

**An Exploratory Study of Crime Among High School Learners in Nzhelele East Circuit,
Vhembe District, Limpopo Province**

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DECLARATION

I, **Mathungeni Recheal Nthangeni (11583240)**, hereby declare that this dissertation for Master of Arts, Youth in Development at the University of Venda, hereby submitted by me, has not previously been submitted for a degree at this or any other institution, and that this is my own work in design and execution. All reference materials contained herein have been duly acknowledged.

Student signature:

Date:

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DEDICATION

I dedicate this research to all high school educators and learners fighting against crime in schools. I also dedicate this study to all community stakeholders helping young people to stay safe from crime.

ABSTRACT

High school crime has become a major problem all over the world including South Africa. The aim of this study was to explore the nature, causes and effects of youth crime amongst learners in high schools in Nzhelele East Circuit. Three high schools known for high crime rate were purposefully selected. A mixed method approach was adopted. Focus groups were conducted among the Life Orientation teachers in the selected schools to collect qualitative data, and questionnaires were administered to learners to collect quantitative data. Purposive sampling was used to sample Life Orientation teachers for the focus groups. Stratified random sampling was used to survey 40 grade 10 and 40 grade 11 learners from each of the three high schools (240 learners). Qualitative data was analyzed thematically and the quantitative data was analyzed using descriptive statistics methods. Consequently, the results from the two methods were compared and triangulated. Ethical precautionary measures were taken to avoid harm to the research participants. The study found that a variety of family, economic and environmental factors contribute to crime in schools. Findings of this study assist the teachers, learners, parents and the Department of Education authorities in the Vhembe District to gain a better understanding of the nature, causes and effects of crime among high school learners. Only a multi-pronged strategy can be effective in overcoming crime which is plaguing many high schools in South Africa.

Keywords: Crime, youth crime, violence, learners, bullying; offenders; victims

ABBREVIATIONS AND ACRONYMS

UNICEF- United Nations International Children Emergency Fund

UNESCO- United Nations Educational, Scientific and Cultural Organisation

UNDP- United Nations Development Programme

CJCP- Centre for Justice and Crime Prevention

CDC- Centre for Diseases Control and Prevention

NCED- National Centre for Employee Development

EU- European Union

AU-African Union

UN-United Nations

ECWR- Egyptian Centre for Woman Rights

WHO- World Health Organization

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CHAPTER ONE

1. INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

Youth crime has become a major issue all over the world because it is committed in places which are regarded to be safe such as schools and homes. Youth crime in schools has been escalating in many countries. According to the Centre of Justice and Crime Prevention (2012), youth crime rate rose from 43% in 2009 to 58% in 2012 worldwide. Crime is any act or action which constitutes an offence and it is punishable by the law. In the context of this study, crime is defined as an instance of negligence that is deemed injurious to other learners and educators at school (Mncube & Madikizela-Madiya, 2004).

1.2 BACKGROUND OF THE STUDY

The rising level of youth crime in schools is seen to be totally unacceptable especially where weapons are involved (UN, 2011). There is evidence from statistics released by the United Nations Development Programmes (UNDP) (2011) showing that more than 40% of students who committed an offence had been suspended from schools in 2011, and nearly a third of them had committed physical misconduct (UNDP, 2011). Another report released by the United Nations (UN, 2013) claims that about 46% of school principals have been either physically assaulted or witnessed physical violence in schools in 2013. Seventy percent of other school leaders had also been threatened with violence, in which students were responsible.

According to the Centre for Justice and Crime Prevention (CJCP) (2010), school crime in United State of America is also a serious problem. CJCP (2010) found that 8.9% of high school students carried weapon when going to school, for example knife and gun. The rate was three times higher among males than females. Eight percent of high school students reported having been threatened or injured with a weapon on school property at least once or twice whereas about 13% of students were involved in fights. The same report estimated that 5% of students did not feel safe at school, and decided not to go to school for about two to three days. On violence that occurs in American schools, teachers were also targeted. According to the Centre of Diseases Control and Prevention (CDCP) (2012), 10% of teachers in urban schools and 7% of teachers in rural areas of United States reported that they had been physically attacked and threatened by the students. A greater

percent of high school teachers than primary school teachers reported being threatened with injury by students (CDCP, 2012).

In European countries, about 860,000 crimes committed by youth aged 14-22 years have been reported. Out of these crimes, 160000 crimes were committed by females. The rest were committed by male students. According to the European Union Agency (EUA) (2012), youth crime increased with about 5% in 2012. This overall increase is led by Hungary with 36%, Denmark with 23% and Scotland with 26%. However, youth crime declined in England and Wales in the year 2012. The study conducted by the European Union Agency (EUA) (2012) indicated that sexual violence is the most prevalent crime in European schools, whereas Denmark has the highest prevalence rate of physical and sexual violence against female students and teachers (EUAF, 2013). The lives of female students remain in danger in most parts of Europe. In the United Kingdom, police statistics revealed that 7000 criminal cases were reported in schools. According to the National Association of School Masters Union of Woman Teachers (NASUWT) (2011), over 16% of learners claimed to have been assaulted in 2011. The Association of Teachers and Lecturers in the United Kingdom released details of a survey of about 1000 of its members which found that nearly one quarter of them had been assaulted, and about 49% of such has been happening in the classroom (NASUWT, 2011).

1.3 SCHOOL YOUTH CRIME IN AFRICA

Looking at Africa, the rate of school crime was at 48% in 2013. In the middle and northern African countries, 73.5% of females reported that they have experienced gangster crime in their schools wherein property was damaged while females were raped. According to the Egyptian Centre for Woman Rights (ECWR) (2013), the number of rapes and violent crime cases is over 100,000 every year in the middle and northern countries of Africa.

Many cases have also been reported concerning youth school crime in sub-Sahara African schools. The most prominent cases reported included gender based violence. This included sexual discrimination, harassment and violence. Most cases reported were perpetrated by fellow classmates and teachers. In Namibia, a study was conducted amongst the pregnant teenage girls, and the results indicated that for 38% of those pregnancies, male classmates and teachers were responsible (UN, 2013). Furthermore, in Malawi, 57% of students had experienced abuse in schools. In most cases, they were the friends of the abusers. Students indicated that bullying and

physical violence were the most forms of crime committed in schools. Students in Malawi experience more group fights (UNICEF, 2012).

Amongst the countries in sub-Saharan Africa, South Africa is leading when it comes to school youth crime. The school crime in South Africa was at 52.4% in 2012 (StatSA, 2012). In total, 58% of all learners, translating to 1,821,054, have experienced some form of crime in South Africa. Classmates were identified as primary perpetrators of school crimes. About 46 of those were crimes of threat, 32 of assault, and 22% of theft (StatsSA, 2012).

Historically, South African students are known for their violence in schools during apartheid regime, which also included the upsurge of violence by students during the uprising in Soweto in 1976. Many scholars contend that South African political history has played a critical role in influencing a violent behaviour among students, especially the black majority. The Centre for the Study of Violence and Reconciliation (CSVR) (1999) maintains that the emotional, psychological and financial state of the South African youth is still based on their historical experiences. Such experiences have led to increase of crime amongst the majority classes which were blacks, Indians and coloureds as compared to whites. The National School Violence study conducted in South Africa (2013) revealed that 15.3% of high school students have access to alcohol and drugs within the school. In South African schools, there were about 32% of learners who miss classes because they have been arrested. The Department of Basic Education stated that the rate of crime has increased in the school premises and the number of grade 12 learners is three times fewer compared to grade 8 learners. This implies that some learners might have lost the chance of schooling because they have committed crime and been arrested Centre for Justice and Crime Prevention (CJCP) (2013).

In Gauteng province, the rate of school crime has increased with about 11% in 2014. Amongst the students in Gauteng schools, 68% were searched by the police, and 32% of those were found in possession of dagga and drugs (CJCP, 2014). Western Cape has the highest rate of crime in schools of all the provinces in South Africa. For example, on 20th April 2015 in Western Cape, 16 incidents of school vandalism were reported; one school was hit five times by the vandals. The MEC of Education, Debbie Schafer, said the cost of the damage is too much and it would cost a fortune to repair all the schools (Fredrics, 2015). Limpopo province has the lowest rate of school crime.

1.4 SCHOOL YOUTH CRIME IN LIMPOPO

Crimes of assault, theft, sexual harassment and threats rated at about 5.8%, 15.9%, 5.3% and 14.5 respectively. From all parts of Limpopo province, Musina is the area with the highest school crime, at about 23% (StatsSA, 2014). A research conducted by Save the Children Organization (2012) shows that for a child who has experienced violence, his/her school performance decreases, and the mental and physical health is in danger. The types of crime which are most prevalent in schools in Vhembe District where the study was conducted in Limpopo province included excessive use of dagga, alcohol and smoking. More than 5% of cases were reported to the police where youth were caught using dagga in schools. Furthermore, the police found that in Vhembe District, mostly in urban schools, learners hide dagga inside their lunch boxes (Matlaba, 2010). Committing different types of crimes at schools by learners cost most learners dearly. Most of the learners caught for committing such crimes in school premises end up losing their chance to complete their high school education because they are expelled from school while some of them end up in jail (CJCP, 2015).

1.5 PROBLEM STATEMENT

According to the World Health Organisation (WHO) (2013), school violent crime disrupts schooling. The future of the perpetrators of crime is also shattered. On the other hand, the victims of crimes committed in schools may experience serious physical, emotional and psychological damage. They may also find it extremely difficult to form and maintain healthy and trusting relationships with other peers. On the other hand, students who have been abused may think that violence is the only way to solve problems. Many Circuits in the Vhembe District, including Nzhelele East circuits, also experience school youth crime such as drug abuse, alcohol abuse, rape, armed robbery, walking around with dangerous weapons, gangsterism, illicit sex, assault, and bullying (Save the Children, 2013).

School youth crime puts the life of other students in danger and at the same time disrupts the process of learning. A research conducted by Save the Children Organisation (2013) shows that for a child who has experienced violence, his/her school performance drops. The other challenge that comes with this is that the mental health and physical health of learners is also in danger.

It is the experience of this researcher that many learners in the Vhembe Districts have witnessed violence and interpersonal disputes at schools, many of which involved the use of weapons like

sticks or knives. In the light of the above, conducting a study on youth crime in schools in the Vhembe District was necessary for the sole purpose of understanding school youth crime and its implications. This study was vital since school crime has become a great concern for learners, educators, parents and other members of community who are also victims of crime. The study aimed at exploring youth crime at high schools in Nzhelele East circuit, Vhembe District in Limpopo province in South Africa.

1.6 AIM OF THE STUDY

The aim of the study was to explore youth crime at high schools in Nzhelele East circuit in the Vhembe District.

1.7 OBJECTIVES OF THE STUDY

The following were the objectives of this study:

- To identify factors that contribute to school youth crime among learners at Nzhelele East Circuit high schools
- To investigate the nature of youth crime committed at Nzhelele East Circuit high schools
- To explore the effects of youth crime on the victims at Nzhelele East Circuit schools

1.8 RESEARCH QUESTIONS

On the bases of the objectives of the research as stated above, the following were the research questions of this study:

- What are the factors that contribute to youth crime among learners at Nzhelele East circuit high schools?
- What is the nature of crime committed at Nzhelele East Circuit high schools?
- What is the effect of youth criminality on the victims?

1.9 SIGNIFICANCE OF THE STUDY

The study helped to identify factors which cause youth to commit crime in schools. The study also helped to highlight the effects of youth crime committed at Nzhelele East Circuit high schools on people in that area. With the help of this study, the youth members of the community, community leaders and education authorities are now aware of the nature of crime happening in the schools

where their children attend. This study has also added to the body of knowledge already generated on the issue of youth crime committed in schools.

The youth are central to the understanding of crime, both as victims and as perpetrators, therefore research on their experiences and the cause of crime is of a great significance. On the other hand, this study has helped to highlight the negative impact of crime committed in schools on the society in terms of the disruptions of the schooling, injuries sustained and sometimes deaths as well as resources such as the police and the hospitals. The research also raised more issues which also need to be researched.

1.10 DEFINITION OF OPERATIONAL TERMS

- **Crime**

According to the Constitution of South Africa of 1996, crime is any act/ actions which constitute an offence and it is punishable by the law. In this context, crime is also defined as an instant of negligence that is deemed injurious to other learners and educators at school (Mncube & Madikizela-Madiya, 2004).

- **Youth**

Youth is defined as a stage or period between childhood and adulthood. Youth can also be defined as learners from the age of 14-21 years. In the context of this study, youth is defined as high school learners at the age of 15-21 years (De West, 2003).

- **Deviant behaviour**

This is any behaviour which does not correspond with societal values and norms, but it is not necessarily punishable by the constitutional law (Last, 2012). In the context of this study, deviant behaviour is any action displayed by a learner intended to harm other learners and educators either physically or emotionally, but not punishable by the constitutional law.

- **Youth crime**

It is an offence that is committed by young people at the age of 14-21 which is in conflict with the law. In the context of this study, youth crime will also be defined as a behaviour by learners or pupils at school which is punishable by the school, including theft, robbery,

assault, physical attack, alcohol and substance abuse, and carrying weapons e.g. knife and guns.

- **Offenders**

It is a person who violates the law and causes displeasure to other people. For purpose of this study, offender is a young person who breaks the law and causes emotional harm to the victim as defined by Roget (2014).

1.11. OUT-LINE OF CHAPTERS

- **Chapter 1**

The chapter has covered the following: background of the study, problem statement, aim of the study, objectives of the study, research questions, significance of the study and the definition of operational terms.

- **Chapter 2**

This chapter has covered the literature reviewed. It has also included the theoretical framework where the researcher has used the social- learning theory. Aspects such as family factors, environmental factors and economic factors were discusses as factors that contribute to youth crime.

- **Chapter 3**

In this chapter research methodology and design were discussed. Data collection and analysis was also articulated. As this study is a mixed method approach both qualitative and quantitative techniques were discussed.

- **Chapter 4**

In this chapter the researcher analysed and interpreted data.

- **Chapter 5**

This chapter discussed the results and the researcher made the recommendations.

2.12. Conclusion

This chapter has covered the global view on the rate of crime happening in high schools. It has also covered the South African statistics including the provincial statistics of crime happening in South African schools. However the chapter has also articulated the aim, justification, objectives ND also define the key terms used in the study

CHAPTER TWO

2. LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, relevant literature on contributory factors to youth crime, the nature of crime committed in schools and effects of crime committed in schools is perused to highlight different views expressed by scholars and researchers on the phenomenon being investigated, namely, crime committed in schools.

2.2 FACTORS CONTRIBUTING TO YOUTH CRIME

Various sources of literature on crime committed in schools indicate that there are multiple factors attributed to this phenomenon being researched. Hereunder follows a discussion of some of factors contributing to crime in schools.

2.2.1 Family factors

Family is an important part of any individual's life. It is the first socialization agent since the first training a child gets from the family. Families are seen to be the ones which determine the behaviour of a child because morals and values are taught at home. According to the Social Learning Theory, behaviour is learned through social interactions. Families are the primary source of interaction.

According to Akers and Sellers (2010), deviant or criminal behaviour is produced through direct association and interaction. Families are the ones who are intimate with children from birth. According to Farrington (2002), family plays a critical role in the youth's adjustment to school and they have an influence that can determine how the child might behave in school. However, there are factors in the family which may lead young people to commit crime. These factors include family structures, family relations, parenting styles, family values and family history of deviant behaviour.

2.2.2 Presence of both parents

Family structure refers to the position held by family members and their influence on the life of a child. The breakdown in the traditional family structures where both parents are not available or present can result in a breeding ground for social problems amongst the children,

especially within single parent's families. These social problems may lead to youth crime. A single parenting family might be due to death of spouse, divorce or separations (Farrington, 2004).

The absence of other family members might create a chance for the youth to become deviant or criminal. According to Mkhondo (2005), in most South African families, child rearing focuses only on the mother's role. However, the role of the fathers has lately been realized as having an impact on the behaviour of a child. However, Angeneth and Deman (2004) argue that families where both parents are present, is likely that the behaviour of the child in that family will be shaped according the acceptable norms.

Based on the argument advanced by Angeneth et al. (2004), children perceived their fathers as the dominant figure in the family, and mothers as the warm figure. However, maternal deprivation has also been seen as a causative factor towards youth crime. Thus, based on the findings of research, most youth offenders stated that their relationships with their fathers were not healthy or they become criminals because they lacked father figure. This means that the presence of both parents helps to stabilize the emotional state of young people, and lead youth to have less chances of becoming criminals.

2.2.3 The size of the family

The size of the family plays a critical role on determining whether the child becomes a criminal or not. The size of the family has implications on various areas of the family life style and it can lead to the problem of antisocial behaviour by children or young people. The size of the family relates to the control that parents have over their children. In large families; time is spread very thin, and children do not receive enough time, proper attention and supervision; "As the number of children increases the amount of parental attention decreases" (Siegel, Welsh & Senna, 2003).

It is more difficult for parents in large families to discipline and monitor their children than parents in smaller families. The main reason being the parent on the larger families focuses much on the needs of the families as a whole than on the child's personal goal. This appears to occur more frequently as the family size increases and the interaction with adult decreases. When there is poor interactions and poor child monitoring, the greater chance of a child to become a criminal occur.

Overcrowding in a family may lead to an increase in frustrations and conflicts among family members. Such a situation may lead to youth criminality. Children in large families have the difficulty in learning norms and identification of self-image. This often leads them to be more vulnerable to youth crime. On the other hand, large families have stretched resources and inadequate parental supervision which lead to youth crime (Tshiwula, 2004).

2.2.4 Birth order in the family

Birth order refers to the position that children hold in the family. According to Adler (1928), there is the first child, the middle child and the last-born child. However, all these positions have effect on the personality of a child, and it can also determine whether the child will be deviant or not.

Often parents have lots of expectation from the first-born child of the family because first-born children are faced with many responsibilities including taking care of younger siblings, they have a greater chance of developing deviant behaviour as a way of surviving (Tshiwula, 2004). According to Patrick (2015), even if the first-born child is the centre of attention from parents, they experience lot of traumatic events, because of the pressure that parents give them. More likely than the middle and last-born, the first-born receives negative response from parents and other siblings following the act of misconduct or a failure. However, if there is a continuation of giving birth in the family, the first-born child may develop anger and depression thinking that the attention will be shifted to other younger siblings in the family. Moreover, first-born children mostly need parental approval, and in cases when the attention is shifted, these children are likely to develop deviant behaviors.

The middle child in the family has the high risk of becoming a criminal because the middle child lacks attention from their parents. In most families, parents give more attention to the first-born and the youngest child. In most cases, the middle child might develop a sense of loneliness and a feeling of neglect because they are not given enough attention. Middle children find their own way of getting attention, including the one of developing peer groups where criminal activities are practiced (Argy et al., 2006).

The middle child increases the competition in the family, due to the division of labor and family resources between them and the first-born, and if it results to failure the child may develop anxiety which may lead to criminal behavior.

The last-born child in the family unlike the first and the middle child is the most loved child by the members of the family. Last-born children mostly develop a spoiled and entitled attitude. They compete with the first and last born, and they have low expectance of responsibilities from the parents. These low acceptances of responsibilities from parents and other family members lead them to laziness and shrinking of responsibilities (Begue and Roche, 2005).

Last-born children mostly have all the attention from the parents. They always win in their competition they have with the first born and the middle child. Due to the attention, they have from parents it becomes hard for the last-born children to adapt away from their parents. This means that the last-born children are easily influenced by other peer groups, because they lack confidence on themselves, and that can lead them to deviant behavior (Patrick, 2015).

2.2.5 Quality of relationship with other siblings

The relationship amongst the siblings and other family members also plays a critical role in shaping the behaviour of the child. These relationships have greater effect on the emotions of the child. According to Francesco (2012), quality siblings' relationship refers to the relationship where siblings are close to each other. In this form of relationship siblings share and appreciate one another. When there is quality relationship, children tend to spend much time together which helps them to develop good coping abilities and strategies. However, when the family lacks quality relationships, they lack communication skills, appreciation and lot of conflicts may occur in such families. When the siblings lack conducive relationship, they develop poor coping abilities which make them to commit crime (Broadhurst, Duffin & Tailor, 2008).

2.2.6 Divorce or separations

When parents separate from each other, children are left vulnerable. Divorce amongst parents causes great confusion on children. They never know who to trust and who to rely on because their parents are separating (Alexandra, 2008). When a child is exposed to divorce they become more confused because they will have to choose one parent to stay with. The confusion may lead such youth into deviant behaviour. According to (Harden, 2007), the confusion and frustration children have after divorce increases the risk for

delinquency and the corresponding risks of divorce exposure. The later possibilities after divorce are that the child might develop the criminal behaviour as a way of coping with parental separation.

Children whose parents are separated experience an increase in behavioural problems, and their social competences became at risk. During divorce between parents, it mostly happens that children are fought for by their parents which leaves children with a feeling of emotionally insecurity. Such children involve themselves in fights and other criminal behaviour at school (Alexandra, 2008).

According to Harden (2007), children from broken homes are most likely to drop out of school than those from intact homes. They also face problems regarding school achievements and performance, whereas children from proper families have fewer chances to experience such behavioural problems. Ill-discipline and disobedience to teachers is mostly displayed by children from broken homes.

Parental separations make children to lose the capacity to handle problems and to solve conflicts. Most of learners from families whose parents are separated use violence to solve conflicts and they are mostly aggressive and use physical violence when facing challenges.

2.2.7 Child rearing and parenting styles

The way parents raise their children and their style of parenting also plays a great role in shaping the behaviour of a child. Thus, parents use different ways when raising up the child. Some parents are too much strict whereas others are very much permissive. But on top of that, some parents use democratic nature of raising a child. All these parenting styles have an impact on the behaviour of the child, and can also influence a child to become deviant or to avoid deviant behaviour (Kopko, 2007).

Children from families which are too strict, have problems when they are out of their parents' families because they want to exercise their freedom which they are not used to. Such children are not able to be independent as all decisions in the families are taken by parents. Children from such families lack the skills to adapt in different situation as they do not know how to make decisions on their own. Children from family with authoritative parents tend

to be easily influenced by other peer groups. They are also likely to develop deviant behaviour (Utti, 2006).

Families who are using permissive style of parenting also create a chance for a child to become deviant. If parents are permissive, children become confused because they will not know which behaviour is acceptable. Children from permissive families stand a great chance of becoming criminals because norms and values are not established in their families (Inman, Howard, Beaumont and Walker, 2007). Children who are not corrected and allowed to do anything are difficult to control at schools as they lack skills on how to follow rules set apart. Most of children from such families seem to be spoiled and may develop violent behaviour on other children knowing that their parents allow them to do as they wish (Kopko, 2007).

On the other hand, children who come from the families who use democratic way, develop great confidence and courage. This is the case because children have a chance to participate in everything that happens in the family, including decision making process. In the democratic family, matters of the family are discussed with all members of the family (Steinberg, 2001). Morals and values of the family are also discussed with all members including children. Children in such families understand that they are a great part of the family, and they must be responsible adults when they grow. Such children develop good self-image, own positive identity and independence. This helps a child not to be influence by other peer groups and avoid deviant behaviour.

2.2.8 Family discipline

Discipline is a training that produces a specific character and a pattern of behaviour in a child and may come in a form of punishment and rewards which intend to correct and train a child to behave in a certain way. Discipline is gradual and it seems to be time consuming, but it helps children to see a sense of acting in a certain way and the enforcement of family rules (Cotton, 2004). When children lack discipline, they lack self-control. Furthermore, parents are the primary agents of discipline in the family; they help in avoiding anti-social behaviour displayed by children in the family.

According to Barlow (2003), parents need to be consistence on the methods of discipline to their children, because it will help children to be aware of what is being expected from them and avoidance of criminal behavior. However, inconsistence discipline may lead to youth

crime, because children are not aware of what their parents expect from them, and they are not aware of what is right and wrong.

Morals refer to the rules set by parents that need to be followed by children and other family members. Family morals help children to have guidelines that they follow so that they become better adults. If family members follow certain traits of behaviour, children learn and copy the style of living. If family morals are set, children will understand which behaviour is acceptable and which ones are wrong (Boroffice, 2004).

2.2.9 Family violence and conflict (domestic violence)

Violence in the families also plays a role on shaping the behaviour of a child. Children who experience family violence and conflicts at childhood stage stand a greater chance of becoming delinquent (Hotton, 2003). Children who have been raised in unstable homes where parents abuse each other either verbally or physically suffer psychological and emotional when they grow up. The norms and values of the families were children's lives are easily imitated and reproduced by such children. Therefore, children from violent families are likely to become violent when they are at school setting (Reid, 2003:135).

Exposure to violence can disrupt normal development of children, and it may have a profound effect on their mental, physical and emotional wellbeing. According to Chadee and Ying (2014), this exposure may affect children differently, cause different kinds of conflicts and violence in the family settings. Some children who are exposed to family violence and conflicts may develop fear and a feeling of insecurity, which may lead them to joining gangs in order to have a sense of belonging (Demuth & Brown, 2004).

To some of the children, it becomes difficult for them to form healthy and trusting relationships with elders and with other peers. The more such children are exposed to violence, they lack problem solving skills, wherein violence becomes a way of addressing challenges and problems they have with their peers (Herren et al., 2000). Children who stay in violent environment are unable to control their anger and emotions; they mostly feel guilty thinking that there is a way of solving such conflicts. In addition, violence may inhibit children to develop independence. Such children develop traits of anti-social attitude and early involvement in delinquent life style. These may include the tendency of bullying other learners at school (Tia, Shannon, Brown, & Kelley).

Abusive parenting and family conflicts are predictors of latter violence among children. Furthermore, children from violent families are less likely to be supervised and lack information on how to display appropriate behaviour because parents from violence households use children to fight their battles, wherein children are left in the middle not knowing who to trust. Furthermore, children from such families may run away from their homes because they don't feel safe (Hoeve, Blokland, Dubas & Gerris, 2008).

Physical aggression is mostly associated with learners from violent families. Most of such learners, face challenges of rejection by their peers because they are not emotional stable, and they have difficulties in sitting still in classrooms. These children lack skills of socialising with other classmates. They are more vulnerable to the influence of anti-social peers because they have weak social ties. According to Hoeve et al. (2008), children from violent homes are easily drawn to violent peers and these may introduce and reinforce criminal attitude in them.

2.2.10 Family child abuse and neglect

Children who are abused and maltreated have a great chance of becoming criminals. Becoming troublesome in school is common for victims of abuse and neglect. According to Siegel (2003), children who are abused and neglected are not given proper care and support by their parents which give them a greater chance for committing crime. Physical, emotional and sexual abuse to a child has a long-term impact on a child's life, thus children who are abused might become violent. That could be because they carry lots of anger inside them. Such children might also develop low self-esteem because they know they cannot defend themselves. This is also confirmed by Siegel (2003:209) who contends that "the trauma experienced by children who have been abused is uncontrollable". Such children become so dangerous because they think that problems are solved in a violent way.

Glick (1995) mentioned that physical, emotional and sexual abuse affects negatively the behavioural development of a child being abused. The abused children may develop delinquent because of the abuse they experienced at home. Furthermore, children who are abused experience problems at schools because they lack trust. They develop problems with school authorities, and disobey the rules of the school. They also find it difficult to develop

positive social relationships with other peers at school because of distrust. Such children isolate themselves from their peers, and can easily become delinquent.

2.2.11 Criminals in the family

Barlow and Ferdinand (1992) state that if the parents of a child have a history of criminal behaviour, there is a possibility that a child from such a family may adopt and repeat such behaviour. Most boys who become delinquent have no positive adult role models in the family. It might have happened that their parents, brothers, and other relatives are likely to be in and out of prison for criminal activities. In this case there is a possibility of transference of deviant behaviour from the parents to a child.

The attitude and actions of the family members have a greater influence in the lives of children in the family. It is believed that no child is born a criminal; rather they learn and are influenced by people they socialize with (Thienneman, Shaw & Steiner, 1998). The family as a primary agent of socialisation, possesses the character of shaping the behaviour and influence them in certain personality. It is within the social context where a child develops their identity. They learn and adopt certain traits of behaviour when they see in the family. Children adhere to the morals, values and attitudes displayed by their family members. Therefore, if family members are criminals such children might see criminality as a way of living (Thienneman et al., 1998).

Furthermore, children who come from the families who use violence to solve problems they mostly develop the aggressive behaviour. Children learn and imitate the behaviour they see from parents and other family members (Pallini, Baiocco, Schneider, Madigan & Atkinson, 2014). If their families are not law abiding such children became more vulnerable to such behaviours, and are most likely to become criminals.

It is the responsibility of family members to behave in a good way so that children in that family can learn and adopt good behaviour. The mode of punishment and reward given to all members of the family can also shape the behaviour of child. Children are believed to act in a certain way when they copy and imitate from their households. On the other hand, they develop self-image and self-identity based on the experiences on their families. Children with parents who are addicts are believed to develop anti-social or criminal behaviour at an early age. As a result, they are likely to become exposed and vulnerable to substances used

in the family. This may open a door for them to become criminals and addicts (Loeber & Farrington, 2000).

2.3 ECONOMIC FACTORS THAT CONTRIBUTE TO CRIME

Finances also play a critical role in shaping the behaviour of a child as they contact the social world. Children from low income families and from high income families may behave differently due to the availability of finances in their families.

2.2.1 Poverty

Children living in poverty are at a greater risk of becoming criminals. Such children may develop behavioural problems which include aggression, depression and the development of low self-esteem. The tendency of bullying by taking of lunch boxes and money is mostly displayed by children from poverty stricken households (Farmington, 2003). Some children from poor families are forced to join gangs in order to get food and shelter. Such experiences influence them to be involved in drug dealing and substance abuse. Many girls from poor background seduce other school mates for exchange of money and food. Crimes of house breaking and stealing are common for children from poverty stricken homes (Campbell, 2000). Furthermore, children from poverty stricken homes do not attend school regularly, because when they are sick they cannot get adequate medication. They may leave school due to the poor conditions of living in their homes (Campbell, 2000).

2.2.2 Unemployed parents

Children in the family depend on their parents for provision of food, shelter education and clothing (Campbell, 2000). However, parents who are not employed are not able to support their children properly, especially financially. When children's needs cannot be satisfied it creates an opportunity of delinquency. Economic deprivation affects the children emotionally. Children may develop anger because their parents are not able to meet their needs (Margo, 2008).

2.2.3 Low family monthly income

“Economic deprivation has a negative impact on peer relationships and offenders” (Young, Fitzgerald, Hallsworth & Joseph 2007:33). Most of the learners who are economically

deprived live in poor households and deprived areas or villages and they are at a high risk of becoming criminals.

Children who come from families with low income, unlike children from middle and high income, suffer and have fewer chances to finish their education in order to gain economic power. Such learners do not see greater opportunities. As a result, they involve themselves in criminal activities, so that they may satisfy their financial needs and other materials. According to Duffy and Gillig (2004), learners who live in deprived areas experience high rate of crime, and they also fear to become the victims. Often such youth seek to protect themselves by using weapons and forming of gangs. Most of learners from low income families are influenced by teachers and other learners to become drug addicts, and sell drugs to other learners in order to get money (Duffy & Gillig, 2004).

2.2.4 Malnutrition

Families with unemployed parents are not able to provide proper and healthy food to their children. Most of the children from such homes suffer from malnutrition and are mostly isolated in schools. They are most likely to be involved in criminal activities. Bullying and theft are mostly associated with children who are malnourished (Laura, 2012).

2.2.5 Child grants

According to the Department of Basic Education (2013), girls from poverty homes mostly involve themselves in sexual activities at an early age. They seduce their classmates and teachers so that they may fall pregnant and get child support grant. Most of the girls in south Africa have babies at the age of 15-18 in south Africa, in order to get child support grant. Nearly a third of these girls practice illicit sex inside the school, and most of them fail to complete their secondary education. Furthermore, girls who are getting child grant most run out of schools during pay dates in order to get the money, and they do not attend school regularly.

2.2.6 Low socio-economic status

“Socio-economic status refers to parent’s education, occupation and their income in the family” (Barbarin and Richter, 2001). Most of parents who are uneducated or poorly educated may experience problems, may be unable to help their children with school work

(Barbarin et al., 2001). The children from families whose parents are not educated become ignorant of the school work as their parents are not able to be involved. It becomes easy for children who came from uneducated parents to be involved in criminal activities because their parents may lack knowledge on what is expected from their children at school. They may rob their parents' money and waste other resources because parents lack information on what is really needed at school due to their level of education (Barbarin et al., 2001).

When parents do not have good occupation, their children become more vulnerable to criminal activities. For example, if parents work from morning until late hours, their children become exposed and vulnerable to different situations. The same may apply to parents who work very far from their homes. Children may feel that they are neglected and spend much of their time with wrong company (Barbarin et al., 2001).

According to Bowen and Chapain (1996), sometimes the occupation of parents might be demanding, and parents may come back home tired, where in children will lack proper supervision from their parents. Children who come from such homes may spend much time outdoors without parents knowing, and it became easy for them to adopt norms and behaviours of other people rather than from their own parents. The risk of such children to be involved in illegal drug became very high.

Drug smuggling has been associated with children whose parents earn little money or unemployed (Barkley, Fischeran, Smallish & Fletcher, 2004). Children who are from families where they are not content with parental earnings stand a greater chance to be involved in crimes of stealing and bullying other learners as they are unable to be satisfied with what they get from home. Children from families where there is no income they involve themselves in criminal activities in order to provide for themselves.

2.3 ENVIRONMENTAL FACTORS

Environmental factors also contribute to school youth crime.

2.3.1 Peer influence

According to Young et al (2007), peer pressure influences learners to commit crime in schools. When children grow up, they develop their own self-identity, especially during adolescence. If young people develop the relationship with wrong peers, they adopt their

behaviour in order for them to remain part of the group. When learners join peers with criminal behaviours they tend to become criminals too.

According to Kupersmidt, Cole and Howel (2003), learners are very close to their peers since they spend much of their time playing with their peers. This makes it easier for them to adopt, copy and repeat the behaviour of their peers. The relationships between peers are very strong and long lasting because they spend much time together. The behaviour learned during adolescence may continue as a learner grows to be a young adult.

Most of the learners in high schools wish to impress their peers, and they need to gain favour and respect. As a result, such youth may use substances such as drugs and alcohol and may even use weapons to protect themselves (Young et al., 2007). Peers who do not form part in groups with other peers are regarded as stupid and disorganised in the eyes of their peer group (Carswell, Maughan, Davis, Davenport & Goddard, 2003). Thus, young people may choose to form part of conventional or anti-social peer group. However, when such peers choose between the two groups their main purpose is to become popular and respected by other peers. This may put their lives in danger of becoming criminals (Broadhurst et al., 2008).

When young people at school are rejected and isolated from other groups they may find acceptance and welcome from anti-social or delinquent peer group. Youth may feel more comfortable when they join big and well-known groups, thus they may find influence, protection and a place of belonging (Broadhurst et al., 2008). Belonging in a group may increase their chance and risk of criminal. These happen when youth are exposed to unfamiliar situations with peers who has experience in crime. Most of young people think that groups strengthen their sense of belonging, their independence and their self-esteem (Young et al., 2007).

2.3.2 School structure

Unhealthy school structures and environment also play a role in determining the behaviour of a learner. Thus, when schools have poor facilities like unused old classrooms, toilets and yard with insecure fence, make it easier for learners to commit crime because they may use old facilities as a hiding place. Furthermore, when the school does not have a proper fence,

learners become uncontrollable. They may also be able to bring unlawful goods, such as guns, knives and drugs, to school.

School crimes mostly happen when teachers are not in the classroom. When teachers are frequently absent during their period it gives learners a chance to practice criminal activities. Youth school crime happens when learners lack proper control and supervision from their educators and school management team (Harden, 2002). Educators who usually beat children and use strong language against children may influence such learners to develop deviant behaviour (Harber, 2001). Learners who are frequently beaten at school develop anger and hatred towards the teacher and other learners. Such experiences may lead learners to become violent. Learners may also develop the mentality that problems are solved through violence.

2.3.3 Drug and alcohol abuse

Based on the study conducted by Richardson and Budd (2003), most of the learners who drink alcohol and take drugs are the ones who are most likely to be involved in violent activities happening in schools. The study also revealed that learners who drink daily do not attend school regularly. They usually run away from the school before time. Drug usage leads to higher levels of offending and irregular antisocial behaviour (Budd, 2003).

The use of alcohol and drugs among youth in schools increases an array of problems, including the chances of becoming delinquent (Thompkins: 2000). Substance abuse does not only affect their character, but it also puts their physical health and cognitive at risk. Youth who uses drug may suffer from short-term memory loss. These may create a greater chance for them to behave in a certain manner without realizing it. They involve themselves in fights and other violent behaviour caused by substances (Belcher, 2012).

Drug use has been seen as the one which creates a potential for the users to drop out of school. They often develop problems with other peers at school (Kodluboy, 2004). Learners who use drugs at school become troublesome and usually show the low level of commitment in education and other school work. They suffer cognitive and behavioural problems which interfere with their academic performances and disturb learning process.

Most of learners and educators have become victims of learners who use drugs at school. The tendency of late coming in school is displayed by drug and substance users. Such children are seen to be uncontrollable. They are mostly known for the aggressive behaviour especially during class (Kodluboy, 2004). Substance abusing children mostly disengage themselves from school and community activities. The process of withdrawal from the school and community may increase their opportunity of becoming deviant. Such process of disengagement could give them a feeling of depression and loneliness which might increase their chance of offending (Barkley, 2004).

According to Belcher (2012), the problem of memory loss in schools is mostly experienced by drug using children. They are known for their short tempered and aggressiveness. Most of them are known as attention seekers after smoking or using substances. Most of the crimes of assault, violence and sexual abuse in schools have been associated with the use of drugs and substance abuse (Mannuzza, Klein and Moulton, 2008). Most of these students who use drugs and other substances are also involved in activities of inter personal conflicts, most significantly suicides and their aggression is believed to be high more than that of the students who does not use. Many youth in schools reported that they commit crime under the influence of alcohol.

2.3.4 Bad neighbourhoods

When children live in neighbourhoods that are not organized and characterized by crime, they are at risk of becoming criminals. When children are exposed to the neighbours who frequently use or abuse drugs and alcohol, they become at a risk of imitating such behaviour from their neighbour (Leoschut, 2009).

When children live in neighbours where they are next to the taverns and are usually sent to buy alcohol, they may develop a tendency of drinking. Neighbourhood environment may place learners in a stressful and traumatic situation, where learners experience psychological problems in coping with normal situation. Children from disorganized neighbours may become uncontrollable and lose respect towards adults and rejects discipline. Such children may learn to use violence as a way of addressing problems (Ward, 2007).

Children who stay in bad neighbourhoods also experiences problems caused by the exposure to violence neighbours. They are mostly frightened and develop aggression because of the

violence which is intentionally posed by their neighbors (Garbarino, Dubrow, Kosteny & Pardo, 1992). Children who are frightened may feel unsafe while next to their neighbours. Such children become traumatized, creating an opportunity for such children to commit crime. These exposures may also create a difficulty of forming loving bonds with other learners at school. Socially disorganised neighbourhoods with high rate of crime, violence and drug use are seen to be a powerful individual predictor of criminality. Thus, neighbourhoods influence has greater and direct impact on young people than on adults, because children may learn and reproduce the same trait of behaviour from their neighbours (Turner, Hill, Stafford & Walker, 2006).

Instability in the neighbourhood may influence youth to form gangs which may be extended to the school setting. This may result in crimes and violence being committed in school premises. When children are exposed to such crimes in their communities or neighbourhoods, they are unable to control their feeling and their lives which make them more vulnerable. Furthermore, children may feel helpless and lose hope on their neighbours. Therefore, children may commit crime as a way of asserting control over their surrounding environment (Pallini, et al., 2014). In most cases, young people may arm themselves with dangerous weapons, and form gangs as a way of seeking protection. Furthermore, when learners are exposed to people who sell drugs in their neighbours they might repeat the same behaviour (Schroeder, Osgood & Oghia: 2010).

2.4 OTHER FACTORS ASSOCIATED WITH SCHOOL YOUTH CRIME

2.4.1 Location

There is a difference between the crime that happens in rural and urban areas schools. The crime situation is influenced by the environmental factors that influence criminality in different areas (Carswell et al., 2004). The social problems experienced in different areas and communities and exposure to violence, access to illegal substance and illegal fire arms affect the child's risk of becoming a criminal in the certain environment (CJCP, 2012).

2.4.2 Age

The rate of offending differs by age. The age of a learner influences them in criminal activities. Foshee and Arriagela (2004) mentioned that the offending rate is higher among

teenagers than in adults. The adolescent stage is the stage associated with self-identification. It is when learners need to develop close and intimate relationships with their peers. According to the study conducted by Foshee (2004), the effects of peer relationships are stronger when they spend much time with peers of violent behaviour. Both males and females who are in the adolescent stage are at high risk of becoming criminals. When a learner is between childhood and adulthood they need to explore and experience life in a different way. However, if they lack resources and adjustment skills they might end up committing crime (Foshee et al., 2004).

Young people at the age of 14 to 18 years are mostly involved in offences including using of illegal drugs. These may influence crimes such as theft, burglary, and extortion. The experimentation of drugs and alcohol is at this age. These have an adverse impact on their behaviour and attitude, which may lead to delinquency (Vermeiren, 2003). During this second decade of life which is adolescence, change of life dramatically happens. For children who have once committed crime, at this stage of adolescence it might their rate of offending (Barkley et al., 2004).

It is believed that developmentally, adolescence stage is accompanied by major physical and emotional changes. The physical and emotional changes that happen in young person's life alter their relationships and patterns of interactions with others. When the young person reaches adolescent, they begin to move towards a change of life where in they like to be independent from parents. Children from this stage begin to establish personal values, sexual identity and they seek more skills to compete with adults as they are near adult hood (Barkley et al., 2004).

The independence that children seek at adolescence may require the young person to change the family values and the degree of parental supervision (Nagin and Tremblay, 2001). This may generate conflict between the child and parents. Thus, children may withdraw from parental homes, as they seek own space. At these stage, the use of social network increases and at times may affect their relationships with family members and other peers (Moffitt et al., 2001).

When teenagers are trying to adopt the change in relationship, social context and status, it can create great stress and a feeling of rejection accompanied by anger, especially when they

are facing situations which they did not expect including failure (Mulder, Vermunt, Brand, Bullens & Van Marle, 2012). Such youth may be attracted to crime as a way of dealing with their sense of independence. Sometimes they might involve themselves into criminal activities as a way of gaining attention and respect from their peers (Mulder et al., 2012).

2.4.2 Gender

Crime has been associated with learners of all genders. However, there are certain types of crime associated with a certain gender. In school, male students are mostly associated with gender based violence, where female students fall prey to such behaviour. This gender based violence includes sexual harassment, sexual assault, rape, bullying, and violence (Burton and Leoschut, 2012). On the other hand, female students are seen to be involved in seducing male students into illicit sex (Burton et al., 2012).

According to the South African report of the National School Violence (2012), one out of 7 female learners reported to be abused inside school premises. These incidents include being touched on their private parts, forced to do unwanted sex inside the toilets, teasing, verbal abuse and being beaten by their fellow male students. Furthermore, most of the sexual crimes in schools are associated with male students as they want to display their masculinity to girls (Burton and Leoschut, 2012).

There are some risk factors which emerge in childhood which are associated with being male and female. The socialisation process in the family may also play such a role. Thus, boys are more likely to be violent than girls (Bagwell, Molina, Pelham and Hoza, 2001). In this case, boys are hyperactive than girls and this may be an influence on boys to become criminals because they are superior and hyperactive. Furthermore, boys are traditionally exposed to violence than girls. Their male role models are more aggressive; thus, it is believed that boys copy the attitudes and aggressiveness from their male role models (Sourander, Elonheimo & Niemela, 2006).

2.4.3 Exposure to violent media

Youth spend much time using media. In most cases, they spend more than 4 hours a day with television, computer and video games and mostly their phone using internet. This exposure

to media differs considerably and depending on the age of a child (Kdowler, 2003). This might also vary on the socio-economic status of the parents. The exposure to violent media may play a critical role in shaping the character of a young person, and it has an influence on the feeling and attitude of young person (Jensen & Rojek, 2002).

When a young person is addicted in some form of violent media their emotional state may change. Media violence may cause such young people to become violent and delinquent (Browne & Hamilton: 2005). Thus, youth may imitate the violence displayed on the television, because the media form part of secondary group of socialisation. Youth think that the behaviour of their television role models is worth imitated because such people are well known (Bwowne et al., 2005).

In many schools, young people have access to internet through the computers and cell phones as a way of learning. However, many cases have been reported that learners are not only using cell phones as a way of learning, but they also use it for personal profit and harm other learners (Wakefield, Flay & Nichter, 2003). Learners are found sharing pornographic pictures and videos during school time. Furthermore, they also exchange insulting words and fights through social media network.

Most of television films and other internet film show lots of violence acts which lead to immediate violent behaviour to children. The act of strikes and verbal violence used in the television is also seen as an influence on young people delinquent behaviour. Other studies show that the impact of music videos with violence and anti-social themes may affect youth behaviour. In addition, the exposure to violence and anti-social Rap videos can increase aggressive thinking (Browne et al., 2005).

The use of video games containing violence acts among boys has been identified as a cause of aggressiveness amongst male children (Anderson, Berkowitz and Donnerstein, 2003). This exposure to media violence may also increase children's physical and verbally aggressive behaviour. On the other hand, it may be a predictive element that increases bad attitude and change of emotions amongst youth.

2.5 THE EFFECTS OF YOUTH CRIME ON THE OFFENDER AND THE VICTIMS

School crime has negative impact on both the offenders and the victims.

2.5.1 Effects of crime on the offender

School youth crime does not only affect the attendance of the offender, but it also affects his/her cognition. The performance of children who have been in conflict with the law drops even if they were doing well before (Burton and Leoschut, 2012). Such children often involve themselves in drugs and alcohol abuse to avoid their matters (Burton & Leoschut, 2012). The offenders also experience difficulties during class time; they lose concentration in school work. Children who commit crime in school are often absent and are avoided by other peers. The emotional status of children who commit crime may be affected by the crime committed. The child may suffer shock after a crime incident. Learners who have committed crime mostly experience, trauma, stress and depression that makes it difficult for them to cope with school work (Burton & Leoschut, 2012).

2.5.2 Effects of crime on the victims

School crime affects the victims and puts their life in danger, as their mental and physical health are at risk. Crime does not only affect the performance of the victims, it also disrupts their social relationships because victims of crime lack trust and develop fear (Leoschut, 2012). After experiencing crime, learners can be affected in different ways. Others may have physical symptoms such as lack of sleep during the night. Most of the victims of crime may be emotionally unstable. For example, they easily get angry with family members, friends and siblings. Moreover, depression and anxiety is mostly suffered by the victims of crime. Other victims of crime may suffer long term illnesses such as post traumatic disorder. Some may suffer physical injuries which may need medical attention. Crime may also cause a decrease in the victim's feeling of personal safety, for example, the victim might always be afraid thinking that crime will happen again (Burton & Leoschut, 2012).

Most of the teenagers who experiences crime and danger in school may face distressing conditions in life. They may face economic distress as a factor caused by bullying at school. When learners are abused at school, it increases their risk for poor psycho-social adjustments and school failure. These may affect them negatively as they develop aggressive behaviour, which may affect their academic performances (Thanyani, 2003). The performances of learners affected by crime may be affected directly which impend learning process I the classroom. Furthermore, crime may have negative impact on the education of a learner and

other classmates, because the affected students may direct their actions in to disruption and reducing the amount of time students engage in learning.

Crime has caused some victims to stay at home and miss classes. The criminal act against learners creates much anger in them. Sometimes the learners may end up committing aggressive acts against others. Crime also has the negative impact on the emotional development of the victims (Thanyani, 2003). Thus, learners who have been victims of crime may develop fear of being victimized. This may lead such learners to walk with dangerous weapons to protect themselves.

2.6 THEORETICAL FRAMEWORK

There are different theories that define the behaviour, and probability of a person to develop deviant or criminal behaviour. Out of All those theories the researcher will use the social learning theory as it is most relevant for this study.

2.6.1 Social Learning Theory

According to the Social Learning Theory, learning takes place in a social context, and it occurs through observation, direct instruction and reinforcement (Bandura, 1977). Thus, when children come from families with members who are criminals, they may learn, adopt and repeat the criminal behaviour they observed or learned from their family members. In this study, Social Learning Theory was applied as it was conceptualized by Ronald Akers (2010).

According to Akers, Social Learning Theory is based on the fact that social learning is processed in a context of social structure, interaction, and situation produces both conforming and deviant behaviour (Akers & Sellers, 2004:85). The chances that a person will be involved in criminal behaviour increased when they directly associate with others who commit crime. Social Learning Theory is based on four fundamental premises which include differential association, definitions, differential reinforcement and imitations.

2.6.1.1 Differential association

According to the Social Learning Theory, there are two groups whom the learner associates with. There are primary and secondary groups (Akers, 2010). The primary group is the immediate family where the child lives on daily basis (direct association). The other group

is secondary group which refers to the external people whom the child does not always spend time with (indirect association). These may be church members, club members, teachers and neighbours. All these groups contribute to the development of attitude of a learner, including the norms and values that a child may adopt. Thus, they shape the character and how the child behaves in different social contexts (Akers et al., 2004: 85).

In terms of the Social Learning Theory, the frequency and the nature of contact that children make with others is the most important factor that determines their behaviour thereof. Learners who spend much time with friends who are involved in crime may observe, learn and reproduce the same behaviour as their friends. This is the case because attitudes, values and beliefs are learned and reinforced through the process of differential association (Akers et al., 2004).

2.6.1.2 Definitions

Definitions according to the Social Learning Theory are the individuals' own values and attitudes about what is right and wrong, acceptable and not acceptable, good or bad, justified or unjustified (Akers, 2010). People are oriented in different ways to react differently based on their own beliefs and values. These beliefs and values are learned and reinforced through the process of differential association. Thus, when children are growing up their behaviour is reinforced by parents. But as they grow up, they learn what is right or wrong by observing the behaviour of their parents. In the final analysis, children learn and they repeat the behaviour they learn from all people they were associate with (Akers et al., 2004).

Social Learning Theory connects attitudes and values to the influence of general and specific definitions. General definitions include religious beliefs and moral values, whereas specific definitions are those that "orient the person to a series of acts (Akers et al., 2004: 86). Specific definitions include family discipline. Children learn to behave in a certain manner because of the rewards and punishment they get from families. Beliefs and moral values are those that do not influence deviant or criminal behaviour. However, the greater the number of specific definitions favorable to a deviant or criminal behaviour, it is more likely that the child will be involved in a criminal act. This means that when children grow up in a family where parents or siblings are always in conflict with the law, such children may learn and take such behaviour as a way of living.

2.6.1.3 Differential reinforcement

Reinforcement is the process where the behaviour of a person is determined by the reward or punishment they receive. Whether a child will stop or continue doing crime is influenced by the rewards and punishment they receive from others in response to their behaviour (Akers et al., 2004: 87). Reinforcement of behaviour can either be negative or positive and it happens during the process of differential association and imitation. Positive reinforcement happens when a person acts positively in a certain situation which produces positive outcomes. Positive reinforcement reduces the occurrence of criminal behaviour due to the rewards the child receives after displaying a good behaviour. For example, if a child does not fight anyone at school and he /she is given rewards, the possibility of such a child developing criminal behaviour is limited because of the rewards given to the child. Negative reinforcement happens when there is a removal of negative responses (punishment) which can increase the probability of a person to commit crime (Akers et al., 2004).

The more reinforcement occurs the more frequently crime occurs. Reinforcement increases the chances for a person to repeats certain behaviour. In Social Learning Theory, there are two forms of reinforcement, namely, the direct and indirect reinforcement. Direct reinforcement happens when the person uses substances like alcohol and drugs, whereas indirect reinforcement occurs when there is an anticipation of rewards and punishment. However indirect reinforcement happens during the process of socialization with family members and peers (Akers et al., 2004).

2.6.1.4 Imitation

Imitation refers to the repetition of behaviour that has been previously done by others. The more the behaviour repeats itself; it is most likely to be imitated. When people witness the action of others who are next to them, they can easily be influenced to a conforming or a non-conforming behaviour (Akers 2010). Imitation has also been found as one of the influencing factors for deviant behaviour. The more children stay with parents who are criminals; there is a higher risk for them to imitate and repeat the behaviour of their parents.

CONCLUSION

In a nutshell, this chapter has covered factors that contribute to youth crime such as family factors, environmental factors and economic factors. The effects of crime on the offenders and victims were also discussed in this chapter. The effects of crime discussed included, among others, depression, stress, isolation and poor school performance. The different forms of crime committed by young people were also discussed in this chapter. These were crimes of violence, theft, sexual assault and substance abuse. The theoretical framework was the last part debated in this chapter. This study has been guided by the Social Learning Theory. This theory has provided the concepts which helped in explaining the contributory factors to youth crime and its effects.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

Research design is a plan that guides the researcher through the research process (Creswell, Ebersohn, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Petersen, Plano Clark, 2016). Research design works as a stratified plan that outlines the study and the researcher's methods of compilation, details on how data will be collected, analyzed and written, instruments that will be used in data collection, sampling frames, location of study and the limitation of the study, the ethical consideration and how data will be utilized so that the desired information will be obtained (Creswell et al., 2016).

3.2 RESEARCH APPROACH

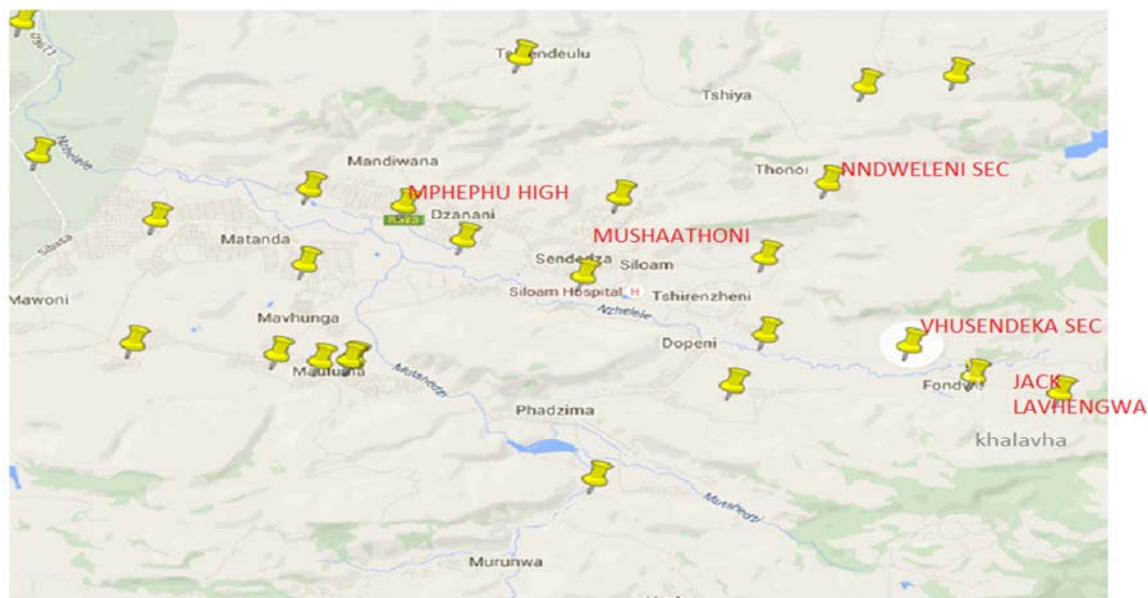
There are three research approaches that Creswell outlines. These are qualitative, quantitative and mixed methods approach. According to Creswell (2009:362) all these approaches have their own research strategies. This study has used the mixed method approach, as this method allows the researcher to combine both qualitative and quantitative research designs. Pearson (2005) defined qualitative research as an approach that studies phenomena in natural settings and attempt to make sense and interpret phenomena in terms of meanings that people bring to them. Creswell (2009) defined quantitative approach as the approach which is used to describe, test relationships and examine the cause and effects of the relationships. On the other hand, the mixed method approach uses multiple methodologies and it becomes appropriate when the researcher combines qualitative and quantitative methods and paradigms in a research study.

Qualitative research design has different kinds of techniques, which are biographies, grounded theory, case study, document study, phenomenology, focus group and ethnography, whereas quantitative research uses experiments and surveys (Creswell et al., 2016). In this study, the researcher has used a combination of quantitative and qualitative methods in the form of learners' survey and teacher's focus group to gain comprehensive picture of nature, causes and effects of crime among high school learners in Nzhelele East circuit.

3.3 POPULATION AND LOCATION OF THE STUDY

De Vos, Stryders, Fouche and Delpont (2005) indicate that population refers to individuals in the universe who possess specific characteristics, or the total set from which the individuals or units of the study are chosen. A population is the totality of persons, events, organizations units; case records or other sampling units with which the research problem is concerned. The population of this study are selected high school learners in Nzhelele East Circuit. Five secondary schools known for high crime in Nzhelele East Circuit was selected purposefully. The sample size is 240 randomly selected learners from Grade 10-11. Both male and females were included in the study.

The study was undertaken in Nzhelele East circuit. The Circuit is situated in Vhembe District, next to Siloam hospital. Nzhelele east circuit in Vhembe district comprises of 52 schools, of which 36 are primary and 16 are secondary schools. The circuit has 17379 learners, 9879 from primary and 7500 from secondary. The Circuit is situated about 38km from Thohoyandou. However, the schools around the circuits are situated in different villages. The villages are comprised of Venda speaking people only, being led by the great chief of the vhaVenda King Tony Mphephu. Villages which included in the study is Thononda, Dzanani and Dopeni.



3.4. SAMPLING PROCEDURE

Sampling is the representation of a large population by selecting a small portion out of the whole population in order to conduct a study. This is when the researcher selects some part of population to observe so that one may estimate something about the whole population (De Vos et al, 2005). There are two types of sampling which are probability and non-probability sampling. In probability sampling, the researcher selects the participants randomly, and everyone in the population stands an equal chance of being selected in the study. On the other hand, there is non- probability sampling wherein the researcher selects their participants from a known distribution (Franzel, Corne, and bezuidenhout 2014).

In this study, random sampling was used to select the participants for the survey. The researcher used stratified random sampling, whereby the researcher uses the class list to select 40 learners from Grade 10 learners and another 40 learners from Grade 11 1 in each of the three schools. In total 240 learners where sampled. As for the focus groups grade 10 and 11 Life Orientation teachers in each of the schools where included.

3.5 DATA COLLECTION METHODS

In qualitative research, the researchers may use focus group interviews, document study in-depth one on one interview, semi-structured interviews, case studies and the biographies (Creswell et al., 2016). For the purpose of this study, data was collected using focus group interviews. According to Babbie (2017), focus group interview is a data collection method that involves the researcher asking a group of participants' questions, and they are interactional in nature. A group interview brings about an in-depth understanding of the research topic. Focus group interviews are planned and structured. However, they are also a flexible tool that encourages interaction among participants in discussion about the phenomenon being investigated (De Vos et al., 2005:287).

In this study, the focus group interviews were conducted with the life orientation teachers. The main purpose of focus group interviews was to explore and get in-depth information about the criminal activities and their causes that happen in the sampled schools. This has helped the researcher to get first-hand information because the school is the primary source of information. Participating teachers who were with students on daily basis were a reliable source of information about the nature and causes of crime in their schools.

3.5.1 Questionnaire

For the survey part of this research, a questionnaire with a series of questions was used for quantitative data collection. This tool can be administered in different ways. The researcher using survey questionnaires might use semi-structured interviews as the method of collecting data, or give the participants questionnaires so that they can complete themselves (Franzel et al., 2014). A survey questionnaire was used as a collection tool for quantitative data. It was administered to 240 learners from Nzhelele East Circuit high schools. The researcher sampled 80 learners from each of the 3 selected schools, 40 learners from grade 10 and another 40 from grade 11. The questionnaire included questions on the family factors, socio-economic status, the environmental factors, types of crime that happen in school and the effects of crime on the offenders and the victims. The questionnaire was generally standardized to ensure that there is reliability and validity on the findings of the study. Options of answers were provided in blocks in all the questions. Standardization was important so that the research results could be generalized to the larger population. The questionnaire was first piloted on a few learners in order to ensure that there were no vague statements and also to improve the quality of the questionnaire.

3.6 DATA ANALYSIS METHODS

The quantitative data from survey questionnaires was coded, captured and analysed using the Statistical Package for Social Sciences (SPSS). Version data analysis was performed using descriptive statistics, namely frequency distributions (De Vos et al., 2011). The results were tabulated and reported graphically based on the statistical information compiled. The interpretation of the results was done at the same time as the analysis. The researcher has used the content analysis method for the analysis of qualitative data which was collected through focus group interviews. The results of the study were also recorded thematically. The results collected from the two methods were further triangulated.

3.7 LIMITATION OF THE STUDY

As the place of study comprises only Venda speaking people, some of the respondents (learners) had a problem with understanding English language to answer the questions despite the researcher's efforts to explain the questionnaire and the interview guide. Some participants did not like to participate because of the level of education, and fear that others will laugh at them. Some people did not open up during the interviews especially when sensitive issues such as death and

sexual abuse were interrogated. They feared that the information could be used against them. Moreover, the research was only conducted in one district, there for the research findings cannot be generalized.

3.8 ETHICAL CONSIDERATIONS

Ethics are rules, regulations and guidelines which includes the morals standards and laws which influence people's behaviour in the community. It deals with the issues of right or wrong (Crosswell, 2009). The researcher in this research has applied some the following ethical considerations:

3.8.1 Gaining permission

The first stage is gaining permission from officials for one to undertake a research in target location of the study (Whelman, Kruger & Mitchell, 2007). The researcher wrote a letter to the District senior manager and to the Circuit manager asking for permission to conduct a study at schools. The researcher also wrote a letter of permission to the principals of schools and parents. The researcher has also asked permission from the university of Venda ethic committee.

3.8.2 Informed consent

Informed consent is a procedure in which all study participants are told about procedures and informed of any potential risks and that they must participate voluntarily and not be forced (Laws, Harper & Jones, 2013). The researcher has informed the participants about the procedures, nature of research and the risks of the research before they get involved in the study, so that they can participate voluntarily. As the study involves learners under the ages of 18 years, the researcher wrote a letter of consent to parents of learners under the age of 18 years. Those parents were informed about the purpose of the research and every procedure to be undertaken.

3.8.3 Confidentiality

Confidentiality is an essential part of ethics in research. Participants need to be guaranteed that identifying information and individual responses will not be shared with anyone who is not involved in the study (Babbie & Mouton, 2009:21). The researcher has respected the privacy of the participants in the research; the respondent's identified were protected. The information that the respondents gave was kept confidential. However, the researcher gave the respondents

temporary names to hide the identity of the participants. These gave them assurance that their lives are safe.

3.8.4 Avoiding harm to the respondents

The researcher has avoided harm to the participants; information that has been revealed did not endanger the participant's home life, friendship and jobs. Questions that have been used in the research did not harm respondents psychologically, and the actions of the researcher has not endangered the lives of the participants either emotionally or physically (Babbie, 2017).

CONCLUSION

In a nutshell, this chapter has discussed the research design and methods that are used when conducting a study to get information from the respondents. The chapter also covered the methodology and ethical considerations.

CHAPTER FOUR

4. DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This chapter outlines the presentation and analysis of data which was obtained from the questionnaires and interview schedules during the field work. The chapter also presents the findings obtained from the research. The purpose of the study was to explore youth crime at high schools in Nzhelele East circuit in Vhembe district. The information and knowledge gained will help to clarify questions and problems about crime at high schools in the circuit and gain full understanding on factors, nature as well as effects of youth crime among learners in Nzhelele East Circuit high schools.

Data was collected from the class list of selected 40 learners from grade 10 learners and another 40 from grade 11 learners in each of the three schools in the circuit to give a total of 240 learners in the survey. As for the focus groups, grade 10 and 11 Life Orientation teachers in each of the schools were included. Descriptive and inferential statistics analysis was used to analyze the quantitative data and thematic system of data analysis used to analyze information from focus groups questions for the interview schedule.

The findings presented are in line with the research aim, objectives and research questions outlined in chapter one of the study. The chapter commences with summarization of the general response rate and then presentation of the biographical results obtained from the questionnaire and proceeds with descriptive analyses of responses from the questionnaire. The final section proceeds with qualitative exploration and interpretation of findings on youth crime at high schools in Nzhelele East circuit in Vhembe district. Quantitative data was presented by means of bar graphs, pie charts and tables while qualitative data explored major themes which came out from information during focus groups discussions.

4.2 RESPONSE RATE

The researcher distributed questionnaires to selected 40 learners from grade 10 learners and another 40 from grade 11 learners in each of the three schools in Nzhelele East circuit in Vhembe District. Breakdown pertaining to the response rate of the questionnaires is presented in figure 4.1.

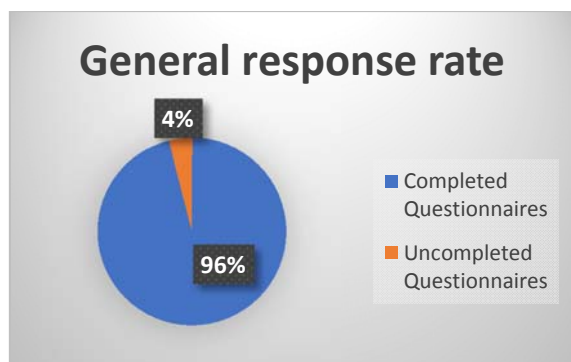


Figure 4.1. General response rate

As depicted in Figure 4.1, the response rate was very high with an overall response rate of 96%. This can be attributed to the high interest in the topic generated amongst the respondents. The topic under study was quite interesting amongst most of the respondents. The high response rate might also entail that the findings are representative of all the participants in the research.

4.3 DEMOGRAPHICS CHARACTERISTICS OF THE RESPONDENTS

In total, 232 respondents participated in the study. Of these, 49% were female and 51% male. The majority of respondents came from the 19 to 24-year age group with a frequency of 146 respondents with the 14 to 18-year age group recording the least frequency of about 87 respondents. Table 4.1 below summarises the demographic profile of the sample

Table 4.1: Demographic profile of the sample

Demographic characteristics	Count	Percentage
Gender		
Male	118	51
Female	114	49
Age		
14-18 years	86	37
19-24 years	146	63

4.4 FACTORS CONTRIBUTING TO YOUTH CRIME

The section presents, describes and analyses information pertaining to factors that contributes to youth crime which was obtained from the survey. Information pertaining to family factors, economic factors and environmental factors are discussed in this section.

4.4.1. Family factors

A number of family factors as discussed earlier in the review may cause youth crimes, under this subsection respondents were asked if family factors such as presence of both parents, size of family and birth order in the family may contribute to youth crime. Data and information pertaining to the respective questions proffered by the respondents which took part in the survey is depicted below.

4.4.1.1. Presence of both parents

The respondents were asked to divulge information on whom they stay with and information in Figure 4.2 came out from the survey.

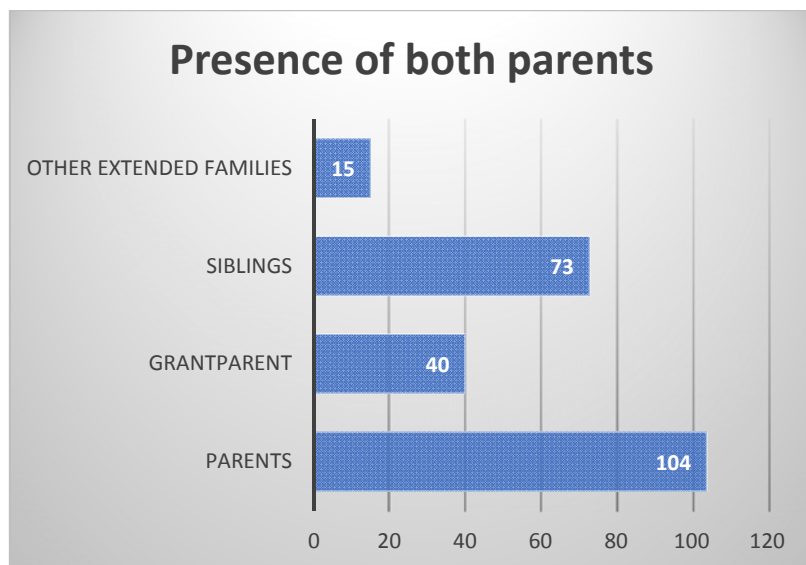


Figure 4.2 Presence of both parents

As shown in Figure 4.3 majority of the surveyed students stay with their parents as reflected with a frequency of 104. The second most frequently occurring are the students staying with siblings who posted a frequency of 73, with 20 students confirming that they stay with their grandparents.

Lastly, students who stay in extended families posted a lower frequency of 15 out of the possible 232 students who took part in the survey. With these figures, one may see that there are many learners who are not staying with their parents, and it's apparently 110 of them. Based on the figures above the researcher may conclude that parental absence may also play a role in school crime. This is in consistent with a study by Farrington (2004) stating that the breaking down of family structure where both parents are available result in breeding ground for social problem among the children within such family.

4.4.1.2. Family size

With regard to how family size contributes to youth crime in the circuit, most of the respondents indicated that they belong to smaller families, with the majority falling between 0 to 5 siblings (56%). The second group with the largest frequency fell between 5 to 10 family members (33%), the group of 10 to 15 family members posted 9% and more than 15 family members recorded the least percentage of 2% as shown in Figure 4.3.

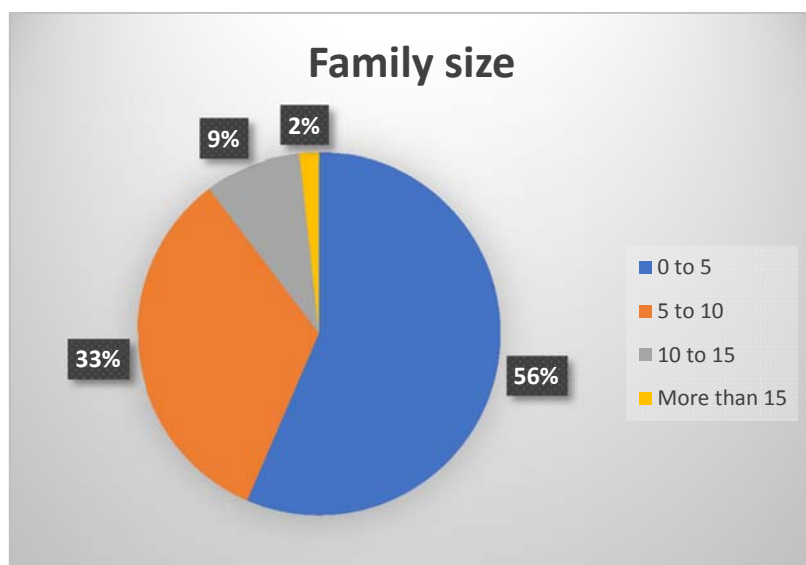


Figure 4.3 Size of family

However, the study suggested that children who came from large families are at a risk of offending at school. This is in relation with the study conducted by Siegel (2003) who discovered that in large family's time is spread very thin and children do not receive proper time, attention and supervision from their parents. The study also established that as the number of children increases the amount of parental attention decreases.

4.4.1.3. Birth order in family

As shown in Figure 4.4, the majority of students are middle born with a frequency of 93 ($f=93$), the second largest frequency are first born ($f=71$). However, smaller percentages came out from last born group with a frequency of 32.

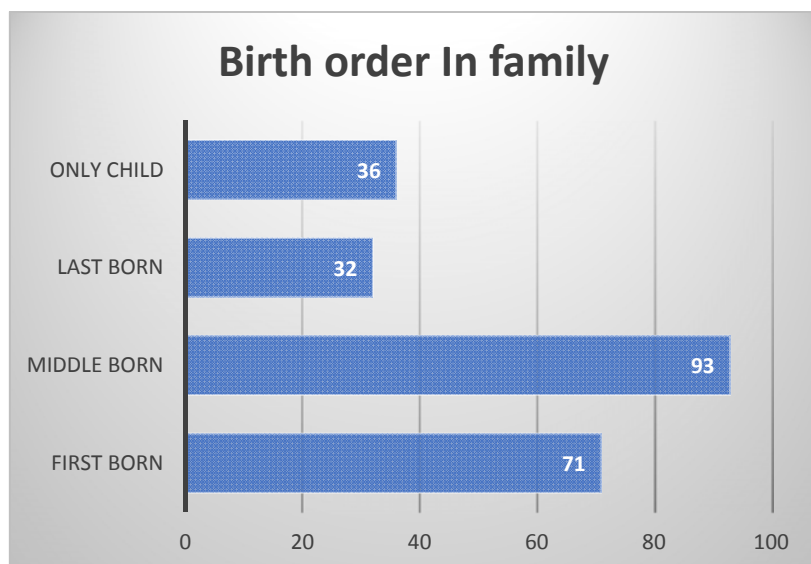


Figure 4.4. Birth order in family

Looking at the matrix above the researcher may conclude that child birth in the family truly affects children. Based on the results most of the learners committing crimes in school are influenced by the order of birth in their families. This is in consistent with study by Tshiwula (2004) who mentioned that the positions that children have in the family may affect their personality and determine whether the child will be deviant or not. The study by Adler (1928) discovered that the first-born children finds pressure in the family as parents have lots of expectations on them. Furthermore, the middle and last born are competitive and may develop deviant behavior because of jealousy, while the only child is spoiled and may develop deviant behavior too.

Generally, most respondents in the survey were amongst the middle born and first-born. The two segments usually constitute students who have some degree of responsibility in their families. The other two segments, the last born and only child constitute teenagers who are usually spoiled and always have time to engage in criminal activities since some family responsibilities are usually not pinned on them.

4.4.1.4. Family discipline

Results from the survey indicates that, 171 participants faced family abuse at home, like being beaten, sexually assaulted and being left at home alone. Only 61 of the participants did not face such kind of abuse. 159 of the participants indicated that some of their family members have been against the law, while 73 indicated otherwise. This shows that some of the family abuses recorded are as a result of family members going against the law as those without record of abuse have no family members involved in breaking the law.

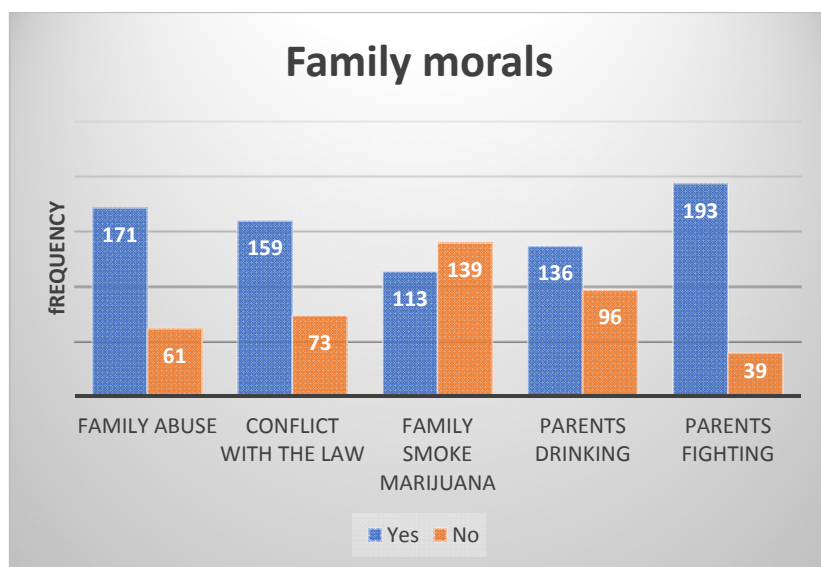


Figure 4.5. Family morale

The above abuses were also attributed to family members involved in smoking marijuana, parents involved in drinking alcoholic substances as well as them fighting as indicated by numbers in Figure 4.5 which shows a total of 113, 136 and 193 respectively. Of those who were not exposed to family abuse they had a total of 139, 96 and 39 respectively as clearly indicated by Figure 4.5.

Generally, family moral and discipline are aspects are serious aspects that perpetuate to youth school crime. The above statement is supported by the theory of Akers (2004) who explain deviant behaviour as a behaviour produced through direct association with people who possess the same character. In this instance, the family is the primary source of association. The study further indicated that children learn and imitates the behaviours displayed by parents or other family members through direct association. There for based on the matrix above if the children came from

the families characterised by fighting, such children learn displays the violent behaviour at school. The same may apply to children who came from families who drinks and smoke.

Furthermore, children who came from families whose family members are in conflict with the law commit more crime in school. This is supported by the same study of Akers (2004) who stated that the frequency and nature of contact with family members produces same character. Thus, according to the study children imitates the behaviour of family members as they learn. Moreover, large number of learners from abusive homes are committing crimes in schools. This is evident form the study by Siegel (2003) who discovered that children physically, emotionally and sexually abused children suffer a long-term impact, thus such children are violent. Such children use violence to release their anger, according to the study.

4.4.2 Peer influence

Peer influence was also accredited to youth crime as indicated in Table 4.2 of those who belonged to a group 57% of them indicated that they were pushed to get involved in criminal activities, while 43% indicated that they were not influenced by these groups. However, 67% were indeed influenced by friends to engage in criminal activities while the other 33% were not influenced. Use of social networks also indicated that it influenced crime in the students as indicated by 62% while the remaining 38% were not influenced. Fights on the internet were also perpetuated by peer influences as indicated by an 80% while only 20% were not influenced. On the other hand, at least 54% indicated that explicit sexual images from friends lead to crime while 46% were not affected. This indicates that peer influence could instigate crime among students.

Table 4.2 Peer influence

	Yes		No	
	Count	Percentage	Count	Percentage
Belong to a group	133	57	99	43
Influence from friends	156	67	76	33
Use of Social Networks	145	62	87	38

Fight on the Internet	167	80	65	20
Sexually explicit Images from Friends	126	54	106	46

The above table is in relation to the study conducted by Young (2007) stating that when learners develop friendship with criminal peers, they adopt the behavior in order for them to fit in the group. Moreover, according to Young's study, learners from high school wish to impress their peers, they also need to gain favor and respect from them. As a result, such children involve themselves into crime at school.

4.4.3 Economic factors

The section presents, describes and analyses information pertaining to economic factors that contributes to youth crime which was obtained from the survey.

4.4.3.1 Unemployed parents

Table 4.3. Employment status of parents

	Count	Percent
Yes	123	53.0
No	81	34.9
Self Employed	23	9.9
Other	5	2.2

53 % of the participants indicated that their parents were employed while 35% indicated that their parents were not employed. 10% were self-employed while 2% were involved in other different ways of earning an income. Considering the percentages, not all parents were employed and earned enough to support their families satisfactorily. Hence the increase in crime rates in school students.

The matrix above is in support of the study by Margo (2008) who mentioned that unemployment of parents affects children and influences them to commit crime in schools, because their parents are unable to meet their needs.

4.4.3.2 Parents income

Parents' income is a factor in perpetuating crime. Less salary for the family means less economic status and less food on the table and other necessities. 75 of the participants indicated that their parents' salary was below R1500, 72 of them indicating that it was below R5000. 56 of the participants indicated that their parents earned from R6000 to R10 000 while only 29 indicated that their parents earned more than R10 000. Showing a high number of parents earning less than necessary to cater for the whole family influences school students to engage in criminal activities like theft, selling drugs among other factors.

The above findings are inconsistent with the study conducted by Duffy (2004) which indicated that children from low family income involve themselves in crime so that they may satisfy their financial needs and other materials. Another study by Hallsworth (2007) indicated that most of children who are economically deprived live in poor households and lack basic needs, due to that they are at high risk of becoming criminals.

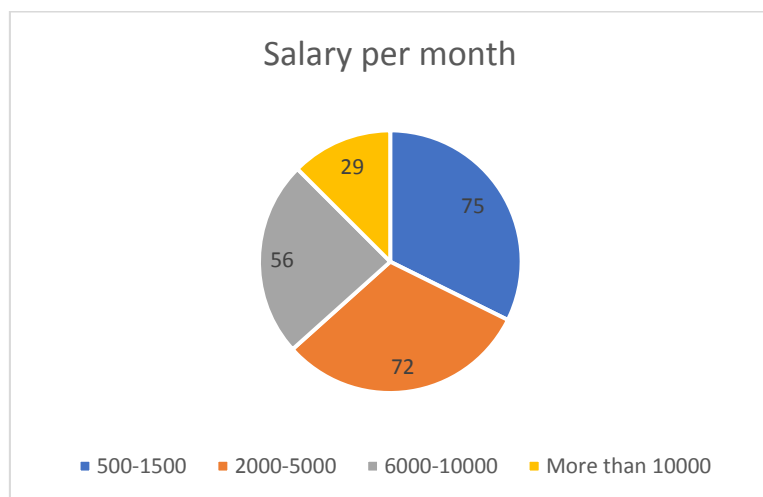


Figure 4.6: Salary per month

4.4.3.3 Poverty

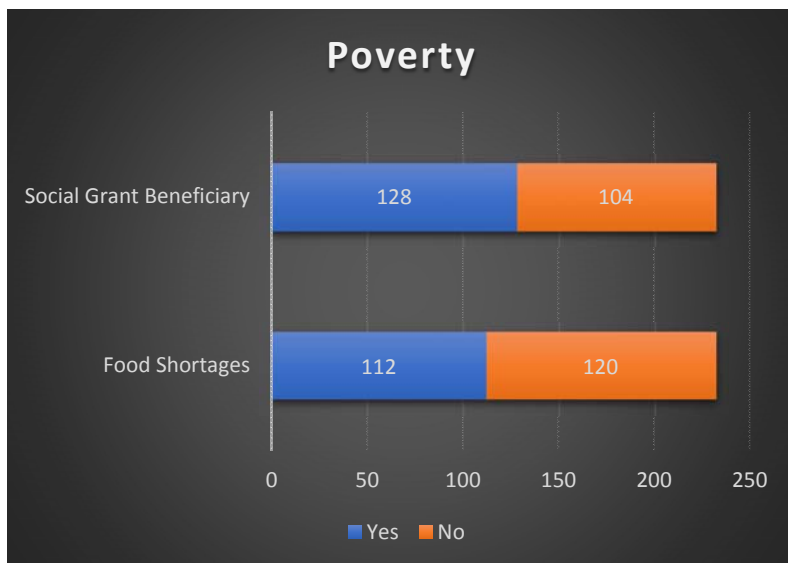


Figure 4.7: Poverty

Poverty was named a factor that influence crime in school students. Of the participants who took to the survey, 128 who were beneficiaries of the social grants indicated that poverty was among the factors that influence crime in students while 104 who did o receive in social grants also indicated the same. Food shortages also indicated that poverty is a perpetuator of crime in schools as shown by 112 of the participants. However, 120 of the participants indicated that they did not face any food shortages, they acknowledged that food shortages at home influenced crimes in schools. The study conducted by Champbell (2000) indicated that it is easier for a child from poverty stricken home to join gangs to gain food and other needs.

4.4.4 Environmental factors

The section presents, describes and analyses information pertaining to environmental factors that contributes to youth crime which was obtained from the survey.

Table 4.4: Environmental factors

	Once	Twice	Always	Never
Assaulted or threatened at School	117	65	22	28
Sexually abused at School	119	105	8	
Bullied at School	52	89	68	23
Verbally abused at School	49	88	63	32
Drug abuse at School	139	66	27	
Involved in Gangs at School	117	78	37	
Involved with Marijuana smokers at School	171	59	2	
Neighbors often send you to buy Alcohol	127	70	35	

Environmental factors are among factors that perpetuate crime in high schools. This means that receiving threats and being assaulted at school as indicated by a high number of students being assaulted at least once indicated by 117, those who were assaulted twice being 65 and those who face assault at least all the time being 22. On the other hand, 28 of the participants indicated that they were never assaulted at school.

At least 119 students were sexually abused at school once, while 105 students were assaulted twice and the remaining 8 were being sexually abused always. Bullying at school was also a factor that perpetuate crimes in schools as indicated by 89 of the participants being bullied twice, 68 being bullied always, 52 having been bullied at least once. The remaining 32 were never bullied at school.

Verbal abuse at school was one of the factors influencing crime in schools as indicated by statistics of those who were abused once, twice and always. The table tabulated 88 for those who were verbally abused twice, 63 for those abused always and 49 for those abused once. However, 32 of them never faced any verbal abuse. Drug abuse by students is also a factor in enhancing crime as

indicated by 139 of the students having been involved in drugs at least once, 66 of them having been involved in drug abuse twice and the remaining 27 being involved in drug abuse always.

117 of the participants who were involved in gangs at least once indicated that they were once involved in crime, and 78 of those who were involved in gangs at least twice also indicated that this aspect perpetuated crime. 37 of the participants who are involved in gangs always also indicated that this influences crime as well. Also, of those who were involved with marijuana smokers at school once also indicated that it influences criminal activities as indicated by 171 of them, while 58 of them who were involved with these smokers twice also seconded this aspect as well as 2 of them who are involved with marijuana smokers always.

Neighbors sending the school students to buy alcohol substances was also considered a factor in perpetuating crime in school students. 127 of the participants showed that they were involved in crime at least once because of this factor, while 70 of them who were involved twice also supported this factor. The remaining 35 who are always being sent to buy these alcoholic stuffs always also indicated that it is a factor in influencing crime in schools. This indicates that crime in high schools comes in varying circumstances as showed by the analysis above.

This however is supported by the study which discovered that the social experience in different areas influence youth crime CJCP (2012). The exposure to violence and access to illegal substances was also identified as another factor contributing to school crime in the study. The above analysis is also in line with the study by Leoschut (2009) who discovered when children are exposed to neighbors who use drugs and alcohol are at a risk of becoming criminals. The study of Leoschurt also finds out that when children lives next to the taverns, they are usually sent to buy alcohol and the normally develop the tendency of drinking which can perpetuate to crime in high schools.

4.5 NATURE OF CRIMES IN SCHOOLS

There are different types and nature of crimes happening in high schools as presented on the graph below. Drug abuse is the crime with high statistic rate which is 86, followed by violence with 80, sexual assault with 44 and robbery with only 22. With these figures, it is clear that crime is indeed happening in schools.

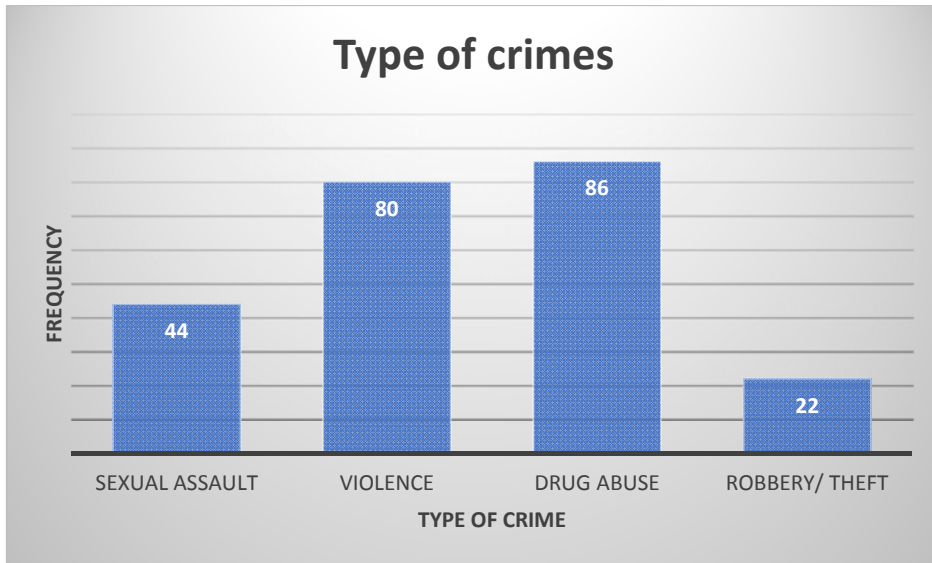
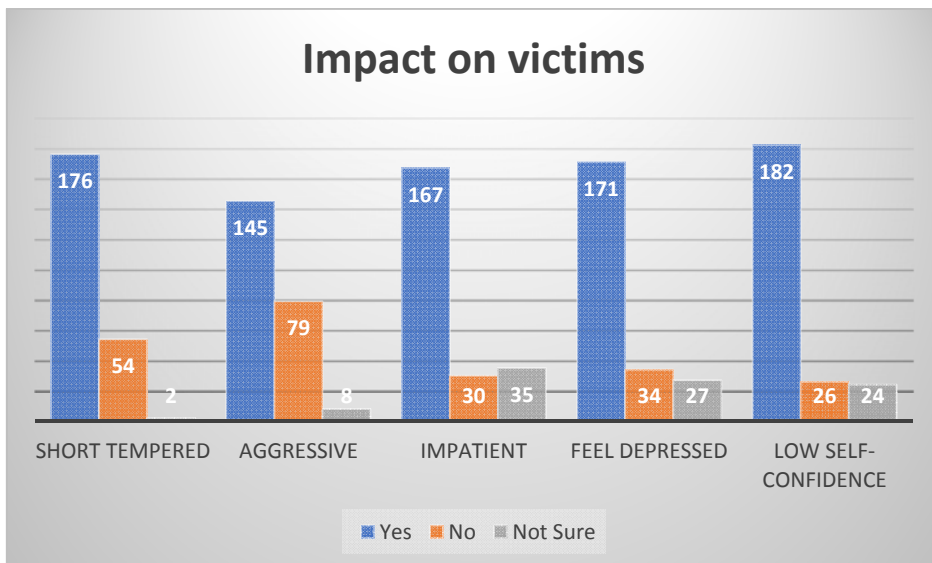


Figure 4.8. Nature of Crime

4.5.1 Impact on the victims

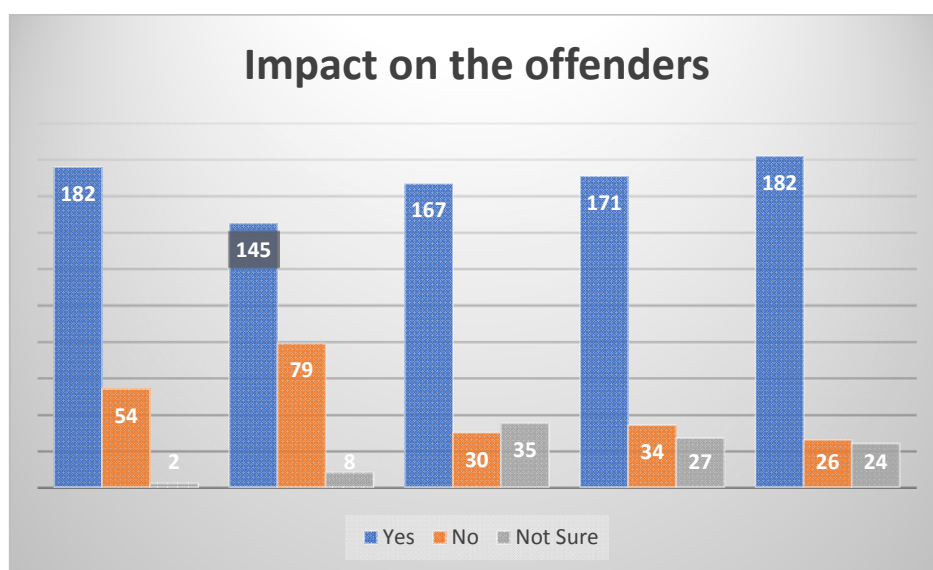


As shown in the table above crime has an impact on the life of a victim. This is presented by 176 learners admitting that they are short tempered, 54 saying no, and only 2 not sure. Other victims of crime agreed that they are aggressive presented by 145 learners, 79 saying no, and only 8 were not sure. Furthermore 167 victims of crime are impatient as represented in the above graph, 30 are not and 35 are not sure. Some victims of crime may feel depressed and may develop low self-confidence. Thus 171 feel depressed, 34 saying no and 27 not sure. Moreover, victims of crimes

suffer confidence loss as presented above b 182 learners saying yes, 26 saying no and only 24 not sure.

This in consistence with the study conducted by Leoschurt (2013) stating that school crime affects the victims and put their mental and physical health at risk. Learners affected b crime may have physical symptoms like lack of sleep, emotional unstable, aggression, depression and low self-confidence.

4.5.2 Impact on the offenders



Offenders also suffer after committing crime. The agreed that they suffer regression, fear, isolation, performance drop and low self-esteem. This is evident from the study by Leoschut (2012) stating that the performance of children who are in conflict with the drops even if they were doing well before. Such children involve themselves into drugs to avoid the matter. The stud also concluded that the offenders mostly lose concentration during class and affect their pass rate. Such learners live in fear thinking that the victims will come back for revenge.

4.6 QUALITATIVE PRESENTATION AND ANALYSIS

4.6.1 Demographic information

The gender representation of the Life Orientation teachers who participated in this study is as follows:

Gender	Number	Percentage
Male	2	20
Female	4	80

The above statistics show that focus groups in this study had a higher representation of female teachers than male teachers.

The age of the Life Orientation teachers who participated in this study is distributed as follows:

Ages	Number	Percentage
30-40	4	80
41-50	2	20

This implies that majority of teachers who participated in the group discussion were below the age of 40 years whereas only a minority of the research participants were above the age of 40 years.

4.6.2 Family factors that influence crime in high schools

Hereunder follows respondents' views on the issue of factors contributing to crime in high schools:

Respondent1:

"we have experience crime committed by children who are staying with single parents".

Looking at the response above, the respondent illustrated that children who lives in incomplete families where both parents are not available commit crime in school. This means that both parents have a role to play on the life of a child. Thus, in most of South African family's kids are raised by their mothers. This mostly happen because fathers may travel to the cities to look for jobs. This however makes children to grow up without father figure. This is in line with the stud by Farrington (2004) which discussed that the breaking down in traditional family structure can result in breeding ground for social problems amongst the children within the single parenting families. These problems may lead to youth crimes in school.

Respondent 2:

“We have also experience crime committed by children who are orphaned, and being looked after by other siblings. Most of such children has fallen vulnerable to many criminal activities committed in our school”.

Based on the response from respondent 2, children who are orphaned are faced with many challenges which makes them vulnerable to commit crime. Thus, children cannot provide for themselves, therefore they may try to find ways to feed themselves and other siblings. This is in line with the study by Ludmila and Shipitsyna (2008), which mentioned that children who are orphaned has a greater chance of becoming criminals because they lack care and support from elderly people. This may make them angry because they know that they have no one to defend and care for them which could involve them in crime.

Respondent 2:

“In our school, we have experience crime caused by children staying with their grandparents in the absence of their parents”.

On the bases of the above response, one may see that when parents are not around, grandparents may take the role of raising children. However, in some cases, grandparents could be older in a way that it became difficult for them to monitor the movement and the behaviour of children. In some instances, children may lie to their grandparents when they are in need of money. In this way, it becomes easy for a child staying with grandparents to be involved in substance abuse, using their grandparent’s money. This is in consistent with the study by Francesco (2012) who stated that when children are left with grandparent or other care givers they may develop criminal behaviour, because they know that it is difficult for grandparents and other care giver to discipline someone’s child. In that way, such children may be in a freedom and may be involved in criminal activities in schools.

Respondent 6:

“We have faced challenges with children whose parents are working away from homes. Such children commit crime knowing that there will be no one to monitor and control them”.

Looking at the above response, one can see that most of the parents are forced to move away from homes in order to go and look for jobs in the cities. This however put children at risk of becoming

criminals because they lack monitoring from their parents. This is in relation to a study by Farrington (2004) who mentioned that when parents are not available, children may lack direction. This may put them at risk of offending.

Respondent 1:

“We have seen crime being committed by children who are spoiled by their parents. Where in the lack morals and discipline”.

Looking at the response above, one may see that children who lack discipline may behave in any way they want even at school. Thus, such children may have a feeling that they own the world, because their parents did not instil rules and discipline to them. Most of children who lack discipline they are not controllable. Such children may not even respect the rights of other learners at school. This is however in consistent with the study conducted by Cotton (2004) which mentioned that when children lack discipline, they lack self-control which may results to violation of school rules and regulation.

Respondent 6:

“Family conflicts has also played a critical role in perpetuating crime in our school. Children who came from families where they always fight with their siblings mostly cause crime in our school. They mostly involved themselves in crime including, physical fights and bullying”.

The response above may give a view that children may repeat the behaviour the see at home. However, children from homes characterised by conflict and violence are likely to become violent. This is in relation with the study by Arkers (2010), which indicated that children learn and imitate the behaviour of parents. Based on the response from respondent 5, children whose parents are divorced are also troublesome and commit crimes at school.

Based on the response from respondent 5, one can see that children from families where parents are separated are unable to cope at school. This means that when children facing such situation are unable to choose between their parents. This may bring a lot of confusion among children, and may put them at a risk of committing crime in schools. This was also evident from the study conducted by Alexandra (2008), where it indicated that when parents are divorced it causes a greater confusion amongst children, and such children becomes more vulnerable to crime.

Alexandra's study also indicated that children who are from divorced homes lack elderly trust, and may become criminals.

Respondent 5:

“Another family factor we saw affecting children to be involved in crime is that, children are staying in small houses with many siblings. In that way, they are not able to relate well with others. Food also became a problem to them and their parents are not able to monitor them well”

From other respondents like respondent 5, one can see that not only parents play role in shaping the behaviour of a child, but also the size of the family may influence criminal behaviour to a child. These may include the number of siblings and birth order. The study conducted by Francesco (2012) stipulated that when the family is over populated children lack communication and other coping strategies which may lead them to commit crime.

Respondent 4:

“In our school, we also dealt with crimes committed by children who are exposed to criminal activities at home. Where in you find out that their parents or other siblings are known for crime and have been arrested at least once or twice”

Respondent 4 also mentioned the issue of children copying and repeating the same behaviour of their parents and other family members. One may conclude that children learn and practice the criminal behaviour displayed in their families. This increases the crime in high schools. Based on the study by Akers (2004), children learn the behaviour from primary source who are parents and family members because children are directly associated with their family. According to Akers (2004), the frequency and nature of contact that children have with others is an important factor that determines their behaviour thereof. Children's attitudes, beliefs and values are learned from their parents.

Respondent 2:

“We have also experience crimes in our school from children who came from abusive homes. Wherein some of them are sexually abused, and some are emotionally and physically abused. They usually release their anger by bullying and beating other learners at our school”.

Respondent 1:

“Some of the abused children in our school has become more dangerous in a way that they walk around with weapons, such as knives”.

Respondent 4:

“many crimes are caused by abused children has been reported many times in our school.in some cases children came from homes where parents and family members quarrel, and disrespect to each other, and such children display that inform of crime and other deviant behaviour”.

The issue of child abuse and neglect is very sensitive as indicated by respondents 1, 2 and 4. Based on their responses, it shows that abused children are causing more problems in schools. This includes walking around with weapons. They also indicated that emotionally, physically and sexually abused children are very violent in their schools. However, on the bases the study conducted by Siegel (2003), abused and neglected children are not given proper care and support by their parents and other care givers, which gives them a greater chance for committing crime. Such children may become violent as a long-term impact of abuse and neglect.

Respondent 1:

“Children who lack father figure also commits crime in our school”.

Respondent 3:

“not only that, some of the children who lacks motherly love are also involved in criminal activities in our school”.

Respondent 1 stipulated that some of the children commit crime because they lack father figure in their lives. The above view is related to the study conducted by Farrington (2004) which stated that a boy child looks at the father and learn from them. Therefore, when fathers are not available to their children. It increases their risk to be involved in criminal activities. On the other hand, respondent 3 mentioned there are some of the children who commits crime because the lack motherly love. These may be caused by death or separation of parents. However, such children may feel lonely and unloved, and thus may increase their risk of becoming criminals.

Respondent 2:

“In our school children who lack food at home also commit crime”.

Respondent 3:

“We also experience crime caused by children from poor homes. Such children who lack clothe, house and food”.

Based on the responses given by respondent 2 and 3 some children commit crime because of poverty. Therefore, one may conclude that when children lack basic needs such as food, clothe and shelter, they may be involved in crimes at schools. However, on the bases of the study by Farrington (2003), the tendency of bullying by taking lunch boxes and money is mostly displayed by children from poverty stricken households. The study also indicated that such children may also develop behavioural problems which include aggression, depression and low self-esteem. Furthermore, such children may join gangs for a sense of belonging, and to get food and shelter.

On the bases of the above responses, one can conclude that family factors indeed play a critical role in crimes that are happening in high schools. From all six (6) respondents, aspects such as parental care and family structures where mentioned and discussed. Some of the respondents even mentioned that when parents are not available children lack control, and may be involved in unlawful acts. The aspect of parents of both parents was an influential aspect to crime. Therefore, one may conclude that family factors play a greater role and influence high school learners to commit crime.

4.6.3 Economic factors

The following are responses from a few respondents on the role of economic factors on violence in high schools:

Respondent 3:

“Some of the crimes reported were committed by children whose parents are getting low income. Such children in our school are mostly involved in drug smuggling. They sell drugs so that the can support themselves as their parents are struggling and unable to support them”.

Based on the above response, one can see that parental income may also contribute in the escalation of crime in high schools. Thus, children whose parents earn less than what is required in their households are unable to meet their needs. In that way, children tend to find their own way to meet their needs.

Respondent 5:

“Economic deprivation is also a problem to children in our school. Thus, some children from economic deprived families develop anger because their parents are unable to meet their needs. However, crime of theft has been one of the crime mostly committed by children from economic deprived homes”.

Looking at the above response, the researcher may conclude that children who come from economic deprived home are the ones who are at high risk of committing crime in high schools. Thus, when children lack basic needs they are forced to still satisfy their hunger and other basic needs.

Respondent 6:

“To add on the aspect of economic deprivation I can say children deprived homes in our school leave before the actual knocking off time. They involve themselves in school crime in order to satisfy their financial needs”.

Looking at the above responses, one may see that children from deprived families face challenges which influence them to commit crime. When the needs of children are not provided for they tend to look for ways to meet their needs. This is in line with the study by Young, Fitzgerald, Hallsworth and Joseph (2007) which indicated that most of the learners who are economically deprived live in poor households and deprived areas or villages and they are at a high risk of becoming criminals. Children who come from families with low income, unlike children from middle and high income, suffer and have fewer chances to finish their education to gain economic power.

Respondent 3:

“Children who came from poor households have always been a problem in our school. Their homes cannot afford to give them proper care and support. We have seen that they became angry, depressed and mostly have low self-esteem. In such a way, they have displayed their behaviour by fighting and verbally aggressive”.

Respondent 1:

“In supporting respondent 3, children from poverty stricken families usually bank classes. They are involved in selling of drugs in the school premises. When we ask them, they indicated that they lack basic needs. They are troublesome because they are also involved in gangs”.

Respondent 6:

“Crimes committed by children whose parents are unemployed were also reported in our school”.

Based on the responses from respondent 1,3, and 6, they discussed the issue of poverty as a burning issue in their schools as one factor that contribute to high school crime. They further mentioned that some of the children from poverty stricken homes are committing crime of theft in their schools. Furthermore, they mentioned that children from poverty homes do not attend classes regularly due to hunger. From the respondents, such children isolate themselves from others, which put them on the risk of committing crime. Another problem seen was that such children were easily influenced to join gangs, wherein they involve themselves in substance abuse. This is however in line with the study conducted by Campbell (2000) who discovered that children from poverty stricken homes do not attend classes regularly, because when they are sick they cannot get adequate medication, and may leave school due to the poor conditions of living in their homes.

Respondent 4:

“We also experience very embarrassing activities displayed by girls in the classrooms. Girls in our school share sexual explicit pictures and sexually seduce boys and other male educators in exchange of pocket money. Such girls are mostly from poor households. Some of these girls has gone as far as selling their bodies to elderly man so that they can get money to buy food and other basic needs”.

The above respondent stated that in their school girls coming from families with low income seduces boy and other male teachers in order for them to get pocket money. Looking at the respond above the researcher may stipulate that children from low family income and others whose parents are unemployed commit crime in school to satisfy their financial needs. This is in consistence with the study by Young (2007) who mentioned that children from financial deprived families commit crime because their parents are not able to adequately provide financial need to them.

Respondent 3:

“We have also encountered crimes committed by children who come to school with a lot of money, children whose parents are earning a lot and give their children lot of pocket money”.

The above respondent also came with the issue saying that some of the children in their school committed crime because they come to school with a lot of money. This however is in consistence with the study conducted by Duff and Gillig (2004) saying children who have economic power

may be able to satisfy their material needs, but on the other hand may use their finance to commit crime. However, according to this study, learners who came to school with a lot of money buy drugs and alcohol and children also employ children from deprived homes to sell drugs and other illegal substances in the school premises.

Respondent 1:

“Malnutrition was another factor that increases crime in our school. Some of the children come to school in an empty stomach. Thus, some families are unable to provide enough and proper food for their children. Children mostly isolate themselves from other children, which increases the chance for them to commit crime”.

Based on the last respondent, she discussed the issue of malnutrition as one of the factors contributing to crime in her school which is confirmed by the study conducted by Young (2004) who found out that malnutrition influences crime, because when children lacks food they may use crime to sustain their hunger. Looking at the responses above, the researcher may conclude that there are various economic factors that play a role in high school crime and one may perceive that the issue of poverty is affecting many learners and lead them in to crime, especially children from rural areas.

4.6.4 Environmental factors

Hereunder are the views expressed by some of the respondents on the role of environmental factors:

Respondent 2:

“Our school is not in good condition and there are old classes which are no longer used. The toilets are far from the school yard. We have experienced crime caused by such conditions. Some cases of sexual harassment have been reported severally in our school. Some of the learners were found smoking in the toilets”.

Respondent 6:

“Our classes are overcrowded, and it is difficult for us to control our learners. Most of fights and crimes of theft were reported”.

Respondents 2 and 6 discussed the issue of school structure. With respondent 2, showing that there are classes which are not used, and further indicating that the toilets are very far away from the classes which give learners chance to commit crime as learners will be far away from educators who monitor them. On the other hand, respondent 6 indicated that the classes in their school are overcrowded. This means that educators are unable to control large classes. Therefore, children may commit crime easily while hiding by other learners. The researcher may conclude that schools with old and unused infrastructure, overcrowded schools and schools which are next to the bush experience lot of crime as discussed by respondent 2 and 6. Furthermore, in schools where there are classes which are no longer used it become easy for learners to commit crime of substance abuse inside those classes. Thus, learners in such schools may find hiding places or sell and use drugs. Not only that, sexual violence may also happen because old facilities are not monitored.

This is in line with the study by Ungar et al. (2013) who discussed that school structure may influence criminal behaviour among learners. Thus, many school learners have been threatened by other learners who hide inside the bush in school play grounds. Furthermore, some of learners have experience crime in unused school facilities.

Respondent 1:

“Our school does not have yard, and it makes it difficult for us as educators to control learners. In most of the times learners go in and out during class time. The crime of drugs and alcohol use are always a case in our school”.

Based on the response above, one may see that even people from outside/ (community) school may have access to school premises. This means that illegal substances may enter school easily because when there is no proper fence at school drug dealers may come to sell to learners. On the other hand, learners may run away from school without teachers noticing. In that way, they may bring alcohol and other illegal substances at school.

Respondent 4:

“Drugs and other substance abuse has been a cause of many crimes in our school. Other substances including marijuana”.

Respondent 5:

“We are also facing problem of crime caused by drugs and alcohol. However even the fact that learner’s influence each other to commit crime is a problem. Some of the learners commit crime but when we ask them they will say they are imitating their friends”.

Respondents 4 and 5 indicated that, the use of drugs in school is in high volume. Therefore most of the learners are seen to be involved in drugs and other substance abuse. The researcher may conclude that some of the crimes in schools are indeed perpetuated by drug usage. Learners who use drugs involve themselves into criminal activities such as theft to get more money to buy more drugs, as they are addicted.

The study by Tshitangano (2016) revealed that drug abuse among high school learners has increase, and it has been a factor contributing to crime in school because drugs have negative impact on the cognitive development of a learner. Thus, learners who use drugs may commit crimes of violence being influence by drugs. Such learners may have physical injuries without recognising because of drug influence.

This is also in consistence with the study of Hiduja et al. (2013) who mentioned that unhealthy school environment plays a role in determining and shaping the behaviour of a child. He further mentioned that school crime happens when learners lack proper control and supervision from their educators and school management teams. This may also relate to the response from respondent 1 who mentioned that in their school there is no yard, and they are unable to control learners as educators.

Respondent 1:

“Even in our school peer pressure has an influence in crimes happening in our school”.

Peer pressure was discussed and supported by all the schools. Peer pressure was seen as one factor that increases high school crimes. Respondents 1 and 5 mentioned that peer pressure has influenced many of their learners to be involved in criminal activities. However, this is in relation to the study conducted by Young (2007) stating that young people develop relationship with wrong peers and adopt their behaviour in order for them to remain part of the group, and when learners join peers with criminal behaviour they tend to become criminals too. This happens because learners spend much time with their peers.

Respondent 3:

“Our school is next to the tavern, and our learners are always drunk even in the morning”.

Based on the last response from respondent 3, some of the children in their school came to school drunk because their school is situated next to the tavern. This has perpetuated to high levels of crime in their school said the respondent. This is however in relation with the study conducted by Richardson and Budd (2003) stating that most of the learners who drinks alcohol are mostly involved in violence happening in school. The study further revealed that when the school is next to the tavern learners are influenced to drink daily, and such learners may usually run away from school during classes so they can drink. The study continued by revealing that alcohol usage leads to higher level of offending and irregular antisocial behaviour.

This issue of bad neighbourhoods has also been discussed by Leoschut (2009) who discovered that children who live in neighbours where there are taverns are usually sent to buy alcohol by their elders, by so doing children develops a tendency of drinking. Based on the responses above the researcher ma conclude that bad neighbourhoods places learners in a stressful and traumatic situations they may see violence and other criminal activities as a solution.

4.6.5 Other factors that contribute to high school crime

The following are views expressed by some responses:

Respondent 6:

“Most of the crimes in our school is committed by male learners. Many crimes concerning violence has been reported as committed b male learners”.

Respondent 6 mentioned that in most cases they mostly address crimes committed by boys than girls. However, this is in consistent with the study by Burton (2012) stated that there are certain types of crimes associated with certain gender. The study continued revealing that in schools male students are dominant in criminal activities than girls, thus males feel superior and female students fall prey to such behaviour. From the respondent above one may conclude that gender plays a role as a social construct that shapes the behaviour of a learner.

Respondent 4:

“Our school is situated in rural area and we face challenges with taverns and there is high rate of community violence. Because of that children in our school are not afraid to be involved in violence”.

Looking at respondent 4, the issue of location was discussed. This however may give the view that the area also plays a role in shaping the behaviour of child whether a child will become criminal or not. This is in line with the study by CJCP (2012) who revealed that the social problems experienced in different areas or communities and exposure to violence affect the child's risk of becoming criminals in the certain environment.

Respondent 2:

“Children who are older and repeating classes are the ones who are mostly involved in criminal activities in our school”.

The aspect of learner's performance in the class was also seen as one factor contributing to offending at school. Respondent 2 stresses that children who are older and remaining in the same class are the ones who are committing lot of crime in the school.

The respondents above have added other aspects that contribute to crime in their schools. This include aspects like gender, location and age. Based on their responses above the researcher may believe that children with poor performance and those who are older are no longer able to concentrate at school and may cause crime. That's because when a child repeats classes he/she becomes a laughing stock to other young learner and may become angry and involve themselves into violent crime. This is supported by the study by Foshee and Arriagela (2004) stating that offending rate is higher among teenagers than in adults. Furthermore, learners who are older in the class can be frustrated and develop anger which leads them to commit crime.

4.6.6 Effects on the victims

The effects of violence in high school are raised by the respondents in the following responses:

Respondent 5:

“Victims no longer concentrate in class”

Respondent 2:

“They look like they are in fear that what happened to them will happen again”.

According to respondent 5 and 2 the victim of crime may lose concentration and develop fear towards the offender thinking that the act of crime will happen again. Thus, for a person who has experience crime their self-esteem drop that's why they live in fear.

Respondent 1:

“Victim’s performance drops”

Respondent 3:

“Most of the victims bank classes”.

Based on the responses from respondent 1 and 3 learners who are victims of crime bank classes. This means that such learners may miss important classes. This however is also related to the response from respondent 1 who mention that the performance of such learners drops. In other words, victims of crime may be affected in a negative way in a way that they may lose the interest of studying and loose the hope in pursuing their dreams.

Respondent 2:

“In our school, we have experience some cases which needed medical help”.

Looking at the above responses one may conclude that crime to the victims is a serious problem that affects them emotionally, physically and psychological. This is in relation to the study by Leoschut (2012) stating that children who affected by crime may suffer physical symptoms such as lack of sleeping during the night. Crime may also affect their performance and disrupts their social relationships. The study continued by stating that most of victims of crimes might be emotionally unstable. Moreover, depression and anxiety are mostly suffered by victims of crime. According the study some may suffer physical injuries that would seek medical attention.

4.6.7 Effects of crime on the offender

Respondents said the following with regard to the effects of crime on the offended:

Respondent 4:

“The performance of the offenders drops in most cases”.

Respondent 3:

“Such children are emotional unstable, due to isolation”.

Based on the responses of respondent 4 and 3, learners who are offenders may suffer emotional stability because of isolation. This means that because they have committed crime, their friends or

peers may label them as criminals, and on the other hand isolate them from the group. This however may have an impact on the academic performance, as such learners may feel out casted and loose hope for the future.

Respondent 1:

“The offenders mostly quit school even at the tender age, because of fear and pressure from their peers”.

Three respondents have given different views on the effects of crime on the offender. Respondent 1 mentioned that young offenders may quit school due to fear. On the other and their performances drops. This means that young offenders may find it difficult to cope and relate to people whom they hurt. Thus, they may decide to quit school, because of anger. The anger may develop because other peers may always gossip about their situation.

Looking at the above responses one may conclude that crime does not only affect the victims, but may also affect the perpetrator or offender. This is in line with the study conducted by Burton (2012) stating that wen learners have committed crime it becomes difficult for them to attend classes. The further mentioned that children who have been in conflict with the law do not perform well at school, even if before they were performing well. Such children also suffer emotionally because other learners would not tolerate or accept them as friends. The feeling of isolation may again increase their risk of offending.

CONCLUSION

This chapter covered the presentation and analysis of data which was obtained from the questionnaires and interview schedules during the field work. The chapter also presents the findings obtained from the research. Data was collected from the class list of selected 40 learners from grade 10 learners and another 40 from grade 11 learners in each of the three schools in the circuit to give a total of 240 learners in the survey. As for the focus groups, grade 10 and 11 Life Orientation teachers in each of the schools were included. Descriptive and inferential statistics analysis was used to analyze the quantitative data and thematic system of data analysis used to analyze information from focus groups questions for the interview schedule.

CHAPTER FIVE

5. OVERVIEW OF THE STUDY, SUMMARY OF FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter discusses the findings that emanated from the survey questionnaires and group interviews, and the literature that was explored regarding the topic.

5.2. OVERVIEW OF THE STUDY

Crime in high school has been a problem in many countries. Therefore, the aim of this study was to explore the factors, nature and effects of high school crime. School youth crime puts the life of other students in danger and at the same time disrupts the process of learning. It may also cause some learners to quit school because of fear. Moreover, the researcher has discovered that there are many factors that can contribute to high school crime as interpreted in chapter 4 above. The study however has established the following objectives:

This study set out to investigate factors that contribute to crime among high school learners in Nzhelele East Circuit, determine the nature of crime committed at Nzhelele East Circuit high schools and explore the effects of youth school crime on both the victims and offenders at Nzhelele East circuit high school.

5.2. FACTORS THAT CONTRIBUTE TO HIGH SCHOOL CRIME

With regard to the first objective the study, it was discovered that there are many factors that are contributing to crime among high school learners. Based on the findings of the study, there were some factors discussed. Among the factors, the following family factors were also discussed.

5.2.1. Presence of both parents

Based on the findings the researcher has discovered that children who are staying in families where parents are absent are the ones committing crimes in schools. This was due to the fact that they lack control and supervision of parents. Moreover, this is inconsistent with the study conducted by Farrington (2004) who revealed that, the breakdown in the traditional family where both parents are not available or present can result in a breeding ground for social problems among children within single parenting families.

5.2.2. The size of the family

The researcher also discovered that the size of the family is another contributing to high school crime. Learners who came from larger families are the ones who are at risk of committing crime. Children are not monitored, and have more chance of committing crime. The study conducted by Siegel (2003) is in support of the findings. The study indicated that the size of the family has implications on various areas of the family life style and it can lead to the problem of antisocial behavior by children.

5.2.3. Birth order in the family

With regard to the findings of the study, the position of the child has the effect on the behavior of the child. Children are committing crime in high schools influenced by the positions they possess at homes. These findings are in line with the study conducted by Adler (1928) stating that positions that children possess in the family have effects on the personality of a child and it can also determine whether the child will be deviant or not.

5.2.4. Parental divorce and separations

With regard to the first objective, the study also discovered that parental divorce and separations frustrates and confuse learners, and it leads them to commit crime. This factor plays a critical role in crime because children of divorced parents are left neglected with no one to care for them. However, this finding was also supported by the study of Alexandra (2008) stating that children of divorced parents become frustrated and loose trust, due to that fact they use violence in solving their problems and releasing their anger.

5.2.5. Family morals and discipline

The findings of the study also outlined the factor of family morals as another factor contributing to crime. The study outlined that children who came abusive, alcoholic, fighting and families with members who are in conflict with the law are the ones who commit crimes in Nzhelele East Circuit in schools. The results of this study are also in consistent with the finding of the study conducted by Barlow and Ferdinand (1992) stating that most of the children who become delinquent have no adult positive role model in the family. It might have happened that their parents, brothers and other relatives are likely to be in and out of prison for criminal activities. According to their study there is a possibility of transference of deviant behavior from the parents to the child.

5.2.6. Family child abuse

Based on the results of the study, child abuse was one of the critical factor discovered to be the cause of crime in high schools, this was due to a large amount of number of learners who were abused. This was also confirmed by the study conducted by Siegel (2003) who discovered that children who are abused at homes become troublesome at school. This means that children use violence as a means of releasing their anger.

5.3. ECONOMIC FACTORS

The following economic factors were discussed:

5.3.1. Poverty

Based on the findings of the study, poverty is one of the factors that increases crime among high school learners. This was evident by the statics from survey which revealed that many children are staying in poor households. This was also discussed by Life Orientation teachers in focus group discussions. The results of the study are in relation to the study of Farington (2003) who found that the tendency of bullying by taking money and lunch boxes is mostly displayed by children from poverty stricken homes.

5.3.2. Unemployed parents

The study established that parents who are unemployed are not able to provide for their families. Children from families where parents are unemployed lack basic need and other material as discussed in the focus group. Moreover, children are the ones involved in criminal activities at school. Therefore, the study has concluded that poverty is one of the factors that contribute to high school crime.

These findings are related to the results of the study by Margo (2008) stating that unemployed parents cannot meet the needs of their children. The study further established that such children from economic deprived homes suffer emotionally and may develop anger because parents are not able to meet their needs, therefore, it becomes a tendency for them to use crime as a means of satisfying their needs.

5.3.3. Low family income

As indicated in the study, most learners are coming from families who are earning R1500 and less. This implies that most families are not able to provide enough and proper food for their families. Low family wage is another factor which plays a role in increasing crime in high schools.

The above results are in line with the study conducted by Duffy (2004) who stated that children who are financially deprived involve themselves into criminal activities to satisfy their financial needs and other materials.

5.4. ENVIRONMENTAL FACTORS

Environmental factors that contribute to high school crime were also discussed in the study.

5.4.1. Peer influence

The study has established that peer pressure plays a role in increasing crime in high schools. Based on the findings, peers spend much time together, they also use social network to communicate together. However, the influence each other in to crime, even throw social network. This is evident from the survey where in 80% of learners agreed that they have been involved in fights through social networks. Not only that, some of the learners agreed that they have joined gangs influence by their peers. The study further found that many learners have committed crime because of their friends. This is inconsistent with the study by Kupersmidt (2003) who discovered that learners are very close to their peers and they spend much time playing with their peers, which makes it easier for them to adopt, copy and repeat the behavior of their peers.

5.4.2. School environment

Based on the findings of the study, if the school is next to the tavern, learners may not be able to concentrate, due to the noise and other violent activities that happens in taverns. The study further established that most of children who stay next to taverns usually drinks and commit crime at school. This aspect of school environment also covered the issue of buildings and number of learners in the classroom. This is also evident from the study conducted by Harden (2002) who discovered that school crime happens when learners lack control and supervision from their educators and other school management teams.

5.4.3. Drugs and substance abuse

Drugs and substance abuse is one of the factors that make learners to commit crime. The study has also discovered that learners who use drugs are mostly involved in theft, because they need money to buy more drugs. The study by Richardson and Budd (2003) also discovered that children who use drugs are the ones who are mostly involved in violent activities at school.

5.4.4. Bad neighborhoods

Based on the findings of the study, neighborhoods have an influence on the behavior of a child. Thus, if the child is living in neighborhoods characterized by crime, they feel that it is not wrong to commit an offense. Based on the results if the community is characterized by violence, the children of the community may become violent too. This is supported by the study conducted by CJCP (2012) stating that, the social problems experienced in different areas and communities and the exposure to violence, access to illegal substances and fire arms affects the children's risk of becoming a criminal.

5.5. OTHER FACTORS ASSOCIATED WITH SCHOOL CRIME.

The study discovered that male children are dominant than female students in crimes happening in schools. This is in relation with the study conducted by Burton (2012) who discovered that male students commit crime because they feel that they are masculine than girls. Children at adolescent stage were identified as a group that display lot of criminal activities at school. This is in relation to the study by Foshee (2004) stating that children in adolescence stage needs to identify themselves, however if they associate themselves with wrong people they become criminals.

Furthermore, the study discovered that location plays a role in shaping the behavior of the child. This is in line with the study by Leoschurt (2009) who discovered that children from disorganized communities characterized by crime also commit crime.

5.6 EFFECTS OF SCHOOL CRIME ON THE VICTIMS AND OFFENDERS

5.6.1 Effects on the victims

The study findings revealed that crime has negative impact on the victims. The victims may suffer long-term and short-term effect of crime. Thus, according to the study victims may suffer post-traumatic stress as a long-term effect. On the other hand, the short-term effects were anger, short temper, stress, depression and low self-confidence.

5.6.2 Effects on the offenders

Based on the findings of the study crime does not only affect the victim, but also the offenders. After committing crime, the offender may suffer regression which makes their performance to drop. The offenders also face isolation from their peer which may influence them to re-offend. Other effects discovered were aggressiveness, fear and low self-confidence.

CONCLUSIONS

Based on the above summary, the study makes the following conclusions:

- The study concluded that family factors play a role in shaping the criminal behaviour of a child. Among the factors in the family parental absence, divorce, family abuse, family morals also increase the vulnerability of children to commit crime.
- The study also concluded that economic factors including poverty, unemployment of parents and low family create the circumstances that serves as the breeding grounds for crime among high school learners.
- The study has established that there are environmental factors that perpetuate to crime. The study concluded environmental factors such as peer influence, bad neighbourhoods, school next to taverns, availability of drugs and substances are also explanatory variables of crime happening in high schools.
- The study further concluded that some of the factors leading to crime in high schools are location, age and gender of the learner.
- The study further concludes that crime affects both the victims and offender in high schools.
- Based on all the responses the study concluded that high schools are faced with many challenges of crime, which has been perpetuated by different factors.

5.7 SUMMARY OF FINDINGS

The following is the summary of the study:

- The study has discovered that family factors motivated learners to be involved in crime at schools. Different aspects in the family were illustrated by the respondents as aspects that perpetuated to crime wherein divorce of parents, family size, child abuse, family morals and birth order were among the family factors that influence learners to commit crime.

- Learners who came from deprived families also form part of crimes happening in schools. The study found that economic deprivation has motivated more learners into crime especially the crime of theft.
- Furthermore, the findings of the study showed that several circumstances including poverty, unemployed parents, low family income and malnutrition were articulated as economic factors contributing to crime.
- According to the respondents, environmental factors are also vital factors that contribute to crime. The study has discovered that peer pressure has an adverse impact on learners to commit crime. The study found that learners learn and copy the behaviour of their peers as they spend much time with them.
- Furthermore, other aspects of environment discovered in the study were, the structure of school being the buildings, classroom being over populated and the conditions of toilets. Moreover, factors like drugs and substance abuse and children living in bad neighbourhoods are some of the factors that contribute to crime in schools.
- Based on the findings of the study the researcher also discovered that there are other factors that contribute crime. Thus, according to the respondents, factors such as location, age of learners and the gender of learners may perpetuate to crime.
- According to findings crime affects the victims in many ways. The victims of crime suffer from anger, short temper, depression, stress, trauma and low self-confidence.
- Furthermore, the study also found that offenders are also affected by crime. Thus, according to the respondents, learners who are in conflict with the law suffer from depression, isolation, fear and regression.

5.8 RECOMMENDATIONS OF THE STUDY

- The study recommends relevant government departments to develop policies that will help to curb the issue of crime in high school.
- The study also recommends relevant departments to offer training to educators including all schools and community stakeholders to build relationships and identify areas common

grounds, clarify roles and responsibilities, acknowledge capacity constraints and explore the practical means to overcome challenges of crime facing many high schools in South Africa.

- The study further recommends the government to employ social workers and learners support agents in schools, so that that may counsel and advice learners facing problems. Employment of learners, support agents may also help in identifying and exploring the challenges that learners faced during and after school.
- More social programs, subsidies, government housing, free education, must be offered to more people who are economic deprived.
- Community stake holders to develop programmes that will help learners not to commit crime.
- The study also recommends community stakeholders to raise public awareness of the existence of crime in schools. So that other people will not fall the victims of such.
- Politicians to raise awareness at every public appearance about the impact of crime to the learners and other community members.
- Government to network with other financial agencies to help lower economic class to reduce cost of living and consumer spending. This might help to reduce poverty and malnutrition.
- The study also recommends the government to formulate the legislature on birth rate as to how many children should parents have. This will help to reduce family size which will help parents to be able to cater.
- The study also recommends that parents, government, community structures and non-governmental stake holders must work together in tackling the issue of crime in schools.

CONCLUSION

One thing that the study has shown is there are no conflicting views as to the motivation of crime and the influences on criminal behavior. Family factors, economic factors and environmental factors can motivate individuals to commit crime. The nature of crime and type of crime is defined based on the area and factors perpetuating to crime. Furthermore, crime affects the victims in a bad way. However, the respondents agreed that even the offenders are also affected by crime thereafter.

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