CRIME AND SCHOOL VIOLENCE IN BOTSWANA SECONDARY EDUCATION:  
THE CASE OF MOEDING SENIOR SECONDARY SCHOOL

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CRIME AND SCHOOL VIOLENCE IN BOTSWANA SECONDARY EDUCATION:

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In traditional villages in Botswana, education was carefully supervised by the elders for the maintenance of law and order among children in the home and in society. However, this village education has now been replaced by modern stratified structures such as the Ministry of Education (MOE), Ministry of Labor and Home Affairs (which addresses the well being of youth), all of which are plagued by rampant problems. The purpose of this research has been to address the problem of violence in secondary schools as exemplified by one school--Moeding Senior Secondary School in the village of Otse.

The research was carried out over an eight week period among a school population of approximately 1570 students, 95% of whom lived in the hostels. Through individual and group interviews, documentation analysis and observations, a self perpetuating scenario of violence, and unhealthy habits, which students may or may not have brought with them to school evolved. This seems to have been intensified by the system of correction in the school, the lack of collegiality and the isolation of the academic setting from the MOE. The failure of the curriculum to address teachers’ needs to prepare students for end of year examinations appeared to intensify use of discipline.

Results of this study suggest the need for review of the education system in Botswana as well as further study on other areas that impact the socialization and education of Botswana youth. Specific areas are the need for the MOE to develop an
environment to reduce or eliminate violence, as well as to develop a nationwide implementation policy for providing better counseling skills for teachers, administrators and the parents. Further, regular on-going interactions between all parties are needed. This suggests the need for the MOE to develop effective in-service courses for teachers and the school administrators in lieu of punishment as well as to assure effective counselor preparation for all schools. Finally, intensified infusion of civic education into the curricula is warranted.

Approved: Stephen W. Howard

Assoc. Professor of Educational Studies
Dedication

I whole heartedly dedicate this dissertation to the entire Matsoga family.

I am very thankful for my parents’ love, encouragement, support and all the blessings.

Once more, I thank you all.
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CHAPTER ONE

Introduction

Botswana is a landlocked country found in the heart of Southern Africa. Since independence (1966) the country operated under four national principles: democracy, unity, self reliance and development. These principles have remained the cornerstones that contribute peace and stability in the country. Five years ago the government added a fifth principle, “Botho.” Botho is a Setswana word that emphasizes the need for all citizens to possess good human values and a well rounded character. This requires that all citizens should demonstrate courtesy and honesty for one another. This principle embraces co-operation, selflessness, tolerance, compassion and the preparedness to share with others (Long Term Vision of Botswana, 1997). The policy document states that children must learn Botho in the home, at school, and in the community. Therefore, public servants such as teachers and police officers must be respected. Botho has no tolerance for any childhood misdemeanors; there is no room for criminal behavior or any form of violence. The fact that Botho does not exist in Botswana schools is the very reason for this study.

Both the literature and the findings of this study showed that indeed violence is prevalent in the Botswana schools. The violence in fact comes as part of the crime that occurs in the larger society. The high incidence of complex incidents of violence in schools shows deterioration in the culture of learning. That is, with schools failing to fulfill their intended role more young persons get involved in crime thereby impacting in the running of schools. As evidenced by the situation in Moeding, attending to cases of violence wasted school resources such as time, money and labor from those processing the cases. For children to have a good grounding in Botho this has to start in the home
with parents demonstrating a good sense of responsibility for themselves and their children, this will help children an integrated concept of self worth (Speaker & Petersen, 2000).

Research indicates that life threatening violence in both the community and schools has grown from a virtual non-issue to a major concern in many societies around the world (Sautter, 1995; Shelly & Wright, 1995). Sautter further suggests that in the developed world, violence in and around schools has become a social plague depriving many young people of life, liberty, and the pursuit of happiness. The United States Department of Justice in a 1991 report found that both urban and suburban students are equally victimized. The report concluded that 2% of students from both settings and 1% of rural students were victims of crime such as assault, robbery and rape. Further, the report confirmed that 13% of high school seniors had been threatened with weapons, such as guns, knives and clubs. Fifty years ago, some of the main disciplinary problems in the United States schools were coming late to school, talking out of turn and name calling of one student by the other. Today’s transgressions include physical and verbal violence, drug abuse, vandalism, assault, suicide, murders (Johnson & Johnson, 1995).

Violence in schools does not stop with bullying and minor physical fights, but incorporates serial murders and gun shootings, notes Lindsay (1999). In 1998 Abercrombie documented an incident in which two boys shot four school girls and a female teacher in Jonesboro, Arkansas. Two senior high school boys from the Columbine High School in Denver whom after exacting revenge against all those they felt directly devalued them as human beings took their own life (Gegax & Bai, 1999). In many parts of the world school violence is not limited to only urban centers; it has now become
pervasive, despite the popular perception that it is primarily an urban phenomenon (Terefe & Mengistu, 1997).

Botswana, like many other countries around the world faces the problem of school violence. Though for a long time serious school crime in the form of murder was not a concern, recent events in schools indicate that violence is endemic. During the years 2002 and 2003 four cases of brutal murder have been reported though this occurred in the tertiary institutions. In February 2003 newspapers and the national radio station reported an incidence in which a University of Botswana sophomore dragged his girlfriend to an area about half a mile from campus and used a sharp instrument to kill her. Towards the end of the same month, a 22 year old boy stabbed and killed his 21 year old pregnant girlfriend in her college hostel room. For a long time such cases were a rare experience in Botswana schools but lately, the number of such cases is increasing. School violence impacts schools in multiple ways including the disruption of classroom learning, weakening of school discipline as well as time lost during consultations with the police. This violence in schools parallels the increase of violence in Botswana society (Swartland, 1998).

The major causes of crime and violence in Botswana are complex. The literature points to the results of rapid economic development and the increase in urbanization and population. Increased alcoholism and drug related abuse have led to domestic violence, rape and assaults as well as the use of insulting language, jealousy and frustration. Increased poverty and unemployment have also been identified as major factors associated with crime and violence (Botswana Police, 1998). In the school setting, urbanization and population increase have also led to overcrowded schools with high
teacher-student ratio, and a host of other school problems. Literature indicates that in such schools it is common to find teacher-student violence, student-on-student violence and administration against both teachers and students. The violence may be verbal, physical, or emotional.

Background of the Study

In order to validate the hypothesis that school violence is a concern in Botswana schools, it is worthwhile to review the 2001 National Crime Statistics prepared by the Botswana Police Service. Reports indicate that perpetrators of crime include men, women, and juveniles (both males and females). Returns for the year 2001 show that more males committed criminal offences than females. Among youth, there are more male juvenile offenders than female juvenile offenders. While juvenile records do not indicate how many of them are students enrolled in schools (Botswana Police, 1998) it is logical that some of the juveniles are students which was a fundamental reason for this study. This study seeks to understand the causes and the dimensions of violence in Botswana secondary schools and specifically in the Moeding Senior Secondary School.

Acknowledging the high involvement of young people in crime the Botswana National Youth Policy (1996) noted that “young people’s involvement in crime is a growing concern in Botswana. The offenses committed by young people include traffic offences, malicious injury to property, common theft, house breaking, common assault, rape, murder, and use and trafficking of habit forming drugs” (p. 8). The youth policy also documented that there are more young males involved in criminal activities than females. Yet, “there is also a grave concern for young people who are the victims of crime and the situation of young women in this regard” (p. 8). This argument is captured
in the literature review chapter of this study where it is argued that women and girl children are the most victimized (p. 27). It is essential to note that though the Botswana Youth Policy document refers to youth in general, the assumption of this study is that students are an integral aspect of the crime and violence in Botswana.

School records in Botswana schools have very incomplete records of all witnessed incidents of violence. The police are the only organization at the present time that keeps detailed records of all cases encountered although their primary interest are cases identified as criminal (Botswana Daily News, 2001). Thus, the current overview of the nature of crime and violence in Botswana comes from the media (national radio station, news papers, and the national television station).

Although the media provides details about all incidents of violence they have been accused of at times blowing issues out of proportion (sic). To demonstrate that, indeed, violence is a concern in Botswana incidents have been cited in this chapter in which students have engaged in mini riots and class boycotts because they felt that their demands on the administrators were not met. Commonly, such incidents have been reported either over the national radio station or in different local newspapers in the last five years with the most cases being recorded during the 2001 school year.

Interestingly, a common element identified in all cases cited here is that in every report, students are considered to have been on the wrong side of the law. However, it is not the intention of this study to suggest that civil disobedience is a factor in every educational situation. The media tends to report only one side of a story: students’ reaction to any situation in their school with which they did not agree. There is little detail about the reaction of the other involved parties such as school administrators or
teachers. Also, in every instance of class boycotts or school unrest, vandalism of school property is always reported thereafter. The following are examples of cases from 1993 to 1995 and 2001 reported to the nation either on the National Radio Station or newspapers. While the cases are true all school names have been changed.

- In 1993, the *National Radio Station* reported that students at St Peters Secondary School went on a rampage claiming their school was characterized by what they termed mal-administration. Students went into a mass demonstration and some teachers were molested. The staff room was burnt to ashes and precious school property was also destroyed. In addition classrooms were vandalized.

- In March 2001 the *National Radio Station* reported that students of the Lebelo Secondary School lodged a complaint with school authorities about the status of the school dining hall and the quality of food prepared there. When students felt that their grievances were not being acknowledged by the school administration, violence erupted and class boycotts soon followed. Because the situation continued to worsen the Ministry of Education was left with no option but to close the school. Some students were indefinitely suspended from school while others were permanently expelled.

It is essential to note that the cases cited above point to the magnitude and impact of violence in Botswana schools. Crime reports from the Botswana police records and other institutions demonstrate that when dealing with crime and violence it is logical to conclude that crime cannot be completely eliminated. However, it can be reduced and controlled. This study primarily seeks to understand the underlying causes and dimensions of school crime and violence in Botswana secondary schools, and to assess the efficacy of curriculum intervention strategies to control crime and violence. The study also looks at solutions and recommends further studies to identify more valid research findings to help alleviate the problem. Research questions constructed from the literature reviewed that guided this study include:

i. What is the nature of school crime and violence in Moeding Secondary School?
ii. Why school crimes are occurring in Moeding and how do they correspond to the national context and incidence of crime?

iii. How has school curriculum addressed crimes in the schools?

iv. What feasible curricular interventions could be suggested to address the problem of school violence?

Statement of the Problem

A review of literature on school violence indicates that, to date, no meaningful study has been conducted in Botswana in regard to crime in the schools, yet, the existence of crime and violence within the schools cannot be refuted given the obvious upward trend of cases of crime and all forms of violence in schools (Swartland, 1998). Through this study the phenomena of school violence in Moeding and the causes of violence in this school and how it is manifested were examined. As noted earlier, because literature alludes to student-on-student forms of violence, student-on-teacher forms of violence, this study sought to validate the extent of such theories using one Botswana secondary school by closely examining the culture of the school to determine how the violence there matched the violence found in Botswana society. The final purpose of the study was to outline and suggest feasible strategies to curb the problem.

Location and Background of Moeding

Moeding Senior Secondary School was established in 1962 by the London Missionary Society (L.M.S.). The church owned school is grant aided by the government of Botswana. It is co-run by the government and the church, which is represented by the board in the running of the school. The school is located in a small village called Otse
About 50 kilometers south of Gaborone, the capital city of Botswana, the school has a school board comprised largely of church members as well as a few independent individuals from the community. The instructional staff also has representation on this board. The recruitment and deployment of new teachers as well as other management procedures are carried out by the Ministry of Education.

The school had a student population of about 1570, with approximately 105 teachers and 60 non-instructional staff. Of the 1,570 enrolled in school about 95% lived in boarding hostels and 5% are local commuting students. Hostel students live under the supervision of a boarding matron for the girls and a boarding master for the boys. The two officers work around the clock to ensure that in the hostels students live by the regulations that have been established by the Ministry of Education (MOE). The 2001 School Year Prospectus clearly states that for students living in the hostels “No student will be given permission to go home on weekends. Such permission can only be granted if the request comes from the parent or guardian” (School Prospectus, 2001, p. 8).

Why Moeding was Chosen for a Case Study

Moeding was chosen to be the case study school of this research because it is one of the remaining few schools in the country that still has both boarding and commuting students. For such schools there is a set of regulations provided by the Ministry of Education to help school administrators control the behavior of students in the school. Experience has shown that friction in such schools often arises between students and teachers when attempts are made to enforce the boarding school regulations to control student life in the hostels. Quite often in such schools students are tempted to leave school without permission and ultimately become involved in undesirable activities such
as drinking alcohol and smoking whilst out of school. An interesting question is whether boarders or off campus students in the school would have any impact on issues related to school crime and violence.

In 1999 during a visit to Moeding to carry out a routine observation of student teachers from the University of Botswana who were doing their student teaching requirement at the school, this researcher met two female teachers who had graduated from the University of Botswana, Department of Educational Foundations in the previous year and were now teaching fulltime in Moeding. On different occasions there were opportunities to ask how they felt about teaching and their work experiences at the school. They all expressed satisfaction with the teaching profession, however, one teacher experienced extreme dislike of the non-teaching assignments at the school. She specifically made reference to responsibilities such as supervising meal times in the dining hall, supervising toilet cleaning after hours and above all supervising students in both the afternoon and the evening study periods throughout the week.

The teacher described how fights occasionally broke out in the boys’ hostels. She felt that such fights were particularly dangerous for female teachers when it was necessary to intervene and make an official report to school authorities. Because this teacher had experienced violence several times in her short career, this researcher immediately hypothesized that the problem of violence was common in the school. Besides Moeding this school admits children from schools across all the districts in the country--from cities, towns, big and small villages, the children come with different models of social interaction from their home environments. Having students from diverse
backgrounds offered a cross-section on opinions within the school culture which made it relevant for a study of this school.

Moeding admits students from different junior secondary schools across the country all coming to start form four. Usually such children would have just completed their junior certificate (JC) terminal examination the previous year. Upon successful completion of their JC, based on their results, students are offered places in different senior secondary schools of which Moeding is one. Successful completion of form five means a student has completed his secondary education and may matriculate to tertiary education in an institution of their choice.

The Phenomena of Violence Seen in Botswana Schools

Literature indicates that when examining the phenomena of violence in schools, it is necessary to go beyond the conventional way of defining school violence which fails to go beyond student-on-student and student-on-teacher violence. Conventional approaches are more concerned with interpersonal forms of violence-homicide, aggravated assault, forcible rape (Henry, 2000) pinching and hitting. Yet the literature excludes verbal, physical, psychological abuse as well as gender discrimination that marginalizes female students. There are some examples of violence such as administration of discipline to both teachers and students and teachers against other teachers. Such situations commonly are a result of the exercise of power over others in school settings (Henry, 2000). To understand the phenomena of violence in school one of the focuses of this study was how discipline related to the use of corporal punishment and how it is perceived by both teachers and students.
In addressing the authoritarian schools and colleges in Botswana Tafa (2002) also acknowledges that indeed school violence exists through the use of corporal punishment. While several studies point to students as the main sources of violence in schools (Iram, 1997; Masutova, 1997; Morrell, 2002) Tafa identifies teachers as also contributing to violence in Botswana schools. He says “teachers use corporal punishment as a coping strategy at all levels of education, a practice bequeathed to the country by colonialism” (Tafa, 2002, p. 17). All these concerns will be revisited when patterns of violence seen in schools are discussed.

Curriculum development and implementation may also be viewed as possibly contributing to the prevalence of violence in schools. In regard to curriculum and how it is implemented, schools in Botswana receive what is termed a core curriculum designed and sent to the schools by the Ministry of Education in prepackaged syllabus structures. Moeding uses such curriculum. Both teachers and students have very little input into its design or flexibility. It is designed solely to prepare them for the national end of year examination. These examinations are emotionally taxing especially when a student fails to perform well in a given subject that was merely imposed on the student. A common response is violence.

To understand the violence in this school as well as its causes, the climate under which different school activities took place was carefully examined. First, it was necessary to establish existing relationships amongst members of staff, non teaching staff and students as well as the relation of the administration to these different groups. To further understand how the school dealt with violence in the last five years school records were examined. The school defaulter/offender register was also examined to establish the
detention rates, suspension and expulsion rates of the school as it related to violence in this school. Student participation in extra-curricular activities (ball sports, music, clubs, etc.) was observed and documented. One question was whether the high rate of student participation in extra-curricular activities was a way of channeling the students in out-of-school activities to control violence as suggested by the literature (Johnson & Johnson, 1995a).

The Purpose of the Study

The purpose of this study was first, to develop a grounded theory that explains the social context of violence in schools and to evaluate existing methods of curriculum intervention and the extent to which these are able to address the problem. The second was, to empirically examine and describe violence control approaches as they are used in one Botswana school so as to establish the extent of their effectiveness. The third objective is to present practical applications that could be used to control and monitor school violence in secondary schools in Botswana.

Significance of the Study

With the exception of Tafa’s (2002) study *Corporal Punishment in Botswana Schools*, much of the literature on the issue of school violence indicates that information on this area is anecdotal. Thus because there is a dearth of empirical information on this topic the exploratory nature of this study will contribute towards the building of a database on which future studies may be based. In fact, recently, many people in Botswana have voiced a concern over the scarcity of information on school violence based on qualitative methods in Botswana which could provide textured portraits of
school violence. The events observed in this school as they naturally occurred helped to establish the extent to which they related to violence in the school.

A review of school curriculum in Botswana, particularly in high schools and primary schools, clearly demonstrates that although there is an awareness of the extent and impact of violence in the schools, no one feels prepared to address the problem (Swartland, 1998). Therefore, this study has implications for policy-makers, particularly those involved in curriculum design and implementation for all levels of education, elementary, secondary and tertiary levels. Curriculum designers and planners must address this problem area in syllabi. This study presents recommendations which decision makers may tailor to the various curricula to address violence where it happens.

Interviews with different educational stakeholders in school provided information about strategies for dealing with the problem of school violence. In order to reduce violence in the schools the ultimate goal for the findings presented herein is to publish a practical how-to book/manual written for the benefit of teachers, students, teacher educators, educational administrators and parents on how to address school violence.

Limitations of the Study

The limitations identified in this study include the fact that:

i. Though the study was carried out in a setting where everybody could speak and write English, not all discussions were carried out in English. Some interviews were conducted in Setswana which some participants preferred. This required translating the interviews, which may have unintentionally compromised some inferences of the participants.
ii. One school, Moeding Senior Secondary School, was studied; therefore findings may not be applicable to all secondary schools. Many other secondary schools, primary schools and colleges have not been studied.

iii. Naturally, despite repeated attempts to control the research setting, the presence of a participant observer may have had some impact on the setting and the people.

iv. This ethnographic case study is based on predominantly qualitative techniques in the data collection, including ethnographic observations, in-depth interviews, focus groups interviews and document analysis. However, the study was limited to an eight week time frame.

v. Out of the 42 classes in the entire school only three classes were observed. In chapter three the criteria used to choose classes for observation is provided. In these classes there were members of the school’s Peer Approach Counseling by Teens Club. These students as well as students in other classes were interviewed. Interactions with peers and teachers both inside and outside the classroom were rated.

Definition of Terms

Aggression: In psychology aggression is described (Masutova, 1997) as a universal quality, manifested in either a crude form, (physical attack) or a refined form (mockery, irony). Matusova notes bullying as a specific example of aggression, usually manifested by kicking, destroying things, damaging the property of another student, throwing objects out of windows, name calling and verbal insults.

Botho: This is a Setswana word meaning having respect, a well rounded character and good moral values.
Case Study: A detailed examination of one setting or a single subject, or a single depository, or particular event (Bogdan & Biklen, 1998).

Counseling: The term may be used to refer to a wide selection of services and activities that counselors employ to help people prevent disabling events. Focus is on overall student development as well as remedying existing concerns (Schmidt, 1996).

Crime: Any act or omission prohibited by public law for the protection of the public made punishable by the state in judicial setting in its own name. That is, crime concerns transgressions against public order (Marshall & Clark, 1970).

Curriculum: In this study this term refers to all experiences a child has regardless of when or how they take place. This includes all the courses school offers, including how curriculum is taught and the social relations within the school classroom and school (Oliver, & Gress, 1978, p. 7).

Delinquency: In this study delinquency refers to any behavior problem displayed by a minor- including such behavior as biting a classmate, writing on school walls, cheating on tests, bullying classmates, lying, fighting, stealing, drinking alcohol, raping, having sex, selling drugs, assaulting or robbing others, setting fire to property, and murdering. These behaviors have in common the inability or unwillingness to curb natural impulses to pursue pleasure or to relieve sources of irritation (Gottfredson, 2001).

School violence: Includes all behaviors that create an environment in which students, teachers and administrators experience fear or intimidation in addition to being victimized by physical assault, theft or vandalism (Cloud, 1997).
Vandalism: In this study vandalism refers to any damage or destruction of school property including bombing, arson or graffiti.

Organization of the Study

This study is organized into six chapters:

Chapter One presents an overview of this study as well as the research questions that are meant to address the broader aim of this study. Chapter Two presents a review of literature in regard to the research questions outlined in Chapter One. Chapter Three focuses specifically on all issues of methodology, including the identification of research instruments, the data collection, data handling and management processes as well as the data analysis procedures. Chapters Four is about data analysis and presentation and Chapter Five serves as a complement to Chapter Four. It specifically focuses on the perspectives of the Ministry of Education in regard to the issue of violence in schools. Finally, Chapter Six relates the findings of the study to the theories outlined during the in-depth review of the literature in Chapter Two. The chapter makes some conclusions and recommendations about the study. In addition, suggestions for further study of this topic are presented.
CHAPTER TWO
Review of the Literature

Introduction

The literature that provides the foundation and helps to develop theory and methodology for this study originates in the fields of sociology, psychology, and counselor education. The literature included studies, reports, and articles that address school violence published from 1985 through 2002. The reference sources include current and ongoing studies conducted by the Botswana Police, Non-Governmental Organizations (NGO) such as the Botswana Women Against Rape NGO and as well as other government’s reports. From an international perspective, studies conducted by the Institute of Criminology of the University of Cape Town, South Africa, and the United States Department of Justice were reviewed.

An electronic search of data bases included such web sites as www.corrections.com and the interpolbureau.com (the International Police Bureau). These sources provided information on school youth crime and school violence prevention sources. In addition, issues were identified online by subject headings such as school violence, gangs, school safety and violence prevention. Additional references were obtained from footnotes identified within published reports from the previously noted government sources and research organizations as well as non-governmental organizations (NGOs) from Botswana and other countries. Primarily, the literature identifies violence patterns and intervention strategies to reduce violence in schools. Literature about Botswana as well as other countries were reviewed. The literature is categorized into the following major areas:
i) Contextual definition of the terms crime and school violence;

ii) The general causes of crime in Botswana;

iii) Patterns and causes of school violence;

iv) Suggested curricular strategies for reducing school violence;

v) Conceptualization of the literature.

In reviewing the literature it was apparent that, indeed, violence exists in schools and is a widespread problem (Johnson & Johnson, 1995; Ohsako, 1997; Lawrence, 1998). Crime and violence in schools impacts both teaching and learning (Speaker & Petersen, 2000). Above all, studies indicate that crime and violence affects both school and the community; thus, there is a need to curb the problem in both areas (Hoffman, 1996; Lawrence, 1998). The terms crime and violence according to Morrell (2002) present almost no uncontested definition. However, the definitions presented herein are deemed to be adequately detailed and relevant to the objectives of this study.

What is Crime?

Although the focus of this study is not uniquely crime and related details, the term serves as the threshold for how it relates to school violence. The simple direct definition of “crime” presented by Marshall and Clark (1970) is “as any act or omission prohibited by public law for the protection of the public and made punishable by the state in a judicial setting in its own name.” Michael and Adler (1933) using the same definition explain that crime is “any behavior which is prohibited by the criminal code” (p. 2).
What is Violence?

Bulhan (1985) defines violence as “any relation, process or condition by which an individual or a group violates the physical, social... or psychological integrity of another person or group. From this definition violence inhibits human growth; negates inherent potential, limits productive living and causes death” (p. 135). Violence undermines, exploits and curtails the well being of the victim. Bulhan’s definition of violence rests on five big assumptions; first,

Violence is not simply an isolated physical act or a discrete random event. It is a relation, process, and condition undermining exploiting, and curtailing the well-being of the victim. Second, these violations are not simply moral or ethical, but also physical, social, and or psychological. They involve demonstrable assault on or injury of and damage to the victim. Third, violence in any of the three domains-physical, social, or psychological-has significant repercussions in the other two domains. Fourth, violence occurs not only between individuals, but also between groups and societies. Fifth, intention is less critical than consequence in most forms of violence. Bulhan further states that any relation, process, or condition imposed by someone that injures the health and well-being of others is by definition violent. (p. 135)

What is School Violence?

The SchoolNet Quarterly Focus (1996) defines school violence as “any act that threatens to harm a student, teacher, or other school officials, and which interferes with the purpose of the school.” School violence includes “all behaviors that create an environment in which students, teachers, and administrators feel fear or intimidation in
addition to being victimized by physical assault, theft, or vandalism” (as cited in Cloud, 1997, p. 23). Cloud further notes that “violence and abusive behavior disrupt the teaching process and foster a survival mentality among students and all members of a staff. Administrators cannot manage in such a volatile atmosphere, teachers cannot teach, students cannot learn, generally, there is no activity that would run as smoothly as it would otherwise be expected to in such an environment” (p. 15-25).

Henry’s Expansive Integrated Definition of Violence

In order to establish the possible causes of school violence, it is relevant to examine the broader society from which students originate. A review of constitutive criminology served to establish the extent to which environmental factors as suggested by Thomerson (2000) may be used to account for the violent behavior found among children. Within this framework we also find a more comprehensive and inclusive definition of school violence. The expansive definition of Henry (2000) is the concept of school violence used in this research.

Henry’s definition shifts the criminological focus of crime away from the narrow dichotomized issues of the individual offender or the social environment. Instead, his holistic view he examines their interrelationships (Henry, 2000). Thus it is, impossible to talk about certain citizens and their behavior without talking about the environment in which they live as well. The two are inseparable; one is a subset of the other. The theory further alludes to human subjects not as discrete individual entities, but as integrally bound to the social constructions they and others make. Humans act toward each other in terms of those constructions as if they were realities.
In regard to the causes of school violence, Henry (2000) contends that rather than operating simply on an individual level, or micro level of analysis, looking for psychological and situational explanations for why students act violently, is necessary to address the context in which the students live: their families, race, ethnicity, gender and social class. Henry contends there is a need to explore how these dimensions interconnect through social processes that shape and structure human thinking, moral development, and individual choices. How these social forces shape the school curriculum, teaching practices, and educational policy must also be examined. Henry provides a comprehensive explanation of what constitutes school violence while rejecting what he views as “simplistic versions” that generally define violence as “the use of force toward another that results in physical harm…student-on-student or student-on-teacher” p. 11). Henry explains four issues in regard to conventional approaches to school violence. First, they exclude all verbal and psychological abuse such as the gender discrimination that places female students at a great disadvantage. Second, they tend to focus on institutions or agencies.

Third, they fail “to address harmful institutionalized social and educational practices, including acts and processes of institutionalized racism and sexism, other discrimination, labeling and tracking, authoritarian discipline, militaristic approaches to school security, sexual harassment and predation” (p. 2). Instances of hidden crimes cited by Henry include ineffective teachers who lack commitment to their students’ education. In some schools, the use of metal detectors, video cameras, identity tags, and drug-sniffing dogs send a very wrong message to students because all these devices serve to contain students (Henry, 2000).
Finally, Henry suggests that celebrating competitive success while condemning academic failure creates harm. It is not surprising that “children who do poorly in school lack educational motivation and feel alienated are the most likely to engage in criminal acts. It is no surprise that all children who fail in school offend more frequently, commit more serious and violent offenses, and persist in these actions into adulthood. Schools that label low achievers contribute to criminality by setting them apart from conventional society (Henry, 2000). Where teachers promote a competitive approach that pits students against one another, they are forcing children into destructive forms of social comparison (Terefe & Mengistu, 1997).

Henry and Lanier (2000) emphasize the need to consider as equally important the hidden crimes of the structurally powerful in society. These symbolic social harms that deny humanity in the interest of school include acts violating human rights committed by teachers and school administrators against students and by school administrators against both students and teachers. Crimes of the powerful also include the organization of schooling that impedes both student creativity and the educational process.

Henry’s (2000) integrated definition of school violence includes psychological or emotional, material or economic as will social identity. Harm can be defined in one of two ways namely, the “harm of reduction” and “harm of repression” (c.f. Henry & Milovanovic, 1996). Harms of reduction remove something from a person’s existing standing as a human being. For example, physical harms of reduction produce bodily pain or loss (of blood, organs, limbs, physical functioning). Material harms of reduction remove some of the person’s economic standing (property, wealth, money). Psychological harms of reduction have destructive effects on the human psyche and
weaken the emotional or mental functioning of an individual (such as post traumatic stress syndrome).

Psychologically, both students and teachers are persistently exposed to this violence, causing them to undergo severe emotional distress. Social and symbolic harms of reduction lower a person’s social status (by violating their human rights, sexuality and social identity). According to this expansive definition, “operationally, school violence is the exercise of power over others in school related settings where… some individual, agency, or social process … denies those subjected to it their humanity to make the difference, either by reducing them from what they are or by limiting them from becoming what they might be” (Henry, 2000, p. 3).

It is worth noting that the literature reviewed for this study amply demonstrates that violence exists in schools and comes in different forms. It impacts on teachers, learners, parents and the schools themselves in various ways (Terefe & Mengistu, 1997). Schools approach the problems differently. In his study conducted in Botswana, while acknowledging that violence is widespread in schools, Tafa rejects the conventional assumption that school violence identifies only student-on-student and student-on-teacher acts of physical harm. Tafa argues that school administrators and teachers also contribute to violence in schools. Noting that in Botswana schools corporal punishment is used as a coping strategy, and while it is part of the penal system, “the regulations governing its use are honored more in breach than observance” (p.17).

Writing about South Africa, a neighboring country to Botswana, Morrell (2002) states that violence is acknowledged as a worldwide problem and is viewed increasingly as a gender issue. In South Africa, the problem of schools being sites of violence is
obvious and compelling. Other forms of violence prevalent in the country such as corporal punishment, he says, have been outlawed. “Sexual harassment (by teachers of students) is now prohibited and offenders are subject to criminal prosecution… yet, schools … remain violent places” (p. 13). Morrell in viewing the world-wide problem of violence makes reference to “a series of schools in the United States (most notably the Columbine shootings of 1999) that have drawn attention to the deadly violence of young school boys” (Morrell, 2002, p. 40).

Violence as a School Problem.

Citing a similar view, Lawrence (1998) notes that those who view violence as a school problem believe that school crime is not merely a reflection of social ills in the society. Rather, he believes schools could do much to reduce school violence and disruption through such policies as increased efforts in student governance and rule enforcement; equal and fair treatment of all students; improved relevance of subject matter to meet student interests and needs; and smaller class size with lower student-teacher ratios (Lawrence, 1998).

If school crime is indeed primarily an internal problem, it is schools that are responsible for improving the school climate and student discipline policies, as well as other changes to reduce crime and disruption (Lawrence, 1998). This includes school variables such as class size, pupil-teacher ratio, and among others the principal’s firmness, fairness, and consistency of discipline to be more important in curbing school crime. In this category the overall implication of school crime as an internal problem is that schools may have less to fear from the type of neighborhood in which they are located. From this
perspective, while schools can do much to reduce disruption, crime and violence, they must also take responsibility for dealing with these problems (Lawrence, 1998).

School Violence Viewed as a Community Problem

In contending that school crime is an external problem means Lawrence views the school as a microcosm of the larger society. What happens in the community and on the streets invariably spills into schools.” Schools reflect what is going on in a culture; thus, “what is happening in a town or city will happen in a school” (Lawrence, 1998, p. 3). Lawrence also emphasizes that crime in schools does not occur in isolation from the rest of society. Wilson (1997) notes that “crime in the schools” is really crime committed by young persons who happen to be enrolled in a school or who happen to commit crime on their way to or from school (as cited in Lawrence, 1998).

It is worth mentioning that there are individuals who occupy a neutral position on school violence. Such individuals strongly believe that dealing with school violence should be a shared responsibility. For instance, Thomerson (2000) argues that school violence is not uniquely a school problem, and does not begin in schools. Rather, it is an extension of violence that occurs at home and within the larger community. Thomerson argues that to view school violence as an external rather than internal problem is to see the school as inseparable from and a function of crime in the community. “To view school crime as an internal problem is to place the blame squarely on the schools and to hold schools responsible for solving what may be more of a community problem” (p. 4).

Thomerson further emphasizes that such environmental factors as family violence, low socio-economic status, low self-esteem, and other problems may contribute to violence or delinquent behavior and perpetuate the cycle of youth violence. The more
these factors are a part of a child’s life, the more at risk a child may be for problem behavior. Thomerson explains that “experts also note that families and communities are the primary source for “protective” factors, such as solid family relationships, strong community ties, a positive peer environment, conflict management skills and healthy self-esteem, which prevent or reduce violent behavior” (Thomerson, 2000).

**Women and Girl Children--most Victimized**

In making his case that violence is against women Morrell (2002) notes that instances of violence are inevitably gendered. They bear the imprint of gender in every respect: who commits and who receives the violence, the type of violence, weapon, place and reason for the violence. He further explains that although feminists developed the thesis that violence is a problem for women back in the 1970s, it is still prevalent today. Morrell mentions that “women bear the highest costs of violence, particularly in the categories of sexual assault and rape” (p. 38). This is a gendered explanation for violence, where men commit violence as part of a larger patriarchal exercise in the domination of women. Underscoring the view that it is female students who are recipients of the most violence is Ohsako (1997). In a study that covered eight schools in Addis Ababa, Ethiopia a much higher rate of victimization on the part of girls was found. Attempted rape was a serious violence and its high rate of occurrence in schools was alarming.

**Possible Causes of Crime in Botswana**

The discussion of crime and school violence prompts reference to the nature and extent of the overall crime situation in Botswana. Reviewed literature indicates that the crime is rising at alarming rate in Botswana. As shown by the year 2001 statistics, the
fact that figures show an increase in the incidence of rape and an increase in major thefts is evidence that crime has become a serious threat to the safety and security of the people and their property (Botswana Police, 1998). According to the report of the Commissioner of Police in 1998 on the nature, causes and consequences of crime, the increase in the number of reported and undetected crimes suggests that not only is the number of victims rising, but also more criminals all escaping the arm of law. Also, the Botswana Police crime statistics for the years 1998 to 2001 indicate that the majority of the perpetrators of serious offenses were adult men, though juveniles also accounted for a reasonable number of cases. The following have been identified as some of the main factors responsible for the rising crime rates:

- the rapid economic development and an increase in urbanization and population;
- the rapid increase in resources held by the state and gaps in accounting systems within government which results in corruption, abuse of office, fraud, embezzlement and other related crimes;
- the accumulation of property in the face of large income differentials, poverty, and unemployment, which have led to an escalation of crimes against property.
- the changing value systems and tendency towards individualism, and the use of alcohol and drugs which has led to increased violence, use of insulting language, rape and assaults, jealousy, and frustration (Botswana Police, 1998).
The Government’s Philosophy for Dealing with Crime

Botswana has a mission/goal statement popularly known as Vision 2016. The government realizes that Botswana finds itself in a period of history when social attitudes and values around the world are changing quickly. As a result, it has been seen as mandatory for people of Botswana to adapt to the challenges of a global society. To achieve this framework for national development, a Presidential Task Group was appointed in 1996 by then President of Botswana, Sir Ketumile Masire to develop a Long Term Vision for Botswana which was to be achieved in twenty years, hence the name Vision 2016. The document emphasizes the need to address problem areas in the economy that, if not addressed immediately may become obstacles to the nation achieving its vision (Vision 2016, 1997) in twenty years.

Among the problem areas stated in the vision is the rate at which crime is increasing in Botswana. There is a recognized need for the government to reduce and address violent crime seriously. Vision 2016 stipulates that:

By the year 2016, Botswana will have eliminated serious and violent crime, and illegal possession of firearms should be reduced significantly…since crime violates the physical well being and the human rights of individuals, it should be reduced significantly so that Botswana can become a safe and secure nation and be a crime free society (Vision 2016, 1997, p. 10)

Current crime trends indicate that generally all age groups are affected. Every citizen (students included) is affected in three ways. They are victims of crime; as perpetrators of crime, and witnesses of crime. Lately, government research findings coming from media reports and other private agencies indicate that all youth are affected
That includes both those attending and not attending school. The 1999 Population Census indicates that youth (12 - 29 year olds) form the majority of the population, yet the annual crime statistics reports indicate that youth are the most affected by crime and school violence. For those in school, school curriculum and school administration are silent about this problem. There is no concrete strategy that explains how students, especially high school students, may be made aware of the impact of criminal activities through the use of curricula content.

It is against this background that curriculum documents from all units of school have been examined for any curriculum content that aims to educate children about crime and violence prevention. A Further question was if such content did exist how was it being incorporated into instruction and programs offered to students.

**Potential Causes of Violence in a School**

The literature that seeks to explain the root causes of school violence argues that school violence is a reflection of crimes in the community (Lawrence, 1998). The association between school crime rates and neighborhood crime rates and between delinquency in schools and the community consistently show that crime and delinquency inside school are strongly affected by the crime in the community. Also, “as crime has increased in cities, so also has it increased in the school environment” (Lawrence, 1998, p. 3). As indicated earlier by Henry (2000) constitutive theorists argue that the “co-production of harmful relations occurs through society’s structure and culture, as these are energized by active human subjects- not only as offenders but also as social categories such as victims, criminal justice practitioners, academics, commentators, media reports and producers of film and TV crime shows, and most generally, as
investors, producers, and consumers in the crime business” (p. 11). They look at the psychosocial-cultural matrix (the cloth of crime) for that which provides the discursive medium through which human agents construct “meaningful” harms to others. Henry noted that:

Constitutive criminology uses a holistic conception of the relation between the “individual” and “society,” gives priority to neither, and examines their mutuality and interrelationship. The theory further alludes that human subjects are not discrete individual entities; they are integrally bound up with the social constructions they and others make. They act toward each other in terms of those constructions as if they were realities. (Henry, 2000, p. 3-4)

Jones (1998) notes that the causes of school violence are difficult to define. Jones also notes that there are factors generally associated with the occurrence of violence that may be unrelated to the school environment. Further, “factors such as exposure to severe family violence, psychiatric and psychological disorders, and emotional deprivation are experiences that have reinforced violent tendencies” (p. 13). Ohsako (1997) in a comparative study that was conducted in Ethiopia, Israel, and Slovakia and Jordanian schools points to economic, familial, school and societal factors as the main causes of school violence.

Like Jones (1998), Speaker and Petersen (2000) assert that the causes of violence are numerous and difficult to detect. They note that juvenile violence and suicide are becoming increasingly commonplace across all economic, social and ethnic lines. Also, while the increasing tide of juvenile violence in the streets is alarming, it is particularly
problematic because of its insidious encroachment into the public school systems (Speaker & Petersen, 2000). Berliner and Biddle (1995) and Cloud (1995) insist that violence disrupts normal school operation, students do not learn and teachers cannot teach. It degrades the quality of life and the education of children, forcing some schools to allocate many of their limited resources to security and prevention measures. Further, the causes of violent culture are extremely complicated. Literature on this subject points to the complex interaction between poverty, drugs and alcohol, loss of employment, lack of personal opportunity and responsibility and disinvestments in schools and family violence as all playing a crucial role in any country’s culture of violence (Speaker & Petersen, 2000). The causes of school violence as defined by different researchers include the following, among others:

*School environment and leadership style.*

In order to understand circumstances under which school violence occurs it is necessary to examine the school environment. Welsh, Greene and Jenkins (1999) explain that organizational climate in general, is the “study of perceptions that individuals have of various aspects of the environment in the organization.” It is the “feel” of the workplace as perceived by those who work there or attend school there, it is the general “we feeling” and interactive life of the school. The climate of the school includes the unwritten beliefs, values and attitudes that become the style of interaction among students, teachers and administrators. School climate defines the parameters of acceptable behavior among students, teachers and administrators, and assigns individual and institutional responsibility for school safety. School climate in return is influenced by a variety of community-level influences, including crime and poverty.
The authors further explain that education at any site is delivered within a specific organizational and interpersonal climate. School climate includes such factors as communication patterns, norms of appropriate behavior and how rewards and sanctions should be applied, role relationships and role perceptions, and patterns of influence and accommodation. From the data sets collected from Moeding in 2002 teachers cited several instances through which they expressed discontentment about how the school functioned in general. During interviews there were several instances where both teachers and students cited examples of violence to which they had been exposed by school administration.

Welsh, Greene and Jenkins (1999) explain that one of the benchmark studies the Safe School Study relating school disorder to dimensions of school climate was presented by the National Institute of Education (NIE, 1978). The NIE report stated that school administration and policies contributes significantly to levels of disorder in different schools. Furthermore, policies that reduced disorder in schools (primarily measured by student and teacher victimization) included decreasing the size and impersonalness of schools, making school discipline more systematic, decreasing arbitrariness and student frustration, improving school reward structure, increasing the relevance of schooling, and decreasing students’ sense of powerlessness and alienation (Gottfredson & Gottfredson, 1985).

Likewise, when discussing school characteristics, Goldstein and Goldstein (1997) emphasized that the nature of school leadership and governance can be a major correlate of violence within its walls. In this regard, a firm, fair, consistent principalship style for example, has been shown to associate with low levels of student aggression while high
levels of arbitrary leadership and severe disciplinary actions tend to characterize schools experiencing high levels of aggression (Goldstein & Goldstein, 1997).

School size and unmanageable school classes are yet some other salient correlates of school violence: the larger the school, the higher its per-capita violence rate is likely to be. Several studies acknowledge that indeed school size and structure are also factors in crime and disruption (Goldstein & Goldstein, 1997; Lawrence, 1998). The probability of victimization is greater when there are classes of more than thirty students. In Moeding an average class has 30 students and usually having many of such classes in a school translates into a big school. Class sizes in Botswana range from a minimum of 30 to a maximum of 45 students. The 1994 Revised National Policy on Education (RNPE) has identified this as a short-term plan designed to address the problem of shortage of places in schools. The policy states that the long-term plan is to reduce class size to 30 or less. Having large classes implies that teachers are likely to experience student problems that create trouble in class because in large classes the teacher is unable to monitor and learn the behavior patterns of all students. In effect, studies on causes of school violence indicate that crowding is a particularly salient school violence correlate, as aggressive behavior, in fact, occurs more frequently in overcrowded school locations (stairways, hallways, and cafeterias) and less frequently in classrooms themselves (Goldstein & Goldstein, 1997; Ohsako, 1997; Lawrence, 1998, p. 227).

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Unmanageable class sizes and inflexible curricula.

School factors that may be advanced to explain why students become violent are poor performance, existing violent incidents and aggressive behavior models in schools, aggressive and destructive peer relations, unmanageable class sizes, and predetermined


texto
and inflexible curricula irrelevant to the interests and needs of pupils (Hoffman, 1996; Lawrence, 1998). Other negative school factors include poor student-teacher relations and punitive attitudes of teachers. One example is public humiliation of repeaters and dropouts (Ohsako, 1997). From the study on sources of school violence carried out in Israel, Ohsako (1997) points to predetermined and inflexible curricula irrelevant to the interests and needs of students. In Botswana, just as in Israel, Ethiopia, and other countries mentioned by Ohsako in his study, curriculum is predetermined to the exclusion of both students and teachers. How this relates to the violence that characterizes schools in the respective countries remains an interesting question.

*Families and parenting styles.*

In earlier portions of this study there are citations of works by several researchers who state the need for examining the context in which students live: their families, social class, ethnicity and so forth. Using a similar approach, Thomerson (2000) pointed to environmental factors, in which she called all those to whom school violence is a concern to carefully analyze the sociology of families from which students come to identify the place of violence in our society. As the basic structure of the family disintegrates, violence among family members increases and this domestic violence spills into the classroom (Lystad, 1985). The disintegration of family structure is also identified as a chronic stressor, one of the categories often related to depression and suicidal ideation. Family fights, domestic violence of all kinds, must be examined in order to establish the extent to which violence is instilled into children. Thomerson (2000) also proposes the need to examine parenting styles found in different homes.
Parental involvement was the single most important contributor to school violence. Societal changes, the breakdown of family relationships and violent role models in the media have also been cited as contributing to school violence (Speaker & Petersen, 2000). Ohsako (1997) stressed that family related factors such as lack of adequate parental supervision and child rearing practices and punitive parents with unclear disciplinary orientation may also lead to student violence. The breakup of families and the lack of family values also have an impact on the social behavior of children. Santrock (2002) outlined three parenting styles that are associated with different aspects of a child’s social behavior. First, we have authoritarian parents. Such parents are restrictive, have punitive orientation, exhort the child to follow their directions, respect work and effort, and place limits and controls on the child. Such parenting is linked with the following social behaviors of the child: an anxiety about social comparison, failure to initiate creativity, and ineffective social interaction.

Second, some children have authoritative parents, i.e. where parenting encourages the child to be independent but still place limits, demands, and control on actions. Santrock says in such relationships parents demonstrate a high degree of warmth and nurturance toward the child. This type of parenting is associated with social competency, particularly self-reliance and social responsibility (Santrock, 2002).

A third category of parents is one described as laissez-faire. These parents are permissive, and place relatively low demands and controls on the child’s behavior. Here the child is given a considerable freedom to regulate his or her own behavior with parents taking a non-punitive stance. Identified associated social behavior entails immature
regressive behaviors, poor self-restraint, and inability to direct and assume leadership (Santrock, 2002).

In attempts to explain why violence occurs in schools, Johnson and Johnson (1995) identify three influences that help to answer this question citing influences similar to those of Santrock. These are changing patterns of family and community life. Like Ohsako (1977), Johnson and Johnson (1995) and Santrock, (2002) contend that:

Today children are more isolated from parents, extended family members and other adults than ever before. Work places are separated from living places, so children do not see most working adults. Divorce, abuse, poverty, drugs and other forces that interfere with healthy parenting, disrupt many families. With isolation, separation, and abuse comes a lack of socialization. The family neighborhood and community dynamics that once socialized young people into the norms of society are often extinct. No one is teaching children how to manage conflicts constructively through example or through indirect methods such as moral codes and patterns of living. (Johnson & Johnson, 1995, p. 44)

As indicated elsewhere in this study, the anecdotal studies and reports conducted in Botswana reveal that violence is a concern in Botswana schools. Marital problems exist in Botswana, family problems are also prevalent and generally, as Johnson and Johnson argue, “The family neighborhood and community dynamics that once socialized young people into the norms of society are often extinct” (p. 27).

**Economic factors.**

After conducting research in eight secondary schools in Addis Ababa, Ethiopia, Ohsako (1997) cited among others causes social exclusion, poverty, inequitable
educational and job opportunities, jobless youths, and insufficient educational expenditure. Alongside these problems his study revealed under-equipped and overcrowded classrooms, shortage of school counselors, lack of means to transport students to and from school on time (causing trouble between students and school staff on duty) and poor living conditions, specifically “insufficient food and or clothing and lower quality life” (Osako, 1997, p. 8). Since all these problems are common in schools and among societies in Botswana, they could explain why school violence is so rampant. Poverty is prevalent in Botswana, schools under-resourced classrooms. Some schools still do not have qualified counselors that can counsel children involved in violent acts.

*Sniffing volatile substances and alcoholism.*

Several research studies have shown that some of the violence that occurs in schools can be attributed to student use of volatile substances and alcoholism. Psychologists say that mind-altering substances such as drugs and alcohol bring out emotions of rage and anger. A culture where violent behavior as a way of gaining respect within a group of teenagers is combined with easy access to guns, knives, and other weapons create room for violent acts to occur (Jones, 1998).

A worldwide issue is children seeking to achieve an altered state of consciousness by sniffing volatile substances such as glue solvents. Such substances are generally available and inexpensive. In most countries, Botswana included, a student can walk into a craft shop and buy a tube of glue without raising suspicion and commonly the retailer sells the product to the child (Swartland, 1998). Perry and Mandell (1996) suggest a major factor in the use of drugs by young adults is connected with sensation and risk-taking tendencies (c.f. Geldard and Geldard, 1999). Such tendencies are part of the
normal developmental process for young adults. This age group “comprises people in a life stage where doing experimentation is a very common thing. They want to try out things rather than relying on information provided by others, from this, it is clear that young adults are seeking acceptance by their peers hence the use of alcohol, sniffing substances and many other forms of drugs” (p. 143). That influence relates to access to guns and drugs. Alcohol and drug use leads to loss of self-control, angry outbursts and violent acts. Since many young people have easy access to both conflicts that in the past would have resulted in a bloody lip now result in a deadly shooting (Geldard & Geldard, 1997).

Typical Patterns of Violence Found in Schools

Though many researchers seem to point to violence as coming only from students, there are some researchers who in addition to pointing to teachers as potential sources of the violence existing in schools. The study by Ross-Epp (as cited in Harber, 2002, p. 9) serves to underline the view that teachers and school administrators are also responsible for the violence that is occurring in schools (c.f. Henry 2000; Tafa, 2002). It further notes that if adults respond to violence in schools, it is to the children who are violent. For instance:

When a child forces another to do his or her bidding, we call it extortion, when an adult does the same thing to a child, it is called correction. When a student hits another student it is assault; when a teacher hits a student it is for the child’s ‘own good.’ When a student embarrasses, ridicules or scorns another student it is harassment, bullying or teasing. When a teacher does it, it is sound pedagogical practice. (as cited in Harber, 2002, p. 8)
Found above is a diagram that summarizes the patterns of violence that commonly exist in a school setting. The arrows represent acts of violence as coming from one individual onto the other. In brief, the diagram shows that almost everyone receives violence and she or he would also act back. However, this excludes both the Ministry of Education and the larger society that are seen as the main source of violence in this study and the violence from them easily infiltrates the school system.
Student denial of voice by teachers.

Teacher violence against students in many occasions takes the form of denial of voice by teachers. In such instances some teachers pay no attention to the concerns that students raise. In this regard the school acts out violence onto students by abrogating their dignity (Hutchinson, 1999). Hutchinson defines dignity as “the autonomy to create one’s own life.” She says “it is the freedom to express one’s deep self and experience and to be the author of one’s life.” Furthermore, children construct their identity when they make their own daily life experience. Therefore, in failing to pay attention to students’ core stories, their identity is denied and, therefore, their dignity abrogated.

In Moeding students reported that some teachers ignored issues that they raised. A student, Malebogo reported that her math teacher made jokes out of her problems with solving quadratic equations. This gave the student mixed feelings about the teacher. Due to the denial of voice in school students feel unjustly treated causing great emotional distress. Bullying also affects the climate in school.

Hutchison (1999) argues that the dignity of a student can be denied through marginalization which, she says, can be in one of two forms. She says there is a stereotypic and psychological marginalization. In stereotypic marginalization, “a person is objectified as the other” on the grounds of race, gender, religion, color, language or sexual orientation. The psychological type of marginalization occurs when meaning making process is ignored. It is viewed as psychological as it impacts the deeply personal task of creating identity. The psychological type of marginalization explained by Hutchison resonates with Bulhan’s (1985) definition of violence. Bulhan explains that
violence “inhibits human growth, negates inherent potential, limits productive living and causes death” (p. 135).

Teacher use of corporal punishment.

When writing about the study he carried out in Botswana about the use of corporal punishment by teachers in schools, Tafa (2002) points to the excessive use of corporal punishment in schools and colleges as yet another form of violence perpetuated by teachers in schools. Tafa states that:

Corporal punishment is legalized in Botswana but, despite widespread infringement of the law in its use, there is no evidence of enforcement. Although justified as “African culture” by teachers, caning is an historically embedded coping strategy. Both parents and students have been socialized into accepting this as a form of punishment. (p. 19.)

Further, in regard to the regulations of the Ministry of Education on caning Tafa says:

Regulations on caning are honored more in breach than in observance. Caning is supposed to be administered by the headmaster, a teacher or boarding master or matron or parent to whom authority…has been delegated by the headmaster, yet, virtually everybody applies it. (Tafa, 2002, p. 22)

Tafa went further to assert regulations on caning as outlined by the Ministry of Educations. The act states that:

Corporal punishment shall be …reasonable…administered only on the palms of the hands or across the buttocks with a light cane no longer than 1 m long, at the thickest end not more than 1 cm in diameter…No male teacher, except the
headmaster shall inflict corporal punishment upon a female pupil. (MOE Regulations, 1978, p. 22)

Despite this clearly articulated section of the Education Act teachers continue to use corporal punishment in schools. It is used repeatedly, and in addition, there are no set school regulations that explain when it would be used or how many times would be used. Also, schools have no clear policy that explains what will happen to students in cases where the use of cane has proved futile.

Student-on-Student Violence

*Bullying and aggression in schools.*

Although there is no meaningful study that explains the prevalence of bullying and aggression in Botswana schools, there are some anecdotal records that document the existence of this problem. A few schools keep punishment record books whose contents reveal the prevalence of bullying in schools. The data collected in Moeding shows that corporal punishment in some cases was used in attempts to address instances of violence. Furthermore, the data showed that extensive amounts of bullying coupled with aggression prevail. Matusova (1997) explains that bullying represents a problem that has educational, psychological, sociological and ethical aspects. Morally, it can be considered a more serious offense than theft or other unlawful acts. Bullying and aggression are considered to be a phenomenon of social pathology--significant deformation of interpersonal relationships and roles that are manifested in, for example, humiliation, intimidation, blackmail and even torture. Bullying is also viewed as aggressive behavior towards an individual, a group or social surrounding; it is socially unacceptable and undesirable. It is
defined as negative intervention by someone else into the physiological and psychological integrity of a person (Masutova, 1997, p. 98).

When defining bullying Hazler (2000) explains that it is “repeated aggression or inflicting harm on a helpless or defenseless victim.” Regarding areas where bullying commonly occurs Hazler cites restrooms, hallways, and cloakrooms and other areas outside the teacher control as places. In some instances, it may take place in the classroom, in front of other students who frequently do not come to the victims support because of indifference, fear or lack of sympathy (p. 83). Also, deliberate exclusion of someone from group games constitutes a form of bullying.

Aggression on the other hand is defined as “a tendency towards aggressive action against another person or environment.” In psychology, aggression is described as “a universal quality, manifested in either a crude form (physical attack), or a refined form (mockery, irony)” (Masutova, 1997). Matusova further states that “bullying is a specific example of aggression, and in school it is usually manifested by kicking, destroying things, damaging the property of another student, throwing objects out through the window, name calling and verbal insults” (p. 99). It occurs when one child abuses another child verbally, strikes or threatens another child and so on.

Smith’s study (as cited in Hazler, 2000) explains that the most common form of peer-on-peer abuse is bullying, which is defined as a vicious type of aggressive behavior since it is directed, often repeatedly towards a particular victim who is unable to defend himself or herself. Students who have been exposed to repeat bullying have often thoughts of revenge, suicidal ideation which often comes about as a result of the torment
of peer-on-peer abuse (Hazler, 2000). Other related feelings of abuse include humiliation, helplessness, hopelessness, depression and self-pity.

Regarding the causes of bullying, Masutova (1997) contends that for some perpetrators, the belief is that bullying is acceptable behavior, the desire for power and domination, cruelty; curiosity in order to obtain a reaction or even is the result of boredom. Further, bully students are usually self-confident, anxiety-free boys or girls who have a desire to dominate and control others. Research has demonstrated that violence does not begin with a gang warfare, rape, murder, and suicide. Instead, it begins as put downs, insults, threats, harassment, and bullying where inappropriate lessons of how to deal with others are learned and where frustration, resentment and anger build (Hazler, 2000).

*Theft and crimes against property/vandalism.*

In addition to the bullying and aggression that students suffer, Lawrence (1998) notes that “theft is the most common type of school crime and most secondary school students report that items commonly stolen from them include money, sweaters, notebooks, and many other small student personal belongings. Few students reported that they had been attacked at school” (p. 18).

In Botswana, many school reports indicate that annually, the government loses thousands of dollars due to vandalizing property that has been vandalized. Many principal reports point to repeated losses or damaging of books and calculators by students. Schools also lose money in replacing or repairing vandalized furniture. Lawrence (1998) noted that “alcohol and drugs have been a problem for some time but lately school equipment and properties are vulnerable to theft and damage” (p. 3).
principal reports indicate widespread property offenses like trespassing, breaking and entering, theft of school property and deliberate destruction or vandalism. Further, arson raises special concern for school administrators and for police and fire officials because it is a crime against property and a crime of violence. As with other school crimes it is difficult to measure the cost of arson since several factors must be considered. The cost of school vandalism and arson however, cannot be measured only in financial terms.

Crimes against school property also have a profound effect on students, teachers and school staff including: negative publicity related to school safety, loss of study and work time due to injuries or canceled classes, loss of irreplaceable items such as personal keepsakes, lecture notes, and student files, projects, and writing, lowered morale or reduced productivity due to a persisting sense of fear or violation.” (Lawrence, 1998, p. 13)

Lawrence also believes that research has suffered because of the imprecise and incomplete methods of measuring the extent of the problem of crime against property. The lack of widely accepted criteria for identifying and recording the kinds and incidents of school violence has also exacerbated this problem. In recording incidents of vandalism for example, some school systems include certain categories such as accidental while others do not. Some include all destruction, while others include only acts where a perpetrator is identified. Others exclude damage covered by insurance, while some do not. Thus, it is possible to conclude that “until uniform reporting of incidents of vandalism is agreed on, we will not have a complete measure of the extent of school vandalism and cannot draw meaningful comparisons among different school systems” (Lawrence, 1998, p. 15).
Sexual violence in schools.

A discussion of teacher sexual violence as suggested by Davies and Harber (1997) in a study conducted in Zimbabwe cites incidents where in some instances a school girl would drop out of school and thereafter findings would indicate that a teacher is the father of her child. Henry (2000) also registers a concern about the impact of the sexual predatory acts that take place. Although such cases have been characterized by extensive underreporting in Botswana schools, nevertheless, they do exist. Several reports from such non-governmental organizations as Women Against Rape in Botswana have been generated that bear testimony to the prevalence of this problem in the country.

Curricular Strategies to Reduce School Violence

In 2000, Eliasov and Frank of the Institute of Criminology in Cape Town, South Africa, carried out a study that “aimed to explore the nature and extent of crime and violence in South African schools.” The study emphasized the need to target schools in curbing violence. They documented that “the school plays a central role in the socialization of a child. It is critical that the schools offer a safe environment in which learning and growth can take place” (p. 2). The study was motivated by a growing recognition of the pivotal role that the school can play in protecting at risk young people.

Several studies indicate that many researchers emphasize the need to target schools in all endeavors in order to address school violence. In advocating the need for this approach, Hoffman (1996) documents that the school is part of the community and should become part of a comprehensive, coordinated vision for violence prevention. Schools play an important role in nurturing children, especially the most vulnerable; those most prone to cause disruption in the classroom or to act out violently. Hoffman
says it is necessary to ensure that the child is given the opportunity, support, and encouragement to meet with success in a setting where discipline is fair but firm, where teachers are imbued with high expectations for every child and where parents are drawn into the education so that learning can take place” (Hoffman, 1996).

Hoffman further says teachers and administrators must be trained to provide an adequate multicultural education for all students. He states that “the training requires educators to evaluate and improve their own knowledge, competence, and tolerance skills by examining personal attitudes, behavior, and knowledge. To address issues of conflict resolution and mediation, school based violence-prevention programs must incorporate multicultural values and experiences for students” (Hoffman, 1996).

Terefe and Mengistu (1997) following findings of a study of violence in eight Ethiopian schools offer a summary of measures that could be taken by schools as remedies for school violence. They cite the provision of civic education, guidance and counseling services, issuing student identification cards, establishing a close parent-school relationship and making clear the functional school regulations which students are obliged to observe. Furthermore, they state that “schools are essential social institutions for acquiring knowledge, abilities, attitudes and skills. Schools are the ideal centers for the socialization of children and for inculcating the required standards of behavior” (Terefe & Mengistu, 1997; Eliasov & Frank, 2000). If young people are expected to acquire the essential life skills they need to cope with today’s demanding requirements.

Research studies carried out in countries where school violence has been a concern indicates that schools need clearly defined programs that address this situation. Johnson and Johnson (1995a) suggest violence prevention programs whose primary goal
is to foster positive and lasting relationships. Furthermore, the goal of such programs is to empower all students to regulate their own behavior and constructively resolve their interpersonal conflicts. They reasoned that schools should create such bonds among students and between students, faculty and staff. They believe children at high risk of violence, academic failure, drug abuse, and dropping out of school often lack a connection to a positive social entity, such as a family, a peer group, or church (Johnson & Johnson, 1995a). Furthermore, the provision of such dependable and supportive relationships can lessen feelings of estrangement and hopelessness.

Problem solving strategies such as smoothing, compromising, and withdrawing is necessary. Students should be equipped with these skills and be taught how they could use them to resolve their misunderstandings with their peers. Through the use of such programs emphasis is based on the assumption that students can be encouraged to use a strategy like smoothing. The basic rationale for this approach is to let students understand that maintaining a relationship between two parties is more important than sticking to their goals. Students need to know that saying “I’m sorry” does not mean “I’m wrong” (Johnson & Johnson, 1995a.)

The inculcation of democratic values in class is suggested as another approach that teachers can use to curb violence in their classes. That is, rather than select content and the necessary teaching methods to the exclusion of teachers opportunities can be created for both teachers and students to become involved. By promoting democratic values in classroom activities, ownership of the subject is created. Jean Harris, a sixth grade teacher in the United States embarked on a class project with her pupils, the fruits of which demonstrate the essence of having democratic classroom practices. After
successfully undertaking an AIDS education project with her sixth graders, it was evident that Jean Harris had attained her goals of building into her students the democratic values that she had always wanted to instill. Upon completion of the project among the goals that she had met was fostering democratic classroom practices in her students.

Democratic classroom values bring democratic values to life. Furthermore, choice brings commitment and ownership of the curriculum—*my* topic, *my* questions, *my* research, and *my* answers” (Andrews, 1994 p. 23). Andrews also explains that democratic classroom moves towards trust, caring, and responsible social action. Further, democratic classroom practices foster team work and collaboration which, in turn, give students an open stage for expressing developing values and beliefs. Due to rigid curriculum decision making in the Botswana schools, and the sample school for this inclusive study all such features of a democratic classroom are absent. Commonly, any school setting that lacks democratic values is characterized by undesirable behavior such as theft, physical fights, and verbal abuse as it was the case in Modeing.

If the Botswana curriculum system were democratic it would incorporate the philosophy of John Dewey, a 19th century American educational philosopher. Dewey (1902) advocated student involvement in the construction of their objectives for learning. He recommended that students pursue their own questions and solve them rather than relying on ready-made, teacher-made problems. Freire (1997) also an advocate the use of problem-posing strategy of teaching with students making challenges for themselves and bringing solutions thereafter. Andrews argues that,

A democratic curriculum has the potential to be a higher moral enterprise than old fashioned transmission pedagogy because of the values potential inherent in the
process. The traditional givens of basal textbooks, teacher’s guide, and curriculum
guides must give way to democratic processes and context-specific studies that
reflect the interests and concerns of the participants. (p. 26)

Among the studies reviewed, several present suggestions for possible curricular
strategies that may be used to address school violence:

*The adoption of a zero tolerance policy.*

First, a policy that could be adopted by schools in Botswana is “the zero tolerance
policy.” That is, before any strategy could be used children should first be made to
understand that both the school and the society at large have a zero tolerance for any form
of violence. Jones (1998) documents that zero-tolerance includes no tolerance for
carrying a dangerous weapon, using or dealing with drugs, or fighting. Any student who
violates this strict code is subject to being punished in any manner deemed appropriate
depending on the gravity of the offense committed. A vigorous enforcement of zero-
tolerance policy could possibly result in a significant decrease in the number of acts of
violence (Jones, 1998).

*School size and the quality of school governance.*

Botswana schools still maintain overcrowded schools and classrooms, and realities
indicate that overcrowded schools and classes are seen as an impetus to school violence.
Research studies have revealed that “larger schools and schools with larger classes tend
to have more violence and vandalism. The impersonality of larger schools often creates
feelings of alienation and frustration in students which in turn may erupt in disruption and
violence” (Lawrence, 1998, p. 22). Smaller classes allow educators to get to know their
students and to form steady, caring relationships with them as well as allowing students
to get to know each other. The result may be the development of skills and relationships that are critical to the socialization process (Association of the Supervision of Curriculum Development, 1997).

Lawrence (1998) notes that effective prevention of school disruption is the quality of school governance and the existence of clear consistent discipline policies. He says a firm, fair system for running a school appears to be a key factor in reducing violence. Furthermore, “where the rules are known and are firmly and fairly enforced, less violence occurs” (p. 228) and, schools that are run with clear explicit rules that are firmly and uniformly enforced experience less disruption.

Conflict resolution skills.

School curriculum should be broadly defined to include in the syllabus content concepts of peaceful conflict resolution, social responsibility and constructive communicative and interactive approaches, rather than to create additional subject matter, learning materials and learning experiences (Ohsako, 1997). Further, flexible and accommodating instructional processes need to be implemented, where teachers can listen and attend to the needs of their students. This precisely alludes to individual students and their diverse backgrounds (Hoffman, 1996; Ohsako, 1997).

Speaker and Petersen (2001) emphasize the need to include some form of empirically field-tested conflict resolution mediation, negotiation procedures and constructive resolution skills, in the curriculum of everyday classroom. As Johnson and Johnson (1995a) have repeatedly suggested, the norms, values, and culture of a school should promote negotiation and lessons on improving communication skills, ways to control anger, appropriate assertiveness, problem-solving and other related interpersonal
and small-group skills. The ASCD (1997) also recommends conflict resolution. Decades of research have produced techniques for de-escalation and resolution of conflicts. Properly designed and implemented conflict resolution programs offer students alternative methods for dealing with feelings and behaviors before they intensify. These programs offer teachers tools for managing hostilities constructively (p. 5).

*Limiting the out-of-school time.*

Johnson and Johnson (1995) explain that schools may reduce children involvement in violence ridden activities by limiting their out-of-school time. Teachers can instead teach children how to work, cooperate, and share with others. Schools can open their doors in the evening, on weekends, and during summer for extracurricular activities that provide an alternative place for children to congregate. They further suggest that “keeping children from the streets, gangs, and boredom for even a few hours after classes reduces the time that negative influences have to do their work” (p.11). Moeding had about 38 school clubs and teachers could use these to engage students during their out of class time.

*Introduction of civic education.*

In addition to the interventions methods specified above, another suggested approach is introducing civic education in schools to control violence. When advocating for the use of civic education in controlling violence in schools Tolo (2002) says; “civic education strengthens the qualities of civic virtue, civic knowledge, and civic participation; fosters among citizens civic dispositions and commitments to fundamental values and principles required for competent and responsible citizenship. It develops among citizens the participatory skills required to monitor and influence the formulation,
implementation, adjudication, and enforcement of public policy as well as to participate in voluntary efforts to solve neighborhood and community problems.” (Tolo, 2000)

Civic education is critical to ensuring the widest possible civic participation of its citizens consistent with the public good and the protection of individual rights. The aim of civic education is therefore, not just any kind of participation by any kind of citizen; it is the participation of informed and responsible citizens, skilled in the arts of deliberation and effective action” (Tolo, 2000, p. 23). By extension, these informed and responsible citizens will be committed to demonstrate values and will develop a true appreciation for the “relevance of civic dimensions for their lives” (Tolo, 2000, p. 89). It is essential to note that school efforts to augment students’ civic dispositions, knowledge, and skills need not occur only in civic courses. Incorporation of civic content into a variety of subject disciplines may also serve this purpose. Civic education may be appropriately applied in other traditional academic disciplines such as history, law related education, social problems, values clarification, moral development and community development (Tolo, 2000). Civic Education programs exist in many school systems and provide excellent opportunities for the incorporation of civic education materials.

School-community cooperation in violence control.

Effective home-school interaction plays an important role in regulating student behavior problems. In this regard, teacher-parent communication is a very crucial factor in violence management. Teachers and parents should feel free to discuss, communicate with each other and exchange information and opinions on violent incidents involving their children (Ohsako, 1997). Joint meetings between teachers and parents with the
participation of a specialist on specific examples of incidences of violence are held so that both groups learn the skills and supplementary role of violence management.

Emphasizing the need to collaborate with parents in violence control Goldstein and Conolely (1997) state that parents must be seen as “experts” by their children. They have very valuable information about the children’s needs and what is deemed to be appropriate behavior. A climate of trust can be created, based on open and honest communication and on shared values. Further, the community provides various resources including agencies, churches and synagogues, business, and caring individuals; all of whom can and must be part of a collective response in meeting the needs of young people and providing an array of opportunities for healthy development (Goldstein & Conolely, 1997).

Linked with the parental involvement explained above is the need to meet the basic needs of individuals, which involve the creation of individual responsibility that significantly impacts personality development (Speaker & Petersen, 2000). This principle explains that if parents are able to demonstrate and convey a sense of responsibility for themselves as well as in their children, children will develop an integrated concept of self-worth. This will ultimately lead to what is termed “success identity” or “significance.” This concept states that learning effective ways to satisfy basic needs actively and effectively cope with life’s ups and downs contributes to building positive self-esteem and a sense of identity (Speaker & Petersen, 2000). The establishment and encouragement of self-esteem in students is an absolute requirement of any successful model since self-esteem is in itself a deterrent to participation in violent acts.
Creation of a conducive learning environment.

Research on school violence has shown that to successfully address an effective comprehensive approach to violence control, a reorganization of the existing school structure must be undertaken. Lawrence (1998) underscores the importance of school as a social institution. He contends that, along with the family, the school is important for the socialization of young people. He stresses that in addition to providing knowledge and skills for effective living and working, schools are expected to instill in young people values that contribute to an ordered and productive society. Lawrence stresses that schools are expected to serve as the primary institutions for social change. In this regard, the major function of schools is to ensure that children are given proper societal values to socialize them (Lawrence, 1998).

For a school to attain the above roles the principal is the pivotal individual around whom all activities revolve. Literatures explaining how the administrator of a well functioning school operates points to the fact that clear and consistent discipline policy are the most essential elements of a school (Lawrence, 1998, p. 35). The school principal must be clear and firm in enforcing rules. Also, schools in which there is coordination between teachers and principals have more consistent discipline policies; thus, teachers feel more confident that the school administrators will back them up, and they get along better with the administration (Lawrence, 1998, p. 228). Good coordination between faculty and administration also promotes a better school atmosphere. At the classroom level, teachers must create school and classroom environments that reduce behavior problems. These goals can only be achieved if teachers create positive, non threatening
environments both in class and in out-of-class activities to students (R. Mitias, personal communication, October 15, 2000). The following points as suggested by Jones (1980) may be viewed as benchmarks for teacher-student interactions that must prevail so that effective learning can take place:

Students have a need to establish a sense of belonging and in such situations the teacher should aim to help students know and interact with each other. The teacher should make her teaching endeavors much more student centered and he or she should facilitate the learning process and his or her role should be to detect any behaviors that depict violence. Furthermore, there should be much group work because this arrangement will give students the opportunity to display their competence and in the process they would get to know and understand each other even more. (p. 44)

The literature also pointed to improper teaching strategies as another strong correlate of violence in school. One such strategy is the banking method of teaching as explained by Freire (1999). Freire describes this method of teaching as an instrument of oppression through which teachers present the teaching-learning process as a straight line of communication between the “knowledgeable” person, the teacher, and students who are viewed as empty ignorant beings. He said in such situations students are viewed as passive entities. Further, the method sets up a dichotomy between human beings and the world. Here a person is “merely in the world, not with the world or with others; the individual is a spectator.

To enhance the relationship between the individual and the world and others Freire (1997) suggested the problem posing method of teaching as an alternative. In this
approach students are considered as the center most pieces in the learning process. The content is modeled around the students’ reality, their world and their future. Also, in the problem posing learning environment students set up problems for themselves and, thereafter, respond to such challenges. Freire articulated that for problem posing to be effective it must be based on dialogue and love. Where a free dialogue is created both the teacher and students do the learning and teaching. Nobody is vested with authority over the other. “The students are no longer docile listeners but critical co-investigators in dialogue with the teacher” (p. 62). Freire emphasizes that love for others and the world is essential for this dialogue. He says love is the foundation for dialogue and dialogue itself (p. 70).

Shakti Datta wrote about other correlates of love namely, freedom and creativity of the learners. Whilst Freire stressed that problem posing must be based on dialogue and love, Datta emphasizes the essence of love and freedom for the learner. In Botswana, curriculum design is centralized in the ministry of Education. Botswana students and teachers receive end products of it and they have very little say in bringing about change to the content. This demonstrates the lack of freedom and creativity that characterizes the education system. When writing about education for the Indian society and the need for freedom and creativity Datta (1960) wrote,

During the last few decades the concept of freedom had stirred and brought about certain radical changes in the accepted system of education. Free activity, freedom of choice, and freedom for the critical judgment of the child are recognized now. Still we need to go deeper into the reason for a free educative atmosphere and understand more clearly its significance for the child. Education,
in its better understanding of children, looks after their interests and tries to provide them with a free environment conducive to the growth and flowering of the personal freedom and creativity. In addition to this, it may initiate the young pupils to look into what they do and why they do it. (p. 31-35)

Shakti Datta described education in the Indian society as it appeared in the 1960s but, it still is relevant in some societies today Botswana inclusive. Datta reasoned that “the child in his educational environment is really the springboard with the possibility to let the child discover his or her personal freedom, and exercise it consciously” (p. 31). To this end he said, “Any vagueness and indifference on the part of the educator about the personal freedom of the child would reduce free activity, free choice and judgment to an unyielding situation, an arrangement merely for the appearance of freedom. In addition to the use of effective democratic teaching methods, counseling strategies may also be used to address school violence.

School Counseling Services

Geldard and Geldard (1997) state that counselors need to be mindful that they cannot counsel children in the same way that they can counsel adults. They explain that adults are counseled by sitting down with them and inviting them to talk. For counselors to engage children so that they may talk freely about their issues of concern, verbal counseling skills may be used in conjunction with other strategies. An intervention program may be designed in order to use any of the following techniques:
**One-on-one counseling.**

Geldard and Geldard (1997) suggest that a school counselor may apply a one-on-one service with a student. The strategy allows the individual student a chance to talk freely and share with the counselor what his or her concerns are. Jones (1980) points to the fact that when a counselor employs some degree of self-disclosure it shows respect and value for the student. The counselor “should feel safe to share with students some of his or her thoughts, feelings and concerns” (p. 103). In Botswana, for the majority of cases dealing with disciplinary issues teachers resort to the use of corporal punishment, and this is done to the exclusion of counseling approaches such as the use of individual and group therapies for counseling.

**Use of groups.**

Student services may also be used with large student groups. For schools in Botswana where lack of funding is not uncommon, the use of group counseling is economically more efficient than individual counseling because more students can receive services in the same time span. Schmidt (1996) contends that contemporary school counselors’ programs include large group service as part of their counseling services for students, parents, and teachers. Further, when students work in groups, sharing concerns, they learn about and identify with common issues and perceptions held by others. Identifying with others increases cohesiveness and enhances understanding. Also, the context of group guidance and group counseling provides the structure to help students learn empathetic behaviors, problem solving skills and a host of cooperative pro-social attributes (Schmidt, 1996). Group counseling encourages listening and facilitates learning. It is both actions oriented and economical.
Use of behavioral contract.

A one-on-one technique, where need be, could involve the student with problem behavior to sign a behavioral contract particularly in situations where verbal advising and counseling of the student concerned have that worked in earlier attempts. Such a bond can be successful because it involves the consent of a parent; thus serving to strengthen school-community relations. Through this bond a child makes a tangible and physical guarantee/promise in the presence of both the parent(s) and the school counselor that he or she would abide by the school regulations. A space may also be availed somewhere on the contract for the parent to co-sign it.

Conceptualization of the Literature

In preparing for this study a wide range of sources were reviewed in order to identify if and how other researchers have dealt with areas related to the questions for this study as well as how other researchers dealt with such themes. It can be said that most, if not all, scholars concur on a number of issues about school violence. Most researchers seem to agree on what seems to be the causes of violence. For instance, they all point to media violence, poor child rearing styles, family violence among others as availing a conducive environment within which violence occurs. Also, they all cite similar patterns of violence existing in schools. They allude to bullying and aggression in schools, vandalism of school property and the predatory sexual violence that is prevalent in schools, just to mention a few.

Although studies have been conducted in different countries around the globe, many researchers still employ the conventional approaches to school violence which typically refers to student-on-student and student-on-teacher acts of physical harm. Such
approaches exclude other forms of violence like the verbal, psychological and emotional (Henry, 2000). Among modern educators there are those such as Tafa (2002) and Harber (2002) who agree with Henry and contend that teachers and school administrators also contribute to various crimes that exist in schools. Further, a show in the research of Henry teachers also expose students to extreme verbal, psychological and emotional trauma. Thus, conventional definitions neglect harmful institutionalized social and educational practices. Another salient feature that continue to emerge in the literature was the commonality of problems such as the effects of violence on students as well as similar approaches that may be used to control violence. Most researchers seem to recommend the involvement of the school in the control of violence. Yet no study clearly articulates how civic education may be or has been used to address the area and yet this may serve as one other relevant approach to use to address this problem.

Regarding the suggested methods of violence control no study clearly articulates how civic education may be used to address the area and yet this may serve as one other relevant approach to use to address this problem. Except for one study by Tolo (2000) almost no clear message from any country study exists that is directed to country’s legislators except his study that was conducted in the state of Texas in the United States of America.

The literature demonstrates that school violence is a reflection of the crimes found in society. This observation therefore underscores the need for preventative strategies targeting both schools and communities. Through this study I hope to address this anomaly. Finally, ethnographic research methods with interviewing and observations used by other researchers as a primary means of collecting data has been used to collect
data for this study. The researcher interviewed teachers, non teaching staff and students and observed them embark in different school activities. The method allowed the researcher to make meaning out of what he saw, heard and read from the school’s documents.
CHAPTER THREE

Methodology

Introduction

The aim of this case study has been to understand the causes and dimensions of school crime and violence in a Botswana secondary school. This was done by establishing the causes of school violence in the Moeding Senior Secondary School and assessing the effectiveness of curriculum intervention strategies to control crime and violence. As explained earlier, the research questions constructed from the literature reviewed guided this study, which included questions that focused on the nature of school crime and violence in Moeding Senior Secondary School and how this violence relates to the national context and incidence of crime in Botswana. The study examined the school curriculum in regard to its awareness of crime situations and curricular interventions addressing these problems. In addition, perceptions of students, teachers, non instructional staff and administrators were elicited with regard to the issue of violence in the school.

This chapter presents the research design and the procedures. Information about the researcher, the participants and the social setting in which data for this ethnographic study was collected is presented in this chapter. In this study the researcher used participant observation, interviews and document analysis as tools for collecting data. The field notes were based on what was heard, seen and found relating to the objectives of the study. Documentation information came from letters, agendas and meeting minutes, and correspondences from the Ministry of Education.
Research Design

The use of participant observation, interviews and the analysis of documents places significance on understanding the culture and the context within which a particular behavior takes place. The first aim was to identify aspects of violence, if any, in the school through the data sets collected. This approach allowed the researcher to go into the actual school settings and observe teachers, students, and staff in different school venues. Bogdan and Biklen (1998) state that “action can better be understood when it is observed in the setting in which it occurs” (p. 5).

This was a micron level ethnographic educational case study for two reasons. First, it took place over an eight-week time period, which is relatively short compared to those ethnographic studies conducted in other fields. Second, the study was conducted in one social setting, a senior secondary school and from this entire social setting one class of form five students (those graduating from high school) was the focus. A few form four classes were also closely observed; within these classes were students who belonged to the school’s Peer Approach Counseling by Teens (PACT) Club. These PACT students opened the door to other members of this club from whom large amounts of data were collected through group and individual interviews and discussions.

This ethnographic case study was a tool that helped the researcher to inductively discover the school culture and its invisible forces--the human interaction and the cultural norms that shaped the school. It aided the researcher to delve into the beliefs and grounded rules of the particular culture. This is best explained by Goetz and LeCompte (1984) who wrote:
Ethnography is a process, a way of studying human life. Ethnography design mandates investigatory strategies conducive to cultural reconstruction. First, the strategies used elicit phenomenological data…second, ethnographic research strategies are empirical and naturalistic… care to avoid purposive manipulation of variables in the study. Third, ethnographic research is holistic…finally, ethnography is multimodal or eclectic, ethnographic researchers use a variety of techniques to amass their data. (p. 3)

Yin (1994) in his description of a case study emphasizes how an ethnographer conducts his study. Yin explains that a case study “is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are clearly evident.” In explaining the above Yin stresses that the researcher uses the case study method “… to cover contextual conditions- -believing that they might be highly pertinent to … phenomenon study (Yin, p. 13). The eight weeks spent closely studying the phenomenon of violence in Moeding underscores how much of an empirical study this was. The researcher had full determination to study the contextual conditions that rely on multiple sources of evidence with data needing to converge in a triangulating fashion” (Yin, 1994, p. 13).

The eight consecutive weeks of observation helped the researcher establish relationships with the participants. The rapport that was developed encouraged participants to share their thoughts. Emphasizing the essence of building good rapport are Spradley (1980), Rubin and Rubin (1995) and Punch (2000) who state that the key strategies that an ethnographer uses include expanding energy to get to know the community and its members, and participate in and observe social, communal and
strategic events. Spradley (1980) explains that living with participants allows the researcher to offer a description and explanation of the meaning of actions and events of people he or she has learned to understand. In this regard, living with and observing participants embark on their daily life activities allowed further opportunity to discuss perspectives of their school community, especially around the issue of violence.

Autobiography of the Researcher

*Early childhood life experiences.*

I am a doctoral student at Ohio University, in the College of Education. My mother tongue is Setswana and English is my official language. After graduating from the University of Botswana in 1989 with a bachelor’s degree in English Language and Geography Education, in 1990 I was granted my Post Graduate Diploma in Education and my teaching licensure which I have held since. My early childhood upbringing laid a solid foundation for my entire career path. I was raised to believe that a teacher shall be respected and treated like one’s own parents and elderly people. A teacher’s authority was never to be questioned in my family both from my parents who were teachers and my own experiences, I concluded that a teacher is able to examine a child’s life and contribute to their development. This is why as a teacher I was disturbed by children’s inappropriate behavior in modern schools and believed that I had the responsibility to address and improve their quality of education.

Even before I had my teaching license I worked as a temporary teacher (teacher substitute) in a number of junior secondary schools. Also, throughout my five years of undergraduate education, I taught during the university long vacations (mainly during the months of mid-May to Mid-August).
My early days of teaching.

During my six years of service as a secondary school teacher I became concerned that indeed school violence in Botswana was a problem. This disturbing behavior included the familiar student-on-student violence which manifested itself in the form of bullying and harassment, name calling and physical assault of each other. At the time teachers seemed to take for granted these experiences. Neither students nor teachers paid much attention to violent encounters because everybody interpreted them to be normal experiences of school life. Personally, at the time, I had little understanding of their long term impact.

Common acts of crime included student theft of small personal belongings such as calculators, school bag packs, mathematical instruments, and pencils. School offices and warehouses would be broken into once in a while though, quite often, in such cases villagers or strangers were the perpetrators. There was also subtle violence of teacher-against-student under the guise of discipline enforcement. This said discipline enforcement came in the form of corporal punishment which was accepted as a formal and acceptable part of teaching. Many teachers considered serious teaching to mean administration of serious whipping of students. Students also perceived such treatment to be part of learning. At the time, I considered that the use of corporal punishment was emotionally or psychologically damaging.

There were incidents when school boys were caught with school bag packs filled with equipment smuggled from the school Design and Technology laboratories. In such instances the police would be called and the culprits would be arrested and charged with the crime. Student vandalism of school property and personal property was very common.
For instance, classroom windowpanes would be broken for no reason. In some instances my class monitor would report to me that the classroom broom has been broken but it was not known who did that. Though not considered serious, hearing about such forms of violence in school, repeatedly, had split the teaching staff in two. Some teachers’ general belief was that such behavior would ultimately lead students into more serious offenses, while on the other hand, some teachers merely believed it to be a form of early childhood irresponsibility typical of any growing child. My sentiments lay with the former rather than latter opinion.

Lately, teachers are taking on student violence. In many schools unreasonable use of corporal punishment is increasing. Cases of teachers on student sexual abuse continue to surface although there has been a lot of underreporting of such instances. Harsh uncompromising forms of school administration are also very common and impact both students and teachers. I experienced all of these situations in my school and other schools in general when I was working as a high school teacher.

*My policing experience.*

My experience in the Botswana Police Service in the capital city where I worked for six years in different departments in a police station in a number of station subunits including the *inter alias* station prosecutions’ unit. I took suspects to court where I represented the state (the government) in different cases. This work allowed me to stand back and observe how the Botswana school system understand and address problems in the schools. It was evident that students of all age groups were impacted by crime and school violence in a variety of ways. Some appeared in court as witnesses, some as accused persons, and others as victims.
When I later rejoined the teaching profession as a teacher educator in a university, I had an opportune to carry out research on school violence. I strongly believed that school curriculum can be used to educate children about the need to stay out of trouble. I began to review subject syllabi to establish the extent to which the content addressed problems of violence. I specifically focused on the subjects history, geography, religious and moral education and development studies. It soon became evident that most subject areas are virtually void of addressing issues of school violence control. The only subject syllabi that had traces of content that might address violence was religious and moral education and even then topics such as conflict resolution, leadership and authority were only tacitally. These shortcomings fueled my interest to carry research in the area of school violence in Botswana.

Factors that Made my Entry into the School Easier

*My past work experience.*

My research at Moeding was facilitated because of my past work experience as a teacher in Botswana secondary schools. That provided me with an understanding of how the school system works. In addition, the presence of a number of colleagues with whom I had once worked in my teaching career made my stay at this school very comfortable.

I also had the opportunity to meet former students who had graduated from my department at the University of Botswana with a teaching license a few years back. Some I taught in the university others I had known and befriended. Visiting their classes was very easy as I was never perceived as a stranger. Having facility in the local language (Setswana) enhanced my data collection process. Although I collected data in an
environment where many people could read and write English well, on several occasions participants preferred to communicate with me in Setswana which I respected. Some preferred to use both languages interchangeably. The fact that I had the capability to translate and transcribe these discussions accurately was beneficial. An added advantage of using Setswana language was that it served to keep me away from consistently using “scholarly” language, which might have compromised the meanings and understanding of some issues. Using Setswana language with ease and flexibility meant I was not viewed as an outsider.

My Office--the Staff Committee Room

Because Miss Alexander’s office was so small it was impossible to share her office. Besides, she had consultations everyday. She talked to parents, teachers, and students. She had to counsel and advise the students and this even made it mandatory for her to stay in the office by herself.

I finally chose to use the staff committee room as my office. It was a big room but at least I could partition off the amount of space that I needed and the privacy that I wanted for my research. This room was directly under the offices of both the deputy principal and the principal. Next to it were offices of some senior teachers and the school’s main reception office. All offices for senior administrative personnel were on the first floor of the administration block. The lobby, the reception office and a few other offices were on the ground floor as well as the staff committee room. I could easily hear students whenever they waited in these offices for whatever purpose. I also could hear the cane land on students whenever the deputy or anybody was spanking them.
The Subjects of the Study

The study was carried out in school with a total student population of 1570, both boys and girls. At the time the school had 752 form five students and 820 form four students. The school is one of the senior schools that prepare secondary school graduates for tertiary education. Students are admitted from junior secondary schools and spend two years doing forms four and five after which they can matriculate to the colleges and universities. The school also has in addition to 105 teachers over 60 ancillary staff deployed in different areas in school such as the boarding department, buildings and grounds maintenance and the school security system.

The school had about 45 streams each having between 30 and 35 students. The counselor was newly appointed after the school counselor died in October 2002. Unfortunately, the new appointee was not trained in counseling; instead she was appointed on the basis of her long service in the teaching profession both in this school and elsewhere. I identified one form five class with 27 students aged 17 to 19. It was mostly from this class that students were chosen for interviews though observations were also made in some classes as well. Discussions were also held on several times with PACT club members both in groups and as individuals. On a few occasions parents who came to school for whatever reason were also approached and interviewed on any issue.

Identification of Informants

After identifying informants the researcher observed these students engaged in different activities, after gaining approval and support from teachers and staff in charge of such activities. It was essential to build rapport between those being observed and the
researcher so as to create a conducive research environment. Bogdan and Biklen (1992) endorse this view stating that “getting permission to conduct the study involves more than getting an official blessing. It involves laying the groundwork for good rapport with those you will be spending time, so that they will accept you and what you are doing” (p. 82). Helping students feel that they were part of research enhanced the data collection process. Informants helped me to gain access to different settings of the school as well as to translate the cultural norms of their community. They served as a bridge through which the researcher could interact with various aspects of the school.

In the first week after formally reporting to both the school principal and his deputy I was introduced to Miss Alexander, the school’s Head of Department (HOD) Pastoral Care. A seasoned professional, as per the current regulations of the Ministry of Education she held the same rank as the deputy principal of the school. Though the HODs are also not formally trained in counseling their job description allowed them to offer basic counseling to students. They received reports on disciplinary issues, and advised students on career issues.

Miss Alexander took me around the school and introduced me to teachers, the matron, the security officer as well as other personnel at the school. To both students and staff I was always quick to introduce myself as a learner from a different school. I rejected the formality of being introduced as someone pursuing a higher degree, which I felt could drive away potential participants in the research. This was certainly true in the case of Mrs Kgabo, the school matron. She was quick to agree to be one of my interviewees. Possibly this was because I too was a student who needed help from her.
In the security office we met the deputy senior security officer who also expressed willingness to participate in the study when Miss Alexander told him that I was a student who was investigating the problems of violence in the school. The deputy senior security officer was very helpful. One day he took me to the east corner of the school where students had made unauthorized exit and entry into the school. He said it was a losing battle by trying to close such points.

Several teachers volunteered to permit me to observe their classes whenever I wanted. Possibly, as I indicated earlier, this was because I knew quite a number of teachers in this school particularly those newly graduated from the university. I finally decided on one form five class taught by Mr Dinoga. I was drawn to students in this class because of the rapport between the students and the teachers. The class of 27 had eleven boys and 16 girls ranging between 17 and 19 years though only two boys were 19 years old. Several students in this class appeared both articulate and informed about issues, both academic and non academic. I liked their interactions with their teachers in different subjects. Some of the students were members of the school’s PACT club. Apparently this group is articulate and well informed about student life. They were comfortable with their peers, their teachers and students in the school. They could confidently address their peers in the general assembly about interesting subjects. Since Miss Alexander had repeatedly talked about students in this club I quickly settled on Mr Dinoga’s class because of the PACT members in this class.

Four students Bob, Kabo, Tom and Ben were my key student informants. Bob and Kabo were the two form five students that I continued to observe. The two often updated me about activities taking place and where their classmates were. Tom and Ben kept me
updated about PACT members. They helped me set up discussion meetings with other members. Also, whenever the larger group had a meeting I always heard from these two boys. I talked to both of them during group discussions and individually as well.

The deputy principal Mr Koko was yet another helpful person throughout my research period in Moeding. He provided me with documents such as the punishment record book and the school staff manual. He introduced me to many teachers particularly those that he worked with on the examination committee. The informal discussions with Mr Koko allowed me to understand issues from the side of the administration.

Gaining Entry and the Challenges Encountered

The first few days were spent trying hard to understand the school ecology in every respect. I made these efforts to secure the trust of my subjects and develop a rapport with them. I wanted to meet the principal before I began. Since he was often in and out of office, I arranged an appointment through his secretary. On October 23rd, soon after the morning assembly I went to his office. I waited for about twenty minutes in the reception because he was making the rounds in school particularly in the area of classrooms where examinations were being given. This early morning duty was routine before he commenced his daily office duties.

The principal greeted me with a hand shake and a warm smile. I introduced myself as a student studying abroad who had returned home to do research for my dissertation. He was excited to learn that I worked as an assistant professor at the University of Botswana, in the Department of Educational Foundations. This was the department where he was presently doing his part time study for a master’s degree in education. He inquired about the type of data collection that I was undertaking. He was
interested to know how long I would stay at their school. I told him that because I was
doing a qualitative study I would use observation, interviews and document analysis. I
further explained that since I had not yet been to the field I thought that I would roughly
need three months.

I showed him two letters of approval from both the Ohio University Institutional
Review Board and the Office of the President in Botswana both of whom had given me
an approval to conduct research in Botswana and specifically, in his school. He told me
that everything was fine but, asked me to write him a letter specifying the purpose of my
stay in school, so that he could write a memo and attach it to the letter for all staff
members to read. The following day I submitted the signed letter that he requested.

He asked me to follow him and we went into the deputy principal’s office, where
he first summarized the purpose of my visit to Moeding and then he asked me to reiterate
my story to the deputy. They straight away gave me approval in the deputy’s office. They
agreed that Miss Alexander was the right person with whom I should work. The principal
introduced me to Miss Alexander and told her that she would be my guide. Upon the
principal taking leave I immediately began to interview Miss Alexander on a number of
things. Before I left her office that day we agreed that the next day she would take me
around the school to introduce me to other members of the teaching and non teaching
staff.

The following day we visited three subject common rooms for the Science,
Setswana and English departments. I found a number of teachers in the rooms primarily
the young ones who had graduated from the university 2-3 years back. Though Miss
Alexander had already introduced me to a number of teachers in school, on October 25th,
the principal posted both the copy of the letter that I wrote him and his memo supporting the letter on the notice boards. In the memo he requested teachers to cooperate with the researcher. When I entered the administration block reception center I saw a group of five teachers looking at the letter. They were trying to understand who this researcher was. By evening of that day, the word had quickly spread around school that someone was doing research at the school.

*Teachers’ negative attitude and coldness.*

On my way to the assembly square, on my first day of research I joined two young teachers one of whom I had known for a long time. By the time we reached the assembly square most of the teachers were there. Students had already formed their usual queues and were facing east, and most class teachers stood behind the last student in their classes queue. I greeted two ladies who had been chatting when we were approaching the assembly. Only one of them responded, saying only “good morning.” The other one said nothing. I decided that since the deputy was already up on the platform and had already begun addressing the students they decided to keep quiet so as not to disturb him. The principal talked for about 15 minutes. Announcements were made and the students dispersed to their respective classes. Teachers also dispersed, breaking into groups of 2-3 and walking to their departments. Being a stranger I was not certain where to go to. Nobody talked to me. I watched the entire assembly disperse until there was almost nobody at that spot.

Then I walked to the staff committee room which was designated as my office. I opened my file though there was virtually nothing that I wanted from it. After thirty minutes of staring at the file I walked out. Two other teachers walked into the reception. I
greeted them but they too appeared rather cold. Throughout that day it became obvious that something was wrong. People were not laughing and friendly as they had been three days ago. People would cease talking whenever I moved nearer to them.

On the third day when I reached home, I told the friend at whose house I was lodging my experiences at school. We made one speculation after the other but with no solution. Then towards the end of my first fortnight in Moeding we talked about this again at home in the evening. He told me about a national teachers’ strike that had just ended the previous week. Details of the issue were that since the year 2001 teachers had been battling with the Ministry of Education demanding for better pay structure and better conditions of service as well as many other concessions. This battle had been going on for a year. In term 3 (mid-September to December 2002) teachers took the government to court. From the 17th to the 19th October, the weekend leading to a Monday when I reported to Moeding, the teachers had been on strike. I was told that they deliberately went on strike at that juncture of the year in order to paralyze the system at a critical time, namely, in term three when students were due to sit for their examinations. We came to the conclusion that possibly, the reason why teachers appeared to have changed was because many believed that I was a Ministry of Education official who had come to observe if they were back to work. I later learned that some believed that since I was an ex-police officer (which many believed I still was), I was there to do intelligence work for both the Ministry of Education and the police. In fact, others believed I still was a police officer. This caused more problems for me.

My stay in Moeding coincided with a time when there was unrest in the entire Botswana education system which I knew little about in the United States. For a week, I
fought an uphill battle trying to prove that I had specifically come to do research for my
dissertation. I explained this to Miss Alexander and Mr Pono. The two literally bailed me
out so that teachers, who were completely set not to talk to me, became more obliging.

My second challenge was that I arrived at the school at a time when students were
about to start their end of year examinations. When I arrived in October practicum for
some subjects had just started. Subjects like Design and Technology, Physics, and many
others had started. The examination took a full swing in November, but since not all
students were writing all the time I managed to set up interviews and do some
observations when they had free time. In regard to setting up interviews with teachers,
timetable related issues always existed when I requested to interview some of them. On
several occasions after setting the date and time for an interview with some of them, they
would come back to me and let me know that they would be unable to meet at that
particular time. This meant finding another time to reschedule the meeting, I always
respected this.

Problems of scheduling interviews.

The situation was slightly better when it came to meeting students. In fact, for
them it was a way of occupying them because there were times when they had nothing to
do and felt bored. So requesting a meeting with them was like creating a diversion for
them. I did experience problems with some of them when the form fours also started their
examinations. There were times after setting up an appointment with students that
something would crop up and it would be missing to reschedule the appointment. But in
the interim, observations continued in places such as the dining hall, the play grounds and
the laboratories. Seeing teachers, particularly during the day reached a point where it
almost became impossible during examinations for the form fours. During this time teachers had to go to class and to prepare their students for the examinations, collect books from their form five students who were done with their subjects and were returning their loan books.

Procedures

Doing the Necessary Protocol

In Botswana researchers are required to submit a written proposal outlining what their study is about, as well as how data would be collected. For this study, all the required protocol commenced long before I left the United States to go to Botswana. At the beginning of fall 2002 I sent a letter to Botswana requesting permission to do research in the sample school. The significance of the study not only to the user department(s) but the entire Ministry of Education should be specified. Based on the extent to which the proposal met the set requirements permission would be granted. I had taken care of this protocol long before I left the United States of America. I prepared a ten-paged summary of the study where I clearly outlined the nature of interactions and the patterns of interactions that were going to transpire in my study. I also stated the significance of my study to schools and other related departments, and this led to permission being granted by the Office of the President. After obtaining this initial permission to conduct the study, the letter helped me obtain the approval of the Institutional Review Board (IRB) of Ohio University.

In fact, securing permission to embark on the study was consistent with Bell’s (1997) observation that “permission to carry out an investigation must be sought at an early stage.” Further, that “as soon as when a feasible project outline has been attained as
well as doing adequate readings to convince authorities that the topic is feasible, it is advisable to make a formal, written approach to the individuals and organizations concerning their plans.” Bogdan and Biklen (1992) embraced this view when they alluded that “a researcher should make his or her interests known and seek the cooperation of those they would study” (p. 80). They call this the cooperative style.

I first had to establish procedures in interacting with administration structure and rules and regulations. Understanding the physical layout of the school facilities and getting to know more about the school administrators long before meeting them was important. In support of this approach Bogdan and Biklen (1992) stress that first, “one must ask people- a professor, a friend, or someone else who knows the system-for advice on how to proceed” (p. 42). For example, I frequently called the secretary at Moeding to clarify issues leading to my entry into this school. Carrying out such preliminary inquiries, allowed the researcher not only become familiar with the formal system, but also the informal system. This also provided me with information like the names of individuals in the system that was particularly receptive and helpful. During the tour with Miss Alexander, I learned about the school principal and how helpful he was to people seeking help. For example, what I learned from Miss Alexander was that the principal confirmed the impressions that I made of him on the day he introduced me to both his deputy and Miss Alexander herself. Because the use of one school meant that the collected data sets had to be free from any flaws since there was no other school to collect and corroborate data. Identifying focus group was yet another activity, which underscored the need for a tour of this nature to be carried out. It was assumed that these extremely varied subjects would provide what Fontana and Frey (1994) call a “plurality of voices” (p. 45).
In week one of research period I decided to embark on a grand tour of the entire school. I moved around the school identifying the different buildings and grounds in which activities took place. The school is built on a 5 km² piece of land and is fenced with a 2m high security fence. It had one main gate for vehicles and a pedestrian gate next to the big one. All are to the south of the school. The two gates are always manned by at least two security officers on a 24hrs basis and all this was done to ensure that students do not leave school premises at any time without permission. The officers also regulated the movement of vehicles and visitors going inside and outside the school. The two gates remain closed at all times. About 15 meters from the outside the gates, there is a privately owned kiosk and telephone box (coin box). Though the two are so close to the school gate no student is allowed to pass through the gates to either facility without showing a permission slip from either of the boarding department or any teacher who happened to be on duty on that particular day.

Next to the gate into the school are staff houses both to the south and west of the school surrounding the boys’ hostels. To the west of the road leading to the administration block from the main gate there is a huge multipurpose hall which houses sporting facilities for indoor games such as volleyball, table-tennis and many more. Next to the hall to the far west of the school there is a soccer field with a softball pitch next to it.

To the northeast of the school there is a double storey building that is the school administration block. All school offices are housed in this block, including the principal and his deputy’s offices, the Heads of Departments, and other senior teachers. Immediately surrounding the administration building are school facilities such as science
laboratories, the library, and classrooms. Just opposite the school administration block there is a stone chapel roofed with grass. Staff and students hold regular church services in this building. To the north of the school there are girls’ dormitories and next to them additional teachers’ houses on a hill to the northeast corner of the school are the school’s vegetable garden and chicken farm. To the east of the school is a dinning hall where students have all their meals.

Ethnographic observation.

In this ethnographic case study three main data collection strategies were used namely, ethnographic observation, interviews and analyzing documents and relevant materials. The research officially commenced on October 23rd 2002. In addition to interviews and document analysis, observation was used. It allowed the researcher to be part of the social setting. It allowed the researcher to generate more data sets through field notes. Observation is, in fact, described as “the systematic noting and recording of events, behaviors and artifacts (objects) in the social setting” (Marshall & Rossman, 1999, p. 107). It further provided descriptive information that could be during analysis (Casey, 2000, p. 239). Through observation an understanding of students’ interaction with each other and school personnel in all school environment, was viewed. It was possible to learn how each aspect of the school culture was connected to the different events, especially those described as violent acts in the school.

Spradley’s (1980) method was followed in the developmental research sequence which occurs in three simultaneous levels. First, descriptive observation—which is a process of describing the physical places, the setting, the people, the set of acts people in
these places do, the time, goals that people are trying to accomplish and people’s feelings. A descriptive physical layout of school facilities in Moeding has already been outlined.

Second, according to Spradley, focused observations recognize a researcher’s ability to focus on a certain topic, a group or a specific place to do research. Isolating one group or instance facilitated a deeper understanding of the students’ interactions in the classroom or anywhere in school. Isolating one class to understand it closely coupled with meeting members of the school’s PACT club was a way of attaining this goal.

Third, selected observation made it possible to shift from descriptive to selected events. At one point for instance, a conversation between two teachers was heard concerning one student who allegedly received a serious beating on the buttocks from the deputy principal because she was believed to have been at fault at some point. I followed up and managed to meet that student, politely requesting her to share her experiences. Since had seen on many occasions in company of class teacher she quickly concluded that the teacher told me. Besides she believed we were friends and as such she opened up and narrated her ordeal. Whilst I was making my observations I had the tendency of bulleting my points in my pocket note book on which I would elaborate during my free time. Through this strategy the researcher generated some very helpful notes from a series of observations. Coupled with the observation process was the generation of reflective journals to capture my feelings, insights and reflections on my daily experiences.

Observation took place not only in the classrooms but also in the outdoor sporting fields, the softball pitch, the multipurpose hall, the school dinning hall, school corridors, hallways, laboratories as well as in the school hostels. Observations began as early as
0700hrs and continued throughout the day until at 1600hrs when students were involved extra-mural activities at different places. At times I would even join teachers on duty whilst they supervised the evening study period from 1845hrs until 2030hrs in the night.

School began with an early morning rising siren for students in the hostels to start prepare themselves school. This siren came everyday at 0500hrs Monday through Friday. After bathing and taking their breakfast students would go for registration in their respective base rooms at 0710hrs where they met their class teachers. Thereafter, they would go for morning assembly at the assembly square. On Mondays, Wednesdays and Fridays all students and teachers went to a general assembly where they were addressed commonly by someone from the school senior management team. Tuesdays and Thursdays were reserved for house assemblies in which students were divided into three reasonable size assemblies. During assembly times teachers were encouraged to choose whatever subject that they wanted to discuss and share with the students. In fact every week had a theme which all had to observe and the themes were determined by the administration, teachers and students and by the school chaplain at times.

Interestingly, I noticed that some students and teachers felt that sharing stories during assembly times was time wasted. Some teachers would even verbally express it loudly that “Why do they like wasting our time with these stories of theirs? Don’t they get tired of them?” Such teachers felt that such arrangement took part of their for period one because at times such a sermon would be so long that the siren that called period one to begin would sound while students were still at the assembly point. Thereafter they would spend yet another 5-10 minutes breaking to their respective rooms and lockers which made period one shorter all the time.
Participant observation sessions were planned carefully to maximize data producing potential. Specifically, for this study some observations were conducted in play areas on school grounds such as the softball pitch, soccer and netball pitches. Observation also took place during class sessions, laboratory practical sessions and many other teaching sessions. Observation also took place during meal times in the dining hall and during the school main assembly period. I observed how teachers used corporal punishment during all these sessions. I became familiar with the language they used to address students, the remarks they made as well as how students reacted. In most cases many students reacted either by talking back or by just ignoring what the teacher said and moving away.

Other observation sessions were conducted in areas immediately surrounding school grounds (both before and after school). For instance, students liked loitering around just by the school main gate near the public telephone box. These facilities lured students out of school because they wanted to use them. Students had to produce a permission slip so as to go out of the gate and the school security officers had to enforce this rule. Occasionally, I witnessed a few boys banging the telephone coin box because it had swallowed their coin.

I observed students participating in a violence prevention program in school. In fact, when I explained the purpose of my visit to Miss Alexander she, like the deputy principal referred me to the school’s Peer Approach Counseling by Teens (PACT) Club. This club had a membership of about 30 students who were volunteer peer counselors. They often made presentations during school assembly times on topics such as drug and
alcohol abuse, teenage pregnancy, HIV/AIDS scourge and many other topics of interest. I focused on this group as well.

I had a minimum of two classroom observations per day Monday through Thursday. However, beginning in week two in November, I observed classes randomly because there were examination schedules for both form four and the form five. While classes were still going on, students left their base rooms only when they went to the labs or any subject with practicum like agricultural science. Otherwise, they remained in the same classrooms throughout the day and teachers rotated from class to class. I used a more unstructured approach for observation. This prevented me from using predetermined categories and classifications, so observations were conducted in a more natural open-ended way, as suggested by Punch (2000). Unstructured observation are good in that “as the study progresses the nature of observation changes; it sharpens in focus, leading to clear research questions which require more selected observation. Furthermore, as Punch explains, whatever the recording technique, the behavior is observed as a stream of actions and events as they naturally unfold” (Punch, 2000).

**Ethnographic interview.**

The interview was the second primary source of data collection for this study. The interviewees of the study were school administrators, non teaching staff, teachers, students, security officers and parents. Some of the students interviewed were school prefects. These students dealt with their peers on daily basis in a one-to-one situation performing specific supervisory roles both in the hostels and in the dinning hall. The use of interviews allowed the researcher to enter the participants’ world and hear them articulate what seemed to them very ordinary and sometimes worthless (Rubin & Rubin,
A total of 24 interviews were carried out, nine of which were with teachers, 13 with students, and two with parents. Interviews for students ran for 30 to 40 minutes and for adults I spent 35 to 45 minutes. All interviews ran concurrently with ethnographic observations.

All participant interview sites were mainly identified at the interviewees’ discretion, (Farmer, 1999). Interviews took place at locations considered comfortable by the respondents--such as the staff common room, offices for those who had some. For students the staff committee room was often. For all the interviews, efforts were made to attain details about both before and after the intervention initiatives were applied as well as their pinions of the prevention initiatives that were either successful or had failed at curtailing violence. Few programs are perfect, so having interviewees reflect on some of the imperfections of their programs is very important.

In addition, the scheduled interviews participants were observed in hallways, in the school multipurpose hall as well as along the corridors. Teachers were usually engaged in groups of 3-4 mostly when they had a common duty to perform together like supervising both the afternoon and evening studies, supervising meals in the dinning hall. All such activities had teachers working in groups. For example, every week found a group of 7-9 teachers on duty. Teachers during such times were easily engaged in discussion. Through this, perspectives were collected on how the school functioned.

Predominantly, open-ended questions were used by the researcher. Through them the researcher managed to access the perspective of the persons interviewed (Krueger & Casey, 2000, p. 45). Such questions allowed participants the opportunity to address issues from their perspective. The purpose of interviewing was to see issues from the
respondents’ perspectives (p. 278). The responses that participants gave led the researcher to follow up questions depending on answers offered by the participants. As answers came to questions posed, the researcher continued to use them for more follow up and probing questions to attain rich data sets.

The researcher raised questions such as “would you tell me about Moeding. Or what are your experiences in Moeding? What do you mean by that? Would you explain that word for me? Why do you think this way? What has been your reaction to that? Why do you think so and now, what do you recommend? Or what do you suggest? With students there was always an effort made to start with specific questions. This strategy was used because most of the time. For instance, students were asked, “what they understood violence to be and if there was any violence in Moeding. They were asked to cite incidents of violence that they had witnessed during their stay in Moeding. Thereafter, they were led to questions considered more challenging such as “what in your opinion caused violence and what different patterns of violence are you aware of in school?”

Teachers and other senior administration staff such as the deputy and the HOD were interviewed individually. Most of those interviews took place in their offices at their request. Occasionally, teachers participated in an open forum which appeared more like an informal discussion. This strategy was used the day with three Setswana language teachers in their common room, not having prepared to audiotape a discussion the researcher bulleted points throughout the discussion and when the discussion was finished I quickly wrote everything in detail.

Some students were interviewed individually particularly those I identified as good speakers who were willing to talk. Such discussions were often held in the
committee room. Interviews were also conducted with students in groups 2 or 3. The largest group discussion was 8 members and who were part of the focus group (PACT). Thereafter, students were seen in groups of 2-3 which encouraged all to talk. In some instances, engaging them in groups helped them to remind each other about certain issues particularly where someone wanted to refer to a specific incident which she or he had forgotten. Also, engaging them in an open style discussion often made the discussion lively.

The interviews were audio taped and transcribed directly in English. Those that required a bit of translation were also interviewed particularly in situations where some of the participants had used both Setswana and English languages interchangeably. The transcripts were classified according to groups who allowed me audio tape them. There were transcripts for teachers, administration staff, students and parents. Also, informal discussions added strength to the data collected because important issues were often captured during such discussions.

Document analysis.

Official documents and materials were used to support the field notes and the transcripts of the interviews. Primarily, documents that were used included the school’s punishment record book, the school’s dropout register, cases of suspensions and parent’s invitations to school. I also referred to the School Prospectus (2002), the Staff Manual (2000), syllabi (for History, Setswana, Religious and Moral Education, etc), and the Education Act. All these documents and materials helped to establish how the well being school was. The school prospectus particularly provided understanding in regard to how the school adhered to the ministry of education regulations. The school discipline
program was documented. Of all the documents and materials that I received, the school prospectus and punishment record book were the most important because they always provided a starting point many discussions. For example, questions on issues that dealt with students such as escaping from school and conduct in the hostels were build during a review of these documents.

Data Analysis

The data analysis process was carried out following Miles and Huberman’s (1994) approach - “transcendental realism.” Their approach has three main components, namely; data reduction, data display and drawing conclusion and verifying. According to the researchers these concurrent streams or activities interact throughout the analysis process. That is, they occur during study design and planning, during data collection (Denzin & Lincoln, 1994). The components outlined above are defined as follows:

Data reduction.

This process occurs continually throughout the analysis; it is in fact part of the analysis. For instance, in the early stages, it happened through editing, segmenting and summarizing the data. In the middle stages it happened through coding and memoing, and associated activities such as finding themes, clusters and patterns. Data reduction also occurred as soon as the researcher chose a conceptual framework, research questions, cases, and instrument design (Denzin & Lincoln, 1994). As in the case of quantitative analysis, the objective of the reduction process was to reduce the data without a significant loss of information. The entire data reduction exercise commenced as soon as I started the collection process in Moeding.
Data display.

In this process a researcher can organize, compress and assemble information that permits conclusion drawing and/or action taking. Among others, ways of displaying data include graphs, charts, networks, diagrams of different types. For this study I drew networks when I was identifying the patterns of school violence. Miles and Huberman further stress that good qualitative analysis involves repeated and iterative displays of data. The same observation was made in grounded theory literature (Punch, 2000). While coding is being done, all sorts of ideas occur to the analyst, and these become the stuff of memos which record the ideas. A memo is defined as:

The theorizing write-up of ideas about codes and their relationships as they strike the analyst while coding…it can be a sentence, a paragraph or a few pages…it exhausts the analyst’s momentary ideation based on data with perhaps a little conceptual elaboration (Punch, 2000, p. 206).

Building toward overarching themes.

Coding processes fragment the data into separate categories and themes, concepts, events or stages (Rubin & Rubin, 1995). Upon completion of coding one would begin to formulate and recognize themes, refine concepts and link them together to create a clear description or explanation of this research. Then one would identify linkages across coding categories. Finally, one would identify an overarching theme that ties the individual pieces together. Alternatively the researcher may need to step back and examine the smaller themes to see what, if anything, ties them together (p. 255). After the identification of overarching themes, one would think about the implications of the study.
Conclusion Drawing and Verification

Miles and Huberman (1994) and Punch (2000) explain that the reason for reducing and displaying data is to assist in drawing conclusions. It involves typical use of comparison or contrast, noting of patterns and themes, clustering and use of metaphors to confirm tactics such as triangulation, looking for negative cases, conducting follow up investigations when surprises surface and checking results with respondents. While drawing conclusions logically follows reduction and display of data, in fact, it takes place more concurrently with the other two components discussed earlier. Rubin and Rubin (1995) explain that in “…the final analysis the data is organized in ways that help one formulate themes, refine concepts, and link them together to create a description or explanation of a culture or a topic” (p. 250). As Miles and Huberman explain that “though the drawing of conclusions takes place concurrently with the other two processes, conclusions drawn at this stage are held tentative until all the data are in, and they have been analyzed” (p. 204).

All three components of data analysis are described as interwoven and concurrent throughout the data analysis process, but data reduction and data display rest mainly on the operations of coding and memoing. Codes are tags, names or labels, and coding is, therefore, the process of putting tags, names or labels against pieces of data. The pieces may be individual words or small or large chunks of the data (Punch, 2000). The point of assigning labels is “to attach meaning to the pieces of data and these labels serve a number of functions. You pull together themes, and identify patterns. Rubin and Rubin (1995) define coding as “a process of grouping interviewees’ responses into categories
that bring together similar ideas, concepts, or themes you have discovered, or steps or stages in a process” (p. 238).

Validity

Farmer (1999) notes that validity in human science has long been an element of contention (Atheide & Johnson, 1994; Salner, 1986). In determining what makes an interpretation a viable interpretation Geertz’s study, (c.f. Farmer, 1999) wrote that “the coherence of the story cannot be a test of validity for there is nothing so coherent as a paranoid’s delusion or a swindler’s story” (p. 22). Farmer further reiterates that “instead, validity in ethnographic research must hinge on interpretation and the judgment of the following three questions (c.f. Salner, 1986) that is the interpretation reasonable, can participants accept the portrait painted in the integration, and most importantly; does the interpretation take us into the heart of that which it is the interpretation? Attempts would be made to address demands of these questions as a way of bringing both validity and reliability to this study.

Ethical Considerations.

Punch (2000) noted that qualitative research intrudes into people’s lives more than does quantitative approach. It deals with the most sensitive, intimate and innermost matters in people’s lives, and ethical issues inevitably accompany the collection of such information. Bell (1997) also underscored Punch’s views and stressed that the researcher should maintain strict ethical standards at all times. Further, she notes that the researcher may make conditions and guarantees such as that “all participants would be offered the opportunity to remain anonymous, that all information would be treated with strictest
confidentiality; interviewees would also have the opportunity to verify statements when the research is in a draft form” (Bell, 1997). Participants were assured that confidentiality would be protected. They were told that the research is interested to understand their perceptions about the phenomena of violence and that there would be no harm done to them. Finally, participants were informed that they had the liberty to withdraw from the study whenever they wished and all promises made were respected. Bogdan and Biklen (1998) also stressed that subjects should enter research projects voluntarily, understanding the nature of the study and the dangers and obligations that are involved. Fontana and Frey (1994) emphasize the essence of having informed consent (consent received from the subject after he or she has been carefully and truthfully informed about the research), right to privacy (protecting the rights of the subject) and protection from harm (physical, emotional, or any other kind) (p. 372).

Summary of Methodology

The study aimed to understand the causes and dimensions of crime and school violence in a Botswana secondary school. The data were collected through participant observation of various school activities on different settings, in-depth interviewing of students, teachers and school administrative personnel. Further, analysis of documentation such as school drop out register, punishment record book, and the school prospectus were also examined. Data were analyzed inductively using the grounded theory of Straus and Corbin (1990). Major techniques included collecting, categorizing and synthesizing information and interpreting patterns.
CHAPTER FOUR
Data Presentation and Analysis

Introduction

The objective of this case study has been to understand the causes and dimensions of school crime and violence in a Botswana secondary school. This was accomplished by first, establishing the types and causes of school violence in the Moeding Senior Secondary School and then assessing curriculum intervention strategies designed to control crime and violence. To understand the problem of violence in the school the perspectives of teachers, students, non-teaching personnel and parents were solicited and examined. The role of the principal was allocated to the Deputy Principal and one Head of Department to present his views. Teachers had just gone on strike as mentioned in chapter three so in most schools, principals stayed busy all the time, and similarly the Moeding principal remained busy throughout the research period and this prevented the researcher from scheduling an appointment with him. Interviews, observations, documentations and focus groups were analyzed inductively using the grounded theory of Straus and Corbin (1990). Major techniques included collecting, categorizing and synthesizing information and interpreting patterns.

The Moeding Study in Relation to Botswana Society

Socio-economic Tensions: Impact on Youth

Both the collected data and the literature agree on the definition of what may be viewed as sources of violence in a Botswana society. The first major assertion made is that although violence occurred in various ways in Moeding, violence is a problem not only in the school but also in the larger Botswana society, which is plagued by crime and
violence which spill into the school. In this study it is shown that the violence that takes place in schools is a replica of the violence that occurs in the larger society. As a point of reference for the study the nature and extent of crime in Botswana is presented. As stated in Chapter Two, there is alarming increase of crime in Botswana and the entire Southern African Region (Commissioner of Botswana Police Report, 1998). In the last decade the increase in complex forms of crime have impacted all age groups in all societies.

One salient observation made is that in the last decade citizens of neighboring countries to Botswana like Zimbabwe, Zambia, Mozambique and others have experienced severe economic conditions in those countries. The Botswana economy has been doing well comparatively since the last two decades. This has attracted people from the neighboring countries, who have entered the country (sic) both legally and illegally in search of better opportunities. It must be stated that it is natural for people to carry their human behavior with them wherever they go; thus, the migration of people into the country has exacerbated the problems including, among others the spread of HIV/AIDS and many criminal activities already in place.

The 1998 Commissioner of Police Report pointed to the following as among the main factors for the rising crime rates: the rapid economic development and increase in urbanization and population; the rapid increase in resources held by the state and gaps in accounting systems within the government resulting in corruption, abuse of office, fraud, embezzlement and other related crimes. Other forms of crime include a changing value system and tendency towards individualism, and alcoholism and drug related violence, use of insulting language, rape and assaults, jealousy, and frustration (Botswana Police, 1998).
Further, crime trends show that all age groups infants, school going children, youth and adults are affected in various ways. Also, research findings from media reports and other private agencies indicate that all youth are affected whether enrolled in school or not (Botswana National Youth Policy, 1996). The “high involvement of young people in crime is a concern” (p. 7). Furthermore, offenses committed by young people include traffic offences, malicious injury to property, common theft, house breaking, common assault, rape, murder, and use and trafficking of habit forming drugs” (p. 8). Some of these offenses were identified in the data collected for the study at Moeding.

The policy further shows that the links between crime, unemployment and the lack of education are prominent and young males are predominant in the crime figures. In Chapter One of this study, the same observation was presented from the 2001 national crime statistics, showing that there were more male than female juveniles involved in crime. Possibly this would explain why boys were the main aggressors in Moeding Secondary School. The youth policy further revealed that young people are prominent in the sexually transmitted diseases and HIV infection in Botswana and, as such, represent one of the major groups who are at risk in this area. As mentioned in Chapter Four, many school girls dropped from school in Moeding due to pregnancy which indicates that girls ran an even greater risk of contracting the disease.

Another observation from the study is that alcohol and substance abuse amongst young people is significant. This includes the use of tobacco by minors as well as the use of cannabis. In fact, research studies carried in Botswana indicate that most youth start experimenting with alcohol and drugs at an early stage of their lives. Embarking on such endeavors is of “particular interest among youth both in and out of school, the
unemployed youth particularly those coming from poor socio-economic backgrounds in both urban and rural areas” (Molamu & Manyeneng, 1988; Youth in Botswana, 2000).

According to the Youth in Botswana study the reason why young people abuse drugs range from the lack of recreational facilities, alcohol abuse by parents to the sale of alcohol in the homes (traditional brews). From the findings of this study there were on several occasions when students sneaked to the village where they played pool and other games in the local bars and, in the process, were drinking alcohol. When students returned to the hostel all forms of violence broke out (mostly fights and insults) both amongst themselves and against any person whom they met.

From the picture presented in this study it can be argued that violence largely originates in the homes and extends into the school. For example, in Chapter Four the high female student drop out rates was pregnancies by men who stalked school girls. This can be emotionally painful for a parent to see her daughter drop out of school because someone 12 years older than the daughter impregnated her. Interesting, the only official legal document that addresses this issue is the Education Act, but even then, it mainly focuses on teachers and remains silent about other adult males who are not in the teaching profession. The selling of alcohol to students and improper child rearing practices were also cited in the data (see Appendix A 1.3). All these underscore the view that crime in the community and crime in the schools are related (Lawrence, 1998). The need to incorporate measures to prevent crime and delinquency in school must be combined with the government addressing crime in the community. The chaos that occurred in the Moeding boys’ hostels on November 19th 2002 bears testimony to this.
The findings of the collected data illustrated that violence in the Moeding School was far too common a form of response. This behavior can be categorized into student-student relationships, student-teacher relationships, and administration-teacher and student relationships. For example, a student would resort to slapping or punching a friend rather than saying “excuse me.” Both teachers and administrators resort to caning students rather than providing counseling and advice. An administrator may not convincingly explain to a teacher why the school cannot afford to buy educational supplies and, instead, untruthfully tell the teacher that the school has no funds. This chapter looks at all available forms of unacceptable interactions inherent in the educational climate at Moeding. Forms of violence that originated in the village but related to the school are also included. The next section of this chapter focuses on the different examples of violence found in the sample school.

Causes and Patterns of School Violence

Student versus Student Violence

Student-on-student violence manifested itself through physical fighting amongst students. All teachers, students and non-instructional staff that were interviewed confirmed the prevalence of fights in the school and that commonly, boys were the aggressors in many of the fights. Further, all participants alluded to fights that occurred in the hostels and the dining hall. While occasionally there were fights on the playgrounds very few occurred in the classrooms.

Students gave descriptions of boy versus boy fights where a male student would slap or punch his peer because the peer offended him. The issue could be as simple as the peer using a coffee mug or soccer boots without seeking permission from the owner.
Group fights were also not uncommon in school. The fights that occurred in the hostels late in the night commonly were after some students had returned from the village. In the more severe fights broomsticks were used to hit the opponent, inflicting serious injuries. In one such fight amongst four students, one boy used a broomstick to hit another on the head, creating a deep cut. The victim had to be rushed to the nearby hospital (see Appendix A 1.1).

Students reasoned that the timing and situation of a fight could be the deciding factor on its severity. If for example, a fight occurred late at night when all supervisory personnel had retired some of the culprits would become so wild that they would use any available object to threaten, hurt or injure a colleague. Commonly, pieces of broomsticks or some sharp instruments are used. Often, the fight would be between drunken students or students stoned from having smoked some unknown substances. “In fact, there are a good number of boys who have openly admitted using dagga (marijuana) and whenever they come from the village they wake everyone in the hostels. They always began by shouting at the night watchman at the gate whenever he inquires about their late return” (see Appendix A 1.3). In what appeared to be some form of youth violence that has lately plagued the country, school boys in some cases were engaging in group fights with village boys over issues like girls they dated. One student Bob explained that “fights mostly occur at night when boys left the hostels to engage in substance abuse in the village.”

In the classrooms boys would occasionally fight; however, in this setting boys mostly picked on girls for reasons that usually did not warrant a fight. A boy might wrangle over choice of a desk or a table. A female student Malebogo, who belonged to
the PACT club, acknowledging the prevalence of fights in school, said she felt that boys liked fighting and that most of them did this merely to please their fans “…boys believe females are inferior and this dates since long way back, it is like a tradition that transcends from one generation into the other in our society. Even in the Bible it has always been like that, males have always been portrayed as superior” (see Appendix A 1.1). This was corroborated by one Head of Department (HOD) Mr Tumelo, who added that he often felt that boys beat girls to prove their masculinity. Interestingly, neither the HOD nor the teachers could recount a girl-girl fight. Girls fought in self defense. In most cases when fights broke out teachers would not intervene as effectively as they should have. The HOD felt the actions were condoned by the teachers in order that senior administration personnel could resolve the issue. Amongst those interviewed some talked with such a casual attitude that it could be suggested that they were merely attempting to absolve themselves of the guilt of omission. Others talked with an attitude that showed that teachers felt overwhelmed by their heavy teaching loads such that they considered dealing with fights to be an additional job for them.

In addition to physical fights there was in the school a prevalence of sexual assaults on girls by male peers. In the majority of cases girls were verbally insulted and forcefully fondled and touched. In what came out to be a worst case of sexual assault coupled with the use of all forms of violence PACT members reported an incident in which a boy was always fondling and touching a particular girl’s buttocks while the girl always showed disapproval, one day she reacted more strongly. The boy grew agitated and began kicking and punching her with his fists.
The principal voiced concern about the prevalence of fights and student use of insulting language in school. On November 19th he presided over a case of fighting in one of the boys’ hostels. The incident began when two village boys entered the hostel at night, claiming to be in pursuit of one student who allegedly had dated one of the village girls. The village boys’ entering the hostels offended the students who, in the absence of the supervisor, began to attack the visitors with broomsticks and other “weapons.” The boarding master and the deputy principal were called. When the deputy tried to plead with the boys not to take law into their hands, they responded by throwing stones, beating drums and making noise all over the hostel. They then began to switch off the lights and threw metal objects onto the electric poles to short circuit the power. Meanwhile two other boys dragged an old tree log near one hostel to block the road. In no time it was completely dark so that the deputy principal could neither see nor identify the delinquent students. The situation continued to escalate and the principal was called. The entire time there were students singing and beating drums, claiming to be singing “freedom songs.” When the principal tried to talk to the boys, they were quick to respond, “O ithaya ore o mang? (Who do you think you are?) Hey keep quiet if you don’t want to die.” Some began to throw dirt on the principal and the other authorities. The principal called the village headman (sub-chief) whose help was to no avail. Only when the police were called was the situation finally brought under control at approximately three in the morning. The following day, identified by ring leaders, 28 boys were given letters to leave and their parents were called. According to the principal this was not the first case of students being out of control. From this incident it can be seen that the principal also had no control over mob rule.
In the Punishment Record Book (PRB), the records of the deputy principal also confirmed the prevalence of fights in school. Of all the 46 cases recorded 12 cases (26%) involved various forms of fights amongst students and of these 12 cases seven fights (58%) were incidents of girls being beaten by boys, which underscored the perception that boys indeed were the aggressors in the majority of cases (PRB). Interestingly, the punishment record book contains no accounts of girl-girl fights. It was noted that in most of the fights the form of aggression was kicking, slapping or punching the victims. Some even attempted to choke the victims. The record book further reflected that in the majority of cases there was verbal abuse as well.

In the cases of student-on-student aggression observed by the researcher it was apparent that students would initiate a situation to elicit violence. In the dining hall for example, during tea time a boy would come all the way from behind, pass everyone and go to the front of a queue and grab any amount of bread he wished to take. In some situations one teacher on duty would reprimand the culprit while others would only use insulting language like “you fool, go back, or hey monkey you can’t do that.” There was little remorse. Some of the boys would walk or run away laughing showing a childlike mentality to impress their peers. At times the cooks would also reprimand the boy evoking a bitter exchange of words between the culprit and the cooks.

Besides physical violence, fights and insults PACT students added that bullying and harassment were other patterns of student-on-student violence prevalent in school. Students reported that some of their peers even enjoyed calling their colleagues insulting names or teasing them, while others used putdowns and sarcasm against targeted students. Girls mostly isolated themselves and ignored male insults. This behavior was common in
the hallways, corridors, and the toilets as well as in the hostels and the dining hall as students moved past one another during class changes or going for different school activities. Some stressed that, commonly, bullying was outside supervised areas (see Appendix A 1.1).

Students advanced different reasons as to why their peers bullied one another. During a discussion with the school’s PACT club, members reasoned that bullying is considered acceptable behavior in school. Members reasoned that some bullying comes from petty jealousy when victims perform better academically than the bullies. Sometimes it is because the victim is better looking or he or she is believed to be coming from a more affluent family. Some club members suggested that students often goaded into such behavior by excessive peer pressure. Such culprits bully other students to gain the attention and approval of their peers. At times bullies act out what their families did as part of the family culture. In such cases both boys and girls want to dominate and control others.

In Moeding the school punishment record book revealed the prevalence of bullying and harassment. In one case two girls were accused of bullying and harassing a third girl. The deputy principal had documented that he had received a letter in which a victimized girl reported that the two girls always harassed and abused her. In what came out to be major improvement in approaching problems, the deputy resolved the matter by calling the three girls together and acting as an arbitrator. Thereafter, he asked the two girls to apologize explaining that he considered them to be at fault (PRB). Commonly, corporal punishment would have been used to resolve such a case.
Occasionally, the researcher observed insignificant incidents of bullying escalating into serious fights on the play grounds. On two occasions the researcher visited the boys’ softball pitch when the coach was not present and one of the boys was in charge of the practice session. On one occasion the researcher saw one player literally take a bat from a peer by force in order to be the next in batting order. Though the bully stated that he was joking with his peer it was evident that the weaker boy was not at all happy, and had it not been for the researcher’s presence what was said to be a joke could have resulted in a serious fight. That the student even chose to act out in front of a visitor suggests a lack of respect and a sense of propriety.

_Vandalism and theft._

When considering the nature of vandalism at Moeding two opposing forces were identified. Teachers expressed concern about the costs and inconveniences involved in replacing all the vandalized school property. There was a definite lack of concern on the part of students over property vandalized by their peers. Some students suffered extreme emotional distress over the loss of irreplaceable property such as lecture notes, student files, as well as personal belongings. In those situations where someone reported that their textbook had been torn or vandalized or their calculator destroyed, the owner who had received those items on loan from the school was asked, unjustly, to pay for or replace the items. Thus, the victims suffered double punishment in the majority of cases because they not only were dealing with the loss of something they valued but also, in essence, were being punished by being expected to pay or replace the missing items.

The entire situation also showed a lack of fairness and concern on the part of the administration. One respondent explained that at times students vandalized to gain the
attention of the administrators. Even though students held repeated meetings with the school authorities, nothing was ever resolved. One student Tom described the principal as “a good orator.” Due to the lack of rapport between the student community and the school administration problems continued to occur.

Among those interviewed, only a few teachers expressed concern about vandalism and lack of justice. One senior teacher Mr Kitwe raised concern about the torn mattresses and the dirty halls. It was not easy to believe that two of the boys’ hostels had been built less than two years ago and that the school had renovated all the buildings in 2002, including the hostels in preparation for the school’s 40th Anniversary celebration. Everything was in a state of disrepair. The walls were marked and covered with writing, the toilets were dirty; the window panes were broken. They were not repaired because no one would admit responsibility. It was obvious that some teachers felt talking about it was useless (see Appendix B 3.1).

The lack of respect for property was evident when the researcher accompanied one of the teachers to the hostels. The filth around the boys’ hostels was on a par with the reports of violence. Vandalized window panes and torn mattresses bore testimony to cases reported. In addition, rotten food, dirty clothes and papers were everywhere. Under their mattresses were stashed weapons used routinely for hostel fights. There were one meter long pieces of broomstick as well as thick pieces of rope and some students said the weapons were for self defense. According to the principal these weapons were forbidden, yet there were no inspections--either routine or surprise by the administration. Students seemed to view issues of vandalism in a different light. They could not see how living in a clean, well cared for environment could lead to better school life. Instead, it
appeared these students viewed the school as a prison where they were crammed into while they awaited their examinations.

Further, observations made by the researcher showed that not only was student property vandalized but also school property. School furniture in the hostels and in the classrooms was in shards. For example, in some classes there was not enough furniture because the students had broken most of the tables and chairs; desks with broken legs were prevalent. Commonly, at the beginning of every lesson, a few students would be seen walking from class to class looking for chairs. As if this was not enough, students used desk tops like chalkboards or drawing boards. Students wrote, drew and painted whatever they wanted on the desk tops. In the hostels, in addition to mattresses torn or smeared with some unknown matter, beds were weakened by loose joints due to students pushing and swinging them around. Some hostel doors were loose and hanging by a single hinge and some doors had no glass because it had been smashed.

When asked how the school dealt with cases of vandalism one HOD explained that the school has a way of dealing with the culprits if they are found. The HOD Mr Tumelo, explained that any form of vandalism such as damaging school furniture or window panes meant that such culprits are responsible for paying or even replacing such property. Quite often, parents were contacted to pay or replace a particular item.

The reactions of the teachers to the vandalized books and the money paid for the replacement of such books further verified the prevalence of impropriety in dealing with theft within the administrative structure. This caused conflicts between the teachers and the administration. Although students paid to replace lost or vandalized books, the administration did not purchase new ones. The lack of books meant that some students
would go without textbooks and teachers did not take this kindly since they knew that students had paid. In some cases teachers felt that school funds were being abused; moreover, they never received accounts of the collected money and how it was being spent and one of the teachers, Mr Pono, queried this.

In addition to vandalizing property in school some students stole from both their peers and the school. Both students and teachers were unhappy with the amount of time lost when a case of theft was reported in the hostels. On many occasions the police were called to the school to attend to cases of theft. The teachers expressed that this meant loss of time from the classes to assist the police in their investigations. Reports were made to the administrators of all thefts. They would alert the police. Interviews with students revealed that personal belonging such as school uniforms, sneakers and cell phones often were missing. One boy reported having lost a radio given to him by his uncle for doing well in his junior certificate examination.

Further discussion with students revealed they believe that it is not always students responsible for the thefts in the school; that in some cases it was adults. It was reported that sometime during the year school computers were allegedly stolen by students. Yet one intriguing observation made by the students when the computers were reported missing was how large items such as computers could get through the gate when attendants were always present. Many people could not conceive of how computers could escape the eyes of security men working at the gate; and that it was not surprising that no one claimed responsibility. Furthermore, in such cases the administration did not report the thefts to the police for investigation.
In regard to what students expected of parents who were told that their children had been involved in cases of theft, one student Tom felt that some parents also contribute to making their children what they are. The student said parents never ask their children where they get the money to buy particular items. Even when a parent sees a child wearing expensive sneakers, they would not ask where the money came from to buy such items or who had bought them. Rather, the parents would just pretend everything was normal. The PACT students said in a way parents, too, are to blame for the behavior that their children display in school.

The administration confirmed that the thefts of personal items like cell phones, jackets and sneakers were very common in school. Such items would be stolen from the hostels and would be quickly off loaded in exchange for alcohol or drug money. The deputy principal reported that the majority of cases of theft were in the boys’ hostels, though there was an occasional case reported in the girls’ hostels.

It is interesting to note the number of incidents when there was no violence but for which students were punished by violent means. The persistent absence of the students from the classes contributed to the unfriendly climate that prevailed in school. On several occasions some students would be seen seated in any of the classrooms or in the dining hall claiming to be reading. During interviews students explained that the teacher had sent them away from class because they came late to class. In some instances, a student would be expelled from class because he or she did not have a student identification card, a student Malebogo explained.

Among the teachers interviewed, there were varied approaches for dealing with cases of disobedience. Some teachers said they sent out students who failed to do their
homework or who deliberately failed to bring a required book or a calculator. However, there were a few teachers who disapproved of such approaches. One senior teacher Mr Kitwe felt that teachers also contribute to the chaos. He wondered how a teacher would send a student out of class for something so trivial.

Documented records showed that of the 46 cases recorded in the punishment record book, 13 (28%) were cases of unexcused absences from class. The most critical case of a student staying away from class involved a girl who claimed to have been involved in a road crash. She had a medical card on which she wrote herself one week sick leave. For two days she slept in the hostel and did nothing. The boarding matron became aware of her presence and took her to the deputy principal where she was thrashed for telling lies (PRB). Such behavior affected the prevailing climate in the school because the deputy principal and some teachers were forced to investigate why this happened. This process wasted time both for the school personnel and the students themselves, but as usual the deputy principal caned the girl which was seen as meaningless to many students. One would expect either the boarding matron or the deputy to have spent time counseling the girl not to repeat the behavior in future which would be more permanent than inflicting pain on her body which caused pain but usually no long lasting impact.

The researcher observed that in some instances, amongst those students seen out of class those who were truant out of sheer stubbornness. While there were several cases where students were expelled from class, in the majority of cases students stayed out of class on their own. Mostly they were punished for idling outside during class time. At times they would be punished because they were spotted roaming in the village when the
village was off limits. In this regard counseling could have provided a more lasting
impact than the infliction of pain.

The Administration versus Student Violence

*The use of corporal punishment.*

Despite the Ministry of Education imposed restrictions on the use of corporal
punishment the use of caning was prevalent. This section presents another facet of
Moeding through which students experienced violence in school, both from the teachers
and the administration. Although teachers knew that corporal punishment was not the
cure for student problems, many still embraced it.

Students expressed in interviews that the use of corporal punishment by the
teachers was unreasonable and that they hated this day-to-day practice with a passion.
The PACT club members explained that corporal punishment hurts psychologically. One
student felt “belittled--like she was nothing.” This school leader said whenever she was
thrashed she felt like “her intelligence had been undermined” (see Appendix A 1.1). One
student stated angrily “They forget that like their sons and daughters, we feel pain when
they beat us. We get bruised; we bleed just like other human beings. They seem to
mistake us for donkeys or some pain resistant monster.” Students further reported that
along with the use of corporal punishment some teachers abused their authority and used
corporal punishment to further their oppressive behavior. Also, teachers never wanted to
listen to students’ point of view whatever the issue.

The researcher asked the teachers to explain their rationale for using caning.
Teachers explained that it was used only for discipline purposes, and not to hurt or seek
revenge as some students believed. Others reported that they caned students only when
all other efforts to curb inappropriate behaviors failed. The general belief for many teachers was that if they beat a student for undesirable behavior the student would be less likely to repeat the behavior again. Whenever they went to the dining hall, the assembly square, or during school cleaning time where teachers had to perform any supervisory role one or two teachers always carried a cane. When the siren sounded for study time or assembly teachers always entered the hostels with canes to evict the students. Even teachers who did not use them, they would nevertheless carry canes. Almost all school personnel, teachers, boarding department personnel, administrators carried or at least recommended canes.

In one evening study period, a total of nine canes were observed in school (three of them in the deputy principal’s office) on that day. This number may even have been an underestimation since some teachers kept their ‘equipment’ in their store rooms or sent students for canes from the nearest forest whenever they needed any. There were instances when students overreacted towards teachers who used a cane. There was a report from a girls’ hostel that a student grabbed a cane from a female teacher broke it into pieces and threw it away.

Interviews with teachers further revealed that instances that often called for corporal punishment included unexcused absences, insulting other students, sneaking out of school without permission, disobeying prefects’ orders in the dorms or in the dining hall. Making noises or being disruptive during the lessons meant automatic use of a cane. Students who engaged in fights with their peers were often caned if found guilty. In the classrooms, a few teachers said they used caning when students failed to do their homework repeatedly. It is clearly evident that not many used reprimand or counseling to
encourage good behavior. Commonly, teachers’ rationale for the use of caning allegedly targeted what was perceived by the teachers to be undesirable behavior. None of them could explain who or how standards were set as to what desired and undesirable behavior were, nor were there reasons why or how corporal punishment was to be used. It is easy for one to conclude that there seemed to be no gradation of behavior.

When the researcher asked the deputy principal if he had a space where he noted all offenders by name including the offense they committed as well as the steps he had taken, the deputy presented an A4 size black note book, the school’s punishment record book. He handed it over stating “Please, take care of it. All my records lie in there.” The punishment record book showed that the senior administrative personnel, primarily the deputy principal, used caning more than any other unit. Of the 46 cases noted in the punishment record book, corporal punishment was used in 12 (26 %) cases. The boys appeared to have been punished more frequently than girls. They were also caned more often than the girls.

In every case that the deputy principal had presided over, he first wrote the date when he had handled the matter. Then the student’s full name and the class from which he or she came were noted. The names of those who witnessed the incident or those who had played a part in any way were noted. This was followed by an outline of what the student had done. At times he wrote the names of teachers or other school authorities that assisted with the case or students who had been present when the incident occurred. At the end, the punishment meted was entered. For example “I gave the boy 3 strokes,” or “I strongly reprimanded the girls and told them never to repeat the same action. Then I released them to go to class” (PRB). The book was in the researcher’s possession for over
three weeks, providing enough time to study it closely. The book showed that from January until November 2002, 46 cases were reported. Records showed that corporal punishment was used in the following cases:

13 cases were for unexcused absence;
12 cases of physical fights (punching, kicking, slapping, and choking);
9 cases for dirty appearance in school including coming to school with dirty, uncombed hair or “wearing a weird hair style” or walking around school with untucked shirt;
6 cases for use of insults, harassment and bullying, and name calling;
4 cases for scrambling for bread in the dining hall; jumping through the windows;
2 cases for misconduct in the hostels (stealing or fighting)
2 cases for persistent late coming and 1 case for booing visitors.

Commonly 3-4 strokes were administered and in several cases 2 or 5 strokes were administered. In other situations offenders were caned and in addition were assigned to do manual labor. In one case two girls were assigned to clean the school assembly hall. In another case a boy accused of molesting and abusing one girl was given 4 strokes and also assigned manual work. Caning a student and later assigning them to do manual work was considered double punishment since manual work on its own was considered to be more humiliating, carrying with it a stigma that was more painful for such students than corporal punishment. Out of the 46, ten (85 %) of the cases offenders were male students. Some were accused of coming to school looking dirty. They would be seen walking around school with shirts hanging out, some with uncombed hair or wearing some weird hairstyle for days.
The researcher talked with two parents invited to school because their children had misbehaved. It was apparent that in the Botswana society parents were socialized into accepting corporal punishment. These two mothers had sons in the group of 28 boys suspended from school following the case in which their chaos nearly had set some of the hostels ablaze. Depending on the nature of offense for which a student was accused; parents commonly consented to the use of caning.

One parent in her mid-thirties was unmarried. The other, a woman in her late forties was a widow. The unmarried woman said,

You know what teacher; I work hard as a single parent in bringing up this boy and his two younger sisters. But now look at what he is up to! One wonders why would the principal and other teachers did not find canes and thrash these boys.

The woman said she thought the school knew that they consider teachers to act in *loco parentis* in school and as such had the right to thrash whoever misbehaves (see Appendix B 2.1). Interestingly, both parents recommended the use of caning but neither suggested how many times the boys should be struck or what type of cane should be used. This was a clear indication of how entrenched the use of corporal punishment is in the society of Botswana.

There are records in the book documenting situations where parents were summoned to school to cane their children. In one case of fighting two boys were sent home. The parents came to school to learn the details. At the end the two boys were found guilty of fighting in school and were caned. One boy had his father administer four strokes. The other boy had his uncle, who came as his guardian, administers four strokes (PRB).
Though some parents seemed to have given the school the mandate to use corporal punishment where necessary, some teachers disapproved of this—particularly if a student was punished more than one time. Some teachers completely opposed the use of corporal punishment. One class teacher Mr Michael was heard asking his colleague that “Why is it that in Moeding every issue is resolved through punishment? Are there no other means available?”

Caning, for girls, was usually caning on their palms. Boys were mostly caned on the buttocks on top of their pants. It appeared that the majority of teachers believed that *ngwana wa motswana o kgonwa ke seswai* (a motswana child is controlled better through a whip). On many occasions in the staff committee room, students, mostly boys, could be heard entering the deputy principal’s office because of some offense. After a student entered the office, a short conversation would transpire for three to five minutes. Following a bit of silence one would hear a loud thud of the cane as it landed on the student’s buttocks. In the staff committee room there would be adequate silence to ascertain how many times the cane landed. Commonly it was three or four times.

In addition to the excessive use of corporal punishment in the school were the school’s tight security measures. The school’s militaristic approaches to school security impacted the school climate. The school prospectus had very rigid regulations about student exit from school. It outlined that before students could leave school property students had to have permission from one of the boarding authorities. In addition, students were expected to wear uniforms even when they were away from school, a regulation to which students felt robbed them of their individuality. Another regulation which many students greatly opposed was the required wearing of their school identity
cards at all times. Students hated this regulation saying, “Wearing an ID all the time when you had been in school for two year makes you look stupid.” One student Ben said other than helping teachers to easily identify students, this regulation was viewed as a set up to help security men easily identify students whenever they left the grounds. Many teachers argued that though the motive behind taking such measures was to make the school safe and easier to run, “it robbed students of their individualism.” Yet teachers themselves were always quick to punish the students whenever they wished.

\textit{Student denial of voice by teachers.}

In what appeared to be a sign that say to students “listen and do what I tell you to do” students experienced several implicit instances of violence that came in the form of students being denied a voice on other issues in addition to unfairness that they raised. Though such cases were not common, the few that surfaced, suggested students suffered intense hidden crimes at the hands of some teachers.

During some student interviews, they cited incidents where some teachers paid no attention to the concerns they raised. On several occasions students mentioned instances which showed a lack of teacher commitment to student education. It was alleged that some teachers literally stayed away from class for weeks and nothing happened and yet, if students skipped a class they were caned. Such teachers had no time for students, and commonly when students raised concerns to the administration about the treatment they received from such teachers their complaints went on deaf ears.

Further discussion with students revealed that the lack of empathy by teachers was a source of contention for quite a number of students. One student explained how she repeatedly told her math teacher the difficulties she was having solving \emph{quadratic}
equations. The teacher would only make denigrating remarks saying “Math like Science, is not for the below average” before moving on to something else. The student said “this raised mixed feelings about the teacher. I did not know if he was joking or not. I viewed him as a proud and boastful person.” Because of denial of voice the student felt unjustly treated which caused her great emotional distress. Such incidences affect the climate of a school.

In yet another case of the implicit rejection that students suffered, in the same class, one female student made reference to an English Language teacher. This teacher was doing part time studies for a master’s degree with the university. The teacher was alleged to always be absorbed in her assignments during working hours. She always brought her books to class and over two periods (80 minutes) she would be absorbed in her books while the students did silent work, Dimpho, one member of PACT explained this about their English Teacher.

When the students brought this to her attention she became offended and began to treat the students discourteously feeling that they were exposing her. From the teacher’s behavior it was clear that she considered the students to be disrespectful. When the situation was ultimately reported to the administration, the administration did not take the matter seriously. But when the students in the same class reported someone whom the administration did not favor the administration acted swiftly, suggesting inconsistency on the part of the administration.

Inconsistencies in rule enforcement.

The Education Act from the Ministry of Education (MOE) explicitly outlines how a school is to be run. Every school has a copy of the regulations. In addition to the act,
Moeding School had generated additional rules and regulations that were to be used for running the school. These regulations are clearly outlined in the 2002 School Prospectus. Although students were issued copies of the prospectus in order to familiarize themselves with these rules, teachers felt that such rules “were meaningless since they were not impartially enforced,” Mr Pono expressed this.

The administration was accused of partiality in dealing with cases against both teachers and students. During discussions with the PACT club, members cited cases of students being beaten by others, but before both the culprit and the victim could be accorded a hearing, a ruling was made—even in the absence of the students. This colored the relationship between the students and the administration, affecting the climate of the school and fueling animosity amongst students.

Inside the classrooms instances of inequalities were also witnessed in the treatment of students. Some teachers openly discriminated against some students. In one lesson that the researcher observed there was an apparent case of favoritism where a teacher talked only to two boys sitting at the front in class. One, a student from Zambia, had lived in Botswana with his parents for over twelve years, and could speak Setswana fluently. However, the teacher would talk to the two boys in English making the other students who were less competent in the use of English language feel inferior. She would deliberately pose a question on a topic which she knew was linguistically well above the class and one of the two favored boys would answer the question or at least attempt to answer it. The teacher would openly tease those that she did not favor and call them names. The teacher’s behavior brought to mind for the researcher the PACT students explanation of how they hated all the put downs and the sarcasm that were inflicted on
students. The facial expressions seen on other members of the class suggested total
disapproval of the abusive, embarrassing language from the teacher. In fact, besides
reactions of the PACT members, other students also expressed how they disliked the put
downs, sarcasm and discrimination against them. They noted the name calling in addition
to the iniquitous treatment that the students suffered.

Discussions with teachers brought another instance of institutional violence that
came with the administration’s breach of regulations stipulated in the school prospectus.
This related to student exit from the hostels. The prospectus clearly stated circumstances
and procedures that students had to follow before they could exit school. Obtaining
permission was always a prerequisite for everybody. However, there were cases when
students left school and came back on their own time. Such students could easily secure
permission to leave school whenever they wished. In some instances they would even go
away without permission because they knew they were secure with the principal. Because
these students could walk out of school whenever they wished without any permission,
teachers felt other students were tempted to do the same thing and, usually, were
punished by the deputy for doing so. Thus, a climate of envy was established among their
counterparts--some of whom had all the freedom to leave school whenever they wanted.
Some teachers expressed their difficulty operating in an environment where procedures
and policies were done are inconsistent. On this point all teachers viewed the
administration as being unfair in enforcing school regulations. However, as noted within
the interviews there was an inconsistent voice among the teachers.

Those students who found it easy to bend school regulations also had friends and
relatives who would telephone to gain for their release from the hostels to which the
principal would agree even though they were never asked to produce proof that they were the rightful parents or relatives of the student. One teacher Mr Pono viewed this to be the worst form of inconsistency in enforcing rules by the authorities in Moeding. The situation demonstrated the high levels of arbitrariness that characterized the school administration. Teachers felt that such situations made it difficult for them to control and guide the students.

The Administration versus Teacher Violence

The school administration was also described as violent. Though teachers were not physically beaten like the students, they did suffer a form of punishment. The stressful working conditions in school impacted on teachers in many ways. Many teachers acknowledged that the school leadership and governance was a major correlate of violence within the walls of the institution. The climate that prevailed in the school was also affected by the manner in which teachers’ needs were handled. Teachers reasoned that there was a need for a fair and consistent principalship which was apparently lacking in the school. Such leadership style is associated with low levels of aggression.

Discussions with teachers in Moeding showed that their school leadership lacked all these qualities as evidenced by the failure of the school to provide the basic resources that teachers needed to do their job effectively. Some teachers felt that the administration, specifically the principal, did not address their requests reasonably. This affected relationships between teachers, with the students and the administration. Many teachers, particularly the locals strongly felt that certain issues were not well handled because of what Mr Thomson termed “maladministration of the school.” In one instance for quite a
number of days the researcher saw students queuing by the principal’s office door waiting to go inside. Teachers explained that students did that in response to one policy that the principal introduced in year 2000 the policy was called “open door policy.” Teachers interpreted the policy to have been encouraging a total disregard for administrative hierarchy by both teachers and students and that no consensus would be promoted through such acts. The teacher explained with frustration that the policy gave anybody, both teachers and students the right to walk into the principal’s office whenever they wanted and reported whatever they wished. The teacher reported that when the principal introduced this policy, teachers openly expressed in a meeting that this would not work. They explained that the principal was making life difficult for everybody because no teacher would ask a student why they missed a class. No teacher would ask a student why they went to the village without permission. Even amongst teachers, the principal was told that no senior teacher would ask their junior why they did not go to class.

The teacher reasoned that even after warning the principal about the dangers of this policy there was no change. In addition to the concerns that teachers raised about how the school functioned they raised issues about the administration’s failure to provide resources they considered essential for teaching-learning. This meant that indirectly, the school exposed students to emotional violence by failing to provide their mentors with what was considered a fair education. In Botswana, the constitution stipulates that every Motswana has the right to be accorded education; furthermore, it is the responsibility of the state to provide this education or provide the means through which people may secure this education. The school was failing to meet these standards. Though the school had
reasonably adequate funds, it had for example no library; it had no fully functioning computer laboratory, nor did it have all the textbooks that teachers needed. This was an omission on the part of the MOE which should have required that the school provide teachers with the necessary facilities and materials.

Also, though students were given books on loan by the school there were situations where some were without books. Quite often students had to share readers. One teacher explained that “annually, at the close of every school year students return all the books that they received for every subject to their subject teachers. Those who had lost or misplaced their books were asked to pay for those books or even buy and replace such books. However, at Moeding, as noted earlier, the money that the students paid for the lost books the school would not use it to replace the books. Yet, there was no accountability for all the money that students paid for the lost books. One teacher asked “When do they ever stop to look back and see how much money they raised for all the lost books over a period of five years?” The teacher explained that in history, in the previous year he asked the students to go buy all the lost books from the bookshop and bring them to school which meant the students were not charged.

During another interview, one teacher remarked that the school has a fleet of nine vehicles, including a tractor and yet, it could not afford to buy computers for children! The teacher said “Worst of all the few computers available are not connected to the Internet.” All teachers questioned the reason for keeping a computer laboratory when students could not access the Internet when everybody knows that this is an age of computers and modern technology. Yet, despite the size of Moeding the school has only a few computers in a classroom size laboratory and no access to the Internet! Repeatedly,
teachers responsible for the computer laboratory had forwarded their request to the administration but there was no response. On the other hand, the principal drove a beautiful car and carried a cell phone both of which had been bought and maintained by school funds and one teacher, Mr Pono, queried this. However, when teachers requested something they would be told how bankrupt the school was. Such a situation was not only frustrating for the teachers, it lowered their morale.

One day a teacher on duty stated that in the dining hall some students had been labeled as rowdy and insubordinate when they complained that the menu never changes. Students were fed a diet of predominantly bread all the time and yet when funds came to the school they were diverted elsewhere. The teacher expressed that generally the school administration was characterized by some inconsistencies and unreasonableness in decision making. The teacher further stated that,

You know, the way things are done in this school is surprising. People forget that leading people does not mean instilling fear into those that you lead--Nowadays people need communication, proper communication through the right channels and they want consultation (see Appendix B 3.2).

The school did not have a functioning library. There was a single room which kept the few books the school owned. There was a librarian who maintained this room, but there was no space where readers could sit and do their work. One teacher complained bitterly about this. He said the school did not have a reasonable size library with basic books for students use. Teachers were unable to do research for their subjects. Yet, the school had a set development fund specifically to raise funds for a library and books. Another teacher expressed that,
Throughout the previous five years all Moeding former students paid a P100.00 (about $20) fee called a “development fund.” But now we are heading towards the seventh or eighth year and we have never been told how much money has been raised through this fund. Also, we are not told what the school intends to do with the money; meanwhile the school has no library.

Students also complained about the lack of resources in school. One student raised a concern about living in a school where there was no school library or even a public library in the village. The girl expressed the difficulties she had whenever she wanted to do research for her subjects, particularly chemistry. She said many times she would work in the science laboratory but if she wished to do further research there was no library. Teachers echoed that the administration deliberately failed both students and teachers. They expressed disappointment with how the school was not able to provide basic facilities to students yet school funds were available for less important areas. Teachers felt this was tantamount to abuse of school funds.

The researcher’s observations of the above situations among different teachers cited either questioning or at least registering a complaint about the use of funds. This was the source of much of the frustrations and low morale at the school. It was likely that a teacher who repeatedly requested something would never get it, and as a result could possibly take out the frustration on the students who, in turn, would respond or react to something leading to their punishment. This further confirmed the view that the nature and causes of violence in this school was a vicious circle in which violence was everybody’s response. Such a situation was typical of the emotional violence that the system caused and spread.
Another omission identified on both the part of the school administration and the Ministry of Education was alluded to by teachers was the fact that there was no professional development in Moeding. The school did not encourage teacher cooperation within the school. Since the school failed to address this, the MOE should have addressed this anomaly. One teacher suggested that teachers visit one another’s class to observe each other which could promote professional development. Senior teachers and senior administration staff never visited anybody’s class to observe teachers as outlined by the Ministry of Education regulations. This, in both short and long term disadvantages the students.

Teachers explained that failure to participate in professional development disadvantaged students because this regulation was created for their benefit. One teacher narrated how he and a team of other teachers from Moeding moved around the country advocating a method of teaching termed “differentiation.” This teaching strategy allowed a teacher to pay attention to learners’ strengths and shortcomings as he taught. When using this strategy a teacher was expected to help students bearing in mind all the different academic shortcomings. The teacher noted that in all the schools the team had visited, teachers were excited about the strategy and yet it had not been instituted at Moeding--although the school was viewed as a fountain from which all details about this teaching strategy came. Other teachers who were part of the traveling team confirmed that failure to implement the strategy in Moeding disadvantaged the students.

Further discussions with teachers revealed a situation where the principal appeared to be using a divisive means that had split teachers into two warring factions. From the interviews with teachers it was evident that the school leadership was
characterized as highly arbitrary in meting out severe disciplinary actions. As in the case of students, the enforcement of rules on teachers was inconsistent and had polarized members of staff. Amongst staff the principal had his team, and then there were those who appeared to have been on the deputy’s side. The principal was always surrounded by “buddies.” Some teachers believed that those teachers were insiders who knew what the administration was thinking. There were also those who were non-aligned, that is, those who did not belong to either camp.

The principal was observed with the teachers he favored in front of the main administration block at least once or twice a day. These meetings would last for over one hour and thirty minutes. At first, it appeared that these were just teachers who came to talk to him as anybody could. But, from the discussions with other teachers it was evident that here was the spot where all major decisions about the running of the school were made. Those teachers knew what would happen and when an event would take place. It was also alleged that “the same teachers knew a great deal about the private lives of their colleagues shared by the principal during those meetings” Mr Thompson explained. The principal always stood with the same faces at the same spot almost daily. If however, an outsider passed next to them all discussions ceased. As an outsider this researcher would just raise his hand, greet them and pass.

In what appeared to have been inappropriate modeling, the principal was always seen by the soccer pitch with certain boys. One teacher mentioned that whenever the principal was not with his buddies, he could be found with this group of students. Quite often he could be observed with the boys standing in the center of a circle. The teacher said it was not surprising that the students were never threatened being corrected. They
knew the principal was their friend. On several occasions he and the boys were observed making jokes and chatting. Whenever there was a soccer game he would be seen shouting and cheering more than some of the boys. However, it may be interpreted that being with students whenever the principal had chance would serve to make them understand him and also not to regard him to be a beast because of his position.

The Causes of Violence in the Botswana Society

This study has attempted to examine how the violence occurring in the Botswana society is linked or contributing to the occurrence of violence in the school and how the society is being impacted by the quality of education. The literature points to a variety of factors including, among others, the nature of child rearing as one of the factors that may cause violence to spill from the society into a school. In what appears to have been directed to the parenting style of families from which students come, teachers expressed the need to have parents put effort in educating their children to refrain from acts of violence. Teachers stated that parents must be seen as “experts” by their children. Teachers felt that educating children should be a shared venture between teachers and parents and that parents were deliberately neglecting their role and were not willing to help teachers who were now stuck with student disciplinary problems. This made their work difficult. One teacher said “In some situations children become what they are because of their parents’ attitude.” She made reference to the school regulations about pocket money parents gave to their children residing in the hostels. The school prospectus warned parents about the dangers of giving children large sums of money which ended up being used for smoking and drinking so as to “rid themselves of such amounts of money” yet some parents ignored this advice.
On the issue of parental involvement in child rearing in school one HOD explained that in some cases the school called parents to give them a chance to experience their child’s misdemeanor. For example, cases of theft of large amounts of money parents were asked come to school in order to discuss what to do about their guilty child. However, this approach always put the school in a dilemma of choosing between permitting someone to lose school now and face more problems in future or trying to save the student’s future in another more violent way.

Students too shared similar sentiments with teachers that parents had a role to play in their education. During an interview with one form five student, he stated that there was need for the school to bring more parents to school. He believed it would be worthwhile for the school to bring parents and involve them in the upbringing of their children in school. He suggested that the school could invite different parents to come to address them on different subjects on timely basis. This, he said, “would possibly create room for openness between parents and students.” He said if a parent came to talk to them students would possibly open up a lot to talk to that a parent than if he she was speaking their own mother or father. Similarly, such a parent would learn more about how his daughter or son’s counterparts felt and what they wanted. From such discussions the parent would be able to infer how best to relate with his or her child. One girl added that their parents could not open up and advise them because they were “behind the times.” She said most parents grew up in the past and yet they faced a challenge of raising children born in the 21st Century. The girl stated that children born in modern times need parents who can open up, table issues and share experiences and advise them in an open forum, a female student Malebogo explained this.
In regard to student behavior in school the girl reasoned that at times family background played a very significant role in someone’s school life. The student said she read a book that explained that children brought their family upbringing lifestyle to school. Further, the book told her that children, who came from families where throwing insults were part of family life, carried such mannerisms to school. Those who grew up in abusive families also tended to be abusive to their counterparts while at school. She also learned from the book that at times a child would become an attention seeker at school because he or she ran short of adequate attention at home when growing up. So being an attention seeker at school served to satisfy that quest for attention. The girl said, “From the home children were supposed to learn how to relate better with others, and children who were taught how to relate well with other children from the home found it easier to interact with their peers when they reached school.” Another student expressed that some students were violent and behaved the way they did because they lacked parental guidance from home and desired attention of their peers. The student said at school commonly, some students did things because of peer pressure. They behaved the way they did to impress others (see Appendix 1.1).

The researcher observed that though teachers emphasized the need for a strong partnership between the school personnel and the parents the reality was that they only met in times of crisis. Commonly, parents came to school because their child was in trouble or had been sent home. In a way the society appeared to have off loaded the task of educating and raising their children onto the school. One observation made is that the school with its professional educators had not come up with a plan to bridge this gap and bring the two together. It is not surprising that many girls fall pregnant whenever they go
home for the school holidays. This says a lot about lack of parenting by parents whose children go to school in Moeding.

Another eye sore from the society that spilled into the school was the high drop out rates of girls because they were pregnant. As indicated earlier in this chapter, Miss Alexander explained that working class men and some of them married were often responsible for some of the pregnancies. The psychological and emotional violence that some of the girls and their parents went through following such instances was extreme. Both parents and children must be made aware of how working class men bait students, knowing that the laws of the country are silent about these acts against minors. The Education Act only addresses prohibiting teachers from embarking on such practices.

Another issue identified from the discussions with some teachers was concerns about the prevalence of youth violence that often erupted between the school boys and the village boys, particularly those who were formerly students of Moeding. Boys in the village felt that school boys came to the village to steal their girls causing petty jealousy that often sparked fights between the two parties. During some severe fights school boys would sustain injuries, yet nobody wished to help them because they were commonly accused of sneaking out into the village at the wrong times. Such a situation underscored the need for cooperation between all stakeholders (the school, the school boards, senior village representative like the chief, the police and the social workers) to discuss how this issue could be addressed.

In a discussion with one police officer whose station had Moeding as part of their jurisdiction; the officer noted that in the year 2002 alone the police went to the school about five times, commonly in the night. He said in most occasions they came to the
school for reports of hostile students fighting. They sometimes came to the school because there was a case of theft and someone was a suspect. His experiences had been that the school was not prompt in making reports. The police would be called a day or two after the theft occurred and this meant that they (the police) would find no evidence at all or the evidence would have been interfered with. He too acknowledged that the school personnel had no investigation skills. If they had any, then they could easily have resolved some of the cases.

Summary

The findings presented in this chapter provide a better understanding of the phenomena of violence as it relates to Moeding school climate. Henry (2000, Chapter Two) emphasizes the need to adopt a broader view of this concept focusing not only on physical harm, but also emotional and psychological violence. Understating violence as physical harm was captured through evidence of the student physical fights and school personnel’s use of corporal punishment when handling disciplinary matters. The sour relationship between the administration and some of the teachers serves to illustrate how an organization can expose its constituents to extreme forms of emotional and psychological violence. This clearly accommodated Henry’s wide definition of the phenomena of violence. Teachers’ concerns over the school’s failure to provide them with better equipment is evidence of administrative failure that can translate into emotionally taxing experiences and escalate into yet another form of violence.

Further, it is not surprising that the school is plagued with so much violence because the Ministry of Education has many major omissions. The ministry appears not to have set standards on anything. For example, it is the ministry’s responsibility to
ensure that the school has a fully operational library. The ministry has to ensure that funds are handled appropriately and this could only be assured thorough annual auditing of books to establish how money is used. Failure to undertake these tasks exposes both the teachers and students to great emotional violence.

In regard to methods of resolving student disciplinary issues, it is evident that a more coordinated approach is needed among all stakeholders--teachers, parents, the school counselor, the administrators, the MOE and the students themselves. For example, having a qualified, trained counselor in an institution is essential for assessing cases and more relevant resolutions than resorting only to physical punishment as done by the administration in Moeding. The literature emphasizes the need to consider children’s physical maturation challenges, as well as the cognitive changes that create unique challenges for the young adults as well as those who live with them such as teachers, administrators, and parents (Eckstein, Rasmussen & Wittschen, 1999). Further, it is stressed that adults must understand that students are stuck between childhood and adulthood. The authors state that premature adulthood is imposed upon them which affect them whilst they are trying to build a stronger personal identity. Establishing career paths is one big challenge that students face as well as their scholastic demands. Teachers are, therefore required to spend time addressing topics such as career choice, drug abuse, sexuality and social skills. As indicated earlier in this study, the use of either corporal punishment or any coercive means is completely out of question.

It has further been demonstrated by the literature that fair, consistent and transparent school leadership is essential (Hoffman, 1996; Goldstein & Goldstein, 1997). Such leadership is associated with low levels of aggression. Accountability for every
aspect of school is necessary including how money is used. Repeatedly, teachers in Moeding questioned the use of money by the administration which brought several implications including suspicions that money was being swindled somehow. Essentially, for the school to successfully attain its goal (bringing up and equipping learners with necessary life skills) everything has to be guided by clean, transparent leadership style in the school. This, therefore, emphasizes the significance of a role of school principal in every school.

Chapter Five presents yet another category of violence, focusing exclusively on the Ministry of Education’s perspective in response to the question of violence.
CHAPTER FIVE

Perspectives of the Ministry of Education on School Violence

Introduction

This chapter serves as a complement to data presented in Chapter Four and like the preceding one, allows for an analysis of information focusing solely on the specific demands imposed on the school by the Ministry of Education (MOE). Although the school has its own regulations, they are predominantly top-down from the MOE, and are to be enforced. However, not all perspectives of the MOE will be explored. Only examples relating to the nature of emotional violence in which MOE plays a role and the reactions of students, administrators, teachers and staff are presented. The interactions that occurred among these constituents help to uncover the nature of the psychological and emotional violence to which these constituents were exposed in fulfilling the requirements of the MOE.

This chapter briefly outlines the role of the school senior administrative personnel and illustrates how the personnel applied both the school and the MOE regulations on students. The chapter will explain for example, how students reacted to the MOE’s boarding school (hostel) regulations as they were enforced by the school administration. The position of the personnel in regard to teacher job descriptions will be explored as well. How educational materials were addressed by the school but not the MOE as well as how teachers interpreted the expectations from the MOE will be presented. Analyzing the experiences and reactions of all groups help to demonstrate the magnitude of the violence that constituents of this system suffer. Teachers’ concerns about the heavy
teaching loads recommended by the ministry will be outlined as well as the MOE imposed rigid curriculum that was designed without teacher input.

A close analysis of the information illustrates that a larger portion of the violence that students and teachers experience were in part a result of the multiple omissions by the MOE. The chapter will also briefly present and analyze the school’s curricular interventions designed to address the problem of school violence as well as on both the counseling and disciplinary programs of secondary schools.

The Control of the Curriculum

In what serves to epitomize how undemocratic curricula processes are in Botswana, curriculum design and implementation are centralized, and like other senior secondary schools, Moeding is expected to impose this curriculum. All schools in the country that prepare students for taking examinations at the end of form five (the Botswana Senior Secondary School Certificate) use the same materials and offer the same subjects. The ministry designs and provides the syllabi for every subject which are sent to the schools prepackaged. Guidelines on all possible subject combinations as well as conditions that students must meet in order to be awarded a certificate remain the sole role of the MOE.

The curriculum is comprised of various disciplines which are categorized into groups. At the beginning of their senior certificate program students choose not less than seven subjects from all groups. Although students are accorded a choice in deciding their subjects, they still adhere to the predetermined subject grouping of the MOE. Teachers are required to help students choose the subjects but there is little assistance from the school guidance and counseling teacher.
Almost all Botswana education levels are examination driven, and, as such, throughout the year all teachers (in primary, junior and senior secondary schools) remain concentrated on preparing students for the examinations at every level. The researcher observed the control the MOE has over the administration of all examinations. For many teachers preparing students for the examinations remains such a great pressure that they resort to the use of lecture method in teaching. Despite the fact that during their teacher training teachers learned from their educators the essence of the use of group work and more student-centered teaching strategies, teachers resort to the lecture method of teaching, arguing that the method permits a broader coverage of content within a short period of time and that it suits the rigid physical classroom conditions in which they work in Moeding.

Concerns of the School Senior Administrative Personnel

In the data sets generated for this study enforcing regulations from the Ministry of Education was the primary role of the senior administrative staff and this enforcement often brought friction between them and the teachers. The administrative structure in Moeding was hierarchical, consisting of a principal and a deputy principal. They, too, explained that the ministry’s demands impacted on them, expressing that the MOE placed heavy administrative responsibilities on them and made attaining the set school goals difficult to reach, the deputy principal expressed this concern.

The principal and the deputy served to ensure that the school ran smoothly though certain teachers’ needs remained unresolved. For example, the school had no fully functioning library, with all the necessary books. The administration was supposed to ensure that the school funds were used appropriately. It was to bring more computers into
the school which would even allow students to access the Internet. However, the MOE never assured that this was so! Teachers’ welfare issues were to come first in their administrative role because a happy workforce is essential for a school to operate well, but the ministry never investigates to assure that this was the case. The principal was to serve as a link between the school and the parents though this was barely done, except when parents were called to school because their child had misconducted themselves. The administration spent their time concerned about student discipline; neither of the two senior officers would comment about any curricula innovations. Highlighting these issues serves to provide an understanding of the wellness of the school.

As indicated earlier, in discussions with both the principal and the deputy both reported being under the pressure of multiple responsibilities in their office. On many occasions this researcher observed the deputy for example, seriously engaged in the packing and unpacking of the end of year examination scripts for the form five students. When this research began on October 23rd most form five students had already started taking their examinations. The examinations were in swing as from November 1 until the end of that month. Sometimes towards the second fortnight of November the school’s internal examinations also started (examinations for the form four students). This meant more challenges for everybody in school.

During the examinations the deputy principal repeatedly articulated how essential it was for him not to make a single mistake in the examination procedures. That would become “a huge scandal for the school.” In addition to examination matters the deputy was also responsible for the regular reports that came to his office such as student disciplinary issues from the teachers and the boarding matron.
The researcher observed that the deputy talked less about improving curricular issues. He seemed to have little interest in how the school could provide a better teaching-learning environment. Further, the deputy preferred to talk about the administration of the examinations which confirms the view that the Botswana education curriculum is examinations driven. Given the complaints that teachers repeatedly made, it can easily be concluded that little was done to provide material and emotional support to teachers. Instead, their day was spent discussing administrative duties.

*Heavy teaching loads.*

During discussions teachers raised concerns about the MOE’s recommended work loads which they felt, made it difficult for them to perform their tasks effectively. Most teachers worked 28 to 32 periods (each period being 40 minutes and 80 for a double lesson) per week. This situation created situations where some teachers had to teach seven or eight periods per day on some days in a week. Teachers said situations were even tougher when they had to be a duty teacher or other duties such as supervision of meals in the dining hall, the supervision of both the afternoon and evening study times or any extra-curricular activity. Teachers said having 32 periods per week meant that they had barely any time to mark assignments for their students and very little time for remedial lessons for students who had difficulties in their subject areas.

*Typical classroom situation: covering the syllabus content.*

Teachers, like the senior administrative staff, placed emphasis on completing the syllabus and preparing the students for the examinations. In an interview one teacher stressed that she needed to have covered all the content in the Setswana language syllabus section and all the prescribed poems and drama texts by the time her students sat for their
final examinations in November 2003. Every teacher complained about the excessive content they had to cover in preparing students for the examinations.

The teachers also agreed that the lecture method of teaching did not allow for a detailed coverage of concepts. Further, it robbed the learners of the democracy that they needed in their class. One teacher literally said, “We spend time loading our students with what we consider relevant to help them handle the examinations. Our duty is to prepare them for the examinations and we spend time trying to evaluate their ability to give back what the examinations need” one Setswana language teacher said this.

Discussions with teachers further revealed that classroom physical conditions also interfered with the use of group work in handling the syllabus. In regard to the need for more student involvement in Setswana lessons all teachers acknowledged that students learned better in situations where they were engaged in hands-in activity and group work. They also agreed that activities promoted more student interaction; and interest and talent developed. Students are able to discover their interests and develop them. But due to circumstances beyond teachers’ control achieving all this is almost impossible.

Student turnover.

Different participants raised the issue of how student turnover affected the school climate. The admission or transfer of students into or from school was frustrating for some teachers. Several teachers, particularly those who participated in extracurricular activities explained that in most cases, students transferred into the school because they had a special talent like singing, athletics, or traditional dancing. For all these transfers the principal reserved the right to approve or disapprove any request depending on the availability of spaces. However, teachers said that the freedom of the principal to admit
into school any student deemed qualified was an abuse of power. Teachers believed that the principal admitted students whose academic ability should not have permitted them to be in school. They said he did this because he never visited classes to experience how difficult they made teaching and Mr Lebone raised this concern.

The official records that showed student transfers into or out of this school, the pregnancy record book was the most accurate since the rate of female drop out was higher than the boys. This was the only record book that was effectively maintained. Records reviewed for the years 2000, 2001 until July 2003 indicated that the school lost about 65 students through pregnancy. The counselor explained that the school had very few cases of one student impregnating the other. Commonly students became pregnant during the holidays when they were out of school. It was alleged that men working in towns and villages were responsible for the pregnancies. In 2002 the school had two cases of student-student pregnancy. It was reported that though teachers advocated supplying condoms to students the school board would not give permission because the board claimed that since Moeding is a mission school, distributing condoms would conflict with the school values. Many teachers expressed concern about this situation fearing that students ran the risk of contacting deadly diseases such as HIV/AIDS which is currently devastating the country. If students were encouraged to use condoms they would at the same time reduce the chances of contracting this deadly disease.

Curricular Innovations Designed to Curb Violence

The School Peer Approach Counseling by Teens (PACT) Club

These were volunteer peer counseling students who regularly addressed social issues that concerned the student body during assembly time. They addressed issues such
as teenage pregnancy, alcohol and substance abuse, and many other social issues that
concerned students in school. The role of this club was outlined earlier in Chapter Three
because members were identified as participants in this study. Therefore, to avoid
redundancy the function of the club will not be repeated here. One of the only ways of
approaching school violence; it was proving to have a positive effect. Several teachers
were complimenting the work done by these students but surprisingly, not many of them
encouraged their students to join the club. Some expressed reluctance to release students
from class whenever the club had a trip to other schools. Further, the school had nor the
MOE no clear set criteria, either for recruiting more students into the club or for subjects
the club should address. It still remained open that students could join.

The School Guidance and Counseling Program

The school had guidance and counseling department though the principal
explained that, in October 2002, the school lost its counselor after a short illness. Soon
after the death of the counselor the principal appointed another teacher to act as the
school counselor. However, the teacher had no training for this job. She was appointed on
the basis of her being an experienced and long serving teacher. The principal articulated
that before the death of the former counselor the school had a fully functioning
department.

The Ministry of Education (MOE) (2000) in Botswana has policy guidelines on
the implementation of guidance and counseling in schools. The guidelines stress that
given the importance of counseling education every teacher must consider the personal
aspects of each student (MOE, 2000, p. 21). The teacher must show concern for their
individual different unique needs and problems. The policy further states that “every
teacher has an important role in the whole educational experience of his or her students.”

The policy also articulates what is considered to be the most important roles and functions of the class teacher and it lists dozens of additional functional roles of the class teacher. It has among others the following roles that,

The class teacher identifies students who need special attention and he or she should be observant and therefore know when an incident is significant. The teacher should make referrals to the senior teacher (guidance) or head of the school where necessary. The class teacher may wish to contact senior teacher guidance concerning a student, group of students or class. This contact may relate to academic progress, social attitudes, relationships, health, absenteeism, disciplinary problems or anything that may be a cause for concern. The teacher shall work closely with guidance teacher in providing guidance and counseling services in his or her classroom. (The Guidance and Counseling Policy, 2000)

With the policy stating in clear terms what the teachers’ roles were, the school guidance department prepared information that specifically targeted students. The department had written information on different topics and this information was made available to students. Topics featured in the school brochure include subjects like discipline, relationships, and the situations that students need to avoid are very briefly covered. The brochure explains what discipline is, it outlines the characteristics of a self-disciplined person as well as how individuals (primarily the students) can promote self discipline within themselves.

In addition to the counselor’s efforts, the HODs, the school chaplain and the boarding authorities contributed to counseling students. One HOD explained that students
are divided into small groups to provide each group some degree of openness in sharing their concerns. They met every group once per term. If a concern relating to the boarding section is raised, they invite any of the boarding staff to address it. If it was something that was academic any of the HODs, the deputy or the principal addresses it. In cases where a social issue is raised they invite the chaplain to attend. Interestingly, it must be noted that the HOD does not mention if any specific counseling skills in which case the counseling they provided was some generalizations. None of them had formal training in school counseling.

The School’s Disciplinary Program

From the school prospectus the researcher noticed that the school had a disciplinary program aimed at providing a safe teaching-learning environment outlined in the school prospectus, free from violence. The prospectus stated that punishment of specific behaviors would be dealt with accordingly in a step-by-step approach within the guidelines of the teaching service management and societal expectations. The prospectus further outlined all acts that called for punishment, which were categorized into three broad areas. First, there were the academic offenses that included wrongs such as dodging or avoiding tests, mishandling notebooks and exercise books, failing to do assignments and sleeping during lessons.

The second area of offenses dealt with the boarding department. Major offenses that a student could be accused of included theft in the hostels, fighting in the hostels, sleeping out of the hostel, making noise in the hostels at night during lights off. The third area dealt with the dining hall regulations which students were not supposed to breach. This included scrambling for food, failing to observe meal times, taking more than the
prescribed ration. Offenders were caned and at times forfeited their meals on some days. Also, there were regulations which were designed to meet the social welfare needs of students in school. Such regulations included the banning of substance use in school, drunkenness, leaving school without permission, bullying other students, and any form of insubordination. Commonly, dealing with offenders of this nature included parental involvement and canning such people.

The prospectus further stated the possible wrongs that students were to avoid and provided suggested corrective measure. The use of corporal punishment and assigning manual work came first. Manual work meant duties like cleaning the school assembly hall alone, or cleaning the school multipurpose hall or even being assigned to dig a pit or a trench of a given depth. In worst situations some students were completely excluded or expelled from the hostels. The 28 boys who were involved in unrest in the hostels in November 2002 received a 20 school day suspension and were required to move out of the hostels as of January 2003. However, during discussions teachers felt that the decision to expel students from the hostels was a way of inviting more problems into the school and Mr Kitwe was worried about this. One teacher stated that since such students were already familiar with hostel life they already knew the weaknesses of the system. They knew days when for example, the supervisory level was low in school, they knew times when some areas in school would be free such that they could easily come back to school or even advise other boys from the village about how best to commit crime in school.
Limiting the Out- of-School Time

Another curricular approach to controlling school violence is implementation of school clubs and organizations to keep students occupied in their free time in extra curricula activities. The government allocates money to every school. In Moeding, the school had in the area of 38 fully functioning school clubs and organizations. By creating many clubs in school it was assumed that students will have very little time for idling either around the school or in the village. However, as noted earlier, teachers felt that the principal had turned the school into a sport academy by admitting academically weak students to the school.

Summary

From the literature a more integrated definition of school violence was identified. Henry Stuart’s (2000) theory openly dismisses the simplistic definitions of school violence. The author states that the narrow definitions concentrate on the physical violence of student-on-student or student against teacher violence, ignoring the emotional, psychological and subtle forms of violence coming from the school administration onto teachers or students. This definition was supported by Bulhan’s (1985) definition of violence though his definition does not only focus on school violence. Bulhan explains that violence inhibits people’s potential, and it hinders growth. In this chapter, the omissions of the Ministry of Education are offered. The very lack of input into curriculum development can be very frustrating for both teachers and students who worry about the large amounts of undigested content they receive for different subjects. Teachers remain worried that if they do not “complete” the syllabus by examination time, the blame of student failure will be on their shoulders. Administrators are more
concerned about the examinations procedures running smoothly, then about the welfare of the teachers and students taking that examination. It is apparent that there is virtually no academic growth for students in such curricula. Because this situation is typical example of the hidden crimes of the structurally powerful school settings, there is a need as Henry (2000) suggests approaching the phenomena of violence in school settings with a broader perspective.

In this chapter, the findings of the study revealed that one reason for the violence occurring at Moeding is due to the school personnel reaction to the conditions and regulations set by the Ministry of Education and the lack of MOE oversight. The overwhelming work responsibilities that the ministry set for the school administrators and heavy teaching loads expected of the teachers are examples of oppression placed on the school personnel. The MOE imposed regulations and philosophies of counseling are never reviewed.
CHAPTER SIX

Discussions, Conclusions and Recommendations

Introduction

The objective of this dissertation has been to understand the causes and dimensions of school crime and violence in a Botswana secondary school as it relates to Botswana society. This was done by first addressing incidences and causes of school violence in the Moeding Senior Secondary School and assessing the efficacy of curriculum intervention strategies in controlling crime and violence. In this chapter the collected data is compared to the published literature to determine how the findings corroborate the literature. However, first, brief notes are presented on the setting of Moeding, specifically on the quality of students that attend this school and the quality of the village adjacent to this school.

The Setting

As stated in Chapter One, Moeding is located in Otse, a small village situated 50 kilometers south of Gaborone, the capital city of Botswana. The school has a total population of 1570 students drawn from junior secondary schools located in over nine districts of Botswana and towns and cities (The School Prospectus, 2002). The majority of students in this school come from rural areas, primarily big and small villages, suggesting that most students come from single farm families. The school admits students following the general admittance procedures followed by all senior public high schools in the country. In regard to the high school’s performance in relation to the schools’ terminal examinations, the school does as well as other schools. The determining factor is
the education system of the school at the time. If it is good and hardworking many students would do well and go onto tertiary schools.

Residents of Otse village are predominantly farmers. The village has all services water, electricity and roads. In this village, one can find bars and many entertainment centers--that tempt students to leave the hostels at night to indulge in unacceptable activities such as smoking and drinking alcohol. Other than this, the village keeps qualities of a typical traditional African village. As indicated in Chapter One, the village fits well into the society of Botswana which has always been characterized by good moral values which emphasize respect for one another. However, Otse’s rapid population growth and urbanization seem to be taking their toll, and has now diluted the quality of life in Otse which is possibly why there is so much crime spilling into the school.

This chapter presents three major overarching themes identified both from the findings of the study and the data sets collected. First, a broader picture of the socio-economic tensions that exist in Southern Africa and specifically in Botswana is presented. For Botswana particularly, youth reactions to the socio-economic conditions prevailing in the country are presented to help readers understand the extent of youth involvement in crime and violence. The second overarching theme focuses briefly on the role of the traditional indigenous education in Africa vis-à-vis modern public education provided by the government in Botswana. The third phase of this chapter focuses on comparing the literature findings with the study to establish the extent of corroboration. Fourthly, in this phase reflections are presented on how issues were addressed by the Ministry of Education (MOE--specifically, evidence of the MOE’s shortfalls in certain areas and how these voids have led to friction among school personnel at Moeding. The discussion
culminates in a conclusion drawn on all issues and is followed by recommendations and suggestions for further research.

The Moeding Study in Relation to Botswana Society

Both the collected data and the literature agree on what may be viewed as sources of violence in a Botswana society. The first major assertion is that violence occurred in various settings in Moeding. This violence is not unique to the school and is also found in the larger Botswana society, which is plagued by crime and violence that spills into the schools. In this study it is shown that the violence that takes place in schools is a replica of the violence that occurs in the larger society. As a point of reference for the study the nature and extent of crime in Botswana is presented. As stated in Chapter Two, there is an alarming increase of crime in Botswana and the entire Southern African Region (Commissioner of Botswana Police Report, 1998). Throughout the last decade the increase in complex forms of crime have impacted all age groups in all societies.

Further, in the last decade, citizens of neighboring countries to Botswana like Zimbabwe, Zambia, Mozambique and others have experienced more severe economic conditions than Botswana. The Botswana economy in comparison has been doing well. This has attracted people from the neighboring countries, who have entered the country (sic) both legally and illegally in search of better opportunities. One observation that must be made here is that it is natural for people to carry their human behavior with them wherever they go; thus, the migration of people into the country has exacerbated the problems including, among others, the spread of HIV/AIDS and many criminal activities already in place.
The 1998 Commissioner of Police Report pointed to the following as being among the main factors for the rising crime rates: the rapid economic development and increase in urbanization and population; the rapid increase in resources held by the state and gaps in accounting systems within the government resulting in corruption, abuse of office, fraud, embezzlement and other related crimes. Other forms of crime include a changing value system and tendency towards individualism, alcoholism and drug related violence, use of insulting language, rape and assaults, jealousy, and frustration (Botswana Police, 1998).

Crime trends show that all age groups--infants, school aged children, youth and adults are affected in various ways. Also, research findings from media reports and other private agencies indicate that all youth are affected whether enrolled in school or not (Botswana National Youth Policy, 1996). The “high involvement of young people in crime is a concern” (p. 7). Furthermore, offenses committed by young people include traffic offences, malicious injury to property, common theft, breaking and entering, common assault, rape, murder, and use and trafficking of habit forming drugs” (p. 8). Some of these offenses emerged in the data collected for the study at Moeding.

The youth policy further shows that the links between crime, unemployment and the lack of education are prominent and young males are dominant in the crime figures. In Chapter One of this study, the same observation was presented from the 2001 national crime statistics, which show that there were more male than female juveniles involved in crime. Possibly this would explain why boys were the main aggressors in Moeding Secondary School. The policy further revealed that young people are prominent in the sexually transmitted diseases and HIV infection in Botswana and, as such, represent one
of the major groups who are at risk in this society. As mentioned in Chapter Four, many school girls drop out of school in Moeding due to pregnancy which suggests a problem that goes beyond the school system and speaks to the plague of HIV/AIDS.

Another observation from the study is that alcohol and substance abuse amongst young people is significant. This includes the use of tobacco by minors as well as the use of cannabis. In fact, research studies carried out in Botswana indicate that most youth start experimenting with alcohol and drugs at an early stage of their lives. Embarking on such endeavors is of “particular interest among youth both in and out of school, the unemployed youth particularly those coming from poor socio-economic backgrounds in both urban and rural areas” (Molamu & Manyeneng, 1988; Youth in Botswana, 2000). According to the Youth in Botswana study the reason young people abuse drugs range from the lack of recreational facilities, alcohol abuse by parents to the sale of alcohol in the homes (traditional brews). In this study there were several occasions noted when students went to the village without permission to play pool and other games in the local bars and, in the process, were drinking alcohol. When the students returned to the hostel various forms of violence broke out (mostly fights and insults) both amongst themselves and against any person whom they encountered.

From the information uncovered in this study, it can be argued that violence largely originates in the homes and extends into the school, such that it might be concluded that youth participation in criminal actions may be viewed as at least partially due to early role modeling. For example, the incidence of rape among female students suggests the problem of lack of legal action in Botswana society in controlling male perpetrators. The sale of alcohol to students was also mentioned and improper child rearing practices were
also cited in the data. All these underscore the view that crime in the community and crime in the schools are related (Lawrence, 1998). The need to incorporate measures to prevent crime and delinquency in school must be combined with the government addressing issues in the community. The case of the chaos that occurred in the Moeding boys’ hostels on November 19th 2002 bears testimony to this.

**Shift in the Role of Education**

The second major assertion of this dissertation explains why schools have been plagued by violence. It is argued that modern education has lost the focus of the traditional communal education in Africa such that the system can no longer effectively inculcate necessary social skills in the students as the traditional education used to. While it is difficult to describe the specific standards and characteristics of education in different cultures in the African continent, nonetheless, certain practices are common across cultures. Children everywhere participate in the social process of adult activities; they learned by observing adult practices and copying them. Further, though pre-colonial Africa did not have schools in the modern sense this did not mean that young people and children were not educated nor that their social and emotional needs were not met. “They learned by living and doing” Nyerere (1961) (as cited in Abosi & Kanjii-Murangi, 1995). That is, boys and girls were in every sense prepared for being part of society.

Education varied from group to group in “content and method and these were dictated by the environment such as herding cattle in pastoral communities, hunting with poisoned arrows among the Kgalagadi (Botswana)” (p. 5). One common aim of training was preserving the cultural heritage of the tribe and with it the clan, the family and the individual” (p. 4). The education of the child was so important that it was shared by
parents, siblings and neighbors. People of any group assumed responsibility for training children or promoting their understanding of the laws and the customs of the tribe and this practice was in keeping with the concept of extended family which strengthened the bonds of unity. Parents were responsible with the support of their own adult children and close relatives, for educating their offspring during the formative years.

A review of the indigenous education outlined above demonstrates how significant family bonds were in the rearing of children. The parental role is stressed in preparing a child for adulthood. However, this traditional schooling has now been replaced by government run schools so that a larger portion of the parental role has been transferred to the school. In this context both the Ministry of Education (MOE) and the school have assumed the responsibility for providing individuals who could serve in the capacity of parents, grandparents and siblings of these youngsters while they are at school. This demonstrates the weight of the challenge that the education system faces. In Botswana, in the targeted school, the MOE removed children from their parents and placed them in hostels. Neither students nor their parents had a say in choosing the school, teachers or curriculum for their child.

In the school setting it must be assumed that individuals such as the principal, the school counselor and teachers will replace parents in educating the children--including careful monitoring of how children relate to peers and adults in the hostels, in the classrooms and elsewhere in school. Yet, the school does not appear to be effective. It must be assumed that the MOE would be responsible for ensuring that this important parental role of the school was effective. However, this can only be a reality if the MOE, parents, the school board and the school work actively together. The lack of cooperation
amongst these stakeholders in student welfare has failed the system, with students emerging as insubordinate and impossible individuals who must be punished. Nobody seemed to understand the significance of weaning children from their parents; authorities could not see what replacing parents entailed. At this juncture the assertion that can be made is that the school system’s failure to understand their role has contributed to the violence that occurred in Moeding. Given our understanding of the definition of violence given by Henry (2000), it is apparent that in a way all adults who were stakeholders in the education system exposed the children to intense psychological violence. Henry’s understanding stresses the need to include in the definition of school violence both the emotional and psychological violence that individuals may suffer at the hands of the organization.

The Findings of the Study and the Literature

The third phase of this chapter seeks to relate the findings of the study to all salient features of the literature. In Chapter Two, the literature stated that in school settings, violence occurs in a vicious circle. Thus, individuals act out violence onto others and they too would act back. The school system management procedures responding to the MOE acted out violence on students and teachers, who, in turn, would respond with violence. Both the literature and findings of the study agree on the causes and types of violence occurring in school(s). For instance, many studies cited factors such as school environment, unmanageable class sizes and inflexible curricula, school leadership style as major correlates of violence in school (Hoffman, 1996; Goldstein & Goldstein, 1997, Ohsako, 1997). Other factors include school size and structure, families and child rearing styles, and economic factors (Jones, 1998; Lawrence, 1998; Santrock, 2002) and teacher-
student classroom relations. The manifestations of these factors were observed by the researcher during the data collection process at Moeding.

In terms of the patterns of violence occurring in school, literature points to the use of corporal punishment in school as it was observed at Moeding (Mautle, 2001; Shumba, 2001; Tafa, 2002). Bullying and harassment were also identified by the literature (Byrne, 1995; Hazler, 1996; Masutova, 1997) and teacher abrogation of student dignity by denying their identity (Hutchinson, 1999). Interviews with students revealed different incidents where students were bullied and harassed by their peers and in extreme cases even by their teachers.

Vandalism and theft of property were also cited as other kinds of violence in school (Lawrence, 1998) and sexual assault of one student by the other was cited by different researchers as typical cases of violence seen in schools (Davies & Harber, 1997; Morrell, 2002). These forms of violence manifested themselves in various ways in Moeding as captured by the data. The school violence took the following patterns:

Student-on-Student Violence

It is reasonable to believe that harms of reduction and psychological harms as suggested by Henry (2000) are the most common in schools in Botswana. The harms of reduction in terms of physical fights, insults, theft of personal belongings, and sexual assault of female students by their male counterparts. In Moeding students exposed their peers to harm through various acts of violence. One common form of student-on-student violence identified in the school was the prevalence of physical fights in which boys beat girls. This was confirmed by both students and teachers. Morrell (2002) wrote that women bear the highest cost of violence-- mostly in categories such as sexual assault and
rape. Morrell explains that “men commit violence as part of a larger patriarchal exercise in the domination of women” (p. 38). Mr Tumelo, one of the HODs who often handled student welfare issues explained that in the majority of cases of physical fights that he resolved it was apparent that boys liked to dominate girls. Many of the physical fights lacked foundation. It was apparent that boys liked to prove their masculinity, confirming Morell’s view.

Students, notably the PACT club members expressed concern about male dominance at Moeding. Participants echoed various forms of physical violence in addition to verbal assaults. Any object available was used as a weapon to inflict pain or threat. Inflicting pain on others was identified by Henry (2000) as the harms of reduction and these “remove something from a person’s existing standing as a human being in terms of producing bodily pain or loss of blood or organs” (p.2). By engaging one another in physical fights students took advantage of the absence of the supervisory adults such as the boarding master or matron. This unruly behavior was also coupled with physical fondling and verbal sexual assault. Male students, though relatively young at this age, were modeling patriarchal practices. Most unfortunately, in almost all cases noted the school punished all the wrong doers. It never occurred to the administration that their violent punitive measures were ineffective in changing future actions. However, this was inappropriate behavior and while the school was supposed to address the problem, the school personnel needed to be mindful of these factors when addressing different disciplinary issues.

The records that the deputy principal kept would suggest that boys were the main aggressors in the school which possibly warranted the initiation of an intensive group
counseling program targeting the boys. Possibly the 11-week long curriculum could have included anger management skills, conflict resolution skills and many other skills while the aggressive students would want to cope. In such a program aggressors would learn about being assertive to present their interests to their peers rather than resorting to the use of force to resolve issues. For a school in Botswana where lack of funds was not uncommon, the use of group counseling therapy would be economically more efficient than individual counseling because more students could receive services in the same time span.

It was alleged that the majority of group fights broke out because the boys were either drunk or had used some substances. Other than the usual approach of flogging the students or sending them home to call their parents, the school had no concrete counseling approach for addressing substance abuse. Because the use of drugs is a common social problem found in Botswana, every institution that keeps large numbers of youth in one place should always maintain a solid program for addressing this problem. It is possible that, as teenagers, they were embracing the use of substances as part of their normal developmental process as young adults (Geldard & Geldard, 1999) and were merely experimenting.

In addition to engaging each other in physical fights, students bullied and harassed their peers. Although to date there is no meaningful study that explains the prevalence of bullying and aggression in Botswana schools, there are some anecdotal records that show the problem does exist. Bullying has been defined as “repeated aggression or inflicting harm on a helpless or defenseless victim” (Byrne, 1995; Hazler, 1996). Victims were subjected to isolation, rumor spreading, name calling, putdowns, and
harassment. The Moeding students articulated that their peers bullied and harassed them and, surprisingly, some teachers did also. Amongst those students interviewed there was a serious tone of disapproval of the behavior. The administration punishment record book revealed the prevalence of bullying in the school. Students cited hallways, corridors, the toilets, the hostels and the dining hall as some of the areas where bullying takes place. Students further reported that bullying takes place in all areas outside the teachers’ control. From his research studies, Hazler (1996) also confirms that in school settings violence commonly occurs in areas such as corridors dining halls and the toilets especially in a highly populated school like Moeding.

The various reasons cited for bully behavior included the belief that it was acceptable behavior as shown in society. Most students felt sorry for themselves and reasoned that bullies perpetuate this unruly behavior over petty jealousy. To absolve themselves of any blame some teachers merely talked about fights and sexual assaults amongst the students. Their remarks implied that resolving such concerns was a responsibility of the senior administration staff.

Hazler (1996) articulates that to address the problem of bullying in school, all parties concerned--the victim, perpetrators and the bystanders--need to be trained in assertiveness. First, a perpetrator needs to be trained to present his or her concerns in a more amicable way rather than resorting to the use of force. Further, the training should include anger management and conflict resolution skills. The bystander needs training in forms of intervention whenever he or she encounters any form of bullying so that perpetrators will understand that their behavior is wrong and unacceptable. The victim must also be prepared to show that he or she will not tolerate bullying. It is interesting to
note that all the suggestions outlined above can only be effective when there is an effective counseling program in place. It could be argued that teachers allow bullying to go unaddressed because they are overwhelmed with teaching assignments and that preparation for teaching and attending to the actual learning of material is more important.

Another form of violence is vandalism. When discussing vandalism in the United States schools Lawrence (1998) wrote that “alcohol and drugs have been a problem for some time but lately now, school equipment and property are vulnerable to theft and damage” (p. 3). Most principal reports demonstrate widespread property offenses like trespassing, breaking and entering, theft of school property and deliberate destruction or vandalism. The costs of school vandalism and arson however, cannot be measured only in financial terms.

In Moeding not only was student owned property vandalized but school property as well. For some classrooms there was not enough furniture because of pieces being broken by students. Observations also revealed that the hostels were the areas vandalized the most. As indicated in Chapter Four, students were unconcerned about the cost of replacing vandalized property. They also lacked any concern about living in less than decent conditions. Students also failed to realize the “profound effect of vandalism on their peers, teachers and school staff including negative publicity related to school safety…lowered morale or reduced productivity due to a persisting sense of fear or violation” (Lawrence, 1998, p. 13).

When the school administration faced the challenge of convening a meeting of the entire student community to address the need to protect school property, students lacked any sense of concern or pride of school property. Possibly, it would have worked best for
school authorities to involve students in cleaning, painting or repairing any school property they vandalized. However, undertaking such approach was to be done amicably with a nice tone that would not give students a feeling that they are being punished. As indicated in Chapter Four the administration’s superficial quick-fix approach to school violence problems--corporal punishment, was not effective. As suggested earlier good character education on respect for property was needed so that students understood that what belongs to the school is theirs and, therefore, they needed to protect it.

In addition to vandalizing property, students also robbed from their peers. Thus, individuals lost self dignity by being robbed of their valuable property through theft. The police often came to school to attend to cases of theft and such cases entailed, as well the loss of time mentioned by Lawrence (1998). The arrival of the police meant that teachers and students would be called from classes to assist the police in their investigations.

However, students expressed concern for the entire blame for the theft in the school. They believed that in some cases adults also were to blame, which may be true. Their argument is convincing because it is not clear how students would carry equipment as big as computers out of school since none of them had a car. In addition, the school personnel who kept the keys for the school’s inventory always claimed not to know about the whereabouts of the missing items. The school would lose something yet, there would be no case reported to the police for an investigation to be carried out. At times a report would be made merely to fulfill the formality of doing so. Such a situation could easily lead one to believe that, perhaps, those in charge were reluctant to lodge cases because they feared for their friends.
It was alleged that at times the administration called the police several days after an incident had occurred and, by then, any evidence would have been corrupted or would have completely disappeared. Students reported that whenever their items went missing they would alert the authorities and state who their suspect was; however, due to the unnecessary delays that occurred before a case could be reported, no charges were filed. The police would then say “there is no evidence here to connect the suspect with this case, and they would go away.” Students stressed that “all that happened because school personnel lacked what they called “investigation skills” one student Tom said this. They suggested that the police could host workshops for all teachers and administrative personnel on how to handle cases as well as how to preserve evidence when cases were reported. In fact, more workshops were needed to inculcate into the counselors, administrators, and teachers a spirit of accountability and the school administration was supposed to facilitate these workshops.

Response to the Violence

In the earlier sections of this chapter it was explained that students engaged in physical fighting; they vandalized property and some school boys verbally and physically assaulted their female counterparts. By indulging in such forms of regulations breach, students involved the entire system to some degree in the violence. The school’s main goal was to maintain a proper educational environment that included the need to show respect for one another. Students’ persistent absenteeism also impacted on the school and on many occasions students were called to the deputy principal’s office. The school’s punishment record book showed that of the 46 cases documented, 13 (28%) were
offenses of this nature. Possibly, the persistent absenteeism some how linked with lack of interest in their subjects.

In Chapter Two, unmanageable and inflexible curricula were cited as strong correlates of violence in school. Hoffman (1996) also points to these factors as reasons for the occurrence of violence in school. In a study of sources of school violence carried out in Israel (Ohsako, 1997) also cites predetermined and inflexible curricular irrelevant to the interests and needs of students. Similarly in Moeding students showed little interest in some subjects, particularly where they felt the subjects were imposed on them. This contributed to the prevalence of violence because the administration always fought with such individuals for not going to class.

Both students and teachers raised issues of concern about the curriculum and how it was implemented. First, students felt some of the subjects were imposed on them. Students choose from a prepared list of subjects in the 1994 Revised National Policy on Education (RNPE) sent to schools and students must follow some subject combinations irrespective of their abilities and interests. Thus, virtually, there was no freedom of choice of subjects as purported by the Ministry of Education official documents. It is obvious that in situations where students were forced to enroll in some subjects they would lose interest along the way. It was unfortunate that the school administration could not observe this mismatch and the problems that went with it. The imposed curriculum denied its recipients freedom and creativity. Such situations confirm what Datta (1960) says--that “education, in its better understanding of children, looks after their interests and tries to provide them with a free environment conducive to the growth and flowering of their personal freedom and creativity” (p. 135).
Besides the self initiated absence, students gave varied reasons for being seen outside class at awkward times. Some would explain that they had not completed their homework and their teacher had sent them away. Some would reason that they did not have a particular text book for a particular subject and, therefore, found it useless to sit in class without the required text book. At times, the majority of students deliberately plunged themselves into silly issues so that an equally unreasonable teacher would send them away from class. Considering all these other factors, this problem requires careful examination. Some students enjoyed staying away from class because they felt bored and did not enjoy the subject in question. Though some of these reasons that students gave may not have been correct, as an adult and an educator, the researcher could see the truth behind everything. All this originated from the fact that a number of students were unwillingly enrolled in subjects that they did not like. As indicated in Chapters Four and Five subject choices and grouping mainly came from the Ministry of Education (MOE) and the school merely followed orders.

On many occasions the deputy principal faced the challenge of locating a pupil and determining why they missed an examination. An official report was written for every unexcused case, and this obviously required much time for the deputy in completing the paper work. This problem was particularly prevalent during the end of year examinations for form five students. For example, at the beginning of form five during the registration time (February to April) a student would have registered for a particular subject knowing how many papers the subject required. She or he would have known that biology has papers 1, 2 and 3 all coming on different days. However, since the student may have lost interest in the subject sometime during the year; he or she
would sit for papers 1 and 2, and then decide to miss paper 3. From the reasons that students gave, it was evident that they did this deliberately knowing that if someone missed one of the papers, he or she would be accorded no grade which, to them, appeared better than being accorded a failing mark grade. During the year when someone commonly displayed the same behavior (absenting), the deputy would punish the student by caning or assigning them to manual labor. This became a weekly routine at the school.

It may be argued that calling students to beat them or punish them for absenting was not an effective approach to handling this problem and failed to address the problem at hand. The root of the problem commonly was the time students first chose the subject way back in form four. It would have been better to allow students to take a wide range of subjects until the end of form four after which they would choose the seven required subjects and register for the examinations in form five. Possibly, this would give them a better understanding of what each subject entailed. Of course one is aware of the implications of such an arrangement in regard to the allocation of resources and the extra costs involved, but even so, the strategy would work if implemented with caution. It must be assumed here that if this approach were to be followed, by the time students registered for the examinations they would know what they were going into. Possibly this would lessen the cases of absenting which was too common. For the teachers, having students in their class who were not interested in their subjects was a nightmare.

As indicated earlier, other than absenting themselves students also embarked on undesirable activities such as exiting school without permission and using insulting language with their peers. The school administrators spent time processing such cases, either by calling the culprits to punish them or to send them to call their parents.
Handling all instances required much time and resources. All these instances demonstrate the extent of the impact of violence on the system which confirms the view expressed in Chapter Two that in school settings the prevalence of violence impacts the educational setting.

The Administration-on-Student Violence

Use of corporal punishment.

In the next section, the focus is on, what Henry (2000) termed, the conventional hidden crimes of the structurally powerful in organizations. He argues that the simplistic conventional definition of school violence ignored these hidden crimes. In this study, the data showed that students also learned violence through the teachers’ unreasonable use of corporal punishment. Straus (1994) defines corporal punishment as “the use of physical force with the intention of causing a child to experience pain, but not injury, for the purpose of correction or control of the child’s behavior” (p. 21).

In Botswana, the use of corporal punishment is well entrenched. For example, “In the 1800s no Western type schools existed in the country. Pubescent and late teens were sent to what was known as “initiation schools.” These schools had no formal curriculum and severe corporal punishment was the only form of punishment (Mautle, 2001). Instructors in schools seemed to believe that teaching required corporal punishment if it was to succeed (p. 32). The same can be said of the Western style schools today and the experience in Moeding corroborates this fact.

In 2001, Shumba carried out a study in Zimbabwe in which he documented the widespread belief that corporal punishment is the most effective punishment for controlling behavior. While Mautle states that the use of corporal punishment is fully
entrenched in Botswana society, Shumba expresses a similar view about Zimbabwe. Shumba states that both parents and teachers subscribe to corporal punishment for building character, and teaching respect. Further, Zimbabwean parents hold the belief that corporal punishment is the only thing some children understand and that without it, behavioral problems increase. Generally, the literature largely indicates that many cultures perceive the infliction of pain on children is vital to the development of strength, endurance and cultural allegiance (Payne, 1989; Anderson & Payne, 1994; O’ Brian & Lau, 1995).

To consolidate the above expressed view reference is made to one of the Botswana laws relating to the use of corporal punishment. In the Botswana Penal Code (Section 26) and the Customary Court Act (1992) it states that corporal punishment would be inflicted on child offenders. But, there are restrictions on how many times a child can be caned; the law recommends six which suggests while unreasonable beating of a child is not condoned, teachers continue to view corporal punishment as the most appropriate form of discipline in Botswana schools.

The use of corporal punishment by the deputy principal at Moeding revealed what Henry (2000) termed a “superficial quick-fix approach” to dealing with problems. Despite the fact that the Ministry of Education (MOE, 1978, p. 22) had clearly laid down regulations that govern the use of corporal punishment the school personnel continued to breach these regulations. The Education Act specified who could use a cane; the act also specified the size of the cane to be used. However, despite these specifications many teachers kept and used the canes of their choice. On several occasions teachers were observed carrying canes irrespective of whether they needed them or not. During meal
times, assembly times and study times teachers carried canes, mostly to threaten or frighten the students.

Teachers’ rationale for using corporal punishment in Moeding confirmed Shumba and Mautle’s views that such punishment is well entrenched in African societies. It was evident that teachers too, experienced this environment both in the home and school while growing up. Although cognizant of the fact that corporal punishment would not cure student problems, many still resorted to it. Teachers in Moeding explained that corporal punishment was used for discipline purposes, and not to hurt or take revenge as some students believed. Many reported that they caned students only when other strategies for curbing inappropriate behaviors failed. Almost all school personnel, teachers, boarding department personnel, administrators carried or at least recommended canes. The general belief for many teachers was that if they beat a student for any undesirable behavior the student would be unlikely to repeat the behavior again.

Interestingly, despite the frequent use of corporal punishment the same students were likely to repeat the behavior and return to the deputy’s office to receive additional strokes. Though some teachers were concerned about the excessive use of corporal punishment in school, none of them could suggest an alternative for dealing with discipline matters in school.

Whilst some parents and teachers believe that corporal punishment should be maintained in schools, interviews with students indicate that students hate it with a passion. Students expressed intense resentment of corporal punishment. Some explained that corporal punishment hurts them psychologically while others said they felt belittled. Others stated that they hated to the last degree any teacher who beat them. One girl said
whenever she was thrashed she felt like her intelligence also had been undermined. One boy said whenever he was told that someone was going to beat him, he felt like jumping through the window and leaving school for good. Teachers ignored the fact that violence begets violence and students clearly stated that corporal punishment breeds animosity and conflicts between teachers and students. Repeatedly, students expressed that they would want to see corporal punishment completely abolished in school.

Though the use of corporal punishment is a socially accepted practice in Botswana society and in schools, there are modern educators who condemn its use in every respect. Tafa (2002) points to excessive use of corporal punishment in Botswana schools and colleges as another form of violence perpetrated by teachers in schools. He argues that though it had been viewed as an “African culture” by teachers, caning was an historically embedded coping strategy of teaching. He says it was bequeathed to the country by colonialism. Tafa asserts that parents had been socialized into accepting corporal punishment and this was confirmed by two parents that the researcher talked to in Moeding on the day when 28 boys were suspended from school. The two mothers made it clear they considered teachers to act in loco parentis which gave teachers the right to cane students whenever they offended. Interestingly, as indicated in Chapter Four, though both parents recommended the use of caning, neither suggested how many times the boys should be struck nor what type of cane should be used. This clearly indicates how entrenched the use of corporal punishment was in Botswana society.

In some instances, records showed situations where parents were summoned to school to cane their children. Though some parents seemed to have given the school the mandate to use cane some teachers disapproved of this, particularly where it was used
excessively. Such teachers completely opposed the use of corporal punishment. The teacher felt it was time for the school to come up with alternative ways of enforcing discipline other than the regular use of corporal punishment.

Although some teachers and some parents have been socialized to accept corporal punishment, it does not add much character development for a child. In Botswana, children are exposed to corporal punishment when they are as young as their preschool days, both at home and in school. This early exposure gives the impression that if frequent exposure to corporal punishment had any positive impact then, in form five, (usually at the age of 16-19) children would have been shaped into the desired personalities because of the early age at which they are exposed to corporal punishment. But since corporal punishment was not helpful in any way, students become hardened and continue to offend and be punished.

In some instances students were given what could be considered to be double punishment when they were at fault. On the record book, there were many cases in which the deputy principal had documented someone giving 3-4 strokes and in addition, had assigned him or her to manual work. It is not clear why the deputy administered both punishments-- strokes and manual labor. It is obvious that beating a student on its own is punitive and does not require any additional punishment such as doing manual labor. The deputy was supposed to choose between the two forms of punishment. Every student knew that being seen doing manual work carried with it a stigma of being a wrong doer. Perhaps eliminating the caning and finding other reasonable measures would have been ideal.
The school used militaristic approaches to school security which also affected the climate in school. The school prospectus had very rigid regulations about student exit from school. It explained that students were to have permission from one of the boarding authorities before they could leave school. They were expected to wear the uniform even when they were out of school. Further, students were to wear their school identity cards. For such a requirement, a point was raised that while the motive behind taking such measures was to make the school safe and easier to run, this “robbed students of their freedom” (Henry, 2000). Students be expected to wear uniforms when they were out of school yet they had secured permission to leave school This was inappropriate because this was students’ free time and as such making choice of what to wear was theirs.

Teacher violence against students also took the form of denial of voice by teachers. Teachers behaved in ways that showed a lack of commitment to their work when they paid no attention to the concerns raised by the students. By denying students a voice in what they learned, in a way teachers abrogated student dignity (Hutchinson, 1999). Hutchinson defines dignity as the autonomy to create one’s own life. She says “it is the freedom to express one’s deep self and experience and to be the author of one’s life” (p. 74). Children can construct their identity when they try to make own daily life experience. Therefore, failure to pay attention to their core stories, denies them of their identity and their dignity.

In Moeding one girl reported how her math teacher made jokes out of her problems with solving quadratic equations, which gave her mixed feelings about the teacher. The student considered the teacher to be a proud and boastful person.” The unjust treatment of the student caused her great emotional distress that affected her
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*Inconsistencies in rule enforcement.*

Both the teachers and students viewed the administration as inconsistent in handling cases. The PACT club members cited cases in which students were beaten by others, and they would report to the administration. Before they could all (the culprit and the victim) be accorded a hearing, a ruling would be made even in the absence of the student against whom the complaint was raised. This affected the relationship between the students and the administration. Favoritism of some students was so obvious that teachers could not hide it. In classroom settings students who were not favored felt intimidated and helpless as in the case of the geography lesson that the researcher observed. This affected the climate in school because such cases fueled animosity amongst students. This means that the school lacked that humane aspect required for any learning environment.

Like the students, some teachers expressed concern about the administration’s inconsistencies in enforcing school regulations. Though this sounds minor, the inconsistent procedures in giving students permission to leave the school seriously divided the students. Such divisions resulted in students not treating one another as members of the same family. Students who believed the system rejected them felt isolated and abandoned. As indicated earlier, the informal traditional African education kept students unified. Teachers of the time (mostly parents) placed great emphasis on family members and this value expanded from family level to the village level, then to
the larger society. Possibly this explains why crimes against property and individuals remained low. In the present day the school is failing to play the role of parents in bringing up children.

The Administration against Teacher Violence

In order to understand circumstances under which school violence occurs there is a need to examine the school environment. Welsh, Greene and Jenkins (1999) explain that the organizational climate in general, is the “study of perceptions that individuals have of various aspects of the environment in the organization.” It is the “feel” of the workplace as perceived by those who work there or attend school there, it is the general “we feeling” and interactive life of the school. The climate of the school should include the unwritten beliefs, values and attitudes that become the style of interaction among students, teachers and administrators. The school climate sets the parameters of acceptable behavior among students, teachers and administrators, and assigns individual and institutional responsibility for school safety. School climate in return is influenced by a variety of community-level influences, including crime and poverty (Welsh, Greene & Jenkins, 1999).

The authors further explain that education at any site is delivered within a specific organizational and interpersonal climate. School climate includes such factors as “communication patterns, norms about what is appropriate behavior and how rewards and sanctions should be applied to role relationships and role perceptions, and patterns of influence and accommodation” (p. 17). From the data sets collected from Moeding there were several instances which expressed an absolutely negative “we feeling” of the school.
As evidenced by the interviews, a negative “we feeling” came out clearly when the teachers and students expressed how violent the administration was to both groups.

Many teachers particularly the locals felt strongly that certain elements did not go right because of what one of them termed “maladministration of the school.” Whilst the principal believed the introduction of open door policy aimed at introducing openness and transparency in administrative matters, teachers felt bringing the policy merely served to further polarize the staff because it failed to promote consensus building. The general feeling was that the principal introduced regulations that encouraged lawlessness amongst both teachers and students. Teachers felt the policy made students feel no regard for any teacher and that giving students such freedom made the enforcement of school regulations very difficult for teachers. Students paid no attention to teacher’s words because they “believed” that they were protected by the principal. Students unknowingly appeared ignorant of the subtle forms of psychological violence that Henry mentioned when he talked about people who always claimed to enjoy some favors from their seniors. Teachers further asserted that the open door policy made work difficult amongst teachers; for example, the senior teachers could not visit new teachers’ classes to observe them teach. This had a double impact on the school because it disadvantaged students both in the short and long run. Further, there was no professional development of teachers, particularly the novices. Those who did not regard themselves as novices took advantage of the loopholes in the policy to avoid classes and remain unproductive in school.

One teacher lamented about the school’s past administration which had been changed by the current principal’s administration. The teachers said the school functioned well under the old administration “but since this man came” everything has changed for
the worse. By referring to the principal as “this man,” and the nostalgia that the teacher expresses about the school’s old administration, such remarks can be interpreted to indicate how polarized the school personnel had become. It shows the extent to which the teacher had lost hope in the school administration. By talking so negatively about the old administration all this may be interpreted to show the degree to which the arrival of the current principal had tainted the school, according to this teacher’s opinion. It is evident that this teacher felt the school was more theirs than the principal’s, hence the expression of the feeling that the principal was changing their school for the worst. So this is “their” school, not the principal’s.

In Moeding the school failed to provide some of the resources considered to be basic for teaching-learning. Teachers felt frustrated that the school could not provide them with such resources, yet the school funds were abundant for channeling into areas teachers considered less important. Teachers viewed the channeling of funds into buying new cars and cell phones as tantamount to abuse of school funds and the administrative staff pretended not to know about this. Yet, it did.

When discussing school characteristics Goldstein and Goldstein (1997) emphasized that the nature of school leadership and governance can be a major correlate of violence within the walls of the institution. They reasoned that this called for a fair and consistent principalship because such leadership style is associated with low levels of aggression. Teachers in Moeding felt that the school leadership lacked all these qualities and failure to provide basic teaching resources seemed to confirm teachers’ doubts about the school leadership.
The manner in which teachers’ needs were handled affected the prevailing climate of the school. Some teachers felt that the administration, specifically the principal, was inattentive to their demands. They cited several concerns that frustrated them. “In the dining hall students had been labeled as rowdy and insubordinate because the menu never changed. Students were fed on a predominantly bread menu and yet when funds came to school they are diverted elsewhere. In the classrooms there were situations where some students were without books for some subjects or had to share readers. What worsened the situation was that even the books that students had paid for their replacement, the school would not buy new books to replace them. In what was suggested as a misappropriation of funds by the administration, teachers were never updated about the accounts of the money that they paid. The researcher’s observation of the above situations among different teachers was the source of much of the frustrations and low morale at the school. It was likely that a teacher who repeatedly requested something would never get it, and as a result could possibly take out frustration on the students. The students in turn, would respond or react, leading to their punishment. This further confirms the view that the nature and causes of violence in this school was a vicious circle in which violence was everybody’s manner of response. Such a situation was typical of the emotional violence that the system fostered and spread.

*Lack of professional development.*

Teachers cited several instances that further supported the lack of teacher professional development to which hurt many teachers who needed professional growth. For example, it was alleged that teachers never visit one another’s class to observe a peer teaching which could promote professional development. Even though regulations
demanded this practice, neither senior teachers nor senior administrative staff visited any
classes to observe how teachers taught. This is not only detrimental for professional
growth of teachers, particularly the novices, but also disadvantaged the students both in
the short and the long run.

The teacher also narrated how a team from Moeding moved around the country
preaching the gospel of using a method of teaching termed “differentiation.” This
teaching strategy emphasized the necessity for a teacher to pay attention to both learners’
strengths and shortcomings as she or he taught. The teacher explained that in all the
schools the team visited teachers appreciated that strategy and yet this was not the case in
Moeding--although the school was viewed as a fountain from which all details about this
teaching strategy came. Members of the team that had visited other schools to teach about
differentiation confirmed that failure to implement the strategy in Moeding disadvantaged
the students.

Impact of high teacher-student ratio.

Researchers have on many occasions advocated the use of classroom arrangement
different from the one seen in Moeding. Teachers attributed poor student academic
performance to poor classroom infrastructural designs and classroom practices and norms.
In the classrooms the seating arrangement was very telling. During some visits to the
classrooms, the researcher was struck by the fact that seating arrangement typically
enshrined the self at the expense of the group. In most classrooms students sat in rows, all
facing the chalkboard. From the opposite direction, facing the students stood teachers
maintaining that authoritative figure. Giroux and Penna associated such seating
arrangement with instilling the learners with a spirit of individualism and alienation.

They wrote that,

The classroom that fosters this unbridled notion of individualism is a familiar one. Students traditionally sit in rows starring at the back of each others’ heads and at the teacher who faces them in symbolic authoritarian fashion or else in large semi circle with the teacher and student space rigidly prescribed. (Giroux & Penna, 1983, p. 115)

Giroux and Penna further articulated that “events in such classrooms are governed by a rigid time schedule imposed by a system of bells and reinforced by cues from teachers while the class is in session. “Instruction and, hopefully some formal learning usually begin and end because it is the correct predetermined time, not because a cognitive process has been stimulated into action” (p. 115). Giroux and Penna suggest that a classroom situation characterized by selfishness and alienation ties into the aggression that prevailed in Moeding. Naturally, classrooms that support alienation and individualism are likely to produce students who are self centered and have no regard for other people’s feelings or views. It is therefore, not surprising that there were many cases of fighting, theft and vandalism in school.

On the other hand, Jones (1980) suggested that teachers should seat students in a circle or other arrangement that allows them to see each other. Jones further advocated for the use of more group work because “this arrangement gives students the opportunity to display their competence and in the process get to know and understand each other even more” (Jones, 1980). Further, Jones emphasizes that teachers need to create school
and classroom environments that reduce behavior problems and these goals can only be achieved if teachers provide students with positive, non threatening environments both in class and in out-of-class activities (R. Mitias, personal communication, October 15, 2000).

Having big classes in school implies that students are likely to be troublesome because in such classes the teacher is unable to monitor and understand the behavior patterns of all students. Big classroom numbers naturally compromise that free, liberal spirit that guides the learning process in a democratic class. New techniques designed to enhance student creativity are not possible in a big class. In addition, a teacher that works in an environment that keeps him/her so overwhelmed makes it even more difficult to achieve the intended goals. All that is done is to maintain the status quo. The teacher is never prepared to bring any change, the teacher only believes in what has always been the norm. Studies on causes of school violence indicate that crowding is a particularly salient school violence correlate, as aggressive behavior in fact occurs more frequently in more crowded school locations (stairways, hallways, and cafeterias) and less frequently in classrooms themselves (Goldstein & Goldstein, 1997; Ohsako, 1997; Lawrence, 1998, p. 227).

*Favoritism amongst school personnel.*

The Welsh, Greene and Jenkins’ (1999) study explains that factors such as communication, norms about what is appropriate behavior and how rewards and sanctions should be applied, role relationships and role perceptions form a central part of the school climate. Welsh, Greene and Jenkins explain that education at any site is delivered within a specific organizational and interpersonal climate. In Moeding school leadership was characterized by high levels of arbitrariness and severe disciplinary
actions which tainted the desired school climate so that effective teaching-learning could not take place.

Due to the frustrating climate that prevailed in Moeding due to discriminating treatment of teachers, the school personnel were polarized. It was alleged that amongst staff the principal had “his people.” He always had “cronies” surrounding him and other teachers believed those teachers knew the direction to which the school was heading. It is, therefore, not surprising that the school had such high levels of aggression. Teachers who felt alienated only came to school whenever they had lessons or when there was something pressing like attending a meeting or going to class. Such teachers paid little heed to what students were doing. Some students took advantage of the teachers’ carefree attitude and embarked in some undesirable activities. It is not surprising that these teachers did not effectively intervene when students fought or engaged in other unacceptable behavior.

Those individuals who were the “most favored” were unaware of this “symbolic violence,” that gentle, invisible violence which is never recognized. Henry contends that the narrow simplistic definition of violence does not include such violence of credit, loyalty, gifts, and piety. Henry argues that this subtle violence brings coercion through the power exercised in hierarchical relationships (Henry, 2000). In this school, neither the principal nor the teachers seemed to recognize violence of this nature. Those who believed that the system favored them found nothing wrong with the situation.
The Ministry of Education Perspective

The hidden crimes of the structurally powerful also came to teachers in the form of the rigid expectations from the Ministry of Education. These expectations impacted the prevailing climate in the school. Though the school had its internally prepared regulations there were also those that came directly from the ministry and included regulations concerning teaching loads in every subject area, class size, the running of the examinations and many other curricula administrative issues.

As indicated in Chapter Four, in Botswana schools, Moeding included, a centralized curriculum was sent by the Ministry of Education (MOE) to all schools. One problem with these prepackaged syllabus structures is that they are developed with little teacher input yet, the teachers are supposed to be the major stakeholders in their use. Further, the curriculum excludes some aspects of the Botswana population. Commonly, it is the minority groups that are excluded. Apple and Beane (1995) view this as labeling school sponsored knowledge as “official” or high status knowledge designed and working for the good of the dominant group. In such cases curriculum practices cannot be viewed as being democratic. This was yet another pattern that promoted the phenomena of violence in Moeding. Forcing imposed subjects on students resulted in attendance problems because they did not like some subjects.

At all levels the Botswana education system, is examination driven and fails to address regional needs of students. Repeatedly, Moeding teachers stressed that they were expected to have completed the syllabus by a certain time in the following the school year. In fact, the manner in which these exams are run reflects a perpetuation of reproductive theory of teaching. In such situations, Carlson (1996) contends, the
functional role of teachers remains “subsumed under various schooling processes” (sorting, selecting, transmitting, and disciplining). This sorting keeps teacher overwhelmed with stacks of scripts to assess including aptitude tests, school term progress tests and end of year final examinations in some instances. It is obvious that overwhelmed teachers remain “rigidly boxed” in their classrooms with little time to think about their work or how they could improve their teaching. Such teachers are unlikely to reflect on their work so as to establish how best to improve. The lack of curriculum ownership, coupled with the heavy teaching loads only exacerbates all problems. It is not surprising that teachers do very little to enforce discipline; relegating this responsibility to the school senior administrative personnel.

One Setswana language teacher literally said, they had the will to help the students as much as possible but, the huge amounts of work coupled with the big classes made it impossible to be thorough in anything. Teachers resorted to loading the students with what was considered helpful for handling the examinations. Such a situation is the undesirable ‘banking concept’ of education that Freire (1983) discusses. By rushing over the content as teachers explained, teachers had to talk while the students memorized. Teachers chose the content and students had to adapt to it. When teachers explained this it became clear as to how student talents and creativity were being suppressed at the expense of completing the syllabus. This subtle psychological violence impacted not only teachers but also students. To some extent one could understand the predicament which teachers faced. In fact, every teacher complained about the excessive amount of content they were required to cover to prepare students for the examinations.
Not only teachers are overwhelmed with work. Both the principal and the deputy expressed concerns about the overwhelming demands of their offices. This is typical of many principals in Botswana and many other parts of Africa. Commonly, the principal is responsible for almost everything in school, that is, all school administrative matters, teaching staff welfare, and student welfare, school property management and many other responsibilities (Harber & Davies, 1997). For instance, the principal in Moeding had to deal with a diverse range of auxiliary staff, grounds men, kitchen staff, librarians, typists, messengers and nearly everybody in the school. It is likely that when a school principal is so overwhelmed some areas are slighted. There is not time to sit and plan how he or she could secure resources that are needed for more democratic classrooms in his or her school. For a school of the size of Moeding (that had 1570 students and over 100 teachers), the Ministry of Education was obligated to deploy more staff in school to relieve the principal of some duties, particularly non-academic administrative matters.

Curricular Interventions Designed to Curb Violence

This study also aimed to explore curricular interventions that are in place for teachers to use in order to reduce school violence in Moeding. The literature indicated that almost in every school setting every person somehow contributes to the occurrence of violence. The literature further shows that, commonly, a reciprocated exposure of one officer by the other to any form of violence was very common. In Moeding for example, while the school administration may expose teachers to extreme emotional violence, teachers too, would react inappropriately.
Use of Guidance and Counseling to Address School Violence

The Ministry of Education’s policy guidelines on the implementation of guidance and counseling in schools merely spells out what is purported to be every teacher’s role in offering counseling services to students. However, the guidelines fail to provide specific counseling strategies that teachers may use to address particular problems such as school violence. The school tried to use guidance and counseling strategies to address student disciplinary problems. In Chapter Two, counseling was identified as a potential tool that schools can use to curb school violence. This conclusion was reached based on the premise that the primary purpose of school counseling is to enhance educational planning, expand opportunities for learning, and strengthen student achievement (Schmidt, 1996).

The findings showed that violence manifested itself in multiple ways, including among others, physical fights amongst students, sexual assaults, theft and vandalism. Bullying was very common, and many participants stated that bullies in school exhibited this behavior because they faced much peer pressure. There was very little use of counseling to address this situation. Such problems needed a professional counselor who could effectively assess every reported case to determine an appropriate counseling strategy to help the students.

Soon after the death of the counselor at Moeding, the principal appointed a teacher to act as the school counselor. In fact, the principal followed what has been for a long time a tradition in the country that in a school the principal can hand pick someone and appoint him or her into any position that needs to be filled. The newly appointed teacher had no training for this job; instead, she was appointed because of her long
service and experience as a teacher. The principal explained that before the death of the former counselor the school had a fully functioning department. Yet, three weeks after the research commenced the data showed that long before the counselor died students were continuing to embark in violent activities. One wonders what the previous counselor had in place to address problems in school. From the researcher’s discussions of counseling issues with some class teachers they questioned the principal’s criteria for appointing the new counselor. Teachers expressed that the teacher was not qualified enough, and that nobody knew that the school wanted someone to take up that position. Teachers believed that had the need for a new teacher counselor been made known to all teachers possibly, a more qualified individual would have shown interest for the position. The undefined criteria for choosing the new counselor, confirmed the allegations by teachers citing the prevalence of favoritism and arbitrariness in school divisions. Teachers reasoned that problems continued to surface in the student population because the newly appointed teacher had no counseling skills.

Second, the few counseling approaches that existed in the school focused primarily on vocational guidance and ignored students' personality growth and individual development. Students explained that the counseling they received in school was primarily career oriented and focused more on helping them decide on their future career paths. It was more about life after school. One student expressed that they need counseling skills that can help them handle their day to day challenges in school. For a counseling program to be effective it must to run alongside the entire senior school program until students complete.
The disciplinary program at Moeding is outlined in the school prospectus for all students to read. However, the program seemed to parallel the actual counseling approach that the school offers. The disciplinary program specifies the broad categories of misdemeanors that students were to avoid. For example, it outlines specific offenses under the category academic issues; it lists disciplinary issues relating to the boarding category such as misbehaving in the dinning hall, fighting in the hostels and so forth. Next, for every violation a corrective measure is listed. In the majority of cases the culprit would be accorded corporal punishment and in extreme cases a culprit would be assigned manual work like cleaning the dinning hall or digging a trench.

The prospectus fails to mention any counseling approach as alternative measure used to address student disciplinary problems. There is a pressing need for the school to address the root of every problem in school using a strong counseling team. The new school counselor would have been ideal to head the team. Team members might also serve as first step in dealing with violence before sending the student for a physical punishment. The literature emphasizes the use of such approaches as a behavioral contract, as well as the use of both individual and group counseling approaches (Geldard & Geldard, 1997; 1999) to address problems.

All students who are repeat offenders should be offered an individual therapy on character building. Alternatively, the school counselor could offer group therapy in which eight to ten students are enrolled in a program for a given number of weeks in a school term. Osofsky (1997) reasons that group therapy enhances social skills and helps children speak with genuineness and integrity about their experiences. He says this “sharing helps
to minimize the incidence of more withdrawn and aggressive behaviors and improve awareness tolerance of traumatic reminders or themes” (p. 227).

Interviews with the PACT students revealed that their peers did things to impress others. They bullied others not because they were born bullies but rather because they saw it as a way to impress their peers. The terms “impress” “peer pressure” were used frequently throughout the interviewing process. Possibly the school needs to have a group counseling program that would run from 11-15 weeks. The 11-week program would equip students with skills in conflict resolution and anger management as well as ways to cope with feelings other than violence.

Johnson and Johnson (1995a) suggest that teachers can limit the out-of-school time for students by channeling students into activities in order to keep them busy. In Moeding the school had as many as 38 or more school clubs and organizations all fully functioning and the principal was very supportive of the clubs. Even though not all students took part in these sporting activities, those who did benefited greatly because participating in the activities kept them busy. Not all the teachers showed interest in the school’s sporting activities. Some teachers articulated that the school had been turned into what they called a “sport academy” and that the quality of instruction in school had been compromised by admitting students to play sports. Teachers felt that teaching such students was too demanding. Unfortunately teachers did not consider that sporting activities keep students fit and mentally fit and they use the excess energy that they have. Further, participation in such activities occupies them which make them not to feel idle which might tempt them to embark in criminal activities.
The Causes of Violence in the Botswana Society

In regard to the causes of violence in society both the literature and the findings of the study pointed to similar factors. The literature argues that school violence is a reflection in crime in the community (Lawrence, 1998). Furthermore, the literature states that crime and delinquency inside the school are strongly affected by crime in the community. The village surrounding the school provided an open market for stolen goods which shows how morally decadent this community had become and to which many village people turned a blind eye. Parents of Moeding students indirectly contributed to the prevalence of crime in school by giving their children large sums of money, some of them under aged, though the school discouraged children having large sums of money. Consequently children used the money to venture into undesirable endeavors such as drinking and drugs. Such acts reflected the lack of smooth school-village working relationships and this naturally disadvantaged the students.

The frequent group fights between school boys and villagers underscores the problem of violence that characterizes many societies today. Both those who engaged in fights as well as villagers who bought stolen items from the hostels lacked the understanding that they were contributing to the occurrence of crime in that part of the society. The fights confirmed the view that crime and delinquency inside school are strongly affected by the crime in the community (Lawrence, 1998).

Besides the problem of theft and physical fights common in school, there is also high female drop out rate due to pregnancy. Records showed that for the school years 2000, 2001 to 2002; the school lost 65 female students due to pregnancy and for the year 2002 the school lost 20 girls due to pregnancy. This is alarming considering the deadly
HIV/AIDS that is currently devastating the country. In fact, though the researcher was unaware of particular cases of HIV in the school nevertheless, the comprehensive reports indicate the severity of the disease. The 2001 United Nations AIDS Study indicates that AIDS is killing teachers in some countries faster than they can be trained and running parallel to this is the fact that student populations continue to grow, increasing the demand for teachers (World Bank, 2001). For instance, in the region of Southern Africa it is reported that 30 percent of teachers in Botswana are infected with the virus. This is 63% higher than Zambia and 40% higher than South Africa. During the 10-year course of the disease, AIDS has led to high levels of teacher absenteeism, and these teachers are often not replaced. Though the report made here points to teachers only, students also may contract the disease.

In regard to the school’s endeavors to reduce student pregnancy rate it was alleged that the school board would not allow that because they claimed Moeding is a mission school. One may contend that whilst the board had a motive of being protective is partly, to blame. It strongly prohibited the issuing of condoms to students on the basis of morality. It aimed to preserve morality while on the other hand students remained unprotected from communicable disease and pregnancy. A MOE decision in regard to the distribution of condoms to students is needed. The school board could not allow the distribution of condoms to students because of the school’s Christian values, but teachers believed strongly that condoms should be distributed to students. As it were teachers’ concern was sidelined though they had a genuine case to make. In response to the board’s refusal to issue condoms one female senior teacher sadly expressed how students ran the risk of contracting deadly diseases like HIV/AIDS scourge.
All cases of student pregnancy send a bad message about Botswana society. Such cases reflect the predatory life to which students are exposed in the larger society and this hinges on the laws that exist in Botswana. The Ministry of Education has clearly articulated its position about teacher-student intimate relations. Any teacher who becomes intimately involved with students faces severe punishment. This may mean the loss of a job by the teacher concerned. Yet, the law remains silent about men from the entire civil society who get involved or rape students including the army and the police. The school could work with the courts and social workers to bring all violators to the bar of justice. For students it was explained that when one student impregnates another the matter will be left to parents of both students. This was not an effective means for the school to deal with the problem. There is a need for the school to come up with a plan that all students and families were to follow rather than leave some of the decisions to parents alone excluding the school.

In emphasizing the need for more parental involvement in educating their children, Ohsako (1997) stresses that “effective home-school interaction plays an important role in regulating students’ behavior problems. That is, teacher-parent communication is a very crucial factor in controlling violence” (p. 16). The need for teachers to collaborate with parents in violence control is also shared by Goldstein and Conolely (1997). They state that parents must be seen as valuable resources about their children. In Moeding many teachers felt that educating children should be a shared venture between teachers and parents. Teachers expressed that parents were not forthcoming making teachers’ work difficult. This ties well into what Santrock (2000) cited in the literature review for this study. Santrock identified such laizzez faire parents as parents who are very permissive
and who place relatively low demands and controls on their child’s behavior. Students shared similar sentiments with teachers and they acknowledged that parents have to play a role in their education.

**Personal Reflections on Student Related Issues**

In what was revealed as a brutal approach of decision making in disciplinary matters, some students were excluded or expelled from the hostels altogether, causing them to miss school days at the beginning of the next school term. Twenty boys who were involved in the unrest in the hostels in November 2002 were slammed with 20 school day suspension and asked to move out of the hostels as of January 2003. Possibly, the school could have administered either of the punishments rather than effect both. This was rather too punitive to both the students and the parents.

During the hearing the school summoned parents to school and yet when rulings were made no parent’s plea was admitted. So, inviting them to school showed a lack of respect by the school for parents. When students were sent home to call parents this was in the middle of examinations period such that many of them missed their examinations. This was also punitive and yet the school could not consider it. Also, sending the boys away from the hostels appeared to be an ill-concerned approach to the problem. It appeared to be an alternative way of giving the boys free chance to venture more into unlawful activities like smoking and drinking alcohol as one teacher expressed. As indicated earlier, most of the counseling and problem solving measures that existed in school ran parallel to what the school offered in dealing with discipline problems, and in this case there was no mention of any counseling approach. This confirms the observation that all measures used were punitive in nature. The approach that the school often took in
addressing problems showed the lack of education by the authorities to emphasize education over punishment.

Another observation made is that the school lacked a uniform approach for handling some issues and this brought problems. Some teachers commonly sent away from class students for not doing their homework whilst another teacher would prefer to use corporal punishment on such students. This means that when students were sent away from class they disrupted classes by walking up and down the corridors. Commonly, students found idling outside would be called and thrashed by the deputy. Such an approach fell back onto what was stated in Chapter Four that violence begets violence. Being violent to students forced them to respond violently as well.

In conclusion, it may be stated that for many of the concerns raised here specifically, the brutal treatment of the 28 boys, the lack of uniformity in addressing disciplinary issues in school, such instances confirmed the concern raised by the literature that arbitrary and inconsistent leadership styles are strong correlates of violence in a school (Hoffman, 1996; Lawrence, 1998).

Observations on General Issues

Of the 28 parents who came to school 25 students were accompanied by women, mostly their mothers. The majority of them (for those who touched on this at some point) explained that they were not married and were struggling to raise their children. A larger number of the mothers who accompanied the boys came from different districts across the country and most of them had little or no education altogether. Not many of the women could confidently tell the disciplinary board who they were and where they came from. This situation gave the impression that the mothers needed counseling education to
help them build confidence and feel good about themselves. Possibly this would enhance their child rearing styles in their homes.

There were many other issues which occurred in school that speak to the society in Botswana. For example, 28 innocent children were plunged into trouble by two fugitives from the village. Had it not been for these two idle boys sneaking into the hostel students would not have gone on strike. Apparently, throughout the hearings of this case neither the principal nor his deputy ever mentioned how those two boys were dealt with. Though the police came to attend to the case that night none of the school authorities suggested handing them to the police for a case to be opened against them. Throughout the following days none of them ever mentioned going to the police station to write a statement or do anything in relation to that case. The administration was instead, carried away with the wrong that students had done but failed to address the root of the problem.

The administration did not recognize the connections that existed between disciplinary problems in school and the school environment. Several interviews and reports revealed that students always sneaked to the village and upon return chaos would break out in the hostels. The boldness of the two fugitive boys to illegally sneak into the hostels underscores a series of concerns about the Botswana society. First, this ties with the youth social problems that were discussed earlier in this chapter. It was mentioned that youth unemployment is a problem in Botswana and commonly the majority of them spend time drowning themselves in alcohol and drugs. Perhaps, an immediate blood checks to see if they had taken any of the substances or not, would have been useful in prosecuting them. All incidents of crime that occurs in Otse village tell a lot about the school crime that occurs at Moeding and the location where the school is built. In Otse
students could steal from the hostel and sell the items to the villagers, students could
easily secure alcohol and drugs from the village. A village that serves as a haven of crime
is not a good setting for a school.

It was alleged that some students openly admitted using *dagga* (marijuana),
further, the boys said dagga made them have more appetite and this made them fight with
cooks in the dining hall because they wanted to get more than the recommended ration.
Such a situation called for close collaboration between the school board and the
administration and the village elders such as the village headman (sub chief) in order to
resolve this problem. Then the headman would possibly call a meeting at the village
*kgotla* (a traditional village administration center usually a chief’s place as well) for all
the business owners and parents to discuss this problem. This could have been an
effective approach through which the business community would be notified about the
dangers of selling alcohol and marijuana to students. Similarly, those who sold drugs to
students were to be warned in the *kgotla* meeting. Villagers that entertained buying stolen
items from school boys would be warned about the danger of this practice during this
meeting. This all confirms the view that crime that occurs in the larger society often
overspills into school system.

General Concerns Raised by the Student Community

It is understandable that most--if not all--school personnel had no training on how
to deal with criminal cases of theft and physical fights that occurred in school. Like one
student suggested, it would have been worthwhile for the school to invite professionals
such as the police and social workers to seek assistance from them. One boy suggested
that the school personnel could invite the police to teach them basic skills like preserving
a scene of crime; they would learn the essence of acting promptly in reporting crime whenever it was reported by someone. Students also suggested the need for the school to invite the police regularly to school to make presentations to students about the need to refrain from embarking in criminal activities.

Although the school dining hall had a professionally drawn menu to provide to students, students always raised complaints about food in the dining hall. If the recommended menu was provided surely the students would receive highly nutritious food from the dining hall. Students explained how they disliked the horrible menu that was found in the dining hall because the dining hall personnel did not follow the prepared menu. Further, the menu never changed so much that they could recite from memory what they would eat on what day and how many times in a week. Eating well balanced food is very essential particularly for the still growing people like teenagers at Moeding. Therefore, it is mandatory that schools should provide students with good food. In Chapter Four one teacher raised concern about the menu which never changed in the dining. He said some students had been labeled as inciting others to boycott meals whenever they requested for something different from what they ate all the time. Like in case of other facilities the administration and the MOE did not make follow to ensure that students get good food from the kitchen.

Students as well as teachers expressed that the day was too long for them. They said attending study twice per day made it even longer. They suggested that possibly they should have evening study only twice per week. Alternatively, the administration could have come up with a more creative scheduling approach which would address the problem of having routine activities which students were tired of. However, students
differed in the way they viewed this issue. Others felt that having study time both in the afternoon and evening, providing enough time for them to read. They further articulated that compulsory study sessions occupied all their full time since they remained busy all the time. However, this limited their chances of being involved in the village at wrong times which would bring them into friction with school authorities. Possibly, this situation called for more creative scheduling from the school administration such as for example, having days when there would be no afternoon study and instead the afternoon would be used for sporting activities. Alternatively, some classes could be scheduled to take place in the evening.

Conclusion

This study set out to understand the underlying causes and dimensions of school crime and violence in a Botswana secondary school, and to assess the effectiveness of curriculum intervention strategies to control crime and violence. Four specific research questions constructed from the literature reviewed guided this study and that included what is the nature of school crime and violence in Moeding? Why are school crimes occurring in Moeding and how do they correspond to the national context and incidence of crime? How has school curriculum addressed crimes in the school and what feasible curricular interventions could be suggested to address the problem of school violence?

Among the four questions the most central is aimed at establishing the causes and dimensions of school violence in Botswana secondary education. In attempts to answer this question four overarching themes were identified from both the literature and the findings of the study. First, the literature indicated that the society in Botswana and its neighboring countries is plagued with crime and naturally the remnants of the societal
crime filter into the school system. Severe economic conditions in the Southern African Region had led to mass influx of residents from countries bordering Botswana and some of these people naturally bring with them their unacceptable social behavior. Within the borders of Botswana crimes such as rape, assault, theft and alcohol abuse, fraud and many more are prevalent and these have been very common that they occurred in school in a miniature scale. Further, youth in Botswana have been affected by crime and unemployment which have led them into drug and alcohol abuse. Although the unenrolled populace is the most affected by this problem, the problem has been acute enough to penetrate the school system. Several cases of alcohol abuse were cited by the respondents in Moeding and school documents also indicated this.

Also, the literature identified violence at school as an input of the wider community-this point explains that students may bring to school antagonistic and violent behavior as a result of being socialized within an antagonistic or violent sub-culture (Iram, 1997). The society in which Moeding is built greatly contributes to many social problems occurring in school. It could be argued that the larger society also had some divisions which explain why there was no close relationship between the village and the school in Moeding. Villagers appeared not to consider the school to be part of the village.

The second major finding from the study which serves as an extension of the theme discussed that explains the goal of education is that the Ministry of Education (MOE) made several administrative omissions which in turn impact the running of the school. For instance, the rigid regulations set up by the MOE that concerned teachers work loads affected the climate in school. Teachers raised concerns about big classes which were coupled with heavy teaching loads. The MOE appeared not to have set
standards on anything. The provision of resources such as books, computers and tables are a responsibility of the ministry. The MOE is supposed to build a standard library, but in this regard the MOE did not. On several instances teachers expressed the prevalence of misuse of funds in school. Conflicts also erupted between the teachers and the administration when teachers demanded accountability for the use of funds in school. The MOE was supposed to ensure that financial books be inspected from time to time and the auditions are made known to all stakeholders in school, primarily teachers. Failure to undertake these tasks exposed both the teachers and students to great emotional violence because students wanted to be learn and they needed resources and teachers could not do anything. The MOE was supposed to ensure that these were done without necessarily waiting for teachers to raise the concerns.

The third overarching theme found in this study is that the intent or goal of education in modern education has shifted focus from what education used to mean in the past. In a way school has replaced village elders and usually in the traditional indigenous African education parents and other family members played a pivotal role in upbringing children. They ensured that children were prepared effectively to live in an ordered society and this was achieved by instilling into them good moral values. However, the coming of modern school system replaced the role of the family members such that children largely spend their life time in school outside the custody of their family members. To effectively replace village elders the system needs to have fully functioning schools equipped with all the necessary learning tools. Individuals such as the school counselor, the school administrators and teachers and the boarding personnel must assume the role of the parents. A careful review of events taking place in schools shows
that phasing away parents disadvantaged the students. In Moeding individuals meant to play the parents’ role could not effectively play their role which in turn allowed all patterns of violence to penetrate the school.

Underlying all the problems that existed in society, the school is at the center. In Moeding, teachers and students raised concerns about how the administration handled issues. The general feeling was that administration contributed to the occurrence of some problems in school, for example, the divisions between members of staff. The administration also failed to provide facilities that teachers needed in order to do their work. Further, literature and the findings identified similar patterns of violence in a school setting. In fact, it became apparent that in a school setting violence occurs in a vicious circle. Thus, there is violence that a student acts out onto their peer as evidenced by the fights and cases of sexual assaults among students. Teachers bullied each other and bullied students as well. Others openly defied the school regulations and stayed away from class. Further, the school had no uniform approach of dealing with problems. This was demonstrated by the varied approaches that teachers used for dealing with students who had not done their homework. The divisions observed between the administration and teachers and students speak loudly about the society in general. The administration was also accused of some malpractices. For example, teachers and the senior administrative staff unreasonably used corporal punishment and yet students resented this. Some teachers also felt abandoned by the administration and all these instances confirm the view that violence in Moeding impacted the school climate.

From this perspective it helps every body to better explain what school violence is and this may only be achieved if people reject what has been their conventional definition
of school violence where the concept was only viewed as student-on-student or student-on-teacher violence. The new perspective of school violence incorporates the hidden psychological and emotional violence that individuals commonly suffer in school at the hands of those in authority.

Recommendations

The MOE of education should have a coordinated policy that addresses violence in schools and it should indicate how the policy would be administered and evaluated to determine if it would work or not. For effective implementation of this policy one may stress the need for bringing into school better counseling approaches in a top-down approach by providing such services to the senior school personnel through regular in-service courses. In this course emphasis should be made on the need to give education over punishment. Counselors should also be empowered by providing them with resources that they would need to do their work effectively. Further, the policy should make clear the expected teacher-counselor relationship such that whenever a fight or any issue interferes with classroom education both the teacher and student would understand how the counselor would come into the matter and what his or her role would be. Generally, it is suggested that due to the constant shifting of socio-economic and cultural tensions that exist in the Botswana society there is need for the government to channel more resources into educational needs though one is aware that money alone is the solution of all problem prevalent. For instance, children need fully equipped classrooms; school counselors need more funds to run in-service courses for both teachers and parents.

The administration overlooked the fact that dealing with non curricular concerns particularly issues concerning the larger society needed concerted efforts from all
stakeholders. There was need for regular joint meetings to be held with the police, the local community, the MOE officials and the school board members to suggest ways of handling disciplinary problems faced by the school. As it were stakeholders only met through crisis. Parents only came to school when their children had offended. Keeping close contacts with the parents would allow teachers to know student families and where they came from. Parents should follow up and control their children’s learning progress, as well as fulfilling school requirements (school uniforms, learning materials, school fees). These are important for avoiding any disagreements. In general, a close collaboration between parents, teachers and principals was seen as important. In Moeding parents and teachers commonly met at times of crisis (whenever a child had misbehaved and had been sent home to call a parent). Such an approach was not good either for the school or parents. Possibly, if students understood that teachers communicated with family regularly this would change their way of behaving in school. The school should invite parents to become involved in ways on regular basis and throughout the entire program.

As regard measures that the school could use to control violence originating in school, the providing of civic education, guidance and counseling services; issuing student identification card; and making clear the functional school regulations which students are obliged to observe are essential. As indicated earlier there is need for counseling education for both students and parents to build self confidence which many seemed not to have. For counselors, they needed to be mindful of student developmental issues when they provide the counseling. The literature emphasizes the need to consider children’s physical maturation challenges, as well as the cognitive changes that create
unique challenges for the young adults as well as those who live with them such as teachers, administrators, and parents (Eckstein, Rasmussen & Wittschen, 1999). Further, it is stressed that adults must understand that students are stuck between childhood and adulthood. The authors state that premature adulthood is imposed upon them which affect them whilst they are trying to build a stronger personal identity. Establishing career paths is one big challenge that students face as well as their scholastic demands. That the current school counseling phase needs to be changed and be designed such that it would address student needs as they go through the entire senior certificate program.

The school should have an appeals board where both teachers and students could re-appeal their cases if they felt that their case had not been handled fairly. The board should comprise of the senior administration board, ancillary staff, teachers and students. Also, the school should make it known to students the channels that an aggrieved student could take in order to make a report. After the hearing of a particular case has been done between a student and a teacher let there be attempts to reconcile the two parties for the sake of peace in school. The HODs and senior teachers should orientate junior /novice teachers on how to handle or relate with students. Students also need to be advised on how to behave/relate with teachers and their peers. Also, the topic “Being a Disciplined Teacher” should be part of the syllabus for teacher training. Such a course would curb the verbal violence from some teachers that prevails in school currently. There should be common respect for everyone in school irrespective of their rank, age or status.

Teachers need to do away with corporal punishment and they need to be consistent and systematic with the application of regulations for all students. As regard the MOE teachers’ workload must be reduced and choice of subjects should be left
entirely up to the students and teachers. The ministry should arrange for workshops for school personnel on basic investigation skills and preserving scenes of crime in school.

The school administration should keep teachers updated about all funds raised and how such funds are used. This would up root any fears that school funds are swindled as it was the case at Moeding. The provision of basic facilities like computers, books and food should remain a priority for the school. Further, the school should promote professional development amongst teachers through peer observation and workshops.

In summary one would argue that presently teachers and the administration are paid to be the police over any uncivilized mob rather then educate. As it were, due to the excessive use of force, there was no humanistic philosophy of education in school. The MOE has been entrusted with the responsibility to teach the students and make them become members of the ordered society and yet the curriculum did not instill this value into students. The education should make it part of the policy that the teaching should be more than just the subject.

Issues for Further Research

At the close of the study a few areas have emerged that warrant the commissioning of a new research. First, there is a need for on-going teacher involvement in national curriculum building and all sections of the society should be represented. Also, there is need for a consideration of school violence vis-à-vis Botswana society. Further, social workers within schools & the community (i.e. community building) as well as the need for emphasis on peer counseling as evidenced by the relevance of the PACT at Moeding Senior Secondary School.
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Appendix A: Student Interview Transcripts

Appendix A 1.1 October 28th 2002

Group discussion with eight PACT Club members

Responses to corporal punishment, denial of voice by teachers, bullying and fighting.
Researcher: Good afternoon everybody. My name is Joe Michael. I come from the University of Botswana, I am hoping to be with your from now until the close of the school term. I learned from Miss Alexander and Mr Mitche, your club coordinator, that you are a very helpful club here in school. Would you kindly let me know what PACT is?
Student A: It’s a student peer counseling club.
Student B: Hey, can’t you hear? The question is what is PACT?
Student C: This is a student club in which we counsel our peers on different issues. PACT means Peer Approach Counseling by Teens.
Researcher: So who are its members? Can I join the club?
Student D: Yes, you can join, everybody is welcome. Teachers can join also. In fact, we need more staff advisors. Mr Mitche is the only teacher that we work with and we suffer a lot when he is not in school.
Researcher: But before I may join I would first want to know what you people do.
Student E: We address other students on issues like teenage pregnancy, alcohol and substance abuse, student-student and student-teacher relations in school.
Student F: We visit other clubs in other schools to discuss many things.
Student G: We address our colleagues about fighting in school, using insulting language and any form of violence.
Researcher: Ooh! So you have violent people in school?
Student H: Yes.

Researcher: Like Who?

Student I: Teachers’ students and many other people in school who like beating us.

Researcher: Do you mean teachers are also violent?

Student B: Yes!

Researcher: So what do they do?

Student B: The way they beat us! They way some punish us particularly during the Wednesday manual work time.

Student D: And in the dining hall. They call us names all the time.

Student B: Teachers in this school beat us all the time.

Student E: And they beat us for anything. If you come late to class by five minutes because you were called by a prefect to remake your bed, they just beat you. If you did not complete your homework in Math because you did not have a calculator, they don’t care, they beat you.

Researcher: What do they use to beat you?

Student F: They use cane.

Student C: As for Mr Koko, that one is worse.

Researcher: Who is Mr Koko?

Student F: The deputy principal: Why does he beat you?

Student B: That one beats you for anything. Late coming, fighting in the hostels, insulting other students. He wallops!

Student C: As for the boys, ooh! It’s worse.

Student D: Of course some of you just invite the beating.
Student A: But why do you do all the stupid things you people? Some of these boys, you tell them don’t do this. Hardly 10 minutes later someone has done exactly what he was told not to do.

Student D: Do you mean that I have to be beaten for leaving my hair uncombed, even on Saturday? I have to be beaten for leaving my shirt hanging outside?

Student C: That’s not the only reason why you people get beaten. How about overtaking others in the dining hall when everybody is waiting for their share?

Researcher: Tell me this, how do you like the beating? Do you enjoy it?

Student G: I hate a cane so much!

Student B: Each time when I am beaten I feel so belittled. I feel like my intelligence is so undermined. They forget that like their sons and daughters, we feel pain when they beat us. We get bruised; we bleed just like other human beings. They seem to mistake us for donkeys or some pain resistant monster.

Researcher: Other than beating you what else do you like about your school?

Student G: Some teachers don’t care much about who we are.

Student E: My math teacher often refused to help me in class. I wanted him to help me solve quadratic equations. He would just make a joke out of it and say, “Math like science is not for the below average.”

Researcher: And how would you feel?

Student E: I never know how to describe him. It gives me mixed feelings about him. At first I thought he was joking, but I later came to a conclusion that he is a boastful person.

Student B: Teachers in this school are surprising. Our English language teacher was doing her part time studies with the university. She was always absorbed in her
assignments during working hours. She always brought to class her books and over two periods (80 minutes) she would be absorbed into her books. She would not give us essay type of assignment; she felt those took most of her time through marking. When we brought this to her attention she became offended and claimed that some of us were being rude to her. She began to hate some of us. The situation became worse and ultimately we reported the matter to the administration and following this, she strongly felt that we were telling on her. Surprisingly, the administration also never took our case that seriously.

Student D: We had a similar situation with our Art Teacher. He was a foreigner, he came from Ireland. Like our English teacher he would give us work to do. He would assign us to do some drawings or make some sculptures. But he would take the whole month before he could return our marked scripts. At times some of the work would go for good. It reached a point where we could not take it anymore. We alerted the administration. We were all shocked by how quick the administration was in dealing with his case. In no time he improved. He began to give more assignments. He would mark and return our projects on time. Our relationship with him improved greatly. Then we got to realize that teachers too, like some of us were not treated equally. There were those to whom the administration was firm and those with whom it was lenient and nice like our English teacher.

Researcher: How about your colleagues? Don’t they beat you?

Student A: There are some who like pushing and harassing us.

Researcher: Harassing you? What do they do?

Student C: Some boys and girls would just hate you for nothing.
Student B: boys believe females are inferior and this dates since long way back, also, it is as though this is a tradition that transcends from one generation into the other in our society.” Even in the Bible it has always been like that, males have always been portrayed as superior. *Banna bare baa bo bare ruta moalo* (men claim to be instilling discipline into us).

Student E: Others do it because they believe from a richer family than theirs.

Student C: Some do it because they come from families where bullying and insulting others are part of family culture. They bring from home insults, names and many other abhorable things.

Student E: but some do it merely to impress their friends.

Researcher: Where does all this take place and where would the teachers be?

Student B: They do everywhere. Some would call you a name whether you’re in the bathrooms or even in the dining hall. Others would just say something even when they meet you along the corridor. In the classroom they always wait until when there is no teacher or when the teacher has gone to the staffroom or somewhere. They would say whatever comes into their mind.

Researcher: What do you teachers say to all that?

Student C: Aah!! Those ones or some are not that helpful.

Student E: Some are just has bully as the students are. They use all the names that they like to call us. Some call us “fools, stupid, donkey, monkey” they just call you anything. For me, I usually feel like my life is worthless. Usually my physics teacher makes it sound like he is joking, but each time he says this it just sounds like it is directly addressing me. I always feel like this isolates me from the rest of my friends in class.
Really I feel as though my life is worthless because neither my mum nor my siblings would address me as such.

Appendix A 1.2 November 12th 2002

Discussion with Kabo and Tom in regard to vandalism, and theft

Researcher: Your friends told me that there is theft in school. Can you tell me more about this.

Bob: Yes there are some students who like stealing other student’s property and they take everything! Coffee mugs, clothes like school uniform, calculators and books. Anything!

Tom: They just do not care what it is that they steal. Be it your last pair of sneakers, a cell phone or your best leather jacket.

Researcher: And what happens to the items thereafter? Do they use them here in school? Can they wear your sneakers here in school after stealing it from you?

Bob: Ooh no! Big items don’t even stay long in their hands. As soon as they get your sneakers, out they go!

Researcher: Where do they take them to?

Bob: To the village, to sell them or exchange them for anything.

Tom: We are told people from the village buy such items for a cheaper price.

Bob: But, though there is theft in school, it appears like not only students are responsible for the theft that occurs in this school. A few months back, the school lost big property--computers. It was alleged that students were responsible for the disappearance of some of those. But now the question is, how about the school’s security system? I believe adults are also responsible for some of the theft that occurs in this school. How do you have big
items such as computers going through the gate? How would they escape the eyes of those working at the gate?

Researcher: Then what happens in school when it’s known?

Tom: They usually inform the police, but, it appears administrators in this school lack some investigation skills. On several occasions some students reported that their items had been stolen and they would even name who their suspects are. A victim would provide all details pertaining to when the item went missing and all the details that could make a case against a suspect. But the administrators would keep dragging their feet and postponing the hearing of such a matter until all the evidence completely disappears.

Researcher: How about school property? Why do you vandalize school property?

Kabo: Vandalism is not good, but, in some cases some students vandalize things so as to draw attention from the administrators. On a number of occasions we hold meetings with the school authorities during which we talk and agree that something would be provided. Thereafter, nothing would happen up until the next meeting. Now those who are not patient enough end up vandalizing so as to catch the attention of the administrators. Actually, I can say there is a huge gap between the student community and the school administration due to the lack of communication.

Tom: We have often held meetings with the administration, and specifically with the principal. He would talk and talk so much that you would think something would be done, but thereafter nothing would happen. In the next meeting the same issues would surface and he would talk again and make all the promises. No action would be taken thereafter. In fact, one can say he is “a good orator.”
Researcher: How about your parents? How do they help?

Tom: We would want the school to invite as many parents as possible to school. If different parents were to address us all the time, they would get to know our needs. They would know how we feel about certain things. Currently, we have in the country problems such as HIV/AIDS which mostly affects youth. Parents could be invited to talk to us about such. But now, we only have the school nurses trying to talk to us about this issue all the time. We need people like our parents to address us on timely basis on different issues that affect us in our daily life; generally we would want parents to advise us on many things.

Kabo: But I feel that guidance should run along the entire senior school program. We need people like our parents to address us on timely basis on different issues because if someone’s parent other than mine were to be invited to hold a discussion with me on issues that concern youth, then I am likely be opened to such a parent. The said parent is also likely to be more open in discussing some issues as compared to if he or she is talking to their own child. So the school should involve more parents in the upbringing of children in school and this must be an ongoing thing throughout the entire high school program.

Appendix A 1.3 November 14th 2002

Student Views about Alcohol and Substance abuse

Researcher: I am told some of your colleagues like fighting each other in school, would you tell me more about this?
Bob: There are a series of fights amongst students particularly in the boys’ hostels. Fights mostly occur late at night when some boys come from the village and during the fight they would shout and yell at each other.

Researcher: Why do they fight?

Bob: There are a number of boys who openly admit using *dagga* and whenever they come from the village they would awake everyone in the hostels. Others make noise because they drank alcohol. In fact, they always start by shouting and insulting the night watchmen at the gate whenever the watchmen want to enquire about coming to school that late. In some cases they would insult and disturb the form four students from their sleep.

Bob: As a prefect I usually intervene in cases that take place in school. At times I try to use the few counseling skills that I have to advice some of the perpetrators. We see fights on daily basis in this school. One day the assistant head boy wanted to play soccer with other boys who belong to another house in the hostels. The boys refused and said he did not belong to their house. He insisted that he wanted to play. A fight broke out between him and those boys. He sustained a deep cut on the right eye and the school did not intervene and he was told that the school would not assist him in any way. He went to report the matter to the police.

Researcher: So what do you think the school needs to do?

Bob: I think everybody needs to take Religious and Moral Education (RE) as one of the subject, possibly this will help shape our moral values. Another problem is that the timetabled Guidance and Counseling Education lesson that each class has is meaningless because many teachers use the lesson to continue teaching their subjects. Or may be the
school could introduce and promote the performance of clubs like the Young People’s Convention so as to assist the already well functioning clubs like the Peer Approach Counseling by Teens Club. Another issue that contributes to the occurrence of violence in school is that male teachers seem to hate boys than girls.
Appendix B: Interview with Parents about Corporal Punishment

November 28th 2002

Researcher: Dumela mma. (Good day madam). What could be happening to our children?

Parent A: Teacher, really our children are a disgrace to us. They never bother to look at where they come from and see how we suffer trying to bring them up. Where would I get the money so as to maintain him when he is out of the hostel? I tell you this is the end of his schooling. Again, why would the principal not thrash these boys?

Parent B: (the one in her mid thirties)

Do you think they care who we are? Do you think they can see where they come from? All they know is that they’re grown ups and now they can do whatever they want. You know what teacher; I worked hard as a single parent in bringing up this boy and his two younger sisters. He knows all that. But now look at all what he is up to! One wonders that why would the principal and other teachers not find canes and thrash these boys. I thought they knew that we take them to be parents to these children as well. Whoever misbehaves should be thrashed.
Appendix C 1.1: Interview with Teachers on Different School Issues

November 20th 2002

Researcher: I learned from many students that many of them vandalize a lot of property in school, both in the classroom and in the hostels. Why is it like that?

Mr Kitwe: Imagine two of the boys’ hostels were built less than two years ago, but right now, just go there and see. Besides, the school renovated all the buildings this year including the dorms in preparation for the school’s 40th Anniversary which went past in October. But just go there now. Look at the walls; look at the marks and the writings on the walls. You would think you’re in an art room for kindergarten kids. The dirt in the toilets; the broken window panes and just ask who broke them and see how many would come up and say I’m the one who did it. You look at what is under the mattresses, you won’t believe it. You see, these are the weapons that we often talk about.

Researcher: But why do they keep all these things?

Mr Kitwe: They say they keep them for self defense. But the administration forbids this, and the principal has often talked about it. No wonder any fight that occurs in the hostels one of those involved would be said to have been seen carrying a broom stick.

Mr Kitwe: But don’t be surprised by the shattered window panes. Three weeks ago we had a huge event here- the school’s 40th Anniversary celebration, everything was in place. All the walls were spotlessly clean; there were no shattered window panes, though you cannot believe it.”

Researcher: and what else does the school do?

Mr Kitwe: Well, in cases where big property is damaged parents are informed and commonly they would be invited to the school so that they may see the extent of the
damage. The parents always prefer to pay because they have not choice because it is their children.

Researcher: How unfair that is.

Mr Kitwe: Yes it is, but what shall we say?
Appendix C 1.2: Interview with three Teachers

November 23\textsuperscript{rd} 2002

Researcher: So what can you tell me about Moeding?

Mr Pono: You know what? This is a very interesting school to work at. Whatever you request for, you will be told the school has no funds.

Researcher: But why is it like that?

Mr Pono: Imagine, the school has a fleet of nine vehicles including a tractor and yet, it cannot afford to buy computers for children! Mind you some of these kids use computers like they are using a pencil and rubber at their homes and only to be told that the school has no money to buy computers! Worst of all the available few computers are not connected to the Internet. Now, what’s the essence of keeping a computer laboratory where kids cannot access the Internet? Look at him (the principal). He drives a new Toyota Rav 4, he carries a cell phone that has been bought and is maintained by school funds, but whenever you request for anything you’ll be told how bankrupt the school is. Does this make sense?”

Mr Dinoga: You know what? As a leader, you always experience certain things depending on the type of standards that you set for yourself. Whatever standards you set would always reflect on your daily experiences. When I first came to this school, about three years ago, it was a taboo for a teacher or a student to come from nowhere and walk into the principal’s office and tell him something, no matter how important the matter was. Consultations always had to be made. You always needed to have had a serious thought about what you wanted to report. But since this man came to this school, things have changed. A year ago he introduced what he called “open door policy.” This meant
that teachers and students alike could walk into his office whenever they wanted and tell him anything. But now knowing how students are, queuing by his office has now turned to be part of their daily responsibility. Any one would miss class just to go and be there for the whole day. When he introduced this policy teachers openly told him in a meeting that this would not work. We told him that he made life difficult for everybody because no teacher would ask a student why they missed a class. No teacher would ask a student why they went to the village without permission. Even amongst teachers, we told him that no senior teacher would ask their junior why they did not go to class. So he (the principal) is merely reaping what he sows.

Mr Michael: In the dining hall some children have been labeled as rowdy and insubordinate because the menu never changes. Whenever a child requests for a different meal to eat, he or she is identified as inciting others or telling others to boycott food. Children are fed on bread all the time and yet when funds come to school they are diverted elsewhere. What form of administration is this?"

Mr Pono: You know, the way things are done in this school is surprising. People forget that long way back leading people meant instilling fear into those that you led. But now, things have changed. Such kind of leadership has been overtaken by events. Nowadays people need communication, proper communication through the right channels and they want consultation.

Mr Thomson: Whenever he is not with his buddies, he would go to the students. Rather than talk and laugh with us (teachers) he would rather do it with students. Quite often you would see a bunch of boys standing in a circular fashion with someone at the center. Time and again they would be bursting into huge laughter. When you moved nearer to
them you would find him at the center of the circle talking and laughing loudly at the top of his voice with the boys. No wonder some of them never bother when you threaten to take any one of them to him. They know him better because he is their counterpart.
Appendix D: Interview about Student Drop out Rate Due to Pregnancy

November 24th 2002

Researcher: Good morning Miss Alexander. Ooh! By the way here is your drop out register. Hey, figures of students dropping out are frightening, why is it like that? Who actually impregnates your girls?

Miss Alexander: That is such a serious problem here. Figures increase yearly.

Researcher: But why is the rate so high in your school and who are the fathers? Could it be your school boys? Are there some who are responsible for the pregnancies?

Miss Alexander: In fact, we usually get very few cases of students impregnating others. Commonly our female students get the pregnancy from their homes. It was only this year that we had two cases of student-on-student pregnancy, most of the time it is men who are out in towns and villages who impregnate our girls.

Researcher: What if it is one of your boys being a father?

Miss Alexander: We usually call parents of the concerned students and notify them whenever we notice that one girl is pregnant and she claims a certain school boy is responsible. Commonly we listen to what parents say, for example, if a girl’s parents say they would want the boy responsible to be sent away from school we usually abide by that as a school, we terminate the boy from school.

Researcher: What measures do you employ as a school to help students reduce the rate of pregnancy?

Miss Alexander: Teachers have often advocated for the supply of condoms to students but the school board would not allow that because they claim Moeding is a mission
school. The board further says distributing condoms in school would be like giving every student a license to be as promiscuous as they possibly can.

Appendix D  4.2  October 25th 2002

Interview with Mr Tumelo (the HOD--Academic and Counseling issues)

Researcher: I’m told there is theft in school, how far true is this? Who are the perpetrators?

Mr Tumelo: Well, there is some and commonly items that go missing are personal items such as calculators, school uniform, cell phones, sneakers and many others.

Researcher: And why is it like that?

Mr Tumelo: You know some students steal other students’ property not because of childhood irresponsibility but rather because of selfishness since they come from well-off families. But for some you realize it when you assess the case carefully that they do it because they come from pretty humble families (poor families). But this is not to say what they do is right.

Researcher: So how do you normally handle such cases?

Mr Tumelo: It usually depends on the value of the stolen item. If for instance a P500. 00 ($50.00) item has been stolen we call the police to help us investigate. We usually call the police in situations where we realize that someone is a suspect but when we try to investigate since he believes he is used to some of us he would not want to tell the truth then, we would refer the matter to the police. But at the same time we always face moral dilemma because as we call the police we keep thinking about such a culprit’s future. As administrators we are always aware that calling the police means someone would lose their schooling opportunity. In such cases we prefer to invite parents to school and after hearing the matter and if their child is at fault they would opt to pay for the stolen
property. So preserving the culprit’s future often brings us a dilemma as school administrators.

Researcher: Do you use any counseling services?

Mr Tumelo: Yes. We have divided students into small groups so as to accord each group some degree of openness in sharing their concerns. We meet every group once per term. If a concern that relates to the boarding section is raised, we invite any of the boarding staff to address it. If it is something that is academic either of the HODs, the deputy or the principal would address it. In cases where something social is raised such as a situation where a student may complain of having bad spirits during sleep we usually refer such cases to the chaplain. For example, we have had an instance where a student complained that she often got troubled by some of her relatives during sleep—her father, late sister and others. We invited the chaplain to attend to such a case and at some point the chaplain invited the student to pray with him for the bad spirits to go away. But, by and large, the three units support each other greatly for the good of our students.
Appendix E: Letter to the Ministry of Education

To: The Permanent Secretary  
   Ministry of Education  
   P/Bag 005 Gaborone, Botswana  

From: Joseph Matsoga  
   Ohio, University, Athens, Ohio  

Re: Permission to conduct educational research at Moeding Senior Secondary School, Otse.

Dear Sir  

I am a lecturer at the University of Botswana in the Department of Educational Foundations. I am currently reading for a doctoral degree in Curriculum and Instruction in the Ohio University, Ohio, USA. I have met all the prerequisites required of me before I may commence research for my study.

I intend carrying a study at Moeding Senior Secondary School, Otse and my main participants are teachers, non teaching staff and students. I do hereby request you to allow me to carry out the study. I hope to carry out the research throughout Term 3 (September-November, 2003). All the collected data will be used only for dissertation writing.

Sincerely,

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Joseph Matsoga
OP 46/1 C (34)

26th September, 2002

Mr. Joseph T. Matsoga
University of Botswana
Faculty of Education
Department of Educational Foundations
P/ Bag 0022
Gaborone

Dear Sir,

RE: GRANT OF A RESEARCH PERMIT: MR. J. T. MATSOGA

Your application for a permit refers.

We are pleased to inform you that you have been granted permission to conduct a study entitled “A Curricular Approach to Crime and School Violence in Botswana Secondary Education: The Case of Moeding College”. The research will be carried out in Gaborone, Lobatse and Otse.

The permit is valid for a period not exceeding eight (8) months effective September 26, 2002.

The permit is granted subject to the following conditions:

1. Copies of any report/papers written or videos produced as a result of the study are directly deposited with the Office of the President, National Assembly, Ministry of Education Department of Secondary Education, National Library Service, Research and Development Office, National Conservation Strategy Agency and University of Botswana Library.

2. The permit does not give authority to enter any premises, private establishment or protected area. Permission for such entry should be negotiated with those concerned.
3. You conduct the study according to particulars furnished in the application.

4. Failure to comply with any of the above-stipulated conditions will result in the immediate cancellation of the permit.

Yours faithfully

[Signature]

for/PERMANENT SECRETARY TO THE PRESIDENT

cc: Permanent Secretary, Ministry of Education
    Clerk of the National Assembly
    Director, Department of Secondary Education
    Executive Secretary, National Conservation Strategy Agency
    Director, National Archives
    Director, National Library Service
    Director, Research and Development Office
    Librarian, University of Botswana Library
    District Commissioner/Town Clerk/Council Secretary
      - Gaborone
      - Lobatse
      - South East District
    Land Board Secretary
      - Maletse Land Board
The following research study has been approved by the Institutional Review Board at Ohio University for a period of one year. This review was conducted through an expedited review procedure as defined in the federal regulations as Category(ies):

Project Title: Crime and School Violence in Botswana Secondary Education: A Case of Moeding Secondary School

Project Director: Joseph Matsoga

Faculty Advisor (if applicable): William Stephen Howard

Department: Teacher Education

Jacqueline Legg, M.B.A., Chair
Institutional Review Board

2/1/03
Date
Certificate of Completion

Ohio University certifies that
JOSEPH MATSOGA completed the
computer-based training course on the
Protection of Human Research Subjects.

Serial: 940671
Date: 10/1/2002