

Exposure to Community Violence and Its Impact on Schools in Swayimana KwaZulu-Natal

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Abstract

The level of crime and violence in the communities in which schools are situated will have an irrevocable effect on learners' behaviour at school. The availability of drugs and the dealers who peddle them are known in the community. High levels of drugs and a high percentage of adults involved in crime further increase the exposure of youths to these vices and encourage them to engage in violent activities. In the context of school violence, it is critical to recognize that a large majority of young people are not violence-prone, do not have criminal attitudes, and can be "demonized" by peers, the media as well as the general public. Various socio-economic issues are by far the biggest problems children learners have to face. School do not exist within a vacuum therefore it is critical for school and different stakeholders within the community to work in partnership in order to affectively to deal with the issue of violence in schools. If our communities are not responsive to the needs of families and their children, this neglect can develop into school violence. School violence scholars will agree that school violence arises from a layering of causes and risk factors that include (but are not limited to) easy access to weapons, media violence, gang violence, community and family environments. Violence in schools contributes to low educational achievement among learners due to depression, fear and lack of concentration in class and as such it becomes very difficult for educators to carry out their duties.

Keywords: School Violence, Community Violence Educators, Learners; Socio-economic, Discipline.

Introduction

Community-based violence is not a new phenomenon in the South Africa society. It has been present for a very long time and was particularly evident in the political struggles against the apartheid system (Barbarin, 2001). However, it did not stop even when the fight for political emancipation ended with the ushering in of the democratic dispensation 1994. In fact, it has continued to escalate at alarming rates and has persisted to this day. Community-based violence can be defined as "the frequent and constant exposure to the use of guns, knives, drugs, and random acts

of violence" (Foster, Kuperminc & Price, and 2000:60). According to Sibisi (2016), the political struggles that brought political freedom to South Africa left people with the belief that violence is a conflict resolution mechanism. Hence mass actions that erupt into violence take place frequently in communities, especially in disadvantaged ones, and this results in injuries and even death. A culture of violence has been created by the long-term effects of violence and this culture has been normalized in society. In South Africa, the rate at which children are exposed to violence is disturbing (Ward, Martin, Theron & Distiller, 2007). Moreover, Children who are also vulnerable to abuse typically come from disadvantage Black and Coloured communities.

The escalation of violence and crime in communities has contributed to school-based violence. Poverty is one of the main contributing factors of crime and violence in society. Learners steal from others because they cannot afford the things that other learners have. Some may even openly and forcefully take other learners' belongings. Against the background of high rates of unemployment and the job cuts, violence will continue to impact communities and the school environment in a negative manner. For instance, it was, and still is, "...a very 'normal' experience for township learners to witness assaults, stabbings and shootings" (De Wet 2007, 253-255). This argument confirms that learners carry weapons to schools and may even be under the influence of drugs or alcohol when they commit acts of violence in schools. In my experience, which has been borne out by research evidence, poverty is a destructive beast that lurks in society and is a main cause of stress and depression among learners (Jensen, 2009).

However, it is also a reality that both underprivileged and privileged schools experience violence in various forms and frequencies. All schools are challenged to deal with violence, particularly if the communities in which they are situated are prone to violence. According to Gellert (2010), the issue of violence rocking inner-city schools should not be separated from the issue of violence in society as a whole. The violence that occurs in neighbourhoods and communities spills over into schools regardless of the measures these schools may have adopted.

Literature Review

Burton (2007:12) argues that "a series of interrelated factors that impact on young people in different ways, one of which will be the perpetrating violent act against other young people and society in general. In order to understand the causes of school violence is it important to critically look at the broader context in which the school is situated in such as the community (Sibisi, 2016:33). Many youths in South Africa are in possession of weapons such as guns so as to protect themselves and this has become a normal way of life even for young learners (Ncontsa and Shumba, 2013). Violence has been normalizing in South Africa and this has affected intimate, domestic, private and learning spaces (Statistics South Africa, 2016). The nature of violence in South African community coupled with some social and personal reasons have highly contributed to the rise of School violence. "It was, and still is, a very 'normal' experience for township learners to witness assaults, stabbings and shootings" (De Wet 2007: 253-255). Children who use and abuse drugs are at higher

risk in terms of perpetration of violence. According to Liang *et al.* (2007), school violence is a reflection of violence in the society. According to a study conducted by Singh (2006) on the effects of violence on educators found that academic tension, lack of consequences for poor behaviour and violence modelled by society were revealed as the main causes of violence in schools. School-Based violence in South Africa is a matter of national concern that is demands a holistic approach from school managements, non-governmental organizations, government as well as all concerned stakeholders in the country (Human Rights Commission, 2006; Prinsloo, 2008). School safety is a prerequisite for educators and learners to be able to engage in educational activities and facilitate teaching and learning (Horng, Klasik and Loeb, 2010).

Gender-based violence

Dunne, Humphreys, and Leach (2006) argue that gender-based violence in school refers to any act of violence towards learners in school premises relating to their sex or gender. This means that learners are prone to experience some form of violence just because they are boys or girls, and this is because of the power imbalance between males and females especially in developing countries (Skiba, 2002). Gender violence is seen in all societies and is a significant problem given its pervasiveness and consequences and the fact that it is produced and reproduced in the negotiation of relations and power dynamics between men and women (Moma, 2015). According to Wilson (2009), gender violence in schools undermines some of the benefits of education such as academic learning and psychological empowerment. Gender based violence is common between people of opposite sex, and males are commonly known to be perpetrators and females to be victims of these acts.

According to Prinsloo (2006) all forms of sexual harassment and violence perpetrated against girls in schools must be discourage. The author highlights that the effect of sexual violence in schools can take different forms including unwanted pregnancy, emotional pressure and above all a loss of self-respect and dignity. The National School Violence study of 2012 revealed that violence was a common occurrence amongst secondary school learners, with female learners more vulnerable to various forms of violence (Burton & Leoschut, 2013). Findings revealed that 70% of school girls reported being victims of unwanted touching, 6.8% were exposed to verbal abuse and 4.5% reported being hit, punched or slapped, with 90% of the perpetrators being male.

Effects of school violence

Violence on school premises affects both learners and educators. In 2006, the United Nations prepared a World Report on Violence against Children. In the report, it was found that bullying, verbal abuse and sexual violence in school premises results to lack of motivation, absenteeism and drop out. Extensive research has highlighted a range of consequences associated with the victimization of learners that affects their physical, emotional, and academic wellbeing. All these consequences have a diminishing effect on learners' motivation and desire to excel academically – a factor

that has been found to increase young people's resilience when it comes to their involvement in criminal and delinquent behaviour. According to CDC (2010:1), "... not all adverse effects of violence are visible. Exposing the youth to school and other forms of violence can lead to a wide array of negative health outcomes including, but not limited to, depression, anxiety and other psychological problems linked to fear". UNICEF (2001) argues that, "beyond violating their fundamental rights, hitting a child causes pain, injury, humiliation, anxiety, anger, and vindictiveness – all which reinforce rebellion, resistance, revenge, resentment, and long-term psychological effects".

School violence prevention

Primary prevention

Interventions pitched at this level aim to prevent any violent or criminal behaviour before it occurs. Thus, emphasis is placed on identifying learners at risk of violent, aggressive and delinquent behaviour, both victims and potential perpetrators, and identifying and implementing intervention programmes designed to mitigate these risks. Some examples include the early identification of learners' needs, provision of early childhood development (ECD) services, parent-skills training, awareness – raising initiatives, programmes for the prevention of bullying and conflict resolution, risk-reduction efforts, effective classroom management, and educator training on how to identify and respond to violence occurring within school.

Secondary prevention

The focus of this level is early detection and swift intervention to prevent progression of behaviour or to minimize the impact of behaviour on the school and its community. In other words, the goal of this level is to identify learners or other individuals at school who have already started displaying aggressive and other antisocial tendencies and intervene before they cause harm to themselves or others, or progresses to more serious violent behaviour.

Tertiary prevention

This level of prevention is normally long-term and is undertaken with small numbers of learners that display serious maladaptive patterns/problematic behaviours or have been victimized. Thus, the focus of this level is therapeutic and/or rehabilitative measures to diminish the chances of being revictimized or possibly reoffending. Research has shown that the effectiveness of tertiary prevention is enhanced when primary and secondary prevention strategies are under way. A whole-school approach to safety is a dynamic, constantly changing, and responsive way of dealing with safety.

Methodology

The study was conducted in the Swayimana area, at Swayimana high school.

Swayman is under Umshwathi Local Municipality, one of seven Local Municipalities that make up uMgungundlovu District Municipality in the KwaZulu-Natal Province. Swayimana location is the biggest of all the locations in Umshwathi Municipality which is largely occupied by the Zulu-speaking people.

Twenty (20) participants were recruited for the study. Grade 11 and 12 learners were selected purposively with the help of the teachers as they were the ones who were familiar with the learners. Age of the sample was from 16 to 19 years and all participants were black African with equal numbers of females and males who participated in the study (10 females and 10 males).

Data for the study was collected using individual interviews and focus groups discussion. 10 participants were interviewed individually while the other 10 was through two focus groups (one group of 5 females and one group of 5 males) Age of the learners was from 16 to 19 years. Interviews were tape recorded, translated and then there transcribed following thematic analysis. Both focus groups and individual interviews were conducted within the school premises. Interviews lasted an hour and focus groups lasted for an hour and 30 minutes.

Results and discussion

Perpetrators of violence

According to the learners, violence in the community is perpetrated by the same community members; in other words known community members initiate violence. Within families, family members perpetrate violence and in schools, fellow learners initiate and perpetrate violence. However violence is also perpetrated by strangers (people from other communities). This study revealed that the age group between 15 and 50 were the perpetrators of violence. Of this age group, males account for most of the perpetrators of violence.

Sam, a 17-year-old female had this to say:

...I am staying with my mum and step father...when he [stepfather] is drunk he hits us for no reason.

Paul, a learner in the Swayimane area had this to say about violence:

My brother is very violent especially when he is drunk. He beats everyone in the house particularly my sisters saying that they are old enough and hence should leave the house because they are even lazy to cook.

Another 18-year-old girl, Angela said:

...I was beaten by my boyfriend.

Ruth also had an experience of violence, this is what she said:

I was raped.....he is a neighbour...both males and females are perpetrators, it's just that people are not aware of females' deviance. I am saying this because the girls, who are my friends, actually arranged for me to be raped because they did not like the fact that I was still a virgin and they were not.

Learners are also victims of violence against elderly people within the community and sometimes the perpetrators are strangers. For instance, Thobeka, an 18-year-old learner experienced violence at school with the perpetrators being strangers. This is what she said:

....a group of tsotsis [thugs] came to school looking for my sister but they couldn't

distinguish her from me so they started chasing us on the school premises until the police came.

It has been established that the perpetrators of violence are either strangers or known people. Among the known perpetrators of violence are parents or guardians, brothers, fellow community members like neighbours, friends and even other learners. Strangers find their way into school grounds and attack learners. Learners also perpetrate violence in the form of fights which at times become deadly due to the weapons used in fighting.

Men are mostly the perpetrators of violence and this finding is consistent with the findings of Abrahams et al., (2009) whose research revealed that men were the main perpetrators of violence.

Reasons for awareness of violence

According to the findings of this study, there are various reasons why learners were aware of violence, one of which was that the learners were victims of violence. The other reasons were that they were prefects at school and therefore victims of violence confided in them or that they have at least heard repeated stories of violence in their community. In addition to the reasons given, crime in South Africa is very rampant as statistics given by some researchers show. In terms of domestic violence, 40% of men interviewed in a study conducted by Hunt (undated) said that they had been physically violent to their partners, while 40% to 50% of women interviewed said they had been victims. The findings revealed that 70% of school girls reported being victims of unwanted touching, 6.8% was exposed to verbal abuse, and 4.5% reported being hit, punched, or slapped. In these incidents, 90% of the perpetrators was male (Burton & Leoschut, 2012). Violence in South Africa happens everywhere, as demonstrated by the statistics, and this is yet another factor contributing to the awareness of crime by the learners interviewed.

Generally, if people have not been victims of violence in South Africa, they have at least heard the repeated stories of violence either by word of mouth or through the media (newspapers, television and radio). For instance, Kelvin, a Gr. 12 learner said that he hears from the radio that violence is everywhere and this is evidence that even the Swayimane community members have access to media.

Impact of violence on learners

The feelings of the learners after experiencing violence include: fear of going to school because they felt that they may become victims again; loss of interest in school because they felt like they could die at a young age; feeling unwanted and vulnerable; feeling terrible that the victim cannot leave the perpetrator due to their financial dependency on the perpetrator; feeling unsafe in the community; feeling afraid because the person they thought would be there to defend them was beaten in their presence; feeling inferior; feeling confused and empty; feeling stupid for being a perpetrator of violence; and, feeling useless.

Ruth, a girl who was raped by her neighbour had this to say about her feelings after

the violence took place:

...I felt empty, confused and lost, actually I was traumatized.

Another girl, Susan who experienced domestic violence said:

[I felt] inferior, like I am meant to experience what had happened.

Blose, a boy who was robbed by a few men said:

At first I felt like the world despised me and felt vulnerable as well but as time went by I recovered.

Mary was also a victim of violence each time her boyfriend beat her up. She had this to say:

This made me lose my self-esteem. Sometimes I used to blame myself....maybe I deserved it because I had wronged him.....because of this I do not trust boys and I really do not like them anymore, even socializing with them is a bit of an issue.

Sam, a 17-year-old 11th grader who lives with an aggressive stepfather sounded distressed as he said this:

I feel helpless because it happens quite often. I feel like I am letting my siblings down as I am older than they are and obviously they look up to me. Sometimes I think I should just kill myself so that I can rest forever and at times I feel like I can just kill him (stepfather).

An interesting response came from Njabulo who got into a fight between his friend and other community members. He said:

At first I felt good that I helped him [my friend] until I found out that he was the one who was in the wrong....then I became scared that these guys will come after me.

The feelings of the learners were mainly negative while a few of them had positive feelings. The negative or bad feelings experienced by the victims of violence are a normal reaction to a bad encounter. The learners who experienced negative feelings were involved in experiences that violated their freedom.

The positive feelings experienced by some learners could be associated to the outcome of the violence engaged. Thus, all the learners who felt good after experiencing violence were involved in a fight of which they emerged victorious and thus may have earned some respect from those people who were beaten.

The impact findings

According to the findings of this study, 17 out of 20 interviewed participants were victims of violence at school, one out of 20 were witnesses to violence and two out of 10 had not experienced violence at school. The findings also reveal that 18 out of 20 participants have been absent from school due to the fear of violence while only two out of 20 had not been absent from school. Further, 15 out of 20 participants have missed a test due to the fear of violence. However, none of the participants had missed an exam due to violence.

The study revealed that 9 out of 20 participants were negatively affected in their academic performance by violence. The findings revealed that participants were affected in the following ways: lack of concentration in class, behavior change (became promiscuous, violent and stubborn). However, one out of 20 participants was not affected anyhow in their academic performance. The following are the reasons given for not being affected by violence: they became too used to violence and therefore

were not affected anyhow (some of these became perpetrators of violence). A study by Ncontsa and Shumba (2013:7) identifies loss of concentration, depression, poor academic performance, bunked classes, chaos and lost time to be the effect of school-based violence on learners. Similarly, the learners from the Swayimane community are faced with violence everywhere: at home, at school and even on the road. Whenever violence occurs it leaves a scar on the learner's mind. Some learners lose concentration in class because they are constantly thinking about what happened to them especially when they have not reported the violence to any authority. For instance, Ruth, a girl who was raped said that:

...I could not perform well in school as before the rape because I was focused on what happened to me and trying to get revenge.

Kelvin, a grade 12 learner said:

Personally, violence discourages me to go to school, sometimes I feel like there is no point in studying because it seems like I will die young. Sometimes I think maybe I should leave this place and go somewhere, but it's pointless because violence is everywhere according to the news I hear on radio.

Another Gr. 12 learner, Jackson, had this to say:

I was affected mostly after the fight... because I could not concentrate at school since I knew very well that those guys were waiting for me after school. I used to lose concentration after lunch because I knew that we were about to go home. I did not even hear when the teacher was telling us that we were going to write a test on the following day. I wrote the test without studying then I failed it and this happened twice.

Thobeka also had this to say:

My grades are really not good as I do not have enough time to study because I am staying with a violent uncle. The problem is that you never know when he will start beating you and for what reason. If I try to study or to do my homework, the moment I hear his voice I just lose concentration because he is always shouting at someone. Due to this I do not really perform very well.

Last, but not least, Ruth said the following regarding the impact of violence:

Honestly, when someone is exposed to violence he or she loses concentration in school and fails most of the times. Teachers noticed me because I was very bright. But my friend who was not bright - she was average - the teacher never noticed her. She kept failing; sometimes she did not come to school. Finally she ended up dropping out of school and the teacher did not even know that.

These findings show clearly that the learners are affected academically by violence whether as direct victims or as witnesses. Therefore, consequences of violence include psychosomatic symptoms "...like stomach ache or headache, feeling isolation, reluctance to attend school, feelings of depression including suicidal tendencies, and impaired relationships with their parents" (Van der Westhuizen, 2009:48; Tumwine, 2015:32).

Violence also affects the behaviour of learners and this finding was echoed by Blose when he said:

In most cases those who experience violence their behaviour changes, like one boy in my class; he was a very active and an obedient guy. After he was mugged several times he changed and now he is very stubborn, and worse still is that he usually forgets what we learnt and when he

sees that we notice it, he wants to fight with us.

Sheri, a Gr. 11 female learner, who was a witness to crime, said:

Violence affects the mind, some people tend to change their behaviour from someone who was quiet and nice suddenly becomes rude and stubborn. Sometimes they just leave the classroom before the period ends.

Other people act strange; they stop talking to other people and never participate in anything in class and in school. I noticed this behavior change on two of my classmates last year. We did not know what was wrong until one girl told her friend that she was raped.

The impact of violence on the behaviour of learners revealed by this study is supported by Medina et al., (2009) who state that anger and aggression, which usually leads to behavioural and discipline problems, are a result of an experience of violence. The behavioural impact of violence on learners cannot be understated because it is evident from this study that some victims undergo a behavioural change. As can be seen from the account given by Ruth, learners tend to withdraw from their normal activities and some may even become very quiet which maybe a symptom of depression. This kind of behaviour seriously affects their concentration in class and also affects their performance in academic activities (Medina et al., 2009).

Another effect of exposure to violence is that some learners who were once well-behaved become very "wild". For instance, Ruth said the following about her friend who was also raped:

...my friend...she was raped too. I felt bad because she started to 'sleep around' because she said her most precious thing had been taken away, why can't she just give what was left away.

Also, school-based violence causes other long-standing effects such as reduced self-esteem, distress, risk of depression and suicide, fear, impaired concentration, reduced school attendance, and a diminished ability to learn (Bender and Losel, 2011; Durlak et al., 2011). Another example of behaviour change is that of Thobeka who said she became violent after her experience with the tsotsis [thugs] - she would pick on those who laughed at her and dealt with them after the teacher left. In this instance, violence made the victim to resort to violence in conflict resolution. In Mncube and Harber (2011:17) a similar affirmation is articulated that school-based violence results to reluctance to attend schools, dropping out of school, increased risk of teenage pregnancy, transmission of HIV/Aids and other sexually transmitted diseases amongst learners, community disintegration, and academic underperformance. In the study, it was found that 72.2% of learners lost concentration because of the fear of what perpetrators of violence would do to them during break or after classes.

Overall, any action as a result of violence on the learners could be due to the combined effect of many factors. The learners could be suffering from PTSD, a psychological effect of violence but the nature of this study does not allow for determination of such effects on learners. However, the symptoms of PTSD were there in some of the learners who said they could not concentrate in class. Emotional effects were also identified in the learner who said he felt like he would die young and sometimes felt like running away to another place where there was no violence. This kind of response to violence is said to be an "interpretation of violence to mean not only that the world is not safe but also that the learner is unworthy of being kept safe" (Medina

et al., 2009).

Dealing with school violence

This study revealed that nineteen (19) out of twenty (20) interviewed participants were not aware of the existence of any policy at their school aimed at dealing with violence. Only one out of twenty interviewed was aware of the School policy on violence.

Most of the participants were not aware if there was any school policy on crime. This could be because probably the learners did not understand what a policy is. However the learners were aware of the school rules which are meant to deal with crime. The school rules however emanate from the school policy on violence.

It was revealed in this study that half of the learners felt that school rules were quite effective in dealing with violence. However, majority of interviewed learners felt that the school rules were very effective in curbing violence. Only two interviewed learners felt that the school rules were not effective.

There are school rules that were formulated to deal with violence. For instance, Learners are not allowed to go onto the school grounds with any form of weapons and this includes sharp instruments like knives and guns. The school has given the task of ensuring that no learner carries any weapon to school to security guards strategically positioned at the entrance of the school. Of all the learners interviewed, eight out of 10 felt that the school rules were effective in dealing with crime. Njabulo, a Gr. 11 learner, had this to say about the effectiveness of the school rules:

Yes school rules are very effective because even those who bring their knives are punished.

Sibusiso said the following regarding the effectiveness of crime:

...it is very hard to carry a knife because you know you are not allowed even though some of us do carry them. But when you are caught three things can happen to you. The first one is that the teachers will take the weapon away from you and punish you for that. Secondly, school authorities can send you home to call your parents. Thirdly, school authorities can inform the police about you because the police station is really not far from school.

Sam also said the following regarding the same matter:

They are effective because only few learners bring weapons and those who bring weapons it is because of the fights they experience on their way to and from school.

Most of the learners felt that the school rules were effective because of the security guards who operate at the school gate. They also said that the school rules were effective because those are caught with weapons are punished.

Despite the existence of these school rules and the security guards, some learners still manage to smuggle knives into the school. This is the reason that was given by the 20% of learners interviewed who said that the school rules were not effective. Ruth, a Gr. 12 learner aged 18 had this to say:

I can say - not very effective because people manage to bring weapons inside the school.

Gerald also said that:

I do not know if I can say that they are effective since people do bring the weapons and also people from outside the school (people who are not learners there) always find their way into the school.

Nothando did not think that the school rules were effective, this is what she said:
Criminals always have a way so I think there is a problem.

Julie also said that school rules were not effective in the following way:

We have a security guard but we are not searched when entering. So, some of the learners do carry weapons.

The learners questioned the effectiveness of school rules due to the fact that weapons and strangers (who are perpetrators of violence) manage to enter the school grounds. The reasoning of the learners is valid because they consider effectiveness to be the total eradication of weapons and violence from schools. Thus, if the learners manage to get into school past the security guard with a weapon, then one would question the purpose of a security guard at the gate if it is not to search for weapons and maintain order.

Conclusion and recommendations

Exposure to violence is not only limited to homes and neighborhoods. The school, which is usually viewed as safe place by parents, is not always constructed as such by the children who attend the school due to the fact that bullying takes place and children are stabbed on the school grounds.

The study reveals that learners were affected by violence that is arising both in the school premises as well as in the community. The effect of violence led to learners inability to concentrate in class abundantly as they were constantly thinking about what happened to them or fearing what would happen to them on their way back from school. Exposure to violence or being a victim proved to be an experience that left most learners vulnerable and feeling unsafe within the schools they go to, in the community and neighborhoods they live and even in the company of certain people. Further to that, the study reveal that violence affect vastly the academic performance of the learners. Whether as direct victims or as witnesses of crime student feared for their life

The study reveals that the violence affecting the learners is perpetuated by different members of the community. Violence is perpetuated by learners within the school premises through bullying and fiction fights. On the other hand, violence in the community is perpetrated by the community members; in other words well-known community members initiate violence. Within families, family members perpetrate violence which in turn affects learners. However, similarly the study found that violence is also perpetrated by strangers (people from other communities).

It is interesting that this study established that there is an on-going culture of violence in the Swayimane area. Boys are encouraged to fight, to defend themselves when attacked and not to run away when faced with violence. This culture is part of the Zulu culture which encourages boys to fight as a way of learning to be responsible and also to command respect among peers. In this way, this has two consequences, firstly it would appear as if the culture does not help at all in dealing with violence - actually it perpetuates violence. While on the hand the culture instill responsibility and the ability for one to defend himself or herself in the outsider world.

The police and the school authorities try to help in dealing with violence in that

they control learners who are caught in possession of weapons. This, however, is not effective because only those who are caught can be dealt with while many other learners roam the school with weapons which they use during fights. In the end, while school rules might contribute to the fight against violence by prohibiting the use of weapons in school, this is not effective because learners still manage to smuggle in weapons every day.

Recommendations

Sensitization of the community members to violence in the community and in schools; change of attitude towards violence by parents whereby reports of violence made by their children should be taken seriously. This is important because majority of learners and youth in general are exposed to repeat victimization as they are unable to report their victimization as this is seen as sign of weakness, especially if it is violence perpetuated people of same age.

There should be programs put in place to help learners to deal with violence; introduction of counseling services in the community and school; and, security should be tightened in and around the school. Introduction of counselling services should have more impact on parents and community members. This is because in black communities, counselling is regarded as something for white people and something for people who are not mentally stable.

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