

**A FRAMEWORK OF A COOPERATIVE APPROACH BETWEEN PARENTS AND  
TEACHERS IN REDUCING VIOLENCE AMONG HIGH SCHOOL LEARNERS IN  
LAMONTVILLE, ETHEKWINI DISTRICT, KWAZULU-NATAL**

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Health Sciences in the Faculty of Health Sciences at the Durban University of  
Technology

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## DECLARATION

This is to certify that this work is entirely my own and not that of any other person, unless explicitly acknowledged (including citation of published and unpublished sources). The work has not previously been submitted in any form to the Durban University of Technology or to any other institution for assessment or for any other purpose.

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## **ABSTRACT**

### **Background**

Violence among school learners is a serious public health, human rights, and social issue with far-reaching consequences. It negatively affects learners' academic performance, social development, and mental well-being. The alarming rate of school violence has become a major concern at both national and international levels, as it undermines the core purpose of schools as places of safety, learning, and growth. Schools should provide a welcoming environment where both teachers and learners can engage without fear of victimization or harm. However, the current prevalence of violence indicates that many schools are failing to offer such protection. Ensuring a secure and supportive school environment is therefore crucial for promoting academic success and holistic development.

### **Aim**

The aim of this study was to explore and describe violence amongst high school learners in order to develop a framework of a cooperative approach between parents and teachers to reduce violence amongst high school learners and ultimately enhance the management of school violence at Lamontville Township in eThekweni District, KwaZulu-Natal.

### **Methods**

A mixed-method participatory action research approach was employed, combining both quantitative and qualitative research methods to provide a comprehensive understanding of school violence. The theoretical foundation of the study was based on Bronfenbrenner's (1994) Ecological Systems Theory of Development, which highlights the complex interactions between individuals and their surrounding environments, including home, school, and community. The data collection process involved multiple methods: a questionnaire survey with 260 parents, semi-structured in-depth interviews with 18 teachers, and focus group interviews with 12 School Governing Body (SGB) members. The data were analyzed using both descriptive and inferential statistics for the quantitative component and Tesch's eight-step thematic analysis for the qualitative data.

## **Findings**

The findings of the study revealed that violence is a pervasive issue in many schools, significantly affecting learners' ability to achieve academic and personal success. Learners are exposed to various forms of violence, including peer conflict, learner-teacher disputes, and other disruptive incidents, all of which contribute to an unsafe school climate. The causes of violence are multifaceted, originating from home, school, and community contexts. Factors such as negative peer influences, inadequate parental supervision, and poor school environments exacerbate the problem.

## **Conclusion**

The study underscores the importance of collaboration between parents and teachers in addressing school violence. Both groups play a crucial role in shaping learners' behaviour and fostering positive attitudes towards education. By working together, parents and teachers can create a supportive and accountable environment that encourages learners to invest in academic excellence and self-discipline. Furthermore, partnerships with external stakeholders, including community organizations and government bodies, are essential in implementing sustainable programs to reduce violence and promote peace within schools.

**Keywords:** Cooperative framework, violence, schools, learners, parents, teachers, Lamontville, EThekweni District, KwaZulu-Natal

## **DEDICATION**

To the Father, Son, and Holy Spirit, thank you for guiding me through this challenging journey and for giving me the strength to overcome every obstacle I encountered while pursuing my academic goals. I would not be where I am today without your unwavering love, guidance, and wisdom. All glory be to God!

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### **Isaiah 45 verse 2-3**

I will go before you and will level the mountains; I will break down gates of bronze and cut through bars of iron. I will give you hidden treasures, riches stored in secret places, so that you may know that I am the LORD, the God of Israel, who summons you by name.

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## GLOSSARY TERMS

KEY CONCEPTS	DEFINITION
Cooperative	A form of effective working relationship in achieving certain goals whether with someone or a group of people.
Learner	Means any person receiving education or obliged: to receive education
Framework	A system of rules, ideas, or beliefs that is used to plan or decide something
Parent	The parent or 'guardian of a learner.
Principal	Means an educator appointed or acting as the head of a school;
School	A place managed by a school manager/principal where learners get formal education. This is a place for social and professional gathering for the purpose of teaching and learning on professional level. For purposes of this study, the term 'school' refers to junior primary, senior primary, secondary, primary and special schools.
School Governing Body	The School Governing Body (SGB) is a statutory body of parents, educators, non-teaching staff and learners who seek to work together to promote the well-being and effectiveness of the school community and thereby enhance learning and teaching.
Violence/ Violent Behaviour	Violent behaviour is a phenomenon that can take many forms, ranging from relatively minor acts (such as name calling or pushing) to more serious acts (such as hitting, kicking, or punching) to severe acts (such as stabbing, shooting, or killing).

## LIST OF ACRONYMS

ACRONYM	FULL WORD/SENTENCE
DBN	Durban
DoE	Department of Education
DoS	Department of Statistics
DRC	Democratic Republic of Congo
DUT	Durban University of Technology
GBV	Gender-Based Violence
HIV	Human Immunodeficiency Virus
IREC	Institutional Research Ethics Committee
KZN	KwaZulu-Natal
LGBTQI	Lesbian, Gay, Bisexual, Transgender, Queer and Intersex
PAR	Participatory Action Research
SABC	South African Broadcasting Corporation
SACE	South African Council for Educators
SAHRC	South African Human Right Commission
SAPS	South African Police Services
SGB	School Governing Body
SMT	Senior Management Team
SSC	School Safety Committee
SSF	School Safety Framework
UN	United Nations
UNCF	United Nations Children's Fund
UNDG	United Nations Development Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
US	United States
WHO	World Health Organization

# CHAPTER ONE – INTRODUCTION AND OVERVIEW OF THE STUDY

## 1.1 INTRODUCTION

The study reported in this thesis examines several key aspects related to collaboration between parents and teachers in reducing violence among high school learners. Within this context, I engaged with both parents and teachers to seek their insights on the cooperative approach needed to address violence among learners. This was necessary because parents and teachers play an essential role in the development and education of learners (Pahmi, 2021: 73). In this chapter, I provide an overview of my study, which focuses on developing a framework for a cooperative approach between parents and teachers to reduce violence among high school learners in Lamontville township, located in the eThekweni Municipality, in the KwaZulu-Natal (KZN) province of South Africa. I begin by offering detailed background information to contextualise the research within the broader issue of school violence, a pervasive challenge in South Africa and beyond (Dube, Buthelezi, Khumalo & Mpuangnan, 2024: 1236; Sibisi, Sibisi and Mpofu, 2024: 1). I then articulate the research problem statement, identifying the gaps in existing literature and practice that this study aims to address. Following this, I outline the aim of the study and its objectives, which form the foundation of my investigation.

I also present the main research question and sub-questions that guided my inquiry. Furthermore, I explain my motivation for conducting this research, which stems from the urgent need to tackle the escalating issue of school violence and its detrimental effects on learners' well-being and educational outcomes. I highlight the significance of this study, particularly its potential to contribute to policy and practice by fostering meaningful collaboration between parents and teachers. Finally, I outline the structure of this thesis, providing a clear roadmap of its organisation for the reader. This chapter sets the stage for the study by establishing its importance and relevance while maintaining a clear, coherent, and scholarly narrative.

## 1.2 STUDY BACKGROUND

Robinson, Davies, and Saltmarsh (2012: 184) report that school violence has been a persistent issue in South Africa's history. Despite the democratic advancements of the post-apartheid era, schools continue to grapple with widespread violence, with scholars such as Davids and Waghid (2016: 28), advocating for the urgency of finding solutions to restore order in schools. Similarly, Mabasa and Mafumo (2017: 9238) have identified learner safety and security as a significant concern, underscoring that, despite numerous interventions, the issue of school violence remains unresolved. For effective teaching and learning to occur, learners need a physically and emotionally safe environment—a condition currently unmet in many South African schools (Meyer and Chetty, 2017: 124; Urban & Teise, 2015: 36).

Dunne, Sabates, Bosumtwi-Sam & Owusu (2013: 286) assert that violence frequently occurs in a setting where learners should feel protected, such as school, framing school violence as a critical social problem that demands immediate attention (Dube & Hlalela, 2018: 74). Decades into democracy, the nation still experiences alarmingly high rates of violence, as highlighted by Ngidi (2018: 8). McConnachie, Skelton, & McConnachie (2017: 14), explains that violence happening in schools infringe the right of learners to basic education as per section 29 of the South African Constitution. This right is further protected by the South African Human Rights Commission as it monitors and promotes the right to basic education including investigating issues that impact the well-being of learners and thereafter making recommendations to improve the system (SAHRC, 2012: 3). However, Marishane (2017: 1) contends that this right must go beyond a mere guarantee to holistically address all children's educational needs.

Persistent debates in South Africa question whether learners' constitutional right to education is being fully realised, given the challenges that hinder access to quality education (Nevondwe & Odeku, 2013: 847; Churr, 2015: 2405; Mateus & Shange, 2021: 353). The issue of violence in schools is also against what the South African Schools Act of 1996 intends to achieve, which is to provide for a uniform system for the organization, governance, and funding of schools. This Act also gives a mandate for schools to cultivate learners' talents while advancing democratic transformation and combating discrimination and intolerance. Despite this, Mdhuli (2018: 1) argues that violence among learners continues to disrupt the functioning of schools, infringing

not only on the right to education but also on fundamental human rights such as dignity and personal integrity (Council of Europe, 2016: 8).

Ferrara, Franceschini, Villani & Corsello (2019: 1) categorize school violence as a multifaceted phenomenon involving perpetrators ranging from parents and caregivers to peers, teachers, and strangers. Polanin, Espelage, Grotmeter, Spinney, Ingram, M., Valido, El Sheikh, Torgal & Robinson, (2021: 115) highlight the adverse impacts of daily violence on learners, including disruptions to their education and development (Lester, Lawrence, & Ward, 2017: 187). Exposure to violence fosters fear, leading to absenteeism as learners seek to avoid bullying or harassment (Chen & Chen, 2020: 179). Mtsweni (2008: 3) identifies discipline and safety as pressing challenges in South African schools, noting that disruptive behaviours profoundly affect classroom climates and learners' well-being (Sharkey & Fenning, 2012: 95). As Bester & Du Plessis (2010: 203) note, the prevalence of violence diminishes the efficacy of teaching, further emphasising the need for sound discipline and safety measures (Jinot, 2018: 41).

Raven & Jurkiewicz (2014: 65) draw attention to the strong correlation between bullying and school violence, with incidents ranging from physical fights to suicides. Despite existing policies aimed at curbing such behaviours, bullying persists as a pervasive issue (Walton, 2011: 131). Policies, as Pedder & David (2010: 464) explain, play a critical role in establishing rules and procedures that promote inclusive and safe educational environments. When schools create spaces where learners feel safe, they are better equipped to develop social and navigational skills for broader societal engagement (United Nations, 2020: 1).

Recognising the complexity of this issue, my study adopts the "Whole School, Whole Community, Whole Child" model developed by Lewallen, Hunt, Potts-Datema, Zaza & Giles (2015: 733). This model underscores the importance of stakeholder collaboration in creating safe, healthy learning environments that prioritise learners' holistic development. As Hunt, Barrios, Telljohann & Mazyck, (2015: 802) argue, interconnecting education and health infrastructures at various levels enhances academic outcomes. Slade & Griffith (2013: 21) reinforce this by highlighting the model's focus on learners' social, emotional, mental, physical, and cognitive growth, ultimately enabling them to reach their potential as responsible future citizens.

Table 1.1 summarises the five key tenets of this model, illustrating its integrative approach to health and learning. This framework provides a compelling rationale for exploring cooperative strategies involving parents and teachers to address school violence, forming the foundation of my study.

**Table 1.1: Approach to health and learning addressing tenets from Whole School, Whole Community, Whole Child: A collaborative approach to Health and Learning,” model**

NO	TENETS
1.	<b>Each learner enters school healthy and learns about and practices a healthy lifestyle.</b>
	<p>The United Nations Development Group (UNDG, 2017: 1) highlights numerous health challenges faced by learners, emphasising the critical need for schools to provide environments that promote healthy lifestyle choices and long-term well-being. This tenet underscores the importance of equipping learners with the knowledge and skills necessary to understand the implications of their health-related decisions on their lifelong development. Pulimeno (2020: 316) asserts that schools play a pivotal role in fostering learners’ health by creating positive influences that extend beyond the classroom.</p> <p>Flook (2019: 1) further emphasises the responsibility of schools to integrate health education into their core practices. This includes modelling and teaching healthy behaviours, implementing structured curricula, and cultivating an environment where the connection between learning, health, and well-being is evident and actionable. By addressing these factors, schools contribute to the holistic development of learners, enabling them to achieve both academic and personal success.</p>
2.	<b>Each learner learns in an environment that is physically and emotionally safe for students and adults.</b>
	<p>Sindhi (2013: 78) emphasises that learners should inhabit environments where they feel both physically and emotionally safe, as such spaces are fundamental to their</p>

overall well-being and academic success. Schools, therefore, have a critical obligation to foster healthy and secure settings that prioritise the safety and welfare of learners (Kutsyuruba, Klinger, & Hussain, 2015: 107).

Importantly, the safety and well-being of teachers are equally essential. Teachers must feel secure and supported within school environments to effectively fulfil their roles and ensure uninterrupted teaching and learning processes. By creating safe spaces for both learners and teachers, schools can establish a foundation for mutual respect and productivity, thereby enhancing the overall educational experience.

**3. Each learner is actively engaged in learning and is connected to the school and broader community.**

Learners should be actively engaged and motivated through the collective efforts of schools and the broader community (Reina et al., 2014: 2079). Sithole (2017: 9) highlights that such engagement fosters better academic performance, appropriate behaviour, and positive social interactions among learners. Moreover, schools and communities share a critical responsibility in shaping learners into well-rounded individuals. By working collaboratively, all stakeholders can contribute to learners' growth and development across various dimensions of life (Schools for Health in Europe, 2013: 3).

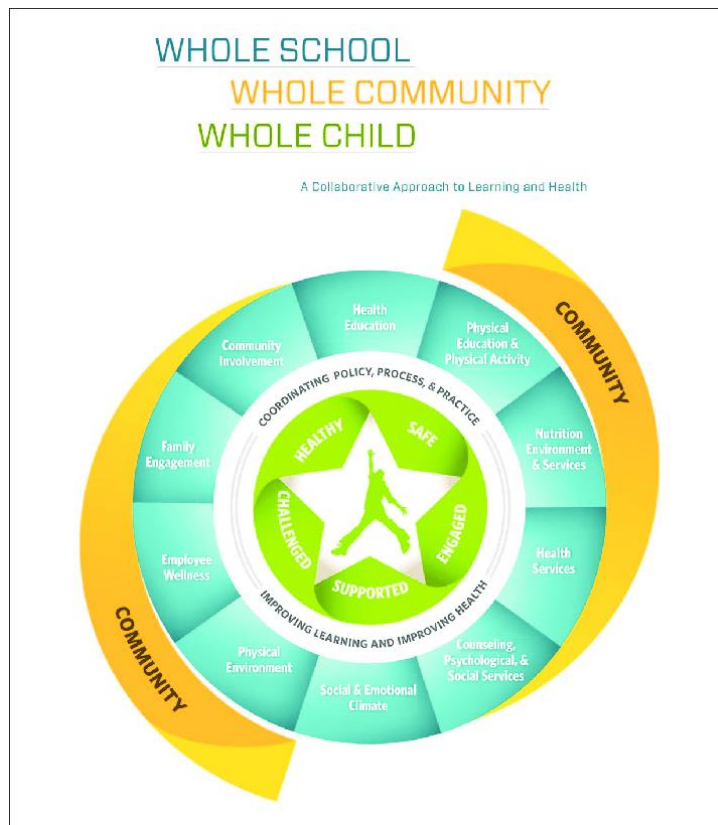
**4. Each learner has access to personalized learning and is supported by qualified, caring adults.**

Pekrul & Levin (2007: 711) emphasise the importance of providing learners with adequate support to enhance their lives. Teachers and administrative staff are central to this process, taking the lead in offering guidance and resources to learners (Conway, 2017: 5). Moreover, ensuring that learners have access to essential life necessities requires a collaborative effort among all stakeholders, including parents, schools, and the broader community. This collective approach is vital for fostering an environment where learners can thrive academically and personally.

**5. Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.**

Learners must be academically challenged and equipped for success during their school years through the concerted efforts of all stakeholders (Yamamura, Martinez,

& Saenz, 2010: 126). Such preparation fosters their growth and development, enabling them to compete effectively in the global arena. Consequently, learners should be encouraged to participate in programmes that cultivate knowledge, critical thinking, and skills, shaping them into impactful and well-rounded individuals.



**Figure 1.1:** The whole school, whole Community, whole Child Model  
Source: Centers for Disease Control and Prevention (2019).

### **1.3 PROBLEM STATEMENT**

The global escalation of school violence persists despite decades of intensified scholarly and practical efforts to mitigate its prevalence (Estévez, Jiménez, & Musitu, 2008: 2). The United Nations Children's Fund (UNCF, 2021: 1) highlights the troubling reality that millions of learners worldwide encounter violence in and around educational settings, elevating this issue to one of critical global concern. As Yang, Qin, & Ning (2021: 1) argue, school violence represents a pressing social challenge, stimulating extensive debate among educators, policymakers, and researchers. It manifests in various forms, encompassing aggression toward school property, verbal and physical abuse, and more severe incidents such as fatal rampages (Lester, Lawrence, & Ward, 2017: 187). These acts of violence exert profound and often traumatic effects on entire school communities. Devries, Wards, Naker, Parkes, Bonell, Bhatia, Tanton, Mudekunya, Alampay & Naved (2021: 5) estimate that approximately one billion learners globally experience school-related violence annually. Richter, Mathews, Kagura & Nonterah (2018: 181) further report that two-thirds of learners have been exposed to community violence, 30% to sexual violence, and 40% to various other forms of school-based violence.

In the South African context, the gravity of school violence is particularly pronounced. Research by Burton & Leoschut (2013: 1) indicates that within a study of 121 secondary schools, over 20% of learners reported experiencing violence, including threats (12.2%), physical assault (6.3%), sexual assault or rape (4.7%), and robbery (4.5%). These findings underscore the pervasive nature of violence in schools, revealing its detrimental impact on learners' educational outcomes and emotional well-being (Mncube & Harber, 2013: 198). Exposure to violence often leads to school disengagement, marked by absenteeism, diminished academic performance, and reduced self-efficacy (Smiley, Moussa, Ndamobissi & Menkiti, 2021: 1).

Extensive research corroborates the significant adverse effects of school violence on learners' academic, emotional, and psychological development (Maphumulo, 2018; McGaha-Garnett, 2013; Hendricks, 2019). Ensuring learner safety is imperative, as it directly influences their developmental trajectories and overall well-being (Mayer, Nickerson, & Jimerson, 2021: 131). The urgency of addressing this issue is illustrated in a recent directive issued by the KwaZulu-Natal Department of Education (DoE). Circular No. 69 of 2022, titled Escalating Criminal and Violent Incidents in Schools, delineates critical concerns and corresponding recommendations, including:

- The rising prevalence of crime and violence within KwaZulu-Natal schools.
- Incidents of break-ins and robberies targeting both teachers and learners.
- Violent altercations involving teachers, learners, and parents, some resulting in physical injuries or fatalities.
- Unlawful school gate closures by parents, causing operational disruptions.
- A call for School Governing Bodies (SGBs) to bolster their School Safety Committees and convene regular strategic meetings on safety issues.
- Recommendations to review and update School Safety Plans and Codes of Conduct to address emerging criminal trends.
- The integration of anti-violence measures within Quality Learning and Teaching programmes.
- A mandate for SGBs to provide regular briefings to stakeholders on school safety developments to mitigate misunderstandings and prevent disruptions.

To address the multifaceted nature of school violence effectively, scholars such as Thompson (2017) and Afkinich & Klumpner (2018) emphasise the prioritisation of preventative and intervention strategies. Ncontsa & Shumba (2013: 13) advocate for a comprehensive, integrated approach in which teachers, parents, and learners collaborate to reduce violence. Such an approach is pivotal for fostering school environments conducive to teaching and learning (Pelayo, 2018: 1). This cooperative framework highlights the shared responsibility of all stakeholders in safeguarding the educational and personal well-being of learners.

#### **1.4 AIM OF THE STUDY**

The aim of this study was to explore and describe violence amongst high school learners in order to develop a framework of a cooperative approach between parents and teachers to reduce violence amongst high school learners and ultimately enhance the management of school violence at Lamontville Township in eThekweni District, KwaZulu-Natal.

## **1.5 RESEARCH OBJECTIVES**

The objectives of the study were as follows:

- To assess parents' knowledge of violence and their involvement in learners' education to ensure good behaviour in school.
- To explore teachers' experiences in addressing cases of violence in the selected school.
- To examine the views of parents and teachers regarding their respective roles in reducing violence among learners.
- To investigate the perceptions of parents and teachers on the cooperation required to mitigate violence among high school learners.
- To develop a framework for a cooperative approach between parents and teachers aimed at reducing violence in schools.

## **1.6 RESEARCH QUESTIONS**

The study was guided by the following research questions:

- What is the knowledge of parents regarding violence and their role in ensuring good behaviour in learners' education?
- What are the experiences and knowledge of parents and teachers in dealing with cases of violence in the selected school?
- What are the views of parents and teachers on the roles they can play to reduce violence among high school learners?
- What are the perceptions of parents and teachers on the cooperation required to reduce violence among learners?
- How can a cooperative approach between parents and teachers be developed to reduce violence among learners?

## 1.7 MOTIVATION FOR THE STUDY

Taole & Taukeni (2021: 694) assert that violence in schools remains a pervasive issue that significantly undermines educational outcomes. The South African Council for Educators (SACE, 2011: 4) highlights that such violence deprives learners of opportunities to fully realise their academic and educational potential. Similarly, Sibisi (2016: 1) notes that the alarming rise in violent incidents has profoundly disrupted numerous school communities. Khumalo (2019: 823) underscores this concern, pointing to media reports that depict an epidemic of school violence, reaching unprecedented and alarming levels. These observations collectively underscore the urgent need to address this escalating crisis. The motivation for this study arose from consistent exposure to reports that emphasise the critical need for interventions aimed at mitigating school violence. Examples of such incidents, as reported in the media, illustrate the multifaceted and severe nature of this issue in South Africa:

- **Ladysmith Incident:** A learner in Ladysmith was fatally stabbed on school premises by individuals who bypassed security guards (Ngema, 2021). This event underscores vulnerabilities in school security measures, where unauthorised individuals gain access, jeopardising learner safety.
- **Free State Fatality:** In the Free State, a learner was fatally stabbed by a peer during a scuffle near a school gate (SABC, 2021). This tragic incident highlights the life-threatening consequences of unresolved conflicts and underscores the urgent need for conflict resolution education and prevention strategies.
- **KwaZulu-Natal Bullying:** A widely circulated video from 2020 depicted a female learner repeatedly kicking, punching, and humiliating another while bystanders passively observed. The incident, which led to the suspension of two pupils, reveals a culture of bystander apathy and the normalisation of violence, emphasising the need for fostering empathy and proactive intervention in school settings (Times Live News, 2020).
- **Table View High School Altercation:** A seemingly trivial dispute over a packet of chips at Table View High School escalated into a physical fight involving four learners, all of whom faced disciplinary action (News24, 2021). This case exemplifies how minor disagreements can spiral into violence, underscoring the importance of equipping learners with effective communication and conflict management skills.

- **Ilanga High School Bullying:** In Durban, a bullying incident at Ilanga High School was captured in a viral video, prompting the provincial Education MEC to pledge severe consequences for the perpetrators (IOL News, 2021). The widespread public outcry over this incident reflects a societal demand for accountability and robust anti-bullying policies within schools.

These incidents collectively highlight the complexity of school violence, encompassing security lapses, interpersonal conflicts, bullying, and a broader cultural tolerance of aggression. Addressing these challenges requires a comprehensive and multi-stakeholder approach involving school management, teachers, parents, and learners to create a safe and supportive educational environment.

Bottiani, Camacho, Lindstrom Johnson & Bradshaw (2021: 221) affirm the critical nature of school violence and the urgent need for effective interventions. However, despite existing strategies to combat this issue, persistent challenges remain. These include the difficulty of fully understanding the nuanced nature of school violence and effectively addressing the obstacles that perpetuate it (Makhasane & Mthembu, 2019: 60). Qwabe, Maluleke, & Olutola (2022: 116) argue that significant gaps exist in the Department of Education's (DoE) efforts to address school violence comprehensively. De Wet (2016: 1) concurs, noting that schools are increasingly becoming epicentres of violence, thereby exacerbating the problem.

Given these realities, researchers, policymakers, and community stakeholders must question whether current efforts are sufficient to address school violence in its entirety. Are learners being adequately educated on the importance of fostering peaceful school environments and cultivating appropriate behaviours? Ensuring the safety and nonviolence of schools is not merely a priority but a necessity for enabling learners to thrive academically and emotionally. It is within this context that this study seeks to contribute meaningfully to the discourse, advocating for innovative strategies and collaborative interventions to mitigate violence in South African schools.

## **1.8 SIGNIFICANCE OF THE RESEARCH**

The current educational landscape demands that schools prioritise the eradication of violence to ensure safe and high-quality education for all learners (Latorre-

Coscolluela, Sierra-Sánchez, Rodríguez-Martínez & Agualeles-Alonso, 2021: 296). However, research by Njelesani, Si, & Swarm (2022: 4) reveals that violence in schools often goes unaddressed, with limited consequences for perpetrators. This lack of accountability has severe implications, including reduced educational attainment and societal participation for victims of violence. Addressing this issue requires coordinated, comprehensive, and sustained collaboration among stakeholders (Gorman-Smith, Bechhoefer, Cosey-Gay, Kingston, Nation, Vagi, Villamar & Zimmerman, 2021: 25).

This study aimed to explore and describe the phenomenon of violence among high school learners and to develop a framework for a cooperative approach between parents and teachers to reduce violence in schools. The ultimate goal was to enhance the management of school violence in Lamontville Township, eThekweni District, KwaZulu-Natal. The proposed framework seeks to establish an effective collaboration between parents and teachers, ensuring shared accountability for reducing violence and promoting school safety.

The motivation for this study stems from prior research by Ngidi (2018), which examined school violence in uMlazi and evaluated existing strategies aimed at minimising its occurrence. Ngidi highlighted the necessity of a collective effort involving schools, parents, community members, and government stakeholders to address school violence comprehensively. Despite this, no study to date has documented the collaborative efforts of parents and teachers in mitigating violence among high school learners.

Moreover, Bender & Emslie (2010: 203) recommend that future research should focus on developing empirically-based frameworks to promote family-school collaboration as part of school-based violence prevention strategies. The current study addresses this gap by creating a framework for a cooperative approach between parents and educators. This research is expected to contribute significantly to the education field by fostering safer school environments and promoting stability in high schools.

## **1.9 SYNTHESIS AND OVERVIEW OF THE THESIS**

The study reported in this thesis examined several key aspects related to collaboration between parents and teachers in reducing violence among high school learners. The study also assessed parental awareness and involvement in reducing learner violence. This thesis is organized into ten chapters. In this chapter, I introduced the study, outlined its background; overview of the research problem, the chapter identified aims and objectives, research questions used to generate data, and significance of the study. The remainder of this thesis is structured as follows:

Chapter Two, a literature review, provides an in-depth review of the literature related to the topic under investigation to give the researcher information on what is published or discussed in the literature about the subject. The chapter also outlined the process of sourcing literature review, providing insight into forms of violence in schools, and discussing global perspectives on school violence. The chapter further discusses factors contributing to school violence among learners, and the effects of school violence, it also highlights strategies used in addressing school violence and gaps in the literature.

In Chapter Three, I discuss the theoretical framework that informs the study. The theoretical framework was used as the base from which to build or extend the understanding of a cooperative approach between parents and teachers to reduce violence among learners. The chapter opens with a discussion of Bronfenbrenner's Ecological Systems Theory of Development and its relevance to the current study. I provide an in-depth discussion of the theory, including its systems. A section that discusses the application of the theoretical framework is also outlined.

In Chapter Four, I describe the research design and methodology employed in the study, and the research approaches used in generating the data. Specifically, I provide a detailed discussion of the Participatory Action Research (PAR) Approach. This is followed by a discussion of the context, the participants, the data generation methods, and the data analysis strategies employed. Finally, I address questions regarding trustworthiness and ethical considerations in the study.

In Chapter five, I present the quantitative data responding to this question: *What is your knowledge on violence and role as a parent in learners' education to ensure good behaviour in school?* In this chapter, I present the findings of participants as I was assessing parental awareness and involvement in reducing learner violence. Chapter six presents qualitative data on these questions: *What is your experience in dealing with cases of violence in this current selected school? What are the views of parents and teachers on the role they can play in reducing violence among high school learners? What are the perceptions of the parents and teachers on the cooperation needed to reduce violence among learners? How can a cooperative approach be developed between parents and teachers to reduce violence among learners?.* In chapter Seven, I present on the mixing and integration of the results of quantitative and qualitative strands. I also discuss the procedure for the presentation of mixed methods results. Lastly, the areas of confirmation and complementary in the data are highlighted. In Chapter Eight, I present the discussion of the results from quantitative and qualitative phases of the study. In this chapter, I also provide a summary of the study problem and justification. The review of the aim of the study and research questions is discussed. Relationship between the theoretical framework and the findings of the study is also outlined.

In Chapter Nine, I present a framework of a cooperative approach between parents and teachers to reduce violence among high school learners. I then discuss the process of conducting a Delphi study with experts to validate a framework that I developed for a cooperative approach between parents and teachers to reduce violence in schools. The framework of the cooperative approach between parents and teachers to reduce violence is presented including the cooperative approach needed to reduce violence among learners is outlined. In chapter ten, I conclude the thesis by offering a summary of the findings. The limitations of the study are outlined as well and the conclusion of the study is provided including the recommendations.

## **1.10 SUMMARY OF THE CHAPTER**

This chapter introduced the study and outlined its key components. It provided the background, highlighting that violence among learners in schools is a significant issue that infringes upon their right to education. A lack of discipline was identified as a

contributing factor to inappropriate behaviour among learners. Additionally, the background introduced the 'Whole School, Whole Community, Whole Child: A Collaborative Approach' model, which emphasises effective collaboration among school stakeholders to support the well-being and development of learners.

The aim of this study was to explore and describe violence amongst high school learners in order to develop a framework of a cooperative approach between parents and teachers to reduce violence amongst high school learners and ultimately enhance the management of school violence at Lamontville Township in eThekweni District, KwaZulu-Natal. The chapter outlined the objectives and research questions that guided the study. It also detailed the motivation for conducting this research, emphasising the urgency of addressing persistent violence in schools and the need for collaborative strategies.

The significance of the study lies in its novel approach to enforcing collaboration between parents and teachers to establish stability in schools, distinguishing it from existing research. A table outlining the structure of the thesis was provided, offering a clear roadmap for the reader. The next chapter will present a comprehensive review of literature on school violence, examining prior research and identifying gaps that this study seeks to address.

## **CHAPTER TWO - A REVIEW OF THE LITERATURE**

### **2.1 INTRODUCTION**

Polit & Beck (2014: 89) emphasise that a literature review serves as a crucial avenue for readers to gain an understanding of the current state of knowledge on a given topic, while simultaneously identifying the motivation for further research. Guided by this assertion, this chapter undertakes a critical analysis, reconceptualization, and extension of existing knowledge pertinent to the study's focus, as advocated by Ramdhani, Ramdhani, & Amin (2014: 47). It methodically examines the literature to uncover gaps in understanding and practice regarding the cooperative engagement of parents and teachers in reducing school violence.

The chapter offers a comprehensive overview of existing knowledge on school violence, delving into its prevalence, root causes, and broader impacts (Denney & Tewksbury, 2013: 218). It situates the current study within the broader discourse, illuminating the limitations of existing strategies and underscoring the necessity for innovative, collaborative frameworks. This exploration highlights the critical role of partnerships among key stakeholders—specifically parents and teachers—in addressing the issue effectively.

The aim of this study was to explore and describe violence amongst high school learners in order to develop a framework of a cooperative approach between parents and teachers to reduce violence amongst high school learners and ultimately enhance the management of school violence at Lamontville Township in eThekweni District, KwaZulu-Natal. By engaging with the literature, this chapter establishes the foundation and significance of the study, offering insights into its potential contributions to mitigating school violence and promoting safer educational environments.

### **2.2 PROCESS OF SOURCING LITERATURE REVIEW**

The literature review for this study began in January 2023, following the steps outlined by Teddie & Tashakkori (2009: 109). As a registered student at the Durban University of Technology (DUT), I was able to access the university library to source books and

journals relevant to my research topic. I used the following databases to find the necessary information:

- Google
- Google Scholar
- ResearchGate
- ProQuest
- EBSCOhost
- DUT Scholar Database
- National and international journals

To ensure I retrieved accurate and relevant information, I used specific keywords during my search. These keywords included: *school violence, violence, forms of violence, effects of violence, factors and/or causes of school violence, and school safety*. This methodical approach allowed me to identify existing literature related to my study, providing a solid foundation and helping to uncover gaps that my research seeks to address.

### **2.3 FORMS OF SCHOOL VIOLENCE**

López, Llor-Esteban, Ruiz-Hernández, Luna-Maldonado & Puente-López, (2021: 1) assert that violence within schools constitutes a pressing social issue that demands significant attention from both researchers and practitioners. In South Africa, the safety and well-being of learners, coupled with the pervasive nature of school violence, remain matters of grave concern (Bester & Du Plessis, 2010: 108). Various forms of violence are particularly prevalent in educational settings (Jacobs, 2013: 64), necessitating a nuanced understanding of their nature and origins. Lunneblad and Johansson (2021: 7) observe that school violence is often categorised into distinct types, each requiring specific interventions. Sibisi (2021: 33) emphasises the importance of accurately describing these violent acts to better understand their underlying causes and contributing factors.

Hillis et al. (2016, cited in Ferrara, 2019: 1) classify interpersonal violence into six broad categories, each manifesting at different stages of life. These categories provide a framework for examining the multifaceted nature of school violence:

- **Maltreatment:** This includes physical, sexual, and emotional abuse, highlighting the vulnerability of learners to harmful experiences that undermine their development and well-being.
- **Bullying:** This encompasses traditional forms of bullying as well as cyberbullying, both of which can cause significant emotional and psychological harm to learners.
- **Youth Violence:** Typically occurring among individuals aged 10–29 years, this form of violence often takes place in community settings and may involve peers, acquaintances, or strangers.
- **Intimate Partner Violence:** Learners may encounter physical, sexual, or emotional abuse within the context of current or former relationships, compounding their vulnerabilities.
- **Sexual Violence:** This includes non-consensual acts, sexual harassment, and attempted sexual contact, which have profound implications for the victims' mental and emotional health.
- **Emotional or Psychological Violence:** Manifested through threats, intimidation, discrimination, and rejection, this form of violence entails non-physical acts that can have enduring negative effects on a learner's psyche.

The subsequent sections delve deeper into these various forms of violence, examining their manifestations within school environments and their broader implications for learners.

### 2.3.1 Bullying

Bullying is one of the most prevalent forms of violence in schools, presenting both a significant concern and a pressing public health issue (National Centre for Educational Statistics, 2016: 1). Chen, Fan, & Li (2022: 430) define school bullying as violent behaviour that occurs within and around schools, leading to physical harm, mental distress, and damage to property among learners. The prevalence and characteristics of school bullying vary across countries, with common manifestations including physical, verbal, relational, sexual, and cyberbullying (Ahmed, Metwaly, Elbeh, Galal, & Shaaban, 2022: 1). Menesini & Salmivalli (2017: 240) observe that bullying often stems from disparities in physical strength, age, financial status, or social and technical competencies. These imbalances create a power dynamic in which the perpetrator

exercises dominance over the victim, rendering the latter unable to respond or cope effectively.

Bullying occurs in diverse locations within and around school environments, such as hallways, bathrooms, class activities, school buses, and during after-school activities. It is particularly prevalent during school breaks and in areas with limited supervision (Department of Basic Education, 2021: 1). Amra and Agarwal (2019: 34777) note that bullying negatively impacts not only the victims but also the perpetrators and witnesses, creating a ripple effect of interpersonal violence. Prejudice-related bullying, as highlighted by Jan & Husain (2015: 43), deserves particular attention due to its severe emotional consequences and potential to exacerbate social divisions.

Research indicates that bullying significantly affects learners' emotional well-being, often provoking feelings of anger, sadness, and even a desire for revenge (Garaigordobil & Martínez-Valderrey, 2018: 1). Turhan (2022: 54) emphasises that bullying poses a profound threat to learners' physical and psychological health, with implications that extend beyond the individual to their families, resulting in both financial and emotional strain (Schroeder et al., 2014: 1534). Singh (2017: 1) further identifies the long-term effects of bullying, including low self-esteem, humiliation, stress, anxiety, absenteeism, truancy, school dropouts, ill-health, depression, and, in extreme cases, suicide.

Socio-demographic factors play a pivotal role in predicting bullying behaviours. Hong & Espelage (2012: 312) highlight these predictors, while Marsh (2018: 1) observes that schools perceived as unpleasant, unfair, or unwelcoming report higher instances of bullying. The role of bystanders is equally critical; their reactions can either discourage or perpetuate bullying depending on their moral perceptions of the behaviour (Fauzia, 2021: 33).

Addressing bullying is an urgent priority to safeguard learners from all forms of violence. Galal, Emadeldin, & Mwafy (2019: 1) advocate for the establishment of bullying prevention committees to identify and address contributing factors effectively. Similarly, Qiu (2021: 2) calls for in-depth investigations into the causes of bullying and the development of proactive interventions to ensure school safety. These measures

are indispensable in fostering a safe, supportive, and nurturing educational environment for all learners.

### **2.3.2 Cyberbullying**

Schofield (2019: 1) identifies cyberbullying as a critical global issue impacting learners, with its prevalence intensifying alongside the rapid growth in internet usage. Kee (2022: 11) notes that the widespread adoption of digital technologies has contributed to an increasing number of reported cyberbullying incidents. Defined by Macaulay (2022: 203) as bullying conducted via communication technologies, cyberbullying typically occurs on platforms such as social media, email, chat rooms, text messaging, websites, and through videos and images shared online or via mobile devices (Slonje, 2013: 27).

Field (2018: 10) highlights that the prevalence of cyberbullying is influenced by factors such as age, gender, social networks, and socioeconomic status. While digital advancements have revolutionised communication, they have also created avenues for bullying within virtual spaces (Mondal, Das, & Vrana, 2023: 1). In this digital era, characterised by extensive data sharing and widespread social media usage, cyberbullying poses substantial risks to learners' well-being (Martín-Criado, Casas, & Ortega-Ruiz, 2021: 1).

Mawardah et al. (2018: 59) link cyberbullying to relational breakdowns driven by jealousy, negativity, and intolerance in social interactions. Internal factors, such as a desire to boost one's ego by harming others, and external factors, such as poor communication, further exacerbate the issue (Andriani & Zikra, 2019: 300). Arató, Zsidó, Rivnyák, Péley & Lábadi (2022: 169) observe that dysfunctional relationships and a lack of emotional stability amplify the risks of cyberbullying. Additionally, the frequent use of social media and digital devices heightens learners' susceptibility to online harassment, with poor self-control often dictating how they respond to these challenges (Mataga, 2021: 2).

The consequences of cyberbullying are far-reaching, with victims frequently experiencing social, emotional, and academic difficulties. Zych et al. (2019: 83) highlight that these challenges often hinder victims' personal development and

educational attainment. Despite these known impacts, significant gaps remain in understanding the protective factors that could prevent learners from becoming either perpetrators or victims of cyberbullying (Zhong, Zheng, Huang, Mo, Gong, Li & Huang 2021: 1). Bumpass (2015: 8) further associates cyberbullying with social and mental health issues, including anxiety, depression, and diminished academic performance.

Espino, Guarini, & Del Rey (2023: 1) underscore that the impact of cyberbullying largely depends on the coping mechanisms employed by victims. Seeking social support has been identified as one of the most effective strategies for mitigating its negative effects. Gönültaş (2022: 297) calls for the urgent implementation of preventive measures to ensure the safe use of digital platforms. Furthermore, targeted programmes should be designed to provide support to victims, addressing the psychological and social challenges that arise from their experiences with cyberbullying.

### **2.3.4 Gender-based Violence**

Taole (2016: 42) contends that incidents of Gender-Based Violence (GBV) within schools pose profound threats to education, undermining its critical role as a driver of economic growth and societal freedom. GBV represents a global phenomenon that transcends geographical, cultural, social, economic, and ethical boundaries (Dahal, Joshi, and Swahnberg, 2022: 1). Recent data reveal an alarming rise in GBV cases, particularly among school learners (Andere, 2018: 2). Rooted in gendered stereotypes, GBV targets individuals based on their sex, gender identity, or sexual orientation, perpetuating deeply ingrained societal biases (Nyaane, 2020: 12). Enaifoghe, Dlelana, Durokifa & Dlamini, (2021: 121) define GBV as violence directed at individuals due to their gender, highlighting the fact that while both men and women can perpetrate such acts, the majority of victims are women and girls.

Malongo & Mwale (2019: 22) describe schools as increasingly hostile environments, where GBV perpetrators are often fellow learners, teachers, or even acquaintances from home. Recognised globally as a violation of social and human rights (Chitsamatanga & Rembe, 2020: 65), GBV within schools has far-reaching consequences, adversely impacting learners' educational attainment, health, and overall well-being (Obregon-Cuesta et al., 2022: 3). These impacts extend to

psychological and physical health issues, including stress, anxiety, depression, and other challenges to social well-being (Tantu, Wolka, Gunta, Teshome, Mohammed & Duko, 2020: 1).

Samakao & Manda (2023: 2) highlight the multifaceted nature of factors contributing to GBV, citing influences such as community values, personal beliefs, misconceptions, and religious ethos. Socioeconomic and cultural dynamics also play a pivotal role in perpetuating GBV, necessitating a comprehensive understanding of these factors to inform the development of effective policies (Zinyemba & Hlongwana, 2022: 1). Dandapat (2022: 1) underscores that addressing these complex dynamics is essential for the successful implementation of initiatives to combat GBV in schools.

The Sexual Violence Research Initiative (2017: 1) advocates for the adoption of programmes designed to promote learner retention while challenging the social norms that sustain GBV. Such programmes must actively engage learners, teachers, parents, and broader community stakeholders. Rambuuda (2023: 295) further recommends the integration of GBV into school curricula as a dedicated subject, equipping learners with knowledge about abuse, its manifestations, and its consequences. Fawole, Balogun, & Olaleye (2018: 52) emphasise the necessity of multidisciplinary interventions to mitigate the physical and psychological effects of GBV and reduce learners' vulnerabilities. These proactive measures are indispensable for cultivating safe, inclusive, and supportive educational environments.

### **2.3.5 Sexual Violence**

Sexual violence is defined as any form of unwanted or non-consensual sexual activity (Zytka et al., 2021: 1). DeGue et al. (2021: 175) identify sexual violence among learners as a significant public health issue, profoundly affecting their health and well-being. In South Africa, cases of sexual violence have risen dramatically in the post-apartheid era, making it one of the most reported forms of violence daily (Gouws, 2018: 2). Mabaso (2016: 1) notes that this issue is not unique to South Africa but is a global problem that has persisted for years and continues to escalate at an alarming rate. Incidents of sexual violence include a range of behaviours, such as sexual harassment, inappropriate touching, verbal degradation, and rape. These acts occur in various school environments, including dormitories, classrooms, hallways, and

toilets (Department of Basic Education, 2023: 1). Ajayi, Mudefi, & Owolabi (2021: 2) highlight the physical, social, and mental consequences of sexual violence, which include strained relationships, psychological disorders like anxiety and depression, poor academic performance, and self-harm. Moreover, sexual violence contributes to school dropouts, disruptions in education, unplanned pregnancies, and the transmission of HIV/AIDS (Dewi, 2023: 760).

Research by Nyokangi & Phasha (2016: 231) identifies several contributing factors to sexual violence in schools, including peer pressure, arranged relationships, inadequate supervision by teachers, and the concealment of reported incidents. Additional factors include the abuse of power by teachers, learners' socio-economic vulnerabilities, lustful behaviour by teachers, and disregard for the law (Simuforosa & Rosemary, 2015: 1520).

Ngidi (2018: 46) underscores the urgent need for preventative measures to protect learners from sexual violence. While this issue is challenging and may persist, it can be mitigated through targeted interventions (Untari et al., 2022: 92). Parkes, Bhatia, Datzberger, Nagawa, Naker & Devries (2023: 210) recommend addressing sexual violence in schools through open dialogue, collaboration with stakeholders, and the implementation of policies designed to prevent such incidents. Comprehensive sexual education programmes can also play a critical role in equipping learners with the knowledge and skills needed to protect themselves and foster autonomous sexual development (Goessmann et al., 2020: 1).

## **2.4 GLOBAL PERSPECTIVES ON SCHOOL VIOLENCE**

School violence is a pervasive global phenomenon, characterised by incidents of physical, psychological, and sexual aggression, as well as property destruction within schools, their surroundings, or during school-related activities (Stelko-Pereira & Williams, 2016: 63). Altun & Baker (2010: 3165) emphasise that school violence has remained a persistent global concern for over a decade. Growing attention from researchers and policymakers has driven the development of strategies aimed at addressing this critical issue (Parkes et al., 2016: 1). This section examines school

violence across various countries, highlighting its prevalence, contributing factors, and the interventions implemented to mitigate its impact.

#### **2.4.1 United States**

In the United States, school violence is a pressing and multifaceted challenge (Dogutas, 2013: 85). Although schools are intended to be nurturing environments for the development of responsible citizens, many have become sites of fear and violence (Frogg , 2019: 2). Robers, Kemp, & Truman (2013: 175) report that approximately 13 adolescents are murdered daily, with many incidents involving weapons. Despite stringent policies designed to prevent weapons from entering schools, learners continue to carry them, exacerbating the issue (Fritz & Radka, 2010: 8).

Rajan et al. (2019: 650) found that 90% of learners have witnessed weapons on school premises, while 31% of schools report that at least 8% of learners have been threatened by weapons. Although statistically rare compared to other causes of death, school shootings have garnered disproportionate media and public attention due to the psychological and physical trauma they inflict (Livingston, Rossheim, & Hall, 2019: 798; Aston & Benbenishty, 2018: 7). Harper, Ryberg, & Temkin (2018: 1) describe these shootings as profoundly affecting society, often leaving victims and communities with post-traumatic stress, depression, and anxiety (Lowe & Galea, 2017: 61; Schonfeld & Demaria, 2020: 399). Furthermore, Basile et al. (2020: 28) report that 8.2% of learners experience physical or sexual dating violence, 19.5% face bullying, and 15.7% encounter cyberbullying. To address these issues, the U.S. has adopted comprehensive safety strategies and preventative policies focused on enhancing security and reducing violence in schools (Cuellar, 2018: 28; Cuellar, Elswick, & Theriot, 2018: 271).

#### **2.4.2 China**

In China, school violence has emerged as a critical issue, with increasing reports from the Greater China region (Ren, He, Zhao & Zhang, 2017: 695). Schools, expected to provide safe and conducive learning environments, have instead become arenas for unruly behaviour and aggression (Hu, Wu, Bai, & Xin, 2020: 73). Despite the presence

of policies and regulations, safety concerns persist, particularly in relation to bullying (Qi, Routray, & Ahmad, 2021: 344).

Bullying remains a significant concern in Chinese schools, with 26% of learners reporting victimisation and 29% witnessing bullying incidents (Cook, Williams, Guerra, Kim, & Sadek, 2010: 76). Although these rates are slightly lower than in other countries, the impact on learners' mental and physical health is substantial (Wang, 2021: 108). Chen & Avi Astor (2010: 1388) argue that addressing school violence in China necessitates systematic interventions focused on fostering positive relationships and improving learners' self-control and attitudes. Teachers must also be equipped to identify risk factors and intervene effectively (Liu, Qiu, Zhang, & Fan, 2022: 15; Tian & Zhang, 2022: 550).

### **2.4.3 Brazil**

School violence poses a critical challenge to Brazil's education system, contributing to teacher attrition due to feelings of insecurity and violation (Garcia-Silva & Lima Junior, 2022: 1). Brazil's high overall violence levels, including 65,602 homicides in 2017, strongly influence the prevalence of school-related violence (Wink Junior, Ribeiro, & Paese, 2022: 1). Bullying is particularly widespread, with significant consequences for learners' mental health (Grossi & dos Santos, 2012: 120). Additionally, sexual violence continues to affect children and adolescents in settings intended for their growth and development (Santos, 2018: 1).

Pigozi and Machado (2015: 3509) call for intervention studies, restorative practices, and community engagement to address these issues. Government initiatives such as the *Health at School Programme* and the *Anti-Bullying Programme* have been implemented to promote peace and reduce violence in schools (Bottan, 2020: 7; Melo & Garcia, 2016: 9).

### **2.4.4 Colombia**

Colombia's prolonged armed conflict has had a profound impact on its education system, exposing learners to political and community violence (Gaias, Lindstrom Johnson, White, Pettigrew & Dumka, 2019: 17). Ariza & Saldarriaga (2023: 516)

outline the conflict's negative effects on education, including infrastructure damage, resource shortages, and disrupted school calendars. Weapon-carrying behaviour is prevalent among learners, often linked to exposure to violence in their homes, schools, or communities (Jiménez-Villamizar, Campo-Arias, & Caballero-Domínguez, 2019: 2321). Bullying also remains a significant concern, with detrimental effects on learners' physical and emotional well-being (Chaparro-Cely, Goyeneche-Rodríguez, & Rodríguez-Suárez, 2021: 18).

Programmes like *Classrooms in Peace* aim to address aggression and foster peaceful relationships in schools, but broader community involvement is essential for sustainability (Chaux et al., 2017: 828; Pérez-Martínez, Marcos-Marcos, Cerdán-Torregrosa, Briones-Vozmediano, Sanz-Barbero, Davó-Blanes, Daoud, Edwards, Salazar, La Parra-Casado & Vives-Cases, 2023: 468).

#### **2.4.5 Mexico**

In Mexico, school violence reflects broader societal issues, with 32% of learners reporting experiences of violence in schools (Frias Armenta & Corral-Frías, 2021: 1). Bullying, including homophobic and transphobic behaviours, is especially prevalent, disproportionately affecting LGBTQ learners and resulting in truancy, dropouts, depression, and suicide attempts (Johns, Lowry, Haderxhanaj, Rasberry, RobinScales, Stone & Suarez, 2020: 19; Baruch-Dominguez, Infante-Xibille, & Saloma-Zuñiga, 2016: 18). The rising incidences of school shootings has compounded these challenges, with over 20,000 young people under the age of 25 killed by firearms in recent years (Gonzalez-Perez & Vega-Lopez, 2017: 1216).

Strategies to combat school violence in Mexico include promoting human values, fostering effective communication, and implementing restorative practices to encourage peaceful conflict resolution (Pérez-Jorge, Alonso-Rodríguez, Arriagada-Venegas. & Ariño-Mateo, 2023: 1; Ramos-Jiménez et al., 2017: 5).

#### **2.4.6 Summary**

A global perspective on school violence reveals shared challenges, including bullying, weapon-carrying, and community-driven violence, alongside unique regional

dynamics. Addressing these issues requires comprehensive interventions that integrate policies, community involvement, and targeted programmes to create safe and supportive educational environments worldwide.

## **2.5 SCHOOL VIOLENCE IN SOUTH AFRICA**

School violence in South Africa is alarmingly prevalent, particularly in KwaZulu-Natal (KZN), with increasing incidents reported over the years (Sibisi, 2021: 1). Ngqela and Lewis (2012: 87) describe school violence as one of the most pressing public mental health concerns in the country. South Africa's violent historical context continues to shape societal behaviours and attitudes, as noted by Hoosen, Adams, Tiliouine & Savahl, (2022: 885). According to the Department of Statistics (DoS) (2023: 3), 19 murders and 67 rapes occurred on educational premises between April and June 2023, highlighting the gravity of the problem.

Khumalo (2019: 1) observes that South Africa's media frequently reports school violence, portraying it as a scourge of unprecedented proportions. Despite safety interventions, schools remain dangerous places for both learners and teachers (Mabasa & Mafumo, 2017: 9267). Teachers are also victims of threats, physical harm, and psychological abuse, which significantly affects their morale and teaching effectiveness (van Nieuwenhuizen, 2018: 1; Le Roux and Mokhele, 2011: 319).

Certain risk factors, such as age and gender, increase individuals' likelihood of being involved in school violence, either as victims or perpetrators (Mayeza, 2021). Tshatshu (2016: 83) adds that some learners emulate violent behaviours observed in role models, compromising their ability to form healthy relationships. To address this, schools need to adopt stricter disciplinary codes of conduct and implement strategies that promote safety and peaceful coexistence (Ndwandwe & Adigun, 2023: 557; Venketsamy, Baxen, & Hu, 2023: 49).

## **2.6 SCHOOL VIOLENCE IN AFRICAN CONTEXTS**

The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2022: 1) highlights that violence in schools, particularly gender-based violence and bullying, is an escalating concern across African countries. Learners in African

contexts are more vulnerable to violence than their counterparts in other regions globally (Lee & Rudolf, 2022: 1). This section examines the prevalence, contributing factors, and interventions concerning school violence in select African countries.

### **2.6.1 Nigeria**

School violence poses a significant challenge in Nigeria, with daily reports of bullying, sexual harassment, kidnappings, and shootings (Fareo, 2015: 435; Ogba & Igu, 2019: 57). Uzuegbu-Wilson (2019: 1) notes that terrorist activities, including attacks on school infrastructure and abductions, have transformed schools into unsafe spaces. Contributing factors include substance abuse, mob behaviour, poor criminal justice systems, domestic violence, and low self-esteem (Rabo, 2022: 22).

Learners often experience various forms of abuse, including physical assault, emotional trauma, and neglect, which negatively affect their academic performance and well-being (Carlson, 2010: 321; Smiley et al., 2021: 1). Bullying is particularly pervasive, exacerbated by overcrowded classrooms, poor supervision, and a hostile environment (Nwabueze, Adekeye, Adejumo, Adeusi, Omumu & Chenube, 2022: 1707). Esther, Joseph, Oliemen, Olukayode & Ann, (2023: 1) recommend that the Nigerian government implement anti-bullying initiatives and effective policies to address these behaviours and create safer school environments.

### **2.6.2 Zimbabwe**

School violence in Zimbabwe is escalating, posing significant challenges to education stakeholders (Chigiji, Fry, Mwadiwa, Elizalde, Izumi, Baago-Rasmussen & Maternowska, 2018: 1). According to Moyo (2023: 1), this issue has reached public health dimensions, necessitating research to identify contributing factors, nature, and effects. Cultural acceptance of violence, rooted in unresolved human rights violations, perpetuates violent behaviours in schools (Musariwa, 2017: 3).

Bullying is a major concern, with rising cases severely impacting learners' mental health and safety (Simuforosa and Veronica, 2016: 61; Mabvurira and Machimbidza, 2022: 99). Gender-based violence is also prevalent, disproportionately affecting girls due to entrenched patriarchal norms (Perrin, Marsh, Clough, Desgroppe, Yope

Phanuel, Abdi, Kaburu, Heitmann, Yamashina, Ross & Read-Hamilton, 2019: 2). Sexual violence remains a significant issue, threatening the dignity, stability, and educational outcomes of victims (Mugodzwa & Ngwerume, 2022: 1).

To address these challenges, schools must implement comprehensive policies and involve parents in workshops to collaboratively tackle violence (Gudyanga, Matamba, & Gudyanga, 2014: 30). Policies should focus on protecting learners and supporting teachers who face adversity in addressing violent behaviours (Turner, Nyakuwa, Nhenga-Chakarisa, Muchemwa Nherera, Nyadombo, Mgugu, Trigg, Fabbri, Rank & Devries., 2022: 1).

### **2.6.3 Kenya**

Kenya faces numerous cases of school violence, often linked to ill-discipline and conflicts among learners (Chemutai, Onkware, & Iteyo, 2020: 6293). Acts of arson, bullying, and unrest are common, frequently resulting from unaddressed grievances and frustrations (Opere, Kamere, & Wawire, 2017: 2; Kathula, 2022: 1). Learners often resort to violence due to dissatisfaction with teachers' leadership styles and school regulations (Sugut & Mugasia, 2014: 123).

Teenage pregnancies, substance abuse, and domestic violence further exacerbate the issue, negatively impacting learners' academic performance and overall school climate (Onderi & Makori, 2013: 4; Njoroge, Kimani, & Omae, 2023: 74). The Kenyan government has integrated Peace Education into the school curriculum, focusing on anti-bullying interventions and community outreach to promote a culture of peace (Mary, 2016: 29; Ngigi, 2023: 2). Continuous enforcement of rules and empowerment workshops for stakeholders are crucial for maintaining discipline and reducing violence (Shukri, Githui, & Njuguna, 2023: 90).

### **2.6.4 Democratic Republic of Congo**

The Democratic Republic of Congo (DRC) grapples with widespread violence, compounded by ongoing armed conflicts and systemic abuse of women and children (Banwell, 2014: 45; UNICEF, 2023: 2). Schools, rather than being safe spaces, have become sites of violence, including sexual abuse, corporal punishment, and bullying

(Cabus, 2019: 2; Fabbri, Powell-Jackson, Leurent, Rodrigues, Shayo, Barongo & Devries, 2022: 1).

Poverty, overcrowded classrooms, and a lack of educational resources further exacerbate the problem (Locatelli, 2023: 11). Gender-based violence, including rape, sexual exploitation, and harassment, is pervasive, requiring targeted interventions to address discriminatory norms and ensure learner safety (Lugova, Samad, & Haque, 2020: 2937; Blackwell, de Dieu Hategekimana, Bauma, Roth, Thivillier, O'Connor, 2023: 861). Collaborative efforts involving stakeholders, research-driven programmes, and policy reforms are essential to combat violence and create safe school environments (Mubita, Milupi, & Kalimaposo, 2023: 645).

### **2.6.5 Summary**

School violence across African countries presents unique challenges shaped by socio-cultural, political, and economic factors. Common issues include bullying, gender-based violence, and unsafe school environments. While various interventions—such as stricter disciplinary codes, peace education programmes, and stakeholder engagement—have shown promise, more comprehensive strategies are needed to address the underlying causes and create safe, supportive educational spaces for all learners.

## **2.7 FACTORS CONTRIBUTING TO VIOLENCE AMONG LEARNERS**

Singh & Steyn (2014: 82) argue that no single factor can fully account for the prevalence of school violence, as it arises from a complex interplay of interrelated influences. Addressing these issues demands systemic and profound changes to foster safe learning environments for all learners (Zimmerman & Astor, 2021: 445). This section critically examines key factors contributing to violence among learners.

### **2.7.1 Drugs and Substance Use**

Substance use among learners remains a significant challenge in South African schools, contributing to violence, crime, and broader disruptions within the school community (DoE, 2014: 4). Ramorola & Joyce (2014: 11) highlight the fact that

substance abuse is associated with risky behaviours, including bullying and violent acts (Mohale & Mokwena, 2020: 1; Mokwena & Setshego, 2019: 1).

Key drivers of substance use include peer pressure, familial challenges, and exposure to drug culture (Kundwei & Mbwire, 2020: 41). Adolescents often seek social acceptance through substance use, particularly under the influence of peers (Sedibe & Hendricks, 2021: 19). Moses (2013: 20) & Costello (2017: 641) also identify mass media as a powerful contributor, promoting drug culture through targeted advertisements and portrayals of drug use.

The repercussions of substance abuse extend beyond individual learners, disrupting classroom management, inciting aggression, and undermining school discipline (Mokwena & Setshego, 2021: 2). Despite efforts by governments and non-governmental organisations to combat substance abuse, it remains a pervasive issue (Nzama & Ajani, 2021: 221). Schools are encouraged to establish counselling and guidance programmes led by trained professionals to support affected learners (Muoti, 2014: 1).

### **2.7.2 Gangsterism**

Gangsterism poses a severe threat to school safety, with gang-related violence infiltrating schools and surrounding communities (Mncube & Madikizela-Madiya, 2014: 43). Veriava, Thom, & Hodgson (2017: 298) describe gangs as groups seeking power through intimidation, crime, and violence. Their presence disrupts teaching, instills fear, and fosters insecurity within schools (Venter & Jeffries, 2020: 53).

The roots of gangsterism often reflect broader community dynamics, including poverty and crime (Bounds & Jenkins, 2018: 440). The consequences for learners include poor academic performance, absenteeism, and psychological distress, all of which contribute to a hostile learning environment (Mlangeni, 2018: 1; Schenck, Magidi, & Erasmus, 2016: 69). Effective strategies to combat gangsterism involve anti-gang programmes and collaborative efforts among parents, law enforcement, and educational stakeholders (Hlatshwayo, 2018: 1; Wood, 2019: 72).

### **2.7.3 Family Factors**

Family dynamics play a crucial role in shaping learners' behaviours. Disruptions such as parental neglect, domestic violence, and insufficient supervision contribute to violent tendencies among learners (Ramezankhani et al., 2021: 1). Power imbalances within families, expressed through verbal or physical abuse, can foster aggressive behaviours in children (Vargas & Monjardín, 2019: 1).

Socioeconomic challenges, single-parent households, and limited family support structures often hinder effective parental involvement in guiding learners' social and emotional development (Song, Qian, & Goodnight, 2019: 408; Karıbayeva & Boğar, 2014: 531). Zakaria, Kamarudin, Mohamad, Suzuki, Rathakrishnan, Bikar Singh, Ab Rahman, Sabramani, Shaari & Kamaluddin (2022: 2) further emphasise the fact that families dealing with substance abuse, divorce, or inadequate parenting skills are less well equipped to create a supportive environment for their children.

Active parental involvement positively influences learners' behaviour, motivation, and academic success (Naite, 2021: 1). Schools should prioritise fostering family engagement through effective communication, events, and collaborative programmes to ensure a safe and supportive learning environment (Bender & Emslie, 2010: 66).

#### **2.7.4 Community Factors**

Violence within communities directly impacts schools, with learners often mirroring behaviours observed in their neighbourhoods (Cooley-Strickland, Griffin, & Darney, 2011: 146). Ngqela & Lewis (2012: 89) explain that schools are reflections of their broader social contexts, where high crime rates and substance abuse contribute to violent behaviours.

Exposure to community violence has severe implications for learners' mental health, academic outcomes, and social development (Woods-Jaeger, Siedlik, Adams, Piper, O'Connor, & Berkley-Patton, 2020: 330; Foell, Pitzer, Nebbitt, Lombe, Yu, Villodas & Newransky, 2021: 1). Additionally, environmental factors such as poverty and resource scarcity increase the likelihood of learners engaging in violence (Singh, Mohanty, Lalrhiatpuia & Saini, 2014: 12). Collaborative community initiatives can mitigate these effects by fostering belonging among learners and creating safer school environments (Wilson, 2019: 3).

### **2.7.5 Corporal Punishment**

Despite international efforts to abolish corporal punishment, it remains a common disciplinary method in some schools, perpetuating cycles of violence (Global Partnership to End Violence Against Children, 2021: 1). Corporal punishment instills fear and anger, leading to behavioural problems, absenteeism, and, in severe cases, school dropouts (Gershoff & Grogan-Kaylor, 2016: 454; Alistides and Mwila, 2022: 47). Lansford, Tapanya, & Oburu (2022: 1) advocate for alternative disciplinary approaches that focus on positive reinforcement. Psychoeducational programmes are essential for raising awareness about the harmful effects of corporal punishment and promoting non-violent disciplinary measures (Visser, van der Put, & Assink, 2022: 1).

### **2.7.6 Weapons**

The prevalence of weapons in schools is a growing concern, contributing to heightened fear and insecurity among learners and educators (Price & Khubchandani, 2022: 160). Weapons are often obtained from communities and used for protection, status, or during conflicts, resulting in injuries and fatalities (Nhambura, 2020: 2; Sibisi, 2021: 46). School shootings and incidents involving weapons have long-term psychological and social impacts, highlighting the urgent need for intervention (Dowdell, Freitas, Owens & Greenle, 2022: 339). Effective measures include stricter regulations on weapon access and enhanced collaboration with law enforcement agencies (Hilaire et al., 2023: 815).

### **2.7.7 Media**

The influence of media on learners' violent behaviours is a growing public health concern (Bozzola, Spina, Agostiniani, Barni, Russo, Scarpato, E., Di Mauro, Di Stefano, Caruso, Corsello & Staiano., 2022: 1). Exposure to violent content through television, video games, and social media desensitises young people and normalises aggression (Anderson et al., 2017: 995). Parents and schools play critical roles in mitigating these effects. Parents should monitor and regulate learners' media consumption, while schools can implement policies and anti-bullying programmes to foster a safer environment (Yuliati & Saptiyasari, 2019: 10). Melki, Fitzpatrick, Oghia &

Pagani (2016: 1) recommend comprehensive guidelines to support families in managing media exposure and promoting learners' well-being.

### **2.7.8 Summary**

Violence among learners is a multifaceted issue influenced by individual, familial, community, and institutional factors. Addressing these challenges requires a holistic approach, involving collaborative efforts from parents, schools, communities, and policymakers. Interventions should focus on fostering supportive environments, promoting positive behaviours, and implementing evidence-based strategies to create safe and conducive learning spaces for all learners.

## **2.8 THE EFFECTS OF SCHOOL VIOLENCE AMONG LEARNERS**

School violence profoundly impacts learners, educators, and parents, undermining effective teaching and learning processes. It has significant and often long-lasting effects on learners' psychological, physical, and social well-being, as well as on their academic performance (Carroll-Lind, Chapman, & Raskauskas, 2011: 9). Kuposov, Isaksson, Vermeiren, Schwab-Stone, Stickley & Ruchkin (2021: 1) argue that exposure to violent events leads to adverse outcomes in learners' mental health, social functioning, and development. Below, I discuss the primary effects of school violence on learners, focusing on absenteeism, academic performance, and psychological well-being.

### **2.8.1 Absenteeism**

Absenteeism, defined as learners not attending school or specific classes, is a pervasive issue linked to school violence (Kabungo & Lusaka, 2018: 1). Simuzya (2022: 3) reports a worrying rise in absenteeism rates in schools, often associated with learners' exposure to or experience of violence. Nyumbu & Banja (2022: 61) categorise absenteeism as a common form of learner ill-discipline, yet violence plays a central role in driving learners away from school.

Lowry, Kennedy, Johns, Harper & Wilkins, (2023: 354) found a strong correlation between exposure to interpersonal violence and school absenteeism, as learners feel unsafe within school premises. Corporal punishment, though often implemented as a

disciplinary measure, has been identified as a significant contributor to learners' fear and avoidance of school (Okeny & Mboya, 2022: 42). Moreover, a harsh school environment fosters feelings of disconnection, further exacerbating absenteeism (Huang & Cornell, 2021: 388).

Other factors, including familial issues, financial constraints, and community attitudes toward education, indirectly influence absenteeism (Vidyakala, 2017: 2762). The consequences of absenteeism extend beyond academic underachievement, leading to failure, dropout, and diminished future prospects for learners (Mboweni, 2014: 3). Effective parental involvement and school management are essential to addressing absenteeism and mitigating its impact on learners' educational trajectories (Özcan, 2022: 65). Gubbels, van der Put & Assink, (2019: 1637) underscore the importance of understanding and addressing the risk factors contributing to absenteeism through collaboration among stakeholders.

## **2.8.2 Poor Academic Performance**

Exposure to violence within schools negatively affects learners' academic performance and disrupts their ability to focus on learning (Polanin, Espelage, Grotzinger, Spinney, Ingram, Valido, El Sheikh, Torgal & Robinson, 2021: 115). Fisher, Viano, Chris Curran, Pearman & Gardella, (2018: 6) highlight the detrimental impact of violent incidents on learners' cognitive engagement and performance. A consistent inverse relationship exists between exposure to violence and academic achievement, with learners struggling to excel in such environments (Lepore & Kliwer, 2013: 1179).

Ncontsa & Shumba (2013: 9) highlight the significant ways in which violence in schools undermines academic outcomes, creating a ripple effect that compromises the overall educational experience for learners and teachers. First and foremost, violence disrupts the school environment, rendering it non-conducive for effective teaching and learning. When learners and educators feel unsafe or threatened, the focus shifts from academic pursuits to concerns about personal safety, thereby hindering educational progress.

The constant need to resolve conflicts further diverts attention from core educational activities. Teachers and administrators often find themselves preoccupied with

mediating disputes, implementing disciplinary measures, or managing the fallout from violent incidents. This diversion detracts from instructional time and reduces the quality of education delivered to learners.

Additionally, violence contributes to high rates of absenteeism and school dropouts. Learners who feel threatened or victimised may avoid attending school altogether, leading to missed lessons and a lack of continuity in their education. Over time, this can result in a complete disengagement from the academic system, particularly for those who experience chronic bullying or other forms of violence.

ill-discipline, a common consequence of violence, itself manifests in learners' non-compliance with academic requirements, such as failing to complete assignments or disregarding classroom rules. This behaviour disrupts the learning process, not only for the individual involved but also for his or her peers, who are affected by the resulting disorder in the classroom environment.

Victims of bullying, in particular, face unique challenges. Their experiences often lead to emotional distress and social withdrawal, prompting them to skip classes or avoid participating in school activities. This reluctance to engage with their education significantly impacts their academic achievement and overall development.

In summary, violence in schools creates a cascade of negative effects that undermine academic outcomes. It disrupts the learning environment, diverts focus from educational priorities, and fosters absenteeism, ill-discipline, and disengagement among learners. Addressing these challenges is essential to restoring a safe, supportive, and effective educational setting where all learners can thrive.

Astor, Guerra, & Acker (2010: 68) argue that the mechanisms through which violence impacts academic performance remain underexplored, calling for further research to understand these dynamics comprehensively. A peaceful and conducive learning environment is critical for learners to thrive academically (Kapur, 2018: 22).

### **2.8.3 Psychological Well-being**

The psychological impact of school violence is severe, manifesting itself in various forms of mental health challenges, including depression, anxiety, and suicidal ideation

(Tian & Zhang, 2022: 545). Violence at school creates a sense of insecurity among learners, which adversely affects their emotional and mental health (Cornell, 2019: 235).

Eunm (2019: 264) reports that exposure to violence, including bullying and physical threats, significantly increases learners' susceptibility to depression and anxiety. Emotional trauma stemming from violent incidents often results in low self-esteem and poor social interactions, further isolating learners (Singh & Steyn, 2014: 84). Duru, Balkis, & Turkdoğan (2019: 2404) highlight the fact that learners experiencing violence face psychological barriers to learning, leading to inappropriate behaviour and disengagement from school.

The cumulative impact of these experiences perpetuates cycles of antisocial behaviour, with victims of violence more likely to engage in further acts of aggression (Mkhize, 2012: 55). To address these challenges, Abrahamyan, Soares, Peres & Fraga (2020: 99) advocate for school-based mental health interventions involving parents, teachers, and mental health professionals. Programmes aimed at enhancing resilience, fostering self-esteem, and addressing anger management are essential for improving learners' psychological well-being (Lee, Pak, & Choe, 2015: 246).

## **2.9 STRATEGIES USED IN ADDRESSING SCHOOL VIOLENCE**

Schools play a pivotal role in preventing and addressing violence within and beyond their premises (Turner & Beneke, 2020: 221). The escalating rates of school violence require proactive strategies to safeguard learners and foster secure educational environments (Sibisi, 2021: 91). Ensuring school safety has far-reaching benefits, enhancing individual, social, and community cohesion (Hochfeld, Schmid, & Errington, 2022: 2).

The South African government has implemented several policies and legislative frameworks to address school violence. For instance, the Department of Education (DoE) collaborates with the South African Police Services (SAPS) to establish functional School Safety Committees (DoE, 2021: 1). Additionally, the School Safety Framework (SSF) was introduced in 2015 as a comprehensive strategy to help school stakeholders identify and manage risks associated with violence (DoE, 2015: 3).

To combat specific issues like bullying, the DoE developed guidelines for parents and schools, defining bullying and outlining intervention strategies. These guidelines encourage swift action and collaboration between parents and educators to protect learners from harassment (DoE, 2015: 2). Furthermore, the department promotes gender-responsive schools, aiming to prevent discrimination and foster inclusive learning environments (DoE, 2020: 1-3). Perezniето, Harper, & Coarasa (2010: 56, cited in Maphulo, 2018: 38) suggest several measures to foster non-violent school cultures:

- Developing codes of conduct for learners.
- Encouraging learners to participate in preventative initiatives.
- Integrating topics such as gender equality, conflict resolution, and children's rights into school curricula.
- Involving families and communities in addressing violence through positive discipline practices.
- Partnering with opinion leaders and media to challenge harmful societal norms.

Holistic and collaborative approaches involving all stakeholders—educators, parents, learners, and community leaders—are essential to effectively reduce school violence and create environments where learners can thrive.

## **2.10 GAPS IN THE LITERATURE**

School-based violence has become an epidemic, necessitating urgent responses to ensure learners feel safe in their educational environments (Kinsella & Wood, 2019: 37). Schools, envisioned as places for teaching and learning, have regrettably transformed into spaces where learners experience fear and trauma (Hendricks, 2018: 75). The Department of Education (DoE) has initiated various strategies to address this issue, including measures such as the management of physical violence, school-based crime prevention, the "Opening Our Eyes" programme, anti-rape initiatives, and the national strategy for managing alcohol and drug use among learners (Ngidi, 2018: 182). However, Jansen & Matla (2011: 105) argue that despite these interventions, maintaining discipline remains a persistent challenge, highlighting the necessity for evidence-based prevention strategies to be integrated into these efforts (Bender & Emslie, 2010: 66).

The causes of school violence are multifaceted, rooted in various social ecosystems, which necessitate collaborative efforts among schools, parents, and communities to create safer learning environments (Qwabe, Maluleke, & Olutola, 2022: 128). Ngidi (2018: 205) emphasises the need for a shared responsibility between parents and teachers in maintaining discipline and reducing violence, noting that this burden cannot rest solely on educators. However, as Munje & Mncube (2018: 80) observe, the relationship between parents and schools often reveals a gap between policy and practice, with conflicting expectations and insufficient collaboration undermining these efforts. Addressing this gap requires a comprehensive framework with strategies that effectively address violence while fostering cooperation among all stakeholders (Maphumulo, 2018: 1).

### **2.10.1 Evidence Supporting the Conceptualisation of Study**

- ***Unsafe School Environments***

Schools, traditionally considered sanctuaries for learning and development, are increasingly perceived as unsafe spaces due to the alarming rise in violence among learners. Incidents of bullying, physical fights, and other forms of aggressive behaviour have become a growing concern, threatening the educational atmosphere. This perception undermines the trust and confidence learners, parents, and educators have in the school environment. Unsafe schools not only deter learners from attending but also hinder their ability to concentrate and engage in their studies. Moreover, a climate of fear and insecurity adversely affects both the learners' academic performance and the teachers' ability to maintain an effective learning environment. Addressing these safety concerns requires concerted efforts to create spaces that foster security and inclusivity for all stakeholders involved.

- **Family Influence on Behaviour**

Families play a fundamental role in shaping the behaviour and attitudes of learners. Violent behaviours displayed in school often originate from patterns observed within the family setting. When learners are exposed to aggression, domestic violence, or unhealthy conflict resolution strategies at home, they are more likely to emulate these behaviours in their interactions with peers. Such modelling is particularly prevalent in

families where communication is limited, and punitive measures are the norm. The influence of family dynamics underscores the need for parental education and interventions that promote positive role modelling. Strengthening the home environment with supportive, nurturing, and non-violent practices can significantly reduce the prevalence of school violence.

- ***Understanding the Nature and Causes of Violence***

To address school violence effectively, it is essential to understand the nature and root causes of violent behaviours. Detailed investigations into the types of violence occurring in schools, such as bullying, cyberbullying, physical altercations, and gender-based violence, provide critical insights for tailored interventions. Identifying the contributing factors—whether socio-economic, cultural, psychological, or environmental—can help develop targeted strategies to mitigate these issues. Understanding the context in which violence occurs also enables educators, policymakers, and other stakeholders to anticipate challenges and implement proactive measures that address the unique needs of schools and communities.

- ***Impact on Learners' Well-being***

The repercussions of violence on learners' mental health and overall well-being are profound and multifaceted. Exposure to violence, whether as victims or witnesses, can lead to anxiety, depression, low self-esteem, and post-traumatic stress disorder. These psychological effects often translate into behavioural problems, absenteeism, and a decline in academic performance. Learners struggling with the emotional toll of violence may find it difficult to form healthy relationships with peers and teachers, further isolating them within the school environment. Ensuring the well-being of learners requires comprehensive support systems, including counselling services, mental health programmes, and the creation of a nurturing and protective school culture.

- ***Persisting Issues Despite Existing Strategies***

While numerous strategies have been implemented to combat school violence, the persistence of this issue indicates significant gaps in their effectiveness. Policies such

as anti-bullying campaigns, violence prevention programmes, and safety frameworks often fall short due to inadequate resources, poor implementation, and lack of sustainability. The failure to monitor and evaluate these strategies systematically exacerbates the problem, leaving schools ill-equipped to address the complex dynamics of violence. Addressing these shortcomings requires a critical review of existing measures, along with the development of evidence-based approaches that are adaptable to the specific needs of different school contexts.

- ***Stakeholder Collaboration***

The lack of effective collaboration between parents, teachers, and other stakeholders remains a critical challenge in addressing school violence. Many parents perceive discipline as the sole responsibility of educators, which creates a disconnect between the home and school environments. This gap undermines efforts to establish a unified front against violence. Collaborative strategies that involve parents, teachers, and the wider community can foster a sense of shared accountability and strengthen interventions. Regular communication, joint initiatives, and mutual support among stakeholders are essential for building a cohesive approach to maintaining school safety and promoting positive behaviour among learners.

- ***Policy and Practice Disconnection***

Although policies aimed at reducing school violence exist, their implementation often falls short, rendering them ineffective. The disconnection between policy formulation and practical application stems from factors such as insufficient training for educators, lack of resources, and inadequate enforcement mechanisms. Collaborative policy development and enforcement are critical to bridging this gap. Engaging all stakeholders—including educators, parents, learners, and community members—in the design, execution, and monitoring of policies can ensure they are both relevant and impactful. Effective implementation requires clear guidelines, regular evaluation, and accountability measures to ensure that policies translate into meaningful change.

- ***The Need for a Holistic Approach***

As Kutuywayo, Frade, Chidumwa, Mahuma, Naidoo & Mullick, (2023: 1) emphasise, there is an urgent need for the adoption, scaling, and sustainability of evidence-based primary violence prevention strategies and structural interventions. A holistic and integrated approach is vital to addressing the multifaceted nature of school violence comprehensively (Nggela and Lewis, 2012: 87). This approach should include fostering safe and inclusive school environments, engaging families and communities, understanding the specific contexts and causes of violence, and addressing the policy-practice gap. By adopting such strategies, stakeholders can collectively work towards creating schools that are secure, supportive, and conducive to learning and development for all learners.

### **2.10.2 Justification for the Study**

This study, which aims to explore and describe violence among high school learners, seeks to develop a robust framework fostering cooperative efforts between parents and teachers to effectively reduce school violence. By examining the dynamics of violence within the school environment, the research intends to uncover critical insights into its underlying causes, forms, and consequences. The collaborative framework will emphasize shared responsibility among stakeholders, aiming to bridge the gap between home and school environments and create a unified front against violence.

Focusing on the specific context of Lamontville Township in the eThekweni District of KwaZulu-Natal, this study is particularly pertinent given the socio-economic and cultural challenges faced by schools in the area. These challenges often exacerbate incidents of violence, making it imperative to implement targeted interventions tailored to the unique needs of the community. The study will delve into how the historical, social, and economic factors of the township influence the prevalence of violence, thereby providing a comprehensive understanding of the problem.

The findings of this research will have far-reaching implications for improving the management of school violence. By identifying practical and contextually relevant strategies, the study aims to ensure that schools transition into safer, more nurturing environments conducive to teaching and learning. Enhanced school safety will not only

promote academic excellence but also support the mental, emotional, and social well-being of learners and educators alike.

Moreover, the outlined rationales and persistent challenges in managing school violence underscore the urgency of this study. Despite the existence of policies and interventions aimed at addressing violence, the persistence of the problem highlights gaps in implementation, stakeholder engagement, and resource allocation. This research, therefore, seeks to fill these gaps by proposing actionable solutions that are informed by empirical evidence and stakeholder input.

Ultimately, this study aspires to make a meaningful contribution to the broader discourse on school violence management, offering insights and recommendations that can be adapted and applied in similar contexts. By fostering a collaborative and inclusive approach, the research will empower educators, parents, and communities to take proactive roles in ensuring that schools become bastions of safety, growth, and positive development for all learners.

## **2.11 SUMMARY OF THE CHAPTER**

This chapter provides a comprehensive overview of current knowledge on the topic, offering valuable insights to inform the new study. It details the systematic process of sourcing literature through various databases, ensuring that relevant and credible information was reviewed. The forms of violence occurring in schools are outlined, shedding light on the nature and dynamics of violent acts within the educational environment.

The chapter further explores the global perspective on school violence, highlighting it as an international crisis affecting numerous countries worldwide. This global view underscores the universal nature of the challenge, emphasising the need for concerted efforts and strategies to mitigate its impact. Additionally, the background on school violence within the African context is discussed, where the issue is identified as a growing concern in several countries on the continent.

Factors contributing to violence among learners are thoroughly examined, including the key influencers and triggers that lead to violent behaviours or expose learners to violent acts. These insights provide a foundational understanding of the roots of the

problem, which is essential for devising effective interventions. The effects of school violence on learners are also elaborated upon, with a focus on the severe implications for their psychosocial well-being and academic performance. These impacts highlight the urgency of addressing school violence, not only to safeguard learners' mental health and emotional stability but also to ensure their academic success and future prospects.

Furthermore, the chapter reviews strategies currently employed to address school violence. While these strategies demonstrate efforts to tackle the problem, the literature reveals their limited effectiveness in fully resolving violence-related challenges in schools. This highlights the necessity for innovative, evidence-based approaches to create safer and more conducive learning environments.

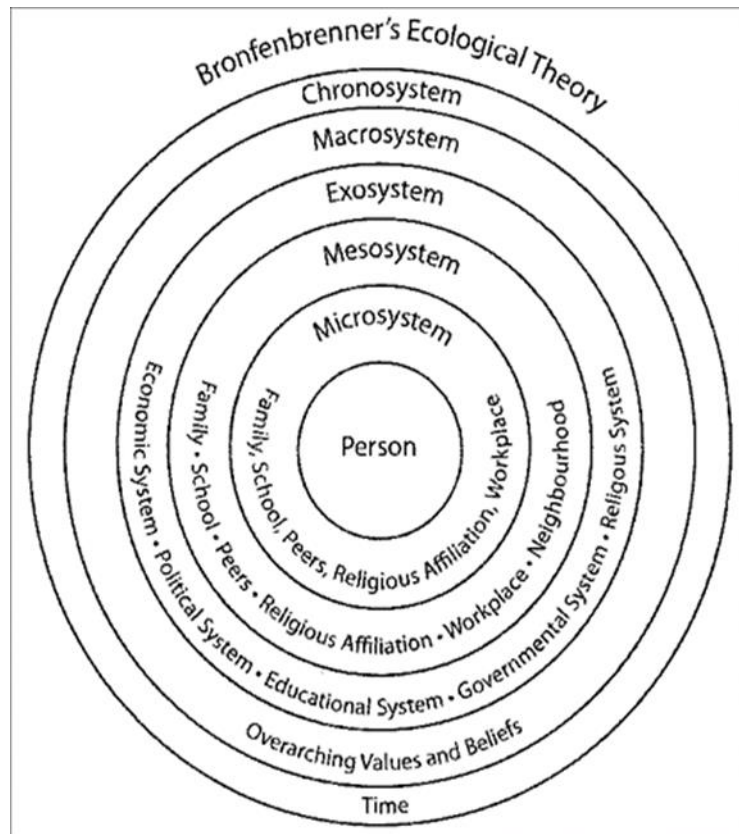
Finally, the chapter identifies significant gaps in the existing literature, which serve as compelling evidence for undertaking this study. These gaps point to the need for a more comprehensive and collaborative framework that integrates the roles of parents, teachers, and other stakeholders in managing and reducing school violence.

In conclusion, this chapter lays a solid foundation for the study by synthesising existing knowledge, identifying critical gaps, and underscoring the importance of exploring the issue further. The next chapter will present the theoretical framework that guides this study, providing the conceptual and analytical tools necessary for understanding and addressing the phenomenon of school violence.

## **CHAPTER THREE - THEORETICAL FRAMEWORK**

### **3.1 INTRODUCTION**

This chapter outlines the theoretical framework guiding this study, which is pivotal for providing structure and depth to the research. Swanson (2013: 2) defines a theoretical framework as a scaffold that supports and guides the investigation of a research problem, offering a lens through which data are analysed and interpreted. Similarly, Kivunja (2018: 46) asserts that a theoretical framework consists of established theories from experts in the field, acting as a "coat hanger" for the systematic analysis and interpretation of findings. Muhumuza, Senders, & Balkwill (2013: 196) stress the critical role of a theoretical framework in research, particularly in defining key constructs and elucidating their relationships within the study area. To underpin this study, Bronfenbrenner's Ecological Systems Theory of Development (1994) was chosen. This theory provides a comprehensive lens for examining the multifaceted and interconnected systems influencing school violence. Bronfenbrenner's model is highly applicable as it considers how individual behaviour is shaped by interactions within and across various systems. The theory identifies five nested systems that influence human development and behaviour. Figure 3.1, below, illustrates the layers of systems in Bronfenbrenner's Ecological Theory.



**Figure 3.1:** Bronfenbrenner's Ecological Systems Theory 1994. Source: Stanger (2011: 169).

### **Microsystem**

The microsystem represents the immediate environment in which individuals interact directly, such as family, peers, school, and neighbourhood. For this study, the microsystem is critical because it includes interactions between learners, teachers, and peers within the school setting, where much of the violence occurs. This system provides insight into the direct influence of relationships on learners' behaviours and experiences.

### **Mesosystem**

The mesosystem encompasses the interconnections between various microsystems, such as the relationship between home and school or between peers and teachers. This study benefits from examining how these interactions impact learners' exposure to violence. For instance, a lack of alignment between parents' disciplinary approaches at home and school policies can exacerbate behavioural challenges among learners.

## **Exosystem**

The exosystem refers to broader societal structures that indirectly influence individuals, such as parents' workplaces, community resources, and school policies. For this research, the exosystem is significant in exploring how external factors—such as socioeconomic challenges, community violence, and school funding—shape the dynamics within schools and contribute to violence.

## **Macrosystem**

The macrosystem encompasses cultural norms, values, laws, and ideologies that shape societal behaviours and expectations. In the context of school violence, this system includes the societal acceptance of aggression, cultural attitudes toward discipline, and systemic inequalities. Understanding the macrosystem allows the study to contextualise violence within broader societal trends and norms.

## **Chronosystem**

The chronosystem addresses the dimension of time, including life transitions and historical contexts that influence individuals and systems. For example, the long-term effects of South Africa's apartheid history on school environments and community dynamics can be examined through this lens. Additionally, this system considers how changes over time, such as evolving disciplinary policies or shifts in societal attitudes toward violence, impact school dynamics.

### **3.1.1. Relevance of the Ecological Systems Theory to the Study**

The selection of Bronfenbrenner's Ecological Systems Theory is particularly pertinent to this study as it emphasises the complex interplay of factors contributing to school violence. The theory allows for an integrated exploration of individual, relational, institutional, and societal factors influencing learners' behaviour. By employing this framework, the study can holistically investigate the root causes of violence, its manifestations across different systems, and the potential for interventions at multiple levels.

For instance, the microsystem focuses on direct interventions within schools, while the mesosystem examines the collaboration between schools and families. The

exosystem highlights the influence of external policies and community structures, and the macrosystem provides a lens to critique cultural and systemic norms perpetuating violence. Finally, the chronosystem enables an understanding of how historical and temporal changes shape current challenges and opportunities for reform.

In the following sections, each system is discussed in detail, illustrating its relevance to understanding and addressing school violence in the Lamontville Township context. This theoretical foundation ensures a comprehensive approach to exploring the research problem and contributes to the development of an effective cooperative framework between parents and teachers.

## **3.2 DISCUSSION OF THE ECOLOGICAL SYSTEMS THEORY OF DEVELOPMENT**

The Ecological Systems Theory of Development, as conceptualised by Bronfenbrenner (1994), provides a comprehensive lens through which human development can be understood as a dynamic interaction between an individual and the multiple layers of their environment. These layers, or "systems," range from the most immediate and direct influences to the broader cultural and societal structures that shape experiences. This theory's multifaceted nature makes it an ideal framework for studying complex phenomena like school violence, as it accounts for the interdependencies between personal, social, and systemic factors. This section critically examines each system within the framework and its relevance to the study.

### **3.2.1. Microsystem**

The microsystem represents the most immediate environment in which a child interacts, such as the home, school, and neighbourhood. It includes direct relationships with parents, teachers, peers, and other significant figures in the child's life (Leonard, 2011: 14). Vélez-Agosto, Soto-Crespo, Vizcarrondo-Oppenheimer, Vega-Molina & García Coll, (2017: 906) highlight that the microsystem is characterised by patterns of activities and daily interactions that occur within these immediate settings. This system plays a crucial role in shaping the child's attitudes, behaviours, and developmental trajectory.

Critically, the microsystem serves as the foundation base where foundational values and behaviours are instilled. Positive relationships within the microsystem—such as supportive parents or empathetic teachers—can foster resilience and healthy social skills in children. However, if the microsystem is characterised by conflict, neglect, or exposure to violence, it can lead to maladaptive behaviours, including aggression and disruptive tendencies. For example, a child who witnesses domestic violence may normalise such behaviour and replicate it in interactions with peers, contributing to school violence. This underscores the need to understand the dynamics within the microsystem, particularly in schools, where learners spend a significant portion of their time. In this study, the microsystem provides critical insights into how relationships within the family and school environment influence violent behaviour among learners.

### **3.2.2 Mesosystem**

The mesosystem refers to the interconnections and interactions between various microsystems, such as the relationship between a child's home and school (Liu, 2018: 1). Böning & Ferreira (2014: 522) describe the mesosystem as a web of interactions between settings that directly involve the child, with these interactions playing a significant role in shaping their development. For instance, the collaboration—or lack thereof—between parents and teachers can significantly impact a learner's behaviour and academic progress.

The mesosystem is particularly relevant to this study because it emphasises the importance of fostering cooperative relationships between parents and teachers. When these two microsystems align in their goals and strategies, the likelihood of addressing behavioural challenges effectively increases. Conversely, a lack of coordination can exacerbate problems, leaving learners without the support they need. For example, a parent who is disengaged from their child's education may fail to reinforce positive behaviours taught at school, creating a disjointed support system. This highlights the importance of examining the mesosystem to identify gaps and opportunities for collaboration between families and schools to address school violence.

### **3.2.3 Exosystem**

The exosystem encompasses settings where the child does not directly participate but which nevertheless influence their development (Eriksson, Ghazinour & Hammarström, 2018: 419). Examples include a parent's workplace, local community resources, or school board decisions. Rosa & Tudge (2013: 246) argue that events within the exosystem often have indirect but significant effects on a child's emotional and psychological well-being. For instance, a parent's stressful work environment may reduce their availability or emotional responsiveness, indirectly affecting the child.

In the context of school violence, the exosystem provides valuable insights into how external factors, such as socioeconomic conditions or community safety, influence learners' behaviours. For example, learners in communities plagued by crime or poverty may bring those stressors into the school environment, resulting in increased aggression or withdrawal. This study critically examines how such external factors shape school dynamics and contribute to violence, reinforcing the need for interventions that address these broader influences.

### **3.2.4 Macrosystem**

The macrosystem represents the overarching cultural, economic, political, and social systems that influence all other layers of the environment. It includes societal values, laws, customs, and ideologies that shape the experiences of individuals and communities (Soyer, 2019: 78). Rus, Lee, Salas, Parris, Webster, Lobo, Ecaterina & Popa (2010: 247) argue that the macrosystem provides the structural and cultural framework within which other systems operate, influencing the norms and expectations that guide behaviour.

This system is particularly pertinent to understanding school violence, as it reflects the broader societal attitudes towards aggression, discipline, and conflict resolution. For instance, in societies where violence is normalised or systemic inequalities persist, these values may permeate into schools, shaping learners' perceptions of acceptable behaviour. Additionally, legislative frameworks and educational policies—elements of the macrosystem—play a crucial role in addressing or perpetuating violence. This study examines how societal values and policy gaps within the macrosystem contribute to the persistence of violence in schools, highlighting the need for systemic changes to create safer learning environments.

### **3.2.5 Chronosystem**

The chronosystem adds a temporal dimension to the ecological framework, encompassing the changes and transitions that occur over time and their impact on development (Schewcik, 2017: 11). This includes both normative transitions, such as starting school, and non-normative events, such as parental divorce or exposure to traumatic events like school violence (Lau & Ng, 2014: 427).

The chronosystem is crucial for understanding the long-term effects of violence on learners. For example, repeated exposure to bullying or aggression may lead to chronic stress, depression, or academic disengagement, with consequences that extend into adulthood. Conversely, positive interventions at critical junctures—such as counselling or peer support programmes—can mitigate these effects and promote resilience. This study considers the temporal dynamics of learners' experiences, recognising that his or her responses to violence are shaped not only by immediate circumstances but also by their cumulative life experiences.

### **3.2.6 Relevance of the Framework**

The Ecological Systems Theory provides a robust and multidimensional framework for exploring the complex factors contributing to school violence. By examining the interplay between systems, this study identifies opportunities for intervention at various levels. For instance, strengthening the microsystem through improved parent-teacher collaboration, addressing exosystemic factors like community safety, and reforming macrosystemic policies can collectively create a more supportive and protective environment for learners.

Moreover, the inclusion of the chronosystem underscores the importance of considering both immediate and long-term impacts, ensuring that interventions are not only responsive but also sustainable. This theoretical framework aligns closely with the study's aim to develop a cooperative approach between parents and teachers to reduce school violence, offering a holistic perspective that integrates individual, relational, and systemic factors.

### **3.3 APPLYING THE THEORETICAL FRAMEWORK IN THE STUDY**

The Ecological Systems Theory of Development was appropriately selected as the theoretical framework for this study, as it offered a comprehensive lens for examining the multifaceted dynamics of school violence. As highlighted by Panopoulos and Drossinou-Korea (2020: 540), this theory emphasises understanding human development by examining the interplay between an individual and their surrounding environment. Its application in this study allowed for a critical exploration of how various systems interact to influence learners' behaviour and the manifestation of violence in schools. Below, the application of each system is discussed in detail, illustrating its relevance to the study's objectives.

- ***Microsystem***

The microsystem comprises the immediate environments and interactions that directly influence the learner, including parents, teachers, and peers (Leonard, 2011: 14). This system was applied by focusing on the roles and perceptions of parents and teachers in shaping learners' behaviour and managing violence in schools. The researcher explored parents' knowledge about school violence and their involvement in their children's education, recognising that parental engagement is crucial for fostering good behaviour. Bosworth, Ford, & Hernandez (2011: 200) underscore the importance of understanding parents' views on school safety, while Hill, Witherspoon, and Bartz (2018: 11) emphasise the need for active parental participation in education.

Additionally, the experiences of teachers, who are often at the forefront of managing violence in schools, were critically examined. As Du Plessis (2008: 2) notes, teachers play a pivotal role in addressing incidents of school violence. Bester & Du Plessis (2010: 203) further highlight the increasing burden on teachers to manage learners' violent behaviours. By engaging with both parents and teachers, the study leveraged the microsystem to identify gaps and opportunities for fostering positive interactions that could mitigate school violence.

- ***Mesosystem***

The mesosystem, which represents the interconnections between different microsystems, such as the relationships between parents and teachers, was another critical focus of the study. The researcher investigated how these relationships

influence learners and their behaviour in school. As Rahayu, Rasyid, Puspitasari & Islamiyah, (2020: 362) assert, the interaction between parents and teachers plays a significant role in shaping learners' outcomes. By exploring parents' and teachers' perspectives on their respective roles in reducing school violence, the study aimed to identify opportunities for collaboration. Effective partnerships between parents and teachers are essential for creating a cohesive support system around the learner, fostering consistency in behavioural expectations, and addressing challenges related to violence.

- ***Exosystem***

The exosystem encompasses external factors that indirectly influence the learner, such as community environments and parental work conditions (Rosa & Tudge, 2013: 246). In this study, the researcher examined the broader social and environmental factors that contribute to school violence, including family, school, and community influences. Objectives such as investigating parental knowledge of violence and teachers' experiences in managing it provided insights into how external factors shape the school environment. Gázquez, Barragán, Pérez-Fuentes, Molero, Garzón & Martos, (2015: 8) confirm that many contributing factors to school violence emanate from these external environments, which, while not directly involving the learner, significantly impact their behaviour. Understanding these dynamics allowed the study to address the indirect drivers of violence and propose strategies to mitigate their influence.

- ***Macrosystem***

The macrosystem encompasses the larger societal and cultural context, including values, laws, and social norms, which influence all other systems (Soyer, 2019: 78). This study applied the macrosystem by developing a framework for a cooperative approach between parents and teachers to reduce school violence. This framework aimed to establish shared values, foster positive cultural norms, and reinforce legal and policy measures that support peaceful school environments. By addressing the broader societal factors that perpetuate violence, such as systemic inequalities or cultural attitudes towards discipline, the study highlighted the need for systemic interventions. Rus et al. (2010: 247) note that cultural and societal contexts are critical

in shaping the norms and behaviours within schools, making the macrosystem an essential focus for comprehensive violence prevention strategies.

- ***Chronosystem***

The chronosystem introduces the dimension of time, encompassing life transitions, historical events, and environmental changes that influence development (Schewcik, 2017: 11). In this study, the chronosystem was applied by examining how past and ongoing environmental events contribute to violent behaviours among learners. For instance, the researcher considered the long-term impacts of exposure to violence at home or in the community on learners' conduct in school.

Carpenter & Nevin (2010: 267) affirm that environmental events, whether normative or non-normative, significantly affect behaviour over time. By integrating temporal dynamics into the analysis, the study acknowledged that learners' responses to violence are shaped not only by current circumstances but also by their cumulative life experiences. This understanding informed the development of strategies to address both immediate and long-term factors contributing to school violence.

### **Summary of Application: Ecological Systems Theory of Development**

The Ecological Systems Theory of Development offered a comprehensive and robust framework for analysing the multifaceted dynamics of school violence. This theory facilitated an in-depth exploration of the interplay between individual, relational, and systemic factors, effectively aligning with the research objectives. Each level of the ecological framework provided critical insights into the problem of school violence, its contributing factors, and potential solutions.

#### ***Microsystem: Direct Influences***

The **microsystem** revealed the immediate interactions and relationships that directly influence learners, such as those with parents, teachers, and peers. By examining these relationships, the study identified the roles and responsibilities of these key stakeholders in shaping learners' behaviours and attitudes. This system illuminated how a lack of parental involvement or poor teacher-learner dynamics could exacerbate violent behaviours. Bosworth, Ford, & Hernandez (2011: 200) stress the significance

of parental engagement in promoting a safe and disciplined school environment, while Du Plessis (2008: 2) highlights teachers' critical role in managing and mitigating violence.

### ***Mesosystem: Collaborative Relationships***

The mesosystem underscored the importance of interactions between different microsystems, particularly the relationship between parents and teachers. This level highlighted the necessity of collaborative efforts to reduce school violence. Rahayu et al. (2020: 362) emphasise that effective communication and cooperation between parents and teachers are vital for fostering a cohesive environment that supports learners. The study revealed that a lack of alignment between home and school environments often disrupts the holistic development of learners and contributes to violent behaviours. Strengthening these relationships emerged as a key recommendation.

### ***Exosystem: Indirect Influences***

The exosystem addressed the indirect factors that impact learners through external events and settings, such as community dynamics, economic conditions, and school policies. These influences, while not directly experienced by learners, shape the environments in which they interact and grow. Gázquez et al. (2015: 8) argue that factors such as family stress, community violence, and inadequate school resources significantly contribute to the prevalence of school violence. The study identified these broader influences as critical areas for intervention, recognising that changes in external conditions could positively impact learners' experiences.

### ***Macrosystem: Societal and Cultural Contexts***

The ***macrosystem*** explored the broader societal and cultural influences on school violence, including values, norms, policies, and systemic inequalities. This level provided insights into the structural and cultural gaps that perpetuate violence, such as inadequate implementation of school safety policies or societal attitudes that normalise aggression. Rus et al. (2010: 247) highlight the importance of cultural

contexts in shaping the development of children, and this study affirmed the need for policy reforms and cultural shifts to address school violence comprehensively.

### ***Chronosystem: Temporal Dynamics***

The chronosystem considered the dimension of time, including life transitions and historical events that influence learners' development. This level allowed the researcher to explore how temporal changes, such as shifts in family dynamics or evolving community conditions, impact learners' behaviours and experiences of violence. Carpenter & Nevin (2010: 267) note that environmental changes over time can have profound effects on individuals, and this study highlighted how such changes contribute to the persistence or escalation of school violence.

### **Integrated Insights**

By applying the Ecological Systems Theory of Development, the study effectively examined the complex interplay of influences at multiple levels. The microsystem provided immediate insights into direct interactions, while the mesosystem and exosystem expanded the scope to consider relational and indirect factors. The macrosystem addressed structural and cultural dimensions, and the chronosystem integrated the temporal context of learners' experiences. This multi-layered analysis not only deepened the understanding of school violence but also informed the development of a comprehensive framework to foster collaboration between parents and teachers in reducing violence.

This integrated approach underscores the necessity of holistic, evidence-based interventions that address school violence across all ecological levels, as recommended by Kutuyayo et al. (2023: 1). The findings demonstrate that sustainable solutions require coordinated efforts among stakeholders, informed by a thorough understanding of the dynamic and interconnected factors influencing school violence.

Table 3.1, below, summarizes the application of the theoretical framework during the study.

**Table 3.1: The relationship between ecological systems of theory and objectives of the study.**

NO	SYSTEM	OBJECTIVES
1.	Microsystem	<ul style="list-style-type: none"> <li>• Assess the knowledge of parents on violence and their involvement in learners' education to ensure good behaviour in school.</li> <li>• Explore the experiences of teachers in dealing with cases of violence in schools in the selected school.</li> </ul>
2.	Mesosystem	<ul style="list-style-type: none"> <li>• Explore the views of parents and teachers on the role each can play in reducing violence among learners.</li> <li>• Assess the perceptions of parents and teachers on the cooperation needed to reduce violence among high school learners</li> </ul>
3.	Exosystem	<ul style="list-style-type: none"> <li>• Explore experiences of teachers in dealing with cases of violence in schools in the selected school</li> <li>• Assess the knowledge of parents on violence and their involvement in learners' education to ensure good behaviour in school.</li> </ul>
4.	Macrosystem	<ul style="list-style-type: none"> <li>• Develop a framework of a cooperative approach between parents and teachers to reduce violence in schools.</li> </ul>
5.	Chronosystem	<ul style="list-style-type: none"> <li>• Explore experiences of teachers in dealing with cases of violence in schools in the selected school</li> <li>• Assess the knowledge of parents on violence and their involvement in learners' education to ensure good behaviour in school.</li> </ul>

### **3.4 SUMMARY OF THE CHAPTER**

This chapter provided a detailed introduction to the theoretical framework selected to guide the study, emphasizing its critical role in shaping the research design and analysis. The chapter outlined the importance of a theoretical framework in anchoring a study within a structured, scholarly context. The Ecological Systems Theory of Development was identified as the most appropriate framework for the research, with a comprehensive rationale for its selection. The discussion explored the five components of the ecological systems—microsystem, mesosystem, exosystem, macrosystem, and chronosystem—highlighting their relevance to the study. Each system was critically examined to show how it relates to the complex interplay of factors influencing school violence, including individual behaviours, relational dynamics, broader societal contexts, and temporal dimensions.

Furthermore, the chapter demonstrated the practical application of the Ecological Systems Theory by aligning it with the study's objectives. This alignment illustrated how the theory informed the exploration of parental knowledge and involvement, teachers' experiences, and the development of a cooperative framework for reducing school violence. The integration of theoretical insights into the research objectives reinforced the validity and depth of the study. Overall, this chapter underscored the theoretical foundation of the research and its significance in achieving a comprehensive understanding of school violence. The next chapter will focus on the research methodology employed to conduct the study.

## **CHAPTER FOUR – METHODOLOGY AND RESEARCH DESIGN**

### **4.1 INTRODUCTION**

In the previous chapter, the study's theoretical underpinnings were outlined through Bronfenbrenner's (1994) Ecological Systems Theory of Development, demonstrating its alignment with the research objectives. Building on that foundation, this chapter focuses on the research methodology, encompassing the research paradigm, design, and data collection methods. As Patel & Patel (2019: 48) note, research methodology constitutes the systematic approach employed to address the research problem, while Igwenagu (2016: 4) similarly emphasizes its role in guiding how the research is conducted.

Accordingly, the chapter provides a detailed account of the process for selecting participants and collecting data, followed by an explanation of the data analysis strategies applied in each strand of the study. Throughout, particular attention is paid to maintaining scholarly rigor and ensuring the validity, reliability, and trustworthiness of the findings. Finally, the chapter concludes with a discussion of the ethical considerations integral to conducting research in a responsible and ethically sound manner. This comprehensive overview sets the stage for understanding how the chosen methods coherently support the study's objectives and theoretical framework.

### **4.2 RESEARCH DESIGN**

The research design involves the methods and techniques a researcher selects to conduct a study (Grove, Burns & Gray, 2013:19). It is widely regarded as the foundation of any research project because it ensures that all components—such as data collection, analysis, and interpretation—are logically connected (Akhtar, 2016:68). In alignment with this view, Offredy, Maxine, & Peter (2013:74) emphasize that research design specifies how, when, where, and in what manner data will be collected and analyzed. A sound research design should consider several key elements:

- Philosophical assumptions underpinning the study.
- Strategies the researcher intends to employ.

- Specific data collection methods that will be used to gather information from participants; and
- Data analysis and interpretation procedures that will guide the inquiry toward meaningful conclusions.

According to Creswell (2008:4), the choice of an appropriate research design must be informed by the nature of the research problem, the researcher's personal experiences, and the intended audience of the study. Guided by these considerations, the present study adopts a mixed-method, participatory action research (PAR) approach, combining qualitative and quantitative methodologies within a participatory framework. As Palinkas, Mendon, & Hamilton (2019:423) observe, mixed-method research integrates both qualitative and quantitative methods in various configurations, thereby expanding the depth and breadth of understanding of the phenomenon under investigation. Schoonenboom & Johnson (2017:110) further highlight that mixing these approaches strengthens the conclusions of a study and thus contributes to the advancement of knowledge within a given field.

Before implementing a mixed-method design, however, researchers should address important considerations, as articulated by Salehi & Golafshani (2010:190):

1. Assessment of Methodological Value: Researchers must determine if combining methods will produce more reliable results than using each method separately.
2. Expertise and Relevance: The researcher needs sufficient knowledge of each method to collect data that are both relevant and robust.
3. Consistency and Clarity of Design: The chosen design should be logically consistent, which in turn facilitates meaningful contributions to knowledge generation.

Despite its advantages, adopting a mixed-method approach also presents challenges. For instance, Denscombe (2014:161) underscores that mixed-method studies often require greater effort, more time, and increased costs because the researcher must conduct at least two phases of research—one quantitative, one qualitative. Additionally, if findings from these two strands are contradictory, the researcher may need to further investigate the reasons behind the discrepancy. Moreover, Maarouf

(2019:3) points out that implementing mixed methods demands considerable research skills, aptitude, and experience, as the researcher must be proficient in both quantitative and qualitative techniques. Nonetheless, Molina-Azorin (2016:38) suggests that such challenges can be viewed as opportunities for deeper inquiry and methodological refinement.

In this study, Participatory Action Research (PAR) serves as an overarching approach that accommodates diverse participatory strategies aimed at action-oriented research (Kindon, Pain & Kesby, 2007:28). Drawing on Crist, Parsons, Warner-Robbins, Mullins & Espinosa, (2009:320), the central objective of action research is to involve key stakeholders in knowledge creation and practical problem-solving. Integrating mixed methods within PAR can thus yield more robust and transferable findings: qualitative stakeholder insights can be merged with quantitative data to inform intervention planning, implementation, and evaluation (Ivankova & Wingo, 2018:978). This synergistic combination ensures that both the depth of stakeholders' experiences and the breadth of measurable outcomes guide the research process toward actionable solutions.

The following table illustrates how this study strategically integrates mixed methods within a participatory action research framework, highlighting the alignment between methodological choices, stakeholder engagement, and the practical objectives of the research.

**Table 4.1: Mixed participatory action research method**

NO	OBJECTIVES	RESEARCH QUESTIONS	DATA COLLECTION METHOD	APPROACH
1.	Assess the knowledge and attitude of parents on violence and their involvement in learner's education to reduce violence in school	What is your knowledge, and attitude on violence and what is your role as a parent in learners'	Questionnaires	Quantitative

		education to ensure good behaviour in school?		
2.	Explore experiences of teachers in dealing with cases of violence in schools in the current selected school	What is your experience in dealing with cases of violence in this current selected school?	In-depth Interview	Qualitative
3.	Explore the views of parents and teachers on the role each can play in reducing violence amongst learners	What are the views of parents and teachers on the role they can play in reducing violence among learners?	Focus group interview & In-depth interview	Qualitative
4.	Explore the perceptions of parents and teachers on the required cooperation to reduce violence among learners	What are the perceptions of the parents and teachers on the cooperation needed to reduce violence among learners?	Focus group interview & In-depth interview	Qualitative
5.	Develop a framework of a cooperative approach between parents and	How can a cooperative approach be developed	<b>Based on findings from PAR</b>	

	teachers to reduce violence in schools.	between parents and teachers to reduce violence among learners?	
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#### 4.2.1 Participatory Action Research (PAR) Approach

The participatory action research (PAR) approach is particularly well-suited to this study because it aims to move beyond merely reporting findings. Instead, the goal is to develop an alternative intervention strategy—led by stakeholders at the grassroots level—to address school violence and empower stakeholders to work collaboratively. As Pain, Whitman, and Milledge (2013:4) note, PAR is driven by participants who have a vested interest in the issue under investigation, and it fosters collaboration at each stage, thereby facilitating meaningful change and improvement. By integrating diagnostic actions with reflective practice, PAR enables researchers to focus on real-world issues identified by participants, with the potential to effect tangible transformations (Cohen, Manion and Morrison, 2011:345).

In this study, PAR was used to develop a framework for a cooperative approach between parents and teachers to reduce violence among high school learners. Two schools participated: School B served as the primary site for both data collection and the subsequent action research activities, while School A was involved solely in primary data collection. This arrangement allowed for a focused application of PAR at School B, where stakeholders could collaboratively engage in both diagnosing the specific issues at hand and implementing context-sensitive strategies.

The School Governing Body (SGB) members—including parents, teachers, and the school principal—voluntarily participated in the action research stage. Although the SGB encompassed parents, teachers, and the principal, it should be noted that the teachers and principal did not participate in the in-depth interviews. Their involvement was nonetheless crucial in shaping the intervention framework, reinforcing PAR’s emphasis on stakeholder collaboration and collective problem-solving.

#### 4.2.1.1 Description of how PAR was carried out

##### **Training on Conflict Management**

One crucial element of the participatory action research (PAR) process in this study was ensuring that participants understood the principles and practices of conflict management. As Ganesh and Indradevi (2015:334) observe, training involves acquiring knowledge, skills, and aptitudes with the ultimate goal of enhancing performance, capacity, and productivity. Given the frequency and impact of conflicts in school environments, equipping stakeholders with conflict-management competencies was deemed essential. By deepening participants' understanding of conflict dynamics and resolution strategies, the study aimed to facilitate more effective, contextually responsive interventions.

Drawing on Madalina (2016: 808), conflict can be understood as friction, disagreement, or misunderstanding arising when the beliefs or actions of one group or individual are met with resistance or rejection by others. The school setting often becomes a crucible for such conflicts because of the diverse interpersonal relationships that shape daily interactions (Valente, Lourenço & Németh, 2020: 1). In this regard, Shahmohammadi (2014: 631) provides a useful typology of conflicts:

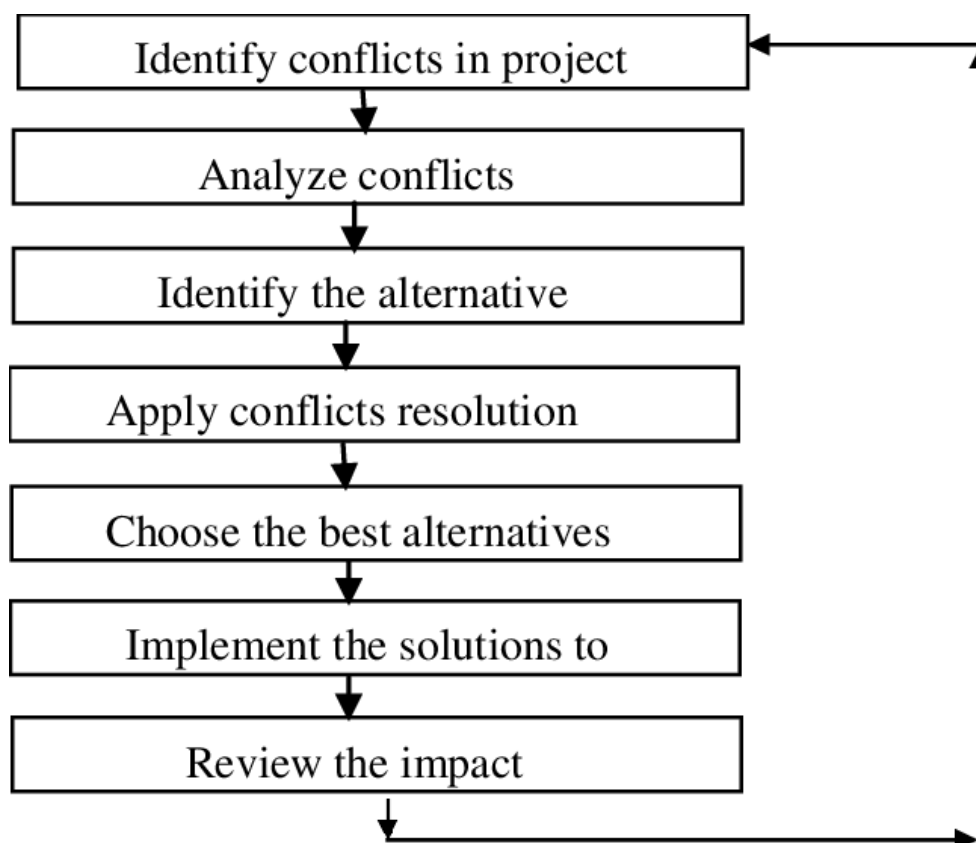
1. Interpersonal Conflict: Occurring between two individuals, often due to personal differences or misunderstandings.
2. Intrapersonal Conflict: Taking place within an individual's mind, reflecting psychological tensions related to thoughts, values, principles, and emotions.
3. Intra-group Conflict: Arising among members within the same group, typically stemming from incompatible goals or miscommunications.
4. Inter-group Conflict: Emerging when misunderstandings occur between different teams or groups, frequently driven by competition or divergent objectives.

Addressing these various forms of conflict requires structured conflict management strategies. According to Isabu (2017: 149), four key steps can guide this process:

1. Analysis: First, determine the nature and type of conflict, clarifying its underlying causes.

2. Intervention Selection: Use the analysis to identify the most appropriate strategy for resolution.
3. Negotiation: Engage the concerned parties in dialogue to collaboratively establish a course of action.
4. Implementation: In the post-negotiation phase, ensure that all parties uphold the decisions and commitments made during negotiations.

By integrating these steps into the PAR framework, the study aimed to foster a collaborative environment in which school stakeholders could effectively manage ongoing tensions. Rather than treating conflict solely as a disruptive force, the training and subsequent reflections viewed it as an opportunity for stakeholders to co-create solutions, thereby enhancing collective efficacy in addressing and minimizing school violence. Figure 5.1 illustrates the conflict management process:



**Figure 5.1:** Conflict management process

Source: Sudhakar (2015: 220)

Building on the foundational understanding of conflict management outlined above, the researcher conducted a conflict management training session for participants on 7 May 2023. Before the session, one of the research participants was invited to open with a prayer, reflecting the collaborative and community-focused nature of the initiative. The researcher then introduced the session's purpose, its significance, and the intended outcomes.

Specifically, the training aimed to equip participants with essential tools, skills, and knowledge to address and resolve conflicts among learners within the school environment. Such training was deemed vital because conflicts among learners frequently escalate into school violence, thereby creating undue tension and disrupting the educational process. The workshop was consequently envisioned as a means to empower both the school and the School Governing Body (SGB) to manage conflicts effectively, clarify roles and responsibilities, and foster a culture of peacebuilding within the school community.



**Figure 4.2:** Presentation on conflict management by the researcher

After the presentation, participants were given an opportunity to ask questions and seek clarification. This led to a discussion during which both the participants and the researcher exchanged views on conflict management. The group began by defining conflict management, with most participants describing it as an efficient way of resolving disagreements and disputes among the parties involved. Participants agreed that many factors contribute to conflicts and that leaving these factors unaddressed can lead to violence.

They also proposed several ideas for resolving conflicts among learners. One suggestion was that, for conflicts to be addressed successfully, learners should not feel judged but should instead be guided toward discipline and the development of good character. In addition, teachers should remain impartial, ensuring that each party feels heard and is satisfied with the process. This observation underscored the fact how conflicts are managed can sometimes exacerbate the situation if not handled appropriately. It was further recommended that learners be taught to manage their anger and, if they feel offended, they should report issues to a teacher who can facilitate a resolution.



**Figure 4.3:** Group discussion between the researcher and participants



**Figure 4.4:** The researcher and participants after the conflict management training.

**Strategic Workshop on Developing a Framework of a Cooperative Approach Between Parents and Teachers in Reducing Violence Amongst High School Learners**

The researcher invited the participants in the participatory action research (PAR) project to attend a strategic workshop. Kapur (2020:1) suggests that workshops bring together groups of individuals who share a common objective on a specific issue. In this context, the workshop was designed to provide a collaborative space for all stakeholders to contribute to the development of a framework aimed at reducing violence among high school learners. As noted by Pain, Whitman & Milledge (2019:3), PAR functions most effectively when it is based on a multidisciplinary and shared conceptual foundation, ensuring that all relevant stakeholders are actively engaged. This multidisciplinary emphasis benefited the core team in understanding each other's roles and in shaping a framework that can be feasibly implemented.

The strategic workshop on developing a cooperative approach between parents and teachers to reduce violence among high school learners took place on 14 May 2023.

At the outset, participants revisited the key points from the previous conflict management training, thereby situating this workshop within the broader project aims. This brief recap refreshed everyone’s memory of the issues discussed and clarified how the group would proceed to construct the framework. The researcher thanked participants for investing their time in this important session, underscoring that its outcomes would significantly contribute to creating a more stable school environment. The strong attendance and engagement at the workshop demonstrated the participants’ commitment to forging cooperative strategies for addressing violence.

Participants were then divided into two groups and tasked with brainstorming ways in which parents and teachers could work together to mitigate violence among learners. The researcher observed and intervened only when clarification was sought, thereby allowing the participants to lead the conversation, exercise creativity, and draw on their collective knowledge and experiences. Following these small-group discussions, participants presented their ideas, which highlighted the value of building stronger relationships among parents, learners, and the community at large. They emphasized the need for teacher training in conflict resolution and the importance of involving the broader community in school initiatives. Many of these ideas, such as strengthening school–parent relationships and ensuring community support for anti-violence measures, will be integrated into the final chapter that outlines the framework.



**Figure 4.5:** The researcher briefing participants (Workshop)



**Figure 4.6: Group A presenting their ideas (Workshop)**



**Figure 4.6: Group B presenting their ideas (Workshop)**

**Nation Building: Creating a Safe School Environment Through Multi-Stakeholder Efforts**

The above-mentioned programme was introduced to promote peacebuilding among learners through the involvement of key stakeholders. Waldman (2009:7) describes peacebuilding as activities that extend beyond immediate crisis intervention or conflict management, emphasizing long-term development and the establishment of social,

governmental, and non-governmental (including religious) mechanisms that support nonviolent, constructive approaches to resolving differences. In addition, the United Nations (2010:1) underlines that peacebuilding typically involves multiple stakeholders, beginning with the communities where the peacebuilding initiatives are taking place. The principal aim of this programme was to raise learners' awareness of school violence and to create a supportive environment in which stakeholders collaborate to reduce violence and foster lasting peace within the school community.



**Figure 4.7:** Case study of school stakeholders

Source: Gaghias (2013)



**Figure 4.8:** Programme poster on school violence awareness

The researcher shared the programme poster with the principal, who then placed it on the school notice board. The programme took place on 26 May 2023 and aimed to raise awareness about school violence. Its theme was 'Peace Building: Creating a Safe School Environment through Multi-stakeholder Efforts.' The event was facilitated by Mr. Sibusiso Buthelezi (*pseudonym*) who began by expressing gratitude for the opportunity to participate. He highlighted the importance of identifying issues that affect learners and devising impactful solutions to address them effectively.



**Figure 4.8:** Researcher and Programme Facilitator (School Violence Awareness Day)

- **Opening and Welcoming Remarks**

The school principal delivered the opening and welcoming remarks, expressing gratitude to the researcher for choosing her school as the study site. She noted that this was the first time the school had collaborated with external stakeholders to drive transformation and establish meaningful partnerships. The principal also shared her enthusiasm for the initiative, emphasizing its potential to reduce violence among learners and promote a safer, more supportive educational environment.



Figure 4.9: School Principal Welcoming Attendees (School Violence Awareness Day)

- **Address on the impact of school violence on learners**

Ms. Zama Mthethwa (*pseudonym*) delivered a presentation focusing on the impact of school violence on learners. She aimed to raise awareness among both perpetrators and victims of violence regarding the adverse effects of such behaviour. Stressing the importance of emotional intelligence, she advised learners to develop coping strategies that would help them avoid becoming easily provoked. Ms. Mthethwa also underscored how school violence can impede academic success and encouraged learners to propose and implement measures that could foster a safe and supportive school environment. She further emphasized the need to address the mental health challenges associated with exposure to violence and highlighted teachers' responsibility in maintaining peace and harmony. Finally, Ms. Mthethwa urged learners to stand firmly against violence and to remain focused on their goals, refusing to be deterred by disruptive behaviour.

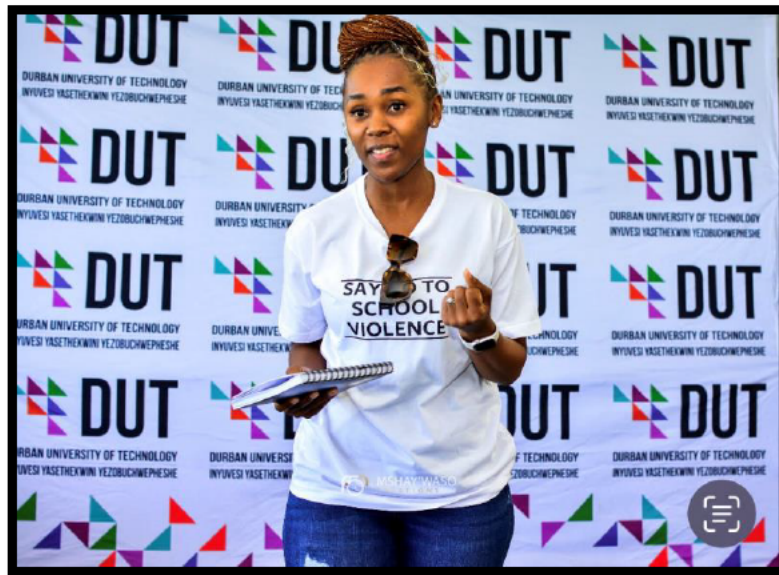


Figure 4.10: Ms. Zama Mthethwa addressing learners on school violence (School Violence Awareness Day)

- **Entertainment**

The entertainment segment featured a poem by Mr. Mvelo Khuzwayo (*pseudonym*), which aimed to inspire learners. His performance addressed important life lessons and offered guidance on how learners might work toward positive change and personal growth.



Figure 4.11: Mr. Mvelo Khuzwayo during the entertainment (School Violence Awareness Day)

- **Vote of thanks**

The researcher gave a vote of thanks to all those who attended the programme. The researcher thanked the school principal and teachers for warmly welcoming him to the school and their participation on the research study and school awareness day.



**Figure 4.12:** Mr. Andile Samkele Masuku delivering the vote of thanks (School Violence Awareness Day)

#### **4.2.2 Quantitative Approach**

The quantitative phase of the study allowed the researcher to collect data from participants through questionnaires. Polit & Beck (2012:293) describe quantitative research as an investigation that involves precise measurement and controlled designs, providing detailed quantification of phenomena. Historically, three key trends have shaped quantitative research: research design, tests and measurement procedures, and statistical analyses (Williams, 2007:68). Aligned with these principles, Queiros, Faria, & Almeida (2017:370) observe that quantitative research typically employs formal methods to gather measurable data from a representative sample, thus enabling the findings to be generalized to the larger population. Further, it is important to indicate that the use of the quantitative approach pivots on the numeric data aimed at measuring the strength and direction of relationships between independent and dependent variables (Schober, Boer & Schwarte, 2018: 1763).

*Research question for the quantitative approach:*

- What is your knowledge on violence and role as a parent in learners' education to ensure good behaviour in school?

#### **4.2.3 Qualitative Approach**

The qualitative phase of this study involved the use of focus group interviews to collect data from participants. Qualitative research, as defined by Teherani, Martimianakis, Stenfors-Hayes, Wadhwa & Varpio (2015:669), entails the systematic investigation of social phenomena within natural settings. This approach is particularly useful for exploring complex interventions and understanding why certain phenomena may not occur, as well as identifying avenues for improvement (Busetto, Wick & Gumbinger, 2020:1). Consequently, qualitative methods enable researchers to derive in-depth insights grounded in specific methodological traditions, facilitating a nuanced exploration of social or human issues (Creswell, 2014:29). It must be highlighted that the use of qualitative approach allowed the researcher to explore the complex issues in-depth and detail, providing rich insights into human experiences and behaviours (Mwita, 2018: 618), which served as an advantage for the current study. However, the use of qualitative approach was also time consuming and prevented the researcher to reach a number of participants desired to be part of the study (Bazen, Barg & Takeshita, 2021).

*Research questions for qualitative approach:*

- What is your experience in dealing with cases of violence in this current selected school?
- What are the views of parents and teachers on the role they can play in reducing violence among high school learners?
- What are the perceptions of the parents and teachers on the cooperation needed to reduce violence among learners?

- How can a cooperative approach be developed between parents and teachers to reduce violence among learners?

**Table 4.2 shows features between quantitative and qualitative approach**

Feature	Quantitative	Qualitative
Philosophical background	Positivism, inter alia.	<i>Geisteswissenschaften</i>
Research object	Description, clarification and prediction of individual's external behaviour, quantitative and general factors of phenomena.	Understand and interpret the individual's motivations, intentions and underlying causes of behaviour. Qualitative, unique and detailed factors are also relevant.
Relation between the researcher and the object of research	Subject vs object. Temporally brief.	Subject vs. object or subject vs. subject. Intensive interaction. Temporally not brief.
Ideal of science	Uniformity of science (all disciplines should use similar methods). Physicalism. Numerical Measurability.	Understanding, explanation and interpretation of phenomena.
Objectives of science	Nomothetic science. Description of invariances and regularities. Causal explanations. Objectivity.	Ideographic science. Understanding of non-recurrent, unique and single acts. Causal and teleological explanations.

		Subjectivity is allowed.
Ideal of scientific knowledge	Axiomatic systems such as in mathematics and physics. Atomism.	Contextual meanings, discourses, hermeneutic circles. Holism.
Typical constituents	Stable hypotheses. Precise terms. Operationalizations. Large data sets and sample sizes. Samples must be representative. Structured questionnaire forms and interviews. Statistical methods. Tests. Laboratory experiments. Observations.	Flexible hypotheses (if any). Imprecise terms. Small data sets and sample sizes. Samples not necessarily representative. Semi-structured and unstructured (open) questionnaire forms and interviews. Field experiments Observations.
Nature of data	Numerical. Measurable. In general, "hard data"	Non-numerical: interviews, texts, memoranda, personal recordings, documents etc. in general, "soft" data.
Concept of a human being.	Complicated mechanism. Automation composed of homeostatic systems. Automatic.	Intentional individual. The whole of a human being is more than the sum of his/her parts (holism, emergence).

Examples.	Surveys. Multi-dimensional and case studies. Ex post facto and correlational research. Statistical modelling.	Case studies. Content and discourse analysis. Action, historical ethnographic and phenomenographic research.
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**Table 4.2:** Features of Quantitative and Qualitative Approaches

Source: Niskanen (2004: 3).

#### **4.2.4 The priority of the quantitative and qualitative strands**

The researcher believed that this study was suitable and appropriate if the quantitative and qualitative phases were given equal priority. According to Creswell & Clarke (2011: 264), priority in research is important as it weights both the quantitative and qualitative methods for answering the study's questions which differentiate between equal, quantitative or qualitative priorities.

#### **4.2.5 Determining the timing of quantitative and qualitative**

Schram (2014: 2622) describes timing as the process whereby both quantitative and qualitative strands are implemented in the same phase of a research study. It also encompasses the order in which the researcher integrates the collected data into the broader inquiry (Creswell & Plano Clark, 2015:80). In this study, the researcher employed concurrent timing by collecting quantitative and qualitative data simultaneously. Each method received equal priority, and the data were analyzed separately before integrating the findings during the final interpretation phase.

#### **4.2.6 Mixing of data sets: Determining when and how to mix data sets**

Creswell & Plano Clark (2015:90) note that data sets may be integrated at various stages, including interpretation, analysis, data collection, or the research design level. This integration, or data mixing, occurs when quantitative and qualitative strands are combined within the research process. In this study, data mixing took place during the interpretation stage. Each strand of data was analyzed independently, and the researcher then compared the results of both strands to form the conclusions.

### **4.3 PHILOSOPHICAL UNDERPINNING FOR THE CURRENT STUDY**

Guba (1990, cited in Creswell, 2014:35) observes that each researcher holds a set of beliefs guiding their reasoning and research approach, thereby influencing how they investigate a given problem (Creswell, 2009:4). In this regard, Willis (2007:8) defines a research paradigm as a comprehensive belief system, worldview, or framework that directs the researcher's actions throughout the research process and practice in a particular field. Other scholars refer to this concept as the worldview of a research study (Kivunja & Kuyini, 2017:26). Nkosi (2017:53) suggests that the chosen research paradigm justifies the use of various strategies to study the same issue. Consequently, the researcher must identify and align these strategies with the established procedures for examining the research problem.

There are four elements of the research worldview which are outlined as follows:

#### **4.3.1 Ontology**

Khatri (2020:1435) explains that ontology pertains to a philosophical understanding of existence or reality, focusing on the nature or essence of being and the categories of things that exist, including their interrelationships. In the context of this study, ontology involves examining what the researcher perceives as real or meaningful regarding the social phenomenon under investigation (Creswell & Plano Clark, 2018:88). These considerations informed the decision to employ a mixed-method participatory action research approach to capture the complexity and multifaceted nature of school violence. By integrating both qualitative and quantitative methods, the researcher sought to address multiple dimensions of reality associated with violence in high schools.

#### **4.3.2 Epistemology**

Epistemology is the philosophical inquiry into the nature, origins, and boundaries of knowledge (Moser, 2010:1). Moon & Blackman (2014:1171) highlight its significance by noting that epistemology helps a researcher gauge how much credence to place in collected data. In this study, collecting both quantitative and qualitative data was essential to comprehensively address the research questions. The quantitative component focused on parents' knowledge of school violence and the extent of their

involvement in their children's education. The qualitative strand, meanwhile, aimed to uncover teachers' experiences in handling cases of school violence, as well as parents' and teachers' perspectives on cooperation to reduce violent behaviour among learners. This approach enabled the researcher to obtain nuanced insights into the phenomenon by drawing on varied sources of knowledge, ultimately supporting the development of a framework to foster a cooperative environment.

#### **4.3.3 Axiology**

Axiology deals with the role of ethical considerations and value judgments in the research process (Khatri, 2020:1438). Rangel (2019:3) describes axiology as the philosophical foundation for making decisions deemed correct or valuable. In this study, the researcher remained mindful of ethical obligations at every stage, including designing the study, collecting and analyzing data, and reporting findings. Efforts were taken to ensure impartiality and uphold the trustworthiness, validity, and reliability of the study's outcomes. These measures not only helped maintain methodological rigor but also respected the rights and well-being of all participants.

#### **4.3.4 Methodology**

Sileyew (2019:1) suggests that methodology encompasses the strategies, procedures, and techniques researchers employ to conduct a study. In this case, a mixed-method participatory action research design was selected, combining quantitative and qualitative strands. This choice aligns with the pragmatic worldview, which values the practical implications and consequences of research findings (Kelly & Cordeiro, 2020:3). Pragmatism supports the use of multiple approaches, allowing researchers to merge deductive reasoning (common in quantitative research) with inductive reasoning (typical of qualitative research), as recommended by Creswell & Plano Clark (2014:39).

Drawing on both strands, the researcher used questionnaires, in-depth interviews, and focus group discussions to collect data. Each method provided unique insights that were later converged in order to form a broader interpretation of how to effectively reduce school violence through cooperation between teachers and parents. This approach was grounded in the belief that both teachers and parents are directly invested in the welfare and academic success of learners. Their collaborative

engagement was thus seen as integral to forming a robust framework aimed at minimizing violence in high schools.

Table 4.3 below presents a concise overview of the philosophical assumptions guiding this study.

**Table 4.3: Philosophical assumptions of the study.**

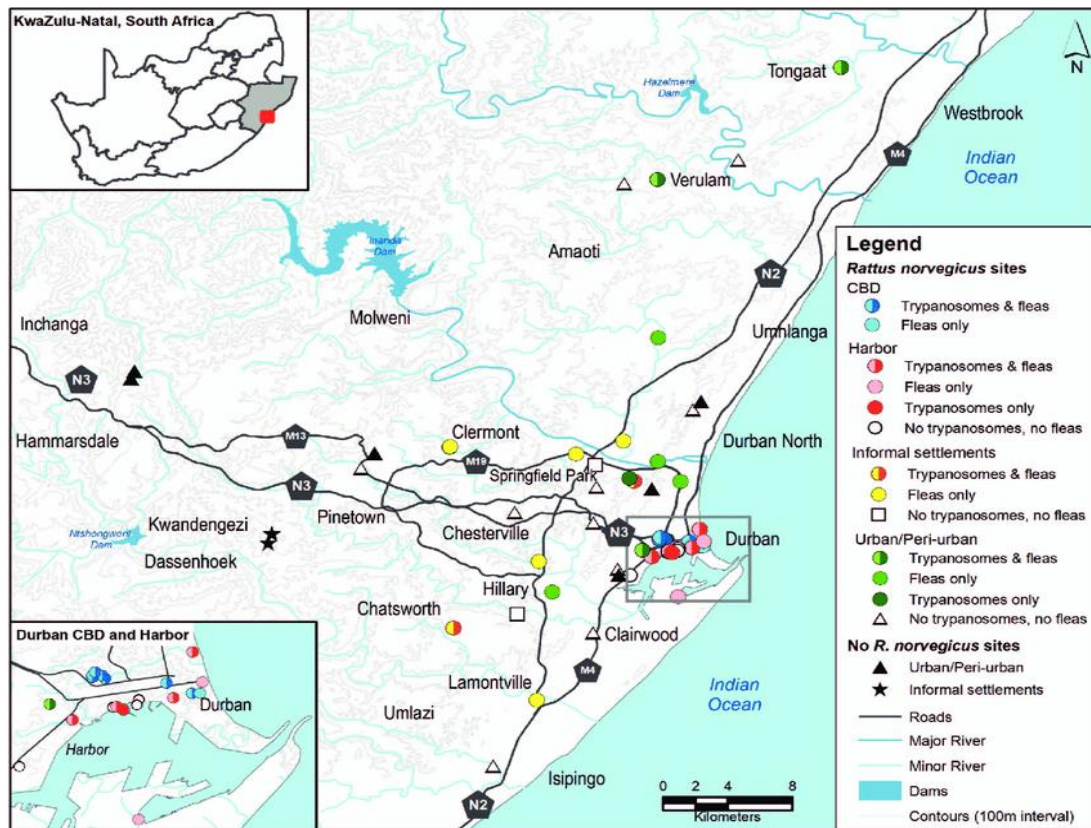
Ontology	Epistemology	Theoretical perspective	Methodology	Methods	Sources
There is not much information in how teachers and parents should collaborate to address violence in schools or the existing framework which will enhance such collaboration.	A review of other studies was done on the contributing factors and effects of violence on learners. Analyzed the results from the data collected from participants. Create a framework with the results.	Other studies were examined that were done on forms and causes of violence in schools.	A mixed-method participatory action research approach was used to conduct the study	Quantitative (Strand 1) data collected from parents' surveys. Qualitative (Strand 2) teachers and SGB were selected for an in-depth interview and focus group interview. The data from both	The answers to the questions that were asked in the survey and interviews

				phases is integrated	
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#### 4.4 RESEARCH SETTING

Given (2008) describes the research setting as the physical, social, or cultural context in which a study is conducted. This study took place in two public high schools located in Lamontville, a township within the eThekweni District of KwaZulu-Natal (see Figure 5). KwaZulu-Natal (KZN) is South Africa's third smallest province, covering approximately 96,361 square kilometres and hosting a population of 10,267,300 (South Africa info, 2012). Of this population, around 77.8% speak isiZulu, 13.2% speak English, and a smaller proportion speak Afrikaans (South Africa info, 2012). In keeping with these demographics, the participants in this study primarily spoke isiZulu. Both schools, hereafter referred to as School A and School B, accommodate learners from Grade 8 to Grade 12.

Ngqela & Lewis (2012:87) observe that township schools often experience elevated levels of violence, and Ngidi and Moletsane (2018:7) report that disadvantaged areas in South Africa are characterized by frequent incidents of physical abuse, threats, bullying, and assaults, affecting both learners and teachers. The two selected schools in Lamontville were anticipated to be representative of these challenges. School A employs 35 teachers and enrolls 1,061 learners, whereas School B has 22 teachers and 622 learners. Both male and female learners attend these schools, making them relevant sites for examining the prevalence of school violence and possible interventions to address it.



**Figure 4.13:** A map of eThekweni Municipality also showing Lamontville Township

Source: Archer *et al.* (2018: 188).

#### 4.5 POPULATION, SAMPLING, SAMPLE METHOD AND SAMPLE SIZE

A population is defined by Polit & Beck (2014:249) as a set of individuals sharing specific characteristics that the researcher aims to investigate. In this study, parents and teachers served as the primary population. Multiple sampling methods were employed depending on the nature of the data collection for each phase of the research.

A purposeful sampling strategy was used to select schools. This approach was deemed suitable for reaching the target settings promptly and securing rich, relevant information. Palinkas, Horwitz, Green, Wisdom, Duan, N & Hoagwood (2015:533) assert that purposeful sampling is effective for identifying and selecting information-rich cases related to the phenomenon of interest. For participant selection, a random sampling strategy was employed. As Taherdoost (2016:21) notes, random sampling ensures that everyone in the population has an equal chance of being selected. School

A had 35 teachers and 1061 learners, while School B had 22 teachers and 622 learners. Delice (2010:2008) suggests that the sample size for a quantitative survey should not be fewer than 30. In this study, the total number of learners in Grades 10 to 12 was used as the basis for the parent sample in the quantitative survey.

In School A, 152 parents completed and returned the questionnaires, 24 declined to participate, and 42 did not return the questionnaires. In School B, 108 parents responded, and 15 declined to participate. For the qualitative phase, Clarke and Braun (2013:78) recommend a minimum of 12 participants in in-depth interviews to reach data saturation. Consequently, 8 teachers from School A and 10 teachers from School B consented to take part in these interviews. Focus group interviews, as explained by Hennink, Hutter & Bailey (2011:137), generally involve between 6 and 12 participants discussing a specific research topic. In this study, focus group interviews were conducted with members of the School Governing Body (SGB), which included 5 members from School A and 7 members from School B.

## **4.6 INCLUSION AND EXCLUSION CRITERIA**

### **4.6.1 Inclusion criteria**

- Parents or guardians and teachers from the selected schools.
- Teachers and parents who are members of the School Governing Body (SGB).
- Parents and teachers who provided informed consent to participate in the study.

### **4.6.2 Exclusion criteria**

- Parents of learners who do not attend any of the schools where permission was obtained.
- Parents and teachers who did not consent to participate in the study.

## **4.7 RECRUITMENT PROCESS**

Before initiating the study, the researcher obtained permission from the Department of Education (Appendix 2a) and the principals of the two selected schools (Appendix 3a). Participants were then recruited with assistance from the school principals and learners. An invitation letter (Appendix 4a) was provided to teachers via the school principals, while parents received an invitation letter from learners (Appendix 4b and Appendix 4c, the latter in IsiZulu for parents who may not understand English). The

School Governing Body (SGB) was recruited through the principal using a similar process (Appendix 4d and Appendix 4e, with the latter in IsiZulu for non-English speakers). For the evaluation of the framework, which employed a Delphi study (Appendix 4f), the researcher sought support from the DUT International Centre of Nonviolence (ICON) to identify experts around violence prevention and peacebuilding.

All potential participants received a letter of information explaining the study's purpose and data collection methods. These letters were tailored to each group and, where necessary, translated into IsiZulu (Appendix 5a for teachers, Appendix 5b and Appendix 5c for parents, Appendix 5d and Appendix 5e for SGB members, and Appendix 5f for the expert panel). Individuals who agreed to participate were asked to complete a consent form specific to their group, with IsiZulu versions available for those less comfortable with English (Appendix 6a for teachers, Appendix 6b and Appendix 6c for parents, Appendix 6d and Appendix 6e for SGB members, and Appendix 6f for experts). Participants were also asked to complete a demographic data guide (Appendix 7a for teachers, Appendix 7b and Appendix 7c for parents, and Appendix 7d and Appendix 7e for the SGB). In addition, parents were invited to respond to a questionnaire designed for the study, with English and IsiZulu versions available (Appendix 8a, Appendix 8b) alongside a questionnaire for experts (Appendix 8c). Teachers were approached to participate in in-depth interviews (Appendix 9a), and a focus group interview was conducted with the SGB (Appendix 9b, Appendix 9c for IsiZulu speakers), while a separate group discussion was arranged for experts (Appendix 9d). At every stage, it was made clear to all participants that their involvement was voluntary and that they could withdraw from the study at any point should they wish to do so. This assurance helped maintain an ethical research environment, respecting participants' rights to autonomy and informed consent.

#### **4.8 DATA COLLECTION TOOL**

Before initiating the data collection procedures, participants were asked to complete a demographic data guide (Appendix 6a for teachers, Appendix 6b and 6c for parents in English and IsiZulu, respectively, Appendix 6d and 6e for SGB members in English and IsiZulu). Data collection for this study took place in two distinct phases. In the first phase (quantitative), parents completed a survey questionnaire (Appendix 7a in English and Appendix 7b in IsiZulu). The questionnaire contained original items

developed by the researcher, rather than an adapted or standardized instrument. In the second phase (qualitative), data were collected through in-depth interviews and two focus group interviews. Teachers were invited to participate in in-depth interviews (Appendix 8a), while members of the School Governing Body (SGB) took part in two focus group interviews (Appendix 8b in English and Appendix 8c in IsiZulu). These focus group interviews were intentionally convened to allow SGB members to discuss their views on school violence and to facilitate engagement in strategic workshop discussions, especially for those involved in the participatory action research component.

Additionally, a Delphi study was conducted to evaluate and refine the proposed framework. In this phase, the researcher drew on expertise from the Durban University of Technology International Centre of Nonviolence (ICON), identifying specialists in violence prevention and peacebuilding to participate (Li, Ding, Ning, Li, Wei. & Meng, 2023). An evaluation form and subsequent group discussion were employed once the framework had been developed. The findings from the Delphi study were not incorporated into the primary results but served exclusively for framework validation. A Delphi study typically involves iterative feedback cycles designed to help experts reach consensus on complex issues or proposed interventions.

Both the in-depth and focus group interviews were guided by a semi-structured interview format. Doyle (2018:1) points out that semi-structured interviews do not follow a rigid question order, which allows researchers to elicit open-ended responses and explore participants' thoughts and experiences in greater depth. As DeJonckheere & Vaughn (2019:2) explain, this method is particularly useful for delving into personal and potentially sensitive topics, providing rich qualitative data on teachers' experiences of school violence, parents' views on prevention, and shared perspectives on cooperative strategies for reducing violent behaviour.

#### **4.9 DATA COLLECTION PROCESS**

Data collection commenced after receiving ethical approval from the Durban University of Technology (Appendix 1). All individuals who met the inclusion criteria were eligible to participate. The data collection process was conducted in two phases. In phase one (quantitative), the school principals received sealed envelopes containing

questionnaires (Appendix 7a in English and Appendix 7b in IsiZulu) to distribute to teachers, who then passed them on to learners for their parents. Once completed, parents returned the questionnaires to the school via their children; the school principals stored them securely, and the researcher later retrieved them. According to Alordiah & Ossai (2023: 603), the questionnaire is a flexible and effective tool for gathering data across various research fields. Its structured design enables consistent data collection, organization, and analysis, making it especially useful for quantitative studies

Phase two (qualitative) consisted of in-depth interviews and two focus group interviews. The in-depth interviewing is a qualitative research method that involves conducting thorough individual interviews with a small number of participants to explore their views on a specific topic (Bazen, Barg & Takeshita, 2021: 241). Whereas, Islam & Aldaihani (2022: 01), explains that a focus group interviews is a process that is used to collect qualitative insights from people with specific knowledge of a particular topic. The venue and timing of these sessions were organized by the school principals to ensure minimal disruption to teaching and learning. Teachers were interviewed during free periods, lunch breaks, or after school hours, whereas the School Governing Body (SGB) participated in focus group interviews scheduled on weekends to accommodate working parents.

Before the interviews began, participants were asked if they had read the letters of information outlining the study's purpose and data collection procedures (Appendices 4a–4e, with IsiZulu versions provided for those not fluent in English). The researcher ensured that all participants gave written consent before engaging in any study activities. Participants were reminded that their involvement was entirely voluntary and that they could withdraw at any stage. They were also informed that questionnaire data would remain confidential and that digital recordings of the interviews and focus groups would be securely stored. To maintain anonymity, participants' names were neither recorded nor mentioned in the final write-up. The questionnaire took approximately 15 minutes to complete, while the in-depth interviews lasted between 45 minutes and one hour. Each focus group interview ranged from one to three hours. Additionally, the Delphi study group discussion with experts took approximately one hour.

**Table 4.4: illustration of methods to be used and number of targeted participants**

Method	School	Participants	Number of participants	Total
Questionnaire survey	School A	Parents	152	260
	School B	Parents	108	
In-depth Interview	School A	Teachers	8	18
	School B	Teachers	10	
Focus Interview	School A	SGB	5	12
	School B	SGB	7	
PAR	School B	SGB	7	7

## **4.10 DATA ANALYSIS**

### **4.10.1 Quantitative analysis**

Data obtained from the cross-sectional survey questionnaires were organised, summarized, displayed (via tabulation and graphs) and analysed using descriptive and inferential statistics. The latest version of SPSS was used.

### **4.10.2 Qualitative analysis**

To analyse data, the researcher used Tesch's eight (8) steps as pronounced by Creswell (2014, 198). Consequently, as the researcher, I had to:

- Read all the transcripts for a general impression of the data that were collected.
- Write down in the margin the thoughts that emerge from the data.
- Make a list of topics whereby similar topics are grouped.
- Abbreviate the topics as codes were written next to the corresponding segments in the data. Hence, any other topics or codes that emerged were written next to the appropriate segment of the text.
- The most descriptive wording for the topics was used and turned into sub-categories
- Group together related and emerging list of categories.
- Preliminary analysis of the data by assembling data that belong to each category from any themes that emerged.
- Re-code the existing data.

## **4.11 RESEARCH RIGOUR (QUANTITATIVE)**

### **4.11.1 Validity**

The content validity of the survey questionnaire was enhanced by using clear, simple language and avoiding, as far as possible, any terminology that could be difficult for respondents to understand. Feedback obtained during the piloting phase helped refine and consolidate the data collection instrument. This iterative process allowed the researcher to assess whether the questions effectively captured the intended constructs and to adjust them for clarity and relevance (Polit & Beck, 2014).

### **4.11.2 Reliability**

Reliability was supported by piloting the questionnaire with six parents (three from each school). This preliminary testing enabled the researcher to identify ambiguities and address any difficulties participants encountered. The pre-testing phase helped ensure the stability and consistency of the instrument by allowing respondents to comment on the clarity and phrasing of the questions (Taherdoost, 2016). Based on participant feedback, the questionnaire was refined before use in the main study. The parents involved in the pilot study did not take part in the full-scale research, thus safeguarding the reliability of the final findings (Delice, 2010).

## **4.12 TRUSTWORTHINESS (QUALITATIVE)**

The researcher aimed to maintain trustworthiness throughout the study. Botma, Greef, Mulaudzi, & Wright, (2010:232) emphasize that trustworthiness in research implies giving careful attention to the study's design and execution and convincing others that its findings are dependable. Elo, Kääriäinen, Kanste, Pölkki, Utriainen, & Kyngäs, (2014:2) similarly note that trustworthiness ensures arguments are supported by the data generated during the study. To fulfill these expectations, the researcher focused on five established criteria: credibility, dependability, confirmability, transferability, and authenticity (Lincoln & Guba, 1985; Guba and Lincoln, 1994).

### **4.12.1 Credibility**

Polit & Beck (2014:175) define credibility as having confidence in the truthfulness of the data and the interpretations drawn from them. In this study, credibility was strengthened through data triangulation and transparent reporting of direct quotes and narratives. All interviews were digitally recorded, and participants' own words were

integrated into the analysis, enabling readers to assess the alignment between the data and the researcher's conclusions.

#### **4.12.2 Dependability**

Dependability concerns the stability of the data across time and under different conditions (Curry, Nembhard, & Bradley, 2009:1448). In this study, the same set of research questions was posed to comparable groups of participants during different interviews. Additionally, the researcher maintained a record of personal notes, including observations and reflections, to demonstrate the consistency of the methodological approach throughout the data collection process.

#### **4.12.3 Confirmability**

Confirmability involves ensuring the accuracy of data while mitigating the researcher's personal biases (Polit & Beck, 2014:176). An audit trail documented each step of the research process, including data collection procedures, analytical decisions, and emerging interpretations. Storing these materials securely means they can be reviewed to verify that the findings genuinely originate from the participants rather than the researcher's subjective perspective. Participants were also given the opportunity to review their transcribed interviews and final interpretations to confirm accuracy.

#### **4.12.4 Transferability**

Transferability in qualitative research refers to demonstrating that the study findings could apply to other contexts or groups (Nowell, Norris, White, & Moules, 2017:3). The researcher promoted transferability by providing comprehensive descriptive data. Readers and future researchers can determine whether the study's context and participants resemble those in their own setting and evaluate the feasibility of replicating or adapting the study's findings.

#### **4.12.5 Authenticity**

Authenticity, according to Polit & Beck (2014:177), requires the researcher to depict multiple perspectives accurately and fairly during data collection, analysis, and interpretation. In this study, authenticity was maintained by incorporating participants' narratives in their own words, thus preserving the richness and diversity of their

experiences and viewpoints. This approach allowed the researcher to portray a balanced and genuine account of the social phenomenon under investigation.

#### **4.13 DATA MANAGEMENT AND STORAGE**

Data for this study were managed in a way that protected the confidentiality of all participants. Personal details were not recorded during the interviews, and each participant was assigned a pseudonym to maintain anonymity. The researcher did not share field notes or audio recordings with any external parties. All audio recordings, along with corresponding field notes and transcripts, were stored securely in a locked cabinet. Digital files were kept on a password-protected computer. After five years, the researcher will destroy these materials by securely deleting electronic records and shredding hard copies. Only the researcher and the study supervisors had access to the stored data during the research period.

#### **4.14 RESEARCH ETHICAL CONSIDERATION**

Burns & Grove (2009:126) emphasize that honesty and integrity are fundamental to ethical research. In line with this principle, the researcher obtained ethical approval from the Institutional Research Ethics Committee (IREC; Ethics Number IREC 267/22) before commencing any data collection. Permission to conduct research in the selected schools was granted by the KwaZulu-Natal Department of Education (DoE) and each school principal (Appendix 1). The principals helped coordinate participant recruitment, inviting teachers, and issuing letters via learners to their parents. All participants received an information letter detailing the study's aims and data collection procedures, alongside a consent form. They were advised that their participation was voluntary and that they could withdraw from the study at any point without penalty. The researcher sought permission to audio record the interviews and assured participants of confidentiality. To protect anonymity, no names were recorded, and each participant was assigned a code or pseudonym. Interview recordings were saved on a password-protected device, and all data are securely stored. After five years, digital records will be permanently deleted and paper documents shredded.

##### **4.14.1 Autonomy**

Autonomy refers to allowing participants the freedom to make informed decisions regarding their involvement in the study (Polit & Beck, 2012:190). In the current

research, individuals were never pressured to participate; they chose to do so voluntarily. All participants gave written informed consent before providing any data and specifically consented to the audio-recording of interviews. This process ensured that participants retained the right to withhold information, ask questions, or withdraw from the study at any time.

#### **4.14.2 Beneficence**

Varkey (2021:18) states that researchers have a moral obligation to conduct studies in a way that benefits participants while avoiding harm. In the present study, participants were informed that their well-being was paramount and that no physical, psychological, or social harm was anticipated as a result of participation. The researcher maintained a respectful atmosphere throughout data collection, remaining sensitive to any signs of discomfort or distress.

#### **4.14.3 Self-determination**

Barrow, Brannan, & Khandhar (2021:1) highlight the importance of respecting participants' values and choices. Consistent with this principle, participants in this study were informed of their right to refrain from answering any questions they found uncomfortable and to withdraw without repercussions. They were encouraged to pose questions at any stage to clarify their role in the research or any aspects of the study that concerned them.

#### **4.14.4 Justice**

Justice, as discussed by Damtew (2018:4), involves treating all participants equitably and without discrimination. The researcher adhered to this principle by affording equal respect and opportunities to everyone, irrespective of their race, gender, educational level, or socioeconomic status. The data collection process was standardized, and all participants were given the same information and opportunities for involvement in the study.

#### **4.14.5 Right to privacy and confidentiality**

To uphold participants' right to privacy (Burkhardt & Nathaniel, 2008:260), data collection sessions with teachers were arranged during non-instructional times (after school or during free periods), and focus group sessions with parents were conducted

on weekends to ensure that conversations remained confidential. Participants' personal information and responses were kept private. Findings were presented in an aggregate form, and all identifying details were removed. By using codes and pseudonyms, the researcher ensured that no direct link could be made between individual participants and their responses. Only the researcher and the study supervisors had access to the collected data, which will remain securely stored and ultimately be destroyed after five years.

#### **4.15 SUMMARY OF THE CHAPTER**

The researcher presented a comprehensive account of the mixed-methods research methodology employed in this study, including the philosophical foundation of the pragmatic worldview that guided the investigation of the identified research problem. The research design was detailed, outlining the methods and techniques used to collect and analyze data, as well as the specific study setting and target population—parents and teachers. The sample, sampling techniques, and sample size were also delineated to clarify the selection process. In addition, inclusion and exclusion criteria were specified to establish which participants qualified for the study, followed by a clear explanation of the recruitment process and the data collection instruments. The researcher then described how data were collected from participants, indicating that separate procedures were undertaken for the quantitative and qualitative strands. Subsequently, the analysis of both strands was explained, demonstrating how quantitative and qualitative data were interpreted. The researcher also addressed research rigor and trustworthiness by discussing measures such as credibility, dependability, confirmability, transferability, and authenticity. Finally, a section on ethical considerations was included to underscore how confidentiality and participants' rights were safeguarded throughout the study.

## **CHAPTER FIVE - PRESENTATION OF QUANTITATIVE RESULTS**

### **5.1 INTRODUCTION**

As discussed in the preceding chapter, this research employed a mixed-method participatory action research design to investigate the nature and extent of violence among high school learners. The primary objective was to develop a cooperative framework involving parents and teachers to mitigate school violence and enhance its overall management within Lamontville Township in the eThekweni District, KZN. Quantitative and qualitative data were collected concurrently; however, following the study design, the quantitative data were analyzed first to prevent any potential bias that might arise when interpreting the qualitative findings.

This chapter is the first of two chapters devoted to the presentation and discussion of results. It addresses the following research question: *What is your knowledge of violence and role as a parent in learners' education to ensure good behaviour in school?* Obtaining detailed information on parents' knowledge of violence, along with their involvement in shaping learners' conduct, was essential for creating a targeted framework aimed at reducing violent incidents. The quantitative survey used to gather these insights was divided into three sections: parents' knowledge of school violence in the selected school, strategies for mitigating violence among learners, and collaborative approaches between parents and teachers. As fully detailed in Chapter Four, a range of methods and procedures supported the reliability and validity of these data. This chapter presents the results both narratively and through tables or figures. It begins by describing the socio-demographic and related characteristics of the participants, followed by an examination of parents' knowledge of school violence. The chapter concludes with a summary of the findings, setting the stage for the subsequent qualitative analysis.

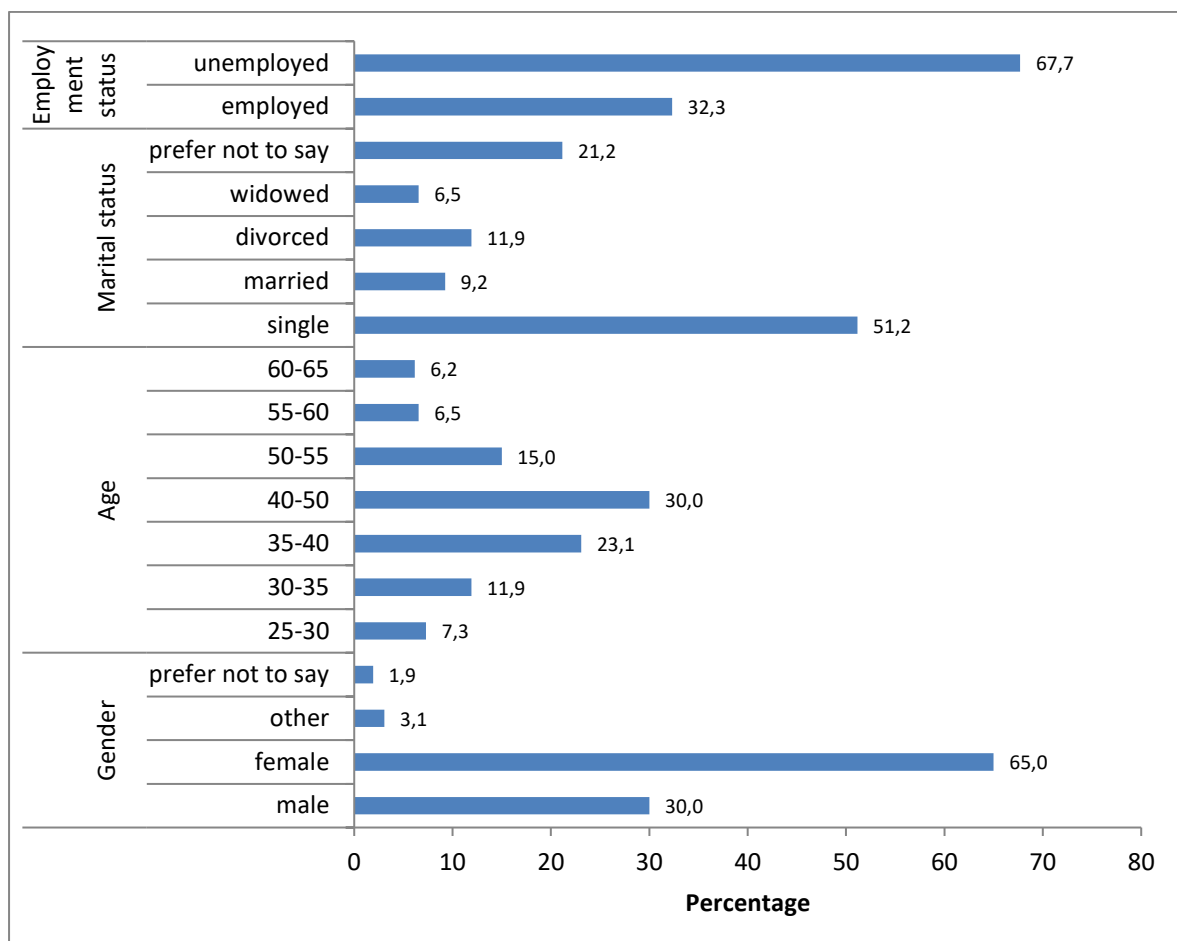
### **5.2 SOCIO-DEMOGRAPHIC AND OTHER CHARACTERISTICS OF RESPONDENTS**

A total of 260 parents (n=100) whose children attend either School A or School B participated in the survey, which was conducted in March 2023. The demographic

characteristics of these participants—including gender, age, marital status, race, and employment status—are presented below.

### 5.2.1 Personal demographics

Of the 260 parents who completed the survey, 78 (30.0%) were male and 169 (65.0%) were female, with all participants above 25 years of age. The largest proportion (30.0%) fell into the 40–50-year age group, followed by the 35–40 group (23.1%), 50–55 (15.0%), 30–35 (11.9%), 25–30 (7.3%), 55–60 (6.5%), and 60–65 (6.2%). Regarding marital status, more than half (51.2%) identified as single; 21.2% preferred not to disclose, 11.9% were divorced, 9.2% were married, and 6.5% were widowed. All participants self-identified as Black (100%). The majority (67.7%) were unemployed, whereas 32.3% reported being employed (see Figure 5A).



**Figure 5.1:** Summary of the gender, age, marital status, race and employment status.

Table 5.1 below gives an overall summary of all the characteristics of the participants.

**Table 5.1: Summary of socio-demographic and other characteristics of respondents.**

<b>Characteristics</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>Gender</b>		
Male	78	30.0
Female	169	65.0
Other	8	3.1
Prefer not to say	5	1.9
<b>Age</b>		
20-30 years	19	7.3
30-35 years	31	11.9
35-40 years	60	23.1
40-50 years	78	30.0
50-55 years	39	15.0
55-60 years	17	6.5
60-65 years	16	6.2
<b>Marital Status</b>		
Single	133	51.2
Married	24	9.2
Divorced	31	11.9
Widowed	17	6.5
Prefer not to say	55	21.2
<b>Race</b>		
Black	260	100
<b>Employment Status</b>		
Employed	84	32.3
Unemployed	176	67.7

### 5.3 PARENTS' KNOWLEDGE OF SCHOOL VIOLENCE IN THE SELECTED SCHOOLS

These results suggest a high level of awareness among respondents regarding school violence ( $M=3.92$ ,  $p<.001$ ), with many indicating that they have heard about incidents of violence in their school ( $M=3.93$ ,  $p<.001$ ). Most parents also recognize the impact of violence on learners ( $M=4.29$ ,  $p<.001$ ) and believe that contributing factors originate from multiple sources—home, school, and the wider community ( $M=3.98$ ,  $p<.001$ ). Additionally, there is consensus that parents and teachers are taking steps to address violence ( $M=3.52$ ,  $p<.001$ ). Figure 5B illustrates parents' knowledge of school violence, while Table 5B provides a summarized overview of these results.

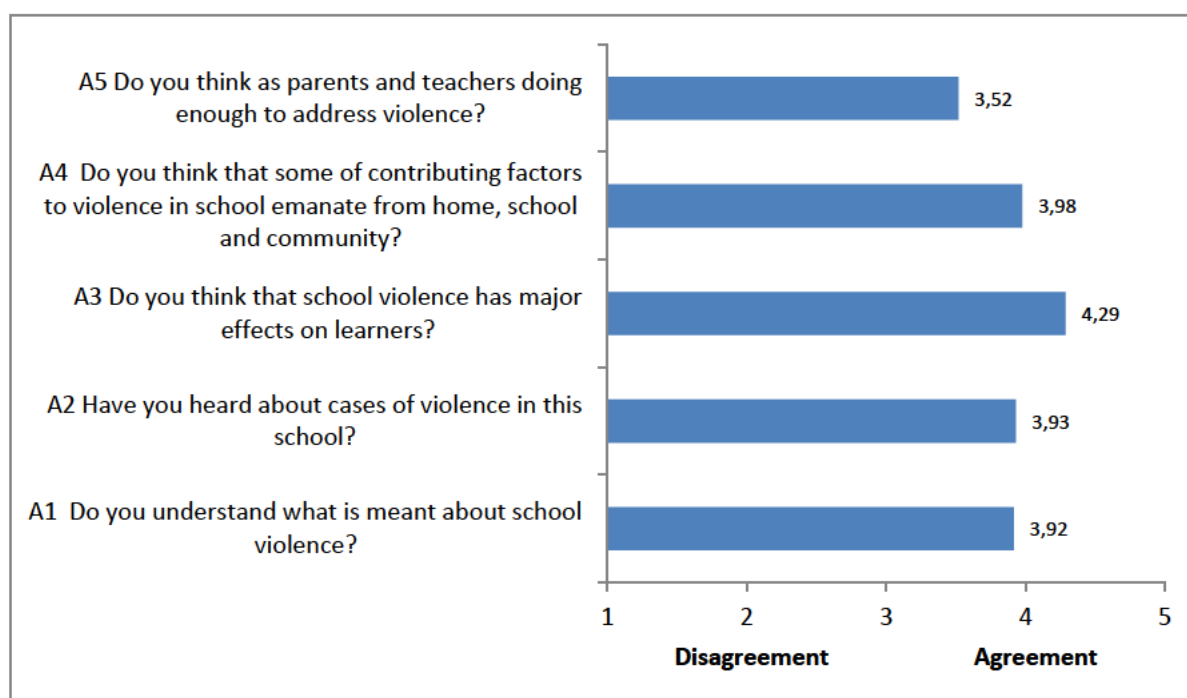


Figure 5.2: Parents knowledge on school violence

Table 5.2: Summary of parent's knowledge on school violence

Parents' knowledge on school violence	n	Mean (S D)	t	df	p-value
A1 Do you understand what is meant about school violence?	260	3.92 (.918)	16.083	259	<.001*

A2 Have you heard about cases of violence in this school?	260	3.93 (.854)	17.580	259	<.001*
A3 Do you think that school violence has major effects on learners?	260	4.29 (.701)	29.627	259	<.001*
A4 Do you think that some of contributing factors to violence in school emanate from home, school and community?	260	3.98 (.970)	16.234	259	<.001*
A5 Do you think as parents and teachers doing enough to address violence?	260	3.52 (1.260)	6.647	259	<.001*

### 5.3.1 Forms of violence occurring in schools and their frequency among learners

A total of 62% of respondents indicated that bullying occurs at least once a year, month, or week in the school. In addition, 60% reported that cultural violence happens with a similar frequency, and 70% noted that fighting takes place at least once a year, month, or week. In contrast, 65% of participants stated that cyberbullying (if that was the intended form of violence) never or rarely (i.e., less than once a year) occurs in the school. Likewise, 65% of respondents indicated that gender-based violence rarely or never happens, and 63% said the same regarding sexual violence.

Table 5.3 below provides a summary of the various forms of violence identified by respondents and their reported frequency in the school context.

**Table 5.3: Summary of forms of violence occurring in schools.**

Forms of violence	Frequency (%)		n	p-value
	Less than once a year/ Never	At least once a year/month/ week		
Bullying	98 (38)	162 (62)	260	<.001*
Cultural violence	103 (40)	157 (60)	260	.001
Cyber bullying	134 (52)	126 (48)	260	.664

Emotional violence	121 (47)	139 (53)	260	.292
Fighting	77 (30)	183 (70)	260	<.001*
Financial abuse	170 (65)	90 (35)	260	<.001*
Gang violence	125 (48)	135 (52)	260	.577
Gender-based violence	168 (65)	92 (35)	260	<.001*
Spiritual violence	134 (52)	126 (48)	260	.664
Psychological violence	129 (50)	131 (50)	260	.951
Sexual violence	163 (63)	97 (37)	260	<.001*
Use of weapons	119 (46)	141 (54)	260	.193
Verbal abuse	120 (46)	140 (54)	260	.239

\* indicates significance at the 95% level.

#### 5.4 STRATEGIES USED TO REDUCE VIOLENCE AMONG LEARNERS

The questionnaire included a set of items examining strategies parents use to mitigate violence among learners. As illustrated in Figure 5C, participants did not uniformly agree on whether they were aware of any existing school-based strategies to address violence ( $M=2.73$ ,  $p=.001$ ). However, they generally supported the idea that establishing an effective relationship among stakeholders would help reduce school violence ( $M=3.82$ ,  $p<.001$ ). Additionally, respondents indicated that their school does have policies in place to combat violence ( $M=3.19$ ,  $p=.009$ ), reported paying close attention to their child's behaviour ( $M=4.16$ ,  $p<.001$ ), and emphasized the importance of enforcing discipline at home to foster appropriate behaviour at school ( $M=4.16$ ,  $p<.001$ ). They also noted actively teaching behavioural attitudes at home ( $M=4.35$ ,  $p<.001$ ). Figure 5C provides a visual overview of these strategies, while Table 5D offers a concise summary of the results.



**Figure 5.3: strategies used to reduce violence**

**Table 5.4: summary of findings on strategies to reduce violence**

Strategies to reduce violence	n	Mean (S D)	t	df	p-value
B1 Are you aware of strategies existing in this school to reduce violence?	260	2.73 (1.343)	-3.232	259	.001
B2 Do you think forming an effective relationship as stakeholders would reduce violence?	260	3.82 (.969)	13.570	259	<.001
B3 Does the school have existing policies on violence?	260	3.19 (1.173)	2.643	259	.009
B4 Do you pay attention to behavioural attitude of your child?	260	4.16 .844	22.115	259	<.001
B5 Do you enforce discipline at your home in order for learners to behave appropriately at school?	260	4.16 (.973)	19.248	259	<.001
B6 Do you teach your child about behaviour attitude at home?	260	4.35 (.728)	29.914	259	<.001

## 5.5 COOPERATIVE APPROACH BETWEEN PARENTS AND TEACHERS TO REDUCE VIOLENCE AMONG LEARNERS

There is a strong consensus that a collaborative approach between parents and teachers is crucial for reducing violence among learners. However, the results suggest that no such structured cooperative approach is currently in place ( $M=2.70$ ,  $p<.001$ ). Despite this, most parents indicated a willingness to work alongside teachers to address school violence ( $M=4.12$ ,  $p<.001$ ), believed they have a significant role to play ( $M=4.18$ ,  $p<.001$ ), and felt that parents and teachers can effectively collaborate to develop a framework to prevent violence ( $M=4.06$ ,  $p<.001$ ). Figure 5D depicts parents' perspectives on a cooperative approach, while Table 5E presents a summary of these results.

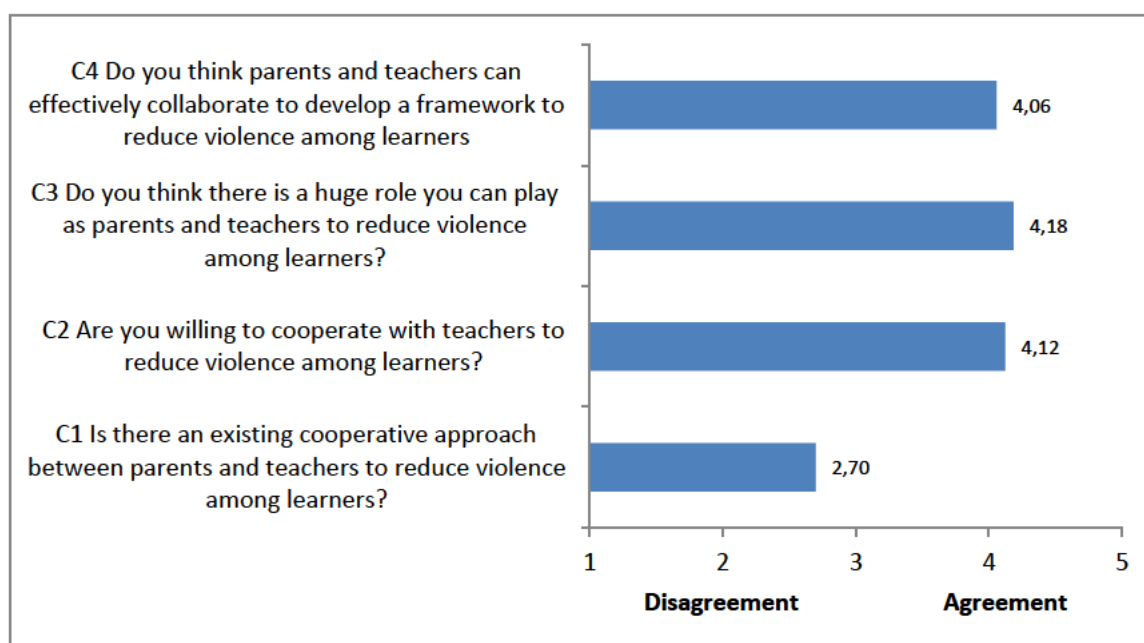


Figure 5.4: cooperative approach

Table 5.5: summary of findings on cooperative approach

Cooperative approach to reduce violence	n	Mean (S D)	t	df	p-value
C1 Is there an existing cooperative approach between parents and	260	2.70 (1.244)	-3.937	259	<.001

teachers to reduce violence among learners?					
C2 Are you willing to cooperate with teachers to reduce violence among learners?	260	4.12 (.874)	20.708	259	<.001
C3 Do you think there is a huge role you can play as parents and teachers to reduce violence among learners?	260	4.18 (.850)	22.472	259	<.001
C4 Do you think parents and teachers can effectively collaborate to develop a framework to reduce violence among learners	260	4.06 (.866)	19.699	259	<.001

## 5.6 SUMMARY OF THE CHAPTER

This chapter presented the results from the quantitative strand of the study, focusing on parents' knowledge of violence and their role in encouraging good behaviour among learners. The survey data were organized into three sections: parents' knowledge of school violence in the selected schools, strategies to mitigate violence among learners, and the cooperative relationship between parents and teachers. While these findings offer important insights, they do not fully illuminate the factors contributing to school violence, the effects of such violence on learners, or how parents and teachers might collaborate effectively to address these issues. Additionally, the perspectives of school teachers—who interact with learners on a daily basis—are essential for a more holistic understanding. The next chapter presents results from the qualitative strand, which aims to supplement and expand on the quantitative findings.

## **CHAPTER SIX - PRESENTATION OF QUALITATIVE FINDINGS**

### **6.1 INTRODUCTION**

The quantitative findings were presented in Chapter 5. This chapter now focuses on the qualitative results, addressing three primary objectives: (1) to examine teachers' experiences in managing cases of school violence within the selected school, (2) to explore both parents' and teachers' perspectives on the roles each can undertake to reduce violence among learners, and (3) to understand parents' and teachers' perceptions of how increased cooperation can curb violence in high school settings. The following research questions guided this qualitative data collection process:

- What is the experience of teachers and perceptions of parents on cases of violence in this current selected school?
- What are the views of parents and teachers on the role they can play to reduce violence amongst high school learners?
- What are the perceptions of the parents and teachers on the cooperation needed to reduce violence learners?
- How can a co-operative approach be developed between parents and teachers to reduce violence among learners?

This chapter focuses solely on the findings generated through the qualitative data collection strand. The integration of the quantitative and qualitative results will be presented in Chapter Seven.

### **6.2 SAMPLE REALISATION**

I collected qualitative data from two schools, referred to here as School A and School B. Data were gathered through in-depth individual interviews with teachers and focus group interviews with members of the School Governing Body (SGB). In total, eighteen teachers participated in individual interviews, while fifteen SGB members took part in focus group interviews. These sessions were conducted in quiet locations, such as the school office and staff rooms, to ensure a private environment. To preserve confidentiality, I assigned codes to each participant rather than using personal identifiers, and the information shared during data collection was restricted to the

researcher and the research supervisors. Table 6A below provides an overview of how the final sample was realized for this study.

**Table 6.1: Sample realization for the current study**

<b>DATA COLLECTION PHASE</b>	<b>SCHOOL A</b>	<b>SCHOOL B</b>	<b>TOTAL</b>
Number of school teachers	8	10	18
Number of members in the School Governing Body	5	7	12

### **6.3 DESCRIPTION OF PARTICIPANTS IN THE STUDY**

A total of 18 teachers, drawn from both School A (n=8) and School B (n=10), were interviewed between March and June 2023. Each interview lasted approximately 45 to 60 minutes. Table 6B provides a summary of their demographic information, meeting the minimum criteria established in Chapter Four. Of these 18 teachers, 11 identified as female and 8 as male. Their ages ranged from 18 to 55 years, with 2 in the 18–25 bracket, 3 in 26–30, 3 in 31–35, 2 in 36–40, 2 in 41–45, 3 in 46–50, and 2 in 51–55. In terms of marital status, 9 teachers identified as single, 6 as married, 2 as divorced, and 1 as widowed. All teachers described themselves as Black. Their work experience varied from 1 to 20 years, with 6 in the 1–5 range, 5 in 6–10, 5 in 11–15, and 2 in 16–20. Regarding the School Governing Body (SGB) members, 12 individuals participated in focus group discussions. Their ages ranged from 30 to 65 years, with 2 in 30–35, 3 in 35–40, 5 in 40–50, 1 in 51–55, and 1 in 60–65. Three of the SGB members were male and 9 female. By marital status, 7 identified as single, 4 as married, and 1 as widowed; all were Black. Eight were employed, and 4 were unemployed.

**Table 6.2: Demographic Information of Teachers**

<b>NO</b>	<b>PSEUDONYM</b>	<b>STUDY SITE</b>	<b>GENDER</b>	<b>AGE</b>	<b>MARITAL STATUS</b>	<b>RACE</b>	<b>YEARS OF WORKING EXPERIENCE</b>
1.	Participant 1	School A	Female	18-25 years	Single	Black	1-5 years
2.	Participant 2	School A	Male	31-35 years	Single	Black	6-10 years
3.	Participant 3	School A	Female	31-35 years	Married	Black	6-10 years
4.	Participant 4	School A	Male	41-45 years	Divorced	Black	11-15 years
5.	Participant 5	School A	Male	26-30 years	Single	Black	1-5 years
6.	Participant 6	School A	Female	46-50 years	Married	Black	11-15 years
7.	Participant 7	School A	Female	18-25 years	Single	Black	1-5 years
8.	Participant 8	School B	Male	51-55 years	Married	Black	16-20 years
9.	Participant 9	School B	Male	46-50 years	Widowed	Black	11-15 years
10.	Participant 10	School B	Female	36-40 years	Single	Black	6-10 years
11.	Participant 11	School B	Male	18-25 years	Single	Black	1-5 years
12.	Participant 12	School B	Female	36-40years	Married	Black	6-10 years
13.	Participant 13	School B	Female	51-55 years	Divorced	Black	16-20 years
14.	Participant 14	School B	Male	46-50 years	Single	Black	11-15 years
15.	Participant 15	School B	Female	26-30 years	Married	Black	1-5 years
16.	Participant 16	School B	Female	41-45 years	Single	Black	11-15 years
17.	Participant 17	School B	Male	26-30 years	Single	Black	1-5 years
18	Participant 18	School B	Female	31-35 years	Married	Black	6-10 years

**Table 6.3: Demographic Information of SGB members**

<b>NO</b>	<b>PSEUDONYM</b>	<b>STUDY SITE</b>	<b>GENDER</b>	<b>AGE</b>	<b>MARITAL STATUS</b>	<b>RACE</b>	<b>EMPLOYMENT STATUS</b>
1.	Participant 1	School A	Male	35-40 years	Single	Black	Employed
2.	Participant 2	School A	Female	40-50 years	Married	Black	Employed
3.	Participant 3	School A	Female	51-55 years	Single	Black	Unemployed
4.	Participant 4	School A	Male	40-50 years	Married	Black	Employed
5.	Participant 5	School A	Female	35-40 years	Single	Black	Employed
6.	Participant 6	School B	Female	30-35 years	Single	Black	Employed
7.	Participant 7	School B	Male	30-35 years	Married	Black	Employed
8.	Participant 8	School B	Female	40-50 years	Married	Black	Employed
9.	Participant 9	School B	Female	35-40 years	Single	Black	Employed
10.	Participant 10	School B	Female	60-65 years	Single	Black	Unemployed
11.	Participant 11	School B	Female	40-50 years	Widowed	Black	Unemployed
12.	Participant 12	School B	Female	40-50years	Single	Black	Unemployed

## 6.4 PRESENTATION OF STUDY FINDINGS

The study findings are presented below as follows:

### 6.4.1 Participants' Understanding of School Violence

Participants in the study described school violence as a phenomenon primarily occurring within school premises, encompassing behaviours such as bullying, physical fights, intimidation, and property damage. For example, one participant explained,

*...this is an unruly behaviour that is portrayed by learners in school where they threaten and fight each other and intimidate others because they want to be seen as powerful and fearless. (Participant 14, Male, School B, Teacher, 46-50 years old).*

This depiction highlights the aggressive power dynamics among learners and the social need for dominance that often underpins acts of violence in schools. Using Bronfenbrenner's Ecological Systems Theory, these behaviours can be seen as stemming from immediate peer interactions in the microsystem, where relational dynamics such as bullying create hostile environments for learners. The participants also noted the broader consequences of school violence on the learning environment, with one stating,

*School violence takes place within the school premises; violent incidents happen between learners through physical fights and damage to school property. This eventually contributes to an unsafe environment for learners and teachers. (Participant 4, Male, School A, Teacher, 41-45 years old).*

This insight aligns with literature emphasizing that school violence disrupts the learning climate and creates fear among both learners and educators (Burton & Leoschut, 2013). The unsafe environment described here not only reflects the immediate consequences of violence but also points to systemic failures within the mesosystem, where weak coordination between school policies and family structures fails to mitigate conflict.

Participants expressed significant concern about the increasing prevalence of violence in schools, describing it as a pressing public issue. For instance, one participant lamented,

*...cases related to school violence are growing at an alarming rate, and it puts the lives of learners and teachers at risk.* (Participant 8, Female, School B, SGB Member, 40-50 years old).

This statement illustrates the growing anxiety over the safety of schools, which are traditionally viewed as safe spaces for learning and development. The rising rates of violence may be attributed to systemic factors within the exosystem, such as insufficient policy implementation and the broader societal normalization of aggressive behaviourbehaviours. Another participant emphasized the lack of effective interventions, stating,

*...if you look at the statistics reported on an annual basis, you would see that cases of violence in schools are rising. Sadly, there is not enough intervention in addressing this challenge.* (Participant 5, Male, School A, Teacher, 26-30 years old).

These highlight systemic inertia in addressing school violence despite its increasing prevalence. Research suggests that comprehensive interventions require multi-level engagement, from robust school policies to family and community involvement (Swearer, Espelage, Vaillancourt, T., & Hymel, 2010). The chronosystem further comes into play, as the rise in violence over time reflects a lack of adaptation to evolving challenges within school environments.

The participants frequently discussed how violence is perpetrated between learners, with bullying and physical fights being the most common forms. One participant noted,

*In most instances since I was a teacher, I have witnessed the victimization of a learner by another learner, and that is through fights and being bullied. These are the situations that we are dealing with as teachers where learners fight each other over petty things that could be resolved easily.* (Participant 9, Male, School B, Teacher, 46-50 years old).

This observation illustrates the conflict resolution challenges within schools and the inability to effectively address minor disagreements before they escalate. The microsystem is critical here, as peer interactions directly contribute to the prevalence of violence. Moreover, teachers often play a reactive rather than preventative role, further exacerbating the issue. Another participant echoed this sentiment, stating,

*School violence happens between learner-learner, where learners experience abuse from another learner, or in other situations, it is perpetrated by the learner to another learner. (Participant 11, Female, School B, SGB Member, 40-50 years old).*

The repetitive nature of bullying and physical violence suggests that these behaviours may be normalized within the school culture. Bronfenbrenner's mesosystem highlights the need for stronger collaboration between families and schools to address these patterns of behaviour. Literature supports this view, indicating that a lack of unified disciplinary strategies often leaves learners without clear behavioural boundaries (Olweus, 1993).

Participants also linked school violence to broader cultural and societal issues, describing it as stemming from disrespect and a lack of moral values. For example, one participant stated,

*In my understanding, I would say that school violence happens in school because of learners who are disrespectful, learners who have no morals and values with intentions to cause chaos and distraction at school. (Participant 9, Female, School B, SGB Member, 35-40 years old).*

This statement reflects a perception that learners' behaviour is shaped by external influences, such as family dynamics or exposure to violence in the community. The exosystem and macrosystem are critical in understanding how societal norms, family challenges, and even media exposure to violence can permeate the school environment. Furthermore, framing violence as a public health issue provides an important lens for addressing its systemic nature. One participant argued,

*I think this should be considered as a public health issue as it is prevalent among learners who fight each other and are ill-disciplined at school.*  
(Participant 6, Female, School B, SGB Member, 30-35 years old).

This view aligns with global frameworks, such as the WHO's Violence Prevention Strategy (2014), which highlights the societal cost of violence and the need for multi-sectoral approaches to address its root causes.

Using ecological systems theory to analyse the participants' perspectives reveals that school violence is a complex issue shaped by interactions across multiple systemic levels. At the microsystem level, peer interactions and teacher-learner dynamics play a direct role in perpetuating violence. The mesosystem reflects gaps in collaboration between schools and families, while the exosystem points to systemic failures in policy implementation and community engagement. Finally, the macrosystem highlights the role of societal norms and cultural shifts in shaping learners' behaviours. To effectively address school violence, interventions must be multi-dimensional and evidence based. This includes fostering stronger school-family partnerships, implementing restorative disciplinary strategies, and addressing the broader societal factors that contribute to violent behaviour. By acknowledging the interconnected nature of these systems, stakeholders can create safer, more supportive school environments.

#### **6.4.2 School Violence as a Multi-Faceted and Systemic Challenge**

The participants' narratives reveal the pervasive and complex nature of violence in schools, illustrating its manifestation through various interactions between learners and teachers. Violence emerges as a multi-dimensional issue affecting learners, teachers, and the broader school environment, with far-reaching implications for safety, dignity, and educational outcomes. By synthesizing their insights and employing Bronfenbrenner's ecological systems theory, it becomes clear that school violence is rooted in interactions across multiple systemic levels, from individual relationships to institutional and societal contexts.

Participants described violence as a growing issue within school premises, often characterized by learner-to-learner aggression, including bullying, intimidation, and physical fights. One participant explained,

*...this is an unruly behaviour that is portrayed by learners in school where they threaten and fight each other and intimidate others because they want to be seen as powerful and fearless. (Participant 14, Male, School B, Teacher, 46-50 years old).*

This behaviour disrupts the microsystem, where peer interactions directly influence learners' experiences and well-being. Such acts of aggression often reflect power struggles and social hierarchies among learners, which are further exacerbated by inadequate conflict resolution mechanisms within schools. Another participant observed,

*School violence takes place within the school premises; violent incidents happen between learners through physical fights and damage to school property. This eventually contributes to an unsafe environment for learners and teachers. (Participant 4, Male, School A, Teacher, 41-45 years old).*

These unsafe environments not only disrupt learning but also erode trust and cooperation between stakeholders, reflecting dysfunction within the mesosystem, where the relationship between schools and families is crucial.

The participants also highlighted the alarming rise in learner-perpetrated violence against teachers, which diminishes educators' authority and safety. For instance, one teacher shared,

*...sadly, we are not left out of the incidents of violence that are happening in schools, we are also victims of violence, and we cannot retaliate as we may lose our jobs. But, this is the most devastating thing that we are going through, and the Department of Education is doing nothing about it. (Participant 18, Female, School B, Teacher, 31-35 years old).*

This sentiment underscores systemic failures at the exosystem level, where the lack of institutional support leaves teachers feeling vulnerable and powerless. Fear of retaliation by learners further complicates the issue, as another teacher admitted,

*Sometimes I am scared to discipline them because I fear for my life and reputation if they were to do something bad to me, especially when I reprimand them. (Participant 1, Female, School A, Teacher, 18-25 years old).*

This loss of control in the classroom is emblematic of broader challenges in maintaining discipline and authority, which research shows is critical for effective teaching and learning (Ngidi, 2022).

Participants also pointed to violence perpetrated by teachers against learners, particularly through the use of corporal punishment, despite its prohibition in many contexts. One participant expressed frustration, stating,

*Learners are no longer safe at school as the people who should be guiding them and making sure that they are safe are violating the learner's right to education. Some teachers are abusing learners, and there is no accountability for their action.* (Participant 3, Female, School A, SGB Member, 51-55 years old).

Such practices, rooted in outdated disciplinary norms, reflect cultural acceptance of corporal punishment within the macrosystem, where societal attitudes toward authority and discipline influence within schools. Another participant added,

*There are teachers who physically and sexually abuse learners, and we learn about that every day. They take advantage of learners' vulnerability and use it to their advantage to fulfill their needs.* (Participant 4, Male, School A, Teacher, 41-45 years old).

This exploitation of power further erodes trust in educational institutions and stresses the need for stronger accountability mechanisms.

The consequences of corporal punishment extend beyond immediate physical harm to include long-term psychological and emotional damage. As one teacher noted,

*I would view the use of corporal punishment by teachers as abuse because others use it to hurt learners and cause physical harm and mental damage to learners.*(Participant 16, Female, School B, Teacher, 41-45 years old).

Such practices violate the rights of learners and contradict the principles of a supportive educational environment. Research by Gershoff (2017) reinforces the views that corporal punishment is not only ineffective but also detrimental, often leading to increased aggression and disengagement among learners. The

chronosystem highlights how these patterns of abuse can have enduring effects, influencing learners' behaviour and opportunities well into adulthood.

The participants' framing of school violence as a public health issue reflects its systemic and societal implications. One participant argued,

*I think this should be considered as a public health issue as it is prevalent among learners who fight each other and are ill-disciplined at school.*

(Participant 6, Female, School B, SGB Member, 30-35 years old).

This perspective aligns with the World Health Organization's (2014) emphasis on violence as a public health concern requiring multi-sectoral intervention. The rising prevalence of violence, described by another participant as *...growing at an alarming rate, and it puts the lives of learners and teachers at risk* (Participant 8, Female, School B, SGB Member, 40-50 years old), highlights the urgent need for comprehensive strategies that address the root causes of violence across all ecological levels.

The narratives provided by participants paint a stark picture of school violence as a systemic and pervasive issue that disrupts learning environments, erodes trust, and compromises safety for both learners and teachers. Using Bronfenbrenner's ecological systems theory, it is evident that violence in schools is shaped by interactions across multiple levels, from individual relationships at the microsystem level to broader societal norms at the macrosystem level. Addressing this issue requires multi-dimensional and evidence-based interventions, including strengthening teacher training, fostering school-family partnerships, enforcing accountability mechanisms, and challenging cultural attitudes toward violence. By tackling these systemic factors, schools can become safer spaces that promote dignity, respect, and effective learning for all stakeholders.

#### **6.4.3 Multi-Dimensional Understanding of the Causes of Violence Among Learners**

The participants' narratives reveal a multi-dimensional understanding of the causes of violence among learners, emphasizing the roles of community, family, school environments, and individual factors. Bronfenbrenner's ecological systems theory provides a valuable framework for analysing the interconnected influences shaping

these behaviours. From community violence to substance abuse, peer pressure, and access to weapons, the causes of school violence reflect complex interactions across multiple systemic levels.

First, the participants repeatedly emphasized the pervasive influence of community violence on learner behaviour, demonstrating how the exosystem—the broader societal environment—shapes actions within the school. One participant explained,

*Our communities are now places of crime and violence. Especially in this township, we always see crime-related activities done by young people, and some of them end up killing each other. That is why these incidents always find a way to happen in schools because they are the reflection of what is happening in our communities.* (Participant 4, Male, School A, SGB Member, 40-50 years old).

This insight highlights the cyclical nature of violence, where societal norms regarding conflict resolution and aggression are reproduced within schools. The normalization of violence in communities' further influences learners' perceptions of acceptable behaviour. As one participant noted,

*The environment plays a role in how one behaves in society. If the people in our communities believe in solving issues with violence, then our children would follow suit. Violence has become fashionable these days.* (Participant 10, Female, School B, SGB Member, 60-65 years old).

This normalization aligns with findings by Burton and Leoschut (2013), who argue that exposure to community violence increases the likelihood of aggressive behaviour among learners.

Second, the microsystem of the family was frequently cited as a root cause of violent behaviour, with participants noting the impact of domestic violence on learners' emotional and behavioural development. One participant explained,

*I believe that the learner's background may have an impact on their behaviour. For instance, if a learner is living in a home where violence is common, and they witness their parents being abused, they may come to believe that it is acceptable to be violent towards others.* (Participant 10, Female, School B, Teacher, 36-40 years old).

Such exposure not only shapes children's worldviews but also increases their vulnerability to replicating violent behaviours, as suggested by Bronfenbrenner's theory. Another participant elaborated,

*...those who are exposed to violence, whether at school or home, have a way of learning to be violent towards others. This is because they use it as a defence mechanism to fight other learners. (Participant 15, Female, School B, Teacher, 26-30 years old).*

This reflects the dual impact of exposure to violence—both as a learned behaviour and as a coping mechanism—illustrating how violence in the microsystem spills over into the school environment.

Third, despite its prohibition, participants identified corporal punishment as a persistent issue within both homes and schools, perpetuating cycles of violence. One participant observed,

*...some teachers use corporal punishment to discipline learners, and this provokes some of the learners to retaliate and fight back because they feel humiliated in front of their peers. (Participant 12, Female, School B, Teacher, 36-40 years old).*

The use of corporal punishment, often framed as discipline, undermines trust between learners and educators, increasing resentment and aggression. This aligns with Gershoff's (2017) findings that corporal punishment escalates behavioural problems rather than addressing them. Another participant expressed concern over the normalization of such practices, stating,

*"...it is a surprise that corporal punishment is still used in schools and at home. That is why it is difficult to manage the behaviour of these learners because they know that corporal punishment has been banned." (Participant 5, Female, School A, Teacher, 35-40 years old).*

This highlights a lack of effective enforcement of policies, reflecting systemic failures at the exosystem level.

Four, substance abuse was identified as a significant contributor to violent behaviour, with participants linking it to poor decision-making and increased aggression. One participant explained,

*...learners who use alcohol and other drugs act ill-disciplined most of the time, especially when they come drunk and high at school. (Participant 2, Male, School A, Teacher, 31-35 years old).*

The physiological and psychological effects of substance abuse, coupled with the social dynamics it fosters, create a volatile environment that exacerbates school violence. Peer pressure was similarly highlighted as a key factor influencing violent behaviour. As one participant noted,

*...other learners learn these behaviours from their peers, and in order to fit into a particular group, they would start to behave in a manner that is unacceptable. (Participant 17, Male, Teacher, 26-30 years old).*

This aligns with Bronfenbrenner's concept of the mesosystem, where interactions between peers and their social contexts shape individual behaviour. Gang-related activities were also mentioned as a manifestation of peer pressure, with one participant explaining,

*Gangsterism in our schools contributes to other learners being bullied and abused by their peers. This group of people often takes the personal belongings of their peers, including monies. (Participant 8, Male, School B, Teacher, 51-55 years old).*

Finally, Participants strongly emphasized the dangers posed by learners' access to weapons, which they linked to both personal and systemic failures. One participant explained,

*...they carry dangerous weapons to school to hurt others, and some of them use the weapons to protect themselves from the people who are bullying them. (Participant 1, Male, School A, SGB Member, 35-40 years old).*

This reflects a vicious cycle in which fear and aggression drive learners to arm themselves, further escalating violence within schools.

The lack of adequate security measures and infrastructure was also highlighted as a contributing factor. One participant noted,

*...lack of strong security in schools and the proper infrastructure that prevent learners from coming to school with weapons is a major issue. (Participant 16, Female, School B, Teacher, 41-45 years old).*

This points to systemic weaknesses in the exosystem, where insufficient investment in safety measures leaves learners and teachers vulnerable.

The causes of violence among learners are deeply rooted in systemic and contextual factors, reflecting interactions across the microsystem, mesosystem, and exosystem. Exposure to domestic violence, corporal punishment, substance abuse, peer pressure, and access to weapons all interact to create an environment where violence becomes normalized. Using Bronfenbrenner's ecological systems theory, it becomes evident that addressing school violence requires a multi-level approach that includes strengthening family support systems, enforcing institutional policies, promoting positive peer relationships, and enhancing school safety measures. Without addressing these interconnected factors, the cycle of violence is likely to persist, undermining the safety and well-being of learners and educators alike.

#### **6.4.4 The Multifaceted Effects of School Violence on Learners**

Participants in the study highlighted the multifaceted effects of violence on learners, emphasizing its detrimental impact on academic performance, mental health, self-esteem, and social relationships. The narratives demonstrate how violence disrupts learners' lives across personal, social, and educational domains. Bronfenbrenner's ecological systems theory provides a useful lens to examine how interactions within the school, family, and broader community influence these outcomes.

School violence significantly affects learners' academic engagement and performance, with many participants describing how victimized learners struggle to concentrate on their studies. One participant explained,

*Learners who are exposed to violence are unable to pay attention to their academic work; sometimes they do not focus on their studies but deal with*

*triggers that come with experiencing violence in school.* (Participant 16, Female, School B, Teacher, 41-45 years old).

This disruption within the microsystem—the immediate school environment—hinders learners' ability to focus, engage, and excel academically. Another participant elaborated,

*...sometimes, a learner may choose to withdraw from participating in class due to being victimized by another student. This could happen when a student is targeted because of their better grades, leading them to feel scared to engage in activities during teaching and learning.* (Participant 3, Female, School A, SGB Member, 51-55 years old).

This withdrawal not only limits academic growth but also reinforces a sense of isolation and fear. Participants also noted that persistent violence often forces learners to drop out of school entirely. For instance, one participant stated,

*School violence has influenced learners to quit attending school as they have a fear of facing their peers who abuse them daily. In most cases, learners feel unheard and alone as the schools are not doing anything to address the issue of violence among learners.* (Participant 11, Male, School B, Teacher, 18-25 years old).

These findings underscore the critical need for systemic interventions at the exosystem level, including better school policies and support systems to address violence and its impact on attendance and academic performance.

Likewise, participants described how violence adversely affects learners' mental health, with many experiencing anxiety, depression, and panic attacks because of victimization. One participant observed,

*...learners would have psychological problems because of the abuse they have to suffer from their peers and those close to them. This also relates to the feelings of anxiety and panic attacks experienced when those learners who are the victims of violence have to come to school.* (Participant 4, Male, School A, Teacher, 41-45 years old).

Such mental health challenges often go unaddressed, exacerbating learners' distress and impeding their ability to function effectively in school. Another participant shared a specific case, stating,

*...I have dealt with a sensitive case where a learner was diagnosed with depression, and this was because she was bullied. It was sad to see her mental health deteriorate.* (Participant 5, Male, School A, Teacher, 26-30 years old).

This highlights the microsystem's failure to provide adequate emotional support and intervention, leaving learners to cope with the psychological effects of violence on their own. Research by Espelage & Hong (2017) supports this, showing that prolonged exposure to school violence increases the risk of long-term mental health disorders, including PTSD and depression.

Moreover, violence also affects learners' self-esteem, often leaving them feeling unworthy and powerless. One participant explained,

*...the fact is that learners who experience violence do not have self-confidence, and they most often think they deserve to be punished and abused, of which it is not true. But feelings and thoughts play a role in how they view and how they feel about themselves.* (Participant 10, Female, School B, SGB Member, 60-65 years old).

Such emotional consequences are closely tied to the mesosystem, where interactions between peers and family shape learners' self-perception. The internalization of these experiences often leads to negative self-concepts. As one participant noted,

*The things that some learners go through in life generally play a role in how they see themselves and others. Particularly when they have to be the ones who are abused, they would always feel different from others.* (Participant 2, Male, School A, Teacher, 31-35 years old).

These perceptions further isolate learners, making it difficult for them to build positive relationships or regain their confidence.

Further, learners who experience violence often resort to self-isolation as a coping mechanism, further limiting their social interactions. One participant explained,

*...because of the challenges that they face, they choose to isolate themselves from others and are always alone to feel secure and protected from others. They use this as a technique to avoid being teased and manipulated by their peers who are perpetrators of violence. (Participant 1, Male, School A, SGB Member, 35-40 years old).*

This isolation reflects a breakdown in the microsystem and mesosystem, where trust and positive relationships fail to develop. Participants also noted that victimized learners often develop trust issues, avoiding relationships altogether. One teacher remarked,

*...they tend to have trust issues and build a wall as a coping mechanism to prevent people who might trigger them. That is why sometimes they cannot relate to other people; it is because building relations with others is meaningless (Participant 5, Male, School A, Teacher, 26-30 years old).*

This inability to form meaningful connections exacerbates feelings of loneliness and exclusion, compounding the effects of violence on learners' well-being.

In addition to the psychological and emotional impact, violence has significant physical consequences for learners. Participants noted that fights often result in serious injuries, with one stating,

*...as learners fight, they injure themselves whether with a knife or whatever weaponl they use to hurt each other, and that has various implications on the health of the other learner who is badly beaten; it can lead to two things: it can be death or permanent disability. (Participant 5, Female, School A, SGB Member, 35-40 years old).*

These physical consequences not only jeopardize learners' immediate health but also have long-term implications, including permanent disabilities.

Another participant explained,

*Violence contributes to the impact on physical health, and most often those who are involved in the acts of violence suffer consequences that contribute to physical harm and injury. In most cases, some have broken legs, arms, etc.,*

*and bruises—that's how bad the exposure to violence is among learners.*  
(Participant 10, Female, School B, Teacher, 36-40 years old).

These injuries further underscore the need for improved school safety measures and conflict resolution strategies at the exosystem level.

The effects of violence on learners are profound, impacting their academic performance, mental health, self-esteem, and social relationships. Using Bronfenbrenner's ecological systems theory, it becomes clear that these effects are shaped by interactions across multiple levels, including the microsystem (peer relationships and school environment), mesosystem (family and school connections), and exosystem (societal influences and institutional practices). Addressing these impacts requires systemic interventions, including mental health support, the promotion of positive peer relationships, and the implementation of effective school policies to create safer, more inclusive environments. Without these measures, the cycle of violence will continue to erode learners' academic, emotional, and social development, undermining their potential to thrive.

#### **6.4.5 Experiences and Perceptions of Common Violence Amongst Learners**

The findings presented in this section offer a comprehensive understanding of the multifaceted violence learners experience in schools. By employing Bronfenbrenner's Ecological Systems Theory (1979), the analysis examines how violence at the school level is influenced by intersecting factors within the microsystem (peer and teacher-learner relationships), mesosystem (family and school connections), exosystem (institutional policies and community influences), and macrosystem (cultural norms and societal values). The findings are critically discussed and supported by participant data and existing literature.

Firstly, the data reveals that violence in schools occurs in both physical and non-physical forms, significantly disrupting school operations, learner well-being, and academic outcomes. For example, one participant highlighted how,

*...it is happening in various forms among learners. Learners are exposed to behaviour and attitude that are often the leading factors to these incidents of*

*violence that occur in our schools.* (Participant 7, Male, School B, SGB Member, 30-35 years old).

This highlights how negative attitudes and learned behaviourbehaviours within the microsystem—shaped by interactions with peers and teachers—create hostile environments. Additionally, violence spills over into class time and extends beyond school hours, as noted by a participant:

*...they do violate each other as I have explained that they hurt each other emotionally and physically. Even after school, they would fight, and sometimes even in class you would witness learners hitting each other during the time of teaching.* (Participant 7, Female, School A, Teacher, 18-25 years old).

The disruption of academic time aligns with research showing that violence not only reduces learner participation but fosters a climate of fear (Espelage & Hong, 2017: 374).

Secondly, the participants identified gender-based violence (GBV) as a significant issue affecting both boys and girls, with girls being disproportionately victimized. GBV stems from macrosystemic cultural norms, societal inequality, and entrenched patriarchal attitudes. One participant explained,

*I have seen female learners being abused by male learners because they cannot fight for themselves. In most cases, those who are older take advantage of young girls and insult and humiliate them in front of their peers.* (Participant 12, Female, School B, Teacher, 36-40 years old).

This highlights how male dominance, often normalized in society, manifests in schools.

The narratives also reveal how GBV extends beyond physical violence to emotional and verbal abuse, further traumatizing victims. For instance, *“...male learners label female learners with nasty names and the insults that they endure whether in the classroom or outside the classroom.”* (Participant 11, Female, School B, SGB Member, 40-50 years old). Gender norms are reproduced within the mesosystem, where families and schools fail to challenge these behaviours effectively. Interestingly, boys were also noted as victims of GBV, though these incidents are rarely reported due to societal stigma. One participant shared, *the male learner was abused by another female learner on many occasions. When I asked why he was not reporting the abuse,*

*he indicated that he was scared because his peers would laugh at him.* (Participant 2, Male, School A, Teacher, 31-35 years old). This highlights how macrosystemic expectations of masculinity perpetuate silence, preventing male victims from seeking help.

Thirdly, Sexual harassment was cited as another form of violence in schools, with girls frequently victimized. Incidents ranged from unwelcome comments to inappropriate physical contact, often rooted in unequal gender dynamics within the macrosystem. A participant recounted how “...during a free period, two male learners touched another learner without her consent, and that learner felt violated and traumatized by the situation.” (Participant 3, School A, SGB Member, 51-55 years old). This speaks to how societal tolerance for sexual violence influences learner behaviour in schools. Verbal sexual harassment was also pervasive. One participant noted, *...this other learner came to report to me about the comments that she has been receiving from her classmates about how big her bums are and that they would even touch her if she were alone.* (Participant 14, Male, School B, Teacher, 46-50 years old). The exosystem’s lack of strict enforcement of anti-harassment policies allows such behaviour to persist, leaving victims unprotected.

Fourthly, bullying emerged as one of the most common forms of violence in schools, often stemming from power imbalances and peer dynamics within the microsystem. As one participant explained,

*...bullying happens most often in our school. Learners always experience bullying from their peers, and the reality is that this kind of act is done by those who think they are powerful and untouchable.* (Participant 8, Male, School B, Teacher, 51-55 years old).

Bullying not only impacts victims but creates a culture of fear, undermining the overall learning environment. Participants also highlighted patterns of bullying based on hierarchy, such as older learners targeting younger ones. One teacher shared how *I have observed a tendency whereby the learners who are old bully those who are new in school. This is a pattern and a culture that we often witness when we start the new academic year.* (Participant 4, Male, School A, SGB Member, 40-50 years old). Such

behaviours reflect cultural norms within the mesosystem and macrosystem, where hierarchical structures and dominance are normalized.

A particularly troubling finding was the bullying of LGBTQI learners, as noted by one participant: *...those who are gay and lesbian are often bullied by other learners because of their sexuality. Even we as teachers play a role because we cannot separate our work from our beliefs and culture.* (Participant 11, Male, School B, Teacher, 18-25 years old). This underscores the role of systemic bias within the macrosystem, where heteronormativity and discrimination against LGBTQI individuals remain pervasive.

Moreover, the participants reported an increase in cyberbullying, facilitated by social media. Cyberbullying often extends violence beyond the school premises, creating lasting emotional harm. One participant shared how *Learners create fake social media accounts to destroy each other's reputation. They do not see a need for face-to-face conversations and address their issues amicably.* (Participant 1, Female, School A, Teacher, 18-25 years old). This behaviour reflects the chronosystem, where evolving technology amplifies traditional bullying dynamics. The anonymity provided by online platforms exacerbates the problem, as highlighted by one case: *...my neighbour's daughter was threatened and shamed on social media by another learner. This happened to the point where she could not even attend school because of the threats she was receiving.* (Participant 11, Female, School B, Teacher, 40-50 years old). The exosystem's failure to incorporate effective cyberbullying prevention strategies leaves learners vulnerable.

Finally, fighting was another prevalent form of violence, often triggered by emotional instability, conflicts, or accusations. One participant noted,

*The physical fights among learners are triggered by several things, and sometimes when you are in a classroom, you would hear a commotion between them. It is because some of them have anger issues and cannot control their emotions.* (Participant 9, Male, School B, Teacher, 46-50 years old).

This reflects how unresolved emotional challenges at the microsystem level manifest in violent outbursts. Participants also emphasized that fights put both learners and

teachers at risk. One teacher shared, *...some of the learners have no respect for us, even when you try to intervene you can find yourself being hurt or injured.*(Participant 17, Male, School B, Teacher, 26-30 years old). These incidents reflect broader mesosystemic challenges, where insufficient support for conflict resolution perpetuates a cycle of violence.

These findings align with literature on school violence, which identifies structural and cultural factors as significant contributors (Burton & Leoschut, 2013). The macrosystem plays a central role, as societal norms that tolerate violence, gender inequality, and discrimination are mirrored in school environments. Additionally, the exosystem fails to enforce robust anti-violence policies, allowing behaviours like bullying, sexual harassment, and cyberbullying to persist. At the microsystem level, the breakdown of positive peer and teacher-learner relationships exacerbates the problem. Research by Espelage et al. (2013) supports this, showing that violence in schools thrives when there are weak social bonds and inadequate conflict resolution mechanisms.

Violence in schools emerges as a systemic issue, deeply rooted in interactions across the microsystem, mesosystem, exosystem, and macrosystem. The normalization of violence, coupled with institutional inaction, creates environments where physical fights, bullying, sexual harassment, and cyberbullying flourish. Addressing these challenges requires multi-level interventions, including stricter policy enforcement, inclusive education, and programs that foster emotional regulation and conflict resolution. Without such efforts, the cycle of violence will continue to undermine education and learner well-being.

#### **6.4.6 Parents' and Teachers' Roles in Reducing Violence Amongst Learners**

The data analysis highlights the pivotal roles parents and teachers play in reducing violence among learners, emphasizing the need for collaboration, policy development, leadership, and the creation of positive school environments. Using Bronfenbrenner's Ecological Systems Theory as a framework, this section explores the interplay of factors within the microsystem, mesosystem, and exosystem that influence learner behaviour and shape strategies to address violence effectively.

Participants highlighted the need for collaboration between parents and teachers to address violence. According to the participants, this collaboration involves regular engagement and clear delineation of roles to ensure that both groups work toward the same goals. Participant 8, a female SGB member from School B aged 40-50, articulated how

*...It is imperative that parents and teachers recognize their significant responsibility to develop effective measures for maintaining safe and disciplined learning environments in schools. We must work together and brainstorm strategies to keep learners motivated and committed to their academic pursuits.*

Similarly, Participant 4, a male teacher from School A aged 41-45, emphasized the importance of daily engagement, stating, *...let us work collaboratively and clarify our roles because, by the nature of how things should be, parents and teachers should engage each other on a daily basis to check and be informed by the well-being of learners in school and even at home.* These accounts highlight how the mesosystem—the interaction between home and school—plays a crucial role in shaping learners' behaviour and addressing challenges like violence. Despite this, several participants identified gaps in parental engagement. Participant 1, a male SGB member from School A aged 35-40, expressed frustration, noting,

*...we have challenges of parents who are not supportive of their children, and even when we call meetings, they do not bother to come. That is why some learners behave anyhow because they know they would get away with it.*

The lack of parental involvement undermines the efforts of schools to address violence, weakening the microsystem and mesosystem linkages that are vital for fostering consistent discipline.

The absence of school-specific policies on violence emerged as another barrier. Schools often rely on the Department of Basic Education for policy direction, but participants indicated that these policies are inconsistently implemented. Participant 10, a female SGB member from School B aged 60-65, stressed how *“...the school does need to develop a policy on school violence, and if we have to take this issue head-on, the policy would guide us and give direction on what is needed to be done.”*

Similarly, Participant 15, a female teacher from School B aged 26-30, emphasized the need for enforcement, stating that *Having a code of conduct and relevant policies on violence can be instrumental in preventing school violence. It is essential to ensure that these policies are effectively implemented.* The reliance on exosystemic frameworks, such as national policies, without adapting them to local school contexts leaves significant gaps. Burton & Leoschut (2013) argue that the failure to contextualize and implement policies effectively creates environments where violence is more likely to persist.

Leadership was another recurring theme, with participants highlighting its centrality in fostering accountability and modelling positive behaviour. Participant 13, a female teacher from School B aged 51-55, observed, *...once we lack leadership, we would witness crisis after crisis. Learners would behave anyhow because they know nothing will happen to them.* This reflects the critical role of leadership within the microsystem and exosystem in setting behavioural expectations and ensuring accountability. Additionally, Participant 6, a female teacher from School A aged 46-50, stressed the importance of leadership in creating platforms for learners to engage, stating,

*Parents and teachers need to show leadership by creating platforms where learners are allowed to express themselves and engage each other on challenges of violence.*

The creation of a positive school environment was also emphasized as essential in reducing violence. Participant 10, a female SGB member from School B aged 60-65, noted, *Teachers have a responsibility to create a positive and engaging learning environment for their students. They should guide their learners when they go off track and ensure that they feel valued and respected in the classroom.* Similarly, Participant 11, a male teacher from School B aged 18-25, advocated for extracurricular activities, stating, *...we need to put extra effort into the implementation of extracurricular activities where learners are kept engaged even after class. This would prevent them from doing things that are not acceptable in school.* The microsystem is central here, as the classroom and school environment directly influence learners' behaviour and engagement. Thapa, Cohen, Guffey & Higgins-D'Alessandro (2013) support this, emphasizing that positive school climates are associated with lower rates of violence and bullying.

Parental involvement was consistently identified as a crucial factor. Participant 17, a male teacher from School B aged 26-30, stated, *...parents should be involved in the life of learners because they can see where the learner is requiring support*. However, several participants lamented the lack of such involvement, with Participant 1 noting that disengaged parents contribute to learners' poor behaviour. This lack of involvement weakens the microsystem, leaving learners without the guidance they need to make positive choices. Research by Hillis, Mercy, Amobi & Kress, (2004) highlights the correlation between parental disengagement and higher rates of delinquency and school violence, reinforcing the need for consistent parental oversight.

The data also revealed that parents and teachers share responsibility for creating a supportive environment. Participant 6, a female teacher from School A aged 46-50, stressed, *let us encourage our learners to become better individuals. We need to work hand in hand with parents to instil in them values that will last a lifetime*. Such collaboration reinforces the mesosystem, ensuring learners receive consistent messages about respect, discipline, and empathy both at home and in school.

Therefore, reducing violence among learners requires systemic changes at multiple levels of influence. Collaborative efforts between parents and teachers, the development and implementation of school-specific policies, strong leadership, and the creation of positive environments are all critical. Bronfenbrenner's Ecological Systems Theory highlights how interactions across the microsystem, mesosystem, and exosystem shape learner behaviour, emphasizing the need for collective accountability. By addressing gaps in policy, engagement, and leadership, schools can create safer and more supportive environments where learners are empowered to thrive.

#### **6.4.7 A Collaborative Approach to Reducing Violence**

The findings in this chapter highlight the absence of a formal framework to foster collaboration between parents, teachers, and other stakeholders in addressing violence among learners. Participants expressed the urgent need for such a framework, noting its potential to create safer schools and provide effective solutions to reduce violence. The analysis in this section explores how collaboration, trust, and

stakeholder involvement across the microsystem, mesosystem, and exosystem levels can transform the way violence is addressed in schools.

Participants consistently emphasized that the lack of a formal framework hinders progress in reducing violence among learners, with one participant stating how,

*...I am not aware of any framework that sort of guides teachers and parents in how to reduce violence between learners. We have not thought about how we can work together to champion the issues that we experience regarding violence.* (Participant 9, Male, School B, Teacher, 46-50 years old).

Similarly, Participant 2 remarked, *No, we do not have that framework at the moment, but I do think we need it as it will assist us to deal with violence that is happening in schools* (Male, School A, Teacher, 31-35 years old). These reflections underscore the need for mesosystemic collaboration, where interaction between home and school is formalized to ensure consistency in addressing violence.

Despite the lack of an existing framework, participants expressed a strong willingness to collaborate with parents and other stakeholders to address violence. Participant 3, for example, noted that *If we need to address violence in schools, we need to start with a better approach that could be beneficial for us in making sure that we keep our schools safe for learners and teachers*, while, Participant 5 highlighted the benefits of collaboration, stating, *...Parents and teachers can collaborate to reduce violence among learners. This will bring stability in schools and contribute to ensuring that learners and teachers are safe.* Such collaboration reinforces the mesosystem, where shared goals and responsibilities between parents and teachers can create a unified approach to fostering safe environments.

The relationship between parents and teachers was identified as a crucial element in reducing violence. Participants emphasized the importance of building strong, communicative relationships to address the challenges learners face. Participant 18 stressed *the need for parents and teachers to create a space for a good relationship so that we communicate with whatever problems learners face and intervene where needed.* Similarly, Participant 7 pointed out how for her *building a strong relationship could assist in ensuring that learners are safe in school.* These observations align with

research by Epstein (2001), which highlights that a strong relationship between home and school positively impacts learners' academic and behavioural outcomes, reinforcing the mesosystem as a key driver of change.

Trust emerged as another vital factor in fostering effective collaboration. Participants highlighted that trust between parents and teachers ensures openness, reliability, and productive teamwork. Participant 4 averred how *parents and teachers need to have trust in each other, this will allow openness and reliability. This will promote healthy relationships because everyone can express their views or opinions on whatever matters that need to be addressed.* Additionally, Participant 1 stressed that all those involved in the process *should not hide anything from each other, and we must be able to seek advice from each other so that we know how we can work together with a common understanding and goal.* Building trust within the microsystem fosters cooperative relationships that are essential for addressing violence.

Stakeholder engagement and involvement were also identified as critical components in reducing violence. Participants acknowledged that schools cannot operate in isolation and must involve external stakeholders, such as social workers, police, and psychologists, to address the root causes of violence effectively. Participant 3 noted that *...it is a good thing to develop partnerships with other external people who come to our schools intending to help our learners in whatever way.* Similarly, Participant 13 emphasized the need for proactive engagement, stating how *...we can just involve stakeholders such as social workers to come to school and check upon learners and educate them about violence and how they can protect themselves.* This collaboration within the exosystem bridges resource gaps, allowing schools to access specialized expertise in managing behavioural and psychological challenges.

Participants also highlighted resource constraints as a barrier to addressing violence effectively, with Participant 4 arguing how *...the schools are not provided with enough resources to fight against violence. We do not even have psychologists in our school to help us with the behaviour of learners.* This reflects the systemic challenges schools face at the exosystem level, where limited funding and inadequate policy support hinder efforts to create safe environments.

These findings underscore the importance of adopting a collaborative approach to reduce violence among learners. While there is currently no formal framework to guide collaboration between parents, teachers, and stakeholders, the willingness expressed by participants provides a strong foundation for change. Bronfenbrenner's Ecological Systems Theory highlights the need for multi-level interventions that leverage the microsystem, mesosystem, and exosystem to address violence effectively. Developing a formalized framework for collaboration, fostering trust, strengthening parent-teacher relationships, and involving external stakeholders can create safer and more supportive school environments. This approach not only addresses violence but also ensures that learners are nurtured and empowered to reach their full potential.

## **6.5 DISCUSSION**

Emerging from this chapter are findings that illuminate the multifaceted nature of violence in schools, its systemic roots, and the critical need for collaborative approaches to address it. Drawing on Bronfenbrenner's Ecological Systems Theory, the analysis has highlighted how violence is influenced by interactions across the microsystem, mesosystem, exosystem, and macrosystem, revealing both the immediate and broader systemic factors at play.

Participants' narratives underline the absence of a formal framework for collaboration between parents, teachers, and other stakeholders, which has hindered efforts to address violence effectively. Despite this gap, there is a strong willingness among stakeholders to collaborate. The data show that collaboration can strengthen the mesosystem by ensuring consistent engagement between schools and families. This finding aligns with Epstein's (2001) framework for school-family-community partnerships, which emphasizes that strong connections between home and school positively impact learners' academic and behavioural outcomes. The absence of such connections, as noted by Participant 1 from School A, undermines efforts to address violence, leaving learners unsupported.

The study also reveals the critical role of trust in fostering effective collaboration. Participants highlighted that trust between parents and teachers promotes openness and reliability, allowing stakeholders to work together productively. This trust, rooted in the microsystem, is essential for creating a unified approach to violence prevention. However, participants expressed concerns about the lack of trust, which often leads

to ineffective communication and missed opportunities for intervention. Trust-building measures, therefore, need to be prioritized to strengthen the microsystem.

Another key finding is the need for stronger leadership and policy development. Participants consistently pointed out that schools lack specific policies on violence and often rely on national directives that are not contextually adapted. This reflects systemic failures at the exosystem level, where insufficient support and guidance from the Department of Basic Education leave schools ill-equipped to address violence. The importance of context-specific policies is supported by Burton & Leoschut (2013), who argue that tailored interventions are more effective in addressing school violence. Participant 10 from School B emphasized the need for schools to develop their policies to guide interventions and maintain order, highlighting the role of leadership in driving this process.

The role of external stakeholders, such as social workers, police, and psychologists, was also emphasized. Participants noted that schools cannot operate in isolation and require the expertise of external stakeholders to address the root causes of violence. This finding reflects the importance of the exosystem in providing resources and support to schools. However, participants pointed out significant resource constraints, such as the lack of in-house psychologists, which limit schools' ability to respond effectively to violence. Addressing these gaps requires systemic changes, including increased funding and policy support.

The study also highlights the importance of creating a positive school environment. Participants stressed that schools need to foster inclusive and engaging environments where learners feel valued and respected. This finding aligns with research by Thapa et al. (2013), which shows that positive school climates are associated with lower rates of violence and bullying. Participants also emphasized the role of extracurricular activities in keeping learners engaged and preventing negative behaviours. These activities, rooted in the microsystem, provide learners with opportunities to build positive relationships and develop social skills.

In summary, the findings reveal that addressing violence in schools requires a multi-dimensional approach that leverages interactions across the microsystem, mesosystem, and exosystem. Developing a formalized framework for collaboration, fostering trust, strengthening leadership, and involving external stakeholders are

critical steps in creating safer and more supportive school environments. By addressing systemic gaps and promoting collective accountability, schools can effectively reduce violence and empower learners to thrive. This systemic approach aligns with Bronfenbrenner's Ecological Systems Theory, emphasizing the interconnected nature of influences on learner behaviour and the need for comprehensive interventions to address school violence.

## **CHAPTER SEVEN - MIXING AND INTEGRATION OF THE RESULTS OF QUANTITATIVE AND QUALITATIVE STRANDS**

### **7.1 INTRODUCTION**

The purpose of this chapter is to present the results of the integration of the quantitative and qualitative findings outlined in Chapters Five and Six. This chapter adopts a mixed methods approach, consistent with the methodological framework advocated by Creswell & Plano-Clark (2018), and aims to address the central research question regarding methodological convergence: To what extent do the quantitative and qualitative results converge?

This inquiry is essential for assessing the degree of alignment, complementarity, or divergence between the two strands of data. Such integration enhances the validity and comprehensiveness of the study by capitalizing on the strengths of both methodologies while minimizing their respective limitations (Teddlie & Tashakkori, 2009). Mixed methods research, particularly when employing a convergent design, requires a systematic synthesis of findings to reveal areas of corroboration and contradiction that may not be discernible through a single method alone (Bryman, 2016).

The first section of this chapter provides a synthesis of the quantitative and qualitative results. These summaries establish a foundation for the subsequent joint display analysis, which is a key analytical technique in mixed methods research. The joint display will visually represent the integration of data, facilitating the identification of patterns, discrepancies, and synergies between the two datasets (Guetterman, Fetters, & Creswell, 2015).

The second section presents a critical analysis of the areas where quantitative and qualitative results either confirm or complement one another, as well as instances of divergence. This analytical step is crucial for triangulating the data and interpreting how each method's findings contribute to a holistic understanding of the research problem (Fetters, Curry, & Creswell, 2013). By systematically examining these intersections, the study can provide robust insights that address the overarching

research aims and objectives. The chapter concludes with a summary of the key integration findings, emphasizing their implications for both theory and practice. This process of merging multiple data sources exemplifies the core principles of mixed methods research, ultimately enhancing the credibility and depth of the study's conclusions.

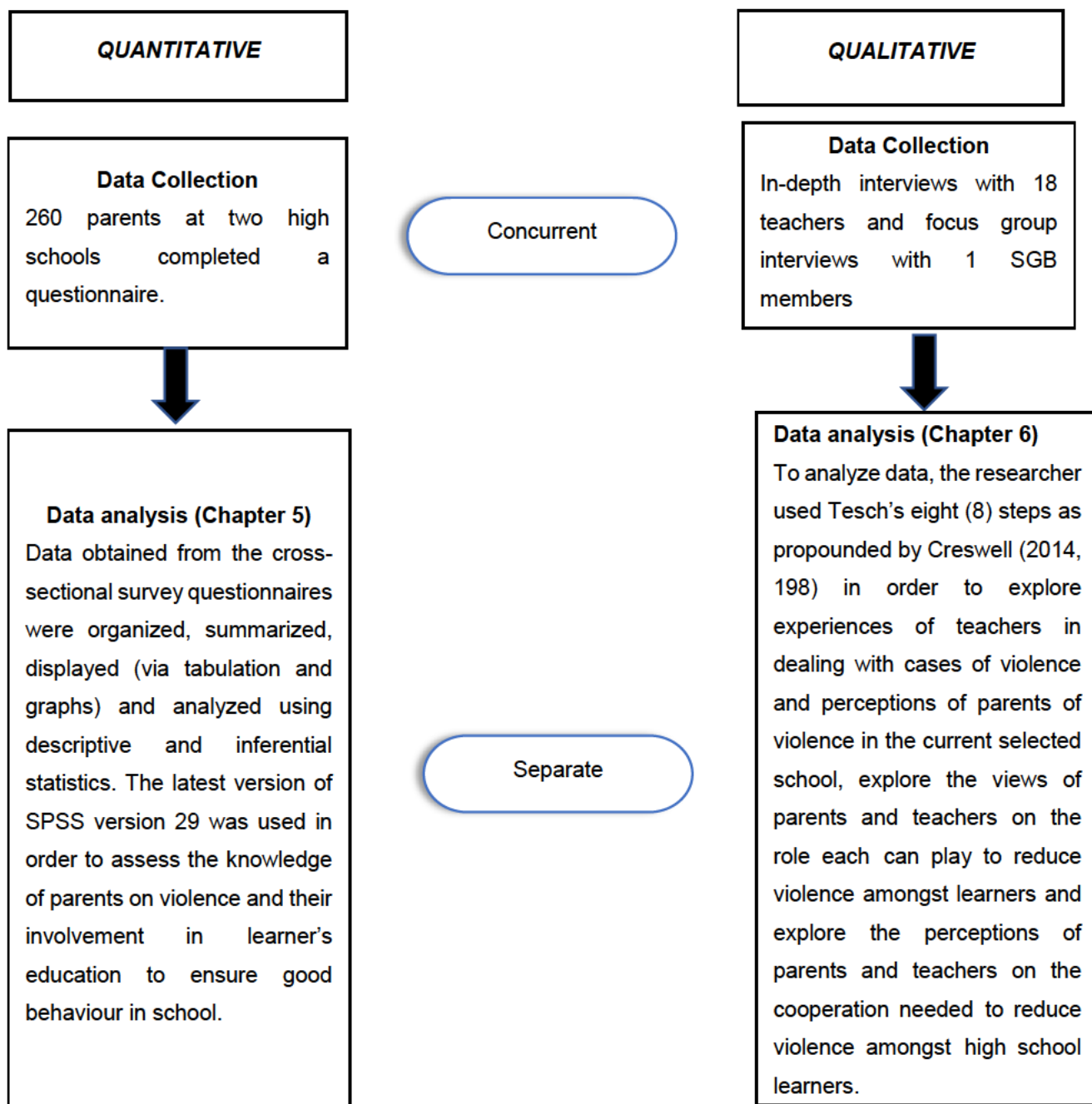
## **7.2 MIXED METHODS DESIGN**

This study aimed to explore and describe the phenomenon of violence among high school learners, with the ultimate objective of developing a cooperative framework involving both parents and teachers to mitigate such violence and enhance its management at Lamontville Township in the eThekweni District of KwaZulu-Natal. This study employed a mixed-methods participatory action research (PAR) approach, illustrated in Figure 7.1, wherein quantitative and qualitative data were collected concurrently, analyzed separately, and subsequently integrated (Creswell & Plano-Clark, 2018). This methodological choice was grounded in the need to provide both breadth and depth of data, thereby answering the research questions more comprehensively while enhancing rigour through methodological triangulation (Creswell & Plano-Clark, 2018; Teddlie & Tashakkori, 2009).

The quantitative data collection utilized self-administered questionnaires comprising both closed- and open-ended questions. This method enabled the gathering of statistical data from 260 parents who met the inclusion criteria for the study. Quantitative methods were crucial in obtaining generalizable insights into parental perspectives on school violence, supporting broader pattern identification. In contrast, the qualitative inquiry aimed to provide a deeper, contextual understanding through in-depth interviews and focus group discussions. Eighteen teachers participated in one-on-one interviews, while 15 school governing body (SGB) members engaged in focus group discussions. These interviews were guided by structured interview protocols (Appendices 8a, 8b, and 8c) to ensure consistency and comprehensiveness. Together, these qualitative methods enabled the exploration of subjective experiences, perceptions, and the socio-cultural dynamics influencing school violence. Further details on the data collection processes for both strands were elaborated in Chapter Five. As per the study design, the two types of data were initially analyzed independently (see, Chapters Five and Six). This chapter, however, marks the final

stage of data analysis, where the integration of data takes place through the use of a joint display technique, a recommended method in mixed-methods research for systematically comparing and contrasting data from both strands (Guetterman, Fetters, & Creswell, 2015).

The integration of quantitative and qualitative data is a defining feature of mixed-methods research. Without such integration, the research outcomes risk yielding findings equivalent to conducting separate qualitative and quantitative studies, rather than producing a synthesis that is "greater than the sum of its parts" (O'Cathain, Murphy, & Nicholl, 2010). Merging both data strands allows for the development of interpretations that are holistic, robust, and well-substantiated (Creswell & Plano-Clark, 2018). Specifically, integrated data facilitate triangulation, which enhances the validity of findings by cross-verifying results from different methodological approaches (Fetters, Curry, & Creswell, 2013). Furthermore, this integration supports the identification of areas of convergence, complementarity, and divergence between the data strands, thereby deepening the overall understanding of the research problem. The outcomes of this integration are expected to provide a comprehensive framework for reducing school violence, grounded in both empirical evidence and the lived experiences of key stakeholders. Ultimately, the combined insights offer practical recommendations for fostering a collaborative approach between parents and teachers to improve school safety and learner well-being in the study context.



**Figure 7A:** Illustration of the mixed methods design of this study

### 7.3 SUMMARY OF QUANTITATIVE RESULTS

The purpose of the quantitative strand was to assess parents' knowledge of school violence and their involvement in their children's education to promote positive behaviour and reduce violence in schools. A total of 260 parents who met the inclusion criteria were selected to complete a questionnaire consisting of both closed- and open-

ended questions. The data collected were analyzed using both descriptive and inferential statistics to generate insights on the extent of parental awareness, perceptions of violence, and willingness to engage in cooperative interventions with teachers.

The results indicate that a significant majority of respondents demonstrated an understanding of school violence, with high agreement scores on relevant items ( $M = 3.92, p < .001$ ). Furthermore, most respondents reported being aware of incidents of violence occurring in their schools ( $M = 3.93, p < .001$ ). The findings reveal worrying patterns regarding the frequency of various forms of violence. For example, 62% of respondents noted that bullying occurs in schools at least once a year, month, or week, while 60% reported similar occurrences of cultural violence (e.g., violence stemming from ethnic, racial, or cultural tensions). Additionally, 70% of the sample indicated that physical fighting among learners occurs with similar frequency.

Despite these high levels of awareness regarding the presence and types of violence, the study revealed a weaker understanding among parents about existing school strategies to address violence. The item assessing awareness of violence-prevention strategies received a lower mean score ( $M = 2.73, p = .001$ ), suggesting that many parents were unaware of such initiatives. However, a significant proportion of respondents agreed that establishing an effective relationship among stakeholders—particularly between parents and teachers—would reduce violence in schools ( $M = 3.82, p < .001$ ). Similarly, there was moderate agreement that schools have existing policies on violence prevention ( $M = 3.19, p = .009$ ), though this understanding may require further reinforcement through school-parent engagement.

One of the most notable findings was the recognition of the importance of a cooperative approach between parents and teachers in reducing violence among learners. The results show significant agreement on the need for collaboration ( $M = 3.82, p < .001$ ), with many parents expressing willingness to cooperate with teachers to address the issue ( $M = 4.12, p < .001$ ). However, despite this willingness, the data indicate that no formal cooperative framework currently exists between parents and teachers ( $M = 2.70, p < .001$ ). This gap highlights the need for structured interventions

aimed at fostering stronger partnerships and improving communication between key stakeholders to ensure effective violence management in schools.

These findings underline critical areas for intervention and strategy development. While parents possess a significant awareness of the types and frequency of school violence, there are deficiencies in their knowledge of school-based prevention measures. The high willingness to collaborate presents an opportunity for educational institutions to design and implement cooperative frameworks that align parental involvement with school policies and initiatives, thereby enhancing violence reduction efforts.

#### **7.4 SUMMARY OF QUALITATIVE FINDINGS AND EMERGENT THEMES**

The qualitative phase of the study aimed to achieve three key objectives:

- to explore the experiences of teachers in handling incidents of violence and parents' perceptions of violence within the selected school,
- to investigate the views of parents and teachers on their respective roles in reducing violence among learners, and,
- to examine perceptions of both stakeholders regarding the cooperation needed to address school violence effectively.

Data for this phase were obtained through in-depth interviews with 16 teachers and a focus group discussion with seven School Governing Body (SGB) members. The qualitative data were analyzed using Tesch's method, which facilitated a thematic analysis of the interview transcripts. This process resulted in the identification of six overarching themes and 26 sub-themes, which are detailed below.

##### **1. Understanding and Perceptions of School Violence**

Participants expressed varying but generally comprehensive understandings of school violence. Three key forms of violence were identified:

- Violence perpetrated by learners against other learners, often manifested through physical aggression, bullying, and intimidation.
- Violence perpetrated by learners against teachers, which includes verbal abuse, threats, and physical altercations.

- Violence perpetrated by teachers against learners, often in the form of corporal punishment or psychological abuse, despite such practices being prohibited by educational policies.

These findings align with literature suggesting that violence in schools operates within multiple relational dynamics (Morrell, 2002; Burton, 2008).

## **2. Causes of Violence Amongst Learners**

Participants identified several contributing factors to school violence, which reflect both internal and external influences on learner behaviour:

- Previous exposure to domestic violence, highlighting the impact of trauma and adverse childhood experiences (Finkelhor., 2009).
- Corporal punishment, which remains a contentious issue despite legal prohibitions, as it is sometimes normalized within communities.
- Substance abuse, particularly involving alcohol and drugs, was seen as a major driver of violent incidents.
- Peer pressure, as learners often engage in violent behaviour to gain social acceptance or assert dominance.
- Access to weapons, which exacerbates the severity of violence within school settings.

These causal factors underscore the need for both preventative and intervention strategies that address broader social and environmental contexts.

## **3. Effects of Violence on Learners' Academic, Well-being, and Social Life**

The data revealed significant impacts of school violence on learners' academic performance, mental health, and social relationships:

- Reduced academic performance, with many learners struggling to focus or engage in their studies due to the psychological toll of violence.
- Mental health issues, including anxiety, depression, and trauma-related symptoms, were frequently reported.
- Low self-esteem and self-isolation, as learners subjected to violence often withdraw from both academic and social activities.

These findings support previous studies indicating that violence disrupts educational attainment and well-being (Benbenishty, Astor & Roziner, 2018).

#### **4. Experiences and Perceptions of Common Forms of Violence**

Participants described various forms of violence frequently occurring within the school:

- Gender-based violence (GBV), including harassment and abuse targeting female learners.
- Sexual harassment, often involving inappropriate behaviour or assault from both peers and staff.
- Bullying, which remains a pervasive problem in many schools.
- Cyberbullying, a growing concern due to the widespread use of social media among learners.
- Fighting, which may escalate from conflicts over status, territory, or personal grievances.

These types of violence reflect both physical and psychological dimensions of harm, emphasizing the complexity of addressing school violence.

#### **5. Roles of Parents and Teachers in Reducing Violence**

Participants highlighted several roles that parents and teachers must play to effectively mitigate school violence:

- Exercising leadership to model positive behaviour and establish clear expectations for learners.
- Fostering connectedness between the school and parents, ensuring regular communication and cooperation.
- Promoting parental involvement and support, as active engagement in learners' academic and social development is crucial.
- Creating a positive school environment, characterized by safety, inclusivity, and respect for all stakeholders.

These roles are consistent with evidence that collaborative school environments reduce the incidence of violence (Osher et al., 2018).

#### **6. Collaborative Approach to Reducing Violence**

A recurring theme in the data was the importance of a collaborative approach between stakeholders:

- Collaboration among teachers, parents, and learners was identified as essential for violence prevention and response.

- Building strong relationships between teachers and parents, grounded in trust and mutual respect, was emphasized.
- Stakeholder engagement and involvement, including partnerships with external organizations, were seen as beneficial for sustaining long-term strategies.

These findings align with the principles of participatory approaches to school safety, which emphasize stakeholder empowerment and joint problem-solving (UNESCO, 2017).

To ensure the reliability and validity of the qualitative findings, the study adhered to Lincoln and Guba's (1985) four criteria for trustworthiness:

- Credibility, achieved through prolonged engagement, member checks, and triangulation.
- Dependability, ensured by maintaining a detailed audit trail of data collection and analysis processes.
- Confirmability, supported by the researcher's reflexivity and documentation of decisions throughout the study.
- Transferability, facilitated through the provision of rich, contextual descriptions that allow readers to assess applicability to similar settings.

In addition, authenticity was included as a fifth criterion, as suggested by Guba and Lincoln (1994). This criterion emphasizes the importance of accurately representing participants' perspectives, ensuring that the findings resonate with their lived experiences.

## **7.5 PROCEDURE FOR THE PRESENTATION OF MIXED METHODS RESULTS**

The mixed-methods design used in this study involved integrating the quantitative and qualitative data during the third phase of analysis. Both methods were employed to explore distinct but interconnected aspects of the overall research aim. Data were collected and analyzed separately for each strand, producing two sets of findings. According to Moseholm & Feters (2018: 7), a variety of techniques and procedures can be used to integrate data in mixed-methods research. In this study, the researcher adopted the integration procedure outlined by Creswell and Plano-Clark (2018: 335), which includes the following steps:

1. **Separate Analysis of Data:**

The findings were generated through the independent analysis of each data strand. Quantitative data were analyzed statistically, while qualitative data were examined thematically.

2. **Identification of Common Concepts:**

The researcher identified concepts that were present in both sets of findings, looking for key themes and patterns that overlapped or related across the data.

3. **Presentation through Joint Display:**

A joint display table was created to array the results from both strands side-by-side. This allowed for a structured comparison between quantitative and qualitative findings.

4. **Comparison and Assessment:**

The findings from the joint display table were systematically compared by concept to determine areas of convergence (where both data strands produced similar findings), divergence (where results differed), and complementarity (where the findings offered different but mutually supportive perspectives).

5. **Interpretation and Meta-Inference Development:**

The final step involved interpreting the integrated findings, focusing on how the combined evidence enhanced understanding of the research problem. The integration of both datasets allowed the study to generate meta-inferences, which provide more comprehensive insights than either strand alone.

Joint display analysis is a widely used method for integrating data in mixed-methods research. This approach involves the concurrent examination of findings from both quantitative and qualitative strands to assess their relationship. According to Haynes-Brown & Feters (2021: 2), joint display analysis enables researchers to evaluate the fit between data sets, resulting in three potential outcomes:

- **Convergence:** The data strands yield consistent findings, reinforcing the validity of the results.
- **Complementarity:** The data strands provide different but complementary perspectives that together offer a more nuanced understanding of the phenomenon.

- **Divergence:** The data strands produce conflicting results, which may highlight complexities in the research problem that require further exploration.

The use of joint displays fosters a deeper engagement with the data, as researchers can simultaneously consider both quantitative and qualitative findings in relation to connected concepts. This integrated approach often leads to new insights that may not emerge from separate analyses of each dataset (Creswell & Plano-Clark, 2018: 339). Effective joint displays, as emphasized by Creswell and Plano-Clark, should include both data and interpretations from each component of the study, allowing for a thorough synthesis of evidence.

Table 7A (below) demonstrates the integration process through a joint display, comparing the quantitative, qualitative, and mixed-methods meta-inferences. This table serves as a visual and analytical tool to evaluate the relationships between data strands, ultimately contributing to a more robust and comprehensive understanding of the research problem.

**Table: 7.1: Joint display of quantitative, qualitative and mixed methods meta-inferences**

NO	THEME/FACTOR	QUANTITATIVE RESULTS	QUALITATIVE FINDINGS	MIXED METHODS META-INFERENCES
1.	Understanding of school violence	There is significant agreement that a majority of respondents do understand what is meant about school violence (M=,3.92), p<.001.	<p><i>“In my understanding, I would say that school violence happens in school because of learners who are disrespectful, learners who have no morals and values with intentions to cause chaos and distraction at school.”</i> (Participant 9, Female, School B, SGB Member, 35-40 years old)</p> <p><i>“I think this should be considered as a public health issue as it is prevalent among learners who fight each other and are ill-disciplined at school.”</i> (Participant 6, Female, School B, SGB Member, 30-35 years old)</p>	Confirm/complement

			<p><i>“School violence happens between learner-learner where learners experience abuse from another learner or in other situations, it is perpetrated by the learner to another learner” (Participant 11, Female, School B, SGB Member, 40-50 years old)</i></p> <p><i>“We have heard about a case where a teacher was badly beaten by another learner and we had to intervene to control the situation as it was affecting the image of the school” (Participant 12, Female, School B, SGB Member, 40-50 years old)</i></p> <p><i>“There are teachers who physically and sexually abuse learners and we learn about that every day. They</i></p>	
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			<p><i>take advantage of learner's vulnerability and use it to their advantage to fulfill their needs"</i>  (Zamani, Male, School A, Teacher, 31-35 years old)</p>	
2.	Causes of violence amongst learners	Some of the contributing factors to violence in school emanate from home, school and community (M=3.98), p<.001.	<p><i>"The environment plays a role in how one behaves in the society, if the people in our communities believe in solving issues with violence, then our children would follow suit. Violence has become fashionable these days, the old and young are violent towards other people that is why we see these behaviours even in schools"</i>  (Participant 10, Female, School B, SGB Member, 60-65 years old)</p> <p><i>"Our communities are now places of crime and violence. Especially in</i></p>	Confirm/complement

			<p><i>this township we always see crime-related activities done by young people and some of them end up killing each other. That is why these incidents always find a way to happen in schools because they are the reflection of what is happening in our communities” (Participant 4, Male, School A, SGB Member, 40-50 years old)</i></p> <p><i>“...those who are exposed to violence whether at school or home have a way of learning to be violent towards others. This is because they use it as a defense mechanism to fight other learners. The challenge is that of a culture of not having skills to address their issues in an amicable way” (Participant 15,</i></p>	
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			Female, School B, Teacher, 26-30 years old)	
3.	Effects of violence on academic, well-being and social life of learners.	There is a significant agreement that violence has effects on learners (M=4.29), p<.001.	<p><i>"...sometimes, a learner may choose to withdraw from participating in class due to being victimized by another student. This could happen when a student is targeted because of their better grades, leading them to feel scared to engage in activities during teaching and learning."</i> (Participant 3, Female, School A, SGB Member, 51-55 years old)</p> <p><i>"Honestly, I think that learner who are the victims of violence in school are at risk of mental illness. They would even fear to come to school as they are anxious about what they will be going through within school premises, some of these incidents</i></p>	Complement

			<p><i>are not reported to use timeously to deal with them” (Participant 8, Female, School B, SGB Member, 40-50 years old)</i></p> <p><i>“The things that some learners go through in life generally, play a role on how they see themselves and others. Particularly when they have to be the ones who are abused, they would always feel different from others.” (Participant 2, Male, School A, Teacher, 31-35 years old)</i></p> <p><i>“...they turn to have trust issues and build a wall as a coping mechanism to prevent people who might trigger them. That is why sometimes they cannot relate to other people, it is because building</i></p>	
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			<i>relations with others is meaningless” (Participant 5, Male, School A, Teacher, 26-30 years old)</i>	
4.	Experiences and perceptions parents and teachers of common violence amongst learners	<p>Most of the respondents agree that they have heard about cases of violence in the school (M=3.93), p&lt;.001</p> <p>A significant (62%) of the sample indicated that bullying occurs in the school at least once a year/ month/ week.</p>	<p><i>“...it is happening in various forms among learners. Learners are exposed to behaviour and attitude are often the leading factors to these incidents of violence that occur in our schools” (Participant 7, Male, School B, SGB Member, 30-35 years old)</i></p> <p><i>“...bullying happens most often in our school, learners always experience bullying from their peers, and the reality is that this kind of act is done by those who think they are powerful and are seen as untouchable. Even as teachers we are faced with the</i></p>	Confirm/complement

		<p>A significant (70%) of the sample indicated that fighting occurs in the school at least once a year/ month/ week. However, the results show that a significant (65%) of the sample indicated that occurs in the school never or less than once a year.</p>	<p><i>same issue, they bully us and do not want to take orders because they know that they have more rights than us. The system is protecting learners who disrupt the school than those who are with the good intentions of making sure that our schools are safe and conducive for other learners” (Participant 8, Male, School B, Teacher, 51-55 years old)</i></p> <p><i>“...some of the learners have no respect for us, even when you try to intervene you can find yourself being hurt or injured because when they start their fights they do not listen to anyone. This other time I had to cancel my period to attend to the incident that was happening during my class. When I tried to</i></p>	
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		<p>A significant (65%) of the sample indicated that gender-based violence occurs in the school never or less than once a year.</p>	<p><i>stop them from fighting, I nearly got hurt and other learners had to try to stop the drama that was happening at that time. This is a problem for us and it is too much” (Participant 17, Male, School B, Teacher, 26-30 years old)</i></p> <p><i>“I have seen female learners being abused by male learners because they cannot fight for themselves. In most cases, those who are old take advantage of young girls and they insult and humiliate them in front of their peers. Even we female teachers are also the victims of this inappropriate behaviour” (Participant 12, Female, School B, Teacher, 36-40years old)</i></p>	
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		<p>A significant (63%) of the sample indicated that sexual violence occurs in the school never or less than once a year</p>	<p><i>“...asking for sexual favors is a huge problem among our learners, especially if another learner needs assistance from other learners. In the case that was reported to me by the class representative, even though the learner who experienced that did not come to me, I was told that she needed a calculator, but the comment that she received was not good at all, she was asked if they give her a calculator would she kiss him? Even though it was not formally reported to me, I had to reprimand the whole class and tell them to refrain from making such statements because they would get into trouble” (Participant 5, Male, School A, Teacher, 26-30 years old)</i></p>	
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5.	Parent's and Teacher's role needed to reduce violence amongst learners	There a significant agreement that there is a huge role they can play as parents and teachers to reduce violence among learners (M=4.18), $p<.001$ and think parents and teachers can effectively collaborate to develop a framework to reduce violence among learners (M=4.06), $p<.001$ .	<p><i>"...It is imperative that parents and teachers recognize their significant responsibility to develop effective measures for maintaining safe and disciplined learning environments in schools. We must work together and brainstorm strategies to keep learners motivated and committed to their academic pursuits, rather than allowing them to become sidetracked by negative influences that could hinder their progress."</i></p> <p>(Participant 8, Female, School B, SGB Member, 40-50 years old)</p> <p><i>"We need to come up with strategies on how we can develop policies that would focus on school violence including other cases related to sexual harassment. This could assist us to deal with violence</i></p>	Complement/Diverge
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			<p><i>that is happening between learners”</i>  (Participant 7, Female, School A,  Teacher, 18-25 years old)</p> <p><i>“Parents and teachers need to show leadership by creating platforms where learners are allowed to express themselves and given an opportunity to engage each other on challenges of violence so that they can come up with ideas that would assist with addressing violence in schools”</i>  (Participant 6, Female, School A,  Teacher, 46-50 years old)</p> <p><i>“...let us say that we involve parents, they must not take only the side of learners but they should also be neutral to listen to both sides of the story because most of the time,</i></p>	
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			<p><i>they do not see how the fights between learners start.” (Participant 8, Female, School B, SGB Member, 40-50 years old)</i></p> <p><i>“I believe that having parents involved in their children's lives is crucial. This can greatly aid in addressing instances of violence as we know that supportive parents will go to great lengths to ensure their children are on the right path, prioritizing academic success over activities that could be detrimental to their progress.” (Participant 2, Male, School A, Teacher, 31-35 years old)</i></p> <p><i>“...we need to put extra efforts into the implementation of extracurricular activities where</i></p>	
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			<p><i>learners are kept engaged even after class because this would prevent them from doing things that are not acceptable in school. Let us keep them busy and enjoy life while they are still in school so that they get a sense of belonging and are allowed to foster effective relationships with their peers including teachers” (Participant 11, Male, School B, Teacher, 18-25 years old)</i></p>	
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6.	Collaborative approach in reducing violence	<p>There is a significant agreement that cooperative approach between parents and teacher is pivotal to reduce violence among learners. However, the results show that there is no existing cooperative approach between parents and teachers to reduce violence among learners (M=2.70), <math>p&lt;.001</math>; willing to cooperate with teachers to reduce violence among learners (M=4.12), <math>p&lt;.001</math></p>	<p><i>“...I am not aware of any framework that sort of guides teachers and parents in how to reduce violence between learners. We have not thought about how can we work together to champion the issues that we experience regarding violence. I must say, we do have meetings with parents and discuss other eminent issues in our school and there is positive feedback from these engagements”</i> (Participant 9, Male, School B, Teacher, 46-50 years old)</p> <p><i>“I think there can be a willingness for parents and teachers to collaborate in ensuring that schools are not places for violence. Who would not want to contribute to keeping learners safe from the</i></p>	Confirm/complement
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			<p><i>violence that has taken over the safety of schools? This will be a proper and decisive intervention that promotes a holistically approach to build an effective relationship between parties concerned” (Participant 9, Female, School B, SGB Member, 35-40 years old)</i></p> <p><i>“Parents and teachers need to have trust in each other, this will allow openness and reliability. This will promote healthy relationships because everyone can express their views or opinions on whatever matters that need to be addressed by both stakeholders” (Participant 4, Male, School A, SGB Member, 41-45 years old)</i></p>	
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			<p><i>“...we also need to involve the police to come in our schools so that learners can see that our schools are not places for violence”</i></p> <p>(Participant 10, Female, School B, SGB Member, 60-65 years old)</p>	
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## 7.6 AREAS OF CONFIRMATION OR COMPLEMENTARY IN THE DATA

This section presents a discussion of the findings by integrating the results from the quantitative study and the themes that emerged from the qualitative study. The focus is on identifying and analyzing areas where the data strands either confirm or complement each other, which is critical for establishing the relationship between the two methods. Such integration enhances the validity and depth of the study by providing a more holistic perspective on the research problem (Creswell & Plano-Clark, 2018). The key areas of confirmation and complementarity are outlined below.

### 7.6.1 Understanding of school violence

The quantitative findings indicate significant agreement among respondents regarding their understanding of school violence ( $M = 3.92, p < .001$ ). This suggests that parents have a clear awareness of the concept of school violence. This awareness is further corroborated by the qualitative findings, which provide deeper insights into the manifestations and dynamics of violence within schools. Participants emphasized that violence in schools is a multifaceted issue, affecting not only learner-to-learner interactions but also extending to violence between learners and teachers. The qualitative data revealed that both learners and teachers can be both victims and perpetrators of violence, a finding consistent with prior research on school violence dynamics (Burton, 2008). For example, one participant remarked on the growing prevalence of violence in schools, attributing it to behavioural and moral deficiencies among certain learners:

*“In my understanding, I would say that school violence happens in school because of learners who are disrespectful, learners who have no morals and values with intentions to cause chaos and distraction at school.”*  
(Participant 9, Female, School B, SGB Member, 35–40 years old).

This perspective highlights a perception of violence as being rooted in learner behaviour and a lack of discipline. However, the qualitative data also uncovered instances where teachers are implicated as perpetrators of violence, including physical and sexual abuse of learners. Another participant noted:

*“There are teachers who physically and sexually abuse learners, and we learn about that every day. They take advantage of learners’ vulnerability and use it*

*to their advantage to fulfill their needs.” (Participant 4, Male, School A, Teacher, 41–45 years old).*

These testimonies provide a more nuanced understanding of the complex power dynamics and abuse that can occur in educational settings. Together, the quantitative and qualitative findings demonstrate a comprehensive awareness of school violence among the study participants, both in terms of its definitions and its manifestations. The alignment between the two data strands highlights the validity of the results, reinforcing the assertion that both parents and teachers possess substantial knowledge of the types, causes, and impacts of violence in schools.

This complementarity between the quantitative and qualitative data underscores the importance of integrating multiple perspectives to fully capture the nature of school violence. While the quantitative data provide a broad overview of parental knowledge, the qualitative findings offer rich, context-specific insights into how violence is perceived and experienced by various stakeholders. This integration enhances the study’s ability to inform targeted interventions aimed at addressing and preventing violence in schools.

### **7.6.2 Causes of violence amongst learners**

The second area of complementarity between the quantitative and qualitative data pertains to the causes of violence among learners. The quantitative findings indicate significant agreement that violence in schools is influenced by factors originating from multiple environments—home, school, and community ( $M = 3.98, p < .001$ ). These results underscore the importance of contextual factors in shaping learner behaviour, suggesting that violence cannot be understood in isolation from the broader socio-cultural environment.

The qualitative findings provide further insight into these influences, emphasizing that learners exposed to violence in their home or community environments are more likely to exhibit violent behaviour in school. Participants described how exposure to violence, trauma, or neglect leads to emotional distress, which manifests as aggressive behaviour towards others. One recurring theme was that learners often engage in violence not out of malice, but because they lack the necessary emotional regulation

skills to manage their anger and resolve conflicts constructively. This supports the notion that violence may be a coping mechanism for unresolved emotional pain or frustration, consistent with social learning theory (Bandura, 1977), which posits that individuals learn behaviours through observation and experience within their environment.

The data also pointed to the need for coping strategies and emotional intelligence development to help learners manage their emotions and behaviour. Without these skills, learners remain vulnerable to perpetuating cycles of violence, particularly when their environments fail to promote accountability or provide constructive alternatives for conflict resolution. As one participant noted, "learners are in an environment that enables them to act anyhow without having to think of the consequences of their behaviour." This observation aligns with research indicating that environments characterized by violence or a lack of structure can exacerbate aggressive tendencies in youth (Finkelhor et al., 2009).

These findings suggest that targeted interventions aimed at both the micro-level (e.g., equipping learners with emotional intelligence and conflict resolution skills) and the macro-level (for instance, addressing broader environmental risk factors) are essential to mitigating school violence. By integrating both strands of data, the study highlights the interplay between individual behaviour and environmental influences, reinforcing the need for a holistic, ecosystemic approach to violence prevention in schools (Bronfenbrenner, 1979).

The complementarity between the quantitative and qualitative findings enhances the credibility of the study's conclusions, demonstrating that both parents and teachers recognize the complex, multi-layered causes of violence among learners. These insights provide a robust foundation for designing comprehensive strategies to reduce violence, grounded in both empirical data and contextual understanding.

### **7.6.3 Effects of violence on academic, well-being and social life of learners**

The third area of agreement between the quantitative and qualitative data relates to the effects of violence on learners. The quantitative findings show significant agreement that school violence has a profound impact on learners, both physically

and psychologically ( $M = 4.29, p < .001$ ). Participants indicated that violence adversely affects multiple dimensions of learners' well-being, including academic performance, mental health, social relationships, and physical safety.

The qualitative findings confirmed and expanded on these insights, providing a detailed account of how violence disrupts learners' lives. Participants noted that learners who are frequently exposed to violence are often unable to concentrate on their academic work. Instead of focusing on their studies, these learners are preoccupied with coping with the emotional and psychological triggers caused by violent experiences. This finding supports research that highlights the negative impact of trauma and stress on cognitive functioning and academic achievement (Benbenishty & Astor, 2018).

Participants also emphasized the psychological effects of violence, reporting that victims often develop anxiety, fear, and other mental health issues. For example, learners subjected to bullying or harassment may experience panic attacks and chronic anxiety, particularly when they fear encountering their perpetrators. This constant state of hypervigilance undermines their ability to feel safe within the school environment, a factor that is critical for learning and development (Osher et al., 2018). Additionally, participants highlighted concerns regarding self-worth and self-confidence among victims of violence. Learners who are unable to defend themselves may internalize feelings of helplessness and inadequacy, leading to long-term psychological harm.

In terms of social life, the qualitative data revealed that many victims of violence choose to isolate themselves from their peers to avoid further harm. This isolation impedes their ability to form and maintain healthy social relationships, thereby limiting their opportunities for social development and peer support. The findings align with studies showing that peer victimization is associated with social withdrawal and reduced social competence (Wang et al., 2014).

Participants also raised concerns regarding the physical effects of school violence. Learners involved in physical altercations may sustain injuries from fights, particularly when weapons such as knives are used. This poses a serious risk to their physical

health and safety, further exacerbating the harmful consequences of violence in the school context. The presence of weapons in schools also highlights a broader issue of safety and security, which requires immediate attention from school administrators and policymakers.

These findings indicate that violence in schools has far-reaching consequences that extend beyond the immediate physical harm. By integrating both quantitative and qualitative data, the study demonstrates that school violence undermines not only academic achievement but also the psychological and social well-being of learners. This convergence between data strands strengthens the conclusion that addressing violence requires comprehensive, multi-faceted strategies that support learners' holistic development. Interventions should focus on creating safe, nurturing environments where learners can thrive academically, emotionally, and socially.

#### **7.6.4 Parents and teachers experiences and perceptions of common violence amongst learners**

Another area of confirmation between the quantitative and qualitative findings relates to the experiences and perceptions of parents and teachers regarding common forms of violence among learners. The quantitative data show that most respondents agree they have heard about cases of violence occurring in schools ( $M = 3.93, p < .001$ ). This indicates that participants are either direct witnesses to or aware of violence within the school environment.

The qualitative data confirm these findings, revealing that violence manifests in both emotional and physical forms. Participants provided detailed accounts of the types of violence they have observed or heard about, emphasizing the widespread and varied nature of these incidents. The findings also suggest that multiple contextual factors—such as peer dynamics, school climate, and social norms—contribute to violent behaviour among learners.

The quantitative data indicate that 62% of respondents reported that bullying occurs in schools at least once a year, month, or week. This aligns with qualitative findings, where participants described how learners are frequently subjected to bullying by their peers. Teachers and parents noted that perpetrators of bullying often seek to assert

dominance and power, using intimidation to elevate their social status. One participant explained that these learners strive to be seen as "untouchable" and instill fear in others. These insights are consistent with studies suggesting that bullying is often rooted in social hierarchies and the desire for control (Olweus, 1993). Interestingly, participants also highlighted that teachers are not immune to bullying. Some teachers reported that when they attempt to intervene in conflicts, they risk being injured by aggressive learners. There was a perception among participants that school policies tend to favor learners, even when their behaviour is inappropriate, leaving teachers feeling unsupported in maintaining discipline.

A significant 70% of respondents indicated that fighting occurs in schools at least once a year, month, or week, further confirming the prevalence of physical violence among learners. However, 35% of respondents indicated that fighting occurs rarely or never. The qualitative data corroborated that fights are common and sometimes take place openly in front of teachers, indicating a lack of respect for authority figures. Participants reported that when teachers intervene in these physical altercations, they often face verbal threats or physical harm. These findings reflect the challenges educators face in maintaining order and ensuring safety, particularly in environments where aggressive behaviour is normalized. Studies on school violence suggest that frequent fighting can erode the authority of teachers and disrupt the overall learning environment (Astor et al., 2002, 1401).

Regarding gender-based violence (GBV), 65% of respondents indicated that such incidents occur rarely or never in their schools. However, the qualitative data revealed that while GBV may not be frequently reported, it remains a significant concern, particularly for female learners. Participants noted that male learners often engage in behaviours that make female learners vulnerable to harassment and abuse. These accounts align with research indicating that GBV is often underreported in schools due to fear, stigma, and inadequate support systems for victims (Dunne et al., 2006).

Similarly, 63% of respondents indicated that sexual violence occurs rarely or never in their schools. Despite this, the qualitative data suggested that sexual harassment and inappropriate behaviour are present in some cases. One participant recounted an incident where a male learner sought sexual favors from another learner in exchange

for assistance. This participant described intervening to address the situation, expressing concern over the normalization of such inappropriate behaviours. These findings support evidence that sexual violence in schools may not always be visible but can occur in subtle or coercive forms (Leach & Mitchell, 2006).

The convergence between quantitative and qualitative data in this area highlights the multi-faceted nature of violence in schools. While the quantitative data provide a broad overview of the prevalence of different forms of violence, the qualitative findings offer a more detailed, contextualized understanding of how these incidents unfold and affect learners, teachers, and parents. The complementary nature of these findings underscores the need for targeted interventions that address both physical violence (e.g., fighting, bullying) and psychosocial violence (e.g., harassment, gender-based violence).

These results suggest that effective violence prevention strategies should involve multi-stakeholder collaboration, including parents, teachers, and school administrators, to create a safer and more supportive school environment. Moreover, improved enforcement of school policies and increased support for teachers in handling violent incidents are critical to reducing the prevalence of violence and fostering a culture of respect and accountability within schools.

### **7.6.5 The role of Parents and teachers in reducing violence among learners**

The quantitative results indicate significant agreement among participants regarding the important role that parents and teachers can play in reducing violence among learners ( $M = 4.18, p < .001$ ). Additionally, the data show strong agreement that collaboration between parents and teachers is essential for developing an effective framework to address school violence ( $M = 4.06, p < .001$ ). These findings suggest that participants are aware of their potential influence in creating a safer school environment and acknowledge their responsibility in fostering violence prevention strategies.

The qualitative findings provide further evidence of this understanding. Participants emphasized that both parents and teachers must take proactive steps to ensure a secure and supportive learning atmosphere. They acknowledged the importance of leadership in addressing violence, which includes creating opportunities for learners

to voice their concerns and share ideas on how to reduce violence. Participants also highlighted the significance of developing collaborative solutions, such as organizing empowerment activities that promote learners' personal growth, resilience, and emotional well-being.

This shared recognition between parents and teachers underscores the need for a collective, long-term approach to violence prevention. Effective collaboration between stakeholders can enhance school safety by promoting mutual accountability and by engaging learners in initiatives aimed at fostering respectful and positive behaviour. The integration of both quantitative and qualitative findings reinforces the importance of a unified effort to address violence comprehensively and sustainably.

#### **7.6.6 Collaborative approach in reducing violence**

The final area of confirmation involves the recognition of a cooperative approach as essential for reducing violence among learners. The quantitative results show significant agreement that collaboration between parents and teachers is pivotal in addressing school violence. However, the data also reveal that no formal cooperative framework currently exists to guide such collaboration ( $M = 2.70, p < .001$ ). Despite this, there is strong agreement that both parents and teachers are willing to cooperate to reduce violence ( $M = 4.12, p < .001$ ).

The qualitative findings reinforce these results, indicating that while there is no established framework in place to guide coordinated efforts, both parents and teachers recognize the need to work together. Participants emphasized the importance of mutual trust as a foundation for building a healthy and productive relationship. Trust was seen as essential for effective communication, shared responsibility, and sustained engagement between the two groups.

Furthermore, participants noted that collaboration should extend beyond parents and teachers to include other stakeholders, such as school governing bodies, community leaders, and social services. These stakeholders can play a supportive role by contributing resources, expertise, and additional strategies for managing violence. This multi-stakeholder approach aligns with best practices for school violence

prevention, which emphasize the importance of broad-based partnerships and community involvement in creating safe and nurturing educational environments.

The convergence between the quantitative and qualitative data underscores both the challenges and opportunities in fostering cooperation. While there is a clear willingness to collaborate, the absence of a guiding framework suggests a need for structured interventions to formalize these efforts. Such a framework could provide clarity on roles, responsibilities, and strategies for joint action, ultimately enhancing the capacity of schools to prevent and address violence effectively.

## **7.7 AREA OF DIVERGENCE**

There was divergence in the data concerning the role of parents and teachers in reducing violence among learners. While most findings demonstrated confirmation and complementarity, a key area of divergence emerged regarding the existence of policies and strategies in schools to address violence.

The quantitative results indicated moderate agreement among participants that schools already have existing policies to address violence ( $M = 3.19$ ,  $p = .009$ ). This suggests that some respondents are aware of formal policies aimed at managing violence. However, the qualitative findings presented a contrasting view. Participants in the qualitative strand expressed the need for schools to develop and implement more comprehensive strategies and policies specifically designed to address various forms of violence, including incidents that directly impact the well-being of learners. They emphasized that current measures are either inadequate or not effectively communicated to all stakeholders, leading to inconsistent enforcement and a lack of awareness among parents and teachers.

This divergence may indicate that while policies may formally exist, they are not sufficiently visible, actionable, or relevant to stakeholders' lived experiences. Participants in the qualitative study pointed out the importance of creating policies that are not only clearly defined but also supported by practical strategies for prevention and intervention. Furthermore, the qualitative data, by offering deeper insight into stakeholder perspectives, may provide more reliable and contextually grounded information regarding the actual state of school policies.

This discrepancy highlights a critical gap between policy documentation and implementation, emphasizing the need for schools to strengthen the dissemination, understanding, and operationalization of policies related to violence. It also suggests that meaningful collaboration between school authorities, teachers, and parents is essential to ensure that policies are effective, transparent, and aligned with the needs of the school community.

## **7.8 CHAPTER OF THE SUMMARY**

This chapter presented the integration of both quantitative and qualitative findings through the use of a joint display analysis. Areas of confirmation, complementarity, and divergence between the two data strands were identified and critically discussed. These comparisons facilitated the development of comprehensive interpretations that enhance understanding of the research problem by triangulating evidence from both data sources. The integration process ensured that the findings are robust, reliable, and provide a deeper contextual understanding.

The next chapter will focus on an in-depth discussion of the results from both the quantitative and qualitative components of the study, analyzing their implications in relation to the literature and the research objectives.

## **CHAPTER EIGHT - DISCUSSION OF THE RESULTS FROM THE QUANTITATIVE AND QUALITATIVE PHASES OF THE STUDY**

### **8.1 INTRODUCTION**

This chapter presents a comprehensive discussion of the findings outlined in the preceding three chapters. The discussion is structured to provide a coherent synthesis of the study's key outcomes in relation to the research objectives and existing literature. The first section offers a summary of the study problem and its justification, emphasizing the significance of addressing violence in schools and the rationale for a mixed-methods approach. The second section revisits the motivation behind the study and reviews the research questions guiding both quantitative and qualitative data collection. The third section presents an in-depth analysis of the major findings, categorized into key themes: experiences and knowledge of school violence, strategies to reduce violence among learners, and the cooperative approach between parents and teachers. These findings are examined through the lens of relevant literature to highlight areas of agreement, divergence, and contribution to the field. The final section situates the study within the framework of ecological systems theory, discussing how various environmental factors—home, school, and community—interact to influence violence in schools. This theoretical connection provides a broader understanding of how multi-level interventions can be designed to mitigate violence effectively. The chapter concludes with a summary of the main points discussed.

### **8.2 SUMMARY OF THE STUDY PROBLEM AND JUSTIFICATION**

School violence, though always present to some extent, has become a major concern in recent years (Moore, Woodcock, & Dudley, 2024). Sibisi, Sibisi, & Mpofu (2024) emphasize that violence in schools has severe consequences for learners, teachers, and broader communities. It is estimated that school violence adversely affects the educational experiences and well-being of over a million learners globally (Okeke, Akobi, & Maseli, 2024). Botha & Zwane (2021) highlight that this phenomenon is particularly challenging in South African schools, where the management of poor learner behaviour has proven to be increasingly difficult. The importance of discipline in maintaining an orderly and safe school environment is well-recognized, but

disciplinary issues arise when learners fail to adhere to established school rules and regulations (Nalubamba, 2022).

In response to these challenges, this study aims to propose a collaborative framework where parents and teachers share accountability for creating safer school environments by effectively working together to reduce violence. The motivation for this study was informed by research conducted by Ngidi (2018), who examined school violence in uMlazi, South Africa. Ngidi's findings emphasized that addressing violence requires the collective efforts of all stakeholders, including schools, parents, community members, and the government. Despite these recommendations, there remains a lack of documented evidence on collaborative initiatives between parents and teachers aimed specifically at reducing violence in high schools.

Khuzwayo, Taylor, & Connolly (2016) noted that violence has been especially prevalent in marginalized areas such as townships, informal settlements, and rural communities in KwaZulu-Natal. This situation has worsened, with violence disrupting academic activities and raising alarm among educational stakeholders (Mahaye & Ajani, 2023). Mohapi (2014) further argued that schools cannot tackle violence alone and stressed the need for a multi-stakeholder approach to ensure that schools remain safe spaces where learners can receive quality education without fear.

Given the persistence of school violence despite existing strategies, the present study seeks to fill the gap by developing a framework that emphasizes a cooperative approach between parents and educators. This approach aims to strengthen partnerships and enhance the effectiveness of interventions designed to reduce violence. The researcher believes that such a framework will contribute meaningfully to educational stability in high schools by fostering collaboration and accountability among key stakeholders.

Compelling evidence highlights the urgent need for this study, as schools are increasingly seen as unsafe due to the continuous rise in violence among learners. Many learners acquire violent behaviours at home, where families play a crucial role in shaping and modelling such actions. It is essential to understand the nature of school violence and explore its underlying causes, as it significantly affects learners'

mental health, well-being, and academic performance. Despite existing strategies to combat school violence, the problem persists, revealing gaps in both implementation and effectiveness. A lack of cooperation between parents and teachers exacerbates the issue, with many parents viewing discipline as solely the responsibility of teachers. Although policies have been developed to reduce school violence, weak implementation hinders their success. Addressing these challenges requires stronger stakeholder collaboration, guided by comprehensive frameworks to improve policy execution. This study aims to bridge these gaps by proposing a framework that promotes effective cooperation between parents and teachers to reduce violence in schools.

### **8.3 REVIEW OF THE AIM OF THE STUDY AND RESEARCH QUESTIONS**

The aim of this study was to explore and describe violence among high school learners with the goal of developing a framework for a cooperative approach between parents and teachers to reduce school violence and improve its management in Lamontville Township, eThekweni District, KwaZulu-Natal. In alignment with the study's mixed-methods design, two sets of research questions were developed, one for each data strand, as outlined in Chapter One. The quantitative strand was guided by the following research question:

- What is your knowledge of violence and your role as a parent in promoting good behaviour among learners in school?

The qualitative strand was guided by the following research questions:

- What is the experience and knowledge of parents and teachers in dealing with cases of violence in the selected school?
- What are the views of parents and teachers on the role they can play to reduce violence among high school learners?
- What are the perceptions of parents and teachers on the cooperation needed to reduce violence among learners?
- How can a cooperative approach be developed between parents and teachers to reduce violence among learners?

As detailed in Chapter 4, this study employed a convergent parallel mixed-methods design using the parallel databases variant. In this approach, quantitative and

qualitative data were collected simultaneously, analyzed independently, and then merged to provide a comprehensive response to the overarching research question:

- To what extent do the quantitative and qualitative results converge?

The rationale for integrating both data strands was to ensure that the study captured both breadth through quantitative data and depth through qualitative data regarding school violence and the roles of parents and teachers. This integration allowed for a nuanced understanding of the phenomenon and strengthened the study's methodological rigour through triangulation. By combining the two data types, the study aimed to provide a robust and reliable foundation for the development of an effective cooperative framework to address school violence.

#### **8.4 DISCUSSION OF QUANTITATIVE AND QUALITATIVE FINDINGS**

The findings of the current study indicate that both parents and teachers have a clear understanding of the nature of violence and have observed its occurrence among learners in schools. Participants are also aware of the prevalence of violent incidents, which have a destabilizing effect on the school environment. Such violence disrupts teaching and learning processes and negatively impacts academic progress, creating an unsafe atmosphere for learners and educators alike.

The study identified multiple factors contributing to school violence, including environmental influences, family dynamics, and personal choices made by learners. These factors highlight the complexity of violence in educational settings, indicating that it is shaped by interactions between social, psychological, and structural elements. To address these issues, the findings suggest the need for strategies that promote strong, trust-based relationships between parents and teachers. Effective collaboration between these groups, along with active engagement of other relevant stakeholders, is crucial in creating sustainable solutions to reduce violence.

This section offers an in-depth discussion of the study's findings, focusing on several key areas: participants' understanding and perceptions of school violence, its causes, and its effects on learners' academic performance, well-being, and social life. The section also examines participants' experiences and perceptions of common violent

incidents, the roles that parents and teachers can play in reducing violence, and the significance of a collaborative approach to violence mitigation.

The results from both the quantitative and qualitative phases are discussed in relation to the study's research questions. The discussion also includes comparisons with existing literature to contextualize the findings and highlight areas of alignment or divergence. Emphasis is placed on areas where data from both phases confirm or complement one another. This integrated approach ensures that the arguments presented are comprehensive, well-substantiated, and validated, thereby contributing to a deeper understanding of how school violence can be effectively addressed through cooperative strategies.

#### **8.4.1 Comprehending the insights about school violence**

To the researcher's knowledge, this study is the first to develop a framework focused on a cooperative approach between parents and teachers to reduce violence among high school learners. The quantitative findings revealed significant agreement among respondents regarding their understanding of school violence ( $M = 3.92$ ,  $p < .001$ ), indicating that parents are aware of what constitutes violence in school settings. Bui & Nguyen (2024) define school violence as a broad spectrum of harmful behaviours, including physical, psychological, and sexual abuse, that occur within school environments and surrounding areas. The qualitative findings confirmed that this type of violence frequently occurs between learners in schools. Participants emphasized that school violence disrupts the functionality of educational institutions and adversely affects both learners and teachers.

School violence is recognized globally as a growing problem and remains a significant challenge for schools (Mosito & Sitoyi, 2024). Participants in this study expressed concern over the rising cases of violence between learners, highlighting its status as a public health issue with serious implications for school safety and learner well-being. This aligns with Turanovic, Pratt, Kulig & Cullen, (2022), who assert that school violence has garnered increased attention due to its status as a public health concern. Masinga (2016) similarly observed that South Africa faces high rates of reported school violence, which requires urgent attention from education stakeholders.

The study's findings revealed that learners are often victims of peer violence, both inside and outside the school. Participants reported incidents of bullying and physical abuse, with some cases being officially documented while others are witnessed but not reported. According to de Wet (2024), learner-on-learner violence is prevalent in South Africa, where learners often assume both the roles of perpetrator and victim. Mashaba, Sibanda, Tsebe, Ngidi, & Maile (2022) explain that learner-on-learner violence manifests in multiple forms, including bullying, sexual violence, physical assault, gang activity, psychological abuse, and threats.

In addition to peer violence, the study identified learner-on-teacher violence as a significant and growing concern. Participants highlighted incidents where learners victimized teachers, leading to a decline in the authority and dignity of teachers within the school environment. Mahome & Rampa (2019) describe learner-on-teacher violence as a persistent issue that remains underreported and inadequately addressed in South African schools. Majong (2022) observed that this phenomenon is becoming increasingly complex, undermining classroom control and damaging the school's reputation.

The impact of learner-on-teacher violence extends beyond immediate safety concerns, influencing teachers' attitudes toward their work and diminishing their capacity to perform their duties effectively (Molefi, 2022). This highlights the challenges teachers face in managing violent behaviour and the detrimental effects such incidents have on their well-being. Despite the existence of policies and frameworks designed to combat violence, these measures often fail to provide adequate support for teachers (Venketsamy, Baxen, & Hu, 2023).

The study further revealed that learners can also be victims of violence perpetrated by teachers. Participants noted that some teachers abuse their authority, violating government regulations intended to protect learners. Alazri & Hanna (2020) suggest that a range of factors may contribute to teachers resorting to violence against learners. Baumgarten, Simmonds, & Mason-Jones (2023) argue that while teacher-on-learner violence is a significant issue, it has been underexplored in academic research. This form of abuse remains a critical concern within schools, calling for further investigation and intervention to safeguard learners' rights and well-being.

Overall, the findings underscore the complex, multi-dimensional nature of school violence and the importance of collaborative efforts between parents, teachers, and other stakeholders to develop effective strategies for its prevention and management. Addressing both peer and teacher-learner violence is crucial to ensuring a safe and supportive educational environment.

#### **8.4.2 The factors contributing to violence among learners in school**

The quantitative results of this study showed that factors contributing to violence in schools originate from various sources, including the home, school, and community environments ( $M = 3.98$ ,  $p < .001$ ). These findings align with Motsatsi's (2023) research, which identified risk factors such as family background, the broader environment, and disciplinary practices as key contributors to violent behaviour among learners. The qualitative data reinforced these findings, highlighting that environmental factors play a significant role in shaping learners' violent behaviour. Both external influences, such as exposure to violence in the community, and internal factors, including emotional regulation, were found to be critical determinants (Tian & Zhang, 2022). The study supports Nhambura's (2020) claims that family structure, school climate, and community context have a direct influence on learner behaviour.

Participants suggested that violence is exacerbated when learners lack proper guidance on emotional intelligence and behaviour management. Theories and research confirm that emotional intelligence can mitigate violence by helping individuals regulate emotions and develop healthy interpersonal relationships (Zhang & Chen, 2023). Rueda, Pérez-Romero, Cerezo, & Fernández-Berrocal, (2022) noted that many learners struggle to identify and manage both their own emotions and those of others, which often leads to violent outbursts. Martínez-Martínez, Roith, Aguilar-Parra, Manzano-León, Rodríguez-Ferrer & López-Liria, (2022) found that emotional dysregulation contributes to aggressive behaviour, moral transgressions, and the mistreatment of others, with long-term implications for social functioning.

Exposure to violence is another significant factor affecting learner behaviour. Participants indicated that learners who are victims of violence, whether at home or in their communities, are more likely to become perpetrators of violence themselves. This pattern of behaviour has been noted in previous studies, with Sitoyi (2020) and

Hlongwane (2022) suggesting that repeated exposure to violence increases the likelihood of learners displaying violent tendencies.

The findings also point to corporal punishment as a major factor contributing to violence among learners. Learners who experience corporal punishment from parents or teachers often develop aggressive tendencies toward others. Heekes (2018) found that corporal punishment significantly increases the likelihood of violent behaviour. Similarly, Allison, Beers, & Peterson (2023) emphasized that corporal punishment is neither an ethical nor effective method of managing behaviour, as it often causes more harm than good. Despite being legally banned, the study revealed that some parents and teachers continue to use corporal punishment, undermining efforts to reduce violence. Masath, Hinze, Nkuba & Hecker, (2022) argued that addressing violent disciplinary practices is crucial, particularly in societies where such methods are normalized. Mncube and Dube (2019) warned that the failure to eliminate corporal punishment compromises broader initiatives aimed at promoting non-violent behaviour.

Substance abuse among learners was also identified as a prevalent issue contributing to violence and behavioural disturbances in schools. Participants noted that learners who use drugs and alcohol often display disruptive behaviour that interferes with teaching and learning. Mokwena and Setshego (2021) reported a rise in substance abuse among learners, which negatively affects their academic performance, psychological well-being, and social development. Ondigo, Birech, & Gakuru (2019) observed that substance abuse is a global issue among school-aged children, often exacerbated by easy access to drugs within their communities (Jumbe, Kamninga, Mwalwimba & Kalu., 2021). Strategies to prevent substance abuse need to be strengthened to address this challenge effectively (Zibi, 2018).

Peer pressure was another factor highlighted in the study. Participants indicated that learners are often influenced by their peers to engage in violent or risky behaviour. Coleman & Farrell (2021) noted that association with delinquent peers increases the likelihood of aggression and violence among learners. Ciranka & van den Bos (2021) found that learners may engage in risky behaviourbehaviours to gain social acceptance or conform to group norms. Sahu (2022) linked peer pressure to various

antisocial activities, including substance abuse, violence, and risky sexual behaviour. Liu, Lu, & Tang (2022) stressed the importance of parental and teacher intervention to counter the negative influence of peer pressure on learners.

The study also revealed that access to weapons is a significant concern in schools. Participants noted that some learners bring dangerous weapons to school, posing risks to both learners and teachers. Ntshengedzeni, Khalabai, & Simeon (2024) reported that the lack of controlled access to school premises contributes to the proliferation of weapons on school grounds. Furthermore, the study found that some learners gain access to weapons due to negligence by parents who fail to store them securely. Dube et al. (2024) emphasized that the presence of weapons in schools not only endangers lives but also disrupts the overall functioning of the educational environment. Addressing this issue requires stricter security measures and increased collaboration between schools, families, and communities.

Overall, the findings of this study underscore the multifaceted nature of school violence, which is influenced by a combination of environmental, social, and behavioural factors. To effectively reduce violence, comprehensive strategies that address these contributing factors must be developed and implemented in collaboration with all stakeholders.

#### **8.4.3 The consequences of violence on academic performance, well-being and the social life of learners**

The quantitative results revealed significant agreement that violence has detrimental effects on learners ( $M = 4.29, p < .001$ ). These findings are corroborated by the qualitative data, which demonstrated that violence negatively impacts learners' academic performance, mental well-being, social relationships, and physical health. Persistent school violence disrupts the teaching and learning process, hindering learners' academic progress. Baxen (2021) similarly observed that school violence adversely affects learners, teachers, and parents, ultimately compromising the educational environment. Participants in the study emphasized that incidents such as fighting, threats, and bullying exacerbate school safety concerns, contribute to mental health issues, and lead to diminished academic performance among both male and female learners. Kim, Sanders, Makubuya & Yu, (2020) also noted that exposure to

school violence correlates with lower academic achievement and increased psychological distress.

Schools are intended to provide a safe space for learners to acquire education and life skills. However, the high prevalence of violence within schools underscores the growing challenges facing the education sector. Letwala (2021) described how schools have increasingly become unsafe environments, while Padayachee (2024) pointed out that structural changes in the management of South African schools have intensified these challenges, making violence a significant concern for both educators and policymakers.

The findings of this study highlighted that violence not only threatens the physical safety of learners and teachers but also severely impacts learners' mental health. Duru & Balkis (2018) explained that being a victim of school violence can lead to long-term mental health problems, including anxiety and depression. The inability to create a supportive environment for learners' mental well-being hampers efforts to improve overall school safety (Gaal and Fuller, 2024). Participants reported that learners exposed to violence often suffer from low self-esteem, losing confidence due to ridicule and bullying. González-Moreno and Molero-Jurado (2024) emphasized that school violence has profound psychological effects on learners, eroding their self-esteem and sense of self-worth. Pandey, Tiwari, Parihar & Rai (2021) described self-esteem as a variable psychological component that can fluctuate depending on circumstances and experiences. Learners subjected to violence often internalize blame and develop a negative outlook, which affects their emotional and mental stability. Afolabi and Animashaun (2024) found that prolonged exposure to abuse can damage learners' psychological resilience and contribute to behavioural difficulties and mental health disorders.

In addition to affecting mental health, violence also hinders learners' ability to form healthy social relationships. Participants noted that many victims of violence experience a diminished sense of belonging and struggle to build connections with their peers. Reisen, Gomes, Viana, Salaroli, & Santos, (2024) explained that exposure to school violence compromises learners' capacity to form and sustain positive social relationships. Erasmus (2019) observed that this lack of belonging may lead to social

withdrawal, as learners seek to protect themselves from further harm. Self-isolation, as reported in this study, was seen as a coping mechanism used by learners to avoid being bullied or victimized. Magdeline, Jacob & Tsakane, (2024) similarly noted that self-isolation is a strategy often adopted by learners to reduce their exposure to risk and conflict in school.

The study also revealed that violence has both short- and long-term consequences on the physical health of learners. Participants expressed concern about the physical injuries sustained by victims, including temporary and permanent disabilities. Chipalo & Odii (2024) highlighted that violence can lead to a range of physical health problems, including serious injury and psychological trauma. The Department of Education (2015) emphasized that violence within schools can, in extreme cases, result in severe bodily harm or even death.

These findings underscore the far-reaching and multi-dimensional impact of violence on learners. Addressing this issue requires a comprehensive approach that prioritizes both prevention and intervention strategies aimed at enhancing the physical, psychological, and social well-being of learners. Schools must work in collaboration with parents, teachers, and other stakeholders to create safe, supportive environments that promote positive behaviour and academic success.

#### **8.4.4 The experiences and perceptions of parents and teachers on common violence among learners**

The quantitative findings revealed that most respondents agreed they had heard about cases of violence in schools ( $M = 3.93, p < .001$ ), underscoring the widespread nature of the issue. This confirms that violence among learners is prevalent and, if not adequately addressed, is likely to persist. Mashaba et al. (2022) similarly highlighted the increasing rates of violence in South African schools, raising questions about the effectiveness of current interventions. Participants in this study identified various forms of violence that take place both during and outside school hours. Miller (2023) pointed out that school violence is interconnected with violence in learners' homes and communities. Olohunbebe, Abdulsalam, Adegboye & Okeunmi, (2024) described school violence as encompassing physical, sexual, and emotional abuse, often affecting learners on their way to and from school (Lamb & Warton, 2017). Such

exposure disrupts school activities and negatively impacts learners' cognitive, emotional, and social development, contributing to anxiety and depression (Hendricks, 2019).

The quantitative data indicated that 65% of respondents believed gender-based violence occurred rarely or never in schools. However, qualitative findings painted a different picture, suggesting that gender-based violence remains a significant challenge, particularly for female learners. Participants linked this issue to societal beliefs, cultural norms, and gender inequality, which shape expectations of appropriate behaviour. Rammbuda (2023) noted that gender-based violence hinders learners' access to quality education and their capacity to succeed. Perrin et al. (2019) emphasized that harmful norms reinforcing male dominance, and the control of women perpetuate such violence. In educational contexts, gender-based violence undermines efforts to promote gender equality and violates learners' human rights (Leach, Dunne, & Salvi, 2014).

Participants in this study also pointed out that while male learners are often the perpetrators of violence, they are not exempt from being victims. Selowa, Baloyi, & Chueng (2022) noted an increase in gender-based violence targeting male learners, a phenomenon often silenced by stigma and societal expectations. Thobejane, Mogorosi, & Luthanda (2018) found that male victims frequently avoid reporting abuse to avoid being perceived as weak. This highlights the need for interventions to address both male and female experiences of gender-based violence. Chitsamatanga & Rembe (2020) recommended that schools invest in training teachers to combat gender-based violence, provide swift support to victims, and engage both learners and parents in awareness initiatives (Taole, 2016).

Sexual violence was another area of concern identified in both data strands. While 63% of the quantitative sample reported that sexual violence occurred rarely or never, the qualitative findings indicated that sexual harassment is a persistent issue. Participants described cases where female learners were subjected to inappropriate comments and requests for sexual favors. Mennicke, Bush, Brancato & Coker, (2021) noted that sexual harassment is a global problem in education systems, with South African schools facing similar challenges (De Wet, 2016). Historical evidence from

Human Rights Watch documents extensive sexual violence in schools, involving both peers and teachers, with severe consequences for female learners' well-being (De Wet, 2024). Jagath & Hamlall (2024) emphasized the importance of addressing societal constructions of masculinity to change attitudes toward sexual violence.

Bullying emerged as one of the most common forms of school violence, with 62% of respondents indicating its occurrence at least once a year, month, or week. Ahmed, Metwaly, Elbeh, Galal & Shaaban (2022) described bullying as a critical issue with significant consequences for learners. The qualitative data confirmed that bullying manifests in various forms, including physical, verbal, and psychological abuse. Menesini & Salmivalli (2017) noted that bullying compromises learners' rights to education and well-being. Factors contributing to bullying include peer influence, retaliation, and school culture (Kioko, Njihia, & Mutune, 2024). Participants reported that learners who witness bullying often choose not to intervene due to fear of retaliation. Thornberg, Pozzoli, & Gini (2022) explained that bystanders may either remain passive or reinforce bullying through their inaction.

The study also highlighted the vulnerability of learners who identify as part of the LGBTIQ community. Participants reported that these learners often face discrimination, harassment, and violence due to their sexual orientation or gender identity. Callaghan et al. (2024) found that such learners are frequently marginalized and subjected to hostile school environments. Research by Kull, Greytak, Kosciw & Villenas, (2016) confirmed that LGBTIQ learners experience higher rates of violence and victimization, underscoring the need for targeted interventions to protect their rights and safety.

Cyberbullying was another significant issue identified in the study, with 52% of respondents indicating its occurrence at least once a year, month, or week. Hou (2023) attributed the rise of cyberbullying to the widespread availability of smartphones and internet access. Participants described how learners use social media to post harmful content about their peers. Cénat et al. (2018) emphasized that cyberbullying can have severe psychological consequences, including anxiety, depression, and emotional trauma. This study found that learners often resort to cyberbullying because of an

inability to resolve conflicts face-to-face, highlighting the need for digital literacy and conflict resolution training in schools.

Physical fighting was reported by 70% of respondents as occurring frequently in schools. Participants noted that learners engage in fights over various issues, often risking injury to themselves and others. Nunan (2018) identified physical fighting as one of the most prevalent forms of violence among learners. Participants in the qualitative study expressed concerns about the disciplinary challenges posed by such incidents, which disrupt school safety and learning environments. Shaikh, Abio, Celedonia & Lowery Wilson, (2019) described physical fighting as a public health issue with potential consequences such as absenteeism, injury, and even death.

Overall, the findings of this study highlight the pervasive nature of school violence, which takes multiple forms and is influenced by a combination of individual, social, and environmental factors. To address these challenges, schools must implement comprehensive prevention and intervention strategies tailored to the diverse needs of learners. This includes strengthening policies on bullying, gender-based violence, and cyberbullying, enhancing teacher training, and fostering collaboration with parents and the broader community.

#### **8.4.5 Parent's and Teacher's role needed to reduce violence amongst learners**

The quantitative results indicate significant agreement that both parents and teachers play a crucial role in reducing violence among learners ( $M = 4.18, p < .001$ ) and that collaboration between these stakeholders is essential for developing an effective framework to address school violence ( $M = 4.06, p < .001$ ). This is consistent with research by Osher, Mayer, Jagers, Kendziora & Wood, (2019), which emphasized the role of parents and teachers in fostering supportive, safe environments that promote positive learner behaviour and deter violence. The study underscores that violence in schools cannot be effectively managed unless both parents and teachers actively acknowledge and fulfill their roles in addressing the issue. Participants stressed the importance of strengthening the relationship between parents and teachers to achieve lasting solutions. However, Malatji (2021) argued that there is often a lack of understanding regarding the specific roles parents and teachers should play and how

they can collaborate effectively, highlighting the need for consensus and mutual support.

The findings also emphasize the importance of clear school policies to guide violence prevention and management. Policies should articulate expectations for both perpetrators and victims, establish protocols for maintaining safety, and outline disciplinary measures. However, despite efforts by the Department of Education to provide training on policy implementation, many schools fail to enforce these policies effectively (Thajane & Masitsa, 2021). This gap undermines school safety and management. Maluleke (2013) highlighted that proper policy implementation can improve school operations and learning quality. Participants in this study reported that some schools lack violence-specific policies and rely solely on directives from the Department of Education, leading to poor communication and inconsistent implementation. Schools must prioritize developing safety policies that are well-communicated and enforced to create a conducive learning environment (Leoschut & Makota, 2016).

The study also found that effective leadership is critical in addressing violence. Both parents and teachers need to demonstrate leadership by modeling appropriate behaviour and guiding learners to distinguish right from wrong. Harris & Jones (2023) emphasized that strong school leadership fosters a positive climate, enhances parental involvement, and supports learner development. Sentillas, Limpangog, Elorde, Estapia, Jariolne, Acuna, Jao & Capampangan (2022) noted that disruptive behaviours are a major challenge for parents and teachers, reinforcing the need for continuous communication and collaboration. Participants expressed concern that the absence of effective leadership contributes to poor discipline and dysfunction in schools. Modiba & Netshitangani (2018) similarly observed that governance challenges at both regional and local levels are often reflected in schools, where weak leadership undermines safety and learning. Leadership plays a pivotal role in setting standards, improving school performance, and maintaining accountability (Delpont, Van Jaarsveld, & Challens, 2021).

Connectedness between schools and parents emerged as another key factor in combating violence. Chhuon & Wallace (2014) described school connectedness as an

essential protective factor that supports learners' academic, social, and emotional development. The findings indicate that strong relationships between parents and schools enhance resilience and help mitigate external challenges (Goetschius, McLoyd, Hein, Mitchell, Hyde & Monk, 2023). Schools and parents must work collaboratively to create an environment that promotes positive behaviour and improved outcomes for learners (AlMakadma & Ramisetty-Mikler, 2015). Suud & Chaer (2019) emphasized that the well-being of learners is optimized when parents and teachers maintain mutual respect, effective communication, and shared commitment. Participants in this study called for ongoing efforts to strengthen parent-teacher communication to monitor and guide learner behaviour effectively (Uwaezuoke, 2021).

Parental involvement was also highlighted as essential to learner success. Tran, Hoang, Nguyen, Nguyen, Ta, Pham, Pham, Le, Dinh, & Nguyen (2021) found that parents' engagement in school activities positively influences learners' academic progress and overall development. Participants stressed that parents who actively participate in school events, assist with schoolwork, and communicate with teachers help foster accountability and positive behaviour among learners. Bornstein (2019) emphasized that parental involvement shapes learners' cognitive, academic, and socio-emotional development, while Sylaj (2020) noted that parental attitudes, aspirations, and expectations play a crucial role in learner behaviour. Lesneskie & Block (2017) demonstrated that parental involvement contributes to reducing violence by promoting better social skills and appropriate conduct. This underscores the importance of parental engagement as a powerful tool for preventing school violence (Harris & Robinson, 2016).

The study further revealed that positive school environments encourage acceptable learner behaviour. Sithole (2017) argued that a supportive school climate motivates learners to strive for academic excellence and positive development. Participants highlighted the need for collaborative efforts between parents and teachers to create such environments, which enhance interactions, reduce violence, and promote good behaviour. Hanuliaková & Barnová (2015) noted that a positive school environment improves safety and learning outcomes. Bojuwoye, Moletsane, Stofile, Moolla & Sylvester, (2014) emphasized that meeting learners' academic, social, and emotional

needs through positive environments boosts self-esteem and addresses barriers to learning. Participants in this study called for initiatives that teach learners soft skills and encourage positive relationships. Farina (2019) stressed that programs and policies should ensure that schools remain safe, supportive spaces for learning. Fitriani (2020) recommended monitoring school activities and fostering communication between schools and parents to sustain a learner-friendly environment.

In sum, the findings highlight the importance of collaborative efforts between parents, teachers, and school leaders in addressing violence. Effective policies, strong leadership, parental involvement, and a positive school climate are crucial components in creating a safe and supportive educational environment where learners can thrive both academically and socially.

#### **8.4.6 Collaborative approach in reducing violence**

The quantitative results indicated significant agreement that a cooperative approach between parents and teachers is pivotal to reducing violence among learners. However, the findings also revealed that no formal framework currently exists to facilitate this collaboration ( $M = 2.70, p < .001$ ), despite participants expressing a strong willingness to cooperate ( $M = 4.12, p < .001$ ). Participants emphasized that an efficient collaborative approach is essential, requiring the involvement of all stakeholders who understand their roles and responsibilities. Makota & Leoschut (2016) highlighted that school violence has deep societal roots and, therefore, necessitates a collaborative effort from multiple stakeholders. Chauke (2024) also pointed out that school violence poses both social and educational challenges that can only be addressed through a coordinated approach among stakeholders.

The study found that strengthening the relationship between parents and teachers is critical for addressing the challenges of school violence. Participants highlighted that parents and teachers must reach agreements on their respective responsibilities and collaborate to support learners effectively. Handayani (2023) emphasized that the relationship between parents and teachers plays a significant role in learners' success. Similarly, Leenders, De Jong, Monfrance & Haelermans, (2019) stressed the need for shared expectations and ongoing communication to ensure effective collaboration. However, research by Murunwa (2020) revealed that many parents do not participate

in school programs or respond to requests to discuss learners' behaviour, creating a gap in parental involvement. Abu-Asbeh (2016) noted that while some schools view parental involvement as a valuable resource, others perceive it as interference, further complicating efforts to build effective partnerships.

Despite these challenges, participants expressed their willingness to work collaboratively to address school violence. Van Niejenhuis, Huitsing, & Veenstra (2020) argued that collaboration between parents and teachers is crucial in preventing violence and promoting a safe school environment. Participants also emphasized that cooperation could enhance the effectiveness of interventions by fostering a supportive and responsive environment. Stamatis and Nikolaou (2016) identified barriers to school-family partnerships but stressed the importance of overcoming these obstacles through communication and shared goals. McMahan et al. (2017) emphasized the role of teamwork in modeling positive behaviour, while Davids & Waghid (2016) pointed out that strong relationships between school leaders and stakeholders are essential to addressing school violence.

Participants also highlighted the importance of building trust between parents and teachers to enable effective collaboration. Santiago et al. (2016) stressed that trust is a key component of parent-teacher relationships, influencing both learner behaviour and academic performance. Trust fosters connectedness and mutual accountability, which are essential for creating a conducive learning environment (Jaafar, 2019). Leenders et al. (2019) emphasized that effective communication helps establish mutual understanding and trust, enabling parents and teachers to work together more productively. Participants noted that trust contributes to loyalty, commitment, and shared responsibility for addressing school violence. Lerkkanen & Pakarinen (2021) also highlighted the importance of supporting trusting relationships to enhance learner success.

The findings further underscored the importance of engaging stakeholders in school activities. Participants emphasized that partnerships with both internal and external stakeholders can provide schools with valuable support and resources. Cruzat, Cruzat, & Javillonar (2022) explained that stakeholder involvement contributes to effective school management and improved learner outcomes. Guzman (2022) noted

that empowering stakeholders to take an active role in school activities fosters a sense of ownership and responsibility, which is crucial for sustaining school improvement initiatives. Participants suggested that schools should seek partnerships with community members and organizations to address resource constraints and provide additional support. Mashau, Kone, & Mutshaeni (2014) emphasized that stakeholder collaboration strengthens school management by enabling teachers and leaders to create supportive learning environments.

Overall, the findings highlight the need for a formalized framework to guide cooperation between parents, teachers, and other stakeholders. Such a framework should promote active communication, mutual respect, and shared responsibility to create a safe and supportive environment for learners. Effective collaboration requires regular engagement, open dialogue, and joint efforts to develop strategies that address school violence. By fostering partnerships built on trust and cooperation, schools can enhance both learner outcomes and overall school safety.

## **8.5 THE RELATIONSHIP BETWEEN THE RESEARCH FINDINGS AND THE THEORETICAL FRAMEWORK**

The Ecological Systems Theory of Development served as the theoretical framework for this study. As discussed in chapter three, this framework was appropriate as it illustrates the interconnectedness of various environmental factors and their influence on learners' behaviour in school. Dickson-Adom & Agyem (2018) argued that a theoretical framework provides a pathway for research and aligns with the study's findings. The findings of this study revealed that the environment significantly shapes learners' behaviour and contributes to school violence. Multiple factors originating from the home, community, and school were identified as influencing learner behaviour, confirming the relevance of the theory. The study emphasized that learners' personal experiences and backgrounds affect their behaviour and interactions with others, both in and outside of school.

The findings further highlighted the fact that insufficient engagement between the school and the learner's family negatively impacts learner behaviour. It is essential that the environment in which learners develop is conducive to their growth and fosters

positive influences on their behaviour. Participants stressed the importance of improving the engagement and collaboration between parents and teachers to support the holistic development of learners. Parents and teachers play vital roles in both the academic progress and overall well-being of learners. Enhanced collaboration would ensure that both groups are aware of the challenges learners face and how these challenges shape their interactions with peers and authority figures in school. Participants also indicated that building effective relationships between parents and teachers is critical for promoting trust, shared accountability, and responsibility. By establishing a foundation of cooperation and partnership, parents and teachers can collaboratively nurture and guide learners toward positive behaviour. The willingness to engage in such partnerships is essential to ensuring that learners are encouraged, disciplined, and supported in their development.

The study also found that events occurring in spaces where learners are not physically present can influence their development and behaviour. Community violence and societal norms were identified as key factors that shape how learners behave at school. Participants suggested that communities should model positive behaviour and instill discipline and respect for social norms and laws in learners. Additionally, the quality of relationships between parents and other members of the community can affect learners' behaviour. The lack of parental involvement and supervision was identified as a significant challenge in South Africa. Many parents prioritize other commitments over their children's needs, which negatively affects learners' development. Participants emphasized the need to empower parents to take an active role in guiding and supporting learners, thereby reducing school violence.

The study also found that learners' environments—including their values, beliefs, cultural practices, and economic systems—play a critical role in shaping their daily lives. Participants stressed the importance of collaboration between parents and teachers to instill moral values and respect in learners. When learners grow up in environments lacking positive role models, structured values, and a culture that promotes responsible behaviour, they are more likely to engage in inappropriate conduct. This underscores the necessity for schools and parents to implement rules, systems, and policies aimed at improving learner conduct. Effective cooperation

between parents and teachers in the development and enforcement of these policies is crucial to fostering acceptable behaviour in schools.

The study further confirmed that environmental dynamics can perpetuate or mitigate problematic behaviour. The stability of the family structure was identified as an important factor influencing learners' behaviour and outlook. Families experiencing various challenges can inadvertently shape how learners perceive the world and behave in school. The relationships between parents also have a direct impact on the well-being and development of learners. Participants emphasized that parents must shield learners from adverse experiences and ensure that their personal challenges do not affect the learners' academic progress and behaviour.

In conclusion, the Ecological Systems Theory of Development provided a comprehensive framework for understanding how interconnected environmental factors influence school violence and learner behaviour. The study findings reinforce the need for collaboration between parents, teachers, and communities to create positive, stable environments that foster academic success and appropriate behaviour in learners.

## **8.6 SUMMARY OF THE CHAPTER**

This chapter has provided a comprehensive discussion of the study's findings, situating them within the context of existing literature. Additionally, the relationship between the findings and the Ecological Systems Theory of Development was examined, highlighting how various environmental factors influence learner behaviour and school violence. The discussion emphasized the critical role of collaboration between parents, teachers, and other stakeholders in addressing school violence and promoting a safe learning environment.

The next chapter will present an evidence-based framework designed to reduce violence among learners. This framework will be informed by the study's findings, insights shared by parents and teachers during workshops, and the literature reviewed in this chapter. The framework will outline practical strategies and collaborative approaches aimed at fostering positive behaviour and improving school safety.

# **CHAPTER NINE - A FRAMEWORK FOR PARENT-TEACHER COLLABORATION TO REDUCE AND MANAGE HIGH SCHOOL VIOLENCE**

## **9.1 INTRODUCTION**

The aim of this study was to explore and describe violence amongst high school learners in order to develop a framework of a cooperative approach between parents and teachers to reduce violence amongst high school learners and ultimately enhance the management of school violence at Lamontville Township in eThekweni District, KwaZulu-Natal. The information presented in the previous chapters addressed the first four objectives of the study. This section focuses on the final objective:

- Develop a framework for a cooperative approach between parents and teachers to reduce violence in schools.

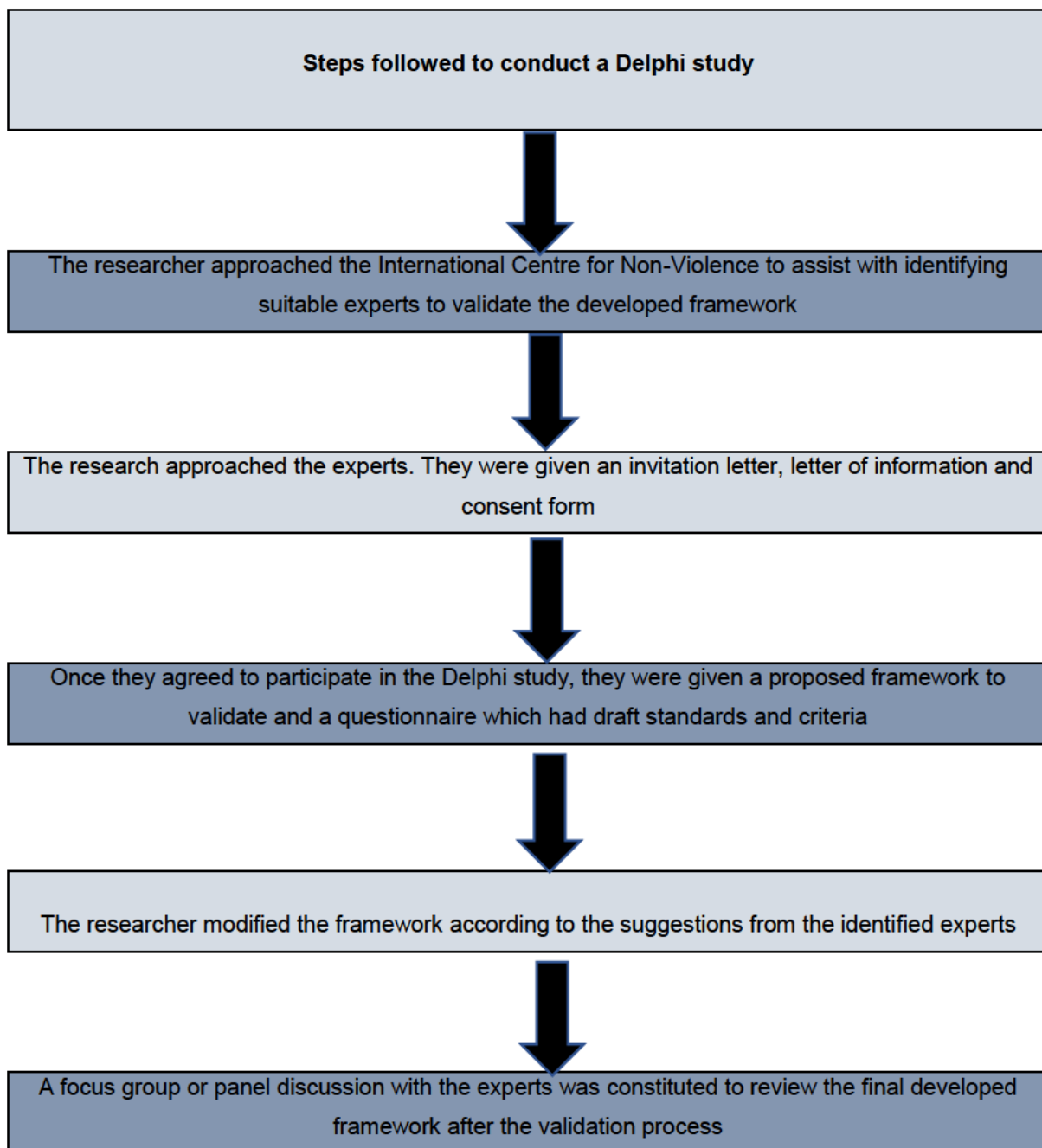
To achieve this objective, the researcher drew on the theoretical framework, key ideas generated during a strategic workshop with SGB members, and the findings from the quantitative and qualitative data. The proposed framework outlines the roles and responsibilities of teachers, parents, and learners in reducing school violence and emphasizes the importance of collaboration. The framework aims to empower all stakeholders to take active roles in addressing issues of violence, fostering a spirit of teamwork and mutual accountability.

The framework also provides practical strategies to strengthen cooperation between parents and teachers. It highlights key areas where collaboration can lead to positive behavioural outcomes and improved safety for learners. The approach emphasizes building trust, maintaining open communication, and ensuring that both parents and teachers are aligned in their efforts to create a safe and supportive school environment. Through this cooperative strategy, the framework seeks to establish long-term solutions that address the root causes of school violence and promote sustainable change.

## **9.2 DELPHI STUDY: EXPERT VALIDATION OF A PARENT-TEACHER COOPERATIVE FRAMEWORK TO REDUCE SCHOOL VIOLENCE**

The use of the Delphi technique in this study was an effective method to validate the framework developed by the researcher. This approach allowed the researcher to source expert opinions and encourage critical thinking and analysis among participants throughout the study. Barrett & Heale (2020) emphasized that the Delphi technique is particularly suitable for researchers' seeking consensus from experts in a specific field. By engaging experts in areas such as academia, research, and peacebuilding administration—many of whom were professors and doctors with extensive knowledge of school violence—the researcher was able to obtain valuable insights to refine the framework.

Beiderbeck, Frevel, von der Gracht, Schmidt, & Schweitzer, (2021) noted that the Delphi technique is a structured, scientific method for generating expert insights on specific topics. For this study, the Delphi process was conducted over a two-month period until consensus on the framework was reached. This iterative approach involved multiple rounds of feedback and adjustments to ensure the framework was comprehensive and validated. While effective, the Delphi technique can be time-consuming, as Nasa, Jain, & Juneja (2021) observed, requiring careful planning and execution to achieve reliable results. The steps taken in conducting the Delphi study for this research are visually presented in Figure 9.1. These steps involved recruiting experts, designing structured questionnaires for each round, collecting and analyzing responses, and revising the framework based on expert feedback. The iterative process continued until there was agreement among participants, ensuring the credibility and applicability of the final framework to reduce school violence. This approach highlights the importance of stakeholder involvement in the development and validation of practical solutions for complex social issues.



**Figure 9.1:** Steps that the researcher took in conducting a Delphi study for the current study

### **9.2.1 First-Round of the Delphi Study through survey questionnaires**

The first round of the Delphi study involved distributing survey questionnaires to the experts to validate the developed framework. The questionnaire consisted of two pages and took approximately five minutes to complete. Experts were asked to indicate their level of agreement by marking one of three options: 'I support the draft standard and criteria,' 'I support the draft standard and criteria with modification,' or 'I

do not support the draft standard and criteria.’ They were also provided space to suggest modifications or alternative standards.

I received constructive feedback from the experts, with minor suggestions for improvement. One recommendation focused on the colors used in the framework’s visual representation. Experts advised against using bright colors, as these could create a cluttered and distracting appearance. Another significant suggestion was to include the role of learners within the framework. Experts emphasized that omitting learners would undermine the framework’s representation of the school environment. They argued that schools operate like a three-legged pot, requiring the active participation of all three key stakeholders—teachers, parents, and learners—for effective management (Teba-Teba, Thabane, & Makura, 2021). This analogy underscores the importance of a cooperative approach in shaping learner behaviour, as echoed by Obadire & Sinthumule (2021), who emphasized that effective discipline management relies on teamwork among all stakeholders.

Based on the feedback, I incorporated the role of learners into the framework to provide a more holistic approach to reducing school violence. This adjustment helped achieve the desired validation of the framework, demonstrating the effectiveness of the Delphi process. Aigbavboa (2015) noted that the success of the Delphi technique depends on clear communication, effective management of feedback, and the appropriate implementation of expert suggestions. By adhering to these principles, the researcher ensured that the framework was refined and strengthened through expert input.

### **9.2.2 Second-Round of the Delphi study through focus group interviews**

The second round of the Delphi study involved focus group interviews with a panel of experts. Following modifications to the framework based on suggestions from the first round, the researcher organized a focus group session to further engage with the experts. This session, held on 30 July 2024 via Microsoft Teams, lasted for one hour. The researcher’s supervisors were also in attendance to provide input on the refined framework.

Before the session, the researcher shared the modified framework with the experts to allow them time to review it and prepare additional suggestions or recommendations.

The session aimed to gather expert feedback on the following aspects:

- Their understanding of the developed framework.
- Initial impressions of the cooperative approach between parents and teachers.
- Perceptions of whether the framework would be easily implemented.
- Thoughts on which framework features were most valuable.

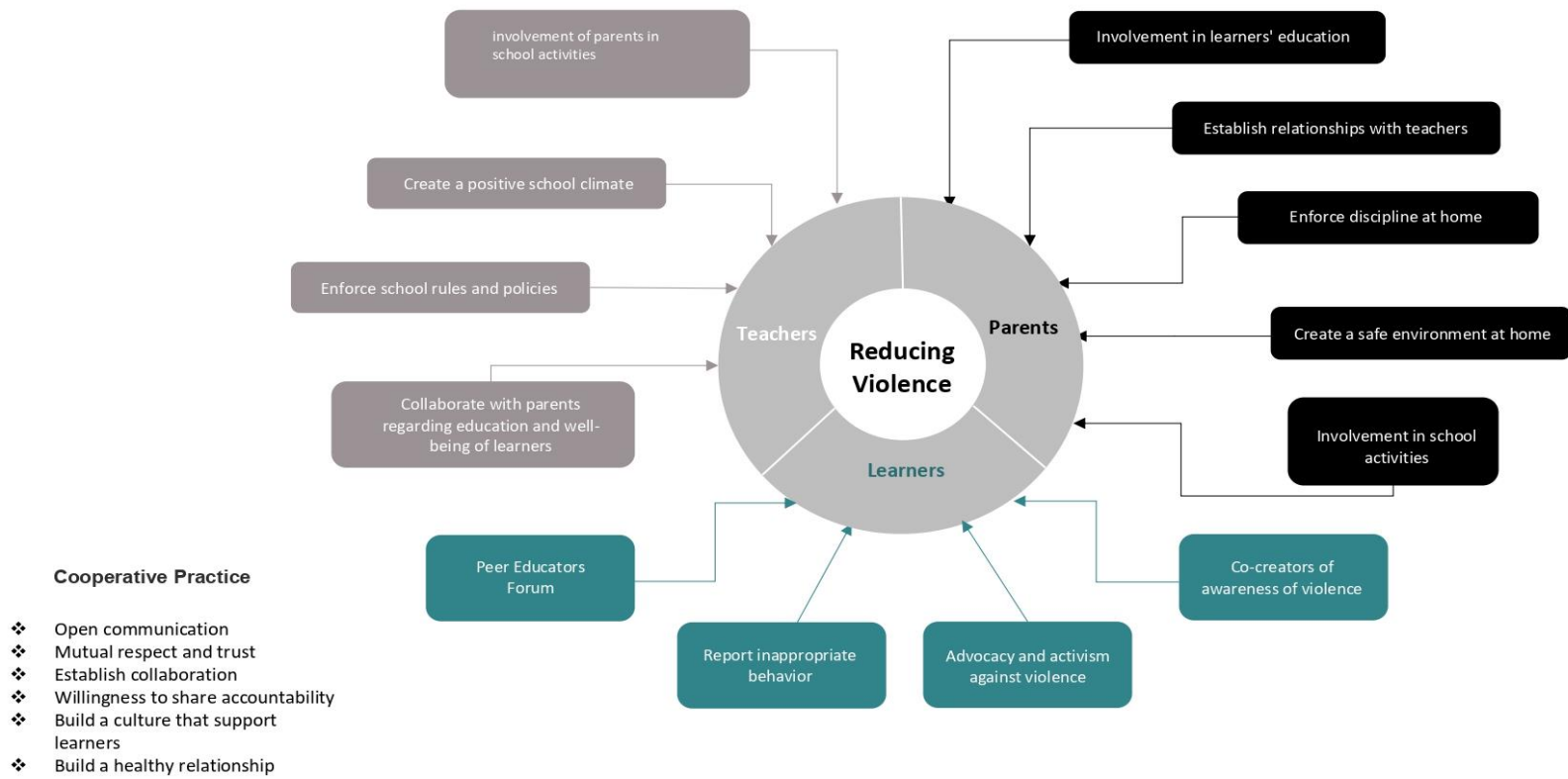
During the session, the experts commended the researcher for developing a well-thought-out framework designed to foster a cooperative approach between parents and teachers to reduce violence in schools. The panel reiterated the importance of including learners in the framework, emphasizing the critical role they play in mitigating violence. The experts agreed that the framework could effectively address issues related to school violence but stressed that it should be seen as an initial step in a broader, ongoing effort to make schools safer environments.

The experts also made several suggestions to improve the framework, including the need to promote open communication, mutual respect, trust, and healthy relationships among stakeholders. The researcher promptly addressed these suggestions by making further adjustments. Once the changes were incorporated, the panel reached a consensus on the final version of the framework. Nasa, Jain, & Juneja (2021) noted that the Delphi technique has evolved to allow for more structured and efficient consensus-building, which was evident in this iterative process.

### **9.3 A FRAMEWORK OF A COOPERATIVE APPROACH BETWEEN PARENTS AND TEACHERS TO REDUCE VIOLENCE IN SCHOOLS**

The findings of the study revealed that the lack of collaboration between parents and teachers contributes to learner ill-discipline and school violence. To address this challenge, parents and teachers must collaborate effectively. The cooperative approach articulated in this framework highlights the need for coordinated efforts to create an enabling environment where learners are guided to modify negative behaviours and strive for academic success.

This framework defines the roles of parents, teachers, and learners in reducing violence in schools and emphasizes that all stakeholders must be empowered to work together. The roles and responsibilities outlined aim to strengthen relationships, promote accountability, and enhance the overall management of school violence. Through this approach, stakeholders are encouraged to work collectively in resolving issues affecting learners daily. The following sections describe the framework in detail.



**Figure 9.2:** Framework of a cooperative approach between parents and teachers in reducing violence

Before discussing the cooperative approach between parents and teachers to reduce violence among learners, it is important to first highlight the roles of parents, teachers, and learners. Schools are often described as a "three-legged pot," emphasizing the need for balance and interdependence between these three critical elements. Each leg represents a key component that supports the functioning of the school: parents, teachers, and learners. If one leg is weak or missing, the entire structure becomes unstable, compromising the school's effectiveness in maintaining discipline, safety, and academic excellence.

This analogy underlines the necessity for all three stakeholders to actively contribute to the school's mission. Parents, teachers, and learners must work collaboratively to foster an environment conducive to positive behaviour and learning. Each group plays a pivotal role in ensuring that schools remain safe, nurturing spaces where learners can thrive academically and socially. Thus, the cooperative approach outlined in this framework relies on the active engagement and shared responsibility of all stakeholders to address and reduce violence in schools.

### **9.3.1 The Role of Teachers**

Teachers serve as educators, role models, and mentors who influence the academic, social, and emotional development of learners. Their engagement extends beyond instructional duties in the classroom, as they contribute to shaping the overall school culture and fostering positive relationships with the broader school community. Research consistently emphasizes the pivotal role of teachers in promoting a holistic learning environment where learners can achieve their full potential.

#### **9.3.1.1 Involvement of Parents in School Activities**

The involvement of parents in school activities is crucial to the educational success and well-being of learners. Teachers play a key role in fostering these partnerships by promoting meaningful parental engagement. Research highlights that strong collaboration between teachers and parents enhances learners' academic performance, emotional development, and social skills (Moreeng, Mbatha, Ntsala & Motsoeneng, 2024). However, a lack of clarity regarding roles and responsibilities can lead to misunderstandings and conflict, which may hinder learners' progress.

To mitigate these challenges, teachers should create structured opportunities for parental involvement, such as parent-teacher conferences, workshops, and school events that encourage active participation. By doing so, they empower both parents and learners, ensuring that educational efforts are reinforced across both home and school contexts (Lara & Saracosti, 2019). These collaborative efforts help build mutual trust and create a cohesive support system that promotes academic achievement and holistic development.

#### *9.3.1.2 Creating a Positive School Climate*

A positive school climate is fundamental to learners' academic success and personal growth. Teachers play a critical role in cultivating an inclusive and supportive environment that fosters intellectual, social, and emotional development. However, this requires collaboration with other stakeholders, such as the School Management Team (SMT) and the School Governing Body (SGB). Starkey (2023) underscores that creating such an environment enhances learners' ability to thrive by promoting a culture of safety, respect, and belonging. Wulan & Sanjaya (2022) outline several strategies to build a positive school climate:

- Ensuring both physical and emotional security for learners.
- Supporting learners' holistic development by integrating self-development opportunities into the curriculum.
- Encouraging respect for diversity and individual differences.
- Creating a strong sense of belonging through inclusive practices and active engagement.
- Strengthening professional relationships and leadership to foster attitudes that promote inclusive education.

By implementing these strategies, teachers contribute to reducing negative behaviours and improving academic outcomes, reinforcing the school's mission to serve as a nurturing space for all learners.

#### *9.3.1.3 Enforcing School Rules and Policies*

The enforcement of school rules and policies is an essential component of maintaining discipline and promoting a conducive learning environment. Teachers are responsible for upholding these standards while modeling appropriate behaviour for learners. Johnson (2071) emphasizes that effective enforcement requires equipping teachers with the skills and knowledge necessary to address disciplinary issues without resorting to punitive measures, such as corporal punishment, which is prohibited in many educational contexts.

However, schools often face challenges related to escalating violence, vandalism, and inadequate disciplinary frameworks (Suping, 2015). Teachers must adopt alternative disciplinary methods that promote restorative practices and positive reinforcement. Research by Kapa & Gimbert (2018) suggests that the consistent application of rules significantly reduces instances of learner misconduct and helps establish an environment of mutual respect and accountability. Therefore, teacher training programs should emphasize evidence-based strategies for behaviour management to support both safety and learning.

#### *9.3.1.4 Collaborate with Parents on Learners' Education and Well-being*

Effective collaboration between teachers and parents is vital for addressing the educational and well-being needs of learners. This partnership positions the learner at the center of all efforts, ensuring that their academic, social, and emotional challenges are identified and addressed promptly. According to de Oliveira Lima & Kuusisto (2019), collaborative relationships enhance learners' experiences by providing consistent support across both school and home settings.

To facilitate such collaboration, teachers should maintain open communication with parents, sharing regular updates on learners' progress and involving them in key decision-making processes. Structured initiatives such as parent-teacher associations, feedback sessions, and joint planning meetings can strengthen these partnerships. In turn, this collaboration fosters an environment where learners feel supported, leading to improved academic performance, self-confidence, and emotional resilience.

### **9.3.2 The role of parents**

Parents are essential stakeholders in their children's education and play a significant role in shaping their behaviour, values, and academic success. Through active involvement at home, in the community, and within the school, parents reinforce discipline, model appropriate behaviour, and support learners' overall development. The collaboration between home and school environments contributes to learners' success and helps create a stable framework for educational progress.

#### *9.3.2.1 Involvement in learners' education*

Research highlights the significant impact of parental involvement on learners' academic performance and personal development. Parents' engagement enhances educational outcomes by promoting a supportive home environment that complements formal learning (Cetin & Taskin, 2016). This engagement encompasses various activities, including monitoring homework, attending school events, and encouraging academic aspirations.

Studies emphasize that when parents participate actively in their children's education, learners demonstrate higher levels of motivation, discipline, and achievement. However, barriers such as time constraints, limited educational resources, or unclear communication from schools may hinder effective parental involvement. Schools, therefore, must create clear pathways for parental participation and provide resources that enable families to support learners at home. A strong partnership between families and schools fosters a learning culture that enhances both academic success and social-emotional well-being.

#### *9.3.2.2 Establish relationships with teachers*

The relationship between parents and teachers is a critical enabler of learner success. Strong collaboration between these stakeholders improves communication and ensures that learners are engaged in both structured and supportive learning environments. Deslandes, Barma, & Morin (2015) argue that effective parent-teacher relationships foster persistence and positive behaviour in learners.

Building such relationships requires mutual trust, open communication, and a shared commitment to learners' educational goals. Regular parent-teacher meetings, progress reports, and collaborative problem-solving efforts are vital strategies to strengthen this connection. When parents and teachers work together, they create a cohesive support system that promotes accountability and reinforces the school's mission to develop well-rounded, disciplined learners.

#### *9.3.2.3 Enforce discipline at home*

Parents play a crucial role in establishing discipline and promoting positive behaviour. A well-structured home environment, characterized by clear expectations and consistent consequences, contributes significantly to learners' ability to engage productively in school. However, discipline should be grounded in positive reinforcement rather than punitive measures.

Elkadi & Sharaf (2023) emphasize that positive discipline strategies—such as setting boundaries, rewarding desirable behaviour, and promoting empathy—help shape learners' moral and ethical development. Parents should also encourage self-discipline by modeling respectful behaviour and reinforcing core values. In doing so, they contribute to the development of learners who are self-regulated, respectful of authority, and capable of making responsible choices both at home and in school.

#### *9.3.2.4 Create a safe environment at home*

A safe and supportive home environment is essential for learners' psychological and emotional well-being. Parents influence learners' behaviour by demonstrating healthy communication, empathy, and conflict resolution skills. A nurturing home atmosphere helps learners develop confidence, resilience, and social competence.

Parents should create opportunities for open dialogue, allowing learners to share their experiences and challenges without fear of judgment. This connectedness fosters trust and encourages learners to seek guidance when faced with difficulties. By monitoring their children's behaviour and engaging in collaborative problem-solving, parents can mitigate risks such as peer pressure and school-related stress. Ultimately, a secure

home environment reinforces the stability needed for learners to thrive academically and socially.

#### *9.3.2.5 Involvement in school activities*

Parental involvement in school activities plays a crucial role in enhancing learners' academic success, social development, and overall engagement with the school community. Research by Sylaj (2020) indicates that learners whose parents actively participate in school events demonstrate higher levels of motivation, self-esteem, and academic achievement.

Parents can contribute to school activities by attending events, volunteering in programs, and supporting extracurricular initiatives. Their presence signals to learners that education is valued and supported. Additionally, parental involvement strengthens school-home relationships, promoting collaboration that enhances the educational experience. Schools should thus create inclusive opportunities for parents to engage in meaningful ways, recognizing that this engagement supports learners' long-term success and well-being.

### **9.3.3 The role of learners**

Learners are not passive recipients of education but active participants in their own development and success. They bear significant responsibility in creating a school environment conducive to learning, growth, and safety. By taking ownership of their academic progress, adhering to school rules, and engaging in initiatives that promote discipline and well-being, learners contribute to shaping a positive school culture. Empowering learners to take on active roles in their school community helps foster responsibility, leadership, and collaboration.

#### *9.3.3.1 Peer Educators Forum*

Empowering learners to participate in peer education programs is a critical strategy for reducing violence and promoting positive behaviour in schools. Peer educators serve as role models who influence their peers through education, guidance, and support. The School Management Team (SMT) should prioritize the establishment and sustainability of peer education forums by providing adequate resources and training.

Research indicates that peer education programs are effective tools for promoting accountability and reducing violence among learners (Fitriana, Suryawati, & Zubaidah, 2018). These programs encourage learners to develop leadership skills by organizing and implementing school-based activities that promote discipline and respect for school policies. Additionally, collaborative efforts between teachers and peer educators enhance the effectiveness of such programs, ensuring that learners receive consistent guidance from both their peers and school staff (Karaca, Akkus, & Sener, 2018).

#### *9.3.3.1 Report inappropriate behaviour*

Maintaining a respectful and safe learning environment requires learners to take responsibility for addressing and reporting inappropriate behaviour. Research by Jacob (2022) highlights that disruptive behaviours—such as inappropriate conversations, aggression, and inattentiveness—are prevalent in many schools and can undermine the educational process. Empowering learners to report such incidents is essential for promoting accountability and fostering a positive school climate.

When learners are encouraged to report inappropriate behaviour, they contribute to creating a culture of mutual respect and safety. Schools should implement clear reporting mechanisms, ensure confidentiality, and offer support for learners who come forward with concerns. This collaborative approach strengthens the school's ability to address challenges effectively, thereby enhancing both academic and personal development opportunities for all learners.

#### *9.3.3.2 Advocacy and activism against violence*

Learners have a critical role in advocating for a safe and violence-free school environment. By actively participating in initiatives aimed at promoting peace and respect, learners help to create a culture that values nonviolence and inclusivity. Schools can support these efforts by establishing platforms where learners can voice their concerns and propose solutions to address violence.

Empowering learners to engage in advocacy enhances their sense of agency and responsibility. By promoting awareness campaigns, organizing peer-led workshops, and participating in decision-making processes related to school safety, learners become change agents within their communities. These initiatives contribute to a supportive environment where learners can focus on their academic progress without fear of violence or harassment.

#### *9.3.3.3 Co-creators of awareness on violence*

Learners should play an active role as co-creators of awareness initiatives that address violence and unruly behaviour in schools. Collaborating with teachers, parents, and other stakeholders, learners can develop and implement strategies to reduce incidents of violence and foster accountability. Research emphasizes that inclusive partnerships between stakeholders are crucial for creating sustainable solutions to school safety challenges.

Learners should be encouraged to participate in activities that promote dialogue on issues of violence, such as forums, focus groups, and awareness campaigns. These initiatives empower learners to take ownership of their learning environment, contribute to policy development, and provide valuable insights into the needs and concerns of their peers. By working collaboratively to promote discipline and cohesion, learners help build a school culture that supports both academic and personal growth.

## **9.4 COOPERATIVE APPROACH NEEDED TO REDUCE VIOLENCE AMONG LEARNERS**

The findings of this study underscore the necessity of a cooperative approach to reduce violence among learners. Both teachers and parents play indispensable roles in fostering a safe and supportive school environment. The research highlights that effective collaboration between these stakeholders is crucial to address violent behaviour and establish preventive measures. The areas requiring improvement are detailed below.

#### **9.4.1 Open communication**

Open communication between parents and teachers is vital for addressing issues that may contribute to violence in schools. Research demonstrates that transparent and frequent dialogue can prevent misunderstandings, clarify expectations, and promote positive outcomes for learners.

- **Regular engagement:** Both parents and teachers must engage in consistent discussions about the challenges learners face at school and the types of support needed to foster their academic and social development.
- **Transparency:** Establishing a transparent flow of information regarding behavioural concerns enables collaborative problem-solving and effective intervention.
- **Positive discipline:** Parents and teachers must jointly address inappropriate behaviours through coordinated strategies that emphasize positive discipline rather than punitive actions. This shared approach helps create a unified front for managing learners' development.

Effective communication forms the foundation of trust, which is essential to foster long-term cooperation and mutual understanding between home and school.

#### **9.4.2 Mutual respect and trust**

Mutual respect and trust between parents and teachers are critical to maintaining a productive partnership aimed at reducing violence. Without this foundation, efforts to collaborate may face resistance or misunderstandings.

- **Breaking barriers:** Respectful relationships facilitate the breaking down of barriers that may arise from differing expectations or perspectives. When trust is established, parents and teachers are better able to focus on learners' needs.
- **Supportive environment:** A relationship characterized by mutual respect allows both stakeholders to work toward a common goal: creating a safe, supportive environment where learners can thrive academically and socially.

Developing mutual respect requires both parties to recognize each other's roles and contributions to learners' development, fostering cooperation rather than conflict.

### **9.4.3 Establish collaboration**

Collaboration between parents and teachers must be structured, goal-oriented, and consistently maintained to reduce violence in schools.

- **Effective teamwork:** Strong collaboration requires a sense of shared purpose and coordinated efforts that address key issues such as discipline, peer conflict, and academic progress.
- **Shared vision:** A clear, collective vision for school safety and learner well-being is crucial for ensuring that all stakeholders work in alignment. Schools should foster opportunities for parents and teachers to co-create policies and intervention programs aimed at reducing violence.

Collaboration enhances problem-solving capacity and provides a united approach to managing complex challenges within the school environment.

### **9.4.4 Willingness to share accountability**

Reducing violence in schools demands a shared sense of accountability between parents and teachers.

- **Joint responsibility:** Both parents and teachers must take responsibility for shaping a safe environment that promotes learners' personal growth and positive behaviour.
- **Urgency in addressing violence:** Shared accountability includes the recognition that preventing violence requires proactive measures. Parents and teachers should commit to reinforcing acceptable behaviour at both school and home.

Research indicates that when stakeholders share accountability, it leads to greater consistency in expectations and interventions, resulting in a more stable and disciplined school climate.

#### **9.4.5 Build a culture that support learners**

Parents and teachers must collaborate to build a school culture that nurtures learners' potential and empowers them to take responsibility for maintaining safety and respect among their peers.

- Recognizing learners' influence: Learners must be seen as active contributors to the school environment. Empowering them to act as role models and peer mentors helps cultivate positive social norms.
- Moral and social development: Both parents and teachers should guide learners in adopting values that promote empathy, responsibility, and respect for others. By reinforcing these values, learners become agents of change in fostering a safe school environment.

A supportive school culture enhances learners' capacity to develop both academically and socially while reducing the risk of violent incidents.

#### **9.4.6 Build a healthy relationship**

The relationship between parents and teachers serves as a bridge between the home and school environments, offering consistent support for learners.

- Connected environments: A healthy relationship between parents and teachers creates a seamless connection between learners' experiences at home and school, which enhances their ability to adapt and succeed.
- Addressing issues promptly: Strong partnerships enable early identification and resolution of behavioural concerns. When learners feel supported by both their parents and teachers, they are more likely to exhibit positive behaviour and engage actively in their education.

By fostering healthy relationships, schools create an ecosystem where collaboration, trust, and care converge to support learner development and reduce incidents of violence.

#### **9.4 SUMMARY OF THE CHAPTER**

This chapter addressed the final objective of the study: developing a cooperative framework between parents and teachers to reduce violence among learners. The framework was developed through a combination of research findings, strategic workshops involving School Governing Body (SGB) members, and a Delphi study with expert input. The study emphasizes that reducing violence in schools is crucial for creating a safe, healthy environment where learners can achieve academic excellence.

The framework highlights the interdependent roles of teachers, parents, and school leaders in maintaining discipline, promoting learner well-being, and fostering a positive school culture. It is anticipated that the adoption of this cooperative approach will enhance efforts to manage school violence more effectively. The next chapter will provide a summary of the study's findings, recommendations, limitations, and concluding remarks.

## **CHAPTER TEN - SUMMARY, LIMITATIONS, RECOMMENDATIONS AND CONCLUSIONS**

### **10.1 INTRODUCTION**

The previous chapter presented a framework designed to reduce violence among learners, based on the findings of this study. This chapter provides a comprehensive overview of the study by summarizing its main findings, discussing its strengths and limitations, and offering recommendations for policy, practice, and future research. The aim of the study was to explore and describe violence among high school learners and to develop a cooperative framework between parents and teachers to reduce this violence. The study was conducted in Lamontville Township within the eThekweni District, KwaZulu-Natal. The research has emphasized the importance of collaboration between parents and teachers in mitigating school violence. Through this study, a foundation was established to encourage stakeholders to work together to create a safe, supportive, and peaceful school climate conducive to learning and development.

### **10.2 SUMMARY OF THE STUDY**

The study revealed that both parents and teachers acknowledge the importance of collaboration in addressing violence among learners. School violence is recognized globally as a public health issue, and South Africa is no exception, with increasing reports of violence across many schools. The findings indicate that learners experience violence in various forms, including peer violence, learner-teacher conflict, and teacher-learner confrontations. These incidents not only disrupt the functionality of schools but also negatively impact learners' academic progress, social relationships, and mental well-being.

The study identified multiple factors contributing to school violence, which are influenced by learners' experiences at school, home, and within their communities. Negative peer influences, family dynamics, and social environments play significant roles in shaping learners' behaviour. Parents and teachers expressed a strong need to collaborate more effectively to address these issues through shared responsibility and strategic interventions.

The study further emphasized that building trust, maintaining open communication, and establishing stakeholder partnerships are key to developing an effective approach to violence reduction. Stakeholder involvement fosters a sense of collective responsibility and encourages the creation of programs that promote peaceful learning environments.

### **10.2.1 Framework for a Cooperative Approach Between Parents and Teachers**

The proposed framework emphasizes the need for parents, teachers, and schools to collaborate actively in reducing violence. The framework articulates the roles of each stakeholder in promoting positive learner behaviour, improving safety, and fostering a supportive school environment. By empowering learners through mentorship, structured programs, and policy interventions, the framework seeks to enhance the management of school violence.

The researcher advocates that violence cannot be addressed in isolation. A cooperative approach involving parents, teachers, and school administrators is essential. The roles and responsibilities of these stakeholders were clearly defined to empower them to respond effectively to the challenge's learners face daily.

### **10.3 STRENGTHS OF THE STUDY**

This study utilized a mixed-method participatory action research approach, combining qualitative and quantitative methods. The integration of both approaches provided a comprehensive understanding of the issues under investigation and offset the limitations inherent in using either method independently. Key strengths include:

- **Depth and breadth of data:** The combination of qualitative and quantitative data provided rich insights necessary to address the research questions thoroughly.
- **Balanced methodology:** By connecting the strengths of both methods, the study delivered findings that were validated through multiple sources and confirmed by stakeholders.

- **Community empowerment focus:** Participatory action research emphasized the engagement of stakeholders, particularly parents and teachers, in identifying and addressing school violence.

During data collection, the researcher built effective relationships with participants, which facilitated trust and meaningful dialogue. Multiple data collection methods, including surveys, in-depth interviews, and focus groups, enabled the gathering of diverse perspectives. Additionally, the researcher collaborated with School Governing Body (SGB) members to implement awareness-raising workshops on school violence. The use of the Delphi study, involving experts in education and violence prevention, provided critical feedback on the framework's structure, ensuring that it was contextually relevant and practically applicable.

#### **10.4 LIMITATIONS OF THE STUDY**

As noted by Miles (2019), limitations are inherent constraints associated with the research design and methodology. These constraints often arise from factors beyond the researcher's control, including access to participants, time, and funding. In this study, several limitations were identified:

- **Exclusion of learners:** The study focused primarily on the perspectives of parents and teachers, with learners not participating directly in interviews.
- **Delayed survey responses:** Obtaining responses from parents during the initial questionnaire survey required extended follow-up efforts, delaying data collection.
- **Limited teacher participation:** Some schools experienced low teacher participation, resulting in challenges with timely data collection.

These limitations affected the scope of the findings, which may not be generalized to other contexts. The experiences and perspectives of parents and teachers in Lamontville Township may differ from those in other regions.

#### **10.5 RECOMMENDATIONS**

Based on the study's findings, the following recommendations are proposed:

### **10.5.1 Strengthening Relationships Between Parents and Teachers**

Parents and teachers must strengthen their relationships to foster effective collaboration in addressing learners' needs. Strong partnerships are essential for creating a safe and supportive school environment that promotes positive behaviour and academic success.

### **10.5.2 Curriculum Modification**

The curriculum should be modified to incorporate content that addresses learners' socio-emotional well-being and promotes positive behaviour. The government should support schools in developing innovative programs that target social issues, violence prevention, and learner empowerment.

### **10.5.3 Policy Development and Implementation**

Schools should develop and implement policies that address violence prevention and management. Policies must be communicated effectively to the entire school community, with regular awareness initiatives to ensure compliance and promote a culture of respect and discipline.

### **10.5.4 Stakeholder Involvement**

Reducing school violence requires a collective effort from all stakeholders, including schools, communities, government agencies, and external partners. Collaborative initiatives should be established to address violence comprehensively and sustain peace-building efforts.

### **10.5.5 Investment in Co-curricular Activities**

Schools and parents should invest in co-curricular activities that engage learners in positive, structured experiences. Such activities can foster social cohesion, enhance relationships among peers, and reduce opportunities for negative behaviour.

### **10.5.6 Improving Infrastructure and Security**

Schools must improve infrastructure and implement security measures to enhance the safety of both learners and teachers. Ensuring that school environments are secure is crucial for reducing violence and fostering effective teaching and learning.

### **10.5.7 Awareness Programs on School Violence**

Schools should implement programs that raise awareness of school violence and its effects on learners' development. These programs should address psychosocial issues, mental health, and behaviour management to support learner well-being.

### **10.5.8 Provision of Adequate Resources**

Governments, schools, and parents should collaborate to provide adequate resources to address school violence. Resources are particularly needed for mental health services, behavioural interventions, and staff training to ensure a comprehensive response to violence.

### **10.5.9 Further Research**

Further research is needed to explore how learners can be actively involved in violence prevention efforts. Future studies could also examine models of cooperation between schools, stakeholders, and governance structures to develop holistic strategies for violence mitigation. Research on teacher training for violence prevention and behaviour management is also recommended.

## **10.6 CONCLUSION**

The study underscores the importance of collaboration between parents and teachers in addressing school violence. Both groups play a crucial role in shaping learners' behaviour and fostering positive attitudes towards education. By working together, parents and teachers can create a supportive and accountable environment that encourages learners to invest in academic excellence and self-discipline. Furthermore, partnerships with external stakeholders, including community organizations and government bodies, are essential in implementing sustainable programs to reduce violence and promote peace within schools.

## **10.7 SUMMARY OF THE CHAPTER**

This chapter summarized the study's findings, which highlight the importance of collaboration between parents, teachers, and stakeholders in reducing school violence. The study emphasized the need to address the root causes of violence,

which often stem from school, home, and community contexts. The strengths and limitations of the study were outlined, alongside recommendations for improving school policies, stakeholder involvement, and learner support programs. Future research directions were also provided to further enhance violence prevention and peacebuilding in schools.

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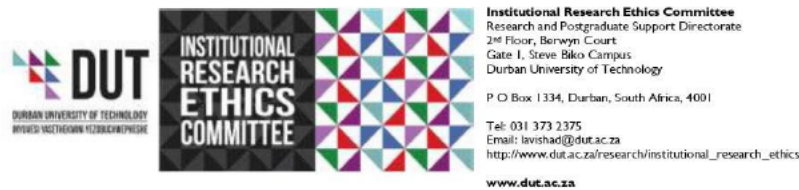
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## Appendix 1: University Ethics Clearance



2 February 2023

Mr A S Masuku  
P O Box 196  
eMondlo  
3105

Dear Mr Masuku

**A framework of a cooperative approach between parents and teachers in reducing violence among high school learners at Lamontville, eThekweni District KwaZulu-Natal  
Ethics Clearance Number: IREC 267/22**

The DUT-Institutional Research Ethics Committee acknowledges receipt of your notification regarding the piloting of your data collection tool.

Kindly ensure that participants used for the pilot study are not part of the main study.

In addition, the DUT-IREC acknowledges receipt of your gatekeeper permission letters.

Please note that **FULL APPROVAL** is granted to your research proposal. You may proceed with data collection.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the DUT-IREC according to the DUT-IREC SOP's.

Please note that any deviations from the approved proposal require the approval of the DUT-IREC as outlined in the DUT-IREC SOP's.

Yours Sincerely

Dr K Padayachy  
Deputy Chairperson: DUT-IREC

## Appendix 2a: Letter of request for gatekeeper permission from the Department of Basic Education – KwaZulu-Natal



**education**

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

### Application for Permission to Conduct Research in KwaZulu Natal Department of Education Institutions

**1. Applicants Details**

Title: Prof / Dr / Rev / <sup>X</sup>Mr / Mrs / Miss / Ms Surname: Masuku

Name(s) Of Applicant(s): Andile Samkele Email: samkele70@gmail.com

Tel No: 0313732680 Fax: N/A Celi: \_\_\_\_\_

Postal Address: \_\_\_\_\_ Road, Berea, Durban 4001

**2. Proposed Research Title:** \_\_\_\_\_

A framework of cooperative approach between parents and teachers in reducing violence among high school learners at Lamontville Township, eThekweni District KwaZulu-Natal

**3. Have you applied for permission to conduct this research or any other research within the KZNDoe institutions?** **Yes** **No**

If "yes", please state reference Number: 2/4/8/4119

**4. Is the proposed research part of a tertiary qualification?** **Yes** **No**

If "yes"

**Name of tertiary institution:** Durban University of Technology

**Faculty and or School:** Faculty of Health Sciences

**Qualification:** PhD in Health Sciences

**Name of Supervisor:** Prof Jamila Adam **Supervisors Signature** \_\_\_\_\_

If "no", state purpose of research: \_\_\_\_\_

**5. Briefly state the Research Background** There cannot be denial that violence amongst school learners is a public Health, human right and social issue which is potentially devastating and have negative consequences (Ferraro et al. 2019). Hence, Le Motte and Kelly (2017) also mention that school safety these days is of a great concern on both national and international level. Furthermore, these incidents of violence in schools show that schools are not safe and secure where learners can learn, enjoy themselves and feel protected (Van Jaarsveld, (2008). However, Sibisi (2021) emphasize that schools should be welcoming environment where teachers and learners can engage without fear of victimization and danger. Therefore, that is why the aim of this study is to explore and describe violence amongst high school learners in order to develop a framework of cooperative approach between parents and teachers to reduce violence amongst high school learners and ultimately enhance the management of school violence at Lamontvill Township in eThekweni District KwaZulu-Natal

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**6. What is the main research question(s) :** \_\_\_\_\_  
 (1) What is your knowledge on violence and role as a parent in learners' education to ensure good behaviour in school. (2) What is your experience in dealing with cases of violence in this current school?. (3) What are the views of parents and teachers on the role they can play to reduce violence amongst learners?. (4) What are the perceptions of parents and teachers on the cooperation needed to reduce violence amongst learners? (5) How can a co-operative approach developed between parents and teachers to reduce violence?

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**7. Methodology including sampling procedures and the people to be included in the sample:**  
 The study will adopt mixed participatory action research and be guided by a theoretical framework which is Ecological Systems Theory of Development by Urie Bronfenbrenner (1994). The researcher will use purposive sampling strategy to select schools and random sampling strategy to select participants. This sample for this study is parents and school teachers.

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**8. What contribution will the proposed study make to the education, health, safety, welfare of the learners and to the education system as a whole?:** \_\_\_\_\_

The development of this framework will propose a suitable way where parents and teachers affectively collaborate to ensure that violence is reduced and share accountability on school safety. The motivation comes from the study conducted by - Ngidi (2018) which explored school violence in Umlazi, South Africa to review strategies that seek to minimize it. The same author recommended a combined effort by the school, parents, community members and government to intervene in addressing school-violence. No study has been done to document the effort by these stakeholders to reduce violence in high school learners. The current study would full-fill this gap by developing a framework of cooperative approach between parents and teachers in reducing violence amongst high school learners and ultimately enhance the management of school violence at Lamontvill Township in eThekwin

The researcher is confident that this study would contribute in the education field by bringing stability in high schools.

**KZN Department of Education Schools or Institutions from which sample will be drawn – If the list is long please attach at the end of the form**

A. J Mwelase Secondary School		
Lamontville High School		

**9. Research data collection instruments:** *(Note: a list and only a brief description is required here - the actual instruments must be attached):* \_\_\_\_\_

Questionnaires and semi-structured interviews will be administered to and conducted with participants to collect quantitative and qualitative data respectively.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**10. Procedure for obtaining consent of participants and where appropriate parents or guardians:**

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Participants will be provided with a letter of information which will outline the purpose of the study and a consent form. Once participants have signed the consent form and indicated their availability to participate in the study, they will be thereafter considered to participate in the study. Participants will be informed that their participation is voluntary and that they can withdraw from the study if at anytimes should they feel a need to withdraw.

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**11. Procedure to maintain confidentiality ( if applicable):** \_\_\_\_\_

The researcher will assure participants that confidentiality will be maintained during and after the study. Henceforth, their identity will be protected by using codes or pseudonyms. Recordings from the interviews will be kept saved on a USB. The data collected from participants will be kept safe in a locked cupboard and on a password-protected computer. After 5 years, the electronic information will be deleted and all hard copies will be shredded.

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**12. Questions or issues with the potential to be intrusive, upsetting or incriminating to participants (if applicable):** N/A

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**13. Additional support available to participants in the event of disturbance resulting from intrusive questions or issues (if applicable):** N/A

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<p><b>14. Research Timelines :</b> _____          January 2023- August 2023</p> <p>_____</p> <p>_____</p>
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<p><b>15. Declaration</b></p> <p>I hereby agree to comply with the relevant ethical conduct to ensure that participants' privacy and the confidentiality of records and other critical information.</p> <p>I <u>Andile Samkele Masuku</u> declare that the above information is true and correct</p> <p>_____ 07 December 2022</p> <p><b>Signature of Applicant</b> <b>Date</b></p>
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<p><b>16. Agreement to provide and to grant the KwaZulu Natal Department of Education the right to publish a summary of the report.</b></p> <p>I/We agree to provide the KwaZulu Natal Department of Education with a copy of any report or dissertation written on the basis of information gained through the research activities described in this application.</p> <p>I/We grant the KwaZulu Natal Department of Education the right to publish an edited summary of this report or dissertation using the print or electronic media.</p> <p>_____</p> <p><b>Signature of Applicant(s)</b> <b>Date</b></p>
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**Return a completed form to:**  
 Phindile Duma – Tel: 033 392 1063  
 Office of the HOD; KwaZulu Natal Department of Education  
**Hand Delivered:**  
 Office 318; 247 Burger Street; Anton Lembede House; Pietermaritzburg; 3201  
**Or**  
**Ordinary Mail**  
 Private Bag X9137; Pietermaritzburg; 3200  
**Or**  
**Email**  
[Phindile.Duma@kzndoe.gov.za](mailto:Phindile.Duma@kzndoe.gov.za)  
**Or**  
**Fax**  
 033 392 1203

## Appendix 2b: Approval letter from the Department of Basic Education – KwaZulu-Natal



**KWAZULU-NATAL PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200  
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201  
Tel: 033 392 1063

Email: Phindile.duma@kzndoe.gov.za

Enquiries: Phindile Duma

Ref.:2/4/8/4

Mr AS Masuku  
Road  
Berea  
**DURBAN**  
4001

Dear Mr Masuku

### PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: “**A FRAMEWORK OF COOPERATIVE APPROACH BETWEEN PARENTS AND TEACHERS IN REDUCING VIOLENCE AMONG HIGH SCHOOL LEARNERS AT LAMONTVILLE TOWNSHIP, ETHEKWINI DISTRICT KWAZULU-NATAL**”, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 23 January 2023 to 31 January 2026.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMLAZI DISTRICT

Mr GN Ngcobo  
Head of Department: Education  
Date: 23 January 2023

GROWING KWAZULU-NATAL TOGETHER

## Appendix 3a: Letter of request for gatekeeper permission from the school principals

Syringa Road  
Berea, Durban  
4001

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### Request for Permission to Conduct Research

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My name is Andile Samkele Masuku, a PhD in Health Sciences candidate at the Durban University of Technology.

I hereby seeking your consent to get permission to conduct a research study in your school, titled: **A framework of a cooperative approach between parents and teachers in reducing violence among high school learners at Lamontville, eThekwini District KwaZulu-Natal.**

I have provided you with a copy of my proposal which includes copies of the data collection tools, consent form and information letter to be used in the research process, as well as a copy of the approval letter which I received from the Institutional Research Ethics Committee (IREC).

If you require any further information, please do not hesitate to contact me on a number written below.

Thank you for your time and consideration in this matter.

Yours sincerely,

---

Mr Andile Samkele Masuku  
Cell phone: 073 7099 877  
E-mail: [Samkele70@gmail.com](mailto:Samkele70@gmail.com)

## Appendix 3b: Approval letter from the school principal A



30 January 2023

Mr.A S. Masuku

Berea

Durban

Approval of research

It is with pleasure to inform you that your research proposal titled "A framework of cooperative approach between parents and teachers in reducing violence among high school learners at Lamontville Township, eThekweni district Kwazulu-Natal" was reviewed and approved.

**You are hereby requested to take the following into consideration:**

- a) Make necessary arrangements with the school before the commencement with your research project.
- b) Activities related to learning and teaching should not be interrupted.
- c) You are requested to provide us with your final report.

Sincerely

STRIVE FOR EXCELLENCE  
DATE: 30/01/2023  
SIGN:...

### Appendix 3c: Approval letter from the school Principal B

	<b>PROVINCE OF KWAZULU NATAL</b>			
	<b>SENIOR SECONDARY SCHOOL</b>			
	Postal Address: P.O. Box 35 Lamontville 4027	Tel: (031) 400 0091 Email:	Physical: 2381 Bhubesi Rd 4027	

30 January 2023

Dear Mr. A. Masuku

**RE: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH STUDY**

Your letter date 24 January 2023 refers.

Kindly note that your application for permission to conduct research study for the PhD in Health Sciences under the Faculty of Health Sciences, Durban University of Technology. The title of your doctoral thesis **“A framework of a cooperative approach between parents and teachers in reducing violence among high school learners at Lamontville, eThekweni District KwaZulu-Natal”**. Your research study aims to explore and describe violence amongst high school learners in order to develop a framework of a cooperative approach between parents and teachers to reduce violence amongst high school learners and ultimately enhance the management of school violence at Lamontville Township in eThekweni District, KwaZulu-Natal **has been approved**.

Please note the following:

- The research activities must be done in a manner that will not interfere with teaching and learning.
- Arrangements of dates and time should be arranged in consultation with the principal and participants.
- Your findings report should be forwarded to the school on completion of your project.

Yours Sincerely,



School Principal ( ) ( ) Secondary School)



## Appendix 4a: Letter of invitation to school teachers

Dear Sir/Madam

### Invitation to participate in a research study

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My name is Andile Samkele Masuku, a PhD in Health Sciences candidate at the Durban University of Technology.

I hereby invite you to participate in a research study titled: **A framework of a cooperative approach between parents and teachers in reducing violence among high school learners at Lamontville, eThekweni District KwaZulu-Natal.**

I have attached a letter of information that outlines the details, purpose of the study and the procedure of the study. If you give consent to participate, please sign and get someone to witness for you. There is a section that will require your contact details; so that I will be able to contact you to set suitable dates for everyone for data collection purposes. Your participation is completely voluntary and you may withdraw from the study at any time without any consequences. Furthermore, the researcher will maintain confidentiality throughout the study.

During the conduct of the study, you will be required to complete demographic information. This will be an in-depth interview that will last between 45 minutes – 1 hour.

Your participation in this study is important as the aim of this study is to explore and describe violence amongst high school learners in order to develop a framework of a cooperative approach between parents and teachers to reduce violence amongst high school learners and ultimately enhance the management of school violence at Lamontville, eThekweni District KwaZulu-Natal.

Should you need any clarification please do not hesitate to contact me on 0737099877 and or email @ [samkele70@gmail.com](mailto:samkele70@gmail.com)

Yours faithful,

Andile Samkele Masuku

PhD Candidate

## Appendix 4b: Letter of invitation to parents (English)

Dear Sir/Madam

### Invitation to participate in a research study

---

My name is Andile Samkele Masuku, a PhD in Health Sciences candidate at the Durban University of Technology.

I hereby invite you to participate in a research study titled: **A framework of a cooperative approach between parents and teachers in reducing violence among high school learners at Lamontville, eThekweni District KwaZulu-Natal.**

I have attached a letter of information that outlines the details, purpose of the study and the procedure of the study. If you give consent to participate, please sign and get someone to witness for you. Your participation is completely voluntary and you may withdraw from the study at any time without any consequences. Furthermore, the researcher will maintain confidentiality throughout the study.

During the conduct of the study, you will be required to complete demographic information. You are required to complete the questionnaire survey which will take 15 minutes to complete.

Your participation in this study is important as the aim of this study is to explore and describe violence amongst high school learners in order to develop a framework of a cooperative approach between parents and teachers to reduce violence amongst high school learners and ultimately enhance the management of school violence at Lamontville, eThekweni District KwaZulu-Natal.

Should you need any clarification please do not hesitate to contact me on 0737099877 and or email @ [samkele70@gmail.com](mailto:samkele70@gmail.com)

Yours faithful,

---

Andile Samkele Masuku

PhD Candidate

## Appendix 4c: Letter of invitation to parents (iSizulu)

Mnumzane/Nkosikazi othandekayo

Isimemo sokuba ubambe iqhaza esifundweni socwaningo

Igama lami ngingu-Andile Samkele Masuku, owenza iziqu ze-PhD kwi-Health Sciences e-Nyuvesi Yasethekweni Yezobuchwepheshe.

Ngakho ngiyakumema ukuba ubambe iqhaza ocwaningweni olunesihloko esithi: Uhlaka lwendlela yokusebenzisana phakathi kwabazali nothisha ekunciphiseni udlame kubafundi bamabanga aphezulu eLamontville, Kwisifunda saseThekwini KwaZulu-Natal.

Ngiyifakile incwadi yolwazi echaza imininingwane, inhloso yocwaningo kanye nenqubo yocwaningo. Uma unikeza imvume yokubamba iqhaza, ngicela usayine futhi uthole othile ozokufakaza. Ukuhlanganyela kwakho kungokuzithandela ngokuphelele futhi ungahoxa ocwaningweni nganoma yisiphi isikhathi ngaphandle kwemiphumela. Ngaphezu kwalokho, umcwaningi uzogcina imfihlo kulo lonke ucwaningo.

Kudingeka ukuthi ugcwalise inhlolovo yohlu lwemibuzo ezothatha imizuzu eyi-15 ukuphothula.

Ukuhlanganyela kwakho kulolu cwano kubalulekile njengoba inhloso yalolu cwano ukuhlola nokuchaza udlame phakathi kwabafundi besikole samabanga aphezulu ukuze kwakhiwe uhlaka lwendlela yokusebenzisana phakathi kwabazali nothisha ukunciphisa udlame phakathi kwabafundi basesikoleni esiphakeme futhi ekugcineni kuthuthukiswe ukuphathwa udlame esikoleni eMondlo Township in the Zululand District, KwaZulu-Natal.

Uma udinga ukucaciselwa ngicela ungangabazi ukuthintana nami ku-0737099877 noma uthumele i-imeyili [ku-@samkele70@gmail.com](mailto:ku-@samkele70@gmail.com)

Owakho Othembekile,

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Andile Samkele Masuku

I-PhD Candidate

## Appendix 4d: Letter of Invitation for school governing body

Dear Sir/Madam

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### Invitation to participate in a research study

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My name is Andile Samkele Masuku, a PhD in Health Sciences candidate at the Durban

University of Technology. I hereby invite you to participate in a research study titled: **A framework of a cooperative approach between parents and teachers in reducing violence among high school learners at Lamontville, eThekweni District KwaZulu-Natal.** I have attached a letter of information that outlines the details, purpose of the study and the procedure of the study. If you give consent to participate, please sign and get someone to witness for you. Your participation is completely voluntary and you may withdraw from the study at any time without any consequences. Furthermore, the researcher will maintain confidentiality throughout the study.

During the conduct of the study, you will be required to complete demographic information. Data will be collected using focus group interview which will last between 1-3 hours. You are also expected to be part of the Participatory Action Research. Dates and times shall be communicated with the school principal

Your participation in this study is important as the aim of this study is to explore and describe violence amongst high school learners in order to develop a framework of a cooperative approach between parents and teachers to reduce violence amongst high school learners and ultimately enhance the management of school violence at Lamontville, eThekweni District

KwaZulu-Natal. Should you need any clarification please do not hesitate to contact me on 0737099877 and or email @ [samkele70@gmail.com](mailto:samkele70@gmail.com)

Yours faithful,

Andile Samkele Masuku

PhD Candidate

## Appendix 4d: Letter of invitation to the School Governing Body (iSizulu)

Mnumzane/Nkosikazi othandekayo

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### Isimemo sokuba ubambe iqhaza esifundweni socwaningo

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Igama lami ngingu-Andile Samkele Masuku, owenza iziqu ze-PhD kwi-Health Sciences e-Nyuvesi Yasethekweni Yezobuchwepheshe.

Ngakho ngiyakumema ukuba ubambe iqhaza ocwaningweni olunesihloko esithi: **Uhlaka lwendlela yokusebenzisana phakathi kwabazali nothisha ekunciphiseni udlame kubafundi bamabanga aphezulu eLamontville, Kwisifunda saseThekwini KwaZulu-Natal.**

Ngiyifakile incwadi yolwazi echaza imininingwane, inhloso yocwaningo kanye nenqubo yocwaningo. Uma unikeza imvume yokubamba iqhaza, ngicela usayine futhi uthole othile ozokufakaza. Ukuhlanganyela kwakho kungokuzithandela ngokuphelele futhi ungahoxa ocwaningweni nganoma yisiphi isikhathi ngaphandle kwemiphumela. Ngaphezu kwalokho, umcwaningi uzocina imfihlo kulo lonke ucwaningo.

Ngesikhathi sokwenziwa kocwaningo, kuzodingeka ukuthi ugcwalise imininingwane yezibalo zabantu. Idatha izoqoqwa kusetshenziswa i-focus group interview ezohlala phakathi kwamahora angu-1-3. Kulindeleke futhi ukuthi ube yingxenye yoCwaningo Lwesenzo Sokubambiqhaza. Izinsuku nezikhathi kuyothintwa uthishanhloko

Ukuhlanganyela kwakho kulolu cwaningo kubalulekile njengoba inhloso yalolu cwaningo ukuhlola nokuchaza udlame phakathi kwabafundi besikole samabanga aphezulu ukuze kwakhiwe uhlaka lwendlela yokusebenzisana phakathi kwabazali nothisha ukunciphisa udlame phakathi kwabafundi basesikoleni esiphakeme futhi ekugcineni kuthuthukiswe ukuphathwa udlame esikoleni eMondlo Township in the Zululand District, KwaZulu-Natal.

Uma udinga ukucaciselwa ngicela ungangabazi ukuthintana nami ku-0737099877 noma uthumele i-imeyili [ku-@samkele70@gmail.com](mailto:ku-@samkele70@gmail.com)

Owakho Othembekile,

---

Andile Samkele Masuku

I-PhD Candidate

## Appendix 4f: Letter of invitation to experts for framework evaluation

Dear Sir/Madam

### Invitation to participate in a research study

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My name is Andile Samkele Masuku, a PhD in Health Sciences candidate at the Durban University of Technology. I would like to invite you to participate in a Delphi survey to evaluate a framework emanating from the study findings aimed to reduce violence amongst high school learners and ultimately enhance the management of school violence at Lamontville, eThekweni District KwaZulu-Natal.

The research study is titled: **A framework of a cooperative approach between parents and teachers in reducing violence among high school learners at Lamontville, eThekweni District KwaZulu-Natal.**

I have attached a letter of information that outlines the details, purpose of the study and the procedure of the study. If you give consent to participate, please sign and get someone to witness for you. Your participation is completely voluntary and you may withdraw at any time without any consequences. Furthermore, the researcher will maintain confidentiality throughout the group discussion. The details for group discussion session will be shared with you in due course

Your participation in this study is important as the aim of this study was to explore and describe violence amongst high school learners in order to develop a framework of a cooperative approach between parents and teachers to reduce violence amongst high school learners and ultimately enhance the management of school violence at Lamontville, eThekweni District KwaZulu-Natal.

Should you need any clarification please do not hesitate to contact me on 0737099877 and or email @ [samkele70@gmail.com](mailto:samkele70@gmail.com)

Yours faithful,

Andile Samkele Masuku

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PhD Candidate

## Appendix 5a: Letter of information for school teachers



**Title of the Research Study:** A framework of a cooperative approach between parents and teachers in reducing violence among high school learners in Lamontville Township, eThekweni District KwaZulu-Natal

**Principal Investigator/s/researcher:** Andile Masuku (PhD in Health Sciences Candidate).

**Co-Investigator/s/supervisor/s:** Prof. Jamila Adam (Doctor of Philosophy) & Dr Busisiwe Nkosi (Doctor of Philosophy).

**Brief Introduction and Purpose of the Study:** Violence in schools is prevalent amongst learners and concerning to all stakeholders. This poses a threat to learners and including teachers and support staff members at schools. Moreover, it creates a lack of security within the school and creates feelings of fear to all concerned parties. Hence, this study aims to explore and describe violence amongst high school learners in order to develop a framework of a cooperative approach between parents and teachers to reduce violence amongst high school learners and ultimately enhance the management of school violence in Lamontville, eThekweni District KwaZulu-Natal

**Greeting:** Good day. I hope you are doing well.

**Introduce yourself to the participant:** I am a PhD candidate at the Durban University of Technology.

**Invitation to the potential participant:** You are kindly invited to participate in this research study. Please read the below information for your attention.

**What is Research:** The aim of the study is to explore and describe violence amongst high school learners in order to develop a framework of a cooperative approach between parents and teachers to reduce violence amongst high school learners and ultimately enhance the management of school violence at Lamontville, eThekweni District KwaZulu-Natal.

**Outline of the Procedures:** You are required to read the invitation letter and information letter which outlines the purpose and procedure of the study first. Once you have read these two letters, if you agree to participate in the study, you are expected to sign the consent form and get someone to witness for you. You are humbly requested to return the consent form signed and your contact details so that we will set dates for data collection purposes. During the data collection phase, you will be required to fill in your demographic information. You are informed that the study will be done in in-depth interviews. The interviews will take place at your convenient time which will not interfere with your work schedule; in your case as a teacher interviews will take place after school hours or during free period. You are humbly requested to permit to digitally record the interviews for transcription and data analysis purposes. The session will last between 45 minutes – 1 hour.

**Risks or Discomforts to the Participant:** No risks to health or any discomfort is anticipated during data collection.

**Explain to the participant the reasons he/she may be withdrawing from the Study:** If at any time you feel pressured and do not understand the purpose of the research study, you may withdraw from the study and there will be no adverse consequences as participation is voluntary.

**Benefits:** The findings of this research study will assist both school teachers and parents to deal with violence in schools. There will be full cooperation between the teachers and parents in addressing issues of violence in school.

**Remuneration:** You will receive no remuneration as your participation is voluntary.

**Costs of the Study:** You will not be asked to cover any costs of this study.

**Confidentiality:** Your name will not be included in the final write up of the study. The interviews will be digitally recorded for analysis purposes. Data will be stored in a protected computer with a password and audiotapes will be safely stored in an external hard drive. Only the researchers will have access to the audiotapes. Electronic data will be deleted, and hard copies will be shredded after 5 years.

**Results:** Results will be made available through relevant journals, conferences, presentations and workshops, participants, the schools, DoE, parents and stakeholders interested in teenage pregnancy will receive the results of the study.

**Research-related Injury:** No predicted injury will occur during the study.

**Storage of all electronic and hard copies including tape recordings** Data collected from participants will be stored in a protected computer with a password. The

audiotapes will be safely stored in a USB that will be kept safe from the supervisors' cupboard (in her office). Moreover, there will be no third party that will gain access to those recordings other than the supervisor and a researcher. The cupboard will always be locked for security reasons and the data collected will be destroyed after 5 years.

**Persons to contact in the Event of Any Problems or Queries:** Andile Samkele Masuku on 073 709 9877 and or on [samkele70@gmail.com](mailto:samkele70@gmail.com) and this telephone number, 031-373 2680 or the Institutional Research Ethics Administrator on 031-373 2375. Complaints can be reported to the Acting Director: Research and Postgraduate Support Dr V. Govender on 031 373 2577 or [researchdirector@dut.ac.za](mailto:researchdirector@dut.ac.za)

## Appendix 5b: Letter of information for parents



**Title of the Research Study:** A framework of a cooperative approach between parents and teachers in reducing violence among high school learners in Lamontville Township, eThekweni District KwaZulu-Natal

**Principal Investigator/s/researcher:** Andile Masuku (PhD in Health Sciences Candidate).

**Co-Investigator/s/supervisor/s:** Prof. Jamila Adam (Doctor of Philosophy) & Dr Busisiwe Nkosi (Doctor of Philosophy).

**Brief Introduction and Purpose of the Study:** Violence in schools is prevalent amongst learners and concerning to all stakeholders. This poses a threat to learners and including teachers and support staff members at schools. Moreover, it creates a lack of security within the school and creates feelings of fear to all concerned parties. Hence, this study aims to explore and describe violence amongst high school learners in order to develop a framework of a cooperative approach between parents and teachers to reduce violence amongst high school learners and ultimately enhance the management of school violence in Lamontville Township, eThekweni District KwaZulu-Natal

**Greeting:** Good day. I hope you are doing well.

**Introduce yourself to the participant:** I am a PhD candidate at the Durban University of Technology.

**Invitation to the potential participant:** You are kindly invited to participate in this research study. Please read the below information for your attention.

**What is Research:** The aim of the study is to explore and describe violence amongst high school learners in order to develop a framework of a cooperative approach between parents and teachers to reduce violence amongst high school learners and ultimately enhance the management of school violence Lamontville Township, eThekweni District KwaZulu-Natal

**Outline of the Procedures:** You are required to read the invitation letter and information letter which outlines the purpose and procedure of the study first. Once you have read these two letters, if you agree to participate in the study, you are expected to sign the consent form and get someone to witness for you. You are humbly requested to return the consent form. You are required to fill in your demographic information. Kindly complete the questionnaire which will take you 15 minutes to complete. The completed questionnaires must be returned with sealed envelope.

**Risks or Discomforts to the Participant:** No risks to health or any discomfort is anticipated during data collection.

**Explain to the participant the reasons he/she may be withdrawing from the Study:** If at any time you feel pressured and do not understand the purpose of the research study, you may withdraw from the study and there will be no adverse consequences as participation is voluntary.

**Benefits:** The findings of this research study will assist both school teachers and parents to deal with violence in schools. There will be full cooperation between the teachers and parents in addressing issues of violence in school.

**Remuneration:** You will receive no remuneration as your participation is voluntary.

**Costs of the Study:** You will not be asked to cover any costs of this study.

**Confidentiality:** Data will be stored in a protected computer with a password and completed questionnaires will be safely stored. Only the researchers will have access to the audiotapes. Electronic data will be deleted, and hard copies will be shredded after 5 years.

**Results:** Results will be made available through relevant journals, conferences, presentations and workshops, participants, the schools, DoE, parents and stakeholders interested in teenage pregnancy will receive the results of the study.

**Research-related Injury:** No predicted injury will occur during the study.

**Storage of all electronic and hard copies including tape recordings** Data collected from participants will be stored in a protected computer with a password. The questionnaires will be safely stored in a USB that will be kept safe from the supervisors' cupboard (in her office). Moreover, there will be no third party that will gain access to those recordings other than the supervisor and a researcher. The cupboard will always be locked for security reasons and the data collected will be destroyed after 5 years.

**Persons to contact in the Event of Any Problems or Queries:** Andile Samkele Masuku on 073 709 9877 and or on [samkele70@gmail.com](mailto:samkele70@gmail.com) and this telephone number, 031-373 2680 or the Institutional Research Ethics Administrator on 031-373 2375. Complaints can be reported to the Acting Director: Research and Postgraduate Support Dr V. Govender on 031 373 2577 or [researchdirector@dut.ac.za](mailto:researchdirector@dut.ac.za)

## Appendix 5c: Information letter for parents (iSizulu)



**Isihloko Socwaningo:** Uhlaka lwendlela yokusebenzisana phakathi kwabazali nothisha ekunciphiseni udlame kubafundi bamabanga aphezulu elokishin lase eLamontville, Isifunda saseThekwini KwaZulu-Natal

**Umphenyi /Umphenyi Lomkhulu:** Andile Samkele Masuku (i-PhD candidate)

**Umphenyi / Umphathi:** USolwazi Jamila Adam (neziqo zobudokotela) no Dkt. Busisiwe Nkosi (neziqo zobudokotela).

**Isingeniso Esifushane Nenjongo Yesifundo:** Udlame ezikoleni ludlangile kubafundi futhi luthinta bonke ababambiqhaza. Lokhu kubeka engcupheni abafundi futhi kubandakanya nothisha kanye nabasebenzi abesekayo ezikoleni. Ngaphezu kwalokho, kudala ukuntula ukuphepha esikoleni futhi kudala imizwa yokwesaba kubo bonke abathintekayo. Ngakho-ke, lolu cwaningo luhlose ukuhlola nokuchaza udlame phakathi kwabafundi basezikoleni zamabanga aphezulu ukuze kwakhiwe uhlaka lwendlela yokusebenzisana phakathi kwabazali nothisha ukuze kuncishiswe udlame kubafundi basezikoleni zamabanga aphezulu futhi kuthuthukiswe ukuphathwa kodlame ezikoleni elokishini laseLamontville esiFundeni saseZululand. KwaZulu-Natal.

**Isibingelelo:** Sawubona ngiyathemba ukuthi uyaphila.

**Zazise kobambe iqhaza:** Ngingumfundi we-PhD e-Nyuvesi Yasethekwinini yezobuchwepheshe.

**Isimemo esiya kongahle ababambe iqhaza:** Uyamenywa ngomusa ukuthi ubambe iqhaza kulolu cwaningo. Sicela ufunde imininingwane engezansi ukuze uyinake.

**Luyini Ucwaningo:** Inhloso yocwaningo ukuhlola nokuchaza udlame phakathi kwabafundi basezikoleni zamabanga aphezulu ukuze kwakhiwe uhlaka lwendlela yokusebenzisana phakathi kwabazali nothisha ukunciphisa udlame kubafundi basezikoleni zamabanga aphezulu futhi ekugcineni kuthuthukiswe ukuphathwa kodlame ezikoleni.

**Uhlaka Lwezinqubo:** Kudingeka ukuthi ufunde incwadi yesimemo kanye nencwadi yolwazi echaza inhloso kanye nenqubo yocwaningo kuqala. Uma usuzifundile lezi zincwadi ezimbili, uma uvuma ukubamba iqhaza ocwaningweni, kulindeleke ukuthi usayine ifomu lemvume futhi uthole othile ozofakaza kuwe. Ucelwa ngokuzithoba ukuthi ubuyisele ifomu lemvume elisayiniwe kanye neminingwane yakho yokuxhumana ukuze sizobeka izinsuku ngezinjongo zokuqoqa idatha. Phakathi nesigaba sokuqoqwa kwedatha, kuzidingeka ukuthi ugcwalise iminingwane yakho yezibalo zabantu. Uyaziswa ukuthi ucwaningo luzokwenziwa ngezigaba ezimbili; isigaba sokuqala ukugcwaliswa kohlu lwemibuzo (inhlolovo) kanti isigaba sesibili izingxoxo zamaqembu okugxilwe kuwo (ikhwalithi). Izingxoxo zizokwenzeka ngesikhathi sakho esikahle esingeke siphazamise uhlelo lwakho lomsebenzi; esimweni sakho njengomzali izingxoxo zizokwenzeka ngemva kwesikole ngezimpelasonto. Ucelwa ngokuzithoba ukuthi uvumele ukuqoqha izingxoxo ngedijithali ngezinjongo zokuloba kanye nokuhlaziya idatha. Iseshini izohlala okungenani amahora amabili.

**Izingozi noma ukungahambisani nalowo obambe iqhaza:** Azikho izingozi empilweni nanoma ukungaphatheki kahle okulindelekile phakathi nokuqoqwa kwedatha.

**Izizathu zokuthi angahoxa kanjani ocwaningweni:** Uma nangasiphi ngasiphi isikhathi uzizwa ucindezelwe futhi ungayiqondi inhloso yocwaningo, unгахoxa ocwaningweni futhi angeke kube nemiphumela emibi ngoba ukubamba iqhaza kuwukuzithandela.

**Izinzuzo:** Ngeke uthole nkokhelo ngoba ukuhlanganyela kwakho kungokuzithandela

**Umholo:** Ngeke ucelwe ukuthi ukhokhe izindleko zalolu cwano.

**Izindleko Zocwaningo:** Ukuba yingxenywe yalolu cwano noma ukubamba iqhaza kulolu cwano ngeke kukubize ngalutho.

**Ukugcinwa kuyimfihlo:** Idatha izogcinwa kukhompuyutha evikelekile enephasiwedi futhi ama-audiotapes azogcinwa ngokuphephile ku-hard drive yangaphandle. Abacwaningi kuphela abazokwazi ukufinyelela amakhasethi alalelwayo. Idatha ye-elektronikhi izosuswa, futhi amakhophi azocutshungulwa ngemva kweminyaka emihlanu.

**Imiphumela:** Imiphumela izotholakala ngamajenali afanele, izingqungquthela, izethulo nezinkundla zokucobelelana ngolwazi, ababambiqhaza, izikole, i-DoE, abazali kanye nababambiqhaza abanentshisekelo yokukhulelwa kwentsha bazothola imiphumela yocwaningo.

**Ukulimala okuhlobene nocwaningo:** Akukho ukulimala okubikezelwe okuzokwenzeka phakathi nocwaningo.

**Ukugcinwa kwawo wonke amakhophi kagesi nawamakhompiyutha ahlanganisa okuqoshiwe kwetheyiphu:** Amakhasethi alalelwayo azogcinwa ngokuphephile ku-USB ezogcinwa iphephile ekhabethe labaphathi (ehhovisi lakhe). Ngaphezu kwalokho, ngeke kube khona umuntu wesithathu ozokwazi ukufinyelela lawo marekhodi ngaphandle komphathi kanye nomcwaningi. Ikhabethe liyohlala likhiyiwe ngenxa yezizathu zokuphepha futhi idatha eqoqwe izobhujiswa ngemva kweminyaka emihlanu

**Abantu abangathintana nabo kuMcimbi Wazo Zonke Izinkinga Noma Imibuzo:** U-Andile Samkele Masuku ku-073 709 9877 noma [Ku-samkele70@gmail.com](mailto:Ku-samkele70@gmail.com) kanye nale nombolo yocingo, 031-373 2680 noma umqondisi we-Institutional Research Ethics Administrator ku-031-373 2375. UDkt V. Govender ku-031 373 2577 noma [researchdirector@dut.ac.za](mailto:researchdirector@dut.ac.za)

## Appendix 5d: Letter of information for School Governing Body



**Title of the Research Study:** A framework of a cooperative approach between parents and teachers in reducing violence among high school learners in Lamontville Township, eThekweni District KwaZulu-Natal

**Principal Investigator/s/researcher:** Andile Masuku (PhD in Health Sciences Candidate).

**Co-Investigator/s/supervisor/s:** Prof. Jamila Adam (Doctor of Philosophy) & Dr Busisiwe Nkosi (Doctor of Philosophy).

**Brief Introduction and Purpose of the Study:** Violence in schools is prevalent amongst learners and concerning to all stakeholders. This poses a threat to learners and including teachers and support staff members at schools. Moreover, it creates a lack of security within the school and creates feelings of fear to all concerned parties. Hence, this study aims to explore and describe violence amongst high school learners in order to develop a framework of a cooperative approach between parents and teachers to reduce violence amongst high school learners and ultimately enhance the management of school violence in Lamontville, eThekweni District KwaZulu-Natal

**Greeting:** Good day. I hope you are doing well.

**Introduce yourself to the participant:** I am a PhD candidate at the Durban University of Technology.

**Invitation to the potential participant:** You are kindly invited to participate in this research study. Please read the below information for your attention.

**What is Research:** The aim of the study is to explore and describe violence amongst high school learners in order to develop a framework of a cooperative approach between parents and teachers to reduce violence amongst high school learners and ultimately enhance the management of school violence at Lamontville, eThekweni District KwaZulu-Natal.

**Outline of the Procedures:** You are required to read the invitation letter and information letter which outlines the purpose and procedure of the study first. Once you have read these two letters, if you agree to participate in the study, you are expected to sign the consent form and get someone to witness for you. You are humbly requested to return the consent form signed and your contact details so that we will set dates for data collection purposes. During the data collection phase, you will be required to fill in your demographic information. You are informed that the study will be done in focus group interview which will last between 1-3 hours and participatory action research. All necessary arrangements for data collection will be done with the school principal. You are humbly requested to permit to digitally record the interviews for transcription and data analysis purposes.

**Risks or Discomforts to the Participant:** No risks to health or any discomfort is anticipated during data collection.

**Explain to the participant the reasons he/she may be withdrawing from the Study:** If at any time you feel pressured and do not understand the purpose of the research study, you may withdraw from the study and there will be no adverse consequences as participation is voluntary.

**Benefits:** The findings of this research study will assist both school teachers and parents to deal with violence in schools. There will be full cooperation between the teachers and parents in addressing issues of violence in school.

**Remuneration:** You will receive no remuneration as your participation is voluntary.

**Costs of the Study:** You will not be asked to cover any costs of this study.

**Confidentiality:** Your name will not be included in the final write up of the study. The interviews will be digitally recorded for analysis purposes. Data will be stored in a protected computer with a password and audiotapes will be safely stored in an external hard drive. Only the researchers will have access to the audiotapes. Electronic data will be deleted, and hard copies will be shredded after 5 years.

**Results:** Results will be made available through relevant journals, conferences, presentations and workshops, participants, the schools, DoE, parents and stakeholders interested in teenage pregnancy will receive the results of the study.

**Research-related Injury:** No predicted injury will occur during the study.

**Storage of all electronic and hard copies including tape recordings** Data collected from participants will be stored in a protected computer with a password. The audiotapes will be safely stored in a USB that will be kept safe from the supervisors'

cupboard (in her office). Moreover, there will be no third party that will gain access to those recordings other than the supervisor and a researcher. The cupboard will always be locked for security reasons and the data collected will be destroyed after 5 years.

**Persons to contact in the Event of Any Problems or Queries:** Andile Samkele Masuku on 073 709 9877 and or on [samkele70@gmail.com](mailto:samkele70@gmail.com) and this telephone number, 031-373 2680 or the Institutional Research Ethics Administrator on 031-373 2375. Complaints can be reported to the Acting Director: Research and Postgraduate Support Dr V. Govender on 031 373 2577 or [researchdirector@dut.ac.za](mailto:researchdirector@dut.ac.za)

## Appendix 5e: Information letter for School Governing Body (iSizulu)



**Isihloko Socwaningo:** Uhlaka lwendlela yokusebenzisana phakathi kwabazali nothisha ekunciphiseni udlame kubafundi bamabanga aphezulu elokishin lase eLamontville, Isifunda saseThekwini KwaZulu-Natal

**Umphenyi /Umphenyi Lomkhulu:** Andile Samkele Masuku (i-PhD candidate)

**Umphenyi / Umphathi:** USolwazi Jamila Adam (neziqo zobudokotela) no Dkt. Busisiwe Nkosi (neziqo zobudokotela).

**Isingeniso Esifushane Nenjongo Yesifundo:** Udlame ezikoleni ludlangile kubafundi futhi luthinta bonke ababambiqhaza. Lokhu kubeka engcupheni abafundi futhi kubandakanya nothisha kanye nabasebenzi abesekayo ezikoleni. Ngaphezu kwalokho, kudala ukuntula ukuphepha esikoleni futhi kudala imizwa yokwesaba kubo bonke abathintekayo. Ngakho-ke, lolu cwaningo luhlose ukuhlola nokuchaza udlame phakathi kwabafundi basezikoleni zamabanga aphezulu ukuze kwakhiwe uhlaka lwendlela yokusebenzisana phakathi kwabazali nothisha ukuze kuncishiswe udlame kubafundi basezikoleni zamabanga aphezulu futhi kuthuthukiswe ukuphathwa kodlame ezikoleni elokishini laseLamontville esiFundeni saseZululand. KwaZulu-Natal.

**Isibingelelo:** Sawubona ngiyathemba ukuthi uyaphila.

**Zazise kobambe iqhaza:** Ngingumfundi we-PhD e-Nyuvesi Yasethekweni yezobuchwepheshe.

**Isimemo esiya kongahle ababambe iqhaza:** Uyamenywa ngomusa ukuthi ubambe iqhaza kulolu cwaningo. Sicela ufunde imininingwane engezansi ukuze uyinake.

**Luyini Ucwangingo:** Inhloso yocwangingo ukuhlola nokuchaza udlame kubafundi basezikoleni zamabanga aphezulu ukuze kwakhiwe uhlaka lwendlela yokusebenzisana phakathi kwabazali nothisha ukuze kwehliswe udlame kubafundi basezikoleni zamabanga aphezulu futhi kuthuthukiswe ukuphathwa kodlame ezikoleni eLamontville, eThekwini District -Natal.

**Uhlaka Lwezinqubo:** Kudingeka ukuthi ufunde incwadi yesimemo kanye nencwadi yolwazi echaza inhloso kanye nenqubo yocwaningo kuqala. Uma usuzifundile lezi zincwadi ezimbili, uma uvuma ukubamba iqhaza ocwaningweni, kulindeleke ukuthi usayine ifomu lemvume futhi uthole othile ozokufakaza. Ucelwa ngokuzithoba ukuthi ubuyisele ifomu lemvume elisayiniwe kanye neminingwane yakho yokuxhumana ukuze sizobeka izinsuku ngezinjongo zokuqoqa idatha. Phakathi nesigaba sokuqoqa kwedatha, kuzodingeka ukuthi ugcwalise iminingwane yakho yezibalo zabantu. Uyaziswa ukuthi ucwaningo luzokwenziwa kwihloko yeqembu eligxile kuyo ezohlala phakathi kwamahora angu-1-3 kanye nocwaningo lwesenzo sokubamba iqhaza. Wonke amalungiselelo adingekayo okuqoqa kwedatha azokwenziwa nothishanhlolo. Ucelwa ngokuzithoba ukuthi uvumele ukuqopha izingxoxo ngedijithali ngezinjongo zokuloba nokuhlaziya idatha.

**Izingozi noma ukungahambisani nalowo obambe iqhaza:** Azikho izingozi empilweni nanoma ukungaphatheki kahle okulindelekile phakathi nokuqoqa kwedatha.

**Izizathu zokuthi angahoxa kanjani ocwaningweni:** Uma nangasiphi ngasiphi isikhathi uzizwa ucindezelwe futhi ungayiqondi inhloso yocwaningo, ungahoxa ocwaningweni futhi angeke kube nemiphumela emibi ngoba ukubamba iqhaza kuwukuzithandela.

**Izinzuzo:** Ngeke uthole nokhelo ngoba ukuhlanganyela kwakho kungokuzithandela

**Umholo:** Ngeke ucelwe ukuthi ukhokhe izindleko zalolu cwano.

**Izindleko Zocwaningo:** Ukuba yingxenye yalolu cwano noma ukubamba iqhaza kulolu cwano ngeke kukubize ngalutho.

**Ukugcinwa kuyimfihlo:** Idatha izogcinwa kukhompuyutha evikelekile enephasiwedi futhi ama-audiotapes azogcinwa ngokuphephile ku-hard drive yangaphandle. Abacwaningi kuphela abazokwazi ukufinyelela amakhasethi alalelwayo. Idatha ye-elektronikhi izosuswa, futhi amakhophi azocutshungulwa ngemva kweminyaka emihlanu.

**Imiphumela:** Imiphumela izotholakala ngamajenali afanele, izingqungquthela, izethulo nezinkundla zokucobelelana ngolwazi, ababambiqhaza, izikole, i-DoE, abazali kanye nababambiqhaza abanentshisekelo yokukhulelwa kwentsha bazothola imiphumela yocwaningo.

**Ukulimala okuhlobene nocwaningo:** Akukho ukulimala okubikezelwe okuzokwenzeka phakathi nocwaningo.

**Ukugcinwa kwawo wonke amakhophi kagesi nawamakhompiyutha ahlanganisa okuqoshiwe kwetheyiphu:** Amakhasethi alalelwayo azogcinwa ngokuphephile ku-USB ezogcinwa iphephile ekhabetheni labaphathi (ehhovisi lakhe). Ngaphezu kwalokho, ngeke kube khona umuntu wesithathu ozokwazi ukufinyelela lawo marekhodi ngaphandle komphathi kanye nomcwaningi. Ikhabethe liyohlala likhiyiwe ngenxa yezizathu zokuphepha futhi idatha eqoqwe izobhujiswa ngemva kweminyaka emihlanu

**Abantu abangathintana nabo kuMcimbi Wazo Zonke Izinkinga Noma Imibuzo:** U-Andile Samkele Masuku ku-073 709 9877 noma [ku-AndileM30@dut.ac.za](mailto:ku-AndileM30@dut.ac.za) kanye nale nombolo yocingo, 031-373 2680 noma umqondisi we-Institutional Research Ethics Administrator ku-031-373 2375. UDkt V. Govender ku-031 373 2577 noma [researchdirector@dut.ac.za](mailto:researchdirector@dut.ac.za)

## Appendix 5f: Letter of information for experts for framework evaluation



**Title of the Research Study:** A framework of a cooperative approach between parents and teachers in reducing violence among high school learners in Lamontville Township, eThekweni District KwaZulu-Natal

**Principal Investigator/s/researcher:** Andile Masuku (PhD in Health Sciences Candidate).

**Co-Investigator/s/supervisor/s:** Prof. Jamila Adam (Doctor of Philosophy) & Dr Busisiwe Nkosi (Doctor of Philosophy).

**Brief Introduction and Purpose of the Study:** Violence in schools is prevalent amongst learners and concerning to all stakeholders. This poses a threat to learners and including teachers and support staff members at schools. Moreover, it creates a lack of security within the school and creates feelings of fear to all concerned parties. Hence, this study aims to explore and describe violence amongst high school learners in order to develop a framework of a cooperative approach between parents and teachers to reduce violence amongst high school learners and ultimately enhance the management of school violence in Lamontville Township, eThekweni District KwaZulu-Natal

**Greeting:** Good day. I hope you are doing well.

**Introduce yourself to the participant:** I am a PhD candidate at the Durban University of Technology.

**Invitation to the potential participant:** I would like to invite you to participate in a Delphi survey to evaluate a framework emanating from the study findings and aimed to reduce violence amongst high school learners.

**What is Research:** The aim of the study was to explore and describe violence amongst high school learners in order to develop a framework of a cooperative approach between parents and teachers to reduce violence amongst high school learners and ultimately enhance the management of school violence Lamontville Township, eThekweni District KwaZulu-Natal

**Outline of the Procedures:** Your role in this study is to evaluate the framework by providing written responses on the framework evaluation form and participating in a follow-up group discussion. Upon accepting the invitation to participate in this study, you will be expected to complete a consent form prior to the framework evaluation session. The session will be recorded upon your consent.

**Risks or Discomforts to the Participant:** No risks to health or any discomfort is anticipated during data collection.

**Explain to the participant the reasons he/she may be withdrawing from the Study:** If at any time you feel pressured and do not understand the purpose of the research study, you may withdraw from the study and there will be no adverse consequences as participation is voluntary.

**Benefits:** The findings of this research study will assist both school teachers and parents to deal with violence in schools. There will be full cooperation between the teachers and parents in addressing issues of violence in school.

**Remuneration:** You will receive no remuneration as your participation is voluntary.

**Costs of the Study:** You will not be asked to cover any costs of this study.

**Confidentiality:** Data will be stored in a protected computer with a password and completed questionnaires will be safely stored. Only the researchers will have access to the audiotapes. Electronic data will be deleted, and hard copies will be shredded after 5 years.

**Results:** Results will be made available through relevant journals, conferences, presentations and workshops, participants, the schools, DoE, parents and stakeholders interested in teenage pregnancy will receive the results of the study.

**Research-related Injury:** No predicted injury will occur during the study.

**Storage of all electronic and hard copies including tape recordings** Data collected from participants will be stored in a protected computer with a password. Moreover, there will be no third party that will gain access to those recordings other than the supervisor and a researcher. The cupboard will always be locked for security reasons and the data collected will be destroyed after 5 years.

**Persons to contact in the Event of Any Problems or Queries:** Andile Samkele Masuku on 073 709 9877 and or on [samkele70@gmail.com](mailto:samkele70@gmail.com) and this telephone number, 031-373 2680 or the Institutional Research Ethics Administrator on 031-373

2375. Complaints can be reported to the Acting Director: Research and Postgraduate Support Dr V. Govender on 031 373 2577 or [researchdirector@dut.ac.za](mailto:researchdirector@dut.ac.za)

**Appendix 6a: Consent form for school teachers**



**Full Title of the Study:** A framework of a cooperative approach between parents and teachers in reducing violence among high school learners at Lamontville Township, eThekweni District KwaZulu-Natal

**Names of Researcher/s:** Mr. Andile Samkele Masuku

**Statement of Agreement to Participate in the Research Study:**

- I hereby confirm that I have been informed by the researcher, Mr Andile Masuku, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance  
Number: \_\_\_\_\_,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

<b>Full Name of Participant Thumbprint</b>	<b>Date</b>	<b>Time</b>	<b>Signature / Right</b>

I, Andile Masuku herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Andile Masuku

<b>Full Name of Researcher</b>	<b>Date</b>	<b>Signature</b>

<b>Full Name of Witness (If applicable)</b>	<b>Date</b>	<b>Signature</b>

<b>Full Name of Legal Guardian (If applicable)</b>	<b>Date</b>	<b>Signature</b>

## Appendix 6b: Consent form for parents (English)



**Full Title of the Study:** A framework of a cooperative approach between parents and teachers in reducing violence among high school learners at Lamontville Township, eThekweni District KwaZulu-Natal

**Names of Researcher/s:** Mr. Andile Samkele Masuku

**Statement of Agreement to Participate in the Research Study:**

- I hereby confirm that I have been informed by the researcher, Mr Andile Masuku, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance  
Number: \_\_\_\_\_,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

\_\_\_\_\_  
**Full Name of Participant**                      **Date**                      **Time**                      **Signature** / **Right**  
**Thumbprint**

I, Andile Masuku                      herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Andile Masuku

\_\_\_\_\_  
**Full Name of Researcher**                      **Date**                      **Signature**

\_\_\_\_\_  
**Full Name of Witness (If applicable)**                      **Date**                      **Signature**

\_\_\_\_\_  
**Full Name of Legal Guardian (If applicable)** **Date**                      **Signature**

6 August 2020

## Appendix 6c: Consent form for parents (iSizulu)



**Isihloko Esigcwele Socwaningo:** Uhlaka lwendlela yokusebenzisana phakathi kwabazali nothisha ekunciphiseni udlame kubafundi bamabanga aphezulu elokishini laseLamontville, eThekwini District KwaZulu-Natal.

**Amagama omcwaningi:** Mnu. Andile Samkele Masuku

**Isitatimende Sesivumelwano Sokuba Iqhaza Ocwaningweni Locwaningo:**

- Ngiaqinisekisa ukuthi ngaziswe ngumcwaningi, uMnu Andile Masuku, mayelana nesimo, ukuziphatha, izinzuzo kanye nobungozi balolu cwano - Research Ethics Clearance. Inombolo: \_\_\_\_\_,
- Ngiphinde ngathola, ngifunde futhi ngaqonda ulwazi olubhalwe ngenhla (Incwadi Yombambiqhaza ka Ulwazi) mayelana nocwano.
- Ngiyazi ukuthi imiphumela yocwano, okuhlanganisa imininingwane yomuntu siqu mayelana nobulili bami, ubudala, usuku lokuzalwa, amagama okuqala kanye nokuxilongwa kuzocutshungulwa ngokungaziwa kwenziwe wocwano.
- Ngokubheka izidingo zocwano, ngiyavuma ukuthi idatha eqoqwe phakathi nalolu cwano ingacutshungulwa ohlelweni lwekhompuyutha ngumcwaningi.
- Ngingakwazi, kunoma yisiphi isigaba, ngaphandle kokubandlulula, ngihoxise imvume yami nokubamba iqhaza ocwaningweni.
- Ngibe nethuba elanele lokubuza imibuzo futhi (ngokuzithandela kwami) ngazitshela ukuthi ngikulungele ukubamba iqhaza ocwaningweni.
- Ngiaqonda ukuthi okutholakele okusha okubalulekile okuthuthukiswe phakathi nalolu cwano okungenzeka okuhlobene nokubamba kwami iqhaza kuzokwenziwa kutholakale kimi.

\_\_\_\_\_  
Igama eliphelele

\_\_\_\_\_  
Usuku

\_\_\_\_\_  
Iskhathi

\_\_\_\_\_  
Isignesha

Mina, Andile Masuku ngiaqinisekisa ukuthi lo mbambiqhaza ongenhla ubesebenza ngokugcwele ukwaziswa ngohlobo, ukuziphatha kanye nobungozi bocwano olungenhla.

\_\_\_\_\_  
Igama eligcwele lomcwaningi

\_\_\_\_\_  
Usuku

\_\_\_\_\_  
Isignesha

\_\_\_\_\_  
Igama eligcwele lofakazi

\_\_\_\_\_  
Usuku

\_\_\_\_\_  
Isignesha

\_\_\_\_\_  
Igama eligcwele lomzali

\_\_\_\_\_  
Usuku

\_\_\_\_\_  
Isignesha

## Appendix 6d: Consent for School Governing Body (English)



**Full Title of the Study:** A framework of a cooperative approach between parents and teachers in reducing violence among high school learners at Lamontville Township, eThekweni District KwaZulu-Natal

**Names of Researcher/s:** Mr. Andile Samkele Masuku

**Statement of Agreement to Participate in the Research Study:**

- I hereby confirm that I have been informed by the researcher, Mr Andile Masuku, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance  
Number: \_\_\_\_\_,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

_____	_____	_____	_____	_____
<b>Full Name of Participant Thumbprint</b>	<b>Date</b>	<b>Time</b>	<b>Signature /</b>	<b>Right</b>

I, Andile Masuku herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Andile Masuku

_____	_____	_____
<b>Full Name of Researcher</b>	<b>Date</b>	<b>Signature</b>

_____	_____	_____
<b>Full Name of Witness (If applicable)</b>	<b>Date</b>	<b>Signature</b>

_____	_____	_____
<b>Full Name of Legal Guardian (If applicable)</b>	<b>Date</b>	<b>Signature</b>

6 August 2020

## Appendix 6e: Consent form for School Governing Body (iSizulu)



**Isihloko Esigcwele Socwangingo:** Uhlaka lwendlela yokusebenzisana phakathi kwabazali nothisha ekunciphiseni udlame kubafundi bamabanga aphezulu elokishini laseLamontville, eThekwini District KwaZulu-Natal.

**Amagama omcwaningi:** Mnu. Andile Samkele Masuku

**Isitatimende Sesivumelwano Sokuba Iqhaza Ocwangingweni Locwangingo:**

- Ngiyaqinisekisa ukuthi ngaziswe ngumcwaningi, uMnu Andile Masuku, mayelana nesimo, ukuziphatha, izinzuzo kanye nobungozi balolu cwangingo - Research Ethics Clearance. Inombolo: \_\_\_\_\_,
- Ngiphinde ngathola, ngifunde futhi ngaqonda ulwazi olubhalwe ngenhla (Incwadi Yombambiqhaza ka Ulwazi) mayelana nocwangingo.
- Ngiyazi ukuthi imiphumela yocwangingo, okuhlanganisa iminingwane yomuntu siqu mayelana nobulili bami, ubudala, usuku lokuzalwa, amagama okuqala kanye nokuxilongwa kuzocutshungulwa ngokungaziwa kwenziwe umbiko wocwangingo.
- Ngokubheka izidingo zocwangingo, ngiyavuma ukuthi idatha eqoqwe phakathi nalolu cwangingo ingacutshungulwa ohlelweni lwekhompuyutha ngumcwaningi.
- Ngingakwazi, kunoma yisiphi isigaba, ngaphandle kokubandlulula, ngihoxise imvume yami nokubamba iqhaza ocwangingweni.
- Ngibe nethuba elanele lokubuzisa imibuzo futhi (ngokuzithandela kwami) ngazitshela ukuthi ngikulungele ukubamba iqhaza ocwangingweni.
- Ngiyaqonda ukuthi okutholakele okusha okubalulekile okuthuthukiswe phakathi nalolu cwangingo okungenzeka okuhlobene nokubamba kwami iqhaza kuzokwenziwa kutholakale kimi.

\_\_\_\_\_  
Igama eliphelele

\_\_\_\_\_  
Usuku

\_\_\_\_\_  
Iskhathi

\_\_\_\_\_  
Isignesha

Mina, Andile Masuku ngiyaqinisekisa ukuthi lo mbambiqhaza ongenhla ubesebenza ngokugcwele ukwaziswa ngohlobo, ukuziphatha kanye nobungozi bocwangingo olungenhla.

\_\_\_\_\_  
Igama eligcwele lomcwaningi

\_\_\_\_\_  
Usuku

\_\_\_\_\_  
Isignesha

\_\_\_\_\_  
Igama eligcwele lofakazi

\_\_\_\_\_  
Usuku

\_\_\_\_\_  
Isignesha

\_\_\_\_\_  
Igama eligcwele lomzali

\_\_\_\_\_  
Usuku

\_\_\_\_\_  
Isignesha

## Appendix 6f: Consent form for experts



**Full Title of the Study:** A framework of a cooperative approach between parents and teachers in reducing violence among high school learners at Lamontville Township, eThekweni District KwaZulu-Natal

**Names of Researcher/s:** Mr. Andile Samkele Masuku

**Statement of Agreement to Participate in the Research Study:**

- I hereby confirm that I have been informed by the researcher, Mr Andile Masuku, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance  
Number: \_\_\_\_\_,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

_____	_____	_____	_____	
<b>Full Name of Participant Thumbprint</b>	<b>Date</b>	<b>Time</b>	<b>Signature /</b>	<b>Right</b>

I, Andile Masuku herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Andile Masuku

_____	_____	_____
<b>Full Name of Researcher</b>	<b>Date</b>	<b>Signature</b>
_____	_____	_____
<b>Full Name of Witness (If applicable)</b>	<b>Date</b>	<b>Signature</b>
_____	_____	_____
<b>Full Name of Legal Guardian (If applicable)</b>	<b>Date</b>	<b>Signature</b>

6 August 2020

## Appendix 7a: Demographic Guide for school teachers

<b>1.1 Gender</b>	
Male	
Female	
Other	
Prefer not to say	

<b>1.2 Age</b>	
18-25 years	
26-30 years	
31-35 years	
36-40 years	
41-45 years	
46-50 years	
51-55 years	
56-60 years	
61-65 years	

<b>1.3 Marital status</b>	
Single	
Married	
Divorced	
Widowed	
Prefer not to say	

<b>1.4 Race</b>	
Black	
White	
Colored	
Indian	

<b>1.5 Years of working experience</b>	
1-5 years	
6-10 years	
11-15 years	
16-20 years	
21-25 years	
26-30 years	

## Appendix 7b: Demographic Guide for parents (English)

<b>1.1 Gender</b>	
Male	
Female	
Other	
Prefer not to say	

<b>1.2 Age</b>	
20-25 years	
25-30 years	
30-35 years	
35-40 years	
40-50 years	
50-55 years	
55-60 years	
60-65 years	

<b>1.3 Marital status</b>	
Single	
Married	
Divorced	
Widowed	
Prefer not to say	

<b>1.4 Race</b>	
Black	
White	
Colored	
Indian	

<b>1.5 Employment status</b>	
Employed	
Unemployed	

## Appendix 7c: Demographic Guide for parents (iSizulu)

<b>1.1 Ubulili</b>	
Owesilisa	
Owesifazane	
Okunye	
Ngikhetha ukungasho	

<b>1.2 Iminyaka</b>	
20-25 yeminyaka	
25-30 yeminyaka	
30-35 yeminyaka	
35-40 yeminyaka	
40-50 yeminyaka	
50-55 yeminyaka	
55-60 yeminyaka	
60-65 yeminyaka	

<b>1.3 Marital status</b>	
Awushadile	
Ushadile	
Uhlukanisile	
Umfelokazi/Umfelwa	
Ngikhetha ukungasho	

<b>1.4 Ibala</b>	
Umnyama	
Umhlophe	
Khaladi	
UmNdiya	

<b>1.5 Isimo somsebenzi</b>	
Ngiyasebenza	
Angisebenzi	

## Appendix 7d: Demographic Guide for School Governing Body (English)

<b>1.1 Gender</b>	
Male	
Female	
Other	
Prefer not to say	

<b>1.2 Age</b>	
20-25 years	
25-30 years	
30-35 years	
35-40 years	
40-50 years	
50-55 years	
55-60 years	
60-65 years	

<b>1.3 Marital status</b>	
Single	
Married	
Divorced	
Widowed	
Prefer not to say	

<b>1.4 Race</b>	
Black	
White	
Colored	
Indian	

<b>1.5 Employment status</b>	
Employed	
Unemployed	

<b>1.6 Representation</b>	
School Principal	
Teacher	
Parent	

## Appendix 7e: Demographic Guide for School Governing Body (iSizulu)

<b>1.1 Ubulili</b>	
Owesilisa	
Owesifazane	
Okunye	
Ngikhetha ukungasho	

<b>1.2 Iminyaka</b>	
20-25 yeminyaka	
25-30 yeminyaka	
30-35 yeminyaka	
35-40 yeminyaka	
40-50 yeminyaka	
50-55 yeminyaka	
55-60 yeminyaka	
60-65 yeminyaka	

<b>1.3 Marital status</b>	
Awushadile	
Ushadile	
Uhlukanisile	
Umfelokazi/Umfelwa	
Ngikhetha ukungasho	

<b>1.4 Ibala</b>	
Umnyama	
Umhlophe	
Khaladi	
UmNdiya	

<b>1.5 Isimo somsebenzi</b>	
Ngiyasebenza	
Angisebenzi	

<b>1.6 Ukumelwa</b>	
uThishomkhulu wesikole	
uThisha	
uMzali	

## Appendix 8a: Questionnaire for parents (English)

### **Dear participant**

*Thank you for giving consent to participate in this study, your participation is highly appreciated. Please ensure that you answer every section as your response to these questions is important. Your knowledge and contribution to this study will make a huge change in the education system. Please provide a tick or an X when responding to the questions below.*

### **Section 1: Parents' knowledge on school violence occurring in the selected school**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Do you understand what is meant about school violence?					
Have you heard about cases of violence in this school?					
Do you think that school violence has major effects on learners?					
Do you think that some of contributing factors to violence in school emanate from home, school and community?					
Do you think as parents and teachers doing enough to address violence?					

### **From your knowledge – would you indicate how often do the below common forms of violence occur in this school?**

<b>Form of violence</b>	<b>Never</b>	<b>Less than once a year</b>	<b>At least once a year</b>	<b>At least once a month</b>	<b>At least once a week</b>
1.1 Bullying					
1.2 Cultural Violence					
1.3 Cyberbullying i.e. posting of embarrassing pictures or videos on social media					
1.4 Emotional Violence					
1.5 Fighting					
1.6 Financial Abuse i.e. learner's money being taken away by another learner					
1.7 Gang violence					
1.8 Gender-based violence					
1.9 Spiritual Violence i.e. making shame about person's religious beliefs and practices					

1.10 Psychological Violence i.e. Manipulating and hurting others mentally					
1.11 Sexual violence					
1.12 Use of weapons					
1.13 Verbal Abuse					
1.14 Other					

**If you selected OTHER, please specify what other form of violence he/she has experienced**

\_\_\_\_\_

\_\_\_\_\_

### **Section 2: Strategies to reduce violence among learners in school**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Are you aware of strategies existing in this school to reduce violence?					
Do you think forming an effective relationship as stakeholders would reduce violence?					
Does the school have existing policies on violence?					
Do you pay attention to behavioural attitude of your child?					
Do you enforce discipline at your home in order for learners to behave appropriately at school?					
Do you teach your child about behaviour attitude at home?					

### **Section C: Cooperative approach between parents and teachers to reduce violence among learners.**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Is there an existing cooperative approach between parents and teachers to reduce violence among learners?					
Are you willing to cooperate with teachers to reduce violence among learners?					
Do you think there is a huge role you can play as parents and teachers to reduce violence among learners?					
Do you think parents and teachers can effectively collaborate to develop a framework to reduce violence among learners?					

## Appendix 8b: Questionnaire for parents (iSizulu)

*Mhlanganyeli othandekayo*

*Ngiyabonga ngokunikeza imvume yokubamba iqhaza kulolu cwaningo, ukubamba kwakho iqhaza kwaziswa kakhulu. Sicela uqinisekise ukuthi uphendula zonke izigaba njengoba impendulo yakho kule mibuzo ibalulekile. Ulwazi lwakho negalelo lakho kulolu cwaningo kuzokwenza ushintsho olukhulu ohlelweni lwezemfundo. Sicela unikeze umaka noma u-X lapho uphendula imibuzo engezansi.*

### ISIGABA 1: ULWAZI LWABAZALI MAYELANA NODLAME LWENZEKA ESIKOLENI ESIKHETHIWE

	Angivumi kakhulu	Angivumi	Ngiphika kancane	Ngivuma kakhulu	Ngiyavuma
Uyakuqonda ukuthi kuqondweni ngodlame lwasesikoleni?					
Uke wezwa ngamacala odlame kulesi sikole?					
Ucabanga ukuthi udlame lwasesikoleni lunomthelela omkhulu kubafundi?					
Ingabe ucabanga ukuthi ezinye zezinto ezibangela udlame esikoleni zivela emakhaya, esikoleni nasemphakathini?					
Nicabanga ukuthi njengabazali nothisha benza okwanele ukubhekana nodlame?					

**Ngokwazi kwakho – ungakhombisa ukuthi lezi zinhlobo zodlame eziwayelekile zenzeka kangaki kulesi sikole?**

Uhlobo lodlame	Akaze	Ngaphansi kokodwa ngonyaka	Okungenani kanye ngonyaka	Okungenani kanye ngenyanga	Okungenani kanye ngesonto
1.1 Ubuqhwaga					
1.2 Udlame Lwamasiko					
1.3 Ubuqhwaga bochwepheshe okungukuthi ukuthumela izithombe noma amavidiyo ezihlazayo ezinkundleni zokuxhumana					
1.4 Udlame Lwemizwa					
1.5 Ukulwa					

1.6 Ukuhlukunyezwa Kwezimali okusho ukuthi imali yomfundi ethathwa ngomunye umfundi					
1.7 Udlame lwamaqembu ezigelekeqe					
1.8 Udlame obubhekiswe ngobulili					
1.9 Udlame Olungokomoya okungukuthi uhlambalaza ngezinkolelo nemikhuba yenkolo yomuntu					
1.10 Udlame Lwengqondo okungukuthi ukumosha nokulimaza abanye ngokwengqondo					
1.11 Udlame locansi					
1.12 Ukusebenzisa Izikhali					
1.13 Ukuhlukunyezwa ngamazwi					
1.14 Okunye					

**Uma ukhethe OKUNYE, ngicela ucacise ukuthi yiluphi olunye uhlobo lodlame ahlangabezane nalo**

---

## **ISIGABA 2: AMASU OKUNCIPHISA UDLAME KUBAFUNDI ESIKOLENI**

	<b>Angivumi kakhulu</b>	<b>Angivumi</b>	<b>Ngiphika kancane</b>	<b>Ngivuma kakhulu</b>	<b>Ngiyavuma</b>
Uyawazi amasu akhona kulesi sikole okunciphisa udlame?					
Ucabanga ukuthi ukwakha ubudlelwano obusebenzayo njengababambe iqhaza kunganciphisa udlame?					
Ingabe isikole sinemigomo ekhona mayelana nodlame?					
Ingabe uyanaka isimo sengqondo sokuziphatha kwengane yakho?					

Uyakuphoqelela yini ukuziphatha kahle ukuze abafundi baziphathe kahle esikoleni?					
Ingabe uyayifundisa ingane yakho ngesimo sengqondo sokuziphatha?					

**ISIGABA 3: INDLELA YOKUSEBENZISANA PHAKATHI KWABAZALI NOTHISHA UKUNCIPHISA UDLAME PHAKATHI KWABAFUNDI.**

	<b>Angivumi kakhulu</b>	<b>Angivumi</b>	<b>Ngiphika kancane</b>	<b>Ngivuma kakhulu</b>	<b>Ngiyavuma</b>
Ingabe ikhona indlela yokusebenzisana phakathi kwabazali nothisha ukunciphisa udlame kubafundi?					
Ingabe uzimisele ukubambisana nothisha ukunciphisa udlame kubafundi?					
Ucabanga ukuthi lilikhulu iqhaza eningalibamba njengabazali nothisha ukunciphisa udlame kubafundi?					
Ucabanga ukuthi abazali nothisha bangasebenzisana ngempumelelo ukuze bakhe uhlaka lokunciphisa udlame phakathi kwabafundi					

## **Appendix 8c: Questionnaire for experts**

Delphi Method: First Round Questionnaire

**Title: A framework of a cooperative approach between parents and teachers in reducing violence among high school learners at Lamontville, eThekweni District KwaZulu-Natal.**

### **1. Introduction**

I want to express my gratitude for your willingness to participate in the Delphi study aimed at validating the framework I've developed for my PhD research. Please be aware that this is the initial round of the process; if consensus isn't reached on the framework, subsequent rounds will ensue to ensure thorough validation. Following this, a formal interview session will be arranged for us to discuss your insights collectively. Details regarding the session will be shared soon. This questionnaire seeks your involvement in the first round of validating the draft standards and criteria using the Delphi method. Given the potential for a lengthy process, I would appreciate a turnaround time of three (3) days upon receiving the questionnaire. Your support in this endeavor is highly valued.

### **2. Contact Details**

Should you have any questions or need clarification, please do not hesitate to contact me at 0737099877 or via an email @ [samkele70@gmail.com](mailto:samkele70@gmail.com).

You may also contact my supervisors on contact below:

Supervisor: Prof. Jamila Adam

[adamjk@dut.ac.za](mailto:adamjk@dut.ac.za)

Co-supervisor: Prof. Busisiwe Nkosi

[paulinen1@dut.ac.za](mailto:paulinen1@dut.ac.za)

### **3. Instructions to Delphi validation participants**

- The questionnaire consists of two (2) pages. It will take approximately five (5) minutes to complete.
- Please insert a cross (X) under your choice: either 'I support the draft standard and criteria' or 'I support the draft standard and criteria with modification' or 'I do not support the draft standard and criteria'. Please

provide your suggested modifications or alternative standards in the space provided.

## THE PROPOSED QUESTIONNAIRE: DEVELOPED DRAFT STANDARDS AND CRITERIA FOR VALIDATION

### SECTION A: DEMOGRAPHIC PROFILE OF DELPHI PARTICIPANTS

#### 1. Tittle

1.	Professor	
2.	Doctor	
3.	Mister	
4.	Miss	

#### 2. Please specify your professional category.

1.	Academia and Researcher	
2.	Peacebuilding Administrator	
3.	Other	

#### 3. Highest Academic Qualification

1.	Doctorate	
2.	Master's Degree	
3.	Bachelor's Degree	
4.	Diploma	

**SECTION B: DRAFT STANDARDS AND CRITERIA**

Draft Standards	Draft Criteria	I support the draft standard and criteria	I support the draft standard and criteria with modification	I do not support the draft standard and criteria	Comment (Suggested modifications or alternative standards)
1.1 Parents	1.1.1 Involvement in learner’s education				
	1.1.2 Establish relationship with teachers				
	1.1.3 Enforce positive discipline				
	1.1.4 Creating safe environment				
1.2 Teachers	1.2.1 Involvement of parents in school activities				
	1.2.2 Holistic Learner Support				
	1.2.3 Create a positive school climate				
	1.2.4 Enforcing school rules and policies				
1.3 Cooperative Practice	1.3.1 Effective Communication				
	1.3.2 Respect and Trust				
	1.3.3 Establish collaboration				
	1.3.4 Willingness to share accountability				
	1.3.5 Build culture that support learners				

## **Appendix 9a: Interview guide for school teachers**

### **SECTION 1: EXPERIENCE AND KNOWLEGDE ABOUT SCHOOL VIOLENCE**

1. What is your understanding of the term school violence?
2. Do you have vases of violence or have you witnessed violence incident in this school?
3. In your own opinion, what could be the major effects of violence on learners in terms of their academic, well-being and social life?
4. If you could please tell me in your views which factors contribute to violence amongst learners?
5. In your experience as a teacher are you and parents doing enough to address violence among learners?
  - If yes how?
  - If not why?
6. What are the common forms of violence have you witnessed occurring in this school?

### **SECTION 2: STRATEGIES TO USE/USED TO REDUCE VIOLENCE AMONGST LEARNERS**

1. Do you have existing strategies in this school used to reduce violence amongst learners?
  - If yes what are those?
  - If no why not?
2. In your view, do you think having an effective relationship with other stakeholders may assist in reducing violence amongst learners?
3. As a school, do you have existing policies based on school violence?
  - If yes, what do they outline?
  - If no, why?
4. Are you observant of learner's behavioural attitude and how do you pay attention to their behavioural attitude?
5. Do you think you have a huge role to play collaboratively between yourself and parents to reduce violence amongst learners?

### **SECTION 3: COOPERATIVE APPROACH BETWEEN PARENTS AND TEACHERS TO REDUCE VIOLENCE AMONG LEARNERS.**

1 Do you have an existing framework of cooperative approach between yourself and parents to reduce violence amongst learners?

2. Do you have a willingness to cooperate with parents to reduce violence amongst learners?

3. In your own opinion, do you think there is a huge role that you can play with parents to reduce violence amongst learners?

-If yes, what could be that role?

-If no, why not?

4. in your view, do you think as teachers and parents you can effectively collaborate in developing a framework to reduce violence amongst learners?

5. In your own opinion, what you constitute a workable cooperative approach between parents and teachers to reduce violence amongst learners?

## **Appendix 9b: Interview guide for School Governing Body (English)**

### **SECTION 1: EXPERIENCE AND KNOWLEDGE ABOUT SCHOOL VIOLENCE**

1. What is your understanding of the term school violence?
2. As SGB have you heard about issues violence incidents in this school?
3. In your own opinion, what could be the major effects of violence on learners in terms of their academic, well-being and social life?
4. If you could please tell me in your views which factors contribute to violence amongst learners?
5. Do you think parents and teachers are doing enough to address violence among learners?
  - If yes how?
  - If not why?
6. What are the common forms of violence have you heard about occurring in this school?

### **SECTION 2: STRATEGIES TO USE/USED TO REDUCE VIOLENCE AMONGST LEARNERS**

1. Do the school have existing strategies in this school used to reduce violence amongst learners?
  - If yes what are those?
  - If no why not?
2. In your view, do you think having an effective relationship with other stakeholders may assist in reducing violence amongst learners?
3. Does the school have existing policies based on school violence?
  - If yes, what do they outline?
  - If no, why?
4. Are parents and teachers observant of learner's behavioural attitude and how do you pay attention to their behavioural attitude?
5. Do you think there is a huge role to play collaboratively between parents and teachers to reduce violence amongst learners?

### **SECTION 3: COOPERATIVE APPROACH BETWEEN PARENTS AND TEACHERS TO REDUCE VIOLENCE AMONG LEARNERS.**

1 Do you have an existing framework of cooperative approach between parents and teachers to reduce violence amongst learners?

2. Is there a willingness between parents and teachers to cooperate in reducing violence amongst learners?

3. In your own opinion, do you think there is a huge role that parents and teachers can play to reduce violence amongst learners?

-If yes, what could be that role?

-If no, why not?

4. in your view, do you think as parents and teachers can effectively collaborate in developing a framework to reduce violence amongst learners?

5. In your own opinion, what you constitute a workable cooperative approach between parents and teachers to reduce violence amongst learners?

## **Appendix 9c: Interview guide for School Governing Body (iSizulu)**

### **ISIGABA 1: ULWAZI MAYELANA NODLAME ESIKOLWENI**

1. Luthini ulwazi lwakho mayelana ngodlame lwaseskolweni?
2. Njenge SGB nike nezwa yini mayelana nezinkinga zodlame lapha esikoleni?
3. Ngokombono wakho, unamuphi imuphumela udlame kubafundi kwizifundo zabo, inhlakahle kanye nempilo yobudlelwano?
4. Uma ungangingitshela ngokumbono wakho yiziphi izitno ezenza kube nodlame Phakathi kwabafundi?
5. Nicabanga ukuthi abazali nothisha benza okwanele ekulisaneni nodlame Phakathi kwabafundi?
  - Uma kuwuyebo – kanjani?
  - Uma kwuchabo – yinindaba?
6. Yiluphi uhlobo lodlame enikenezwa ukuthi luyenzeka lapha esikoleni?

### **ISIGABA 2: AMASU ANGASENTSHENZISWA/NOMA ASENTSHEZISWAYO UKWEHLISA UDLAME PHAKATHI KWABAFUNDI**

- 1 Ninawo yini amasu lapha eniwasebenzisayo ukwehlisa udlame phakathi kwabafundi?
  - Uma kuwuyebo – yimaphi?
  - Uma kuwuchabo – yinindaba?
2. Ngokombono wenu, nicabanga ukuthi ukuba nobudlelwano obuhle nabanye ababambiqhaza esikeloni kunganciphisa udlame phakathi kwabafundi?
3. Ingabe ninalo ulwazi lokuthi isikole sinazo izinqubomgomo akhuluma ngodlame esikoleni?
  - Uma kuwuyebo – akhuluma ngani?
  - Uma kuwuchabo – yini ndaba?
4. Ingabe abazali nothisha bayanaka yini indlela yokuziphatha kwabafundi – futhi niyibheka kanjani indlela yokuziphatha kwabo?
5. Nicabanga ukuthi ninendima enkulu eningayidlala njengabazali nothisha ekwenzeni kube nokwehla kodlame Phakathi kwabafundi?
  - Uma kuwuyebo – yini ndaba?
  - Uma kuwuchabo – yini ndaba?

### **ISIGABA 3: INDLELA YOKUBAMBISANA PHAKATHI KWABAZALI NOTHISHA YOKUNCIPHA UDLAME PHAKATHI KWABAFUNDI.**

1. Ingabe ninalo uhlaka olukhona lwendlela yokusebenzisana phakathi kwabazali nothisha ukunciphisa udlame phakathi kwabafundi?
2. Ingabe kukhona ukuzimisela phakathi kwabazali nothisha ukubambisana ekunciphiseni udlame phakathi kwabafundi?
3. Ngokubona kwakho, ucabanga ukuthi likhona iqhaza elikhulu elingabanjwa abazali nothisha ukunciphisa udlame kubafundi?
4. Ngokubona kwakho, ucabanga ukuthi likhona iqhaza elikhulu elingabanjwa abazali nothisha ukunciphisa udlame kubafundi?  
-Uma kunjalo, kungaba yini leyo ndima?  
- Uma kungenjalo, kungani kungenjalo?
5. Ngokubona kwenu, ucabanga ukuthi njengabazali nothisha bangasebenzisana ngempumelelo ekwakheni uhlaka lokunciphisa udlame phakathi kwabafundi?
6. Ngokubona kwanu, iyiphi indlela yokubambisana engasebenza phakathi kwabazali nothisha ukunciphisa udlame phakathi kwabafundi?

## **Appendix 9d: Interview guide for experts**

1. If you could please summarize your understanding of the developed framework of cooperative approach between parents and teachers in reducing violence among learners.
2. What were your initial impressions of this framework of cooperative approach between parents and teachers in reducing violence among learners?
3. Will the framework of cooperative approach be easy to use or not? Please elaborate your answer
4. Please tell me about the framework features you find most valuable?
5. Do you have any additional comments and or feedback on the revised framework

## **Appendix 10a: A sample of the transcripts of school teachers**

### **Participant 4: School A**

#### **SECTION 1: EXPERIENCE AND KNOWLEDGE ABOUT SCHOOL VIOLENCE**

##### **1. What is your understanding of the term school violence?**

In my understanding, I would say that school violence is any violence that takes place on the school premises, these violent incidents usually happen between learners when there are physical fights and there is damage to school property. It must also be noted that this contributes to schools being an unsafe environment for learners and teachers.

Also, we see a lot of learners and teachers fighting each other in schools which shows that violence is a problem in our society what I can also say about school violence is that even teachers do violate the rights of learners and we know that there are teachers who physical and sexually abuse learners and we learn about these things every day.

They would even take advantage of the vulnerability of learners and use it to their advantage to fulfill their needs because they know that learners sometimes cannot stand for themselves.

##### **2. Do you have cases of violence or have you witnessed violence incident in this school?**

Yes, I have seen many incidents of violence happening between learners in this school. As much as they do not occur every day, in most cases, learners do fight each other over things that could be easily resolved without having to fight.

##### **3. In your own opinion, what could be the major effects of violence on learners in terms of their academic, well-being and social life?**

Like many challenges that learners are faced with which affect learners, so is violence. Violence affects learners in many ways including their academic, well-being, and social life. In terms of academics, learners cannot perform well in school, and academic grades would drop because they cannot focus at school.

It also affects their mental health and well-being because they are anxious about being with their peers who would in the end victimize them. Learners would have psychological problems because of the abuse they have to suffer from their peers and those close to them. This also relates to the feelings of anxiety and panic attacks experienced when those learners who are the victims of violence have to come to school. That is why we have high cases of depression among learners because they are dealing with their challenges and when they come to school, they have to deal with other challenges.

The effects of violence on their social life is that if they have experienced it they tend to lose trust in those close to them and they do not want to socialize with others because they are scared that they might be violated again.

**4. If you could please tell me in your views which factors contribute to violence amongst learners?**

Some factors contribute to violence in schools. Firstly, the issue of being at home where there is no parental support and supervision. Being in a home where there are no rules, learners would behave anyhow and they would do as they please even when they are at school.

Learners also associate themselves with the wrong crowd which would influence them to behave badly in schools. It is important to ensure that learners are cautioned about associating with the bad group that causes havoc in school and victimizes their peers.

Having said that, it also has to do with gang-related activities that learners are involved with. There are gang-related activities that are happening in schools and some of the learners are leaders of the gang that want to create a space that is not safe for other learners and another challenging issue that we often witness is that learners have access to weapons and they get some of the weapons from their close relatives and friends. That is why they come to school with the weapons to attack their peers. So basically, everyone in schools is at risk of being exposed to violence because of this and I think this cannot be resolved if learners themselves do not take a stand to ensure that their well-being and safety are prioritized.

**5. In your experience as a teacher are you and parents doing enough to address violence among learners? -If yes how? -If not why?**

I think we are not doing enough to address the issue of violence between learners. We see that every day there are cases of violence reported through media and the trending of videos where learners fight.

This is because we are not committed to thoroughly addressing this issue if we had considered the impact this has on learners, we would have come together to address violence among learners.

**6. What are the common forms of violence have you witnessed occurring in this school?**

There are numerous common forms of violence that I have witnessed happening here in this school. Learners do fight each other as I have indicated earlier that we do witness such incidents. At one point I was in class teaching and I heard a noise when I asked what was happening, the class told me that another learner had been hurt by his peers and it showed that these learners have no respect for us as teachers.

Another case that was reported to me by a parent was the issue of cyberbullying which took place in learners' WhatsApp group. A parent told me that a picture of her daughter was shared on a group with a caption that was on how the learner dresses at school and that hurt her confidence because no one in the group corrected the behaviour of this other learner who made fun of the situation of her peer.

## **SECTION 2: STRATEGIES TO USE/USED TO REDUCE VIOLENCE AMONGST LEARNERS**

### **1. Do you have existing strategies in this school used to reduce violence amongst learners? -If yes what are those? -If no why not?**

We are trying to manage violence incidents as they happen, we do not really have strategies in place, but we do instil discipline in our learners and ensure that they behave in a good manner in school.

### **2. In your view, do you think having an effective relationship with other stakeholders may assist in reducing violence amongst learners?**

Definitely, it is important that we create a solid relationship with other stakeholders. If we want to address the issue of violence between learners, we must work with other people who may assist us to eliminate this challenging issue.

We know that we cannot do this alone as schools, as schools are not given adequate resources to fight violence, our schools do not even have psychologists who can help us with the behaviour of learner. Some schools have that privilege where they have in-house psychologists and professional nurses. That is why we need to involve and work with stakeholders who are eager to support us so that we can assist learners who are vulnerable and in need of help.

### **3. As a school, do you have existing policies based on school violence? - If yes, what do they outline? - If no, why?**

We do not have policies that are on school violence as a school, but we use the policies from the Department of Education. I think this is something that we need to explore because it is important.

### **4. Are you observant of learner's behavioural attitude and how do you pay attention to their behavioural attitude?**

When you are a teacher you need to be observant of your learner, we work with different learners who come from different background it is important that we know

who they are, how they behave, so that we may know when they start to change their behaviour.

I now even know when one of the learners is not okay and you need to know the pattern of their behaviour to identify when there is something wrong. This works for me in most of the time and I would check on them if I see they are acting in a way that is unusual.

### **SECTION 3: COOPERATIVE APPROACH BETWEEN PARENTS AND TEACHERS TO REDUCE VIOLENCE AMONG LEARNERS.**

#### **1. Do you have an existing framework of cooperative approach between yourself and parents to reduce violence amongst learners?**

There is no existing framework that we use for collaborating with parents. But we do involve parents when we have issues with the behaviour of the learner here in school.

#### **2. Do you have a willingness to cooperate with parents to reduce violence amongst learners?**

Of course, there is willingness to cooperate with parents to reduce violence and we know that this cannot be addressed if we work in silos, we need to work together to fight against violence that is happening in schools.

I think we need to find way of working together and create a safe space for collaboration as there seems to be a need to address issues of violence between learners.

#### **3. In your own opinion, do you think there is a huge role that you can play with parents to reduce violence amongst learners?**

There is a role that we can play with parents, we need to ensure that there is a relationship between school and home that is what is needed. Because it is very nice where there is that linkage between the school and home of the learner as it creates a conducive environment for the learner as they feel supported at all times by both the school and the parent. That is why we need to think deeply about how these connections are beneficial to learners in terms of their growth and development.

**4. in your view, do you think as teachers and parents you can effectively collaborate in developing a framework to reduce violence amongst learners?**

Yes, we can collaborate to develop this framework, there has been an opportunity for us to work together, it is just that we have never utilized that opportunity effectively.

**5. In your own opinion, what you constitute a workable cooperative approach between parents and teachers to reduce violence amongst learners?**

If we were to work together we need to establish ways or channel of communication because without communication, there would be no relationship between parents and teachers. An effective relationship between parents is important, especially when we work toward creating an environment where learners can strive for change and academic excellence. Learners would feel welcomed and nurtured if we keep them at the centre of our relationship.

## **Appendix 10b: A sample of the transcripts of the School Governing Body**

### **SGB: School B**

#### **SECTION 1: EXPERIENCE AND KNOWLEDGE ABOUT SCHOOL VIOLENCE**

##### **1. What is your understanding of the term school violence?**

This is a violence that occur in the school environment that involves learners and teachers. In most cases, it is caused by a number of issues between learners who cannot control their behaviour. (Participant 6, Female, School B, SGB Member, 30-35 years)

Well, I would also say that school violence is a violence that happen in school premises and it is associated with the use of weapons and fightings in schools and I must indicate that the cases related to school violence are growing at an alarming rate and it put the lives of learners and teachers at risk. (Participant 8, Female, School B, SGB Member, 40-50 years old)

School violence happens between learner-learner where learners experience abuse from another learner or in other situations, it is perpetrated by the learner to another learner (Participant 11, Female, School B, SGB Member, 40-50 years old)

In my understanding, I would say that school violence happens in school because of learners who are disrespectful, learners who have no morals and values with intentions to cause chaos and distraction at school. (Participant 9, Female, School B, SGB Member, 35-40 years old)

##### **2. As SGB have you heard about issues violence incidents in this school?**

Yes, we are challenged by violence incidents here, in most of the time learners do fight with each other and it becomes so draining to deal with this issue as it also endangers us and other learners. (Participant 9, Female, School B, SGB Member, 35-40 years old)

We have heard about a case where a teacher was badly beaten by another learner and we had to intervene to control the situation as it was affecting the image of the school (Participant 12, Female, School B, SGB Member, 40-50 years old)

I will not lie, occasionally I have witnessed learners fight in the classroom and it is wrong, as much as we try to discipline them, they always find themselves in the wrong side of the law. (Participant 7, Male, School B, SGB Member, 30-35 years old)

**3. In your own opinion, what could be the major effects of violence on learners in terms of their academic, well-being and social life?**

Violence have impact on learner's academic progress because they cannot focus on their school work, they have to deal with experiences that come with being victimized. Moreover, I I honestly, I think that learner who are the victims of violence in school are at risk of mental illness. They would even fear to come to school as they are anxious about what they will be going through within school premises, some of these incidents are not reported to use timeously to deal with them (Participant 8, Female, School B, SGB Member, 40-50 years old)

We must accept that learners feel safe at home and they cannot attend classes because they would be victimized by their peers. Schools have become a place for contention of power among learners and those who cannot fight for themselves are likely to experience violence in school (Participant 12, Female, School B, SGB Member, 40-50 years old)

This is a troubling issue that learners are faced with and it affect them in all areas of their lives. That is why we have learners who are not doing well in their academic work because the victimization of learners has a negative impact on their education as they tend to lose focus and concentrate on issues that affect them within school, instead of their academics" (Participant 8, Female, School B, SGB Member, 40-50 years old)

They turn to lose themselves and their identity and most of time the fact is that learners who experience violence do not have self-confidence and they most often think they deserve to be punished and abused, of which it is not true. But feelings and thoughts

play a role in how they view and how they feel about themselves. (Participant 10, Female, School B, SGB Member, 60-65 years old)

I think that violence affects the way they think of other people and that they should not associate themselves with others because they have lost trust and feel not protected. That is why maybe they lack the ability to create relationships (Participant 11, Female, School B, SGB Member, 40-50 years old)

#### **4. If you could please tell me in your views which factors contribute to violence amongst learners?**

There are many factors that contribute to violence in schools. The first one is the lack of discipline between learners. Learners who do not take orders and follow the rules. The other factor is that most of these learners take substance abuse which lead for them to not to be able to control themselves in most cases, even though some do not use substance abuse in school but at home, that also creates behavioural problems (Participant 6, Female, School B, SGB Member, 30-35 years)

The environment plays a role in how one behaves in the society, if the people in our communities believe in solving issues with violence, then our children would follow suit. Violence has become fashionable these days, the old and young are violent towards other people that is why we see these behaviours even in schools (Participant 10, Female, School B, SGB Member, 60-65 years old)

We are working with different learners who come from different backgrounds and the background of the person plays a role in how they behave and so is our learners. Some of them come from homes where there is a lack of parental supervision, they do not get support from their families and they act inappropriate because of seeking attention from their loved ones. The other thing is that some of these learner's experience violence at an early age and they think that to solve problems and expressed feelings it must be done through being violent. I think that these are the most contributing factors to school violence among learners (Participant 11, Female, School B, SGB Member, 40-50 years old)

Some of the learners would want to have a sense of belonging and associate themselves with the wrong crowd that influences them to bully other people (Participant 7, Male, School B, SGB Member, 30-35 years)

Well, it also has to do with the people they choose to be involved with, their peers can have a strong influence on how they behave and how they view things. Peer pressure is a problem especially for learners who are easily influenced and seek validation from other people (Participant 9, Female, School B, SGB Member, 35-40 years old)

**5. Do you think parents and teachers are doing enough to address violence among learners? -If yes how? -If not why?**

We are not doing enough to address the issue of violence between learners, we were doing enough we would have not witnessed violent incidents in our schools. That is why we need to act now to address the issue of violence among learners (Participant 12, Female, School B, SGB Member, 40-50 years old)

If there was something that we were doing, we would have not had cases of violence and learners would behave well in school and commit to academic project. As much as we have these challenges, we are trying to ensure that learners are engaged positively and get necessary support from the school, but that is not enough (Participant 10, Female, School B, SGB Member, 60-65 years old)

Parents and teachers are able to work together but concerning violence amongst learners it is a difficult situation. That is why we need to invest more on activities that would encourage our learners to behave according to the laws and rules that governs our schools (Participant 12, Female, School B, SGB Member, 40-50 years old)

**6. What are the common forms of violence have you heard about occurring in this school?**

I was so shocked to learn about the incidents of violence happening in the school as my child once told me about the incident that took place here in school, that male learners label female learners with nasty names and the insults that they endure whether in the classroom or outside the classroom. She told me that she felt uncomfortable about this because they had reported the issue to their teacher, but

there was nothing much being done, it is continuing to happen. In my view, this a gender-based violence because it is perpetrated on female learners most of whom cannot fight for themselves (Participant 11, Female, School B, SGB Member, 40-50 years old)

Violence is problematic as we indicated earlier, it is happening in various forms among learners. Learners are exposed to behaviour and attitude are often the leading factors to these incidents of violence that occur in our schools (Participant 7, Male, School B, SGB Member, 30-35 years old)

Learners bully each other every day and this hurts those who are victims of being bullied because they are made fun of in front of their peers. The sad part is that even though some see others being bullied they do not do anything, but they make a joke about it. Even those who see that what is happening is wrong, but cannot do anything because they will also be bullied. There was this one time when my son told me that his friend was nearly beaten up by another boy because he was trying to intervene when that boy was bullying the other child. This is bad because there is no accountability for this action and they do not want to be reprimanded for their insensitive behaviour (Participant 12, Female, School B, SGB Member, 40-50years old)

In our country we have issues of gender-based violence and this issue also happen in schools of course, it is a known fact that most victims of gender-based violence are women and children, nonetheless, I know for a fact that there are male learners who are experiencing that same issue at the hands of another female learner. By nature, some male learners are quiet and seen as if they are not bold to fight and that is why other learners take advantage of that (Participant 8, Female, School B, SGB Member, 40-50 years old)

## **SECTION 2: STRATEGIES TO USE/USED TO REDUCE VIOLENCE AMONGST LEARNERS**

### **1. Do the school have existing strategies in this school used to reduce violence amongst learners? -If yes what are those? -If no why not?**

We do not have any existing strategies that we use, but what I can say is that we try by all means to prioritize the well-being of learners in school and ensure that they are safe. As teachers we always try to encourage learners to respect each other and our rules (Participant 7, Male, School B, SGB Member, 30-35 years old)

Well, we actually do put strategies in place to maintain discipline and order amongst learners. We know that learners have behavioural issues most of the time, but enforcing of the rules is a key to this challenging problem and also motivating them to be exemplary among each other is one of the greatest strategies to use (Participant 9, Female, School B, SGB Member, 35-40 years old)

What I can say is that we do not have strategies for violence, but we do outline our expectations concerning their behaviour. Thus, It is imperative that parents and teachers recognize their significant responsibility to develop effective measures for maintaining safe and disciplined learning environments in schools. We must work together and brainstorm strategies to keep learners motivated and committed to their academic pursuits, rather than allowing them to become sidetracked by negative influences that could hinder their progress. (Participant 8, Female, School B, SGB Member, 40-50 years old)

There are no strategies that we use to reduce violence between learners, teachers should always strive to ensure that learners behave appropriately in school and they treat everyone with respect that they deserve (Participant 6, Female, School B, SGB Member, 30-35 years old)

### **2. In your view, do you think having an effective relationship with other stakeholders may assist in reducing violence amongst learners?**

The schools cannot operate alone, we are bound to work with the community we are situated in and also involve everyone who is key to assist us with challenges that are

experiencing as a school. I believe in working with other people and also creating partnerships with stakeholders who are eager to work with us (Participant 7, Male, School B, SGB Member, 30-35 years old)

We always try to involve different stakeholders to work with us and it is beneficially to us because we are able to meet the needs of learners which the school cannot meet because of adequate resources. So, I can say that it is important to create effective relationship with other people (Participant 11, Female, School B, SGB Member, 40-50 years old)

Yes, we need to have an effective relationship with people who can assist us to reduce violence amongst learners. (Participant 12, Female, School B, SGB Member, 40-50 years old)

There many people that we can effectively work with, but we also need to involve the police to come in our schools so that learners can see that our schools are not places for violence (Participant 10, Female, School B, SGB Member, 60-65 years old)

**3. Does the school have existing policies based on school violence? - If yes, what do they outline? - If no, why?**

No, we do not have policies on school violence, however, the school does need to develop a policy on school violence and if we have to take this issue head-on, the policy would guide us and give direction on what is needed to be done. Learners should always be encouraged to maintain order and follow all the rules and this policy would assist us in doing that (Participant 10, Female, School B, SGB Member, 60-65 years old)

We have no policies on school violence but we do use the policies from the DoE which are relevant to school violence. We have not really put effort in developing a policy based on violence (Participant 8, Female, School B, SGB Member, 40-50 years old)

There is no policy that is based on school violence, but I think we do need to develop such policies so that we can be able to reference whatever that we want which is

related to violence and to keep learners aware of these policies so that they do not act any how (Participant 6, Female, School B, SGB Member, 30-35 years old)

**4. Are parents and teacher's observant of learner's behavioural attitude and how do you pay attention to their behavioural attitude?**

Yes, I would say we are observant because we monitor the behaviour of our learners in school. Every teacher knows their learners and how they behave whether in class or outside the class because learners need to act appropriately at all times (Participant 9, Female, School B, SGB Member, 35-40 years old)

Paying attention to the behavioural attitude of learners is important because we know our learners. If you want to know your learners very well, as a parent you must have a relationship with your child and know when they are angry how they behave or act (Participant 6, Female, School B, SGB Member, 30-35 years old)

Of course, this is one of the important elements to prevent learners to be violent towards each other. It is vital that we know their behavioural attitude, so that we can address whatever issues that they have between themselves (Participant 8, Female, School B, SGB Member, 40-50 years old)

**SECTION 3: COOPERATIVE APPROACH BETWEEN PARENTS AND TEACHERS TO REDUCE VIOLENCE AMONG LEARNERS.**

**1 Do you have an existing framework of cooperative approach between parents and teachers to reduce violence amongst learners?**

No, we have not heard about the framework, there is nothing that we use in trying to reduce violence among learners. As the SGB we always try to deal with matters that threaten the safety of learners and teachers. It would be nice to have the framework as it would minimize the incidents of violence" (Participant 12, Female, School B, SGB Member, 40-50 years old)

There is not framework that we use but we do work together as parents and teachers when there are issues that need us to collaborate on (Participant 7, Male, School B, SGB Member, 30-35 years old)

I am not aware about it; however, I must say that we do find ways of addressing issues of conflict between learners. It is our duty as the SGB to ensure that the school is safe and conducive enough for learners so that we do not have to always address violence related cases (Participant 10, Female, School B, SGB Member, 60-65 years old)

**2. Is there a willingness between parents and teachers to cooperate in reducing violence amongst learners?**

I think there can be a willingness for parents and teachers to collaborate in ensuring that schools are not places for violence. Who would not want to contribute to keeping learners safe from the violence that has taken over the safety of schools? This will be a proper and decisive intervention that promotes a holistically approach to build an effective relationship between parties concerned (Participant 9, Female, School B, SGB Member, 35-40 years old)

Yes, there is willingness to cooperate with each other and that is why we always try to make sure that we create no space for lack of participation in challenges confronted by the school and including learners. It is because we know that we must work together (Participant 6, Female, School B, SGB Member, 30-35 years old)

I do not think that there can be someone among parents and teachers who can not have willingness to work with each other in addressing violence in school. We are willing to work effectively together to champion whatever challenges our learners are faced with, especially such as violence (Participant 12, Female, School B, SGB Member, 40-50 years old)

**3. In your own opinion, do you think there is a huge role that parents and teachers can play to reduce violence amongst learners? -If yes, what could be that role? -If no, why not?**

We have a role to play to ensure that our school is safe for learners including teachers. All we need to do to make sure that we have adequate resources and invest in the development of our learners through extra-curricular activities and motivate them to behave appropriately whether at home and or school (Participant 6, Female, School B, SGB Member, 30-35 years old)

I think if we could also look at ourselves as parents and teachers on how we behave in front of these learners, the things that we do sometimes can make them be better people and be bad people at times. We need to show them the way of living within our communities and uphold the values that we teach them (Participant 12, Female, School B, SGB Member, 40-50 years old)

There should be a connection between parents and teachers so that everyone is informed about what is happening in the life of learners. We should be able to engage each other and draw a plan on how can we best support these learners, especially those who need help. Such connection would encourage us to come up with proper solutions in dealing with issues and challenges faced by learners (Participant 10, Female, School B, SGB Member, 60-65 years old)

We need to build positive relationship with our learners so that there can be a sense of belonging within the school environment and also create platforms that would enable them to talk about their challenges (Participant 9, Female, School B, 35-40 years old)

**4. in your view, do you think as parents and teachers can effectively collaborate in developing a framework to reduce violence amongst learners?**

Yes, we can collaborate, as my colleagues have stressed the importance of working together, I do not think we would not want to effectively work together to make sure that learners are safe and that their needs are met by both parents and teachers (Participant 6, Female, School B, SGB Member, 30-35 years old)

The development of the framework can be achieved if we build effective collaboration among ourselves and also share ideas of how this framework can be developed and most importantly how it should be implemented. With that, I do not foresee any issues (Participant 11, Female, School B, SGB Member, 40-50 years old)

We need to work together as parents and teachers and our role as the SGB is make sure that there is a proper communication between the school and parents. The

framework can be easily developed if we all put ideas and all efforts in it (Participant 10, Female, School B, SGB Member, 60-65 years old)

**5. In your own opinion, what you constitute a workable cooperative approach between parents and teachers to reduce violence amongst learners?**

Parents and teachers can work well together if we build professional relationship and make sure that there is communication between school and home where we keep each other aware with learner's development needs. The problem is that sometimes we want to communicate when there are challenges which is wrong (Participant 12, School B, SGB Member, 40-50 years old)

We must try to establish positive space for each other as parents and teachers and this can be done through having trust and giving support to each other. Parents and teachers should be able to reach to each other when there are matters involving learners (Participant 8, Female, School B, SGB Member, 40-50 years old)

I am also thinking that we need to have respect for each other and respect each other's views no matter the circumstance. This will strengthen our relationship and allow us to work effectively together and be united as a team without having any issues (Participant 7, Male, School B, SGB Member, 30-35 years old)

## Appendix 11a: Letter from the statistician

**Gill Hendry** B.Sc. (Hons), M.Sc. (Wits), PhD (UKZN)  
Mathematical and Statistical Services

Cell: 083 300 9896  
Email: gillhendrystats@gmail.com

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11 April 2024

Re: Statistical assistance

Please be advised that I assisted Andile Masuku (Student number 21545552), who is currently studying for a PhD in Health Sciences at the Durban University of Technology, with the statistical aspects of his study including sampling and the statistical analysis of the data.

Yours sincerely

*Dr Gill Hendry*  
Private Consulting Statistician

## Appendix 11b: Certificate from the professional editor



# EDITORIAL CERTIFICATE

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Date: **02 February 2025**

Thesis Author(s): **Andile Masuku**

Thesis Title: **A FRAMEWORK OF A COOPERATIVE APPROACH BETWEEN PARENTS AND TEACHERS IN REDUCING VIOLENCE AMONG HIGH SCHOOL LEARNERS IN LAMONTVILLE, ETHEKWINI DISTRICT, KWAZULU-NATAL**

To Whom It May Concern:

This letter confirms that the thesis corresponding to the information detailed above was edited by an academic at AC-Excel who holds a Doctor of Philosophy (PhD) degree.

We guarantee 100% language accuracy in the text, as edited and delivered to the author(s) on the date above. We make no claims as to the substantive matter covered by the paper and have not altered the intent or research content drafted by the author(s).

The author(s) may accept or reject any of our comments or suggestions upon receipt of the document we edited. Should you have any questions or concerns, please get in touch with AC-Excel at [info@acexcel.co.za](mailto:info@acexcel.co.za).

Sincerely,

Dr Ndumiso Daluxolo Ngidi (PhD)

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## Appendix 12: Turnitin report

### Turnitin Originality Report

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