

The perception of measures to reduce the push factors of juvenile crime in South African schools: A Case study of two schools

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Full Thesis submitted in fulfilment of the requirements for the degree

MA (Child and Family Studies) in the Department of Social Work,

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ABSTRACT

The African Charter on the Rights and Welfare of the Child (2000) emphasizes that all actions which pertain to children should be in their best interest and this includes the welfare of learners in schools. This study sought to explore the perception of measures to reduce the push factors of juvenile crime in two South African schools. A Social Learning Theory was employed as the theoretical lens for this study and a qualitative case study approach, which is explorative and descriptive in nature, was also used. An interview schedule was used to collect data focusing on in-depth interviews and focus group discussions with participants as well as key informants. Convenience sampling, which is a non-probability type of sampling that entails the selection of samples based on their convenience and accessibility was used given the sensitive aspect of this particular study, especially on the identification of research participants. A sample of seven focus groups consisting of seven participants was drawn from the entire population of two selected schools in order to have a minimum of 49 representatives from each school. Audio recordings and transcribed verbatim were analyzed by the researcher as data collection technique. A thematic analysis, which looks across all data to identify common issues and recurring themes, was used. This research sought to be ethically considerate, adhering to codes such as confidentiality, informed consent, voluntary participation and others. Findings indicate that five crimes (substance use, stealing, bullying, physical fights and gangster activity) identified as recurring themes during the general preliminary investigation of juvenile crimes were also identified as common crimes at the two selected schools. Another observation in this study was that school juvenile offenders are generally cognisant of push factors of juvenile crime in schools, but are less informed when it comes to assimilating push factors with measures to reduce juvenile crimes.

KEYWORDS

Gender based violence

Juvenile

Juvenile crime

Push factors

Social Learning Theory

Violence



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LIST OF ABBREVIATIONS

CCTV: Closed Circuit Television

HIV: Human Immuno-Deficiency Virus

ICTs: Information and Communications Technologies

IPA: Interpretative Phenomenological Analysis

MST: Multi-Systemic Therapy

SANCA: South African National Council for Alcoholism and Drug Dependence

SAPS: South African Police Services

SGBs: School Governing Body

UK: United Kingdom

UNCRC: United Nations Convention on the Rights of Children

UNODC: United Nations Office on Drugs and Crime

USA: United States of America



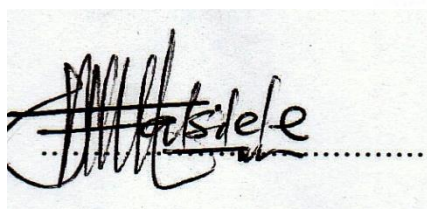
DECLARATION STATEMENT

I declare that the study entitled, “The perception of measures to reduce the push factors of juvenile crime in South African schools: A Case study of two schools,” is a result of my own research. All the sources used in this study, have been indicated and fully acknowledged by means of complete references.

Name: Justice Matsilele

Date: 08 November 2017

Signed:

A handwritten signature in black ink, appearing to read "Justice Matsilele", written over a dotted line.

DEDICATIONS

Every challenging work requires self-effort as well as support from those who have walked a similar road before and also those who take interest in your success

My humble effort I dedicate to my beautiful wife, daughter and twin brother

Sithandweyinkosi Matsilele;



Andzani Natasha Matsilele,

&

Trust Matsilele

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Whose affection, support and reassurance of day and night made me able to obtain this success and honour

Along with all hardworking and respected

Supervisors

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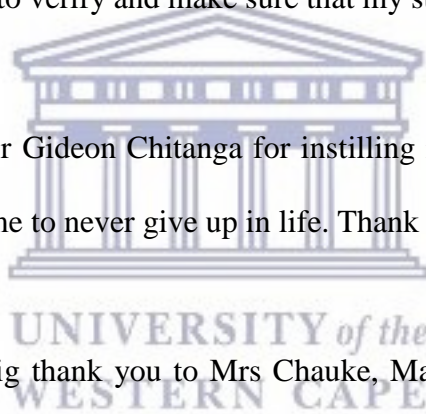


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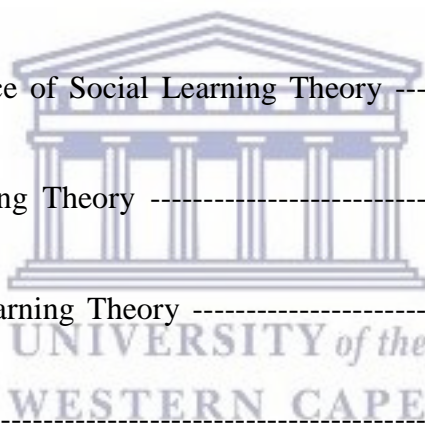
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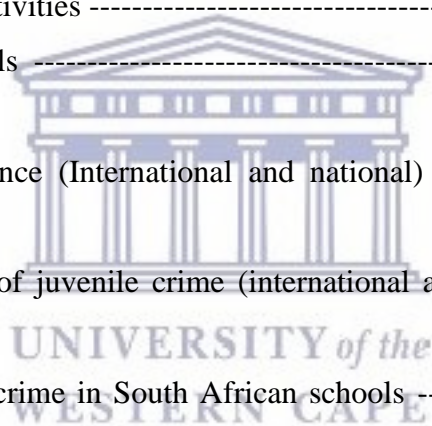


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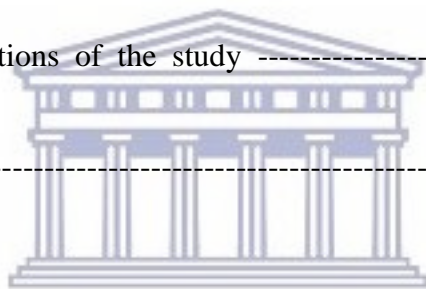
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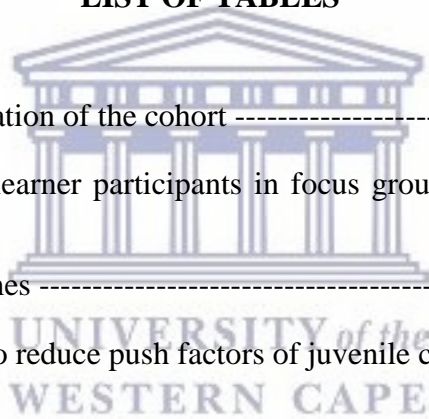
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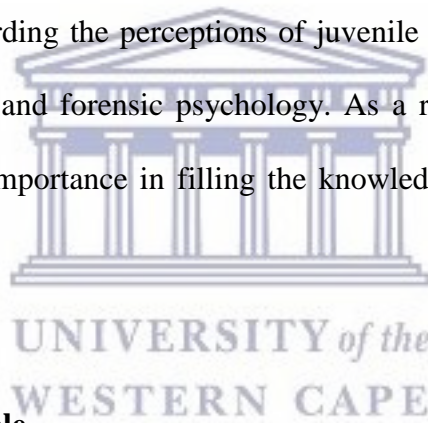


Chapter One

Introduction

1.1 Introduction

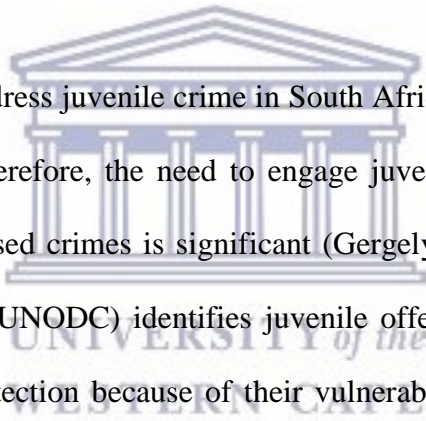
The present study sets out to look at the occurrence of juvenile crime from the perspective of the perpetrator and focuses specifically on those presently receiving rehabilitation while attending New Nation Secondary and Bosmont Primary schools in Gauteng, South Africa. The study investigates learners and key informants' perceptions regarding factors that push juveniles into the criminal economy. There is currently limited information in the field of child and family studies regarding the perceptions of juvenile delinquents, as opposed to in other fields like criminology and forensic psychology. As a result, contributions from this study will be of paramount importance in filling the knowledge gap and structuring social interventions.



1.2 Background and Rationale

According to Section 24 of the Constitution of South Africa (Act No. 108 of 1996), every person has the right to an environment that is safe and not harmful to one's health and well-being (Netshitahame & Van Vollenhoven, 2002). Prinsloo (2005) asserts that as a participant in the United Nations Convention on the Rights of Children (UNCRC), South Africa has a duty to defend the well-being of learners in schools. However, mounting levels of violence and crime in South Africa's primary and secondary schools continue to threaten safe schools, hence mitigating the need to conduct more sustained research in this area.

There is rising claim from media and research suggesting that juvenile crimes are on the rise in South African schools, therefore necessitating the need to conduct this particular research (De Wet, 2016; Mncube & Harber, 2013; Mtshali, 2013; Van der Merwe, 2015; Ward, Van der Merwe & Dawes, 2012). Newspaper articles and television reports, which are watchdogs for public interest barely give updates on the prevalence of juvenile crime, including school crimes (De Wet, 2016; Mtshali, 2013; Van der Merwe, 2015; Ward et al., 2012). With increasing cognisance of juvenile crime and its gripping effects, researchers and policymakers are compelled to continually formulate relevant measures to address this challenge (Mncube & Harber, 2013).



Existing measures to address juvenile crime in South African schools scarcely integrate the offender's perspective; therefore, the need to engage juvenile offenders in formulating measures to reduce school-based crimes is significant (Gergely, 2012). The United Nations Office on Drugs and Crime (UNODC) identifies juvenile offenders as “invisible children” who are often in need of protection because of their vulnerability at almost every level of society. To clarify this point, UNODC (2017, p. 1) notes that “on any given day, children in conflict with the law encounter violence, including from police and security forces, from adult detainees, from staff at detention centres and from their own peers, while some even attempt suicide”. And because juvenile offenders are susceptible to violence from every angle, it is difficult to integrate their perceptions on measures to reduce school juvenile crime for fear of exposing them to further victimisation. Having said this, Gergely (2012) suggests that youths are more likely to change if they participate in making decisions that concern their lives, compared to when decisions are made on their behalf by others who are not affected by it. To clarify this assumption, De Wet (2016, p. 9) points out that “many anti-

violence school policies failed, because they did not consider the unique vulnerabilities that affect marginalised populations”.

Several claims from media and research have alluded to the unremitting heights of juvenile crime in South Africa and other countries, making juvenile crime a global concern (Burton & Leoschut, 2013; Mtshali, 2013; Ntuli, 2015). Juvenile crimes have been identified in literature as crimes ranging from murder, gambling, drug use and commerce, rape, theft, assault, vandalism, gangster activity, robbery, and physical and cyberbullying (Adegoke, 2015; Iyengar, 2015; Mtshali, 2013; Ntuli, 2015; Zhang, Musu-Gillette & Oudekerk, 2016). According to Viswanathan (2013, p. 1) giving a perspective on juvenile crime in India, “between 2011 and 2012 alone, there was a massive increase in instances of rape by juveniles by nearly 300, which is almost as much as the increase in such cases over the entire previous decade”. It is important to note that the government of India passed a bill in 2015 to lower the law-breaking age to 16 due to the dreadful crimes such as murder and rape committed by juveniles (Iyengar, 2015). By lowering the juvenile delinquency age to 16, the government of India is able to take legal action against such children whenever they commit a crime, instead of having to treat them as minors. Zhang et al. (2016, p. 5), reporting on juvenile crime in the US, note that “in 2014, among students ages 12–18, there were about 850 100 non-fatal victimizations at school, which included 363 700 theft victimizations and 486 400 violent victimizations (simple assault and serious violent victimizations)”.

The dynamics of the push factors differ slightly depending on the country’s historic, political and economic legacies, which dictate the push factors of crime (De Wet, 2016; Mncube & Harber, 2013; Mtshali, 2013; Ntuli, 2015).

The Centre for Justice and Crime Prevention observes that

one in three primary schools, and two in three secondary [school] learners report [that] it is easy to get alcohol in their communities, while two in three secondary school learners think that access to a gun in their communities is easy. (2016, p. 1)

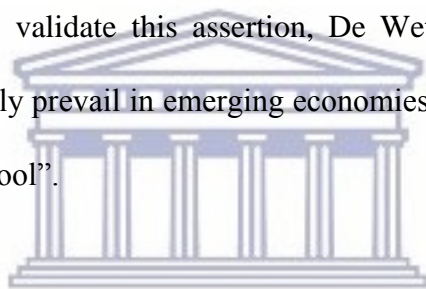
The reportedly easy access to guns (Matthews, *et al.*, 2008) and alcohol in communities can be a mitigating factor that aggravates crimes in South African schools, hence necessitating the implementation of tough regulations regarding the access to guns and alcohol amongst youths.

As a heterogeneous society with some of the highest inequality indicators in the world, the concept of safe schools in South Africa is relatively inconceivable especially when compared to countries like Norway, Denmark and Sweden with lower levels of inequality and high safe schools (Mncube and Harber, 2013). Regardless of such mitigating factors, Mncube and Harber (2013, p. 4) assert that the concept of safe schools can be conceivable, arguing that there are places in the world where kids feel safe. To validate this, Mncube and Harber (2013) indicate that a much smaller percentage of learners in South African schools – about 23% – reported that they felt safe while at school.

Ntuli's (2015) public opinion reports that 90% of South Africa's recorded school-based crimes were carried out by learners within school premises. In Ncontsa's (2013) view, South African learners are also guilty of committing a considerable number of crimes outside their schools' premises; however, this research will only focus on juvenile crimes that are committed within the school premises. In addition, Ntuli (2015) claims that several crimes

committed by learners are not reported because they are considered too insignificant to be regarded as crimes worthy of reporting.

Burton and Leoschut (2013, p. 1) suggest that “from children’s early years, schools are well placed to break patterns of violence and provide skills to communicate, to negotiate and support peaceful solutions to conflicts”. However, Burton and Leoschut’s assumption contradicts the reality of several South African schools that are still struggling to address long-embedded patterns of school violence such as gambling and gangster activities (Mtshali, 2013; Ntuli, 2015). The presence of long-embedded patterns of violence and crime in schools attest to the point that schools will not be as advantageous as they ought to be until safe schools become a reality. To validate this assertion, De Wet (2016, p. 9) maintains that “teaching and learning will only prevail in emerging economies if educators and learners feel safe inside and outside the school”.



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1.3 Theoretical Framework

The present study will employ Social Learning Theory as the basis for exploring perceptions of measures to reduce the push factors of juvenile crime in South African schools. Research puts forward that in Social Learning Theory behaviour is regulated by direct experience, as well as observations of consequences associated with direct experience (Inderbitzin, Gainey & Bates, 2013; Skinner & Fream, 1997). This study will explore focus group participants and key informants’ perceptions of measures to reduce the push factors of juvenile crime in South African schools, by delving into their world to understand their experience of crime in schools. With its focus on observational learning, this study will employ Social Learning Theory to help understand learners’ perceptions of measures to reduce push factors of juvenile crime in South African schools. Social Learning Theory observes that perceived

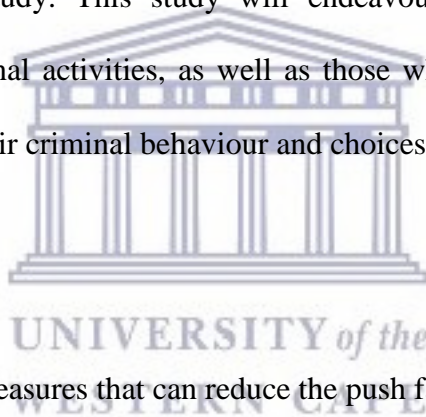
consequences of direct experience can either be informative, punitive or reinforcing; thus, using this theory will help the researcher obtain balanced perceptions to suggest measures to reduce push factors of juvenile crime in schools.

Bandura (1971) notes that children are constantly exposed to a number of role models such as parents, teachers, immediate localities, peers and TV personalities; therefore, their behaviour is shaped. In support of the above point, Skinner and Fream (1997, p. 498) put forward that “sources of imitation or modelling come primarily from salient social groups (parents, peers, and teachers) and other sources such as the media”. In this regard, Social Learning Theory will be appropriate in understanding children’s debut or juvenile involvement in school crimes, thus getting a better understanding of their perception of measures to reduce push factors of juvenile crime in schools. Social Learning Theory was also chosen for this study because it offers an in-depth explanation of how behaviour is learned; therefore, this theory will help in exploring how criminal behaviours are developed in schools. Skinner and Fream (1997) claim that Social Learning Theory is one of the theories widely used in deviance and crime; as a result, it will be appropriate in helping to explore the factors that push juveniles to commit school crimes.

1.4 Problem Statement

South African schools should aim to create a safe environment that allows learners to learn without fear of victimisation so that the standard of education in the country can improve. The process of learning should be mind- stimulating and captivating in order to divert the focus of juvenile offenders from offending to learning therefore reducing juvenile crime in schools. However, South African schools have become an arena of violence and intimidation;

hence making education less encouraging and less attractive to juveniles (Mncube & Harber, 2013). Research shows that juvenile crime in South African schools is rampant and continues to threaten the safety and well-being of learners (De Wet, 2016; Mncube & Harber, 2013; Mtshali, 2013; Van der Merwe, 2015; Ward et al., 2012). Mncube and Harber's (2013) research on the general dynamics of violence in South African schools aimed at inciting international dialogue on the plight of juvenile crime in schools, as well as creating awareness in order to address school violence at a larger scale. There is, however, limited literature on the perception of measures to reduce the push factors of juvenile crime in South African schools, especially from the perpetrator's point of view, which necessitates the need to conduct this particular study. This study will endeavour to get the perspective of delinquents engaged in criminal activities, as well as those who work with them, to better understand what motivates their criminal behaviour and choices.



1.5 Research Question

What are the perceptions of measures that can reduce the push factors of juvenile crime in South African schools?

1.6 Research Aim and Objectives

The aim of the research is to explore the perceptions of measures to reduce the push factors of juvenile crime in two South African schools.

Three objectives have been identified in this study, namely

- To explore factors that push juveniles into crime in South African schools;
- To explore the perceptions of juvenile involvement in crime in schools; and

- To explore the perception of measures that could reduce juvenile crime in schools in order to promote safe schools.

1.7 Research Methodology

This study uses qualitative research methodology to collect qualitative data that are used to answer the research question. Christensen, Johnson and Turner (2014, p. 383) define qualitative research as “the approach to empirical research that relies primarily on the collection of qualitative data (i.e. non-numerical data such as words, pictures, images)”. In addition, Christensen et al (2014) postulate that the qualitative research method provides a relevant way to explore the lives of individuals and groups, understand their world, and observe things from their point of view.

1.7.1. Research approach

This research uses a case study design, which is explorative and descriptive in nature, allowing participants to explore their truthful emotions and perceptions regarding the push factors of juvenile crime in South African schools (Cohen, Manion & Morrison, 2000). McMillan and Schumacher (2001, p. 398) state that “qualitative research uses case study approach meaning that the data analysis focuses on one phenomenon, which the researcher selects to understand in depth regardless of the number of sites or participants for the study”. In this study, the researcher seeks to explore perceptions of measures to reduce the push factors of juvenile crime in two selected schools with learners receiving support from rehabilitative programmes. According to Neuman (1997), a case study approach gives the researcher an opportunity to obtain first-hand information and simultaneously gain an intimate understanding of the lives of participants.

1.7.2. Population and sampling

Mbokane (2009) defines population as the entire group or elements with common characteristics. In this study, population refers to juvenile offenders of all races, genders and age groups from 11 to 18 years old who are attending Grades 6 to 12. The research setting for this study is two schools in Johannesburg, Gauteng: New Nation Secondary School and Bosmont Primary School. The two schools are situated in hostile neighbourhoods with relatively fair representation of population and race, hence making it possible to generalise findings to other contexts.

Sampling is the process of selecting units (e.g., people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen". Convenience sampling, a non-probability type of sampling that entails selecting samples based on convenience and accessibility was used (Neuman, 1997). Cohen et al. (2000) posit that one focus group is not enough for the researcher to make a solid conclusion about the outcome and to know whether the outcome is not solely decided by the behaviour of the group. Thus the researcher decided on having seven focus groups representing the two selected schools. Moreover, deciding on having no more than six to 12 people participate in each focus group enabled the researcher to easily manage them and to ensure unbiased outcome (Cohen et al., 2000).

From these focus groups, snowball sampling – a non-probability type of sampling that entails the identification and selection of samples based on the interconnectedness of the network – was used to get hold of learners who participate in juvenile delinquency (Neuman, 1997). Key informants that were interviewed were selected from the population consisting of juvenile offenders as well as the teaching and non-teaching staff. This sampling method was

appropriate in this study given the nature of information the study intended to acquire and also because there is no list of juvenile criminals that can be accessed.

1.7.3. Data-collection method

Elmusharaf (2012) states that data-collection techniques enable researchers to systematically collect information in relation to the object of study, which can be people, phenomena or even the settings of occurrence. Open-ended and semi-structured interview questions were used to conduct focus group discussions and in-depth interviews to gather data on perceptions of measures to reduce the push factors of juvenile crime in two South African schools.

Focus group discussions are summarised as interactions within a group of specifically chosen individuals who are raising their views pertaining to a specific topic supplied by the researcher (Cohen et al., 2000). Focus group participants from the two schools were selected by first extending the invitation to all so that those who were interested in participating could be included in the group. Focus group discussions were necessary to explore perceptions and to give participants a relaxed platform where new ideas could be generated. The proceedings of the focus group were recorded with permission from the participants and transcribed verbatim in order to be analysed by the researcher.

Boyce and Neale (2006, p. 5) remark that “in-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation”. The researcher also conducted in-depth interviews with at least 10 key informants – five from each school – in order to further explore their perceptions of measures to reduce

the push factors of juvenile crime in South African schools. Key informants were selected from educators and non-teaching staff in order to get an inclusive perspective of school juvenile delinquency. School principals from both schools, who also participated as key informants assisted the researcher from the onset of this study. The principals assisted in identifying educators and other non-teaching staff as potential participants in this study, based on their knowledge of the school. In-depth interviews were recorded and transcribed verbatim in order to be analysed by the researcher.

1.7.4. Data-analysis method

McMillan and Schumacher (2001) summarise the process of data analysis in qualitative research as the processes of organising, analysing and interpreting data. Thematic analysis is conducted by means of analysing themes that recurrently appear, providing a summary of all collected views and perceptions (Patton & Cochran, 2002). Significant themes were identified from each data set. Once all data sets were analysed a general analysis was conducted to identify the overarching themes. In other words, this was the process of coding, which McMillan and Schumacher (2001, p. 467) mention is the process of dividing data into parts by a classifications system. In classifying data, the researcher began by identifying predetermined categories and then added any newly discovered categories gained from the focus group discussions and in-depth interviews with key informants.

1.8 Significance

Increasing levels of violence in South Africa's primary and secondary schools continue to threaten safe schools and the well-being of learners, thus justifying the need to conduct more sustained research in this area to find solutions to this problem (De Wet, 2016; Mncube &

Harber, 2013; Mtshali, 2013; Ntuli, 2015; Van der Merwe, 2015; Ward et al., 2012). Exploring perceptions of measures to reduce the push factors of juvenile crime in South African schools could help discover new insights into the factors that fuel juvenile criminal activities from the vantage point of the perpetrator. Existing public and policymaker impressions and perceptions of school juvenile violence are based on isolated high-profile cases that are often unrelated when applied to high-risk schools where crimes are recurring (Burton & Leoschut, 2013). This study hopes to address the gap in knowledge of what perpetrators in South African schools see as the factors that push them to commit crimes as juveniles and what can be done to address this challenge.

1.9 Definitions of Keywords

Juvenile – A young person who is not yet old enough to be legally considered an adult. In South Africa, such a person would be under the age of 18 years (South Africa, 2005).

Juvenile crime – Participation in illegal activities by minors (juveniles, i.e. individuals younger than the statutory age of majority) (Shoemaker, 2013)

Push factors - Push factors are factors that compel a person, due to different reasons, to leave that place and go to some other place (Thet, 2014). Therefore, the application for this study it is seen as any negative elements or challenging factors that contribute or can contribute to learners participating in school juvenile crimes (e.g. poverty, peer pressure).

Social Learning Theory – A theory that assumes that people learn through the processes of observation, modelling and imitation (Bandura, 1971)

Violence – Aggressive behaviour where the actor or perpetrator uses his or her own body as an object (including a weapon) to inflict (relatively serious) injury or discomfort upon an individual (Moore, 2016).

1.10 Chapter Outline

Chapter One: Introduction and Background

Chapter One explores the background of this study, the rationale for conducting it, and its significance. It states the research problem, objectives, theoretical framework and the methodology, which includes population, sampling, data collection and data analysis. The chapter also provides an overall gist of what this study entails including the primary research question that the study is attempting to answer. Keywords are defined to avoid possible misinterpretations. Lastly, an outline of upcoming chapters is provided.

Chapter Two: Theoretical Framework

This chapter elaborates more on the Social Learning Theory, which underpins this study. The discussion starts with the origin of the theory, what is most important about the theory, and the relevance of this theory to this study. A meta application of this theory is employed to indicate the relevance of inclusion on the specific subject matter.

Chapter Three: Literature Review

This chapter discusses the reviewed literature by providing critical descriptions of previous research. It also provides an understanding of the context from which the issue of school juvenile crime emanated, as well as a justification for this particular study. Various approaches to comprehending the study, such as crime in South Africa, juvenile crime in South Africa and internationally, different types of juvenile crime and effects, juvenile crime in schools, push factors, and measures used to reduce crime locally and internationally are explored.

Chapter Four: Methodology

This chapter discusses the research approach and methodology used in the gathering of data for this study.

Chapter Five: Results

This chapter focuses on presenting the research findings, based on the data analysis that was used, with brief accounts of the focus group discussions and interviews.

Chapter Six: Discussion, Conclusion and Recommendations

This chapter presents the main conclusions of this research based on the objectives of the study and the primary research question: What are the perceptions of measures to reduce the push factors of juvenile crime in South African schools? It concludes with key recommendations based on the conclusions reached in this research.



Chapter Two

Theoretical Framework

2.1 Introduction

This chapter is centred on the theoretical foundations for the study on perceptions of measures to reduce the push factors of juvenile crime in South African schools. The review will begin by defining theory, followed by a contextualisation of the theoretical framework and a discussion of the origins and overview of Social Learning Theory, which is the selected theory for this study. Moreover, the chapter will highlight the importance of Social Learning Theory in this study and its significance in realising the study's purpose.

2.2 Theory Defined

McMillan and Schumacher (2001, p. 8) define theory as “a set of interrelated constructs and propositions that specify relations among variables to explain and predict phenomena”. According to Christensen et al (2014, p. 87), a theory is “a group of logically organized (deductively related) laws”. This study draws upon the work of Love (2001) who explains that theories are concepts or perspectives that guide the researcher purposefully and sometimes spontaneously in the development of a research study. This study will use the Social Learning Theory to guide a discussion on juvenile participation in crime economy, factors that fuel school juvenile crimes, and the offenders' perception of measures to reduce juvenile crime in schools. An overview of the Social Learning Theory, and how the theory guides this study in exploring perceptions of measures to reduce push factors of juvenile crime in South African schools, will be discussed shortly.

Social Learning Theory was selected to direct the researcher on what literature to use to support the study and simultaneously prevent the researcher from referring to his predetermined notions, which can distort research findings. Van Wyk (2011) posits that human beings will always have preconceived notions, which can distort the findings and interpretation in any research regardless of how little or well informed a researcher is about a phenomenon. As a result, employing Social Learning Theory in this study will prevent the researcher from meddling with the research process and findings thereof and also assist the researcher to conceptualise this study. According to Van Wyk (2011), a theoretical framework gives the reader an understanding of the researcher's perspective and the context in order to make sense of the entire study.



2.4 Origins and Overview of Social Learning Theory

Research shows that Social Learning Theory was introduced by Bandura and Walters in 1963 to address the issue of language acquisition, which theories such as Classical Conditioning and Operant Conditioning could not account for (Bandura & Walters, 1963). In contrast, Henderson (2015), arguing from a criminological point of view, suggests that Social Learning Theory was introduced by Burgess and Akers who first introduced this theory as Differential Association-Reinforcement Theory. This study will adopt Bandura and Walters' (1963) version of the origins and overview of Social Learning Theory, yet also consider other viewpoints on this theory to get a better understanding of it.

As previously mentioned, Bandura and Walters (1963) introduced Social Learning Theory to help explain the issue of language assimilation, which existing theories such as Stimulus-Response and other social learning models could not explain. As a result, Social Learning Theory helped to clarify the point that learning is a cognitive process, which

happens in a social context through the process of socialisation (Bandura & Walters, 1963). Akers (1998) highlights a key aspect of learning and socialisation by postulating that behaviour is regulated and influenced at different social levels such as by parents, peers and other relevant groups. Therefore, having an understanding of how behaviour is developed is important when attempting to explain how, and by whom, juvenile offenders in schools are influenced.

The claim that behaviour is inversely regulated and influenced at different levels is of particular significance in relation to the idea that learning happens in a social context. For instance, Akers (1998) suggests that the behaviour of juveniles is primarily determined and influenced by families during early childhood, but this outlook changes during teenage years. Schools, leisure and recreational peer groups subsequently become the primary voice of influence to teenagers who might at this stage not be interested in being influenced by their family. In his research on how parents influence deviant behaviour among adolescents, Carlson (2012, p. 47) observed that adolescents learn more from peers through affiliations than they learn from their families. To validate this claim, Bandura's (1977) Social Learning Theory suggests that human beings learn through interacting with significant others as they observe their patterns of behaviour, actions and outcomes.

In addition to Bandura's Social Learning Theory, Ewen (1980) advances that there are three aspects to the concept of motivation and these are external reinforcement, vicarious reinforcement, and self-reinforcement (Ewen, 1980). On the aspect of external reinforcement, research proposes that these are inducements in the environment, which can influence the probability of an action or response (Ewen, 1980). The second aspect, vicarious

reinforcement, refers to the aspect of learning by means of observing the rewards or punishments experienced by other people, as an alternative to learning by means of direct experience (Ewen, 1980). The third aspect of self-reinforcement refers to the controlling of consequences of certain behaviours, which can be self-approving or self-critical. Adding to this claim, research shows that individuals can embrace their performance standards, which they then use to monitor and evaluate themselves in order to see if they can repeat the behaviour (Bandura, 1971).

2.4.1. Learning by direct experience

According to Bandura (1977), learning can take place by means of direct experience, and this is the first element of social learning governed by the system of consequent determinants of behaviour. To underline this point, Bandura (1977) suggests that behaviour is determined and regulated by incentives, which can be approved by others. For instance, approval and admittance into deviant social groups can be an incentive, which can determine the behaviour of juvenile offenders. Individuals are inclined to internalise behaviours that make them obtain rewards and, on the other hand, avoid those patterns of behaviours that cause them to be reprimanded. To validate this claim, Stewart (2010, p. 17) notes that “the more rewarding one views the behaviour the more likely that person is to partake in it and repeat it in the future, thus it works both to create or dissuade, and maintain or desist behaviour”. Learning by direct experience is, however, regarded the slowest way of learning compared to learning through observing the experiences of others (Bandura, 1977).

2.4.2. Observational learning

Observational learning involves two symbolic systems that influence human imagination through invoking the power to envision things as well as verbally decipher the observed events (Bandura, 1971). To clarify this viewpoint, McLeod (2011, p. 1) states that “a person learns by observing the consequences of another person’s (i.e. models) behaviour e.g. a younger sister observing an older sister being rewarded for a particular behaviour is more likely to repeat that behaviour herself”. While researching the relationship between childhood exposure to substance use and substance use as an adult, Herbert (2015) used Social Learning Theory to explain that beliefs, values, and parental and peer influences are associated with drug use. In addition, Herbert (2015) found that several youths who engage in deviant behaviour, such as drug use, have observed their parents take drugs, while others had drugs at their disposal. Bandura’s (1971) construct of observational learning ties in with Lee, Akers and Borg’s (2004), concept of social structures, which maintains that family, peers and co-workers prompt or regulate delinquency.

To further highlight the aspect of observational learning, Bandura (1977, p. 22) observes that learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action.

According to McLeod (2011), after observing certain events or behaviours, imitation does not occur automatically; instead, there is a consideration phase that should occur, which is known as mediational processes. There are different component processes of mediation, which can

happen before behavioural imitation takes place, and they are: attention, retention, reproduction and motivation.

(i) Attention

Research indicates that observers have to imitate the behaviour and actions of a model, making sure that they eliminate all possible hindrances that can distract their complete attention (Bandura, 1971; McLeod, 2011). Additionally, the extent to which one is exposed to a certain behaviour and action determines whether one will be able to assimilate and imitate it in one's own life (Bandura, 1971). In addition, people acquire or replicate the characteristics of a model when they can attend to, recognise and distinguish the unique features of the model (Bandura, 1969).

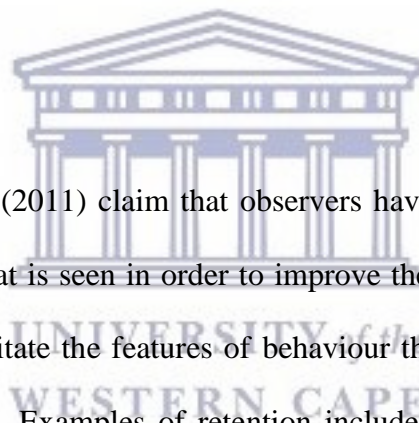
(ii) Retention

Bandura (1971) and McLeod (2011) claim that observers have to remember the features of the role models' behaviour that is seen in order to improve their retention capacity. In other words, observers can only imitate the features of behaviour that they have paid attention to and retained in their memory. Examples of retention include mental images and symbolic coding (McLeod, 2011).

(iii) Reproduction

The mediational process of reproduction involves the observer's capacity to replicate the behaviour as demonstrated by the model (Bandura, 1971). Observers ever so often want to imitate the behaviour of their role models; however, this is not always possible because of a number of limitations. Sometimes observers fail to imitate their role models because they lack the intellectual or perceptual prowess that the role model might possess.

(iv) Motivation



Behaviour can be driven by the concept of rewards or punishment and people are most likely to repeat certain behaviour when they are rewarded, whereas if there is punishment involved, they will most probably desist from repeating the action. To clarify this point, McLeod explains that

if the perceived rewards outweighs the perceived costs (if there are any) then the behaviour will be more likely to be imitated by the observer. If the vicarious reinforcement is not seen to be important enough to the observer, then they will not imitate the behaviour. (2011, p. 2)

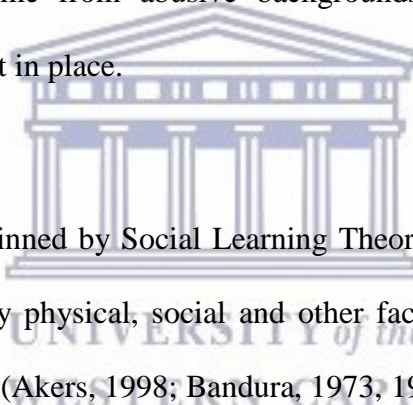
2.4.3 Imitation

Imitation is a second construct of Social Learning Theory and entails the integration of acquired behaviour, which can either be positive or negative. Smith and Berge (2009) suggest that imitation often occurs when people observe qualities that are worth assimilating. McLeod (2011) highlighted that people imitate the behaviour observed in others when they are interested in the attached rewards and they are most likely to behave in a like manner in order to receive the same rewards. In contrast, negative behaviour such as drug abuse, cyberbullying, robbery and others can also be observed and imitated; however, observers may not be interested in the associated consequences. Smith and Berge (2009, p. 441) add that “if students observe undesirable behaviour it has the potential to be repeated”.

2.4.4. Behaviour modelling

A third key component of Social Learning Theory is behaviour modelling, which entails that participants can integrate observed and imitated behaviour and actions, whether positive or negative, and then live according to their perceived understanding (Bandura, 1971; Smith & Berge, 2009). Juveniles can integrate negative or positive behaviour learnt from their peers in

schools and develop their own unique behavioural patterns. Besides observing behaviour from prominent sources, children are very keen to model their behaviour from people they can relate to. These can be people closer to them such as parents or peers of the same age or sexual category (McLeod, 2011). According to a report on school-based violence (South African Council of Educators [SACE], 2011), children that are exposed to interpersonal violence at home, such as people beating, punching and attacking each other with weapons, are more likely to assimilate such spiteful behaviour in schools. Such children can turn out to be victims or perpetrators of interpersonal violence as adults. By applying the Social Learning Theory construct of behaviour modelling in this study, possible future behavioural patterns of children who come from abusive backgrounds can be detected early and preventive measures can be put in place.



Several studies underpinned by Social Learning Theory claim that human behaviour is provoked and influenced by physical, social and other factors that relate to the settings where the affected people live (Akers, 1998; Bandura, 1973, 1977). Stewart (2010) employed Social Learning Theory to understand underage drinking, black market associations, substance use, and deviance, and established that peer pressure is the most influential factor. Stewart's observation that peer pressure is the most influential factor tie in with the objectives of this study, which is to explore factors that push juveniles toward crime in South African schools. Among others, factors that push juveniles into school-based crime are the influence of peer pressure, drug use, cyberbullying and other related crimes.

2.5 Importance and Relevance of Social Learning Theory

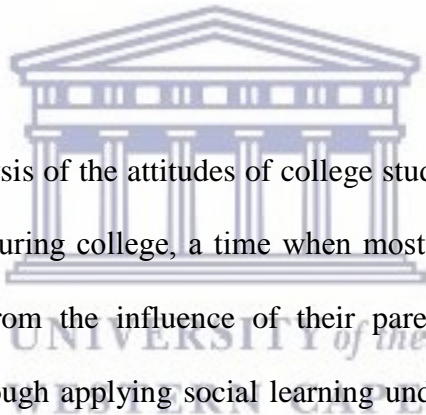
Bandura's (1971) Social Learning Theory is an important theory that can help to explain people's perceptions of the measures that are taken to reduce any push factors of juvenile crimes in South African schools. Social Learning Theory was selected because it addresses the issues of behaviour assimilation, modelling and imitation (McLeod, 2011), which are important components in understanding juvenile offenders' influence and involvement in school crimes. Even at school, learners reproduce certain behavioural patterns, attitudes and emotional reactions acquired from home, in communities and from the mass media. As a result, the behaviours and attitudes picked up and reproduced have an implication on their perceptions of measures to reduce push factors of juvenile crimes in schools.

Mounting levels of crime and violence in South African schools, as highlighted in the rest of this study, interrupt the learning process and simultaneously upset academic performance. Recapping the previous claim, Bowen and Bowen (1999, p. 322) state that "it is intuitively obvious and consistent with an ecological perspective that crime and violence in settings in which youth live and attend school pose a poor context for academic involvement and performance". Therefore, employing Social Learning Theory in this context will be significant in exploring juvenile involvement in crime within schools, the factors that push juveniles into school-based crimes, and any measures taken to reduce juvenile crime in schools.

2.6 Analysing Social Learning Theory

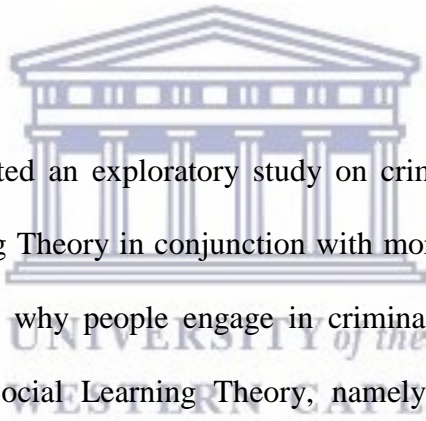
In seeking to understand the attitude of college students towards police in the USA, McLean (2012) referred to the principles of Social Learning Theory and observed the aspect of symbolic interaction as vital in behaviour assimilation. He notes that "one learns criminal behaviour in a process of symbolic interaction with others, mainly those in primary groups,

who present the person with both criminal and anti-criminal patterns, techniques, motivations, and definitional stances toward the legal norms” (McLean, 2012, p. 3). By applying the same principles in this study, criminal tendencies, patterns, techniques and motivations among learners in schools can be observed and assimilated through the process of symbolic interaction among learners. In the same way, anti-criminal tendencies, patterns, techniques and motivations – which can help reduce juvenile crime in schools – can also be assimilated during the process of symbolic interaction with peers and significant groups such as parents. While observing the same viewpoint, Akers (1998) suggests that close personal groups such as families and friends motivate deviant behavioural conduct such as drug abuse and bullying.



In addition to his analysis of the attitudes of college students towards police, McLean (2012, p. 8) perceived that “during college, a time when most individuals begin to become independent and separated from the influence of their parents, peers have the greatest influence on behaviour”. Through applying social learning underpinnings, the current study can come to a comparable argument regarding primary and secondary school learners who disjoin themselves from the influence of parents during school hours: They are most likely to be influenced into delinquent behaviour by their peers. Peers have the capacity to sway behaviour in any direction, either positively by encouraging hard work to improve academically, or negatively by influencing criminal actions. According to Bandura’s Social Learning Theory, children’s behaviour is mostly influenced by the people around them, especially the ones whom they can relate to such as peers of the same age and sex (Bandura, 1969, 1973).

Some researches claim that criminal tendencies are reinforced when individuals begin to notice that the benefits of engaging in crime outweigh the associated punishment of engaging in criminal activities (Akers, 1998, 2006; McLean, 2012). Herbert (2015, p. 17) notes that “individuals will exhibit modelled behaviour if it results in positive outcomes than if it is punishing effects”. Employing the same concept in this study, the current research assumes that juvenile crime is increasing in South African schools because offenders have been registering more positive outcomes than negative effects. Suggested measures to reduce juvenile crime and violence in South African schools should promote the benefits of not engaging in juvenile crime and at the same time emphasise the punishment of engaging in juvenile crime.



Rogers (2001) conducted an exploratory study on criminal computer behaviour by employing the Social Learning Theory in conjunction with moral disengagement analysis to try to understand the reasons why people engage in criminal behaviours. The researcher identified two concepts of Social Learning Theory, namely differential association and imitation. A sociological theory of differential association, borrowed from Sutherland (1947), entails that intimate personal groups such as peers and family play a vital role in influencing behaviour (Rogers, 2001). In addition, Rogers (2001) identified the four dimensions of association, which are: frequency, duration, intensity and priority. For instance, in terms of the dimensions of frequency and duration, the regularity of association and the length of time people associate have a bearing on how individuals are inclined to perform certain behaviours. Applying the concept of differential association in his study, Rogers (2001, p. 18) observed that people participate in criminal computer behaviour when:

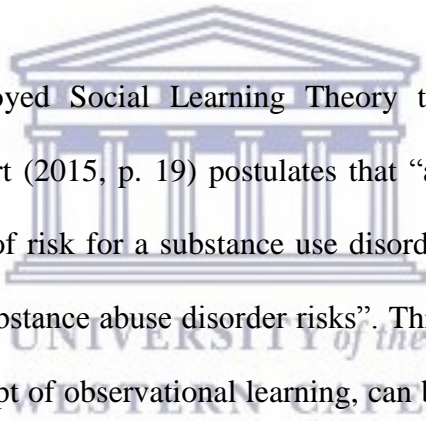
1. They differentially associate with others who commit, model, and support violations of social and legal norms.
2. The violent behaviour is differentially reinforced over behaviour in conformity to the norm.
3. They are more exposed to and observe more deviant models than conforming models.
4. Their own learned definitions are favourable toward committing deviant acts.

Fisk (2006) state that Social Learning Theory, as a model for illegitimate peer-to-peer use and the effects of implementing a legal music downloading service on peer-to-peer music piracy, highlights significant social learning concepts. The study emphasised observational learning and imitation as constructs of Social Learning Theory that are useful in explaining the aggravating factors of intellectual property crimes. Fisk (2006, p. 53) accentuates that

the more often students observe illegal P2P [peer-to-peer] behaviour, the more likely they are to engage in it themselves. The less they perceive illegal P2P behaviour to be wrong, the more likely they are to engage in it themselves. The less they perceive that they will be caught, the more likely they are to engage in illegal P2P behaviour.

Fisk's (2006) analysis of Social Learning Theory is relevant in helping to explain how the duration of exposure to juvenile crimes in schools can intensify school juvenile crimes. Early debut and exposure to school juvenile crimes can indicate that juvenile offenders will engage in crimes for a longer period of time and thus make it difficult to reduce juvenile crime.

The significance of imitation, as a concept to understand how illegitimate behaviour is quickly learned, was underlined in Fisk's study (2006). To shed light on this issue, Fisk (2006) emphasises that imitation of illegal behaviour such as illegitimate peer-to-peer music, movie and software downloading happens so quickly and results in a larger user base (Fisk, 2006). In addition, Fisk (2006) suggests that the more students observe their peers engaging in illicit peer-to-peer downloading of music and movies, given the extensive internet access, the more they are likely to imitate them. The current study can also use the social learning concept of imitation to understand that if more learners are involved in school juvenile crimes, chances are very high that more learners will observe and imitate school juvenile crimes.



Herbert (2015) employed Social Learning Theory to underline the concept of observational learning. Herbert (2015, p. 19) postulates that “a family history of substance abuse disorder is a predictor of risk for a substance use disorder in offspring and parenting factors have been linked to substance abuse disorder risks”. This analysis of Social Learning Theory, specifically the concept of observational learning, can be applied in detecting school juvenile crimes by observing the current traits of parents, for instance, their drug use and drug commerce.

In addition, understanding social structures, which are a set of arranged associations and patterns of established relations within a community, can be relevant in exploring juvenile participation in crimes (Akers, 1998; Lee et al., 2004). Akers (1998), underlines that “various dimensions of social structure provide the general context that increases or decreases the probability of crime and account for variations in group, community, or societal rates of

crime and deviance”. In addition to the concept of “social structures”, Lee et al. (2004, p. 18) identify four levels under which social structures can be theorised:

Structural correlates of crime indicating differential social organisation

Lee et al. (2004) claim that factors such as population density, composition, size and racial distribution play a huge role in influencing crime and deviance. In highly populated areas such as shantytowns, or *mjondolos* as described in South African terms, crime levels are very high compared to less populated areas (Lee et al., 2004).

Sociodemographic and socio-economic correlates of crime indicating differential location in the social structure

Lee et al. (2004) advance that attributed or attained characteristics such as one’s economic status and age have a role to play in prompting or reducing crime.

Theoretically defined criminogenic aspects of the social structure, such as social disorganisation

There are various concepts found in theories of crime and deviance, such as the aspect of social disorganisation, which helps to explain the rate, probability and variation of crime (Lee et al., 2004). This study will employ Social Learning Theory to try to understand the social disorganisation aspect of juvenile crime in schools. For instance, communities that are not well organised or not proactive in terms of curbing gang activities will always be exposed to an array of crimes such as drug use, drug commerce and bullying, which have the probability of spilling over into nearby schools.

Differential social location in primary, secondary and reference groups

This dimension of differential social location in primary, secondary and reference groups shows that social groups such as peers, family, workmates and others play a significant role in regulating or encouraging nonconformity. For instance, juvenile offenders in schools have

the propensity to encourage nonconformity among their peers, thus aggravating juvenile crime in schools. In support of this notion Herbert (2015, p. 17) states that “according to Social Learning Theory children model the behaviour of others in their social environment, particularly their immediate family”.

As highlighted by Lee et al. (2004), the different dimensions of social structures help to understand the general settings that aggravate or decrease the possibility and frequency of crime. These viewpoints are necessary for this study to recognise factors that fuel juvenile crime in South African schools, as well as to explore perceptions of measures to reduce push factors of juvenile crime. For instance, the socio-economic and structural correlates of crime, such as financial status, population density and racial distribution, play a formative role in aggravating school juvenile crimes. Additionally, the four dimensions of social structures (Lee et al., 2004) help to clarify the problem statement and answer the research question.

2.7 Limitations of Social Learning Theory

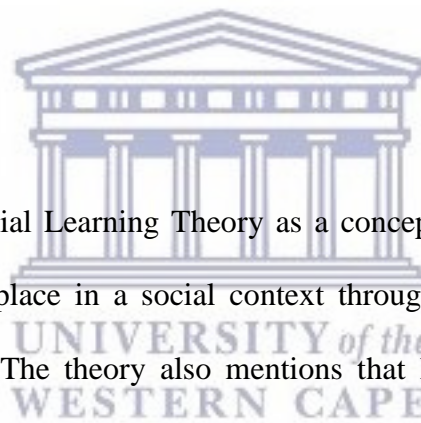
Several studies suggest that Social Learning Theory does not provide the motivation as to why a child would display the same behaviour in the absence of a role model. In light of this particular study, Social Learning Theory does not provide a motivation as to why juvenile offenders would perform the recommended behaviour when role models such as parents and teachers are absent. It is important to note that the theory does not attempt to explain why not all people are delinquent; it only explains delinquency rates in certain environments.

Research further asserts that it is difficult to test Social Learning Theory in an experimental way given the need to ethically consider all codes of conduct when dealing with

children (Herbert, 2015). For instance, children ought to be protected from participating in certain behaviours that might expose them to psychological and physical harm. In terms of this study, learners in schools cannot be exposed to experiments involving drug use or drug commerce as means to ascertain measures that can reduce school juvenile crimes, since this can result in psychological or physical harm. Consequently, the systematic or scientific credibility of a Social Learning Theory can be difficult to test in a practical way. The next chapter focuses on the literature review, providing critical descriptions of extant research, an understanding of the context from which the issue of school juvenile crime emanated, and the rationale for this particular study.

2.8 Chapter Summary

This chapter summarised Social Learning Theory as a concept that describes learning as a cognitive process that takes place in a social context through the process of socialisation (Bandura & Walters, 1963). The theory also mentions that learning happens by different means such as through direct experience, through observing and imitating the behaviour of others, as well as through behaviour modelling (Bandura, 1971; Smith & Berge, 2009; McLeod, 2011; Stewart, 2010). Social Learning Theory also proposes that human behaviour is triggered and influenced by the physical, social, environmental and other factors that relate to the settings in which the affected people exist (Akers, 1998; Bandura, 1973, 1977).



Chapter Three

Literature Review

3.1 Introduction

Studies have been conducted in South Africa and across the globe on the dynamics of school juvenile crime and violence, across disciplines such as criminology and forensic psychology; however, there is still very limited information available in the field of child and family studies (Moore, 2011; Richards, 2011). This chapter provides critical descriptions of the available literature on school juvenile crimes in an attempt to understand the context and rationale for the study. Some background information on and insights into crime in South Africa, juvenile crime in South Africa and internationally, occurrence and effects of juvenile crime nationally and internationally, push factors of juvenile crime in South African schools, and measures to reduce juvenile crime locally as well as internationally are explored. This review will not attempt to explore perceptions of measures to reduce pull factors of juvenile crime in South African schools, regardless of how pull factors can conceivably influence school juvenile crimes. This study is limited to a school setting, however, keeping in mind the socio-political and economic factors that play a role in influencing schools' juvenile delinquency.

Fink (2009, p. 1) defines a literature review as a “process of reading, analysing, evaluating, and summarising scholarly materials about a specific topic”. In addition, Rowley and Slack (2004) posit that the process of literature review is significant in categorising data to which the current research seeks to contribute, while at the same time finding the perspective in that literature. For this study, a literature review will be conducted to provide a

summary of already available data on the dynamics of school-based juvenile crimes. The study will also identify literature to which this research will make a contribution, as well as contextualise the research within the subject of juvenile crime in schools.

Regarding the general dynamics of violence and crime in South Africa, which entails exploring reasons behind the frequency of school crimes and what could be done to improve the situation, various researchers have done much groundwork (Clark, 2012; Mncube & Harber, 2013; Mncube & Madikizela-Madiya, 2014; Ncontsa & Shumba, 2013). Prior research was significant in introducing national debates and raising awareness on school safety, as well as inspiring the need for education among youths. As highlighted in the preceding chapter, studies claim that juvenile offenders are generally excluded in the process of formulating relevant measures to reduce juvenile crime in schools. The United Nations Office on Drugs and Crime (UNODC, 2017) suggests that juvenile offenders are regarded as an invisible group and that this has ensured their protection against countless social structures such as the community, police, inmates and others. Because juvenile offenders are an unnoticeable group of people, they are hard to reach, which means their views in any platform can be difficult to access unless this gap is bridged.

Previously conducted studies were helpful in providing information on tendencies of crime in South African schools, such as understanding the different types of trending crime. Nevertheless, of particular concern is the point that very little information is available on national statistics regarding juvenile crime in South Africa (De Wet, 2016; Mncube & Harber, 2013; Mtshali, 2013; Ncontsa & Shumba, 2013).

3.2 Crime in South Africa

The dynamics that concern crime in South Africa are unique and relate to the country's historic, political and economic legacies, which dictate the push factors of crime (Mncube & Harber, 2013; SACE, 2011; Statistics South Africa, 2016). Mncube and Harber (2016) posit that crime and violence in South Africa are aggravated by the majority of people's lack of confidence in the criminal justice system and by being sceptical of how the system operates. Crime in South Africa generally assumes different forms such as murder, gambling, cybercrimes, assault, drug use, drug commerce, hate crimes, robbery, sexual offences and vehicle hijackings (Clark, 2012; Africa Check, 2016). Some of these are now briefly discussed:

3.2.1 Murder

Looking at the trends of murder over a ten year period (2006- 2016), SAPS statistics reveal that 19 106 people were murdered in 2006/7 and with much efforts curbing murder, numbers decreased to 15 554 in 2011/12. However, the 2015/16 statistics shows an upward trend with murder statistics at 18 673, a 4.9% increase from the 2014/15 figures (Crime Statistics- SAPS, 2016:19).

3.2.2 Sexual offences

Sexual offences, which include rape crimes and sexual assault, are a common occurrence in South Africa; however there is a steady decrease (Crime Statistics- SAPS, 2016). Research shows that 51 895 cases of sexual offenses were reported in 2015/16, a 3.2% decrease from the previous financial year 2014/15 (Crime Statistics- SAPS, 2016). The Institute for Security Studies (2015), reporting on assault and sexual offences, found that police figures with

respect to rape crimes are not always an accurate representation, given that only one in 13 rape cases are reported.

3.2.3 Common assault

Several studies claim that police statistics of common assault cases are generally unreliable because not all cases of this nature are reported (The Centre for the Study of Violence and Reconciliation, 2007; The Institute for Security Studies, 2015). Despite this fact, Africa Check (2016, p. 1) reports that “in 2015/16, 164 958 common assaults were recorded. The assault rate increased from 298.2 [per 100 000] in 2014/15 to 299.9 [per 100 000] in 2015/16 – meaning nearly 300 common assaults were recorded per 100 000 people in the country”.

3.2.4 Robbery

Cases of robbery, such as theft, burglary, break-ins, mugging, stealing, shoplifting and pilfering, are a common occurrence in South Africa with everyday reports validating this assertion (Crime Statistics- SAPS, 2016; The Centre for the Study of Violence and Reconciliation, 2007). Robbery with aggravating circumstances represents a different form of commonly occurring crime in South Africa, with cases in Gauteng constituting about 33% of aggravated robbery crimes (The Centre for the Study of Violence and Reconciliation, 2007).

3.2.5 Vehicle hijackings

Another form of crime in South Africa that is reportedly on the rise is vehicle hijackings, which are often carried out by organised syndicates. A ten year trend of vehicle hijackings (2006/7- 2015/16) reveals that cases of vehicle hijacking are increasing, with a notable 14.3% increase from the financial year 2014/15 (Crime Statistics- SAPS, 2016). The national and provincial crime statistics regarding vehicle hijackings according to the Africa Check’s

public perception reports that during the year 2015/16, 50% of vehicle hijacking-related crimes were reported in Gauteng (Africa Check, 2016).

3.2.6 Hate crimes

Nel and Judge (2008) state that hate crimes, gender stereotyping and antagonism are all forms of crime that are on the rise in South Africa. More than a few incidences of online hate speech from Facebook and Twitter users have sparked national attention; therefore, it calls for the need to table a bill that can regard hate speech a statutory criminal offence (South Africa, 2016). Of equal importance is the idea that, like robbery, hate crimes affect people differently. In South Africa, hate crime is mainly orchestrated by racial and gender discrimination, sexual orientation, HIV status and (South Africa, 2016).

3.3 Juvenile Crime in South Africa and Internationally

Research shows that juvenile crime is on the increase around the world and countries like India and the United States have registered different forms of these crimes ranging from robbery, murder, rape, acid attacks and the possession of dangerous weapons (Sahmey, 2013; Zhang, Musu-Gillette & Ouderkerk, 2016: iii).

Juvenile crime rates can be fuelled by several factors such as keenness of the police to convict juvenile offenders, the banning of caning in schools, family disintegration, poverty, and inequality (Adegoke, 2015; Duell, 2011; Kaminer, Du Plessis, Hardy, & Benjamin, 2013). Research on juvenile crime in the USA revealed that the keenness of law enforcement officers to arrest juvenile offenders resulted in aggravated reported juvenile crimes (Duell,

2011). Nevertheless, the eagerness of law enforcement officers to arrest juvenile perpetrators cannot be a proper point of reference as to whether juvenile crime is increasing or not.

Further studies on juvenile crime reveal that factors such as family breakdown, inequality, and poverty contribute to the rising levels of juvenile crime in countries such as South Africa, Zimbabwe and Nigeria (Adegoke, 2015; Mswazie, 2015). “International research consistently demonstrates that societies with high levels of inequality tend to have high levels of violence indicating that inequality is a key driver of violence” (The Centre for the Study of Violence and Reconciliation, 2010, p. 3).

The Child Rights Information Network (2011) revealed that juvenile offence is a heavily punishable offence in Iran and children can receive harsh sentences such as corporal punishment or even death. There is no separate juvenile justice law in Iran, which is why the Islamic Penal Code 2013 is responsible for sentencing juvenile offenders for different offences such as theft, murder and civil unrest (Child Rights Information Network, 2011). Regardless of this widely condemned conduct and the manner in which juvenile crime is heavily punished in Iran, the prevalence of juvenile crime in the country is still relatively high (Child Rights Information Network, 2011). According to Nayyeri,

the problem that arises in the Islamic Republic of Iran, and perhaps with other Islamic states, is the contradiction between, on the one hand, the internationally accepted notion of “child” and age of criminal responsibility and, on the other hand, the age of maturity under Islamic Shari’a (Islamic law based on the Koran) [religious law]. (2012, p. 1)

For instance, according to the Convention on the Rights of the Child and the Beijing Rules (United Nations Standard Minimum Rules for the Administration of Juvenile Justice), anybody who is below the age of 18 is considered a child and cannot be regarded criminally

responsible. On the other hand, the Islamic perspective according to the Shari'a laws regarded girls who were 8 years and 9 months old and boys of 14 years and 7 months old as mature and criminally responsible (Nayyeri, 2012). Additionally, "the new Penal Code has addressed this flaw and given this matter a separate article. Article 147 of the new IPC fixes the age of 9 lunar years for girls and 15 lunar years for boys as the age of maturity" (Nayyeri, 2015).

A particular study on juvenile crime in Austria and Sweden reports that there is a steady increase in violent delinquent behaviour among juveniles in schools, such as theft, car break-ins and robbery (Potkanski, 2011). According to Potkanski (2011), social background, including family and group dynamics at school are responsible for increasing levels of school violence in Austria and Sweden. Regardless of different juvenile crime settings in countries researched, common aspects such as social background, family and group dynamics within schools have been identified as factors escalating juvenile crimes. However, this finding is in contrast to Von Hofer, Lappi-Seppälä and Westfeldt's (2012) findings that there is a decrease in all juvenile crimes in the Nordic countries, which include Denmark, Norway and Sweden. Kivivuori and Bernburg (2011) also researched juvenile delinquency in the Nordic countries and found that juvenile crime has decreased due to a heightened surveillance society and anti-crime attitudes among the youths.

Several studies report that non-functional families and violent neighbourhoods in South Africa are two of the underlying causes of youth violence (Mncedisi, Maphalala & Mabunda, 2014; Mncube & Madikizela-Madiya, 2014; Ntshangase, 2015; Potkanski, 2011; Ward et al., 2012). For instance, Ward et al. commented:

We are concerned that too many South African children are growing up in dysfunctional families, poorly performing schools and violent neighbourhoods – and [...] unless we address these problems we will raise another generation of children who do not know any other way to solve a problem than to resort to violence. (2012, p. 1)

Tyson and Stones (2002), researching South African adolescents' explanations for juvenile delinquency, observed that youth crime is a multi-determined phenomenon; however, the issues of cultural differences and demographic characteristics stood out. Underlining the aspect of demographic characteristics, researchers observed that friends and peer pressure are the highest causes of juvenile crime (Tyson & Stones, 2002). Friends can easily sway each other into juvenile crime because they can relate to and influence each other at various levels of significance such as peers, classmates, and youths undergoing similar challenges.

Pelser (2008, p. 2) notes that the nature and scale of juvenile crime in South Africa distinguish it from juvenile crime in other countries: “Young people aged 12–22, are generally victimised at twice the adult rate, and at rates even higher for violent crimes”. In support, Breetzke (2010) suggests that the nature of juvenile crime in South Africa is generally a result of gang activity, loss of parents, or parents’ lack of interest in nurturing their children. To validate this claim, some studies observe that gangster activity aggravates crime and violence in schools and the Western Cape was singled out because of many violent gangster activities prevalent in the province (Mncedisi, Maphalala & Mabunda, 2014; Mncube & Madikizela-Madiya, 2014). To further illustrate this point, research observes that early debut into gang activities by young learners expose them to more victimisation and participation in delinquent behaviours than non-gang members (Mayer & Furlong, 2010). In addition, Burton (2008, p. 1) adds that “experience and exposure to violence in any

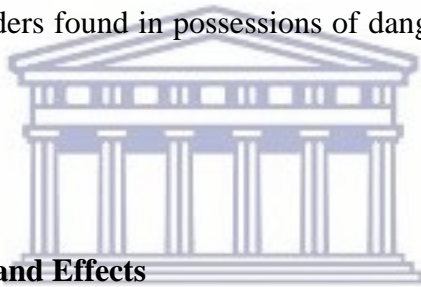
environment at a young age increases the risk of later victimisation, as well as of engaging in antisocial behaviour later in life”.

Pelser (2008) perceives that the development and replication of a culture of violence have become the usual way of living in South Africa. Ntshangase (2015) advances this viewpoint by commenting that in terms of the culture of crime and violence, the youths of today are experiencing the same pain as experienced by the youths during the Apartheid era. Institutions of informal authority such as families and schools have purportedly lost relevance in exposing and modelling the behaviour that can help to reduce the replication of a culture of crime and violence (Pelser, 2008). Ntshangase (2015) also points out that, youths are repeatedly exposed to crime and violence in all their spheres of socialisation and so develop a culture of crime and violence that is multifaceted and difficult to address. To support this, Clark (2012) posits that young people’s experience of direct violence in their schools, homes and communities result in high levels of violence in schools. Kaminer, Du Plessis, Hardy and Benjamin (2013) also identified polyvictimisation, which is the experience of multiple victimizations such as bullying, physical abuse and exposure to family violence by youths as the cause of juvenile crime in South African schools.

The South African Council of Educators’ report on crime standings in the world, with particular focus on school-based violence and crimes in general, established that South Africa is ranked second in the world after Jamaica (Ntuli, 2015). Ntuli’s (2015) public perception on this matter points out that interviewed learners in a study conducted in the Western Cape disclosed that it is easy to bring weapons onto the school premises. The presence of weapons in schools makes committing a crime easier and so instils fear in both learners and educators (Ntuli, 2015). In addition, Dinkes, Forrest Cataldi, Kena and Baum (2016, p. 42) suggest that

“the presence of weapons at school may interfere with teaching and learning by creating an intimidating and threatening atmosphere”.

There is a conundrum in relation to provisions made in the Dangerous Weapons Act 15 of 2013 (South Africa, 2014) regarding the current state of crime and violence in South African schools. The Dangerous Weapons Act 15 of 2013 (South Africa, 2014) claims that any person who is found in possession of a dangerous weapon with suspicion that such a person might use the weapon unlawfully is liable for apprehension, conviction and punishment. Nevertheless, reports allude to very few or no apprehensions, convictions and punishments of juvenile offenders found in possessions of dangerous weapons within school premises (Dinkes et al., 2016).



3.4 Types of Juvenile Crime and Effects

Juvenile crime can be categorised in varying themes such as gangster activities, theft, alcohol offences, hate crimes, gambling, murder, robbery, vandalism, graffiti vandalism, substance abuse, cyberbullying and gender-based violence (Adegoke, 2015; Jowitt, 2013; Mncube & Harber, 2013; Pople & Smith, 2010). Juvenile crime, irrespective of the type, has considerable negative effects that can be felt at different levels, such as by victims, perpetrators, families and the society at large (Barker, 2016).

3.4.1. Cyberbullying

According to Campbell (2005), cyberbullying is a form of juvenile crime that is prevalent in modern-day schools following the advance in technology as well as the height of inquisitiveness among learners in schools. Moore and McGuire (2013) explain that “in an

ever more technologically advanced world, a new strain of bullying has emerged amongst children, which utilizes web pages, emails and text messaging to abuse, intimidate and attack others”. In addition, Moore and McGuire (2013) postulate that a number of traditional forms of bullying such as physical and verbal bullying can now be ascribed to this new strain of juvenile crime called cyberbullying. A number of studies claim that the effects of cyberbullying in schools are multifaceted and far-reaching: they include poor academic performance, low self-esteem, inciting violence in schools, suicidal tendencies, family problems, and delinquent behaviours (Liang, Flisher & Lombard, 2007; Schneider, O’Donnell, Stueve & Coulter, 2012; Popovac & Leoschut, 2012; Smit, 2015).

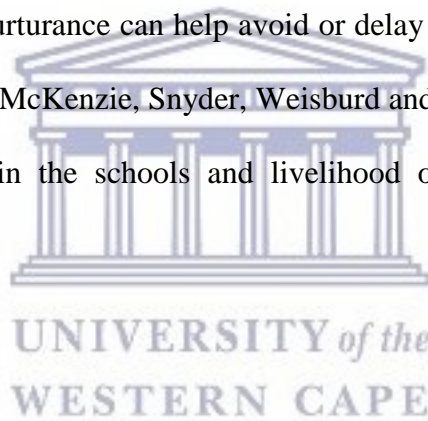
Popovac and Leoschut (2012, p. 4) support the above point by emphasising that “insults and comments via ICTs (Information and Communication Technologies), unlike traditional bullying, can be preserved and reread several times, which exacerbates its harmful consequences”. Unlimited negative comments can be made and accessed by numerous people including any unintended recipients, therefore tarnishing the victim’s image. Severe effects of cyberbullying such as social isolation and public humiliation can happen when a public space is created to spread malicious rumours against someone. Moore and McGuire (2013) suggest that the effects of bullying in schools include, but are not limited to, depression, deterioration in school work, truancy, changes in personality, and suicide.

3.4.2. Substance use

According to Shehu and Idris (2008), peer group influence and the accessibility and availability of substances such as marijuana result in rising levels of school substance use. In addition, Dinkes et al. (2006) qualify the above assertion by claiming that the tendency of

substance use in schools is purportedly higher among senior graders compared to learners in junior grades.

Mrug, Gaines, Su and Windle (2010) further state that levels of substance use, for example of marijuana and alcohol, vary at schools due to different social and demographic factors in different neighbourhoods. On the same point, Mrug et al. (2010) suggest that different characteristics of parenting such as parental nurturance, harsh discipline, and inconsistent discipline play a pivotal role in the debut of substance use. Inconsistent parental discipline and harsh discipline can by some means push children into substance abuse, whereas consistent parental nurturance can help avoid or delay the debut of substance abuse. To support this claim, Lynch, McKenzie, Snyder, Weisburd and Wellford (2012) suggest that the involvement of parents in the schools and livelihood of their children reduces the probability of delinquency.

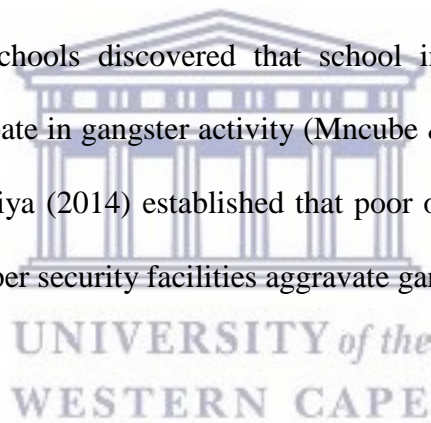


3.4.3. Physical fights

Physical fights are generally considered a normal occurrence among teenagers, especially boys; although, teenage girls are not exempted (Burton & Leoschut, 2013). However, high rates of physical fights in schools, rape cases and even death have somewhat changed the outlook that physical fights among teenagers are a normal occurrence (Burton & Leoschut, 2013; Dinkes et al., 2006). Physical fights are no longer just a normal occurrence in schools since learners tend to use dangerous weapons such as knives and clubs in fighting; awareness is therefore necessary. Physical fighting is a common crime among learners in schools; however, the magnitude of physical fights and the rate of recurrence raise concern and necessitate consideration.

3.4.4 Gang activities

Gangs – sometimes referred to as deviant social organisations – are rampant throughout South Africa; however, the Western Cape is well known for its more sophisticated gangs, which account for 70% of crimes in the province (Du Toit, 2014). Gangster activity can be multifaceted with effects felt through the occurrence of other forms of crime such as drug use, drug commerce, theft, graffiti vandalism, gambling, hate crimes and bullying (Du Toit, 2014; Mncube & Madikizela-Madiya, 2014). In other words, school juvenile offenders who participate in gangster activity are more likely to participate in other forms of crime such as gambling and graffiti vandalism. In addition, a study conducted on gangsterism as a cause of violence in South African schools discovered that school internal factors influence the reasons why juveniles participate in gangster activity (Mncube & Madikizela-Madiya, 2014). Mncube and Madikizela-Madiya (2014) established that poor organisation and management of schools such as lack of proper security facilities aggravate gangsterism in schools.



3.5 Juvenile Crime in Schools

The occurrence and effects of juvenile crime in schools embody a global phenomenon with current trends suggesting that it will necessitate unified efforts involving learners, educators, parents and other relevant stakeholders to reduce this challenge (Potkanski, 2011).

3.5.1 Occurrence (national and international)

Juvenile crime has notably decreased in a number of developed countries such as the UK and Canada (Allen & Superle, 2014; Koubaridis, 2015), while other countries continue to reveal a completely different picture. Allen and Superle's (2014, p. 1) findings on juvenile crime in

Canada reveal that “between 2000 and 2014, the youth crime rate declined with 42%, a notably larger decline than the drop in overall crime (-34%)”. Smit (2015) postulates that juvenile crime is decreasing in many developed countries because more attention is now being placed on child welfare services to address juvenile deviant behaviours before they become intolerable. In addition, Smit (2015) emphasises that the cost of sending minors to juvenile detention centres is unbearable; as a result, the justice system is compelled to address this challenge beforehand.

In contrast, countries such as South Africa, India, Nigeria, Northern Ireland and Zimbabwe reveal that juvenile crime occurrence is on the rise (De Wet, 2016; Mncube & Madikizela-Madiya, 2014; Nncube & Harber, 2013; Van der Merwe, 2015; Ward et al., 2012). Both nationally and internationally, factors such as prejudice, hate speech, poverty and dysfunctional families have been identified as leading in fuelling school juvenile crimes (Allen & Superle, 2014; De Wet, 2016; Smit, 2015).

A growing body of research on juvenile crime in South African schools emphasises that learners are key role players and offenders of school violence (Burton & Leoschut, 2013; De Wet, 2016; Mtshali, 2013; Ntuli, 2015; SACE, 2011). The National School Violence study conducted by South African Council of Educators (SACE) divulges that learners are perpetrators of 90% of crime reported in South African schools, either against fellow learners or educators (SACE, 2011). Mtshali’s (2013) public perception points out that of the general research on violence conducted at 690 schools in Gauteng, Free State and Eastern Cape, bullying and assault perpetrated by learners were apparent. Concerning such crimes with serious penalties like long prison sentences and torture, school juvenile offenders would prefer to remain anonymous in order to stay out of prison.

3.5.2. Effects of juvenile crime (national and international)

Ncontsa and Shumba (2013), discussing the general effects of juvenile crime such as gangster activity, drug use and gambling, postulate that juvenile crimes interrupt all educational goals making them difficult to realise. In other words, juvenile crime in schools recurrently results in truancy, which in turn can upset the entire learning process such as diminishing educational performance (Bowen & Bowen, 1999; Burton & Leoschut, 2013; Mncube & Madikizela-Madiya, 2014).

Besides the idea of impacting negatively on all teaching and learning activities, research shows that juvenile crime can aggravate anxiety and depression (Ncontsa & Shumba, 2013). Because of their history of drug use, most juvenile offenders in schools have behaviour disorders, which often result in anxiety, depression and aggression.

Berker (2017) states that the effects of juvenile crime are felt at different levels, such as by victims, juvenile offenders, families, communities and societies. Juvenile crimes such as gang activities, drug use, gambling and bullying create and aggravate unsafe conditions and thus magnify the already existing responsibilities. To clarify this viewpoint, Berker (2017, p. 1) argues from the American perspective noting that juvenile crime challenges everyone “by making neighbourhoods unsafe and costing large amounts of public money to be spent on law enforcement and school safety”. There are always budgets, locally or globally, that are meant to develop or assist the public for example when there are unexpected emergencies such as droughts, floods and wildfires. Nevertheless, large amounts of public money end up being used unintentionally on law enforcement and thus deprive a chance to address some unforeseeable challenges such as natural disasters.

3.6 Push Factors of Juvenile Crime in South African Schools

The general factors that push juveniles into school crimes are multidimensional, and thus including the physical, mental, home and environmental factors. These push factors are a dimension of the Social Learning Theory in that they all affect the way and manner in which people model, imitate as well as adopt certain behavioural patterns, hence relating to the theory of this study.

Thet (2014: 3) note that “the push factors are factors that compel a person, due to different reasons, to leave that place and go to some other place”. Adopting this concept, push factors in this research therefore refer to negative aspects and conditions such as poverty and physical ailments that compel juveniles to commit crime in schools.

3.6.1 Physical factors

The physical factors that push juveniles into crime in South African schools include, but are not limited to, exaggerated enthusiasm and speech defects such as stammering, which might be caused by ill-health (Ncontsa & Shumba, 2013). Some learners get teased in schools because of their physical ailments and as a result some resort to bullying whilst others indulge in drug use because of their inability to address these underlying challenges.

The issue of bullying is categorised under physical factors of school juvenile crimes given that it is often carried out by learners with huge stature or older ones on younger learners. Bullying is still a problem in South African schools and is aggravated when older boys who

are slow learners end up with younger learners in the same class (Mncube & Harber, 2013; Ncontsa & Shumba, 2013).

3.6.2 Mental factors

Mental factors such as inferiority complex, psychopathic personality disorder, superior intelligence and adolescent emotional instability have the capacity to push juvenile crime in South African schools. Research by Ellis (2014) on psychopathy as a cause of violent crime in South African schools reveals that learners with psychopathic personality disorder tend to be antisocial and violent because of their inability to control their emotions. Pickard (2015, p. 1) adds that “personality disorder is associated with self-harm and suicide, as well as criminal offending and violence towards others”.

3.6.3 Home factors

According to Adegoku (2015), families are foundations of human societies and are agents of socialisation; as a result, what comes out of each family becomes significant in shaping the livelihoods of communities. Several studies speculate that home factors such as lack of parental care, delinquent parents and material deficiencies play a huge a role in fuelling juvenile crime in South African schools (Makhonza, 2006; Mncube & Harber, 2013; Ncontsa & Shumba, 2013). SACE reports that

those children who had been exposed to some form of interpersonal violence between family members (beating, punching, hitting, attacking with a weapon or intentionally hurting) were 2.4 times more likely than other children to be victimised within the school context. (2011, p. 10)

In addition, research shows that South Africa epitomises a community of imbalances and anomalies such as broken families and irregular family structures that result in foster parents,

step-parents and guardians being seen as the norm (Eddy & Holborn, 2011). These types of family and home set-ups are likely to expose children to ill-treatment by foster parents and step-parents and so push them into juvenile delinquent behaviour.

On the other hand, Pelsner (2008, p. 4) suggests that “a strong argument can be made that what is happening in the schools is, really, an extension of the crime and violence that pervades South African homes and their immediate environments”. Illustrating this claim, Mncube and Harber (2013, p. 43) point out that “gangs in schools should be seen as a community problem in South Africa and, since schools are a part of the community, they reflect the problems of that community”. Nevertheless, some views can suggest that what is happening within schools’ immediate neighbourhoods does not automatically reflect on what is happening within the schools. A case in point is Bhukulani High School in Soweto that is well organised and effective in achieving high academic pass rates in spite of being situated in a poorly resourced and violent neighbourhood (Mncube & Harber, 2013).

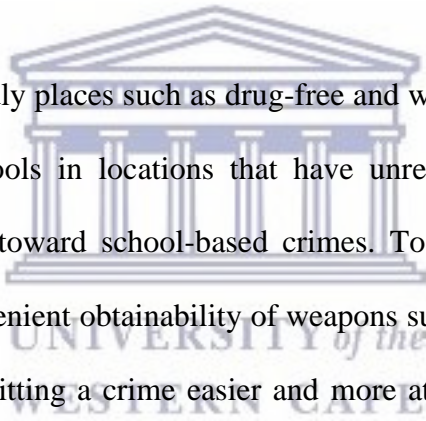
3.6.4 Environmental factors

Related to home factors are sociocultural, environmental or ecological factors, which push juvenile crimes in South African schools. The environment or settings in which children are socialised, such as cultural and intra-family interactions, play a substantial role in the debut and determination of antisocial behaviour (Dwivedi & Dwivedi, 2006; Ellis, 2014). Dwivedi and Dwivedi’s research on ecological factors of juvenile delinquency observed that

environmental factors on delinquent behaviours of the juveniles usually reveals that not only the factors of inheritance, but also the environmental field forces comprising the individual’s cultural as well as intra-family interactions to which he has been

exposed in the early years of his life contribute heavily to the determination of later delinquent behaviour. (2006, p. 1)

Research done in primary schools in Nigeria identified the ecological aspect of certain cultural practices to be responsible for fuelling school juvenile crimes (Adegoku 2015). An example of the cultural practice of “transitioning to adulthood”, which many cultures in South Africa pursue, is a factor that supposedly pushes juvenile crime in South African schools. Many youths are not prepared for proper transition into adulthood because of dysfunctional homes and as a result many experiment their way by means of effecting antisocial behaviours.



Environmentally friendly places such as drug-free and weapon-free schools kindle the desire to learn, whereas schools in locations that have unrestricted access to drugs and weapons easily push minors toward school-based crimes. To support this claim, De Wet (2016) intimates that the convenient obtainability of weapons such as guns and knives within school premises makes committing a crime easier and more attractive. Mncube and Harber (2013, p. 49) clarify this point by stating that “while weapons don’t cause violence, they make the potential consequences of a violent dispute or attack a lot more serious”. In other words, school juvenile offenders can easily participate in crimes with serious implications, such as committing murder and rape, within school premises when they have weapons such as guns and knives available to them.

Besides ecological factors that push juvenile delinquency in schools, there is also the notion of children being exposed to mass media, which include electronic and print media such as television and radios. On this score, Netshitangani (2014, p. 1399) notes that “where

children are exposed to violent images on television and to live violence in an environment that does not have strong anti-violence norms, they are likely to become more aggressive”. According to Strasburger, Jordan and Donnerstein (2012), children are inclined to put into practice everything they watch on television, especially if what they watch is associated with heroism and being a superstar.

3.7 Measures Used to Reduce Juvenile Crime Locally and Internationally

In the USA a multisystemic therapy (MST) was used to reduce as well as prevent serious juvenile offences in the longer term. According to Borduin, Mann, Cone, Henggeler, Fucci, Blaske and Williams (1995, p. 571), by “using interventions that are present-focused and action-oriented, MST directly addresses intrapersonal (e.g. cognitive) and systemic (i.e. family, peer, school) factors that are known to be associated with adolescent antisocial behaviour”. A multisystemic therapy promotes teamwork, for example, the involvement of family and community in addressing juvenile delinquent challenges. Potkanski (2011), researching juvenile crimes in Austria and Sweden, stresses that an active cooperation of interested parties such as parents, school authorities, security agencies, and young people themselves is necessary for effective prevention and reduction of juvenile crimes. Borduin et al.’s (1995) multisystemic therapy to reduce juvenile crime parallels Potkanski’s approach towards active cooperation of stakeholders, and both measures are applied internationally.

Numerous schools in Australia implement school counselling and discipline programmes such as *The Tasmanian Supportive School Environments Program* and the *Stop, Think, Do* programme established by Lindy Peterson and Ann Gannoni, which focuses on behavioural and cognitive problem-solving methods (Omaji, 2011., p. 404). The *Stop, Think,*

Do programme is set to target learners, teachers and parents, equipping them with skills to address problems in a non-violent manner and to carry themselves in a responsible behaviour. *The Tasmanian Supportive School Environments Program*, unlike other counselling programmes that are intended to empower learners, is a counselling strategy that is intended to equip teachers with skills in conflict resolution (Omaji, 2011). Omaji (2011) confirms the effectiveness of these programmes when stating that “by design and implementation, these programs aim, generally, to promote the early identification and appropriate management of behaviourally disturbed children”. Furthermore, they are effective in augmenting social adaptation, reducing violence in schools and improving academic performance (Omaji, 2011).

Additionally, The Centre for the Study of Violence and Reconciliation (2010, p. 2-5) recommends the following approach to reduce circumstantial crimes in South Africa, and this approach parallels the multisystem therapy underlined above. The approach identifies a problem and then proposes a possible solution, as highlighted next.

Problem 1: A problem of armed violence linked to a subculture of violence and criminality.

Solution 1: A strategy to reduce armed violence in metropolitan and surrounding areas.

South African schools should be instructed by the Department of Basic Education to implement zero tolerance when it comes to issues of armed violence and criminality in schools. Learners who fail to comply with this mandate should face serious consequences such as long jail sentences or have some privileges withdrawn.

Problem 2: Inequality, poverty, unemployment, social exclusion and marginalisation.

Solution 2: Addressing violence in high violence, poorer communities.

The Centre for the Study of Violence and Reconciliation identified inequality as the key driver to violence and schools ought to be at the centre of promoting equality. This can be done by ensuring that all learners wear proper school uniforms with support given to less fortunate children who cannot afford school Uniforms. This will help bring equality in schools at the same time addressing the challenge of social exclusion and marginalisation.

Problem 3: Vulnerability of young people linked to inadequate child rearing and youth socialisation.

Solution 3: Supporting positive and healthy child and youth development.

Different initiatives to promote healthy lifestyles, family values and youth development should be incorporated in all schools in order to increase socialisation at the same time curbing social exposure to all forms of victimisation.

Problem 4: Perceptions and values related to violence and crime.

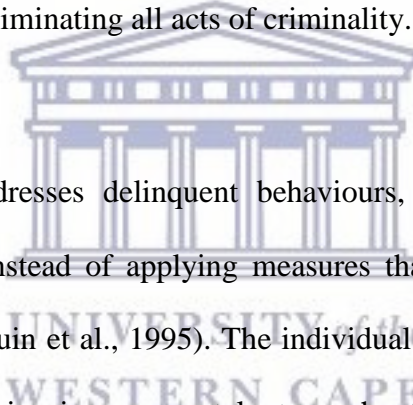
Solution 4: Social mobilisation against violence and creating safety in public and other spaces.

Attributes such as effective communication, listening and problem solving skills should be taught and emphasised in schools at the same time doing away with widely held norms of solving problems through violence.

Problem 5: Reliance on the criminal justice system.

Solution 5: Strengthening the criminal justice system, but increasing the use of and reliance on other policy measures.

The Centre for the Study of Violence and Reconciliation (2010) proposed that apart from placing much emphasis on the criminal justice system, there is also need to creatively engage other stakeholders such as NGOs to address violence in schools. Focus on the Family is one example of a non-profit organisation that has impacted many youths through their 'No Apologies Programme'. 'No Apologies' is a skills based programme, which provides character education, health education, HIV/AIDS Abstinence and goal setting to youths in schools with the intention of eliminating all acts of criminality.



When individual therapy addresses delinquent behaviours, it directs the attention to a particular juvenile offender instead of applying measures that focus on systems in which juveniles are embedded (Borduin et al., 1995). The individual therapy approach ensures that specific therapeutic attention is given separately to each offender, with the intention to address personal, family and academic challenges. This approach overrides taking a broader view of fundamental issues, but instead takes a detailed look at each issue, making sure that it is appropriately addressed. For instance, a therapist would psychoanalyse a school juvenile offender, taking note of individual, family and academic issues that can hamper development, and then make recommendations that can guarantee behaviour change.

Mncube and Madikizela-Madiya (2014) agree that local efforts aimed at increasing basic levels of good management, school effectiveness and teacher professionalism are useful in reducing juvenile crime in South African schools. This approach supposes that a school

that is effectively managed and that has competent educators presents a favourable environment that encourages learning while at the same time reduces juvenile crime in school. In other words, negative teacher behaviour discourages learning and simultaneously deprives classrooms of a warm and inviting atmosphere that is necessary to reduce juvenile crime. Mncube and Madikizela-Madiya (2014) propose that the average student-to-teacher ratio plays a significant role in schools' effectiveness in reducing juvenile crime. Educators who are responsible for teaching and managing huge classes often fail to properly manage their learners and therefore fail to prevent juvenile crimes.

Mncube and Madikizela-Madiya (2014) emphasise that schools that experience high levels of juvenile delinquency requires an active safety and security committee that monitors violence, recommends violence prevention measures, and oversees its implementation. The National School Safety Framework (2016), adopted by the Minister of Basic Education, established two approaches to ensure safe schools in South Africa. The approaches are summarised below.

An ecological approach: How schools' safety fits into a broader approach to safety and well-being

This approach suggests that violence in South African schools happen as a result of the interplay between a number of factors such as individual, relational, community and societal factors. "Violence in schools is [therefore] viewed as the result of an accumulation of risk factors that operate on these various levels" (The National School Safety Framework, 2016, p. 6). In order to ensure a comprehensive approach to reduce juvenile delinquency in schools, this approach claims that all related factors should be addressed.

The whole-school approach to school violence prevention

The National School Safety Framework's (2016) second approach to preventing school violence is the whole-school approach – one that is related to the ecological approach highlighted above. This approach puts emphasis on the interplay of several components or participants such as learners, educators, principals, school management teams, school governing bodies (SGBs), and parents or caregivers. This approach assumes that violence in schools should be addressed as a collective, with all stakeholders seeking to complement each other instead of duplicating or competing against one another.

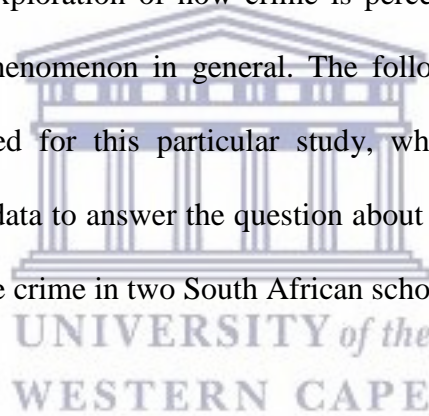
In addition to the aspect of monitoring as a crime prevention and reduction measure in schools, some studies suggest that random checks for drugs, weapons and other illicit behaviours can be implemented anytime (Department of Basic Education, 2013; De Wet, 2016; Mncube & Harber, 2013). Learners should not be informed when these random checks will be carried out, lest they prepare for it and always act innocently. Interested parties such as staff members, the school governing board, parents and security agencies can perform random checks when there is reasonable suspicion that learners are involved in illegal drug usage.

According to the South African Schools Act, in the absence of a police officer, any school principal or their delegate can, without a warrant, search any person on school premises if they have reasonable suspicion that illegal drugs may be present. (Department of Basic Education, 2013, p. 10)

Drawing from their experiences, previous gangsters take the initiative of educating the younger generation about the consequences of gang activities in order to reduce or prevent the debut of deviant social behaviour.

3.8 Chapter Summary

Through a literature review, this chapter attempted to delineate and identify topics that explore the perceptions of measures to reduce push factors of juvenile crime in South African schools. The chapter established that there is very little information available on national statistics regarding juvenile crime in South Africa, especially juvenile crime in schools. The literature review also showed that crime is a global concern, yet countries are affected differently given their unique cultures and past and present experiences, such as socio-political, historical and economic factors that dictate how people perceive crime in their individual space. A unique exploration of how crime is perceived becomes crucial for the process of addressing this phenomenon in general. The following chapter focuses on the research methodology adopted for this particular study, which is a qualitative research method to collect qualitative data to answer the question about the perception of measures to reduce push factors of juvenile crime in two South African schools.



Chapter Four

Research Methodology

4.1 Introduction

The purpose of this particular chapter is to discuss the research methodology that was followed. A broad explanation of research and what it entails is provided, followed by the chosen research design and how it fits in with the purpose of this study. Thereafter, a research method used to answer the research question for this study is briefly discussed. In addition, the chapter provides information regarding the research participants, highlighting the criteria employed for inclusion and exclusion in this study. Methods that were used to analyse the data are discussed, together with the ethical codes that are acceptable when working with children.



4.2 Research Defined

A number of studies define research as a detailed study of a particular phenomenon with intentions of discovering ground-breaking information or reaching out to intended understandings using scientific procedures (Bell, 2010; Christensen, Johnson & Turner, 2011; Wisker, 2008). Keyton (2010: 13) notes that “research follows procedural traditions that have been tested, validated, confirmed, and accepted by social scientists of many disciplines over time”. Pandey and Pandey (2015, p. 9) define research as

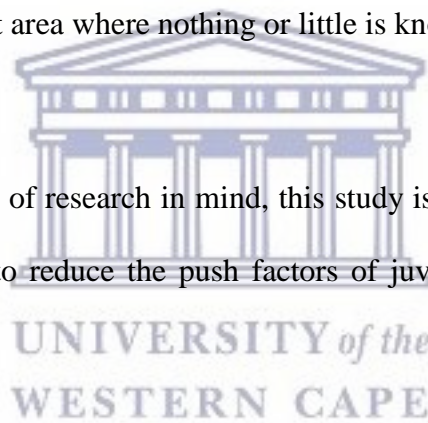
a scientific undertaking which by means of logical and systematized techniques aims to discover new facts or verify and test old facts, analyse their sequences, inter-relationships and casual explanation which were derived within an appropriate

theoretical frame of reference, develop new scientific tools, concepts and theories which would facilitate reliable and valid study of human behaviour.

Research is carried out with particular objectives and Kumar (2011, p. 34) accentuates that research is mainly conducted:

- To describe a situation, phenomenon, problem or issue (descriptive research).
- To establish or explore a relationship between two or more variables (correlational research).
- To explain why certain things, happen the way they do (explanatory research).
- To explore a subject area where nothing or little is known (exploratory research).

Keeping the above definitions of research in mind, this study is a systematic investigation of the perceptions of measures to reduce the push factors of juvenile crime in South African schools.

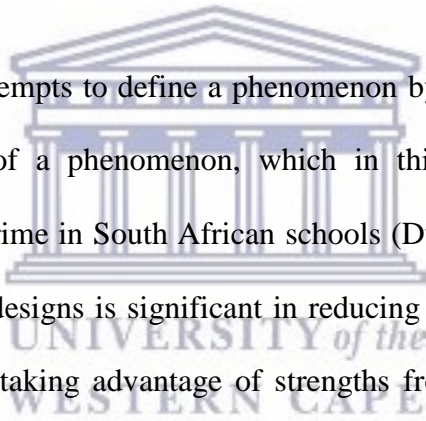


4.3 Research Design

According to Pandey and Pandey (2015, p. 18), research design is “the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance”. Pandey and Pandey (2015, p. 18) also define research design “as the arrangement of condition for collection and analysis of data in a manner that aims to generalize the findings of the sample on the population”. On the other hand, Kumar (2011) summarises research design as a master plan of a research, which should shed light on how the study will be executed in order to ensure that research findings are valid. This particular

study will employ an exploratory and descriptive research design, which endeavours to explore and describe the perception of juvenile participation in crime within schools

An explorative study seeks to generate relatively different data and provide insight regarding a phenomenon (Kumar, 2011). As a relatively new discipline, the field of child and family studies has limited data regarding the perception of measures to reduce push factors of juvenile crimes in South African schools, hence the necessity to conduct this study. As a result, this study seeks to give insight on juvenile delinquency, making sure that different perceptions on measures to reduce this phenomenon are made available.



A descriptive study attempts to define a phenomenon by providing a more organised and accurate understanding of a phenomenon, which in this case is the perception of measures to reduce juvenile crime in South African schools (Durrheim, 2006). As a result, a combination of two research designs is significant in reducing limitations posed by a single design, while simultaneously taking advantage of strengths from both designs. Grobbelaar (2011, p. 36) explains that “combining the two types of studies (descriptive and explorative) is done to arrive not only at information about a phenomenon, but to also arrive at a greater level of understanding of the phenomenon”.

4.4 Research Approach

Several studies claim that there are two essential approaches to doing research, namely quantitative approach and qualitative approach (Abawi, 2008; Kumar, 2011; Lietz, Langer, & Furman, 2006; Pandey & Pandey, 2015). Kothari (2004, p. 5) defines a quantitative approach as “the generation of data in [a] quantitative form which can be subjected to rigorous

quantitative analysis in a formal and rigid fashion”. Kothari (2004, p. 5) further notes that a “qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviour. Research in such a situation is a function of [the] researcher’s insights and impressions”. On the other hand, Abawi (2008) suggests that by doing research in a qualitative manner, researchers attempt to interpret and understand a phenomenon based on the meaning given by the research participants. This study has employed a qualitative approach to explore and assess perceptions of juvenile involvement in school crimes and the perception of measures to reduce push factors of juvenile crime in schools.

This research used a case study approach, which is explorative and descriptive in nature, allowing participants to explore their truthful perceptions regarding the push factors of juvenile crime in South African schools (Crowe, Cresswell, Robertson, Huby, Avery & Sheikh, 2011). From the case study of two schools identified for this study, insights and perceptions prevalent among juvenile offenders are provided.

4.4.1 Internal validity

The general concept of validity in research concerns itself with whether the research is believable, true and evaluating what it intends to evaluate (Zohrabi, 2013; Rolfe, 2006). Internal validity “is concerned with the congruence of the research findings with the reality” (Zohrabi 2013, p. 258). Despite the fact that this study explores the perception of measures to reduce push factors of juvenile crime in South African schools from the juvenile offenders’ point of view, internal validity will be sought. Crowe et al. (2011) claim that internal validity can be increased by implementing methods such as triangulation, member checks, peer examination, long-term observation at a research site, participatory modes of research, and

checking or reflecting on researcher's bias. To enhance internal validity for this study, a member check method was used whereby the interpretations and results that were reached were taken back to the school juvenile offenders to confirm if they are correct. Results collected from focus group discussions and interviews with key informants were handed back to the participants to confirm if the content collected is true and representative of their reality.

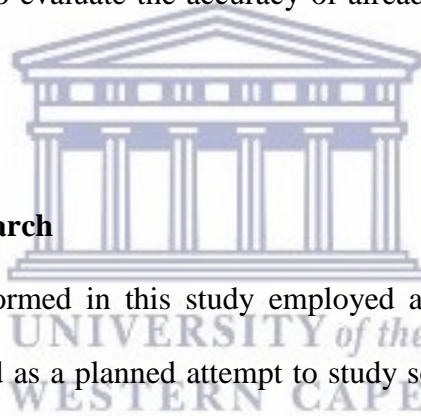
In addition, this study is conducted in a real-life setting where juvenile offenders do not only react to what affects them in school, but also to a number of other factors that affect their families, communities and social groups. As a result, this study assumes that there are a number of causes of juvenile crime in South African schools. To further enhance internal validity for this study, participatory modes of research were used (Zohrabi, 2013). Expounding on participatory modes of research, Zohrabi (2013, p. 259) notes that "the researcher should try to involve most of the participants in all phases of inquiry". This study obtained the perception of juvenile involvement in school crimes from juvenile offenders, schoolteachers and other non-teachings staff to ensure that findings are constructive and useful.

4.4.2 External validity

External validity is described as the degree to which findings from one research study can be applied to other contexts or to other people (Crowe et al., 2011; Drost, 2011; Zohrabi, 2013). According to Taylor and Coffey (2007, p. 30), "external validity has to do with the generalizability of the research findings; to what extent can the findings of a study be generalized to and across various populations, settings, and epochs?" To ensure that findings can be generalised to other school settings and times across South Africa, research methods and procedures for collecting and analysing data should remain the same.

4.5 Research Methodologies

In order to clarify the confusion that can occur between the terms “research methods” and “research methodology”, a brief explanation will now be given of what the two terms entail. Research methodology is a systematic or logical way of solving a research problem using carefully chosen research methods that are relevant to a given research context (Kumar, 2011; Taylor & Coffey, 2009; Zohrabi, 2013). Kothari (2004, p. 7) notes that research methods or techniques “refer to the methods the researchers use in performing research operations”. Research methods can be used to collect additional data when the existing data are insufficient and can be used to evaluate the accuracy of already gathered results (Durrheim, 2006; Kumar, 2011).



4.5.1 Qualitative research

The research operations performed in this study employed a qualitative research method. Qualitative research is defined as a planned attempt to study something in its natural setting with the intention to understand how others interpret and make sense of such phenomenon (Keyton, 2010; Kothari, 2004; Kumar, 2011). A qualitative research method was deemed relevant for this study because it enabled the researcher to obtain large volumes of meaningful data from school juvenile offenders. This study is based on exploring juvenile offenders’ perception of measures to reduce crime in South African schools and since juvenile offenders are an indistinguishable group, a qualitative research method was deemed suitable.

4.6 Interview Schedule and Focus Group Discussions

According to Pandey and Pandey (2015, p. 57), a questionnaire is “a systematic compilation of questions that are submitted to a sampling of population from which information is desired”. A focus group is defined as “a form of strategy in qualitative research in which attitudes, opinions or perceptions towards an issue, product, service or programme are explored through a free and open discussion between members of a group and the researcher” (Kumar, 2011, p. 124). The researcher held focus group discussions at New Nation Secondary and Bosmont Primary school with a few selected juvenile offenders using semi-structured interview questions. Interviews were recorded and transcribed. Focus group discussions held helped to familiarise participants with this study and also enabled the researcher to test his ability to facilitate focus group discussions.

4.7 Reliability of Instrument or Method

Drost (2011, p. 106) notes that “reliability is the extent to which measurements are repeatable – when different persons perform the measurements, on different occasions, under different conditions, with supposedly alternative instruments which measure the same thing”. Reliability is also the consistency or stability of measurements that are used in different conditions to obtain similar results (Kimberlin & Winterstein, 2008; Pandey & Pandey, 2015). The researcher designed an interview schedule or guide for this study, bearing in mind that similar measurements can be repeated when different researchers perform similar studies. For the interview schedule see Appendix G.

In addition, Zohrabi (2013, p. 258) notes that “validity is concerned with whether our research is believable and true and whether it is evaluating what it is supposed or purports to evaluate”.

Furthermore, the researcher conducted a member check, or informant check, to build rapport with participants by providing them with a summary of all interviews and focus group discussions that were conducted in order for them to correct and verify the validity of all interpreted data (Kothari, 2004; Kumar, 2011). In other words, the researcher worked with a panel of a few persons from the two schools that were used as case studies, who judged whether the measuring instruments used were sufficiently and accurately covering the topic under study.

4.8 Population and Sampling

Population in research is the total collection or a larger pool of subjects, objects and members with similar specifications from which the sample is drawn for generalisation (Durrheim & Painter, 2006; Kumar, 2011). For focus group discussions in this study, population refers to juvenile offenders of all races, genders and age groups from 11 to 18 years old who are currently attending Grade 6 to 12 at Bosmont Primary and New Nation secondary school. Key informants represented different races, gender and age groups and thus including teaching and non-teaching staff from both schools. The research setting for this study was two schools in Johannesburg, Gauteng: New Nation Secondary School and Bosmont Primary School. The two schools are affiliated to LHC Foundation and the South African National Council on Alcoholism and Drug Dependence, which are two organisations in Gauteng that are currently attempting to address juvenile crime.

Kumar (2011) describes sampling as the process of systematically deciding which part of the group to include in the research with the intention to provide information that is representative. Convenience sampling – a non-probability type of sampling, which entails selecting of samples based on convenience and accessibility – was used as the sampling

technique for this study (Kumar, 2011). A general invitation was made to all learners from the two schools in order to recruit at least 6- 12 participants for seven focus groups.

Studies suggest that one focus group is not enough for the researcher to make solid conclusions on the outcome and to know if the outcome is not solely attributed to the behaviour of the single group (Kumar, 2011; Pandey & Pandey, 2011). Hence, the researcher decided on having at least three focus groups representing both of the two selected schools. Moreover, deciding to have between six to 12 participants per focus group discussion instead of having more participants allowed easy management and facilitation of the discussions (Kothari, 2004; Pandey & Pandey, 2011).

From these focus groups, snowball sampling – a non-probability type of sampling that entails the identification and selection of samples based on the interconnectedness of the network – was used to gain access to school juvenile offenders (Kumar, 2011; Pandey & Pandey, 2011). In addition, educators, together with school principals from the two schools, helped to identify and select research participants for the study. This sampling method was appropriate given the nature of the information this study was intending to acquire and also because there was no list of juvenile criminals that could have been accessed. To identify eligible research participants, the following predefined characteristics were included:

- Learners currently attending Grade 6 to 12
- Enrolled at either New Nation Secondary School or Bosmont Primary School
- Learners between the ages of 11 and 18 years old

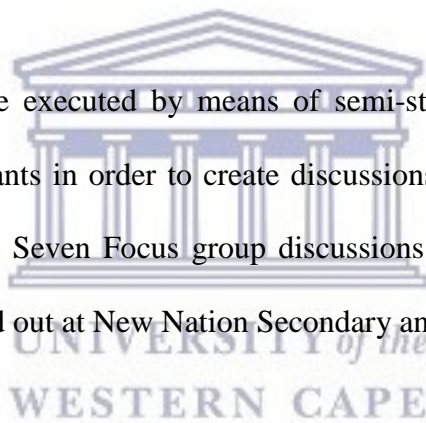
- Eligible key informants were staff members (teaching and non-teaching staff) from the two schools. Given the time-consuming element of the study, the sample size for key informants was 10.

This study excluded learners currently studying at the two selected schools who were older than 18 years, regardless of their participation in school crimes. In addition, the study excluded juvenile crimes that happened outside the school premises regardless of the fact that learners were participating in these crimes.

4.9 Data Collection

Focus group discussions were executed by means of semi-structured interview questions, which were posed to participants in order to create discussions aimed at eliciting responses and opinions in a given time. Seven Focus group discussions consisting of a maximum of seven participants were carried out at New Nation Secondary and Bosmont Primary schools.

Before focus group discussions were carried out, participants were informed about the study by means of an information sheet handed out to each participant, which included a consent form, focus group confidentiality binding form and an assent form. Participants were also informed about ethical issues around this study such as their voluntary participation, that no harm would be inflicted upon them because of their participation, confidentiality, and that they could withdraw their consent to participate at any time without penalty. The researcher informed the participants that this study carried low risk of harm and that all possible forms of risks have been eliminated. However, in case of any sort of harm occurring, the researcher suggested professional psychological help for debriefing. Permission was also sought from



participants and legal representatives, such as school principals and parents/guardians, to do audio recordings, which, as a data-collection tool, allowed the researcher to capture details in all interviews and focus groups.

Upon receiving clearer elucidation on what this study entailed, participants gave assent to the researcher to carry on with the research, while parents/guardians signed consent forms on behalf of their children. Data collection with participants happened in July 2017 after the Gauteng Department of Education (Education Research and Knowledge Management), together with the leadership from both schools, approved this research to be conducted. The researcher took descriptive observational field notes during the data-collection process in order to have a clearer reminder of what he observed, felt and saw. Wolfinger (2002, p. 86) explains that “fieldnotes are gnomic, shorthand reconstructions of events, observations, and conversations that took place in the field”. While taking field notes, the researcher was careful to use pseudonyms in order to protect the identity of his participants and simultaneously observe the ethical code of confidentiality.

4.10 Data Analysis

According to Keyton (2010), data analysis is summarised as the processes of organising, analysing and interpreting data. Pandey and Pandey (2015, p. 70) define data analysis as “studying the organized material in order to discover inherent facts. The data are studied from as many angles as possible to explore the new facts”. This study used research questions to identify, sort and classify recurring behaviour and knowledge relating to push factors of juvenile crime in schools. A qualitative part of this study entailed identifying repeated themes

from focus group discussions and in-depth interviews that summarised the perception of juvenile participation in crime in South African schools.

This study employed a qualitative thematic analysis approach to generate themes relevant in achieving practical and high-quality findings as interviews were recorded and transcribed. Vaismoradi, Jones, Turunen and Snelgrove (2016) state that thematic analysis is conducted by means of analysing themes that recurrently appear, providing a summary of all collected views. To ensure less reliance on pre-existing theories of juvenile delinquency, on-going open-ended discussions with the research participants were conducted and this approach enabled the generation of new themes and insights. This approach is referred to as interpretative phenomenological analysis (IPA) because of its attempt to gather insights about a certain phenomenon from the given people's perspectives (Blore, 2011). Patterns of themes, which helped to unpack juvenile delinquency in schools such as substance abuse, drug commerce, gangsterism and others, were established using the following phases and stages of theme development.

The following phases and stages were explored in developing themes for qualitative thematic analysis employed in this study: initialisation, construction, rectification and finalisation (Vaismoradi et al., 2016).

4.10.1 Initialisation

An overall understanding of data analysis in this phase of theme development entails transcribing of data and taking notes in order to generate and organise conceptual codes and establish the participants' perspectives of juvenile participation in school crimes. According to Vaismoradi et al., (2016, p. 103), "this initial phase consists of three stages: 'reading

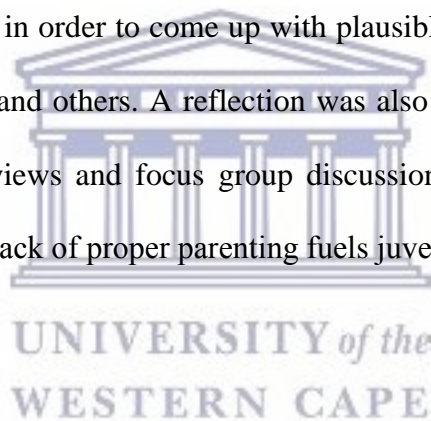
transcriptions and highlighting meaning units’, ‘coding and looking for abstractions in participants’ accounts’, and ‘writing reflective notes’’. Notes were collected from focus group discussions, data from interviews with key informants were transcribed, and reflective notes were written down.

4.10.2 Construction

According to Vaismoradi et al. (2016, p. 105), the construction phase consists of five stages, which are: classifying, comparing, labelling, translating and transliterating, and defining and describing. In this study, codes were classified according to various concepts that were compared and linked together in order to come up with plausible themes such as drug abuse, drug commerce, gangsterism and others. A reflection was also made on meaningful phrases used by participants in interviews and focus group discussions, which captured important aspects in this study such as “lack of proper parenting fuels juvenile crimes”.

4.10.3 Rectification

The rectification phase consists of the following stages: immersion and distancing, relating themes to established knowledge, and stabilising (Vaismoradi et al., 2016). The researcher maintained closeness to research participants in order to obtain real perceptions of juvenile involvement in school crimes; however, to ensure a critical analysis of the presented data, it was necessary for him to distance himself from the data. In addition to the conducted in-depth literature review, this study established knowledge from focus group discussions and in-depth interviews with key informants relating to developed themes. The study provided themes together with interconnected sub-themes that were necessary in explaining perceptions of juvenile participation in school-based crimes.



4.10.4 Finalisation

The finalisation phase entails the selection, recording and ordering of findings to answer the research question. Vaismoradi et al. (2016) summarise this phase as developing the storyline. The nature of this particular storyline was explorative and descriptive, allowing participants to explore their perception of juvenile participation in school crimes.

4.11 Coding of Data

Saldana (2009, p. 3) notes that “a code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing and/or evocative attribute for a portion of language-based or visual data”. A deductive coding style was employed in classifying data for this study. The study commenced with a set of codes established from prior experience and other previous research work, hence affirming the idea that coding should happen earlier in research (Kumar, 2011; Pandey & Pandey, 2015). In other words, predetermined categories were first identified and then supplemented with frequently discovered categories from in-depth interviews with key informants and focus group discussions. A start list of pre-set codes was necessary to ensure the purpose of this research was not missed. This list of pre-set codes included, but was not limited to, gangsterism, bullying, drug use and drug commerce.

4.12 Data Verification and Trustworthiness

Data verification is an important process in qualitative research, which ensures that research findings are reliable and dependable. Kumar (2011) posits that lived human experiences are essential in establishing the truth value regarding a phenomenon as they can be verified. In this study, data verification and trustworthiness were obtained through conducting interviews

with juvenile offenders currently participating in school juvenile crimes. Obtaining first-hand information from multiple participants ensured that data sources are verifiable and trustworthy. In addition, some studies claim that data should be assessed on the basis of transferability, which means that research findings should be applicable in other contexts, besides the context of the current study (Kumar, 2011; Pandey & Pandey, 2015).

The researcher kept his personal views at bay and avoided bias by making sure that his background; perspectives and position do not interfere in the process of understanding the perception of measures to reduce the push factors of juvenile crime in South African schools. This process can somehow be understood as self-reflexivity, whereby the researcher needs to understand his/her position and interest in order to make sure that they do not interfere with the research process at any level (Pandey & Pandey, 2015).

Various studies state that research findings should confirm and represent the characteristics and preferences of informants instead of representing and confirming the researcher's preferences (Kumar, 2011; Nagata, 2005; Pandey & Pandey, 2015; Saldana, 2009). Conformability was assessed to ensure that research findings were not influenced by the researcher's preferences, but entirely by informants' perspectives.

4.13 Self-Reflexivity

Nagata (2005, p. 140) defines self-reflexivity as “having an on-going conversation with one's whole self about what one is experiencing as one is experiencing it”. In conducting self-reflexivity, the researcher's interest in the chosen research topic was probed. The interest in

the chosen research topic was to explore deeper understanding of the subject of juvenile participation in school crimes, as well as the perception of measures to reduce these crimes.

The nature of this study had the propensity to invoke emotions, which could have caused bias and negatively influenced the obtained results. Given the nature and the sensitiveness of the information the study intended to gather from juvenile offenders, this researcher was cognisant of the fact that it might be difficult for participants to disclose all information. However, following the rectification phase, which entails that a researcher should immerse as well as distance himself from the content of the research at some given point, potential biases were prevented (Vaismoradi et al., 2016). The study was conducted in a neutral manner to ensure that biases and related experiences do not affect the interpretation of collated data. In addition, regular consultations with the supervisor were prearranged in order to ensure that better advice was given on how to prevent the researcher from delving deeply into the lives of juvenile offenders and risking unanticipated harm.

4.14 Ethics Considerations

4.14.1 Informed consent

According to Fouka and Mantzorou (2011, p. 4), informed consent means that “a person knowingly, voluntarily and intelligently, and in a clear and manifest way, gives his consent”. All participants were informed that their participation in this study would be voluntary and no monetary incentives or any other forms of imbursement were promised. A thorough explanation of what this research entails, including their rights and any possible harm through participation in this study were clearly explained.

4.14.2 Confidentiality

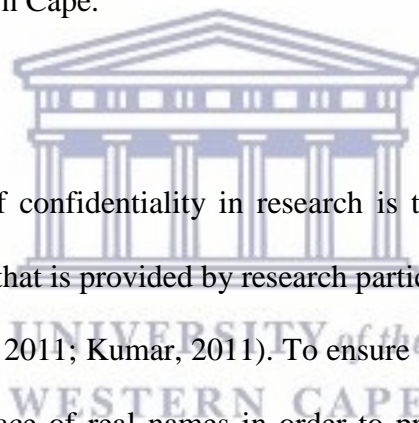
The promise of confidentiality is an ethical code that is essential in the management of private information and to protect participants from any form of harm, be it physical, emotional or others (Peter, 2015). Fouka and Mantzorou (2011, p. 6) add that to protect participants, researchers “have to inform them on their rights, and use all possible coding systems that they regard appropriate in each case”. In order to keep the information given by participants confidential, this study used appropriate codes to ensure that no one would implicate the participants by referring to the given information. In addition, all information obtained from this study would be kept confidential and only be used for academic purposes at the University of the Western Cape.

4.14.3 Anonymity

Related to the ethical code of confidentiality in research is the code of anonymity, which suggests that any information that is provided by research participants should not expose their identity (Fouka & Mantzorou, 2011; Kumar, 2011). To ensure anonymity of participants, this study used pseudonyms in place of real names in order to protect research participants. In addition, this research study designed interview schedules that do not require participants to disclose their personal details such as names, addresses and occupational details.

4.14.4 Respect for autonomy

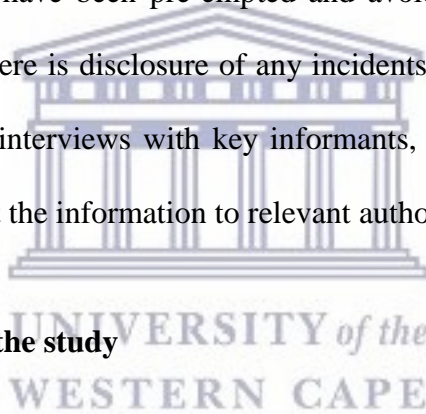
Participants were informed that they can withdraw their consent at any time and discontinue participation in this study without penalty. Participants will not be waiving any legal claims, rights or remedies due to withdrawing their participation from this research (Kumar, 2011; Peter, 2015).



4.14.5 No harm to subjects

Research studies can cause harm to participants if not handled in a proficient manner and such harm can assume different forms such as physical, psychological, legal and others (Fouka & Mantzourou, 2011; Kumar, 2011). In agreement with this claim, Peter (2015, p. 2627) notes that “research that probes deeply into the personal experiences of participants can also be highly invasive, particularly psychologically and socially”.

This study was granted ethical clearance by the University of Western Cape’s Faculty of Community and Health Sciences and the Higher Degrees Committee, thereby suggesting that all possible harm to subjects have been pre-empted and avoided as much as possible, see Appendix A. If at any time there is disclosure of any incidents of risks or harm in the focus group discussion or in-depth interviews with key informants, the researcher or participants are legally compelled to report the information to relevant authorities.



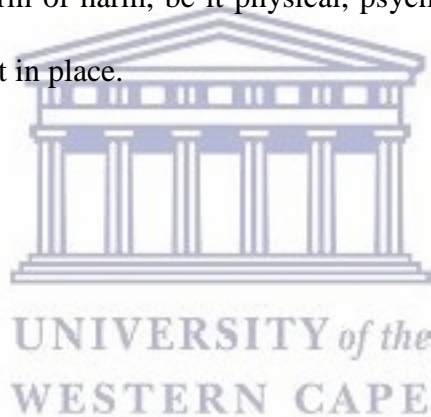
4.14.6 Limitations of the study

The limitations of this particular study were as follows:

- Convenience and snowball sampling were used to get hold of participants; however, some participants were not keen to disclose their circle of connections. Research findings would have been more consistent if identified participants recruited or referred more participants relevant to the study.
- The sample was relatively small because participants were recruited from only two schools.

4.15 Chapter Summary

In this qualitative study, both convenience and snowball sampling were used to gain access to 49 learners who participated in focus groups. Convenience sampling was also used to gain access to 10 individuals who were close at hand and agreed to participate as key informants. The interviews were recorded and transcribed to ensure that data were readily available to be verified in terms of whether or not it is true and representative of the participants' reality. The Interpretative Phenomenological Analysis (IPA) methodology was used to identify major categories and sub-themes in order to delineate specific trends representing the perception of measures to reduce push factors of juvenile crime in schools. To ensure that the research does not expose children to any form of harm, be it physical, psychological or legal, all relevant ethical considerations were put in place.



Chapter Five

Research Findings

5.1 Introduction

The main focus of this chapter is to present findings on the perception of measures to reduce the push factors of juvenile crime in South African schools. Findings combine the perceptions of juvenile involvement in school crimes using the four themes of juvenile delinquency identified in the literature study, namely physical factors (e.g. bullying, gambling), home factors (e.g. poverty, child-headed families), mental factors (e.g. emotional instability, personality disorder) and environmental factors (e.g. gangs, disorganised communities). Focus group discussions and interviews scheduled with key informants were the two methods used to gather data, which are now explored using qualitative thematic analysis through identifying, sorting and classifying recurring themes and sub-themes to answer all important questions pertaining to this study. Findings are presented by means of descriptive statistics and exploratory analysis.

The chapter begins with describing the demographic profile of participants, followed by a presentation of different forms of school juvenile crimes, then a presentation on the push factors of school juvenile crimes, and lastly the perceived measures to reduce juvenile crime in schools.

5.2 Overview of the Analysis

5.2.1 Objectives

The main aim of this study is to explore the perception of measures to reduce the push factors of juvenile crime in two South African schools.

Three objectives have been identified in this study, namely

- To explore factors that push juveniles into crime in South African schools;
- To explore the perception of juvenile involvement in crime within schools; and
- To explore the perception of measures that could reduce juvenile crime in schools in order to promote safe schools.

5.3 Demographic Data of Participants

A total number of 72 participants ($n = 72$) were approached to participate in this study. The number included 60 learners (30 from each school) and 12 teaching and non-teaching staff members (six from each school) in order to have a total number of 36 participants representing each school. Seventy-two information packages, which included consent forms, focus group binding forms, and assent forms, were handed out to potential participants.

This study had an 82% response rate with 59 participants agreeing to participate in this study. Of the 59 participants, 54 were learners and five were members of staff (including two educators, two security guards and a deputy principal). The remaining 13 information packages (including consent forms, assent forms and focus group binding forms) that make up the remaining 18% of population were excluded because the consent or assent forms were not signed, or because participants lost their information packages.

Forty-nine ($n = 49$) learners from Bosmont Primary and New Nation Secondary schools were selected to participate in focus group discussions. Ten key informants were selected from both schools, but were not part of the 49 learners already identified as participants in focus group discussions. This gave a total number of 59 participants. The 10 key informants included five learners who were not part of the 49 focus group participants plus one adult from New Nation Secondary and four adult participants from Bosmont

Primary. The five juvenile offenders who participated as key informants, but were excluded from focus groups, were specifically selected with the help of an educator at New Nation Secondary who knew them as people with first-hand information regarding school juvenile crimes.

5.3.1 Demographic profile of participants

Table 1 gives a synoptic overview of the demographic information of 59 participants.

Table 1: Demographic information of the cohort

Variable		N = 59	%
Gender	Male	40	68%
	Female	19	32%
Grade	6	10	17%
	7	11	19%
	8	8	14%
	9	7	12%
	10	7	12%
	11	6	10%
	12	5	8%
	Adult participants	5	8%
School	New Nation Secondary School	34	58%
	Bosmont Primary School	25	42%
Race	Black African	45	76%
	Mixed Race	12	20%
	Indian	1	2%
	White	1	2%
Home Language	English	2	3.4%
	English and Afrikaans	19	32.2%
	IsiZulu	14	24%
	IsiXhosa	5	8.4%
	Sesotho	15	25%
	Others	4	7%
Age Representation	11-year-olds	10	17%

Variable		N = 59	%	
of all Participants	12-year-olds	11	19%	
	13-year-olds	5	8%	
	14-year-olds	7	12%	
	15-year-olds	8	14%	
	16-year-olds	4	7%	
	17-year-olds	5	8%	
	18-year-olds	4	7%	
	32- to 50-year-olds	5	8%	
Age	Minimum	Maximum	Median	Adults
	11	18	14.5	32–50

Table 1 above indicates that 40 males (68%) and 19 females (32%) made up the cohort of the study. There was a fair distribution of the participants across the different grades: Grade 6 (n = 10), Grade 7 (n = 11), Grade 8 (n = 8), Grade 9 (n = 7), Grade 10 (n = 7), Grade 11 (n = 6), Grade 12 (n = 5), while five adults participated as key informants. The majority of participants were in Grade 7, constituting 19% (n = 11) of the cohort, whereas only 8% (n = 5) of the cohort was represented by Grade 12 learners. However, in general there was a fair and balanced representation across all seven grades.

Table 1 also indicates the distribution of the learners between the two schools as being 58% (n = 34) from New Nation Secondary School and 42% (n = 25) from Bosmont Primary School. Given the geographical area chosen for this study the racial make-up of the cohort is not surprising: 76% (n = 45) of the participants identified themselves as Black African; 20% (n = 12) as Mixed Race; 2% (n = 1) as Indian, 2% (n = 1) as White. The majority of participants (n = 19; 32.2%) spoke both Afrikaans and English, followed by those who spoke Sesotho (n = 15; 25%) and then IsiZulu (n = 14; 24%). The researcher is comfortable conversing in English, Afrikaans and Sesotho, which were the predominant languages of

participants from the two selected schools; as a result, the researcher was able to direct conversations with all participants accordingly.

Considering the age definition of “juvenile”, individuals between the ages of 11 and 18 were included in this study. Table 1 above has shown the frequency distribution of the ages with a mean age of 14.5 years old.

5.3.2 Geographic data of children in focus groups

49 participants were consulted through focus group discussions in order to have solid conclusions. Of the named seven focus group discussions, three were conducted at Bosmont Primary and four at New Nation Secondary. Table 2 is a summary of the specific areas where the learner participants reside. The importance of this information is that the areas listed below have been compared to data from Crime Statistics SA in terms of their crime levels to indicate the learners’ environmental exposure to crime (Crime Stats SA, 2015).

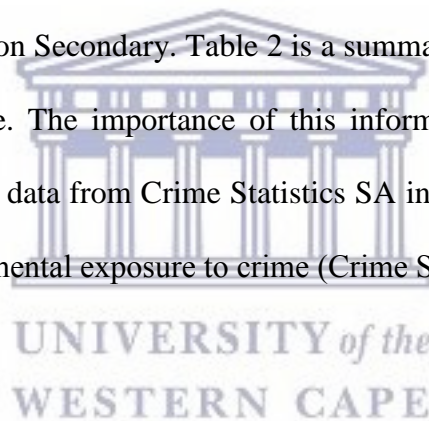


Table 2: Geographic data of learner participants in focus groups

Focus Group	Age Range (Years)	Participants per Group	School	Neighbourhood and Crime Stats SA (2015)
1	11 – 13	7	Bosmont Primary	<ul style="list-style-type: none"> • Bosmont – High • Soweto – Extremely High • Westbury – Extremely High
2	11 – 13	7	Bosmont Primary	<ul style="list-style-type: none"> • Bosmont • Soweto- Meadowlands • Florida – High • Roodepoort – High
3	11 – 13	7	Bosmont Primary	<ul style="list-style-type: none"> • Bosmont • Soweto- Meadowlands • Maraisburg – High • Newclare – Moderate

4	14 – 18	7	New Nation Secondary	<ul style="list-style-type: none"> • Vrededorp – Extremely High • Brixton – High • Soweto- Meadowlands • Langlaagte – High
5	14 – 18	7	New Nation Secondary	<ul style="list-style-type: none"> • Bertrams – High • Soweto- Meadowlands • Hillbrow – Extremely High • Vrededorp
6	14 – 18	7	New Nation Secondary	<ul style="list-style-type: none"> • Brixton • Soweto- Meadowlands • Vrededorp • Langlaagte
7	14 – 18	7	New Nation Secondary	<ul style="list-style-type: none"> • Soweto- Meadowlands • Jeppestown – Extremely High • Bertrams • Vrededorp

The geographic data of learner participants in Table 2 above shows that seven groups participated in focus group discussions. Participants were from two schools and each group had a maximum of seven participants – thus a total of 49 participants. The table also shows that participants came from 13 neighbourhoods (Vrededorp, Bertrams, Jeppestown, Soweto-Meadowlands, Langlaagte, Brixton, Hillbrow, Newclare, Maraisburg, Westbury, Florida, Bosmont and Roodepoort), some of which are far, while others are in close proximity to the schools. According to Crime Statistics SA (2015), the crime-level descriptor of the neighbourhoods represented by the learners shows that one neighbourhood is moderate, seven are high, and five are extremely high.

5.4.1 Presentation of juvenile crimes per school from focus groups

During the various focus group discussions at Bosmont Primary School, five crimes (substance use, stealing, bullying, physical fights and gangster activity) were identified as recurring themes during the general preliminary investigation of juvenile crimes.

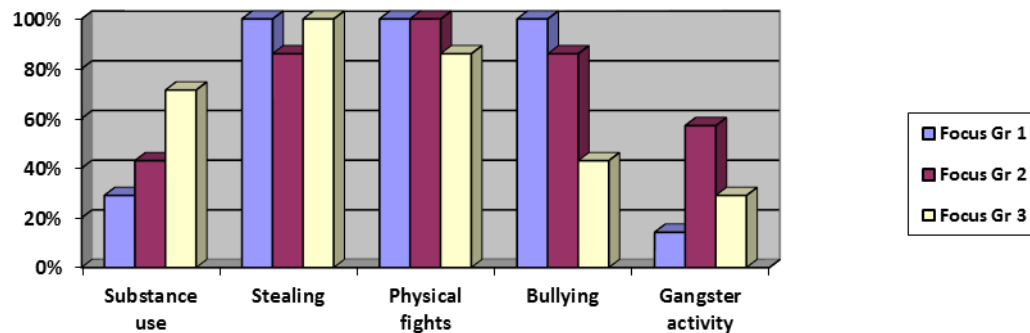


Figure 1: Crime identification by focus groups at Bosmont Primary School

According to Figure 1, three focus group discussions were conducted at Bosmont Primary who reported on juvenile crime in their school. Results indicated in Figure 1 show crimes (based on the agreement level among three focus groups) beginning with the most prominent ones, stealing and physical fights, followed by bullying, substance abuse and lastly gangster activity. Additionally, four adult participants from Bosmont Primary took part as key informants in in-depth interviews. Results as shown in Figure 3 indicate that the most prominent crimes at Bosmont Primary (based on the agreement level of all key informants) were stealing, physical fights, bullying and substance use, although less prevalent. No key informant mentioned gangster activity as a prominent crime at Bosmont Primary, but focus group learners did.

Of great interest is that the focus group discussions held at New Nation Secondary School yielded the same five crimes as Bosmont Primary School, which are substance use, stealing, physical fights, bullying and gangster activity.

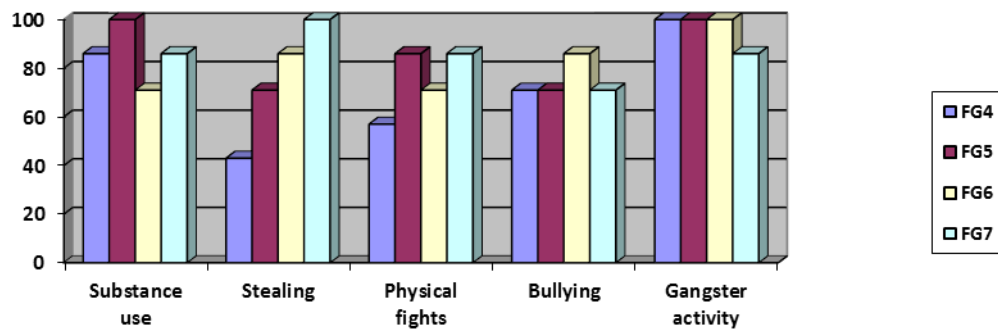


Figure 2: Crime identification by focus groups at New Nation Secondary School

According to Figure 2, four focus group discussions were conducted at New Nation Secondary who reported on juvenile crime in their school. Results indicate that the most prominent crimes (based on the agreement level among four focus groups) are substance use, stealing, physical fights, bullying and gangster activity. In addition, as specified in Figure 3, five learners and one adult participated as key informants in in-depth interviews at New Nation Secondary. Results indicate that the most prominent crimes at New Nation Secondary, based on the understanding of key informants, are substance use stealing, physical fights, bullying and gangster activity.

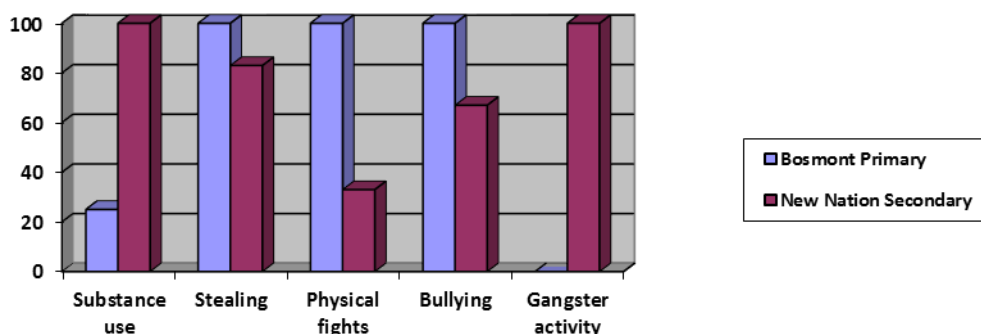


Figure 3: Crime identification by key informants at Bosmont Primary and New Nation Secondary schools

Ten key informants (five learners and one adult from New Nation Secondary School together with four adult participants from Bosmont Primary School) participated in in-depth interviews with the researcher. The study intended to interview at least four key informants from each school and the projected number was achieved given that at least four key informants from each school volunteered to participate in this study.

Figure 4 provides the general frequency distribution of all three cohorts' identification of the five juvenile crimes common at their schools.



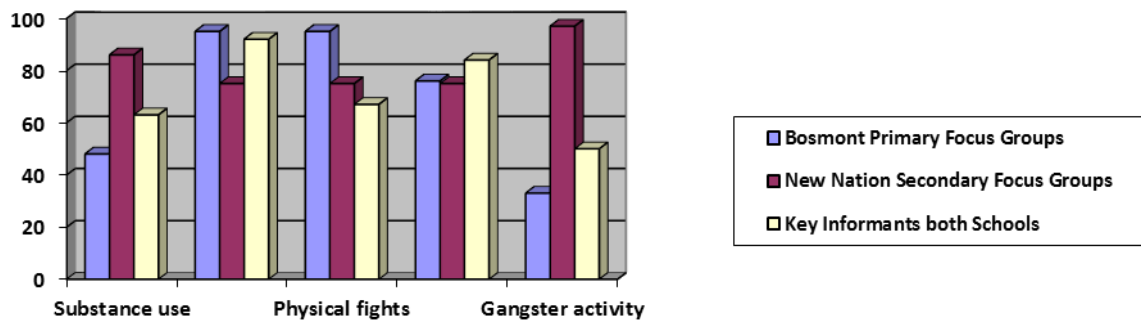


Figure 4: Average frequency distribution of the three cohorts' crime identification (Bosmont Primary, New Nation Secondary and Key Informants from both schools)

Table 3 provides a representation of collected and transcribed themes and identified sub-themes or factors that push juvenile crime in schools.



Table 3: Themes and sub-themes

Theme	Sub-Themes
Physical Factors	<ul style="list-style-type: none"> - Exaggerated enthusiasm - Bullying - Gambling/playing dice - Clashes between ethnic groups
Home Factors	<ul style="list-style-type: none"> - Lack of parental care - Careless parents - Pursuit of material things, e.g. cell phones and expensive clothing brands - Child-headed homes - Mother and boyfriend sagas - Poverty
Mental Factors	<ul style="list-style-type: none"> - Adolescent emotional instability - Personality disorder of some learners - Depressed learners
Environmental Factors	<ul style="list-style-type: none"> - Communities with drug problem - Gangs - Disorganised communities (unable to conform to common values and to solve problems of its residents) - Racial stereotyping e.g. Mixed Race people have an addiction to smoking cigarettes, while poorer Black African communities love drinking <i>mbamba</i> (a traditional sorghum beer, often spiced with battery acid to give it extra kick) and using <i>nyaope</i> (a cocktail of <i>dagga</i> [marijuana]) - Peer pressure

5.6.1 Theme 1: Physical factors

Results from focus group discussions and interviews with key informants revealed that physical factors push juveniles toward school crimes. Several participants revealed that physical illnesses or disorders, which some learners have, cause them to be teased and this often triggers fights among learners. Below are examples of comments provided by some participants to validate this assertion:

We get bullied everyday by old students when we tease them because of their age and ugliness, especially those who have dropped out of school in previous years and have now repeated to become senior students, but [are] still attending junior grades.

(Focus Group Four Participant, Grade 10)

We have classmates who are 18 years old and have been doing Grade 10 for the past two years and these learners can easily bully others, taking their belongings such as skafu tins [lunch boxes].

(Key Informants at New Nation School)

The above extracts from focus group discussions and interviews with key informants put forward the viewpoint that deviant behaviours in schools are at times fuelled by physical factors such as age.

5.6.2 Theme 2: Home factors

Findings from this study confirmed that home factors play a huge role in pushing juvenile crime in schools. Sub-themes such as “the pursuit of material things”, “irregular family structures, including mothers and their boyfriends”, “poverty”, “uncontrollable children”, and

“child-headed families” were raised in focus group discussions. Below are extracts from some focus group discussions and interviews with key informants:

Each time I see my mother getting beaten by her boyfriend at home, I feel like beating or stab[bing] anyone who irritates me at school so to repay her pain.

(Focus Group One Participant at Bosmont Primary)

A number of learners in this school come from poor families; they cannot afford treats; which other learners enjoy. As a result, they steal cell phones, memory cards and money from their teachers' handbags in order to be like their fellow classmates from richer families.

(Key Informant at Bosmont Primary)

There are learners in this school who come from child-headed families. Instead of concentrating in class, such learners always meditate on where the next meal should come from; as a result, they steal and sell dagga to other learners within and off the school premises.

(Key Informant at New Nation Secondary)

We all want to wear nice labels and expensive clothing brands such as Nike and Reebok like others, but this is not always possible because our parents cannot afford [it]. And because our parents are poor, we are forced to steal so that we keep up with our peers at school.

(Focus Groups One Participants at Bosmont Primary)

5.6.3 Mental factors

In the opinion of the Secondary School cohort, adolescent emotional instability and personality disorder are key mental factors that push juveniles into crime at New Nation Secondary. One educator indicated that several learners who suffer from emotional instability often withdraw from their peers to find solace in smoking *dagga* and *nyaope* and drinking *mbamba*, and also in committing other criminal activities.

In addition, the educator said,

It is easy to identify learners with personality disorder as they are often antisocial and violent. I once tried to assist a learner with similar tendencies, but he threatened to stab me and I was scared to pursue his case because of his associations with dangerous people in the nearby community.

(Key Informant at New Nation Secondary)

The first time I used nyaope, was at school when a friend of mine asked me to try it out after I had told him that I was depressed. It felt so nice the first few days, but I was forced to stop using nyaope because of severe stomach cramps.

(Key Informant at New Nation Secondary)

A boy in our class lost his mother when he was still young and this has caused him to be suspicious of anyone who comes near him. Each time anyone approaches him, he becomes violent and defensive, so everyone in class including our teacher is afraid of him.

(Focus Group Six Participant at New Nation Secondary)

5.6.4 Environmental factors

Extracts from data on environmental factors as provided by the focus group participants and key informants help to explain juvenile participation in school crimes and, at the same time, answer the objectives of this study:

Most cultures overlook certain habits, such as the smoking of cigarettes. For instance, within some Mixed Race communities such as Bosmont suburb, it is a known reality that most people smoke cigarettes, even young children. Some parents even smoke cigarettes with their children. As a result, it becomes difficult for educators to reprimand learners who smoke cigarettes at school, when they are not reprimanded by their own parents at home.

(Key Informant at Bosmont Primary)

We have been robbed several times of our belongings such as cell phones, memory cards and pocket money by known gangs from our school within the schoolyard.

(Focus Group Four at New Nation Secondary)

Preliminary research indicated that there is a link between teenage drug use and the escalation of truancy, as drug use affects the cognitive development, which depresses the capacity to calculate potential risks (Mrug et al., 2010).

Our school neighbourhood is known for mbamba and nyaope smoking. Several boys who stay in this neighbourhood and attend at New Nation Secondary take these drugs and so participate in gangs.

(Focus Group Seven at New Nation Secondary)

Table 4 relates to measures that were perceived by participants from both schools as relevant in reducing push factors of school juvenile crimes, hence answering the main objective of this study. The researcher acted as a data-collection instrument seeking for answers to respond to the question how push factors of school juvenile crimes can be reduced from the perspective of school juvenile offenders.



Table 4: Perceived measures to reduce push factors of juvenile crime

Focus Group	Perceived Measures to Reduce School Juvenile Crime
FG 1	<ul style="list-style-type: none"> - Schools should use scanners at every gate to check if learners have any weapons - Schools should introduce bullying programmes to be run once every month to educate learners
FG 2	<ul style="list-style-type: none"> - Cameras and alarms should be placed around the schoolyard - Cops should come at [sic] school once in a while to check for drugs - Strict discipline should be practised
FG 3	<ul style="list-style-type: none"> - Educators should be strict with learners doing crime - Learners should be searched as they enter [the] schoolyard - CCTV cameras should be placed everywhere around the school - There should be more security guards in schools - Motivational speakers should come into schools and discourage juvenile crime
FG 4	<ul style="list-style-type: none"> - Increase extramural activities such as sport and talent shows to keep learners engaged all the time - There should be high supervision from teachers and parents - Learners should be taught good morals from [a] young age and not only wait to reprimand them when they do bad stuff - Put [sic] more rules - Parents should be more supportive to [sic] their children
FG 5	<ul style="list-style-type: none"> - There should be extra security guards in schools in order to ensure maximum security - More rules should be introduced in schools - Learners should be searched every time they enter and leave school premises - Bring people to schools to guide children not to use drugs - Sniffing dogs should be introduced in schools
FG 6	<ul style="list-style-type: none"> - Random checks should be done by law enforcement officers and school governing authorities such as teachers and principals - There should be social workers on school premises to guide and counsel learners involved in school crime - Educators should be understanding - Learners who are doing crime should be taken to rehabilitation - Launch campaigns that will encourage youths to participate in sports
FG 7	<ul style="list-style-type: none"> - Put [sic] dogs to sniff drugs

Focus Group	Perceived Measures to Reduce School Juvenile Crime
	<ul style="list-style-type: none"> - Put entrance and exit scanner alarms at every school gate - Invite former learners who have been involved in school crimes to come and give talks about the dangers of engaging in crimes - Increase stationeries at school to avoid [the] stealing stationeries [sic] - Launching campaigns that will educate both schools and communities about crime
Key Informants	<ul style="list-style-type: none"> - Put detection or sniffer dogs in every school gate to detect substances such as drugs, mobile phones and any other objects such as knives and guns, which can trigger serious violence in schools - Be firm on security cameras, video surveillance systems and closed circuit television (CCTV) - The government should bring back corporal punishment - Parents should stop sending their children to buy drugs - Parents should involve themselves more in the lives of their children - Schools should introduce a variety of sporting activities such as soccer, netball, swimming, boxing, etc. - Launch campaigns aimed at educating schools and communities about the dangers of engaging in crime - Community Policing Forums and securities should be at schools all the time to monitor crimes - More focus should be placed on role modelling, training, influencing and persuading juvenile offenders to be goal focused

Findings on perceptions of measures to reduce push factors of juvenile crimes are described according to themes and sub-themes that emerged during the data-collection process. Perceptions of measures to reduce school juvenile crimes were found to fit into four main categories, which are mental factors, home factors, physical factors and environmental factors as will be highlighted in the discussion chapter.

5.7 Chapter Summary

In this chapter, findings on the perception of measures to reduce the push factors of juvenile crime in two South African schools were presented. Results focused on four themes, which were identified in the preliminary study of juvenile delinquency in South Africa, namely physical factors, home factors, mental factors and environmental factors. The following chapter provides a discussion of these findings by integrating the Social Learning Theory underpinnings and preliminary literature findings that were deemed relevant for this study. The chapter will also provide recommendations of some possible measures to help reduce juvenile crimes in South African schools, name the limitations of the study, and end with the conclusion.



Chapter Six

Discussion, Recommendations and Conclusion

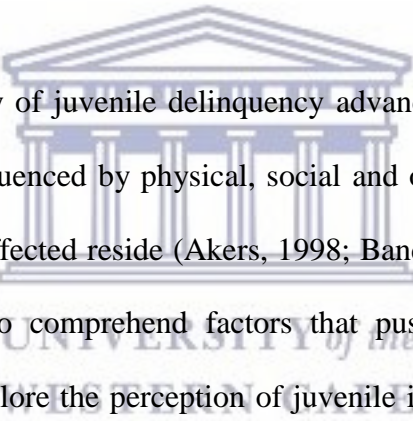
6.1 Introduction

This chapter focuses on discussing the findings regarding the perception of measures to reduce push factors of juvenile crime in South African schools. Social Learning Theory was used as the theoretical framework. Because an in-depth discussion of Social Learning Theory was provided in Chapter Two, only a brief definition of this theoretical departure is given in this section. In exploring the perception of juvenile involvement in school crimes, push factors of school juvenile crimes and measures to reduce school juvenile crimes, this study focused more on the following crimes: substance use, stealing, bullying, physical fights and gangster activity. Analysis of data focused on four different factors that influence juvenile delinquency in schools, namely physical factors, home factors, mental factors and environmental factors.

Qualitative thematic analysis was employed in this study. Themes that appeared repeatedly in focus group discussions and in-depth interviews were collected and used to summarise the perceptions of juvenile participation in school crimes and measures to reduce school crimes. Analysis only focused on data captured during in-depth interviews with key informants and through focus group discussions with juvenile offenders from Bosmont Primary and New Nation Secondary schools.

6.2 Theoretical Framework

As highlighted in Chapter Two, Social Learning Theory emphasises that learning is a cognitive process, which happens in a social context through the process of socialisation (Bandura & Walters, 1963). This theory also highlights that learning happens via different means such as through direct experience, through observations and modelling, as well as through imitating the behavioural patterns of others (Bandura, 1971; McLeod, 2011; Smith & Berge, 2009; Stewart, 2010). The concept of observational learning in Social Learning Theory involves two symbolic systems that influence human imagination through invoking the power to envisage things and verbally cipher observed events (Bandura, 1971).



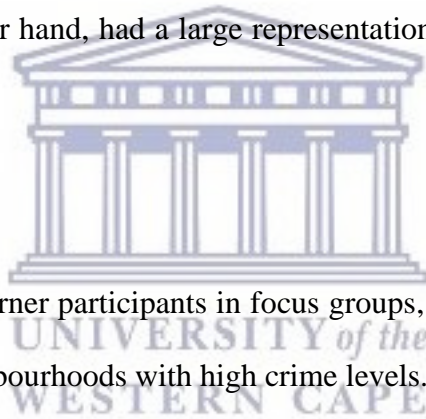
Social Learning Theory of juvenile delinquency advances the viewpoint that human behaviour is triggered and influenced by physical, social and other factors that relate to the settings where those that are affected reside (Akers, 1998; Bandura, 1971; 1973, 1977). As a result, this study attempted to comprehend factors that push juvenile offenders toward committing school crimes, explore the perception of juvenile involvement in school crimes, and explore measures that can be put in place to reduce school juvenile crimes. The following section begins with an analysis of the demographic profile of those who participated in focus groups and in-depth interviews as key informants.

6.3 Discussion of the Demographic Profile of Participants

Table 1 presented the demographic profile of participants in focus groups as well as key informants from New Nation Secondary and Bosmont Primary in terms of age, gender, grade, school, race and home language. Fifty-nine people participated in this study because they

satisfied the requirements for inclusion in the study, such as giving formal acceptance by signing consent forms, assent forms and the focus group binding forms.

There were more Black African participants compared to people of other races because New Nation Secondary, which had the most participants, is a predominantly Black African school. On the other hand, Bosmont Primary is a mixed school with more learners of Mixed Race origins and a few Black African learners. Language representation revealed that Black Africans in these two schools speak several South African official languages such as Sesotho, IsiZulu, IsiXosa and other African languages such as Shona and IsiNdebele. Bosmont Primary, on the other hand, had a large representation of Mixed Race learners who speak English and Afrikaans.



Geographic data of learner participants in focus groups, as indicated in Table 2, show that learners come from neighbourhoods with high crime levels. According to Crime Stats SA (2015), the neighbourhoods in question – Soweto- Meadowlands, Bosmont, Langlaagte, Florida, Roodepoort, Newclare, Maraisburg, Vrededorp, Bertrams, Brixton, Westbury and Jeppestown – have moderate, high and extremely high crime levels. This means that learners attending the two selected schools are constantly exposed to crime and the likelihood of replicating similar crimes at school is high. The possibility of replicating such observed crimes, as asserted by the Social Learning Theory, can be heightened if juvenile offenders in schools do not see those who commit crime within their neighbourhoods getting punished. Social Learning Theory has a perspective on reinforcement and punishment, both of which have an influence on how individuals exhibit their learned behaviour (Bandura, 1971).

Adopting this perspective, juvenile offenders who observe severe punishment of crime in the community can be persuaded to stop crime at school for fear of receiving similar punishment.

Generally, in South Africa, learners begin primary school at the age of six or 7 and are expected to complete their high school at the age of 17 or 18, which then explains why 11 was the minimum age of participants who were in Grade 6 at Bosmont Primary at the time of the study. According to the Children's Act No. 38 of 2005 (South Africa, 2005), a “child” refers to any person who is under the age of 18; therefore, this study had to accommodate learners who were 18 years old at the time of this research. The study provided evidence that learners can repeat school and complete their high school at the age of 18 (and even older); this study had to accommodate these learners as well. Another reason why there are many 18-year-olds at New Nations Secondary is that the school accommodates learners from previously disadvantaged backgrounds and some of these learners delayed their school debut. Given the assumed challenges of poverty and inequality among many Black South Africans, several Black African learners miss starting school at the normal expected age (Spaull, 2012).

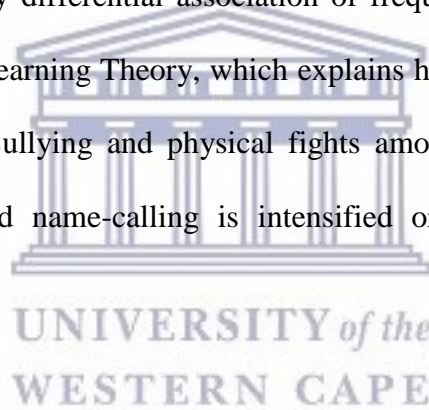
6.4 Discussion of the Coverage on the Push Factors of School Juvenile Crimes

The literature review pointed out that factors pushing juvenile delinquency in South African schools are multidimensional, and thus include physical, home, mental and environmental factors (Makhonza, 2006; Mncube & Harber, 2013; Ncontsa & Shumba, 2013). A closer look during focus group discussions and in-depth interviews affirmed that environmental factors are major contributions to the factors that fuel juvenile delinquency in schools. To validate this claim, comments and extracts from focus groups and in-depth interviews have been used in the analyses of the following push factors of juvenile crimes:

6.4.1 Discussion of how physical factors push juvenile crime in schools

Focus groups Two, Three, Four, Five and Six held the unanimous opinion that physical factors such as a learner's age in class has the capacity to trigger school juvenile crimes such as drug use, physical fights and bullying among learners. Some learners are slow performers in class and because of this challenge, they are forced to repeat every failed grade; for some this may require several attempts until they qualify. As a result of repeating a grade, some end up attending class with younger learners whom they easily victimise and bully when being teased simply because they tend to be older and bigger in stature.

This finding is illuminated by differential association of frequency, duration and intensity, which is in line with Social Learning Theory, which explains how individuals are inclined to display certain behaviours. Bullying and physical fights among learners at school can be aggravated when teasing and name-calling is intensified or happens frequently or are prolonged.



6.4.2 Discussion of how mental factors push juvenile crime in schools

This study found that mental factors such as inferiority complex and adolescent emotional instability push most juvenile crimes in schools. These findings correlate with results from a study by Pickard (2015, p. 1) who proposes that “personality disorder is associated with self-harm and suicide, as well as criminal offending and violence towards others”. Cohorts at New Nation Secondary revealed that most learners in their school silently suffer from inferiority complex, yet this complex becomes obvious when learners engage in illicit behaviours such as beating up educators and joining up gangs as compensatory behaviour. To support this, two key informants at New Nation Secondary claimed that learners join gangs in order to become fearsome or increase their levels of appeal to attractive girls at school. Social

Learning Theory stresses that people observe and imitate patterns of behaviour that they want to assimilate and such behaviour can be positive or negative (McLeod, 2011). Learners with an inferiority complex are often pushed into gangs in order to assimilate fearsome and malicious attributes of a gang; although, they often end up participating in severe juvenile crimes in the process.

The observation that some learners join gangs in order to enhance their fierceness and attraction to the opposite sex at school is a significant finding in this study as it helps to explain some factors that push juveniles into crime. Nevertheless, Magidi's (2014) study about the experiences of gangsterism by non-gang affiliated high-school learners in Hanover Park, Western Cape established that gangs can have positive aspects such as providing a safe haven or adding a sense of native identity. Observational learning is a concept of Social Learning Theory, which involves a symbolic system that influences human imagination through invoking the power to imagine things (Bandura & Walters, 1963). This concept can be adopted to understand that learners with an inferiority complex can develop imaginations and envisage their association with gangsters as a means to attain the influence that they might perceive as absent in other learners.

6.4.3 Discussion of how home factors push juvenile crime in schools

This study found that home factors such as violent parents, poverty and inflated pursuit of material things play a huge role in pushing juvenile crime in South African schools. The results correlate with preliminary findings from other studies (Makhonza, 2006; Mncube & Harber, 2013; Ncontsa & Shumba, 2013) that established that home factors such as poverty and family disintegration aggravate juvenile crimes. According to a key informant at

Bosmont Primary, several learners come from violent homes and they witness regular fights between their mothers and their boyfriends. This family setup often spurs violence between mothers and boyfriends, and boyfriends and step-children, and in most cases children are the victims. The key informant further reported that learners who witness their mothers getting punched by boyfriends often seek to settle scores with peers at school; however, retribution can be violent.

According to Social Learning Theory's aspect of learning and socialisation, behaviour is regulated and influenced at different social levels such as by parents, peers and other significant groups (Bandura, 1971). If this theory is adopted, it is appropriate to assume that school juvenile crimes such as bullying and physical fights are largely influenced by home situations – more so in the case of primary school learners compared to secondary school learners. Focus group participants at Bosmont Primary attested to witnessing their mothers being physically abused by boyfriends and in turn developing a vindictive attitude. The findings corroborate these narratives: More physical fights and bullying occurrences were recorded at Bosmont Primary compared to New Nation Secondary School.

In addition, this study established that many families pursue material things and flashy lives, often referred to as “bling-bling”, and the gravity of this situation is sadly borne by children. Focus group discussions from both schools stressed that drug commerce in townships is spurred by the desire to live flamboyant lives and this attitude has, however, hopped into schools. One key informant at New Nation Secondary said, “*Kwamele saziwe esikolweni ukuti singabo- ngamla*”. (“It should be known at school that we are filthy rich”.) This attitude puts pressure on learners from poorer families who are consequently forced to

steal or sell drugs in order to accrue money, which is allegedly a precondition for living a good life. This finding is qualified by Weatherburn (2001) who stresses that varying parenting factors, such as parental neglect, parental conflict and discipline, deviant parental behaviours and family disruptions, play a huge role in pushing juvenile delinquency. As adopted by the Social Learning Theory, people learn through observation, imitation and modelling (Bandura, 1971). Learners in schools easily observe and imitate the attitude displayed in their communities, which can be the attitude of “get rich quickly” through dubious means. To validate this assumption, learners at Bosmont Primary have developed and heightened the attitude of stealing money and cell phones from their educators’ handbags in order to keep up with peers from better-off families.

6.4.4 Discussion of how environmental factors push juvenile crime in schools

This study found that environmental factors such as cultural interaction play a huge role in pushing school juvenile crimes. A key informant at Bosmont Primary stressed that some cultures overlook certain habits such as the smoking of cigarettes amongst the Mixed Race people in the Bosmont area. Although this perception sounds more like racial stereotyping, the key informant further alluded that some parents smoke cigarettes with their children. If this is the case, it then presents a difficult situation for educators to reprimand learners who smoke cigarettes at school, when they are not reprimanded by their own parents at home.

In their study on the dynamics of violence in schools in South Africa, Mncube and Harber (2013) attest that convenience and obtainability of weapons such as guns and knives within school premises can make committing a crime easier and more attractive. Assuming this line of thought, the convenient attainability of cigarettes can make smoking easier and attractive

for learners, especially those who do not get reprimanded by their parents when they smoke in their midst.

The above finding is practical when observing the Social Learning Theory's concept of symbolic interaction: a concept which claims that people find meaning and act towards something based on their social interaction (Bandura, 1971). Because smoking cigarettes has become the normal way of living in the Bosmont community, nearly everyone, including school authorities, has become reluctant to address this challenge. As a result, smoking cigarettes, which is a school juvenile crime, can easily end up as smoking other strong drugs such as *dagga* or *nyaope*. Deviance of basic rules of conduct can therefore lead to more deviance and graver transgressions or crimes.

This study also found that the majority of learners in these two schools come from neighbourhoods with high and extremely high crime levels (Crime Stats SA, 2015). Some learners attested to coming from backgrounds with residents who smoke *nyaope* or drink *mbamba*, while other learners disclosed that residents in their neighbourhoods smoke *dagga* and sniff glue. The unpredictability and inconsistency of learners coming from neighbourhoods represented by different levels of crime aggravate school juvenile crimes. As espoused by Social Learning Theory, learning is a cognitive process that happens in a social context through socialisation (Bandura & Walters, 1963). As a result, the socialisation of juvenile offenders from different, unpredictable criminal backgrounds within school premises can aggravate juvenile crimes, which are difficult to predict. Social Learning Theory also advances that behaviour is learnt through interacting with significant others as they observe patterns of behaviour, actions and outcomes. In the process of observing the behavioural patterns of other juvenile offenders at school, a new trend of juvenile crime emerges.

According to Social Learning Theory, there are three aspects of motivation, namely external reinforcement, vicarious reinforcement, and self-reinforcement (Ewen, 1980). Adopting the aspect of external reinforcement, Ewen (1980) posits that external reinforcements are inducements in the environment, which can influence the probability of an action or response. Assuming this viewpoint, one can conclude that the convergence of juvenile offenders at one school from different high and extremely high crime backgrounds can be an external reinforcement that aggravates school crimes that are often difficult to reduce.

Additionally, this study perceived that failure to handle cultural differences among learners push school juvenile crimes such as physical fights and bullying. Focus groups Two, Three and Five pointed out that learners look down on each other because of their home language. The external reinforcement aspect of motivation is what substantiates that the inability to handle cultural differences among learners in schools can influence the probability of juvenile crimes. Observational learning is a concept of Social Learning Theory that involves two symbolic systems that influence human imagination through invoking the power to envisage things or verbally cipher the observed events (Ewen, 1980). A learner who observes that she is despised because of her mother language can develop thoughts that she is worthless and so end up using drugs or socially excluding herself.

The general frequency distributions of five crimes by the three cohorts indicate that all five juvenile crimes in their schools are high. These crimes were perceived as being influenced by all of the identified factors, i.e. physical factors, home factors, mental factors and environmental factors. There is, however, no available data to indicate the normal or

average levels of the five crimes in South African schools. Violence, drug usage and theft were generally reported as high in the 2012 National School Violence Study (Burton & Leoschut, 2013). As a result, this study perceived that measures to reduce school juvenile crimes should put into consideration a holistic approach that incorporates all of the identified factors. According to Borduin et al. (1995), individual therapy approach – which offers specific therapeutic attention to juvenile offenders separately, with the intentions of addressing personal, family and academic challenges – was deemed crucial as it overrides taking a broader view of fundamental issues. Borduin et al. further claim that individual therapy approach takes a detailed look at each issue, making sure that it is appropriately addressed.



6.5 Discussion of Measures to Reduce Juvenile Crime in Schools

This study established several perceived measures to reduce juvenile crime in schools, some of which are currently being implemented in schools, while others only appear on paper and are not being implemented. Analyses are divided by school because perceived measures to reduce crime in schools were suggested with relevance to the particular school, which is either a primary or secondary school.

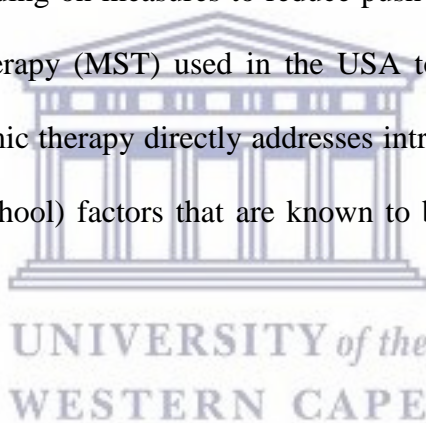
6.5.1 Analysis of the perceived physical measures to reduce school juvenile crime

Six out of the seven focus groups (86%) plus the key informants from both schools unanimously perceived that juvenile crime in schools should be physically addressed in order to send a stronger message to juvenile offenders. Physically addressing juvenile crime in schools, as exemplified below, is a significant measure that can help reduce school juvenile

crimes because youths prefer learning through experiments since it is practical and happens without thinking.

- *Put detection or sniffer dogs in every school gate to detect substances such as drugs, and other objects such as knives, which can trigger serious violence in schools.*
- *Random checks conducted on learners by law enforcement officers and the school governing authorities such as principals and educators.*

Contributions from participants indicated physical factors as the main perceived measure to reduce push factors of school juvenile crimes, while home factors were considered less. Contrary to this collective finding on measures to reduce push factors, Borduin et al. (1995) presented a multisystemic therapy (MST) used in the USA to reduce and prevent serious juvenile offences. Multisystemic therapy directly addresses intrapersonal (e.g. cognitive) and systemic (i.e. family, peer, school) factors that are known to be associated with adolescent antisocial behaviour.



According to Bandura (1977, p. 3), “the more rudimentary form of learning, rooted in direct experience is largely governed by the rewarding and punishing consequences that follow any given action”. Juvenile offenders that are constantly exposed to direct random checks or exposed to video surveillance systems and closed circuit television (CCTV) can adopt new patterns of behaviour that promote safe schools for fear of getting arrested or expelled from school. The Department of Basic Education together with schools can initiate safe schools campaigns aimed at raising funds that can be channelled towards purchasing video surveillance systems and closed circuit televisions. On the other hand, juvenile offenders that are constantly viewed by security cameras and video surveillance systems may choose to adopt good behaviour while at school in order to obtain rewards of praises that they

are well-behaved learners. As a result, relentless effort in campaigning for donations in form of video surveillance systems and closed circuit televisions should be made to ensure wide ranging installations in schools.

Nevertheless, Social Learning Theory expounds that human beings are not only reactive; they have cognitive skills that enable them to be proactive and thus perceive different consequences of their actions (Bandura, 1977). Old-timer juvenile offenders are able, through their cognitive skills, to do introspection and realise that school juvenile delinquency affects their studies and, as a result, envision a better and rewarding school that is crime free.

6.5.2 Discussion of perceived home measures to reduce school juvenile crime

“Exaggerated pursuit of material things” by families and “irregular family structures that are dominated by mothers with boyfriends” were identified as some home factors that push juvenile crime in South African schools. Yet, only one out of the seven focus groups (14%) at New Nation Secondary plus the key informants from both schools perceived the participation of families as crucial in reducing school juvenile crimes. Focus group participants from Bosmont Primary did not perceive the participation of families as vital in solving the challenge of juvenile crime in schools. As outlined in the background study of the dynamics of juvenile crime in South Africa, the issue of family breakdown was emphasised as one of the main causes of juvenile crime. This study has, however, revealed that learners are less informed about the influence that families have in reducing school juvenile crimes as opposed to the active role that families purportedly play in promoting school juvenile crimes.

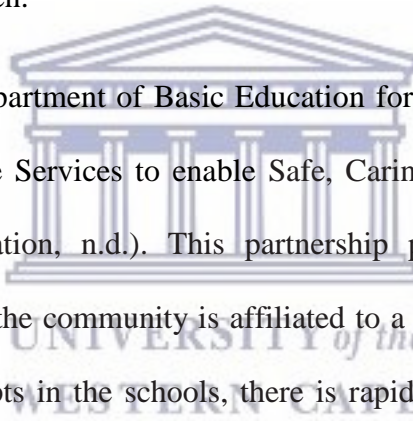
Learning through modelling is a concept of Social Learning Theory accentuating that learning should be influenced by appropriate models that perform the required actions (Bandura, 1971; 1977). Adopting this theoretical foundation, families ought to be appropriate models to children all the time, be it at home or at school in order to prevent the consequences of unguided actions. Nevertheless, findings of this study have suggested that some parents are inappropriate models to their children and this has resulted in some learners becoming juvenile offenders. Only one out of seven focus groups perceived that learners should be taught good morals from a young age, which can translate to safe schools, instead of waiting to only reprimand learners when they participate in school juvenile crimes.

6.5.3 Discussion of perceived mental measures to reduce school juvenile crimes

Both New Nation Secondary School and Bosmont Primary School cohorts documented that mental factors push school juvenile crimes, with Focus Groups One, Three, Four, Six and Seven perceiving that mental or psychological measures are practical in reducing juvenile crimes. Focus group One perceived that Bosmont Primary should introduce bullying programmes, which can be conducted once every month to keep learners mindful of the causes and consequences of bullying. Focus group Four perceived that extramural activities such as swimming, playing tennis and chess are good mind-relaxing games, which should be introduced at New Nation Secondary in order to keep juvenile offenders engaged in healthy lifestyles. Although such recommendations are not new and have been already suggested by the Department of Basic Education, what is still lacking is the implementation as well as making appraisals with learners to see if these recommendations are practical.

Extracts of perceived mental measures to reduce school juvenile crimes are consistent with multisystemic therapy, which directly addresses intrapersonal (e.g. cognitive) factors

that are known to be associated with adolescent antisocial behaviour (Borduin et al., 1995). However, findings from this study mentioned very little regarding the importance of active cooperation among interested parties such as parents, school authorities, security agencies and young people in reducing juvenile crimes. Additionally, extracts of perceived psychological measures to reduce school juvenile crimes have only focused on juvenile offenders and excluding addressing this challenge through the involvement of other role players. The Tasmanian Supportive School Environment Program (Omaji, 2011), for instance, stresses that, besides counselling delinquent learners, educators also need to be empowered with skills to ensure early identification and appropriate management of behaviourally disturbed children.



The South African Department of Basic Education formalised a partnership protocol with the South African Police Services to enable Safe, Caring and Child Friendly Schools (Department of Basic Education, n.d.). This partnership protocol was instrumental in ensuring that every school in the community is affiliated to a local police station in order to ensure that when a crisis erupts in the schools, there is rapid response. On the other hand, schools were instructed under this partnership protocol to formulate school- based codes of conduct to be communicated to learners and to ensure that learners strictly adhere. As a result, more work is still needed in terms of making sure that this partnership protocol is effectively implemented.

Expounding on the Social Learning Theory's concept of motivation, Bandura (1971, p. 4) posits that "reinforcing consequences [is] ineffective in modifying subjects' behaviour as long as they [are] unaware of what they [have] to do to produce rewarding outcomes". Given the current context of this study, school juvenile offenders cannot change their illicit

behaviour by only underlining consequences of juvenile crimes without educating them. Psychological measures such as introducing extramural activities, educational campaigns and rehabilitation are some ways in which safe schools can be promoted. Conducting informative and persuasive campaigns on causes and consequences of school juvenile crimes would ensure that juvenile offenders know what to do in order to modify their ill behaviour, and so create safe schools.

6.5.4 Discussion of perceived environmental measures to reduce school juvenile crimes

All focus groups (100%) and key informants emphasised the point that school juvenile crimes are mainly pushed by ecological factors, hence the necessity to implement environmental measures to reduce juvenile crime. For instance, all focus groups and key informants alluded to the fact that wrong associations are central to most crimes happening in schools and this finding fits in with existing knowledge on the subject of juvenile delinquency. A discussion of the environmental factors in the literature review highlighted that cultural and interfamily interactions to which children are exposed play a substantial role in the debut and determination of delinquent behaviour (Dwivedi & Dwivedi, 2006). Adopting this viewpoint, Social Learning Theory posits that environment reinforces modelling (Bandura, 1971). For instance, learners with low self-esteem may be enticed into dressing and communicating like learners in gangs at school in order to be reinforced and accepted into a school gang.

Community policing forums, participation of social workers, and campaigns or *imbizos* aimed at educating communities about the costs of school juvenile crimes were perceived as environmental measures that can reduce school juvenile crimes. Such findings indicate that learners are aware of the fact that they cannot tackle the challenge of school

juvenile crimes singlehandedly; instead, the integration of different expertise is necessary. Contrary to this viewpoint is the individual therapy approach (Borduin et al., 1995), which stresses that specific, therapeutic attention should be given to each offender separately with the intention to address personal, family and academic challenges.

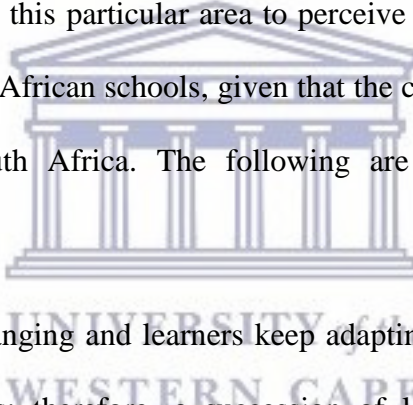
Regardless of the fact that all focus groups perceived all school juvenile crimes to be pushed by environmental factors, only 29% cited environmental measures of reducing school juvenile crimes. This lower percentage suggests that learners are less informed about how environmental measures can be manipulated to reduce school juvenile crimes. Focus group Seven noted that, to reduce school juvenile crimes, *“former learners who have been involved in school crimes should be invited to give talks about the dangers of engaging in crimes”*. Behaviour modelling is an element of Social Learning Theory, which accentuates that behaviour can partly be learnt through modelling and this behaviour can be either good or bad (Bandura, 1971). Learners can model stealing, substance use, bullying, physical fighting and gangster activity from wrong associates, while moral behaviour can be modelled from ex-school juvenile offenders.

Juvenile offenders' perceived measures to reduce push factors of school juvenile crimes made limited reference to how they ought to participate in the process of reducing school juvenile crimes. Juvenile offenders have distanced themselves from the process, thereby suggesting that they are only victims of improperly managed schools, irresponsible parents and mismanaged communities. Nevertheless, Mncube and Madikizela-Madiya (2014) maintain that local efforts aimed at increasing basic levels of good management, school effectiveness and teacher professionalism are useful in reducing juvenile crime in South

African schools. Additionally, The National School Safety Framework (2016) adopted by the Minister of Basic Education proposes that violence in South African schools happen as a result of the interplay between a number of factors such as individual, relational, community and societal factors. Thus, an ecological approach should be implemented that addresses all related factors such as school safety, together with the approach that emphasises the interplay of several participants such as learners, educators, principals, school management teams, school governing bodies (SGBs), and parents or caregivers.

6.6 Recommendations for Future Research

Further research is required in this particular area to perceive relevant measures of reducing juvenile delinquency in South African schools, given that the culture of crime and violence is generally widespread in South Africa. The following are recommendations for future research:

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- Knowledge is ever-changing and learners keep adapting to new ways of committing school juvenile crimes; therefore, a succession of longitudinal studies, obtaining trends of school juvenile crimes and how this challenge can be tackled, becomes relevant in order to stay put with relevant measures to reduce school crimes.
 - This study perceived that learners are cognisant of factors that push school juvenile crimes, but they have limited knowledge when it comes to integrating this knowledge with relevant measures to reduce school juvenile crimes. As a result, more research in this field should be conducted in order to educate juvenile offenders.
 - While the current study aimed at establishing what school juvenile offenders' perception of measures to reduce juvenile crime in schools is, a majority of juvenile

offenders are still not keen to open up, while others are comfortable with shifting the blame to their parents, educators, communities, peers, etc. Unless this attitude changes, it is going to be difficult to obtain solutions to the challenge of juvenile crime in South African schools. Thus more related research about measures to reduce school juvenile crime is needed.

6.7 Limitations

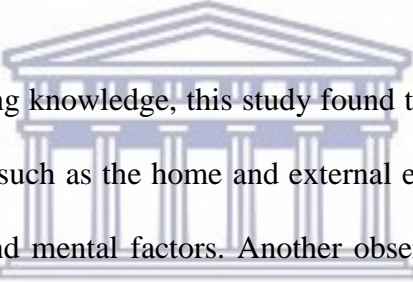
Limitations of this particular study were:

- Convenience and snowball sampling were used to get hold of participants; however, some participants were not keen to disclose their circle of connections. Research findings would become more reliable and consistent if identified participants recruit or refer more relevant participants;
- The sample was relatively small: Participants were sampled from only two schools. The reliability of this study could have been enhanced by using a bigger sample (i.e. more schools); and
- There was limited time to ensure that identified themes are explored in more detail.

6.8 Conclusion

The main purpose of this study was to establish the perception of measures to reduce push factors of juvenile crime in South African schools. Two schools, Bosmont Primary and New Nation Secondary were used as case studies to conduct this research. Social Learning Theoretical footings were used to understand factors that push juveniles into school crimes, as well as the perception of measures that could reduce school juvenile crime.

The researcher employed qualitative research methodology in the form of in-depth interviews with key informants and focus group discussions in both schools to ascertain the perception of measures to reduce push factors of juvenile crime in South African schools. Four themes that were identified in the preliminary study of juvenile delinquency in South Africa – namely physical factors, home factors, mental factors and environmental factors – formed the basis on which perceived measures to reduce school juvenile crimes were established. Five crimes (substance use, stealing, bullying, physical fights and gangster activity) that were identified as recurring themes during the general preliminary investigation of juvenile crimes were also identified as common crimes at the two selected schools.



In support of the existing knowledge, this study found that school juvenile crimes are prompted by different factors, such as the home and external environment in which juvenile offenders live, and physical and mental factors. Another observation in this study was that school juvenile offenders are generally cognisant of push factors of juvenile crime in schools, but are less informed when it comes to assimilating these push factors with measures to reduce juvenile crimes.



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APPENDIX A: Ethics Approval Letter
OFFICE OF THE DIRECTOR: RESEARCH
RESEARCH AND INNOVATION DIVISION

Private Bag X17, Bellville 7535
South Africa
T: +27 21 959 2988/2948
F: +27 21 959 3170
E: research-ethics@uwc.ac.za
www.uwc.ac.za

06 March 2017

Mr J. Matsilele

Social Work

Faculty of Community and Health Sciences

Ethics Reference Number: HS17/1/47

Project Title: The perception of measures to reduce the push factors of juvenile crime in South African schools: A case study of two schools.

Approval Period: 2 March 2017 - 2 March 2018

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval. Please remember to submit a progress report in good time for annual renewal.

The Committee must be informed of any serious adverse event and/or termination of the study.

A handwritten signature in black ink, appearing to read 'Josias', is placed over a white rectangular box.

Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

PROVISIONAL REC NUMBER - 130416-049

APPENDIX B: Research Permit – Gauteng Department of Education

GDE RESEARCH APPROVAL LETTER

Date:	23 May 2017
Validity of Research Approval:	06 February 2017 – 29 September 2017 2017/117
Name of Researcher:	Matsilele J.
Address of Researcher:	16 Muller Street, 3 Sandton Glades Bucleuch 2090
Telephone Number:	011 830 2604 072 371 7905
Email address:	jmatsilele@gmail.com
Research Topic:	Perception of measures to reduce the push factors of juvenile crime in South African School: A Case Study of two schools
Number and type of schools:	One Primary School and One Secondary School
District/s/HO	Johannesburg North and Johannesburg West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

F. Tshabalala 12/06/2017

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

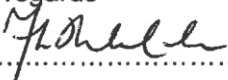
Website: www.education.gpg.gov.za

<http://etd.uwc.ac.za/>

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards


.....

Ms Faith Tshabalala
CES: Education Research and Knowledge Management

DATE: 12/06/2017

APPENDIX C: Information Sheet



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-9592277 Fax: 27 21-9592845

E-mail: jmatsilele@gmail.com

INFORMATION SHEET FOR ALL PARTICIPANTS

Project Title: The perception of measures to reduce the push factors of juvenile crime in South African schools: A case study of two schools

What is this study about?

This is a research project being conducted by Justice Matsilele and the University of the Western Cape. We are inviting you to voluntarily participate in this research project to provide us with your perceptions of push factors of juvenile crime in South African schools as well as your proposed solution to this challenge. The purpose of this research project is to explore perceptions of push factors of juvenile crime in South African schools, focusing on two Johannesburg schools, which are currently implementing rehabilitative programmes to address juvenile crime.

What will I be asked to do if I agree to participate?

You will be asked to participate in an interview session with questions regarding your perceptions of push factors of juvenile crime in South African schools, your experience of juvenile crime, either as a victim or perpetrator, your last recent experience of juvenile crime and how do you propose to address this challenge. Conducting this interview will take about 20-30 minutes.

Would my participation in this study be kept confidential?

Your personal information will be kept confidential. To help protect your confidentiality, the information you provide will be totally private; pseudonyms will be used, hence nobody participating in this study will be identified. If we write a report or publish an article in light of this research, your identity will be protected with utmost confidentiality. Reports will be kept in a lockable cabinet and only the interviewer and the research supervisor will have access to this information.

What are the risks of this research?

Any research has risks; however, there are minimum risks in this study. If you feel challenged in any way by the questions being asked, we will refer you for the necessary support or you may choose to withdraw from participating in this study at any time during the data collection process. If at any time there is disclosure of any incidents of risks or harm in the focus group discussion or in-depths interviews, we are legally compelled to report the information.

What are the benefits of this research?

This study will provide additional literature for reference in policy making at both school and community levels and more so in understanding the relevant factors fueling juvenile crime in South African schools. Again, media claims and reports allude to rising levels of juvenile crime in South African schools suggesting an evidence of loopholes or discrepancies in the existing measures to address this challenge; hence your contributions will be helpful.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary, which means that you can choose not to take part in the study. If you decide to participate in this research study, you may stop participating at any time, hence nobody should feel compelled. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

Is any assistance available if I am negatively affected by participating in this study?

Every effort has been taken to protect you from any harm in this study. If, however, you may feel affected you can be referred to your nearest community resource center for assistance.

What if I have questions?

This research is being conducted by Justice Matsilele, under the supervision of Professor Nico Nortje in the Social Work Department at the University of the Western Cape. Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

Head of Department:
Professor C. Schenck
University of the Western Cape
Private Bag X17
Bellville 7535
cschenck@uwc.ac.za

Dean of the Faculty of Community and Health Sciences:
Prof José Frantz
University of the Western Cape
Private Bag X17
Bellville 7535
chs-deansoffice@uwc.ac.za

This research has been approved by the University of the Western Cape's Senate Research Committee and Ethics Committee.



APPENDIX D: Assent Form



UNIVERSITY OF THE WESTERN CAPE

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E-mail: jmatsilele@gmail.com

ASSENT FORM FOR PARENTS

Title of Research Project: The perception of measures to reduce the push factors of juvenile crime in South African schools: A case study of two schools

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my child's participation will involve and I agree to have my child participate of my own choice and free will. I understand that my child's identity will not be disclosed to anyone. I understand that my child may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

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WESTERN CAPE

Participant's name.....

Participant's signature.....

Date.....

Consent Form

APPENDIX E: Consent Form



UNIVERSITY OF THE WESTERN CAPE
 Private Bag X 17, Bellville 7535, South Africa
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 E-mail: jmatsilele@gmail.com

CONSENT FORM

Title of Research Project: The perception of measures to reduce the push factors of juvenile crime in South African schools: A case study of two schools

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

Participant's name.....
Participant's signature.....
Date.....

Appendix F: Focus Group Confidentiality Binding Form



UNIVERSITY OF THE WESTERN CAPE

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E-mail : jmatsilele@gmail.com

FOCUS GROUP CONFIDENTIALITY BINDING FORM

Title of Research Project: The perception of measures to reduce the push factors of juvenile crime in South African schools: A case study of two schools

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone by the researchers. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits. I understand that confidentiality is dependent on participants' in the Focus Group maintaining confidentiality.

I hereby agree to uphold the confidentiality of the discussions in the focus group by not disclosing the identity of other participants or any aspects of their contributions to members outside of the group.

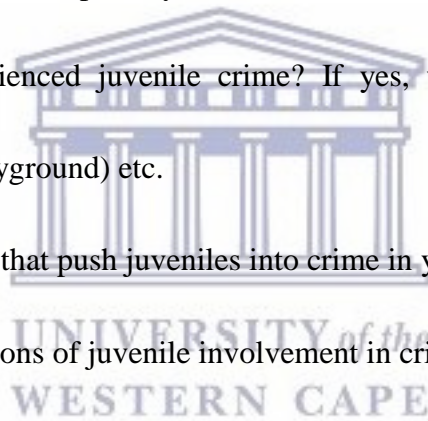
Participant's name.....

Participant's signature.....

Date.....

Appendix G: Interview Questions for Focus Groups and Key Informants

1. Which school do you attend?
2. What Grade are you in?
3. How would you define juvenile crime?
4. What is the background of your school in relation to factors, which fuel juvenile crimes? e.g. (drug addiction, poverty, lack of recreational facilities) etc.
5. Have you ever experienced juvenile crime? If yes, what crime and where? e.g. (classroom, school playground) etc.
6. What are some factors that push juveniles into crime in your school?
7. What are your perceptions of juvenile involvement in crime within school?
8. What are your perceptions of measures, which can reduce push factors of juvenile crime in your school?



APPENDIX H: EDITORIAL CERTIFICATE*Editing Certificate***Client:** Justice Matsilele**Title:** The perception of measures to reduce the push factors of juvenile crime in South African schools: A case study of two schools

This is to certify that I, the undersigned, conducted the language editing and formatting of Chapter 1 to Chapter 6 of this dissertation. Formatting was done according to APA 6th edition.

Name of Editor: Christine Bakker**Qualifications:** M. Consumer Science (cum laude), B. Consumer Science cum laude), Certificate in Copy-editing (cum laude), Matric (6 distinctions)**Signature:****Contact Number:** 072 252 3924**Email address:** cmail21@gmail.com**Date Issued:** 24 October 2017