

## **IMPLICATIONS OF SCHOOL VIOLENCE IN SOUTH AFRICA ON SOCIALLY JUST EDUCATION**

Shuti Steph Khumalo

### **ABSTRACT**

Day in and day out reports in different media platforms such as television, radio, newspaper and social media suggest that the scourge of violence has reached alarming unparalleled and unprecedented proportions. Violence in schools is characterized by behavior that is anti-social, uncivil and peace disturbing. The current investigation attempts to contribute towards the growing body of research on the implications of school violence on learners and socially just education. Violence seems to be a phenomenon that is increasingly disturbing in South African schools. The purpose of this study was to investigate the impact of violence on socially just education. This conceptual article is qualitative and constructivist and data have been gathered through both print and electronic materials that portray violence in schools and extant literature on school violence. The study deploys the theory of social justice as a lens that guided the investigation. Social justice theory promotes the principles of peace and justice and violence in schools erodes such principles.

**Keywords:** School violence, socially just education, school system, organizational productivity, implications of violence

### **INTRODUCTION**

Violence, particularly in schools seems to be a phenomenon that is increasingly disturbing in South Africa (Burton, 2008; Grobler, 2009; Burton, 2013) despite the efforts of the Department of Basic Education of promoting peace in schools through a number of initiatives and interventions. Not only is the government concerned with the increase of violence in South African schools, Unesco as an international body working with countries such as South Africa is also concerned (Unesco, 2013). Violence does not only manifest in schools but it is a practice that can be seen in communities, streets, homes and in whatever places where human beings find themselves. The main focus of the study is to investigate violence that is in schools and secondly its implications on socially just education. This violence is manifested in a number of forms such as bullying, teen suicides, sex scandals, various forms of discrimination based on 'race', sexuality, religion, ethnicity, as well as unprofessional educator conduct (Burton, 2008). Extreme incidents of violence include weapon carrying, murder, homicide and other extreme forms of violence and dehumanizing behavior. Day in and day out, reports in different media platforms such as television, radios, newspapers and social media suggest that the scourge of violence has reached alarming proportions.

Mhlongo (2017) supported by Grobler (2019) notes that the latest statistics on school violence in South Africa are higher than that experienced in United States of America, where out of every 1000 learners, 57 experience violence of some sort. This unparalleled and unprecedented anomaly is not only a South African problem but also experienced in other parts of the world (Le Roux, Mokhele, 2011, Akiba, LeTendre, Baker, and Goesling, 2002, Greene,

Robles, Stout & Suvilaakso, 2013, UNESCO, 2017). To name a few countries which struggle with school violence, De Wet (2007, p.674) is of the view that “school violence appears to be a problem in the Scandinavian countries, as well as in, among others, Australia, New Zealand, the USA, Germany, Canada, Ghana, Swaziland and Zimbabwe”.

Estimates from UNESCO (2017) indicate that every year, about 246 million children and adolescents suffer school violence or bullying. Data proving the extent of the scourge reflects an underestimation of the true reflection of the problem and for this reason, Longobardi, Prino, Matteo Fabris and Settanni (2019, p.49) posit that “some of the cases of violence in schools are generally hidden, underreported and under recorded”. Further, in agreeing with the latter, Pinheiro (2006) in his report for the United Nations Study on Violence against Children also confirmed that cases of violence in schools are either unseen, concealed, underreported or under recorded.

Unfortunately, these violent practices of violence are not only posing danger for learners but also for teachers (Ncontsa & Shumba, 2013, Daniel, 2018). Common reports of bullying and playground tiffs are rapidly being replaced by incidents of drug abuse, drug dealing, stabbings, sexual assault and, to a large extent, gang-related activities, with up to 30% of educators reporting that they do not feel safe at school (Burton & Leoschut, 2013). The Minister of Basic Education, Angie Motshekga, confirms this assertion when she admitted that the recent spate of stabbings and attacks at learning institutions across South Africa is cause for major concern.

Various scholars describe school violence, which manifests in different forms and shapes. The DBE (2015) in its National School Safety Framework of 2015 describes school-based violence as violence which is not only acts of violence that occur on the school premises, but also when learners travel to and from school, or at a school-related event. To DBE (2015), school violence refers to aggression and victimization that occurs “inside and outside the classroom, around schools, on the way to and from school, as well as online”. These acts of violence are perpetrated against teachers, school security officials, school leadership and learners and by teachers and learners themselves.

This study is qualitative and in-depth literature analysis was conducted. The theory social justice was used lens to frame the investigation. Martin (1999) argues that social justice propose adequate mechanisms used to regulate social arrangements in the fairest way for the benefit of all. The purpose of this study was to investigate the extent of violence in schools and the implications on socially just education. It can be argued that these horrendous and dehumanizing acts do not promote socially just education but rather promote disrespect, unjust and unfair practices which goes against the constitution of South Africa, particularly the Bill of Rights. Violence negates social justice and therefore education leadership should take efforts to root out all possibilities of violence in schools. Schools should attempt to promote relationships amongst stakeholders that are built on the foundational principles of social justice.

The primary objective of this study was to investigate the extent and the impact of violence on socially just education. Socially just education is characterised by warm, loving and enabling environment, where learners learn and teachers teach without being intimidated. Violence does not promote such principles. I systematically reviewed research conducted on the prevalence of violence in schools in South Africa and used extant literature and materials such as pictures and videos in the investigation. The theory of social justice was deployed as a lens to guide the investigation. The rationale for selecting this theory is that school violence promotes social injustice. This article is subdivided into various sections and will focus on the

following: Section one will conceptualize school violence, the next section will deal with the socially just environment, then the school as a social system will be explored. The rest of the article focuses on school violence as condition for social injustice, research methodology and the results and discussions.

## **REVIEW OF LITERATURE**

### **Describing School Violence**

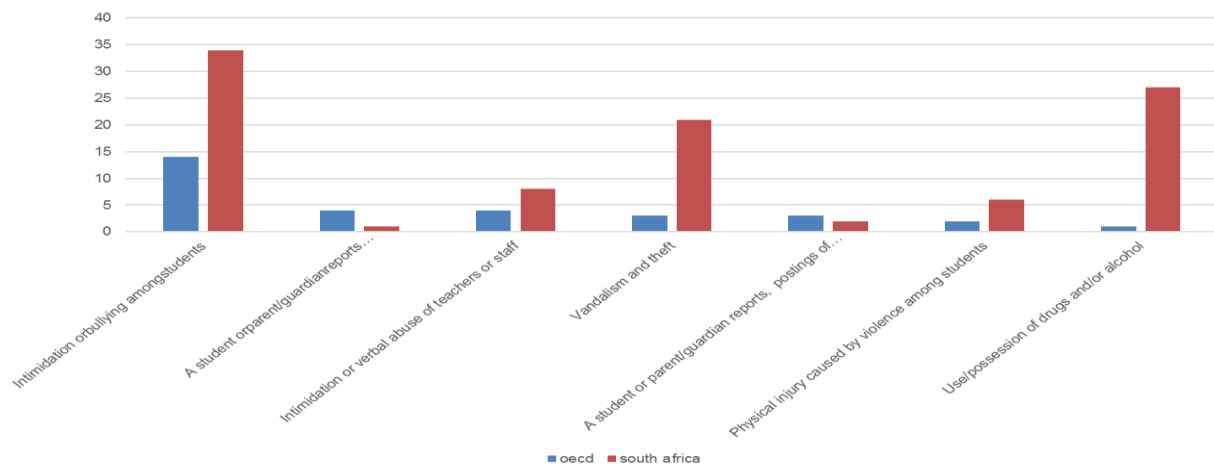
Different scholars hold different views on the construct school violence. These distinctions arise because of the different forms in which violence manifest itself. Before I delve into the definition of school violence, it is imperative that I give the meaning of violence first and this will help foreground the proper conceptualization of the concept. In their research, State University of New York Press (2007, p. 3) defines violence from three dimensions namely, “Direct violence which is intended to insult the basic needs of others (including nature), structural violence with built into social and world structures as exploitation and repression, and cultural violence aspects of culture (such as religion and language) legitimizing direct and structural violence”. Basing their definition from this perspective, to them, “violence is anything avoidable that impedes human self-realization” State University of New York Press (2007, p.3). Flowing from the assertion above, defining violence in a school context is multifaceted and Girmen, Kaya and Kilic (2018, p. 703) citing Furlong and Morrison (2000) conceptualizes school violence as a “multifaceted construct that involves both criminal acts and aggression in schools, which inhibit development and learning, as well as harms the school climate”. “Violence is the use of force against oneself, the other person, group, and community (Girmen & Kilic, 2018, p. 703). In describing school violence, Unesco (2017, p.8) holds the view that “School violence encompasses physical violence, including corporal punishment; psychological violence, including verbal abuse; sexual violence, including rape and harassment; and bullying, including cyberbullying”.

Elghossain, Bott, Akik, Ghattas and Obermeyer, (2019, p.8) acknowledge that, “experiences of violence during adolescence and childhood will affect the health, wellbeing, and capacity of the next generation to shape society, as they navigate rapid social and political change”. Elghossain, Bott, Akik, Ghattas and Obermeyer (2019, p.9) further pinpoint a variety of violence as follows: “physical and emotional child maltreatment, sexual abuse by any perpetrator, peer violence such as bullying and fighting, violence by authority figures in schools, and intimate partner violence (IPV) against adolescent girls”. Extreme forms of violence include punching, whipping, hitting, killing sexual molestation, biting with an object, and verbal assaults. There are number of instances where perpetrators murder learners and teachers. Sources of school violence originate from different angles, and its sources range from parents of learners, learners against learners, learners against teachers, learners against parents and teachers against learners and teachers against other teachers. These acts of violence can be categorized into forms such as physical, mental, sexual abuse, neglect and verbal abuse. MacNeil and Steward (2000), supported by Unesco (2017) and Grobler (2018) view school violence as that which involves any verbal or physical act which causes the intended victim pain while this individual is under the supervision of the school.

## Chronology of Recorded Severe and Violent Occurrences From January to June 2019

1. Violence is so serious and seems to be an unparalleled and unprecedented norm that a spite of these activities were reported by the City Press (2019).
2. June 4, 2019: A High School Grade 10 pupil was stabbed to death in a suspected gang attack. Two other pupils were hospitalised.
3. May 30 2019: A Grade 11 pupil at a High School in Butterworth, Eastern Cape, was stabbed by a fellow pupil, allegedly with a sharpened spoon, for his lunch.
4. May 21 2019: A 15-year-old pupil in Mankweng, Limpopo, allegedly stabbed a classmate.
5. May 21 2019: A 15-year-old Grade 9 pupil stabbed a 16-year-old pupil to death at a Machaka Secondary School in Ga-Mamabolo, Limpopo. The two allegedly fought while playing. Subsequently the suspect stabbed the Grade 8 pupil to death and fled.
6. March 13 2019: A 19-year-old from a High in Gauteng was fatally stabbed while walking to school.
7. March 13 2019: A pupil was stabbed at a Technical School near Rustenburg in North West.
8. February 26 2019: A 13-year-old used a pair of scissors to stab his 14-year-old classmate to death at a Primary School in North West
9. February 2 2019: A Grade 12 pupil at a Secondary School in Soweto, was stabbed eight times, allegedly by a schoolmate, in a fight.
10. January 15 2019: A 16-year-old Grade 7 pupil from a Primary School in Peddie, Eastern Cape, was allegedly stabbed by a 15-year-old classmate. He died in hospital two days later.

Figure 1: OECD (2019) Reports on School Safety Incidents in South Africa



### Gous (2019) from The Sunday Times

Figure 1 gives an indication of occurrences of violence taking place in South African schools in comparison with schools in other countries which are members of OECD (Organisation for Economic Co-operation and Development). From the figure, it can be deduced that South Africa leads other countries when it comes to violence in various areas such as intimidation, bullying, verbal abuse of teachers, vandalism, theft through violent acts, physical injury to others and possession of drugs.

## **Socially Just Education Environment**

The challenges that schools face and teachers in particular is to work in an environment that is conducive, empowering, democratic, fair and just for all stakeholders. An encouraging and warm education environment is beneficial for learners because they feel comfortable, wanted, valued, accepted, secure, loved, cared and trusted. These values in this study characterize what a socially just education environment should look like. According to Reay (2014), a socially just education system is premised on the good education is the democratic right of all and seeks to value and enhance children's well-being and their intellectual growth. Violent practices in schools negate all these values and enact socially unjust practices. Mitchell, Goodyear, Gragg, Mirci and Morgan (2016) that injustice view violence as violation or transgression of rules, norms or ideas. Hackman (2005, p.103) maintains that "social justice education encourages students to take an active role in their own education and supports teachers in creating an empowering, democratic, and critical educational environments".

The rationale for the establishment of schools is amongst others, to ensure that learners are taught social cohesion principles such as care and respect, self-control and patience. The basic principle of socially just education environment is creating an education ecosystem characterized by peace and interrelation. According to Bell, (1997, p.104), "The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs". School violence defeats the intentions of social justice education because it thrives on violent, unjust, unfair and uncivil practices (Bell & Adams, 2016).—Mitchell, Goodyear, Gragg, Mirci and Morgan (2016, p.1) corroborate this assertion when they point out that social justice attends "not only to distribution, but also to the institutional conditions necessary for the development and exercise of individual capacities and collective communication and cooperation.

## **The School as a Social System**

Schools play a very critical role in societies and the knowledge that schools provide to its learners give assist communities and societies that these learners come from. One of the many functions of the school is help learner learn how to live peacefully with others. In his theory of Transactional Ecological Development, Sameroff's model asserts that children and learners cannot be studied outside of the contexts in which they develop and are located (Burton, 2008). The school as an organization has an impact on the human relations and on the behavior of community citizens. The school is considered by sociologists as a formal organization with an agenda where its members work together cooperatively to achieve a particular objective. The school is, to a large extent characterized by interpersonal relationships. These relationships are between teacher-to-teacher, learner to teacher, and other critical role players such as the departmental officials and parents. Rawls (1971) speaks about state institutions, and in this case, the school constitutes one of the many state institutions that derive their existence from the provisions of the constitution. The state is obliged to provide the education service to members of society. Because of that, schools as micro societies provide that service on behalf of the state. There can be no school without societies. All members of the school, learners and teachers come from communities. In other words, the school is an extension of society.

Rawls (1971) claims that the primary objective of the principles of social justice is the basic structure of society, the arrangement of major social institutions into one scheme of cooperation. Schools are places where social networks are established through cooperation and

interpersonal relationships among learners, teachers and other role players. Violent practices do not promote unity and cooperation and make learners enemies and enhance educational settings that are not peaceful. UNESCO (2013, p. 3) holds the view that “There is indeed a need for increased attention to ensure education systems help build peaceful and sustainable societies” It is therefore imperative for schools to ensure that they provide learners with educational environment that is free of violence. Promoting peace in schools require the integration of programmes into the schooling systems as part of an effort to introduce constructive attitudes, skills and behaviors for living together in order to prevent future conflict (UNESCO, 2013).

### **School Violence as Condition for Social Injustice**

Bell and Adams (2016) suggest that the goal of social justice is full and equitable respect of people from all social identity groups is a society that is mutually shaped o meet their needs. Issues of social justice are apposite to the South African education system and particularly in the school settings. Rawls (1971) maintains that justice is the first virtue of social institutions. Gerwitz in Theoharis (2007) suggests that social justice supports a process built on respect, care, recognition, and empathy. To Goldfarb and Grinberg in Theoharis (2007), social justice “is the exercise of altering these [institutional and organizational] arrangements by actively engaging in reclaiming, appropriating, sustaining, and advancing inherent human rights of equity, equality, and fairness in social, economic, educational and personal dimensions”.

Arguing from the assertion of Theoharis, altering the education systems’ arrangement requires establishing an enabling environment that is free of violence where learning is not affected. Social injustice is meted out to learners and teachers when they experience episodes of violent practices. Non-violent learning environments promote social justice. When the culture of learning and teaching is promoted through the creation of peaceful educational settings, social justice is perpetuated because teaching takes place in a socially just environemnet. Rawls (1971) contends that through the basic principles of justice, education settings as manifestations of social systems assign rights and duties to members of such systems. School violence provides a platform where millions of children and youngsters of are deprived of the fundamental human right to education every day and this prompted UNESCO to raise the need to build learning environments which are safe, non-violent, inclusive and effective for everyone (Elghossain, Bott, Akik, Ghattas & Obermeyer, 2019).

The Constitution of the Republic of South Africa guarantees members of society certain including learners’ freedoms and these freedoms are well encapsulated in the Bill of Rights and confirm that every person has the freedom to receive education in a conducive environment (Republic of South Africa, 1996). This clause affirms the argument and debate that violence has no place in schools and thus education leadership has an obligation to ensure that all learners including teachers enjoy all liberties (Rawls, 1971) including freedom to receive education in a conducive, non-violent environment.

### **RESEARCH METHODOLOGY**

This is a conceptual, qualitative, and constructivist article and in an attempt to construct knowledge, recent and extant literature on abusive school leadership was deeply analyzed. Chandra and Shang (2017) describe constructivism as a subjective knowledge constructed from the social reality and co-constructed through human experience. The theory of social justice was used as a theoretical framework and a theoretical lens. School violence in this article was

clarified and contextualized within the theory of social justice. In addition, this theory was used to outline, analyze, explain and understand the phenomenon of school violence and its effect on school productivity, learners and teachers. The study was aimed at answering the following research question: What are the implications of school violence on socially just education?

## RESEARCH FINDINGS AND DISCUSSION

Data in this study was to a significant degree taken from extant scholarly literature and images Literature on school violence unearthed many topical issues. Data analysis involved a systematic review of all the materials consulted. From these processes, the themes were developed. Descriptive data analysis method was adapted for analysis and categorized into the following thematic strands.

### Lethal Weaponry

Some of the incidences of violence that occur in schools are very dangerous and involves the use of weapons that are lethal. There have been instances were some learners were paralyzed or killed due to such acts of violence. The weapons used include guns, knives, pangas etc. In the main, boys are the ones who mostly carry these weapons than girls. Child trends (2015) reports that “High school males are more than three times as likely as females to carry a weapon. This difference holds for all racial and ethnic subgroups, as well as at each grade level. The study conducted by reveals confirmation that learners do carry weapons of mass destruction in the school premises. In the study, “data revealed that a high proportion of students have seen weapons in school, which might be an indication that weapons find easy access onto school premises. The results revealed the types of weapons brought to schools. Knives were the weapons most seen at school followed by guns, while some other weapons mentioned were pepper sprays, screwdrivers, pangas and bats” (Mhlongo, 2017, p. iv).

Figure 2: An Arsenal of Weapons Used in School Violence



Source: Department of Basic Education, (2018). Final commissioned Report on School Safety

## **Implications of School Violence on The Overall School as Organization, Learners and Teachers**

School violence has a devastating effect on the stability and effectiveness of the education in schools. In its nature, school violence is chaotic and disruptive. Singh and Steyn (2014, p. 81) contend that “the frequent occurrence of aggressive and violent behaviour displayed by learners in schools has had a devastating effect on the school system and has become a cause for great concern among the stakeholders involved in the South African school system”. In their study, Ncontsa and Shumba (2013) found that violence leads to loss of learning and tuition because the disruptions require to be attended to. It is very difficult to operate in an environment, which is characterized by behaviors that are anti-social. These behaviors negatively influence the organizational productivity and the most affected are learners in the classroom. Osher, Bear, Sprague and Doyle (2010, p.48) in supporting the assertion, are of the strong view that the violent conduct of learners which is unbecoming “interferes with learning, diverts administrative time, and contributes to teacher burnout”.

Besides implications on school performance, violence does also impacts negatively on learners’ lives. Some of these are devastating and affect the victim for the rest of his or her life. De Wet (2003) found that violence has a negative impact on individuals, and argue that violent tendencies negatively affects one physically, emotionally, and psychologically. De Wet (2003) further contends that, among others, violence causes stress, a decline in self-confidence, possible depression, suicide tendencies, and poor concentration. Furthermore, studies conducted by Mazerolle, Legosz and Finighan (2011, p.17) reveal that “violence has significant impact on social costs, numerous studies have reported both short and long-term emotional, behavioral and psychological problems from student-on-student victimization such as depression, reduced perception of self-worth, poorer school outcomes, chronic absenteeism, suicide, psychological adjustment”. In supporting the empirical results above, Cox, Bynun and Davidson (2004, p.134) postulate that “Fear of victimization has been found to inhibit learners’ educational and psychological development”. Singh and Steyn (2014) further added to the list of consequences of violence on school learners namely, feelings of inferiority, guilt, depression, suicidal tendencies, absenteeism, death, ill-health, fear and anxiety, feelings of humiliation, nervousness and tension, ill-health, anger and bitterness. To Marshall (2000, p.133) lower levels of learner achievement, higher rates of absenteeism, and more dropouts are some of the consequence of school violence. She further claims that learners who are picked on, made fun of, ostracized, harassed, and generally shamed, humiliated and targeted by fellow learners over a period of years may build up anger and hatred that finally explode into physical violence.

## **CONCLUSION**

School violence is negative and no schooling can take place in an environment where fear, intimidation, low self-esteem and undermining takes place. These practices perpetuates social injustice and are unsustainable for quality education. De Wet (2007) posits that schools with high rates of crime and violence are less effective in educating learners and thus promotes practices that are unfair and unjust. School performance is affected because no learner can perform accordingly when threatened with violence. This article reported on the alarming rate at which violence takes place in the South African schools. These incidences occur on regular basis in different schools and schoolchildren are at the receiving end. This investigation explored the implications of violence on socially just education environment, particularly on learners and



the performance of schools. Data collection instruments that were evaluated included relevant literature and materials such as pictures and videos depicting violence. It can be concluded that school violence in schools occur regularly and has dire implications on the lives of learners and on the performance of schools.

## REFERENCES

- Akiba, M., LeTendre., G.K, Baker., D. P & Goesling. (2002). Student Victimization: National and School System Effects on School Violence in 37 Nations, *American Educational Research Journal*, (39) 4, 829-853
- Armenta, M.F., Rodríguez Macías, J.C., Verdugo,V.C., Niebla, J.C., Arizmendi, V.G. (2018) Restorative Justice: A Model of School Violence Prevention. *Science Journal of Education*. 6(1), 39-45. doi: 10.11648/j.sjedu.20180601.15
- Bell, L. A. (1997). Theoretical foundations for social justice education. In M. Adams, L. Bell, & P. Griffin (Eds.), *Teaching for diversity and social justice: A sourcebook* (pp. 3–15). New York: Routledge.
- Bell, L. A., & Adams, M. (2016). Theoretical foundations for social justice education. In: *Teaching for diversity and social justice*, 21-44. Routledge.
- Burton, P. (2008). Dealing with school violence in South Africa. *Centre for Justice and Crime Prevention (CJCP) Issue Paper*, 4, 1-16.
- Burton, J. & Leoschut, L. (2013). School violence in South Africa: Results of the 2012 National School Violence Study. Monograph Series no. 12. Cape Town: Centre for Justice and Crime Prevention.
- Chandra and Shang. 2017. "An RQDA-based constructivist methodology for qualitative research". *Qualitative Market Research: An International Journal*, 20(1), 90-112.
- Child Trends (2015). High school students carrying weapons, Retrieved from <https://www.childtrends.org/indicators/high-school-students-carrying-weapons>
- Department of Basic Education, (2018). Final commissioned report on school safety, Retrieved from <http://www.dbe.report> on school violence-sa-schools
- Daniels, L. (2018). Schools in South Africa are becoming more violent, the South African, Retrieved from <https://www.thesouthafrican.com/south-africa-schools-violent-minister-speaks-out>
- De Wet, C. (2003). Eastern Cape educators' perceptions of the causes and the scope of school violence. *Acta Criminologica: Southern African Journal of Criminology*, 16(3), 89-106.
- De Wat, C. (2007). School violence in Lesotho: the perceptions, experiences and observations of a group of learners. *South African Journal of Education*, 27(4), 673-690.
- Department of Education. (2015). National School Safety Framework, trainers' manual. Centre for justice and crime prevention, Retrieved from <http://www.cjcp.org.za>
- Elghossain, T., Bott, S., Akik, C., Ghattas, H., & Obermeyer, C. M. (2019). Prevalence of key forms of violence against adolescents in the Arab Region: a systematic review. *Journal of Adolescent Health*, 64(1), 8-19.
- Esbnsen, F, A & Carson, D.C. (2009) Consequences of being bullied: Results from a longitudinal assessment of bullying victimization in a multisite sample of American students, *Youth & Society*, 41(2), 209-233
- Espinosa, M. P. P. (2018). Bullying and cyberbullying: two forms of violence in schools. *Journal of New Approaches in Educational Research*, 7(1), 1-2.
- Frias-Armentia, M., Rodríguez-Macías, J. C., Corral-Verdugo, V., Caso-Niebla, J., & García Arizmendi, V. (2018). Restorative justice: A model of school violence prevention. *Science Journal of Education*, 6(1), 39-45.
- 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

- Greene, M. E., Robles, O. J., Stout, K., & Suvilaakso, T. (2013). A girl's right to learn without fear: Working to end gender-based violence at school. Woking: Plan International. Retrieved from <https://plan-uk.org>
- Gous, N. (2019). One in every three SA schools report violence among pupils once a week, Sunday Times, Retrieved from [timeslive.co.za/news/south-africa/2019-07-02--one-in-every-three-schools-report-violence-once-a-week/](https://www.timeslive.co.za/news/south-africa/2019-07-02--one-in-every-three-schools-report-violence-once-a-week/)
- Grobler, G.W. (2018). Narratives of teachers' experiences of school violence and ethics of care, Masters of Education Dissertation, University of Stellenbosch, Cape Town,
- Grobler, R. (2019). Violence in SA's schools is worse than you think, and spanking is part of the problem, News 24 Retrieved from <https://www.news24.com/SouthAfrica/News/violence-in-sas-schools-is-worse-than-you-think-and-spanking-is-part-of-the-problem-20190607>
- Hackman, H.W. (2005). Five Essential Components for Social Justice Education, *Equity and Excellence in Education*, 38: 103–109, 2005
- Le Roux, C.S & Mokhele, P.R. (2011). The persistence of violence in South Africa's schools: In search of solutions, *Africa Education Review*, 8(2), 318-335,
- Longobardi, C., Prino, L. E., Fabris, M. A., & Settanni, M. (2019). Violence in school: An investigation of physical, psychological, and sexual victimization reported by Italian adolescents. *Journal of school violence*, 18(1), 49-61.
- Leedy, P.D. & Ormrod, J.E. (2010). Practical research, planning and design, New Jersey, Pearson
- MacNeil, G., & Steward, C. (2000). Crises intervention with school violence problems and volatile situations. In: A. Roberts (Ed.), Crises Intervention Handbook: Assessment, Treatment and Research. New York, NY: Oxford University Press.
- Martin, J. (1999). Social justice, educational policy and the role of parents: A question of choice or voice? *The Journal of Education and Social Justice*, 1, 48-61.
- Mazerolle, P, Legosz, M & Finighan, P, (2011). Weapons in schools in Queensland, the nature, causes and responses, Retrieved from <http://behaviour.education.qld.gov.au/SiteCollectionDocuments/preventing-bullying-violence/weapons-in-schools.pdf>
- Mhlongo, T. (2017). The perceptions and experiences of students regarding weapons in schools in Umgungundlovu District, Kwazulu-Natal, Masters Degree Dissertation, Durban University of Technology, Durban
- Mitchell, R.S, Goodyear, R.K, Gragg, J, Mirci, P.S, Morgan. (2016) School Setting Behavior That Characterizes Social Justice: An Empirical Approach to Illustrate the Concept, *AERA Open*, July-September, 2(3),1-16
- Nako, N., & Muthukrishna, N. (2018). Teacher-instigated in-school interpersonal violence: Types and prevalence in South African public schools. *Journal of Psychology in Africa*, 28(5), 371-374.
- 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
- Netshitangani, T. (2018). Management style and school violence: South African perspectives. *International Journal of Educational Management*, 32(1), 96-106
- Osher, D., Bear, G. G., Sprague, J. R., & Doyle, W. (2010). How can we improve school discipline? *Educational researcher*, 39(1), 48-58.
- Rawls, J. (1971). A Theory of Justice. (Revised edition). Massachusetts. The Belknap Press of Harvard University Press Cambridge.
- Republic of South Africa, (1996). Constitution of the Republic of South Africa, 1996, Retrieved from <https://www.gov.za/documents/constitution-republic-south-africa-1996>
- Singh, G. D., & Steyn, T. (2014). The impact of learner violence in rural South African schools. *Journal of Sociology and Social Anthropology*, 5(1), 81-93.
- State University of New York Press. (2007). Defining violence- defining peace Retrieved from <https://www.sunypress.edu/pdf/61489.pdf>
- Theoharis, G. (2007). Social Justice Educational Leaders and Resistance: Toward a Theory of Social Justice Leadership, *Educational Administration Quarter* 1(43), 221-258.

UNESCO, (2017). School violence and bullying, Global Status Report, Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000246970>

## **ABOUT THE AUTHOR**

**SHUTI STEPH KHUMALO**

University of South Africa

[ekhumass@unisa.ac.za](mailto:ekhumass@unisa.ac.za)