing school violence*.

5.4.1 Theme 1: The Role of Discipline in Circumventing School Violence

5.4.1.1 Responses by school principals

In response to the question: *What disciplinary measures are in place to deal with violence challenges?* Most principals emphasised the importance of having a code of conduct for learners, and the need to involve stakeholders in bringing about positive discipline in schools.

A principal from School B said, *Since the code of conduct is a guiding document on what is expected of learners and not, we always apply it. We also involve parents where necessary, and when it comes to cases involving substance abuse, we involve the police department. Our school patrollers also assist in curbing violence, through constant monitoring,*

A principal from School E stated that, *In disciplining learners, we follow the regulation of the department, and invite parents where necessary. There are informal disciplinary procedures that involve minor offences, and formal ones for major offences, which lead to suspension an expulsion.*

A principal from School F stated that, *We follow disciplinary policies formulated by the school, in line with guidelines from the department of education. We also involve parents and apply guidelines from the South African Schools Act 84 of 1996.*

A principal from School G said, *In issues of discipline, we make use of our disciplinary committee which is made up of SGB members, learners and teachers, and also emphasises parental involvement.*

A principal from School C also spoke in support of the above statements and said, *We apply the school code of conduct, and engage parents, motivational speakers, and NGOs. All these stakeholders play very crucial roles in shaping learners.* Principals from School A and D both mentioned the application of a code of conduct as a guideline.

A principal from School H said, *There is little we can do as a school. We call disciplinary hearing, reprimand, and suspend or expel those learners who are transgressors.*

A principal from School J said, *We usually start by giving verbal warnings, then followed by detentions and parental involvement if the transgression persists.*

A principal from School I mentioned the importance of motivating and guiding learners. He said, *We always apply the school code of conduct, and engage parents in serious cases. We also invite motivational speakers to come and motivate learners to be positive and behave appropriately.* (see Section 2.11.1) elaborates further on the negative impact of poor parenting on school violence.

In response to the question: *Do you think that the disciplinary strategies employed by the school are in line with current disciplinary policies? and why?* most principals emphasised the importance of aligning the schools' disciplinary strategies with legal policies.

A principal from School B said, *They are in line. We are guided by code of conduct, and the South African Schools Act, Act 84 of 1996.*

A principal from School C reiterated that, *Yes, we consult legal documents such as SA Schools Act.* These statements were also supported by other principals.

A principal from School D said, *Yes, code of conduct is informed by issues of human rights, is not rebuking, is corrective.*

A principal from School E said, *Yes, we follow the guideline and our code of conduct is informed by the SASA 84 of 1996.*

A principal from School F emphasised the importance of non-violation of learners' rights, saying, *Yes, we make sure not to violate learners' rights by utilising legal documents as guideline e.g SA Schools Act.*

A principal from School G said, *Yes, always guided by government policies such as SA Schools Act.*

A principal from School H said, *Very much so, we as management work with the SGB and follow all dictated to us by policies.*

A principal from School I spoke in support of these statements, saying, *Yes, the guidelines for the formulation of the code of conduct had been drafted by the department of education.*

A principal from School J also supported the statements and said, *Yes, our disciplinary strategies are in line with the law, we are guided by the South African Schools Act, as well as South African Council for Educators code of ethics.*

A principal from School A said, *Yes, they are reviewed often by the SGB, also consult other stakeholders such as parents, learners etc, and the South African Schools Act 84 of 1996.*

In response to the question: *How do you experience and perceive learner discipline today?* most principals expressed their experiences and perceptions about discipline today, as compared to discipline in the olden days.

A principal from School F said, *Learners today, are less disciplined due to relaxation of laws and lack of information from teachers.*

A principal from School D said, *Learners today, are highly ill-disciplined. Learners in the past knew what was expected of them.* More principals spoke in support of the above statements.

A principal from School C said, *These days discipline is less compared to olden days, learners have many rights today. Parents stand for their children also.*

A principal from School I said, *The current learners are extremely ill disciplined. In the past corporal punishment helped a lot. We also have issues of parental involvement. There is not enough support from the side of parents in relation to discipline. Some parents seem not to care.*

A principal from School J said, *Discipline Is low today as compare the past, this is due to many rights learners have, which limit teachers' abilities to apply hush majors.* Other principals reiterated on learners' lack of training on how to interpret rights and responsibilities.

A principal from School E said, *Most of learners do not understand the balance between rights and responsibilities, therefore in the past we had fear and not discipline. Discipline is low.*

A principal from School G said, *Learners have got rights today, and they abuse those rights and overlook their responsibilities.*

A principal from School B spoke about the difference between discipline and punishment, and said, *In older days there was punishment, now its discipline. Punishment was quick and effective since learners were afraid of pain, but today we apply discipline which in some cases is truly not effective in bringing about the desired discipline. Some learners are rude.*

A principal from School A commented on the positive of discipline today as compared to older days, and said, *Discipline today is steadily improving, the inclusion of the governing body helped to improve school discipline as it introduced collaborative discipline and guidelines on how to deal with discipline effectively within the legal guidelines, such as the South African Schools Act.*

In response to the question: *In your opinion, what role do you think discipline can play in preventing violence?* most principals expressed their opinions about the role that effective discipline could play in circumventing school violence.

A principal from School B stated that, *Proper discipline can mould learners to be responsible and violence free. This can teach them that there are consequences for acting irresponsibly, therefore, it is wise to do everything with caution.*

A principal from School C said, *Discipline can play a major role in teaching learners to take responsibility for their actions and should also be from home as it actually should begin from home where a child spends his or her family time and not only school. In our school there is low discipline, and this needs to change.*

A principal from School D said, *Discipline is a preventative measure for violence, therefore, if learners are disciplined at an early age, they will know how to resolve issues without resorting to violence.*

A principal from School F said that, *If disciplinary structure is intact and applied consistently and effectively, it reduces violence and it helps teach learners that they should take responsibility for their wrong doings. This further prepares them to be responsible adults in future.*

A principal from School H said, *With proper discipline, learners can change and be positive. This could further make them think about the wellbeing of other people before every action they take.*

A principal from School I said, *Discipline ensures respect among others, inculcate the culture of discipline within learners and also teach learners how to act appropriately at school, home and their communities.*

Principals also emphasised the importance of stakeholders' involvement in the implementation of proper discipline in schools. A principal from School J said, *Discipline should start at home, all stakeholders should be involved and the government should also play part in addressing issues of discipline in schools and in the general communities.*

A principal from School E said, *Discipline starts from home, if we could have participation of parents and stakeholders in all issues of discipline, we could win the battle against school*

violence. The creation of parent-teacher-relationship should also be emphasised, as it could help to close the gap between school and home disciplinary challenges. In this way, parents and teachers could be taking the same language about teaching children to be responsible.

In further support, a principal from School A suggested that, *Involvement of Parents, communities, law enforcement and student body structure such as Congress of South African Students (COSAS) can be incorporated into the discipline system to make it more effective in curbing violent actions.*

The above statements are supported by **Leemis *et al.* (2019:184)** who alluded that lack of parental and social support can result in learners developing low self-esteem and anger which could lead to bullying.

5.4.1.2 Responses by SGB members (parent component)

In response to the question: *What disciplinary measures are in place to deal with these violence challenges?* SGB members from School A and B said, *As the school governing body, it is our responsibility to ensure that discipline is maintained at all times, through the provision of support to teachers. This support involves timely intervention when issues of violence are reported at school. In dealing effectively with such cases, we refer to the South African Schools Act and the school discipline policy for guidelines.*

A SGB member from School D said, *We usually invite parents and learners for disciplinary hearing, guided by SA Schools Act, we then unfold all disciplinary processes as outlined in the SASA document and the school policy.*

The intervention of police services was also raised as one method some SGB members would resort to, depending on the nature of the cases referred to them.

A SGB member from School H said, *When we are faced with severe cases as the SGB of the school, we report severe cases to the police for intervention. Minor incidents we deal with them internally at school under the school disciplinary committee.*

A SGB member from School E said, *We mostly involve police in cases that are severe and call parents where cases could be resolved within the school, without us having to involve authority.*

A SGB member from School G said, *Our intervention at school depends on the nature of the case, some cases are police bound, therefore, we report them to relevant authority, whereas some cases are SGB bounds, and require us to intervene*. The use of disciplinary committee was also highlighted by some SGB members.

A SGB member from School F said, *When cases of violence are reported to us, we evaluate them and give suspension where it is due, we also make use of our disciplinary committee to resolve issues that are minor.*

A SGB member from School I said, *In our school we follow the South African Schools Act, Act 84 of 1996. This is our guiding document of how to resolve disciplinary issues with the parameters of the law.*

A SGB member from School J said, *We follow the South African,Schools Act in dealing with disciplinary issues. Everything that we do as the governing body of the school in dealing with reported cases, is done in alignment with the SASA document.*

A SGB member from School C said, *When matters of discipline are reported to us, we issue letters to parents inviting them to avail themselves for hearing. Sometimes we give verbal warnings depending on the severity of the case.*

In response to the question: *Do you think that the disciplinary strategies employed by the school are in line with current disciplinary policies? and why?* most SGB members commented on the alignment of the above disciplinary strategies in relation to current disciplinary policies.

A SGB member from School A said, *Yes, our disciplinary strategies are aligned with current policies because we apply legislative frameworks such as SA Schools Act when we develop such strategies.*

A SGB member from School E said, *Indeed, we apply the SA Schools Act and educators' equity acts when we design strategies for discipline. These are the legal documents that are guiding us.*

A SGB member from School F stated, *Indeed, our disciplinary policies are in line with recent policies because we are guided by the government policies such as the South African Schools Act 84 of 1996.*

A SGB member from School H said, *Yes, they are in line because our strategies do not violate the rights of the learners, we are guided by SA Schools Act*.

A SGB member from School I said, *Yes, because we have been guided by the SA Schools Act in formulating our disciplinary policies and strategies*.

A SGB member from School B said, *When we formulate our disciplinary policies and strategies, we apply legislative frameworks such as SA Schools Act 84 of 1996.* Some SGB members responded in the same way about the legality of their school policies.

A SGB member from school A, C, D, G and J said, *We use the South African Schools Acts 84 of 1996 in formulating our disciplinary policies. This Schools Act, also guides the formulation of the strategies we employ when resolving disciplinary cases*.

5.4.1.3 Responses by Learner Representative Council members (LRC)

In response to the question: *Do you think that the disciplinary strategies employed by the school are in line with current disciplinary policies? And why?* LRC members commented on the alignment of their schools' disciplinary strategies with current disciplinary policies.

A learner from School A said, *Yes, the disciplinary strategies that teachers use are not harsh. They do not violate our rights at all.*

A learner from School B said, *They are in line with the code of conduct, and we believe that the code of conduct for our school is guided by the South African Schools Act. We might not have much knowledge of government policies, but the SASA document was explained to us and given to us as the LRC to go through it.*

A learner from School D said, *Yes, our schools disciplinary committees are in line with government policies because the code of conduct is clear to the learners about the results should they be found transgressing, and this code of conduct is guided by legal documents from the department of education.*

A learner from School E said, *Our disciplinary strategies are in line with the government's policies, because they are in line with the school's code of conduct.*

A learner from School H said, *Indeed, when they design these strategies, they make use of legal documents from government. These documents include the South African Schools Act, which is the one we know as LRC members.*

A learner from School I said, *When the school governing body members design strategies for disciplining learners, they use school code of conduct which was designed looking at the SASA document.*

A learner from School J said, *Teachers are not violating our rights because they give us punishments that are not physically or emotionally harmful. This shows that their disciplinary strategies are aligned to government's policies, as they do not violate our rights.*

A learner from School F said, *Yes, teachers always prioritise safety when disciplining learners. Corporal punishment is never used in our school, therefore, the activities of teachers when reprimanding learners seem aligned with the current government policies.*

A learner from School C said, *No extreme measures are used are used in our school. Some teachers still use corporal punishment, knowing very well that it is prohibited. This is in violation with the rights of learners, and against the law.*

A learner from School G said, *They follow procedure on policies formulation.*

The next section summarises the analysis of the findings from three categories of interviewees. This analysis was discussed under theme 2: *the extent of the effect of violence on teaching and learning.*

The question: *1. Can you please describe some of the common violence challenges you experience at school?, and question: 2. To what extent do you think violence actions affect teaching and learning?* are directly linked to this theme, since they provide data appropriate to address and answer research objective number 2, namely *To examine the extent to which violence affects teaching and learning.*

5.4.2 Theme 2: The Extent of the Effect of Violence on Teaching and Learning

5.4.2.1 Responses by school principals

Responding to the question: *Can you please describe some of the common violence challenges you experience at school?,* principals expressed their views about the frequent violent actions that interrupt teaching and learning. Principals mentioned bullying as the

major violent action experienced in their schools. Some principals indicated that the bullying in their schools usually comes from older learners directed at younger learners who are still new at school.

A principal from School B said, *Among the violent activities we experience mostly in our school, bullying is at the top of the list. This bullying is mostly from older learners directed mostly at the new Grade 8 learners.*

A principal from School G said, *In our school, we mostly receive cases associated with bullying of new learners. This kind of bullying involves forcefully taking other learners' belongings, and demanding money from them on a daily basis.*

A principal from School E also reported on the use of substances by some learners, saying, *Bullying of younger learners by senior learners in the school, taking of dagga and the new drug tik and Chrystal meth are common issues associated with violence in our school. This Chrystal meth drug makes learners aggressive and also to fear no one.*

A principal from School H said, *Bullying is an issue that we experience daily, learners sometimes behave like they are animals. They just can't live in peace for long. Substance abuse is another challenging issue that we believe results in most violent activities displayed daily by learners. There is another new drug similar to the Whoonga drug, which most learners are reported to be using in numbers. This could worsen the challenges associated with violence in schools.*

Principals from School A and J said that, *Bullying is one main issue associated with violence in our schools. learners always fighting for petty things which do not even make sense at some stage.*

A principal from School J said, *Bullying is among issues we experienced daily, but we believe that the main contributory factors to these violence activities are poverty and lack of parental involvement. Most parents do not show interest on what is happening in the lives of their children.*

A principal from School A said, *This bullying that is taking place between learners is our main challenge. Learners are intimidating one another, and this sometimes leads to physical violence when the victims try to retaliate.*

A principal from School D said, *Bullying and sexual harassment are two of the mostly reported violence activities in our school. Learners are always fighting physically and sometimes they intimidate each other since some of them are members of gangs. The issue of sexual harassment where mostly boys would attempt to touch girls in places that are uncomfortable are also reported a lot. Such cases, we usually report them to police officials and involve parents.*

A principal from School I said, *We usually experience cases associated with bullying of new learners by older learners, fighting which takes place among boys and girls equally, and gangsterism, where learners from other schools would come and fight with some learners from our school. These issues do not only start at school, they start from the community, but manifest mostly at school.* **Van der Ploeg, Steglich and Veenstra (2020:72)** asserted, in line with the above statements, that the long-term effects of bullying contribute to making learners to become violent, and eventually become bullies themselves.

This statement was further supported by a principal from School F who said, *In our school we have a challenge of bullying and fighting. These two issues are reported daily. Learners fight over small things, and sometimes they bully each other through taking each other's belongings.*

A principal from School C mentioned fighting and theft as the two main issues experienced by school (see Section 2.11.4) for further impact of gangsterism as a contributory factor to school violence. In response to question on the extent of violence actions on teaching and learning, principals expressed their views.

A principal from School D said, *Valuable teaching time is taken by disciplinary issues, teaching and learning has to be continuously interrupted by these unruly learners, and teachers are expected to be in the middle of resolving such violence issues.*

A teacher from School F said, *Some of the fights break out during teaching and learning, and this is indeed wasting teaching and learning time. Teachers have to stop their lessons and intervene.*

A principal from School G said, *To a higher extent, violent activities stop teaching and learning. It takes time to settle the class after violence breaks out. In an attempt to do that, teaching and learning time is compromised.*

A principal from School H said, *They make actual teaching and learning difficult and consumes time. Every time learners get involved in physical conflicts; everyone's attention is drawn. The whole scenario will take time to be removed from the learners' minds, for them to refocus on the lesson.*

A principal from School I asserted that, *Violence affects teaching and learning extremely, some learners threaten teachers because some teachers seem to be younger, therefore, such teachers cannot intervene as expected. They see them as their age group.*

A principal from School A said, *Violence affects teaching and learning at about 40 to 45 percent, meaning almost half the time. Almost every period gets interrupted by learners fighting among each other in the classroom during teaching and learning.*

A principal from School B said, *Learners absent themselves from school simply because they are afraid of being bullied in class; they feel insecure, and this affects the overall school performance. Sometimes teachers lose teaching contact through dealing with unnecessary violence cases.*

A principal from School C said, *Violence actions taking place during teaching and learning really disturbs lessons, they consume teaching time to a greater extend.* (Section 2.11.5) commented on the effects of violence on academic performance of learners. The above statements are in line with **Asante and Lentoor (2017:40)** who asserted that the impact of violence in class is very negative as it affects normal teaching and learning, thereby consuming contact time.

5.4.2.2 Responses by school governing body members (parent component)

The SGB members in their response to the question: *Can you please describe some of the common violence challenges you experience at school?* mentioned bullying as the main problem experienced in school around Mamelodi township. Drug abuse, gangsterism and assault were also mentioned by most SGB members as also contributing to violent actions in schools.

A SGB member from School A said, *In our school, most of the cases reported to us as the school governing body members, include among others gangsterism, bullying, theft and drug abuse.*

A SGB member from School B said, *Drug abuse, bullying and gangsterism are some of the top challenging disciplinary issues we experience at our school.*

A SGB member from School C said, *Our school is deeply troubled by Bullying, where older learners bully the young new learners, and drug abuse, as we learn every day of the discovery of drugs by the school principal and teachers.*

A SGB member from School D said, *The two main troubling issues in our school are bullying and fighting. Every week cases of drug abuse and bullying are brought to us as the SGB of the school for intervention.*

A SGB member from School E said, *Bullying and assault are two violence challenges that the school is facing. These cases are just the main two among other issues our school teachers experience daily.*

A SGB member from School F said, *Learners are stabbing each other with sharp weapons such as pair of scissors and other sharpened objects. In addition to this, we also have issues with drug abuse and physical fighting among learners.*

A SGB member from School G said, *Our learners are very good at threatening other learners and teachers, this is actually part of bullying and assault that are reported to us by the school for intervention.*

A SGB member from School H said, *Among other issues we experience daily as challenges in our school, bullying is the main challenge. This bullying is directed to teachers and other learners.*

A SGB member from School I said, *Bullying and gangsterism are the two problems facing our school. This gangsterism goes hand in hand with bullying because most bullies belong to certain gang groups.*

A SGB member from School J said, *Most of our learners are disrespectful. I believe they take this from home and the community. Discipline is as much the responsibility of parents as it is of teachers. Drug abuse is also a problem as it leads to disrespect. It is difficult to control learners who are under the influence of substances.* (Section 2.11.2) comments on the impact of domestic violence on violence among learners. **Wright *et al.* (2019:1271)** asserted that prior abusive experiences in children can result in bullying, and in order to deal

effectively with bullying and other school violence, one needs to deal with prior abusive experiences first.

In response to the question on the extent of violence actions on teaching and learning, the SGB members expressed their views.

A SGB member from School J said, *When violence erupts, the teachers time has to be interrupted by violent learners. This is not good for other learners and the teacher.*

A SGB member from School I said, *Violent learners interrupt learners and teachers, by consuming teaching time"*

A SGB member from School H said, *Learners are struggling to learn while they are under the influence of drugs, and teachers cannot also do their work while learners are being violent in class.*

A SGB member from School G said, *Violence between learners disturbs contact time, disturb teachers because at the middle of the lesson they have to stop.*

A SGB member from School F said, *Violence interrupts teaching and learning a lot, when learners fight in class, everyone get disturbed. Lessons have to be stopped so that teachers direct their attention and energy in resolving the matter.*

A SGB member from School E said, *All violent activities displayed by learners in class, Disturbs contact time. They need teacher's intervention, while the lesson is busy unfolding.*

A SGB member from School D stated that, *If there are conflicts, learners and teachers have to intervene and waste time.*

A SGB member from School C said, *Every time there is a fight, teachers have to stop teaching and focus of resolving the issues.*

A SGB member from School B said, *Learner behaviour affects the running of the school. Some learners pull threats to learners and teachers, which interrupts learning and teaching activities.*

A SGB member from School A said, *If learners start fighting in class, then teaching will have to be suspended. This leads to poor performance as a result of lost contact time.*

5.4.2.3 Responses by Learner Representative Council members (LRC)

Responding to the question: *Can you please describe some of the common violence challenges you experience at school?* most LRC members highlighted involvement in physical fighting and bullying as the most common violent activities experienced in their schools. These two violent activities are most experienced in township schools around Mamelodi.

A learner from School J said, *Fighting and bullying are the two main challenges we have in our school daily. Learners are always fighting, sometimes, without even any valid reason.*

A learner from School H said, *In our school, we have a challenge of learners fighting and bullying each other over small things.*

A learner from School E also mentioned, *Fighting and bullying are the two main challenges facing our school and most schools in Mamelodi. This cause by the fact that some of our learners are part of gangsterism in the community.*

A learner from School D said, *In our school we have the challenge with fighting among learners, misconduct in classes where some learners act disrespectfully towards teachers and other learners, and the use of weapons by learners.*

A learner from School A said, *Physically abusing is one main challenge, coupled with the use of weapons and substances.*

A learner from School C said, *Most learners in our school are fighting over somethings that are not that important. Their conflicts are easily ignited.*

LRC members from both School B and F said, *Bullying is the single main violent action we experience daily in our school, as compared to other activities.*

A learner from School G said, *Physical fighting is the main issue in our shool. Learners are always fighting, which interrupt the school.*

A learner from School I said, *In our school learners are much often engaging in physical fighting and stealing. Stealing of other learners' belongings become a cause for involvement in physical fights.* See Section 2.11.3 for further discussion on the impact of bullying on the incidence of school violence. **Rambaran, Dijkstra and Veenstra, (2020: 1338)** alluded in

line with the above statements and said, victims of bullying usually experience poor academic performance due to social isolation and feeling of rejection.

In response to the question on the extent of violence actions on teaching and learning, Learner Representative Council members expressed their views.

A LRC member from School I said, *A lot, teachers have to stop to reprimand learners who are fighting, it takes teaching and learning time.*

A learner from School A said, *Teachers can't teach learners who are violent, their fighting will always disturb teaching and learning.*

A learner from School C said, *If learners are disrespectful. Sometimes teachers have to stop teaching to attend to their uncalled provocative actions.*

A learner from School D said, *Violence actions affect teaching and learning in a critical way, as learners are also fighting in class and teaching had to stop in order to reprimand them.*

A learner from School E said, *Violent actions mostly take place in class and are disruptive, because they force the teacher to stop the lesson and intervene.*

A learner from School F said, *Violent activities by learners instil serious fear in teachers and other learners. This is not pleasant because you cannot learn in fear.*

A learner from School G said, *Violence from learners force the stopping of classes, because they draw the attention of teachers and learners, which is time consuming.*

A learner from School J asserted that, *Violence in our school affects teaching and learning a lot, when learners are busy fighting, they disturb teachers. Teachers have to stop and pay attention to the fighting learners.*

A learner from School H said, *Most fights happen during lunch time and after school. It is unlikely for a fight to erupt while the teachers have all learners engaged in the learning content.*

A learner from School B said, *Some learners do not come to school because of bullying, teachers have to stop lesson too, in order to solve fighting issues.* **Van der Ploeg, Steglich, and Veenstra (2020:74)** have alluded that learners who are bullied and victimized turn to hate schooling and start to bunk classes.

The next section summarises the analysis of research findings from three categories of participants. This analysis was discussed under theme 3: *Contributory factors to school violence*. The question on 1, *In your opinion, what factors do you think are contributing to the rising level of violence in most township schools?* is directly linked to this theme, since it provides data that are appropriate to address and answer the research objective number 3, namely: *To investigate the factors that are contributing to a rise in school violence.*

5.4.3 Theme 3: Contributory Factors to School Violence

To bring about a solution to the issue of violence in schools, one needs to understand the roots and causes of this issue. Exploring factors that are contributory to the causes of violent activities in schools can contribute positively towards finding a sustainable and lasting solution.

5.4.3.1 Responses by principals

Responding to the views about factors that contribute to school violence, most principals mentioned substance abuse, community and family backgrounds and a lack of parental involvement, as the main contributory factors.

A principal from School B said, *The main issues that I believe are contributory to school violence include among others, poor family background. By this I mean, some learners are raised in families where there is no order, and where they are also exposed to domestic violence. This statement can also be linked to community background. Some communities expose children to violence and drugs, because drugs are readily available everywhere. Another issue is lack of parental involvement. It seems like some parents just cannot discipline their own children; therefore, they leave them for the school to see to it that they are disciplined.*

A principal from School C said, *Poverty plays a huge role, children are driven to involve in wrong activities such as crime and violence simply to feed themselves. This goes with inferiority complex when learners are made to feel small by the circumstances surrounding them, this makes them develop a low self-esteem. The other issue is lack of parental love, these children try to find love and to conform to strangers and their peers. This is where many negative behaviours develop, when most children are vulnerable and exposed.*

A principal from School E said, *Poverty and some learners feel neglected and not recognised. Most learners from informal settlement are child headed or their parents unemployed and lack good role models. Drugs are readily available and the principal had evidence of different drugs confiscated from learners, children are gambling and leads to violence and gangsterism.*

A principal from School F said, *Home challenges such as parents being unemployment, and poverty sometimes push learners to the streets, this then exposes them to substance abuse. Once learners start to abuse drugs or substances, they turn to involve in violence activities such as gangsterism and crime.*

A principal from School G said, *The issue of overcrowding contributes to violence activities in our school. learners fight for space and furniture sometimes. overaged learners are also a problem because most of them have been repeating grades, therefore they lost interest for schooling, so they just come to school to bully younger learners. Home background and upbringing also contribute. Those learners who were raised in violent families turn to be violent themselves.*

A principal from School H stated that, *Severe use of substances in communities contribute to crime and violence in our school, this includes lack of good role models. These learners are exposed to adults who mostly use substances themselves.*

A principal from School I said, *Widespread availability of drugs in our communities is a problem that contribute to violent actions among learners in our schools. These learners buy drugs on their way to school and use them to school, which makes then become wild to teachers and other learners. This includes poor family background. Some families seem not to care about disciplining children.*

A principal from School J stated that, *Poverty and community background play major roles as contributory factors to school violence. Most learners involve in crime and violence simply because of poor family backgrounds. This is also fuelled by lack of parental involvement in school issues and wrong role models among communities where these learners live.*

A principal from School D said, *Lack of morality in communities is the major contributory factor. Children no longer respect elders and other children. They also fear nothing or no one. They control themselves.*

A principal from School A said, *Social background is one main factor contributing to violent actions experienced in schools. Those children who were raised by societies where crime and violence are the order of the day, they turn to be violent themselves. Another factor is peer pressure, these learners turn to involve in gangsterism. This negatively drive them to involve in crime and violent actions*. **Thompson *et al.* (2020:512)** reiterated that exposing learners to violence can negatively affect academic performance and can also lead to the experience of post-traumatic stress disorder (PTSD).

5.4.3.2 Responses by school governing body members (parent component)

The SGB members also expressed their views about factors that are contributing to school violence. Most SGB members mentioned poor family backgrounds and community or environmental background as contributing factors. Some SGB members included substance and drug abuse as part of their responses on the factors contributing to school violence.

A SGB member from School B said, *Community background which is exposing children to vulnerable conditions such as substance abuse and domestic violence, and wrong role models in communities are the main challenges we have which contribute to learners' violent behaviours.*

A SGB member from School D said, *I think the issue of drugs and substances. Family issues of domestic violence and general community lifestyle of the youth, are what contribute to learners' violence.*

A SGB member from School E said, *I think the issues leading to learner violence are among others, community environment, family back and poverty.*

A SGB member from School F said, Thes*e issues start from home, such as disrespect, then proceed to the community and then to school.*

A SGB member from School G said, *Environmental factors which include gangsterism, drug abuse, and family background which include poverty and domestic violence, are among contributory factors to school violence.*

A SGB member from School H said, *I think the main issues affecting learne,rs are drug abuse and substance abuse due to their negative influence on behaviour. Learners cannot concentrate and display positive behaviour while under the influence of drugs.*

A SGB member from School I said, *Wrong role models, family background and community issues such as drug abuse, are the three main contributory factors to school violence in our community.*

A SGB member from School H said, *The main issues I think are contributing to the school violence are family background which include domestic violence and poor parenting, as well as peer pressure.*

A SGB member from School A stated that, *In our schools and community I think overcrowding, poor parenting and family background are the most contributory factors to issues of violence we experience daily in our schools.*

A SGB member from School C said, *The problems that lead to learners beig violent are the abuse of substance and learners not staying with parents, because such learners have the freedom to do as they please and associate with negative people who are bad influences.* Section 2.11.7 elaborated further on the community as a risk factor that contributes to issues of violence. **Masilo (2018:8)** outlined the importance of professionals in dealing with the above statements. According to **Masilo (2018:8)** the presence of professionals such as social workers and psychologists can assist in reducing social ills that learners bring with them to schools.

5.4.3.3 Responses by Learner Representative Council members (LRC)

Learners also expressed their views on contributory factors to school violence. In their responses, they mentioned community and family backgrounds as the main contributing factors.

A learner from School H said, *I think the main issues are poor community background, lack of respect from the learners, lack of emotional intelligence and the use of drugs.*

A learner from School D said, *Factors contributing to violence could include poor family and community backgrounds, taking bad morals from streets, depressed learners due to domestic violence and lack of affordability which leads to the development of anger and violence.*

A learner from School B said, *Home situation could be the most contributing factor. Issues such as starvation or poverty and domestic violence, because most learners come from poor families. This makes it difficult for them to be discipline.*

A learner from School E said, *Home background, domestic violence, popularity trying to show off.*

A learner from School G stated that teachers contributed to the rising violence in schools. This LRC member said, *I think the lack of attention from teachers, and non-attendance of classes, family background, some learners are not raised by biological parents therefore, some of them feel unloved and develop anger.*

A learner from School I said, *Some learners are greedy, and they imitate what they see in streets in their communities. The learn most of their negative behaviours from their communities.*

A learner from School J said, *Some of the contributory factors to school violence are lack of respect and domestic issues such as violence at home, and poverty.*

A Learner Representative Council member from School A blamed the increase in violent activities on the abolishing of corporal punishment in South African schools. He said, *Banning of corporal punishment has contributed to the rising school violence. Learners are no longer respecting because they know that no one will beat them up.*

A learner from School C blamed the lack of furniture and lack of communication as contributors to raising school violence. This learner said, *Shortage of furniture in schools, ineffective communications among learners, gangsterism, and late coming. These learners come late because they start somewhere and abuse substances before they come to school.*

A learner from School F said that anger issues were the main contributing factor to the increasing school violence. He said, *Most learners are angry due to domestic issues such as violence exposure at home and poverty, therefore, they bring that anger to school and take it out on other learners.* According to **Frey *et al.* (2020:635)** there is a connection between pride, ineffective communication, and antisocial behaviour.

In the next section, the analysis of research findings was discussed under theme 4*: The role of principals, teachers, parents and learners in circumventing school violence*. The following questions: 1. *What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence? 2. Since it is your responsibility as the school governing body, to design some of the school policies, what disciplinary policies do*

you have in place at the school? 3. What legal guidelines have you employed in designing your school's disciplinary policies? and 4. What contributions have you made as learners in the formulation of the school's code of conduct and disciplinary policy? are directly linked to this theme, since they provide data that are appropriate to address and answer research objective number 4; namely *To assess the role of teachers, school managers and stakeholders in eradicating violence in schools.*

5.4.4 Theme 4: The Role of Principals, Teachers, Parents and Learners in Circumventing School Violence

5.4.4.1 Responses by principals

Principals expressed their views about their role as principals in enforcing discipline. A principal from School C stated that, *As a school principal, I believe in collaborative leadership. This means that I involve learners from the LRC and other stakeholders such as SGB members. I also initiate good relationships between all stakeholders, and I ensure that all our staff members are approachable should anyone need to report any violent action such as bullying.*

A principal from School B said, *In order to enforce discipline, I always initiate the creation of a proper communication platform and I also ensure that there are effective interactions between all stakeholders.*

A principal from School A said, *I ensure that stakeholders should address learners individually and emphasise the involvement of professionals, and other bodies as motivating aspects on the importance of good behaviour.*

A principal from School D stated that, *The principal is a major stakeholder, therefore the principal have to workshop educators and learners about issues of discipline, and motivate learners to behave appropriately.*

A principal from School E said, *As a principal, I always enhance effective communication among stakeholders, and teach learners accountability. This teaches them to further be responsible towards themselves and others. I further believe that the community leaders should be involved to talk about importance of education to learners, in order for them to start respecting each other and their teachers.*

A principal from School F said, *Principals have a very central role to play, they are the ones responsible for immediate discipline in schools. The principal should also ensure that the SGB members are empowered in terms of policy formulation and implementation. The principal must also have somebody is the staff to represent stakeholders in disciplinary issues, and be the embodiment of the school.*

A principal from School H said, *As a principal, I should initiate meetings and share sessions on issues of violence, in order to teach learners on how to conduct themselves properly. I should also ensure that learners develop emotional intelligence in dealing with issues of violence.*

A principal from School J said, *If the principal and all stakeholders could work together, agree on policies to be used, take decisions together this could see the efforts to discipline learners, succeeding and making a positive impact.*

A principal from School I said, *Principals occupy strategic roles, therefore, they should interaction with learners on regular basis, and ensure that issues of discipline are discussed and learners are motivated to display positive attitudes and behaviour towards one another.*

5.4.4.2 Responses by school governing body members (parent component)

In response to stakeholders' role in circumventing school violence, the SGB members expressed their views about their roles in circumventing violence.

A SGB member from School C said, *Effective communication with the school staff and Community Policing Forum can be the key. We also involve Safety and security department form SAPS. Learners from foreign countries cannot write matric due to lack of South African Identity Documents. Most of them turn to vandalise school properties due to anger cause by this issue.*

A SGB member from School I said, *We should preach discipline, responsibility and more positive things to our learners, so that they learn working together.*

A SGB member from School J said, *All stakeholders have responsibilities to ensure the school environment is safe and conducive for all, therefore, as the SGB of the school, we play this role.*

A SGB member from School H said, *The issue of collaborative efforts is of the outmost importance. As the SGB, we ensure that we involve all stakeholders such as professionals, and the police force in issues of discipline. We also invite police officers to come and motivate learners to stop involving in violence.*

A SGB member from School A said, *We usually involve parents whenever we have severe issues of misconduct among learners, and we also make reference to legal documents. This makes it our responsibility to understand and correctly interpret policies.*

A SGB member from School B said, *Our role is to govern correctly by giving support to the school, so that teachers are able to perform their duties without challenges.*

A SGB member from School E asserted, *In order to circumvent violence in our school, we involve the community and make partnership among local schools, so that we can learn from them about what works for them, and what does not.*

A SGB member from School F said, *I believe the role of the SGB should be to enhance effective communication, and teamwork. If we are working together with parents and the community, we could easily overcome violence challenges in schools.*

In response to the question: *What disciplinary policies do you have in your school as a contributing solution to the strategies that could be employed to eliminate school violence?* the SGB members responded on the disciplinary policies they have in their schools.

A SGB member from School B said, *I believe that the school safety policy on how to protect the vicinity of the school, and the health and safety policy which addresses the right of everyone within the school parameters should be well implemented and interpreted by the SGB and all stakeholders.*

A SGB member from School D said, *The code of conduct which is given to parents every year or end of the year when reports are collected should not only be given without proper interpretation to the parents and learners by the school. Schools should also normalise inviting professionals for counselling and support to learners.*

A SGB member from School J said, *In our school,* w*e make use of the code of conduct for learners, and disciplinary policy as a way to circumvent violence. We noticed that if these are applied correctly and constantly, they could eliminate challenges we have pertaining to violence.*

A SGB member from School I said, *The code of conduct as guided by the South African Schools Act, is our weapon to disciplinary issues. This code of conduct which is made available to everyone who is the immediate stakeholder to the school, works wonders in followed to the later, and adhered to.*

It is evident from the SGB responses that the majority of them, if not all, utilise the South African Schools Act 84 of 1996 and the code of conduct.

The SGB members from school A, C, E, F, I and H all mentioned the use of the South African Schools Act 84 of 1996 and the school code of conduct as their disciplinary policies in schools. The SGB members went on to respond on the legal guidelines they employ in designing their schools' disciplinary policies.

A SGB member from School G said, *When coming to issues of learner discipline, we use South African Schools Act, the constitution of South Africa and educator's equity acts as our guidelines.*

A SGB member from School I said, *As the SGB of the school, we followed the South African Schools Act 84 of 1996 and the educators' equity act as our guidelines on how we should tackle disciplinary issues.*

It is evident that the majority of the SGB members, if not all, utilises te South African Schools Act 84 of 1996 as a legal document in formulating their schools' disciplinary policies.

The SGB members from schools A, B, C, D, E, F and J all said, *We make use of South African Schools Act as our legal guideline in dealing with issues of learner discipline*.

5.4.4.3 Responses by Learner Representative Council members (LRC)

In response to the role of learners in enforcing discipline at school, learners expressed their views as representative council members.

A LRC member from School A said, *As the executive members of the LRC of the school, we making sure there is discipline and unity in school, and encourage learners to act responsibly. We also hold meetings where we motivate and educate one another.*

A learner from School B said, *The learners report to us and we report to the relevant teacher who is the Teacher-learner Liaison Officer (TLO) of the school, and we also support each other, and communicate effective with one another*.

A LRC member from School C said, *I am the mediator between teachers and learners, therefore, we also motivating learners to be positive, and be there for each other. We also encourage sharing of information and healthy interactions.*

A learner from School D said, *We always encourage effective communication with our peers so that they open up to us, and bring up solutions to be brainstormed. We also lead by example, through becoming motivators and role models.*

A learner from School E said, *We usually sit down with those learners who are found transgressing and violent and communicating ways of resolving issues without the use of violence, and we also practise respecting each other and effective communication.*

A LRC member from School F said, *As the LRC of the school, w*e *promote reporting bullying to teachers for intervention,"* while a learner from School G said; "*We collectively promotion the code of conduct for our school, through reading it during our learner gathering. We also become examples through practising self-respect and respecting others. We also form communication forums and healing sessions.*

A learner from School H said, *In our school, we intervene by asking questions in order to find the cause of the problems, and we then respond properly to the problem. We also practice effective communication and encourage the involvement of authorities in order to help with issues of substance abuse.*

*A*nother LRC member from School I said *We make use of motivational talk, organise campaigns, and also talk to each other not to do drugs at school.*

A learner from School J said, *We address learners about substance abuse and motivate them at the assembly much often, and we work together, cooperate, and respect one another, and teach each other how to resolve issues.*

LRC members also responded on their contributions to the formulation of the school's code of conduct and disciplinary policy.

A LRC member from School J said, *We were called in a meeting to review the code of conduct; we were given the opportunity to omit or make additions aligned to the legal documents that were presented to us by the SGB.*

A learner from School C said, *All class raps were given the opportunity to make a contribution to the revising of the code of conduct, as representatives to learners.*

A learner from School B said, *The SGB of the school convene meetings and discuss the code of conduct together with us. They therefore allow us to make some comments, which they take into cognisance.*

Other LRC members from schools A, D, I, H, G, F and E said that their schools' codes of conduct had not been reviewed since their election to the Learner Representative Council.

The next section presented the analysis of research findings under theme 5: *Strategies to eliminate school violence.*

The following questions: 1. *What do you suggest the department of education should do in an effort to give support to schools on issues of violence?* 2. *What strategies can you suggest for schools to adopt as a way to eliminate violence in schools?* 3. *Does your school have a code of conduct for learners? And are learners aware and in interaction with the code of conduct?* 4. *Do you think your discipline policies are effective in curbing violence in your school? Please explain* and 5. *Based on your experience, are you satisfied with the way disciplinary policies are formulated in your school? If NO, what do you think could be done to improve them and how?* are directly linked to this theme, since they provide data that are appropriate to address and answer the research objective number 5, namely "To explore strategies that may be employed by schools to reduce violence".

5.4.5 Theme 5: Strategies to Eliminate School Violence

5.4.5.1 Responses by principals

School principals expressed their opinions about what the contribution of the department of education could be towards the elimination of violence in schools. Most principals commented on the importance of properly workshopping teachers.

A principal from School A said, *The department should hold constant workshops where they train teachers and other stakeholders on how to effectively deal with disciplinary issues at school. the department should also provide necessary resources such as personnel resources which include security guards, police officers, psychologists and more.*

A principal from School F said, *It is my wish that the department of education could respond quickly when cases of violence are referred to them. The department of education should also keep workshopping the SGB on issues of violence.*

Principals also indicated the need for the department of education to empower the SGB and principals more.

A principal from School G said, *The department of education should give more powers to the SGB so that they decide on disciplining methods and be able to implement their decisions in line with policies and the law.*

A principal from School H said, *The department of education should give more power to school principals and SGB on dealing with issues of violence their way. The department should stop charging principals for applying harsh punishment to learners who transgress.*

Principals also referred to the importance of protecting teachers, and not only learners.

A principal from School J said, *The department should start protecting everyone including teachers. It should stop protecting learners more than teachers. Random searches conducted in partnership with South African Police.*

A principal from School E said, The department should *start to protect everyone equally, and also provide necessary resources such as security personnel for our safety. There are many learners in schools but without an armed security guard, it becomes so difficult to keep them under control, random searches should also be done much often in schools because the learners are coming with weapons, so if our schools could be weapon free zones, the safety of everyone could be guaranteed. The department should make disciplining much easier for us, by providing us with alternative methods. It can take about six months to expel a learner.*

A principal emphasised the need for the department of education to respond quickly when issues of violence are reported to them, and went on to support of the above statement about the need for workshops.

This principal from School D said, *The department of education should respond quickly when cases of violence are referred to them, and also keep workshopping the SGB on how to deal effectively with school violence.*

A principal from School B emphasised the need for the department of education to send its officials to visit schools more often, and motivate learners to be on their best behaviour.

This principal said, *The department of education should be involved through its officials. The department should send these officials to visit schools and motivate learners to act responsibly.*

Responding to the question: *What strategies can you suggest for schools to adopt as a way to eliminate violence in schools?*

A principal from School B spoke about the importance of the school-based support team (SBST) and said, *The SBST should be enhanced or empowered through workshops and manpower. It should be made of the law enforcement and professionals who will be able to address disciplinary issues from a professional point of view.*

A principal from School C remarked, *Schools should start to involve professionals such as psychologist for cancelling as part of the school staff so that their services could easily be reached should a need arise. Effective communication between parents and teachers should also be encouraged and enhanced. This could help to develop cooperative learner management between the two stakeholders.*

A principal from School I said, *The department of education should ensure talking to learners regularly on issues of discipline, and involve communities and parents in the fight against bullying and violence.*

Some principals also recommended the establishment of community bodies and involvement of stakeholders in addressing issues of violence.

A principal from School A said, *The department should establish a body that could represent all learners in Mamelodi township, and task it with the responsibility of addressing violent activities taking place around schools. This body should be made of all combined LRC members from different schools.*

A principal from School E said, *The department of education should develop strong and full representatives in school disciplinary activities. Stakeholders should be empowered with knowledge on issues of learner discipline. The department should also limit exposing teachers' misconduct cases in the media. Discipline from department should not be one sided. Police should be involved to encourage learners and discourage wrong doings.*

A principal from School D said, *Effective communication between stakeholders and learners themselves should be encouraged, and parental involvement should be emphasised, as some learners listen to their parents more.*

A principal from School H alluded, *The department of education should involve professionals such as psychologist and social workers in school issues for cancelling. Effective communication from parents and teachers should also be encouraged and supported.*

Some principals also spoke about the need to strengthen disciplinary policies.

A principal from School F said, The department of education should assist *schools to strengthen disciplinary policies. The department should also strengthen the understanding of different disciplinary methods available for schools other than corporal punishment. The department should also not let cases hang for long, but deal with them as soon as possible.*

A principal from School G said, *The department should review some of its guidelines and give more powers to teachers and SGB members on decision relating to discipline.*

A principal from School J emphasised the need to develop schools' disciplinary committees, and said, *School disciplinary committee should be developed for all school in Mamelodi, these committees should be empowered through workshops on how to effectively tackle issues of learner discipline.*

When asked about their level of satisfaction in relation to policy formulation in their schools, principals responded as follows.

A principal from School F said, *Am very happy with the way our disciplinary policies are formulated, because we consult all stakeholders and legal guidelines when developing and adopting disciplinary policies. everyone is well represented.*

A principal from School G said, *Yes, indeed I am satisfied with our policies. These policies are being formulated by both SGB members and the principal, including members of the Learner Representative Council, and they are being reviewed every after three years.*

A principal from School H said, *On paper, discipline if fine but coming to practicality it is a challenge, more power should have been given to principals to expel or discipline.*

The principal from School D said, *Yes, I am satisfied with the formulation of our disciplinary policies because we always are guided by the legal documents.*

A principal from School A said, *Indeed I am satisfied, but late coming and issues of school uniform should be emphasised too.* Some principals raised their dissatisfaction about policy formulation in their schools.

A principal from School J said, *Am not happy because parents are not interested in governance of the school, they don't want to take part in SGB processes, therefore we lack their support to a higher extent.*

A principal from School I said, *No, I am not satisfied because the SGB lacks the knowledge of policy development; therefore, this could be improved if SGB members are capacitated through workshops.*

A principal from School E said, *I am not happy, because most parents do not take interest in governance matters. Level of education of most parents is at a very low level for them to understand most things pertaining to policy development and implementation.*

A principal from School C said, *No, I am not satisfied because people from the ground are left out, e.g. teachers and parents. These are very important stakeholders who should always be on top of the list when it comes to development of issues of discipline.*

A principal from School B said, *Not sure because even if policies are there, they are not effective. I feel that some stakeholders are left out, therefore, All stakeholders should be brought on board.*

5.4.5.2 Responses by school governing body members (SGB)

SGB members expressed their views about the role played by the department of education in supporting teachers on issues of violence. Some SGB members agreed that the department of education was doing enough to support teachers, while some SGB members held a different opinion.

A SGB member from School B said, *Yes, I can say the department of education is doing enough, but there is a lot that still need to be done. I can say the department is giving 60% support because there is no proper security which can ensure the safety of learners and teachers. Without security, learners could also attack teachers and other learners.*

A SGB member from School F said, *"Indeed, the government do provide workshop as a form of support to teachers and stakeholders. If these are attended properly, stakeholders can be well developed on how to deal effectively with discipline in school.*

A SGB member from School A said, *Yes, because the department has sent social workers and other professionals to schools, to help with counselling learners on issues such as substance abuse, anger and other domestic issues leading to violent behaviour.*

Half of the SGB members interviewed expressed their dissatisfaction about the support provided by the department of education to teachers.

A SGB member from School C said, *No, I don't think the department is doing enough. The department should deploy official and heavy security to schools because teachers and learners are not safe at schools. Some learners bring weapons to schools.*

A SGB member from School E said, *Not at all, there are no resources allocatd by the department of education. The department just bring policies, but no personnel security to do the job.*

A SGB member from School G said, *No, the department of education is not doing enough. They give us circulars but no resources. They give us what is written down but nothing practical.*

A SGB member from School H said, *No, there are no harsh measurement in place to ensure learners abide. Most learners violate the code of conduct, and no hash measures are in place to deal with such learners.*

A SGB member from School J said, *Not enough, teachers do not know how to discipline learners because they are not workshopped. I believe that if teachers are properly workshopped, they can do better when dealing with issues of school discipline.* SGB members from School D and I responded in between.

The SGB from School I said, *Partially, because the new teachers are struggling with discipline than the older ones.*

The other SGB member from School D said, *Partially, the department took teachers and made them social workers, security guards and all. Township schools are not taken serious by the department of education.*

In further response, the SGB members expressed their opinions about what could be done to eliminate violent activities in schools around Mamelodi.

A SGB member from School G said, *The department of education should provide relevant resources such as personnel resources.*

A SGB member from School J said, *The department of education need to workshop teachers much often on how to handle discipline. Most teachers do not know how to discipline learners because they are not workshopped.*

A SGB member from School C said, *The department should deploy official and heavy security to school because teachers and learners in order to ensure the safety of both learners and teachers.*

A SGB member from School E said, *The government should provide schools with the necessary resources such as professionals, and security personnel.*

Another SGB member from School F said, *The government should allow harsh measurements to be utilised in schools. This will force learners to abide by the school rules and behave properly.*

SGB members shared their responses about the availability of the school code of conduct in the schools they govern, and also about the level of learner interaction with the code of conduct. In their responses, all SGB members answered "*yes"* to the availability of the school code of conduct.

A SGB member from School J said, *Yes, it is displayed on the board on our school entrance, so that everyone can have access to it.*

A SGB member from School I said, *Yes, we give it to parents in our first parents meeting of the year, and later to learners whom parents did not attend.*

A SGB member from School H said, *Yes, indeed, learners are given code of conduct the beginning of each year, class teachers emphasise with learners later on.*
A SGB member from School G said, *Yes, learners receive it at the beginning of every year, it is also displayed at the school's gate.*

A SGB member from School F said, *Yes, learners and parents receive it in the beginning of each year.*
A SGB member from School E said, *Yes, we give learners copies and parents, at the beginning of the year.*

A SGB member from School D said, *Yes, because it is issued every year and it is on the school entrance*.

A SGB member from School C said, *Yes, it has been displayed on our school board on entry, for everyone entering the school gate to have access to it.*

A SGB member from School B said, *Definitely, learners are interacting with it as it is our school bible. All learners receive code of conduct.*

A SGB member from School A said, *Yes, it is visible to everyone, it is also discussed with parents and learners during our meeting in the beginning of the year*.

SGB members also reiterated their views on the the effectiveness of their disciplinary policies in curbing violence in their schools.

A SGB member from School J said, *Since the implementation of our disciplinary policy, learners have reduced their violent actions towards each other.*

A SGB member from School I said, *Our disciplinary policy is effective in that, learners are afraid of being suspended and expelled, which are some of the measures enlisted in the policy.*

A SGB member from School G said, *Our policies cater for parental involvement; therefore, we use to call parents to assist. Our parents are cooperative in issues of discipline, which makes the policy to be effective.*

A SGB member from School F said, *Our policy is effective because the government provide workshops to stakeholders on how to interpret policies.*

A SGB member from School B said, *Our discipline policy is effective we are able to deal with violence based on the clause on our policies effectively.*

A SGB member from School A said, *In our school, we involve parents in issues of violence as per our policy. Committee discuss with parents, and there are positive reports*.

A SGB member from School D asserted, *Our school disciplinary policy is effective in that, most of our learners are respecting and will time and again make reference to the code of conduct.*

Some SGB members were not fully convinced with the effectiveness of their disciplinary policies.

A SGB member from School C said, *Our disciplinary policy is not effective; the department should deploy heavy security to schools because teachers and learners are not safe in schools. Learners bring weapons to schools.*

A SGB member from School E said, *Our discipline policy is partially effective, the reason for this is that the government does not provide necessary resources, therefore, we only struggle with what we have at hand.*

A SGB member from School H said, *Our discipline policy is failing, learners still continue to contravene the code of conduct, and we do not have alternative ways of disciplining them.*

5.4.5.3 Responses by Learner Representative Council members (LRC)

The LRC members expressed their views on strategies they think schools could adopt as a way to circumvent school violence.

A LRC member from School C said, *Schools should develop better understanding of youth. Social workers and other professionals should be visible in schools. Schools should educate learners about the danger of gangsterism, most learners have more time in their hands, which should be occupied positively.*

A learner from School D said, *Higher authorities are not constantly in communication with learners, teachers and other stakeholders should try to understand learners and not judge them. Learners should be taught to be cooperative. Teachers should say more constructive words when reprimanding learners, than destructive ones. Ensure learners of their safety.*

A learner from School E said, *If we could have awareness campaign informing learners about the danger of violence, it could work to the benefit of the school. Learners need to be reminded and taught.*

A learner from School F said, *A platform should be created for learners to be able to report issues of violence without being victimised. They should also be assured of their safety.*

A learner from School H said, *Schools should encourage teamwork and respect for one another. Learners should be made part of problem solving, and be trained on how to act responsible.*

A learner from School G said, *Schools should set out new disciplinary policies and enforce disciplinary actions.*

A learner from School I said, *Maybe we could call meetings or develop WhatsApp groups, social media groups, where we can discuss and share solutions as learners, teachers and parents.*

A learner from School J said, *If we could meet as LRC and COSAS and other stakeholders, and brainstorm solutions together, it could help in bringing solutions to violence in schools.*

A learner from School A reiterated on the importance of safety, saying, *We should interact with SAPS in order to ensure school safety.*

A learner from School B emphasised the importance of morals, saying, *Adults should teach children morals. This is important in dealing with violence issues.*

LRC members further shared their expressions on the availability of the schools' code of conduct.

A learner from School A said, *Yes, the school code of conduct is available. All learners have copies, and it is also in our notice board.*

A learner from School B said, *Indeed, our school has a code of conduct, and learners are aware of it.*

A learner from School C said, *Yes, our school has a code of conduct. learners are aware and it is placed in every class for visibility.*

Alearner from School D said, *Yes, learners are aware of our school code of conduct and are reminded several times about it.*

A learner from School I said, *Indeed, the code of conduct is given to all learners and learners are interacting with it.*

A learner from School J said, *Yes, the code of conduct is available in the office and all learners are given it every year when schools reopen.*

Some LRC members also raised concerns about learners' ignorance of the schools' code of conduct.

A learner from School E said, *Yes, learners are aware of the school code of conduct, but do not interact with it. They just choose to ignore it.*

A learner from School F said, *Indeed, learners do have the code of conduct for the school, but do not read it or interact with it.*

A learner from School G said, *Yes, all learners have the school code of conduct but do not abide by it.*

A learner from School H said, *Yes, learners are given the school code of conduct, but learners do not take it to consideration.*

When asked about the effectiveness of their schools' disciplinary policies in curbing violence, LRC members asserted.

A learner from School J said, *Our discipline policy is partially reducing violence in our school. I am saying partially because, learners still bring drugs to school.*

A learner from School I said, *Our discipline policy is effective, learners are afraid of being suspended or expelled, so they act right.*

A learner from School H said, *Yes, our discipline policy is effective because it reduces violence gradually.*

A learner from School G said, *No, I don't think our discipline policy is effective, because children do not take the school code of conduct serious, since they feel less represented.*

A learner from School F said, *Yes, our disciplinary policy is effective in that, it changes learners and make them positive.*

A learner from School E said, *They are not effective, because learners are still fighting and bully each other in the presence of the such a policy.*

A learner from School D said, *Yes, our discipline policy is effective, because learners get motivated to change through the school code of conduct.*

A learner from School C said, *It is not effective, it does not interact with learners more. It just outlines actions to be taken after a learner transgresses.*

A learner from School B said, *Yes, our disciplinary policy is effective. When a transgression happens, suspension does come in as part of disciplinary actions.*

A learner from School A said, *Our discipline policy is not that much effective, we also need other stakeholders like community members to come in and help.*

The next section presents the second phase of data analysis from participants who completed the qualitative survey; being teachers from ten secondary schools in Mamelodi township.

5.5 ANALYSIS OF RESEARCH FINDINGS (PHASE 2) *(Responses from qualitative survey)*

The following section assesses the analysis of research findings from the qualitative survey respondents under phase two category of participants. This analysis was discussed under theme 1: *The role of discipline in circumventing school violence*. The following questions: 1. *What disciplinary measures are in place to deal with these violence challenges?*, 2. *Do you think that the disciplinary strategies employed by the school are in line with current disciplinary policies? and why?*, 3. *How do you experience and perceive learner discipline today?* and 4. *In your opinion, what role do you think discipline can play in preventing violence?*" are directly linked to this theme, since they provide data that are appropriate to address and answer the research objective number 1 namely; *To examine the role of discipline in circumventing school violence.*

5.5.1 Theme 1: The Role of Discipline in Reducing School Violence

5.5.1.1 Responses by teachers

In response to the question: *What disciplinary measures are in place to deal with these violence challenges?* most teachers stressed the importance of parental involvement.

A teacher from School A said, *In issues that we consider offensive, we call parents through letters and discuss the matter with them, and agree on the relevant punishment. corporal punishment is a no-go area since it is prohibited in our school.*

A teacher from the same school said, *In cases that are major, we engage the parents of the learners concerned and eventually suspend the learner through the guidelines from the South African Schools Act.*

A teacher from School B responded in support of parental involvement by saying, *parents are called for disciplinary hearing in case of major transgressions, and minor ones, we usually resolve them within the school through minor punishments such as detention and verbal warnings*.

Another teacher from the same school said, *The principal calls parents to school in order to discuss possible solution, and disciplinary procedures unfold in the presence of the parent.*

A teacher from School E said, *The principal call parents for disciplinary hearings pertaining to their children, suspension recommendation for dismissal on persistent violence is then made.*

A teacher from School F said, *Learners are called and reprimanded according to the school's disciplinary policies, and if the matter persists, we call parents to discuss further disciplinary procedures.*

A teacher from School G responded, saying, *Learners are being suspended from school and given letters to call their parents. Although, the suspension is applied according to the schools' legal policies."*

Another teacher from School G said, *The learners who bully other learners are being suspended and parents are called to solve the issue together.*

A teacher also from School G said, *When bullies are identifies at school, parents are called to deal with the situation at hand in accordance with the school disciplinary policies.*

A teacher from School H said, *It depends on the severity of the cases, in severe cases, learners are taken to the principal office, and parents are called, this will then be followed by disciplinary procedures.*

A teacher from the same school said, *Principal, police and parents must be involved.*

A teacher from School I said, *We usually take learners to the principal, and parents are called to be part of the disciplinary processes. Suspension is given if necessary.*

A teacher from the same school said, *We have parental involvement and formal disciplinary hearing depending on the seriousness of the case.*

Another teacher from the same school also spoke in support, saying, *We call parents, and sometimes take them to the office for the involvement of the SMT.*

These statements reiterate the importance of involving parents in an effort to fight school violence. See Section 2.11.1 for further discussion on the importance of parental involvement. Some teachers emphasised the importance of formulating disciplinary committees in schools.

A teacher from School A said, *There is a disciplinary committee in our school which is very active. This committee is tasked with the responsibility of organising disciplinary hearings and issuing warnings to learners with minor transgressions.*

A teacher from School B said, *In our school, we have a school disciplinary committee which is responsible for all disciplinary issues.*

Another teacher from the same school said, *The disciplinary committee and the SGB are responsible for dealing with all issues concerning learner discipline.*

A teacher from School C said, *In our school, we give detention to learners who misbehave and who are violent towards others, sometimes we reprimand verbally, give extra work and involve our school's disciplinary committee, but corporal punishment is total not used.*

A teacher from School D said, *Our school make use of the code of conduct, and also utilise the schools disciplinary committee in resolving cases. These methods are aimed at teaching learners to be responsible.*

A teacher from the same school said, *Schools' code of conduct is applied consistently, and we also refer cases to our disciplinary committee for decision making.*

This was further supported by a teacher from School D who said, *There is a safety committee in our school, and we also involve police officials in severe cases like the ones involving drug and weapons.*

A teacher from School E responded, saying; *"Our school's safety committee as well as the police officers are called to deal with violence cases and recommend suspension where applicable.*

A teacher from School E said, *There is a disciplinary committee at school which is very much active. Learners get warnings and go for disciplinary hearings where cases are perceived to be major.*

A teacher from School G said, *We make use of the school's code of conduct as a disciplinary guidance, and we call parents to school if need be. We also apply suspension if there is a need during disciplinary hearing, and the disciplinary committee is the one directing these proceedings.*

A teacher from School I said, *The school has a safety and security committee that carry the responsibility of securing the safety of all learners and teachers.*

A teacher from School J said, *We have a discipline committee that deals with issues of violence, so this committee takes charge and decide on the outcomes of all disciplinary procedures.*

A teacher from the same school said, *Serious cases are reported to the police, and minor cases are dealt with internally by the disciplinary committee of our school.*

Section 2.13.6 reiterated further on the involvement of police officials as one of the roles that the government could play, as a contribution towards a solution to curb violence in schools. Some teachers also emphasised the importance of the SMT and the SGB members in dealing with issues of violence. These teachers indicated that school management teams are also capable of handling issues of violence internally.

A teacher from School B said, *The schools' SMT is responsible for giving suspensions or written warnings, if serious offences such as severe physical attacks, bullying and damage to property are reported. With minor offences such as verbal altercations, minor physical attacks and stealing, verbal warnings and other permissible forms of punishments such as detention are applied.*

A teacher from School C said, *Learners who are found bullying others or in violation to our school's code of conduct get suspended or expelled, if need be, or they are strongly reprimanded in accordance with our disciplinary policies.*

A teacher from the same school said, *We take learners to the deputy principal, and learners are issued with letters inviting parents should they be found to have transgressed.*

A teacher from School D said, *The teacher writes the names of learners involved in violence as a warning. If they persist with violence, their names are taken to HODs and deputy principal for formal disciplinary actions to unfold.*

A teacher from School F said, *The school interacts with the SGB to enforce strict disciplinary measure such as hearing which could result in suspension and expulsion for those learners with major cases such as stabbing with an object, sexual assault, bullying in all aspects and damage to property, and relevant punishments for those with minor cases such as verbal altercations and less severe physical fights.*

A teacher from School G said, *Learners who engage in serious violence such as bullying and fighting at school could face expulsion or suspension from school, as for those with minor cases such as swearing and stealing, lighter punishment are given, as to prevent them from further offences.*

A teacher from School I said, *We inform the principal or SMT members about daily disciplinary challenges we experience, and they decide on relevant punishments. This is only done with serious offences which include bullying and physical attacks, when coming to minor offences such as slabbing and verbal attacks, we usually reprimand learners verbally.*

A teacher from the same school said, *It all depends on the seriousness of the violence. A learner can be reprimanded verbally with minor cases such as verbal altercations and damaging of other learners' belongings, and suspended or expelled with major cases such as bullying and fighting.*

From the above responses, one could conclude that the application of suspension and expulsion has been mentioned a lot as a solution to major issues of violence. This could be due to the fact that suspension and expulsion are allowed by law, depending on the level of a misconduct, as enshrined in circular 74 of 2007 and the South African Schools Act 84 of 1996. Suspension and expulsion of learners in schools are a necessity in severe cases such as bullying, brutal physical attacks, damage to school property and the use of drugs and dangerous weapons, while verbal warnings and related minor punishments are effective in less severe cases such as verbal altrecation, slabbing and other related activities. These responses are in line with **Afkinich (2018:13)** who reiterated that involvement of police officials is very crucial in bringing about order and stability in issues of school violence. **Huang and Anyon (2020:214)** reiterated that school suspension is associated with the development of negative attitude about school and schooling by learners.

The above response further indicates the importance of the school code of conduct as an instrument that enhances positive discipline. One could also draw a conclusion that corporal

punishment is rightly totally prohibited, as it is regarded as a violation of children's rights, and has legally been abolished from Souith African schools. From the above responses, the evidence shows that the application of corporal punishment is totally out of context, and no longer in use in schools.

In response to the question: *Do you think that the disciplinary strategies employed by schools are in line with current disciplinary policies? and why?* most teachers commented on the alignment of the above disciplinary strategies at schools compared with current disciplinary policies. When asked if the above disciplinary strategies were in line with national education policies, a teacher from School A said, *Yes, they are in line, because parents and learners were part of the formulation and adoption of the school's code of conduct, and have signed to acknowledge receipt of this code of conduct as our guideline in dealing with disciplinary issues.*

A teacher from the same school said, *Yes, our disciplinary measures are in line with disciplinary policies, with the little I have noticed they don't just suspend learners. They always hold formal disciplinary hearings and are guided by the South African Schools Act 84 of 1996.*

A teacher from School B said, *Yes, our disciplinary strategies are in line because the school ensures that it follows policy, which is formulated following legal documents such as the South African Schools Act.*

Another teacher from School B said, *Yes, they are in line because learners' rights are not violated. They were formulated with learners' rights in mind.*

In further support, a teacher also from School B said, *Yes, indeed they are in live with policies because written warnings templates that are issued out to parents during formal hearings are provided by the department of education through circular 74 of 2007 and the South African Schools Act.*

A teacher from School C said, *Indeed they are in line, we refer to the South African Schools Act 84 of 1996 Section No ten for the formulation of the school code of conduct.*

A teacher from the same school said, *Yes, I believe they are in line because we do not have corporal punishment in our school. We only apply disciplinary methods that are approved by the department of education and the law.*

A teacher from School D said, *Indeed they are in line, they follow the constitution of South Africa, so that teachers do not violate learners' rights.*

A teacher from the same school said, *Yes, our disciplinary strategies are in line with policies because they follow prescribed disciplinary procedures until sanction is given.*

A teacher from the same school said, *Yes, they are, because all affecte parties are involved when learners are disciplined. This includes parents and witnesses.*

A teacher from School E said that, *They are in line, because the policy allows for disciplinary hearing before suspension, and that is exactly what our school do.*

A teacher from the same school said, *Yes, our disciplinary strategies are informed by the number of Acts such as education Act (SA Schools Act).*

A teacher from School E said, *Yes, I do think our strategies are in line with disciplinary policies. They always follow legal procedures such as hearing that may lead to suspension or expulsion.*

A teacher from School F also supported the statement by saying, *Indeed the school follows the South African Schools Act when it comes to procedures and strategies to be applied when dealing with disciplinary issues.*

A teacher from the same school said, *Yes, the disciplinary measure employed by the school are in line with policies. Our school only applies what is in line and permitted by the South African Schools Act 84 of 1996 when dealing with disciplinary issues.*

A teacher from School F said, *Our disciplinary strategies are in line with our disciplinary policies, they are informed by the national policies on school discipline, such as the South African Schools Act 84 of 1996.*

A teacher from School G answered by saying, *Yes, they are in line, because corporal punishment is not allowed in our school. The school only applies what is permitted and nonviolent.*

A teacher from the same school said, *Yes, the school follows the code of conduct formulated as per South African Schools Act.*

A teacher from School H said, *Yes, our strategies are in line with policies, I say they are in line because whatever we do, we operate according to legal guidelines such as the South African Schools Act.*

A teacher from the same school said, *Indeed our disciplinary strategies are policy aligned, we use the SASA document as a legal guidance.*

A teacher from School I said, *Yes, our strategies are in line, because the safety and security use the current disciplinary policies as a foundation for drafting school policies on the safety and security.*

A teacher from the same schools said, *Indeed they are in line, these strategies are implemented as stated in the disciplinary policies of our school.*

A teacher from the same school said, *Yes, the strategies that we use to discipline learners are aligned to policies, we are guided by South African Schools Act.*

A teacher from School J said, *I agree that our strategies are policy aligned. The disciplinary committee of our school is guided by policies from the SASA document.*

A teacher from the same school said, *Yes, they are guided by the South African Schools Act.* I

n further support, a teacher from School J said, *Yes, the school followed the guideline that are outlined in the South African Schools Act in formulating disciplinary strategies to be used in our school.*

A teacher from the same school said, *I am not completely sure, but I think so, because the disciplinary strategies that we use in our school are formulated from the guidance of the law or the SASA document.*

From the responses, it is clear that disciplinary procedures employed by schools are legal and in line with relevant policies. This statement is supported by the fact that the above respondents made mention of the use of legal documents such as the South African Schools Act 84 of 1996 and circular 74 of 2007 (The management of suspension and expulsion of learners in public schools), in dealing with disciplinary procedures in their schools.

In response to the question: *How do you experience and perceive learner discipline today?* most teachers shared their experiences and perceptions of the current discipline policy, as opposed to the previous one.

A teacher from School A reiterated, *No discipline is taking place today, learners are rude and ill disciplined as compared to those of the past generation*.

A teacher from the same school said, *It is difficult to discipline learners today Ie according to SA Schools Act, only the HOD has the power to dismiss a learner. No other people can expel a learner from school, and the HOD takes time to approve a recommendation to expel.*

A teacher from the same School A shared the frustration by saying, *It is so difficult to discipline learners as a teacher today, as there are a lot of things we are told not to do as teachers in relation to learner punishment.*

A teacher from the same school said, *Today to discipline learners is very hard because our department always favour learners instead of teachers. I believe that learners are more protected than us as teachers when it comes to disciplinary outcomes. At times you live in fear for your own safety, as the law is always on the learner side.*

A teacher from the same school said, *Nowadays our learners don't have discipline. As educators we need to instil discipline in them as it will enhance self-esteem and self-control.*

A teacher from the same school said, *The teacher is not protected and the learner is perfect in the eyes of the law in today's era. Whatever outcome in terms of learner discipline, always favours the learner.*

A teacher from School B also expressed frustration by saying, *Discipline today is not effective as compared to discipline in the olden days, because it does not address today's societal ills. It is learner centred, therefore unable to assist where learners are culprits.*

A teacher from the same school supported this statement and said, *Most learners are not disciplined today as compared to those of the past generations. They cannot differentiate between elders and young once. They deeply disrespect.*

Another teacher from the same school said, *Discipline today has morally decayed as compared to discipline in the olden days. We witness ill-discipline from learners on daily basis, through their conducts.*

A teacher from School C said, *Disciplining learners is very difficult today. Learners have many rights that limit the teachers' actions towards instilling positive discipline.*

A teacher from the same school said, *Discipline today is very bad, learners are ill disciplined and out of control, as teachers we are really struggling to maintain proper classroom discipline.*

A teacher from School D said, *Discipline today is ill-conceived because learners are left to their own devices. Most learners only show interest in their gadgets and seem not to care about anything else. When you talk about respect, they will tell that it has to start with you. They think they can do as they please.*

A teacher from the same school said, *Learners today, are ill disciplined as compared to learners in the previous generations. Most learners today are very violent and inconsiderate of other people's feelings.*

A teacher from the same school also shared an opinion by saying, *They are unruly and very disrespectful. they feel they have more rights than teachers, and this is due to the fact that the law seems to favour them more.*

A teacher from School E said, *Learners lack discipline because of being influenced by their surroundings and their peers. Most learners are exposed to too much violence and negative role models in communities they are raised.*

A teacher from the same school said, *Learner discipline is still very poor in our school since learners are still fighting among themselves. The rate of violence cases reported daily is alarming as compared to during our schooling time. Our generation was much better when it comes to discipline.*

A teacher from the same school said, *Discipline on learners is very bad today as compared to discipline few decades ago; today learners can insult their educators and the case is treated normal. There is no respect towards educators at all.*

A teacher from School E also shared people's frustration by saying, *Today, to discipline learners is very hard. The department of education always favours learners or will rule in their favour. At time you even fear for your own safety because some of these learners are very wild and can be dangerous.* This is supported by **Kreifels and Warton (2018:33)** who emphasize the importance of police involvement as a way to provide safety and security to teachers and learner. **Kreifels and Warton (2018:34)** alluded that there should be a continuous connection between schools and police department

In further support of this frustration experienced by most teachers about discipline today.

A teacher from School F said, *Discipline is very challenging. Most learners are difficult to discipline and are very disrespectful. I Think the previous generation of learner was much better as compared to the ones we have today.*

A teacher from the same school directed her frustration to the government by saying, *It is very difficult to implement effective discipline. the government has granted free children rights and benefits, therefore learners are taking advantage of that by disrespecting their teachers. This is a misuse of those rights because they don't even recognise responsibilities that go with such rights.*

A teacher from School F included parents as part of the blame saying, *It is difficult to discipline learners today, today learners and parents degrade teachers. Instead of supporting teachers, most parents site with their children without even listening to the teacher's side of story.*

A teacher from the same school said, *It is very difficult to discipline learners who are not on their natural sense. Learners use drugs and become uncontrollable. This practice of abusing drugs is now widespread as we learn of similar cases daily on the television and radio news.*

A teacher from School G said, *I think that learner punishment today is too lenient, and due to this leniency, learners turn to take advantage of the system and start misbehaving.*

A teacher from the same school said, *Our learners are rebellious, therefore, today learners are hard to discipline, hence they are stubborn. They always talk back to teachers and would not hesitate to engage in physical fights.*

A teacher from School G said, *Most learners lack discipline as they know that the government protects them even if they are wrong. The government has failed learners when it comes to discipline. It gave them rights but never make follow ups on teaching them about their responsibilities.*

A teacher emphasised the downside of today's disciplinary situation, saying, *Learner discipline is very lenient today, which has both positive and negative effects. Negatively, learners take advantage of teachers, but positively, they can stand against abuse.*

This was supported by a teacher from School H, who said, *Learners are ill disciplined; most are not disciplined from home and cause destruction in schools. This means that some*

parents and communities have neglected their roles of teaching children discipline. This is portrayed by the way they conduct themselves while at school.

One teacher described how the misuse of rights by learners negatively affected discipline, saying, *Learners today have many rights which they misinterpret. They disrespect teachers and each other. This disrespect is the cause of most violent actions taking place in schools.*

A teacher from the same school said, *Discipline today is not harsh because learners are protected more than their teachers. These learners know their rights more that their responsibilities.*

A teacher from School I also shared his frustration by saying, *What I have learnt about these learners is that, they know their rights and misuse them to defy teachers. This is what makes most teachers' jobs difficult.*

A teacher from the same school said, *Learners are ill-disciplined. Most of them come from families where there is no proper discipline, therefore, they misbehave and cause violence at school.*

A teacher from the same school said, *Learners are ill-discipline as compared to previous times. In the olden days, there was respect among people, but today respect is no more.*

A teacher from School I agreed, saying, *I think learner discipline is weaker than before, there are less measures put in place to help discipline learners.*

In support of the above statements, a teacher from School J said, *Learners only know their rights but do not know their responsibilities, therefore discipline in school is low since the abolition of corporal punishment in this country.*

A teacher from the same school said, *It's difficult to discipline learners today as compared to older days. This is due to the fact that the government have eased disciplinary measures in schools. teachers I no longer allowed to discipline learners like they did in the past generation.*

A teacher from School J expressed fear and said, *It's very challenging since learners are retaliating. As teachers we now fear for our lives. We are not even allowed to fight back when learners retaliate because the government will always rule in their favour.*

A teacher from the same school spoke agreed, saying, *Disciplining learners today is difficult because learners are violent and can stand-up for themselves when reprimanded. This is due to the many rights they have.*

Another teacher from the same school said, *Today learners are difficult to discipline. They know their rights but not responsibilities. This is truly discouraging on the side of teachers. It really makes their work of teaching difficult because without proper classroom discipline, effective teaching cannot take place.* These statements show the frustration of the teachers regarding learner discipline today. These statements are in line with **Lindstrom, Waasdorp, Gaias and Bradshaw (2019:476)** who alluded that positive involvement of parents in dealing school violence can help learners who are victims to cope better. **Lindstrom *et al.* (2019:476)** further asserted that there should be a link between home and school in order to deal effectively with school violence. These responses further provide an overview of the perceptions of teachers about learner discipline today, as compared to discipline in previous decades. It is clear that it has become frustrating and daunting to maintain proper discipline today in most township schools. The majority of the respondents referred to discipline today as challenging and difficult to maintain. They cited the incorrect interpretation of human rights as a barrier to effective discipline. The responses also highlighted the participants' preference for the previous methods of disciplining children. The traditional way of disciplining children was quicker and effective, irrespective of its uneducative and cruel outcomes.

In response to the question: *In your opinion, what role do you think discipline can play in preventing violence?* most teachers shared their perceptions about how discipline could play a positive role in reducing violence.

A teacher from School A said, *In my opinion, I think if learners are always engaged in class, they will not have an opportunity to fight or bully one another, therefore, keeping them occupied can form part of discipline.*

A teacher from the same school said, *I think that if learners are disciplined correcty through the proper implementation of the school code of conduct, they will not partake in activities of violence. They will learn to respect one another.*

A teacher from School A said, *When there are disciplinary policies in place, it becomes easier to create a conducive learning environment where teaching and learning can take place.*

Another teacher said, *Discipline can instil self-esteem and self-control. Therefore, this can prevent violence at school, as learners would feel well informed and responsible enough to can resolve issues without violence.*

A teacher from School B said, *Proper discipline will ensure that learners don't come to school with illegal weapons or don't partake in violence acts.*

This statement was supported by a teacher from the same school who said, *If the current disciplinary measures as outlined in the South African Schools Act are implemented, 'discipline will go a long way because it inculcates good moral practice.*

A teacher from School B said, *It can teach the learners self-control, which can help in minimising violence at school.*

A teacher from the same school said, *A disciplined learner will respect themselves, their peers and all those in authority including elders. In elaborating further about the role of discipline in preventing school violence.*

A teacher from School C said, *Discipline plays a very huge role if implemented correctly. It can help in minimising and stamping out violence in schools, by stilling a sense of responsibility and self-worth in learners.*

Another teacher said, *Discipline can play a role in that, if learners know that they will be expelled from school, they will stop being unruly.*

A teacher from School C emphasised the importance of positive discipline, as opposed to punishment, and said, *Positive discipline plays a major role in our school because it teaches learners to be responsible and to respect others, while punishing learners could just make them not to know the importance of self-discipline, since punishment is reactive and not proactive. Without it, we cannot be able to manage the school.*

A teacher from School D emphasised the importance of discipline by saying, *Discipline plays a huge role. It helps remove all obstacles that could hinder proper learning.*

A teacher from the same school said, *Without discipline there is no focus. Learners should be taught sense of responsibility, and this is what positive discipline does.*

A teacher from School D supported this by saying, *Without proper discipline there is no success. For learners to be successful in life, they need to learn self-discipline which is the product of positive discipline. This includes respecting people and taking responsibility of their actions.*

A teacher from the same school said, *Discipline plays an important role in school level as it brings about order. A school that has proper discipline produces the best disciplined and responsible learners who can concur life challnges.*

A teacher from School D said, *Once learners are taught positive discipline, it becomes easy for them to turn from their uncalled behaviour, and to start respecting and acknowledging others as equal human beings.*

A teacher from School E said, *Discipline can play a huge role in shaping learners since most learners are ill disciplines and without proper direction in life.*

A teacher from the same school said, *Positive discipline can conscientise learners about good morals as future professional, and can also instil positive behaviour and attitude towards other people.*

A teacher from School E said, *If learners are taught positive discipline, they turn to utilise school `time effectively. Less time is spent trying to reprimand them, therefore, teaching and learning time can be utilised maximally.*

A teacher from the same school said, *When there are disciplinary policies in place, it becomes better to create a conducive learning and teaching environment because disciplinary issues can easily and speeding be dealt with.*

The importance of discipline in resolving issues of violence was further elaborated on in the following way.

A teacher from School F said, *Discipline can teach learners good conduct so that they avoid being violent.*

A teacher from the same school said, *Discipline helps channel learners' behaviour and attitude. Discipline corrects, teaches and condemns unacceptable norms and lifestyles.*

A teacher also from School F, reiterated, *Learners need to be corrected and not punished; this is what we refer to as positive discipline. If you punish learners, they will think it is the right way of solving problems.*

A teacher from School G confirmed her understanding of discipline in circumventing violence, by stating, *Teachers build on the foundation of discipline which learners get from home, and I think that if a learner gets discipline from home, she or he will respect everyone knowing violence is wrong.*

A teacher from the same school said, *Discipline could help our learners to concentrate and perform better in all subjects and also to respect teachers.*

A teacher from School G said, *If learners know that being violent comes with serious consequences, they will be afraid, therefore the main aim of discipline is to teach learners to take responsibility for their actions, this is referred to as a positive discipline. This may reduce violence in schools.*

A teacher from the same school highlighted the role of discipline in identifying violence, by mentioning, *Discipline helps identify aggressive learners so that the school can deal with them before they become more violent. This can assist the school-based support team to can help with counselling on anger issues should a need arise.*

A teacher from School G said, *Discipline encourages learners to develop emotional intelligence to avoid dealing with challenges in a violent manner. It teaches learners how to resolve issues without the need to express anger.*

A teacher from school H spoke about the role, that discipline plays in preventing violence, by saying, *Where positive discipline is applied learners can easily be called to order and refrain from violence. It becomes much easier for teachers to reprimand wrongdoing, and immediately proceed with offering the lesson.*

A teacher from the same school said, *If discipline is implemented correctly, it could prevent many negative issues associated with violence at school. These issues include all forms of bullying and physical attacks which could be considered as serious forms of violence, and stabbing and verbal attacks, which are considered minor violent actions.*

A teacher from the same school spoke in support, saying, *Discipline can play an important role because it shows learners limits in terms of disobeying the rules in the school.*

A teacher from School I also supported the statement, saying, *Positive discipline instils ethics in learners' behaviours, learners with ethics will resolve issues in a manner that opposes violence.*

A teacher from the same school agreed, saying, *When learners are disciplined, it becomes much easier for them to refrain from violence. they can easily take charge of their emotions.*

A teacher from School I elaborated on the importance of consistency in implementing discipline, and said, *Discipline can prevent violence if there is consistency in the implementations of disciplinary measures, and most learners will turn to behave.*

This statement was further supported by a teacher from School I who said, *Discipline can prevent violence if implemented consistently. This means that we should apply the same measures for the same misconducts without deviation.*

A teacher from School J spoke on the importance of involving stakeholders in implementing proper discipline. This teacher said, *If all stakeholders play their roles, we will not experience violence in schools. Parents should play their roles at home by teaching their children how to be well manned and how to properly conduct themselves when with other people.*

A teacher from the same school said, *Discipline brings some sense in learners; it makes them behave appropriately by teaching them responsibility.*

A teacher from the same school reiterated, *A well-disciplined school could experience limited cases of violence. This could be benefiting for the school in that, contact time could be fully observed without unnecessary interruptions.*

Two other teachers from School J responded in support of the statement by saying, *Discipline can teach learners to be responsible and to respect one another and their teachers.*

Another teacher said, *A well discipline learners would always display respect towards others, and their chances of involving in violence would be at a minimal.*

The next section provides an analysis of the research findings as drawn from the data analysis that arose from the survey respondents.

This analysis was discussed under theme 2: *the extent of the effect of violence on teaching and learning*. The question *1. Can you please describe some of the common violence challenges you experience at school?*, and question 2. *To what extent do you think violence actions affect teaching and learning?* are directly linked to this theme, since they provide data that are appropriate to address and provide an answer to research objective number 2, namely *To examine the extent to which violence affects teaching and learning.*

5.5.2 Theme 2: The Extent of the Effect of Violence on Teaching and Learning

5.5.2.1 Responses by teachers

In describing some common violence challenges teachers experience at school, bullying and physical fighting have been mentioned by most teachers, as the main form of school violence that leads to the interruption of teaching and learning.

A teacher from School B said, *In our school we usually experience cases of fighting between learners, destruction of school property, bullying of learners by other learners and learners throwing insults at one another.*

A teacher from School A said, *Most learners are fighting at school, while others use vulgar words directed at other learners. Bullying is also one major problem at our school.*

A teacher from School C said, *Learners bully each other mostly and they also fighting a lot. These violence activities are coupled with an exchange of abusive words.*

A teacher from School D said, *Learner-to-learner fighting is one of the violence activities we are faced with daily, as well as verbal abuse. We also do get cases of sexual harassment and bullying directed to learners.Some learners also carrying weapons to school.*

A teacher from School E stated, *In our school, bullying and abuse among learners are among common challenges we experience. Violence directed towards educators is also becoming an issue.*

A teacher from School F said, *Learners fighting in class, stealing eah-others belongings and bullying are among the most dominating violence activities in our school.*

A teacher from School F said, *The common violence challenges are bullying directed to both learners and teachers, and gangsterism.*

A teacher from School G said, *Bullying due to peer pressure and social media influence are two of the major violence challenges we experience in our school.*

A teacher from the same school said, *Learners in our school bully each other much often. Fighting during lessons and after school are also common practices in the school.*

A teacher from School G said, *Bullying is one common violence actions in the school, learners bully each other influenced by peer pressure and domestic violence.*

A teacher from School H said, *In our school, we experience learners fighting for furniture and utensils. Shortage of furniture is contributory to violence activities we experience.*

A teacher from School I said, *Bullying is the main violent activity in our school, coupled with learner gang related fights. Some of our learners are affiliating to some dangerous gangs which involve them in violent activities.*

A teacher from School J said *Bullying of younger learners by older learners is the main issue in our school. The influence of dagga and other intoxicating substances also contribute to an increasing violence in our school.*

In response to the question on the extent of violent actions during teaching and learning, teachers expressed their views as follows:

A teacher from School A alluded,: *Time is lost, the teaching and learning time is lost trying to find a solution for the violence.*

A teacher from the same school said*, When parents are called to school, class teachers have to leave their classes and be involved in disciplinary hearings. This is really time consuming.*

A teacher also from School A, in support of the above statement, said, *School violence delay the learning and teaching process. The safety of learners and teachers are affected and can make other learners to leave school and not come to school anymore.*

A teacher, also from School A said, *School violence affect teaching and learning to the highest degree. Some learners come to class while high on drugs and misbehave while in class, then teaching and learning get affected by their uncalled actions.*

A teacher from School B said, *The issues here with school violence is, the esson will have to stop and hearings will need to be done to discipline the learner.*

A teacher from the same school said, *School violence affects teaching and learning to the highest degree. The teaching and learning time are consumed while teachers are busy trying to solve disciplinary problems.*

A teacher, also from School B said, *Violence in school affects teaching and learning badly because sometimes teaching and learning is disturbed by the violence actions.*

Another teacher from the same school said, *All violence actions in our school, minor or major affect teaching and learning because they create chaotic environment. This may disrupt smooth Teaching and Learning.*

A teacher from School C also responded to the question, saying, *As a teacher, you will have to stop the lesson and solve the problem of violence, or else, learners could start being afraid of attending school, if they are bullied.*

A teacher from the same school said, *Most fighting happens inclass, therefore it affects teaching and learning because the teacher will be forced to stop the lesson and deal with this violence matter.*

A teacher from the same school said, *The issue of school violence among learners negatively affects teaching and learning, it interferes with learning and teaching time as you try to deal with it.*

A teacher from School D said, *Indiscipline affects the school environment negatively. Fighting between learners affects teaching and learning, therefore, all stakeholders need to be involved in teaching learners about discipline and violence in school.*

A teacher from the same school said, *Learners have become untouchable. It is difficult for teachers to exercise discipline in class. Learners have become traps for misconduct, therefore, the impact of violence on teaching and learning is very detrimental.*

A teacher from School E said, *Violence disrupts classes because teachers have to stop teaching and focus on resolving the matter,* while another teacher from the same school said, *More time is spent in reprimanding than teaching, at the end Annual Teaching Plan coverage becomes a challenge for most teachers, because it becomes hard to catchup with the lost time.*

A teacher from the same school responded in support of the statement, saying, *Violence between learners delays the learning and teaching process. The safety of teachers and learners is affected. It can make learners leave school due to fear.*

A teacher from School F said, *Teachers are no longer feeling safe when teaching or even reprimanding learners because learners think they are the only ones with rights, they are even inconsiderate of how their actions affect teaching and learning time.*

A teacher from the same school said, *Conflicts between learners disturb lessons and consumes contact time. Teachers will have to stop their lessons and turn their attention to the fighting learners.*

See Section 2.11.5 on the impact of violence on academic performance of learners. Teachers from School G also expressed their views about the effect of violence on teaching and learning.

A teacher from School G said, *Violence affects teaching and learning negatively in that, contact time is lost trying to intervene. Teachers and other learners have to be drawn to this unwillingly.*

A teacher from the same school said, *Violence is a serious disturbance in teaching and learning as educators spend most of their time in the office trying to solve violence issues*.

A teacher from School G said, *School violence and bullying have the negative impact on learning. It also increases the risk of stress, anxiety and depression; as well as low self-esteem on teachers and learners.*

A teacher from the same school spoke in support of the above statement, saying, *Teaching and learning are no longer effective since most learners are affected by bullying mentally, which affects their concentration in class. As teachers, we don't know which other violence preventative methods to use, that would help to spare contact time.*

A teacher from School H said, *Some fights break out when the teacher is in class, the learners refuse to be reprimanded, and this consumes more contact time.*

A teacher from the same school said, *Learners turn to involve in fighting in the presence of teachers, and it becomes hard to reprimand them. Such learners waste teaching and learning time.*

A teacher from School H said, *Violence that erupts during teaching and learning affect teaching and learning a lot, most teaching time is spend trying to deal with violent and unruly learners.*

A teacher from the same school said, *Violence in school affects us in a negative way, by wasting our time whereby we are expected to write statements of accountability.*

A teacher also from School H said, *School violence affects our lesson because some learners come to class under the influence of substances and this affect teaching and learning as their abuse of substances triggers aggression in them.*

A teacher from School I reiterated, by saying, *Violence has a negative impact on teaching and learning as teaching has to be paused for teachers to deal with the case of violence involving fighting or carrying of weapons.*

A teacher from the same school said, *Some fights break out while the teacher is in class teaching. This forces the teachers to stop the lesson and focus on resolving the matter. This takes away the focus from the lesson.*

A teacher, also from School I said, *Loss of concentration, poor academic performance, bunking of classes, chaos, time for teaching and learning could be lost through school violence.*

A teacher from the same school said, *Fear by teachers and lack of concentration by learners, chaos in classes and poor academic performance and bunking of classes by learners could all be the result of violence activities at school. This shows how violence affect so many individuals and consuming teaching and learning time.*

A teacher from School J said, *Violence between learners affect teaching and learning very negative because it directly consumes teaching and learning time. The teachers have to stop the lesson and intervene.*

A teacher from the same school said, *Fighting between learners in class affect teaching and learning time a lot, teaching has to be paused or stopped in order to attend to the violence.*

A teacher from School J asserted, *Violence in school affects contact time a lot because teachers are interrupted from teaching, they have to redirect their attention to resolving the violence.*

A teacher from the same school said, *School violence wastes teaching and learning time, but if learners are kept pre-occupied, violence decreases.* The above statements are supported by **Kim, Sanders and Makubuya (2020:726)** who asserted that school violence activities negatively affect teachings and learning, thereby impacting on academic performance. **Kreifels and Watson (2018:28)** also reiterated in support that the impact of violence on teaching and learning time is very negative in that precious contact time is lost through unnecessary interventions.

The next section provides an analysis of the research findings. This analysis was discussed under theme 3: *Contributory factors to school violence.* The question asked in 1. *In your opinion, what factors do you think are contributory to the rising level of violence in most township schools?* is directly linked to this theme, since it provides data that are appropriate to address and answer research objective number 3, namely *To investigate factors contributing to a rise in school violence.*

5.5.3 Theme 3: Contributory Factors to School Violence

5.5.3.1 Responses by teachers

In response to the question on the factors that contribute to school violence, teachers expressed their views about the factors that contribute to school violence as follows:

A teacher from School A stated, *Gangsters formed by some of our learners outside the school premises, practice and bring violence to school.*

A teacher from the same school said, *Family background is a contributing factor to school violence, just like gangsterism, it developed in the communities and carried over to the school.*

This was further supported by another teacher from School A who said, *In my view, I think substance abuse, lack of parental guidance and gangsterism are the main contributory factors to school violence.*

The participants blamed gangsterism and family backgrounds as the two issues that contributed most to causing school violence.

A teacher from School B said, *Our schools are surrounded by gangsters which develop in the community, and most learners look up to them as role models.*

Another teacher from the same school said, *I believe that unstable family structures, learners being exposed to gangsterism from an early age and social media are among the top contributory factors to school violence.*

A teacher from School I said, *The issue of gangs activity on learners and on drug abuse are the main contributors to school violence. A lack of harsh measures for specific offences is also a contributory factor, simply because the leniency displayed means that learners are not sufficiently motivated or pressurised to stop their violent activities.*

Teachers also commented on the role of drugs and substance abuse as contributing factors to increased school violence.

A teacher from School C said, *Most people in the townships are not working; therefore, they influence learners to sell drugs in order to make an income.*

A teacher from the same school said, *In my opinion, I believe that too many rights made learners to be out of order and violent towards each other and their teachers. This is coupled with the use of drugs and alcohol.*

A teacher from school from D said, *I believe that the involvement of learners in violent activities with bad peers, influence them to engage in drugs and gangsterism.*

A teacher from School G said, *I think the involvement of some learners in gang activities and lack of counselling services are contributory factors. Learners who were involved in bullying have anger issues which they take out on other learners and their teachers*.

A teacher from School H said, In my school, *substance abuse is the main contributory factor. Some learners from Grade 8, 9 and 10 smoke drugs, and this makes them to be violent towards other learners.*

A teacher from the same school said, *I believe that gangsterism, drugs and related incidents could be the cause of many violent activities in our school.*

A teacher from School I said, *I believe that drug abuse in one main contributory factor. Some learners from Grade 8 through to 12 smoke drugs, this increases aggression. Lack of parental involvement is also one contributory factor. Most parents do not seem to care much about what their children do while outside their home territories.*

Another teacher from the same school said, *I believe that drug abuse and possession of weapons are among the contributory factors. The social life that learners live outside the school also contribute to violence behaviour. Some learners are victims of violence at their homes due to domestic violence.*

A teacher from School J said, *Drug and substance abuse are contributory to violence. Some learners smoke drugs before they come to school.*

A teacher from School J said, *I believe that societal lifestyle of drug abuse and substance abuse, as well as peer pressure, are the main contributory factors to school violence.*

Teachers also responded on issues of family and community backgrounds as contributing factors to violence in schools.

A teacher from School D said, *I think poverty, abusive family members, drugs abuse, gang related activities, the availability of guns, and the high level of unemployment in the country are some of the main contributing factors to violence experienced in communities and eventually in schools.*

A teacher from the same school said, *In my opinion, I think drugs, peer pressure and poor home conditions are the main contributory factors to the alarming school violence.*

A teacher from School D stated, *Socio-economic factors, there is a lot of taverns and shebeens next to school environment which give learners easy access to substance abuse. This also portrays to learners that taverns and shebeens are normal places to be at, since they are even built close too schools.*

A teacher from the same school said, *I think that drugs, alcohol abuse and lack of discipline from home are some of the contributing factors to school violence. Some parents are too lenient on their children.*

A teacher from School E said, *Drug abuse, peer pressure and home conditions could be the main contributory factors. Some learners are exposed to domestic violence.*

A teacher from School F said, *I believe that domestic violence, too much alcohol consumption, negligence on the side of parents, anger caused by domestic violence, abuse at home and poverty are the main contributing factors to school violence.*

A teacher from the same school said, *I am of the opinion that, lack of parental involvement leads the families to socio-economic issues such as poverty, crime, HIV and drug abuse.*

A teacher from School F said, *I am of the notion* that, *drug abuse, dysfunctional homes, physical and emotional abuse, and lack of parental guidance, are some of the main contributory factors to issues of school violence.*

A teacher from School G spoke in support of this statement saying, *I think that the way most learners are being raised, as well as their experiences of violence in their homes, contribute to their behaviour at school.*

A teacher from School G said, *I think drugs, lack of parental involvement and absent parents, contribute to violent activities displayed by some learners at school.*

A teacher also from School G said, *Poor family background, peer pressure, poor environmental background and the media have strong influence in most township school learners. Most learners imitate what they see around them in schools.*

A teacher, also from School G said, *Most learners are from unstable families where they experience abuse from parents, and the environment exposes learners to drugs that leads them to become uncontrollable.*

A teacher from School H said, *I believe that poor family background, peer pressure and poor community background are contributory factors to violent activities learners display in schools.*

A teacher from School I said, *Some of the contributing factors to school violence could include gangsterism, drugs abuse, peer pressure and abusive violence. These factors expose learners to aggression and emotional discomfort which forces them to eventually explode.*

A teacher from School J said, *Poverty and lack of parental care, and the absence of good role models are the main factors contributing to school violence.*

A teacher from the same school said, *I think peer pressure, substance abuse and poor family background are some of the main factors that contribute to violent actions learners display in schools.* **Kedia *et al.* (2020:297)** alluded that the use substance abuse by learners can lead to involvement in physical violence. **Farrell, Thompson, Curran and Sullivan**

(2020:1311) further asserted on the exposure to violence activities. According to **Farrell et al (2020:1311)** physical aggression in learners is sometimes aggravated by the exposure to violence at home and in the community.

In the next section, the analysis of research findings was discussed under theme 4: *The role of principals, teachers, parents and learners in circumventing school violence*. The question: 1. *What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence?,* is directly linked to this theme since it provides data that are appropriate to address and answer research objective number 4, namely *To assess the role of teachers, school managers and stakeholders in eradicating violence in schools*.

5.5.4 Theme 4: The Role of Principals, Teachers, Parents and Learners in Preventing School Violence

5.5.4.1 Responses by teachers

Teachers expressed their views about their role as teachers in enforcing discipline as follows:

A teacher from School A stated, *Teachers and all stakeholders must be involved in emphasising the school's code of conduct, deal with matters immediately and follow protocol.*

A teacher, also from School A said, *Learners should be taught at an early age to behave in an acceptable way. Parents, teachers and principals should work together to discipline learners and stop blaming one another.*

A teacher from School B said, *Teachers should maintain and enforce the school policies. Parents and teachers must work cooperatively in enforcing discipline, by deploying police to schools, if necessary, to maintain discipline and deal with those very violent learners.*

Another teacher, also from School B said, *Teachers are the key people who play a major role in getting the discipline policies exercised. Therefore, as teachers, we play a crucial role in ensuring that discipline is maintained at all times.*

A teacher from the same school said, As teachers, we play the role of e*ducating, training and parenting learners to grow as responsible adults. Therefore, our role in enforcing and ensuring proper discipline, is very vital.*

A teacher from School C said, *As teachers, we play a role of enforcing the rules and regulation of discipline. Working together as teachers, parents, learners and stakeholders, we can overcome this issue of school violence.*

A teacher from the same school said, *As teachers, we play a role of motivating learners to do good and revealing the negative effects of violence on learners' lives, so that learners can know and be able to avoid such violent practices.*

A teacher from School D said, *Indiscipline affects the school environment negatively, therefore, all stakeholders including teachers need to be involved in teaching learners about discipline and violence in school.*

A teacher from the same school said, *If all of us are involved in these children's lives and enforce discipline, I think it could reduce indiscipline among the majority of learners. Learners just need support and guidance"*

A principal from School E said, *Teachers must work hand in hand with parents, they should lead by example e.g. they should avoid fighting in the presence of the learners, or to express their differenced openly in the presence of learners.*

A teacher from School F said, *Teachers can work together to teach learners discipline and to be responsible. It is the main responsibility of us as teachers to play a positive role of instilling good behaviour and positive attitude in learners.*

A teacher also from School F said, As teachers, we should *encourage parental involvement in schools, award and praise learners for their positive attitude, give extra-curricular activities and communicate with learners, so that they stay positive and see the importance of being nonviolent.*

A teacher from School G said, *Parents should set clear rules and limits for their children and stay involved in their children's school. As for teachers and principals, we should keep lines of communication open for learners to be at liberty to report any violent actions*

A teacher from the same school said, *Teachers should convene some meetings and come up with strategies that they find useful in disciplining learners. We are the ones who should lead the way, by taking a lead in circumventing violence in our schools.*

A teacher also from School G said, *I believe teachers should work together to fight violence in schools. Parents should also put more efforts in teaching their kids about the negatives of bullying. Principals and teachers should also work together in ensuring effective implementation of disciplinary policies in schools.*

A teacher from School G said, *Principals, teachers and parents should encourage learners to involve in extra-mural activities. This will keep learners occupies and away from gangs and substance abuse. Learners should make it a hobby to have activities that will keep them away from drugs.*

A teacher from School H said, *The learners together with the teachers, SMT and parents should work collaboratively to implement policies designed to prevent violence, and follow up on them, and also discipline those who violate them.*

A teacher from School I said, *Teachers and parents carry a heavy responsibility of educating learners about violence and its impact on their success and future, therefore, if these stakeholders work together, they can win the fight against school violence.*

Another teacher from the same school said, *Teachers and principals could adopt physical security measures. Implement policies designed to prevent violence, and ensure effective implementation of such policies.*

A teacher from School J said, *Teachers and school managers should make the code of conduct available to learners and parents, and take them through it. The consequences of violation should also be outlined clearly to both parents and learners.*

A teacher from the same school said, *If we could work together, we could curb these issues of violence. We should all talk the same language of reprimanding with an intention to correct.*

The next section presents the analysis of research findings under theme 5: *Strategies to eliminate school violence.* The following questions: 1. *What do you suggest the department of education should do in an effort to give support to schools on issues of violence?* 2. *What strategies can you suggest for schools to adopt as a way to eliminate violence in schools?* 3. *Does your school have a code of conduct for learners? And are learners aware and in interaction with the code of conduct?* 4. *Do you think your discipline policies are effective in curbing violence in your school? Please explain* and 5. *Based on your experience, are you satisfied with the way disciplinary policies are formulated in your school? If NO, what do you*

think could be done to improve them and how? are directly linked to this theme, since they provide data that are appropriate to address and answer the research objective number 5, namely *To explore strategies that may be employed by schools to circumvent violence.*

5.5.5 Theme 5: Strategies to Eliminate School Violence

5.5.5.1 Responses by teachers

Teachers also expressed their opinions about what contributions they think the department of education could make towards the elimination of violence in schools.

A teacher from School A said, *The department of education should stop over-protecting learners, as this is the cause of escalating violent actions in schools.*

A teacher, also from School A said, *The department should also be given the opportunity to address the learners much often and if matters are handed to them intervention, they should respond quickly and make follow ups.*

A teacher from the same school said, *Department must provide every school with a list and contact details of professional of therapists working for the government as educators are not equipped with counselling. This would assist learners who need counselling and who might have anger issues.*

A teacher from School E supported this statement, saying, *Every school must have a qualified psychologist and a social worker. This could alleviate violence activities taking place in schools.*

A teacher from School A said, *Each school must have police officers every day to patrol the school premises. The department of education should prioritise the safety of teachers and learners.*

A teacher from School A spoke about the importance of workshopping learners, and said, *The department should do more rituals or workshops that involve learning regarding violence issues, and talk to the learners all the time regarding this issue. If learners are shown the importance of living together peacefully, they could reduce their violence actions.*

In further support of the above statement, a teacher from School B said, *The department should empower educators by providing necessary instruments to contain violence workshops and seminars to address this issue.*

A teacher from the same school stated, *The department should organise roadshows to motivate learners and encourage them to focus more on their education. Also increase more physical education and political education in order to encourage healthy debates and increase reasoning capacity.*

A teacher from School E supported this, saying, *The department should do more roadshows or workshops regarding violence issues. Not only teachers should be the one motivating learners, it should be the responsibility of all stakeholders involved in education.*

A teacher from School H said, *The department should come to school and make roadshows about this violence issue.*

A teacher from School B spoke about the importance of juvenile correctional centres and said, *Expel the learners who have committed grievous violent acts at school and set up some juvenile courts and correctional centres, in this way, teachers and school managers will be have more time to focus on teaching and improving school results.*

A teacher from School C said, *The department of education should ensure a positive support for the teachers, and refrain from giving learners more rights.*

A teacher from the same school said, *The department should provide human resources in a form of counsellors at schools to focus only on disciplining learners.*

A teacher from the same school supported the above statement, saying, *The department should employ security personnel to all school. the presence of these personnel would ensure that learners behave themselves properly.*

It is evident from the above statements that most teachers feel that there is a need to enhance security at school level.

A teacher from School D supported this statement by saying, *Hiring of security guards who can search the learners at the gate, can ensure that they don't enter the school yard with weapons and drugs.*

A teacher from the same school emphasised the importance of extra-mural activities, saying, *Sporting activities should be encouraged as they help with minimising truancy among learners.*

A teacher from the same school spoke on the limitations on the freedom given to learners, saying, *The department shouldn't give learners so much freedom and make them feel they have the power over teachers, they should review the policy on corporal punishment.*

A teacher also from School D said, *The department of education should implement policies that allow the teacher to apply punishment to the learners, give teachers more power.*

A teacher from School E said, *The department can try to arrange random searches to learners through local police personnel.*

A teacher from the same school said, *The department should work collaboratively with the police, and assign police officers to every school. These officers should be stationed in schools.*

A teacher from School E said, *The department should workshop educators and SGB members on ways to deal with violence in schools. Alternative methods of discipline should also be made available and easily accessible to teachers.*

In further support of the above statement, a teacher from School F made a recommendation: *Train teachers more on how to handle issues of discipline, and provide security personnel to schools so that everyone feels safe and protected while in the school premises.*

A teacher from School J said, *The department should train teachers and expose them to alternative ways of disciplining learners.*

Ahile a teacher from School F said, *The government should come with the national code of conduct for teachers and learners. This would then be used to guide them on what is expected of them, and there should be severe punishment for failure to abide.*

A teacher from School J further supported the statement, saying, "*Equip all stakeholders including learners themselves, through workshops and other platforms such as social media platforms. Learners spend most of their time on social media, therefore, this makes it an effective platform where learners attention could be accessed.*

A teacher from School F highlighted the importance of inclusion in the curriculum, saying, *The department should introduce and include the topic of violence in the school curriculum, they should deploy organisation to facilitate the issue of violence in schools.*

A teacher also from School F said, *The department should visit schools to support teachers in issues of violence. They should avoid to defend learners even when they are wrong. They should come and talk to learners and stop charging principal for effecting discipline.*

A teacher from School F said, *The department of education should give schools strategies or measures to use in dealing with discipline effectively. This would benefit both the school and learners.*

A teacher from School G responded on the importance of professionals, reiterating, *The department should hire social workers at schools, they could also initiate mentorship programmes for troubled learners.*

A teacher from the same school said, *The department of education must come up with rules that will allow school managers to expel violent learners who are not reprimandable. Such learners must also be taken for counselling afterwards.*

A teacher from School G said, *The department of education should try to protect educators and provide them with necessary support on issues of learner violence.*

A teacher from School G spoke about the importance of revising elimination strategies by means of surveys, saying, *If the previous strategies to address school violence didn't work, the department of education should introduce new alternative strategies and must also do survey in school to check if they do work or not.*

A teacher from the same school said, *The department should make sure to host workshops aimed at educating learners on bulling and drug, this could make them knowledgeable, and be able to make informed decisions about life issues. The department should also provide schools with social workers to help with discipline and counselling.*

A teacher from School H said, *Assertive Community Policing Forum should be made available in the school premisses, because teachers cannot teach and at the same time police learners using drugs.*

A teacher from the same school said, *Police presence could help in reducing violence actions, therefore police officers should be deployed to schools.*

Still on the issue of security, a teacher from School H said, *The department must give us extra security to help teachers, because it is a lot of work to call parents and discipline all learners, while you still have to teach.*

In support of the statement, a teacher from School J said, *The department should provide schools with security officials who will be stationed at schools daily. This could help to reduce violence activities taking place in schools.*

In further support of the above statements, a teacher from School I responded on the importance of workshopping teachers on issues of discipline, saying, *The department of education should provide workshops on discipline, and give support to learners who use drugs, by organising appropriate rehabilitation and education.*

A teacher from the same school said, *The department of education should organise campaigns aimed at anti-violence as a way to educate learners about the danger of violence.*

A teacher from School I elaborated further on the importance of security in schools, saying, *The department should have assertive CPF members in the school premises because teachers cannot teach and police learners who are doing drugs.*

The importance of proper planning by the department of education was brough to the surface by a teacher from School I who said, *The department of education should create a policy that will protect teachers and learners from violence. Use software to identify trends and risks of violence in schools. Should also organise programmes where teachers and learners will be educated about issues of violence.*

A teacher from the same school responded in support of this, saying, *The department should design policies to protect learners and teachers. Educate teachers on how to prevent and handle violence erupting in schools.*

A teacher from School J criticised the department of education, saying, *The government is always protecting the rights of learners at the expense of educators; therefore, the department is not doing enough in dealing with issues of learner violence.*

In relation to the question on strategies that could be employed to eliminate school violence, teachers expressed their views as follows:

A teacher from School A said, *Police officers are the best preventative method. If schools could be allocated some officers to work in the school premises, violence could be reduced.*

This statement was supported by a teacher from the same school who said, *The schools should invite police officers to come search learners twice a week, unannounced. This exercise could convert school environment to weapon free zones.*

A teacher from School D said, *'Adopt-a-cop' could be one solution.*

A teacher from School B said, *The department should encourage schools to embark on an 'adopt-a-cop' campaign. That could increase security. The department could also include in the school curriculum issues of violence as part of a subject.*

A teacher from School D said, *Police need to support schools in dealing with violence issues. The community should also take responsibility and play its role in creating peace and stability.*

A teacher from School A said, *Monitoring of learners on daily basis to check if they.did not bring weapons to school, should be on top of the priority list of the department of education. This could be done during lunch and in the morning by qualified security guards. Awareness programmes from stakeholders such as South African Police Service should also be held continuously.*

A teacher from School F said, *Police services should consistently visit the schools to have sessions with learners, and also engage professionals such as social workers to further interact with learners and give them counselling where necessary.*

A teacher from School G said, *I suggest that police officers should be allocate to schools so that violence can be reduced in all elements and phases. The presence of police officers could bring about stability in schools.*

A teacher from School H said, *The department should involve police officers or any security company that can assist in providing security and ensure the safety of all learners and staff members.*

A teacher from the same school said, *The government should employ more security personnel to schools so that they can help eliminate violence taking place in schools.*

Teachers also reiterated on the matter, saying that learner and teacher development and wellness was one solution. A teacher from School B said, *Invite ex-convicts to come and*

motivate the learners every now and then. When learners hear from those with experience, they could reconsider their actions, and start being cooperative and disciplined.

A teacher from School C said, *The department of education should organise awareness campaign that addresses violence in schools. such awareness should be aimed at educating and empowering learners.*

A teacher from the same school said, *The department should continue to motivate learners for good behaviour through motivational talks and awards ceremonies.*

A teacher from School H said, The department should encourage *teaching children how to control emotions. Psychologists should also be called to the school premises on regular basis, to come and give guidance and counselling to learners.*

A teacher from the same school said, *The department should provide some suggestion boxes where learners could help in identifying bullies at school by writing them on a paper and put them in the box. The anonymity of all learners who do that should be protected at all times. This method could help to reduce violence in schools.*

A teacher from School G said, *Manageable classes and enrolment should be considered by the department of education, especially in township schools. The department should further train teachers to identify and deal with aggressive learners, as well as encouraging the involvement of the local community within very defined rules, to help fight violence.*

A teacher from School E said, *The department must refer violent and aggressive learners to professional institutions dealing with psychological rehabilitation, for intervention.*

A teacher from School G said, *Schools need to have teams to support learners who are prone to violence, by offering opportunity to release aggression, and local community initiative should also be utilised to give support to children in the community.*

A teacher from School I said, *The department of education should emphasise on teaching children how to deal with emotions. The department should also bring social workers and psychologists in the school premises to help learners with bullying and aggression.*

A teacher from the same school said, *Department should create a policy that will protect teachers and learners from violence. Use software to identify trends and risks of violence in*

schools, and should organise programmes where teachers and learners will be educated about issues of violence.

A teacher from School J said, *Schools should make learners involved in resolving cases of violence so that they become responsible and be able to advise each other.*

Some teachers mentioned the importance of detentions and keeping learners occupied with school work, as additional strategies that could be used to eliminating violence.

A teacher from School A said, *Keeping learners in detentions for being violent, and giving them extra work during detention could eliminate aggressive behaviour in learners.*

Another teacher from the same school said, *If we could apply alternative programmes such as expulsion and suspension, encourage learners to take responsibility for their actions, and also make them take part in maintaining safe schooling.*

A teacher from School E said, *Expulsion for those learners who are dangerous at school could be a proper method that ensures the safety of the majority.*

Teachers also mentioned the importance of stakeholders in bringing about solutions to issues of school violence.

A teacher from School D said, *Multi-dimensional actions engaging all members of a school community in a holistic manner e.g parents, social workers and community leaders could be one step closer to the solution on school violence.*

A teacher from the same school said, *The department dealing with safety and security, together with parents, should help by sending delegates every day to schools to monitor the situation on learner discipline.*

A teacher from School F said, *Schools should involve parents and come with a code of ethics that will guide learners on how to correctly conduct themselves.*

A teacher from School E averred, *Alternate programmes such as expulsion, suspension and encourage learners to take responsibility in maintaining safe school environment should be implemented. This includes learners' participation in safety planning and instituting a security system.*

A teacher from School G said, *If the school could be able to call parents and learner meetings, and discuss the discipline policies with them and ensure that both have a say, this*

would help in encouraging learners to be part and parcel of the discipline policies, and also encourage them to be obedient to the rules.

A teacher from School H said, *Schools must engage parents to talk to their children about the importance of obedience and compliance with the set rules at school and set clear rules, implement them and follow up on them. Schools must also launch special operations that discourage drug use and violence.*

A teacher from School H said, *The school must encourage parents, community members, church organisations and law enforcement to join them in fighting violence in school.*

A teacher from School J said, *All stakeholders should be empowered with legislative frameworks and skills to handle discipline effectively.*

A teacher from School J emphasised the importance of functional school disciplinary committee, saying, *Develop a disciplinary committee that is functional and well trained.*

Teachers also stressed the need for schools to be strict in dealing with issues of violence. A teacher from School F said, *Schools should not be lenient of violent learners. They should tolerate no violence by implementing strict measures and ensure abidance.*

A teacher from the same school said, *Schools should set rules and limits for learners and should not be afraid of parents, and should know when to intervene.*

A teacher from School I said, *Demerit system should be implemented for learners so that they remain disciplined. This will teach learners that there are consequences for conducting themselves in an unacceptable way.*

A teacher from School J said, *Schools should be consistent and irm in dealing with issues of violence. A clear message should be sent to learners for them to avoid wrong and violent activities*. **Farrell, Bettencourt, and Mehari (2018: 786)** reiterated that some learners have a tendency of ignoring the rules, because they believe that violence is a quicker way of resolving their differences**. Heerde and Hemphill (2019: 357)** alluded in line with above statements and said, too much exposure to violence poses risk of self-harm and harm directed at others.

In response to the question: *Does your school have a code of conduct for learners? and are learners aware and in interaction with the code of conduct?* teachers responded as follows:

A teacher from School A said, *Yes, as a school we do have a code of conduct. Learners and their parents are aware of the school's code of conduct because it is presented at the entrance of the school.*

A teacher from the same school confirmed this, and said, *Yes, the school does have a code of conduct for learners and learners are interacting with it. This is given to all parents and learners the beginning of each year.*

A teacher from School B said, *The school does have a code of conduct, all learners were given and parents signed for the code of conduct.*

A teacher from the same school said, *Yes, all learners have a copy of the shool code of conduct signed by both parents and learners.*

A teacher also from School B said, *Indeed, the learners are availed with copies, as well as their parents.*

A teacher from School C said, *Yes, learners are aware of the code of conduct as we read it to them in the classrooms and sometimes during assembly.*

A teacher from School C said, *Yes, learners are aware and are following it to their best effort. A code of conduct is given to every learner and parent each year.*

A teacher from School D said, *Indeed, learners receive the code of conduct at the beginning of each year, and a copy is made available on the notice board to serve as a reminder.*

A teacher from the same school said, *Yes, the code of conduct was explained to the learners by their registered teacher, and they understand it clearly.*

A teacher from School F said, *Yes, learners are provided with the school code of conduct from Grade 8, when they are registered to the school.*

A teacher from School G said, *Yes, my school has a code of conduct for learners, and learners are aware of it because they are constantly reminded about it during the assembly sessions. They are also in interaction with the code of conduct.*

A teacher from the same school said, *Yes, educators always ensure to remind learners about the school code of conduct. The also encourage learners not to violate. This is mostly emphasised during life orientation periods.*

Some teachers raised concerns about the way some learners ignore the school's code of conduct. A teacher from School D said, *Learners in our school do have the school's code of conduct, but they are not following it because they always act in a way that is in violation with the code of conduct.*

A teacher from the same school said, *Yes, our learners have a code of conduct and are interacting with it, but they just decide to ignore the content of the code of conduct.*

A teacher from School E said, *Indeed, our learners know and are aware of the code of conduct but choose to ignore it.*

A teacher from School F said, *Yes, some are aware and in interaction with it, while some are ignorant. Even if they know the school code of conduct, they decide to be rude or stubborn.*

A teacher from the same school said, *Yes, it does, and learners are aware but do not seem to care about anything due to their actions.*

A teacher from School H said, *The school has the code of conduct and learners are well aware of it but some opt to violate it.*

A teacher from the same school responded in support of this statement, saying, *The school has the code of conduct, and learners are aware of it but chose to deliberately violate it.*

A teacher from School I said, *Yes, they are aware but do not interact with it because most learners take drugs and the issue of overcrowded in our schools encourages violence, as violence usually takes place where there is no proper order. It is difficult to keep order where learners are many.*

A teacher from the same school said, *Yes, the school does have a code of conduct that is given to learners from Grade 8, some learners do follow it but some do not.*

Some teachers indicated the ignorance on the side of school management, in promoting the school's code of conduct. A teacher from School H said, *Schools must engage parents to talk to their children and set clear rules, implement and follow up on them. Schools must also launch special operations that discourage drug use and violence.*

A teacher from School G said, *Indeed, the school has a code of conduct for learners but learners seem not to be aware of it because it has never been read to them or given to them or their parents.*

A teacher from School E said, *No, the school does not have the code of conduct, I have never seen it myself as a teacher, either displayed or handed to learners or their parents.*

A teacher from School A said, *Yes, the school has a code of conduct but I think that most learners are not aware of it simply because it has never been given to them or presented to them or their parents as far as I have witnessed.* **Bray (2016: 133)** asserted that the code of conduct is a very crucial document for schools, as it contains disciplinary rules that guide learners, and assist in monitoring and reducing violent actions in school.

Teachers further responded to the question: *Do you think your disciplinary policies are effective in curbing violence in your school? Please explain.*

In their responses, teachers expressed their views as follows:

A teacher from School A said, *Yes, I think our disciplinary policies are effective as they aim to keep learners and teachers safe. These policies ensure that there is order at school at all times, through giving guidance to learners and teachers.*

A teacher from School B said, *Indeed they are, even though some learners still repeat the same mistakes, our disciplinary policy has minimised violent activities to a certain extent. The number of cases that were reported has reduced as compared to before the implementation of our disciplinary policy.*

A teacher from School C said, *Yes, it is effective in curbing violence but with limits because we can discipline them to a certain level, some issues can still not be resolved by us since our powers are limited by law.*

A teacher also from School C said, *Yes, incidences of violence are no longer reported at our school. Since the implementation of this discipline policy, I noticed a drastic drop in the number of cases reported.*

A teacher from School D also responded in support of the statement, saying, *Yes, they control the number of cases reported daily. These numbers are not out of proportion anymore as compared to the previous time.*

A teacher from the same school said, *They are effective, but the community i which our schools are at, plays a huge role since there are drugs and gangsterism which exposes our learners to more violent activities.*

A teacher from School J said, *Yes, they are, we experience reduced cases o violence as compared to the previous years.*

A teacher from School A said, *Yes, I am satisfied because I believe that this school is already doing more than enough to ensure safety and conducive learning environment.*

A teacher from School F said, *Yes, our school have strong and updated policies that deals with learner misconduct. Educators maintain same disciplinary policies to maintain order in schools.*

A teacher from School G said, *Yes, but the school needs to introduce more disciplinary policies or come up with more strategies to deal with issues of violence in school.*

A teacher, also from School G said, *Yes, I am satisfied because issues of learner's violence are not dealt with in a violent manner.*

A teacher from School I said, *Yes, I am satisfied, although the school should have programmes to educated learners and teachers about how to deal with violence.*

A teacher from School E said, *Indeed, I think our discipline policies are effective as they aim to keep learners and teachers safer, and prepares learners for the real world.*

A teacher, also from School E said *Yes, because causes of violence in our days have reduced as compared to before.*

A teacher from School F said, *Yes, in all circumstance the school interacts with the SGB and ensure that all standards of behaviour are communicated effectively.*

A teacher from the same school said, *Yes, because the rate is very low. The school is trying by all means to instil discipline, and the SGB is hands on"*

A teacher from School G said, *Yes, my school have accountable school management members. They use discipline policies effectively, and most learners are gradually stopping the violence.*

A teacher from the same school said, *Yes, learners are suspended for seven days to make them aware of the negative impact of their inappropriate behaviour. This suspension usually changes them to be better people, as it teaches them to start taking things serious at school.*

A teacher from School I said, *Exactly, they are. Although we might have violence cases still reported at school, but the violence is not that high. It has noticeably decreased.*

A teacher from the same school said, *In my school yes, learners are less involved in violence actions these days as compared to the past days.*

A teacher from School J said, *They are slightly effective in that they are limited by the constitution. The school cannot implement harshh measures.*

A teacher alluded, *Just a little. Learners continue fighting and it's difficult to predict when the next conflict will be.*

A teacher from School I said, *Yes, I think it should be read and visited by the staff on a monthly basis just to remind teachers and learners about the content of the policy.*

A teacher from School J also expressed his satisfaction, saying, *Indeed, they are inclusive and very effective. Since its implementation, learners are cooperative and less violent towards teachers and their school mates.*

Another teacher said, *I could say I am satisfied because, all policies are in line with the South African Schools Act document.*

A teacher from School J also spoke in support of this, saying, *Yes, I am satisfied. The use of SASA document helped to guide this formulation.*

The majority of teachers who completed the qualitative survey expressed their dissatisfaction with the way disciplinary policies were implemented in their schools.

A teacher from School E reiterated, saying, *Not effective at all, because even after disciplinary processes shall have been followed, violence still continues. Schools are trying their best but not winning.*

A teacher from School C said, *No, because most of the learners who get suspended, do come back to school and do the same.*

A teacher from School A said, *Not at all, when learners are given suspension, on their return to school after suspension the same learners repeat the same mistakes.*

A teacher from School B said, *No, they don't address socio-economic issues or abuse of drugs and alcohol. These policies are only designed to deal will transgressions as they get committed by learners.*

A teacher from the same school asserted saying, *No really, policies are too much guided by the departmental policies, school policies need to be aligned with the type of learners a school has.*

A teacher from School F said, *Not really, our policies are very lenient. No hash measures can be implemented by schools.*

A teacher also from school F said, *Not at all, charity begins at home. Learners come with these violence attitudes from home and their communities. Since we have drug dealers, the countries policy won't help for sure. Parents are afraid of their children.*

A teacher from School G said, *No! discipline is more effective if children have been involved in establishing the rules and take part in deciding the consequences of the transgression, other than that, it would not be effective.*

A teacher from School G said, *Not completely, because most of these policies protect the learners than teachers. These policies also limit teachers' powers in disciplining learners.*

A teacher from School H responded, saying, "*No! learners have freedom to do as they wish to us as teachers, because those policies are not putting limits and seems like learners are they are always favoured by the law.*

A teacher from School H said, *No! because learners are overcrowded in classes and teachers are overloaded with work therefore, it becomes difficult to maintain order and discipline where there is overcrowding.*

A teacher from School I asserted, *No! these policies limit the hands of teachers and law enforcers in instilling discipline, and lack of discipline leads to violence.*

A teacher from the same school said, *Policies only work when they are thoroughly implemented, also they have to be realistic in their approach. The constitution of SA is*

violated because the justice system is flawed. By this I mean, people do as they please and manage to get away due to corruption.

A teacher from School J said, *Not at all. Policies are not supportive of teachers. They only address serious misconduct, and not minor one's teachers face on daily basis.*

Teachers reiterated their views about their level of satisfaction in respect of the way disciplinary policies are formulated in their schools. A teacher from School B said, *No!, I think parents should get more involved in the discipline of their children. They have to work very closely with teachers in order to curb these violence activities.*

A teacher from School E said, *Not really, the policies are not fruitful and learners are ill disciplined. This is attested by the high level of violence cases reported daily in some schools. But we can still try to adopt other successful strategies or policies from other schools.*

A teacher, also from School E said, *Not effective because even after disciplinary processes shall have been followed, violence still continues. Schools are trying their best but not winning.*

A teacher from School F said, *Not at all! They do not say much about procedures to be followed when dealing with daily minor disciplinary issues, these policies only focus on major transgression which could result in suspension.*

A teacher from School F said, *Not at allpolicies blind us as teacher, whether you follow it or not, you are still to be blamed by the department of education should you use harsh methods to discipline learners.*

A teacher from School G said, *No! I think they can improve our policy by not allowing violent learners to come to schol after they have been involved in a fight.*

A teacher from School H said, *Not at all, learners must know what is on the code of conduct. Those who bully teachers and other learners must be thoroughly dealt with.*

A teacher from School I reiterated, saying, *No, these policies do not provide sufficient solutions to issues of violence in schools.*

A teacher from School J expressed his dissatisfaction saying, *Not at all. Minor transgressions should also be explained and covered clearly.*

A teacher, also from School J said, *Not completely. They need to be modified a little so that they accommodate other important aspects such as dealing with minor misconduct.*

The next section presents conclusions on findings under all five themes, namely Theme 1: *The role of discipline in circumventing school violence*, Theme 2: *The extent of the effect of violence on teaching and learning,* Theme 3: *Contributory factors to school violence,* Theme 4: *The role of principals, teachers, parents and learners in preventing school violence* and Theme 5: *Strategies to eliminate school violence.* These conclusions are presented as responses from the interviews and responses from the qualitative surveys.

5.6 CONCLUSION

Data analysis was done once the researcher had finished collecting data from all four categories of participants. The data were presented in two phases. Phase 1 focused on interviews from three categories of participants, namely school principals, SGB members (parent component) and LRC members, and phase 2 focused on qualitative surveys from the fourth category of participants, being school teachers. Some participants were interviewed face-to-face, while others who felt that it was unsafe to engage in a face-to-face interview, due to the Corona Virus pandemic, were interviewed telephonically. All precautions were followed as described in the ethical application. Survey questionnaires were also completed by participants from all ten selected secondary schools. The researcher studied all transcripts and listened to all audio recordings, to gain an understanding of the feelings and responses of all participants from all four categories. The data collection methods created a platform for participants to voice their frustrations, tensions and positive thoughts about the issues of violence in schools. All the participants were willing to participate freely. Most of the responses by the participants were supported by literature (see Section 2.3, 2.11 and 2.12). This pleased the researcher in that he could deduce that the whole data collection process was focused and accurate. The five themes used in the study to analyse the data, ensured that all five research objectives were addressed adequately and convincingly; and that the role of discipline in circumventing school violence was discussed fruitfully and in detail.

The research findings supported research objective number 1, namely: *To examine the role of discipline in circumventing school violence*, knowing that the code of conduct as enshrined in the South African Schools Act 84 of 1996, Chapter 2, Section 10, is a crucial tool that could be used to circumvent school violence if properly implemented and interpreted. The findings went on to reveal that every school should convene a disciplinary committee that would focus specifically on enforcing positive discipline within the school. The importance of intensifying the relationship between schools and police departments was also emphasised in the findings, as one aspect that could contribute positively to the prevention of school violence.

In support of research objective number 2, namely: *To examine the extent to which violence affects teaching and learning*, the research findings revealed that all participants from the four categories believed that violent actions displayed in schools negatively affect teaching and learning by consuming much needed teaching time. These finding revealed that violent activities are seriously contributing to the poor academic performance experienced by most schools in South Africa, and also lead to learners' loss of interest in learning and schooling; thereby increasing the number of school dropouts. In support of research objective number 3, namely: *To investigate factors that are contributing to the rise in school violence*, the findings of this study revealed from the four categories of participants that poor family and community backgrounds are two major contributory factors to the violence. These two factors have a lot of issues within themselves, which include but are not limited to exposure to substance abuse and gangsterism within communities, as well as domestic violence and poor parental involvement in families.

In relation to research objective number 4, namely: *To assess the role of teachers and school managers in eradicating violence in schools*, the findings revealed support of this objective in that school principals have a crucial role of initiating good relationship within stakeholders towards education. School principals also have the responsibility to ensure proper development of teachers and SGB members in dealing with issues of school violence, by finding ways to equip them with the necessary knowledge and skills to do so. Teachers have a huge role to play, in educating and equipping learners with necessary knowledge and problem-solving skills. This also includes the development of their emotional intelligence. Furthermore, teachers are tasked with the responsibility to encourage parental involvement through continuous meetings and other school activities. In support of research objective number 5, namely: *To explore strategies that may be employed by schools to*

circumvent violence, the findings revealed that the department of education should delegate more powers to school managers and governing bodies in dealing with issues of serious misconduct.

The studies also emphasised the importance of a qualification audit when SGB elections are held, as that would benefit schools more. Most parents serving in the SGBs of most township schools have a low literacy level which prevents them from effectively developing, interpreting and implementing policies. Studies further revealed that empowerment of stakeholders by means of workshops should also be given priority. The need for the department of education to enhance the relationships between schools and the police department, as well as CPFs should be fulfilled with agency. The study further revealed that there is a need to involve learners more on issues of decision making and problem solving pertaining to school discipline, and that the department of education should make alternative methods of discipline readily available and easily accessible to teachers across the country. Furthermore, the impact of the interpretation of data on professional strategies, could be described with the intention to bring about a positive contribution to the body of knowledge about the role that discipline could play in preventing school violence.

CHAPTER 6

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

Most schools nowadays are confronted with severe issues of violence among learners and also violence directed at teachers. There are many factors that trigger violent behaviours in learners, such as family issues, influence of peers and community aspects. The involvement of violence in these factors directly affecting the child's life makes it even more challenging to find the most effective solutions to issues of violence facing schools. The main aim of this study was to investigate the role that discipline can play in reducing violence in schools. This was done by focusing on selected secondary schools of Mamelodi township. The issues of violence in schools not only violate the norms and values of a school as an educational institution, but also compromise the objectives of schools and the opportunity for learners to learn and become knowledgeable and responsible citizens of the country in the near future.

The unfavourable conditions most South African learners have to face contribute to the academic struggle of many learners from most townships and informal settlements. Disruption of learning processes caused by various offenders, results in increasing unsuccessful educational outcomes and, in most cases, lead to increased school dropout. This puts a strain on the government by contributing to the increasing rate of unemployment. Based on that statement, it is crucial to understand and derive meaning concerning learners' social problems via the involvement of all stakeholders and the community at large, with the intention to make positive contributions towards finding solutions to issues of school violence. The final objective of this study was to explore strategies that might be employed by schools to circumvent violence. In accordance with this objective, this chapter is dedicated to formulating recommendations that could make a positive impact towards finding relevant and more effective solutions to issues of school violence. This chapter will also take into account the objectives of the study, and draw conclusions concerning this study. The recommendations that could assist teachers and stakeholders to deal with school violence most effectively will also be discussed in this chapter. As stated in chapter 1, the main research question was *What is the role of discipline in circumventing school violence in selected secondary schools of Mamelodi township?* The following research sub-questions, as stipulated in chapter 1, were used to address the main research question:

- ➢ What is the role of discipline in circumventing violence?
- ➢ To what extent does violence affect teaching and learning?
- ➢ What factors contribute to the increasing incidence of school violence?
- ➢ What role do teachers and school managers play in eradicating school violence?
- ➢ What strategies can be employed to circumvent school violence and promote school safety?

The next section presents the summary of the research findings. This summary was presented under five research sub-questions, as listed in chapter 1, section 1.7. This summary was intended to answer all five research sub-questions.

6.2   SUMMARY OF FINDINGS

The research problem as stated in Section 1.6 described how learner indiscipline and school violence have both become a major concern in most South African schools. This issue manifested itself more after the abolishment of corporal punishment in 1996, as stated in the South African Schools Act 84 of 1996. Learners started displaying unruly and aggressive behaviour directed at other learners and teachers, which forced the department of education and school stakeholders to start searching for better and legal alternative ways of dealing with violence in schools, as a way to respond to this urgent issue. The findings of this study indicated the need and urgency to conduct further large-scale investigation with the intention to obtain broader in-depth views and opinions of teachers, school principals and other stakeholders on issues of violence, and on possible and effective violence elimination strategies.

The communities in which children grow up change over time and children become exposed and affected by such changes. This then plays a role in shaping their thinking, decision making and behaviour. These changes depict the need for further research on disciplinary strategies that could be useful in dealing with the current disciplinary challenges most schools in South Africa face.

The following are summaries of findings per research sub-question:

6.2.1 Research Sub-question 1: What Is the Role of Discipline in Circumventing School Violence?

- **Summary of findings**

From research sub-question 1, it was concluded that most learners today are poorly disciplined. It was found that the majority of participants believed that policies from the department of education only cater for serious misconduct by learners, and not minor. Participants also raised a concern that the department of education favours the learners more than other authority figures, such as teachers. This belief came from the fact that learners are perceived to have more rights than teachers. Therefore, teachers feel that they are powerless and without alternatives when dealing with issues of discipline. In a study conducted by **Williams (2020:344)** it was discovered that violent activities are mostly reported from township schools located in low-income communities, which shows the challenges and difficulties faced by these township school principals in dealing with issues of discipline. **Williams (2020:344)** further discovered that this prevalence of violence in mostly township schools render school principals and administrators confused, inconsistent and weak in circumventing violence in their schools.

These findings therefore reveal teachers and school principals as being less effective in administering their day-to-day primary responsibilities of teaching and learning (also see Section 2.4, 2.5 and 2.6) as well as dealing with the problem of inadequate discipline in schools.

The findings reveal that most teachers lack effective administrative training and support for handling issues of discipline and curbing violence. Some teachers rely on their colleagues in dealing with issues of discipline in their classrooms. Due to a lack of proper training or alternative ways of dealing with disciplinary issues or for handling school violence when confronted with that type of situation, most teachers expressed their feeling of disharmony with their jobs as teachers. In line with these statements, a participant in paragraph 5.4.1.1 said, *if disciplinary structure is intact and applied consistently and effectively, it reduces violence and it helps teach learners that they should take responsibility for their wrong doings. This further prepares them to be responsible adults in future,* while another participant in paragraph 5.5.1.1 said; *the schools' SMT is responsible for giving suspensions or written warnings, if serious offences such as severe physical attacks, bullying and damage to property are reported. With minor offences such as verbal altercations, minor physical attacks and stealing, verbal warnings and other permissible forms of punishments such as detention are applied.*

6.2.2 Research Sub-question 2: To What Extent Does Violence Affect Teaching and Learning?

- **Summary of findings**

From research on sub-question 2, it has been presented that violence affects teaching and learning. The majority of participants mentioned bullying as the main form of violence used by learners. Bullying is not only directed at learners, but at teachers as well. **Riaan (2019:152)** alluded in support of this statement by asserting that some local township schools have turned into battle fields where assaults and violence are experienced daily.

It has been deduced that the bullying that is taking place in most secondary schools around Mamelodi is directed at new learners who are entering secondary schools for the first time, and new younger teachers. Almost every participant who took part in answering this question agreed that violence negatively impacts teaching and learning (see Section 2.12).

A participant in paragraph 5.4.2.1 said that, *to a higher extent, violent activities stop teaching and learning. It takes time to settle the class after violence breaks out. In an attempt to do that, teaching and learning time is compromised*, while another participant in paragraph 5.4.2.2 said, *violence interrupts teaching and learning a lot, when learners fight in class, everyone get disturbed. Lessons have to be stopped so that teachers direct their attention and energy in resolving the matter.*

Another participant in paragraph 5.4.2.3 said, *violence actions affect teaching and learning in a critical way, as learners are also fighting in class and teaching had to stop in order to reprimand them*, while another participant in paragraph 5.5.2.1 said, *school violence affect teaching and learning to the highest degree. Some learners come to class while high on drugs and misbehave while in class, then teaching and learning get affected by their uncalled actions.*

6.2.3 Research Sub-question 3: What Factors Are Contributory to the Raising School Violence?

- **Summary of findings**

From research sub-question 3, it was deduced that most participants put the blame on the community and on family backgrounds as the greatest contributing factors to issues of

school violence (see section 2.3.3 and 2.3.4). The non-conduciveness of some township environments has been labelled as the cause of ill-discipline in most children, due to negative exposure. **Ngatane (2019:245)** reiterated that the issues of school safety and security are currently of grave concern in that most schools located in South Africa lack proper security.

An exposure to drugs, wrong role models and the absence of parental involvement are among the most emphasised aspects. Most schools located in South Africa lack proper security (see Section 2.3 and 2.11) for further elaboration on contributory issues to school.

Participants responded on issues of family and community, which are contributory to school violence. In support of this summary, one participant in paragraph 5.4.3.1 said, *the main issues that I believe are contributory to school violence include among others, poor family background. By this I mean, some learners are raised in families where there is no order, and where they are also exposed to domestic violence. This statement can also be linked to community background. Some communities expose children to violence and drugs, because drugs are readily available everywhere. Another issue is lack of parental involvement. It seems like some parents just cannot discipline their own children; therefore, they leave them for the school to see to it that they are disciplined*.

Another participant in paragraph 5.4.3.2 said that, *community background which means exposing children to vulnerable conditions such as substance abuse and domestic violence, and wrong role models in communities are the main challenges we have which contribute to learners' violent behaviours*.

Another participant in paragraph 5.4.3.3 said, *factors contributing to violence could include poor family and community backgrounds, taking bad morals from streets, learners who are depressed due to domestic violence and lack of affordability; all of which leads to the development of anger and violence*.

Another participant in paragraph 5.5.3.1 said, *most learners are from unstable families where they experience abuse from parents, and the environment exposes learners to drugs that then causes them to become uncontrollable*.

6.2.4 Research Sub-question 4: What Role Do Teachers and School Managers Play in Eradicating School Violence?

- **Summary of findings**

From research sub-question 4, it was discovered that the involvement of stakeholders is not enough. It was presented that there is a need to workshop stakeholders on how to effectively interpret and implement the school code of conduct. According to **Lekalakala (2019:176)** most educators have started losing hope in the fight against school violence. This could be due to the fact that they feel there are no alternatives that are readily available to them. Workshops on how to implement the code of conduct could assist stakeholders to deal with violence and could help to reduce the violent activities experienced daily in schools.

Participants have indicated the roles they believe teachers, school managers and other stakeholders could play in addressing the issue of violence in schools. From their responses in paragraph 5.4.4.4, it could be said that the primary role of school managers should be to empower teachers and other stakeholders on dealing with issues of violence, through holding workshops and formalised meetings. The primary role of SGB members should be to encourage communities and parents to take part in fighting factors that are contributory to violence, such as the availability of harmful substances.

The role of teachers was also brought to the surface as participants said that teachers are expected to be the driving force behind the creation of a conducive relationship between schools, parents and learners by ensuring a positive communication platform.

The findings also revealed that LRC members also have a crucial role of reporting all violent activities taking place in schools, and also motivating other learners to act responsibly and to become antiviolent (see Section 2.7 and 2.13) on the role of stakeholders in promoting discipline and curbing violence).

A participant in paragraph 5.4.4.1 said, *as a school principal, I believe in collaborative leadership. This means that I involve learners from the LRC and other stakeholders such as SGB members. I also initiate good relationships between all stakeholders, and ensure that all our staff members are approachable should anyone need to report any action of violence such as bullying.*

Another participant in paragraph 5.4.4.2 said, *the issue of collaborative efforts is of the outmost importance. As the SGB, we ensure that we involve all stakeholders such as professionals, and the police force on issues of discipline. We also invite police officers to come and motivate learners to stop them from getting involved in violence.*

One participant in paragraph 5.4.4.3 said, *we always encourage effective communication with our peers which encourages them to open up to us, and can then bring up solutions to be brainstormed. We also lead by example, through becoming motivators and role models,* while another participant in paragraph 5.5.4.1 said; *as teachers, we should encourage parental involvement in schools, and award and praise learners for their positive attitude, arrange extra-curricular activities and communicate with learners, so they can stay positive and see the importance of being nonviolent.*

6.2.5 Research Sub-question 5: Which Strategies Can Be Employed to Circumvent School Violence and Promote School Safety?

- **Summary of findings**

From research sub-question 5, it has been deduced that, the department of education is not doing enough to support teachers on issues of violence. Most participants believe that the department of education merely provides policies on dealing with violence, but no relevant resources are provided. These resources, according to the participants, range from help by professionals such as social workers and psychologists, to police officers. Some participants also feel that there is a need to workshop teachers on how to tackle learner discipline appropriately, and on how to correctly interpret disciplinary policies. The findings further revealed that the educational level of the parent component in the SGB should be considered, as lack of education limits and interferes with the quality of policy making, interpretation and implementation. In a number of responses from the parents' participants, the researcher had to translate some research questions from English to one of the African languages. The reseacher also had to translate the verbatim from the parents' responses, from African languages to English. One participant from school I responded under theme 4 thus ' *Re tshwanetse ke go rera maitshwaro le maikarabelo, le dilo tse botse go barutiwa ba rena'* this is translated to *'we should preach discipline, respect and positive things to our learners'*. The other participant from school E said ' *Ka setlwaedi re akaretsa badudi ba mo motseng, gomme ra dira kgwerano magareng ga dikolo tsa rena'* this is translated to *'we usually involve community members, and make partnership amogst our schools'*. This other

participant from school J responded thus *' Re shomisha code of conduct ya ba rutwana, gomme ra bowa ra dirisha policy ya kgalemo go lwantsha dikgaruru'* this is translated to *'we make use of the code of conduct for learners, and apply the disciplinary policy in circumventing violence'*. The necessity to involve learners in brainstorming solutions to issues of violence in schools was also brought to the surface. Learners could be well positioned to give an understanding into the roots of their behavioural issues, and could also be able to contribute immensely to finding proper solutions (see Section 2.14) on strategies to eradicate school violence.

One participant in paragraph 5.4.5.1 said, *schools should start to involve professionals such as psychologist for cancelling as part of the school staff so that their services could easily be reached should a need arise. Effective communication between parents and teachers should also be encouraged and enhanced. This could help to develop cooperative learner management between the two stakeholders*.

Another participant in paragraph 5.4.5.2 asserted, *the department of education should create a policy that will protect teachers and learners from violence. They should use software to identify trends and risks of violence in schools and organise programmes where teachers and learners will be educated about issues of violence*.

One participant in paragraph 5.4.5.3 said, *schools should develop better understanding of youth. Social workers and other professionals should be visible in schools. Schools should educate learners about the danger of gangsterism, most learners have more time in their hands, which should be occupied positively*.

Another participant in paragraph 5.5.5.1 said, *the department should workshop educators and SGB members on ways to deal with violence in schools. Alternative methods of discipline should also be made available and easily accessible to teachers*.

The next section presents the conclusion of research findings. The conclusions are presented under five research sub-questions, as listed in chapter 1, section 1.7. This conclusion will be answering all five research sub-questions.

6.3   CONCLUSION OF FINDINGS

The following are conclusions to research findings per research sub-question.

6.3.1 Research Sub-question 1: What Is the Role of Discipline in Circumventing School Violence?

- **Conclusion**

Findings on research sub-question 1 reveal that most participants believe that proper discipline can assist with moulding learners to be more responsible. This could be motivated by providing teachers with relevant resources and training. Some participants also responded by saying that the government should revisit the rights provided to learners, and start putting emphasis on teaching learners more about responsibilities regarding their rights. This could be achieved through the use of social media platforms and educational seminars.

Learners should be rewarded or praised more for presenting positive behaviours. Therefore, schools should create climates that motivate learners to develop a positive attitude towards caring and helping one another **(Jia & Konold, 2021:423)**.

It is evident from the responses of the four categories of participants that if the code of conduct for learners could be formulated according to the guidelines stipulated in the South African Schools Act 84 of 1996, and effectively implemented and interpreted, it could minimise the disciplinary issues experienced by most schools across the country.

It was also concluded that communities and families should work collaboratively to educate learners on good morals, through the presentation of positive role models and reprimanding wrongdoing associated with violence and substance abuse. The responses from all three categories showed that if the code of conduct for learners is formulated according to the guidelines stipulated in the South African Schools Act 84 of 1996, and effectively implemented and interpreted, it could minimise the disciplinary issues schools across the country experience. The responses also revealed that those schools that effectively formulated and implemented the code of conduct for learners are benefiting from the fruits produced by this process. The responses also brought to the fore the importance of the involvement of parents in educational issues of their children. The findings revealed that if learners are reprimanded at home and in their communities for their wrong actions it should be easier for school teachers to resolve disciplinary issues they experience daily at schools.

A collaborative relationship between teachers and parents could see both parties winning in the fight to create violence-free schools. The study further revealed the need to create disciplinary committees in all schools that do not currently have them. These committees have the huge task of ensuring effective implementation of disciplinary policies, as guided by education legal documents, as well as ensuring that all disciplinary cases reported at school are legally and effectively dealt with timeously. The establishment of disciplinary committees will also assist with record keeping and the tracing of the number of cases reported about a specific learner, and the outcomes of all such cases. This study also revealed that most participants believe that the involvement of police officials in issues of school violence is of great importance. Therefore, there is a need to adopt and involve the police department in an attempt to create violence-free environments for schools across the country.

The study further showed that discipline needs to be perceived as a preventative measure for violence in schools. Particularly if it is instilled in the learners at an early age, before they even start schooling. Therefore, the importance of family and community background is a priority. From the responses of the three categories of participants interviewed, one can also deduce that discipline today in South Africa is perceived to differ a lot from the type of discipline practised before 1994.

A large proportion of the participants expressed an opinion that discipline today has deteriorated, compared to discipline prior to 1994. These participants believe that teachers' power to discipline learners has been severely reduced and limited. They also proposed that the current discipline is not producing the desired outcomes as compared to discipline prior to 1994 in South Africa. Proper discipline could play a huge role in eliminating the problem of violence experienced daily in most South African schools. It is also clear that if these violent actions are not speedily addressed by taking proper disciplinary action, more violent actions will continue to be experienced across schools. There is a great need to workshop teachers and learners to learn how to deal effectively with discipline in schools. This study avers that training is required to equip various stakeholders on how to deal effectively with issues of violence. These findings should be considered as crucial aspects that require the department of education to revisit the drawing board with the intention to address them effectively. The findings may also contribute towards the discovery of effective solutions to issues of violence in schools, if properly implemented.

Referring to the fourth category of participants who completed the survey, namely teachers, one must conclude that most teachers feel overwhelmed by issues of discipline in schools. Most teachers lack proper training and procedures on how to tackle the disciplinary issues they face daily. Therefore, they tend to depend on the SMT in dealing with the daily disciplinary challenges. The responses from the qualitative survey further revealed the importance of establishing disciplinary committees in schools where they are not yet established, in order to reduce the feeling of being overwhelmed by disciplinary issues that is affecting teachers.

The findings revealed that most teachers feel that the South African Schools Act 84 of 1996 caters for serious misconduct, which amounts to expulsion at the harshest level of judgement. Minor infractions are not catered for, nor is there any clear guideline on how to address them as they arise daily. Clearly, violent activities are impacting negatively on teaching and learning. The findings from the qualitative survey revealed that respondents believe that discipline today has decayed morally, as compared to discipline prior to 1994, and this is predominately blamed on the wide availability and use of substances, as well as the lack of positive role models within most township communities. The participants also put the blame on the South African government, for emphasising the rights of learners over those of teachers and by failing to emphasise the responsibilities that accompany those rights.

Furthermore, the findings highlighted the positive views of the respondents about the positive role of discipline, when it is effectively and correctly implemented. The participants shared a common notion that if discipline could be instilled positively, it could assist in removing the obstacles that are currently hindering proper teaching and learning, through instilling positive behaviour and attitudes in learners. Additionally, this will develop high self-esteem, and inculcate good moral practices into learners, which will eventually lead to the establishment of emotional intelligence in them. The responses in the survey showed also that schools' disciplinary practices are compliant with applicable laws and regulations. This assertion is supported by the fact that the respondents mentioned using disciplinary procedures in their schools in accordance with legal documents such as the South African Schools Act 84 of 1996 and circular 74 of 2007 *(The Management of Suspension and Expulsion of Learners in Public Schools).* One could also conclude that two types of corrective measures are highlighted, namely positive discipline and punishment. As a preventative approach against concerns of violence, it is evident that the majority of

respondents stressed the significance of fostering constructive discipline in learners, rather than waiting for a violation to occur and then enforcing consequences. The responses emphasised the value of good discipline in preserving teaching and learning time. They also emphasised the necessity to correct learners rather than punish them because the former fosters learning while the latter instils fear and undermines self-worth. The implication is further drawn that acts of violence occur both inside and outside of classrooms. This demonstrates how challenging it is to foresee what actions learners will take next.

6.3.2 Research Sub-question 2: To What Extent Does Violence Affect Teaching and Learning?

- **Conclusion**

From research sub-question 2, it was concluded that the DBE should; in collaboration with the South African Police Services, increase the visibility of security personnel in schools. This could assist in reducing the level of violence experienced daily, which interrupts teaching and learning time. From this sub-question, it was concluded that the department of education should embark on a ZERO tolerance campaign on bullying.

Learners should be taught problem solving and how to be responsible at an early stage, and the government should embark more on antibullying programmes, as a way to reduce violent activities in communities and schools **(Huang, Espelage, Polanin & Hong, 2019:36)**. From the above findings from three categories of interviewees on theme 2, it is clear that every stakeholder acknowledges the negative impact of violence on teaching and learning. Everyone seemed to share the same frustration about this matter. The new finding in this theme is a new discovery about a drug called Crystal Meth (*Crystal Methamphetamine)* or Tik as the driving force behind most learners' violent actions has been made in Mamelodi township. Crystal Meth is a drug that was discovered to be used mostly by the coloured youth located in the Western Cape. The drug Is also known as a "*Tik*" due to its "ticking" sound it makes when smoked. Crystal Methamphetamine is one of the fastest growing addictive drugs ever in the local markets. When taken, this drug causes emotional responses associated with self-blame, mood swings and violence (see Section 2.11.7 in support of this statement). This finding is also supported by **Asante and Lentoor (2017:128)**.

These symptoms to a greater extent, contribute to the violent actions displayed by some learners in schools, and impact teaching and learning time. The department of education should investigate this matter further, in collaboration with the South African Police Services, in order to find the roots, and address it. Further findings on this theme emphasised that bullying directed at new learners entering secondary schools from primary schools takes place. This instils anger, anxiety and depression in these new learners, making them bitter and angry, which in turn compels them to want to get revenge. This can then cause the bullying cycle to continue. The findings also revealed that there is an increase in the physical fighting cases reported daily in schools. This could be the result of the abuse of drugs and related substances; as well as the increasing presence of gangster groups in communities.

It was further revealed that some violent activities are erupting in the classrooms, either in the presence of teachers or in their absence. These violent actions negatively affect teaching and learning, due to the consumption of teaching and learning time. The frustration of teachers about this situation, was shared commonly and equally among the respondents. The findings also revealed that there is bullying directed at new teachers who are entering the teaching profession. The bullying makes them feel stranded, and stressed, and they do not know how to handle the situations they find themselves in. Thus, a conclusion could be drawn that bullying and fighting are the violent activities mostly experienced. Based on these comments, it is clear that the unchecked drug use in communities and the rising affiliation of kids with gangs combine to increase these two predominant types of violence. Reports also reveal that the majority of learners grow up in underprivileged household where drug abuse and exposure to related substances are common. The respondents' comments also revealed clearly that the amount of violence that occurs during class is very similar to the amount that occurs outside of classrooms. The main difference is that, because teachers are typically present, violence occurring inside classrooms does not escalate as quickly as violence occurring outdoors. The participants mentioned above, described the negative effects of these violent acts as time consuming and disruptive to lessons.

6.3.3 Research Sub-question 3: What Factors Are Contributory to the Raising School Violence?

- **Conclusion**

Sub-question 3, concluded that educational programmes aimed at educating families and communities should be embarked upon by the government, through social media platforms.

The social ills that families and communities face, such as drug and substance abuse, domestic violence and crime, should be deliberated on a lot, with the intention to develop awareness of the dangers that such social ills pose on future generations. Programmes such as "Ke Moja", translating to "I am fine without drugs," should be supported more, so they can continue to reach and educate thousands of community members in South African Townships. Such programmes are initiated by the South African National Council on Alcohol and Drug Dependence (SANCA). Programmes such as this one could assist in reducing victimisation and anxiety resulting from drug and substance abuse, in the youth across different societies **(Ladd, Ettekal & Kochenderfer-Ladd, 2019:1214)**. The findings from the three categories of interviewees revealed that the lack of harmonious environments in most township communities, exposes children to negative role models. The findings confirmed that most children in township communities are raised by extended family members, caregivers and that some are raised in child-headed families. This is due to the fact that parents have either passed on or are out working far away, or are living with partners who are not biologically related to the child. This makes most of the children feel unloved, vulnerable, neglected and at liberty to do what pleases them. The consequence of this is that most of the children then adopt wrong morals from the influences the encounteroutside the home. Further findings revealed the lack of proper role models, which contributes to the bad behaviours that develop in most of the learners.. The learners then bring and practise what they learn from these wrong role models into the schools.

The fourth category of respondents said that concerns about school violence are primarily caused by poor family and community backgrounds. The children are exposed to negative family influences such as domestic violence, poverty, bad parenting, and child headed families. Community issues such as drug exposure, unhealthy role models, and gangsterism are also involved. Therefore, in order to deal with school violence successfully, these kinds of issues should be taken into consideration and measures should be taken to effectively address them, with the goal of jointly fostering environments that are more suitable for raising children.

6.3.4 Research Sub-question 4: What Role Do Teachers and School Managers Play in Eradicating School Violence?

- **Conclusion**

Research sub-question 4 concluded that all stakeholders in education should be more involved in the education of learners. These include the department of education, community members, parents, professionals working in the local communities and more. It was also concluded that these stakeholders should be thoroughly workshopped on how to work collaboratively and effectively in addressing violent activities occurring in families, communities and schools. It was also concluded that proper implementation and interpretation of the school code of conduct should also be done, through proper workshops. The role of teachers and school managers should be made clear from the onset in such workshops. In addition, teachers should be workshopped on how to detect , prevent and respond to violence in schools **(Pas, Waasdorp & Bradshaw 2019:61)**.

These findings show that not all stakeholders take part in upholding a positive code of conduct for learners. Some stakeholders feel that the code of conduct for learners is effective in addressing issues of violence, while others feel that the code of conduct in certain schools is not effective, or is only partially effective. Therefore one can conclude that there is a need for all stakeholders to be workshopped on how to interpret and apply a school's code of conduct effectively. Every school is expected to have a code of conduct as enshrined in the South African Schools Act 84 of 1996. Therefore, no school has an excuse not to formulate and utilise one. A recent finding has been that most stakeholders lack sufficient knowledge to interpret and apply a code of conduct as a measure to use against school violence issues. Another new finding is that the efforts of learners to adopt positive attitudes are not always appraised accordingly. This lack of appraisal discourages some learners from their efforts to become good and disciplined. The conclusion that teachers and parents should collaborate to address the issue of violence in schools may be inferred from the fourth category of participants. Given that they are on the front lines in terms of their everyday interactions with learners, the findings place an additional burden on teachers being having to deal with disciplinary concerns; in particular, matters of self-control and discipline.

6.3.5 Research Sub-question 5: What Strategies Can Be Employed to Circumvent School Violence and Promote School Safety?

- **Conclusion**

Research sub-question 5 concluded that the department of education should provide continuos workshops to all stakeholders on issues of violence.

Topics addressing issues of violence should be included in the curriculum, and the department should visit schools much often, to talk to learners about discipline. The enhancement of a relationship between the Department of Education and the South African Police Services should be prioritised by the department of education, in an effort to prevent school violence.

A special unit should also be assigned to investigate the roots of new drugs that are ravaging the majority of the youth of South Africa living in lower and middle classes areas. This highlights the need for the department of education and South African Police Services to work collaboratively in developing an antibullying self reporting system, that would promote the anonymity of reporters **(Jetelina *et al.,* 2019:59)**. The development of such system could bring help in the fight against violence in schools and communities. (see Section 5.5.15 and 5.5.16) for further elaboration on conclusions for sub-question 5. The following sub-division summarises the recommendations of the study. These recommendations are made with the intention to bring solutions to issues of school violence. The research reccommendations are presented under three headings, namely; department of education, Teacher unions & the SACE, as well as organisations that train teachers.

One could deduce that in view of the discussions thus far, the use of the code of conduct for learners, has not been perceived as successful by all of the participants. This could be influenced by various factors, including overcrowding or incorrect implementation of the code of conduct by some stakeholders. The findings revealed the following new conclusions that have been reached: the partnership between the Department of Education and the South African Police Services is not maintained properly. The department of education should incorporate the South African Police Services into its disciplinary committees and policies to foster active involvement and success. Another new finding is that the presence of the department of education in schools is minimal. The department of education should look into this aspect of visibility with the intention to be part of daily school activities and experiences. This could help with designing more relevant and successful intervention programmes. Another new finding reiterates the need for incorporation of violence-education related topics into the curriculum. This could help to equip learners with necessary knowledge that could enhance their problem-solving skills.

The department of education should staff schools with experts like psychologists and social workers who can help with counselling and resolving social issues experienced by teachers

and learners, in accordance with the findings from the fourth category of participants. Additionally, it is stated that teachers should have easy access to various techniques of correcting learners. The research also showed that seminars should be held to provide teachers with the necessary training on discipline related topics. The problems with safety and security in schools must be prioritised and dealt with right away. The implementation of community policing forums (CPFs) could accomplish this successfully. Further evidence suggests that all learners who are currently abusing substances should receive rehabilitation from the department of education. This could be done in conjunction with classes on grief and anger control. Further research confirmed the aforementioned findings, indicating that schools should be designated as "weapon free zones", and that anonymous reporting boxes should be available in schools for learners who wish to report violent acts.

6.3.6 Overview of the Research Findings

From the four categories of participants, and from the data collected and analysed under five themes, the following summaries are presented: from theme 1 it was proposed that most learners today are ill disciplined. Most of the participants believe that proper discipline could assist in moulding learners to be more responsible. This statement is in line with **Adeyemo (2020:8)** who asserted that a school with proper discipline creates opportunities for effective teaching and learning activities to take place. Theme 1, concludes that participants believe that the policies from the department of education only cater for serious misconduct by learners, and not minor ones. The participants are also concerned that the department of education favours learners more than those they harm. They came to this conclusion because of the fact that learners have more rights compared to teachers. Therefore, teachers feel that they are powerless and without alternatives in dealing with issues of discipline. This statement is in line with **Segalo (2018:29)** who alluded that teachers' efforts to maintain positive discipline are prevented by learners who continuously attack and deliberately disrespect teachers. The participants emphasised the importance of discipline as a preventative measure in issues of school violence. Theme 2 presented that violence affects teaching badly. The majority of participants said that bullying was the main form of violence used by learners. Bullying is not only directed at learners, but to teachers as well. It was deduced that the bullying taking place in most secondary schools around Mamelodi was directed to new learners who are entering secondary schools for the first time, and also to new younger teachers. **De Cordova, Berlanda, Pedrazza and Fraizzoli (2019:37)** reiterated in line with these findings and said that bullying has a very negative impact on

teaching and learning, and it impacts negatively on learners and teachers' efforts to create a positive learning and teaching environment.

See section 2.11.3 for further discussion on the negative impact of bullying on school discipline. From theme 3 it was deduced that most participants put the blame on the community and family backgrounds as the most significant contributors to school violence. The bad living conditions of some township environments was alleged to be the cause of lack of discipline in most children, due to negative experiences. Exposure to drugs, bad role models and the absence of parental involvement were the most emphasised causes of children practising violence. In line with these statements, **Etherington and Baker (2018:61)** asserted that children's exposure to violence in families and communities sends a message that violence is one suitable and easiest way to resolve disputes. From theme 4, it was proposed that stakeholders should be more involved in solving violence issues.

It was also suggested that there is a need to workshop stakeholders on how to effectively interpret and implement the school code of conduct. This could assist in reducing the amount of violent activities experienced daily in schools. The following strategies were proposed under theme 5, as a way to eliminate school violence. The department of education should provide constant workshops to all stakeholders on issues concerning violence. Topics addressing such issues concerning violence should be included in the curriculum, and the department should visit schools much more often to talk to learners about discipline. The enhancement of the relationship between the Department of Education and the South African Police Services has been presented as an area that needed attention. In line with this statement, **Nijjar (2020: 946)** asserted that schools should adopt what is termed *school-based officers* in order to enhance police involvement in issues of school violence. Furthermore, it was suggested that the issue of overcrowding in most township schools should be prioritised, as it negatively impacted efforts to eliminate school violence.

6.4   ORIGINAL CONTRIBUTION

6.4.1 This study revealed that some SGB members in township schools have a very low level of literacy. This was evident during data collection processes (Individual interviews) where some SGB members (parent component) had difficulty understanding interview questions in English. The researcher was then compelled to translate the interview questions and responses to African languages for better understanding and meaning. One SGB member from school B responded to a question under theme 1 thus '*ga ntshi re bitsa*

batswadi to school, ge re beile ngwana ko gae for 7 day' translated to *' we usually invite parents to school while a learner is in suspension for 7 days'* a SGB member from school D responded to a question under theme 5 thus *'re tshwanetse go keeper bana busy kadi games and di debate so that ba seke ba hloka tsa go ba keeper busy'* translated to *'we need to keep children busy by occupying them with games and debates so that they do not have much iddling time'* the other SGB member from school H also responded to a question under theme 4 thus *'mmuso o swanetse go re thusa ka diworkshop ka gore goba boima go hlatholla di policy re sa di kwishishe'* translated to *'the government has to help us through workshops, since it sometimes become difficult for us to interprete and understand policies'*. The above verbatims are evident that some SGB members in some township schools have a low level of literacy. These become a barrier to proper and effective formulation, interpretation and implementation of disciplinary policies in some of Mamelodi township schools. This lack of education is one of the main contributory factors to issues of school violence since the SGB members are at the core of policy formulation, interpretation and implementation, which should be in line with legal documents, which are written in English and require a higher level of competency to be able to understand and interprete.

The department of education should, collaboratively with the National School Governing Body Organisation, consider the literacy level of all incumbent candidates standing for SGB elections, in order to deploy more knowledgeable and competent candidates who will be able to correctly formulate, interpret and effectively implement relevant school policies (see Section 5.4.5.1, 5.5.6, 5.5.7 and 5.5.12). This could be achieved by creating and documenting basic criterious for one to be able to stand for SGB elections. A minimum requirement of a matric certificate with a *'bachelor'* pass should be introduced as the core pre-requisite.

In addition to this, the election of the SGB executive members should be based on higher qualifications, preferably a post-matric qualification that is relevant to the post. Example, A person with a post-matric qualification in accounting could be opted for a *'treasury post'*. Such member could be of great benefit to the upliftment of the school finances. Another example could be, a member with a higher post-matric qualification in management, could be opted for *'chairperson'* position. Such people usually have refined problem-solving and decision-making skills. This could positively shape the direction of the school and create a better and brighter future for the school, therefore, knowledge is the key. If SGB memebers

(parent component) could be able to understand, interpret and implement disciplinary policies effectively in schools, the violence taking place in schools could be circumvented.

The researcher in his capacity as one of the top managers of the school, has in numerous occasions acted as an electoral officer in a number of SGB elections, therefore, he is familiar with the criterious used, which do not emphasize the level of literacy as a pre-requisit.

6.4.2 The second contribution this study is making to the body of knowledge, is the introduction of what the researcher has termed *'One Therapist, One Township School'*. the findings of the study revealed the violent activities taking place in most township schools. This could be attributed to a varied of factors as discussed under section 2.11 and 5.4.3 of this study. Based on the responses from four categories of participants namely: Principals, SGB members (Parent component), Learners, and Teachers, about strategies that could be adopted in schools in order to deal effectively with issues of violence, the researcher recommended that the department of education should create *special Therapists posts*, and locate one therapist in each township schools as a way to identify and deal effectively with factors contributing to the rising school violence. This could assist learners and teachers in offloading and dealing with issues that affect their daily lives, which could be of a personal nature, and could be psychological, emotional, social or spiritual. One principal from school C 'S*chools should start involving professionals such as psychologists as part of the school staff so that their services are readily available'* while an lerner from school C alluded that *'Professionals such as social workers should be visible in schools, in order to educate and assist learners about issues of violence'*. The SGB member from school D aslo emphasized the inmportance of giving continuous counselling to learners and teachers. A teacher from school F also responded in support of these statements and said *"Schools should engage professionals such as social workers to further interact with learners and give them counselling where necessary.*

The following section outlines recommendations of this study to different organizations which form part of stakeholdership to education.

6.5 RECOMMENDATIONS

The following recommendations are made with the aim to circumvent violence in schools.

6.5.1 Recommendation to the Department of Basic Education

- **Recommendations**

The South African School Act 84 of 1996 was established with the intention among others, to deal with learners who go against the law. School principals should have clear legible boards at every entrance displaying the prohibition of weapons such as guns, knives and other sharp objects at school. Every school should develop systems in line with the South African School Act 84 of 1996, that are aimed at creating a suitable platform for the easy reporting and identification of suspicious violence acts such as suicide threats, bullying, drug abuse, and anxiety. These systems should be more proactive than reactive, in order to prevent harm or danger before it happens.

The department of education should include in its curriculum, topics addressing violent behaviour such as bullying, drug abuse, domestic violence, and suicidal thought on subjects such as life orientation. This should be done from primary education upwards, so that when learners exit to secondary schools, they are well informed and knowledgeable, and have developed sharp skills in decision making and problem solving.

The government should also involve specialised government and non-government organisations dealing with counselling, trauma and other services in order to give constant support to learners and teachers who have been victims of school violence, in order to rebuild their confidence and self-esteem. The government should also make counselling available to all learners who are perpetrators of violence and abuse; as a way to educate them and reshape their unwanted behaviour and attitude.

The DBE should formulate a committee that will be tasked with monitoring the implementation of school violence policies and ensure that every school has a functional and knowledgeable disciplinary committee that is proactive rather than reactive, in dealing with violence issues.

The department of education should, collaboratively with the National School Governing Body Organisation, consider the literacy level of all incumbent candidates standing for SGB elections, in order to deploy more knowledgeable and competent candidates who will be able to correctly formulate, interpret and effectively implement relevant school policies. It was established through the data gathering process and responses that most SGB members

had difficulty formulating and interpreting school policies correctly and effectively (see Section 5.4.5.1, 5.5.6, 5.5.7 and 5.5.12).

6.5.2 Recommendations to Teacher Unions and the South African Council for Educators

- **Recommendations**

The SACE and Labour Unions should work with the department of education to plan an intervention campaign aimed at educating teachers about their responsibilities as enshrined in the teachers' code of conduct in SACE. The unions and SACE should also take a lead in establishing workshops that educate teachers on more viable ways which they can adopt and use in handling issues of violence.

In order to effectively deal with issues of violence, the following further recommendations are made:

- The teacher unions and SACE should develop committees that deal with school violence. This should be done in collaboration with and in support of the department of education in fighting school violence.
- The organisations should educate teachers about the developed code of conduct for educators. This should be done in an effort to educate teachers on what is acceptable and what is not, in their profession.

6.5.3 Recommendations to School Governing Body Organisation

- **Recommendations**

The National Association of School Governing Bodies (NASGB), as an illegal body representing parents of learners is in a better position to educate parents on how to identify and effectively design awareness campaigns that aim at educating the larger community about issues of violence and abuse. The NASGB is in a better position to understand the roots of violent activities among learners, since the majority of these behaviours are learnt in the community where children grow and are exposed to. If the NASGB takes a stand on violence prevention, it is more likely to yield positive results because they are the voice of the parents and are therefore in a good position to investigate further sources of violence in communities and involve authority in all intervention strategies they develop. If children are

raised in well organised and disciplined communities they are likely to practise good conduct when they are in organised settings such as schools. This recommendation could eliminate the load currently placed on school administrators and teachers. The NASGB should encourage parents to enrol and upgrade their level of literacy, in order to be more effective in their role of policy formulation, interpretation and implementation (see Section 5.5.11 and 5.5.13).

6.5.4 Recommendations to Organisations Training Teachers

- **Recommendations**

Universities are institutions best positioned to provide teachers with strategies and the right mentality that is suitable to deal effectively with violence issues. Therefore, such tertiary institutions should: Design and make available thorough researched and tested conflict and violence management programmes; and infuse them into the tertiary curriculum. The tertiary institutions should also design and offer short in-service training courses on discipline and violence for teachers who are already in the system (see Section 5.5.6).

6.5.5 Recommendations to the School Violence International Community

- **Recommendations**

In order to enhance good quality response in combating learner violence in South African schools, the School Violence International Community should: Mobilise national awareness in upholding and uplifting human rights as enshrined in the Constitution of the Republic of South African 108 of 1996. The SVIC should ensure that learners are aware of their rights to a safe and secure environment and their responsibilities not to violate those of others. The SVIC should also invest in the development of better strategies that aim at providing further awareness on violence issues and circumvention (see Section 5.5.8, 5.5.11 and 5.5.15).

6.6   PROTOCOL FOR DISSUASION OF LEARNERS' VIOLENT BEHAVIOUR

6.6.1 Safety and security in schools

All schools should maintain and enhance proper security to ensure the safety of teachers, learners, and stakeholders. Schools should also ensure all entry points in school are locked and monitored with access control system. Schools should have surveillance cameras monitoring all movements in and outside the classrooms. These mechanisms could

dissuade learners' intention to involve in violence actions. When learners are made aware of the consequences of their bad behaviour, they revert from doing them.

6.6.2 Accentuate intellectual activities

The introduction of various academic activities in schools could assist in keeping learners focused on learning. Schools should promote healthy competition among learners and introduce reinforcement to make learners more interested in the learning contents than on negative activities. Competitions such as spelling Bee, debates, mathematics Olympiad and others content-related activities, could ignite positive learning in learners, which could deter them from focusing on violent actions.

6.6.3 Encourage maximum efficacy teaching

Develop teacher committees focusing on uplifting the image of learners. Such committees could focus on among others, quarterly academic performances, punctuality, cleanliness, general learner behaviour and more. The main intention of such committees should be to uplift and encourage learners to be more positive about school and schooling. This could involve the development of life long skills such as problem solving, decision making, time management, conflict resolution and others.

6.6.4 Promote a harmonious teacher-learner-parent relationship

Learners should be taught responsibilities associated with their rights, so that they do not only exercise rights over responsibilities. It is the responsibility of all stakeholders to channel learner behaviour in the correct way through making them informed. The involvement of parents in the education of their children encourages accountability among learners, which can assist in reducing violence issues experienced in schools. If teachers and parents could work together side by side, learners will feel that they have the full support they want from both the school and the home environment. This will compel them to behave appropriately knowing that the communication platform between the school and home is positive and well maintained.

6.6.5 Promote effective classroom participation

Keeping learners engaged in the classroom may prevent them from acting violently or from thinking about activities involving violence. Teachers should plan lessons thoroughly, and monitor all activities given to learners. Learners may develop an interest to participate in classroom activities only if they are effectively engaged. Effective engagement of learners

during lesson presentation includes teacher movement and eye contact. Teachers should avoid spending most of their teaching time in class sitting down because this makes learners to feel distanced and at liberty to do as they wish. Teachers should also take full ownership of their classrooms. This could be done through the establishment of clear classroom rules.

6.7   RECOMMENDATIONS FOR FURTHER RESEARCH

Further research on this topic should examine the experiences and perception of female secondary school principals on school violence. In the past, the majority of secondary school principals were men, therefore it would be interesting to find out how school violence and discipline are defined from the female perspective, and what challenges these female principals experience. This would create a platform for female principals as leaders and mothers, to share their experiences and perceptions in the light of contributing effectively towards finding suitable and sustainable solutions.

Substantial research on school violence and discipline in South Africa and other developing countries should be further investigated inan attempt to understand the impact of violence on the economic status of the working-class community and the impact of discipline on the success of the same communities. Future research should also focus on violence from a micro-perspective in which its roots and impact are researched at the international or global level. The exposure of children to violent actions is very broad. Children in some other countries experience violence at a larger scale because of civil war or war betweenneighbouring countries, therefore the issue of violence and its impact on the education system of different countries should be investigated further.

6.8   LIMITATIONS OF THE STUDY

The following challenges were experienced by the researcher during data collection:

- Despite the fact that the researcher reassured participants of anonymity and confidentiality, some participants were reluctant to complete qualitative survey questionnaires, particularly teachers.
- Some participants had a problem expressing their responses using the English language during interviews. These were mostly school governing body members (parent component) and the researcher had to translate the content of thewir responses.

- It was challenging to get hold of some participants for individual face-to-face interviews, hence the researcher also resorted to the use of telephonic interviews with some participants, instead of face-to-face interviews. This aspect was also triggered by COVID-19 regulations.

- The researcher had to revisit some selected secondary schools during the data analysis process, in order to probe participants further for more relevant and rich responses. This process was time consuming and daunting.

6.9   CONCLUSION

The study investigated the role of discipline in circumventing school violence. In line with the main findings of this research, the following conclusions were reached:

- Effective learner discipline is key in creating an organised and conducive teaching and learning environment. The study revealed the challenges school managers and teachers experience in creating a learning and teaching environment free of violence. This is due to some crucial contributing factors that are outside the school parameters, such as family and community determinants.

- The inadequate level of literacy in some SGB members (parent component) contributes to the failure in dealing effectively with issues of school violence. It becomes difficult for these members to understand, formulate and correctly interpret education policies. This then means that the department of education should consider the level of education of all candidates before every round of SGB elections.

- The importance of proper and effective intervention by stakeholders in dealing with issues of school violence has been detailed under recommendations. It is crucial that these recommendations are considered in order to prevent further escalation in violent activities experienced daily in most South African schools. The study further revealed the importance of stakeholder involvement in combating violent activities within the school. Therefore, for effective involvement, it has been recommended that all stakeholders should take part in capacity development and intervention workshops.

- One of the aspects withholding effective intervention in dealing with school violence, was outlined by school managers as being lack of resources. These school managers acknowledge the efforts made by the department of education to prevent violent activities from escalating, but the provision of necessary resources has been highlighted as being one barrier. The enhancement of the relationship between the

Department of Education and the South African Police Services would be highly welcomed by the researcher as one preventative method to school violence.

- In addition to the above statement, it would be very crucial to deploy security personnel to different public schools. This should be included in the departmental budget and could be effectively sustained. The presence of these security personnel in public schools could relieve the burden on teachers' shoulders, and could be a lasting solution to school violence prevention.

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APPENDIX A: ETHICAL APPROVAL CERTIFICATE FROM UNISA

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2021/11/10

Ref: **2021/11/10/33807264/35/AM**
Name: Mr DS Tshehla
Student No.:33807264

Dear Mr DS Tshehla

Decision: Ethics Approval from
2021/11/10 to 2026/11/10

Researcher(s): Name: Mr DS Tshehla
E-mail address: 33807264@mylife.unisa.ac.za
Telephone: 0722025078

Supervisor(s): Name: Prof S.G. Pretorius
E-mail address: sgpreto@vodamail.co.za
Telephone: 0824445244

Title of research:

THE ROLE OF DISCIPLINE IN CIRCUMVENTING SCHOOL VIOLENCE IN SELECTED SECONDARY SCHOOLS IN MAMELODI TOWNSHIP IN GAUTENG PROVINCE

Qualification: PhD Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2021/11/10 to 2026/11/10.

The **medium risk** application was reviewed by the Ethics Review Committee on 2021/11/10 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

8. No field work activities may continue after the expiry date **2026/11/10**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2021/11/10/33807264/35/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,

Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za

Prof PM Sebate
EXECUTIVE DEAN
Sebatpm@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
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www.unisa.ac.za

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APPENDIX B: PERMISSION FROM GAUTENG EDUCATION

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	26 October 2021
Validity of Research Approval:	08 February 2022– 30 September 2022 2021/256A
Name of Researcher:	Tshehla DS
Address of Researcher:	4545 Section N
	Mamelodi West
	Pretoria
Telephone Number:	0722025078
Email address:	dizonsello@gmail.com
Research Topic:	The Role of Discipline in Circumventing School Violence in Mamelodi Township in Tshwane South District in Gauteng province
Type of qualification	PhD
Number and type of schools:	10 Secondary Schools
District/s/HO	Tshwane South

Re: *Approval in Respect of Request to Conduct Research*

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

26/10/2021

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. **Because of COVID 19 pandemic researchers can ONLY collect data online, telephonically or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school.**
4. **The Researchers are advised to make arrangements with the schools via Fax, email or telephonically with the Principal.**
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
6. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
10. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
13. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
14. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

....
Mr Gumani Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: ....26|10|2021................

2

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

APPENDIX C: PERMISSION FROM TSHWANE SOUTH EDUCATION

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

Enquiries: Lucky Rapudi
Tel: (012) 401 6330
Fax: 0866 522 388
Email: Lucky.Rapudi@gauteng.gov.za

TO: **The Principal**
         TS District Schools

FROM: **Mrs. Paula Galego**
         District Director: Tshwane South

DATE: **20th January 2022**

SUBJECT   :   **PERMISSION TO CONDUCT RESEARCH AT AN EDUCATION INSTITUTION**

Dear Sir/ Madam

Permission is hereby granted to **D.S. Tshehla** to conduct academic research at your institution.

The researcher shall make arrangements for research with the school management. The school staff, learners and SGB are requested to co-operate with and give support to the researcher. Research findings and recommendations are critical for policy review in public education sector.

The researcher may however not disrupt the normal school programme in the course of research. The research may only take place between the months of February and September 2022. Attached are other conditions to be observed by the researcher. Covid-19 safety protocols must be strictly adhered to at all times.

The school may request for the research outcome presentation directly from the researcher or obtain research document from Research & Knowledge Management Directorate at GDE Head Office.

Regards

Mrs P. Galego
District Director: Tshwane South
Date: 24/1/2022

TAKING CHARGE

Office of the District Director: Tshwane South
(Mamelodi/Eersterust/Pretoria East/Pretoria South/Atteridgeville/Laudium)
President Towers building, 265 Pretorius Street, Pretoria, 0002
Private Bag X198, Pretoria, 0001   Tel: (012) 401 6317:   Fax: (012) 401 6318
Website: www.education.gpg.gov.za

APPENDIX D: PROOF OF REGISTRATION

UNISA | university of south africa

0951

TSHEHLA D S MR
4541 SECTION N
MAMELODI WEST
0122

STUDENT NUMBER : 33807264

ENQUIRIES TEL : 0861670411
             FAX : (012)429-4150
eMAIL : mandd@unisa.ac.za

2021-08-02

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: PHD (EDUCATION)   (90019)

| | | | | | PROVISIONAL | EXAMINATION |
CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	EXAM.DATE	CENTRE(PLACE)

Study units registered without formal exams:
TFPEM01   PhD - Education (Education Management)   **   E

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

Your attention is drawn to University rules and regulations (www.unisa.ac.za/register).
   Please note the new requirements for reregistration and the number of credits per year which state that
   students registered for the first time from 2013, must complete 36 NQF credits in the first year of study,
   and thereafter must complete 48 NQF credits per year.
   Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESOnLine for study material and other
   important information.
   Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be
   demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement
   in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating
   academic activity to the satisfaction of the University, you will not be re-admitted, except with the express
   approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must
   be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be
   allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same
   College for a period of five years after such exclusion, after which you will have to re-apply for admission to any
   such qualification.
   Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's
   qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a
   candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate
   must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the
   Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

CREDIT BALANCE ON STUDY ACCOUNT: 429.00-

Yours faithfully,

Prof M S Mothata
Registrar

1031 0 00 0

PRETORIA

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
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APPENDIX E: PROOF OF PROFESSIONAL EDITING

TO WHOM IT MAY CONCERN

This is to certify that I, Ilze C Holtzhausen de Beer, language edited the dissertation,

"The role of discipline in circumventing school violence in selected secondary schools Mamelodi township in Gauteng"

by
Dizon Sello Tshehla

The onus is, however, on the student to make the changes suggested and to attend to the queries. Please note that I do not accept responsibility for content or reference errors.

IC Holtzhausen de Beer

Translator and text editor
Member of Professional Editors' Guild (HOL003) and SA Translators' Institute (1000107)
e-mail: dbeeric@gmail.com
mobile: +27 829275324

APPENDIX F: A LETTER TO THE PRINCIPALS

UNISA | university of south africa

<div align="right">
XXXXXX
MAMELODI WEST
PRETORIA
0122
</div>

14/02/2022

The school principal

Dear Sir/Madam

Request to visit your school in order to complete research studies

I am currently a Doctor of Philosophy student at the University of South Africa (UNISA). In line with the fulfilment of the requirements for the degree, I am expected to conduct an interview with the school principal, one school governing body member (parent component) and the president or deputy president of the Learner Representative Council per school, in a total of ten secondary schools. I am also expected to conduct a qualitative survey with ten teachers who have two or more years of teaching experience per school in a total of ten secondary schools. The title of my study reads; '*The Role of Discipline in Circumventing School Violence in Mamelodi Township in Gauteng Province'.*

All necessary ethical measures shall be undertaken to ensure the anonymity of all participants and the school. There will be no risks involved in the study, and no monetary rewards given. Every participation is voluntary, and all participants are allowed to withdraw at any time. The interview will take place after school hours for approximately 40 minutes.

All Corona virus protocols shall be observed to the letter. Should the face-to-face in-depth individual interviews pose any threat to the researcher and the participants during the data collection processes, an alternative telephonic individual interviews will be utilised as a substitute to the face-to-face interviews.

I kindly request permission to visit your school in order to interview the principal, School governing body member (parent component) and a learner. I am also requesting permission to conduct a qualitative survey with teachers. The research will be conducted under the supervision of Prof S.G Pretorius. For more information about my studies, please contact my supervisor Prof S.G Pretorius at sgpreto@vodamail.co.za

Yours truly,

Tshehla D.S. (student number: 33807264)

dizonsello@gmail.com
Cell: 07xxxxxxxxx

APPENDIX G: INFORMED CONSENT FROM PRINCIPALS

UNISA | university of south africa

14/02/2022

UNIVERSITY OF SOUTH AFRICA

INFORMED CONSENT: Principals

Dear Principal

I am currently a Doctor of Philosophy student at the University of South Africa (UNISA). In line with the fulfilment of the requirements for the degree, I am expected to conduct an interview with principals. The tittle of my study reads; '*The Role of Discipline in Circumventing School Violence in Mamelodi Township in Gauteng Province'*.

I would like to ask for your participation in this research study. Your participation is voluntary and you are allowed to withdraw at any time should you wish to. There are no risks involved in the study, and all necessary ethical measures shall be undertaken to ensure your anonymity and that of your school. The interview will take place after school hours for approximately 40 minutes.

All Corona virus protocols shall be observed to the later. Should the face-to-face in-depth individual interviews pose any threat to the researcher and the participants during the data collection processes, an alternative telephonic individual interviews will be utilised as a substitute to the face-to-face interviews.

This research is conducted under the supervision of Prof S.G Pretorius at UNISA (Department of Education Leadership and Management). Prof Pretorius can be contacted on sgpreto@vodamail.co.za. Please feel free to contact me should you have any queries regarding the research.

Thank you

dizonsello@gmail.com
Cell: 07xxxxxxxxxx

PRINCIPAL CONSENT TO PARTICIPATE IN THE STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the in-depth individual interview.

I have received a signed copy of the informed consent agreement.

Participant's Name & Surname…………………………………………………… (please print)

Participant's Signature………………………………………….. Date……………………….

Researcher's Name & Surname………………………………………………….. (please print)

Researcher's signature……………………………………….. Date……………………….

UNIVERSITY OF SOUTH AFRICA

INFORMED CONSENT: Teachers

14/02/2022

Dear Teacher

I am currently a Doctor of Philosophy student at the University of South Africa (UNISA). In line with the fulfilment of the requirements for the degree, I am expected to conduct a qualitative survey with teachers. The tittle of my study reads; '*The Role of Discipline in Circumventing School Violence in Mamelodi Township in Gauteng Province'.*

I would like to ask for your participation in this research study. Your participation is voluntary and you are allowed to withdraw at any time should you wish to. There are no risks involved in the study, and all necessary ethical measures shall be undertaken to ensure your anonymity and that of your school. The qualitative survey will take place after school hours for approximately 15 minutes.

This research is conducted under the supervision of Prof S.G Pretorius at UNISA (Department of Education Leadership and Management). Prof Pretorius can be contacted on sgpreto@vodamail.co.za. Please feel free to contact me should you have any queries regarding the research.

Thank you

_____

dizonsello@gmail.com
Cell: 07xxxxxxxxxxx

TEACHER CONSENT TO PARTICIPATE IN THE STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the qualitative survey.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname………………………………………………….. (please print)

Participant Signature………………………………………. Date……………………………..

Researcher's Name & Surname………………………………………………….. (please print)

Researcher's signature……………………………………… Date……………………………..

APPENDIX I: INFORMED CONSENT FROM SCHOOL GOVERNING BODY MEMBERS (PARENT COMPONENT)

14/02/2022

UNIVERSITY OF SOUTH AFRICA

UNISA | university of south africa

INFORMED CONSENT: Parents (school governing body member)

Dear Parent (School Governing Body Member)

I am currently a Doctor of Philosophy student at the University of South Africa (UNISA). In line with the fulfilment of the requirements for the degree, I am expected to conduct an interview with teachers. The tittle of my study reads; '*The Role of Discipline in Circumventing School Violence in Mamelodi Township in Gauteng Province'.*

I would like to ask for your participation in this research study. Your participation is voluntary and you are allowed to withdraw at any time should you wish to. There are no risks involved in the study, and all necessary ethical measures shall be undertaken to ensure your anonymity and that of your school. The interview will take place after school hours for approximately 40 minutes.

All Corona virus protocols shall be observed to the letter. Should the face-to-face in-depth individual interviews pose any threat to the researcher and the participants during the data collection processes, an alternative telephonic individual interviews will be utilised as a substitute to the face-to-face interviews.

This research is conducted under the supervision of Prof S.G Pretorius at UNISA (Department of Education Leadership and Management). Prof Pretorius can be contacted on sgpreto@vodamail.co.za. Please feel free to contact me should you have any queries regarding the research.

Thank you

dizonsello@gmail.com
Cell: 07xxxxxxxxx

PARENT (SCHOOL GOVERNING BODY MEMBER) CONSENT TO PARTICIPATE IN THE STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the in-depth individual interview.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname…………………………………… (please print)

Participant Signature…………………………………………..Date…………………

Researcher's Name & Surname……………………………………(please print)

Researcher's signature…………………………………………..Date…………………

APPENDIX J: INFORMED CONSENT FROM PARENTS

UNISA | university of south africa

UNIVERSITY OF SOUTH AFRICA

INFORMED CONSENT: Parents

14/02/2022

Dear Parent

I am currently a Doctor of Philosophy student at the University of South Africa (UNISA). In line with the fulfilment of the requirements for the degree, I am expected to conduct an interview with learners. The tittle of my study reads; '*The Role of Discipline in Circumventing School Violence in Mamelodi Township in Gauteng Province'.*

I would like to ask for your child's participation in this research study. Participation is voluntary and your child is allowed to withdraw at any time should he or she wish to. There are no risks involved in the study, and all necessary ethical measures shall be undertaken to ensure the anonymity of your child and that of the school. The interview will take place after school hours for approximately 40 minutes.

All corona virus protocols shall be observed to the later. Should the face-to-face in-depth individual interviews pose any thread to the researcher and the participants during the data collection processes, an alternative telephonic individual interviews will be utilised as a substitute to the face-to-face interviews.

This research is conducted under the supervision of Prof S.G Pretorius at UNISA (Department of Education Leadership and Management). Prof Pretorius can be contacted on sgpreto@vodamail.co.za. Please feel free to contact me should you have any queries regarding the research.

Thank you

dizonsello@gmail.com
Cell: 07xxxxxxxxx

PARENT CONSENT FOR THE CHILD TO PARTICIPATE IN THE STUDY

I, _____ (parent name), confirm that the person asking for my child's assent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to offer assent for my child to participate in the study.

I understand that my child's participation is voluntary and that he/she is free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my child's participation will be kept confidential unless otherwise specified.

I agree to the recording of the in-depth individual interview.

I have received a signed copy of the informed consent agreement.

Parent Name & Surname…………………………………………………………. (please print)

Parent Signature……………………………………   Date…………………………………………

Researcher's Name & Surname………………………………………………….. (please print)

Researcher's signature…………………………..   Date…………………………………………..

UNIVERSITY OF SOUTH AFRICA

ASSENT FORM: Learners

14/02/2022

Dear Learner

I am currently a Doctor of Philosophy student at the University of South Africa (UNISA). In line with the fulfilment of the requirements for the degree, I am expected to conduct an interview with learners. The tittle of my study reads; '*The Role of Discipline in Circumventing School Violence in Mamelodi Township in Gauteng Province'.*

I would like to ask for your participation in this research study. Your participation is voluntary and you are allowed to withdraw at any time should you wish to. There are no risks involved in the study, and all necessary ethical measures shall be undertaken to ensure your anonymity and that of your school. The interview will take place after school hours for approximately 40 minutes.

All corona virus protocols shall be observed to the later. Should the face-to-face in-depth individual interviews pose any thread to the researcher and the participants during the data collection processes, an alternative telephonic individual interviews will be utilised as a substitute to the face-to-face interviews.

This research is conducted under the supervision of Prof S.G Pretorius at UNISA (Department of Education Leadership and Management). Prof Pretorius can be contacted on sgpreto@vodamail.co.za. Please feel free to contact me should you have any queries regarding the research.

Thank you

_____
dizonsello@gmail.com
Cell: 07xxxxxxxx

LEARNER ASSENT TO PARTICIPATE IN THE STUDY

I, _____ (participant name), confirm that the person asking my assent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the in-depth individual interview.

I have received a signed copy of the informed assent agreement.

Participant Name & Surname…………………………………………………... (please print)

Participant Signature………………………………………… Date……………………………..

Researcher's Name & Surname…………………………………………………. (please print)

Researcher's signature……………………………………… Date……………………………..

APPENDIX L: INTERVIEW GUIDE FOR THE PRINCIPALS

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Individual interview questions

The following questions will provide the framework for the **individual interview**. Questions not listed might be asked in order to follow up on participant responses during interviews. The individual interview will centre on these questions. The introduction and briefing statements will be outlined to participants.

The purpose of this study is to learn about your experiences and perceptions relating to violence issues in schools. This study also seeks to explore and unveil better and more learner rights conscious ways of dealing with issues of violence through proper disciplinary procedures in schools. Every answer given will be kept confidential, and no names and any other identifying information will be used in any report coming from this research. None of the teachers, parents or learners at school will know about your answers to the research questions. It is very crucial to be honest and reflective as you possibly can. There are no right or wrong answers to the questions.

1. Can you please describe some of the common violence challenges you experience at school?
2. In your opinion, what factors do you think are contributory to the raising violence in your school?
3. What disciplinary measures are in place to deal with these violence challenges?
4. Do you think that the disciplinary strategies employed by the school are in line with the current disciplinary policies? and why?
5. To what extend do you think violence actions affect teaching and learning?
6. In your opinion, what role do you think discipline can play in circumventing this violence?
7. How do you experience and perceive learner discipline today?
8. Based on your experience, are you satisfied with the way disciplinary policies are formulated in your school? If NO, what do you think could be done to improve them and how?
9. What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence?
10. What strategies can you suggest for schools to adopt as a way to circumvent violence in schools?
11. Do you think the department of education is doing enough to support teachers on issues of violence? And why?
12. What do you suggest the department of education should do in an effort to give support to schools on issues of violence?

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Individual interview questions

The following questions will provide the framework for the **individual interview**. Questions not listed might be asked in order to follow up on participant responses during interviews. The individual interview will centre on these questions. The introduction and briefing statements will be outlined to participants.

The purpose of this study is to learn about your experiences and perceptions relating to violence issues in schools. This study also seeks to explore and unveil better and more learner rights conscious ways of dealing with issues of violence through proper disciplinary procedures in schools. Every answer given will be kept confidential, and no names and any other identifying information will be used in any report coming from this research. None of the teachers, parents or learners at school will know about your answers to the research questions. It is very crucial to be honest and reflective as you possibly can. There are no right or wrong answers to the questions.

1. What common violence cases do you come across in your school as school governing body members?
2. In your opinion, what factors do you think are contributory to the raising violence in your school?
3. To what extend do you think violence actions affect teaching and learning?
4. How do you deal with violent cases reported to you as the school governing body members?
5. Since it is your responsibility as the school governing body to design some of the school policies, what discipline policies do you have in place as the school?
6. Are the disciplinary strategies employed by the school in line with the law? please explain?
7. What legal guidelines have you employed in designing your school's disciplinary policies?
8. Does your school have a code of conduct for learners? And are learners aware and in interaction with the code of conduct?
9. Do you think your discipline policies are effective in curbing violence in your school? Please explain?
10. What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence?
11. What do you think should be done to better circumvent the violent activities taking place in schools around Mamelodi?
12. Do you think the department of education is doing enough to support teachers on issues of violence? And why?

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Individual interview questions

The following questions will provide the framework for the **individual interview**. Questions not listed might be asked in order to follow up on participant responses during interviews. The individual interview will centre on these questions. The introduction and briefing statements will be outlined to participants.

The purpose of this study is to learn about your experiences and perceptions relating to violence issues in schools. This study also seeks to explore and unveil better and more learner rights conscious ways of dealing with issues of violence through proper disciplinary procedures in schools. Every answer given will be kept confidential, and no names and any other identifying information will be used in any report coming from this research. None of the teachers, parents or learners at school will know about your answers to the research questions. It is very crucial to be honest and reflective as you possibly can. There are no right or wrong answers to the questions.

1. What common violent cases do you experience in your school as learners?

2. In your opinion, what factors do you think contribute to the violent activities taking place in your school?

3. To what extend do you think violent actions affect teaching and learning?

4. As the Learner Representative Council of the school, what role do you play in circumventing violence in your school?

5. As a legal body that represents the interests and rights of all the learners in your school, do you think the disciplinary policy of your school is well formulated to be learner rights conscious? And why?

6. Do you think the disciplinary strategies employed by the school are in line with the school's code of conduct for learners and disciplinary policy of the school? please explain?

7. Does your school have a code of conduct for learners? And are learners aware and in interaction with the code of conduct? Please explain?

8. The Learner Representative Council forms part of the delegates responsible for formulating the school's code of conduct for learners as enshrined in the South African School Act 84 of 1996. What contributions have you made as learners in the formulation of the school's code of conduct and disciplinary policy.

9. Do you think your discipline policy is effective in curbing violence in your school? Please explain?

10. What specific role do you think yourselves as learners could play in circumventing school violence?

11. What do you think should be done to better circumvent the violent activities taking place in schools around Mamelodi?

14/02/2022

Qualitative Survey Questionnaire

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The introduction and briefing statement will be
outlined to participants and included in the questionnaire packages.

The purpose of this study is to learn about your experiences and perceptions relating to violence issues in schools. This study also seeks to explore and unveil better and more learner rights conscious ways of dealing with issues of violence through proper discipline in schools. Every answer given will be kept confidential, and no names and any other identifying information will be used in any report coming from this research. None of the teachers, parents or learners at school will know about your answers to the research questions. It is very crucial to be honest and reflective as you possibly can. There are no right or wrong answers to the questions.

QUALITATIVE SURVEY QUESTIONNAIRE

School

A	B	C	D	E	F	G	H	I	J

Computer generated name: _____ (*for office use only*)

--

Please complete the section below with a *black* pen

SECTION A: Biographical Information

Occupation: _____ Post level: _____

Age: _____ Years of teaching experience: _____

Gender: _____ Race: _____ *(for statistical purposes)*

SECTION B: KINDS OF DISCIPLINARY CHALLENGES EXPERIENCED

1. Can you please describe some of the common violence challenges you experience at school?

   _____

   _____

   _____

SECTION C: DISCIPLINARY MEASURES USED

2. What disciplinary measures are in place to deal with these violence challenges?

   _____

   _____

3. Do you think that the disciplinary strategies employed by the school are in line with the current disciplinary policies? and why?

_____

_____

4. How do you experience and perceive learner discipline today?

_____

_____

_____

5. In your opinion, what role do you think discipline can play in circumventing violence?

_____

_____

_____

SECTION D: CONTRIBUTORY FACTORS TO SCHOOL VIOLENCE

6. In your opinion, what factors do you think are contributory to the rising level of violence in most township schools?

_____

_____

_____

SECTION E: IMPACT OF VIOLENCE ON TEACHING AND LEARNING

7. To what extent do you think violence actions affect teaching and learning?

_____

_____

_____

SECTION F: SUPPORT FROM STAKEHOLDERS- PARENTS/COMMUNITY/DEPARTMENT

8. What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence?

_____

_____

_____

9. What do you suggest the department of education should do in an effort to give support to schools on issues of violence?

_____

_____

_____

SECTION G: CIRCUMVENTING STRATEGIES

10. What strategies can you suggest for schools to adopt as a way to circumvent violence in schools?

_____

_____

_____

11. Does your school have a code of conduct for learners? And are learners aware and in interaction with the code of conduct?

_____

_____

_____

12. Do you think your discipline policies are effective in curbing violence in your school? Please explain.

_____

_____

_____

13. Based on your experience, are you satisfied with the way disciplinary policies are formulated in your school? If NO, what do you think could be done to improve them and how?

_____

_____

_____

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Individual Interview Questions (SCHOOL A)

The following questions will provide the framework for the **individual interview**. Questions not listed might be asked in order to follow up on participant's responses during interviews. The individual interview will centre on these questions. The introduction and briefing statements will be outlined to participants.

The purpose of this study is to learn about your experiences and perceptions relating to violence issues in schools. This study also seeks to explore and unveil better and more learner rights conscious ways of dealing with issues of violence, through proper disciplinary procedures in schools. Every answer given will be kept confidential, and no names nor any other identifying information will be used in any report coming from this research. None of the teachers, parents or learners at school will know about your answers to the research questions. It is crucial to be as honest and reflective as you possibly can. There are no right or wrong answers to the questions.

1. Can you please describe some of the common violence challenges you experience at school*?*

    This bullying that is taking place between learners is our main challenge. Learners are intimidating one another, and this sometimes leads to physical violence when the victims try to retaliate

2. In your opinion, what factors do you think are contributory to the rising level of violence in your school?

    Social background is one main factor contributing to violent actions experienced in schools. Those children who were raised by societies where crime and violence are the order of the day, tend to become violent themselves. Another factor is peer pressure, these learners tend to get involved in gangsterism. This negatively drive them to become involved in crime and violent actions

3. What disciplinary measures are in place to deal with these violence challenges?

    The code of conduct is our guideline and instrument in dealing with issues of learner violence. we also apply what is enshrined in our school disciplinary policy.

4. Do you think that the disciplinary strategies employed by the school are in line with the current disciplinary policies? and why?

    Yes, they are reviewed often by the SGB, also consult other stakeholders such as parents, learners etc, and the South African Schools Act 84 of 1996

5. To what extent do you think violent actions affect teaching and learning?

Violence affects teaching and learning at about 40 to 45 percent, meaning almost half the time. Almost every period gets interrupted by learners fighting among each other in the classroom during teaching and learning

6. In your opinion, what role do you think discipline can play in circumventing this violence?

Involvement of Parents, communities, law enforcement and student body structure such as Congress of South African Students (COSAS) can be incorporated into the discipline system to make it more effective in curbing violent actions

7. How do you experience and perceive learner discipline today?

Discipline is improving, inclusion of governing body helped to improve school discipline

8. Based on your experience, are you satisfied with the way disciplinary policies are formulated in your school? If NO, what do you think could be done to improve them and how?

Indeed, I am satisfied, but late coming and issues of school uniform should be emphasised too. Some principals raised their dissatisfaction about policy formulation in their schools

9. What specific roles do you think school principals, teachers, parents and learners could play in tackling school violence?

I Ensure that stakeholders should address learners individually and emphasise the involvement of professionals, and other bodies as motivating aspects on the importance of good behaviour

10. What strategies can you suggest for schools to adopt as a way to eliminate violence in schools?

The department should establish a body that could represent all learners in Mamelodi Township, and task it with the responsibility of addressing violent activities taking place around schools. This body should be made of all combined LRC members from different schools

11. Do you think the department of education is doing enough to support teachers on issues of violence? And why?

No, when teachers encounter issues of violence, the department make it the school's issue, the department can also charge you for handling issues wrong, but they don't even provide workshops.

12. What do you suggest the department of education should do in an effort to give support to schools on issues of violence?

The department should hold constant workshops where they train teachers and other stakeholders on how to effectively deal with disciplinary issues at school. the department should also provide necessary resources such as personnel resources which include security guards, police officers, psychologists and more

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Individual Interview Questions (SCHOOL C)

The following questions will provide the framework for the **individual interview**. Questions not listed might be asked in order to follow up on participant's responses during interviews. The individual interview will centre on these questions. The introduction and briefing statements will be outlined to participants.

The purpose of this study is to learn about your experiences and perceptions relating to violence issues in schools. This study also seeks to explore and unveil better and more learner rights conscious ways of dealing with issues of violence, through proper disciplinary procedures in schools. Every answer given will be kept confidential, and no names and any other identifying information will be used in any report coming from this research. None of the teachers, parents or learners at school will know about your answers to the research questions. It is crucial to be as honest and reflective as you possibly can. There are no right or wrong answers to the questions.

1. Can you please describe some of the common violence challenges you experience at school?

   Fighting. Theft

2. In your opinion, what factors do you think are contributory to the rising level of violence in your school?

   Poverty plays a huge role; children are driven to involve in wrong activities such as crime and violence simply to feed themselves. This goes with inferiority complex when learners are made to feel small by the circumstances surrounding them, this makes them develop a low self-esteem. The other issue is lack of parental love, these children try to find love and to conform to strangers and their peers. This is where many negative behaviours develop, when most children are vulnerable and exposed

3. What disciplinary measures are in place to deal with these violence challenges?

   We apply the school code of conduct, and engage parents, motivational speakers, and NGOs. All these stakeholders play very crucial roles in shaping learners

4. Do you think that the disciplinary strategies employed by the school are in line with the current disciplinary policies? and why?

   Yes, we consult legal documents such as SA Schools Act

5. To what extent do you think violent actions affect teaching and learning?

   Violence actions taking place during teaching and learning really disturbs lessons, they consume teaching time to a greater extend

6. In your opinion, what role do you think discipline can play in circumventing this violence?

   Discipline can play a major role in teaching learners to take responsibility for their actions and should also be from home as it actually should begin from home where a child spends

his or her family time and not only school. In our school there is low discipline, and this needs to change

7. How do you experience and perceive learner discipline today?

    These days discipline is less compared to olden days, learners have many rights today. Parents stand for their children also

8. Based on your experience, are you satisfied with the way disciplinary policies are formulated in your school? If NO, what do you think could be done to improve them and how?

    No, I am not satisfied because people from the ground are left out, e.g teachers and parents. These are very important stakeholders who should always be on top of the list when it comes to development of issues of discipline

9. What specific roles do you think school principals, teachers, parents and learners could play in tackling school violence?

    As a school principal, I believe in collaborative leadership. This means that I involve learners from the LRC and other stakeholders such as SGB members. I also initiate good relationships between all stakeholders, and ensures that all our staff members are approachable should anyone need to report any action of violence such as bullying

10. What strategies can you suggest for schools to adopt as a way to eliminate violence in schools?

    Schools should start to involve professionals such as psychologist for cancelling as part of the school staff so that their services could easily be reached should a need arise. Effective communication between parents and teachers should also be encouraged and enhanced. This could help to develop cooperative learner management between the two stakeholders

11. Do you think the department of education is doing enough to support teachers on issues of violence? And why?

    No, in townships there is a lot of violence, teachers should be trained on how to counsel learners. The department should provide social workers.

12. What do you suggest the department of education should do in an effort to give support to schools on issues of violence?

    There should be increased visibility of police officers and other professionals

13. Is there any relevant information you would like to add about discipline and violence in schools?

    If teachers could be well prepared when going to class, they can reduce the level of ill-discipline. If we could also empathise the issue of respect with learners, it could help learners a lot.

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Individual Interview Questions (SCHOOL E)

The following questions will provide the framework for the **individual interview**. Questions not listed might be asked in order to follow up on participant's responses during interviews. The individual interview will centre on these questions. The introduction and briefing statements will be outlined to participants.

The purpose of this study is to learn about your experiences and perceptions relating to violence issues in schools. This study also seeks to explore and unveil better and more learner rights conscious ways of dealing with issues of violence, through proper disciplinary procedures in schools. Every answer given will be kept confidential, and no names and any other identifying information will be used in any report coming from this research. None of the teachers, parents or learners at school will know about your answers to the research questions. It is crucial to be as honest and reflective as you possibly can. There are no right or wrong answers to the questions.

1. Can you please describe some of the common violence challenges you experience at school?

   Bullying of younger learners by senior learners in the school, taking of dagga and a new drug tik and Chrystal meth are common issues associated with violence in our school. This Chrystal meth drug makes learners to be aggressive and to also fear no one

2. In your opinion, what factors do you think are contributory to the rising level of violence in your school?

   Poverty and some learners feel neglected and not recognised. Most learners from informal settlement are child headed or their parents unemployed and lack good role models. Drugs are readily available and the principal had evidence of different drugs confiscated from learners, children are gambling and leads to violence and gangsterism

3. What disciplinary measures are in place to deal with these violence challenges?

   In disciplining learners, we follow the regulation of the department, and invite parents where necessary. There are informal disciplinary procedures that involve minor offences, and formal ones for major offences, which leads to suspension an expulsion

4. Do you think that the disciplinary strategies employed by the school are in line with the current disciplinary policies? and why?

   Yes, we follow the guideline and our code of conduct is informed by the SASA 84 of 1996

5. To what extent do you think violent actions affect teaching and learning?

We are still fortunate, there is very limited interruptions. Learners in our school are fairly
school

6. In your opinion, what role do you think discipline can play in circumventing this violence?

   Discipline starts from home, if we could have participation of parents and stakeholders in all issues of discipline, we could win the battle against school violence. The creation of parent-teacher-relationship should also be emphasised, as it could help to close the gap between school and home disciplinary challenges. In this way, parents and teachers could be taking the same language about teaching children to be responsible

7. How do you experience and perceive learner discipline today?

   Most of learners do not understand the balance between rights and responsibilities, therefore in the past we had fear and not discipline. Discipline is low

8. Based on your experience, are you satisfied with the way disciplinary policies are formulated in your school? If NO, what do you think could be done to improve them and how?

   I am not happy, because most parents do not take interest in governance matters. Level of education of most parents is at a very low level for them to understand most things pertaining to policy development and implementation

9. What specific roles do you think school principals, teachers, parents and learners could play in tackling school violence?

   As a principal, I always enhance effective communication among stakeholders, and teach learners accountability. This teaches them to further be responsible towards themselves and others. I further believe that the community leaders should be involved to talk about importance of education to learners, in order for them to start respecting each other and their teachers

10. What strategies can you suggest for schools to adopt as a way to eliminate violence in schools?

    Strong and full representatives in school disciplinary activities. Stakeholders should be empowered with knowledge. Department should take a lead. The department should limit expose teachers' cases on the media. Discipline from department should not be one sided. Police should be involved to encourage learners, discourage wrong doings.

11. Do you think the department of education is doing enough to support teachers on issues of violence? And why?

    They don't, because the department is more worried about the safety of learners and never by that of teachers. The government should modify legislation not only to emphasise rights but responsibilities too.

12. What do you suggest the department of education should do in an effort to give support to schools on issues of violence?

    The department should start to protect everyone equally, and also provide necessary resources such as security personnel for our safety. There are many learners in schools but without an armed security guard, it becomes so difficult to keep them under control,

random searches should also be done much often in schools because the learners are coming with weapons, so if our schools could be weapon free zones, the safety of everyone could be guaranteed. The department should make disciplining much easier for us, by providing us with alternative methods. It can take about six moths to expel a learner

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Individual Interview Questions (SCHOOL F)

The following questions will provide the framework for the **individual interview**. Questions not listed might be asked in order to follow up on participant's responses during interviews. The individual interview will centre on these questions. The introduction and briefing statements will be outlined to participants.

The purpose of this study is to learn about your experiences and perceptions relating to violence issues in schools. This study also seeks to explore and unveil better and more learner rights conscious ways of dealing with issues of violence, through proper disciplinary procedures in schools. Every answer given will be kept confidential, and no names and any other identifying information will be used in any report coming from this research. None of the teachers, parents or learners at school will know about your answers to the research questions. It is crucial to be as honest and reflective as you possibly can. There are no right or wrong answers to the questions.

1. Can you please describe some of the common violence challenges you experience at school?

   In our school we have a challenge of bullying and fighting. These 2 issues are reported daily. Learners fight over small things, and sometimes they bully eachother through taking each other's belongings

2. In your opinion, what factors do you think are contributory to the rising level of violence in your school?

   Home challenges such as parents being unemployment, and poverty sometimes push learners to the streets, this then exposes them to substance abuse. Once learners start to abuse drugs or substances, they turn to involve in violence activities such as gangsterism and crime

3. What disciplinary measures are in place to deal with these violence challenges?

   We following disciplinary policies formulated by the school, in line with guidelines from the department of education. We also involve parents and apply guidelines from the South African Schools Act 84 of 1996

4. Do you think that the disciplinary strategies employed by the school are in line with the current disciplinary policies? and why?

   Yes, we make sure not to violate learners' rights by utilising legal documents as guideline e.g SA school acts

5. To what extent do you think violent actions affect teaching and learning?

   Some of the fights break out during teaching and learning, and this is indeed wasting teaching and learning time. Teachers have to stop their lessons and intervene

6. In your opinion, what role do you think discipline can play in circumventing this violence?

If disciplinary structure is intact and applied consistently and effectively it reduces violence and it helps teach learners that they should take responsibility for their wrong doings. This further prepares them to be responsible adults in future

7. How do you experience and perceive learner discipline today?

Learners today are less disciplined due to relaxation of laws and lack of information from teachers

8. Based on your experience, are you satisfied with the way disciplinary policies are formulated in your school? If NO, what do you think could be done to improve them and how?

Am very happy with the way our disciplinary policies are formulated, because we consult all stakeholders and legal guidelines when developing and adopting disciplinary policies. everyone is well represented

9. What specific roles do you think school principals, teachers, parents and learners could play in tackling school violence?

Principals have a very central role to play, they are the ones responsible for immediate discipline in schools. The principal should also ensure that the SGB members are empowered in terms of policy formulation and implementation. The principal must also have somebody is the staff to represent stakeholders in disciplinary issues, and be the embodiment of the school

10. What strategies can you suggest for schools to adopt as a way to eliminate violence in schools?

Schools should strengthen disciplinary policies. strengthen the understanding of different disciplinary methods other than corporal punishment. Do not let cases hang for long, but deal with them as soon as possible. Outline to parents, disciplinary processes. Keep records of all procedures.

11. Do you think the department of education is doing enough to support teachers on issues of violence? And why?

The department is trying but there is a big gap, there is lack of confidence due to delay in responses

12. What do you suggest the department of education should do in an effort to give support to schools on issues of violence?

It is my wish that the department of education could respond quickly when cases of violence are referred them. The department of education should also keep workshopping the SGB on issues of violence

23/02/2022

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Individual Interview Questions (SCHOOL G)

The following questions will provide the framework for the **individual interview**. Questions not listed might be asked in order to follow up on participant's responses during interviews. The individual interview will centre on these questions. The introduction and briefing statements will be outlined to participants.

The purpose of this study is to learn about your experiences and perceptions relating to violence issues in schools. This study also seeks to explore and unveil better and more learner rights conscious ways of dealing with issues of violence, through proper disciplinary procedures in schools. Every answer given will be kept confidential, and no names and any other identifying information will be used in any report coming from this research. None of the teachers, parents or learners at school will know about your answers to the research questions. It is crucial to be as honest and reflective as you possibly can. There are no right or wrong answers to the questions.

1. Can you please describe some of the common violence challenges you experience at school?

   In our school, we mostly receive cases associated with bullying of new learners. This kind of bullying involves forcefully taking other learners belongings, and demanding money from them on daily basis.

2. In your opinion, what factors do you think are contributory to the rising level of violence in your school?

   The issue of overcrowding contributes to violence activities in our school. learners fight for space and furniture sometimes. overaged learners are also a problem because most of them have been repeating grades, therefore they lost interest for schooling, so they just come to school to bully younger learners. Home background and upbringing also contribute. Those learners who were raised in violent families turn to be violent themselves

3. What disciplinary measures are in place to deal with these violence challenges?

   In issues of discipline, we make use of our disciplinary committee which is made up of SGB members, learners and teachers, and also emphasise parental involvement

4. Do you think that the disciplinary strategies employed by the school are in line with the current disciplinary policies? and why?

   Yes, always guided by government policies such as SA Schools Act

5. To what extent do you think violent actions affect teaching and learning?
   To a higher extent, violent activities stop teaching and learning. It takes time to settle the class after violence breaks out. In an attempt to do that, teaching and learning time is compromised

6. In your opinion, what role do you think discipline can play in circumventing this violence?

   With proper discipline, learners can change and be positive. This could further make them think about the wellbeing of other people before every action they take

7. How do you experience and perceive learner discipline today?

   Learners have got rights today, and they abuse those rights and overlook their responsibilities.

8. Based on your experience, are you satisfied with the way disciplinary policies are formulated in your school? If NO, what do you think could be done to improve them and how?

   Yes, indeed I am satisfied with our policies. These policies are being formulated by both SGB members and the principal, including members of the Learner Representative Council, and they are being reviewed every after 3 years

9. What specific roles do you think school principals, teachers, parents and learners could play in tackling school violence?

   Meetings and share sessions on issues of violence in order to help learners to conduct themselves

10. What strategies can you suggest for schools to adopt as a way to eliminate violence in schools?

    The department should review some of its guidelines and give more powers to teachers and SGB members on decision relating to discipline

11. Do you think the department of education is doing enough to support teachers on issues of violence? And why?

    No, schools are on their own. the department expect the schools to deal with issues on their own.

12. What do you suggest the department of education should do in an effort to give support to schools on issues of violence?

    The department of education should give more powers to the SGB so that they decide on disciplining methods and be able to implement their decisions in line with policies and the law

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Individual interview questions

The following questions will provide the framework for the **individual interview**. Questions not listed might be asked in order to follow up on participant responses during interviews. The individual interview will centre on these questions. The introduction and briefing statements will be outlined to participants.

The purpose of this study is to learn about your experiences and perceptions relating to violence issues in schools. This study also seeks to explore and unveil better and more learner rights conscious ways of dealing with issues of violence through instituting proper disciplinary procedures in schools. Every answer given will be kept confidential, and no names and any other identifying information will be used in any report coming from this research. None of the teachers, parents or learners at school will know about your answers to the research questions. It is crucial to be as honest and reflective as you possibly can. There are no right or wrong answers to the questions.

1. What common violence cases do you come across in your school as school governing body members?

    In our school, most of the cases reported to us as the school governing body members, include amongst others gangsterism, bullying, theft and drug abuse

2. In your opinion, what factors do you think are contributory to the rising level of violence in your school?

    Community background which is exposing children to vulnerable conditions such as substance abuse and domestic violence, and wrong role models in communities are the main challenges we have which contribute to learners' violent behaviours

3. To what extent do you think violent actions affects teaching and learning?

    When violence erupts, the teachers time has to be interrupted by violent learners. This is not good for other learners and the teacher

4. How do you deal with violent cases that are reported to you as the school governing body members?
    As the school governing body, it is our responsibility to ensure that discipline is maintained at all times, through the provision of support to teachers. This support involves timely intervention when issues of violence are reported at school. In dealing effectively in line with such cases, we refer to the South African Schools Act and the school discipline policy for guidelines

5. Since it is your responsibility as the school governing body, to design some of the school policies, what discipline policies do you have in place at the school?

    The code of conduct which is given to parents every year or end of the year when reports are collected should not only be given without proper interpretation to the parents and learners by the school. Schools should also normalise Inviting professionals for counselling and support to learners

6. Are the disciplinary strategies employed by the school in line with the law? please explain?

Yes, our disciplinary strategies are aligned with current policies because we apply legislative frameworks such as SA Schools Act when we develop such strategies

7. What legal guidelines have you employed in designing your school's disciplinary policies?

   As the SGB of the school, we followed the South African Schools Act 84 of 1996 and the Educators' equity act as our guidelines on how we should tackle disciplinary issues

8. Does your school have a code of conduct for learners? and are learners aware and interacting with the code of conduct?

   Yes, it is displayed on the board on our school entrance, so that everyone can have access to it

9. Do you think your discipline policies are effective in curbing violence in your school? Please explain?

   Our discipline policy is partially effective, the reason for this is that the government does not provide necessary resources, therefore, we only struggle with what we have at hand

10. What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence?

    Effective communication with the school staff and Community Policing Forum can be the key. We also involve Safety and security department form SAPS. Learners from foreign countries cannot write matric due to lack of South African Identity Documents. Most of them turn to vandalise school properties due to anger cause by this issue

11. What do you think should be done to eliminate the violent activities taking place in schools around Mamelodi?

    The department of education need to workshop teachers much often on how to handle discipline. Most teachers do not know how to discipline learners because they are not workshopped.

12. Do you think the department of education is doing enough to support teachers on issues of violence? And why?

    Yes, I can say the department of education is doing enough, but there is a lot that still need to be done. I can say the department is giving 60% support because there is no proper security which can ensure the safety of learners and teachers. Without security, learners could also attack teachers and other learners

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Individual interview questions

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The purpose of this study is to learn about your experiences and perceptions relating to violence issues in schools. This study also seeks to explore and unveil better and more learner rights conscious ways of dealing with issues of violence through instituting proper disciplinary procedures in schools. Every answer given will be kept confidential, and no names and any other identifying information will be used in any report coming from this research. None of the teachers, parents or learners at school will know about your answers to the research questions. It is crucial to be as honest and reflective as you possibly can. There are no right or wrong answers to the questions.

1. What common violence cases do you come across in your school as school governing body members?

    Our school is deeply troubled by Bullying, where older learners bully the young new learners, and drug abuse, as we learn every day of the discovery of drugs by the school principal and teachers

2. In your opinion, what factors do you think are contributory to the rising level of violence in your school?
    I think the issue of drugs and substances. Family issues of domestic violence and general community lifestyle of the youth, are what contribute to learners' violence

3. To what extent do you think violent actions affects teaching and learning?

    All violent activities displayed by learners in class, Disturbs contact time. They need teacher's intervention, while the lesson is busy unfolding

4. How do you deal with violent cases that are reported to you as the school governing body members?

    As the school governing body, it is our responsibility to ensure that discipline is maintained at all times, through the provision of support to teachers. This support involves timely intervention when issues of violence are reported at school. In dealing effectively in line with such cases, we refer to the South African Schools Act and the school discipline policy for guidelines

5. SGB members are trained on how to apply SASA policies in disciplining learners Since it is your responsibility as the school governing body, to design some of the school policies, what discipline policies do you have in place at the school?
    In our school, we make use of the code of conduct for learners, and disciplinary policy as a way to circumvent violence. We noticed that if these are applied correctly and constantly, they could eliminate challenges we have pertaining to violence.

6. Are the disciplinary strategies employed by the school in line with the law? please explain of?

Indeed, our disciplinary policies are in line with recent policies because we are guided by the government policies such as the South African Schools Act 84 of 1996

7. What legal guidelines have you employed in designing your school's disciplinary policies?

   We make use of South African Schools Act as our legal guideline in dealing with issues of learner discipline

8. Does your school have a code of conduct for learners? and are learners aware and interacting with the code of conduct?
   Yes, we give it to parents in our first parents meeting of the year, and later to learners whom parents did not attend

9. Do you think your discipline policies are effective in curbing violence in your school? Please explain?

   Our disciplinary policy is not effective; the department should deploy heavy security to schools because teachers and learners are not safe in schools. Learners bring weapons to schools

10. What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence?

    We should preach discipline, responsibility and more positive things to our learners, so that they learn working together

11. What do you think should be done to eliminate the violent activities taking place in schools around Mamelodi?
    The department of education should provide relevant resources such as personnel resources

12. Do you think the department of education is doing enough to support teachers on issues of violence? And why?

    Yes, but there is a lot that need to be done. I can say the department is giving 60% support because there is no proper security which can ensure the safety of learners and teachers. Without security, learners could also attack teachers and other learners.

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Individual interview questions

The following questions will provide the framework for the **individual interview**. Questions not listed might be asked in order to follow up on participant responses during interviews. The individual interview will centre on these questions. The introduction and briefing statements will be outlined to participants.

The purpose of this study is to learn about your experiences and perceptions relating to violence issues in schools. This study also seeks to explore and unveil better and more learner rights conscious ways of dealing with issues of violence through instituting proper disciplinary procedures in schools. Every answer given will be kept confidential, and no names and any other identifying information will be used in any report coming from this research. None of the teachers, parents or learners at school will know about your answers to the research questions. It is crucial to be as honest and reflective as you possibly can. There are no right or wrong answers to the questions.

1. What common violence cases do you come across in your school as school governing body members?

   The two main troubling issues in our school are bullying and fighting. Every week cases of drug abuse and bullying are brought to us as the SGB of the school for intervention

2. In your opinion, what factors do you think are contributory to the rising level of violence in your school?
   Environmental factors which include gangsterism, drug abuse, and family background which include poverty and domestic violence, are amongst

3. To what extent do you think violent actions affects teaching and learning?

   Every time there is a fight, teachers have to stop teaching and focus of resolving the issues

4. How do you deal with violent cases that are reported to you as the school governing body members?

   We usually invite parents and learners for disciplinary hearing, guided by SA Schools Act, we then unfold all disciplinary processes as outlined in the SASA document and the school policy

5. Since it is your responsibility as the school governing body, to design some of the school policies, what discipline policies do you have in place at the school?

   The code of conduct as guided by the South African Schools Act, is our weapon to disciplinary issues. This code of conduct which is made available to everyone who is the immediate stakeholder to the school, works wonders in followed to the later, and adhered to

6. Are the disciplinary strategies employed by the school in line with the law? please explain?

   Yes, they are in line because our strategies do not violate the rights of the learners, we are guided by SA Schools Act

7. What legal guidelines have you employed in designing your school's disciplinary policies?

We make use of South African Schools Act as our legal guideline in dealing with issues of learner discipline

8. Does your school have a code of conduct for learners? and are learners aware and interacting with the code of conduct?

    Yes, indeed, learners are given code of conduct the beginning of each year, class teachers emphasise with learners later on

9. Do you think your discipline policies are effective in curbing violence in your school? Please explain?
    In our school, we involve parents in issues of violence as per our policy. Committee discuss with parents, and there are positive reports

10. What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence?

    The issue of collaborative efforts is of the outmost importance. As the SGB, we ensure that we involve all stakeholders such as professionals, and the police force in issues of discipline. We also invite police officers to come and motivate learners to stop involving in violence

11. What do you think should be done to eliminate the violent activities taking place in schools around Mamelodi?

    The government should provide schools with the necessary resources such as professionals, and security personnel

12. Do you think the department of education is doing enough to support teachers on issues of violence? And why?

    No, the department should deploy official and heavy security to school because teachers and learners are not safe at schools. Learners bring weapons to schools

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Individual interview questions

The following questions will provide the framework for the **individual interview**. Questions not listed might be asked in order to follow up on participant responses during interviews. The individual interview will centre on these questions. The introduction and briefing statements will be outlined to participants.

The purpose of this study is to learn about your experiences and perceptions relating to violence issues in schools. This study also seeks to explore and unveil better and more learner rights conscious ways of dealing with issues of violence through instituting proper disciplinary procedures in schools. Every answer given will be kept confidential, and no names and any other identifying information will be used in any report coming from this research. None of the teachers, parents or learners at school will know about your answers to the research questions. It is crucial to be as honest and reflective as you possibly can. There are no right or wrong answers to the questions.

1. What common violence cases do you come across in your school as school governing body members?

   Bullying and assault are two violence challenges that the school is facing. These cases are just the main 2 amongst other issues our school teachers experience daily

2. In your opinion, what factors do you think are contributory to the rising level of violence in your school?

   I think the main issues affecting learners are drug abuse and substance abuse due to their negative influence on behaviour. Learners cannot concentrate and display positive behaviour while under the influence of drugs

3. To what extent do you think violent actions affects teaching and learning?

   Learner behaviour affects the running of the school. Some learners pull threats to learners and teachers, which interrupts learning and teaching activities

4. How do you deal with violent cases that are reported to you as the school governing body members?

   We mostly involve police in cases that are severe and call parents where cases could be resolved within the school, without us having to involve authority

5. Since it is your responsibility as the school governing body, to design some of the school policies, what discipline policies do you have in place at the school?

   I believe that the school safety policy on how to protect the vicinity of the school, and the health and safety policy which addresses the right of everyone within the school parameters should be well implemented and interpreted by the SGB and all stakeholders

6. Are the disciplinary strategies employed by the school in line with the law? please explain?

   When we formulate our disciplinary policies and strategies, we apply legislative frameworks such as SA Schools Act 84 of 1996

7. What legal guidelines have you employed in designing your school's disciplinary policies?

    We make use of South African Schools Act as our legal guideline in dealing with issues of learner discipline

8. Does your school have a code of conduct for learners? and are learners aware and interacting with the code of conduct?

    Yes, because it is issued every year and it is on the school entrance

9. Do you think your discipline policies are effective in curbing violence in your school? Please explain?

    Our policy is effective because the government provide workshops to stakeholders on how to interpret policies

10. What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence?

    Our role is to govern correctly by giving support to the school so that teachers are able to perform their duties without challenges

11. What do you think should be done to eliminate the violent activities taking place in schools around Mamelodi?

    The government should allow harsh measurements to be utilised in schools. This will force learners to abide by the school rules and behave properly

12. Do you think the department of education is doing enough to support teachers on issues of violence? And why?

    Indeed, the government do provide workshop as a form of support to teachers and stakeholders. If these are attended properly, stakeholders can be well developed on how to deal effectively with discipline in school

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Individual interview questions

The following questions will provide the framework for the **individual interview**. Questions not listed might be asked in order to follow up on participant responses during interviews. The individual interview will centre on these questions. The introduction and briefing statements will be outlined to participants.

The purpose of this study is to learn about your experiences and perceptions relating to violence issues in schools. This study also seeks to explore and unveil better and more learner rights conscious ways of dealing with issues of violence through instituting proper disciplinary procedures in schools. Every answer given will be kept confidential, and no names and any other identifying information will be used in any report coming from this research. None of the teachers, parents or learners at school will know about your answers to the research questions. It is crucial to be as honest and reflective as you possibly can. There are no right or wrong answers to the questions.

1. What common violence cases do you come across in your school as school governing body members?

    Amongst other issues we experience daily as challenges in our school, bullying is the main challenge. This bullying is directed to teachers and other learners

2. In your opinion, what factors do you think are contributory to the rising level of violence in your school?

    The problems that lead to learners being violent are the abuse of substance and learners not staying with parents, because such learners have the freedom to do as they please and associate with negative people who are bad influences

3. To what extent do you think violent actions affects teaching and learning?

    If learners start fighting in class, then teaching will have to be suspended. This leads to poor performance as a result of lost contact time

4. How do you deal with violent cases that are reported to you as the school governing body members?

    Our intervention at school depends on the nature of the case, some cases are police bound, therefore, we report them to relevant authority, whereas some cases are SGB bounds, and require us to intervene.

5. Since it is your responsibility as the school governing body, to design some of the school policies, what discipline policies do you have in place at the school?

    The code of conduct as guided by the South African Schools Act, is our weapon to disciplinary issues. This code of conduct which is made available to everyone who is the immediate stakeholder to the school, works wonders in followed to the later, and adhered to.

6. Are the disciplinary strategies employed by the school in line with the law? please explain?

We use the South African Schools Acts 84 of 1996 in formulating our disciplinary policies. This Schools Act, also guides the formulation of the strategies we employ when resolving disciplinary cases

7. What legal guidelines have you employed in designing your school's disciplinary policies?

    When coming to issues of learner discipline, we use South African Schools Act, the constitution of South Africa and educator's equity acts as our guidelines.

8. Does your school have a code of conduct for learners? and are learners aware and interacting with the code of conduct?

    Yes, it is visible to everyone, it is also discussed with parents and learners during our meeting in the beginning of the year

9. Do you think your discipline policies are effective in curbing violence in your school? Please explain?

    Our disciplinary policy is effective in that, learners are afraid of being suspended and expelled, which are some of the measures enlisted in the policy.

10. What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence?

    I believe the role of the SGB should be to enhance effective communication, and team work. If we are working together with parents and the community, we could easily overcome violence challenges in schools

11. What do you think should be done to eliminate the violent activities taking place in schools around Mamelodi?

    The government should provide schools with the necessary resources such as professionals, and security personne.

12. Do you think the department of education is doing enough to support teachers on issues of violence? And why?

    Yes, because the department has sent social workers and other professionals to schools, to help with counselling learners on issues such as substance abuse, anger and other domestic issues leading to violent behaviour

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Individual Interview Questions (SCHOOL A)

The following questions will provide the framework for the **individual interview**. Questions not listed might be asked in order to follow up on participant responses during interviews. The individual interview will centre on these questions. The introduction and briefing statements will be outlined to participants.

The purpose of this study is to learn about your experiences and perceptions relating to violence issues in schools. This study also seeks to explore and unveil better and more learner rights conscious ways of dealing with issues of violence through instating proper disciplinary procedures in schools. Every answer given will be kept confidential, and no names and any other identifying information will be used in any report coming from this research. None of the teachers, parents or learners at school will know about your answers to the research questions. It is crucial to be as honest and reflective as you possibly can. There are no right or wrong answers to the questions.

1. What common violent cases do you experience in your school as learners?
   Physically abusing is one main challenge, coupled with the use of weapons and substances

2. In your opinion, what factors do you think contribute to the violent activities taking place in your school?

   Burning of corporal punishment has contributed to the rising school violence. Learners are no longer respecting because they know that no one will beat them up

3. To what extent do you think violent actions affect teaching and learning?
   Teachers can't teach learners who are violent, their fighting will always disturb teaching and learning

4. As the Learner Representative Council of the school, what role do you play in circumventing violence in your school?

   As the executive members of the LRC of the school, we making sure there is discipline and unity in school, and encourage learners to act responsibly. We also hold meetings where we motivate and educate one another

5. As a legal body that represents the interests and rights of all the learners in your school, do you think the disciplinary policy of your school is well formulated towards learner rights consciousness? And why?

   When there experienced a case involving learners, we make sure that the learner is well represented, and his or her rights are observed.

6. Do you think the disciplinary strategies employed by the school are in line with the school's code of conduct for learners and the disciplinary policy of the school? please explain?

   Yes, the disciplinary strategies that teachers use are not harsh. They do not violate our rights at all

7. Does your school have a code of conduct for learners? and are learners aware and in interaction with the code of conduct? Please explain?
Yes, the school code of conduct is available. All learners have copies, and it is also in our notice board", while a learner from School B said "*Indeed, our school has a code of conduct, and learners are aware of it*

8. The Learner Representative Council forms part of the group of delegates responsible for formulating the school's code of conduct for learners; as enshrined in the South African School Act 84 of 1996. What contributions have you made as learners in the formulation of the school's code of conduct and disciplinary policy.

   Making sure that classes are in good conditions, ensure class rules. LRC members also motivate learners

9. Do you think your discipline policy is effective in curbing violence in your school? Please explain?
Our discipline policy is not that much effective, we also need other stakeholders like community members to help

10. What specific role do you think yourselves as learners could play in eliminating school violence?
Hold meetings where we motivate and educate one another

11. What do you think should be done to eliminate the violent activities taking place in schools around Mamelodi?

   We should interact with SAPS in order to ensure school safety

Interview Guide for the Learners

23/02/2022

Individual interview questions (SCHOOL B)

The following questions will provide the framework for the **individual interview**. Questions not listed might be asked in order to follow up on participant responses during interviews. The individual interview will centre on these questions. The introduction and briefing statements will be outlined to participants.

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1. What common violent cases do you experience in your school as learners?

   Bullying is the single main violent action we experience daily in our school, as compared to other activities

2. In your opinion, what factors do you think contribute to the violent activities taking place in your school?

   Home situation could be the most contributing factor. Issues such as starvation or poverty and domestic violence, because most learners come from poor families. This makes it difficult for them to be discipline

3. To what extent do you think violent actions affect teaching and learning?

   Learners do not come to school because of bullying, teachers have to stop lesson too, in order to solve fighting issues

4. As the Learner Representative Council of the school, what role do you play in circumventing violence in your school?

   The learners report to us and we report to the relevant teacher who is the Teacher-learner Liaison Officer (TLO) of the school, and we also support each other, and communicate effective with one another

5. As a legal body that represents the interests and rights of all the learners in your school, do you think the disciplinary policy of your school is well formulated towards learner rights consciousness? And why?

   Yes, because it disciplines us, they are in line with the law

6. Do you think the disciplinary strategies employed by the school are in line with the school's code of conduct for learners and the disciplinary policy of the school? please explain?

They are in line with the code of conduct, and we believe that the code of conduct for our school is guided by the South African Schools Act. We might not have much knowledge of government policies, but the SASA document was explained to us and given to us as the LRC to go through it

7. Does your school have a code of conduct for learners? and are learners aware and in interaction with the code of conduct? Please explain?

   Indeed, our school has a code of conduct, and learners are aware of it

8. The Learner Representative Council forms part of the group of delegates responsible for formulating the school's code of conduct for learners; as enshrined in the South African School Act 84 of 1996. What contributions have you made as learners in the formulation of the school's code of conduct and disciplinary policy.

   The SGB of the school convene meetings and discuss the code of conduct together with us. They therefore allow us to make some comments, which they take into cognisance

9. Do you think your discipline policy is effective in curbing violence in your school? Please explain?

   Yes, our disciplinary policy is effective. When a transgression happens, suspension does come in as part of disciplinary actions

10. What specific role do you think yourselves as learners could play in eliminating school violence?

    We should give each other support, and practice effective communication

11. What do you think should be done to eliminate the violent activities taking place in schools around Mamelodi?

    Adults should teach children morals. This is important in dealing with violence issues

Interview Guide for the Learners

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Individual interview questions (SCHOOL C)

The following questions will provide the framework for the **individual interview**. Questions not listed might be asked in order to follow up on participant responses during interviews. The individual interview will centre on these questions. The introduction and briefing statements will be outlined to participants.

The purpose of this study is to learn about your experiences and perceptions relating to violence issues in schools. This study also seeks to explore and unveil better and more learner rights conscious ways of dealing with issues of violence through instating proper disciplinary procedures in schools. Every answer given will be kept confidential, and no names and any other identifying information will be used in any report coming from this research. None of the teachers, parents or learners at school will know about your answers to the research questions. It is crucial to be as honest and reflective as you possibly can. There are no right or wrong answers to the questions.

1. What common violent cases do you experience in your school as learners?
Most learners in our school are fighting over somethings that are not that important. Their conflicts are easily ignited

2. In your opinion, what factors do you think contribute to the violent activities taking place in your school?

   Shortage of furniture in schools, ineffective communications amongst learners, gangsterism, and late coming. These learners come late because they start somewhere and abuse substances before they come to school

3. To what extent do you think violent actions affect teaching and learning?
If learners are disrespectful. Sometimes teachers have to stop teaching to attend to their uncalled provocative actions

4. As the Learner Representative Council of the school, what role do you play in circumventing violence in your school?

   I am the mediator between teachers and learners, therefore, we also motivating learners to be positive, and be there for each other. We also encourage sharing of information and healthy interactions

5. As a legal body that represents the interests and rights of all the learners in your school, do you think the disciplinary policy of your school is well formulated towards learner rights consciousness? And why?

   Learners are punished in line with the policies, late coming is controlled in line with policies.

6. Do you think the disciplinary strategies employed by the school are in line with the school's code of conduct for learners and the disciplinary policy of the school? please explain?

No extreme measures are used are used in our school. Some teachers still use corporal punishment knowing very well that it is prohibited. This is in violation with the rights of learners, and against the law

7. Does your school have a code of conduct for learners? and are learners aware and in interaction with the code of conduct? Please explain?
   Yes, our school has a code of conduct. learners are aware and it is placed in every class for visibility

8. The Learner Representative Council forms part of the group of delegates responsible for formulating the school's code of conduct for learners; as enshrined in the South African School Act 84 of 1996. What contributions have you made as learners in the formulation of the school's code of conduct and disciplinary policy.

   All class raps were given the opportunity to make a contribution to the revising of the code of conduct, as representatives to learners

9. Do you think your discipline policy is effective in curbing violence in your school? Please explain?
   It is not effective; it does not interact with learners more. It just outlines actions to be taken after a learner transgresses

10. What specific role do you think yourselves as learners could play in eliminating school violence?

    Being there for each other, sharing information, socialising positively.

11. What do you think should be done to eliminate the violent activities taking place in schools around Mamelodi?
    Schools should develop better understanding of youth. Social workers and other professionals should be visible in schools. Schools should educate learners about the danger of gangsterism, most learners have more time in their hands, which should be occupied positively

Individual interview questions (SCHOOL D)

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The following questions will provide the framework for the **individual interview**. Questions not listed might be asked in order to follow up on participant responses during interviews. The individual interview will centre on these questions. The introduction and briefing statements will be outlined to participants.

The purpose of this study is to learn about your experiences and perceptions relating to violence issues in schools. This study also seeks to explore and unveil better and more learner rights conscious ways of dealing with issues of violence through instating proper disciplinary procedures in schools. Every answer given will be kept confidential, and no names and any other identifying information will be used in any report coming from this research. None of the teachers, parents or learners at school will know about your answers to the research questions. It is crucial to be as honest and reflective as you possibly can. There are no right or wrong answers to the questions.

1. What common violent cases do you experience in your school as learners?
   In our school we have the challenge with fighting amongst learners, misconduct in classes where some learners act disrespectfully towards teachers and other learners, and the use of weapons by learners

2. In your opinion, what factors do you think contribute to the violent activities taking place in your school?

   Factors contributing to violence could include poor family and community backgrounds, taking bad morals from streets, depressed learners due to domestic violence and lack of affordability which leads to the development of anger and violence

3. To what extent do you think violent actions affect teaching and learning?
   Violence actions affect teaching and learning in a critical way, as learners are also fighting in class and teaching had to stop in order to reprimand them

4. As the Learner Representative Council of the school, what role do you play in circumventing violence in your school?

   We always encourage effective communication with our peers so that they open up to us, and bring up solutions to be brainstormed. We also lead by example, through becoming motivators and role models

5. As a legal body that represents the interests and rights of all the learners in your school, do you think the disciplinary policy of your school is well formulated towards learner rights consciousness? And why?

   Yes, I think it's too lenient

6. Do you think the disciplinary strategies employed by the school are in line with the school's code of conduct for learners and the disciplinary policy of the school? please explain?

Yes, our schools disciplinary committees are in line with government policies because the code of conduct is clear to the learners about the results should they be found transgressing, and this code of conduct is guided by legal documents from the department of education

7. Does your school have a code of conduct for learners? and are learners aware and in interaction with the code of conduct? Please explain?
   Yes, learners are aware of our school code of conduct and are reminded several times about it

8. The Learner Representative Council forms part of the group of delegates responsible for formulating the school's code of conduct for learners; as enshrined in the South African School Act 84 of 1996. What contributions have you made as learners in the formulation of the school's code of conduct and disciplinary policy.

   We have never been involved during out service as LRC members

9. Do you think your discipline policy is effective in curbing violence in your school? Please explain?

   Yes, our discipline policy is effective, because learners get motivated to change through the school code of conduct

10. What specific role do you think yourselves as learners could play in eliminating school violence?

    Leading by example, being a motivator and role model

11. What do you think should be done to eliminate the violent activities taking place in schools around Mamelodi?

    Higher authorities are not constantly in communication with learners, teachers and other stakeholders should try to understand learners and not judge them. Learners should be taught to be cooperative. Teachers should say more constructive words when reprimanding learners, than destructive ones. Ensure learners of their safety

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Individual interview questions (SCHOOL E)

The following questions will provide the framework for the **individual interview**. Questions not listed might be asked in order to follow up on participant responses during interviews. The individual interview will centre on these questions. The introduction and briefing statements will be outlined to participants.

The purpose of this study is to learn about your experiences and perceptions relating to violence issues in schools. This study also seeks to explore and unveil better and more learner rights conscious ways of dealing with issues of violence through instating proper disciplinary procedures in schools. Every answer given will be kept confidential, and no names and any other identifying information will be used in any report coming from this research. None of the teachers, parents or learners at school will know about your answers to the research questions. It is crucial to be as honest and reflective as you possibly can. There are no right or wrong answers to the questions.

1. What common violent cases do you experience in your school as learners?
   Fighting and bullying are the two main challenges facing our school and most schools in Mamelodi. This cause by the fact that some of our learners are part of gangsterism in the community

2. In your opinion, what factors do you think contribute to the violent activities taking place in your school?
   Home background, domestic violence, popularity trying to show off

3. To what extent do you think violent actions affect teaching and learning?
   Violent actions mostly take place in class and are disruptive, because they force the teacher to stop the lesson and intervene

4. As the Learner Representative Council of the school, what role do you play in circumventing violence in your school?
   We usually seat down with those learners who are found transgressing and violent and communicating ways of resolving issues without the use of violence, and we also practice respecting each other and effective communication

5. As a legal body that represents the interests and rights of all the learners in your school, do you think the disciplinary policy of your school is well formulated towards learner rights consciousness? And why?

   They are in line, but children just disrespect

6. Do you think the disciplinary strategies employed by the school are in line with the school's code of conduct for learners and the disciplinary policy of the school? please explain?

   Our disciplinary strategies are in line with the government's policies, because they are in line with the school's code of conduct

7. Does your school have a code of conduct for learners? and are learners aware and in interaction with the code of conduct? Please explain?

   Yes, learners are aware of the school code of conduct, but do not interact with it. They just choose to ignore it

8. The Learner Representative Council forms part of the group of delegates responsible for formulating the school's code of conduct for learners; as enshrined in the South African School Act 84 of 1996. What contributions have you made as learners in the formulation of the school's code of conduct and disciplinary policy.

   The code of conduct in our school has never been reviewed as yet

9. Do you think your discipline policy is effective in curbing violence in your school? Please explain?

   They are not effective, because learners are still fighting and bully each other in the presence of the such a policy

10. What specific role do you think yourselves as learners could play in eliminating school violence?

    We should respect each other and communicate effectively with one another

11. What do you think should be done to eliminate the violent activities taking place in schools around Mamelodi?

    If we could have awareness campaign informing learners about the danger of violence, it could work to the benefit of the school. Learners need to be reminded and taught

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Qualitative Survey Questionnaire

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QUALITATIVE SURVEY QUESTIONNAIRE

School	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**

Computer generated name: _____A1_____ (for office use only)

Please complete the section below with a black pen

SECTION A: Biographical Information

Occupation: ____Teacher_____ Post level: __1_

Age: _____53_____ Years of teaching experience: _____21_____

Gender: __Female___ Race: ____Black African___ (for statistical purposes)

SECTION B: KINDS OF DISCIPLINARY CHALLENGES EXPERIENCED

1. Can you please describe some of the common violence challenges you experience at school?

Most learners are fighting at school, while others use vulgar words directed at other learners. Bullying is also one major problem at our school

SECTION C: DISCIPLINARY MEASURES USED

2. What disciplinary measures are in place to deal with these violence challenges?

In issues that we consider offensive, we call parents through letters and discuss the matter with them, and agree on the relevant punishment. corporal punishment is a no-go area since it is prohibited in our school

3. Do you think that the disciplinary strategies employed by the school are in line with current disciplinary policies? and why?

Yes, they are in line, because parents and learners were part of the formulation and adoption of the school's code of conduct, and have signed to acknowledge receipt of this code of conduct as our guideline in dealing with disciplinary issues

4. How do you experience and perceive learner discipline today?

No discipline is taking place today, learners are rude and ill-disciplined as compared to those of the past generation

5. In your opinion, what role do you think discipline can play in preventing violence?

In my opinion, I think if learners are always engaged in class, they will not have an opportunity to fight or bully one another, therefore, keeping them occupied can form part of discipline

SECTION D: CONTRIBUTORY FACTORS TO SCHOOL VIOLENCE

6. In your opinion, what factors do you think are contributory to the rising level of violence in most township schools?

Gangsters formed by some of our learners outside the school premises, practice and bring violence to school", while a teacher from the same school said "*Family background is a contributing factor to school violence, just like gangsterism, it developed in the communities and carried over to the school.*

SECTION E: IMPACT OF VIOLENCE ON TEACHING AND LEARNING

7. To what extent do you think violence actions affect teaching and learning?

School violence delay the learning and teaching process. The safety of learners and teachers are affected and can make other learners to leave school and not come to school anymore

SECTION F: SUPPORT FROM STAKEHOLDERS PARENTS/COMMUNITY /DEPARTMENT

8. What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence?

Teachers and all stakeholders must be involved in emphasizing the school's code of conduct, deal with matters immediately and follow protocol

9. What do you suggest the department of education should do in an effort to give support to schools on issues of violence?

The department should also be given the opportunity to address the learners much often and if matters are handed to them intervention, they should respond quickly and make follow ups

SECTION G: CIRCUMVENTING STRATEGIES

10. What strategies can you suggest for schools to adopt as a way to eliminate violence in schools?

Police officers are the best preventative method. If schools could be allocated some officers to work in the school premises, violence could be reduced

11. Does your school have a code of conduct for learners? And are learners aware and in interaction with the code of conduct?

Yes, as a school we do have a code of conduct. Learners and their parents are aware of the school's code of conduct because it is presented at the entrance of the school

12. Do you think your discipline policies are effective in curbing violence in your school? Please explain

Yes, I think our discipline policies are effective as they aim to keep learners and teachers safe. These policies ensure that there is order at school at all times, through giving guidance to learners and teachers

13. Based on your experience, are you satisfied with the way disciplinary policies are formulated in your school? If NO, what do you think could be done to improve them and how?

Not at all Policies blind us as teacher, whether you follow it or not, you are still to be blamed by the department of education should you use hash methods to discipline learners

Qualitative Survey Questionnaire

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Qualitative Survey Questionnaire

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QUALITATIVE SURVEY QUESTIONNAIRE

A	B	C	D	E	F	G	H	I	J

School

Computer generated name: _____B2_____ (for office use only)

Please complete the section below with a black pen

SECTION A: Biographical Information

Occupation: ___Teacher_____ Post level: __1_

Age: _____56_____ Years of teaching experience: _____32_____

Gender: _Female____ Race: ____Black African___ (for statistical purposes)

SECTION B: KINDS OF DISCIPLINARY CHALLENGES EXPERIENCED

1. Can you please describe some of the common violence challenges you experience at school?

In our school we usually experience cases of fighting between learners, destruction of school property, bullying of learners by other learners and learners throwing insults at one another

SECTION C: DISCIPLINARY MEASURES USED

2. What disciplinary measures are in place to deal with these violence challenges?

parents are called for disciplinary hearing in case of major transgressions, and minor ones, we usually resolve them within the school through minor punishments such as detention and verbal warnings

3. Do you think that the disciplinary strategies employed by the school are in line with current disciplinary policies? and why?

Yes, indeed they are in live with policies because written warnings templates that are issued out to parents during formal hearings are provided by the department of education through circular 74 of 2007 and the South African Schools Act

4. How do you experience and perceive learner discipline today?

Discipline today is not effective as compared to discipline in the olden days, because it doesn't address todays societal ills. It is learner centred, therefore unable to assist where learners are culprits

5. In your opinion, what role do you think discipline can play in preventing violence?

If the current disciplinary measures as outlined in the South African Schools Act are implemented, 'discipline will go a long way because it inculcates good moral practice

SECTION D: CONTRIBUTORY FACTORS TO SCHOOL VIOLENCE

6. In your opinion, what factors do you think are contributory to the rising level of violence in most township schools?

I believe that unstable family structures, learners being exposed to gangsterism from an early age and social media are amongst the top contributory factors to school violence

SECTION E: IMPACT OF VIOLENCE ON TEACHING AND LEARNING

7. To what extent do you think violence actions affect teaching and learning?

All violence actions in our school, minor or major affect teaching and learning because they create chaotic environment. This may disrupt smooth Teaching and Learning

SECTION F: SUPPORT FROM STAKEHOLDERS- PARENTS/COMMUNITY /DEPARTMENT

8. What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence?

Teachers are the key people who play a major role in getting the discipline policies exercised, therefore, as teachers we play a very crucial role in ensuring that discipline is maintained at all times

9. What do you suggest the department of education should do in an effort to give support to schools on issues of violence?

The department should empower educators by providing necessary instruments to contain violence workshops and seminars to address this issue

SECTION G: CIRCUMVENTING STRATEGIES

10. What strategies can you suggest for schools to adopt as a way to eliminate violence in schools?

   The department should encourage schools to embark on adopt-a-cop campaign, this could increase security. The department could also include in the school curriculum issues of violence as part of a subject

11. Does your school have a code of conduct for learners? And are learners aware and in interaction with the code of conduct?

The school does have a code of conduct, all learners were given and parents signed for the code of conduct

12. Do you think your discipline policies are effective in curbing violence in your school? Please explain

Indeed, they are, even though some learners still repeat the same mistakes, our disciplinary policy has minimized violent activities to a certain extent. The number of cases that were reported has reduced as compared to before the implementation of our disciplinary policy

13. Based on your experience, are you satisfied with the way disciplinary policies are formulated in your school? If NO, what do you think could be done to improve them and how?

No, I think parents should get more involved in the discipline of their children. They have to work very closely with teachers in order to curb these violence activities

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Qualitative Survey Questionnaire

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QUALITATIVE SURVEY QUESTIONNAIRE

A	B	C	D	E	F	G	H	I	J

School

Computer generated name: _____C3_____ (for office use only)

Please complete the section below with a black pen

SECTION A: Biographical Information

Occupation: ___Teacher_____ Post level: __1_

Age: _____27_____ Years of teaching experience: _____1_____

Gender: _Female_____ Race: ____Black African___ (for statistical purposes)

SECTION B: KINDS OF DISCIPLINARY CHALLENGES EXPERIENCED

1. Can you please describe some of the common violence challenges you experience at school?

    Learners bully each other mostly and they also fighting a lot. These violence activities are coupled with an exchange of abusive words

SECTION C: DISCIPLINARY MEASURES USED

2. What disciplinary measures are in place to deal with these violence challenges?

parents are called for disciplinary hearing in case of major transgressions, and minor ones, we usually resolve them within the school through minor punishments such as detention and verbal warnings

3. Do you think that the disciplinary strategies employed by the school are in line with current disciplinary policies? and why?

Yes, I believe they are in line because we do not have corporal punishment in our school. We only apply disciplinary methods that are approved by the department of education and the law

4. How do you experience and perceive learner discipline today?

Disciplining learners is very difficult today. Learners have many rights that limit the teachers' actions towards instilling positive discipline", while a teacher from the same school said *"Discipline today is very bad, learners are ill disciplined and out of control, as teachers we are really struggling to maintain proper classroom discipline*

5. In your opinion, what role do you think discipline can play in preventing violence?

Discipline plays a very huge role if implemented correctly. It can help in minimizing and stamping out violence in schools, by stilling a sense of responsibility and self-worth in learners", while a teacher reiterated that "*Discipline can play a role in that, if learners know that they will be expelled from school, they will stop being unruly*

SECTION D: CONTRIBUTORY FACTORS TO SCHOOL VIOLENCE

6. In your opinion, what factors do you think are contributory to the rising level of violence in most township schools?

I believe that too many rights made learners to be out of order and violent towards each other and their teachers. This is coupled with the use of drugs and alcohol

SECTION E: IMPACT OF VIOLENCE ON TEACHING AND LEARNING

7. To what extent do you think violence actions affect teaching and learning?

As a teacher, you will have to stop the lesson and solve the problem of violence, or else, learners could start being afraid of attending school, if they are bullied

SECTION F: SUPPORT FROM STAKEHOLDERS- PARENTS/COMMUNITY/DEPARTMENT

8. What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence?

As teachers, we play a role of enforcing the rules and regulation of discipline. Working together as teachers, parents, learners and stakeholders, we can overcome this issue of school violence

9. What do you suggest the department of education should do in an effort to give support to schools on issues of violence?

The department of education should ensure a positive support for the teachers, and refrain from giving learners more rights

SECTION G: CIRCUMVENTING STRATEGIES

10. What strategies can you suggest for schools to adopt as a way to eliminate violence in schools?

The department of education should organise awareness campaign that addresses violence in schools. such awareness should be aimed at educating and empowering learners

11. Does your school have a code of conduct for learners? And are learners aware and in interaction with the code of conduct?

Yes, learners are aware of the code of conduct as we read it to them in the classrooms and sometimes during assembly

12. Do you think your discipline policies are effective in curbing violence in your school? Please explain

Yes, it is effective in curbing violence but with limits because we can discipline them to a certain level, some issues can still not be resolved by us since our powers are limited by law

13. Based on your experience, are you satisfied with the way disciplinary policies are formulated in your school? If NO, what do you think could be done to improve them and how?

Not at all. Minor transgressions should also be explained and covered clearly

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QUALITATIVE SURVEY QUESTIONNAIRE

A	B	C	D	E	F	G	H	I	J

School

Computer generated name: _____D4_____ (for office use only)

Please complete the section below with a black pen

SECTION A: Biographical Information

Occupation: ___Teacher_____ Post level: __1_

Age: _____27_____ Years of teaching experience: _____1_____

Gender: ___M_____ Race: ____Black African___ (for statistical purposes)

SECTION B: KINDS OF DISCIPLINARY CHALLENGES EXPERIENCED

1. Can you please describe some of the common violence challenges you experience at school?

Learner-to-learner fighting is one of the violence activities we are faced with daily, as well as verbal abuse. We also do get cases of sexual harassment and bullying directed to learners. Some learners also carrying weapons to school

SECTION C: DISCIPLINARY MEASURES USED

2. What disciplinary measures are in place to deal with these violence challenges?

Our school make use of the code of conduct, and also utilize the schools disciplinary committee in resolving cases. These methods are aimed at teaching learners to be responsible

3. Do you think that the disciplinary strategies employed by the school are in line with current disciplinary policies? and why?

Indeed, they are in line, they follow the constitution of South Africa, so that teachers do not violate learners' rights

4. How do you experience and perceive learner discipline today?

Discipline today is ill-conceived because learners are left to their own devices. Most learner only show interest on their gadgets and seem not to care about anything else. When you talk about respect, they will tell that it has to start with you. They think they can do as they please

5. In your opinion, what role do you think discipline can play in preventing violence?

Discipline plays a huge role. It helps remove all obstacles that could hinder proper learning" while a teacher from the same school alluded that "*Without discipline there is no focus. Learners should be taught sense of responsibility, and this is what positive discipline does*

SECTION D: CONTRIBUTORY FACTORS TO SCHOOL VIOLENCE

6. In your opinion, what factors do you think are contributory to the rising level of violence in most township schools?

I believe that the involvement of learners in violent activities with bad peers, influence them to engage in drugs and gangsterism

SECTION E: IMPACT OF VIOLENCE ON TEACHING AND LEARNING

7. To what extent do you think violence actions affect teaching and learning?

Indiscipline affects the school environment negatively. Fighting between learners affects teaching and learning, therefore, all stakeholders need to be involved in teaching learners about discipline and violence in school

SECTION F: SUPPORT FROM STAKEHOLDERS- PARENTS/COMMUNITY/DEPARTMENT

8. What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence?

Indiscipline affects the school environment negatively, therefore, all stakeholders including teachers need to be involved in teaching learners about discipline and violence in school

9. What do you suggest the department of education should do in an effort to give support to schools on issues of violence?

The department of education should implement policies that allow the teacher to apply punishment to the learners, give teachers more power

SECTION G: CIRCUMVENTING STRATEGIES

10. What strategies can you suggest for schools to adopt as a way to eliminate violence in schools?

"Adopt--cp could be one solution", whereas a teacher from School B said *". The department should encourage schools to embark on adopt-a-cop campaign, this could increase security. The department could also include in the school curriculum issues of violence as part of a subject*

11. Does your school have a code of conduct for learners? And are learners aware and in interaction with the code of conduct?

Indeed, learners receive the code of conduct at the beginning of each year, and a copy is made available on the notice board to serve as a reminder

12. Do you think your discipline policies are effective in curbing violence in your school? Please explain

They are effective, but the community in which our schools are at, plays a huge role since there are drugs and gangsterism which exposes our learners to more violent activities

13. Based on your experience, are you satisfied with the way disciplinary policies are formulated in your school? If NO, what do you think could be done to improve them and how?

Not effective because even after disciplinary processes shall have been followed, violence still continues. Schools are trying their best but not winning

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QUALITATIVE SURVEY QUESTIONNAIRE

A	B	C	D	E	F	G	H	I	J

School

Computer generated name: _____E5_____ (for office use only)

Please complete the section below with a black pen

SECTION A: Biographical Information

Occupation: ____Teacher_____ Post level: __1_

Age: _____50_____ Years of teaching experience: _____6_____

Gender: _Female_____ Race: ____Black African___ (for statistical purposes)

SECTION B: KINDS OF DISCIPLINARY CHALLENGES EXPERIENCED

1. Can you please describe some of the common violence challenges you experience at school?

In our school, bullying and abuse amongst learners are amongst common challenges we experience. Violence directed towards educators is also becoming an issue

SECTION C: DISCIPLINARY MEASURES USED

2. What disciplinary measures are in place to deal with these violence challenges?

The principal call parents for disciplinary hearings pertaining to their children, suspension recommendation for dismissal on persistent violence is them made

3. Do you think that the disciplinary strategies employed by the school are in line with current disciplinary policies? and why?

They are in line, because the policy allows for disciplinary hearing before suspension, and that is exactly what our school do

4. How do you experience and perceive learner discipline today?

Learners lack discipline because of being influenced by their surroundings and their peers. Most learners are exposed to too much violence and negative role models in communities they are raised", while a teacher from the same school said *"Learner discipline is still very poor in our school since learners are still fighting amongst themselves. The rate of violence cases reported daily is alarming as compared to during our schooling time. Our generation was much better when it comes to discipline*

5. In your opinion, what role do you think discipline can play in preventing violence?

Discipline can play a huge role in shaping learners since most learners are ill disciplines and without proper direction in life

SECTION D: CONTRIBUTORY FACTORS TO SCHOOL VIOLENCE

6. In your opinion, what factors do you think are contributory to the rising level of violence in most township schools?

I believe that too many rights made learners to be out of order and violent towards each other and their teachers. This is coupled with the use of drugs and alcohol

SECTION E: IMPACT OF VIOLENCE ON TEACHING AND LEARNING

7. To what extent do you think violence actions affect teaching and learning?

More time is spent in reprimanding than teaching, at the end Annual Teaching Plan coverage becomes a challenge for most teachers, because it becomes hard to catchup with the lost time

SECTION F: SUPPORT FROM STAKEHOLDERS- PARENTS/COMMUNITY/DEPARTMENT

8. What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence?

Teachers must work hand in hand with parents, they should lead by example e.g., they should avoid fighting in the presence of the learners, or to express their differenced openly in the presence of learners

9. What do you suggest the department of education should do in an effort to give support to schools on issues of violence?

The department should do more roadshows or workshops regarding violence issues. Not only teachers should be the one motivating learners, it should be the responsibility of all stakeholders involved in education

SECTION G: CIRCUMVENTING STRATEGIES

10. What strategies can you suggest for schools to adopt as a way to eliminate violence in schools?

The department must refer violent and aggressive learners to professional institutions dealing with psychological rehabilitation, for intervention

11. Does your school have a code of conduct for learners? And are learners aware and in interaction with the code of conduct?

Indeed, our learners know and are aware of the code of conduct but choose to ignore it

12. Do you think your discipline policies are effective in curbing violence in your school? Please explain

Indeed, I think our discipline policies are effective as they aim to keep learners and teachers safer, and prepares learners for the real world

13. Based on your experience, are you satisfied with the way disciplinary policies are formulated in your school? If NO, what do you think could be done to improve them and how?

Not really, the policies are not fruitful and learners are ill disciplined. This is attested by the high level of violence cases reported daily in some schools. But we can still try to adopt other successful strategies or policies from other schools

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QUALITATIVE SURVEY QUESTIONNAIRE

A	B	C	D	E	F	G	H	I	J

School

Computer generated name: _____F1_____ (for office use only)

Please complete the section below with a black pen

SECTION A: Biographical Information

Occupation: ___Teacher_____ Post level: __1_

Age: _____45_____ Years of teaching experience: _____23_____

Gender: _Male_____Race: ____Black African___ (for statistical purposes)

SECTION B: KINDS OF DISCIPLINARY CHALLENGES EXPERIENCED

1. Can you please describe some of the common violence challenges you experience at school?

The common violence challenges are bullying directed to both learners and teachers, and gangsterism

SECTION C: DISCIPLINARY MEASURES USED

2. What disciplinary measures are in place to deal with these violence challenges?

Learners are called and reprimanded according to the school's disciplinary policies, and if the matter persists, we call parents to discuss further disciplinary procedures

3. Do you think that the disciplinary strategies employed by the school are in line with current disciplinary policies? and why?

Yes, the disciplinary measure employed by the school are in line with policies. Our school only applies what is in line and permitted by the South African Schools Act 84 of 1996 when dealing with disciplinary issues

4. How do you experience and perceive learner discipline today?

Discipline is very challenging. Most learners are difficult to discipline and are very disrespectful. I Think the previous generation of learner was much better as compared to the ones we have today

5. In your opinion, what role do you think discipline can play in preventing violence?

Discipline helps channel learners' behaviour and attitude. Discipline corrects, teaches and condemns unacceptable norms and lifestyles

SECTION D: CONTRIBUTORY FACTORS TO SCHOOL VIOLENCE

6. In your opinion, what factors do you think are contributory to the rising level of violence in most township schools?

Drugs abuse, peer pressure and home conditions could be the main contributory factors. Some learners are exposed to domestic violence

SECTION E: IMPACT OF VIOLENCE ON TEACHING AND LEARNING

7. To what extent do you think violence actions affect teaching and learning?

Teachers are no longer feeling safe when teaching or even reprimanding learners because learners think they are the only ones with rights, they are even inconsiderate of how their actions affect teaching and learning time

SECTION F: SUPPORT FROM STAKEHOLDERS- PARENTS/COMMUNITY/DEPARTMENT

8. What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence?

As teachers, we should *encourage parental involvement in schools, award and praise learners for their positive attitude, give extra-curricular activities and communicate with learners, so that they stay positive and see the importance of being nonviolent*

9. What do you suggest the department of education should do in an effort to give support to schools on issues of violence?

The government should come with the national code of conduct for teachers and learners. This would then be used to guide them on what is expected of them, and there should be severe punishment for failure to abide

SECTION G: CIRCUMVENTING STRATEGIES

10. What strategies can you suggest for schools to adopt as a way to eliminate violence in schools?

Police services should consistently visit the schools to have sessions with learners, and also engage professionals such as social workers to further interact with learners and give them counselling where necessary

11. Does your school have a code of conduct for learners? And are learners aware and in interaction with the code of conduct?

Yes, some are aware and in interaction with it, while some are ignorant. Even if they know the school code of conduct, they decide to be rude or stubborn

12. Do you think your discipline policies are effective in curbing violence in your school? Please explain

Yes, in all circumstance the school interacts with the SGB and ensure that all standards of behaviour are communicated effectively

13. Based on your experience, are you satisfied with the way disciplinary policies are formulated in your school? If NO, what do you think could be done to improve them and how?

Not at all. They do not say much about procedures to be followed when dealing with daily minor disciplinary issues, these policies only focus on major transgression which could result in suspension

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QUALITATIVE SURVEY QUESTIONNAIRE

A	B	C	D	E	F	G	H	I	J

School

Computer generated name: _____G2_____ (for office use only)

Please complete the section below with a black pen

SECTION A: Biographical Information

Occupation: ___Teacher_____ Post level: __2_

Age: _____57_____ Years of teaching experience: ___33_____

Gender: __Male_____Race: _____Black African___ (for statistical purposes)

SECTION B: KINDS OF DISCIPLINARY CHALLENGES EXPERIENCED

1. Can you please describe some of the common violence challenges you experience at school?

Learners in our school bully each other much often. Fighting during lessons and after school are also common practices in the school

SECTION C: DISCIPLINARY MEASURES USED

2. What disciplinary measures are in place to deal with these violence challenges?

Learners are being suspended from school and given letters to call their parents. Although, the suspension is applied according to the schools' legal policies

3. Do you think that the disciplinary strategies employed by the school are in line with current disciplinary policies? and why?

yes, they are in line because corporal punishment is not allowed in our school. The school only applies what is permitted and nonviolent

4. How do you experience and perceive learner discipline today?

Most learners lack discipline as they know that the government protects them even if they are wrong. The government has failed learners when it comes to discipline. It gave them rights but never make follow ups on teaching them about their responsibilities

5. In your opinion, what role do you think discipline can play in preventing violence?

Teachers build on the foundation of discipline which learners get from home, and I think that if a learner gets discipline from home, she or he will respect everyone knowing violence is wrong

SECTION D: CONTRIBUTORY FACTORS TO SCHOOL VIOLENCE

6. In your opinion, what factors do you think are contributory to the rising level of violence in most township schools?

"I think the *Involvement of some learners in gang activities and lack of counselling services are contributory factors. Learners who were involved in bullying have anger issues which they take out on other learners and their teachers*

SECTION E: IMPACT OF VIOLENCE ON TEACHING AND LEARNING

7. To what extent do you think violence actions affect teaching and learning?

School violence and bullying have the negative impact on learning. It also increases the risk of stress, anxiety and depression as well as low self-esteem on teachers and learners

SECTION F: SUPPORT FROM STAKEHOLDERS- PARENTS/COMMUNITY/DEPARTMENT

8. What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence?

Teachers should convene some meetings and come-up with strategies that they find useful in disciplining learners. We are the ones who should lead the way, by taking a lead in circumventing violence in our schools

9. What do you suggest the department of education should do in an effort to give support to schools on issues of violence?

The department of education should try to protect educators and provide them with necessary support on issues of learner violence

SECTION G: CIRCUMVENTING STRATEGIES

10. What strategies can you suggest for schools to adopt as a way to eliminate violence in schools?

I suggest that police officers should be allocate to schools so that violence can be reduced in all elements and phases. The presence of police officers could bring about stability in schools

11. Does your school have a code of conduct for learners? And are learners aware and in interaction with the code of conduct?

Indeed, the school has a code of conduct for learners but learners seem not to be aware of it because it has never been read to them or given to them or their parents

12. Do you think your discipline policies are effective in curbing violence in your school? Please explain

Yes, learners are suspended for 7 days to make them aware of the negative impact of their inappropriate behaviour. This suspension usually changes them to be better people, as it teaches them to start taking things serious at school

13. Based on your experience, are you satisfied with the way disciplinary policies are formulated in your school? If NO, what do you think could be done to improve them and how?

No, I think they can improve our policy by not allowing violent learners to come to school after they have been involved in a fight

UNISA | university of south africa

14/02/2022

Qualitative Survey Questionnaire

The introduction and briefing statement will be outlined to participants and included in the questionnaire packages.

The purpose of this study is to learn about your experiences and perceptions relating to violence issues in schools. This study also seeks to explore and unveil better and more learner rights conscious ways of dealing with issues of violence through proper discipline in schools. Every answer given will be kept confidential, and no names and any other identifying information will be used in any report coming from this research. None of the teachers, parents or learners at school will know about your answers to the research questions. It is crucial to be honest and reflective as you possibly can. There are no right or wrong answers to the questions.

QUALITATIVE SURVEY QUESTIONNAIRE

A	B	C	D	E	F	G	H	I	J

School

Computer generated name: _____H3_____ (for office use only)

Please complete the section below with a black pen

SECTION A: Biographical Information

Occupation: ____Teacher_____ Post level: __1_

Age: _____30_____ Years of teaching experience: _____7_____

Gender: __Female_____Race: _____Black African___ (for statistical purposes)

SECTION B: KINDS OF DISCIPLINARY CHALLENGES EXPERIENCED

1. Can you please describe some of the common violence challenges you experience at school?

In our school, we experience learners fighting for furniture and utensils. Shortage of furniture is contributory to violence activities we experience

SECTION C: DISCIPLINARY MEASURES USED

2. What disciplinary measures are in place to deal with these violence challenges?

It depends on the severity of the cases, in severe cases, learners are taken to the principal office, and parents are called, this will then be followed by disciplinary procedures

3. Do you think that the disciplinary strategies employed by the school are in line with current disciplinary policies? and why?

Yes, our strategies are in line with policies, I say they are in line because whatever we do we operate according to legal guidelines such as the South African Schools Act

4. How do you experience and perceive learner discipline today?

Learners are ill disciplined; most are not disciplined from home and cause destruction in schools. This means that some parents and communities have neglected their roles of teaching children discipline. This is portrayed by the way they conduct themselves while at school

5. In your opinion, what role do you think discipline can play in preventing violence?

Where positive discipline is applied learners can easily be called to order and refrain from violence. It becomes much easier for teachers to reprimand wrong doing, and immediately proceed with offering the lesson

SECTION D: CONTRIBUTORY FACTORS TO SCHOOL VIOLENCE

6. In your opinion, what factors do you think are contributory to the rising level of violence in most township schools?

I believe that poor family background, peer pressure and poor community background are contributory factors to violent activities learners display in schools

SECTION E: IMPACT OF VIOLENCE ON TEACHING AND LEARNING

7. To what extent do you think violence actions affect teaching and learning?

Violence that erupts during teaching and learning affect teaching and learning a lot, most teaching time is spend trying to deal with violent and unruly learners

SECTION F: SUPPORT FROM STAKEHOLDERS- PARENTS/COMMUNITY/DEPARTMENT

8. What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence?

The learners together with the teachers, SMT and parents should work collaboratively to implement policies designed to prevent violence, and follow up on them, and also discipline those who violate them

9. What do you suggest the department of education should do in an effort to give support to schools on issues of violence?

The department should involve police officers or any security company that can assist in providing security and ensure the safety of all learners and staff members". A teacher from the same school said

SECTION G: CIRCUMVENTING STRATEGIES

10. What strategies can you suggest for schools to adopt as a way to eliminate violence in schools?

Assertive Community Policing Forum should be made available in the school premisses, because teachers cannot teach and at the same time police learners using drugs

11. Does your school have a code of conduct for learners? And are learners aware and in interaction with the code of conduct?

The school has the code of conduct and learners are well aware of it but some opt to violate it

12. Do you think your discipline policies are effective in curbing violence in your school? Please explain

No, because learners are overcrowded in classes and teachers are overloaded with work, therefore, it becomes difficult to maintain order and discipline where there is overcrowding

13. Based on your experience, are you satisfied with the way disciplinary policies are formulated in your school? If NO, what do you think could be done to improve them and how?

Not at all, learners must know what is on the code of conduct. Those who bully teachers and other learners must be thoroughly dealt with

Qualitative Survey Questionnaire

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14/02/2022

Qualitative Survey Questionnaire

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QUALITATIVE SURVEY QUESTIONNAIRE

A	B	C	D	E	F	G	H	I	J

School

Computer generated name: _____I4_____ (for office use only)

Please complete the section below with a black pen

SECTION A: Biographical Information

Occupation: ___Teacher_____ Post level: __1_

Age: _____53_____ Years of teaching experience: _____14_____

Gender: _Male_____Race: ____Black African___ (for statistical purposes)

SECTION B: KINDS OF DISCIPLINARY CHALLENGES EXPERIENCED

1. Can you please describe some of the common violence challenges you experience at school?

Bullying is the main violent activity in our school, coupled with learner gang related fights. Some of our learners are affiliating to some dangerous gangs which involve them in violent activities

SECTION C: DISCIPLINARY MEASURES USED

2. What disciplinary measures are in place to deal with these violence challenges?

We usually take learners to the principal, and parents are called to be part of the disciplinary processes. Suspension is given if necessary

3. Do you think that the disciplinary strategies employed by the school are in line with current disciplinary policies? and why?

Yes, our strategies are in line, because the safety and security use the current disciplinary policies as a foundation for drafting school policies on the safety and security

4. How do you experience and perceive learner discipline today?

What I have learned about these learners is that, they know their rights and misuse them to defy teachers. This is what makes most teachers jobs difficult

5. In your opinion, what role do you think discipline can play in preventing violence?

Discipline can prevent violence if implemented consistently. This means that, we should apply the same measures for the same misconducts without deviation

SECTION D: CONTRIBUTORY FACTORS TO SCHOOL VIOLENCE

6. In your opinion, what factors do you think are contributory to the rising level of violence in most township schools?

Some of the contributing factors to school violence could include gangsterism, drugs abuse, peer pressure and abusive violence. These factors expose learners to aggression and emotional discomfort which forces them to eventually explode

SECTION E: IMPACT OF VIOLENCE ON TEACHING AND LEARNING

7. To what extent do you think violence actions affect teaching and learning?

Some fights break out while the teacher is in class teaching. This forces the teachers to stop the lesson and focus on resolving the matter. This takes away the focus from the lesson

SECTION F: SUPPORT FROM STAKEHOLDERS- PARENTS/COMMUNITY/DEPARTMENT

8. What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence?

Teachers and parents carry a heavy responsibility of educating learners about violence and its impact on their success and future, therefore, if these stakeholders work together, they can win the fight against school violence

9. What do you suggest the department of education should do in an effort to give support to schools on issues of violence?

The department of education should provide *workshops on discipline, and give support to learners who use drugs, by organizing appropriate rehabilitation and education*

SECTION G: CIRCUMVENTING STRATEGIES

10. What strategies can you suggest for schools to adopt as a way to eliminate violence in schools?

The department of education should emphasize on teaching children how to deal with emotions. The department should also bring social workers and psychologists in the school premises to help learners with bullying and aggression

11. Does your school have a code of conduct for learners? And are learners aware and in interaction with the code of conduct?

Yes, they are aware but do not interact with it because most learners take drugs and the issue of overcrowded in our schools encourages violence, as violence usually takes place where there is no proper order. It is difficult to keep order where learners are many

12. Do you think your discipline policies are effective in curbing violence in your school? Please explain

Yes, I think it should be read and visited by the staff on a monthly basis just to remind teachers and learners about the content of the policy

13. Based on your experience, are you satisfied with the way disciplinary policies are formulated in your school? If NO, what do you think could be done to improve them and how?

No, these policies do not provide sufficient solutions to issues of violence in schools

14/02/2022

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Qualitative Survey Questionnaire

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QUALITATIVE SURVEY QUESTIONNAIRE

A	B	C	D	E	F	G	H	I	J

School

Computer generated name: _____J5_____ (for office use only)

Please complete the section below with a black pen

SECTION A: Biographical Information

Occupation: ___Teacher_____ Post level: __1_

Age: _____43_____ Years of teaching experience: ____18_____

Gender: __Male_____Race: ____Black African___ (for statistical purposes)

SECTION B: KINDS OF DISCIPLINARY CHALLENGES EXPERIENCED

1. Can you please describe some of the common violence challenges you experience at school?

Bullying of younger learners by older learners is the main issue in our school. The influence of dagga and other intoxicating substances also contribute to an increasing violence in our school

SECTION C: DISCIPLINARY MEASURES USED

2. What disciplinary measures are in place to deal with these violence challenges?

We call parents, and sometimes take them to the office for the involvement of the SMT

3. Do you think that the disciplinary strategies employed by the school are in line with current disciplinary policies? and why?

I agree that our strategies are policy aligned, the disciplinary committee of our school is guided by policies from the SASA document

4. How do you experience and perceive learner discipline today?

It's difficult to discipline learners today as compared to older days. This is due to the fact that the government have eased disciplinary measures in schools. teachers I no longer allowed to discipline learners like they did in the past generation

5. In your opinion, what role do you think discipline can play in preventing violence?

If all stakeholders play their roles, we will not experience violence in schools. Parents should play their roles at home by teaching their children how to be well manned and how to properly conduct themselves when with other people

SECTION D: CONTRIBUTORY FACTORS TO SCHOOL VIOLENCE

6. In your opinion, what factors do you think are contributory to the rising level of violence in most township schools?

Poverty and lack of parental care, and the absence of good role models are the main factors contributing to school violence

SECTION E: IMPACT OF VIOLENCE ON TEACHING AND LEARNING

7. To what extent do you think violence actions affect teaching and learning?

Violence between learners affect teaching and learning very negative because it directly consumes teaching and learning time. The teachers have to stop the lesson and intervene

SECTION F: SUPPORT FROM STAKEHOLDERS PARENTS/COMMUNITY/DEPARTMENT

8. What specific roles do you think school principals, teachers, parents and learners could play in circumventing school violence?

Teachers and school managers should make the code of conduct available to learners and parents and take them through it. The consequences of violation should also be outlined clearly to both parents and learners

9. What do you suggest the department of education should do in an effort to give support to schools on issues of violence?

The department should provide schools with security officials who will be stationed at schools daily. This could help to reduce violence activities taking place in schools

SECTION G: CIRCUMVENTING STRATEGIES
10. What strategies can you suggest for schools to adopt as a way to eliminate violence in schools?

Schools should be consistent and firm in dealing with issues of violence. A clear message should be sent to learners for them to avoid wrong and violent activities

11. Does your school have a code of conduct for learners? And are learners aware and in interaction with the code of conduct?

Yes, the school has a code of conduct but I think that most learners are not aware of it simply because it has never been given to them or presented to them or their parents as far as I have witnessed

12. Do you think your discipline policies are effective in curbing violence in your school? Please explain

Indeed, they are inclusive and very effective. Since its implementation, learners are cooperative and less violent towards teachers and their school mates

13. Based on your experience, are you satisfied with the way disciplinary policies are formulated in your school? If NO, what do you think could be done to improve them and how?

Not completely. They need to be modified a little so that the accommodate other important aspects such as dealing with minor misconduct