

An Ecological System Approach to Violence in High Schools in KwaZulu-Natal

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Abstract

This study is based on the field of education which explores the nature and prevalence of school violence on learners and teachers in high school in KwaZulu-Natal. Therefore, the aim of the study was to undertake to demonstrate that learners and teachers at secondary schools in the province of KwaZulu-Natal experience different forms of violence of which manifest from different systems. The Bronfenbrenner's Ecological Systems theory was discussed in order to understand the manifestation of violence on learning and teaching in high schools. In order to achieve the aim of this research study a qualitative research approaches research design was employed. In the quantitative research, was conducted between learners and teachers in the selected high schools in KwaZulu-Natal. In total, 56 participants were recruited: 32 teachers (including the four principals) and 24 learners participated. South Africa is a constitutional democratic state which aims to advance human rights through the Bill of Rights. Despite such a laudable constitution, South African continues to experiencing an increase in the violation of human rights, in particular those who are vulnerable. The research study used document analysis in the form of school incident logbooks, learners' school code of conduct on learner discipline triangulated against the South African Schools South African Constitution, Act 104, 1996 and the South African School Act (SASA), 84, 1998.

Keywords: School violence, Ecological Systems theory, Teachers and Learners.

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