



## **Exploration of the methods of school violence prevention. A case study of Kang'onga area of Ndola district**

**Chibale Mulenga**

Information and Communications University, School of Education, Zambia Research and Development Centre (ZRDC), Zambia

### **Abstract**

Several studies and reports have indicated that a lot of learners have been experiencing violence in schools. In response to high profile violent incidents and crimes, many schools in Zambia have developed plans that address school discipline to create a school climate and culture wherein everyone is valued and treated with respect. The problem that prompted this study is that teachers and administrators are struggling with effective implementation prevention program. The study was guided by Bronfenbrenner's ecological systems theory, this study examined the connection among school violence, environment, discipline and prevention programs; and it explored approaches to creating safe communities in schools. Case study design used and the population for the study composed of 100 respondents of which 60 were teachers and 40 were pupils of the schools of kang'onga area of Ndola district who were randomly selected. Both quantitative and qualitative approaches were used in the data collection and analysis. STATA and Excel were used to analyse the data collected through the use of questionnaires. Based on the analysis and interpretation of the data collected in this study, the conclusion reached was, Some causes of violence such as Poor parental care, Exposure to mass media, Poor socio-economic background of learners, Peer influence were noted. Bullying was the most prominent type of violence that surfaced with 43% responses. Some strategies used to end violence were Punishments; School rules enforcements, Expulsions, Suspensions, Guidance and Counselling and Detention. Furthermore, the recommendation reached was that the e government must invest in school personnel to provide diagnostic and counselling services, School managers to Build and develop the team for creating the safe schools. The recommendation were made and concluded that the prevention of violence in the schools must be a collaborative effort. The team should include educators, parents, scholars, law enforcers, community, and Health care providers and other youth serving professionals to minimize school violence, School managers must introduce school programs through the ministry of education (MOE) such as UN-Peace clubs and Young Christian society (YCS) club.

**Keywords:** violence, Young, collaborative, kang'onga

### **1. Introduction**

School violence has caught the attention of nearly everyone in the Zambian Schools. People have become increasingly concerned about the safety and well-being of their school-age children while they attend school. In the eyes of society, school is supposed to be a safe place for children to learn and grow (Furlong & Morrison, 1994) <sup>[12]</sup>, not a place of violence and fear. Given the regularity with which violent incidents are reported in schools across Zambia, there appears to be an obvious increase in the number of violent acts in schools.

Furlong and Chung (1995) <sup>[11]</sup> reports that the media contributes to the perception that school violence is rampant through its extensive coverage of recent tragic incidents. Fostered by the media, violence is perceived to be an increasing and serious problem in schools across the country. Parents have reported increased fears about dropping their children off at school and some parents are reluctant to send their children to school altogether (Weaver, 1993). Not only are students affected, but teachers have also reported fears. Reports of such violent incidents have a devastating impact on students, school personnel, and the community (Chandras, 1999).

As the fears of school violence increase, a child's education can be significantly affected. The opportunity for a successful education is seriously jeopardized when students,

staff members, and the community fear both going to school and remaining after (Mulhern, Dibble, & Berkan, 1994). The perception of school violence, in itself, has the ability to physically and psychologically harm individuals; preventing them from achieving their maximum physical, social, or academic potential (Furlong, Morrison, & Clontz, 1993). School districts have attempted to address the problem of school violence in various ways. In many schools, crisis intervention approaches have become the treatment of choice (Wolfe, 1995; Chandras, 1999) while other school districts have found that preventative actions and plans are the key (U.S. Department of Education, 1999).

### **2. Statement of the problem**

Existing literature shows the energies of Peace Education in mitigating violent conflicts and boosting the reconstruction of critical thinking that prompts a critical mind in making sound informed decisions in resolving conflicts in schools peacefully (UNESCO 2009). The Education policies of 1977, 1992 and 1996, all seem to show the integration of peace education in the main school curriculum with the view of mitigating violent conflicts through the reconstruction and transformation of learners' mental cognitions in order to equip them for a harmonious livelihood within oneself, others and the environment. Despite all the above efforts, research had shown that

secondary schools experience violence, thus, posing a threat of spreading to the growing generations. The escalation of violence however has led researchers to conclude that schools are rapidly and increasingly becoming arenas of violence not only between pupils, but between teachers and pupils, interschool rivalries, gang-conflicts and to their own societies at large. They are no-longer viewed as safe and secure environments for learning, as they are unpredictable places (Banja 2002; Balili 2013, Fishbaughe/ al 2003; Vusumzi and Sumba 2013). Accordingly, an oral report by DEBS office, Ndola district, many schools both government/public and faith based primary and secondary schools in the area had experienced many cases of violent conflicts within the period 2014 to 2017.

Seemingly, learners may have problems to understand peace values that informed the human relations skills in mitigating and resolving violence related issues. Mulaisho, B. (2016) <sup>[21]</sup> noted that Perpetual violence had also an effect on the academic performance, thus, producing irresponsible, volatile and non-fully functional learners who would not be able to participate fully in the democratic and developmental fabric of the Zambian nation. It is against this back ground that the researchers ought to explore the methods used in school violence prevention in Schools of Kang'onga area of Ndola district.

### 3. Research objectives

The study sought to address the following objectives:

#### 4. General objective

To explore the methods used in prevention of school violence in Secondary schools in Ndola district.

#### 5. Specific Objectives

The following are the main objectives that will be considered during the study of 'methods of school violence prevention' research;

1. To identify the various violence acts in Schools of Kang'onga area of Ndola district.
2. To establish various intervention strategies used to prevent violence in Schools of Kang'onga area of Ndola district.
3. To evaluate the effectiveness of the methods used to minimize violence in Schools of Kang'onga area of Ndola district.

### 6. Research questions

#### The main research questions of the current study were

1. What are the various violence acts in Schools of Kang'onga area of Ndola district?
2. What are the interventions or strategies used to prevent violence in Schools of Kang'onga area of Ndola district?
3. How effective are the methods used to minimize violence in Schools of Kang'onga area of Ndola district?

### 7. Significance of the study

The significance of this study is to explore the methods of school violence prevention and how various intervention strategies can be used to reduce violence causes in schools. School violence can derive from a variety of sources; all school stakeholders must play a part in the decision-making and collaboration (Teasley, 2013). Security procedures and

policies are necessary for a proactive approach to school violence. In Zambia violence is normally discussed when it is so much intense, a young person can be a victim, a perpetrator, or a witness of school violence. Most of these acts of violence have been perpetrated directly and indirectly by students of those schools. However, discussing the methods of violence prevention would mean a great deal in reducing it in institutions and help young people attain the highest level of moral values and standards.

### 8. Review of literature

Researchers have conducted extensive studies and implemented numerous initiatives to address school violence (Daniels & Bradley, 2011) <sup>[7]</sup>. Studies have indicated that institutions of learning with minimal incidents of violent conduct are distinguished from institutions with high levels of criminal conduct by a conducive school environment wherein comprehensiveness, nurturance, and communities are marked. Furthermore, when little trust exists among faculty and students, poor communication and cultural misinterpretations may negatively impact student learning and contribute to instances of violence as well (Burdick-Will, 2013) <sup>[4]</sup>.

School safety first and foremost involves an atmosphere of safety, a climate in which students feel happy and comfortable. According to Day, (1996) school violence is a problem that is growing. In a survey by the National League of Cities 41 percent of America's large cities stated that students were seriously injured or killed because of school violence. According to Grapes (2000) <sup>[15]</sup>: The National School Safety Center is now calling bullying "the most enduring and underrated problem in American schools.

Bullying is a manifestation of violence that recurs in U.S. schools (Hess & Drowns, 2009). The failure to stop the offenders has been among the root cause of incidences of increased violence in schools, with victims of bullying planning retaliatory attacks. In response to this problem, many schools have adopted a program for anti-bullying which aims to increase safety through violence mitigation (Riordan, 2014) <sup>[25]</sup>. The Justice Department collaborated to produce a series of such programs, aimed at prevention of juvenile delinquency. Their reports and resources have assisted in delivering information to justice officials and law enforcement officials. Moreover, they have addressed the flaws in contemporary juvenile justice practices and justice policy. Each of these reports has highlighted promising programs to address the important issue of juvenile justice (Riordan, 2014) <sup>[25]</sup>. Involving U.S. students is crucial to the success of such programs.

According to Rigby (2007), although students and their parents should report incidents of bullying to the school administrators and the staff at schools, the families and the students should also feel comfortable calling hotline numbers in some cases.

According to Saunders (1994) "Closing" a campus is one of the most inexpensive, effective safety measures a school can take". Having the students wear identification badges is one way to keep track of who should be on campus and who should not (Goldstein & Conoley, 1997) <sup>[14]</sup>. This is important in that unidentified individuals can easily be traced and questioned as to why there are in school and for what reasons.

Placing school safety on the educational agenda is another strategy. This is termed as a beginning step, because when

school administrators make a conscious decision that safety is a high priority, this commitment provides a basis for developing plans to reach that goal (Goldstein & Conoley, 1997) <sup>[14]</sup>. Along those lines, the school should also have a comprehensive and system wide safety plans. The development of these plans should be in collaboration with parents, students, law enforcement officials, courts, probation and social services, religious, corporate, and other community leaders, according to Goldstein and Conoley (1997) <sup>[14]</sup>. Even with responsible planning, there are times when crisis is unavoidable. By establishing a crisis plan that focuses on crisis prevention, preparation, management, and resolution there should be specific steps to follow in the case of a crisis (Goldstein & Conoley, 1997) <sup>[14]</sup>. Create a climate of ownership and school pride (Goldstein & Conoley, 1997, p. 84) <sup>[14]</sup>. This can be done by including students, staff, parents, and community members in school safety planning process. Establishing systems for extracurricular in school for the students. Students need positive things to do, without positive, interesting, or challenging things to do students tend to fill their time with negative things.

A strategy that may cause controversy, but may help with school violence is instituting a dress code. This problem must be addressed by administrators, educators, family and community members, lawmakers, and health care professionals (Kopka, 1997) <sup>[18]</sup>. The dress code should be for staff and students. Gang attire should be prohibited, and the dress code should be consistently enforced. Students and parents should be allowed to help establish the dress code, this will help them to support and preserve what they helped to create (Goldstein & Conoley, 1997) <sup>[14]</sup>. There are some things teachers can do to help reduce school violence also. One technique they can try is to have the students help them come up with norms for their behavior in the classrooms, not allow violence, and ask the students to come up with consequences to enforce the rules. The teachers should know the school's policy on violence and firmly, consistently, and fairly enforce the policy.

In the eyes of society, school is supposed to be a safe place for children to learn and grow (Furlong & Morrison, 1994) <sup>[12]</sup>, not a place of violence and fear. The principals should make sure that students are learning violence prevention throughout their education, and that it is not just a one-time thing. On the other hand, they need to support guidance and counseling to help anger management among students. Students that are guided toward responsible anger management are more likely to understand and manage angry feelings directly and non-aggressively and to avoid the stress that often accompanies poor anger management (Marion, 1997) <sup>[19]</sup>.

Benfield (2004) established that during a study among New Zealand educators that 28% of educators experience minor forms of bullying on a daily or weekly basis from learners. Of those bullied, 82% have been subject to repeated class disruptions or repeated disrespectful behaviour, 40% had their personal belongings or property vandalised and 27% had been threatened or physically assaulted on more than one occasion and 11% received repeated racial, sexual or religious slurs (De Wet & Jacobs, 2006). In 2001, in New South Wales, school violence resulted in 42 educators requiring medical attention after being assaulted by learners (Australian Education Union, 2003). Researchers at the University of South Australia

(Youth Studies Australia, 2005) found that learners were responsible for 33% of violent attacks on educators and physical assaults made up 42% of incidents of abuse. Likewise, a Jamaican study by Gardener, as cited by De Wet (2007b), revealed that 30% of respondents indicated that educators were often threatened. Countries such as the USA, Holland, and Japan also face numerous challenges in ensuring school safety during the past two decades (Orr, 2003). Both the UK and the US have recorded incidences of violence in schools that have become a matter for concern. A 2002 report by NASUWT (Ahmed, 2002) revealed that educators in 71 schools had threatened to take action during the preceding 18 months because “.pupils have had proved too difficult to teach”. The educators said they were often spat at, kicked, and punched by learners.

Statistics are limited on the experiences of violence against teachers however there are some cases reported in various studies done on general school violence. According to a study done by Walker (2013, p.2), “Violence directed against teachers is a national crisis with far-reaching implications and deserves inclusion in the school violence equation”.

## 9. Methodology

### 9.1 Research methodology

Orodho (2009) <sup>[22]</sup> defines methodology as the scheme plan used to generate responses to research questions. Furthermore, research methodology refers to the techniques used to structure the study, gather and analyse information in a systematic way (Kombo 2006) <sup>[17]</sup>. The methodology describes research design that could be used, target population, sample size, sampling procedures and research instruments. It also describes the data collection procedures and how the data may be analysed in order to answer the research questions.

Therefore, this study employed the qualitative paradigm because it was an inquiry that focused on a descriptive and inductive study of peoples' meanings and understanding of their own realities, it emphasized grounded practice derived from a rich descriptive data that does not use statistical procedures regularly (Bui 2009). The qualitative research method aimed at gathering in depth understanding of human behaviour. Qualitative studies tend to work with small sample sizes in depth, which means they can generate insights about dynamics of particular cases and tends to be holistic and explanatory rather than reductionist and predictive. The research aimed at exploring how Peace Education could be effectively taught in order to mitigate violent conflicts in secondary schools.

### 9.2 Research design

A research design is a plan of the proposed research work. Kothari (2004) explains that a research design is a pre-plan of the methods that are to be used for the data collection. It takes account of techniques to be adopted in the analysis, while adhering to research objectives, time or monetary resources available. According to Bless and Achola (1983), the research design provides answers to such questions as: What kind of sampling will be used to gather data? How will time and constraints be dealt with? This study adopted a qualitative descriptive survey research design which collected data on occurrences such as opinions, attitudes, feelings, and habits.

The type of research design adopted for this study is

Qualitative field of research. Drew, Hardman and Hosp (2008), claimed that the purpose of research is to obtain knowledge or information that pertains to particular questions under study. Qualitative research is most appropriate for the study because it involves experiences of people. As stated by Creswell (1998, p.14) one undertakes qualitative research in a natural setting where the researcher is an instrument of data collection who gathers words or pictures, analyses them inductively, focuses on the meaning of participants, and describes a process that is expressive and persuasive in language.

This research aims to achieve an in-depth understanding of the methods used for violence prevention in schools. The use of an interpretivist paradigm in this study will be useful to relate to people's experiences in their day-to-day natural environment. As Creswell (1998, p.15) put it "qualitative research is multi method in focus, involving an interpretive naturalistic approach to its subject matter". Interpretivism deals with people's experiences and interpretation of these experiences, which was quite relevant to this study.

### 9.3 Target population

Kombo and Tromp (2009: 76) [17] refer to population as "a group of individual objects or items from which samples are taken for measurement." According to Moulton (2014), "a population is a collection of objects, events or individuals having some common characteristic that the researcher is interested in studying". The population in this study will comprise of the teachers and pupils of the three schools (Yengwe Combined, Fatima and Barefoot community school) located in Ndola district.

### 9.4 Sample size

A sample is a subset of a population that is used to represent the entire group as a whole (White, 2014). It is for this reason that every researcher needs to come up with a good and manageable sample representation of the population (Changwe, 2017). The targeted total of 80 participants will be involved in the study; of them will include 50 teachers from different schools, 10 School administrators, which are the Heads and the Deputy Heads and lastly 20 pupils from the three schools in kang'onga area of Ndola, Copperbelt Province.

### 9.5 Sampling techniques

The sampling procedure that will be used in this research is non-probability purposive sampling method that is frequently used in qualitative research. As stated by Creswell (1998, p.118), "the purposeful selection of participants represents a key decision point in qualitative study". The context of the study will be undertaken at three different schools in the area nearby where the researcher reside. Teachers will be chosen from three different schools after a pre- questionnaire is given to identify those that have experienced aggressive behavior of learners. The researcher intends to use purposeful sampling. In this Sampling procedure subjects are selected subjectively to represent as accurately as possible the characteristics of the population of interest. It is a judgmental sampling because it depends on the researcher as to who should be included in the sample.

### 9.6 Data Collection Instruments

The main research tools used in the study were

questionnaires. According to Orodho and Kombo (2006, 2009) [22], research instruments include questionnaires, interview schedules and observations. Brown (2001) [2] defines a questionnaire as any written instrument that presents respondents with a series of questions or statement to which they are to react either by writing out their answers or selecting from among existing answers. Therefore, to determine the sample group as mentioned previously, structured qualitative pre-questionnaires will be given to teachers. Once the participants are chosen, semi-structured interviews will be employed to engage participants in the study. Interviews enable participants be they interviewers or interviewees to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view (Cohen, Manion and Morrison, 2000). The purpose of an interview is to assess and gather data of participants' experiences of aggression against them by learners. An observation checklist also used as a data collection tool, which enabled the researcher to enhance the quality of research, by using different methods to support findings.

### 9.7 Data Collection Procedures

Cresswell (2009) elucidates that in order to collect, analyze and interpret data in a research, research methods are used. Wall (1986:70), defines data as numbers or symbols assigned to characteristics of objects or events. Therefore, with this regard, Questionnaires will be distributed to learners and collected back after one week. Semi structured Interview Schedules will also be distributed to learners and latter collected and analyzed.

The researcher will seek permission from the Ministry of Education through the Faculty of Education, Information Communications University. Notification letters to do research in the selected school will be forwarded to the Principal or the Head Teacher of the school. The researcher work at the school were the research will be conducted and the Head teacher will be informed the purpose of the study. The classes concerned will be handed over to the researcher who will make some arrangements with the teachers about the induction topic and the conduct of the study. The induction exercise will last for one week. All the students involved will be split into two groups, that is the control group and the experimental group which will be given a pre-test after the induction lessons.

The data collection steps, method and analysis were divided into three stages, so as to enable smooth and sequential way of data collection process, and these were the pre-intervention stage, intervention stage and the post-intervention stage.

### 9.8 Data analysis technique

This study employed thematic content analysis, which help identify the themes that emerge from the interviews that will be conducted about the pupil's and teachers' experiences of violence towards them in schools. Thematic content analysis usually summarizes key themes of a large body of data to offer an in depth description of it similarities and differences (Terre Blanche, Durrheim, & Kelly, 2006b). As explained by Braun and Clarke (2006), this qualitative analytic method frequently goes further by interpreting various aspects of the research topic. According to Lyons and Coyle (2007), there is no clear point when data collection stops and analysis begins with qualitative research, however the process of

analysis comes into being when the researcher starts to become aware of patterns and issues of potential interest in the data. Both inductive and deductive coding was used, guided by the literature review and as the codes emerge from the data collected.

McMillan and Schumacher (2001, p.461) stated, “Qualitative data analysis is primarily an inductive process of organizing the data into categories and identifying patterns (relationships) among the categories, most of which emerge from the data”. De Vos *et al.*, (2009) agree that data analysis further brings order, structure, and meaning to the mass of collected data.

In this particular study, the quantitative data collected from both pre-and-post-tests was analyzed Using EXCEL and STATA to generate descriptive statistical information in form of frequencies, variables, pie-chart, tables, graphs as well as percentages. ‘Statistics are a set of mathematical methods used to extract and clarify information from observable data. Statistics generate simple numbers to describe distributions’ (Kombo and Tromp, (2006, 2009) [17].

**10. Data presentation and analysis**

**10.1 Age Distribution of all the Respondents**

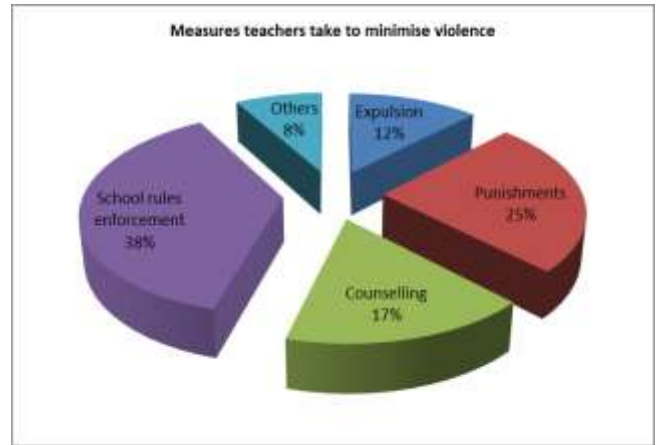
**Table 1:** below presented the age of the teachers / Administrators and pupils

	AGE	Frequency	Percentage
Teachers	18-28 years	18	18%
	29-34 years	17	17%
	35 years above	25	25%
Total		60	
Pupils	9-10 years	6	6%
	11-12 years	8	8%
	13-14 years	12	12%
	15-19 years	14	14%
Total		40	
TOTAL		100	100%

The table above shows the age distribution of all the teachers/administrators and pupils who participated in the research. It showed that the 18 of the respondents were 18-28 years of age indicating 18%. On the other hand, the age between 29 – 34 which was 17 indicating 17% and the age of 35 years and above was 25 representing 25%. On the other hand, 6 pupils between the ages of 9 and 10 recorded 6% of the respondents while 11-12 years was 8, indicating 8%, 13-14 years was 12 with 12% participation and finally

15 years and above were 14 with 14% of the total number of respondents who participated.

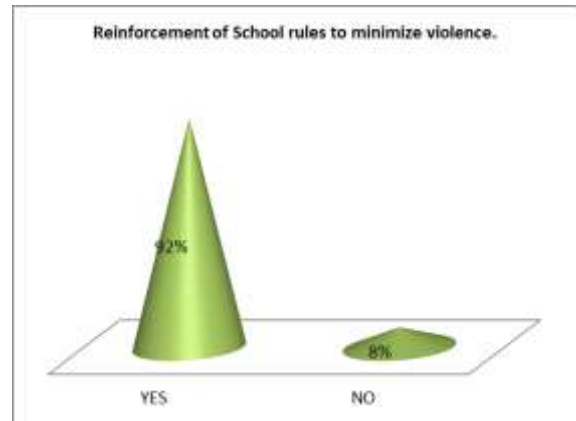
**10.2 Measures the administration/teachers take to minimise violence**



**Fig 1**

From the figure above, it was indicated that the most used method to minimise violence in schools was school rules reinforcement indicating 38%, followed by punishments of the perpetrators of the violence with 25%, Expulsion was 12% and counselling of pupils engaging in the violence behaviour recorded a 17% and finally other measures of minimising violence indicated 8%.

**10.3 Reinforcement of School rules to minimize violence**



**Fig 2**

**10.4 Punishment as the method used to minimize school violence**

The bar graph below shows the results of the responses as to whether Punishments can be suitable to minimize school violence. 72% of the respondents strongly agreed, 15% of the respondents agreed, 10% of the respondents disagreed and 3% of the respondents strongly disagreed indicating that they don't use punishments to deal with school violence.

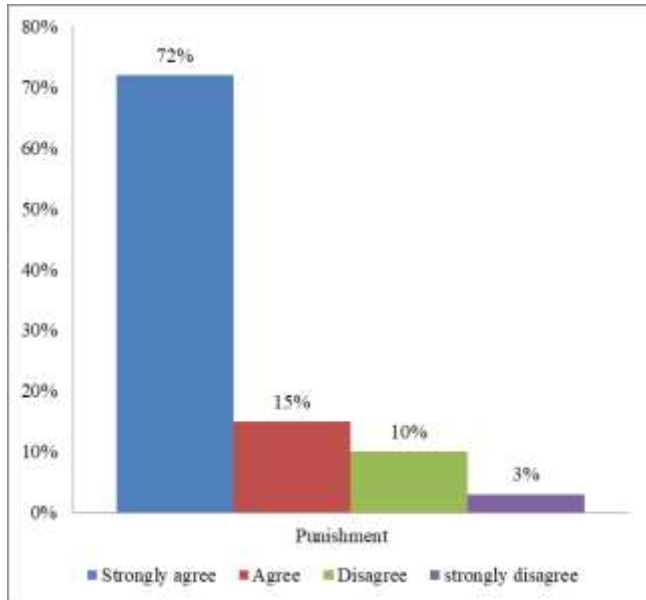


Fig 3

**11. Data analysis and research discussion**

**11.1 Summary of the Study**

The aim of the study was to explore the methods of school violence prevention in secondary schools in Ndola district. The study used the Basic Need of security and safety from the Theory by Abraham Maslow to attempt to determine how best teaching and learning can be made effective without any challenges in attendance and academic performance. Three objectives guided the study. The first one being;

**11.2 The various violence acts in Schools of Kang’onga area of Ndola district.**

A school setting provides the opportunity for all members of the school community to work together to provide learners with integrated and positive experiences and structures that promote and protect their health and learning environment. The connection between a learner's health and education is a powerful one. Just as health exerts a powerful impact on the ability to learn, so too is regular attendance in school one of the essential means of improving health.

When the teachers and administrator were asked about the use of drugs and alcohol at school, 35% said they personally knew some pupils that have been drunk at school before, 50% personally knew someone that have smoked dagga (marijuana) at school and 15% personally knew someone that had used other drugs before and smoked before in school. This means that the common serious acts of school violence are theft, vandalism, fistfights, smoking, alcohol drinking and assault. This might be because they view the above-mentioned problems as more serious offences and do not view underage drinking as such a significant crime. Drug use and dealing on school premises on the other hand

seems to be viewed by the pupils as a serious problem.

**11.3 The various methods used to prevent violence in Schools of Kang’onga area of Ndola district.**

**11.3.1 Violence prevention programs**

Violence preventative measures can reduce violence and troubling behaviors in school those who choose to use a preventative strategy believe that through education and awareness, one has the necessary knowledge to stop an act before it is fully carried out. Some of the most promising prevention and early intervention strategies involve the entire educational community - administrators, teachers, families, students, support staff, and community members - working together to form positive relationships within the school. The qualitative data gathered from the Teachers and Pupils found that the the schools had put in place some measures to address school violence. Interventions reported included: Counseling and Guidance, Clubs and societies, Peer counselors, Motivational speeches.

**11.3.2 Counselling and Guidance**

Most schools were reported to be offering counselling to students through the guidance and counselling department. However, the teachers reported that they only offer general counselling and not specific on prevention and management of violence extremism. This is because they felt ill equipped to handle the issues. Integration in Life skills lessons: Some schools reported to be discussing issues related to violence during life skills lessons, however there was a general feedback that the current life skills curriculum is not adequate to address the challenges at hand.

**11.3.3 Clubs and societies**

Some schools reported to be discussing the issues of violence through school clubs and sports activities. One of the students commented “There are also societies like the Christian Union (CU) that is run and conducted by some teachers in school, Young Catholic Society (YCS) and Charismatic group which are facilitated by some teachers in schools. These societies build the students spiritually.

**11.3.4 Peer counsellors**

Some schools reported an approach of working with peer counsellors. This entails identifying and training some students on good role modelling. The students are then challenged to influence other students positively.

**11.3.5 Motivational speeches**

Schools also reported that they invite role models and motivational speakers to address the students and hopefully influence them positively and this is done at least once in a year either during careers day or any other ordinary day. The use of the Drug enforcement commissioners (DEC) also enabled pupils to learn a lot and be educated on the dangers of the drugs to their healthy and the people around them.

**11.3.6 Violence Prevention Program Facilitators**

The data showed that counsellors and teachers were the most frequently identified as effective facilitators of a violence prevention program. The answers given varied even within the sampled schools and grade levels, suggesting that school officials may have different opinions of strengths and weaknesses of various professionals. The answers varied regarding who was currently facilitating

their school's program within grade levels and schools at hand. These data add support to the notion that school officials are less than well-informed regarding their school's violence prevention program.

Most pupils have experience with teachers and administrators. Due to this experience, most pupils have an understanding of the role they play within the school in preventing violence. The number of school resource/public safety officers and occupational therapists (OT) such as the security guards within the school is significantly smaller than that of teachers and administrators put together. The fewer the number of professionals in such roles, the less the opportunities for interaction with pupils, on the issues to do with school violence. These professionals are also not always represented in staff meetings because they typically work in schools but for specific purpose and therefore their schedules do not allow them to attend all staff meetings. Staff meetings allow school officials a time to discuss what is going on in the school and if these professionals are not present at the staff meeting, the other school officials may not be aware of what they are doing.

#### **11.4 Key areas on school violence prevention strategies**

The Key areas on school violence prevention strategies were analyzed and it is evident that violence in the schools is becoming common and does affect children, but it cannot be forgotten that it impacts the staff too. Teachers, administrators, and other school personnel enter the schools each morning and must face the same challenges and fears related to school violence. As a result of violence, students cannot learn, teachers cannot teach, and parents are reluctant to send their children to schools where crime and violence are perceived as an ordinary part of the school day. The perceived violence in the schools affects everyone.

#### **11.5 Punishments, Expulsions, Suspensions and detention as the method used to minimize school violence.**

The responses as to whether Punishments, Expulsions, Suspensions and detention can be suitable to minimize school violence. From the analysis, Punishments have been used frequently, showing 72% of the respondents strongly agreed, 15% of the respondents agreed, 10% of the respondents disagreed and 3% of the respondents strongly disagreed indicating that they don't use punishments to deal with school violence. On the other hand, from the results of the responses as to whether Expulsion can be suitable to minimize school violence, 10% of the respondents strongly agreed, 5% of the respondents agreed, 51% of the respondents disagreed and 34% of the respondents strongly disagreed indicating that they don't use Expulsion to deal with school violence and lastly, the results of the responses as to whether Suspensions can be suitable to minimize school violence. 10% of the respondents strongly agreed, 5% of the respondents agreed, 25% of the respondents disagreed and 60% of the respondents strongly disagreed indicating that they don't normally use Suspensions to deal with school violence.

#### **11.7 Effectiveness of the methods used to minimize violence in Schools of Kang'onga area of Ndola district.**

According to Furlong, Morrison, Cornell, and Skiba (2004), it would be very difficult to measure the effectiveness of school violence prevention programs due to the lack of a

standardized scale or measurement of school violence, since this construct encompasses many acts and activities that are hardly monitored; thus, an accurate assessment of school safety or violence is still lacking. In order to address this deficit, the participants offered their opinions, based on their experience, of how they assess the effectiveness of new programs aimed at reducing school violence.

Another confounding factor about this type of measurement is the administration's lack of ability to witness all the violent incidents within the school premises. Many forms of violence are not readily observable, especially since students are wary when teachers are present; thus, they tend to commit violent acts that would get them reprimanded when teachers are not around. As a result, these unnoticed incidences cannot be accounted for in the measures.

## **12. Summary, conclusion and recommendations**

### **12.1 Conclusion**

School violence is a recurring problem that has yet to be solved. The results of this study suggested that the problem of school violence should be addressed in some ways. First, the short-term solution of providing enough security within and around the school premises to stop any conflict before it escalates into a serious violent act. Trained security personnel may work to accomplish this task, and teachers could also be trained to handle such incidences. In addition to increased security, immediate solutions could also appear in the form of other programs to reduce school violence, including school uniform policies. However, the problem with these programs is that they are aimed at reversing an already existing violence problem among the youth. The second way to address this problem is to target the root causes of violent behavior, which include monitoring student behavior including social media, television and videogame use with the help of the parents. This measure also includes rewarding and reinforcing positive behavior in order to provide various programs that may interest the students.

The prevention of violence in the schools must be a collaborative effort. It is not the sole responsibility of any one to keep the behavior and activities of the children in check. Rather, it is a joint responsibility of the parents, teachers, school administrators, and the community, and even the students as well. In order to minimize the violent tendencies of the youth today, as influenced by outside factors, the combined efforts of the aforementioned parties are needed to shape a less violent generation of students. The findings indicate that learners who are not exposed to violence can still be violent if there is no awareness. Ineffective disciplinary techniques that rely on security measures need to be replaced with more effective strategies, such as clearly defined rules and consequences. While there is no direct correlation between safety and physical infrastructure, some Respondents suggested the need to build the wall fences in some schools without to minimize some movements among students.

### **12.2 Recommendation**

- The government must invest in school personnel to provide diagnostic and counseling services, such as school counselors, school psychologists and nurses provide a safe and secure learning environment for all students.
- School managers to Build and develop the team for creating the safe schools. The team should include

educators, parents, scholars, law enforcers, community, health care providers and other youth serving professionals to minimize school violence.

- School managers must introduce school programs through the ministry of education (MOE) such as UN-Peace clubs and Young Christian society (YCS) club to advocate peace among learners in some schools.
- School managers and teachers must conduct school counseling programs and encourage pupils to participate in order to sharp their behaviors and more positive attitudes toward school.
- The Ministry of General Education should upgrade the quality of pre-service teacher education to equip the teachers with the necessary knowledge in school violence and help to act upon its proper implementation. This can also be done through workshops or Continuous Professional Development (CPDs).
- Head teachers should pay attention to learners 'complaints before their conflicts could escalate to violence.

### References

1. Astor RA, Pitner RO, Duncan BB. Ecological approaches to mental health consultation with teachers on issues related to youth and school violence, educating children in a violent society. *The Journal of Negro Education*. 1996; 65(3):336-355.
2. Brown B. Controlling crime and delinquency in the schools. *Journal of School Violence*, 4(4): 105-125. Available at, 2005, <http://www.haworthpress.com/web/JSV>. Accessed on: 17/09/2010.
3. Brown S, Taylor K. Bullying, Education and Earnings: Evidence from the National Child Development Study. *Economics of Education Review*. 2008; 27(4):387-401.
4. Burdick-Will J. School violent crime and academic achievement in Chicago. *Sociology of Education*,. 2013; 86(4):343-361. doi:10.1177/0038040713494225
5. Burton P. Merchants, skollies and stones experiences of school violence in South Africa, 2008.
6. Dalton JH, Elias MJ, Wanderman A. Community psychology: Linking individuals and communities. Belmont, 2001.
7. Daniels JA, Bradley MC. Preventing lethal school violence. New York, NY: Springer, 2011.
8. Day N. Violence in school: Learning in fear. Enslow Publishers, Inc: Springfield, NJ, 1996.
9. De Wet C. Free State educator's perceptions and observations of learner-on-learner, learner-on-educator and educator-on-learner school violence. *South African Journal of Education*. 2007b; 11(1):60-85.
10. De Wet NC. Violence in schools. In C.C. Wolhuter, E. M. Lemmer, & N. C. De Wet, *Comparative Education: Education systems and contemporary issues* Pretoria: Van Schaik, 2007c, 248-262.
11. Furlong MJ, Chung A. Who are the victims of school violence? A comparison of student non-victims and multi victims. *Education & Treatment of Children*. 1995; 18(3):282-298.
12. Furlong MJ, Morrison GM. Addressing school violence as part of schools' educational mission. *Preventing School Failure*. 1994; 38(3):10-19.
13. Gabarino J, Dubrow NP. Children in danger: Coping with consequences of community violence. San Francisco: Jossey-Bass, 1992.
14. Goldstein AP, Conoley JC. (Eds.). *School violence intervention: A practical handbook*. The Guilford Press: New York, NY, 1997.
15. Grapes BJ. (ed.) *School violence*. Green haven Press, Inc: San Diego, CA, 2000.
16. Kelly JG. Ecological constraints on mental health services. *American Psychologist*. 1996; 21(6):535-539.
17. Kombo D, Tromp D. Proposal and Thesis writing. An introduction- Nairobi: New Age International publishers, 2006.
18. Kopka DL. *School violence*. ABC-CLIO, Inc: Santa Barbara, CA, 1997.
19. Marion M. Helping young children deal with anger. (Report No. EDO-PS-97- 24). Champaign, IL: Clearinghouse on Elementary and Early Childhood Education. (ERIC Document Reproduction Service No. ED414077), 1997.
20. Mooij T. Secondary school teachers' personal and school characteristics, experience of violence and perceived violence motives. *Teachers and Teaching: Theory and Practice*. 2011; 17(2):227-253. doi:10.1080/13540602.2011.539803
21. Mulaisho B. A Method of Mitigating Violent Conflicts in Selected Secondary Schools in Mansa District. University of Zambia. Lusaka, 2016.
22. Orodho JA. *Techniques of writing Research Proposals and Reports in Education and Social Sciences Methods*. Nairobi, Kaneja publishers, 2009.
23. Rigby K. Effects of Peer Victimization in Schools and Perceived Social Support on Adolescent Well-Being. *Journal of Adolescence*. 2000; 23(1):57-68.
24. Rigby K. *Bullying interventions in schools: Six basic approaches*. Hoboken, NJ: John Wiley & Sons, 2012.
25. Riordan CA. *Creating safe learning environments. Techniques*. 2014; 7:26.