

**TEACHERS' LIVED EXPERIENCES OF SCHOOL VIOLENCE: A
PHENOMENOLOGICAL CASE STUDY**

by

SIMPHIWE WINDVOËL

2012023632

**A DISSERTATION SUBMITTED IN FULFILMENT OF THE REQUIREMENT FOR
THE DEGREE OF**

MASTER OF EDUCATION

in

COMMUNITY PSYCHOLOGY IN EDUCATION

FACULTY OF EDUCATION

UNIVERSITY OF THE FREE STATE

BLOEMFONTEIN

SUPERVISOR: Dr CC OKEKE

MAY 2023

DECLARATION

I, Simphiwe Windvoël, hereby declare that the dissertation titled: *Teachers' Lived Experiences of School Violence: A Phenomenological Case Study* is my original work, both in conception and execution. In addition, sources cited are acknowledged in the text, as well as in the list of references.



Signature

May 2023

Date

DEDICATION

This dissertation is dedicated to my grandfather, Ndoyisile Jan Windvoël. *Mkhuma, Mbathana, Matshaya, Xesibe, Khandanyawana. Mfaziebelenye, rwaamm!*

ACKNOWLEDGEMENTS

I would like to extend my acknowledgement and deepest gratitude to the following individuals who have assisted with the completion of the research study. Without their assistance, inspiration, and contribution, this study would not have been possible. I will forever be grateful for that.

- My supervisor, Dr Charity Okeke, thank you for your professional guidance, motivation, and infinite patience. I know it was not easy, but you never gave up on me. I am so grateful that God selected you as my supervisor.
- I would like to express my appreciation for the principal for granting permission to conduct the study at the school and the teachers who volunteered to take part in the study.
- To Mr J.P. Holtzhausen, thank you so much for your unwavering care and support, for constantly making exceptions for me and empowering me beyond measure.
- My appreciation also goes to the Free State Department of Education for funding this study.
- To my parents, my mother Selina Nobumvu Windvoël, thank you for your unconditional love, support and prayers. My late father, Amos Kobuoe, your legacy and teachings remain my source of motivation.
- To my family and friends, I am most grateful for your prayers and words of encouragement throughout this journey. You are the wind beneath my wings.
- Lastly, I want to thank my Pappa God for the strength, courage and grace to complete this study. Indeed, I can do all through the Almighty God that strengthens me. Praise and Honour to You, Lord!

ABSTRACT

School violence is becoming a global scourge and teachers seem to be helpless in tackling the challenging violent behaviour of learners in classrooms. Teachers are expected to apply alternatives to corporal punishment, even as violence increases, making these attempts at discipline futile. This study explored teachers' lived experiences of school violence at one high school in the Xhariep District of the Free State province. The aim of the study was to make positive contributions to the creation of safe and healthy school environments for teachers by formulating new coping and intervention strategies that can help curb school violence, thus aiding teachers and managers with tools to manage school violence.

The study adopted a qualitative research approach with a phenomenological case study research design to describe how school violence related to the lived experiences of teachers. A purposive sample of eight teachers from one high school participated in the study. Data were collected through semi-structured and face-to-face audio-recorded interviews. The data were transcribed and analysed using thematic analysis as outlined by Braune and Clarke (2012) to identify themes and sub-themes. Findings from the study show that school violence remains a concern in South African schools. Teachers experience school violence in various forms, and it is detrimental to their physical, mental and emotional wellbeing. It has significant implications for teachers' professional motivation, satisfaction, job retention and efficacy.

Teachers resorted to different strategies to deal with violence, such as reporting and campaigning against school violence; peer communication; self-check and avoidance; temporary removal of learners from school; motivation and coping training skills; and recreational activities, taking time-off, and medication. However, none of these coping strategies were adequate by itself, so teachers recommended multiple intervention strategies to assist teachers, including debriefing sessions and mentoring; parental involvement; counselling and psychological support; support from school stakeholders; conflict management training and workshops; and amendment of policies and laws.

Keywords:

Coping strategies, intervention strategies, phenomenological case study, school violence, teachers.

TABLE OF CONTENTS

Declaration.....	i
Dedication.....	ii
Acknowledgement.....	iii
Abstract.....	iv
Table of Contents.....	v
References.....	xi
Appendices.....	xi
List of Tables.....	xi
List of Acronyms.....	xi
CHAPTER 1.....	1
INTRODUCTION.....	1
1.1 INTRODUCTION AND BACKGROUND TO THE STUDY.....	1
1.2 STATEMENT OF THE PROBLEM.....	4
1.3 RATIONALE OF THE STUDY.....	5
1.4 AIM OF THE STUDY.....	6
1.5 MAIN RESEARCH QUESTION.....	7
1.5.1 Sub-research Questions.....	7
1.6 DELIMITATION OF THE STUDY.....	7
1.7 SIGNIFICANCE OF THE STUDY.....	7
1.8 DEFINITION OF KEY WORDS.....	8
1.9 PRELIMINARY LITERATURE REVIEW.....	9
1.9.1 Introduction.....	9
1.9.2 Theoretical Framework – Routine Activity Theory	10
1.9.3 Review of Related Literature.....	11
1.9.3.1 Concept of school violence.....	11
1.9.3.2 Types of school violence.....	13
1.9.3.3 Causes of school violence against teachers.....	14
1.9.3.4 Teachers experiences of school violence.....	15
1.9.3.5 Strategies to handle school violence against teachers.....	17
1.9.4 Summary of preliminary literature review.....	18
1.10 RESEARCH METHODOLOGY.....	19

1.10.1 Introduction.....	19
1.10.2 Research Paradigm.....	19
1.10.3 Research Approach.....	20
1.10.4 Research Design.....	21
1.10.5 Study Site and Participants.....	22
1.10.6 Sample and Sample Size.....	22
1.10.7 Instruments for Data Collection.....	23
1.10.8 Data Collection Procedures.....	24
1.10.9 Data Analysis.....	24
1.10.10 Data Trustworthiness.....	26
1.11 ETHICAL CONSIDERATIONS.....	27
1.12 ORGANIZATION OF CHAPTERS.....	28
1.13 CHAPTER SUMMARY.....	29
CHAPTER 2.....	30
LITERATURE REVIEW.....	30
2.1 INTRODUCTION.....	30
2.2 THEORETICAL FRAMEWORK.....	30
2.2.1. Motivated Offender.....	30
2.2.2. Suitable Targets.....	31
2.2.3. Capable Guardians.....	31
2.2.4 Importance of RAT Theory to the Study.....	33
2.3 REVIEW OF RELATED LITERATURE.....	34
2.3.1 The Concept of School Violence.....	34
2.3.2. The History and Prevalence of School Violence.....	36
2.3.3 Types of School Violence.....	37
2.3.3.1 Physical violence.....	37
2.3.3.2 Psychological violence.....	39
2.3.3.3 Sexual violence.....	40
2.3.3.4 Bullying and cyber-bullying.....	42
2.4 CAUSES OF SCHOOL VIOLENCE.....	43
2.4.1 Exposure to Violence.....	44
2.4.2 Access to weapons, drugs and alcohol.....	45

2.4.3	Socio-Economic Background.....	47
2.4.4	Influence of Peer Groups and Gangs.....	47
2.4.5	Gender Inequalities.....	49
2.4.6	Psychological and Emotional Stress.....	50
2.4.7	Teachers and Parental Influences.....	51
2.4.8	Poor School Discipline and Management Policies.....	53
2.4.9	Social Media Influences.....	53
2.5	TEACHERS EXPERIENCES OF SCHOOL VIOLENCE.....	54
2.6	COPING STRATEGIES FOR SCHOOL VIOLENCE.....	57
2.7	INTERVENTION STRATEGIES FOR SCHOOL VIOLENCE.....	59
2.7.1	Developing Teacher-Parent Relationships.....	59
2.7.2	Teacher and Learner Relationships Through Caring and Recreational Activities.....	60
2.7.3	Developing School Policies and Safe Environment.....	60
2.7.4	Prevention Programmes, Training, and Counselling.....	61
2.8	IMPLICATIONS OF THE STUDY.....	62
2.9	CHAPTER SUMMARY.....	62
CHAPTER 3.....		64
RESEARCH METHODOLOGY.....		64
3.1	INTRODUCTION.....	64
3.2	RESEARCH PARADIGM.....	64
3.3	RESEARCH APPROACH.....	65
3.4	RESEARCH DESIGN.....	66
3.5	STUDY SITE AND PARTICIPANTS.....	67
3.5.1.	Study Site.....	67
3.5.2.	Participants.....	68
3.6	SAMPLING AND SAMPLE SIZE.....	68
3.7	INSTRUMENTS FOR DATA COLLECTION.....	69
3.8	DATA COLLECTION PROCEDURES.....	71
3.9	DATA ANALYSIS.....	71
3.10	DATA TRUSTWORTHINESS.....	74
3.10.1.	Credibility.....	74

3.10.2. Transferability.....	75
3.10.3. Dependability.....	75
3.10.4. Confirmability.....	75
3.11 ETHICAL CONSIDERATIONS.....	76
3.12 CHAPTER SUMMARY.....	77
CHAPTER 4.....	78
DATA ANALYSIS AND INTERPRETATION OF THE FINDINGS.....	78
4.1 INTRODUCTION.....	78
4.2 RESEARCH JOURNEY.....	78
4.2.1 Ethical approval.....	78
4.2.2 Inviting and meeting participants for consent and data collection.....	79
4.2.3 Transcription.....	80
4.2.4 Participants background information.....	80
4.3 DATA ANALYSIS AND FINDINGS.....	81
4.3.1 Theme 1: Teachers’ perception of school violence.....	83
Sub-theme 1: School violence originates from the community.....	83
Sub-theme 2: Learners’ developmental gaps.....	84
Sub-theme 3: School violence remains a continuous problem.....	85
Sub-theme 4: Policies and laws failed teachers.....	86
Sub-theme 5: Job dissatisfaction and resignation.....	88
4.3.2 Theme 2: Teachers experiences of school violence.....	89
Sub-theme 1: Bullying.....	90
Sub-theme 2: Physical violence.....	91
Sub-theme 3: Emotional abuse.....	93
Sub-theme 4: Verbal abuse.....	95
Sub-theme 5: Sexual violence.....	96

Sub-theme 6: Vandalism.....	97
4.3.3 Theme 3: How school violence affects teachers' professional lives.....	98
Sub-theme 1: Post-traumatic stress and anxiety.....	98
Sub-theme 2: Professional performance.....	99
Sub-theme 3: Professional disengagement and demotivation.....	100
4.3.4 Theme 4: Teachers coping strategies to deal with school violence.....	103
Sub-theme 1: Report and campaign against school violence.....	103
Sub-theme 2: Interpersonal communication.....	104
Sub-theme 3: Self-check and avoidance.....	105
Sub-theme 4: Temporary removal of learners from school.....	106
Sub-theme 5: Motivation and coping training skills.....	107
Sub-theme 6: Recreational activities, time-off and medication.....	109
4.3.5 Theme 5: Intervention strategies to assist victim teachers.....	110
Sub-theme 1: Debriefing and mentoring.....	110
Sub-theme 2: Parental involvement.....	111
Sub-theme 3: Counselling and Psychological supports.....	113
Sub-theme 4: Support from school stakeholders.....	114
Sub-theme 5: Conflict management training and workshops.....	117
Sub-theme 6: School procedures and policies amendments.....	117
4.4 CHAPTER SUMMARY.....	119
CHAPTER 5.....	120
DISCUSSION OF FINDING AND CONCLUSION.....	120
5.1 INTRODUCTION.....	120
5.2 DISCUSSION OF THE FINDINGS.....	120

5.2.1 Theme 1: Teachers’ perception of school violence.....	120
5.2.2 Theme 2: Teachers experiences of school violence.....	124
5.2.3 Theme 3: How school violence affects teachers’ professional lives.....	127
5.2.4 Theme 4: Teachers coping strategies to deal with school violence.....	129
5.2.5 Theme 5: Intervention strategies to assist victim teachers.....	132
5.3 SUMMARY OF FINDINGS.....	135
5.4 IMPLICATIONS OF THE STUDY.....	138
5.4.1 Implication for policy – DBE.....	138
5.4.2 Implication for school.....	138
5.4.3 Implication to teachers.....	139
5.4.4 Implication for learners.....	139
5.5 RECOMMENDATION FOR FURTHER STUDIES.....	140
5.6 LIMITATIONS OF THE STUDY.....	140
5.7 CONCLUSION OF THE STUDY.....	141
REFERENCES.....	142

APPENDICES

Appendix A: UFS Ethical Clearance Letter.....	166
Appendix B: FSDE Permission Letter.....	167
Appendix C: School Permission Letter.....	168
Appendix D: Sample of Participant Consent Form.....	169
Appendix E: Interview Guide.....	170
Appendix F: Certificate of Language Editing.....	172
Appendix G: Turnitin Report.....	173

LIST OF TABLES

Table 4.1: Participants background information.....	80
Table 4.2: Themes and Sub-themes.....	81

LIST OF ACRONYMS

AEU	Australian Education
APA	American Psychological Association
ATL	Association of Teachers and Lecturers
CDC	Center for Disease Control and Prevention

CJCP	Centre for Justice and Crime Prevention
DBE	Department of Basic Education
FSDE	Free State Department of Education
GP	Gauteng province
KZN	KwaZulu Natal
LPS	Limpopo Province Statistics
PTSD	Post-traumatic stress disorder
RAT	Routine activity theory
RCL	Representative Council of Learners
SACE	South Africa Council for Educators
SADTU	South African Democratic Teachers' Union
SAPA	South African Principals Association
SAPS	South African Police Service
SASA	South African Schools Act
SGB	School governing body
SMT	School management teams
TA	Thematic analysis
UK	United Kingdom
UNESCO	United Nations Educational, Social and Cultural Organization
USA	United States of America
WHO	World Health Organization
YSA	Youth Studies Australia

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

The prevalence of school-based violence in South Africa is increasing drastically, and research has shown the effects on learners, without acknowledging that teachers are hugely affected also (Sibisi, 2016:13). According to Govender (2015:2), school violence is a global phenomenon and teachers seem to be helpless in tackling the challenging violent behaviour of the learners in the classrooms. Teachers' safety is often not guaranteed at schools anymore. Bester and Du Plessis (2010:204) indicate that teachers have been complaining since 1999 that the Department of Basic Education (DBE) is showing no interest in supporting their efforts to expel violent learners. Osborne (2004:67) postulates that education stakeholders in positions where they can make changes, lack skills to deal with issues of school violence. Therefore, teachers are expected to use the same disciplinary measures of detention and learner privilege withdrawal while the violence is increasing, making these measures futile.

In the United Kingdoms (UK), 29% of teachers claim to have been attacked physically by a learner (Association of Teachers and Lecturers (ATL), 2008:2). More than 50% of teachers in the UK have been victims of violence, causing severe physical and mental harm (Nieuwenhuizen, 2018:1). In the United States of America (USA), studies indicate an 80% increase in threats and physical violence against teachers (Govender, 2015:4; American Psychological Association (APA), 2013:1). Additionally, Benefield (2004:1) established in a study of teachers in New Zealand, that 28% of teachers had experienced lower forms of bullying as a daily or weekly occurrence and 27% had been physically assaulted more than once by learners. In Australian schools, school violence resulted in 42 teachers needing medical attention after been assaulted and attacked by learners (Australian Education Union (AEU), 2003:2, Youth Studies Australia (YSA), 2005:10). In a study (Mehmet, 2012:1) conducted in Turkey, emotional abuse was experienced by 24.1% of teachers, verbal abuse was experienced by 14.7%, and physical abuse was experienced by 6.3% of the participants. Teachers in Scotland

have reported 6 899 instances of violent behaviour on the part of students, both inside and outside of schools (Govender, 2015:21).

In South Africa, physical violence is on the rise too according to principals and teachers at primary and secondary schools across the country (Govender, 2015:3). According to Burton and Leoschut (2013), 41% of teachers had experienced verbal abuse from a learner, while 7.9% had experienced physical abuse. In addition, Maseko (2013:109) indicates that in 2011, the secretary of the South African Democratic Teachers' Union (SADTU) reported that 67 000 teachers had resigned from work as a result of issues with school management and learner violence. The most recent statistics on school violence in South Africa are higher than those in the United States, according to Mhlongo (2017:5). The South African Principals Association (SAPA) (2020:7) states that 358 teachers were exposed to physical abuse according to statistics for the Limpopo province while in the Gauteng province (GP), schools expelled 151 learners, of which 31 were accused of assaulting teachers and other school staff. Additionally, the Free State Department of Education (FSDE) raised concerns about the assault of teachers by learners in the province following numerous reports and incidents at schools (Nieuwenhuizen, 2018:1).

Prinsloo and Naser (2007:47) define school violence as any intentional physical or non-physical condition or act that causes the recipient of that act to suffer physical or non-physical pain while the recipient is under the supervision of the school. School violence, according to a study by Girmen, Kaya, and Kilic (2018:703), is a "multifaceted construct that involves both criminal acts and aggression in schools, which impede development and learning and also harm the school climate." According to another study by Grobler (2018:15), school violence is defined as any verbal or physical act that injures the intended victim while they are supervised by the school. Any physical, emotional, or verbal act that interferes with the ability to teach and learn in a conducive environment is considered school violence, according to the definitions above.

Miller and Kraus (2008:15) distinguishes different forms of school violence, including physical violence in the form of pushing, shoving, attacking, punching, or damaging property, including corporal punishment; psychological violence such as verbal abuse like name-calling, racial slurs, swearing, and gossiping in order to cause emotional and mental harm to a person; sexual violence, such as rape and harassment; and bullying,

which can be in the form of physical or verbal abuse to gain dominance over someone, including cyberbullying, which causes harm to a person by means of social media.

School violence are linked to the availability and misuse of alcohol and drugs, access to guns and different weapons, poverty and joblessness, elevated degrees of neighbourhood crime, gangsterism, and inadequate lodging or housing (Govender, 2015:28). Research by Grobler (2018:27) indicates that significant reasons for school violence include gender and socially accepted practices and deeper underlying factors, such as income imbalance, hardship, marginalization, conflict and the powerlessness of schools to authorize approaches that deal with discipline and violence. Netshitangani (2014:1398-1400) includes poor parental care, exposure to mass or social media and peer influence as common causes of school violence.

School violence negatively affects teachers' well-being as it results in burnout and professional disengagement (Türkün, 2011:644). Reckson and Becker (2005:107) argue that teachers experience stress as a result of having to deal with learners' emotional and educational needs, and this is worsened by the trauma they experience when they witness or are affected by school violence. Many teachers suffer from physical distress, occupational distress such as burnout or psychological distress such as anxiety, depression, and post-traumatic stress disorder caused by school violence (Grobler, 2018:29).

In addressing the high rate of school violence, Sibisi (2016:49) states that learning behaviour can be improved by cultivating positive relationships between learners, teachers, and parents. If guardians are considered responsible for the behaviour of their children and in that manner can cultivate an ethically decent living climate for their children. Additionally, SAPA (2020:18) postulates that having developmental programmes for teachers, behavioural and social programmes for learners and employing security guards at school can help mitigate school violence. However, the challenge with the strategies of prevention is that not all schools are similar in terms of demography, geographical area, district resources, teacher-learner ratio and general culture, which suggests that different strategies must be applied at different schools. Miller and Kraus (2008:21) state that the most effective models for programmes that aim to prevent violence use social skills training that includes structured and interactive classroom activities such as role play. This study argues that once teachers feel

protected in their own classrooms and are equipped with useful policies, disciplinary procedures and support; violence can be eradicated in our schools and communities.

The aim of this study is to investigate teachers' lived experiences of school violence for a holistic analysis of the cultural and contextual factors that may elucidate the types of school violence teachers' experience. The study also determined the coping strategies and intervention strategies used to address school violence in the school systems. The routine activity theory, which emphasizes that when there is a motivated offender, a suitable victim, and no competent guardian, crime occurs (Miro, 2014:1), informed the study.

1.2 STATEMENT OF THE PROBLEM

School violence is a challenging issue in South Africa (Ozdemir, 2012:51; Galand Lecocq & Philippot, 2007:465). It affects teachers emotionally, psychologically and physically, which in turn negatively influences teaching and learning processes (Klassen & Chiu, 2011:125; Wilson, Douglas, & Lyon, 2011: 235; Espelage, Anderman, Brown, Jones, Lane, McMahon, Reddy & Reynolds, 2013:77). Research indicates that teachers are the victims of school violence three times more than learners (Kondrasuk, 2005:639). According to Trackman (2008:29), the culture of violence in South Africa can be linked to our apartheid history, which taught students that violence is the only way to solve problems, subsequently making it a problem in the school system. De Wet (2010:191) adds that teachers may feel powerless because corporal punishment as a tool to discipline learners has been taken away, giving learners power over them.

Khumalo (2019:8) states that violence in schools is negative, and children cannot learn in an environment where fear, intimidation, low self-esteem, and bullying are rife. Social injustice is perpetuated by these practices, and they are unsustainable for high-quality education. De Wet (2007:2) posits that schools with high rates of crime and violence are less effective at teaching learners, so they promote unfair and unjust practices. The challenge is that teachers' experiences of learners' physical violence have caused teachers to avoid learners, to become disengaged from the teaching and learning activities, to experience burnout, and to resign from the teaching profession (Klassen

& Chiu, 2011:125-129; Wilson *et al.*, 2011:2360; Espelage *et al.*, 2013:82-83; APA, 2013:1).

Opic, Lokmic and Bilic (2013:6-10) posit that learners' physical violence towards teachers lead to teachers' dissatisfaction with their profession and inability to create a healthy teaching environment that will ensure the development and success of learners. Augustyn, Frank, Posner and Zuckerman (2002:800-802) support the above by stating that teachers' performance, attitudes, and thoughts of attrition may be affected by their sensitivity to violence in schools. Augustyn *et al.* (2002:803) further postulate that witnessing violence is strongly linked to depression, rage, anxiety, disengagement, dissociation, and post-traumatic stress disorder. According to Joyce (2013:251), principals have indicated that violence targeted at teachers disrupts classrooms and teachers have difficulty controlling their classrooms, which makes the teaching environment uncondusive for learning. Consequently, the educational system is affected by sick leave, workers' compensation, and alternative pay (Espelage *et al.*, 2013:85).

The studies mentioned above support the fact that teachers are unable to execute their daily tasks in an environment that is filled with violence. Not only does school violence negatively affect teachers personally and professionally, it continues to dismantle the education system and deprives learners of a good quality education. According to Ncontsa and Shumba (2013:2), schools should secure settings where learners and teachers can learn, have fun, and feel safe. However, they have become marred by violence, which has become a daily occurrence at many schools in South Africa. Teaching and learning cannot possibly thrive in this setting. Given these problems, this study explored teachers lived experiences of school violence.

1.3 RATIONALE OF THE STUDY

Teachers are becoming helpless victims of school violence, which has spread worldwide (Govender, 2015:2). Indeed, widespread violence at primary and secondary schools is becoming a growing concern (Burton, 2008:11). On a personal level, I was a victim of school violence early in my career as a first-year in-service teacher at a township school. I experienced bullying, verbal abuse, as well as physical abuse. Not

only did I experience school violence from learners, I also witnessed my colleagues being violently attacked by learners. One of the incidents I will never forget is when a learner pulled a knife on me and pinned me against the wall in my class and threatened to stab me if I do not leave him alone, simply because I asked him to leave the classroom as he was disrupting teaching and learning. Another incident was when a learner took boiling water from the staff kitchen and poured it on a teacher because the teacher is “always on her case”. One thing I have learned from these experiences is that the trauma that results from experiencing and witnessing such events never leave you. However, the above personal experiences moved me to embark on this research to determine teachers’ lived experiences of school violence in order to establish the prevention and intervention strategies to curb school violence directed at teachers in schools.

The matter of urgency is that school violence directed teachers and the teaching environment adversely affects teaching and learning. Good quality teaching and learning can only be achieved when the school environment is safe and teacher-learner relationships are healthy (Sithole, 2017:24). Elghossain, Bott, Akik, Ghattas and Obermeyer, (2019:8) acknowledge that “childhood and adolescent violence will have an impact on the health, well-being, and ability of the next generation to shape society as they navigate rapid social and political change”. This means that if we do not solve the problem of school violence against teachers, we will be creating another generation of learners who will become violent towards society as a whole. This study and its findings will contribute in a positive way to the coping and intervention strategies with respect to school violence against teachers.

1.4 AIM OF THE STUDY

The aim of this study is to investigate teachers’ lived experiences of school violence.

In line with the main aim, the specific objectives are to:

- Determine how teachers perceive school violence.
- Explore the types of school violence experienced by teachers.
- Examine how school violence affects teachers’ professional lives.
- Establish teachers’ coping strategies to deal with school violence.

- find out the intervention strategies that could be used to assist victim teachers.

1.5 MAIN RESEARCH QUESTION

The main research question that informs this study is: What are the teachers' lived experiences of school violence?

1.5.1 Sub- research questions

In order to answer the main question, the following secondary research questions will be addressed:

- How do teachers perceive school violence?
- What types of school violence do teachers experience?
- How does school violence affect teachers' professional lives?
- What are teachers' coping strategies to deal with school violence?
- What are the intervention strategies to assist victim teachers?

1.6 DELIMITATION OF THE STUDY

This study focuses on teachers' lived experiences of school violence. Only teachers from one high school participated in the study. The study was conducted at one high school in the Xhariep District of the Free State province of South Africa.

1.7 SIGNIFICANCE OF THE STUDY

Although there is a high incidence of school violence against teachers in South African schools, very little research is available on the effect of violence on teachers (Trackman, 2008; De Wet, 2010; Wilson & Douglas, 2011; Taole & Ramorola, 2014; Netshiyamgami, 2014; Davids & Waghid, 2016; Sibisi, 2016; Hlatshwayo, 2018; Grobler, 2018; Taylor & Smith, 2019). According to Govender (2015:2), the South African Democratic Educators Union (SADTU) emphasizes the urgent need to address school violence and its underlying causes in order to prevent it. Teacher unions have to deal with the growing concern that students are attacking teachers. Alcohol and drugs, according to Njeri and Ngesu (2014:2), account for the majority of the rise in

learner violence against teachers in schools. As an in-service teacher, I have witnessed how school violence on teachers and in the teaching environment can have a negative effect on learning and teaching outcomes. Understanding how teachers experience school violence will aid in the development of effective prevention and coping strategies to curb school violence and assist victim teachers at schools.

As safe schools can help mitigate wider exposure to violence and anti-social behaviour among learners, the information gathered from this research study will help the DBE to create safe school environments for teachers (Burton, 2008:17). When the school environment is safe, teaching and learning can be achieved because teachers can focus on the job at hand if they are not worried about becoming casualties of learner executed violence. Teachers can focus more on offering a quality education to learners when the school environment is safe and conducive to teaching and learning. First, the study will identify intervention strategies and make recommendations to curb school violence. Second, the findings will help teachers to better manage violent behaviour in the classroom and help managers of the school to manage violence. Third, the study hopes to improve the school environment and community at large to create healthy educational environments. Finally, the study aimed to contribute to the education field by advancing the scholarly discussion on teachers' experiences with school violence. In essence, understanding how teachers experience school violence will create an opportunity to establish effective coping and intervention strategies to curb school violence and assist victim teachers at schools.

1.8 DEFINITION OF KEYWORDS

Violence: According to the World Health Organization (WHO, 2002:5), violence is defined as the intentional use of physical violence, whether threatening or actually directed at oneself, another person or against a group or community, and which results in or has a high probability of resulting in injury, death, psychological harm or dispossession. Physical, sexual and psychological abuse (such as a dependent relationship's significant use of power, threat, intimidation and neglect) also forms part of this definition. In this study, violence refers to any act that aims to harm and affect another individual negatively.

School violence: School violence is any conduct by learners, teachers, administrators, or non-school individuals who attempt to harm another person or damage school property (Zulu, Urbani, Van der Merwe & Van der Walt, 2004:70). In this study, school violence means any negative behaviour displayed by any individual within the school community that intends to threaten or harm another individual.

Teacher: A teacher refers to a person whose profession is to teach. According to Roundell and Fox (2002:12), a teacher is someone who provides assistance to students or learners within the school setting. A teacher is also someone who is known for guiding and assisting students in learning (Du Plessis, 2008:5). In this study, a teacher is someone who is responsible for helping learners acquire knowledge and competence through teaching and guided learning.

Learner: The South African Schools Act, 84 of 1996, (SASA) (1996:4) defines the term "learner" as "any person receiving education or required to receive education." In this study, learner will be referring to individuals who receive knowledge and skills from teachers through learning.

Phenomenology: Van Manen (2017:2) defines phenomenology as capturing an experience at its origin or pristine essence, without interpreting, explaining, or theorizing. Alternatively, Williams (2021:367) defines it as the study of what can be experienced. In other words, it is a study that enables one to comprehend the fundamentals of a human experience to gain an in-depth understanding of a particular experience from the participant's perspective (Crawford, 2016:62). In this study, phenomenology is defined as the study of peoples' experiences of a particular phenomenon and what those experiences mean.

1.9 PRELIMINARY LITERATURE REVIEW

1.9.1 Introduction

South Africa has seen a significant rise in school-based violence over the past few decades. The high rate of crime and violence on school grounds demonstrates this.

This section reviews the available literature on teachers' lived experiences of school violence. It commences with the theoretical outlook that informs this study and reviews related literature on school violence, types of school violence, causes of school violence, teachers' experiences of school violence at school and prevention and coping strategies to curb school violence.

1.9.2 Theoretical framework – Routine Activity Theory

In the late 20th and early 21st centuries, Routine Activity Theory—also known as Opportunity theory—has proven to be one of the most useful theories for comprehending patterns of victimization and criminal behaviour. Cohen and Felson came up with this theoretical explanation in 1979, and its primary goal has been to provide information about who is more or less likely to be a crime victim (Cullen & Wilcox, 2010:3). According to Cohen and Felson's (1979) routine activities theory, a criminal event necessitates the convergence in space and time of a likely offender, a person who is motivated to commit a crime; a suitable target, someone or something that the likely offender is attracted to commit an offence against; and the absence of capable guardians, individuals who are capable and empowered to protect the target and discourage offenders (Gotham & Kennedy, 2019:67). In simple terms, Wickert (2020:2) defines routine activity theory (RAT) as the occurrence of a crime that is likely to occur in the absence of a competent guardian and presence of a motivated offender with a suitable target. RAT is frequently used to explain why and how people are more likely to engage in criminal behaviour and be victimized.

There are factors that attract offenders to the targets or that make targets attractive to offenders. Mahalingam and Sidhu (2021:308) state that the choice is affected by the offenders' view of the suitable targets' shortcoming – the likelihood of a crime increases with the target's suitability and openness. The level of criminal activity is also influenced by the population's number of motivated offenders. It is held that offenders are less likely to commit crimes if they believe they can achieve their own personal goals through legitimate means. This suggests that if offenders believe there are alternatives to crime, they will be less motivated to commit crimes. On the other hand, whether competent guardians are present or not significantly influences the likelihood of crime occurring. When capable guardians are present, there is no opportunity for motivated offenders to harm suitable targets. Thus, offence will not occur. Capable guardians

prevent an offender from obtaining suitable targets. As a result, criminal motivations and the likelihood of an offence increase when opportunity exists and guardianship is absent.

Moreover, RAT provides an account of how people's daily activities to meet their needs create opportunities for crime. People have a variety of daily routines, such as commuting to and from work, attending school, church, and other events, shopping, engaging in recreational activities, and communicating using a variety of electronic technologies (Wikström, 2018:1). These routines determine who the victim will be, when, and where a crime will happen. Madero-Hernandez and Fischer (2012:1) postulate that the expression "Opportunity makes the thief" emphasizes one point: in order to commit a crime, both an opportunity and a motivated offender are required. Based on this notion, even the most motivated offender cannot commit a crime unless there is an opportunity to do so. This theory formed the basis for this study as it explored how teachers become targets of the offending learners out of the sight of responsible guardians that can prevent the convergence of the crime, thus lowering the likelihood of violence occurring in schools.

1.9.3 Review of related literature

1.9.3.1 Concept of school violence

The concept of school violence is vast and multi-faceted due to the way it manifests itself (Turanovic & Siennick, 2022:1). The likelihood that new teachers will become victims of school violence is troubling because the majority of teachers have dealt with it in their careers (Sibisi, 2016:23). According to the South African Council for Educators (SACE) (2020:1), school-based violence is influenced and shaped by contextual factors rather than occurring in a vacuum.

De Wet (2007:12) describes school violence with reference to the South African law, as "violent acts that involve both physical and non-physical harm that may lead to damage, pain, or terror." In its 2015 National School Safety Framework, the DBE defines school violence as "assault and victimization that occur in and outside the classroom, around schools, on the way to and from school, as well as online"

committed against teachers, school safety officials, school administrators, and learners, as well as by teachers and learners themselves.

On the other hand, Hlatshwayo (2018:11) defines school violence as any kind of violent activity that takes place in a school setting. This includes things like bullying, physical abuse, threats, intimidating, fighting such as punching, kicking, biting, slapping, and verbal abuse, shootings, and assaults with a weapon or participation in a gang. Burton (2008:19) expounds that school violence is "deliberate harm, discomfort or inconvenience caused to people, including incidents such as school fights, harassment and drug abuse".

Based on the given definitions, one can infer that students who engage in serious misconduct at school run the risk of even committing murder at school because they have access to dangerous weapons (Hlatshwayo, 2018:3). It has become part of school life for students to carry weapons, arrive at school under the influence of drugs or alcohol, and carry knives and guns, which has a negative effect on education and what happens in schools (Mncube & Harbor, 2013:1).

Sibisi (2016:19) states that violence in schools can come from a variety of sources and take many different forms. Miller and Kraus (2008:15) identify different types of school violence such as physical violence (including corporal punishment); psychological violence (including verbal abuse); sexual violence (including rape and harassment); and bullying (including cyberbullying). In other words, extreme acts of school violence such as verbal and physical assaults, including punching, whipping, hitting, killing, sexual abuse, biting with an object, and beatings can be grouped under physical, mental, sexual abuse, neglect or verbal abuse sub-theme respectfully (Khumalo, 2019:3).

From the aforementioned elucidations, it is abundantly clear that acts of violence in schools go beyond just what happens at schools; it concerns learners' school experiences and the school environment.

1.9.3.2 Types of school violence

Govender (2015:17) states that school violence typologies range from physical and sexual abuse to psychological and emotional abuse. Physical abusive behaviour may take the form of pushing, shoving, attacking, punching, kicking a person or damaging property (O'Moore, 2006:4). Sexual violence can take many different forms, including rape, sexual assault, and sexual harassment, which includes making inappropriate sexual advances and groping.

Unlike physical and sexual abuse, scholars characterize verbal violence as a behaviour with a message conveyed with the conscious intention to cause psychological pain (Taylor & Smith, 2019:52). Therefore, verbal abuse is related to emotional and psychological abuse; name-calling, racial slurs, swearing, and gossip are all included (Booren, 2007:13). Although this type of violence may be used to gain power, dominance, or social status, the end goal of emotional and psychological violence is to hurt someone.

According to Veriava and Hodgson (2017:298-299), corporal punishment, gangs, gender-based violence, harassment, injury, forceful group initiation, sexual harassment, and sexual violation are additional forms of school violence.

While school violence against teachers is the focus of this study, it is important to note that conflict in schools can also occur between learners and teachers; learner-on-learner; learner-on-teacher and teacher-on-learner (Snodgrass & Heleta, 2009:41). Allen (2010:3) highlights the fact that teachers are not only the possible perpetrators of school violence, but also some of its victims.

It is also noteworthy that school violence is often gender-based due to inequalities arising from gender roles, men's dominance and women's subordination (Njuho & Davids, 2012:271). Ngqela and Lewis (2012:94) explain that females frequently bear the brunt of school violence, while males are frequently identified as the perpetrators. In a similar vein, female educators are more likely to be the targets of physical and verbal abuse.

1.9.3.3 Causes of school violence against teachers

There are a variety of internal and external factors that can lead to school violence against teachers. School violence is exacerbated by both school-level and community-level risk factors. The factors at the community level include the availability of alcohol and other drugs, access to firearms and other dangerous weapons, poverty, unemployment, high neighbourhood crime rates, gang activity, and inadequate housing (Govender, 2015:28).

These factors can disrupt and cause violent outbreaks, which are relatively typical in low-income communities and consequently create unrest in the school environment, leading to acts of violence (Moore, Jones & Broadbent, 2008:235). Similarly, any unexpected change in the family dynamics at home can have adverse effects on learners. Espelage *et al.* (2013:76) highlight that family death or suicide; parental divorce and the arrest of a parent can induce a violent reaction if children do not have adequate emotional support.

Furthermore, it is generally acknowledged that societal cultures that promote, tolerate, and demand violence are the root cause of school violence (Moore *et al.*, 2003:253). This "culture of violence" is especially prevalent in South Africa, where political and criminal violence have been consistently high for two and a half decades, leading people to accept it and to view it as a normal part of life (Van Jaarsveld, 2008:31). As a result, in South African culture, conflict resolution through violence has become the norm. Eventually, learners model their way of behaving and reactions to struggles on what they see at home and in their networks (Van Jaarsveld, 2008:31). This viewpoint is well-exemplified by De Wet (2016:2), who argues that gangsterism and school violence are inextricably linked to the Cape Flats specifically, and that racism, class privilege, and gender oppression are structural root causes of school violence in the Western Cape province.

The societal acceptance of the use of violence promotes school-based violence as a form of dispute resolution. When this culture of violence permeates the school environment, it results in risk factors at the school level, such as a negative or harmful school climate, association with delinquent peers, poor teacher-student bonds and relationships, disorderly school environments, and truancy and high dropout rates (Burton & Leoschut, 2012:53).

External factors that cause school violence include poverty and unemployment; sexual violence; exposure to domestic and community violence; and mass media that keep violence as the norm. Internal factors that cause school violence include inappropriate societal norms and values, illegal forms of discipline, abuse of power and authority by teachers, disability, gender, race and sexual orientation, poorly run schools and lacking effective leadership, creating the space for violence (Veriava & Hodgson, 2017: 297). Netshitangani (2014:1400) supports this by mentioning that the most common causes of school violence are poor parental care, media exposure, students' low socioeconomic status, and peer pressure.

Teachers play such an important role in the positive growth of our society. However, if they are subjected to such danger, how will that benefit our society and consequently our country? As an in-service teacher at a dysfunctional public school, I am driven to be the voice of my colleagues and explore their experiences in this violent educational setting in the hopes that it will force a transformation in the management and discipline policies and protocols; so that a conducive educational environment is created to ensure academic achievement, schooling, increased teacher retention and job satisfaction.

According to Burton (2008:17), schools are generally regarded as places where individuals are prepared for the roles they will play in society as a whole and as mechanisms for developing and sustaining positive citizens with pro-social attitudes. In addition, Jefthas and Artz (2007:46) suggest that a lack of security at schools may contribute to the perpetuation of crime and violence throughout society.

1.9.3.4 Teachers experiences of school violence

Cangelosi (1988:280-283) suggests that there are four reasons teachers are exposed to violence from learners. The reasons include: learners may intend to establish or retain their “cool-status” by physically harming the teacher – that way showing that they are not afraid; when a learner is being aggressive or irate, the teacher might be an easy target for the learner; learners may want to show control over authorities or seek revenge against authority figures or even relieve boredom by pranking the teacher in a way that puts him/her in danger; and lastly, learners may wish to defend themselves if they believe that a teacher poses harm or danger (Cangelosi, 1988:280-283).

According to SAPA (2020:5), there have been reports of violence against teachers at schools, such as the video that was taken of a learner throwing an exercise book at a teacher, and another depicting a group of learners beating a teacher in the classroom while other learners watch and laugh. A more extreme experience is of a teacher that was attacked and stabbed 14 times on the back by a learner while writing on the chalkboard (Hlatshwayo, 2018:36). SAPA (2020:5-6) further indicates that teachers do not want to report these incidents due to the belief that they will be viewed as teachers who cannot discipline learners. Should these teachers opt for counselling, they fear that this implies defeat or that they do not trust in the school disciplinary methods. The result of reporting violent incidents or seeking counselling is that teachers are forced to return to the same classroom as the violent learners. Therefore, teachers believe they are not supported adequately, and the disciplinary measures used in school or the classroom are not sufficient to address violence, and as a result creating room for learners to misbehave or cause violent disruptions (Bester & Du Plessis, 2010:226).

Sibisi (2016:47) postulates that teachers no longer feel safe in their classrooms, which leads to increased job resignation, teacher burnout, anxiety, depression, fear, post-traumatic stress disorder (PTSD), humiliation, and self-esteem issues. Grobler (2018:2) mentions that teachers' personal experiences with violence result in depression, headaches, anxiety, low self-esteem, feelings of worthlessness, helplessness, frustration, shame, guilt, disillusionment, and exhaustion on a professional level. This can lead to an overwhelming negative attitude towards students, a reluctance to assist with classroom learning, a resignation from the profession, mediocrity in teaching, a lack of enthusiasm, an inability to control their temper, classroom discipline issues, the breakdown of teaching and learning, and a diminished reputation in the eyes of their students, colleagues, and the principal. However, there has been little emphasis on teachers' experiences with violent learners in their classrooms and how this consequently affects the entire school system. Naturally, the victimization of teachers has the potential to have a significant impact on student academic and behavioural outcomes, as well as recruitment, teacher well-being, and teacher retention.

1.9.3.5 Strategies to address school violence against teachers

In order to eradicate school violence against teachers in schools, certain strategies are used. Some schools take teachers to professional development workshops where they are taught strategies for settling disputes so they do not get out of hand (Colvin, 2004:116). According to Govender (2015:32-34), learners are sent to behavioural and social programmes where they are taught about interventions that can mitigate or decrease aggressive behavioural patterns. Schools also strengthen policies and disciplinary committees, and lastly, they teach life skills and offer access to counsellors. Burton and Leoschut (2012:51) state that positive teacher-learner bonds, academic motivation and success, school discipline and clear rules, non-deviant friends and peers, and participation in structured pro-social activities are all school-level protective factors. Cultural awareness, knowledge, and comprehension aid in the prevention of violence in schools and subsequent classroom settings. Furthermore, humour is used as a classroom strategy to relieve tension and create a warm classroom environment (Bester & Du Plessis, 2010:230).

The South African Principals Association (SAPA) (2020:18) states that having security guards, requiring parents to accept responsibility for their children's actions and enforcing severe punishment for learners who are violent towards teachers are effective strategies in some schools. In the case of gang-related violent schools, a school that is well run, inclusive, and well organized can reduce the number of incidents and external gang-related violence (Mncube & Steinmann, 2014:209). Sibisi (2016:49) states that there are schools that collaborate with advocates for violence prevention to establish supportive relationships and develop parenting development programmes that emphasize healthy relationships, therefore building a healthy moral development for learners. Lastly, Mkhize (2012:53) postulates, that programmes in schools that try to prevent high-risk behaviours like drinking, using drugs, and carrying weapons are helpful and that reinforcement of such lessons in the school terrain and classroom has reduced the number of incidents of violence in schools.

1.9.4 Summary of preliminary literature review

The section reviewed different literature that demonstrates that school violence continues to be a significant problem in South Africa. School violence is clearly multi-layered and there are different forms of school violence that are informed by different external and internal factors. It is evident that learners are faced with different adverse forces that then drive them to be violent towards their teachers. The discussions on the lived experiences of teachers with respect to school violence provided an overview of the effects of school violence on teachers, showing how teachers cannot fully execute their day-to-day functions when they are under physical and psychological threat or in an unhealthy state. From the literature it is evident that in order for quality education to take place, the school environment needs to be safe from any form of violence and turbulence.

An exploration of routine activity theory revealed how crime can occur when there is a link between an offender, target and the absence of a guardian who prevents the crime from occurring or escalating. The discussion reveals how violent acts can be prevented by supervision and eliminating motivation for violence by focusing on all three elements. Additionally, the discussions on the strategies to deal with school violence showed that the strategies that are already in place are inadequate and that not all strategies can work effectively across all schools in South Africa, consequently heightening the need to identify new, relevant strategies. The literature review therefore provided a holistic conceptualization of violence in school, the effects it has on teachers' functioning and possible prevention. It is clear from the review that teachers' experiences of school violence can create the urgency to better understand learners and their backgrounds, to attempt to eliminate the negative stimuli that drives learners to be violent beings towards teachers and to create new classroom management strategies. Lastly, it exposed the significant need to create school environments that are not only conducive to the education process, but also physically, psychologically and emotionally healthy to all actors in the school system so that the educational objectives can be satisfied. The next section presents the research design and methodology.

1.10 RESEARCH METHODOLOGY

1.10.1 Introduction

Research methodology refers to the systematic method a researcher follows to guarantee valid, dependable results that are in line with the research aims and objectives. The purpose of this section is to outline the research paradigm, approach, design and methodologies that will be employed in collecting and analysing data regarding teachers lived experiences of school violence. The section will also outline how the data will be obtained, the sampling method that will be used, the data collection and analysis techniques, as well as the ethical processes to follow before embarking on data collection. The above mentioned are discussed below under appropriate headings.

1.10.2 Research Paradigm

According to Kivunja and Kuyini (2017:26), a researcher's worldview is referred to as a research paradigm, and it is the perspective, school of thought, or collection of shared beliefs that guide the meaning or interpretation of research data. This worldview has significant repercussions for each and every decision made during the research process, including the choice of methods and methodology.

This study is guided by the interpretive research paradigm, which endeavours to comprehend and interpret the subject's thoughts or interpretation of the context (Kivunja & Kuyini, 2017:33). Guber (2018:7) suggests that this paradigm supports the idea that reality is socially constructed with multiple realities or interpretations of events. The use of an interpretive paradigm in this study will be useful "to relate people's experiences in their day-to-day natural environment" (Govender, 2015:10). Interpretive paradigm allows the researcher to describe and understand humans, objects and events in a natural setting (Pham, 2018:3). Sibisi (2016:57) states that the researcher relies heavily on the participants' perspectives of the situation being studied in order to find meaning in the research process. The author adds that knowledge claims must be negotiated in order to reach a consensus when experiences are interpreted in different ways.

In this study, teachers used their daily teaching activities to make sense of their experiences with school violence. As a result, the interpretive paradigm is committed

to studying meaning and human phenomena within their context. It does this by allowing the researcher to gather information directly from the teachers as they reflect on the actual events in a way that allows for documentation (Govender, 2015:43). By using this paradigm, meaning can be constructed out of the data from teachers' experiences of school violence.

1.10.3 Research Approach

This study was informed by a qualitative research approach, which is defined as “a type of social inquiry that tends to adopt a flexible and data-driven research design, uses relatively unstructured data, emphasizes the essential role of subjectivity in the research process, studies a number of naturally occurring cases in detail, and uses verbal rather than statistical approaches” (Hammersley, 2013:12). Research approaches, according to Creswell (2014:3), are plans and procedures for research that cover the steps from broad assumptions to specific data collection, analysis, and interpretation methods. The research approach includes attitudes toward comprehending human experiences, interpretations of the social world, and how to inquire about all of these things (Cohen, Manion & Morrison, 2018:287). Alternatively, Lichtman (2011:240) postulates that through contact with people in their natural environments, qualitative researchers investigate human experiences and realities to produce rich, descriptive data that aid in our comprehension of those individuals' experiences.

Cohen *et al.* (2018:287) further state that qualitative research can be used for a variety of things, including description, explanation, reporting, development of key concepts, theory generation, and testing. As a result, this method helped me to describe the teachers' lived experiences with school violence and interpret the meaning in order to determine the prevention and coping strategies that will help teachers to better manage school violence.

Since the phenomenon under study involves people's experiences, qualitative research is appropriate for this study. According to Creswell (1998:14), qualitative research is carried out in a natural setting in which the researcher acts as an instrument for data collection, collects words or images, analyses them inductively, focuses on the participants' meaning, and describes a process that is linguistically expressive and

persuasive. The ability of qualitative research to provide detailed textual descriptions of how people experience a particular research issue is its strength. According to Mack, Woodsong, MacQueen, Guest, and Namey (2005:1), qualitative research provides information about individuals' behaviours, beliefs, opinions, emotions, and relationships in relation to a topic. Lastly, this method will support the study by adhering to an inductive approach, focusing on individual meaning, and emphasizing the significance of illustrating a situation's complexity. Additionally, because it involves examining teachers' personal experiences with school violence, this method seems to be suitable for this study.

1.10.4 Research Design

This study followed a phenomenological case study research design. A phenomenological study describes how a concept or phenomenon relates to the lived experiences of multiple people (Mourlam, De Jong, Shudak & Baron, 2019:402). It is a methodical approach to studying how people find themselves in the world, how they define themselves and the world, and how they experience world phenomena (Vagle, 2014:20). On the other hand, a case study is a comprehensive examination of a single individual or group of individuals that aids in our comprehension of real-world phenomena (Karlsson 2016:1). Moreover, a phenomenological case study is an in-depth exploration of phenomena experienced by a particular group of people (Mourlam, De Jong, Shudak & Baron, 2019:397).

According to Crawford (2016:62), phenomenological case studies provide "rich, in-depth, and developed anecdotes and descriptions and have the potential to impart knowledge and comprehension of phenomena to others as well as generate new concepts and information". They produce "a rich and holistic account" of a particular phenomenon and are "anchored in real-life situations" (Merriam, 2009:51). Phenomenological case studies will permit the researcher to understand complex human experiences and reveal the phenomenon's essence. King, Horrocks, and Brooks (2018:241) postulate that in phenomenology, people do not experience their bodies as objects like any other. However, they are the subject of experience and as such should be a central focus of a study based on lived experiences. A phenomenological approach is well-suited to studying affective, emotional, and frequently intense experiences because the study is based on teachers' lived

experiences of school violence (Merriam, 2009:26). The phenomenological case study design of this study will ensure that the data gathered address the research problem as clearly, precisely, and objectively as possible. I will however have access to a wealth of data that provides a comprehensive understanding of teachers' experiences of school violence. Therefore, a phenomenological case study is adopted here because this study aims to explore teachers lived experiences of school violence in one high school.

1.10.5 Study Site and Participants

This study took place at one high school in Xhariep District in the Free State province. The school is located in a small, rural, impoverished and violent township area in the Letsemeng circuit. According to Shaw and Satalkar (2018:80), the term "participant" refers to a living individual from whom an investigator conducting research obtains identifiable private information or data through interaction. Given the aim of the study, teachers who are frequently subjected to violence in schools and are in a position to provide pertinent data about their experiences of school violence were selected. In other words, participants will be selected based on their capacity to provide the researcher with relevant information. Information on age, gender, and years of experience at the school were collected from a variety of teachers.

1.10.6 Sample and Sample Size

According to Mujere (2016:109), a sample is a collection of people, things, or things taken from a large population for the purpose of measurement. The author adds that the sample represents the population to ensure that the results from the research sample can be applied to the population as a whole. Purposive sampling was used in this study. In qualitative research, purposeful sampling is a common method for selecting information-rich cases that make the most efficient use of limited resources (Palinkas, Horwitz, Green, Wisdom, Duan, & Hoagwood, 2015:2). It also entails locating and selecting individuals or groups of individuals who are familiar with or have experience with a phenomenon of interest (Cresswell & Clark, 2011:20). Furthermore, the purpose of using this type of sampling is that it helps researchers to better understand people and what they go through. In that way, it also supports the aim of this study by exploring the true and real experiences of teachers, creating meaning

from it and extracting what is relevant to the study. The sample included eight teachers who had been working at the school for a minimum of five years, who come from different age, gender and race backgrounds. This ensured that the data produced are rich and reflects the teacher population experiences at the school.

1.10.7 Instruments for Data Collection

According to Adosi (2020:1), it is important to choose an appropriate data collection instrument to use in capturing the needed information to address research questions in a qualitative study. The research questions and objectives heavily influence the instruments used to collect data (Canals, 2017:399).

Semi-structured interviews were used to gather the data for this study. A semi-structured interview is a data collection method for a qualitative study which combines the opportunity for the interviewer to further investigate themes or responses with a formalized list of open questions to elicit discussion (Cho, Song, & Lee, 2018:344).

Participants must reflect on past events when participating in interviews. According to Palmer and Bolderston (2006:16), participants share attitudes, ideas, beliefs, viewpoints, and a deeper understanding, in this case of the factors that influence teachers' behaviour and well-being. Therefore, Gonzalez, Brown, and Slate (2008:3) state that interviews with teachers are a good fit for the study's objective. According to Creswell, Ebersohn, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pieterse, Pano Clark, and Van der Westhuizen (2010:108) semi-structured interviews are used to confirm data from other sources. The authors further state that such interviews are usually not long because the line of inquiry is developed by the researcher in advance of the interview. These interviews involve open-ended questions, followed by further probing and clarification.

Participants are given the opportunity to respond in their own words when open-ended questions and probing are used, evoking responses that are meaningful, unexpected, and explanatory in nature, which will improve the quality of the study's data (Adosi, 2020:5). This method was chosen for this study because it gave me the flexibility to inquire about initial participant responses, such as "why" or "how." The researcher must pay close attention to what the participants say, interact with them in accordance with their individual personalities and styles, and employ "probes" to get them to

elaborate on their responses (Mack *et al.*, 2005:4). The semi-structured interviews helped me to gathering important data on the teachers' lived experiences of school violence in school environment since the method implies interaction between myself and teachers. Additionally, they helped me to explain, better understand and explore teachers' opinions, behaviour about their experiences and its effects.

The interviews were audio-recorded, transcribed, and grouped according to the various themes that emerged from the data. Audio recordings, as stated by Crawage (2005:128), facilitate the preservation of the emotional undertones present in an interview, in addition to providing a complete and accurate record of the entire interview. Sibisi (2016:62) points out that audio recordings can be replayed and transcribed into written records. Therefore, semi-structured interviews enabled me to engage teachers in extensive conversations to get their experiences on school violence.

1.10.8 Data Collection Procedures

The procedure of data collection in this study involved interviewing teachers about their experiences with school violence in a high school setting. Interviews were conducted with participants who had been directly or indirectly affected by school violence and who volunteered to be part of the study. Furthermore, the interviews took place at the participants' school so that they could be in a natural and comfortable setting. Data were collected through face-to-face interviews, and interviews were audio-recorded to capture the data accurately. I determined the time and date of interviews with the participants to confirm availability and to ensure that there would be no clash with their work duties. Ethics considerations and COVID-19 protocols were observed during and after the interviews. After the semi-structured interviews, the data obtained were transcribed verbatim and turned into field texts. Since the researcher can always go back and come up with new hypotheses, the information from interviews, transcripts, and recordings is highly reliable (Silverman, 2000:14). After the data analysis, the main themes were identified and categorized.

1.10.9 Data Analysis

The process of "inspecting, cleaning, transforming, and modelling data with the intention of discovering useful information, drawing conclusions, and assisting in

decision-making" is referred to as data analysis (Bazeley & Jackson, 2013:28). The study used thematic data analysis (TA), which refers to the process the researcher uses to determine the main ideas and their frequencies from interviews (Hlatshwayo, 2018:8). It can also be defined as a useful method for examining the perspectives of various research participants, highlighting similarities and differences, and generating unexpected insights (Nowell, Norris, White, & Moules, 2017: 2). Thorough thematic analysis can yield reliable and insightful results.

Braun and Clarke's (2012) outlines six steps for thematic analysis: familiarizing yourself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Xu & Zammit, 2020:2). The researcher has to first undertake the coding process to create themes from the transcribed data. Coding is the process of dividing transcribed data into meaningful analytical units by carefully reading it line by line (Creswell *et al.*, 2010:136). Once data have been coded, the researcher is able to create themes from the codes and to categorize them into a system that makes sense of the data. A theme is a particular pattern that has been identified and contains important data-related information about the research questions (Xu & Zammit, 2020:2).

In this qualitative interpretive study, the development of knowledge constructed from interactions between the researcher and participants was made possible by the use of thematic data analysis. It revealed the meanings that were socially constructed and shed light on the social, cultural, and structural contexts that influence individual experiences (Kiger & Varpio, 2020:2). In summary, thematic data analysis involved gathering the data firstly from the semi-structured interviews, transcribing it verbatim, then coding the data using in vivo coding to establish preliminary themes. This was followed by identifying underlying patterns, ideas and themes and using them to construct meaning from teachers' experiences. Thematic data analysis was the best method for this study because it involves finding meanings that are repeated throughout a data set, which is important for understanding phenomena, in this case, teachers' lived experiences of school violence.

1.10.10 Data Trustworthiness

The trustworthiness of a qualitative study simply refers to the question, "Can the findings be trusted?" (Korstjens & Moser, 2018:121). Van Jaarsveld (2011:5) refers to trustworthiness as the precision with which the data have been gathered, studied, and interpreted. According to Lincoln and Guba (1985) in Nowell *et al.* (2017:3), trustworthiness can be established by ensuring credibility, transferability, dependability, and confirmability.

The confidence that can be placed in the veracity of the research findings is referred to as credibility. According to Korstjens and Moser (2018:121), credibility refers to whether the research findings are an accurate interpretation of the participants' initial perspectives and represent valid information derived from their original data. In this study, credibility was maintained by relying on participant responses during interviews rather than the researchers' underlying assumptions. The study must effectively incorporate the participants' facts, perceptions, and experiences.

Korstjens and Moser (2018:121) refer to transferability as "the extent to which the findings of qualitative research can be applied to other contexts or settings with additional respondents". The research was conducted by means of semi-structured interviews, and excerpts from those interviews may be used by other researchers to determine whether or not the findings would be transferable. The interviews gauged the context, behaviour and experiences of teachers so that they become meaningful to people external to the study.

According to Govender (2015:48), dependability is the consistency of the measurement, which means that if the same variable is measured in different conditions, it will still yield the same or similar results. A clear explanation of the data collection and analysis procedures are provided to ensure dependability. After the interview data had been transcribed, participants were given the opportunity to confirm what they said.

Lastly, confirmability is defined as "the extent to which the study's findings can be verified by other researchers" (Korstjens & Moser, 2018:121).

According to Creswell *et al.* (2010:145), confirmability describes the extent to which a study's participants, not the researcher's bias, motivation, or interest, influence the results. This study achieved confirmability for the purposes of validity by clearly describing the research steps from the beginning to the development and reporting of the findings. All documentation related to the study was kept to show how and why decisions were made. Nowell *et al.* (2017:3) posit that when credibility, transferability, and dependability are all satisfied, confirmability is established.

To gain sufficient understanding of the group and to establish a relationship of trust between the parties, I ensured trustworthiness through "engagement" between the researcher and the participants (Sibisi, 2016:69).

1.11 ETHICS CONSIDERATIONS

Richards and Schwartz (2002:135) in Hlatshwayo (2018:60) allude to ethics as recommended guidelines or rules in a specific expert organization that guides the conduct of its professionals. For this study, all appropriate bodies had to be consulted, and Covid-19 protocols had to be observed. Permission to conduct research was requested from the University of the Free State (UFS) and the Free State Department of Basic Education (DBE). The researcher adhered to the guidelines set out by these organizations. Permission was also sought from the school principal as the study involved the school as the research site and teachers as participants. Participating teachers gave informed consent to be part of the research. Ethics clearance was obtained before the researcher started with data collection.

Ethics standards such as anonymity and confidentiality were observed. According to Coffelt (2017:1), confidentiality refers to the removal of any personal, identifying data participants provided from the data, whereas anonymity refers to gathering information without collecting any personal, identifying data. In other words, in this study, there is an interest and focus on individuals' experiences and behaviours, rather than in exposing individuals.

Before the research process started, the participants were informed on the research and its risks. In this case, there was the risk of triggering anxiety and post-traumatic

stress disorder (PTSD) in participants as they were asked to recount traumatic experiences. Participants were not forced to be part of the study; only willing participants formed part of the study and they had to sign consent forms. Those who were not comfortable with the research and its risks were excused. The participants had the right to discontinue participation in the study at any time (Paul & Kumar, 2015:43). Moreover, it is of paramount significance that participants are protected from physical and psychological danger. Participants were not exploited nor given incentives to convince them to be part of the study. The dignity of participants must be always upheld.

1.12 ORGANIZATION OF CHAPTERS

The dissertation is structured as follows:

Chapter 1: Introduction and background of the study

This chapter addressed the background of the study; statement of the problem; rationale of the study; aim of the study; main and secondary research questions; the delimitation of the study; the significance of the study; definition of key words; a preliminary literature review on school violence; research methodology; and ethics considerations.

Chapter 2: Literature Review

Chapter 2 presents the theoretical framework that informed the study and reviews the available literature on school violence by considering its history and prevalence, as well as the types of school violence. Furthermore, the chapter addresses the causes of violence; teachers' experiences of school violence; coping strategies for school violence; intervention strategies for school violence; implications of the study and lastly, the summary of the chapter.

Chapter 3: Research Methodology

This chapter describes the research paradigm; research approach; research design; the site of the study and participants; sampling and sample size; instruments for data collection; data collection procedures; data analysis; data trustworthiness; ethics

considerations and offers a chapter summary.

Chapter 4: Data Analysis and Interpretation of the Findings

The chapter presents the research journey, presents the findings, and offers a chapter summary.

Chapter 5: Discussion of Findings and Conclusion

This chapter discusses the findings of the study and the implications of the study; offers recommendations for further studies; and considers the limitations of the study before concluding the study.

1.13 CHAPTER SUMMARY

This chapter revealed the background to the study; stated the problem and highlighted the significance of the study. It also presented the rationale of the study, aims of the study, research questions and the literature review. The chapter briefly considered what school violence is, the types of school violence, causes of school violence, as well as strategies that have been used to address learner violence against teachers. The research methodology section offered a cursory discussion of the methodology used to achieve the aim of the study, such as the nature of the research, the profile of the school, sampling and data collection methods, data analysis procedures, data trustworthiness and the ethics considerations of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews the available body of literature on teachers' lived experiences of school violence. The chapter commences by discussing the theoretical framework that directs the study; unpacks the various concepts of school violence locally and internally; discusses the types of school violence and their causes, as well as how teachers have experienced school violence. Furthermore, the chapter explores coping and intervention strategies to address school violence, with implications of the study and summary at the end. This study aims to explore teachers' lived experiences of school violence.

2.2 THEORETICAL FRAMEWORK

Routine Activity Theory (RAT) serves as the basis for this study. According to Kitteringham and Fennelly (2020:207), Cohen and Felson formulated RAT in 1979 to elucidate the contextual factors that influence and shape crime in the world. RAT is also known as opportunity theory as "opportunity is the root cause of crime" (Pimple, 2016:3). Cohen and Felson (1979:604) emphasize that when three factors come together in time and space, crime occurs: motivated offenders, suitable targets, and a lack of capable guardians. In other words, RAT proposes that the motivation of the offender, the vulnerability of the victim, and the absence of capable guardians all conspire to cause a crime to occur where both the opportunity and the ability to commit it are present (Gotham & Kennedy, 2019:2). To understand how the RAT theory works, the three elements must be unpacked which are the motivated offender, suitable targets, and the capable guardian.

2.2.1. Motivated Offender

A motivated offender, as defined by Turvey and Freeman (2013:143), is one who is sufficiently motivated to commit an offence and is motivated by a variety of internal and external factors. Turvey (2011:293-294) and Wilcox (2015:772) express that the motivated offender goes through a victim determination process. It can either be

targeted (chosen ahead of time explicitly in view of what their identity is, what they are, what they know, or what they have) or opportunistic (the victim is unessential, and the offender is roused by a craving to commit the offence due to factors such as vulnerability, availability, time and location).

2.2.2. Suitable Targets

Suitable targets are victims that motivated offenders perceive to be vulnerable or susceptible to their method of operation in the view of the offender (Cohen & Felson, 1979:605). According to Cohen and Felson (1979) value, inertia, visibility, and access all have an effect on the likelihood that a target will be more or less suitable. Value is the actual or symbolic value that the offender sees in the situation; the term "inertia" refers to a person's size, weight, shape, or other physical characteristics that prevent the offender from seeing it as appropriate; while visibility refers to the exposure of targets to attackers or can be defined as the characteristic that identifies the attacker. Lastly, there is access to the layout and placement of the site, both of which increase the likelihood of an attack or make it simpler to carry it out (Miró, 2014:2-3). These four elements essentially define the level of risk of the suitable target to the motivated offender.

2.2.3. Capable Guardians

Turvey and Freeman (2013:143) define capable guardians as people whose presence or proximity deters offenders from committing crimes. They can be teachers, private security guards, police officers, family members, or regular citizens. Alternatively, Hollis-Peel, Reynald, van Bavel, Elffers and Welsh (2011:54) define capable guardians as people or groups who have the physical or symbolic presence of someone who acts (either intentionally or unintentionally) to prevent a crime from happening. Closed-circuit television, for instance, is controlled by people who are not physically present at the crime scene, a friend or classmate of the offender, place managers such as other teachers, managers and others with supervisory responsibility, like general workers. The job of capable guardians is to reduce crime by discouragement because there is a higher likelihood for external intervention and apprehension. In essence, a potential offender could be discouraged by a guardian's presence in a location or by the

guardian's relationship with the offender. However, when they are not present, the chances of crime occurring will increase.

Cohen and Felson (1979) maintain that people's routine activities, such as their daily work, school, or leisure activities, have increasingly taken them outside of their homes and into the public realm since World War II, increasing their risk of being victimized (Renzetti & Edleson, 2008:488). RAT highlights the spatial links that exist between crime, targets, and the patterns of movement of offenders whose routine activities take place in locations where there are higher probabilities of committing crime. The places where people spend the most time, such as at school, at home, at work, shopping centres, and entertainment areas, as well as the routes that connect them, are frequently the locations of the offenders' crimes (Mirò, 2014:5).

Bock, Shannon, Movahedi and Cukier (2017:139) state that when motivated offenders and suitable targets are likely to meet, the frequency of victimization is especially high. For instance, Roman (2002:80) established that block-level violent crime rates are influenced by variables such as school disorganization and routine activity, as schools were found to be generators of crime during the school period (during the afterschool period, lunch breaks, blocks near schools characterized by resource deprivation, during the morning commute and disorderly blocks in the school). In other words, as the number of potential targets increase in the absence of capable guardians, the opportunity for victimization increases. On the other hand, Thwala, Okeke and Tshotsho (2018:4) found that there is direct relationship between RAT and bullying in that low self-esteem and feelings of loneliness of adolescent girls make them more prone to being bullied. Additionally, they discovered that girls also experience being alone and unprotected in schools, where potential offenders take advantage of their isolation. In essence, the low self-esteem, loneliness and isolation of adolescent girls motivate the offender, thus making the adolescent girls suitable targets since there is no capable guardian present. Lastly, Moon and McCluskey (2020:122) found that various types of teacher victimization by students significantly correlated with teachers' unsure, supportive, and friendly behaviours towards students, thus making teachers suitable targets and learners motivated offenders in sight of no authority or capable guardian. The routine activities of both the offender and the victim are included in this

theory (Purpura, 2013:55). Hence, it is important to take into account that typically, schoolteachers are viewed as classroom managers and learner guardians. However, they can also be suitable targets that need capable guardians to deter offenders from committing violent acts (SooHyun & Wilcox, 2018:349).

Wortley, Seepersad, McCalla, Singh, Mandon, Greene, Myers and Roswell (2008:14) find that “social disorganization and routine activities influence block-level violent crime rates, which act as a social setting for violence”. There was a higher rate of violence in blocks close to schools characterized by resource deficiency after school than blocks close to schools with more resources. This means that the youth who have no resources are less supervised, creating more opportunity for offenders. Schreck and Fisher (2004:1021) found that students' close families are better able to protect them directly and reduce their exposure to motivated offenders. They also say that students who hang out with delinquent peers are more likely to be targeted for violence, to be under-supervised, and to be exposed to more motivated offenders. Furthermore, Moon and McCluskey (2020:122) established those different kinds of teacher victimization by learners significantly correlated with teachers' unsure, supportive, and friendly behaviours towards students.

However, some studies have criticized RAT and its general assumptions: Kitteringham and Fennelly (2020:208) postulate that RAT assumes that criminals use reason when making decisions, they argue that offenders may not use the same logic as the person putting security measures in place, may not even be aware of the situational crime prevention strategies in place, or may be under the influence of alcohol or drugs or may be negligent to not take into consideration the security measures. Renzetti and Edleson (2008:490) argue that RAT implies that the likelihood of being a victim of a crime decreases the longer a person stays at home and that females are more susceptible to being victims than males.

2.2.4 The Importance of the RAT Theory for this Study

RAT has benefits such as providing an easy-to-understand yet powerful understanding of the problems caused by crime. It shows how people interact within a given environment because it takes into account the routine activities' spatial and temporal structures, which significantly influence the location, type, and quantity of illegal acts

and decrease the interaction of three essential elements: offender, suitable target and absence of capable guardian. Additionally, RAT de-emphasizes the offender and focuses instead on the target and guardian, and lastly predicts possible future crimes through contextual variables it carries (Argun & Dağlar, 2016:1191). According to Mirò (2014:5), RAT over the years has prevented crime by reducing opportunity for motivated offenders, has altered structures of opportunity of various crimes through various methods with the intention of increasing effort, increasing risks, decreasing benefits, and eliminating justifications. It also made it possible to analyse the places in which crime occurs the most so measures can be put in place as a way of prevention. Lastly, RAT predicts how social and economic changes will affect the overall rate of crime and victimization (Wortley, 2016:1).

From the aforementioned, it is evident that RAT is used to understand criminal activity trends occurring at any geographical spaces at any given time. In turn, using RAT to study school violence is appropriate because all school participants; including students, teachers, staff, and administrators, participate in routines, activities, and shared interactions that influence and connect them all (Popp & Peguero, 2011:2415). This theory formed the basis for this study as the study explores how teachers become targets of the offending learners out of the sight of responsible guardians who can prevent the convergence of the crime, thus lowering the likelihood of violence occurring in schools.

2.3 REVIEW OF RELATED LITERATURE

2.3.1 The Concept of School Violence

School-based violence has many dimensions and many different manifestations. The setting in which it arises frequently determines how it manifests. Understanding the definition of violence as “the intentional use of physical force or power, whether threatened or actual—against oneself, another person, or a group or community that either causes or may cause injury, death, psychological damage, mal-development, or deprivation”, is essential for comprehending school violence. Alternatively, De Wet (2007:77-78) refers to school violence as intentional, harmful to the educational mission, and harmful to a conducive culture of teaching and learning. The Australian

National Committee on Violence included the characteristic of intentionally causing property damage in its definition (De Wet, 2007:249).

Moving on from the previous assertion, there are multiple ways to define violence in a school setting. This is supported by the definition provided by Girmen, Kaya, and Kilic (2018:703) of school violence as a multifaceted concept that includes both criminal acts and aggressive behaviour in schools, hindering development and learning and harming the school climate. Zulu, Urbani, Van der Merwe and Van der Walt (2004:70 cited in Mncube, 2013:3) define school violence as “any behaviour by students, teachers, administrators, or other non-school personnel aimed at causing harm or damage to school property”. South African law defines school violence as acts that result in either physical and non-physical harm, such as pain, damage or terror (De Wet, 2007).

In its 2015 National School Safety Framework, the Department of Basic Education (2015:5) defines school violence as "hostility and victimization that happen in and around the classroom, on school terrain, on the way to and from school, as well as online and other events" perpetrated against teachers, school security officials, school management, students, and by teachers or students. This definition recognizes that violent incidents significantly disrupt the normal course of education by affecting school climate and culture. According to the Center for the Prevention of School Violence (2002:1 cited in Miller & Kraus, 2008:15), school violence is defined as any behaviour that violates a school's educational mission or respectable environment or jeopardizes the school's goal of being free of hostility against people or property, drugs, weapons, disruptions, and disorder.

Finally, the term "school violence" is currently used to describe the following forms of violence worldwide: physical abuse (counting corporal punishment), psychological abuse (including verbal abuse), sexual violence (counting assault) and bullying (including cyberbullying) (United Nations Educational, Social and Cultural Organization (UNESCO), 2017:15). In essence, any activity that has the potential to disrupt an educational system is considered school violence.

2.3.2. The History and Prevalence of School Violence

According to Meyer and Chetty (2017:121), the 2013 National School Violence Study conducted by the Centre for Justice and Crime Prevention (CJCP) reveals numerous instances of school violence in South Africa, and not much has changed since. During apartheid, violence was used to oppress people as well as to resist; and the education system was used as yet another tool to oppress the majority of South Africans, separating black people from white people (Power, 2017:295). Power (2017:296) further states that in 1994, South Africa moved towards a democratic constitution according to which everyone must be treated with equality, tolerance, respect, dignity and non-violence. South Africa made significant attempts in pursuit of these human rights, but its continued contact with violence has had a dangerous effect on the school system. According to Govender (2018:22), the current violence in South Africa's education system must be understood in light of the past political and economic disadvantage patterns of inequality. As a result, the various worlds in which South Africans live still bear witness to the destructive legacy of the country's past (Jacobs, 2013:59).

However, school violence does not just occur in South Africa; it appears to be a global issue. It has been documented in the UK since 1927, when Andrew Kehoe detonated bombs at a school in Bath. Kehoe committed suicide alongside several others. Paul Orgeron killed himself, along with teachers and students, in 1959 when he detonated a bomb at a Texas playground. Violence that results in fatalities continues to have an effect on American schools today. From the 1992-1993 school year to the 2017-2018 school year, numerous violent deaths involving fatal injuries occurred on the grounds of primary or secondary schools in the United States, according to research published in 2021 by the National Centre for Education Statistics (School Violence: Definition, History, Causes & Effects, 2015:1). Additionally, the shootings at a primary school in Connecticut toward the end of 2012 shocked the world, killing many students and teachers (Bratu, 2012:1).

Until the late 1990s, many Israelis did not consider school violence to be a significant national issue. However, in 1994 Israel participated in the WHO-sponsored international health behaviour survey. In 1997 results were released revealing that Israel had a measurable youth and school violence challenge that was comparable or

higher in some respects than many other industrialized countries. This continued until the late 2000's when the Israeli Ministry of Education put up measures to stop school violence (Benbenishty & Astor, 2008:69-79). Given the broader definition and context of school violence above, this study focuses on violence against teachers.

2.3.3 Types of School Violence

There are many different types of school violence, and it intersects with violence in homes and the community as a whole. Typically, school violence refers to "any acts of violence committed inside a school, while traveling to or from a school-related event, or during such an event. These acts of violence committed at a school can be physical or non-physical, and the victim may or may not be harmed physically or emotionally. This violence severely disrupts the normal operation of the educational system and typically takes the forms of learner-on-learner, learner-on-educator, educator-on-educator, and educator-on-learner violence" (Centre for Justice and Crime Prevention, 2016:5).

Therefore, the sub-themes of physical violence, psychological violence, sexual violence, and bullying are used to classify the forms of violence according to UNESCO types of school violence (UNESCO, 2017:15).

2.3.3.1 Physical violence

Any form of physical hostility with the intention of causing harm is considered physical violence, and it includes corporal punishment and physical assault by children and adults (UNESCO, 2017:14). Additionally, according to Ngobeni (2021:11), in neighbourhoods with a high violence rate where weapons are easily accessible, physical violence can include stabbings and shootings. Traditionally, corporal punishment has been used in South Africa's educational system to maintain order and discipline.

In 1996, corporal punishment was banned based on the criticism of its effects of causing aggression, hostility, learning barriers, anti-social behaviour, mental health challenges (depression, anxiety, trauma, and sadness), low self-esteem, negative outlook on school and low scholastic performance in learners. All these effects in turn contribute to violent behaviour, dropping out of school, unhealthy relationships between teachers and learners. Most significantly, corporal punishment discourages

respect for human dignity and bodily integrity, which is contrary to the South African Constitution (Gershoff & Grogan-Kaylor, 2016:453; Veriava, Thom, Hodgson, 2017:336-337; Africa, 2022:6; Heekes, Kruger, Lester, & Ward, 2022:52-72). However, the use of corporal punishment in schools was not entirely eradicated by this legislative intervention.

The Department of Education (2000:6) defines corporal punishment as “any intentional act against a child that causes pain or discomfort to the child's body in order to discipline or control the child. Spanking, slapping, pinching, paddling, or hitting a child with a hand or an object are all examples of this; preventing or restricting a child from using the bathroom; denying a child food, water, warmth, or shelter, pushing or pulling a child, or requiring the child to exercise”. Alternatively, Peterson and O’Connor (2014:2) define corporal punishment as the use of physical force with the intention of inflicting pain on the victim in order to correct or punish a child for their behaviour. Reasons why corporal punishment is used so frequently and in an illegal way include the fact that parents are still using corporal punishment to discipline their children at home. There are no other effective alternatives at schools and homes, it has been used in the educational system for decades, and schools regard it as important to maintain order for proper teaching and learning to take place (Morell, 2001:292). According to Newell (1972:385), there was much debate in the 1970s and 1980s about the effects of corporal punishment. Psychologists argued that it caused students serious emotional harm, hurt their self-esteem, and hurt their academic performance (Cherian, 1990; Holdstock, 1990; Murray, 1985).

Alternatively, physical assault is defined by the South African Police Service (SAPS) (2014:1) as the “unlawful and purposeful application of force directly or indirectly to a human being in such a way that another person believes force will be applied immediately; assault with the intention of inflicting severe bodily harm”. In the USA, the extent of the problem of physical violence in schools is well known to the general public, with more than eight out of ten Americans expressing grave concern about its effects (Acierno, Resnick, & Kilpatrick, 1997:53). Following the Center for Disease Control and Prevention’s (CDC) recommended definitions, physical violence is defined as the deliberate use of physical force against someone with the potential to cause injury, disability, harm and death (Smith, Thornton, DeVellis, Earp, & Coker, 2002:1213).

The aforementioned is supported by the Council of Europe (2022:1), which maintains that using objects or weapons, burning, biting, kicking, punching, beating, mutilating, or killing are all examples of physical assault. When weapons or objects that can be used as weapons are available, physical violence leads to death in extreme cases. Additionally, in some instances, it results in severe injuries that necessitate hospitalization. To put it another way, a physical assault occurs when one party uses physical force to harm another person's body.

2.3.3.2 Psychological violence

The study of psychological violence in the workplace emerged in the 1990's and it is still gaining further recognition internationally (Rayner & Keashly, 2005:271; Notelaers, Einarsen, De Witte & Vermunt: 2006:3). Psychological violence is also known as emotional violence and includes psychological aggressions that are of an emotional and verbal nature and aims to cause harm (Follingstad, & DeHart, 1997:436). Ferrara, Franceschini, Villani and Corsello (2019:1) define psychological violence as restricting one's movement, ridicule, threats, intimidation, discrimination, rejection, and other forms of aggressive treatment that are not physical. In South Africa, Steinman (2003:4) defines verbal and emotional abuse as: "offensive behaviour on a regular basis and over time, including but not limited to psychological oppression, manipulation, intimidation, harassment, threats, conspiracies, coercion, extortion, and dishonest conduct that may influence the victim's dignity, worth, emotional and physical well-being. This includes attempts to demean, marginalize, or undermine an individual or groups through malicious means".

Burton and Leoschut (2013:1) state that reports of verbal violence were received by over a quarter of principals in South Africa. They further claim that 52.1% of teachers are survivors of verbal brutality from students. Scholars characterize verbal violence as a behaviour with a message conveyed with the conscious intention to cause psychological pain (Taylor & Smith, 2019:52). Therefore, verbal abuse is connected to psychological and emotional abuse; racial comments, swearing, name-calling, and gossip are all included (Booren, 2007:13). Non-physical behaviour that denigrates another person is considered emotional abuse. Examples of emotional abuse include verbal threats, insults, putdowns, and other strategies that make the victim feel inferior, ashamed, or devalued (Stark, 2015:647).

Although this type of violence might be an endeavour to lay out or hold one's power, predominance or economic wellbeing, the essential goal of psychological and emotional abuse is to cause damage. Verbal and emotional violence are examples of psychological violence: rejecting, isolating, and ignoring insults, rumours, fabrications, name-calling, threats, ridicule, and psychological punishment. Psychological discipline is not physical, but it embarrasses, maligns, substitutes, undermines, alarms or scorns a youngster or juvenile (Ferrara, Franceschini, Villani & Corsello, 2019:2).

As maintained by Matsela (2009:16), it is the predicament in which one or more people endlessly, over a certain period of time, perceive that they are the targets of negative actions from one or more people in a specific location. The people at the receiving end often find it very challenging to defend themselves against such actions.

2.3.3.3 Sexual violence

Sexual harassment in schools refers to unwelcome and unwanted sexual behaviour that hinders an individual's right to equal educational opportunity. Sexual harassment can occur in a variety of ways, including verbal and nonverbal communication, physical contact without permission, and criminal activity (Stein, 2000:1).

According to Kreifels and Warton (2021:2), girls are significantly more likely to experience sexual violence through "contact," whereas boys are significantly more likely to experience sexual violence through "non-contact." They add that forced sexual acts or pornographic material, grooming, sexual harassment, sexual coercion and exploitation, unwanted touching, sexual assault, and rape are all forms of sexual violence. O'Moore (2006:4) postulates that sexual violence can take the shape of rape, sexual assault and sexual harassment, which includes unwarranted sexual advances and groping.

Schools suffer from both internal and external forms of sexual harassment. It is external in the sense that male students learn about the type of masculine characters that lead to sexual harassment outside of school from their families, communities, and the mass media. When the school fails to manage this kind of violence, it enters the school and becomes internal (Mncube & Harber, 2014:326).

Brodsky (in Einarsen, Hoel, Zapf & Cooper, 2003:33) defines harassment as one person's repeated and tenacious attempts to enrage, wear down, frustrate, or provoke another. It is persistent negative treatment that makes the victim feel pressured, intimidated, or otherwise uncomfortable. It is "any unwanted behaviour, including mildly offensive remarks and physical violence". Likewise, it is characterized as an improper way of behaving directed at somebody that a sensible individual sees as unwanted, hostile, and harmful (Matsela, 2009:17).

However, according to Du Plessis, Fouchè and Van Wyk (1998:418) (cited in Prinsloo, 2006:306-307), sexual harassment can take many forms, including the following: physical conduct that includes strip searching by or in the presence of a person of the opposite sex and all unwanted physical contact, including touching, sexual assault, and rape; unwelcome comments about a person's body, sex-related jokes or insults, unwelcome graphic comments about a person's body made in their presence or to them, unwelcome and inappropriate inquiries about a person's sex life, and unwelcome whistling at a person or a group of people. Unwelcome gestures, indecent exposure, and the unwelcome display of sexually explicit images and objects are examples of nonverbal forms of sexual harassment, and lastly, there is sexual favouritism, which occurs when an authority figure rewards only those who respond to their sexual advances. These acts of sexual harassment can take place anywhere on the school terrain and its facilities, such as in the classroom, hallway, outside of the school, school grounds, gym, sports centres or pool area, lunch centres, or school parking lot (Stein, 2000:1).

Over the years, the term rape has been constantly modified by scholars to eliminate stereotypes and misunderstandings (Kilpatrick, 1992; Mahoney & Williams, 1998; Mahoney, 2001; Kahan, 2010). According to Williams and Walfield (2016:13), a complete and inclusive definition of rape is "any undesirable sexual penetration of the vagina, anal, or oral, or touch with the genitalia that is the end result of real or threatened bodily force without consent or whilst the person is not able to provide positive consent". Alternatively, Paterson (2017:312) states that rape is a criminal offence that includes any penetration of a person under the age of 12 without their consent (including penetration of a boy or man without consent). Sexual abuse is sexual assault without penetration by a body part or object in criminal law (including

being forced into touching their genitalia) (Paterson 2017:312). The most fundamental definition of rape is coerced sexual penetration. Sexual assault is coerced sexual contact.

With the exception of childhood sexual abuse, sexual assault against men and boys is a significant issue that has been largely ignored by research. The home, the workplace, schools and streets, amongst others, are all places where men and boys are subjected to rape and other forms of sexual coercion (WHO, 2002:154). According to Campbell and Wasow (2005:127), harassment of girls and boys is probably a global issue. According to Brown and Walklate (2011:155), 23% of girls in Canada have experienced sexual harassment at school. The study also emphasizes the role that teachers play in promoting and taking part in sexual abuse, such as exchanging sex for better marks in the Democratic Republic of the Congo, Ghana, Nigeria, Somalia, South Africa, Sudan, Zambia, and Zimbabwe.

Mgijima (2014:199) maintain that rape and sexual assault victims frequently become pregnant, contract sexually transmitted diseases, experience stress and anxiety, develop a low self-esteem, or withdraw emotionally, leading to high absenteeism or contributing to low scholastic achievement and dropout rates. In addition, people, particularly women, may be frightened by the possibility of sexual assault and rape, which in turn may restrict their behaviour and choices in life as well as their socialization (Sjöholm, 2017:229).

2.3.3.4 Bullying and cyber-bullying

Bullying is a daily occurrence in most, if not all schools around the globe. It has been a burning issue for decades and school systems are still dealing with it (Marsh, 2018:3). Bullying is defined as “purposefully causing injury or discomfort to another person repeatedly an over a course of time either by physical contact, words or otherwise in order to intimidate and/or control the person” (De Wet, 2010:190). According to Olweus (2000:11), bullying behaviour frequently occurs without apparent prompting. Guerin and Hennessy (2005:23) support the aforesaid by stating that “the traditional definition of bullying holds that an individual or group intentionally and repeatedly targets an innocent person who has not caused the attack”. To put it another way, abuse at school

is intentional and persistent. When it is not addressed, it can continue over long periods of time.

Mncube and Harber (2014:326) state that bullying can manifest itself in a variety of ways, including humiliation, abusive comments, threats, name-calling, sarcasm, spreading rumours, teasing, being excluded from a group, torture, and ridicule. Bullying can be either direct or indirect, with direct bullying involving physical or verbal abuse, while indirect bullying entails subtle social manipulations like exclusion, rumour-spreading, and gossip (Mgijima, 2014:199).

Cyberbullying, also known as online violence, is one of the most common forms of bullying. Receiving or sending messages to others that are offensive and insulting, having rumours posted or sent about oneself, exposure of personal secrets posted or sent online, being threatened online, being hacked or messages posted by others using one's account, and images or messages sent without one's permission are all examples of online bullying (Burton & Leoschut, 2013:3). This form of bullying takes place via social media platforms through electronic devices and the internet. Cyberbullying is most likely to barge into people's reality and adversely affect their daily functioning and psychological wellbeing.

2.4 CAUSES OF SCHOOL VIOLENCE

There is no singular cause of violence. However, the culture of violence in schools is influenced by a number of external and internal factors. It is necessary to critically examine the school's holistic background to comprehend the causes of violence, such as the exposure to violence, access to weapons and substances, poor socio-economic backgrounds, influence of peer groups and gangs, physical appearance, gender and sexual orientation, psychological and emotional stress, the influence of teachers and parents, poor school management and discipline policies and lastly, the influence of mass media. These factors can disrupt and cause violent outbreaks, which are relatively typical in low-income communities and consequently create unrest in the school environment, leading to acts of violence (Moore, Jones & Broadbent, 2008:235).

2.4.1 Exposure to Violence

Varela, Melipillán, González, Letelier, Massis, and Wash (2021:161) believe that community violence is a major contributor to school violence in that individuals witness violent acts and model them. The modelling can either be done directly or indirectly and consciously or subconsciously. They define community violence as “witnessing or experiencing acts of interpersonal violence committed by people who are not related to the victim in a close way”. These acts of violence include issues such as sexual assault, robbery, gun use, gunshots, social unrest, graffiti, youth gangs, drug trafficking, abuse, and racial segregation.

School violence may also be correlated with contextual factors like childhood exposure to violence and fragile and unstable family systems (Grobler, 2018:27). Tshotsho (2004:1) posits that violence has recently increased in South African schools. One of the reasons is that some children and teenagers have either been exposed to or partaken in various forms of violence during their developmental years. This has in turn made them unfamiliar with concepts and emotions of love and peace. These youngsters are typically susceptible to mental health challenges that can later manifest as violent behaviour or aggressions. Sibisi (2016:37) points out that children who have seen violence develop dysfunctional and precarious attachments to their parents. They are also challenged with connecting to people their age due to being overwhelmed with anger. These students frequently engage in heated arguments with other students, either inside or outside of the classroom.

As maintained by Hlatshwayo (2018:39), home and family can play such a significant role in an individual’s life. It can increase the likelihood of being a victim or engaging in violence. The primary foundation upon which young people build behaviours that are deemed acceptable or unacceptable in their societies is established by their families. Without the correct teachings on what acceptable behaviour is, the child can be at a risk of learning wrong behaviour from external factors. Hlatshwayo (2018:40) postulates that the most terrible outcome is “hazardous homes where youngsters take on the violent tendencies they are presented to as a standard, thereby sustaining the use of violence as a means of resolving issues and gaining or maintaining control within.”

When children come from improper homes, they tend to be violent. They model the behaviour that is displayed by parents and others around them. They learn to fight and beat each other if they observe it from others. Johnson, Johnson, Johnson and Senesie (2016:8) emphasize the extent to which family and community factors are connected to school violence levels. The findings revealed that it is highly likely that when learners go to high school, many of them have either been victims of violence, witnessed violence, or perpetrated violence in their homes and communities. Additionally, Espelage *et al.* (2013:77) posit that there are other predicaments or factors that can act as triggers of disruption and outbursts of violence. Examples include family death or suicide, parental arrest, parental separation, peer embarrassment, exposure to violence, misuse, and financial stress.

2.4.2 Access to weapons, drugs and alcohol

Burton (2008:48–49) states that many schools across the country have learners who have access to alcohol, drugs, and weapons. Meyer (2005:40), believes that the rise in school violence can be attributed to drugs, gangs, film and television violence and many headmasters believe it as well. Meyer further states that schools have evolved into locations where criminals, weapons, and drugs circulate just as freely as students do. Many children who exhibit violent behaviour at school also experience violence or abuse outside of school, so they may require adult assistance.

One of the biggest causes of school violence is the number of weapons learners bring to school. A weapon is something made to cause harm to people or damage to their property (Hlatshwayo, 2018:41). Children can easily acquire weapons illegally, and these then end up being used in schools. When they get into a fight with other people, these weapons can be anything from guns and knives to bottles and pencils. They can also turn anything into a weapon (Mncube & Steinmann, 2014: 204-205). Hlatshwayo (2018:21) adds that pangas and knives are dangerous weapons used in schools. Learners bring these with them to school, and use them to threaten and harm other people. Sibisi (2016:34) emphasizes that when an individual has a weapon on them at any time, either outside or inside the school terrain, indicating that they are prepared to use it when possible. Consequently, posing a significant threat to the school's teachers and other students.

According to Thaler (2011:3), carrying a weapon is one of the interconnected risk factors contributing to perpetrating violence, delinquency and suffering. Mncube and Madikizela-Madiya (2014:47) comment on studies conducted in USA on perpetrators and the gun carrying effects among young criminal offenders and non-offenders between the ages of 12 to 25. They revealed that young people are extremely likely to be aware of communities where they can obtain weapons and to be acquainted with individuals who carried weapons.

Zapolski, Clifton, Banks, Hershberger and Aalsma (2019:448) also argue that illicit substances contribute immensely to violent behaviour of learners. In most cases, socio-economically disadvantaged learners partake in drugs and alcohol sales in the school yard as a way to make money. In return, they also start using the substances as a strategy to escape from the difficult realities of life, therefore inducing their anger and aggressive behaviour. Sibisi (2016: 38) adds that sometimes these learners who are involved in gangs or groups, are constrained to adjust to the friend groups' principles of using substances. Drugs and alcohol alter a person, increasing the likelihood that an intoxicated student or educator will act aggressively. These changes include the inability to accurately assess risks or threats, a decline in self-awareness, selective inhibition, and intellectual functioning (Perumal, 2006:43).

Ramorola and Taole (2014:15) assert that similar to other nations, teenage drug abuse is evident in South Africa. Therefore, it can be inferred that substance misuse is one of the causes of school violence. Learners who consume drugs undergo changes in their behaviour and become violent. They also become brazen enough to engage in unacceptable behaviour toward teachers and other learners. Additionally, these learners take the risk of raping and harassing others at school with impunity and no regrets. Because it gives them a sense of belonging, joining gangs can sometimes lead innocent learners to engage in violent behaviour and use drugs and alcohol (Hlatshwayo, 2018:22). According to the National Schools Violence Study conducted by SACE (2011:11), 34.5% of secondary school learners and 3.1% of primary school learners had acquaintances who had attended school under the influence of alcohol or drugs, and a similar percentage had acquaintances who had attended school while high on drugs.

2.4.3 Socio-Economic Background

As stated by UNESCO (2017), broader structural and contextual elements like marginalization, unequal income, conflict, and deprivation as well as gender and social norms are among the root causes of school violence.

Chronic and extreme poverty, as well as social and economic inequalities that lead to unemployment, are among the main factors that contribute to school violence in South Africa (Grobler, 2018:27). According to Aral, Özdoğan-Özbal, Gürsoy, Çetin-Sultanoğlu, Aydos, Tosun, Karaaslan and Kadan (2016:39) poverty can be communicated as the powerlessness to meet fundamental needs required for everyday comforts. Alternatively, Hlatshwayo (2018:38) defines poverty as the condition of not having adequate money and being very poor. In South Africa, some children are from poverty-stricken households and many boys become attracted to gangs as they give the illusion of money, power and glamour. In some cases, due to lack of resources, children leave their homes to engage in criminal activities. These activities include stealing, mugging and robberies, which also occurs on school premises.

Govender (2015: 28) found that households made up of big families and a number of people who stay together tend to be subjected to extreme poverty and competition for the available resources. This is due to the amount of people that have to be fed and taken care of within the one household. This can make people very violent towards each other and towards outsiders, and this mentality subsequently infiltrates the schools. Furthermore, children's violent, hostile and ruinous behaviour can be caused by a number of factors, including insufficient housing and overcrowding.

2.4.4 Influence of Peer Groups and Gangs

Young people are inclined to be around their friends more than their parents as they grow up. They rely on mutual knowledge and an eagerness to be accepted and to attract others to form relationships with other children in the form of peer selection and peer socialization (Henneberger, Mushonga, & Preston, 2021:57). Levey, Garandean, Meeus, and Branje (2019:68) maintain that the majority of adolescents engage in offensive activity with others and are less likely to commit personal violent acts without the help of others. These learners are in search of guidance from adults as they enter

into adolescence. However, when adult assistance is insufficient, they will form gang groups to provide their own (Macfarlane, 2019:412).

According to Maphalala and Mabunda (2014:61) and Jacobs (2014:5), in South African schools, sexual abuse, burglaries, vandalism, gangsterism, drug abuse, and assaults are on the rise. Mncube and Madikizela-Madiya (2014:43) reveal that gangsterism is thought to be one of the main causes of school violence in the Western Cape. Gangs are extremely dangerous in that they constantly want to be in charge. They engage in criminal activities to make others fear them. When they are threatened, they start fights at schools and kill each other.

Mncube and Madikizela-Madiya (2014:41) define gangs as “groups of learners who typically like to be in groups, be referred to by specific names, and engage in all kinds of violent and corrupt behavior in order to become well-known and feel in control.” Alternatively,

Valasik and Reid (2021:2045) describe a gang as a group of people who align themselves with a common goal and where threat and conflict are necessary components for the creation and maintenance of a gang. Gang membership includes both men and women. Gang violence is frequently the result of poverty and social disadvantage. Gang members are the children of dysfunctional families and social structures, and they subsequently form families with their friends.

Gangs normally target children who are from disadvantaged homes by luring them with resources and glamorous materials. These children end up joining these gangs because they offer things their peers have. They know that their parents cannot afford these things, thus they have no choice but to join so that they can fit in. Thabethe (2010:37) asserts that in economically deprived and socially disordered communities, adolescent arrest rates are higher. Gangs also take advantage of situations in which both parents are employed or unemployed, leaving their children with strangers or unattended.

In other cases, gangs target learners who are vulnerable or those who love power – these are your typical victims of bullying or bullies themselves. Gangs can also offer a surrogate family set up which provides children with a sense of belonging (Hlatshwayo,

2018:39-40; Epstein, 2001:121). Dentemaro and Kranz (1993:108-110) add that gang members frequently have undesirable school experiences. In response, they use gangs as a means of retaliation against the school or to escape the pressures of school.

Additionally, children who are influenced by one another are more likely to become violent, especially in the event that they are a part of a group whose members are all violent. They will learn the same lesson and also exhibit violence in school if their peers are violent and engage in violent behaviour at school (Thabethe, 2010:48-49). Choosing the wrong friends can lead to criminal and violent activities. Children become easily influenced by their peers because they do not want to lose their “cool-factor”. So instead, they will do whatever others say they must do in efforts to keep their relevance and their sense of belonging (Henneberger *et al.*, 2021:60; Osman, Mohamed, Warner, & Sarkadi, 2020:2).

2.4.5 Gender Inequalities

In the 2016 UNICEF U-Report/SRSG-VAC opinion poll on bullying, 25% of young people in 18 African countries said they had been bullied because of their ethnicity, 25% because of their gender or sexual orientation, and 25% because of their physical appearance (United Nations, 2016).

Kaminer and Eagle (cited in Grobler, 2018:28) postulate that violence seems to be strongly predicted by gender, which causes a high probability that girls will be targeted as victims of violence. Conger (1991:519) also agrees by stating that female students are less likely than male students to engage in significant criminal activity. As maintained by Thabethe (2010:37), large urban areas appear to be the epicentre of significant criminal behaviour, particularly among disadvantaged, poor males. The United States' National Youth Survey (cited in Bezuidenhout and Joubert, 2003:66) revealed that male students are more likely to befriend and most likely be influenced by delinquent learners compared to female learners.

Gender inequalities and patriarchal norms can be blamed for some of the influences on school violence in South Africa (Grobler, 2018:27). As stated by Schachter (2015:366), a social system in which men dominate in roles and hold the majority of power is known as patriarchy, whereas masculinity is defined as having characteristics

that are typically associated with men. Courage, independence, and assertiveness are some of the traits of masculinity and patriarchy. When used wrongly or abused, boys will tend to be more violent to show how powerful they are by being physically and verbally aggressive towards others. In other instances, violence is used to reclaim lost or past masculinity.

2.4.6 Psychological and Emotional Stress

Psychological and emotional disorders can create a risk factor with regard to violent behaviour. Mental disorders such as depression, aggression, anxiety and attention deficit-hyperactive disorder (ADHD). Children with the aforementioned mental disorders have a tendency to have very little patience and act violently whenever they feel like things are not going their way (Maema, 2021:35). According to Govender (2015:31), there is a close link between irritability, depression, sadness, and forceful ways of behaving. This implies that rage and depression have a tendency of paving one to violent or aggressive conduct.

A feeling of emotional and physical tension or a bodily response to a problem is called stress. It can arise from any situation or thought that causes confusion, rage, or anxiety. Anxiety alludes to a feeling of anxiety, nervousness, or uncertainty about something. In light of stress and anxiety, there is a possibility that the individual will become violent. Because of their studies and careers, children are constantly under pressure, increasing the likelihood that they will become violent (Paul, 2005:73). Also, McGuiness (1993:40-41) asserts that when children have a negative attitude towards the school, they will have difficulty achieving their goals, lack motivation, and a labelling process. When learners fail to achieve at school, they become very negative. In essence, offensive behaviour travels with a negative attitude.

According to Burton and Leoschut, 2012:35) the affective and behavioural development of children is adversely impacted by violence. This is because learners' risk of violence is increased when they are exposed to violence. This results in a negative self-concept, depression, impulsiveness, poor cognitive skills, fighting, lying, and vandalism. Also, components that impede a healthy developmental direction of children as well as those that put children in danger of harassment, bullying and different types of violent exploitation at school. McGuiness (1993:43) supports by

stating that due to a family's poor socioeconomic background, learners may develop sensations of inferiority, guilt and shame as well as a poor self-image. This low esteem makes them very challenging when it comes to their behaviour. Additionally, a negative self-concept can be linked to aggression, withdrawal and schoolwork difficulties.

Behavioural challenges in certain children bring about specific issues in their characters, like issues in communication and absence of confidence. These children won't be able to participate in school activities, so they may feel left out and ignored (Freeman & McDonald, 2015:35). Again, because of their lack of social skills, they may even be mocked by others. There are also children who are generally more aggressive than others and are more likely to be attracted to offensive activities compared to others (Chetty, 2015:58).

2.4.7 Teachers and Parental Influences

Stipek and Miles (in Espelage *et al.*, 2013:75) state that when the teacher and learner relationships are negative and always in conflict, aggressive behaviour can be expected. However, when the teacher-learner relationship is healthy, no violent behaviour is displayed. Taole and Ramorola (2014:19) discovered that teachers add to continuous brutality in schools in South Africa by using slanderous remarks, harassing and verbal attacks on learners when they did not get it right. This sort of conduct from teachers adds up to an absence of professional skills and morals that sustains school violence. Also, in South African schools, many teachers still use corporal punishment as a discipline tool, which sometimes backfires on learners.

Mabuda and Maphalala (2014:60) emphasize that teacher absenteeism has a significant effect on violence, which in turn adversely affects learning. Teacher absenteeism is defined as “teachers who are not at the school when they're supposed to be there and when teachers are not at the classes”. This absence can be due to a number of reasons such as mere tardiness, excessive co-curricular and extra-mural activities, union meetings, workshops and other community involvements. Some of the reasons for the absenteeism of teachers is that teachers require time off for counselling, debriefing after a trauma, normal sick leave and family responsibility leave. This in turn can leave children unattended, thus creating room for misbehaving and violence. Clark (1995:88-89) says that some teachers lose hope and stop working

hard to educate their students. While some continue to struggle, others switch careers and take early retirement. All of this exposes learners to danger and significantly play a part in their violent and bad behaviour.

As mentioned by Opic, Lokmic and Bilic (2013:11-15), factors that lead to violent behaviour include liberal parents and guardians who do not set limits for their kids' behaviour and instead endure their violent behaviour. In other cases, these parents or guardians turn out to be abusers themselves. When confronted with certain circumstances, children develop the belief that any negative behaviour or disposition displayed by significant adults is acceptable and that they should imitate it. Children's knowledge of right and wrong must be developed and facilitated by their parents and guardians. This is because children model the behaviour of their parents, guardians and others. If they model violence, the children will also act it.

Ngakane, Muthukrishna and Ngcobo (2012:39-48) state that the majority of the time, children are exposed to violence while they are undergoing life's developmental stages. The significance of healthy parenting methods and parental involvement when raising children was viewed as critical in predicting acts of violence executed by learners. How parents raise their children and their relationship with their children has a great effect on how they will behave as they grow up. Essentially, wrong and inappropriate parenting can lead to aggressive and violent behaviour, and parents who raise their children in violent ways are more likely to raise violent children.

Govender (2015:30) posits that there is a strong correlation between a lack of attachment between parents and children and adolescent violence. Berkowitz, Astor, Pineda, DePedro, Weiss and Benbenishty (2021:393) also found that a lack of parental support can also have an effect on children's social and emotional development and behaviour. Some youngsters anticipate receiving the same level of attention at home and in school. And if they do not get the correct treatment, they could retaliate and engage in violent activities to receive attention. Adebiji, Goldschmidt, Benjamin, Sonn, Rich and Roman (2022:2) support this by stating that parents can fail to build effective relationships with their children and provide quality parenting.

2.4.8 Poor School Discipline and Management Policies

The South African Schools Act, 84 of 1996 (RSA 1996:31) states that the school governing body (SGB) of a government funded school should take on an overarching set of rules with the goal to lay out a disciplined and deliberate climate to nurture proper instruction and learning in schools. The purpose of the code of conduct is to enforce positive discipline. This means that the policy must not be used for punishment purposes but to facilitate good quality learning.

According to Thabethe (2010:31), discipline is one of the most important tools for school management. Teachers and school administrators are obligated to uphold discipline and order. This can be attained by devising a written code of conduct that encourage good behaviour, encourage self-discipline, and control behaviour. However, without this code of conduct, school managers and teachers will fail to regulate conduct in schools. In turn, learners will see this as an opportunity to misbehave and become unruly. In some cases, these policies exist and are good but school managers and staff do not work together to implement them.

Mgijima (2014:202) states that principals must account for the implementation of policies and must collaborate with school management teams (SMT), school governing bodies (SGB) and representative council of learners (RCL) to protect all people in the school system. In other cases, disciplinary measures such as detention are viewed as an easy punishment, so learners continue misbehaving which later escalate to serious violent activities. In other words, when school structures are not well-coordinated and dysfunctional and when there is no effective leadership, the environment becomes a playground for violence.

Bezuidenhout and Joubert (2003:62) accentuate the fact that the lack of discipline in schools is a prevalent issue that has not diminished since the establishment of the new democracy in South Africa. The lack of discipline seems to be getting worse in schools, and this has a very negative effect on students and everyone else in the system.

2.4.9 Social Media Influences

Learners are besieged with violence in the broader media, on social media, video games and conversations on violence, and the encounters of everyone around them. Aggressive behaviour is associated with exposure to violent media (Bushman &

Anderson, 2001:477). Netshitangani (2014:1399) maintains that one of the main factors that leads to violent behaviour in children is unsupervised exposure to television. Children regularly witness violent content on the television which makes them inclined to exhibit violent tendencies frequently in childhood and adolescence subsequently (Sikarwar, 2022:82).

Netshitangani (2014:1400) maintains that, the role of electronic print and entertainment industry media takes a significant role in how children act. The movies and music videos children are exposed to can be downloaded in seconds with just one click and it can mar their future in seconds as well. Typically, children emulate actions that they observed on media or at home to their peers and teachers. And in most instances, young children do not know that the behaviour they are acting out as fun, is actually wrong and can become dangerous to their living.

2.5 TEACHERS' EXPERIENCES OF SCHOOL VIOLENCE

Singh (2006:45) postulates that 80% percent of teachers have been exposed to violence-related activities at school, with 56% of this violence perpetrated by learners on their teachers. On the other hand, Thabethe (2010:62) states that when teachers have high level of authority, they will be more prone to being targeted for offence. These levels of authority include positions such as principals, deputy principals, departmental heads and any other managerial positions in schools. Those in these positions have to manage disciplinary problems and all other violent-related activities in schools. Teachers thus must deal with the learners' acts of violence, however in doing so, teachers are left with various effects and challenges.

According to Sitoyi (2020:63), dealing with violence has increased teachers job dissatisfaction, which subsequently resulted in teachers' frequent absenteeism from work. Sitoyi (2020:64) further reveals that various teachers from the Cape Flats schools have mentioned how there is no support from the school management team and how their disciplinary measures are not adequate. Teachers feel that they are not included in the process and feel hopeless in reporting and dealing with violent acts of learners. Additionally, teachers become frustrated and aggressive not only towards their

colleagues, but their learners as well, consequently resulting in an early exit from the teaching profession.

Du Plessis (2008:71) found that learners subtly intimidated their teachers and their authority, while some became very arrogant with them. In turn, teachers were viewed to be direct causes of this as they were not able to stand up against these violent learners in some secondary schools. The study also highlighted that teachers have emotional experiences of violence, such as having an overwhelming sense of negativity towards violent learners, demotivation to assist learners with scholastic activities, generally feeling overwhelmed and frustrated, experiencing fear and feelings of guilt, and developing a low self-worth with how they respond to violence or offence.

It has been found that teachers have witnessed a significant extent of student aggression and violence, particularly physical and verbal violence. Studies in Kwa-Zulu Natal (KZN), Gauteng and Cape Town have shown that there are numerous physical and psychological violent activities transpiring in schools (Kara, 2013:1; Shields, Nadasen & Hanneke, 2014:8; Zuma, 2016:19). These include recent incidents such as of a boy in Grade 8 who attacked a teacher in class and around the school with a broom at a school in KZN, a learner who shot a teacher to death for failing him in Gauteng, a gang of learners beating up a teacher to a pulp in Cape Town and a learner shoving and pushing his teacher around in Odendaalsrus, Free State. According to Ngidi (2018:56), these experiences have effects beyond the physical – they leave people with PTSD, accident-proneness, anxiety and worry, neurosis, shyness, suicidal thoughts, low self-esteem, and humiliation, and weak relationships. Sifo and Masango (2014:1) assert that fear of being wronged or punished in the past often leads people to become submissive and obedient.

Marolen (2019:121) asserts that teachers can be directly and indirectly bullied over both short and long periods of time for different educators. This includes learners being disobedient, disrupting the lesson at hand, refusing to submit assessments and instructions, as well as learners being verbally foul and humiliating them. Learners would make jokes, whistle or sing during lessons, other learners would swear and make noise during lessons. The purpose of these behaviours from learners was to intentionally upset the teacher. Consequently, this form of bullying from learners has affected teachers' ability to teach effectively due to learner-teacher bullying. Bax

(2016:100) supports that teachers experience bullying due to two types of delinquency perceptions in South Korea. Firstly, by believing that violent acts are committed by adolescents who are self-centred and have no regard for other peoples' feelings and rights, or either by those that come from abusive backgrounds.

Alternatively, in a study carried out in Swedish schools, it was found that teachers presented similar symptoms of psychological distress regardless on the type of school violence they have been subjected to. They experienced feelings of guilt, sleep deprivation, stress and burnouts, and discomfort. These symptoms could affect their relationships with their family and friends due to the victimization at work. Additionally, others who can manage the situation created different mechanisms of coping so that they are less emotional with others, therefore making them closed off and distant (Terzoudi, 2020:11). In Brazil, it has been found that the violent experiences of teachers reverberate on their professional and personal life. This has contributed largely to why teachers leave their jobs in this country. Teachers were viewed to distance themselves from learners, teaching was no longer pleasurable, they developed anxiety, panic attacks and exhaustion (Garcia-Silva & Lima Junior, 2022:13-14).

Alzyoud, Al-Ali and Bin Tareef (2016:230) state that violence directed at teachers is one of the chief social problems in Jordanian schools. They discovered that teachers' violence has led to teachers being exhausted, dispassionate, feeling overloaded with duties, not being able to carry out their duties and not being able to communicate kindly with learners. A study in Germany supports this by identifying that the extent of violence against teachers has resulted in "battered teacher syndrome" which is the result of a combination of responses to stress, including insomnia, headaches, depression, high blood pressure, and eating disorders. In addition to that, it was found that teachers tend to have adverse social behaviour and functioning, minimal supportive relationships and poor coping skills (Steffgen & Ewen, 2007:82).

According to Daniels, Bradley and Hays (2007:653), in the USA, violence against teachers affects approximately 234 000 teachers. After these violent incidents, they found that teachers experience physical, psychological, behavioural and cognitive effects. Physical effects include dizziness, tightness in the throat, stomach and chest, nausea, discomfort in the stomach, chest, or throat, as well as hot or cold body

temperatures. Behavioural effects such as insomnia, hypervigilance, trauma, denial, withdrawal, substance abuse, interpersonal conflicts and inexpressiveness. The emotional experiences may include anxiety, fear, emotional numbness, shock, helplessness, grief and vulnerability, while the cognitive experiences may include self-judgement, disorientation, difficulty in concentration, flashbacks, confusion, keeping preoccupied, and in severe cases, full or partial amnesia.

Newman and Fox (2009:1286) conducted a study on school shootings at West Paducah in Kentucky and found that teachers suffered long-term effects such as career changes, divorce, illness, and burnout. They also often felt neglected by others and as if they are not receiving sufficient psychological help. From the above mentioned, it is evident that teachers' experiences of violence can be similar and can have similar effects globally over the years in terms of psychological, behavioural, cognitive and physical experiences.

2.6 COPING STRATEGIES FOR SCHOOL VIOLENCE

According to Martínez Ramón and Morales Rodríguez (2020:1) an individual's coping strategies can be thought of as a "set of behaviours they use to deal with a perceived problem". In this case, the situation that is perceived as a problem is school violence. Von der Embse, Ryan, Gibbs and Mankin (2019:1328) posit that teachers do not always succeed at coping, which leads to stress and burnout. This means that teachers have to rely on various techniques to help them cope with violence in school.

With regard to South African schools, teachers and education authorities employ different coping strategies to deal with learner-to-teacher violence (Le Mottee & Kelly, 2017:46). A study conducted by Botha and Zwane (2021:6) exposed that South African teachers cope better when there is a prevention programme in place that focuses on curbing school violence and offer emotional support to teachers. Some are offered workshops on conflict management skills training, which equips them with the necessary strategies to manage school violence. Lastly, they rely on the support of their colleagues and collaboration with the school environment.

Moon and McCluskey (2020:130) indicate that in such situations teachers need some form of psychological assistance from healthcare specialists such as counsellors, psychologists, and alternative mental health specialists in addressing the problem. These professionals play a vital role in the recovery of school-related trauma victims, especially teachers who have been victimized at schools. Comparatively, Netshitangani (2018:102) found that teachers cope when there is a strong school violence policy in place and one that is followed whenever there are incidents. Also, teachers feel at ease when they have hands-on supervision from the school's management team. This means that the management team have terrain and classroom rotations and that way they will always be available to curb any incident before occurring.

In determining the methods teachers employed to deal with and manage learner-on-teacher violence in schools, Petso (2021:255) discovered that teachers employed methods such as relying on their colleagues to support them with what they were going through, involving pastors and church leaders from learners' churches for guidance/pastoral services, encouraging community members and school governing bodies to offer assistance, collaborating in creating strategies to manage school violence, working together with the site-based police so that incidents can be detected and curbed in time and monitoring access to the schools.

Marolen (2019:121) states that teachers are being directly and indirectly bullied. In order to cope with bullying, teachers in Sweden believe that self-control, meditation and seeking psychological assistance can help (Imran, 2020:28). Turkish teachers on the other hand prefer there to be prevention programmes in order for them to cope with their victimization better. Also, they have indicated a need for school counsellors where they can go and offload when necessary and need their managerial obligations alleviated so they can focus on their healing and teaching (Türküm, 2011, 647).

Daniels, Bradley and Hays (2007:654) have also identified coping strategies practiced by teachers in American schools, such as critical stress debriefing from mental health professionals. Re-establishing trust with learners and developing understanding and a better communication with learners. Receiving support from management, justice system and school personnel helped teachers cope better after they have experienced school violence. On the contrary, Bourne, Clarke-Christian, Sharpe-Pryce, Hudson-

Davis, and Francis (2015:2) assert that in Jamaican schools teachers rely on denying that the traumatic event ever transpired, complying and tolerating for the sake of keeping the job, counselling services, attending problem solving and social skills training.

Martínez Ramón and Morales Rodríguez (2020:5) made use of neural network programming on teachers in Spain to forecast coping strategies founded on perceived stress. They found that teachers tended to use the avoidance coping strategy the most, which means that they try to avoid that the situation occurred and avoid the learners that have offended them. Secondly, they saw a trend in the network that showed that teachers' resilience is different and also differs by age. This means that some people can bounce back and move on quicker from a traumatic event than others. Lastly, training focused on emotional management and instruction on resilience is provided. According to Huong and Trang (2021:40), people with negative relationships with others, often show negative coping strategies after experiencing school violence. Hence Vietnamese teachers postulated that social support and coping strategies are less likely to be used in schools if there is a friendly and secure atmosphere.

2.7 INTERVENTION STRATEGIES FOR SCHOOL VIOLENCE

School violence poses a major risk for teachers' lives. Although many are successfully and unsuccessfully applying various techniques to cope with school violence, there is a greater need for intervention strategies in schools. Without them, there is a risk that the education system will lose teachers as they cannot continue to work in unsafe environments. However, schools and teachers have constructed multiple strategies over the years to alleviate school violence.

2.7.1 Developing Teacher-Parent Relationships

The SAPA (2020:18) believes that schools should have security guards who should control access to certain premises and be readily available to prevent any altercations before they become violent. They further elaborate that parents ought to be considered responsible for the way their children behave and must enforce a severe punishment for learners who are violent towards teachers. Govender (2015:100) also supports this by emphasizing the need for parents and teachers to have good and healthy

relationships. This means that teachers must be able to form a unit with the parents when the learner is misbehaving and/or has committed a violent act. Teachers and parents must also call each other for meetings and general updates of the learners' behaviour at home and at school. This way, this relationship can prevent violent behaviour from learners. In USA, it is believed that parental participation/involvement in the classroom can help educators and schools in reducing school violence (Peterson & Skiba, 2000:2). Schools can offer parents training on child-rearing, dealing with misbehaviour, communication skills and creation of strong relationships with teachers.

2.7.2 Teacher and Learner Relationships Through Caring and Recreational Activities

Petso (2021:136) suggests a strategy of social mobilization, which is aimed at creating positive teacher-learner relationships. It is a movement that is created to spark interest in eradicating negative thoughts, feelings and actions through a fun activity embedded within positive outcomes. Learners will be able to view teachers as normal human beings that are capable of having fun and developing safe relationships with them – they will see them as non-threatening. Alternatively, Grobler (2018:32) suggests a similar strategy called ethics of care. Care as defined by Fisher and Tronto (1990:40) is “people's activity, which encompasses everything we do to upkeep, carry on, and repair our world so that we can make the most of our time there and live well.” This essentially means that human beings have the capacity to have empathy for others and consider other peoples' feelings, thoughts, safety and needs. By building care ethics, teachers increase their resilience. Resilience is a process of adapting well after a negative event. Thus, the more resilient teachers are, the more they will find purpose when they have to carry out their educational duties in schools that are saturated with violence. According to Peterson and Skiba (2000:3) in USA, teachers and learners promote healthy relationships through character education which allows them to build acceptable morals and values.

2.7.3 Developing School Policies and Safe Environment

According to the South African Schools' Act, 84 of 1996, in order to protect learners' rights to freedom and safety, school governing bodies must ensure a secure learning environment (Basson & Mestry, 2019:2). Thabethe (2010:148) claims that policies that

are existing only focus on learners' security. Moreover, the SGB has the responsibility to set safety policies that do not only protect learners in cases of school violence, but the teachers as well. It is significant to involve other stakeholders when implementing these policies such as counsellors, local police, and community members. SACE (2011:32) postulates that it is important to establish formal processes for the collection and reporting of cases of violence in schools. These reports must then be sent to district and provincial authorities for further action.

Govender (2015:101) points out that large classes give learners an opportunity to engage in violent acts because the teacher cannot control each individual at the same time. Smaller classes enable teachers to better manage each learner and also to be able to handle learners with learning barriers such as autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), aggressive disorder (AD) and attention-deficit disorder (ADD). In South Korean schools, teachers are aided with anti-bullying policies and coded of conduct. With these, they are also given the skills to guide them on how to respond to bullying, either by avoiding or taking action (Yoon, Bauman, Choi, & Hutchinson, 2011:323). Moreover, Bauman, Rigby, and Hoppa (2008:847) assert that the effectiveness of a punitive strategy in most cases of school violence is to use the 'zero-tolerance' policies to deal with the perpetrators and providing counselling for victims in USA. In most cases, trauma leaves people with feelings of anger and frustration, which can consequently turn into aggression. Therefore, it is vital that all parties involved are emotionally taken care of so that the violent incidents do not repeat themselves. This will create an emotionally safe environment for the schools.

2.7.4 Prevention Programmes, Training, and Counselling

Botha and Zwane (2021:6) posit that violence prevention programmes have been catapulted over time by the government in the plight to eradicate school violence in South Africa. The goal of these programmes is to tackle verbal, emotional, physical and classroom abuse as well as other instances of violence in schools, counting the privileges of teachers and learners, the teachers' capacity to train and the learner's capacity to learn; adverse effects on a nation's growth goals and financial costs due to socioeconomic background impacts. The most common programmes identified by Botha and Zwane (2021:7) are *surveillance*, which involves cameras, metal detectors

and security guards; *deterrence/dissuasion*. which is about regulations and policies of zero tolerance and lastly *psychosocial support* which is focused on healing trauma and recreational activities, role play and cognitive behavioural therapy. According to SACE (2011:32), large groups of teachers struggle with PTSD and depression resulting from the violence they experienced in school. Employee assistance programmes (EAP) ought to be investigated and discovered to provide teachers with emotional and counselling services.

Zeira, Astor and Benbenishty (2004:153) discovered that teachers in Israeli schools are trained to deal with conflict/violent incidents, depending on the schools in which they teach. Also, they found that teachers in religious schools are less worried about their safety because they rely on their religion to guide and protect them. Schools in Portugal use classroom intervention techniques with the objective to enhance social skills, subsequently reducing violence of learners towards teachers. Training social skills improves one's self-control, interpersonal relationships, and gives individuals an opportunity to select good behaviour when faced with a difficult situation. Counselling techniques such as problem-solving and the method of shared concern are used with perpetrators in order to help them stop their unfavourable behaviour towards others (Mendes, 2011:583).

2.8 IMPLICATIONS OF THE STUDY

Based on the above, there is inadequate information on the coping strategies (2.6) and intervention strategies (2.7) to address school violence directed at teachers. The studies that were found revealed how teachers across the globe have been using the same strategies, yet school violence is still a burning issue, and the effects are still prominent. The relevance of this study is evident.

2.9 CHAPTER SUMMARY

This chapter focused on the routine activity theory (RAT) that guided this study as supports the exploration of how teachers become targets of the offending learners when responsible guardians are not present, thus elevating the likelihood of school-based violence. The chapter also explored the concept of school violence and the

history and prevalence of school violence. This highlights why it is important to investigate teachers' lived experiences in order to establish coping and intervention strategies for victim teachers. The discussion on the types of violence revealed a plethora of types of school violence such as physical violence (corporal punishment and physical assault); psychological violence (verbal and emotional abuse); sexual violence (sexual harassment, sexual assault and rape), and bullying (including cyber-bullying). The discussion on the causes of school violence revealed that there is no one factor that causes violence. However, there are multiple external and internal factors that contribute to it. This includes exposure to violence, access to weapons, drugs and alcohol, socio-economic backgrounds, influence of peer groups and gangs, gender, psychological and emotional stress, influence of teachers and parents, poor school management and discipline policies, and influence of mass media. Additionally, the chapter explored teachers' experiences of school violence and discovered that exposure to school violence had short- and long-term results on teachers. It affected them psychologically, physically and emotionally to a point where they developed PTSD, anxiety, burnout, and demotivation amongst many, and consequently ended up leaving the profession prematurely, etc. The discussion on the coping and intervention strategies of teachers demonstrated how teachers relied on prevention programmes, counselling, anti-violence policies, collegial support, skills workshops, development of good relationships and creating a safe environment to prevent school violence and assist victim teachers to cope. However, this literature review accentuated the need for this study to investigate teachers' lived experiences of school violence. The next chapter discusses the research design and methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The purpose of this chapter is to outline the research methodology used to investigate teachers' lived experiences of school violence. The research paradigm, research approach and research design are discussed below. Furthermore, this chapter describes the study site and participants who were selected for the study through purposive sampling. The data collection methods are explored, which included face-to-face semi-structured interviews that were audio-recorded to capture teachers' utterances. The reasons for the selection of the specific data collection methods used in this study are also presented. Then, there is an interpretation of the data analysis procedures used to understand teachers' lived experiences of school violence at one high school in the Xhariep District in the Free State province. Lastly, the chapter addresses the trustworthiness of the data and considers the ethics relevant to the study.

3.2 RESEARCH PARADIGM

A research paradigm refers to a conceptual framework based on a collection of morals and beliefs that guide how research is directed and information is conceived in scientific research bodies (Allemang, Sitter & Dimitropoulos, 2022:39). Alharahsheh and Pius (2020:40) describe the research paradigm as a pattern of beliefs and understandings from which theories and practices of research develop. This includes the ontology, epistemology, methodology and methods of a study. A paradigm follows people's understanding of knowledge and reality and becomes the basis for all philosophically based scientific research (Junjie & Yingxin, 2022:10).

This study was guided by the interpretive research paradigm, which endeavours to comprehend and interpret the subject's thinking or interpretation of the context (Kivunja & Kuyini (2017:33). Junjie and Yingxin (2022:11) posit that this paradigm aims to gain depth by seeking experience and diverse interpretations of particular social conditions.

Alternatively, Bonache and Festing (2020:99) assert that the interpretive research paradigm aims to make sense of the meanings and intentions of specific individuals in a particular context. It is a way to see the world through the eyes of the people who live there – the participants. This paradigm served as the foundation of this study to better understand teachers' experiences with school violence.

The interpretive research paradigm holds that the meanings people attach to their experiences must be understood first before knowledge and theories can be developed (Burns, Bally, Burles, Holtslander & Peacock, 2022:10). The interpretive paradigm permitted the researcher to describe and understand humans, objects and events in a natural setting (Pham, 2018:3). Teacher participants used their experiences to make sense of school violence in their daily teaching routines. According to Govender (2015:44), the interpretive paradigm studies the meaning of phenomena in context by allowing the researcher to directly collect data from participants in a way that allows the researcher to record their thoughts about the actual events. Based on this paradigm, meaning was constructed from the data on teachers' experiences of school violence.

3.3 RESEARCH APPROACH

The research approach, according to Fischer and Guzel (2022:1), involves planning and following a set of procedures that go from wide presumptions to specific data collection, analysis, and interpretation strategies. Research approaches allow researchers to collect, analyse and interpret data by means of a deductive or inductive inquiry. The approach is determined by the nature of the research problem being studied.

This study was informed by a qualitative research approach. According to Aspers and Corte (2021:600), qualitative research refers to “a reiterative procedure that results in improved scientific community comprehension by making important new distinctions resulting from closer proximity to the phenomenon being investigated”. Chandra and Shang (2019:2) assert that the qualitative research approach is the tool used to investigate individuals and groups in their natural environments to learn about their motives, beliefs, and opinions. They further state that the purpose of qualitative

research is to give an explanation and not a description or prediction, like with quantitative research. On the other hand, Busetto, Wick and Gumbinger (2020:1) define qualitative research as “the study of the essence of phenomena, including their quality, various manifestations, the setting in which they appear, and possible perspectives” but excluding their “distribution, frequency, and position in a causally objective chain.” In simple terms, qualitative research typically focuses on information that is collected in the form of words instead of the numerical form. Such data are collected by means of recordings, observations, focus groups, interviews, and documents gathered from the participants in a natural setting, after which this collected data are analysed and interpreted to find new meanings (Barrett & Twycross, 2018:63-64).

Qualitative research was appropriate for this study because I wished to understand concepts, opinions, and the experiences of the participating teachers in this study on school violence. Lastly, this approach supported the study by respecting an inductive approach, an emphasis on personal meaning, and the significance of conveying a situation's complexity. Moreover, this approach was appropriate for this study because it involved exploring teachers lived experiences of school violence.

3.4 RESEARCH DESIGN

As asserted by Akhtar (2016:68), a research design is the conceptual structure within which research is carried out. Verbeke (2021:137) defines a research design as a way to grow understanding and knowledge using a planned layout or form. Based on the above definition, this study made use of a phenomenological case study research design. Phenomenology is the study of all things that can be experienced, also known as the philosophy of experience and all its meanings (Williams, 2021:367), while a case study is a concentrated study involving an individual or a group that helps us grasp phenomena that occur in actual life situations (Karlsson 2016:1). Thomas (2021:14) defines case study as a holistic investigation that researches a certain phenomenon in its regular setting. Thus, a phenomenological study explores the significance of a phenomenon's lived experiences for a number of people (Cüre, 2021:65). It is aimed at describing concepts and revealing common information that was previously missed or overlooked by a group of individuals (de Figueiredo,

2018:10). In essence, it is dedicated to describing what all individuals under investigation have in common when experiencing the same phenomenon. A phenomenological case study, therefore, is an extensive exploration of phenomena experienced by a specific group of people in order to understand their common experiences (Mourlam, De Jong, Shudak & Baron, 2019:397).

The phenomenological approach made it possible to make meaning from the responses of participants. It helped reveal the hidden effects of school violence of which the participants were aware that were hidden. It provided rich descriptions and developed understanding of the phenomenon (school violence) through teachers' lived experiences. Additionally, the nature of the research questions was based on "how" and "what" (see section 1.5) which was appropriate for a phenomenological case study. According to Gill (2020:73-94), phenomenological studies are concerned with human experiences, and not inferences or general explanations. This research design was appropriate for this study because it aimed to investigate teachers' lived experiences and cases of school violence.

3.5 STUDY SITE AND PARTICIPANTS

3.5.1. Study Site

A study site refers to the physical location/facility in which the research was conducted (Coe, Waring, Hedges, & Ashley, 2021:36). According to Majid (2018:3), the study site must be free from any variables that may affect the study's trustworthiness negatively. Variables such as the nature, setting and orchestration of the study may influence how the research is conducted and should be addressed before taking on the research.

This study took place at one high school in Xhariep District in the Free State province. The school is located in a small, rural, impoverished and violent township area in the Letsemeng circuit. The Letsemeng circuit consisted of nine high schools, of which one was the research site for this study. The school had approximately 1 300 learners from different backgrounds. The community was predominantly Afrikaans and Sesotho speakers. The high schools had either Afrikaans or Sesotho as home languages and either English or Afrikaans as a medium of instruction. Learners who took Sesotho as their home language had to do all other subjects in English. This high school was

selected as a study site due to the accessibility, availability, proximity and the teachers' willingness to participate in the research.

3.5.2. Participants

According to Casteel and Bridier (2021:343), participants are the individuals one seeks to understand in research and are the primary group on which the research is focused. Shaw and Satalkar (2018:80) postulate that participants are real people from whom the researcher gathers information through interaction or personally identifiable data. Based on the title of the study and the definition of participants, high school teachers were targeted participants as they had experienced school violence and were in a position to provide relevant data to answer the research questions. Only teachers who had experienced school violence were selected to participate in this study.

3.6 SAMPLING AND SAMPLE SIZE

Sampling is the process of choosing a few people from a population to participate in research (Pandey & Pandey 2021:41). A sample entails a number of individuals who are selected to represent a group of people in a study (Bhardwaj, 2019:158). Furthermore, Pandey and Pandey (2021:45) maintain that a sample must be a true representative of the population by corresponding with its characteristics. It must be free from bias and comprehensive in nature.

This study made use of purposive sampling to select eight teachers who have experienced school violence at one high school in the Free State province. Purposive sampling is founded on the premise that samples that are information rich must be selected to gain an in-depth view of the phenomena under investigation (Shaheen & Pradhan, 2019:28). Casteel and Bridier (2021:350) define purposive sampling as “the deliberate choosing of a participant because of the individual's characteristics and qualities.” Purposeful sampling helps researchers to choose sources of information that will provide answers to the research objectives (Shaheen & Pradhan, 2019:25). In other words, teachers were selected purposefully for this study as it aimed to investigate teachers' lived experiences of school violence. This type of sampling ensured that the sample that is used links with the aims and objectives of the study. This improved the rigour and trustworthiness of the information collected and the

findings presented (Campbell, Greenwood, Prior, Shearer, Walkem, Young, Bywaters & Walker, 2020:652). Using purposive sampling supported the aim of this study by examining the true and real experiences of teachers, creating meaning from it and extracting what is relevant to the study. It also helped to better understand participants and what they went through at the hand of school violence.

Furthermore Lakens (2022:1) points out that the size of the sample that will be taken is an important step in the design of an empirical study. Sample size refers to the quantity of observations or copies that should be included in a study or an estimate of the number of subjects or units that will be studied (Kaur, 2021:65). The sample size carries the power to inform about the precision of what the study predicts as well as the study's capacity to make inferences (Pandey & Pandey 2021:44).

The school had 34 teachers in total (24 females and 10 males) at the time of the study. The teachers were from different backgrounds, ages, genders and years of experience at the school. The sample size consisted of eight teachers who had been working at the school for five years or more and who had experienced school violence. This ensured that the data produced is rich and reflected the teacher population experiences at the school.

3.7 INSTRUMENTS FOR DATA COLLECTION

This study made use of interviews, specifically semi-structured interviews. Semi-structured interview is “a method for gathering data for a qualitative study that brings together a formalized list of unanswered questions to elicit conversation and provide the interviewer with an opportunity to further investigate certain themes or responses“(Cho, Song & Lee, 2018:344). De Jonckheere and Vaughn (2019:1) maintain that semi-structured interviews is a conversation between the participant and the researcher, guided by a flexible interview guide and enriched by additional inquiries, comments, and questions. With this method, open-ended data can be gathered, participants' thoughts, feelings, and beliefs regarding a particular phenomenon can be investigated, and personal and sensitive issues can be thoroughly investigated (De Jonckheere & Vaughn, 2019:2). Roulston and Choi (2018:234) assert that semi-structured interviews are supported by phenomenology because they ask open-ended

questions about a phenomenon to spark a conversation and make meaning out of participants' responses.

Interviews are easier to use when there is a proper plan in place, and in this case, an interview guide. According to Adosi (2020:4), an interview guide is a log of questions that have been prepared and will be asked during an interview as a guide to collect data. Semi-structured interviews involve interview guides that are embedded in loosely structured questions so that: a) participants can express themselves freely, b) the interviewer can make use of probing questions to obtain useful and relevant information, c) save time since questions are prepared prior interviews and d) does not limit interviews to a confined setting. Probes are essentially follow-up questions that are used to get more extensive or specific data out of the participant, and/or to clarify when the interviewer does not understand the responses fully (Creswell *et al.*, 2020:109). As Turale (2020:290) suggests, the interview questions in this study were guided by the 'how', 'what', and 'why' of an experience.

The interviews were audio-recorded due to the phenomenological nature of this study. Audio recordings give a total and precise record of the whole interview, and makes it easier to keep the emotional and vocal nature of the responses intact. The audio recordings can be played again and converted into text (Sibisi, 2016:62). Rutakumwa, Mugisha, Bernays, Kabunga, Tumwekwase, Mbonye, and Seeley (2020:569) found that audio recordings are more detailed in comparison to scripts, although transcripts on average are double the length of scripts. Therefore, there is more to obtain from audio recordings verbatim than from field notes, as some information can be overlooked or missed.

Moreover, interviewing teachers fitted well with the purpose of the study, which was to investigate teachers' lived experiences of school violence so that coping and intervention strategies can be identified for victim teachers and other teachers. Audio-recording was appropriate due to the face-to-face conversation interviews required. Additionally, these instruments assisted in collecting significant and rich information on teachers' lived experiences since the method implies interaction between the researcher and teachers. Lastly, the interviews helped the researcher with elucidating, understanding and unpacking teachers' behaviour, opinions, feelings and ideas about their experiences and its effects on their overall wellbeing.

3.8 DATA COLLECTION PROCEDURES

The procedure of data collection in this study involved interviewing eight teachers on their experiences of school violence in a high school setting. Participant selection was based on their direct or indirect experience with school violence, minimum number of years of experience and their willingness to be part of the study. As maintained by Adhabi and Anozie (2017:90), the selection of participants should be “a homogenous process whereby the selected participants are related to the study question”. The time and date of interviews were scheduled with the participants to confirm availability after school hours so that their daily duties would not be disturbed. The interviews took place at the participants’ school so that they could be in a natural and comfortable setting. According to Qu and Dumay (2011:247), qualitative research interviews must be conducted in a natural setting that is free from extrinsic controls. Data were collected through in-person interviews backed with audio recordings to capture every utterance of the teachers. The participants signed informed consent forms giving permission to record their session. The researcher used an interview guide to ask questions to participants and used probes after responses to collect relevant information to satisfy the research purpose.

Ethics and COVID-19 protocols were observed during and after the interviews. After the interviews, the data obtained were transcribed verbatim and turned into field texts. The data were transcribed using thematic analysis transcription, known as 'orthographic' or verbatim transcription, which purely focuses on generating a full record of the spoken words, including partial words, pauses, stutters, laughter, false starts, cut-offs in speech, guggles, and strong emphases (Braun & Clarke, 2012:60). According to Silverman (2000:14), the researcher can constantly return to the data, which makes the information from interviews, transcripts, and recordings extremely trustworthy.

3.9 DATA ANALYSIS

As stated by Timmermans and Tavory (2022:69), data analysis is the method of gathering, demonstrating, and dissecting information to gain insights or knowledge. For the purpose of the study, thematic analysis was used, which entails the ability of the researcher to discern from interviews and identify the main ideas and their

occurrences (Hlatshwayo, 2018:8). Thematic analysis (TA) is a process of identification, organization and provision of insight of the meanings found from the data collected. TA focuses on identifying distinctive meanings and experiences found within multiple data sets (Braun & Clarke, 2012:57). It is based on the view that all data carry importance and recognizing a single idea or group of ideas that give it a complete meaning is one way to get this meaning (Kampira, 2021:5). Kiger and Varpio (2020:2) define TA as tool for describing data and interpreting the processes of selecting codes and constructing themes. Alhojailan (2012:40) states that TA makes it possible for the researcher to “precisely identify the connections between concepts, contrast them to the repeated data, and explore all possible interpretations”. Through TA, there is an opportunity to link various ideas and points of views of a participant and to differentiate them to those that are collected from other participants in a different interview and experience about the same phenomenon (Nowell *et al.*, 2017:2). It is a method for determining what aspects of a subject are discussed or elaborated upon in a similar manner and then making sense of those characteristics (Lochmiller, 2021:2029).

To analyse the interview data, I followed the six TA steps outlined by Braun and Clarke (2012:59):

Step 1: Familiarization with data

This is the process of listening to and reading the audio recordings and textual data multiple times (Braun & Clarke, 2012:60). For accuracy, the researcher compared the transcripts to the original audio recordings.

Step 2: Generation of initial codes

According to Braun and Clarke (2012:61), codes are the building blocks of analysis. Kampira (2021:8) defines coding as the process of locating, marking, and labelling portions of text that have any significance or are relevant to addressing research questions. The study made use of in vivo coding, which is the process of marking and labelling data (Kampira, 2021:15). The coding process started with identifying pieces of texts (words, partial and full sentences) that the researcher believed offered answers to the research questions. Each of these was marked and given a short name or description. This was followed by grouping all the first-level codes that are

similar under one group.

Step 3: Search for themes

The coded and data extracts were examined in this step for potential themes of more significance (Kiger & Varpio, 2020:5). Themes relate to the degree of occurrence of an expressed idea on a specific subject (Kampira, 2021:3). A theme “reflects some level of patterned response or meaning within the data set and captures something significant about the data in relation to the research question” (Braun & Clarke, 2006:82). The researcher constructed themes by analysing, combining, comparing how codes relate to one another, essentially, finding similarities and differences in responses and grouping them into themes accordingly.

Step 4: Reviewing of themes

The researcher checked whether the themes created are in the original data sets and coded data to do a quality check. This process determines whether themes belong. During this step, to better review and reproduce coded data, data fragments can be resorted and themes can be altered by adding, mixing, separating, or removing (Kiger & Varpio, 2020:6).

Step 5: Defining and naming themes

Braune and Clarke (in Kiger & Varpio, 2020:6) state that each theme must be defined and narratively described by the researcher, including the significance to the main question of the study. Thus, themes must have a single focal point, relate to each other but not overlap, and specifically respond to the research question. The names of themes are evaluated to guarantee that they are brief and sufficiently descriptive. The researcher also checked for sub-themes.

Step 6: Producing the report

The ultimate analysis and interpretation of findings are written down during this step. The report on findings should provide a transparent and brief explanation of how the researcher interpreted the data and the reasons why the themes chosen and the data interpretation are significant and accurate (Braune & Clarke, 2012:69). The researcher reported the findings according to themes with transcript extractions as support.

By using TA, researchers are able to view and make sense of the meanings and experiences shared by participants (Braun & Clarke, 2012:57). TA illuminated the participants' experiences, which enabled the development of knowledge and consequently exposed the meanings that are socially constructed. Kiger and Varpio (2020:3) assert that meaning can be deduced from the data gathered from participant-researcher interactions with the use of thematic data analysis. TA was suitable for this study because the researcher was able to find repeated meanings across a data set, which was imperative for the interpretation of the phenomena and to making sense of the experiences of teachers with regard to school violence.

3.10 DATA TRUSTWORTHINESS

Trustworthiness in qualitative research simply refers to whether the findings can be trusted or not (Korstjens & Moser, 2018:121). It is concerned with how the study will be considered and whether it will add value to the discipline. These questions are not aimed to devalue or dismiss the work but to provide a foundation of transparency, honesty and integrity to the study (Hayre, 2021:154). Cloutier and Ravasi (2021:114) maintain that trustworthiness is the “extent to which the reader can determine whether the researchers have been truthful about how the research was carried out and whether the inferences they have drawn are reasonable”. Lincoln and Guba (1985) founded trustworthiness criteria as a way to monitor the quality and rigour of qualitative research, which include credibility, transferability, dependability, and confirmability.

3.10.1. Credibility

Credibility refers to the assurance that the findings of the research are accurate. It determines whether “the research findings are accurate interpretations of the participants' initial perspectives and represent valid information derived from the participants' original data” (Korstjens & Moser, 2018:121). It is in essence the ability to believe or convince the reader that the findings that are discovered have actually taken place (Hayre, 2021:154). This can be achieved through the process of member checking, which involves researchers asking for confirmation from the participants to verify findings and ensure that the transcripts/report reflects their true meaning and inform where there are misunderstandings or discrepancies. The researcher asked

participants to check their transcripts that has been extracted from audio recordings and to highlight any discrepancies, and if there aren't any, to confirm with the researcher. Lastly, credibility was maintained by relying on the participants' responses during the interviews rather than the researchers' fundamental theory.

3.10.2. Transferability

Transferability is the ability to apply the study's findings to other contexts and settings (Lemon & Hayes, 2020:605). Alternatively, Korstjens and Moser (2018:121) define transferability as “the extent to which findings can be applied to other contexts or settings with additional participants”. Semi-structured interviews were used, and extracts of the interview data may assist other researchers to decide whether the research is transferable or not. The interviews described the behaviour and experiences of teachers, as well as their context so that they become meaningful to people outside the study.

3.10.3. Dependability

Dependability is based on the notion that findings vary according to a specific time and location, and that explanations must be consistent across the data (Lemon & Hayes, 2020:605). Govender (2015:48) postulates that dependability refers to the coherency with which the same variable is measured under various conditions and consistently yields similar results. Credibility of the study cannot exist without dependability because credibility is the premise of quality. Possible methods to attain dependability include the use of reliability measures, strict and logical mapping of research methodology and research questions, and repetitive monitoring of the analysis among researchers (Nguyen, Ahn, Belgrave, Lee, Cawelti, Kim, Prado, Santagata, & Villavicencio, 2021:50). For this study, the researcher provided a clear explanation of the data collection procedures and the data analysis. This is so that when the study is done again, the results can be the same or similar to show consistency.

3.10.4. Confirmability

Confirmability refers to “how much the discoveries of the research study could be affirmed by different researchers” (Korstjens & Moser, 2018:121). According to Lemon and Hayes (2020:605), confirmability is concerned with whether the participants' actual experiences inform the interpretations and findings and whether they are

unaffected by the biases, motivations or interests of the researcher. In other words, it is important that the findings should be a reflection of the experiences of the participants and not of the researcher. Confirmability in this study was achieved by articulately expressing the stages of a research project, from the initial research phase to the final report of findings. All documentations of the study are kept so that we can understand how and why decisions were made. When analyses can be found in the original information sources, confirmability is qualified (Nguyen *et al.*, 2021:50).

3.11 ETHICS CONSIDERATIONS

Ethics are “social contracts between members of a professional group (including research and publication), which encourage ethical behavior and prevent misconduct” (Gallegos-Eraza, 2021:11). Alternatively, Richards and Schwartz (in Hlatshwayo, 2018:60) describe ethics as prescribed standards in a professional organization that regulates the conduct of its practitioners.

For this study, all appropriate bodies were consulted, and COVID-19 protocols were observed. Permission to conduct research was requested from the University of the Free State and the Free State Department of Education. The researcher abided by their stipulated rules and regulations. Additionally, permission from the school principal was obtained to conduct research at the study site and to approach participants prior to meeting the participants for consent. Ethics clearance was obtained before the researcher embarked with the data collection. The researcher discussed the research and risks associated with the study to the participants before the interviews. The only possible risk associated with the study was psychological in that had the potential to trigger post-traumatic stress disorder (PTSD) and anxiety since participants were asked to relive traumatic experiences. The researcher ensured the participants that those who were uncomfortable with the research and its risks could excuse themselves. Participants read and signed the informed consent forms. The researcher emphasized that participants are not forced to be part of the study and only willing participants formed part of the study. The participants were aware of their rights to stop the research at any time they felt they wanted to because they were not forced or promised an incentive to participate in the study.

Arifin (2018:32) maintains that the researcher must guarantee that participants have the freedom to participate in the study, safeguard the participants' identities throughout the recruitment and distribution journey, and encourage transparent and truthful reporting to readers. Ethics standards were maintained by ensuring anonymity and confidentiality throughout this study. According to Coffelt (2017:1), confidentiality refers to removing from the data any personal identifying data given by participants, whilst anonymity refers to gathering information without collecting any personal or recognizing data. The researcher used pseudonyms to protect the identities of participants. The confidentiality and privacy of the interview setting was cautiously managed as each interview was individually conducted in a quiet and private room. The researcher is the only person who can match the identity of the participant with the audio recordings, which will later be destroyed in line with the University of the Free State's research processes. Moreover, participants were protected from physical and psychological danger. Debriefing and counselling services with a professional social worker were made available to participants if necessary. Participants were not exploited nor given incentives to coerce them to be part of the study. The dignity of participants was upheld at all times.

3.12 CHAPTER SUMMARY

This chapter discussed the research methodologies such as research design, paradigm and approach. These methods were used to guide the collection of data and analysis of the study. Additionally, this section outlined the study site, participants and sampling methods of the study. Data collection instruments and procedures were also addressed. Lastly, data trustworthiness and ethics considerations were discussed. The next chapter presents the findings of the study.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION OF THE FINDINGS

4.1 INTRODUCTION

This chapter focuses on the data analysis and interpretation of the findings on teachers' lived experiences of school violence in one high school in the Xhariep District of Free State province. The data that informed the analysis were collected through face-to-face semi-structured interviews from eight participants. The audio-recorded interviews which were transcribed and analysed using thematic analysis as discussed in Chapter 3 (see Section 3.9). The analyses were guided by the following sub-research questions:

- How do teachers perceive school violence?
- What types of school violence do teachers experience?
- How does school violence affect teachers' professional lives?
- What coping strategies do teachers use to deal with school violence?
- What intervention strategies are available to assist victim teachers?

4.2 RESEARCH JOURNEY

My research journey commenced by applying for ethics approval and requesting permission from respective stakeholders to conduct the study. I then invited participants to take part in the study, met with the participants to discuss consent forms and for data collection, transcribed the interviews, and analysed the participants' background information as discussed below.

4.2.1 Ethics approval

I had to apply for ethics approval from the Faculty of Education of the University of Free State through RIMS (Research Information Management System), which is an online platform used by the university to apply for ethics clearance. The University of the Free State Ethics Review Committee approved the application and provided me

with the ethics approval letter with approval number: **UFS-HSD2021/1981/22**. Following this, I requested permission from the Free State Department of Education (FSDE) to conduct research in the Xhariep District. After two weeks, I received permission letters from the Free State Department of Education to go ahead with the fieldwork. I then approached the principal of the selected school and explained the nature of the study and the data collection procedure to receive permission. The principal responded positively to the request by signing the permission letter.

4.2.2 Inviting and meeting participants for consent and data collection

Upon receiving permission to conduct the study from the principal, I arranged to attend one of the morning briefings at the school. I first provided background information about myself and then proceeded to tell teachers about the nature of my study and what I am trying to achieve. I told them about the ethics considerations of the study, and encouraged them to participate. I left a page on which interested teachers could write their names and surnames with one of the deputy principals at the school and fetched it after a week. The document had eight names of teachers who were willing to participate in the study, were directly or indirectly affected by school violence, and had five years minimum experience.

After receiving the names of the participants, I arranged a meeting with them after school hours so we could discuss informed consent and the data collection process. I explained what informed consent is and requested participants to sign the consent forms on the day of their interview, and they all agreed. I requested participants to give their names and contact numbers and to indicate dates for the interviews. I also provided my telephone number for rescheduling purposes. All participants opted for interviews to take place after school hours, from 2:30 PM. I then spoke with the deputy principal and asked for a quiet and comfortable room that could be used for the interviews. The school made the pastoral office available, which is a room designed for counselling and debriefing sessions.

Before and during face-to-face interviews, all COVID-19 protocols were observed as stated in Chapter 3 (see Section 3.8). This was followed by the participants completing and signing the background information forms and the consent forms. The participants were interviewed individually using cell phone and audio recorders as backup. The

interviews took a minimum of 20 minutes and maximum of 40 minutes. The interviews were conducted over a period of three weeks from the 7th June to the 23rd June 2022.

4.2.3 Transcription

To transcribe the individual interviews of the participants, I used Microsoft Windows 365 (Premium) to upload the audio recordings to Microsoft Office Word and transcribe the audio into text. I had to edit the inaudible parts and make the text more concise. I assigned codes to each participant in order to hide their identity as discussed in Chapter 3 (see Section 3.11). I named myself R to show that it is the Researcher speaking and I coded my participants “T1” to “T8”, with T standing for Teacher and the numerical codes showing the participant numbers. There was a total of eight individual transcripts that I used to organize, analyse, code and generate themes and findings for presentation and interpretation in this chapter.

4.2.4 Participants’ background information

This study was conducted at one high school in the Xhariep District of the Free State province. The school is located in a small township area in the Letsemeng circuit. Eight high school teachers from both in the Senior and Further Education and Training (FET) phases took part in the study. There was a total of four male participants and four female participants, ranging between the ages of 27 and 56 years old. The participants’ years of teaching experience varied from 5 to 34 years, with qualifications including a Higher Diploma in Education (HDE), Post-Graduate Certificate in Education (PGCE), Advanced Certificate in Education (ACE), National Professional Diploma in Education (NPDE), bachelor’s degree in education (B.Ed), or an honours in education (B.Ed Hons). An overview of the participants’ background details is provided below:

Table 4.1: Participants’ background information

Participants’ Codes	Age	Gender	Qualification	Teaching Grade	Years of Teaching Experience
T1	29	F	B.Ed.	Gr. 10-12	8
T2	33	F	B.Ed.	Gr. 10-12	6

T3	27	M	B.Ed.	Gr. 8-10	5
T4	28	F	PGCE	Gr. 10-12	5
T5	56	M	HDE IV	Gr. 8-12	32
T6	39	F	B.Ed. (Hons)	Gr. 8-9	15
T7	56	M	HDE IV	Gr. 8, 10-12	34
T8	36	M	NPDE & ACE	Gr. 10-11	14

4.3 DATA ANALYSIS AND FINDINGS

This section analyses, presents, and interprets the findings from the interview transcripts. As stated in Chapter 1, the aim of this study is to investigate teachers' lived experiences of school violence to identify coping strategies to address school violence and intervention strategies to assist victim teachers. The routine activity theory by Cohen and Felson (1979) discussed in Chapter 1 was used as a basis for the interpretation of the findings to determine teachers' experiences of school violence. Thematic analysis steps by Braun and Clarke (2012) were used to analyse the interview transcripts as discussed in Chapter 3 (see Section 3.9). The analysis was guided by the five sub-research questions indicated above. The themes and sub-themes in the table below emerged from the manual coding of the interview transcripts.

Table 4.2: Themes and Sub-themes

Themes	Sub-themes
1. Teachers' perception of school violence	<ol style="list-style-type: none"> 1. School violence originates from the community 2. Originate from learners' developmental gaps 3. School violence remains an ongoing problem 4. Policies and laws failed teachers 5. Job dissatisfaction and resignation

2. Teachers experiences of different types of school violence	<ol style="list-style-type: none"> 1. Bullying 2. Physical violence 3. Emotional abuse 4. Verbal abuse 5. Sexual violence 6. Vandalism
3. School violence affects teachers' professional lives	<ol style="list-style-type: none"> 1. Post-traumatic stress and anxiety 2. Professional performance 3. Professional disengagement and demotivation
4. Teachers employ various coping strategies to deal with school violence	<ol style="list-style-type: none"> 1. Report to management and campaign against school violence 2. Interpersonal communication 3. Self-check and avoidance 4. Temporary removal of learners from school 5. Motivation and coping training skills 6. Recreational activities, time off and medication
5. Intervention strategies to assist victim teachers	<ol style="list-style-type: none"> 1. Debriefing and mentoring 2. Parental involvement 3. Counselling and psychological support 4. Support from school stakeholders 5. Conflict management training and workshops 6. School procedures and policies amendments

The following sub-sections present the themes and sub-themes in accordance with the participants' responses and quotes.

4.3.1 Theme 1: Teachers' perception of school violence

This theme answers the secondary question that explores how teachers view school violence. The following five sub-themes were discovered from the participants' interview transcripts, namely: school violence originates from the community; learners' developmental gaps; school violence remains an ongoing problem; policies and laws failed teachers and job dissatisfaction and resignation.

Sub-theme 1: School violence originates from the community

Three participants indicated that school violence originates from the community. The participants' responses revealed that exposure to violence at home and around the community contributes to learners becoming violent, consequently affecting the schooling system negatively. Below are the responses from the participants when asked about their perception of school violence:

T1: "School violence in our schools is more about cultural intolerance and about a less about the ratio of learners. It is not that much racial, but mostly community based. School violence comes from the community and a lack in learners."

T8: "I truly believe that the socio-economic background contributes a lot to children's behaviour. For example, violent households and communities create violent children. Which will in turn affect schools, that's why we see violence in schools being a daily thing that affects the education system negatively."

T3: "We need to blame our surroundings as well for producing children who are like this. Children who have no manners and are extremely violent. You know why? Because they see violence each and every day. They see it in their homes as well as the moment they step outside the house to go to school. Already, this child will be full of anger that he will want to release at school because that's where he spends most time at. It is terrible, we need to work on our communities."

According to the findings in this study, communities play a significant role in children's upbringing and behaviour. Children are exposed to violent behaviour that they eventually start to emulate it at school. This can be expected as learners spend most of their time at home and they are also surrounded by many peers. The responses indicate that learners are easily influenced by the culture of their surroundings and people around them. The more violent the community is, the higher the likelihood that

learners will become violent. Essentially, violent communities breed violent learners, and subsequently violent schools.

Sub-theme 2: Originates from learners' developmental gaps

Four participants stated that school violence is caused by learners' developmental gaps. T1 mentioned that lack of self-esteem in children can make them susceptible to becoming violent:

T1: "School violence also comes from a lack or need in learners, especially learners who lack self-esteem. And those that have an inferiority complex. When they feel inferior, they may be easily influenced to join violent groups or do certain things so that they can feel better about themselves. They will go around seeking validation and superiority, which we see most times by them acting out in class or talking back to the teacher so that others can deem them cool."

T3 noted that lack of confidence, trust and loneliness can cause school violence:

T3: "There is this one boy in my grade 10 that is always fighting and disrupting the class. He is extremely aggressive and has an attitude. I noticed that he is always keeping to himself and when it comes to doing schoolwork, he will not even engage. I saw a lack of confidence, trust and traces of loneliness. And it was more like there was a light bulb because I thought to myself, this child was not moulded enough to be autonomous, be confident and feel secured."

T5 asserted that developmental gaps create negative attitudes and beliefs in children:

T5: "School violence is deep rooted. Remember we are talking about young children that are still in their formative years. They can easily miss steps in their development which might create attitudes and beliefs that are terribly wrong. And I think because they don't know what they are going through, I think they are just frustrated and dealing with a lot that we do not know about. Then this frustration turns into violent and aggressive behaviour."

T8 indicated that school violence is caused by exposure to violence in the community:

T6: “Our younger children are exposed to a lot of violence whether in the community, mass media or at home. This disrupts their normal development. What this means is that they are already at risk especially when they enter puberty into adolescents. Their emotional development becomes disrupted and because of the intensity of the emotions they feel, they resort to violence as a way of reaching balance.”

The participants responses show how developmental gaps range from emotional to psychological. These participants mentioned that when children are underdeveloped in certain areas of their lives and are exposed to violence, they may eventually become violent.

Sub-theme 3: School violence remains an ongoing problem

Seven out of eight participants stated that school violence remains an ongoing problem. They indicated that it keeps escalating and affecting the schooling system in an unhealthy way. Below are the participants’ responses:

T2: “School violence, you know when I look at it, is a problem. It is becoming a problem and it seems as if you know over the years, it is just becoming worse. And for the mere fact that now it is so bad that even learners are now attacking teachers, learners are killing teachers. So, violence, is now escalating in schools and it is now disrupting the schools, its disrupting education, so we no longer have effective learning, teaching taking place in their classrooms.”

T3: “School violence really is a terrible thing, and it is circling out of control. It is a dreadful thing because it influences the learners’ performance and overall behaviour.”

T4: “Violence in schools has become the norm. Evidence of this has been widely shared on social media.”

T5: “School violence is dreadful. I think it is like something that is like not addressed in schools. It does not get any attention by authorities or anyone in the school or in the community. That’s why we have been dealing with it for the past decades and will continue to deal with it in the future. It will never stop because our children keep on becoming worse and worse. It is sad and stressful. I don’t know where we are going.”

T6: "School violence in South Africa is spiralling out of control. Every day we basically hear about teachers being violated in some way or another. I don't see this trend changing anytime soon honestly."

T7: "School violence is scary, and it is demotivating. It is getting worse over the years and children are lacking respect and they do not really have any respect for educators in this day and age anymore."

T8: "For example, if learners did not do homework and the teacher will ask them about it, then they get a little bit aggressive to the point where they will push you out of the way. So, in general, violence in schools in South Africa is out of control and is bad. It is even more so that we have to deal with it on a daily basis. I look at the small kids and ask myself, if their sisters and brothers act this way towards teachers, then how will they act towards teachers. It is a very scary thought."

The participants comments raise concerns about the future of education in schools. Not only is school violence detrimental to the professional success of teachers, but to their general health as well. In addition, the participants' responses show that school violence is a burning issue that continues to grow and affect the overall school culture, ethos and mission negatively.

Sub-theme 4: Policies and laws failed teachers

The eight participants expressed how policies and laws have failed to protect teachers at schools. Below are how they responded to the research question:

T1: "When a teacher offends a learner, it becomes such a huge deal within minutes. All stakeholders act instantaneously to suspend or dismiss the teacher, and sometimes without a hearing. However, when a learner offends a teacher, the event is dismissed as if it never happened. Why can't teachers receive the same treatment that learners receive? Clearly the stakeholders are hiding behind the policies and laws. I feel we sometimes disregard teachers as human beings; we are not allowed in this system to be human. What this system is great at doing, is protect these delinquent learners. I am honestly disappointed and frustrated at the system itself."

T2: "In conclusion, I am saying if the department or you know different stakeholders do not participate in this school and make sure that violence in schools, especially

policymakers who gave learners the rights to be able to do whatever they want, if they are not going come to the party, then we are no longer going to have educated learners. We are going to have kids who are going to be robbers and criminals. Prisons are going to be full, so we are going to have a problem.”

T3: “Nowadays learners are starting in lower grades of foundation phase and intermediate phase and they're already abusing educators because there is too much emphasis on learner rights and basically nothing on educator rights or if there is, it's only on paper. This thing needs to be addressed as in like yesterday. Because with the progression system or the promotion system that we are having and this learner rights in general, it is a recipe for disaster.”

T4: “Not all learners are violent, but there are certain groups that are violent all the time. However, these learners are not dealt with accordingly because school policies put them first. Violent learners make schools are terrible and scary place to be in.”

T5: “I believe the teachers are taken for granted and they are treated as punching bags in most schools in South Africa. There is no accountability for children who verbally abuse or physically abuse educators. Because there is no accountability, it has a negative impact on the youth because they do not learn responsibilities and what is right and what is wrong.”

T6: “Our department and schools will be able to deal with this school violence thing only if they are able to listen to teachers' side as well. Because at the end of the day they always think it's the teachers that violate the learners. But we are also being violated in class and then things like curriculum coverage are demanded from us which puts more pressure on us, but then they don't consider the emotional being of teachers. So, school violence is detrimental to our professional and personal life.”

T7: “School violence is actually a problem because there is a lot of laws that cover the child but not the teacher, because the teacher is seen as an adult, so there is a lot of laws protecting the children, but none for teachers. Learners are rude and then at the end, the rudeness leads into violence where they actually want to attack some of the teachers.”

T8: "Practices to manage discipline in our schools have failed. Also, the non - implementation of the code of conduct for learners and a lack of safety and security measures to name a few, provides a loophole for violence to occur especially between learners and their educators. Schools are no longer safe places to learn and teach. Substance abuse amongst learners also influence their behaviour which makes them act out of character."

The above quotes reveal the general feeling among the participants that teachers are not protected by the policies and laws that are already in place. It seems that the learners are favoured by the policies and laws, and it gives them the power to abuse teachers. They also believe that learners are out of control because they know they can always lean on the policies and laws to protect them.

Sub-theme 5: Job dissatisfaction and resignation

Due to school violence, teachers have developed job dissatisfaction, and some have resigned from their jobs. T1, T2 and T3 stated that they have lost their passion for teaching due to school violence. They do not enjoy what they do anymore. The following responses reveal these views:

T1: "We know that learners also have a right to education. However, it does not mean that they have a right to take away another learner's rights to education or create an unsafe environment for teachers (which leads to them not being able to do their job) due to their violent behaviour. I mean if I am here to teach and I am unable to do so, what am I doing here? What is my purpose anymore? I feel defeated."

T2: "School violence is having a significant impact on the safety of teachers and the safety of learners as well. So, it is a big problem. And now our learners are no longer learning, and our teachers are afraid to go to the classes anymore and be as effective as they are supposed to be. And that is basically because now learners are more focused on the violence part of it, other than what education can bring to the table."

T3: "Also, because of the state of our schools and this violence, we are no longer going to have passionate teachers because, you know, when you teach is not about the money, it is about the passion. So, we are also never going to have good teachers of violence and so forth. You know, school is it is going to be like a war zone. Because

when you look at some people, they do not want to become police officers because they do not want to be involved in violence, some do not even want to become soldiers then they turn to teaching. But if the school now becomes a war zone, then it means you are running away from something that you are going to find at school. And the worst part is that you are not going to be having any weapons, you are not even supposed to come with a weapon at school.”

T4, T6 and T8 voiced the opinion that school violence is driving teachers out of the system. It causes illness and prospective educators rather seek jobs in other careers or fields:

T4: “These violent learners influence the teachers or the educators in a bad way. That is why educators are always off on sick leave due to stress. Teachers are developing sicknesses simply because learners are becoming so violent towards educators. That’s why they decide to leave the system or are booked off for long incapacity.”

T6: “I feel that teachers’ hands are cut. When I see or hear about an incident in schools, I feel that it is what it is because one has become so nonchalant about it. It is not like there is any change over the past years. I see school violence as the one thing that will dismantle the school system to the ground and there will be no rectifying that.”

T8: “If this violence does not stop at schools, educators will leave the system and penetrate other government systems. Home schooling will be an option for parents who care for their children’s education. Unfortunately, parents that are from adverse backgrounds and that cannot afford, their children will be at a disadvantage and things will get worse because it will mean their kids will be at home, doing nothing but resorting to gangs, drugs and criminal activities.”

The participants responses show how teachers have lost their passion for teaching due to the violence they have been subjected to in the workplace. Some teachers have resigned due to school violence. Teachers either quit their jobs or retire prematurely because they cannot cope with working in an unsafe and non-conducive environment. Schools are at risk of having too few no teachers at all in the future due to school violence.

4.3.2 Theme 2: Teachers' experience of different types of school violence

This theme explores the types of school violence teachers experience. The following six sub-themes emerged as part of this theme: bullying; physical violence; emotional abuse; verbal abuse; sexual violence and vandalism.

Sub-theme 1: Bullying

In response to the types of violence teachers experience, the participants indicated experiencing both verbal bullying such as (intimidation, fake rumours, embarrassment, persistent teasing and humiliation) and cyberbullying from the learners. Below are the participants' responses:

T1: "There is a group of girls at school that make it unbearable to teach or to simply exist at school. I am a young teacher, and they are around the age of 20 and 21. So when they see me, they see us as being of the same age. They call me names in class, they would say something to each other and then laugh at me. Even when I ask them to leave my class, they refuse to do so and ask me what I am going to do about it because if I touch them, they will beat me up. They don't listen to any instruction. One of them said to the rest of the class she refuses to take instructions from someone her age. Imagine in my own class. They continue to spread rumours about me and try to embarrass me in front of other learners."

T2: "In one instance, there was this boy who used to message me on social media and ask me what I am doing and if I can only imagine the things, he could do to me in bed. He pleaded that I must give him a chance. I obviously did not respond to any of those messages. And I honestly thought the situation would de-escalate. However, he proceeded to like my pictures and comment on them until I made my social media profile private and reported his profile as perverted on the online platform, we were in."

T3: "We get learners who are making remarks towards teachers, especially the young teachers. Learners who are incredibly old in terms of years and thinking that they are being treated as adults at home by their parents. Now they do not want to be treated as children at school. Then they expect us to be afraid of them. That is a form of bullying."

T4: "These learners would threaten me to an extent that they would wait for me at the gate after school, sometimes they would come into my class and push me around. They would ask me to do provoke them because they are not scared of me. I would just let them push me around, try and stay calm and exit the classroom."

T6: "A learner created a fake account and started writing awful and untrue things about me on Facebook. The learner would even comment on the school website when I was posted there and say hurtful things about my appearance and so forth. We knew it was a learner of mine because her friend told another group of girls that it was that particular learner doing all of this. So, one of the girls in the group came and told me and we reported the learner to the principal."

T8: "There is a boy in Grade 12 that was problematic at the school because he would insult everyone and fight with everyone, including teachers and non-staff. He bullied and continues to bully teachers. When you reprimand him, he will say that he is not afraid of you and that if you want to take him on, you must be willing to take on his entire gang. Nothing happens to him for all his transgressions. Everyone is afraid of him and even his mother is afraid of him."

As indicated above, the participants are bullied by learners in the form of swearing, threats, manipulating and spreading rumours. This indicates the level of disrespect learners have towards teachers. In addition, young teachers' authority is undermined by older learners because they think they are the same age as the teachers. One would think that bullying only occurs at school, but the findings show that teachers cannot escape bullying because they are also being bullied on social media platforms.

Sub-theme 2: Physical violence

Physical violence was highlighted by the eight participants as a general type of school violence teachers' experience. The physical violence they mentioned here ranged from pushing, shoving, and throwing objects to hitting. Teachers' responses about their experiences of physical violence at school are as follows:

T1: "Yes, there was a learner in Grade 9 learner who stabbed 2 learners and he was even chasing them into the principal's office with a knife. He then started to attack the principal when he tried to stop him. The principal had to take him around his neck with

the knife still in his hands. I went to help the principal, but I was really scared at the time that he might stab me, but I just wanted to contain the situation and bring the situation under control for the safety's sake of other learners and teachers."

T2: "When I started in the system, I remember there were learners who were ill disciplined, and they literally wanted to fight me and well there were some physical altercations that happened because I was trying to defend myself. As a teacher, you are not supposed to beat them. If you do, then you are going to lose. These learners were very physical and confrontational. I even ended up having two court cases related to learners who were physically fighting me as a teacher, but fortunately when we went to court, the magistrate then threw the case out."

T3: "I have seen learners hitting educators in the face, one learner chasing an educator with a broom and a learner who attacked an educator and his assistant. A grade 12 boy physically assaulted my colleague simply because my colleague told him to stop talking while he is presenting a lesson, he argued with him until my colleague told him to step out of the classroom and he refused and stepped to him and asked: "What are you going to do about it?" while shoving and pushing him, until it escalated, and he punched the teacher. So, you can clearly see that learners do not stop at anything, if they want to do something, they will do it."

T4: "One day I was teaching in my class, and I instructed one learner to take off a coloured jacket because they are not permitted to wear anything other than the school jacket or jersey. However, the learner took the art project that we were working on, and she started hitting me over the head with it and then other learners had to step in and help me to get her out of the classroom. She threw tantrums because I asked her to take off her purple jacket. On another instance, I was walking out of my class to the principal's office, and I found a ball just lying on the ground. So, I picked it up and took it to my class and then two boys came in and started harassing me and pushing me around. The third incident was in a bathroom. The boys had gone into the girls' bathroom and when I went after them, they started pushing me around because I had no right to tell them where they could go to. I thought to myself I have never seen such small kids behave in this manner – they are so rude."

T5: "There was a boy whom I reprimanded in class because he was sitting with his phone while he was writing exams. So, I took his exam paper and he started to push me against the cupboard. I actually went to the police to open an assault case, but nothing happened. The police came to me at school and told me to drop the case and continue as if nothing happened. Can you believe that? We can never win against these learners because they are always victims in sight of all stakeholders."

T6: "Learners were supposed to come into the classroom. However, there was one learner that had a pair of scissors threatening others with it. I told him to stop because it is dangerous. He became aggressive and violent with me and tried to stab me. I managed to pull the scissors from him - that is when he went for the nearest brick and threw it at me. I jumped and luckily missed it. I was so scared but other teachers came to assist me. Also, I have been pushed out of the way multiple times when learners demand to get in class or get past me in the corridors."

T7: "Yes, I have experienced violence directly and indirectly. I recall once I was presenting a lesson in class and something occurred where I reprimanded a boy, and he threw a dirty sock at me. I also recall one incident when we were in the hall having assembly and there were some words exchanged between a boy and a male teacher, and then I just saw the boy grabbing the male teacher on the chest and as short as I am. I actually intervened and removed the learner from the situation."

T8: "The last incident was a physical incident, there was one girl child that did not go take her food during the eating period and when I told her she could not eat in my class after break because in our school learners must eat during the eating period or during long break. She threw the plate at me because she felt like she deserved to eat whenever she wants."

According to the participants, physical violence is the most common form of school violence teachers encounter. Physical violence involves using weapons, beating, shoving, pushing, punching, hitting, throwing and grabbing. Learners have used knives and scissors with the intention of stabbing their teachers, chased a teacher with a broom, threw objects (such as bricks, dirty socks, plates of food) at teachers, hit a teacher with an art project, aggressively grabbed a teacher by his chest and punched, shoved, beat and pushed their teachers. Teachers are adults and the authority figures

in the classrooms. They deserve the respect of the learners, but findings from the above quotes show otherwise.

Sub-theme 3: Emotional abuse

Three participants disclosed that learners threaten, intimidate, and torment teachers emotionally. T4 described how older learners undermine her authority in the classroom:

T4: “You know what happened? I have always been a disciplinarian, and in class I have always had this situation. So, when I started at the school where I started, there were learners that were over the age of 21 and some were even older. I was around 21 years of age when I started teaching. It means some of these learners were older than me. So, you can imagine having to discipline a class where learners are older than you with one or two years. When I want to discipline them in the class and tell them this is not what is supposed to happen, they start threatening me and using vulgar language.”

T5 mentioned how learners manipulated and humiliated teachers by referring to their gender:

T5: “There was an extreme case we experienced years back with one male teacher and a grade 10 girl child. This teacher was friendly to all his learners. However, this one girl child took it the wrong way. She started telling other people how this teacher wanted her. She threatened the teacher to give her the average mark on a test she failed so that she can pass, however, the teacher refused and the girl said if he doesn’t change her marks, she will scream and tell everyone how the teacher is sexually harassing her. The teacher felt manipulated, humiliated and feared for his career and came to tell me as his head of department. He felt like this girl tormented him and didn’t want to teach her anymore.”

T7 shared experiences about receiving threats from learners who were in gangs:

T7: “I also had to deal with gangsters. One day, the learner I taught wanted to take me on in class and said he will be waiting for me after school so he could beat me up. He was incredibly aggressive in his body language and tone of voice. So, after school, he was not there. I then went to his house and told him I am here. But then, we sat down

because he had calmed down and spoke things through. So, we solved that problem and started earning his respect and vice versa.”

The participants expressed how the emotional abuse from learners make life unpleasant for them. Teachers often felt humiliated, devalued and scared due to the behaviours of the learners. Emotional abuse has adverse effects on the safety and wellbeing of teachers.

Sub-theme 4: Verbal abuse

Five participants claimed that verbal abuse was one form of school violence they experienced. It involves learner remarks, back-chatting and swearing. T1 stated that learners speak rudely to teachers by making disrespectful remarks:

T1: “Learners who are talking back to teachers very rudely. And those that are not even greeting teachers. Learners' who are making remarks towards teachers, especially the young teachers.”

T3 mentioned how learners treat teachers unfairly by speaking to them in a disrespectful manner and walking out of the classroom without permission:

T3: “The majority is verbal violence that I have seen where learners are disrespectful in the way they speak to educators or how they treat educators, or they will sometimes just walk out of classes and that is also a form of violence towards the authority in the classes.”

T4 noted having experienced swearing from learners as a form of school violence:

T4: “So, I once had a verbal encounter with a drugged learner who used vulgar language towards me. I locked my door, but he kept on swearing at me through the windows. During break time, he came back with a knife. Some older boys saw him and came to save me. I then reported it to the principal, and he was sent home with a letter to his parents. The parents never came, and the incident was handled in the staffroom as if it was a joke. I was very upset, but luckily for me the boy dropped out of school.”

T6 and T7 shared similar experiences as T4 and added that learners would call them names, gossip and spread lies or rumours about them. Additionally, T7 expressed having experienced back-chatting from learners, resulting in emotional challenges:

T6: "I have had many learners that swore at me and called me names. Also, learners that gossip about me and spread lies. I think that is a form of verbal abuse and bullying."

T7: "I have been verbally abused through learners back-chatting and swearing at me when I reprimand them, which affects one emotionally as well. So that was directly, you understand."

The participants' narratives above show that learners do not hold back when addressing teachers. Learners have no respect for authority and tend to make remarks and talk back when they are reprimanded or given instructions. Also, they mentioned that verbal abuse starts with slight remarks and manifests itself as derogatory language.

Sub-theme 5: Sexual violence

Participants T4, T6 and T7 reported that they have experienced sexual violence at school. They referred to sexual violence stripping them of their power and to being unable to do anything about it. Mgijima (2014:199) supports this finding by stating that people who are subjected to sexual violence often develop a low self-esteem and become powerless, stressed, and hopeless. The participants' experiences are indicated below:

T4: "I was preparing for my extra class after school when this boy came into my class and told me how I think I am better than others. He proceeded to insult me while I am keeping quiet trying to avoid him. I walked towards the door and told him to come out of my class because I have a colleague of mine, who was male, waiting for me at the corridor. That time I knew there was no one except for me in that block. As soon as he stepped outside, I immediately went back inside the class and locked the barricade door, we call it a bugler door. He came running back and told me that he knows where I stay and if he finds me alone again, he will rape me. Before this incident, this boy has

disrespected me and harassed me, which led to that. I made sure I am accompanied by someone always to and from extra classes.”

T6: “When I started working, there was this one boy that was huge, one would say he was a jock because he played rugby. He used to make sexual comments towards me in the class. He would even tell me that he wants to come visits me at home and he wants to take me out and such. When I reported it, people took it as a joke, but it was scary. Few weeks from then, we had an event at school, and he saw me as I was going towards the personnel bathroom and started pushing me against the wall and making advances. Luckily, he heard some people’s voices and he stopped. I hoped his behaviour would stop and that this never comes out because what was going to happen? It was going to be me, the adult, who is being blamed for leading the child on. He was going to be innocent in this regard that he is a child and would never behave that way towards his teacher. That is just our reality.”

T7: “I was sitting in my classroom having lunch since I had a free period. This is when I looked outside and witnessed three large grade 12 boys groping and spanking a young female teacher on her backside as she was passing. You could see that she was afraid because she did not say anything to these boys, it is as if she felt powerless but proceeded to walk to where she was heading. I immediately called them into the principal’s office and the matter was dealt with.”

The participants’ responses above show that learners are capable of sexual offences and they know what they are doing. The female participants indicated that they no longer feel safe at work, especially when they have to work with and around high school boys. Additionally, it is hard for teachers to report sexual violence teachers due to fear of embarrassment or simply being blamed for leading learners on as the adult. Thus, they are left powerless and unsupported.

Sub-theme 6: Vandalism

Three participants mentioned that learners engage in vandalism as retaliation. Vandalism varied from damaging the school property to teachers’ private property.

T1 mentioned a learner stealing personal belongings and defecating on school property:

T1: “I reprimanded a learner for using vulgar language as he passed my classroom and that evening he broke into my classroom and stole a lot of my personal stuff, and he drew some disgusting and vulgar things on the board and my class walls. He even used my table and chair as a toilet – he literally defecated on my chair and table.”

T2 described how a learner watered the classroom and damaged schoolbooks:

T2: “There was also an instance where I had a learner that terrorized me for weeks and weeks. She did not want to come back to class after break and I said she must not enter because she bunks classes. She then took the water from the fire hose and started pouring water into the class windows when I was busy in class. All my books were wet as well as the learners. To make matters worse, this took place in wintertime.”

T6 shared an experience when a learner broke a classroom window with a brick and threw personal belongings on the floor:

T6: “One boy child started shouting and telling me that he is going to beat me after I had told him to leave my class because he was being extremely disruptive. He was shoving tables around and throwing things around, and broke my classroom window with a brick. I think he was trying to throw it at me. He also took my handbag and emptied it on the floor and all around the classroom. He was so aggressive that I had to send other learners to call for help.”

Findings from the study indicate how learners engage in vandalism after they have been reprimanded for unwanted and wrongful behaviour. This seems to be a way in which to retaliate against teachers’ reprimands and instructions.

4.3.3 Theme 3: School violence affects teachers’ professional lives

In exploring how school violence affects teachers’ professional lives, three sub-themes emerged: post-traumatic stress and anxiety; professional performance and professional disengagement and demotivation.

Sub-theme 1: Post-traumatic stress and anxiety

Schonfeld, Bianchi and Luehring-Jones (2017:59) found that teachers exposed to violence experienced greater psychiatric morbidity. This study revealed that four participants faced psychological challenges such as post-traumatic stress disorder and anxiety due to school violence. It was clearly revealed in this study that school violence has negatively affected teachers' mental health and made their working experiences difficult. Below are the participants' responses that support this insight:

T1: "School violence produces so much stress in a person. It even becomes difficult to wake up in the morning and come to work, simply because you know you have to deal with some sort of violence from learners. It is like we are being tortured by our own children and that is so bizarre. The incidents I have dealt with and been exposed to, I have Post traumatic stress disorder. I become anxious when I see an argument between a learner and teacher because I have first-hand seen how quickly it can escalate to something serious."

T2: "As a teacher you are no longer performing at your best because you are always worried with the prevailing situation and also worried about what is going to happen next. You need to always be alert and that is exhausting. Even at home one becomes triggered by the smallest things, especially after a heavy day at work."

T4: "The experience makes you feel like you are stuck in a rut, and you cannot get through that. It is terrible because it feels as if something I have loved for so many years has been ripped away from me. The trauma is hectic, especially the panic attacks that are triggered by the smallest of events at school. I stress a lot, even when I am at home."

T5: "Teachers start developing a low morale, they are scared and suffer from anxiety from learners that are so violent towards them. People need to understand that the effects of school violence do not only affect your profession, but also your personal life."

Due to school violence, participants suffer from post-traumatic stress disorder and anxiety. These mental illnesses make it difficult for teachers to attend work and enjoy teaching. The participants further stated that school violence adversely affected their personal lives and homes due to the psychological effects it has had on them. According to Terzoudi (2020:11), psychological symptoms can affect people's

relationships with their family and friends due to the victimization experienced at work. Teachers come home frustrated and take it out on their families. Some become distant from their partners and children, and others become extremely protective and take things out of context with their loved ones due to the trauma they have experienced at work.

Sub-theme 2: Professional performance

T2, T3 and T8 shared how their professional performance has been impacted by school violence. In their responses, participants relayed a feeling that school violence hinders them from focusing on their core business of teaching and learning as they have to deal with the violent behaviours of learners, which takes up a great portion of classroom time. As mentioned by Sitoyi (2020:63), dealing with violence disrupts daily activities aimed at academic success. Here are the participants' responses on how school violence affects teachers' professional performance:

T2: "To be effective, to get the best out of learners, so immediately what it does is it takes you out of the classroom because it disrupts the class, it disrupts you as an educator. And you are no longer performing at your best."

T3: We are now focused on violence, and the other things that I have seen is that you are always dealing with those kids' threats. If, for example, a teacher is bringing a learner to you, you are the one, always dealing with those kids. You are the one having disciplinary hearings, you are calling parents and you are punishing the learners and there is only so much that you can do and that is taking up a lot of time because you are no longer able to plan what you want to do at school. You are no longer able to invest most of your time in things that are important, such as teaching and extramural activities, etc. So, it is a waste of time, yes.'

T8: "Truly speaking, I feel like I have lost my passion for teaching because of the torture I experience from learners, I also do not feel like doing anything. I dread going to class and I no longer put in my 100%. I used to have extra classes and purchase materials out of my own funds to help my learners but why would I do that for learners who do not respect me? Why bother for these learners? They simply don't care so why should I put in my all in my teaching?"

Evidence from the participants' narratives above indicates that teachers' professional performance is negatively affected by school violence which they are experiencing from learners. Teachers seem to spend more time rectifying learners' unruly behaviour in and outside the classroom, instead of focusing on teaching and learning in the classroom.

Sub-theme 3: Professional disengagement and demotivation

Eight participants expressed that they have experienced professional disengagement and demotivation as a result of school violence. The participants admitted an inability to concentrate on their work because they no longer have the zest to deal with learners and teach them. They recounted how they have lost their passion due to school violence below:

T3: "Oh, it affects my professional life one hundred percent because once you have been a victim, it discourages you from actually wanting to do your work to the best of your ability, so at the end you get to a certain point where you feel that you should just go and do what you need to do so that you can go home again. So obviously it discourages one and you are not motivated to stand up in the morning and come to work and to be excited to teach the learners that are sitting in your classroom. I now doubt why I became a teacher because my initial reason was for the love of children, but now that they are so out of control, I do not know anymore."

T4: "Some days it gets tough, like you get that feeling like why do I go to school? I do not feel like going anymore because you know that learner is going be there and he is going to bully you again and there is nothing you can physically do to stop him because they have got too many rights and other days you need to get coping mechanisms just to get through the day."

T5: "And I think it is also bad if you see other colleagues that is like suffering about this because they have no motivation. I mean, they start slacking at school because they are not motivated to teach, and they do not want to be here. So, they are almost just floating, and you know, there is no consequences for these learners and teachers have nothing to do about the situation, so it is bad."

T6: *“Sometimes you don’t even want to go to work. You wake up and think Oh my goodness, I have to go teach those kids or I have to go teach that child today. I have to kind of suppress my emotions so that I can just get through the day. So professional life, sometimes I just feel like no I don’t want to do this, I become so demotivated.”*

T7: *“At this point, I never thought I was going to say this, but at this point I do not feel like a professional anymore. I am just here now to earn a salary. I think my passion for education is dead. I have just spoken the other day to a colleague of mine that has been a principal for years and he said to me he cannot wait to turn 60 so that he can leave the system. And that is a general feeling which I am also having. Younger educators, I think if they have another opportunity, they will immediately leave the education system. I mean these are all professional qualified people, but they do not see themselves continuing in this career. I cannot even think or imagine myself what is going to happen in the next 10 years' time with our schooling system. Personally, I am glad I will be leaving in 3 1/2 years' time.”*

T8: *“I am no longer that enthusiastic teacher. I used to reprimand learners where there was ill-discipline, now I just report to seniors because I do not want to deal with these rude learners. I fear them as they are bigger and more powerful than me. I am old now and no longer have the strength to take them on. Previously, I made use of soft skills to seek the reason behind the bad behaviour in order to correct it. Now I just punish bad behaviour without seeking reason. I am also not eager to go the extra mile anymore or to even do extracurricular activities with learners. They have made the teaching experience very bitter. I just do not enjoy my work anymore, period.”*

T1 and T2 reported that their lack of motivation in the workplace result from learners humiliating and embarrassing them. Below are their responses:

T1: *“I think like you are scared to speak up, so you are living in this bubble, and you are like scared all time what if it comes out? Especially in cases of sexual harassment. What are the people going to think now? Who is going to believe you? I mean, it is unfortunate that women must learn to deal with that and keep their mouths shut. And bottling things up make you to really be frustrated and sad to a point that you do not enjoy your job anymore.”*

T2: "You know what is the most horrible thing? It is when you report an incident and it gets out in the entire school and you have learners making fun of you on a daily basis. You get learners that humiliate you in front of others and those that will see you as weak and try to take their chances with you. It takes my passion away from my job, really."

School violence discourages participants from doing their work to the best of their ability. Teachers slack at work because they are no longer motivated to deal with learners and engage in their professional duties. In addition, a lack of support contributes to participants becoming disengaged and demotivated.

4.3.4 Theme 4: Teachers employ various coping strategies to deal with school violence

The purpose of this theme is to establish the coping strategies teachers use to deal with school violence. The following sub-themes emerged from the participants' interview transcripts: reporting and campaigning against school violence; interpersonal communication; self-check and avoidance; temporary removal of learners from school; motivation and coping training skills and recreational activities, time off and medication.

Sub-theme 1: Reporting to management and campaigning against school violence

Three participants stated that reporting incidents to department heads and campaigning against school violence with the help of the South African Police Services (SAPS), social workers and the use of confession boxes for learners have helped them to deal with school violence.

T2 shared information with learners by involving different speakers from the SAPS and social development and giving teachers confessional boxes for learners to report cases:

T2: "I am in the school-based support team and what we try to do is to have pep-talks and invite stakeholders such as SAPS and social workers to come speak to learners about the dangers of school violence. We have also given each teacher a confession

box that learners can use to write their feelings down or if they have a bullying situation and put in the box so that we can deal with it as teachers. I think such campaigns really prevents potential school violence.”

T5 shared another way of coping with school violence is to report the learners and incidents to the departmental head:

T5: “Having the support of my departmental head helps a lot. I normally just go to him and report such cases and he ensures that the learners are being dealt with to the extent he can. If the case is too much or sensitive, he reports it to the deputy principal and eventually the principal of the school.”

T8 agrees with T5 that reporting offending learners to departmental heads can help teachers cope with school violence:

T8: “I also report the incidents in writing immediately and give it over to my head of department.”

The participants indicated that teachers can rely on reporting school violence to heads of department. Furthermore, they can use confessional boxes for learners to use when they want to confess or report violence. Lastly, they can drive anti-violence campaigns to reduce and prevent school violence.

Sub-theme 2: Interpersonal communication

Interpersonal communication was mentioned in five accounts when participants were asked how they deal with school violence. These participants confirmed that speaking with another person about what they had been through is a positive step towards healing. Petso (2021:255) supports this finding, having discovered that teachers relied on their colleagues to support them in what they were going through. This finding is also supported by the following assertions:

T1: Also, as part of the school management team, we work on improving victim teachers' self-esteem by having talks and care campaigns such as giving each teacher roses or cards from learners. We encourage teachers and learners to solve things by rationally talking to each other to solve problems, instead of fighting and arguing.

T3: *“I will sometimes walk to colleague and just vent to my colleague about what happened or what situation I experienced.”*

T4: *“A lot of the times when the day gets too hard, I would get together with some of my colleagues at home where we would chat about it and get it out of your system. Just to have someone that listens. It is not always that the person has something to give but listening helps a lot. Having someone that listens to your frustrations has been an immense help because you get it out of your system so that you can go on the next day. Otherwise, if you do not talk about it, it builds up and one day you will explode and do something that you will regret for the rest of your life.”*

T5: *“I think it is always good like to talk to other people about it, like colleagues who have been through the same things. You must be open about it, that is what I have learned.”*

T6: *“I went to talk to someone to just get my feelings out. I have learned that it helps to talk. You must be open from the beginning. You must not keep it to yourself, so I share my experiences so we can learn from one another. It is important for teachers to be trained to always act in a professional capacity when something like that happens, such as knowing how to stay calm and not get involved when one two and three happens and when and how to respond. So, seeking advice from other teachers about how to handle such situations help. Because then you know you have support.”*

According to the participants, opening up to someone about their experiences of violence helped them. In other words, talking about experiences with other people who have been directly or indirectly affected by school violence can assist in dealing better with school violence. Interpersonal communication helped participants feel cared for and supported by others.

Sub-theme 3: Self-check and avoidance

T2, T7 and T8 reported that regulating oneself and one's emotions before taking any action is a powerful tool when dealing with school violence. Self-check consists of asking oneself questions about one's state of mind (Morin, 2011:808). The following were the participants' strategies to cope with school violence:

T2 controlled temper to be able to think and act rationally:

T2: I check my temper a lot because I am a very short-tempered person. So, I try to be calm. I need to think before I act. So I take a moment, breathe and act rationally.

T7 calmed down and calmed the learner to prevent the situation from escalating:

T7: "I feel that sometimes the way you react to something happening is key because when someone is physically hitting me, whether it is pushing me or shoving me, sometimes you just need to stay calm because reacting the same way is just going to escalate the situation. So, in my point of view, I try my best to calm the learner."

T8 used breathing strategies to calm down and take control of the situation:

T8: "I make use of breathing techniques if I am extremely upset. This calms me down so that I can think like a professional and an adult in the situation and not let my human side take over."

T1, T3 and T5, alternatively used a method of avoidance to deal with school violence. They avoided situations that may lead to violence or the violent learners themselves. T1 confirmed calming down and using help from other personnel to deal with the violence:

T1: "If I see that the learners are not calm, and I am the person directly involved there, then I walk away to allow the learner to calm down or maybe get help from someone else when I am part of the situation that is occurring."

T3 and T5 agreed with each other by asserting that they avoid violent situations and offending learners:

T3: "I always try to avoid learners who are very physical or who might seem to be getting out of hand."

T5: "I try to stay calm and withdraw myself from the situation. When it comes to learners that have offended me, I really avoid them and only engage with them when I have to."

The participants' responses above show that self-check can be used to regulate emotions before any actions are taken during confrontation. Participants checked their temper and remained calm in trying situations with learners. Another coping strategy

is avoiding situations that can lead to violence by removing oneself from the situation. Lastly, participants coped by avoiding offending learners and those that have offended you.

Sub-theme 4: Temporary removal of learners from school

In their attempt to deal with school violence, three participants posited that they remove learners temporarily from school. T3 removed the offending learners by taking their books and setting appointments with parents:

T3: "I deal with misbehaving learners by taking their books from them and putting them in the safe, complete the permission to leave school premises slip as well as the parent appointment letter from the school reception. I give these two papers to the misbehaving learners and they must come the following day with their parents for a consultation. If the case is extreme, then they must stay home for three days through the disciplinary committee and come with their parents for a hearing."

T5 shared the same strategy as T3 of sending unruly learners home to fetch their parents:

T5: "Learners who are out of hand normally I deal with them by making sure that they are out of the school yard and get their parents. When they are still in the school terrain, that is when they become more confrontational and physical."

T7 moved disruptive learners to vacant or empty classrooms to allow other learners to study or simply send them home:

T7: "Sometimes I will leave the learners and then I will tell them I will go and teach in another class (empty class) at school. The perpetrators must then stay behind because they are in control of that specific class. And then normally the learners will then stand up against the perpetrators because they are losing on their education. And in doing so, I managed to stop that behaviour of the learner because they feel that they are being cut out of the out of the class. And other times, I ask sometimes the specific learners just to leave my class or school so that I can then be in better control of the situation."

Some participants temporarily removed learners from the school. This was done to de-escalate the situation. Removal from school gives offending learners time to calm down, assess the situation and think rationally. The importance of having consultations with parents is highlighted – teachers need the assistance of parents to reinforce positive behaviour in learners.

Sub-theme 5: Motivation and coping training skills

Motivation and coping training skills emerged from participants' interview transcripts. Three participants used motivation and affirmations to deal with school violence, while two participants used training skills to deal with school violence. The following responses of participants indicate the used motivation as a strategy to deal with school violence:

T1: "Currently I motivate learners to use nonviolent methods in terms of trying to solve conflict. And I normally use the figure of the elephant body in terms of the tail and the trunk on how to handle conflict, instead of resorting to violence. So, it is about self-motivation and motivating others."

T4: "Also, you need to change your attitude daily before going to work. I usually condition myself that "Today will be a good day and that I am strong and brilliant, I can handle anything that comes my way." So, I cope by using morning and day affirmations."

T7: "Also, I have mantras and affirmations that I use on a daily basis and I normally write them on the board so the learners can see them as well."

Both T5 and T6 confirmed using coping skills acquired from learning programmes to deal with school violence. T5 used coping skills picked up from attending professional learning groups that assisted with coping better with school violence:

T5: "Educators must be taught how to cope with the incidents. They must be trained on what to do when they are in a verge of a breakdown. They need to be taught coping skills. I attended various professional learning groups that trained me on how to handle conflict so that I know what to do when it happens again. It has really come in handy in mild cases of school violence."

T6 made use of coping strategies taught in a post-graduate programme such as being cognizant of one's body language and tone of voice when dealing with aggressive learners:

T6: "I think my approach is a little bit better now that I have my Honours in Learning Support. There are modules that teach you about learning barriers and how to deal with aggressive learners in this case. I know the importance of my body language and tone when dealing with aggressive learners. They usually just want to know that you are on their side and will hear them out. That a simple argument between you two doesn't mean you don't care about them."

From the findings, it is evident that not all participants received training that would help them cope. Those who had received training received it from learning and higher educational programmes, but it is not adequate. Other participants relied on affirming and motivating themselves and their learners to create a positive mindset.

Theme 6: Recreational activities, time off and medication

Three participants mentioned that they engage in recreational activities to deal with school violence. Alternatively, two participants revealed that they take time off from work to de-stress and lastly, two participants mentioned that they take prescribed medication to deal with the stress that comes with school violence.

T3, T4 and T5 resorted to various recreational activities to ease the effects of school violence. T3 walked out of class and had a smoke:

T3: "Normally I will walk out of my class. Luckily, I am a smoker, so I will go and smoke outside of my class."

T4 took a break from the classroom, smoked and indulged in a cool drink:

T4: "Usually, I would take a small break, go smoke in the corner, get away, and get some coke."

T6 took a walk to a colleague and a bathroom:

T6: "I also took a walk and saw how calming it is. So, whenever I would feel anxious, I would quickly take a walk to a colleague or to the bathroom just to clear my mind."

On the other hand, both T7 and T8 confirmed taking time off from work to de-stress.

T7: "And other days I take a day or two from work just to de-stress, it makes such a huge difference."

T8: "When I am experiencing emotional distress from learners, I go home. I report to my departmental head that I am not okay after what happened and I go home. I will return tomorrow."

T2 and T6 had both been diagnosed with anxiety and depression and relied on their medication to cope.

T2: "I could no longer cope with the stress and pressure that I experience at school that I had to seek out psychological help. My psychiatrist put me on anxiety pills that calms me throughout the day and truly speaking, they help a lot."

T6: "I became super anxious after what I experienced and at the moment I am on anxiety and anti-depressant pills that I have to drink daily so that I can just get through the day."

The above narratives show the degree to which teachers are challenged by learners at school. School violence causes so much stress for participants that they would do anything to get themselves away from learners for a moment. Participants take smoke breaks and time off work to de-stress. Additionally, they rely on medication to cope with the stresses of school violence. This just reiterates how incredibly detrimental school violence is to participants' mental and physical health.

4.3.5 Theme 5: Intervention strategies to assist victim teachers

The goal of this research was to investigate teachers' lived experiences of school violence so that new intervention strategies can be created. In response to the research question of what intervention strategies participants use to assist victim teachers, participants' transcripts produced the following sub-themes: debriefing and mentoring; parental involvement; counselling and psychological supports; support from school stakeholders; conflict management training and workshops; and school procedures and policy amendments.

Sub-theme 1: Debriefing and mentoring

This sub-theme emerged from the responses of four participants when they were asked about the intervention strategies they use to assist teachers that have experienced school violence. T1 and T6 asserted that debriefing can be a good intervention strategy:

T1: "I think the most important thing is to have someone to talk to or even the department to provide debriefing sessions after they have been victimized. And these sessions would occur on a weekly basis to try and assist teachers how to cope with violent acts after the incident has occurred."

T6: "I believe teachers need debriefing sessions. Our school must create platforms for debriefing, especially after an incident. I think it will help teachers get through the trauma, rather than just sitting with the pain and not saying anything."

Alternatively, T3 and T8 suggested that victim teachers should have mentor groups where they can talk to other colleagues, particularly those who have had the same experiences. They can speak about these experiences and share strategies moving forward. Below is what they suggested:

T3: "Victim teachers also need teacher support groups where teachers come together and share their experiences. It could help if there can be a counsellor there to facilitate but essentially, the support groups will be there to carry teachers to better cope and heal."

T8: "I also think mentor support is important where teachers have appointed mentors they can talk to and share with. Especially for the young teachers that are new in the system, I think they can benefit from having a mentor that has been in the teaching system for a long time and that can guide on what to do and what not to do in such cases."

Participants' comments suggested that in order to assist victim teachers, debriefing sessions should be offered to the teachers, as well as mentoring groups that support teachers by allowing them to talk about their experiences and give guidance on how to cope with the effects of school violence.

Sub-theme 2: Parental involvement

Four participants proposed that parents must be more involved in their children's lives. They voiced the opinion that parents do not discipline their children at home and do not cooperate with the school regarding their children's behaviour. This finding is supported by Myers-Young (2018:6), who notes that parents focus only on their children's academic success and do not understand that parental involvement also includes supporting their children's behavioural success at school. T1 suggested that parents should teach their children to respect other people and understand that every right has a responsibility:

T1: "Parents do not discipline their children at home due to their rights, but that does not teach them their responsibility towards other people, right? Learners should respect their own rights as individuals, and they should be taught at home. The responsibility to respect others, other learners. And that is the parents' duty."

T2 advised that parents and teachers should build positive relationships for collaboration purposes:

T2: "I think if we can bring parents closer by creating good relationships with them. It always feels as if parents are against us. If we can get their cooperation and ears, especially after incidents, that would help a lot. Parents are always choosing the side of their children without even listening to the teachers' side."

T5 proposed that parents must intervene when there is an incident between the learner and teacher:

T5: "Few days back, a learner came with his parents after telling them that I assaulted him in class. The parents were fuming and wanted to beat me. We went to the class together and I asked the class whether that was true, and they said nothing like that ever happened. The learner simply lied, and the parents took his side. So that is what I am saying that the intervention must be from the side of the parents."

T7 encouraged parents to show initiative and be more involved in extra-mural activities:

T7: "We must encourage parents to be more involved in their children's school lives. Both parents and teachers must work as one body to keep our children busy with productive things. Kids come to school and leave, there are no extramural activities for them. And in the same breath, we will also be busy and train our bodies and minds through engaging in extramural activities. I believe these activities such as netball, soccer and chess can give our minds a break from what we go through and also help us build healthy relationships with learners and their parents. We just need that initiative from our parents. If we see a child has a problem, the teacher and parent must work hand in hand to help the child."

Participants' responses encouraged parents to take an active role in their children's lives. The findings showed that participants would like parents to take initiative and collaborate with them on school activities to create good relationships and consequently work together to address violent behaviour in children. Nermeen, Nokali, Bachman and Votruba-Drzal (2010:988) suggest that parents who are involved develop children who are capable of differentiating between positive and negative behaviours. There can be less violence and fewer victim teachers when there is unity and cooperation between teachers and parents. If parents and teachers work together to address problematic behaviours, children's behaviour at home and in the classroom could be improved.

Sub-theme 3: Counselling and Psychological supports

Five participants recommended counselling and psychological support as strategies that can work to help victim teachers. Participants made the following suggestions with regard to intervention strategies:

T1: "It will really assist us if we get more support from the school, such as counsellors and psychological services."

T2: "You know what I have seen? A lot of teachers are leaving the profession, so I think most of the victim teachers are traumatized. So, they need psychologists to assist them. Psychologists and social workers that should be involved at all times because what is happening now in the education system is many teachers do not want to stay because of the violence. They are scared for their lives, so they are leaving the education system and we are losing good teachers."

T6: "We need counsellors for teachers that are on site and not someone far that will make visits now and again. We need counsellors that will deal with teachers on a daily basis and one that is always available for teachers. It is important that teachers can talk to someone and ask for advice on how to cope and so on. A counsellor will be a great support system for teachers because we also come with our own baggage to work and sometimes take it out on each other and the learners. Because truly speaking, these traumatic events affect our home lives and if you go to the streets, you do not know whether the child will attack you. We live in fear, honestly."

T7: "Counselling. We do not get counselling. We will need counselling if something happened to you, someone needs to follow up and check whether you are okay. Someone needs to speak to you to see what else they can do for you, because at this moment, if something happens, you are left on your own. I feel that as teachers, they should put something in place where we also as victims can get counselling."

T8: "Victim teachers need a private room where they can go and have a breather when the day becomes difficult. They also need a counsellor who will be available to talk to."

Participants require counselling and psychological support to deal with school violence. The counselling and psychological support could offer healing and guidance to the victim teachers so that they can get through the trauma and anxiety and find their passion for teaching again.

Sub-theme 4: Support from school stakeholders

All eight participants shared the same views when it came to support from stakeholders, with stakeholders identified as schools, school governing bodies and the Department of Basic Education. Participants suggested that these stakeholders must be actively involved in supporting teachers in the fight against school violence and all areas of need that are caused by school violence.

T2 encouraged the Department of Basic Education to intervene by having meetings with parents and addressing their responsibilities towards the school so that all parties become more involved in the mission of the school.

T2: “Also, the big issue is that we are living in broken societies where parents are not part of learners’ lives and their education. Even those who are part of their lives are moving in the opposite direction. The department must intervene with parents and tell them how they expect their kids to be when they are enrolled into schools. They should tell the parents about what the department and school expect from them. I am talking about parents knowing their responsibilities and not always expecting teachers to bear the cross for their children. I believe the moment we have that intervention from the department, and we have parents who have the same vision as the school, then it is going to work, because we will be moving in the same direction of how we want to discipline learners and minimize violence. Parents need to come to the party and not be part of creating the violence.”

T3 advised the school and the Department of Basic Education to organize meetings where they motivate parents to work with teachers and be involved in school:

T3: “The school and department of education should emphasize that parents should be on our side. They should come up with meetings to encourage parents to be more involved.”

T6 made the same suggestion as T3 by saying that there must be regular visits from the Department of Basic Education to unite learners, parents and teachers at meetings:

T6: “People from the department must also come in from time to time and let learners understand that they need educators and not just that educators are in need of learners. Officials must speak to learners and their parents and build unity amongst all stakeholders.”

T4 suggested that the Department of Basic Education provide trauma counselling to teachers and learners and provide security guards to protect all parties at schools. Additionally, T4 called for the help of male teachers in schools when there are violent outbreaks:

T4: “We need outside intervention because the school management team is just not enough. The school on its own is not enough, even the principal alone is not enough. We need a helping hand and that is from our department to help us deal with our

trauma as well as these learners. Educators must also be offered help, especially when the situation is out of hand. It would help if there were a security guard that can assist, especially when weapons are involved. Female teachers also need the help of the male staff when there are violent outbreaks, especially between the boys.”

T5 recommended that teachers must be taken seriously by the SGB and the Department of Basic Education when they report learner-to-teacher violence:

T5: “Teachers must also receive support from the school management body as well as the department of education whenever they have problems with learners. They should not wait until the situation has escalated. We must be taken seriously with the small stuff.”

T6 called for regular visits from the Department of Basic Education to unite learners, parents and teachers through meetings:

T6: “People from the department must also come in from time to time and let learners understand that they need educators and not just that educators are in need of learners. Officials must speak to learners and their parents and build unity amongst all stakeholders.”

T7 called for better care of teachers by the Department of Basic Education by decreasing the learner-teacher ratio in classrooms so that quality teaching can take place. T7 voiced that having fewer children in class decreases the chances of violence in class:

T7: “I think they should be a whole shift in schools. A new shift, especially from the department side, where they need to look after their teachers better, not just with violence, also with regards to ratio from teacher to learner. If you have less learners in a class, there is a smaller chance of violence breaking out in class. You can manage your class better. So, the entire system needs to change for us to give better quality education and learners, especially in high school, will have better education and that way they will not act out like that because they would know better.”

T8 indicated that the Department of Basic Education, schools and SGB's should research the causes of violence and come up with solutions to empower the communities:

T8: "The department of education, schools and its school governing body should also start to look at the causes of violence and why learners behave that way. We know our learners are growing up in difficult circumstances. So, we must go to the core and try to uplift our community and involve people that can investigate why the children are so violent and produce solutions. Stop it before it starts."

Victim teachers need the Department of Basic Education and schools to encourage parental involvement and the execution of their responsibilities towards their children and the school. They must unite teachers and parents to ensure academic and behavioural success. Additionally, trauma counselling should be offered to victim teachers, as well as security guards and support from male teachers. If these things are provided, victim teachers could feel supported and protected by stakeholders and other parties. Moreover, through this support, they can see that they are valued and taken seriously when they report incidents.

Sub-theme 5: Conflict management training and workshops

Three participants indicated that teachers do not receive conflict management training and workshops. The participants' proposals emerged from the interview transcripts:

T3: "Victim teachers must be guided to find ways to deal with situations on their own, such as workshops and trainings on how to handle conflict in the classroom and school terrains."

T5: "Educators must be taught how to cope with the incidents. They must be trained on what to do when they are in a verge of a breakdown. They need to be taught coping skills. They must also be trained on how to handle conflict so that they know what to do when it happens again."

T6: "Teachers should go on workshops that will teach them on how to handle violent learners, from physical violence to psychological violence. Universities only teaches us about curriculum, but not so much about proper and practical classroom

management. We need to attend workshops and trainings that will teach us about how we can handle mild to extreme cases because right now, we are clueless.”

The lack of training and insufficient training is troublesome because teachers need conflict management training so that they can be better equipped with skills to deal with school violence in and outside their classrooms. Thus, formal training is essential to enhance victim teachers’ knowledge and skills to deal with any form of school violence.

Sub-theme 6: School procedures and policy amendments

Five participants reported that school procedures and policies should be amended. They feel that the school procedures and policies are too lenient and only protect learners. The participants explained their proposed intervention strategies as follows:

T4 and T5 advocated for changes to the disciplinary policy in terms of strict expulsion rules that also protect teachers:

T4: “I think the whole thing about how learners can be expelled should be changed. I feel like there are real bullies at school and the system protects those bullies and it does not protect the teachers. So, systems need to be put into place that can permanently get rid of those learners or systems that act as a warning. You see, if you do that, you will be expelled. At this time, learners know that nothing will happen to them if they bully a teacher or even if they attack a teacher, nothing, nothing will happen to them. So, they need to put strategies into place that will actually protect the teacher before it protects the learner in the case of extreme violence towards teachers.”

T5: “Amendments to the disciplinary policy are needed. An offensive child should not get five, six seven chances before something is done. It should be once. If you attack once, you will get a disciplinary hearing and we will take it further. Because at this stage a child can get 4-5 disciplinary hearings before the department even looks at that child for expulsion.”

T6 stressed the importance of establishing systems that protect and assist teachers:

T6: "Let us just try to get things into place and get systems working because like I said previously, many times they are systems in place protecting the learners, let us get systems in place also to protect teachers. These learners must also not be left to fend for themselves, there must be systems in place to help them heal and become better human beings because at the end of the day, they are the future."

T7 put forward those violent learners should be suspended from school until the date of the disciplinary hearing and that these changes must be written in the code of conduct and disciplinary policy:

T7: "Violent learners need to be suspended from school until the disciplinary hearing. This clause should be included in the code of conduct and disciplinary policy. Teachers cannot be traumatized by the event as well as be traumatized by having the same child that victimized you in class daily. It can literally put one's life in danger."

T8 advised stakeholders to be culturally conscious and sensitive when devising and adopting the code of conduct in schools:

T8: "I think another thing that must be looked at is the code of conduct in our South African schools, it does not really cater for diverse cultures. Afrikaans schools, for example, a clap of the tongue in other African languages is an insult, but in Afrikaans it means nothing. So being culturally conscious is important because our schools are full of learners from different cultures and lack of their understanding of another's culture, can brew violence in school."

The results indicate that participants require changes to the policies and laws at the school to ensure that teachers are protected from offending learners. They called for stricter expulsion rules for offending learners and included a review of the schools' code of conduct to ensure that it is culturally sensitive. These changes to the policies and laws could offer victim teachers a leg to stand on and offer learners time to rehabilitate and come back to school as better individuals.

4.4 CHAPTER SUMMARY

This chapter presented the findings from the data generated from eight participants at a high school in the Xhariep District in the Free State province. The data were analysed using thematic analysis. The five secondary research questions were used as themes and from the analysis, five sub-themes corresponding with the research questions were identified. Data from the participants' interview transcripts were used to respond to the five research questions and to form sub-themes. The findings answered the main research question of the study, as well as the secondary research questions.

CHAPTER 5

DISCUSSION OF FINDINGS AND CONCLUSION

5.1 INTRODUCTION

This chapter presents the discussion of findings, summary of findings, implications of the study, recommendations for future studies, limitations of the study, and conclusion of the study on teachers' lived experiences of school violence. The discussion responds to the following sub-research questions:

- How do teachers perceive school violence?
- What types of school violence do teachers experience?
- How does school violence affect teachers' professional lives?
- What are the teachers' coping strategies to deal with school violence?
- What are the intervention strategies to assist victim teachers?

5.2 DISCUSSION OF THE FINDINGS

This section discusses the findings from the data analysis presented and interpreted in Chapter 4 in response to teachers' lived experiences of school violence. The findings are discussed in accordance with the related literature reviewed in Chapters 1 and 2. The discussion will be based on the five themes identified and presented in section 4.3 (Chapter 4) to provide answers to the teachers' lived experiences of school violence?

5.2.1 Theme 1: Teachers' perception of school violence

The finding indicates that exposure to violence at home and around the community contributes to learners becoming violent and, consequently, adversely affecting the schooling system. Ngidi and Kaye (2022:3) stress that school violence is influenced by many factors, particularly the environment in which the school is located. In support, Govender (2018:22) maintains that the existing violence in South Africa's education system was influenced by history's disadvantaged political and economic structures

of inequality. Teachers emphasize how communities play a significant role in children's upbringing and behaviour. Children are exposed to violent behaviour that eventually they begin to model and display at school. This finding is in accordance with the social cognitive theory, which states that we acquire knowledge through social interactions – we observe, reinforce and imitate the same behaviour (Ilmiani, Wahdah, & Mubarak, 2021:182). In simple terms, people can develop similar behaviours by observing the actions of others. Learners are influenced by the culture of their surroundings and people around them. This finding is supported by Bronfenbrenner's bio-ecological model of human development, which states that an individual and the environment are separate elements that influence and interact with each other – they are interrelated (Murphy, 2020:191). Sibisi (2016:76) states that most children in South Africa live in communities that use violence as a problem-solving strategy. They see a reward in being violent because it gives them a sense of worthiness and power. The events that take place in the community spread to the schools. The school is located in a community that has normalized the use of violence. It is evident in participants' answers below that this violence has indeed penetrated the school system:

T3: "We need to blame our surroundings as well for producing children who are like this. Children who have no manners and are extremely violent. You know why? Because they see violence each and every day. They see it in their homes as well as the moment they step outside the house to go to school. Already, this child will be full of anger that he will want to release at school because that's where he spends most time at. It is terrible, we need to work on our communities."

The findings revealed that early exposure to violence contributes negatively to children's development; it influences them to become violent. Herrenkohl, Fedina, Roberto, Raquet, Hu, Rousson and Mason (2022:314) indicate that early identification of biological and psychological characteristics in children may increase their susceptibility to adverse social and environmental influences throughout their development. The study showed that developmental gaps vary between emotional to psychological. The findings show that these factors include a low self-esteem, lack of confidence, trust issues, loneliness, and exposure to violence. When children are underdeveloped in certain areas of their lives and are exposed to violence, it could result in them eventually becoming violent. Thus, developmental gaps create negative attitudes and beliefs in children, which manifest in school and the behaviour they

display at school. The underdevelopment has a butterfly effect – it starts small and ripples out. Children who experience emotional issues can be prone to becoming victims as well as perpetrators of violence. Govender (2015:31) asserts that emotional stress has a tendency to cause violent or aggressive conduct. There is a close connection between emotional issues (such as low self-esteem, lack of confidence, trust issues, loneliness) and offending behaviour. These children typically find themselves experiencing emotional stress that can quickly turn into aggression, as they are always irritable, emotionally uncomfortable, or sad. According to Chetty (2015:58), children suffering from psychological problems can be aggressive and are more likely to be attracted to offensive activities compared to others. They are motivated to engage in violent activities because they see it as a form of emotional release. Thompson (2017:2) postulates that exposure to violence causes aggression in children. Due to the location of schools, learners have to pass through areas where drugs and alcohol are sold and gangs reside. They see this on their way to and from school, and this is where violence normally takes place. In many cases, these children are from families where violence is a common occurrence. They are used to seeing violence from a very young age, and this affects their development. They are always in survival mode. This is not healthy, as children become aggressive and, in an attempt to relieve these feelings, they engage in offensive behaviour. This echoes Grobler (2018:27), who asserts that school violence also correlates with contextual factors like childhood exposure to violence, and fragile and unstable family systems.

The findings show that school violence is still a major challenge that keeps escalating and influencing the schooling system in an unhealthy way. According to Girmen *et al.* (2018:703), school violence is a multifaceted construct that involves both criminal acts and aggression in schools. It inhibits development and learning, and harms the school climate. The study discovered that teachers struggle with violence in schools and they do not believe that the problem will ever be resolved. Meyer and Chetty (2017:121) agree with this, and state that instances of school violence in South Africa are rife, and not much has changed. Ngidi and Kaye (2022:1) assert that there should be serious concern about the problem of violence in schools in South Africa, as print and online media report alarming rates of physical, psychological, and sexual violence on a daily basis. The findings showed that school violence is a burning issue that continues to grow and negatively affect the overall school culture, ethos and mission. In Chapter 2,

Sibisi (2016:88) supports this finding by maintaining that the proper operation of a school can be completely derailed by violence, with devastating effects for all school stakeholders.

Teachers felt that the policies and laws in place focus more on protecting learners than teachers. When teachers transgress against learners, the policies and laws are there to punish them. However, when learners offend against teachers, there is a lack of policies and laws in the school to support them. In a study, Sitoyi (2020:64) revealed that inadequate disciplinary policies make teachers feel powerless and hopeless to report and deal with violent acts of learners. This finding was confirmed by a teacher, who stated:

T1: "When a teacher offends a learner, it becomes such a huge deal within minutes. All stakeholders act instantaneously to suspend or dismiss the teacher, and sometimes without a hearing. However, when a learner offends a teacher, the event is dismissed as if it never happened. Why can't teachers receive the same treatment that learners receive? Because clearly the stakeholders are hiding behind the policies and laws. I feel we sometimes disregard teachers as human beings, we are not allowed in this system to be human. What this system is great at doing, is protect these delinquent learners. I am honestly disappointed and frustrated at the system itself."

The finding reveals that teachers believe that the reason why learners are offending in schools is that they know they can rely on the school policies and laws to defend and protect them. Govender (2015:56) states that learners' increased rights have provided them with power. Therefore, teachers feel helpless to employ school policies. School policies and laws should not be used to impose punishment but to facilitate high-quality learning. UNESCO (2017:22) policies for education can prevent educational settings from becoming places where violent extremism can flourish.

Teachers are unable to function in an unsafe and hostile work environment, so they either quit or retire early. The findings indicated that school violence creates job dissatisfaction and increases resignations among teachers. Sitoyi (2020:63) reiterates this by maintaining that dealing with violence has made teachers more dissatisfied in their jobs, which has made teachers more likely to miss work. One teacher stated:

T4: “These violent learners influence the teachers or the educators in a bad way. That is why educators are always off on sick leave due to stress. Teachers are developing sicknesses simply because learners are becoming so violent towards educators. That’s why they decide to leave the system or are booked off for long incapacity.”

School violence carries many negative effects that eventually cause low job satisfaction and premature departure from work. Alzyoud, Al-Ali and Bin Tareef (2016:230) discovered that school violence has led to teachers being exhausted, dispassionate, overwhelmed, anxious, stressed and burned out. Moreover, due to the stressful work environment, teachers’ health and work performance is affected, as well as their attitude towards their profession and learners (Moreroa, 2022:34). This is confirmed by two teachers who stated:

T3: “Also, because of the state of our schools and this violence, we are no longer going to have passionate teachers because, you know, when you teach it’s not about the money, it is about the passion.”

School violence not only makes teachers lose their passion, but it also causes emotional and physical challenges in teachers.

5.2.2 Theme 2: Teachers’ experiences different types of school violence

Teachers experience bullying as a form of school violence. Teachers in the study reported experiencing both verbal bullying – such as intimidation, fake rumours, embarrassment, persistent teasing and humiliation, as well as cyberbullying from the learners. The findings show that bullying can take on many forms. De Wet (2010:190) defines bullying as “purposefully causing injury or discomfort to another person repeatedly and over a course of time either by physical contact, words or otherwise in order to intimidate and/or control the person”. Marolen (2019:121) asserts that teachers can be directly and indirectly bullied, over short and long periods of time for different educators.

Teachers indicated that they are being bullied by learners who swear, threaten them, manipulate, and spread rumours that testify to the level of disrespect learners have for their teachers. Learners also undermine young teachers’ authority in school. Mncube and Harber (2014:326) concur in their finding that bullying manifests in different forms,

such as humiliation, abusive comments, threats, name-calling, sarcasm, spreading rumours, teasing, excluding them from a group, torture, and ridicule. Hughes (2020:30) adds that group ostracism is a serious act of violence that can lead to extreme events, such as suicide.

Bullying does not only occur in and around school grounds but can also take place on various social media platforms. Teachers receive offensive and insulting messages online. Examples of online bullying include receiving or sending offensive and insulting messages to others, receiving rumours about oneself, revealing personal secrets online, being threatened online, being hacked or having messages posted by others using one's account, and sending images or messages without permission (Burton & Leoschut, 2013:3).

Teachers shared their experiences of physical violence, which included beating, shoving, pushing, punching, hitting, throwing and grabbing from learners. In line with this, O'Moore (2006:4) found that physically abusive behaviour may take the form of pushing, shoving, attacking, punching, kicking a person or damaging property. In corroboration, Moreroa (2022:31) states that teachers are victims of physical violence such as slapping, stabbing, and being hit with objects such as stones or fruits. The finding revealed that physical violence is the most common form of school violence encountered by teachers. Learner-teacher physical violence is a reflection of the constantly changing times teachers have to work in where learners are simply not afraid of teachers (Pahad, 2011:58). Teachers shared that learners have used knives and scissors with the intention of stabbing their teachers, chased a teacher with a broom, thrown objects (bricks, dirty socks, a plate of food) at teachers, hit a teacher with an art project, aggressively grabbed a teacher by his chest and punched, shoved, beat and pushed their teachers (subsection 4.2.2). Ngobeni (2021:11) maintains that school children will most likely use or create weapons and be aggressive in schools that are located in violent areas with readily available weapons.

In their study, Ferrara *et al.* (2019:1) found that emotional abuse is any behaviour that restricts one's movement, ridicule, threats, intimidation, discrimination, rejection, and other forms of aggressive treatment that are not physical. Teachers indicated that they experienced threats, intimidation, and torment from learners. They make teachers' lives unpleasant to the point that they struggle to execute their day-to-day tasks.

Qwabe, Maluleke and Olutola (2022:121) stated that the most common forms of emotional abuse are rejection, humiliation, opposition, and fear. Emotional abuse has negative effects on the safety and wellbeing of teachers. According to Jimenez (2019:3), emotional abuse causes psychological effects such as trauma, stress and depression. This is also supported by Zhou and Zhen (2022:7), who discovered that, compared to physical abuse, emotional abuse causes more harm and psychological problems. Due to the psychological effects of emotional abuse, teachers become demotivated and discouraged.

Garcia-Silva and Lima Junior (2022:3) posit that school violence is characterized not only by criminal acts, but by acts that violate moral standards and the rules of peaceful coexistence, such as slander, humiliation, rude language, and obscene behaviour. Teachers experienced remarks, back chatting, and swearing from learners. Typically, verbal abuse ranges from remarks to vulgar language. In their research, Taylor and Smith (2019:52) found that verbal abuse is behaviour conveyed with the conscious intention to cause psychological pain. Learners have no respect for the authority of their educators, and abuse their rights to disregard their teachers, emotionally breaking them in the process. Booren (2007:13) concurs that verbal abuse is connected to psychological and emotional abuse. Learners have the intention to attack teachers' self-image and cause them psychological pain. Govender (2015:53) maintains that, in order for one to verbally abuse another person, one has to really think about what to say. The thought process is different from what goes in when people are having a normal conversation. This corroborates the finding that learners have the intent to harm teachers through their words.

The research also found that teachers also experience sexual violence from learners. Sexual violence strips the teacher of their power and takes away their ability to do something about it. Mgijima (2014:199) supports this finding by stating that people who are subjected to sexual violence often develop a low self-esteem and become powerless, stressed, and hopeless. Teachers believe that learners are aware of their actions and are capable of sexual offences. Female teachers said that working with and around high school boys make them feel unsafe. According to Kreifels and Warton (2021:2), females are significantly more likely to experience sexual violence through contact than males. In addition, females may be frightened by the possibility of sexual

assault and rape, which restricts their behaviour and choices in life as well as their socialization (Sjöholm, 2017:229).

Learners threaten teachers with sexual violence, make sexual comments, and would grope and spank teachers. The Victorian Law Reform Commission (2021:4) concur that sexual violence involve unwelcome touching, staring, suggestive comments, unsolicited invitations, coercion and sexual exploitation. Teachers also find it difficult to report sexual violence because they fear embarrassment or being accused of soliciting the student. As a result, they are helpless and powerless.

The findings revealed that learners damage property – including teachers' private property – after being reprimanded for misbehaviour. It is a way for learners to retaliate against being disciplined. Teachers who participated in the study reported a learner stealing their personal belongings, defecating on school property, watering the classroom, and damaging schoolbooks. Another learner broke a classroom window with a brick and threw personal belongings on the floor, as mentioned in subsection 4.4.2. Bangayan-Manera (2020:571) defines vandalism as intentional damage to or destruction of other people's property.

Vandalism, according to Catli (2022:15), can be a medium by which learners express their identity, vent stress and frustrations, release boredom, draw attention to a particular problem, or for revenge. Further, this study revealed that learners damage property when they are unhappy and frustrated. It may also be a way to get teachers to attend to unmet emotional, educational and psychological needs (Catli, 2022:17). The activities learners engage in towards their teachers show that they are frustrated and vengeful towards authority. Bhati (2022:1) asserts that vandalism is a deliberate act of human aggression.

5.2.3 Theme 3: School violence affects teachers' professional lives

The findings showed that teachers suffer from PTSD and anxiety disorders due to school violence. Schonfeld, Bianchi and Luehring-Jones (2017:59) corroborated this finding in their study, which discovered that exposure to violence places teachers at a higher risk of developing mental health problems. School violence negatively affects teachers' mental health and makes their work experience unbearable. The teachers' responses confirmed this, as they reported experiencing stress, struggling to wake up,

constantly worrying about what will happen next, having panic attacks, low morale, and no longer gaining any pleasure from their work. Garcia-Silva and Lima Junior (2022:13-14) reiterated all of these symptoms, which are indicative of PTSD and anxiety.

These symptoms negatively penetrate teachers' personal lives and homes due to the psychological effects it has on them. In line with this finding, Terzoudi (2020:11) asserts that psychological symptoms can affect people's relationships with their family and friends due to the victimization they experience at work. Newman and Fox (2009:1286) further support this by stating that teachers suffer long-term effects such as career changes, divorce, illness, and burnout.

The findings revealed that teachers' professional performance is affected by school violence. Teachers feel that school violence prevents them from focusing on the core business of teaching and learning. They have to use a great deal of classroom time to deal with learners' violent behaviour. Consequently, it reflects badly on teachers' professional performance. Sitoyi (2020:63) maintains that dealing with violence disrupts daily activities that work towards academic success.

Teachers' responses confirmed that school violence detracts from teaching time. One teacher stated that teachers are always dealing with violence, which disrupts the class and sometimes the entire school.

T2: "To be effective, to get the best out of learners, so immediately what it does is it takes you out of the classroom because it disrupts the class, it disrupts you as an educator. In addition, you are no longer performing at your best."

As maintained by Yang, Qin and Ning (2021:2), school violence affects teachers by making them stressed, exhausted, disengaged from teaching, and leading to low teaching success. Hence, the effects of violence render teachers unable to successfully complete their daily tasks.

The findings showed that there is professional disengagement and demotivation among teachers as a result of school violence. Teachers divulged that they are unable to focus on work because they do not have the energy and passion to work with learners. Moreover, teachers are less likely to do their best work when they are

discouraged by school violence. Schaufeli, Salanova, González-rom,á, and Bakker (2002: 73) state that schools that are not safe can prevent teachers from working effectively and accomplish all the tasks they have set forward. They add that this can make the professional disengagement worse.

Daniels, Bradley and Hays (2007:653) revealed that school violence causes physical, psychological, behavioural and cognitive impairments such as dizziness, nausea, discomfort, hyper-vigilance, withdrawal, interpersonal conflicts, fear, emotional numbness, helplessness, self-judgement, and disorientation, difficulty in concentration, flashbacks, and confusion. These symptoms cause teachers to slack at work and become demotivated when having to engage with professional duties.

Additionally, lack of support contributes to teachers becoming disengaged and demotivated. Instead of just focusing on teaching, they have to deal with other duties in and around the school, such as violence. Unfortunately, teachers feel unsupported in their attempts to deal with violence, which makes them feel helpless and discouraged to continue. Grobler (2018:28) indicates that teachers' administrative, managerial and emotional support duties add to their stress.

5.2.4 Theme 4: Teachers employ various coping strategies to deal with school violence

The findings indicate that teachers report violence and create campaigns against school violence. Whenever there are incidents, teachers report along the line of command – report to the departmental heads, and then the deputy principal and, finally, to the principal of the school. According to Mncube and Steinmann (2014:209), a school that is well organized and managed can address the number of incidents that are caused by internal and external school violence.

Teachers make use of preventative campaigns and involve other stakeholders such as SAPS and social workers for support. Sibisi (2016:49) discovered that there are schools that collaborate with advocates for violence prevention to establish support and develop programmes. The campaigns are based on promoting a healthy school environment that is conducive to teaching and learning. They provide vital information about school violence, effects, and prevention methods. Bester and Du Plessis

(2010:230) concur with the finding by stating that, in classrooms and schools, understanding, knowledge, and cultural awareness aid in the prevention of violence.

An additional way teachers use to cope with school violence is to create an opportunity for learners to confess or report violence. This is a strategy to make learners actively involved in reducing and preventing school violence. In a study, Mkhize (2012:53) found that programmes in schools that attempt to prevent school violence are helpful and their reinforcement in the classroom and school reduces the incidence of school violence.

Teachers confirmed that sharing their ordeals is a positive channel to coping and healing. Petso (2021:255) supports this, having found that teachers relied on their colleagues to support them in what they were going through. Teachers stated that sharing their experiences with other people who have been directly and indirectly affected by school violence helps them to better cope with school violence, and through this, teachers are able to form close bonds. Min, Liu, and Kim (2018:9) also point out that extraordinary experiences help people feel more connected to one another because they shift people's focus away from the awkwardness of their first interactions and toward the extraordinary nature of the experience.

Majid (2017: 927) maintains that, in-depth interaction spaces create opportunities for people to express their feelings and opinions and release stress. Teachers create spaces for each other where they feel free to speak about incidents of violence and how it makes them feel. Through interpersonal communication, teachers feel cared for and supported by others. Grobler (2018:32) discovered that care ethics build resilience. Human beings have the capacity to be empathetic to each other and consider each other's feelings, thoughts, and needs.

Teachers learned how to regulate themselves and their emotions prior to taking any action when dealing with school violence. They check their temper and try to remain calm, and others use breathing techniques to be calm during confrontations with learners. According to Morin (2011:808), self-check consists of asking yourself questions about your state of mind. Self-control, meditation and seeking psychological assistance can help teachers deal effectively with violence (Imran, 2020:28). Self-

check helps them to think rationally and stop the situation from escalating. This is confirmed by a teacher who asserted:

T2: "I check my temper a lot because I am a very short-tempered person. So, I try to be calm. I need to think before I act. So I take a moment, breathe and act rationally."

Another coping strategy teachers' use is to avoid situations that can lead to violence by removing themselves from the situation, avoiding learners who often engage in offensive behaviour, and those who have offended them. Shabani, Behluli, and Qerimi (2022:760) corroborate that using avoidance as a means of resolving conflict can be effective because it aims to decrease conflict by ignoring it and all other variables that might cause it. It gives teachers more time to calm down and ignore all elements that might cause violence.

Teachers temporarily remove learners from the school as a way to de-escalate the situation. Removing offending learners from school provides them time to calm down, assess the situation, and think rationally. To confirm, teachers ask learners to vacate the classroom or school, they send them home to fetch parents or they take their books and suspend them for a few days pending disciplinary hearing presented in subsection 4.4.4. The purpose of removing learners from school is to decrease inappropriate behaviour and create a healthy and safe learning environment (Medina, 2020:5).

Often, when learners are sent home by teachers, they are demanded to come back with their parents to school. Teachers emphasize that parental involvement can foster and reinforce good behaviour in learners. Ngakane, Muthukrishna and Ngcobo (2012:48) state that parental involvement is critical in preventing violent acts of learners. Children's knowledge of correct behaviour must be developed and facilitated by their parents.

The findings showed that teachers use motivation and coping skills to deal with violence in school. Teachers resort to motivational talks to create a positive paradigm shift in themselves and their learners. These motivations were also accompanied by affirmations:

T1: "Currently I motivate learners to use nonviolent methods in terms of trying to solve conflict. So, it is about self-motivation and motivating others."

Teachers also revealed that they use coping training skills to deal with school violence. Gustems-Carnicer, Calderón and Calderón-Garrido (2019:2) discovered that, when teachers are experiencing stress, they make use of their coping skills training to either focus on the problem at hand and eradicate it, or focus on the negative emotions and eliminate them. However, not all teachers have received training, and those who did acquired it from learning and higher education programmes, which is not adequate. A study conducted by Botha and Zwane (2021:6) showed that South African teachers better cope when there is a prevention programme in place that focuses on curbing school violence and offer emotional support to teachers. This finding highlighted the need for teachers to receive training on how to cope with school violence.

The findings showed that teachers rely on different activities to break away from the challenges of school violence. Teachers take smoke breaks and time off from work in order to de-stress and relax. They also rely on medication to cope with the stresses of school violence. In the study conducted by Kebbi (2018:49), they found that there are exceedingly efficient coping strategies such as engaging in relaxing activities such as sleeping, watching television, conversing with others, pursuing hobbies, taking a day off, smoking cigarettes and using prescribed medication. Teachers remove themselves from work to reduce stress and rejuvenate their energy. All these strategies are employed by teachers to prevent them from retaliating or committing offending acts. Antoniou, Ploumpi and Ntalla (2013:349) found that these problem-solving strategies can result in personal and professional success. Essentially, this finding shows us that school violence is detrimental to teachers' mental and physical health and that teachers are struggling to cope with its effects.

5.2.5 Theme 5: Intervention strategies to assist victim teachers

The findings suggest that victim teachers should be offered debriefing sessions and develop mentor groups. The purpose of debriefing sessions will be to assist teachers in dealing with the trauma they experienced. According to Tamrakar, Murphy and Elklit (2019:147) psychological debriefing gives victims an opportunity to talk about their experiences and to normalize and confirm those experiences. Receiving support from people around you can contribute to one's wellness in a positive manner. In support, Daniels, Bradley and Hays (2007:654) discovered that mental health professionals such as psychologists, counsellors, and social workers play a significant role in the

recovery process of teachers who have been victimized at school, by offering them critical stress debriefing.

Teachers suggest that developing mentor groups will support teachers by creating a safe and comfortable space for them to share their experiences and, in turn, provide guidelines on how they can better cope with school violence. A study by Petso (2021:255) supports the effectiveness of support from others by revealing that people lean on others for guidance and collaborate with them in creating strategies to manage school violence.

Teachers revealed that they need parents to intervene and become more involved in learners' lives. They shared that parents do not discipline their children at home and cooperate with the school regarding their children's behaviour. SAPA (2020:18) corroborate that parents are responsible for the way their children behave and must enforce a strict punishment for children who offend teachers. In support, Myers-Young (2018:6) states that parents only care about their kids' academic success and do not realize that parental involvement also includes helping their kids succeed in school in a behavioural sense.

Nermeen, Nokali, Bachman, and Votruba-Drzal (2010:988) discovered that parents who are involved, develop children who can differentiate between positive and negative behaviours. Teachers would like parents to take the lead and work with them on school activities to build relationships and, as a result, work together to stop children from being violent. This way, they can reduce violence and the number of victim teachers.

Teachers recommend counselling and psychological support as tools that can work to help victim teachers. Counselling and psychological support provide sincere concern and listening, together with the goal of helping teachers to move forward in a positive way (Blustein, Kenny, Autin, & Duffy, 2019:247). The findings suggest that counsellors and psychologists should be readily available to offer assistance to teachers after a traumatic event.

Teachers should not wait long before seeking psychological support. This only causes prolonged trauma and stress. This finding emphasizes the shortage of counsellors and psychologists in schools that can offer help. Those who are available simply do not

have adequate time to offer teachers. In corroboration, Rotzal (2021:21) suggests that schools need additional counsellors and psychologists with sufficient time to attend to the needs of educators. Teachers believe that counselling will be most effective because school violence adds to the home and personal stress, they already experience.

Teachers suggest that stakeholders such as SMT and SGB must assist victim teachers to deal with violence. Kebbi (2018:49) concur that well-managed school rules, administrative support, and a well-run school can decrease the stress of victim teachers. Netshitangani (2018:102) maintains that teachers are comfortable when they have hands-on supervision from the school's management team. This means that the management team have rotational terrain and classroom duties and, this way, they will always be available to curb any incident before occurring. Moreover, through this support, teachers believe that victim teachers can feel valued and taken seriously when they report incidents.

School stakeholders can oversee the collaboration between teachers and parents for scholastic and disciplinary success. Parental participation can help educators and schools in reducing school violence (Peterson & Skiba, 2000:2). Klassen (2010:342) postulates that, when stakeholders work as a collective, it increases teachers' work effectiveness. Teachers recommend that there be open communication between teachers and parents so that they can work against school violence to improve the lives of victim teachers.

Additionally, the findings revealed that victim teachers can benefit from having security guards and support from male teachers. SAPA (2020:18) supports this finding, as it believes that schools should have security guards to control access to certain areas of the terrain, as well as being readily available to prevent any altercations before they become violent.

Formal training is essential for enhancing victim teachers' knowledge and skills to deal with any form of school violence. Teachers indicated that conflict management training and workshops can help them manage school violence. Botha and Zwane (2021:6) in their study discovered that teachers cope better when they are workshopped on

conflict management skills training, which equips them with the necessary strategies to deal with school violence.

Mendes (2011:583) highlights that teachers must be trained in social skills to improve an individuals' self-control, relationships, and give them an opportunity to choose good behaviour in difficult situations. Also, counselling training such as problem solving and concern methods, which are used to help offenders stop offending. Teachers need to be trained on dealing with aggressive and offending learners in a way that de-escalates the situation and saves the child in the process.

Teachers suggested that, in order to assist victim teachers, school procedures and policies should be changed. To confirm the finding, Netshitangani (2018:102) found that teachers cope better when their school has a strong policy against violence, and it is consistently followed whenever there are incidents. These changes include clauses that ensure teachers' protection against offending learners and stricter suspension-expulsion rules for offending learners. Teachers feel that the school procedures and policies are too lenient, hence offending learners continue offending. Thabethe (2010:148) concurs with this finding by asserting that existing policies only focus on learners' security.

Following school laws and policies justly and fairly can offer learners an opportunity to rehabilitate and come back to school as better individuals. This would increase teacher safety and promote work efficacy. SACE (2011:32) emphasizes that there should be formal procedures for reporting and receiving cases of school violence and these reports must then be sent to district and provincial authorities for further action.

5.3 SUMMARY OF FINDINGS

This section focused on key findings and possible meanings.

Theme 1: Teachers' perception of school violence

This theme is about teachers' perceptions of school violence. Teachers viewed school violence as a phenomenon that originates from the community, learners' developmental gaps, and failed policies and laws. It was also revealed that teachers perceive school violence as a continuous problem that contributes negatively to

teacher's work retention and satisfaction. From this discovery, it is evident that school violence is a problematic concept that negatively influences the school system holistically. Sibisi (2016:88) supports this finding by maintaining that the school's proper operation can be disrupted by violence, which is detrimental to all stakeholders at schools. Additionally, the location of where learners reside carries a lot of power in determining the behaviour of learners. Ngidi and Kaye (2022:3) stresses that school violence is influenced by many factors, particularly the environment in which the school is located.

Theme 2: Teachers' experiences of different types of school violence

When asked about their experiences of school violence, teachers confessed to being victims of bullying (including cyber-bullying), physical violence, emotional abuse, verbal abuse, sexual violence, and vandalism. These types of violence intersect with violence in homes and the community as a whole. Moreover, it can be concluded that acts of violence in schools take different forms. Additionally, this supports the RAT theory that informs this study because all the offensive actions against teachers were performed without authority being present. According to Cohen and Felson (1979) offensive activities/crimes occur when there is a motivated offender, suitable target and no authority that can discourage the offending behaviour. From the findings, teachers were suitable targets and learners saw an opportunity to offend them because there was no higher authority present, making these teachers rather vulnerable. Hlatshwayo (2018:11) stresses that any kind of violent activity that takes place in a school setting should be considered school violence. These violent acts have serious implications for the safety of school stakeholders, school climate and mission.

Theme 3: School violence affects teachers' professional lives

This theme emerged during thematic analysis of the data. It was revealed that school violence causes post-traumatic stress and anxiety in teachers; it affects their professional performance negatively and makes them disengaged and demotivated with their job. Grobler (2018:2) emphasizes that teachers' personal experiences with violence result in significant psychological distress. However, placing little focus on teachers' experiences with violence has significant effects on the teachers' personal

and professional well-being, student academic and behavioural outcomes, as well as recruitment and teacher retention.

Theme 4: Teachers' employ various coping strategies to deal with school violence

This theme showed that, even though teachers struggle to manage school violence, there are strategies they employ to better cope with school violence. These coping strategies involve reporting to management and campaigning against school violence; using interpersonal communication to share experiences with others; self-checking to remain calm in trying situations, and conflict management skills that allow them to ignore possible offending incidents and offenders; removing learners temporarily from school to de-escalate violence; using motivations and coping skills training to better handle conflict and lastly, to disengage from the unhealthy school climate by taking time off, taking prescribed medication or engaging in recreational activities. Antoniou, Ploumpi and Ntalla (2013:349) found that coping strategies can yield personal and professional success. In essence, this finding accentuates the serious effects of school violence on teachers' mental and physical health and how they struggle to cope. It shows that teachers need conflict management and coping skills training to know how to resolve conflict and how to deal with the effects of conflict after violent incidents. Thus, teachers cope better when they are trained in conflict management skills (Botha & Zwane, 2021:6).

Theme 5: Intervention strategies to assist victim teachers

Under this theme, it was established that, there are some intervention techniques that can be used to assist teachers who experience school violence directly and indirectly. Teachers suggested the following intervention strategies to overcome challenges teachers face with school violence:

- debriefing sessions to share experiences with others who have shared similar experiences and join mentoring programmes that assist in healing and guiding after traumatic experiences.
- encourage parental involvement so that teachers and parents work together to foster and reinforce positive behaviour in learners.

- offer victim teachers counselling and psychological support, receive physical and managerial support from stakeholders in school.
- equip teachers with conflict management skills training and workshops in order to manage school violence better.
- lastly, to change school procedures and policies in a way that will also protect teachers and not only learners.

Therefore, these findings implied that not all teachers have been successful in applying intervention strategies to manage school violence. Thus, it is important to come up with new strategies that are easy to employ so that school violence can be alleviated and eventually eradicated.

5.4 IMPLICATIONS OF THE STUDY

Implications of this study for policy, school, teachers, and learners are presented below:

5.4.1 Implication for policy – Department of Basic Education (DBE)

Based on the information found in this study, it is evident that the Department of Basic Education (DBE) has a role to play in mitigating school violence. First, it must support schools by fostering positive teacher-parent relationships, meetings with parents to discuss their responsibilities to the school and their children; by amending school laws and policies in a way that also protects teachers as it does learners in light of violent incidents; and, lastly, by being active in removing serious individual offenders to a place of safety. Additionally, the DBE does not provide adequate, effective preventative and teacher development training, which implies that teachers do not have the right strategies to manage school violence. Teachers state that it is the Department's job to take care of their employees and ensure their safety, thus all of these amendments must be included in policy documents of the DBE. Moreover, the study reveals the power of policies to contribute to teachers' continuous challenges with school violence. The DBE has adequate information about why there is a need to change policy and how to change it so all parties are fairly represented and protected.

5.4.2 Implication for school

The levels of violence in schools is a clear indication of inadequate systems, system failure, or improper application of the system to stamp out violence. Thus, this implies that schools need to come up with new strategies to create a safe school environment. Without a safe environment, teaching and learning cannot take place because teachers are in constant fear of what learners will do next. Schools can start by employing strict rules, such as hearings, suspension and expulsion of learners. Schools must collaborate with other stakeholders to create and provide a clear code of conduct that details all acceptable and unacceptable behaviour accompanied by their consequences. Lastly, the findings implied that schools are responsible for developing a formal framework for reporting incidents and a referral system for learners who display behavioural and psychological problems. This way these children can be helped before they start to engage in dangerous behavioural patterns. Essentially, schools will have to protect and support teachers and take their emotional and psychological wellbeing seriously.

5.4.3 Implication for teachers

This study emphasizes the lack of effective coping and intervention strategies of teachers at a high school in the Xhariep District that would assist them in managing school violence. They have resorted to different ways of coping with school violence; however, this study has revealed that they are not as effective. The findings of the study showed that teachers have other intervention strategies in mind, which they think would be effective in assisting victim teachers with school violence. However, these strategies need support from various stakeholders. With the support, teachers may be able to take better care of themselves and their professional and personal wellbeing. Teachers need psychological and counselling support, including conflict management and coping skills training. They could develop a healthy physiological and psychological state and become well equipped with tools to help prevent and cope with school violence as mentioned in sub-section 5.2.5.

5.4.4 Implication for learners

This study has highlighted how violent communities could lead to learners misbehaving in school. The failure of parents, schools, SAPS and other community stakeholders to protect learners from exposure to violent behaviours in the society implies that learners will engage in offending activities as a means of gaining power

and confidence. Violence could become a normal way of dealing with problems for learners, which in turn might manifest in school systems. This does not only place the safety of all individuals in the school system at risk, but also has negative effects on learners' academic success. Learners need to know that all rights are associated with responsibilities. If they do not act accordingly and follow rules, they stand the chance of being suspended or expelled from school. They need to learn how to take responsibility for their actions and be aware of the consequences as well.

Moreover, supporting learners and taking care of their emotional needs could also assist in reducing school violence. This can be done through emotional support, engaging in peer extramural activities, and healthy teacher-learner relationships (Chapter 2, subsection 2.7.2).

5.5 RECOMMENDATION FOR FURTHER STUDIES

The following are suggestions for further research:

- A study that addresses school violence in schools located in rural towns and cities.
- A comparative study of teachers' experiences of violence in public and private schools.
- A study that focusses on the influences of culture, beliefs and morals on teachers' perception of school violence.
- A study that investigates effective collaboration between stakeholders such as SAPS, social workers, and parents.
- An exploration of clear policies and laws detailing how teachers must deal with violence perpetrated against them in schools.

5.6 LIMITATIONS OF THE STUDY

The first limitation of the study is that it focused only on one high school in a small, rural town in the Xhariep District of Free State. This means that the information collected is applicable to small towns in this particular district. Future research could spread the study across different schools in the Xhariep District to make greater generalizations that are easily transferrable. The second limitation is the lack of

research on current teacher experiences of school violence. Thus, theoretical foundations are built on a mixture of older and current sources that tend to repeat themselves. In other words, the same data is found across all the studies. This shows the need for future studies to explore teachers' lived experiences of school violence. Lastly, the data analysis process was long and time consuming because the data was audio recorded and had to be converted into text. The researcher used a software to transcribe, which was not always clear, so manual transcription also to be done. In addition, the process of coding thematic data in search of sub-themes was time consuming and possibly biased, as the researcher had to find similarities and differences that were relevant to the topic of the study.

5.7 CONCLUSION OF THE STUDY

The study revealed that teachers viewed school violence as a continuous problem that led to job dissatisfaction and resignation, due to factors such as influences from the community, developmental gaps created by exposure to violence and failed policies and laws supposed to protect teachers. Teachers experienced different kinds of violence from learners, such as bullying physical violence, emotional abuse, verbal abuse, sexual abuse, and vandalism. This had negative effects on teachers' professional lives, as they reported that they suffered from PTSD and anxiety disorders, experienced low work efficacy, and were disengaged from and demotivated for their job. Moreover, the study showed that school violence is detrimental to the educational process, but it adversely affects teachers' mental, physical and emotional wellbeing.

In attempts to manage these effects of school violence, teachers employed various coping mechanisms and suggested new intervention strategies to assist victim teachers. Teachers relied on reporting and campaigning against school violence, sharing their experiences with others, self-checking to remain calm during confrontations, avoidance to manage conflict, temporarily removing learners from school, motivation and coping training skills, engaging in recreational activities such as walking or smoking a cigarette, taking time off from work to de-stress, and taking prescription medication such as anti-anxiety pills and anti-depressants to cope with school violence. Teachers also suggested multiple intervention strategies for managing school violence, such as debriefing sessions for healing and mentoring

groups for guidance, encouraging parental involvement to eliminate negative learner behaviour, counselling and psychological support for a well-balanced emotional and mental wellbeing, support from school stakeholders when reporting incidents, conflict management training and workshops, and the amendment of school procedures and policies to protect teachers as much as they protect learners.

REFERENCES

- Acierno, R., Resnick, H.S. & Kilpatrick, D.G. 1997. Health impact of interpersonal violence 1: Prevalence rates, case identification, and risk factors for sexual assault, physical assault, and domestic violence in men and women. *Behavioral Medicine*, 23(2):53-64.
- Adebiyi, B.O., Goldschmidt, T., Benjamin, F., Sonn, I.K., Rich, E. & Roman, N.V. 2022. Enablers and barriers to effective parenting within the first 1000 days: an exploratory study of South African parents and primary caregivers in low socio-economic communities. *BMC Public Health*, 22(1):1-13.
- Adosi, C.M. 2020. Qualitative data collection instruments: The most challenging and easiest to use. *ResearchGate*.
Available at: <https://www.researchgate.net/publication/344251614> (Accessed: 21 May 2022).
- Africa, D. 2022. Constitution of the Republic of Skabirouth Africa of 1996.
- Akhtar, D.M.I. 2016. Research design. *Research in Social Science: Interdisciplinary Perspectives*. New Delhi: Jamia Millia Islamia.
- Alharahsheh, H.H., & Pius, A. 2020. A review of key paradigms: Positivism VS interpretivism. *Global Academic Journal of Humanities and Social Sciences*, 2(3):39-43. DOI : 10.36348/gajhss.2020.v02i03.001
- Alhojailan, M.I. 2012. Thematic analysis: A Critical review of its process and evaluation. *West East Journal of Social Sciences*, 1(1):39-47.
- Allemang, B., Sitter, K. & Dimitropoulos, G. 2022. Pragmatism as a paradigm for patient-oriented research. *Health Expectations*, 25(1):38-47.
- Alzyoud, M.S., Al-Ali, A.S. & Tareef, A.O.B. 2016. Violence against teachers in Jordanian schools. *European Scientific Journal*, 12(10):223-237.
- American Psychological Association. 2013. *Violence against teachers spurs urgent call to action*. Available at: <https://www.apa.org/monitor>. (Accessed 15 June 2020).
- Aral, N., Özdoğan-Özbal, E., Gürsoy, F., Çetin-Sultanoğlu, S., Aydos, S., Tosun, S., Karaaslan, T. & Kadan, G., 2016. Poverty definitions through children's eyes. *Journal of Current Researches on Health Sector*, 6(1):39-50.
- Antoniou, A., Ploumpi A. & Ntalla, M. 2013. Occupational stress and professional burnout in teachers of primary and secondary education: The role of coping strategies. *Psychology*, 4(8):349-355.

- Argun, U., & Dağlar, M. 2016. Examination of routine activities theory by the property crime. *International Journal of Human Sciences*, 13(1):1188-1198. Available at: <https://www.researchgate.net/deref/http%3A%2F%2Fdx.doi.org%2F10.14687%2Fijhs.v13i1.3665> (Accessed: 21 May 2022)
- Arifin, S.R. 2018. Ethical considerations in qualitative study. *International Journal of Care Scholars*, 1(2):30-33.
- Aspers, P. & Corte, U. 2021. What is qualitative in research. *Qualitative Sociology*, 44(4):599-608.
- Association of Teachers and Lecturers. 2008. Nearly a third of teachers face physical aggression at the hands of their pupils. *Association of Teachers and Lecturers' Annual Conference*, Torquay, UK.
- Augustyn, M.D., Frank, D., Posner, M., & Zuckerman, B. 2002. Children who witness violence and parents' reports of children's behavior. *Journal of Consulting & Clinical Psychology*, 156(8):800-803.
- Australian Education Union. 2003. *Damage control*. Available at: <http://www.aeufederal.org.au> [Accessed: 02 June 2021]
- Barrett, D. & Twycross, A. 2018. Data collection in qualitative research. *Evidence-Based Nursing*, 21(3):3-64.
- Basson, P & Mestry, R. 2019. Collaboration between school management teams and governing bodies in effectively managing public primary school finances. *South African Journal of Education*, 39(2):1-11.
- Bauman, S., Rigby, K., & Hoppa, K. 2008. US teachers' and school counsellors' strategies for handling school bullying incidents. *Educational Psychology*, 28(7):837-856.
- Bangayan-Manera, A.L.M.A. 2020. Writing without permission: A case study on Skinner's analogy through vandalism. *International Journal of Psychosocial Rehabilitation*, 24(08):571-578.
- Bax, T.M. 2016. A contemporary history of bullying & violence in South Korean schools. *Asian Culture and History*, 8(2):91-105.
- Bazeley, P., & Jackson, K. 2013. *Qualitative data analysis with NVivo*. London: SAGE Publications.
- Benbenishty, R., & Astor, R. 2008. School violence in an international context. *International Journal*, 60(2):69-79.

- Benefield, J. 2004. Teachers – the new targets of schoolyard bullies?. Available at: <http://www.ppta.org.nz/cms/imagelibrary/100894.pdf>. [Accessed: 02 June 2021]
- Berkowitz, R., Astor, R.A., Pineda, D., DePedro, K.T., Weiss, E.L. & Benbenishty, R. 2021. Parental involvement and perceptions of school climate in California. *Urban Education*, 56(3):393-423.
- Bester, S., & Du Plessis, A. 2010. Exploring a secondary school educator's experiences of school violence: A case study. *South African Journal of Education*, 30(2):204 – 226.
- Bezuidenhout, C. & Joubert, S. 2003. Child and youth misbehaviour in South Africa: a holistic view. Pretoria: Van Schaik.
- Bhati, A., 2022. *Tourism research and tackling vandalism: Shifting the approach*. Singapore: SAGE Publications.
- Bhardwaj, P. 2019. Types of sampling in research. Department of Cardiology, AIIMS, New Delhi, India. *ResearchGate*. Available at: https://www.researchgate.net/publication/338091050_Types_of_sampling_in_research#:~:text=In%20research%20term%2C%20a%20sample,accurate%20results%2C%20sampling%20is%20done (Accessed: 20 May 2022)
- Blustein, D.L., Kenny, M.E., Autin, K. & Duffy, R. 2019. The psychology of working in practice: A theory of change for a new era. *The Career Development Quarterly*, 67(3):236-254.
- Bock, K., Shannon, S., Movahedi, Y., & Cukier, M. 2017. September. Application of routine activity theory to cyber intrusion location and time. In 2017 13th European Dependable Computing Conference (EDCC). 139-146.
- Bonache, J. & Festing, M. 2020. Research paradigms in international human resource management: An epistemological systematisation of the field. *German Journal of Human Resource Management*, 34(2):99-123.
- Booren, L. M. 2007. An exploration of the relationship between students and teachers perceptions of school safety and the importance of safety strategies. Washington: Washington University.
- Botha, R.N. & Zwane, R.P. 2021. Strategies to prevent learner-on-educator Violence in South African schools. *International Journal of Learning, Teaching and Educational Research*, 20(9):1-10.
- Bourne, P.A., Clarke-Christian, J., Sharpe-Pryce, C., Hudson-Davis, A., & Francis, C. 2015. Strategies in dealing with violence in schools: Perceived effectiveness of conflict

management strategies used by education leaders in reducing students' disagreements. *Psychiatry*, 18(2):2-11.

Braun, V. & Clarke, V. 2012. Thematic analysis. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds), *APA handbook of research methods in psychology*, Vol. 2: 57-71. *Research designs: Quantitative, qualitative, neuropsychological, and biological*. Washington, DC: American Psychological Association.

Burns, M., Bally, J., Burles, M., Holtslander, L. & Peacock, S. 2022. Constructivist grounded theory or interpretive phenomenology? Methodological choices within specific study contexts. *International Journal of Qualitative Methods*, 21(1):1-11.

Burton, P. & Leoschut, L. 2013. School Violence in South Africa: Results of the 2012 National School Violence Study. *Monograph Series 12*. Cape Town: Centre for Justice and Crime Prevention.

Burton, P. 2008. Dealing with school violence in South Africa. *Centre for Justice and Crime Prevention*, 3(4):1-20.

Burton, P., & Leoschut, L. 2012. *School violence in South Africa: Results of the 2012 national school violence study*. Cape Town: Centre for Justice and Crime Prevention, Monograph Series, 5(12):50-99.

Busetto, L., Wick, W. & Gumbinger, C. 2020. How to use and assess qualitative research methods. *Neurological Research and Practice*, 2(14):1-3. Available at: <https://doi.org/10.1186/s42466-020-00059-z> (Accessed: 22 May 2022)

Bushman, B. J., & Anderson, C. A. 2001. Media violence and the American public: Scientific facts versus media misinformation. *American Psychologist*, 56 (6-7):477.

Bushman, B.J., & Huesmann, L.R. 2001. Effects of televised violence on aggression In D. Singer & J. Singer (Eds.), *Handbook of Children and Media*. Thousand Oaks, CA: SAGE Publications, 223-254. Butterworths.

Campbell, R. and Wasco, S.M., 2005. Understanding rape and sexual assault: 20 years of progress and future directions. *Journal of interpersonal violence*, 20(1):127-131.

Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D. & Walker, K. 2020. Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8):652-661.

Canals, L., 2017. Instruments for Gathering Data. Research-publishing. net. La Grange des Noyes, 25110 Voillans, France.

- Cangelosi, J.S. 1988. *Classroom management strategies, gaining and maintaining students' cooperation*. New York: Longman.
- Casteel, A. & Bridier, N.L. 2021. Describing populations and samples in doctoral student research. *International Journal of Doctoral Studies*, 16(1). Cangelosi, J.S. 1988. Classroom management strategies, gaining and maintaining
- Catli, R.C. 2022. Reinterpreting symbolic elements of vandalism: a psychological perspective. *Journal of positive school psychology*, 6(3):15-24.
- Centre for Justice and Crime Prevention (CJCP). 2016. The National School Safety Framework. Cape Town: Centre for Justice and Crime Prevention. Available: <http://www.cjcp.org.za/national-school-safety-framework.html>
- Chandra, Y. & Shang, L. 2019. *Qualitative research using R: A systematic approach*. Singapore: Springer.
- Cherian, V.I. 1990. Relationship between corporal punishment of pupils and their academic achievement. *South African journal of education*, 10(1):96-100.
- Chetty, R. 2015. Social complexity of drug abuse, gangsterism and crime in Cape Flats' schools, Western Cape. *Acta Criminologica: Southern African Journal of Criminology*, 54-65.
- Cho, H., Song, K., & Lee, J.Y. 2018. Korean Immigrant Parents' Involvement in Children's Biliteracy Development in the US Context. *In Handbook of research on pedagogies and cultural considerations for young English language learners*, 344-359. IGI Global.
- Clark, C.M. 1995. *Thoughtful teaching*. London: Cassel.
- Cloutier, C. & Ravasi, D. 2021. Using tables to enhance trustworthiness in qualitative research. *Strategic Organization*, 19(1):113-133.
- Coe, R., Waring, M., Hedges, L.V. & Ashley, L.D. 2021. *Research methods and methodologies in education*. SAGE Publications.
- Cohen, L., Manion, L., & Morrison, M. 2018. *Research Methods in Education*. Milton Park: Routledge. 202-287.
- Cohen, L.E., & Felson, M. 1979. Social change and crime rate trends: A routine activity approach. *American sociological review*, 588-608.
- Colvin, G. 2004. *Managing the cycle of acting-out behaviour in the classroom*. California, Corwin Press.
- Conger, J.J. 1991. *Adolescence and youth. Psychological development in a changing world*. New York: Harper-Collins Publishers Inc.

- Council of Europe. 2022. *Types of gender-based violence*. Gender Matters: Gender-Based Violence. Available: <https://www.coe.int/en/web/gender-matters/physical-violence> (Accessed on 10 February 2022).
- Crawage, M. 2005. How resilient adolescence learners in a township school cope with school violence: a case study. Thesis submitted for the degree of Doctor of Education, University of Johannesburg.
- Crawford, K.M. 2016. *Developing the Whole Teacher: A Phenomenological Case Study of Student Teachers' Emotional Experiences in One Teacher Education Program*.
- Cresswell, J.W., & Plano Clark, V.L. 2011. *Designing and conducting mixed method research*. 2nd. Thousand Oaks, CA: SAGE Publications.
- Creswell, J.W. 1998. *Qualitative inquiry & research design, choosing among five traditions*. California: SAGE Publications.
- Creswell, J.W. 2014. The selection of a research approach. *Research design: Qualitative, quantitative, and mixed methods approaches*. 3-24.
- Creswell, J.W., Ebersohn, L., Eloff, I., Ferreira, R., Ivankova, N.V., Jansen, J.D., Nieuwenhuis, J., Pieterse, J., Plano Clark, V.L., & Van der Westhuizen, C. 2010. *First steps in research*. Pretoria: Van Schaik Publishers.
- Cüre, N. 2021. Structuring research universities in turkey: a phenomenological case study. (Published Master's thesis) Middle East Technical University: Turkey.
- Dahlberg, L.L., & Krug, E.G. 2006. Violence: A global public health problem. *Ciência & Saúde Coletiva*, 11(2):77-292.
- Daniels, J.A., Bradley, M.C. & Hays, M. 2007. The impact of school violence on school personnel: Implications for psychologists. *Professional psychology: research and practice*, 38(6):652-655.
- Davids, N., & Waghid, Y. 2016. Responding to violence in post-apartheid schools. *Education as Change*, 20(1):28-42.
- De Figueiredo, A. D. 2018. *Common Qualitative Research Approaches*. DOI:10.13140/RG.2.2.25348.88963.
- Denscombe, M. 2003. *The good research guide: for small-scale social research projects*. Open University Press.
- Dentemaro, C & Kranz, R. 1993. *Straight talk about student life*. New York: Facts on File.

Department of Education. 2000. *Alternatives to Corporal Punishment: The learning experience*. Pretoria: Department of Education.

Department of Education. 2015. National School Safety Framework, trainers' manual. *Centre for justice and crime prevention*, Retrieved from <http://www.cjcp.org.za>

Du Plessis, A.H. 2008. *Exploring secondary school educator experiences of school violence*. (Doctoral thesis) University of Pretoria, Pretoria.

Du Plessis, J.V, Fouchè M.A & Van Wyk, M.W. 1998. A practical guide to labour law, 3rd ed. Durban: Butterworths.

De Wet, C. 2007. Educators as perpetrators and victims of school violence. *Acta Criminologica: Southern African Journal of Criminology*, 20(2):10-42.

De Wet, C. 2010. Victims of educator-targeted bullying: A qualitative study. *South African Journal of Education*, 30(2):190-202.
Available at: <http://dx.doi.org/10.4314/saje.v30i2.55481> (Accessed: 14 April 2021)

De Wet, C. 2016. The Cape Times's portrayal of school violence. *South African Journal of Education*, 36(2): 1-2.

De Wet, C., 2010. Victims of educator-targeted bullying: A qualitative study. *South African Journal of Education*, 30(2): 189-201

Education Information Standards. 2010. *Dictionary of Education Concepts and Terms*. Published by the Department of Basic Education.
Available:<https://www.education.gov.za/Portals/0/Documents/Publications/Dictionary%20of%20Education%20final.pdf?ver=2015-01-29-112633-100>(Accessed 10 March 2021).

Eliasson, M. A. 2007. *Verbal abuse in school: Constructing gender and age in a social interaction*. Sweden: Department of Public Health Sciences.

Epstein, J. L. 2001. School, family and community partnerships: Preparing educators and improving schools. Boulders: Westview Press.

Espelage, D., Anderman, E. M., Brown, V.E., Jones, A., Lane, K. L., McMahon, S.D., & Reynolds, C. R. 2013. Understanding and preventing violence directed against teachers: Recommendations for a national research, practice, and policy agenda. *American Psychologist*, 68(2):75-87.

Ferrara, P., Franceschini, G., Villani, A. & Corsello, G. 2019. Physical, psychological and social impact of school violence on children. *Italian journal of pediatrics*, 45(1):1-4.

- Fischer, E. & Guzel, G.T. 2022. The case for qualitative research. *Journal of Consumer Psychology*. Available at: <https://doi.org/10.1002/jcpy.1300> (Accessed: 22 March 2022).
- Fisher, B., & Tronto, J. 1990. Toward a feminist theory of caring. In K. Abel & Margaret K. Nelson (Eds.), *Circles of care: Work and identity in women's lives*, 36-54. Albany, NY: SUNY Press.
- Freeman, L. & McDonald, C. 2015. Mapping Khayelitsha: The complexities of everyday policing in a high crime area. *SA Crime Quarterly*, (53):27-37.
- Frieze, S., 2015. How Trauma Affects Student Learning and Behaviour. *BU Journal of Graduate Studies in Education*, 7(2):27-34.
- Galand, B., Lecocq, C., & Philippot, P. 2007. School violence and teacher professional disengagement. *British Journal of Educational Psychology*, 77:465–477.
- Gallegos-Erazo, F. 2021. Ethics and its importance in research. *ResearchGate*. Available at: <https://www.researchgate.net/publication/356834849> (Accessed: 29 May 2022).
- Garcia-Silva, S., & Lima Junior, P. 2022. The role of school violence in teacher career dropout: a proposal for an analytical matrix. *Educação e Pesquisa*, 48.
- Gershoff, E.T. & Grogan-Kaylor, A. 2016. Spanking and child outcomes: Old controversies and new meta-analyses. *Journal of family psychology*, 30(4):453.
- Gill, M.J. 2020. Phenomenology as qualitative methodology. In *Qualitative Analysis: Eight Approaches*, 73-94.
- Girmen, P., Kaya, M. F., & Kilic, Z. 2018. Violence at Primary Schools and Its Reflections on the Press and the Visual Media in Turkey. *International Journal of Research in Education and Science*, 4(2): 703-713. DOI:10.21890/ijres.438383
- Gonzalez, L.E., Brown, M.S., & Slate, J.R. 2008. Teachers Who Left the Teaching Profession: A Qualitative Understanding. *Qualitative Report*, 13(1):1-11.
- Gotham, K.F., & Kennedy, D.B. 2019. Analyzing crime foreseeability: premises security litigation and the case of convenience stores and gas stations. *Security Journal*, 1-24.
- Govender, K. 2015. *Primary school teachers' experiences of violence towards them perpetrated by learners*. (Doctoral thesis). University of Kwazulu-Natal, Durban.
- Grobler, G, W. 2018. Narratives of teachers' experiences of school violence and ethics of care. University of Stellenbosch, Cape Town.
- Guerin, S., & Hennessy, E. 2005. Aggression and bullying. Leicester: BPS Blackwell.

- Gustems-Carnicer, J., Calderón, C. and Calderón-Garrido, D. 2019. Stress, coping strategies and academic achievement in teacher education students. *European Journal of Teacher Education*, 42(3):375-390.
- Hamby, S. 2017. On defining violence, and why it matters [Editorial]. *Psychology of Violence*, 7(2):167–180.
- Hammersley, M. 2013. *What Is Qualitative Research?* London: Bloomsbury Academic.
- Hayre, C.M. 2021. Data Analysis and Trustworthiness in Qualitative Research. In *Research Methods for Student Radiographers*, 145-169. CRC Press.
- Heale, R. & Twycross, A. 2018. What is a case study?. *Research Gate*, 7-8
- Heekes, S.L., Kruger, C.B., Lester, S.N. and Ward, C.L. 2022. A systematic review of corporal punishment in schools: Global prevalence and correlates. *Trauma, Violence, & Abuse*, 23(1):52-72.
- Henneberger, A.K., Mushonga, D.R. & Preston, A.M. 2021. Peer influence and adolescent substance use: A systematic review of dynamic social network research. *Adolescent Research Review*, 6(1): 57-73.
- Hlatshwayo, P. 2018. *The Nature and Prevalence of Gang Related Violence on Learners in Secondary Schools in the Lejweleputswa District*. (Doctoral thesis). Central University of Technology, Bloemfontein.
- Holdstock, T.L. 1990. Violence in schools: discipline. In: B McKendrick & W Hoffman (eds). *People and violence in South Africa*. Cape Town: Oxford University Press.
- Hollis-Peel, M. E., Reynald, D. M., van Bavel, M., Elffers, H., & Welsh, B. C. 2011. Guardianship for crime prevention: A critical review of the literature. *Crime, Law and Social Change*, 56(1):53–70.
- Hughes, C., 2020. Addressing violence in education: From policy to practice. *Prospects*, 48(1): 23-38. <https://link.springer.com/article/10.1007/s11125-019-09445-1>
- Huong, T.M.H., & Trang, N.T. 2021. The Relationship between Students' Negative Coping Strategies with School Violence and Social Support Factors: A Case Study in Vietnam. *Children and Teenagers*, Vol. 4 (1):40.
- Ilmiani, A.M., Wahdah, N. & Mubarak, M.R., 2021. The application of Albert Bandura's Social Cognitive Theory: A Process in Learning Speaking Skill. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 5(2):181-192.

Imran, A. 2020. "I survived": Coping Strategies for Bullying in Schools: A Systematic Literature Review from 2009-2020. Jönköping University.

Jacobs, L. 2013. Towards Understanding Different Faces of School Violence in Different " Worlds" of One Country. *Bulgarian Comparative Education Society*.

Jansen, D., & Warren, K. 2020. What (Exactly) is Research Methodology. *A Plain-Language Explanation & Definition*.

Available at:

<https://www.google.co.za/url?esrc=s&q=&rct=j&sa=U&url=https://gradcoach.com/what-is-researchmethodology/&ved=2ahUKEwIjk42gtq7xAhUrgP0HHdazAawQtwJ6BAgKEAE&usq=AOvVaw2i5oUicbJEvy7loaZvpmcx> (Accessed: 22 June 2021)

Jeffhas, D., & Artz, L. 2007. 'Youth violence: A gendered perspective' in Burton P (ed.). *Someone Stole My Smile: An Exploration into the Causes of Youth Violence in South Africa*, CJCP, Cape Town.

Jimenez, A. 2019. The effects of emotional abuse and neglect in adulthood. *North Texas Journal of Undergraduate Research*, 1(1).

Johnson, J.J., Johnson, A.O., Johnson, A. & Senesie, T. 2016. Juvenile Delinquency in Western, Sierra Leone: Causes and Characteristics of Offenders. *Indian Journal of Applied Research*, 6(6).

Joyce, T. M. 2013. School violence: Reimagining schools as 'safe havens'. *Journal of Sociology*, 73(3):249-258.

Junjie, M. & Yingxin, M. 2022. The Discussions of Positivism and Interpretivism. *Global Academic Journal of Humanities and Social Sciences*, 4(1):10-12.

Kampira, A. 2021. A brief Introduction to thematic analysis. *ResearchGate*. Available at:

https://www.researchgate.net/publication/351051073_A_Brief_Introduction_to_Thematic_Analysis (Accessed: 24 May 2022)

Kara, A. 2013. Grade 8 learner assaults teacher @ Glenvista High School. *YouTube* (online), 11 September 2013.

Available at <http://www.youtube.com/watch?v=LFztnmSLmng> (Accessed 15 March 2022).

Karlsson, M. 2016. *What Is a case study?*. Academy of Business, Engineering and Science. Halmstad University, Halmstad, Halland, Sweden.

Kaur, S. 2021. Sample size determination. *International Journal of Current Research*, 9(1):65-67.

- Kebbi, M., 2018. Stress and coping strategies used by special education and general classroom teachers. *International Journal of Special Education*, 33(1):34-61.
- Khumalo, S.S. 2019. Implications of school violence in South Africa on socially just education. *e-Bangi*, 16(8):1-11.
- Kiger, M.E. & Varpio, L., 2020. Thematic analysis of qualitative data: AMEE Guide No. 131. *Medical teacher*, 42(8):846-854.
- King, N., Horrocks, C., & Brooks, J. 2018. *Interviews in qualitative research*. SAGE Publications.
- Kitteringham, G., & Fennelly, L.J. 2020. Environmental crime control. *In Handbook of Loss Prevention and Crime Prevention*, 207-222. Butterworth-Heinemann.
- Kivunja, C., & Kuyini, A.B. 2017. Understanding and applying research paradigms in educational contexts. *International Journal of higher education*, 6(5):26-41.
- Klassen, R. M., & Chiu, M. M. 2011. The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context. *Contemporary Educational Psychology*, 36:114–129.
- Kondrasuk, J. N., Greene, T., Waggoner, J., Edwards, K., & Nayak-Rhodes. 2005. Violence effecting school employees. *Education*, 125 (4):638-647.
- Korstjens, I., & Moser, A. 2018. Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1):120-124.
- Kreifels, I., & Warton, G. 2021. Addressing violence in South African Schools. Safety and Violence Initiative. *Saferspaces*.
Available:<https://www.saferspaces.org.za/understand/entry/school-violence-in-south-africa#TypesofSchoolViolenceinSouthAfrica> (Accessed: 09 February 2022)
- Lakens, D. 2022. Sample size justification. *Collabra: Psychology*, 8(1):33267.
- Le Mottee, C., & Kelly, J. 2017. Behind the blackboard: reviewing educators' experiences of school violence in South Africa. *Acta Criminologica: African Journal of Criminology & Victimology*, 30(3):46-67.
- Lemon, L.L. & Hayes, J. 2020. Enhancing trustworthiness of qualitative findings: Using Leximancer for qualitative data analysis triangulation. *The Qualitative Report*, 25(3):604-614.
- Leoschut, L & Bonora, A. 2007. 'Offender perspectives on violent crime' in Burton P (Ed.). *Someone Stole My Smile: An Exploration into the Causes of Youth Violence in South Africa*. Cape Town: CJPCP.

Lester, S. 1999. An introduction to phenomenological research.

Levey, E.K., Garandeanu, C.F., Meeus, W & Branje, S. 2019. The longitudinal role of self-concept clarity and best friend delinquency in adolescent delinquent behavior. *Journal of Youth and Adolescence*, 48 (1):68-81.

Lichtman, M. 2011. *Understanding and evaluating qualitative research*. London: SAGE Publications.

Lochmiller, C.R., 2021. Conducting Thematic Analysis with Qualitative Data. *Qualitative Report*, 26(6): 2029-2030.

Mack, N., Woodsong, C., MacQueen, K.M., Guest, G., & Namey, E. 2005. *Qualitative research methods: A data collector's field guide*. North Carolina, USA: Family Health International.

Macfarlane, A. 2019. Gangs and adolescent mental health: A narrative review. *Journal of child & adolescent trauma*, 12(3):411-420.

Maema, E.K. 2021. *Grade three teachers' experiences of learners perceived to have ADHD in Soweto mainstream primary schools* (Doctoral thesis) University of South Africa.

Majid, U. 2018. Research fundamentals: Study design, population, and sample size. *Undergraduate research in natural and clinical science and technology journal*, 2:1-7.

Majid, N.A. 2017. The Importance of Teachers' Interpersonal Communication Skills in Enhancing the Quality of Teaching and Learning. *World Applied Sciences Journal*, 35(6):924-929.

Maphalala, M.C. & Mabunda, P.I. 2014. Gangsterism: Internal and external factors associated with school violence in selected Western Cape high schools. *Journal of Sociology and Sociology Anthropology*, 5(1):61-70.

Marolen, M.F.M. 2019. *Exploring the experiences of educators bullied by learners in a township secondary school* (Doctoral thesis) University of Pretoria, Pretoria.

Marsh, V.L., 2018. Bullying in School: Prevalence, Contributing Factors, and Interventions. *Work*.

Martínez Ramón, J.P. & Morales Rodríguez, F.M. 2020. What if violent behavior was a coping strategy? Approaching a model based on artificial neural networks. *Sustainability*, 12(18):7396.

Maseko, S. 2013. Punishment or treatment in managing learner violence in South African public township schools. *International Journal of Educational Sciences*, 5(2):109-116.

- Matsela, M.A., 2009. *Psychological violence as work trauma impacting on teachers' health in Lesotho: guidelines for teacher support for health promotion* (Doctoral thesis). North-West University, Potchefstroom.
- McCombes, S. 2019. *Research Design: Types, Methods, and Examples*. Scribbr
- McGuinness, J. 1993. *Teachers, pupils and behaviour. a managerial approach*. London: Cassell.
- Medina, A., 2020. *Alternatives to School Removal*. (Doctoral Thesis). Alliant International University, San Diego.
- Mehmet, O.S. 2012. An investigation of violence against teachers in Turkey. *Journal of Instructional Psychology*, 39(1):51-62.
- Mendes, C.S. 2011. Preventing school violence: an evaluation of an intervention program. *Revista da Escola de Enfermagem da USP*, 45:581-588.
- Merriam, S.B. 2009. *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Meyer, G. A. 2005. *School violence in secondary schools: Guidelines for the establishment of Health Promoting Schools*. (Masters Dissertation). North-West University, Potchefstroom.
- Meyer, L., & Chetty, R. 2017. Violence in schools: a holistic approach to personal transformation of at-risk youth. *Acta Criminologica: African Journal of Criminology & Victimology*, 30(3):121-134.
- Mgijima, M.N., 2014. Violence in South African schools: Perceptions of communities about a persistent problem. *Mediterranean Journal of Social Sciences*, 5(14):198.
- Mhlongo, T. 2017. The perceptions and experiences of students regarding weapons in schools in Umgungundlovu District, Kwazulu-Natal. Durban University of Technology, Durban.
- Min, K.E., Liu, P.J. & Kim, S. 2018. Sharing extraordinary experiences fosters feelings of closeness. *Personality and Social Psychology Bulletin*, 44(1):1-15.
- Miller, T.W. & Kraus, R.F. 2008. School-related violence: Definition, scope, and prevention goals. *In School violence and primary prevention*, 15-24. Springer, New York, NY.
- Miro, F. 2014. Routine activity theory. *The encyclopedia of the theoretical criminology*, 1-7.
- Mkhize, S. 2012. *The Effects of Community Violence on Learners In A Rural Context*. (Masters Dissertation). University of KwaZulu Natal, Durban.

- Mncube, V. & Harber, C. 2014. Violence in South African Schools: What Is External and what is Internal to Schools?. *Mediterranean Journal of Social Sciences*, 5(3):324-324.
- Mncube, V. & Harbor, C. 2013. Dynamics of violence in South African schools: report. University of South Africa, Muckleneuk, Pretoria.
- Mncube, V. & Madikizela-Madiya, N. 2014. Gangsterism as a cause of violence in South African schools: The case of six provinces. *Journal of Sociology and Social Anthropology*, 5(1):43-50.
- Mncube, V., & Steinmann, C. 2014. Gang-related violence in South African schools. *Journal of social sciences*, 39(2):203-211.
- Moon, B. & McCluskey, J. 2020. An exploratory study of violence and aggression against teachers in middle and high schools: Prevalence, predictors, and negative consequences. *Journal of school violence*, 19(2):122-137.
- Moore, K., Jones, N., & Broadbent, E. 2008. School violence in OECD countries. Plan international.
- Moreroa, M.C. 2022. *An analysis of violence towards educators in the selected high schools: a case study of South African Police Service*. (Doctoral Thesis). University of Limpopo, Limpopo.
- Morin, A. 2011. Self-awareness part 1: definition, measures, effects, functions, and antecedents. *Social and personality psychology compass*. *ResearchGate* 5:807-823.
- Morrell, R., 2001. Corporal punishment in South African schools: A neglected explanation for its existence. *South African Journal of Education*, 21(4):292-299.
- Mourlam, D.J., De Jong, D., Shudak, N.J., & Baron, M. 2019. A phenomenological case study of teacher candidate experiences during a yearlong teacher residency program. *The Teacher Educator*, 54(4):397-419.
- Mujere, N. 2016. Sampling in research. *In Mixed methods research for improved scientific study*, 107-121. IGI Global.
- Murphy, M.C. 2020. Bronfenbrenner's bio-ecological model: a theoretical framework to explore the forest school approach? *Journal of Outdoor and Environmental Education*, 23(2):191-205.
- Myers-Young, S. 2018. Understanding Parental Involvement. *Integrated Studies*, 178:6-19. Available at: <https://digitalcommons.murraystate.edu/bis437/178> (Accessed: 15 September 2022)

- Ncontsa, V.N., & Shumba, A. 2013. The nature, causes and effects of school violence in South African high schools. *South African Journal of Education*, 33(3): 1-15
- Nermeen, E., Nokali, E.I., Bachman, H.J. & Votruba-Drzal. E. 2010. *Child Development*, 81 (3): 988-1005.
- Netshitangani, T. 2014. Causes of school-based violence in South African public schools: Application of normalisation theory to understand the phenomenon through educators' perspectives. *Mediterranean Journal of Social Sciences*, 5(20):1394-1400.
- Netshitangani, T. 2018. Management style and school violence: South African perspectives. *International Journal of Educational Management*.
- Newell P (ed.).1972. *A last resort? Corporal punishment in schools*. Harmondsworth: Penguin.
- Newman, K. & Fox, C. 2009. Repeat tragedy: Rampage shootings in American high school and college settings, 2002-2008. *American behavioral scientist*, 52(9):1286-1308.
- Ngakane, M.V., Muthukrishna, N., & Ngcobo, J. E. 2012. Experiencing violence in schools: Voices of learners in Lesotho context. *Anthropologist*, 14(1), 39-48.
- Ngidi, L.Z. 2018. *Reducing school violence: a peace education project amongst stakeholders in Umlazi*. (Doctoral thesis). Durban University of Technology, Durban.
- Ngobeni, P. 2021. The Impact of Violence on Quality Learning and Teaching in Secondary Schools in Tshwane West District. South Africa: University of Johannesburg.
- Ngidi, L.Z. & Kaye, S.B., 2022. Reducing school violence: A peace education project in KwaZulu-Natal, South Africa. *South African Journal of Education*, 42(2).
- Ngqela, N., & Lewis, A. 2012. Exploring adolescent learners' experiences of school violence in a township high school. *Child Abuse Research: A South Africa journal*, 13 (1): 87-97.
- Nguyen, H., Ahn, J., Belgrave, A., Lee, J., Cawelti, L., Kim, H.E., Prado, Y., Santagata, R. & Villavicencio, A. 2021. Establishing trustworthiness through algorithmic approaches to qualitative research. In *International Conference on Quantitative Ethnography*, 47-61.
- Njeri, N.A., & Ngesu, L. 2014. Causes and effects of drug and substance abuse among secondary school students in Dagoretti Division, Nairobi West District-Kenya. *Global journal of interdisciplinary social sciences*, 3(3):1-4.

- Nieuwenhuizen, P. 2018. 'Violence against teachers is escalating, and not just in SA'. *News24*. 20 Nov:18. Available at: <https://city-press.news24.com/Voices/violence-against-teachers-is-escalating-and-not-just-in-sa-20181119> (Accessed 19 March 2020)
- Njuho, P.M., & Davids, A. 2012. Patterns of physical assaults and the state of healthcare systems in South African communities. *South African journal of psychology*, 42 (2): 270-281.
- Notelaers, G., Einarsen, S., De Witte, H. & Vermunt, J.K. 2006. Measuring exposure to bullying at work: the validity and advantages of the latent cluster approach. *Work and stress*, 20(4):288-301
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. 2017. Thematic analysis: striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16 (1), 1-13.
- Olweus, D. 2000. Sweden. In: PK Smith, Y Morita, J Junger-Tas, D Olweus, R Catalano & P Slee (eds). *The nature of school bullying*. London: Routledge.
- O'moore, M. 2006. *Dealing with Bullying in Schools: A Training Manual for Teachers, Parents and Other Professionals*. California. SAGE Publications.
- Opic, S., Lokmic, M., & Bilic, V. 2013. Violence against teachers-rule or exception?. *International Journal of Cognitive Research in Science Engineering and Education (IJCRSEE)*, 1(2), 6-15.
- Osborne, J.W. 2004. 'Identification with academics and violence in schools' in Gerler, E.R. (Ed.). *Handbook of school violence*. New York: The Haworth Reference Press, Inc.
- Osman, F., Mohamed, A., Warner, G. & Sarkadi, A. 2020. Longing for a sense of belonging—Somali immigrant adolescents' experiences of their acculturation efforts in Sweden. *International journal of qualitative studies on health and well-being*, 15(2):1-13.
- Ozdemir, S. M. 2012. An investigation of violence against teachers in turkey. *Journal of Instructional Psychology*, 39(1), 51-62.
- Pahad, S. 2011. *Educators' experiences of school violence*. (Doctoral Thesis).University of the Witwatersrand, Johannesburg.
- Palinkas, L.A., Horwitz, S.M., Green, C.A., Wisdom, J.P., Duan, N., & Hoagwood, K. 2015. Purposeful sampling for qualitative data collection and analysis in mixed method

implementation research. *Administration and policy in mental health and mental health services research*, 42(5).

Pandey, P., & Pandey, M.M. 2021. Research methodology tools and techniques. *Bridge Center*.

Paul, P. 2005. Psychopathological and psychosocial factors that contribute to violent behaviour in youth. In K. Sexton-Radek, *Violence in Schools: issues, consequences, and expressions*, 73-87. Wesport: Praeger Publishers.

Peterson, R. L. & O'Connor, A. 2014. Corporal punishment, Strategy Brief. Lincoln, NE: Student Engagement Project, University of Nebraska-Lincoln and the Nebraska Department of Education. <http://k12engagement.unl.edu/corporal-punishment>.

Peterson, R.L. and Skiba, R., 2000. Creating school climates that prevent school violence. *Preventing School Failure: Alternative Education for Children and Youth*, 44(3):122-129.

Petso, Z.R. 2021. *Educators as victims of learner-on-educator violence in South African schools: a model for countering the violence against teachers* (Doctoral thesis) UNISA.

Pham, L.T.M. 2018. Qualitative approach to research a review of advantages and disadvantages of three paradigms: Positivism, interpretivism and critical inquiry. University of Adelaide.

Pimple, K.D. 2016. *Routine activity theory and research ethics: A criminological approach* (Doctoral thesis). Colorado State University, Colorado.

Popp, A.M. & Peguero, A.A. 2011. Routine activities and victimization at school: The significance of gender. *Journal of interpersonal violence*, 26(12):2413-2436.

Power, T., 2017. School violence. In *F. Veriava et al*, 293-309.

Prinsloo, J., & Nesser, J. 2007. Operational assessment areas of verbal, physical and relational peer victimization to the prevention of school violence in public schools in Tswane South. *Acta Criminologica*, 20(3):46-60.

Prinsloo, S., 2006. Sexual harassment and violence in South African schools. *South African journal of education*, 26(2):305-318.

Purpura, P.P. 2013. Foundations of Security and Loss Prevention. Security and Loss Prevention (Sixth Edition). Butterworth-Heinemann. 55-88, ISBN 9780123878465, doi.org/10.1016/B978-0-12-387846-5.00003-6.

Qu, S & Dumay, J. 2011. The qualitative research interview. *Qualitative Research in Accounting & Management*, 8(1):238-264. DOI:10.1108/11766091111162070.

- Qwabe, T.T., Maluleke, W., & Olutola, A.A. 2022. Exploring the nature of school violence in the selected public high schools: Case Study of Jozini Settlement, Kwazulu-Natal Province, South Africa. *International Journal of Social Science Research and Review*, 5(4):116-137.
- Ramorola, M.Z. & Taole, J.M. 2014. The links between school violence and drug usage in schools: External or internal factor. *Journal of Sociology and Social Anthropology*, 5(1):11-18.
- Rayner, C. & Keashly, L. 2005. Bullying at work: a perspective from Britain and North America. (In Fox, S. & Spector, P., eds. Counterproductive work behaviors). *American Psychological Association*, 271-296.
- Reckson, B., & Becker, L. 2005. Exploration of the narrative accounts of South African teachers working in a gang-violent community in the Western Cape. *International Journal of Social Welfare*, 14:107-115. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/j.1369-6866.2005.00347.x/pdf>
- Renzetti, C.M., & Edleson, J.L. 2008. Criminal Behaviour. *Encyclopedia of interpersonal violence*. SAGE Publications.
- Republic of South Africa. 1996. *The South African Schools Act*, Act 84 of 1996. Pretoria: Government Printer.
- Roman, C.G. 2002. *Schools as generators of crime: routine activities and the sociology of place*. American University.
- Rundell, M., & Fox, G. 2002. MacMillan English dictionary for advanced learners. International student edition. Oxford: A & C Black Publishers.
- Rutakumwa, R., Mugisha, J.O., Bernays, S., Kabunga, E., Tumwekwase, G., Mbonye, M. & Seeley, J. 2020. Conducting in-depth interviews with and without voice recorders: a comparative analysis. *Qualitative Research*, 20(5):565-581.
- Saunders, B.J., & Goddard, C. 2010. *Physical punishment in childhood*. United Kingdom: Wiley-Blackwell.
- Schachter, M. 2015. Masculinity in the Reformation Era ed. by Scott H. Hendrix and Susan C. Karant-Nunn. *The Catholic Historical Review*, 101(2):366-368.
- Schaufeli, W. B., Salanova, M., González-rom,á, V., & Bakker, A. B. 2002. The measurement of engagement and burnout: a two sample confirmatory factor analytic approach. *J. Happiness Stud*, 3:71–92. doi:10.1023/A:1015630930326
- Schonfeld, I. S. 2005. School Violence. *Teachers and Staff*. 177 – 179

Schonfeld, I.S., Bianchi, R. & Luehring-Jones, P. 2017. Consequences of job stress for the mental health of teachers. In *Educator stress*, 55-75. Springer, Cham.

School Violence: Definition, History, Causes & Effects. 2015. Retrieved from <https://study.com/academy/lesson/school-violence-definition-history-causes-effects.html>. (Accessed 03 February 2022).

Shabani, G., Behluli, A. & Qerimi, F. 2022. The impact of conflict management styles on organizational performance: A comparative analysis. *Emerging Science Journal*, 6(4):758-775.

Shaheen, M. & Pradhan, S. 2019. *Sampling in qualitative research*. In *Qualitative techniques for workplace data analysis*. 25-51. IGI Global.

Schreck, C., & B.S. Fisher. 2004. Specifying the influence of family and peers on violent victimization: Extending routine activities and lifestyles theories. *Journal of Interpersonal Violence*, 19(9), 1021-1041.

Shaw, D., & Satalkar, P., 2018. Researchers' interpretations of research integrity: A qualitative study. *Accountability in research*, 25(2):79-93.

Shields, N., Nadasen, K., & Hanneke C. 2014. Teacher responses to school violence in Cape Town, South Africa. *Journal of Applied Social Science*, 1-18.

Sibisi, N.N. 2016. Effects of school violence on educators: a case study of Fairvale Secondary School, Wentworth Durban. University of Kwazulu-Natal, Durban.

Sifo, L.G., & Masango, M. J. 2014. The impact of spousal violence on the children: A pastoral care approach. *Journal of theological studies in South Africa*, 70 (2): 1-7.

Sikarwar, H.S. 2022. Role of social interactive media and traditional media play in developing violent behavior among adolescents. *International Journal of Physiology, Nutrition and Physical Education*, 7(1): 82-86

Silverman, D. 2000. *Doing qualitative research: a practical handbook*. London: SAGE Publications.

Singh, K. S. 2006. *Violence in schools: A recipe for disaster* (Thesis). Doctorate in education degree, University of KwaZulu-Natal.

Sithole, N. 2017. Promoting a positive learning environment: School setting investigation. University of South Africa, Pretoria. 24-31.

Sjöholm, M., 2017. *Gender-sensitive norm interpretation by regional human rights law systems*. MartinusNijhoff Publishers.

Snodgrass, L., & Heleta S. 2009. Teachers' experiences of conflict and violence in township schools: a case study of Walmer-Gqebera, South Africa. *Commonwealth Youth and Development*, 7 (2): 41-54.

SooHyun, O. and Wilcox, P., 2018. Routine activity theory, target congruence, and school context: a multilevel analysis of teacher victimization. *Victims and offenders*, 13(3):349-372.

South African Council for Educators. 2011. *School-Based Violence Report An overview of School-based Violence in South Africa*.
Available:<http://www.sace.org.za/upload/files/School%20Based%20Violence%20Report-2020.pdf> (Accessed 23 February 2022)

South African Police Services. 2014. *Common Law Offenses*. Department of Police. Available: <https://www.saps.gov.za/faqdetail.php?fid=9> (Accessed on 10 February 2022)

South African Principals Association. 2020. *Violence against Teachers at Schools In South Africa*. [PowerPoint slides.] Presented at the Principal's seminar in Gauteng. Available:https://www.sapagauteng.co.za/pluginAppObj/pluginAppObj_105_01/VIOLENCE-AGAINST-TEACHERS-AT-SCHOOLS-IN-SOUTH-AFRICA.pdf (Accessed 04 March 2020)

Stark, S. 2015. Emotional Abuse. *Psychology and Behavioral Health*, (1): 647-650.

Steffgen, G., & Ewen, N. 2007. Teachers as victims of school violence. The influence of strain and school culture. *International Journal on Violence and Schools*, 3(1):81-93.

Stein, N. 2000. Sexual Harassment in Schools. National Violence Against Women Prevention Research Center. Wellesley Centers for Women, Wellesely College Stone Center.

Steinman, S. 2003. Workplace violence the health sector. Country case study: South Africa. ILO, ICN, International joint program of workplace violence in the health sector. 59 p. www.icn.ch/SewWorkplace/WPV_HS_SouthAfrica.pdf Date of access: 30 May 2006.

Tamrakar, T., Murphy, J. & Elklit, A. 2019. Was psychological debriefing dismissed too quickly?. *Crisis, Stress, and Human Resilience: An International Journal*, 1(3):146-155.

Taole, M. J., & Ramorola, M. 2014. Teacher attitudes, professionalism and unprofessionalism in relation to school violence. *The Journal of Sociology and Social Anthropology*, 5(1):19-27.

Taylor, G.G., & Smith, S.W. 2019. Teacher reports of verbal aggression in school settings among students with emotional and behavioral disorders. *Journal of emotional and behavioral disorders*, 27(1):52-64.

Terzoudi, T. 2020. Violence Against Teachers in Sweden: The hidden side of School Violence.

Thabethe, B.M. 2010. *The effect of crime in schools on a culture of teaching and learning*. (Doctoral dissertation).

Thaler, K.M. 2011. Weapons, violence and the perpetrator-victim nexus in South Africa.

Thomas, G. 2021. What is a case study. In Seaman, J (Ed). *How to do your case study*. 3RD ed. SAGE Publications.

Thompson, S. 2017. School-related violence. *Institute of Developmental studies*. Available:https://assets.publishing.service.gov.uk/media/5b97ec36e5274a13a7fd95b9/002_School-related_violence.pdf (Accessed: 20 November 2022)

Thwala, S. K., Okeke, C. I., & Tshotsho, N. 2018. Adolescent girls' behavioural characteristics and their vulnerability to bullying in Manzini high schools. *South African Journal of Education*, 38, S1–S9.

Timmermans, S., & Tavory, I. 2022. *Data Analysis in Qualitative Research: Theorizing with Abductive Analysis*. Chicago, IL: University of Chicago Press.

Trackman, V. M. 2008. Educator's perceptions of school violence. Johannesburg: University of Witwatersrand.

Tshotsho, Z. 2004. The reconstruction and development program (RDP).

Turale, S. 2020. A brief introduction to qualitative description: A research design worth using. *Pacific Rim International Journal of Nursing Research*, 24(3):289-291.

Turanovic, J.J. & Siennick, S.E. 2022. The Causes and Consequences of School Violence: A Review. *National Institute of Justice*. Available online: <https://schoolsafety.idaho.gov/wp-content/uploads/2022/03/The-Causes-and-Consequences-ofSchool-Violence-A-Review.pdf> (Accessed on 04 April 2023).

Türküm, A.S., 2011. Social supports preferred by the teachers when facing school violence. *Children and Youth Services Review*, 33(5):644-650.

- Turvey, B.E. 2011. *Criminal profiling: An introduction to behavioral evidence analysis*. Academic press.
- Turvey, B.E., & Freeman, J. 2013. Victim Lifestyle Exposure. *Forensic Victimology: Examining Violent Crime Victims in Investigative and Legal Contexts*, 143.
- UN Committee on the Rights of the Child. 2001. "General Comment No. 1:" par 11.
- United Nations Educational, Social and Cultural Organization (UNESCO). 2017. *School Violence and Bullying: Global Status Report*. Place de Fontenoy, Paris, France. Available: <http://unesdoc.unesco.org/images/0024/002469/246970e.pdf>
- United Nations Educational, Social and Cultural Organization (UNESCO).2017. *Preventing violent extremism through education: A guide for policy-makers*. Paris: UNESCO.
- Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000247764> (Accessed 21 November 2022).
- Vagle, M. D. 2014. *Crafting phenomenological research*. Walnut Creek, CA: Left Coast Press.
- Varela, J.J., Melipillán, R., González, C., Letelier, P., Massis, M.C. & Wash, N. 2021. Community and school violence as significant risk factors for school climate and bonding of teachers in Chile: A national hierarchical multilevel analysis. *Journal of community psychology*, 49(1): 152-165.
- Valasik, M. and Reid, S.E., 2021. Taking stock of gang violence: An overview of the literature. *Handbook of Interpersonal Violence and Abuse Across the Lifespan: A project of the National Partnership to End Interpersonal Violence Across the Lifespan (NPEIV)*, pp.2045-2065.
- Van der Merwe, H. 2009. Delivering justice during transition: Research challenges. *Assessing the impact of transitional justice: Challenges for empirical research*, 115-42.
- Van Jaarsveld, L. 2011. *An investigation of safety and security measures at secondary schools in Tshwane, South Africa*, Pretoria.
- Available at: <http://hdl.handle.net/10500/5800> (Accessed: 20 February 2022)
- Van Manen, M. 2017. "But is it phenomenology?.", P. 775-779.
- Verbeke, J. 2021. This is research by design. In *Design research in architecture*. Routledge. 137-160.
- Veriava, F., Thom, A. & Hodgson, T.F. 2017. *Corporal Punishment*. Basic education rights handbook: Education rights in South Africa. Section 27. 336-337.

- Veriava, F., Thom, A., & Hodgson, T.F. 2017. Basic education rights handbook: Education rights in South Africa. SECTION 27.
- Von der Embse, N., Ryan, S.V., Gibbs, T. and Mankin, A. 2019. Teacher stress interventions: A systematic review. *Psychology in the Schools*, 56(8):1328-1343.
- Von Holdt, K. 2011. 'Overview: Insurgent citizenship and collective violence: Analysis of case studies.' in Holdt K, Langa M, Molapo S, Mogapi N, Ngubeni K, Dlamini J., & Kirsten A (eds) *The Smoke that Calls: Insurgent Citizenship, Collective Violence and the Struggle for a Place in the New South Africa*, Centre for the Study of Violence and Reconciliation (CSVr) and the Society, Work and Development Institute (SWOP): University of Witwatersrand.
- Victorian Law Reform Commission. 2021. *Improving the Justice System Response to Sexual Offences: Report*.
Available at: <https://www.lawreform.vic.gov.au/project/improving-the-response-of-the-justice-system-to-sexual-offences/> (Date of access: 21 November 2022).
- Ward, C. 2007. 'Young people's violent behaviour: Social learning in context,' in Burton P (Ed.). *Someone Stole My Smile: An Exploration into the Causes of Youth Violence in South Africa*, CJCP, Cape Town.
- Wilcox, P. 2015. Routine Activities, Criminal Opportunities, Crime and Crime Prevention. In *International Encyclopaedia of the Social & Behavioural Sciences: Second Edition*. 772-779. Elsevier Inc.
- Williams L.M., & Walfield S. 2016. Rape and Sexual Assault. In: Howard S. Friedman (Editor in Chief), *Encyclopaedia of Mental Health, 2nd edition*, 4:13-22. Waltham, MA: Academic Press.
- Williams, H. 2021. The Meaning of "Phenomenology": Qualitative and Philosophical Phenomenological Research Methods. *The Qualitative Report. The Qualitative Report*, 26(2):366-385.
- Wilson, C. M., Douglas, K. S., & Lyon, D. R. 2011. Violence against teachers: Prevalence and consequences. *Journal of Interpersonal Violence*, 26(12):2353– 2371.
- World Health Organization. 2002. *World report on violence and health*. Geneva: WHO. Available at: https://www.who.int/violence_injury_prevention/violence/world_report/en/summary_en.pdf (Accessed 09 March 2021)
- World Health Organization. 2014. *Ecological Framework*. Geneva: World Health Organization.

Available at: <http://www.who.int/violenceprevention/approach/ecology/en> (Accessed: 08 March 2020)

Wortley, S. 2016. Rational Choice and Routine Activity Theory. *Reviews of the Roots of Youth Violence: Literature Reviews*, 5(5):1 – 10. Available at: http://www.children.gov.on.ca/htdocs/English/professionals/oyap/roots/volume5/chapter03_rational_choice.aspx (Accessed: 03 February 2022)

Wortley, S., Seepersad, R., McCalla, A., Singh, R., Mandon, N., Greene, C., Myers, N., & Roswell, T. 2008. *Review of the roots of youth violence: Literature reviews*. Ministry of Children and Youth Services.

Xu, W., & Zammit, K. 2020. Applying thematic analysis to education: A hybrid approach to interpreting data in practitioner research. *International Journal of Qualitative Methods*, 19:1-5

Yang, Y., Qin, L. & Ning, L. 2021. School violence and teacher professional engagement: a cross-national study. *Frontiers in psychology*, 12:1-13.

Yin, R.K. 2012. *Applications of case study research*. Los Angeles (CA): SAGE Publications.

Younghusband, L. 2009. How safe are our teachers? *Education Canada*, 49(3):48-50.

Zapolski, T.C., Clifton, R.L., Banks, D.E., Hershberger, A. and Aalsma, M., 2019. Family and peer influences on substance attitudes and use among juvenile justice-involved youth. *Journal of child and family studies*, 28 (1):447-456.

Zeira, A., Astor, R.A. & Benbenishty, R. 2004. School violence in Israel: Perceptions of homeroom teachers. *School Psychology International*, 25(2):149-166.

Zulu, B.M., Urbani, G., Van der Merwe, A., & Van der Walt, J.L. 2004. Violence as an impediment to a culture of teaching and learning in some South African schools. *South African Journal of Education*, 24(2):170-175.

Zuma, S. 2016. Zibhantshile izinhlelo zokuvula isikole kuqhubeka umbhikisho. *Isolezwe*, 1: 1-27.

Zhou, X., & Zhen, R. 2022. How do physical and emotional abuse affect depression and problematic behaviors in adolescents? The roles of emotional regulation and anger. *Child Abuse & Neglect*, 129:7.

Appendix A: UFS Ethical Clearance Letter



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

28-Mar-2022

Dear Mr Simphiwe Windvoël

Application Approved

Research Project Title:

TEACHERS LIVED EXPERIENCES OF SCHOOL VIOLENCE: A PHENOMENOLOGICAL CASE STUDY.

Ethical Clearance number:

UFS-HSD2021/1981/22

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

Dr Adri
du
Plessis

Digitally signed
by Dr Adri du
Plessis
Date:
2022.03.28
18:25:48
+02'00'

205 Nelson Mandela
Drive
Park West
Bloemfontein 9301
South Africa

P.O. Box 339
Bloemfontein 9300
Tel: +27 (0)51 401
9337
du.plessis@ufs.ac.za
www.ufs.ac.za



Appendix B: FSDE Permission Letter

Enquiries: MZ Thango
Ref: Research Permission: S. Windvoel
Tel: 082 537 2654
Email: MZ.Thango@fseducation.gov.za



831 SWARTBOOI STREET
MONYAKENG
WESSELSBRON
9680

Dear Mr. S. Windvoel

PERMISSION TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION: XHARIEP DISTRICT

This letter serves to inform you that you have been granted permission to conduct research in the Free State Department of Education within the Xhariep Education District. The details in relation to your research project with the University of the Free State are as follows:

Topic: Teachers lived experiences of school violence: a phenomenological case study.

1. **List of schools involved:** Luckhoff Combined School.
2. **Target Population:** Eight Educators teaching in grades 8-12 at the selected school.
3. **Period of research:** From the second week of February 2022 until 30 September 2022. Please note that the department does not allow any research to be conducted during the fourth term (quarter) of the academic year. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension. The researcher is expected to request permission from the school principals to conduct research at schools.
4. The approval is subject to the following conditions:
 - 4.1 The collection of data should not interfere with the normal tuition time or teaching process.
 - 4.2 A bound copy of the research document should be submitted to the Free State Department of Education, Room 101, 1st Floor, Thabo House, St. Andrew Street, Bloemfontein or can be emailed to the above-mentioned email address.
 - 4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 4.4 The ethics documents must be adhered to in the discourse of your study in our department.
5. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours Sincerely,

Mr. MZAMO W. JACOBS
DIRECTOR: QUALITY ASSURANCE, M&E AND STRATEGIC PLANNING

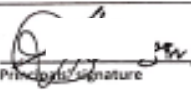

DATE: 07/12/2021

RESEARCH APPLICATION BY S. WINDVOEL, PERMISSION LETTER 06 DECEMBER 2021, XHARIEP DISTRICT
Strategic Planning, Research & Policy Unit/Strategic Planning & Quality Assurance, Room 101, 1st Floor, St. Andrew Street, Bloemfontein

www.fsdoe.gov.za

Appendix C: School Permission Letter



 Principal's signature	<u>01/06/2022</u> Date
 Researcher's signature	<u>01/06/2022</u> Date



Appendix D: Sample of Participant Consent Form



CONSENT TO PARTICIPATE IN THIS STUDY

I, the undersigned,

_____ (*participant's full names to be included*), (the “Participant”)

confirm that I voluntarily agree to participate in the research study referred to as the

_____ (the “Study”) in relation to

_____ and which Study is being conducted by

_____ (*insert the name of the researcher*), (the “Researcher”).

I, the undersigned Participant, further confirm that–

1. the Researcher has explained the nature, procedure, potential benefits and anticipated inconvenience of my participation in the Study;
2. I have read (or had explained to me) and understood the Study as explained in the attached information sheet;
3. I have had sufficient opportunity to ask questions and am prepared to participate in the Study;
4. I understand that my participation in the Study is entirely voluntary and that I am free to withdraw at any time without penalty (if applicable);
5. I voluntarily provide the UFS and the Researcher with my personal information and consent to the UFS and the Researcher collecting, disclosing and processing my personal information in order to conduct the Study and any related activities in relation thereto;
6. I hereby acknowledge and confirm that I understand the purpose for which the UFS and the Researcher may collect, store, use, delete, destroy, outsource, transfer or otherwise process, as the context and circumstances may require and as contemplated in terms of POPIA, my personal information as set out herein;
7. I am aware that the findings of the Study will be anonymously processed into a research report, journal publications and/or conference proceedings and that my personal information will be aggregated and deidentified at such stage;
8. I also give the UFS permission to share, without notification, the collected data with other researchers at the UFS or other Higher Education Institutions. This permission is dependent on the same principles of ethical research practices, anonymity/confidentiality, safekeeping of information, and other issues listed above applying.
- 9.

I, the Participant, agree to the recording of the *semi-structured interview*.

Full Name of Participant: _____

Signature of Participant: _____ Date: _____

Full Name(s) of Researcher(s): _____

Signature of Researcher: _____ Date: _____

Appendix E: Interview Guide



QUALITATIVE SEMI-STRUCTURED INTERVIEW GUIDE

Dear Colleague,

I am Mr Simphiwe Windvoël, a Masters student in the Department of Psychology of Education, Faculty of Education, University of the Free State. Firstly, I want to express my gratitude to you for agreeing to participate in my study titled: ***“Teachers lived experiences of school violence: a phenomenological case study”***. The aim of this study is to investigate teachers’ lived experiences of school violence. Please note that your participation in this interview is voluntary and confidential. Feel free to share your experiences on school violence to improve our school system. I reassure you, your participation is anonymous and confidential. Please also note that this interview will last for less than 60 minutes and will be audio recorded. I want to apologize for any inconvenience this may cause you. Thank you once more for accepting to be part of this study.

SECTION 1: BACKGROUND INFORMATION

To begin with, I would appreciate if you could tell me little about yourself. Probes here may include but not limited to: participant’s gender, age, grade, qualification, post, years of experience, etc. as indicated in the box below to capture your background information necessary for the study.

Date of interview	
Interview venue	
Participant code	
Participant age	
Gender	
Qualification	
Teaching grade	
Years of experience	

SECTION 2: INTERVIEW QUESTIONS

1. How do you perceive or view school violence in our schools?
2. Tell me your experiences of school violence – have you been a victim and how?
- probe
3. Tell me about the types of school violence you have encountered?
4. How does school violence affect your professional life?
5. What coping strategies do you use to manage the effects of school violence?
6. What coping strategies do you want the school to put in place to assist victim teachers?
7. What coping strategies do you want the Department of Education to put in place to assist victim teachers?
8. What intervention strategies do you think victim teachers need in place?
9. Is there any other thing you would want to say about school violence?

Thank you once more for taking part in this study!

Appendix F: Certificate of Language Editing



DECLARATION OF LANGUAGE EDITING

I, Christien Terblanche, hereby declare that I edited the text titled:

**TEACHERS' LIVED EXPERIENCES OF SCHOOL VIOLENCE: A PHENOMENOLOGICAL
CASE STUDY**

for **Simphiwe Windvoël** for the purpose of submission as a postgraduate study for examination. Suggestions were indicated in track changes and application was left to the author. The language editor did not view a final version.

Regards,

CME Terblanche

Cum Laude Language Practitioners (CC)

South African Translators Institute accr nr: 1001066

Full member of the Professional Editors Guild

Appendix G: Turnitin Report

Teachers lived experience of school violence

by Simpiwe Windvoel

Submission date: 01-Dec-2022 07:11AM (UTC+0200)

Submission ID: 1967996906

File name: Dec_TURNITIN_M.Ed_Dissertation_-_Simphiwe_Windvoel_Complete.docx (234.33K)

Word count: 49146

Character count: 268533

Teachers lived experience of school violence

ORIGINALITY REPORT

7 %	7 %	2 %	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	researchspace.ukzn.ac.za Internet Source	1 %
2	uir.unisa.ac.za Internet Source	1 %
3	scholar.sun.ac.za Internet Source	1 %
4	core.ac.uk Internet Source	<1 %
5	hdl.handle.net Internet Source	<1 %
6	scholar.ufs.ac.za Internet Source	<1 %
7	vital.seals.ac.za:8080 Internet Source	<1 %
8	ujcontent.uj.ac.za Internet Source	<1 %
9	www.unisa.ac.za Internet Source	<1 %