School Violence: Understanding Adolescence and Juvenile Delinquency

Solani Isaac Mthombothi
(Gauteng Department of Community Safety)
Corresponding Author: Solani Isaac Mthombothi

Abstract: *South African schools have seen more school violence in recent years. The School violence resulted in death, injuries, assaults with intent to do grievously bodily harm and abuse of learners. Thisviolence is between learners, and learners and educators. Some of this violence took place in and outside school premises-and on the way to or from school. The violence has a serious negative impact on learners and affects learning. Additionally, school violence is a barrier to the learning process. School violence being a global problem requires an integrated approach where learners, educators,School Governing Bodies (SGBs), parents, community (structures), various relevant experts and Law Enforcement Agencies (LEAs) to work together to prevent the scourge as well as remove barriers of learning. Adolescent stage and its manifestation, psychological and scientific factors such as mental illnesses, attitudes, emotions and sleep deprivation are not detected in most poor communities and black schools due to lack of knowledge and inadequate resources. Psychological assistance is lacking in these communities and schools to assist adolescent learners. The most held perception (assumption) of learner violent behaviour is associated with juvenile delinquency, however, there are other factors like the ones described by the Ecological models and the effect of the adolescent stage which are scientific and psychological. Government policies and guidelines are crafted to guide in the implementation of safety measures in schools. There are initiatives by the Department of Basic Education, LEAs, and Gauteng Department of Community Safety to minimise school violence.Parental involvement, counsellors and qualified school safety officers and patrollers/guards can play a significant role in preventing school violence and juvenile delinquency. This article will explain the adolescent stage and the ramifications that manifests into learner violent behaviour. Additionally, this article identified psychological and scientific factors that can result in learners being violent at school. Consequently, it suggests ways that can help ailing adolescent learners to get remedial aid.*

Keywords: *Adolescence, Juvenile, Delinquent, School violence, Learner violent behaviour.*

Date of Submission: 24-11-2020   Date of Acceptance: 08-12-2020

I. INTRODUCTION

Schoolsare considered as environments where children not only acquire scholastic knowledge but also where they learn to know, to be and to live together (CJCP, 2016). Most schools across the country have experienced various forms of school violenceamong the adolescentlearners (Department of Basic Education, 2019; SaferSpace, 2016 and Centre for Justice & Crime Prevention, 2017).Research shows that school violence is escalating despite the measures put in place to address the problem by the Department of Education (DoE) and schools themselves (Fishbaugh, Berkeley & Schroth, 2003; Human Rights Commission, 2006. Cited by Saferspace, 2016). School violence takes various shapes like physical, emotional and sexual violence and violates learners' constitutional rights to freedom and security(Constitution of RSA, Act 108 of 1996, cited by Saferspace, 2016). Furthermore, it takes away theirright to education and a safer learning environment (DBE, 2019).Adolescent stage manifests behaviour that demands constant attention to learner behavioural change. Most of the causes of learner violent behaviours and ills are undetected(Merikangas, Nakamura & Kessler, 2009). This article will explore the forms of school violence, hot spots, risk factors, the impact of school violence and the biochemical reaction that can cause either violent or normal behaviour of an adolescent learner.

II. BACKGROUND

School violence typically defined as any acts of violence that take place inside an educational institution, when travelling to and from school or a school-related event, or during such an event (CJCP, 2017). School violence includes threats of violence, psychological abuse, robbery, physical assaults, gang violence, corporal punishment, sexual violence, assaults, stabbing, shooting and bullying (Makhaye, 2019 and Burton & Leoschut, 2013). More of this violence and deaths of learners were reported in South African schools since 2015 where knives, guns and objects like a pair of scissors were used to cause death and injuries (Nthate 2017&

Makhaye, 2019).Most of this horrific violencedominated the spectrum in the media (print media, television, radio and social media networks/platforms)and even shocked concerned citizens (Nthate, 2017& CJCP, 2017). The Members of the Executive Council in the Provincial Governments and the Minister of the Department of Basic Educationvisited schools and were disheartened with the level of violence in schools ((Nthate, 2017, Makhaye, 2019 & CJCP, 2017). Violence in schools is a global phenomenonand about 246 million learners are affected by school violence (UNESCO, 2017. Cited by Safersapce, 2016).The Centre for Justice & Crime Prevention (CJCP) 's National School Violence Study shows that 15.3% of children at primary and secondary schools in South Africa have experienced some form of violence while at school and more than four-fifths of learners reported incidents of physical violence perpetrated by learners against fellow learners in their school (CJCP, 2017).The Department of Basic Education (DBE) in Limpopo alone handled 942 cases of learners attacking educators in 2018 (Jordaan, 2018). In Gauteng, the experiences of the learners are substantiated by learners, educators, school principals and Governing Body members (GDCS, 2013 & 2015 and CJCP, 2017, Ncontsa & Shumba, 2013; Burton & Leoschut, 2013, cited by Safersapace, 2016). The same learners may be both victims and perpetrators of school violence (GDCS, 2013 & GDCS, 2015).Getting help for these learners is paramount, especially those from the poor black communities and those who are raised by parents and educators who have no idea about adolescent mental illnesses involved in their development.

III. PROBLEM STATEMENT

Violence in schools is a major concern for causing injuries, trauma, emotional scars, anxiety, depression, death, loss of interest in learning and poor academic performance amongst other things. The learners have displayed huge aggression, anger and the intent to harm. Learners at their adolescence are deprived of their rights to education and safety as citizens. Efforts by the schools in partnership with Law Enforcement Agencies (especially the South African Police Serviceand Metro Police), the DBEand Gauteng Department of Community Safety were carried out to ensure that schools are safe by confiscatingcontrabands[1] and conducting awareness sessions. However, the scourge still grows at a rapid speed.

One critical stage is to find informed solutions to help prevent school violence and also to assist adolescent learners to cope academically and physically at school. Serious attention is needed to ensure that the adolescent stage does not escalate into violence, aggression and juvenile delinquency.A more comprehensive understanding of the manifestation of adolescence and finding remedial measures to prevent further school violence is imminent. Research conducted by the GautengDepartment of Community Safety (GDCS, 2013 & 2015) indicates that learners in poor black communities and schools do not receive professional attention to detect the cause of behaviour that results in violence and delinquency. The lack of resources at theseschools, inexperienced educators and especially school safety officers on learner behavioural issues of adolescents and mental illnesses has impacted on school safety and learner development. Furthermore, failure to cope with studies is detrimental to the learning environment which is caused by psychological and scientific factors that need the involvement of schools, parents, communities and Non-Governmental Organisations (NGOs).

Knowledge on adolescent stages and their manifestation, psychological and scientific factors that creates barriers of learning and school safety is essential to the role players in the development of learners (Gillihan, 2016; Burton & Leoschut, 2013, cited by Saferspace, 2016).Observed learner situations in schools, communities and the homestead revealed that adolescents' learners impaired situation that creates barriers of learning are not detected and not dealt with adequatelyby role players involved in the development of an adolescent learner(Merikangas et al, 2009). This article will identify psychological and scientific factors that contribute to learner violent behaviour. The sections that describe the aim of this article, the objectives and the research questions will give direction on what this research seeks to achieve.

IV. AIM OF THE ARTICLE

This articleis aimedat understanding how adolescence and learnerill-health has warped the learning environment into a crime and violence zone. Thereafter, identify the methods schools should apply to keep schools safe from violence.

V. OBJECTIVES OF THE STUDY

- To discover some scientific and biological factors contributing to school violence;
- To identify the barriers of learning for learners in high schoolsand how they manifest;
- To identify a pathway by which adolescent and juvenile delinquencyimpacted on adolescent learner behaviour;
- To suggest measures to ensure the schoolsaresafe and securedthrough recommendations;

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[1]Contrabands: illegal or prohibited traffic in goods. For example, drugs, guns or illegal weapons, alcohol and other prohibited items in schools

- Preparing schools to effectively respond to all adolescence violent behaviour and juvenile delinquencies at schools, and
- Identify the methods schools should apply to keep schools safe from violence.

VI. RESEARCH QUESTIONS
- What are the barriers of learning?
- How to overcome the barriers?
- What are the scientific and biological explanations for learner violent behaviours?
- Which measures can be used to prevent further school violence?

VII. RESEARCH METHODOLOGY
This article is the result of qualitativeresearch where sources (desktop and literature) related to school violence and adolescence was consulted. The qualitative explanation of how barriers of learning manifests itself in the lives of high school learners. Bos and Richardson (1994. Cited by Nwanna, 2007) maintain that one purpose of qualitative research, especially for educational researchers, is to identify the problems and the processes that will be affected to improve education and safety at schools. Leedy and Ormrod (2001. Cited by – Nwanna, 2007) explain that qualitative research methods centered on the 'real world' or the natural settings in which events occur and approach the study of the events in these settings with the understanding that there may be different dimensions to the events being studied.

VIII. LITERATURE REVIEW
8.1 The review of school violence
John Dilulio a professor of politics and public affairs characterised a juvenile as "a new breed" of offenders, kids that have absolutely no respect of human life and no sense of future. They are cold predators, radically impulsive, brutally remorseless youngsters who murder, assault, rob, burglaries, deal deadly drugs, join gun-toting gangs and create serious disorder (Bennett, Dillulio & Walter, 1996. Cited by Howell 2009). The new crime wave storm is carried out by juveniles and adolescent learners at schools. Some of the incidents of violence are reported to the police and others are dealt with by the SGBs (Nthate, 2017). The studies conducted by the Department of Community Safety also confirmed the existence of gangs in Gauteng province schools, bullying and use of drugs and alcohol (GDCS, 2013 & GDCS, 2015) as well as other research confirmed that assertion globally(Burton & Leoschut, 2013 and NcontsaI & ShumbaI, 2013. Cited by Saferspace, 2016).Bullying is rampant in schools and involves repeated incidents of abuse (UNESCO, 2017. Cited by Saferspace, 2016).Another form of physical violence at schools is corporal punishment by educators which results in learner-educator violence (Department of Education, 2000).With increasing access to social media, learners are also at risk of cyberbullying from fellow learners (Burton & Leoschut, 2013. Cited by Saferspace, 2016).Girls are likely to experience ''contact'' sexual violence such as rape and sexual assault; while boys are far more likely to experience ''non-contact'' sexual violence, such as being forced to witness sexual acts or view pornographic material (Burton et al., 2015).

In South Africa and particularly Gauteng province, school violence is more prevalent in poor communities and black schools. The more this school violence prevails, it becomes more evident that necessary attention is not given to these poor learners (Safersace, 2016 & Nthate, 2017). The psychological and scientific factors that might have contributed to this violence and aggression by these adolescentsare not detected by schools, parents and the community (Gillihan, 2016; Mondal, n. d. and Allen & Waterman, 2019). The causes of this behaviour is described under the following sections.

8.2 Risk factorsassociated with school violence
According to the Rural Health Information Hub – RHI Hub (2002)ecological model, various risk and protective factors interact to increase or decrease the likelihood of a learner experiencing or perpetrating violence at school. These include risk and protective factors at the individual, relationship and community level (RHI Hub. 2002). Easy access to drugs (cannabis (dagga), heroin, cocaine, ecstasy and tik), alcohol, weapons and high rates of violence in the surroundingareas are the primary risk factors identified for school violence (Ngqela & Lewis (2012. Cited by Saferspace); Burton, Leoschut & Bonora, (2009. Cited by Saferspace, 2016) and SAPS, no date and GDCS, 2013 & 2015).Adolescentlearners (15-19) are prone to victimisation at school. Comparatively, theft is more commonly experienced by 12-14-year-old learners (Burton, 2006. Cited by Saferspace, 2016) and bullying is also found to be more prevalent among Grade 8 learners, than older learners (Flisher et al., 2006; Liang et al., 2007. Cited by Saferspace, 2016). These are some of the pointers schools should focus on when dealing with safety issues or safety plans/programmes.

8.2.1 Where school violence often takes place

Most of the hotspots for school violence within the school premises is the classroom, school sports grounds or playing areas and school toilets[2] where girls are sexually violated (GDCS, 2013; Burton & Leoschut, 2013 and GDCS, 2015 and CJCP, 2017). Some of the classroom violence happened because teachers fail to manage and control classes or left classes unattended (Burton & Leoschut, 2013). Learners also experienced violence (or being victimised) on their way to and from school since most in the township walk to school while others use public transport (CJCP, 2016; Equal Education, 2016, Burton & Leoschut, 2013; CJCP, 2016;Equal Education, 2016. Cited by Saferspace, 2016). Female learners, who walk or use public transport are at an increased risk of sexual violence and victimisation (Burton & Leoschut, 2013; UN CEDAW, 2011. Cited by Saferspace, 2016). These startling findings must be contextualised within the schools, family and community environments in which these learners live to lessen the risks.

8.3Understanding adolescence stage, juvenile delinquency and school violence

Adolescence (from Latin "adolescere", meaning 'to grow up') is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood (10-19 years old) or a transition between childhood and adulthood (Macmillan Dictionary,1981; Institute of Medicine, 2011 and Allen & Waterman, 2019). The period of adolescence includes some big changes to the body, and to the way a young person relates to the world (Allen & Waterman, 2019). The physical and emotional changes, cognitive, social, and emotional changes that happen during this time can bring anticipation and anxiety for both children and their families (Allen & Waterman, 2019). Adolescence learners at this stage are prone to arguments with the elderly (mostly parents and teachers) (Allen & Waterman, 2019). The educators in Gauteng province schools also confirmed that learners are unruly, argumentative, full of anger and aggression (GDCS, 2013 & 2015).

According toAllen & Waterman (2019), during adolescent stage, peer pressure is at its peak. The two studies conducted by the Department of Community Safety(2013 &2015) indicated that peer pressure played a role in school gangs, school violence and other behaviours like doing drugs, alcohol abuse and carrying of weaponsby learners. The danger of adolescence is that they claim to be adults at this maturing stage, their brain continues to change, but they do not think like an adult because their frontal lobes are the last areas of the brain to mature (Allen & Waterman, 2019). The frontal lobes play a big role in coordinating complex decision making, impulse control, and being able to consider multiple options and consequences (Allen & Waterman, 2019). This the reason why adolescent learners found themselves acting irrationally because they are not mature (frontal lobe) to handle volatile situations at schools. They lack the ability to apply their mind in the moment or they think irrationally as strong emotions continue to drive their decisions when impulses come into play (Allen & Waterman, 2019).

Adolescence consists of a series of stages like psychological development. A young person experiences a conflict that serves as a turning point in development (Malone, Liu, Vaillant, Rentz & Waldinger, 2016). These conflicts are centered on either developing a psychological quality or failing to develop that quality and personal growth(Malone, Liu, Vaillant, Rentz & Waldinger, 2016). During these times, the potential for personal growth is high but so is the potential for failure (Malone, Liu, Vaillant, Rentz & Waldinger, 2016). If they do notconquer these conflicts(psychological strengths and personal growth) they may not develop the essential skills needed for a strong sense of self (Malone, Liu, Vaillant, Rentz & Waldinger, 2016).A sense of competence motivates behaviours and actions, while competent is important in each stage of psychological development in an area of life (Cherry & Susman, 2020).According to Malone el at, 2016 it is important for an adolescent learner to have conquered this conflictto be able to cope at school. Learners with difficulty in learning can resort to a defensive mechanism to divert attention from the real problem. Learners with such problems at school resort to violence or violence become an option (Mondal, no date).

Adolescencestage is where learners explore their independence and develop a sense of self, proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and feelings of independence and control (Cherry & Susman, 2020). When psychologists talk about identity, they are referring to all of the beliefs, ideals, and values that help shape and guide a person's behaviour (Cherry & Susman, 2020). Completing this stage successfully leads to fidelity, which Erikson described as an ability to live by society's standards and expectations (Cherry & Susman, 2020).It is imperative to those involved in the development and upbringing of an adolescent to understand what is going on in their lives and minds. The conflicts mentioned by Erikson can be a barrier of learning and learners with difficulty in learning (Cherry & Susman, 2020 & Mondal, n. d). As most of the studies stated that school violence is influenced by the prevalence of violence and crime in the communities; indiscipline; intolerance; alcohol abuse and intoxicated learners; easy access to school premises; unemployment; poverty; lack of recreational facilities and

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[2] school toilets as the area most feared by learners (CJCP's 2012).

overcrowding amongst others (Harber & Muthukrishna, 2000; Prinsloo, 2008; Prinsloo & Neser, 2007; Van Jaarsveld, 2008; Ncontsa & Shumba, 2013 and Burton & Leoschut, 2013 cited by Saferspace 2016 and CJCP, 2017).It was significant to identify pathways by which poorpsychological development and personal growth or unconquered conflicts duringadolescencecan contributed to school violence and juvenile delinquency(Cherry & Susman, 2020 and Mondal, n. d).

8.3.1 Adolescence and untreated mental disorder

One in ten adolescents (9 – 17 years) is said to have a diagnosable mental disorder that causes some degree of impairment; one in ten has a disorder that causes significant impairment(American College of Obstetricians and Gynecologists, 2017 &. Merikangas et al, 2009). Only one-third of them receive the necessary treatment while the remaining number of adolescents are just going around untreated (American College of Obstetricians and Gynecologists, 2017 &. Merikangas et al, 2009). Additionally, one-half of all serious adult psychiatric disorders start by the age 14 years (adolescence stage), but treatment often does not begin for 6 – 23 years after onset (R.C. Kessler and colleagues, 2005 as cited by the American College of Obstetricians and Gynecologists, 2017). Adolescents with untreated mental illness often engage in acting-out behaviour or substance use, which increases their risk of beingunsafe (American College of Obstetricians and Gynecologists, 2017). Public health scientists use the word epidemic to refer to particular health problems that affect the number of the population above expected levels, this also includes "juvenile violence epidemic" which is serious crimes like homicide, carrying of guns among others (Howell, 2009)

For learners with difficulty in learning this may be due to many factors within the learner and manifestation of various aspects. A learner with untreated mental disorder will have a low level of intellect and difficulty with learning can resort to a defensive mechanism and aggression to divert attention from the real problem (Mondal, n. d.). Adolescents with difficulty in learning find discomfort from learning and they resent school but are obliged to be at school because parents and society expect them to be there (own observation), his is when they use violence as an option (Mondal, n. d.). It is therefore, significant to realise the reasons American College of Obstetricians and Gynecologists, 2017 that when a learner is unable to learn and be given assistance must be assisted to avoid violent behaviours. Learners with mental disorders and illnesses are attending normal schools because they are not treated, undetected and others is because most black and poor schools have no resources to deal with such situations (American College of Obstetricians and Gynecologists, 2017 &. Merikangas et al, 2010).

8.4 Centre of learning, education system and the socio-political economy as barriers of learning

A complex and dynamic relationship exists between the learner, the centre of learning, the broader education system and the social, political and economic context of which they are all part (DOE, n. d. cited by Tuswa, 2016). All these components play a key role in whether effective learning and development takes place(DOE, n. d. cited by Tuswa, 2016). When a problem exists in one of these areas it impacts on the learning process, causing learning breakdown or exclusion(DOE, n. d. cited by Tuswa, 2016). Thus, if the system fails to meet the different needs of a wide range of learners or if problems arise in any of these components, the learner or the system may be prevented from being able to engage in or sustain an ideal process of learning (DOE, n. d.cited by Tuswa, 2016). Those factors which lead to the inability of the system to accommodate diversity, which lead to learning breakdown or which prevent learners from accessing educational provision(DOE, n. d. cited by Tuswa, 2016). Mondal (n. d), indicated that most of theeducation systemsdoes not give a learner the desire to learn leads to violent behaviour and provokes hatred to learning or a subject.

8.5Physical factors that contribute to violent learner behaviour

Physical factors include health, physical development, nutrition, visual and physical defects, and glandular abnormality(Mondal, n. d.). It is generally recognised that ill health retards physical and motor development, malnutrition interferes with learning and physical growth (Mondal, n. d). Alearner can show no interest in learning because of health and malnutrition (Mondal, n. d). Children suffering from visual, auditory, and other physical defects are seriously handicapped in developing skills such as reading and spelling(Mondal, n. d.). If these disabilities are identified or diagnosed, such children should be taken to special schools, however, in poor communities, such learners with special needs may be found in the same school with those without special needs(Mondal, n. d.). This is where bullying and assaults become prevalent. The health of the learner will likely affect his ability to learn and his power to concentrate (Mondal, n. d).

8.5.1 An adolescence's attitude is a mental factor

Attitude[3] is one of the mental factorsmade up of organic and kinaesthetic elements (Perloff, 2016 & Gordon, 1935).Attitude is not an emotion that is characterised by internal visceral disturbances(Perloff, 2016 & Gordon, 1935). In psychology, attitude is a psychological construct, a mental and emotional entity that inheres in, or characterises a person(Perloff, 2016 & Gordon, 1935).Attitudes are complex and an acquired state through experiences(Perloff, 2016 & Gordon, 1935). It is an individual's predisposed state of mind regarding a value and it is precipitated through a responsive expression towards oneself, a person, place, thing, or event (the attitude object) which in turn influences the individual's thought and action(Perloff, 2016 & Gordon, 1935).Gordon Allport a psychologist, described this latent psychological construct as "the most distinctive and indispensable concept in contemporary social psychology. Attitude can be formed from a person's past and present (Perloff, 2016 & Gordon, 1935).

Attitudes play a large part in the mental organisation and general behaviour of the individual(Perloff, 2016 & Gordon, 1935). Attitudes are also important in the development of personality (Perloff, 2016 & Gordon, 1935). Among these attitudes are interest, cheerfulness, affection, prejudice, open-mindedness, and loyalty (Perloff, 2016 & Gordon, 1935). Attitudes exercise a stimulating effect upon the rate of learning and teaching and upon the progress in school, the efficiency of the work from day to day and the rapidity with which it is achieved are influenced by the attitude of the learner (Mondal, n. d.). A favourable mental attitude facilitates learning(Mondal, n. d.). The factor of interest is very closely related in nature to that of symbolic drive and reward (Mondal, n. d.). Schools, educators and parents must work towards the upliftment of learner attitude(Mondal, n. d.). Learners have shown aggressiveness, anger and extreme violence which indicates that their attitude toward interest, cheerfulness, affection, mindedness has diminished(Mondal, n. d.).

8.5.2 Emotional and social factors

Personal factors, such as instincts and emotions, and social factors, such as cooperation and rivalry, are directly related to a complex psychology of motivation (Mondal, n. d.). It is a recognised fact that the various responses of the individual to various kinds of stimuli are determined by a wide variety of tendencies. Some of these innate tendencies are constructive and others are harmful (Mondal, n. d.). For some reason a learner may develop a dislike for a subject because he/she fails to see its value or may lack foundation(Mondal, n. d.)This dislike results in a bad emotional state (Mondal, n. d.). Some pupils are in a continuing state of unhappiness because of their fear of being victims of the disapproval of their teachers and classmates(Mondal, n. d.). This is an unwholesome attitude and affects the learning process to a considerable degree (Mondal, n. d.). This is oftentimes the result of bad training(Mondal, n. d.). Social discontent springs from the knowledge or delusion that one is below others in welfare (Mondal, n. d.).

8.5.3 Teacher's Personality influence learner violence behaviour

Some violence in school takes place between learner attacking a teacher (CJCP, 2016). The educator's personality is an important element in the learning environment or in the failures and success of the learner (Mondal, n. d.). Poor teacher conduct can spark reprisal between the learner and educator, this will result in manifestation of learner anger (Mondal, n. d.). Apart from teaching, the teacher has a power to lead and to inspire learners through the influence of his/her moral personality and example (Mondal, n. d.). Learners dislike a grouchy teacher who cannot control his temper before the class(Mondal, n. d.). Temper removes enthusiasm and cannot radiate positive energy on learners (Mondal, n. d.). Learners love a happy, sympathetic, enthusiastic, and cheerful teacher(Mondal, n. d.). Furthermore, effective teaching and learning are the results of love for the pupils, sympathy for their interests, tolerance, and a definite capacity for understanding (Mondal, n. d.). Teachers activities in the classroom directly affects the behaviour of the growing and learning organism (Mondal, n. d.). The behaviour of some teachers left less to be desired, such as having sexual relationships with learners of whom some are minors.

8.5.4 Environmental factors influence learner behaviour

The physical conditions (classroom, textbooks, equipment, school supplies and other instructional materials) in which learning takes place, affects the efficiency of learning(Mondal, n. d.). Favourable and adequate learning conditions, type and quality of instructional materials and equipment in the school produce the desired results (Mondal, n. d.). Unfavourable conditions cannegatively affect the teacher to be enthusiastic

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[3]Attitudes structure can be described in terms of three components. 1. Affective component: this involves a person's feelings / emotions about the attitude object. 2. Behavioral (or conative) component: the way the attitude we have influences how we act or behave. 3. Cognitive component: this involves a person's belief / knowledge about an attitude object.

about teaching and a learner'sdislike of learning or a particular subjectas Mondal (n. d.) indicated the danger of teachers leaving classes unattended because of being enthusiastic.

8.5.5 Sleep disruption affects learner behaviour

Exposure to violent incidents and increased amounts of the stress hormone cortisol[4] offer a biological explanation for why learners struggle and it affects their academic performance (Karter, 2017). Both sleep and cortisol are connected to the ability to learn and perform academic tasks (Heissel, 2017). Most learners who experienced violent crimes (at school or in the community) often sleep fewer hours (Karter, 2017). Exposure to violent crime changes the sleep patterns of adolescents, which increases the amount of the stress hormone cortisol in the body – resulting in poor academic performance (Karter & Heissel, 2017).

Sleep and mental health are closely connected; therefore, sleep deprivation affects learners' psychological state and mental health (Karter & Heissel, 2017). Learners with mental health problems are more likely to have insomnia or other sleep disorders (Karter & Heissel, 2017). Sleep problems are particularly common in people with anxiety, depression, bipolar disorder, and attention deficit hyperactivity disorder(Karter & Heissel, 2017). Sleep problems may increase the risk for developing mental illnesses, as well as result from such disorders (Harvard Medical School, 2009). Sleep deprivation makes a learner finding it more difficult to concentrate or learn new things, impatient or prone to mood swings, emotional, quick tempered (Watson& Cherney, 2019). Additionally, sleep deprivation affects a person's mental abilities, compromises decision-making processes, creativity and emotional state(Watson & Cherney, 2019). It can lead to anxiety or depression which may escalate and leave the brain exhausted not to perform its duties as well (Watson & Cherney, 2019). The signals the body send may also be delayed, decreasing the coordination and increasing the risk for accidents (Watson & Cherney, 2019). If sleep deprivation continues long enough, a learner could start hallucinating - seeing or hearing things that aren't there (Watson & Cherney, 2019). Other psychological risks include: impulsive behaviour, anxiety, depression, paranoia, suicidal thoughts (Watson & Cherney, 2019).A lack of sleep can negatively impact both short and long-term memory because during sleep the brain forms connections that helps to process and remember new information (Watson & Cherney, 2019).Schools need to observe these factors mentioned by Mondal (n. d.) and Watson & Cherney (2019

8.6The impact of school violence on a learner

Perpetrators of school violence violate learners' constitutional right to basic education, freedom and security, and the right to be free from all forms of violence (Constitution of RSA, Act 108 of 1996, cited by SaferSpace, 2017). Learners experience violence and this hasa profound impact on learners and their development as adolescents(CJ&CP, 2017). The school violence can impact on learner's attachment to school, leading to increased drop-out, bunking of classes, chaos, loss of learning time, they lose their sense of autonomy and safety, depression and truancy rates (CJ&CP, 2017; (De Wet, 2006; Prinsloo, 2008; Smit, 2007, cited by Ncontsa & Shumba, 2013).Furthermore, learners develop low self-confidence and low levels of academic performance, vulnerability to violence, as well as the likelihood of their turning to violence as they grow older (CJCP, 2017& Karter, 2017).2019). Experience and exposure to violence in any environment at a young age increases the risk of later victimisation, living in fear of being victimised again and suffer antisocial behaviour (CJ&CP, 2016).

Violence in schools creates a place where adolescents learn to fear and distrust, where they develop distorted perceptions of identity, self and worth, and where they acquire negative social capital if the violence and safety-related threats are not effectively managed (CJ&CP, 2016). Thus, school safety is a fundamental precondition for learning rather than being an addition." (Centre for Justice and Crime Prevention, 2016, p.6). The prevalence of both crime and violence in schools leaves many learners traumatised (Makhaye, 2019). Therefore, trauma leaves its imprint on the brain, post-traumatic stress disorder (PTSD) is linked to greater activity in brain areas that process fear and less activation in parts of the prefrontal cortex[5] (Gillihan, 2016). This can manifest into various acts, likereplaying the extremely distressing memories, nightmares haunting a learner's dreams in the aftermath of trauma (Gillihan, 2016).

According to Gillihan (2016), nightmares are not the repetition of the exact trauma experience, these nightmares can contribute to the poor sleep. Flashbacks are upsetting because they bring back a powerful flood

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[4]Cortisol is often called the "stress hormone" because of its connection to the stress response, however, cortisol is much more than just a hormone released during stress. Think of cortisol as nature's built-in alarm system. It's your body's main stress hormone. It works with certain parts of your brain to control your mood, motivation, and fear.

[5]Prefrontal cortex (PFC): is the cerebral cortex covering the front part of the frontal lobe. This brain region has been implicated in planning complex cognitive behavior, personality expression, decision making, and moderating social behaviour.

of emotions and vivid memories of the trauma.The most common emotional reaction to trauma is feeling fearful and anxious, anger, sadness and guilt (Gillihan, 2016). When an adolescent learner witnesses a bad situation, they start to blame themselves or they might feel responsible for being attacked or hurt, as though somehow they've caused it(Gillihan, 2016).Victims and witnesses of violence may feelnumb, sometimes rather than feeling strong emotions, they feel shut down emotionally(Gillihan, 2016).Trauma also changes in how the learner views the world and themselves, that is, they have difficulty in trusting people(Gillihan, 2016). Furthermore, adolescentlearners will believe theirworld is extremely dangerous(Gillihan, 2016). All this makes the life of a learner who was a victim of violence or witnessed violence to struggle to cope with reality and school(Gillihan, 2016).Mondal (n. d.), mentioned that school violence poses a significant barrier to learning, a learner with difficulty with learning can resort to a defensive mechanism to divert attention to the real problem and violence becomes an option.Some learners get stuck, get worried and have a hard time doing normal daily functions like going to school, playing, falling asleep or trying new things after being victims of violence and after witnessing violenceand no amount of reassurance seems to help (Saferspace, 2017). As much as they differ in impact, they both leave behind a footprint of trauma, fear and distraction(Saferspace, 2017). It has also been discovered that high crime rates result in poor academic performance from the learners(Saferspace, 2017). As violence within our country increases and filters into the adolescent and young population, consequently, there will be an increase of violence in schools (Saferspace, 2020)**.**

8.7Initiatives aimed at preventing violence at schools

Crime prevention is an elegantly simple and direct approach that protects the potential victim from criminal attack by anticipating the possibility of attack and eliminating or reducing the opportunity for it to occur (National Crime Prevention Institute, 2001). Crime prevention programmes are developed all over the world to assist LEAs, private and public officials, leaders of voluntary services, professionals, organisations and citizens to be able to deal with crime(National Crime Prevention Institute, 2001). The South African National Development Plan's objective states that ''in 2030 people living in South Africawould feel safe at home, at school and at work, and they enjoy an active community life free of fear'' (NDP 2030, 2012, p. 73). Crime prevention can also be operationally explained as the practice of crime risk management (NCPI, 2001). Previous sections in this article identified the risks associated with school violence, therefore, crime risk management involves the development of systematic approaches to crime risk reduction that are cost -effective and that promote both the security and the socio-economic well-being of the potential victim (NCPI, 2001).

Managing crime risks involves: Removing some risks entirely; Reducing some risks by decreasing the extent to which injuryor loss can occur; Spreading some risks through physical, electronic, and procedural security measures that deny, deter, delay, or detect the criminal attack; Transferring some risks through the purchase of insurance or involvement of other potential victims; and Accepting some risks (NCPI, 2001). The Department of Basic Education has put a process in place to deal with pupils that attack teachers (Jordaan, 2018& DBE, 2019). The initiatives includedevelopment of guidelines for the Prevention and Management of Sexual Violence and Harassment(Jordaan, 2018 & DBE, 2019). The guidelines were distributed to schools to support schools and school communities in responding to cases of sexual harassment and violence against learners (DBE, 2019). The guidelines set out clearly how public schools should treat victims of sexual harassment and violence and the steps that must be taken to deal with those who have or are alleged to have committed such acts (DBE, 2019).

A National School Safety Framework was developed to serve as a management tool for provincial and district officials responsible for school safety, including learners to identify and manage risk and threats of violence in and around schools (DBE, 2019). The Framework is critical in empowering all responsible officials (Provincial and District Officials responsible for school safety, principals, Senior Management Team Members, SGB members, teachers and learners) in understanding their responsibilities regarding school safety (DBE, 2019). In terms of the *Regulations for Safety Measures at all Public Schools,* the Minister has declared all public schools as drug-free and dangerous weapon free zones (DBE, 2019). Additionally, Howell (2009) in his book "Preventing and reducing juvenile delinquency – a comprehensive framework" outlined effective programmes for preventing and reducing youth gang problems. Part three of this book also outlines the programmatic and policy responses to juvenile delinquency, the principles and characteristics of best practice programmes and how these programmes can be best implemented[6].

The South African Police Services (SAPS) in partnership with the Department of Basic Educationis committed to prevent, manage and respond to incidents of crime and violence in schools (SAPS, n. d.). Schools are encouraged to establish and maintain a Safe School Committee comprised of internal stakeholders of the school, for example learners, educators, School Governing Body (SGB) members and school security personnel (SAPS, n. d.). External role players include the SAPS, the Metropolitan Police, local ward councillors, social

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[6] see reference list for details of Howells programmes.

workers and Community Police Forums (CPFs)(SAPS, n. d.). The Non-Government Organisations (NGOs) such as National Institute for Crime Prevention and the Reintegration of Offenders (NICRO), Khulisa and South African National Council on Alcoholism and Drug Dependence (SANCA) can also play a vital role as part of Safe School Committees (SAPS, n. d.). The SAPS also outlined the role of the CPFs as an ideal platform to address violence and crime in the community as it impacts on schools (SAPS, n. d.).Unlike South African schools, American schools like Columbine High School have ensured that they hire qualified safety officers (Torres, 2020). They are responsible for all issues in schools that involve fights, drugs, and gangs, etc (Torres, 2020). If necessary, school safety officers arrest students (Torres, 2020). They are also in place to protect schools from outside intruders (Torres, 2020). They are the first responders to any emergencies that occur inside schools, and act as liaisons between the police department and schools(Torres, 2020). They also provide education about drugs, alcohol, and safety issues to students (Torres, 2020). The involvement of NGOs in Buffalo City district in the Eastern Cape province resulted in schoolviolence dropping because of projects like "Building Safer Schools" (Ncontsa & Shumba, 2013).The project involves Law Enforcement Officers and School Management Team (SMT) members, and as a result, there is heightened police visibility in the area and academic performance andthe pass rate in grade 12 was above 60% (Ncontsa & Shumba, 2013).

8.7.1 The importance of social-ecological models
The social-ecological model helps to understand factors affecting behaviour and also guidesthe development of successful programs through social environments (RHI Hub, 2002). Social-ecological models emphasise multiple levels of influence (such as individual, interpersonal, organizational, community and public policy) and the idea that behaviours both shape and are shaped by the social environment (RHI Hub, 2002). The principles of social-ecological models are consistent with social cognitive theory concepts which suggest that creating an environment conducive to change is important to make it easier to adopt healthy behaviours (RHI, Hub, 2002).Ecological models recognise multiple levels of influence on health behaviours, including:

- Intrapersonal/individual factors, which influence behaviour such as knowledge, attitudes, beliefs, and personality.
- Interpersonal factors, such as interactions with other people, which can provide social support or create barriers to interpersonal growth that promotes healthy behaviour.
- Institutional and organizational factors, including the rules, regulations, policies, and informal structures that constrain or promote healthy behaviours.
- Community factors, such as formal or informal social norms that exist among individuals, groups, or organizations, can limit or enhance healthy behaviours.
- Public policy factors, including local, state, and federal policies and laws that regulate or support health actions and practices for disease prevention including early detection, control, and management (Rural Health Information Hub. 2002).

8.7.2 How parents can help their children navigate adolescence
The role of parents is to bridge the changing dynamics of family relationships during adolescence as this is a transitional period involving emotions and resistance(Allen & Waterman,2019). They must offer stern support throughout this stage, help their adolescent learners anticipate changes in their body and also talk to the paediatrician when necessary (Allen & Waterman, 2019). Parents should start early conversations about other important topics with adolescent childand keep this conversation positive, point out strengths, celebrate success, communicate clear, reasonable expectations for curfews, school engagement, media use, and behaviour (Allen & Waterman, 2019). Adolescents with parents that aim for this balance have been shown to have lower rates of depression and drug use (Allen & Waterman, 2019). Parents should discuss risky behaviours (such as sexual activity and substance use) and their consequences and honourtheir child's independence and individuality(Allen & Waterman, 2019). This is all part of moving into early adulthood (Allen & Waterman, 2019). Parents should always remind their child they are there to help when needed (Allen & Waterman, 2019).Adolescent years are the critical transition that needs the involvement of a parent/s and they (parents) need to maintain positive and respectful parent-child relationships during this period (Allen and Waterman, 2019).

8.7.3 Determining suitability for diversion programmes
The South African Law Commission (SALC) (1997) made the recommendations based on the Constitution of South Africa and international instruments on juvenile justice. It refers? that the overall approach should aim to promote the well-being of the child and to deal with the child in an individualised way(Bezuidenhout & Joubert, 2003). A key aspect should be a diversion of cases in defined circumstances away from the criminal justice system as early as possible either to the welfare system, or to suitable diversion programmes run by competent staff (Bezuidenhout & Joubert, 2003). According to Skelton (2003), diversion is

channelling of children away from the formal court system into re-integrative programmes. Diversion gives adolescents a chance to avoid acquiring a criminal record, while at the same time the programmes aim to teach them to take responsibility for their actions and to avoid getting into trouble again (Bezuidenhout & Joubert, 2003).

The primary aims of the diversion programmes is to encourage an adolescent to be accountable for the harm caused by their actions(Bezuidenhout & Joubert, 2003). It promotes the reintegration of the adolescent or juvenile into the family and community(Bezuidenhout & Joubert, 2003). Diversion provides an opportunity for reparation and provides victims, witnesses and community affected by the harm an opportunity to express their views regarding the impact of such crime (Muntingh, 1999. Cited by Bezuidenhout & Joubert, 2003). The diversion programmes identify the underlying problems motivating the offender behaviour and prevent less serious offenders from acquiring a criminal record and being labelled as criminals as this may become a self-fulfilling prophecy (Bezuidenhout & Joubert, 2003). Furthermore, it provides educational and rehabilitative programmes for the benefit of all parties affected or concerned (Bezuidenhout & Joubert, 2003).

IX. CONCLUSION

The nature, causes and effects of school violence and juvenile delinquentby adolescent learners is a manifestation of various scientific, psychological and ecological factors which results in the barriers of learningCherry & Susman, 2020 and Mondal, n. d). Adolescence is a very delicate stage with scientific and biological implications of mental illnesses that can result in violent behaviour and juvenile delinquent on a learner(Perloff, 2016 & Gordon, 1935). The collaboration or partnership between the learners, schools, NGOs, community, experts, criminal justice system amongst others is important to prevent school violence and help the offenders, witnesses, victims and the community to pass this stage and to deal with the trauma(Ncontsa & Shumba, 2013 and Torres, 2020). The consequence of trauma can lead to more violence by either victims, witnesses and members of the community(CJ&CP, 2017; (De Wet, 2006; Prinsloo, 2008; Smit, 2007, cited by Ncontsa & Shumba, 2013). The role of parents is to pay full attention to adolescent learners and give all the support necessary(Allen & Waterman, 2019). Remedial intervention is necessary when a learner starts to show signs of violence and loss of attention, poor academic performance because they may resort to violence to divert attention (Mondal, n. d.).

X. RECOMMENDATIONS

The section 8.7 in this article that deals with the initiatives aimed at preventing learner violence in schools is literally the suggested measures. However, based on the findings, the following recommendations should also be implemented in order to reduce school violence:

- Immediate measures such as situational prevention in the schools are needed to limit weapons, drugs and alcohol on school grounds, as well as making schools generally safer.
- Schools should conduct awareness seminars and workshops on these forms of school violence. This should involve LEAs, Experts, NGOs and other relevant stakeholders.
- Learners should be encouraged to report any form of bullying, illegal activities and forms of crime in school and outside the school premises.
- In order to protect schools against gangsterism and vandalism, more trainedpersonnel (school safety officers and patrols) should be employed to monitor entrances and premises of the schools.
- When addressing school violence, it is important to focus not just on actual incidents of crime and violence but also the fear thereof and the impact this fear has on learner and educator well-being, school attendance, and the ability to teach and learn. Learners and educators should not only be free from crime and violence, but they should be free from the fear thereof (saferspaces, 2020).
- Most schools provide counselling only after the death of another learner and sometimes not to victims and witnesses of school violence. It is imperative for the affected learners or all learners seeking council to receive counselling in order to cope in class and in life.
- Schools and the criminal justice should consider the diversion programme option to ensure that juvenile delinquents and adolescent learners that offended and the affected parties should receive necessary help

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